Problems

- It's not critical anymore
  - Command and control, get people to safety, no-one can be blamed
- It's not tame
  - Action plans, grids, Gantt charts, resource allocation, systems
- It's as wicked as it gets
  - Complexity, understanding impacts on people, trials and simulations

WONKHE

Reasons to be cheerful

Letter   + Add to myFT

Letter: Make personal protective equipment mandatory for everyone in the UK

From Dr Martin Yuille and Prof William Ollier

Be safe, if perhaps not as stylish as a supermodel © Naomi Campbell/Instagram

APRIL 6 2020   💬 11 🖨

Prof Julian Peto proposes using universal testing to end the pandemic ("How to ramp up Covid-19 mass testing immediately in the UK", FT.com, March 31). However, there is a simpler and cheaper way to get us back to work and to get ahead of the virus. This is for the government to mandate the use of appropriate personal protective equipment (PPE) for all — for every man, woman and child living in the UK or arriving at its borders. This simple step, requiring no innovation, might cost £10 per person and so total £660m, a snip compared with the cost of current strategy.

University of Bantshire
We throb knowledge, we pulse excellence

WONKHE

Reasons to be cheerful

- Science moving fast on understanding transmission, treatment and vaccination/prevention (thanks to the sector)

- Significant pressure from Sport, Licensed Trade, Schools to find solutions

- What looks difficult now (occupancy of spaces) may look better soon

- Experiments across Europe happening very soon inc universities

- Advances in treatment, tracing and widespread civilian PPE could mean this is all very straightforward in five months time

University of Bantshire
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WONKHE

Reasons to be miserable

- Very real prospect of second peak later in summer and/or year

- Social gatherings may well be caught up in moral/scientific panics about a second peak

- The "import" of students to towns and cities is already framed as "invasion"

- SD Compliant classrooms don't mean that social distancing around a campus possible/wise (tape measures)

- Hybrids by subject/age/service all fall apart quickly on (multiple types of) equity grounds

- What changes on Christmas Day? (BGT)
  - See also "practical slots" approach

WONKHE

Please regard this as informed speculation designed to assist scenario planning

Multiple Phases of Higher Education Response to COVID-19

Online Learning Adoption

Phase 1:
Rapid Transition to Remote Teaching & Learning

North America and many other regions transition to fully-remote teaching and learning in just 3 - 4 weeks, with huge reliance on synchronous video (e.g. Zoom, MS Teams, Google Meet)

Feb - Mar 2020

Phase 2:
(Re) Adding Basics

Institutions must (re) add basics into emergency course transitions: course navigation, equitable access including lack of reliable computer and broadband, support for students with disabilities, academic integrity

Apr - Jul 2020

Phase 3:
Extended Transition During Continued Turmoil

Institutions must be prepared to fully support students for a full term, and be prepared for online delivery - even if starting as face-to-face

Aug - Dec 2020

Phase 4:
Emerging New Normal

Unknown levels of online learning adoption in new normal, but likely higher than pre-2020

Institutions must have new levels of eLearning infrastructure - technology and support - to reliably support students

2021 & Beyond

Outlook as of end of March, 2020

MindWires

WONKHE

Transition

- "It is natural to think about the next few months of the pandemic as 'the crisis' and 'the world afterwards'.

- It may be more useful to think of three stages:
    - the immediate crisis;
    - the transitional period;
    - the emergence of a new normal.

- There in many ways is probably "no going back" - which is very difficult for everyone.

Five assumptions

1. The lockdown will prove effective but once government relaxes the rules and we become less careful cases will rise again - with strong grounds for concern about a second wave.

2. Despite the risks, government will soon have to allow a controlled move from complete lockdown. Partly because many people simply won't be able to cope with more than few weeks at a time, and because the wider impact, especially on the economy, will become too great.

3. We will enter an extended period of transitional arrangements – between normal life and lockdown. The government will assert its need to tighten or loosen the rules depending on infection rates and the capacity of health systems.

4. This transitional period may last for an extended period, perhaps a year or more.

5. In the current emergency period we are generally happy for government to do whatever it needs to do to protect us. Government and its agencies are also permissive in terms of allowing public, private and charitable organisations to respond and adapt.

WONKHE

Five assumptions

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To transition...

- The transition period may last some time and it is important to start exploring the principles that could and should govern it.

- The arrangements for an emergency are neither adequate nor legitimate for governing an extended transition.

- Emergency rules for a long period of time give unwarranted power to governments and could lead to a dangerous backlash.

- In an extended transition we need processes and principles to guide policy decisions and shape organisational and individual responsibilities.

- These should be effective in governing the transition, which means they will need to be both temporary and robust. But we should also be using the transition to shape the recovery that will carry us into a new normal; what the RSA refers to as 'building bridges to the future'.

WONKHE

Transition - principles

1. The public should have direct input to decision making

2. No one should be either forced or incentivised to behave in ways that are dangerous to their health and the health of others

3. Rules will need to be flexible, but transparency should be mandatory

4. The needs of the most vulnerable should take priority

5. Policy should be devolved where possible

WONKHE

A miserable week

A miserable week

- Deep recession and collapse in jobs
- Collapse in online alt satisfaction to 33%.
- No mention of students or universities in the roadmap.
  - (European outlier as a result).
- Years abroad and placements online (cancelled).
- Emails arriving announcing blended default.
- Little clarity on features, changes or approvals.
  - With vast, vague threats of cuts.
- Little clarity on standards or quality.
- Little clarity on immigration or student finance regime.
- Little clarity on social distancing in places and accommodation.

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What's up in the air?

- Everything to do with the pandemic is uncertain

- How you regulate/judge quality of HE?
  - Outcomes and data?

- How much of government agenda disappears?
  - Free market, levelling up, culture wars

- Who has autonomy, who wants it, where decision making sits
  - Will we get a "universities can open now" signal?
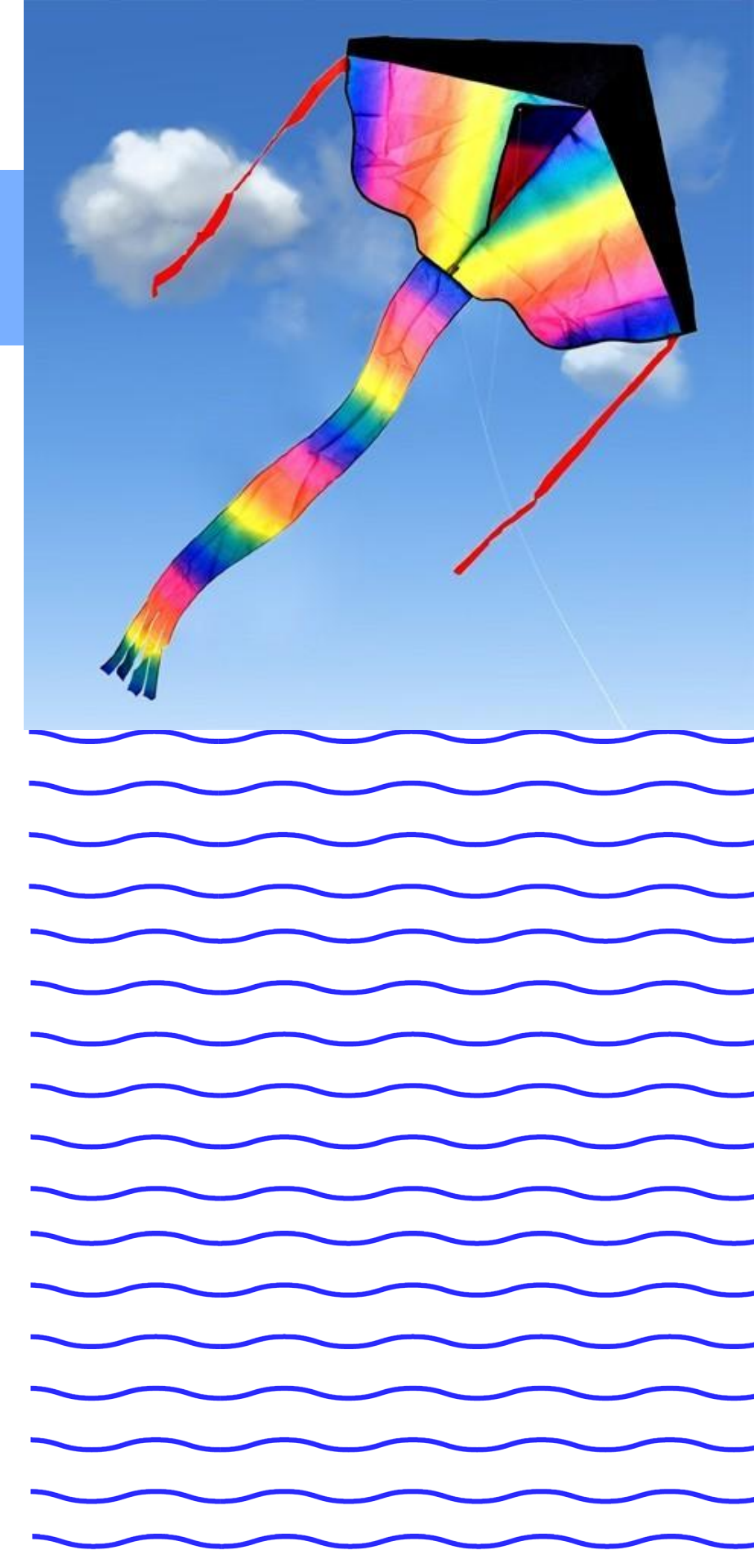
WONKHE

Autonomy and Control

WONKHE

Autonomy and Control

- We want autonomy! Give us the fee cheques! No to graduate tax!

- Student finances need topping up? You deal with it.

- Access to sanitary products? You deal with it.

- Mental health issues? You deal with it.

- Community issues? You deal with it.

- Students suffering because they lost their jobs? You deal with it.

- No laptop? You deal with it.

- Parents want answers? You deal with it.

- When does the rope snap?

WONKHE

Positive thinking

- We'll convert courses to online

- We'll keep staff and keep them motivated

- We'll increase student financial support

- We'll rewrite every course and invest in online

- We'll learn a million new ways of doing things

- We'll develop compelling alternatives to years abroad and placements

- We'll hit even exceed our APP targets

- When do we admit that the jar is full?

WONKHE

We've been keeping an eye on

- Other territories (Scandi, Central and Southern Europe, North America, Aus/NZ, Asia)
- Other industries (hospitality, sport, schools)
- The classic pushers and pullers
- Social and student sentiment
- "Announcements" (stated intentions)
- Scenarios v Intel

WONKHE

Scenarios

- Versions of these have been working their way around the sector over the past few weeks

- There are some versions that are more complex, some more outlandish, some where options have long since been discarded

- Their operation at institutional level (rather than system, society, component or individual level) may be a problem

WONKHE

The guess consensus

- Virus actively managed and public health progress rapid.

- A vaccine is developed, but students are a low priority for vaccination – and a treatment is available in the Autumn.

- "Innovation led" economic recovery.

- Universities open labs in late May/early June, with appropriate protections in place.

- Students return to campus in autumn with stringent social distancing rules.

- Universities in "boffin guise" or "doctors and nurses" guise seen as vital – other guises seen as wasteful

- Strings are attached to individual Government support for Universities.

- Long drawn out economic recovery, which affects different international student markets in different ways

- International travel increases as border restrictions are lifted for those who are immune to covid – rapid antibody testing is developed and widely deployed – although some immigration controls remain.

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Scenario levels/lenses

- Basic assumption is that world is interdependent
- For example – going to work relates to schools being open
- Lecture theatres doing SD doesn't fix the library or going for coffee

Levels and lenses:

- Global – transmission, coping, reputation etc
- Society/Government – public opinion, economy
- System – HE, bailout, DfE, FE, etc
- Institutional – Our university ("which" university)
- Component – Teaching. Year abroad. Library. Buses
- Individuals – Or groups thereof

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Bailout & Politics

- Liquidity v Solvency crisis
- Liquidity via national rules, solvency case by case
- Further Education precedent
- Too hard to agree national rules for competing agendas (policy objective whack a mole, and inefficient)

Agendas will include:

- Social mobility/place/levelling up (not WP)
- Responding to Augar, Skills, FE
- Offer making, Essay mills, Grade Inflation, Low value courses

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If there is a plan...

- New style polytechnics (potentially groups of HE and FE) "applied universities" delivering more vocationally-oriented courses.

- Research-intensive universities covering an academic landscape geared toward political and economic priority subjects.
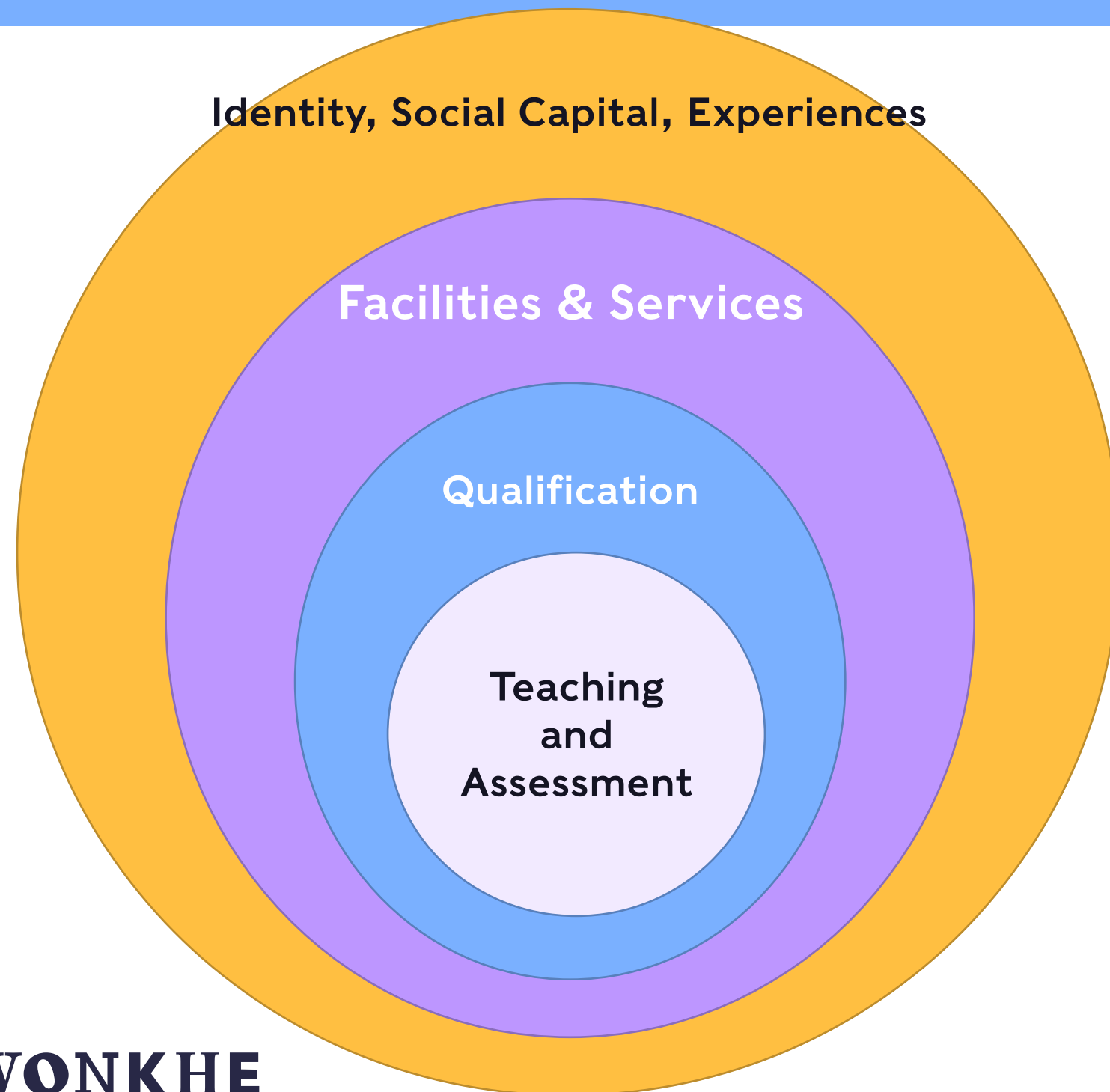
- S&S given special help and/or become schools of RG

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We need to announce

- Significant numbers of colleges in the US have announced plans for August/September (some announcing SD, some announcing "options")
  - Little actual substance underneath the announcements
- Significant hesitation at announcing anything ahead of additional health/financing clarity
  - For now buoyed by evidence that applicants not changing mind. For now...
- Europe – tendency to dictate/centrally announce

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Student investment

Identity, Social Capital, Experiences

Facilities & Services

Qualification

Teaching and Assessment

WONKHE

We need to announce

- Announcements now happening across UK

- What is coming out has a focus on the core of the donut – and even then "in principle" announcements

- "Normal" delivery v "Normal" experience

- North America and Canada doing similar – sometimes with inappropriate blind optimism

- "Three university presidents try to answer our listeners' questions. The result? Not much pomp and a whole lot of circumstance."

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FREAKONOMICS RADIO
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What Will College Look Like in the Fall (and Beyond)? (Ep. 418)

May 13, 2020 @ 11:00pm
by Stephen J. Dubner
Produced by Daphne Chen

LISTEN NOW: 12:42 / 57:24
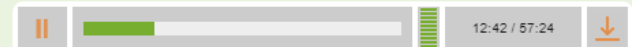
Three university presidents try to answer our listeners' questions. The result? Not much pomp and a whole lot of circumstance.

Listen and subscribe to our podcast at Apple Podcasts, Stitcher, or elsewhere. Below is a transcript of the episode, edited for readability. For more information on the people and ideas in the episode, see the links at the bottom of this post.
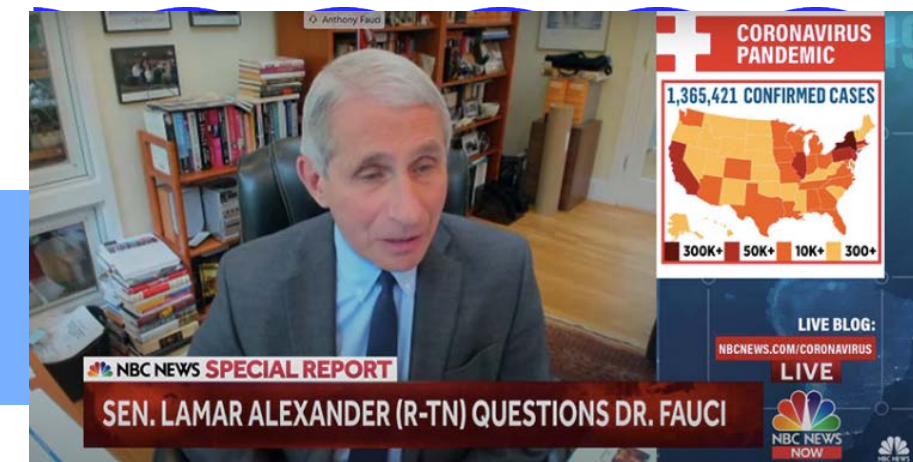
Shapps

- It's "too early to say" what the plan for universities in September will be

- Shapps said that he also has a child at university, that Education Secretary Gavin Williamson is "looking at this" and that he would "like to hear the answer too".

- "It is a wait and see", he added, "but we're absolutely aware of the concerns and we want to make sure we beat this virus in a way that can allow parts of society – including higher and further education – to get going again".
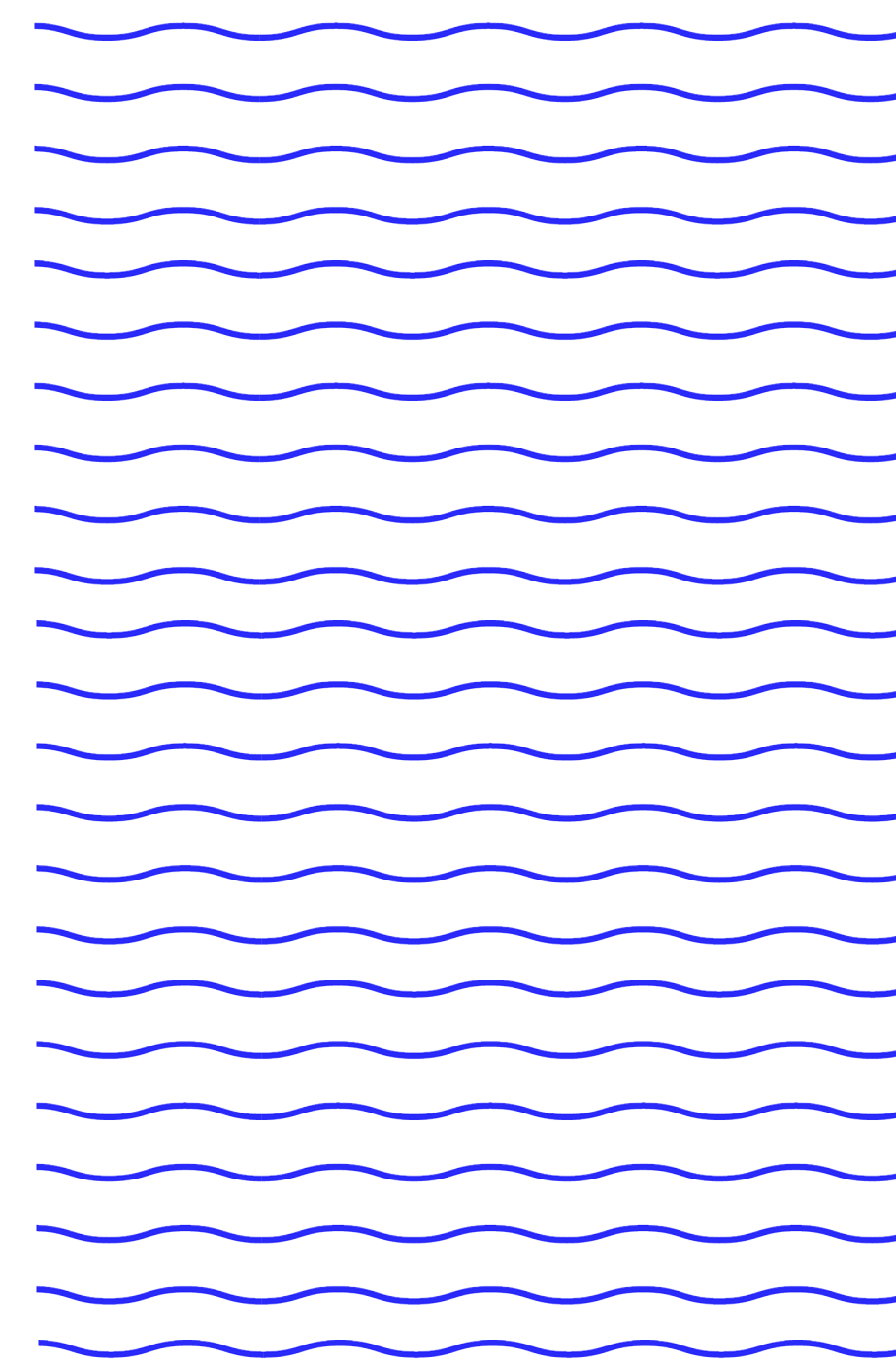
WONKHE

But!

- **Sen. Alexander:** Let's look down the road three months. There will be about 5,000 campuses across the country trying to welcome 20 million college students. And 100,000 public schools welcoming 50 million students. What would you say to the chancellor of the University of Tennessee, Knoxville, or the principal of a public school about how to persuade parents and students to return to school in August?
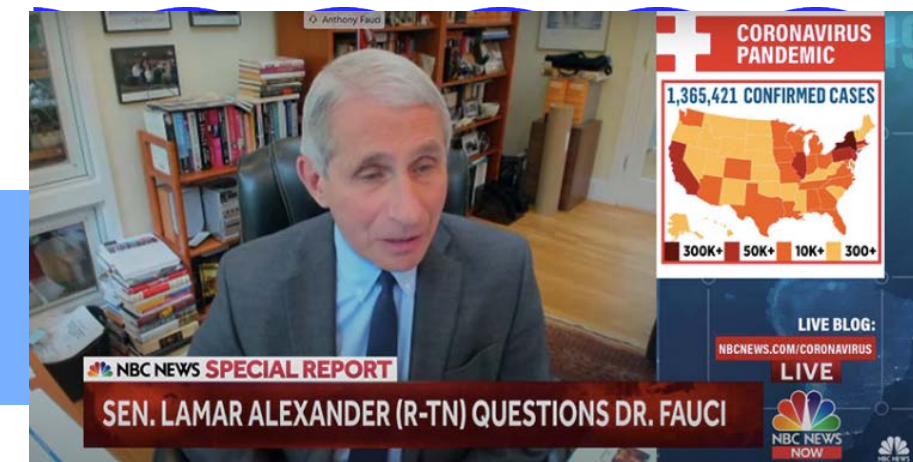
WONKHE

But!

- **Dr. Fauci:** Thank you very much, Mr. Chairman. Well, I would be very realistic with the chancellor and tell ... her that in this case that the idea of having treatments available or a vaccine to facilitate the re-entry of students into the fall term would be something that would be a bit of a bridge too far.

But!

- As I mentioned, the drug that has shown some degree of efficacy was modest and was in hospitalized patients [and has] not yet — or [may never be] — used either as prophylaxis or treatment. So, if the issue is that the young individuals that have begun going back to school would like to have some comfort in that there's a treatment, probably the thing that would be closest to utilization, then, would likely be the passive transfer of convalescent serum.
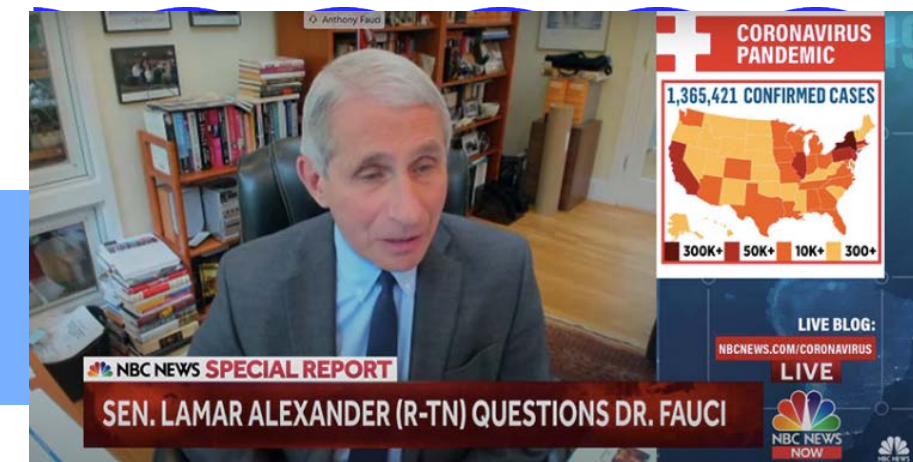
WONKHE

But!

- But we're really not talking about necessarily treating a student who gets ill, but how the student will feel safe in going back to school. If this were a situation where we had a vaccine, that would really be the end of that issue, in a positive way. But as I mentioned in my opening remarks, even at the top speed we're going, we don't see a vaccine playing in the ability of individuals to get back to school this term.

- What they really want is to know if they are safe. And that's the question that will have to do with what we discussed earlier — about testing. I'd like to just pass the baton to Admiral Giroir, who would address the question of the availability of testing and what role that might play in returning to school.
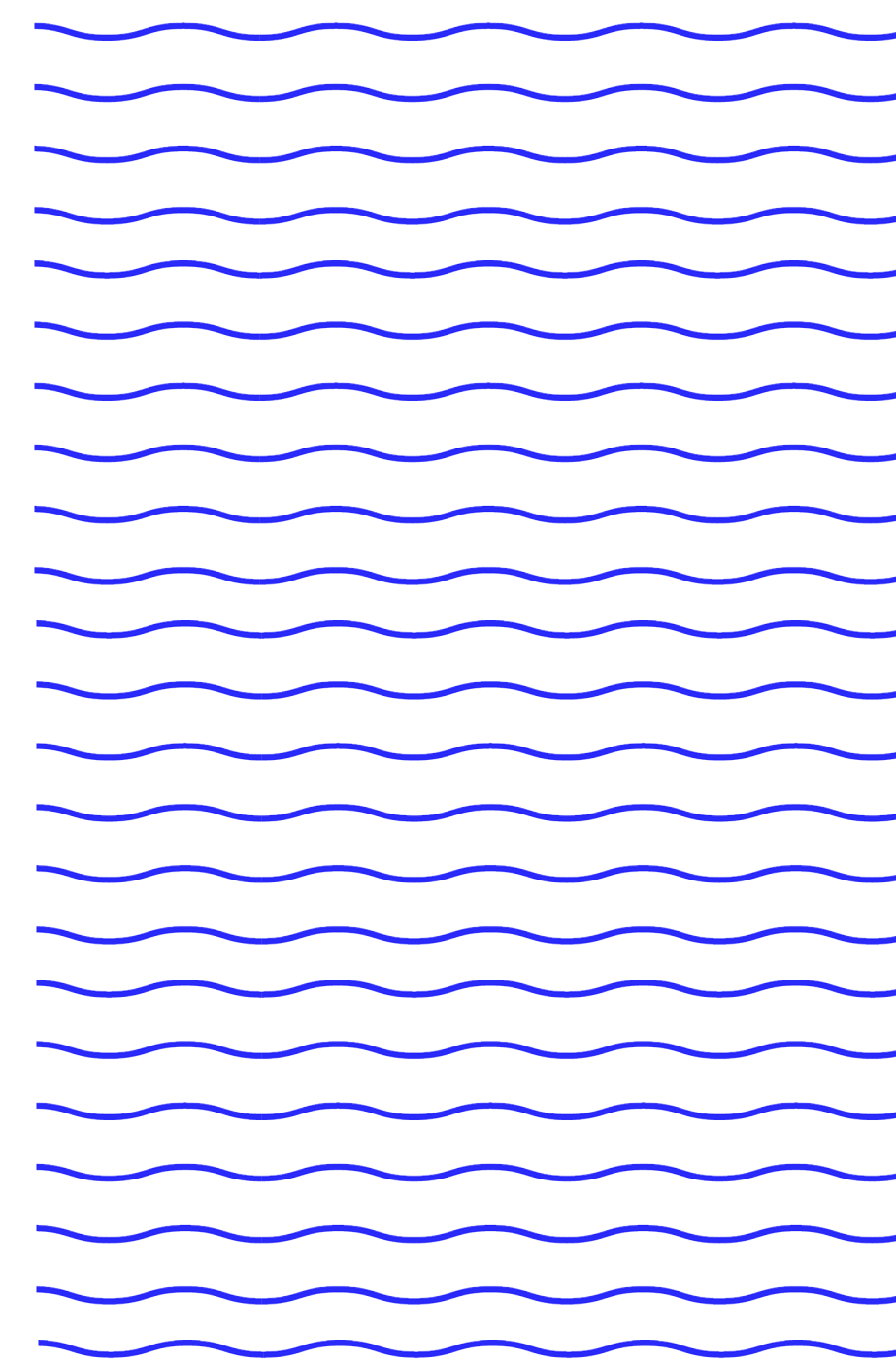
But!

- **Sen. Alexander:** So, if I'm chancellor of the University of Tennessee, could I develop a strategy where I'd say to all my students: "We have antigen tests, which are quick and easy." Do you want everybody on campus to come by and take it once before [they get to campus]? That would at least let everybody know that on that day, we've isolated anyone who has been positive and then we can continue to monitor.

- Is that strategy possible in August and September?
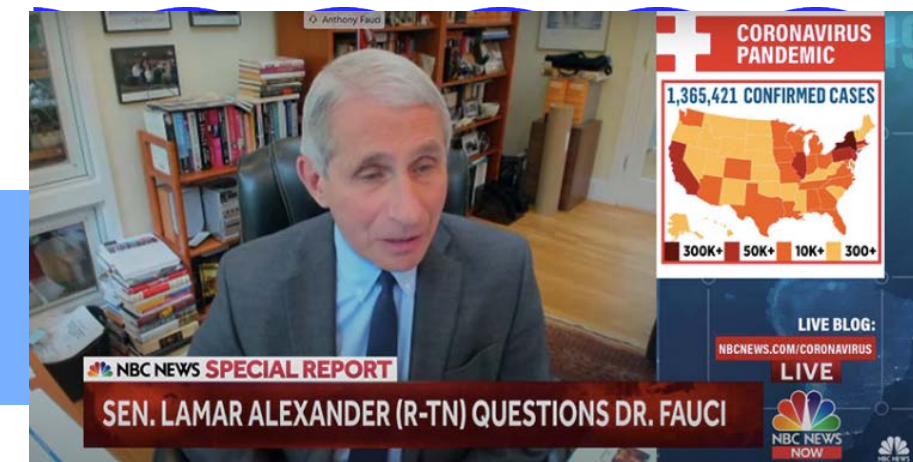
WONKHE

But!

- The strategy that's going to be employed really depends heavily on what the community spread is at that time. If there's almost no community spread, your strategy will be different. If there's high community spread, it will also be different. But yes, technically we will have the ability and your chancellor will have the ability. We expect there to be 25 to 30 million point-of-care tests per month available. It's certainly possible to test all of the students, or it is much more likely that there would be a surveillance strategy done where you may test some of the students at different times, to give an assurance that there's no circulation. That would be done in conjunction with the CDC and the local health department.

- There's also strategies that are still needing to be validated, like pooling samples. We know that in some experimental labs that as many as 10 or 20 samples can be pooled. Essentially one test could test 20 students. And finally, there are some experimental approaches that look interesting, if not promising, where, for example, wastewater from an entire dorm or from an entire segment of a campus could be tested to determine whether there's coronavirus in that sewage.

WONKHE

But!

- **Dr. Redfield:** Just some quick comments: First, I think it's really important to evaluate critically the role of changes in social distancing on college campuses and schools, and not to forget the importance of what we've learned. Clearly, also developing an aggressive program for wellness education — making sure people understand when they're symptomatic and need to seek evaluation. I think we're going to have to look at the role of testing. I think there is going to be an important role of testing, in these circumstances, and I think it will be individualized based on where these different schools are and how much infection is in the area.

WONKHE
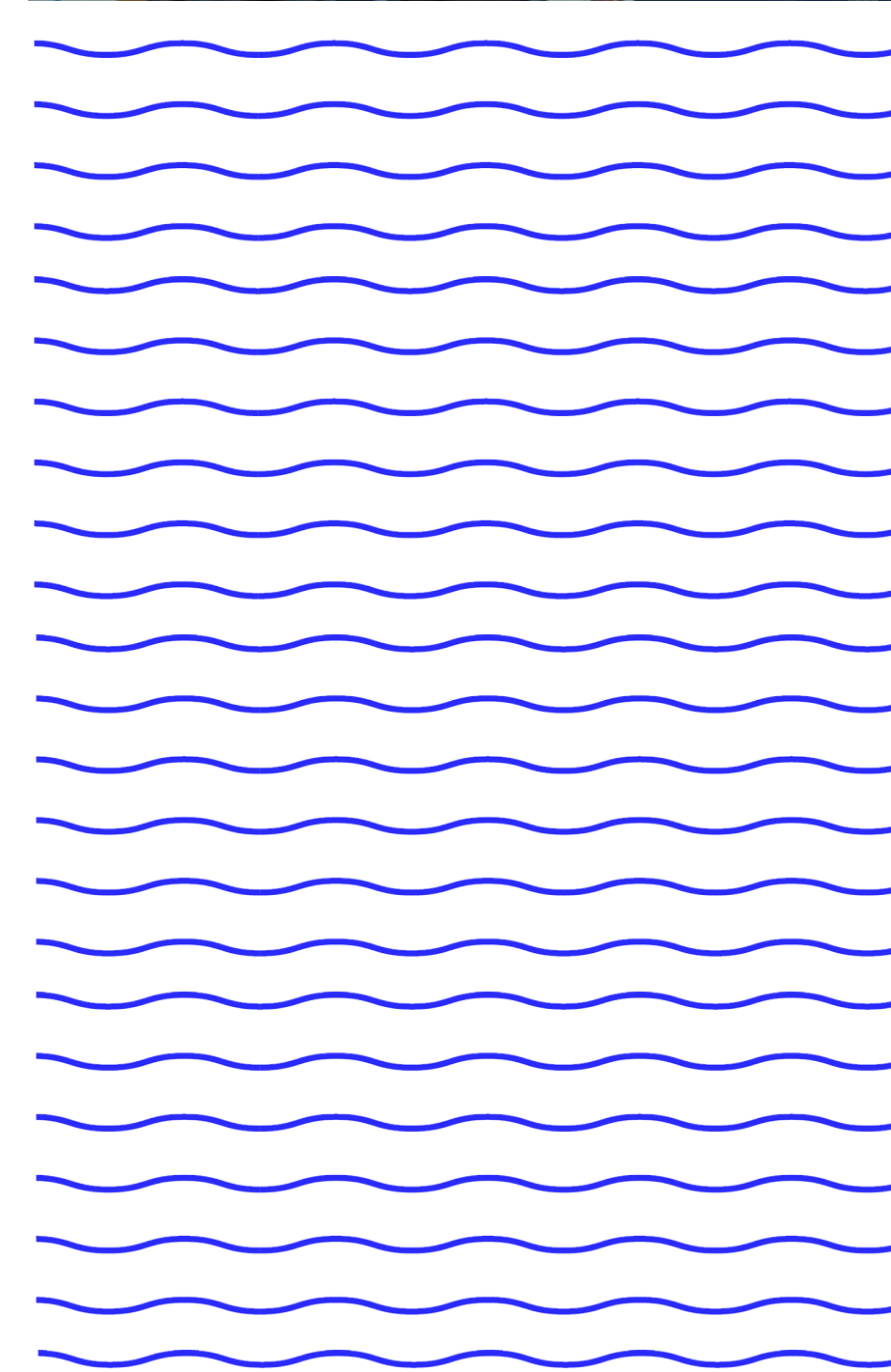
All assumes unis as bubbles

- Interaction between universities and place less intertwined and "intense"

- Campus health, campus police, students as "other" even more extreme

- Community colleges much more cautious so far

- Track, Trace, Isolate?
  - Rules established and enforced that make student life beyond miserable
  - Rules loose enough to make regular localised lockdown inevitable
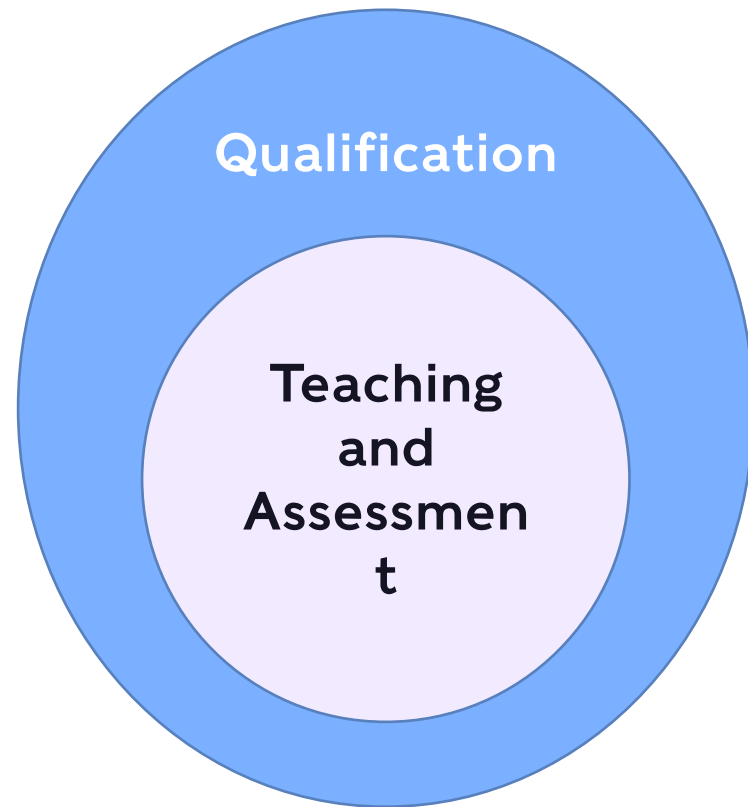
WONKHE
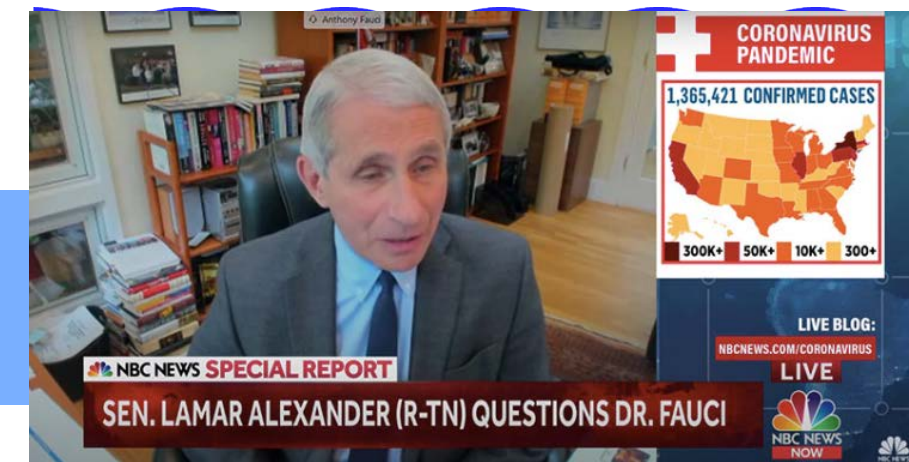
Demand research

- Overcooked:
    - Have you changed your plans?
- Undercooked:
    - Would you change your plans if next year/term was online only?
    - Are you sure you can afford next year?
    - Current/continuing students in general
    - Laser scrutiny on the alternative
    - Personal risk appetite (students for selves and others/staff/community)
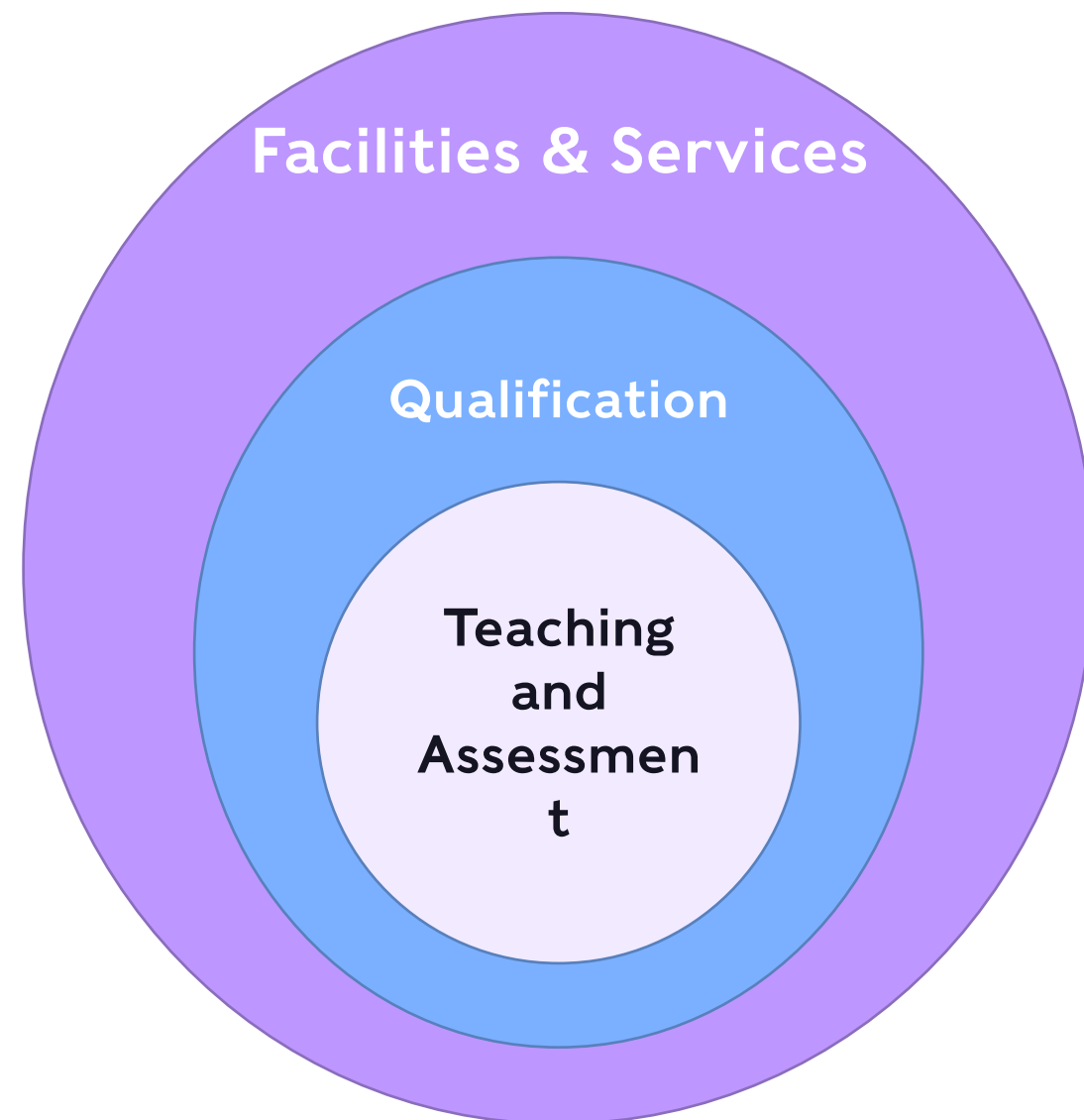- We will want to avoid desperation...

WONKHE

Student investment

Qualification

Teaching and Assessment

WONKHE

Student investment

Facilities & Services

Qualification

Teaching and Assessment

WONKHE

Student investment

Identity, Social Capital, Experiences

Facilities & Services

Qualification

Teaching and Assessment

WONKHE

Student investment

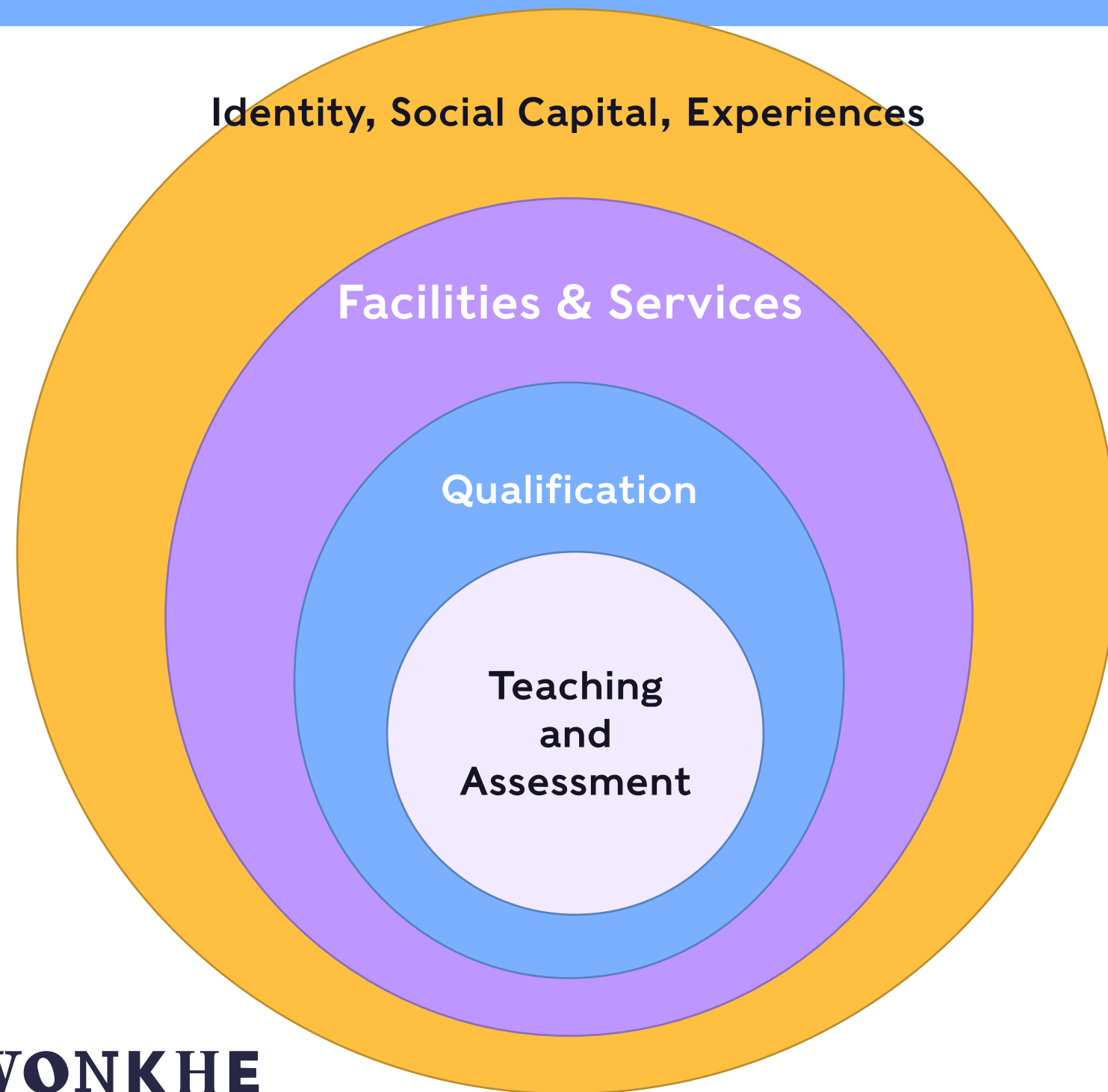Identity, Social Capital, Experiences

Facilities & Services

Qualification
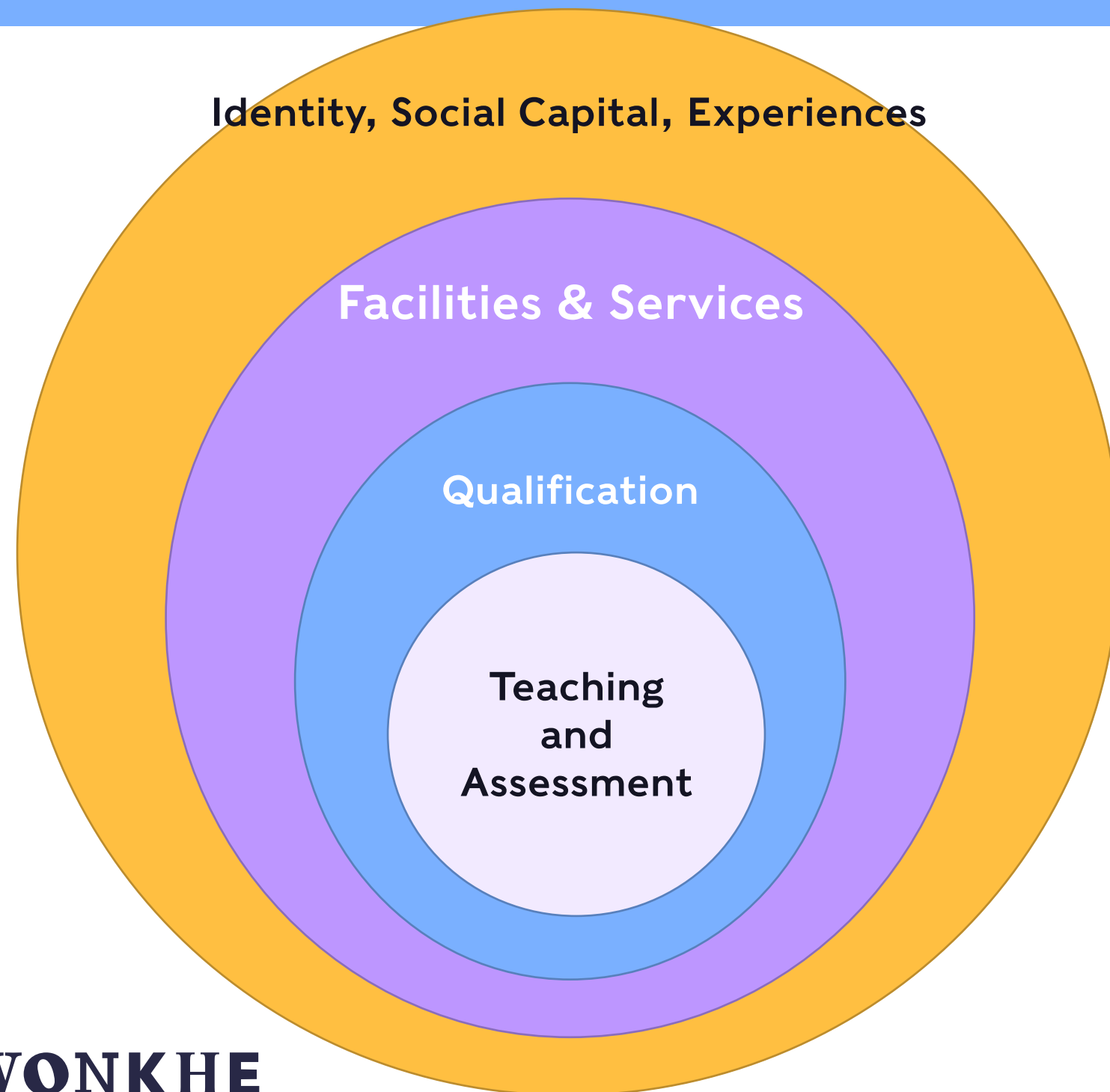
Teaching and Assessment
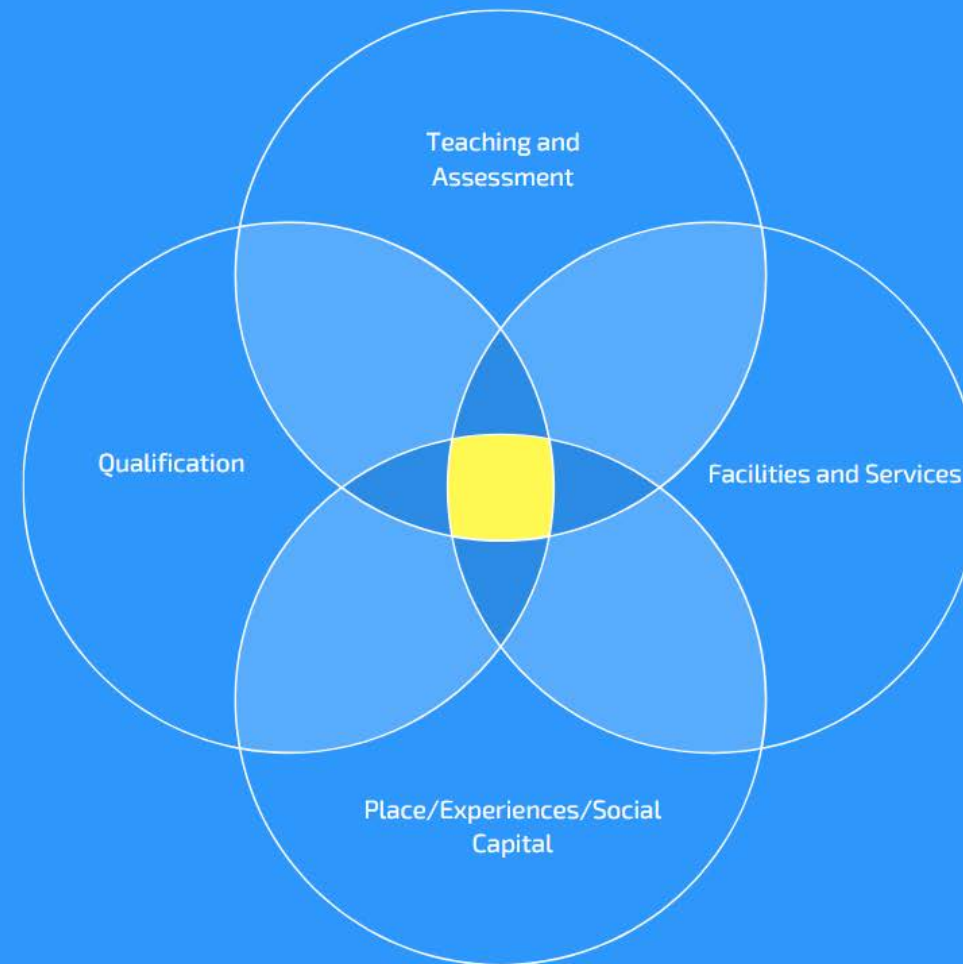
What they are investing in

What they are paying for

What they're getting (emergency style)

WONKHE

What if they're not concentric?

WHAT'S IMPORTANT TO STUDENTS?
—

And what do they feel they're paying for?

Teaching and Assessment

Qualification

Facilities and Services

Place/Experiences/Social Capital

WONKHE

Let's face it

- We probably can't recreate all the services and place/social capital online

- Whether students can, will or should sill pay the same is a different debate – but pretending we can recreate is disingenuous?

Language students face a 'virtual year abroad' learning over the Internet while living at home if coronavirus travel restrictions remain

- 'Virtual year abroad' being explored by University Council of Modern Languages
- University of Cambridge is among those taking part in preliminary discussions
- The adapted year abroad would aim to get students abroad wherever possible
- Here's how to help people impacted by Covid-19

By FAITH RIDLER FOR MAILONLINE
PUBLISHED: 13:44, 7 May 2020 | UPDATED: 16:28, 7 May 2020

f Share 🐦 📌 F 💬 ✉ 🔗   **22** shares   💬**9** View comments

Language students could face a 'virtual year abroad' learning over the Internet while living at home if **coronavirus** travel restrictions remain.

The possibility of a 'virtual year abroad' is currently being explored by the University Council of Modern Languages (UCML), with the University of Cambridge among dozens of Higher Education institutions taking part in preliminary discussions.

WONKHE

Goals

In his latest column for The New York Times, <u>Ron Lieber argued that</u> "most people send their children off to college to accomplish one (or all) of at least three goals:

1. They want to stuff their heads so full of knowledge that they explode and then need reassembly into new and improved adult brains.

2. They want their kids to find their people — the friends and mentors who will carry them through life.

3. Finally, there is the credential: A diploma that means something to those who see it on a résumé, one that may also offer a chance to jump a rung or two up the economic ladder."

"The coronavirus shows no sign of diminishing this year's undergraduate degrees as a credential. But for the other two goals, the status quo can fall short," Lieber added.

WONKHE

Colleges Won't Refund Tuition. Autumn May Force a Reckoning.

Educators at schools from Brown to Northern Arizona know the experience is lacking. So why won't they give some money back?

UNIVERSITY

bert Neubecker

By Ron Lieber

Some things we don't know

- Who didn't make it this term?
- Which programmes didn't make it?
- Placements, PSRBs, Performance
- Are there programmes that don't really work online (if it's all online from September)
- Travel restrictions
- Immigration, Student funding
- Reputational impact of wash up of this phase
- Medium term economic impacts once bailout phases wind down

WONKHE

Reputation

- "Many feared their generous tuition fees were sending their only child—born out of the one-child policy—to early graves. My own uncle and aunt had the impression that the UK was feeding its people to the wolves. Even the prime minister couldn't stay safe"

- Thousands of Indian students unable to leave the UK because of the coronavirus lockdown are relying on food donations from charities because they can no longer afford to eat.

- Student groups representing the students, from across the UK, have been coordinating emergency food drops with local community groups and charities. Many of the young people have lost their part-time jobs and can no longer afford even basic living costs.

Indian students trapped in UK by coronavirus 'actually starving'

Emergency food drops for thousands of young people unable to work or fly home

- Coronavirus - latest updates
- See all our coronavirus coverage

▲ Charan Sekhon, of the Seva Trust, in Bedford, offers an international student a food parcel. 'We have lots of examples where they haven't got anything at all to eat,' he says. Photograph: Graeme Robertson/The Guardian

Thousands of Indian students unable to leave the UK because of the coronavirus lockdown are relying on food donations from charities because they can no longer afford to eat.

Student groups representing the students, from across the UK, have been coordinating emergency food drops with local community groups and charities. Many of the young people have lost their part-time jobs and can no longer afford even basic living costs.

The Indian National Students' Association, one of the largest student groups, says so far it has helped to distribute food to more than 3,000 struggling students across the country. A second UK-wide students' group, the National Indian Students and Alumni Union, says it has also had calls from hundreds of students who cannot afford food.

WONKHE

Five big thorns

1. Demand
2. Placements
3. Years abroad
4. Practical components
5. PSRBs

WONKHE

Emerging consensus

Global similarities on what's needed to commence "relaxation":

- The ability to monitor and protect communities through testing, contact tracing, isolating and supporting those who are positive or exposed.

- The ability to prevent infection in people who are at risk for more severe Covid-19

- The ability of the hospital and health systems to handle surges

- The ability to develop treatment to meet the demand

- The ability of businesses, orgs, schools, and child care facilities to support physical distancing

- The ability/power to determine when to reinstitute certain measures, such as the stay-at-home orders, if necessary

WONKHE

We have our own now

1. That the NHS can cope
2. Sustained fall in death rates
3. Data showing infections decreasing to managable
4. Testing capacity and PPE able to meet future demand
5. Any adjustment will not risk second peak (that would overwhelm NHS)

WONKHE

SCIENCE

Source: Weeden and Cornwell, "The small world network of college classes." Pre-print here: https://osf.io/6kszt/
Key: Grey boxes: courses. Circles are undergrad students by major: orange=STEM; blue=social sciences; yellow=humanities, arts, & design; red=multidisciplinary/mixed; green=undeclared. 13,594 students and 3,297 courses. Data from Cornell, Spr. 2015.

"The "small worlds" networks on university campuses create fertile social conditions for an epidemic spread, even if we only consider the connections among students created through courses"
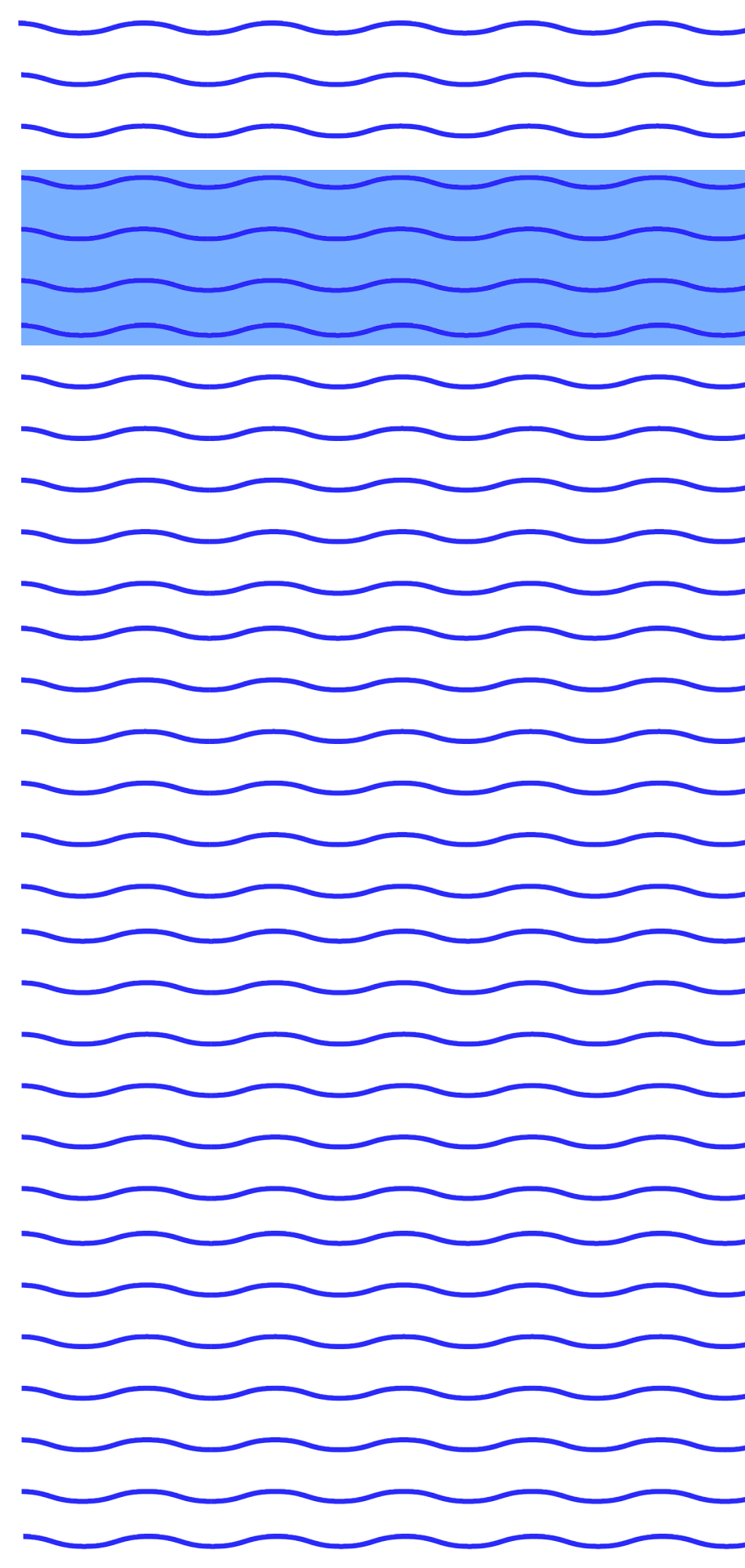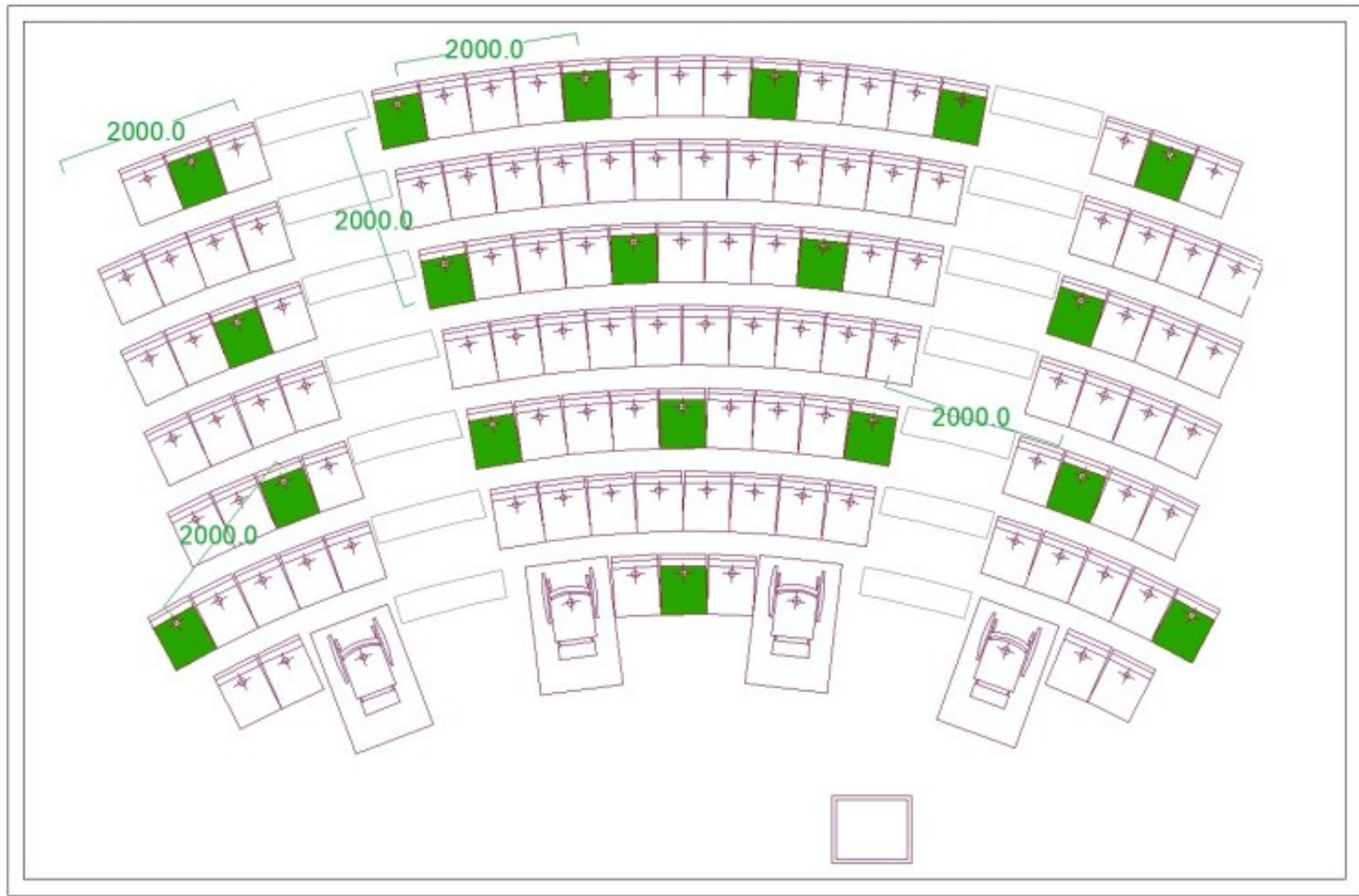
What are universities?

- Reasonable to assume that there is limited headspace for or inate understanding of complexities (see repeated advice on "halls")

- Are universities like...

- Labs? Offices? Hotels? Urban centres? Parks and recreation? Schools? Bars and restaurants? Farms? Sports facilities?

- Are we waiting for something that will actually come or do we have to remix and solve as a sector for approval?

- (DfE/OfS/SFC/HEFCW capability and role?)

- An old tension (resp for what is delivered v student experience) in sharp focus

- 120 hours a week of return to your tiny room and watch Netflix

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Coronavirus (COVID-19): Safer Public Places - Urban Centres and Green Spaces

HM Government

Please keep your distance

Social distancing

- A socially distanced facility is one thing – but what about at system/community level?

- If a lecture theatre or campus can only cope with 30% why would a student city cope with 90%?

- Accommodation, (domestic and international) migration, facilities, public transport all issues.

- Ireland: "As with workplaces, the collective impact of increasing access and mobility will have to be assessed, and not just the safety of the individual facility"
  - Public libraries (with social distancing) can open in phase 2. Hotels/holiday parks (but not their bars) phase 4. "Universities" phase 5, and even then only slowly (ie socially distanced).

WONKHE
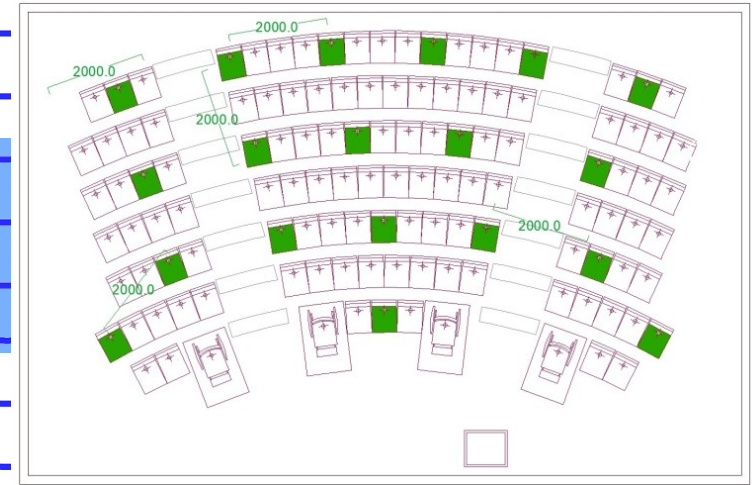
That said...

- Universities as "office spaces" are likely to be open significantly faster than universities as "mass gathering spaces"

- This may well ease the summer– you may well find yourself able to be in the office but still delivering services remotely.

- The "clearing" period (however that will work) has same dates as previously (but presumably better spaced call centres!)

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A day in the life

- An old tension (resp for what is delivered v student experience) in sharp focus
- 120 hours a week of return to your tiny room and watch Netflix
- "They are adults" isn't going to wash

WONKHE

Precedents

- Sweden – universities closed for foreseeable
- Denmark – easing schools, universities remain closed
- France – At least August 1st before any in person teaching at universities
- Germany – At least Sept 1st
- BUT – Swiss (limited) reopening, as is Spain

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Open up!

- IMAGINE public health authorities make calls about sizes of permitted gatherings (and allowable work distances) and leave it to institutions to work out how to make it work.

- How would that work?

- What does autonomy result in?

- Does (intl) competition and need for funding create pressure to jump gun?

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The control conundrum

- UK HE unusually autonomous
- Autonomy likely mean local interpretation of rules based easing
- For example – crowd limits and social distancing rules
- Means each provider (and components within) affected differently
- And judgment/management comes into play

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Yeah, but...

- Which courses? Music v Business
- Which services? Careers v Libraries
- Which time?
- Which students and staff (EDI)?
- Policing "gathering" (freedom from v freedom to)
- Living arrangements – halls of all sorts
- Designing an open campus is tough these days, as is a closed "online course" one. But a half open, safe, socially distanced campus experience?

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The big unknown

- Just because the Government no longer stops it, can people now be compelled?

- Eg: If schools re-open, will government fine parents for not sending kids in?

- Generally the British left is less libertarian than it was – that is ground "owned" by Brexit right

- Focus on protection/safety

- Age old "Freedom from" v "Freedom to" but for a new age

- Governments won't want to own that row if possible

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For example

- Government allows opening of university campuses but with fairly lo social distancing guidelines in place.

- Several cases on a campus. Several areas/pinch points not thought about.
  - Trade unions calling for PPE for staff.

- Will students demand a tightening of restrictions in the library for safety? Or loosening because students want that?
  - (See UCU on Libraries in early March)

Largest teaching union demands clarity from government on 'disturbing' plans to reopen schools despite warnings of risk to pupils if lockdown is eased too soon

- Teachers have warned that proposals to reopen schools soon are 'disturbing'
- Union demands to see the government's evidence on impact of such a move
- Ministers insist schools will not reopen after coronavirus crisis until it is 'safe'
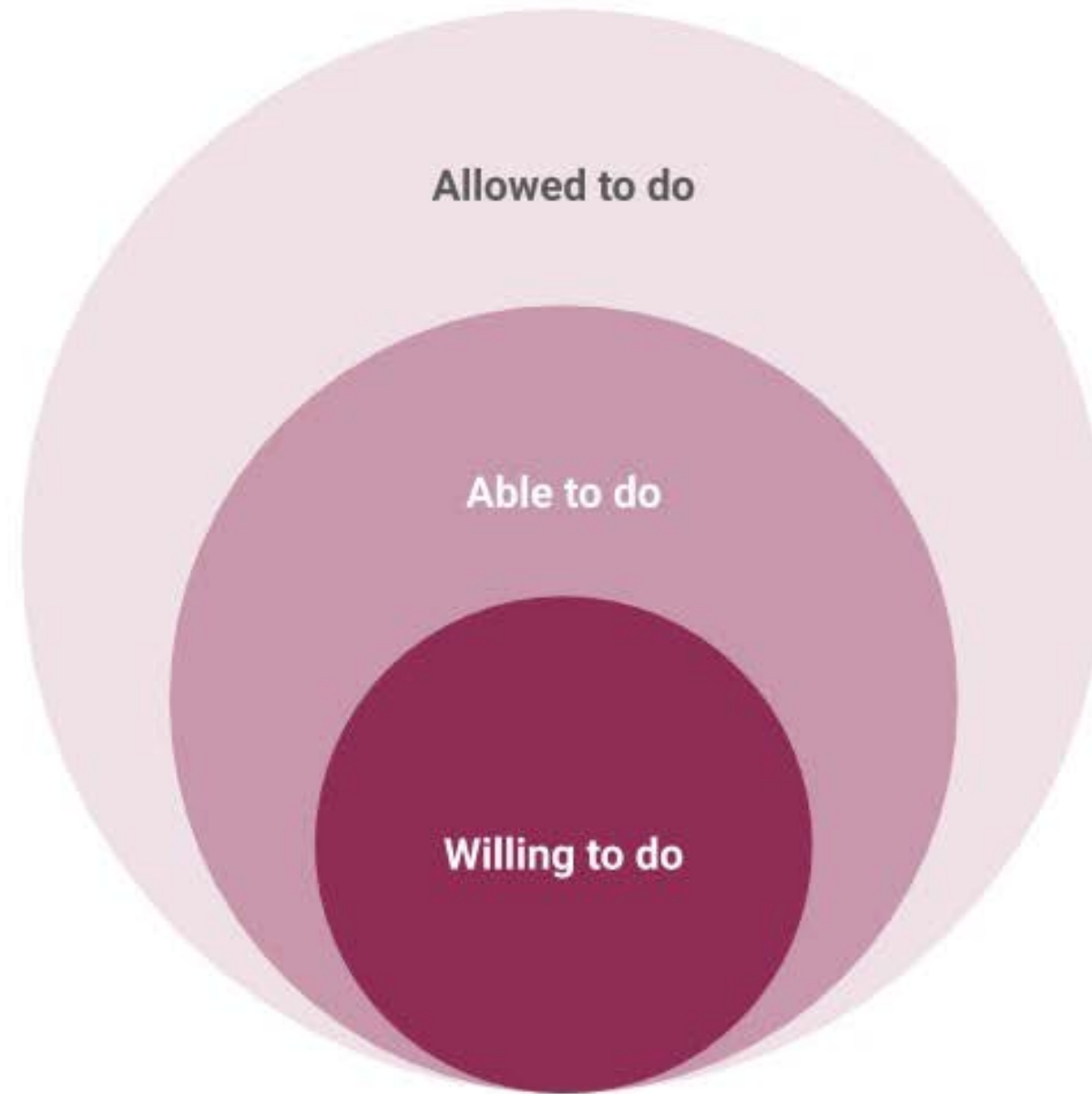
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Social distancing

WONKHE

Behaviour

- What are we allowed to do?
  - Government, local interpretations of law
- What are we able to do?
  - Personal circumstances/characteristics
- What are we willing to do?
 - Perceptions/attitudes to risk (both individual and collective)

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Behaviour

Allowed to do

Able to do

Willing to do

WONKHE

Student A

- Lives in the UK, is fairly wealthy and won't be looking for paid work alongside their studies. They're able bodied, have somewhere near campus to live with a couple of friends. Their English BA can be delivered adequately via Zoom and, as a second year student, they already have a good network of friends and people they can rely on for support.

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Allowed to do

Able to do

Willing to do
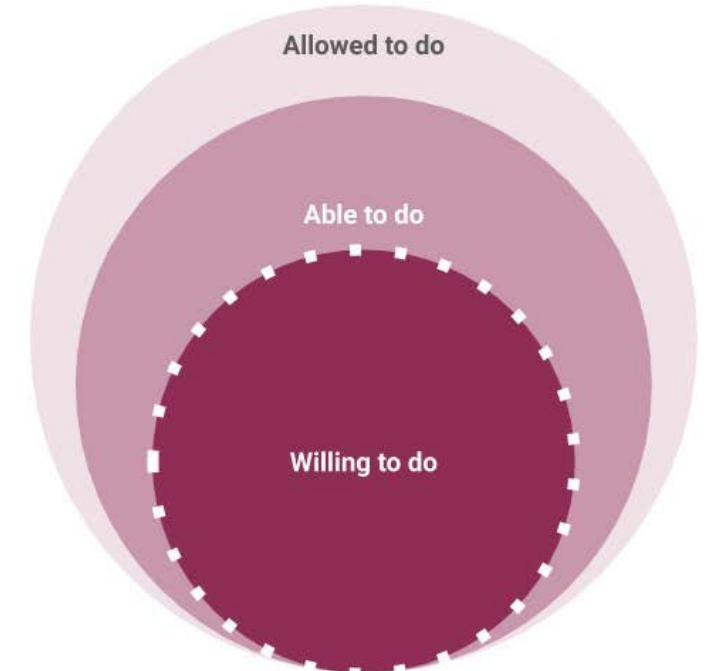
Student B

- **Lives** overseas in a region that has been hit hard by a second wave of Covid-19 so they're not sure if they'll be able to get a flight over in time for the start of the term. They're worried about how things like the recession, Brexit and exchange rates will affect their ability to pay their fees, let alone their flight ticket. They're new to the university and need to complete their course this year so will have to find a way to make it work but they're worried that their lab sessions can't be done online.

- They'll rely on public transport to get to campus but passenger capacities have been halved to prevent overcrowding. They hope that their lectures will be in the lecture theatres with the step-free access they require – but social distancing measures mean that's not guaranteed, as some lecture theatres will be too small.

Allowed to do
Able to do
Willing to do

WONKHE
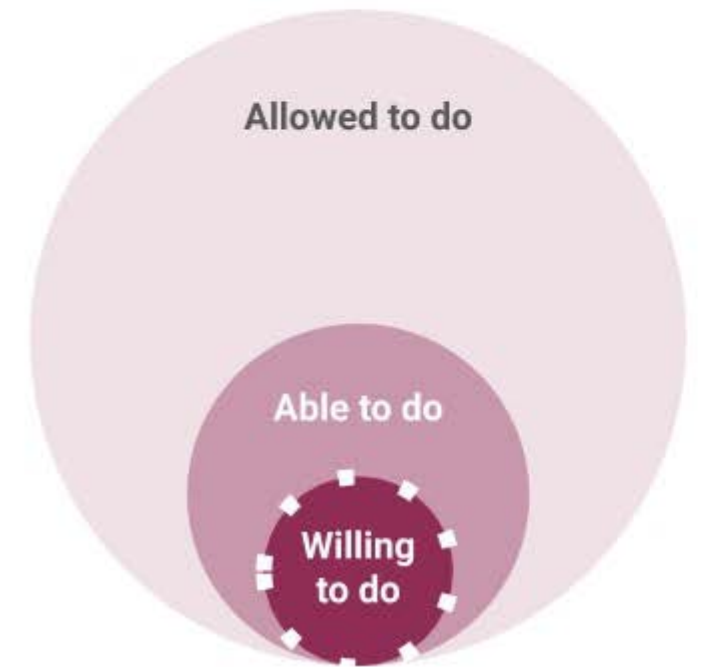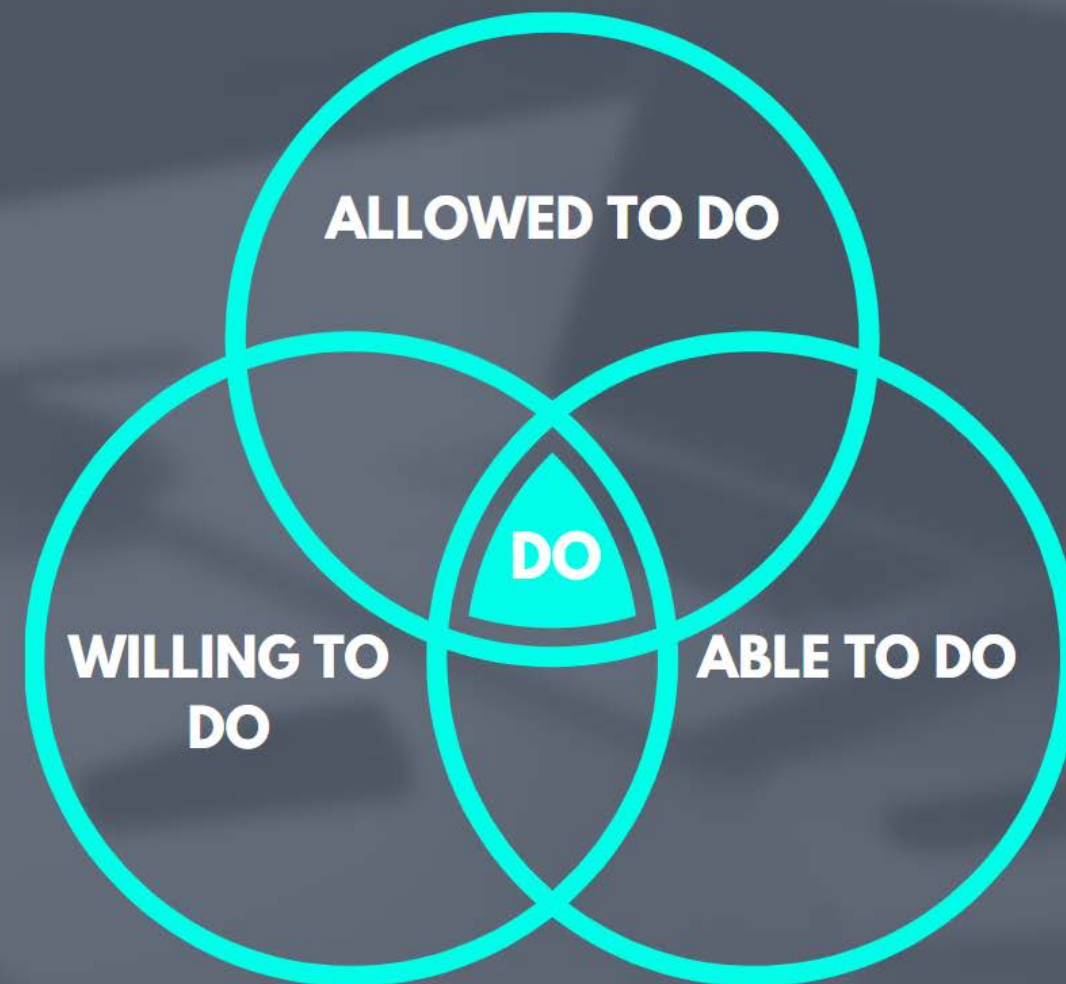
Allowed, Able, Willing

- Equity disparities inevitably increase

- Which equity disparities are tolerable?
  - Major moral and legal risks without equality impact assessments

- And what if the behaviours aren't concentric?

WONKHE

Allowed, Able, Willing
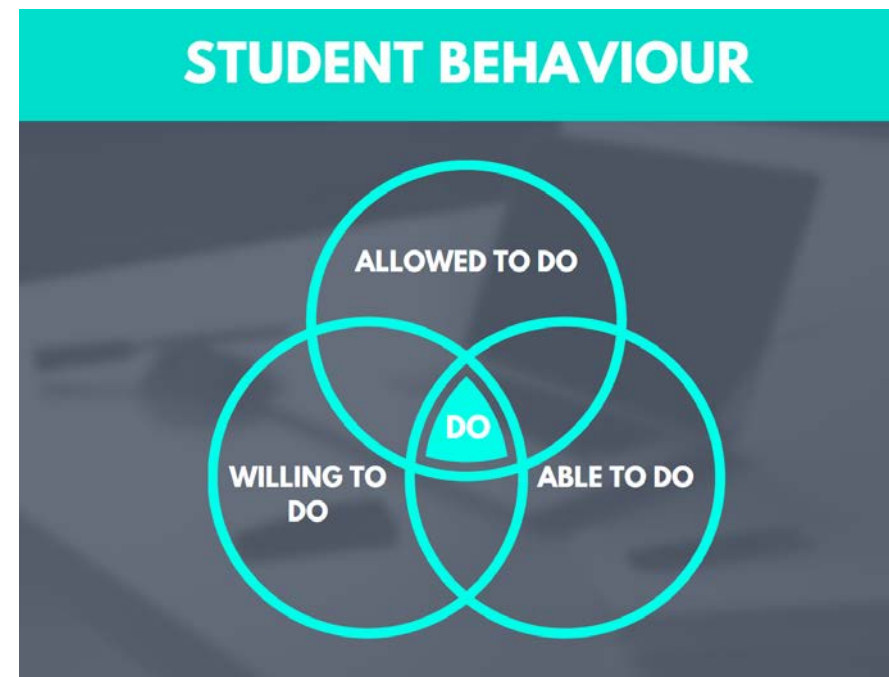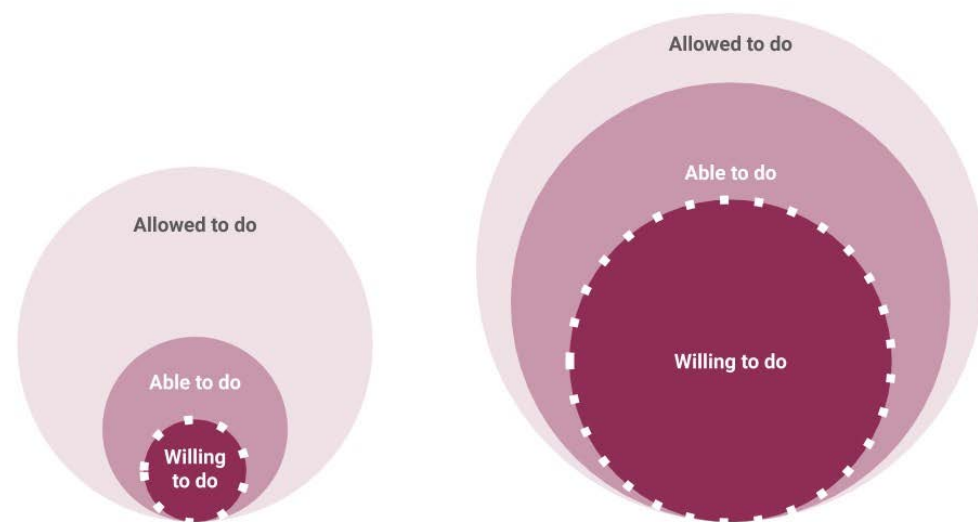
Allowed, Able, Willing

STUDENT BEHAVIOUR

ALLOWED TO DO

DO

WILLING TO DO
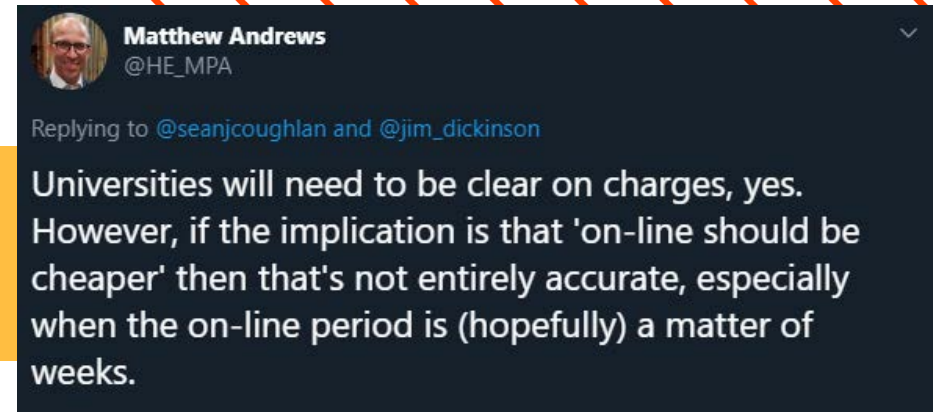
ABLE TO DO

WONKHE
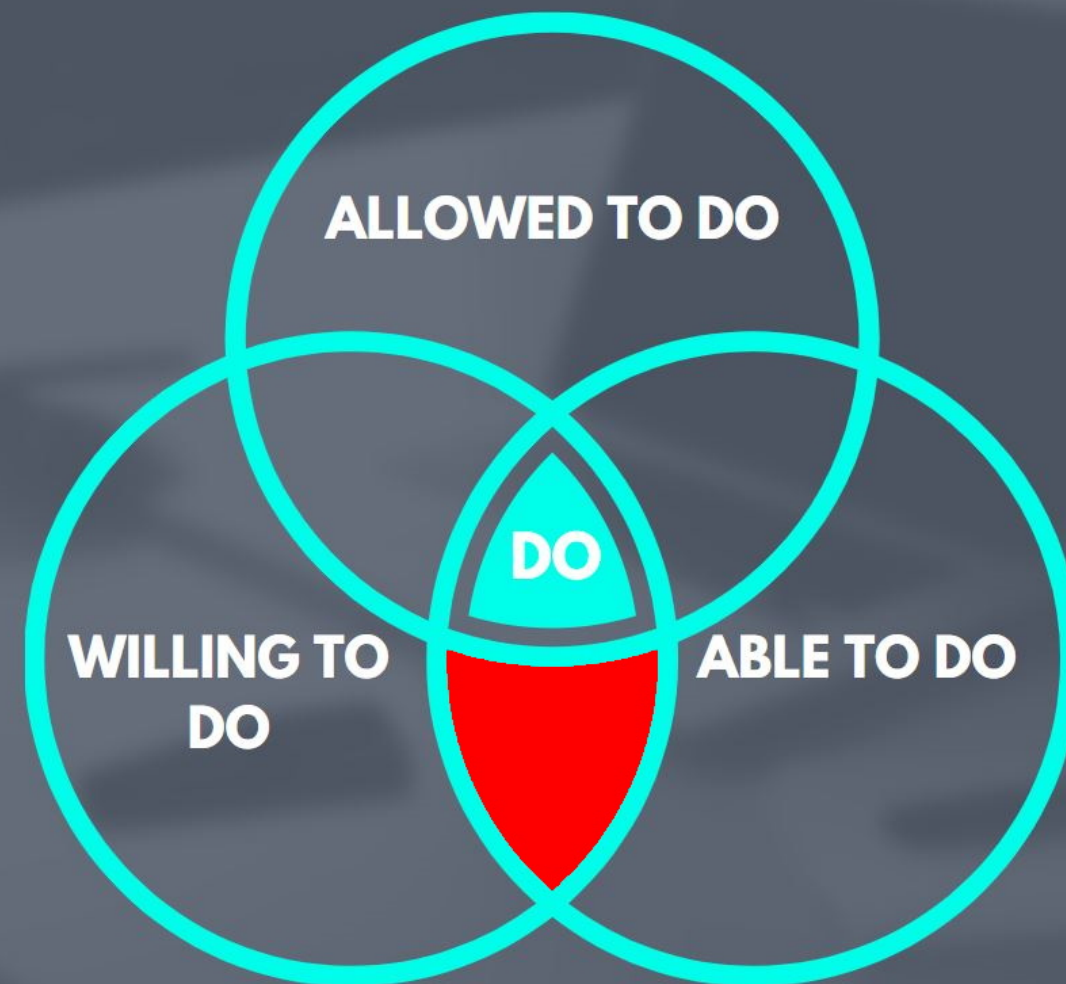
Conduct

- Management and handling of student conduct already major issue

- Online?

- Jurisdiction?

- Reputation?

- Will we see a resurgence of 1989 underground rave culture as youth and radical left reclaim freedom?

  - Multiple reports of student house parties now.

WONKHE
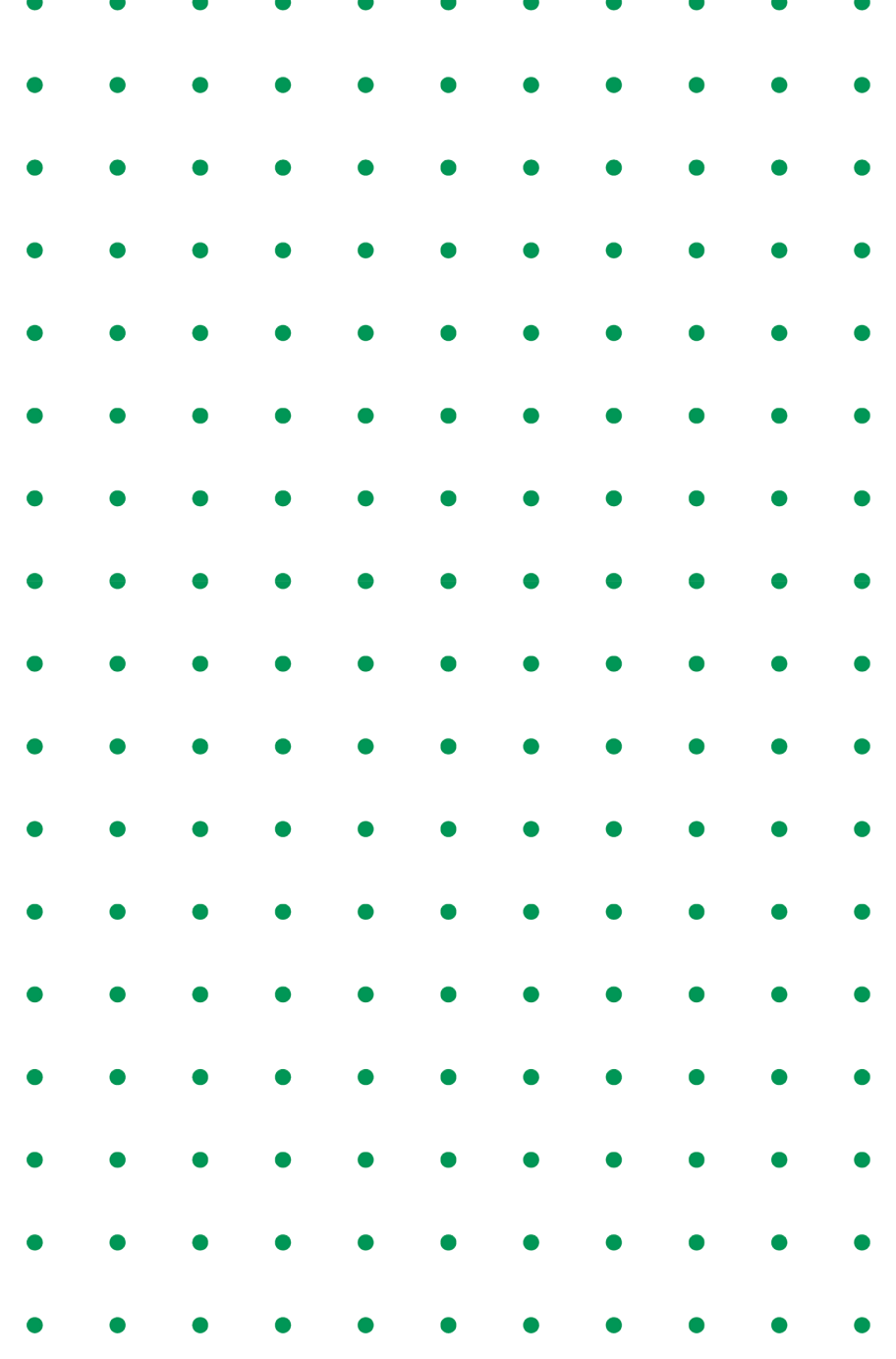
The big switch?

- Start (slightly later) in September online with the ability to "switch" to in-person
- Change course structure to minimise physical in first part of year (gamble)
- How do international students get to campus?
- Do home students just turn up, criss crossing country?
- Is the assumption students will have rented property for whole year?
- Parallel on and offline?
- Or "offline til January"

Matthew Andrews
@HE_MPA

Replying to @seanjcoughlan and @jim_dickinson

Universities will need to be clear on charges, yes. However, if the implication is that 'on-line should be cheaper' then that's not entirely accurate, especially when the on-line period is (hopefully) a matter of weeks.

"We all hope that we will be able to deliver face-to-face teaching on campus in September. However, in case that is not possible, we will also prepare for the delivery of teaching and learning in a way that will enable you to commence your studies online and to transition to on-campus study when circumstances allow."

Confidential documents seen by *Palatinate* show that the University is planning "a radical restructure" of the Durham curriculum in order to permanently put online resources at the core of its educational offer, in response to the Covid-19 crisis and other ongoing changes in both national and international Higher Education.

The proposals seek to "invert Durham's traditional educational model", which revolves around collegiate residential study, replacing it with one that puts "online resources at the core enabling us to provide education at a distance."

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Civic issues

- We may well see parts of the country faster/slower/reversed

- Localised lockdowns following track and trace (Bluetooth pings)

- If your area was hit, would you want students back?

- If your area wasn't hit, would you want students back?

- Are we sure it will actually be allowed?

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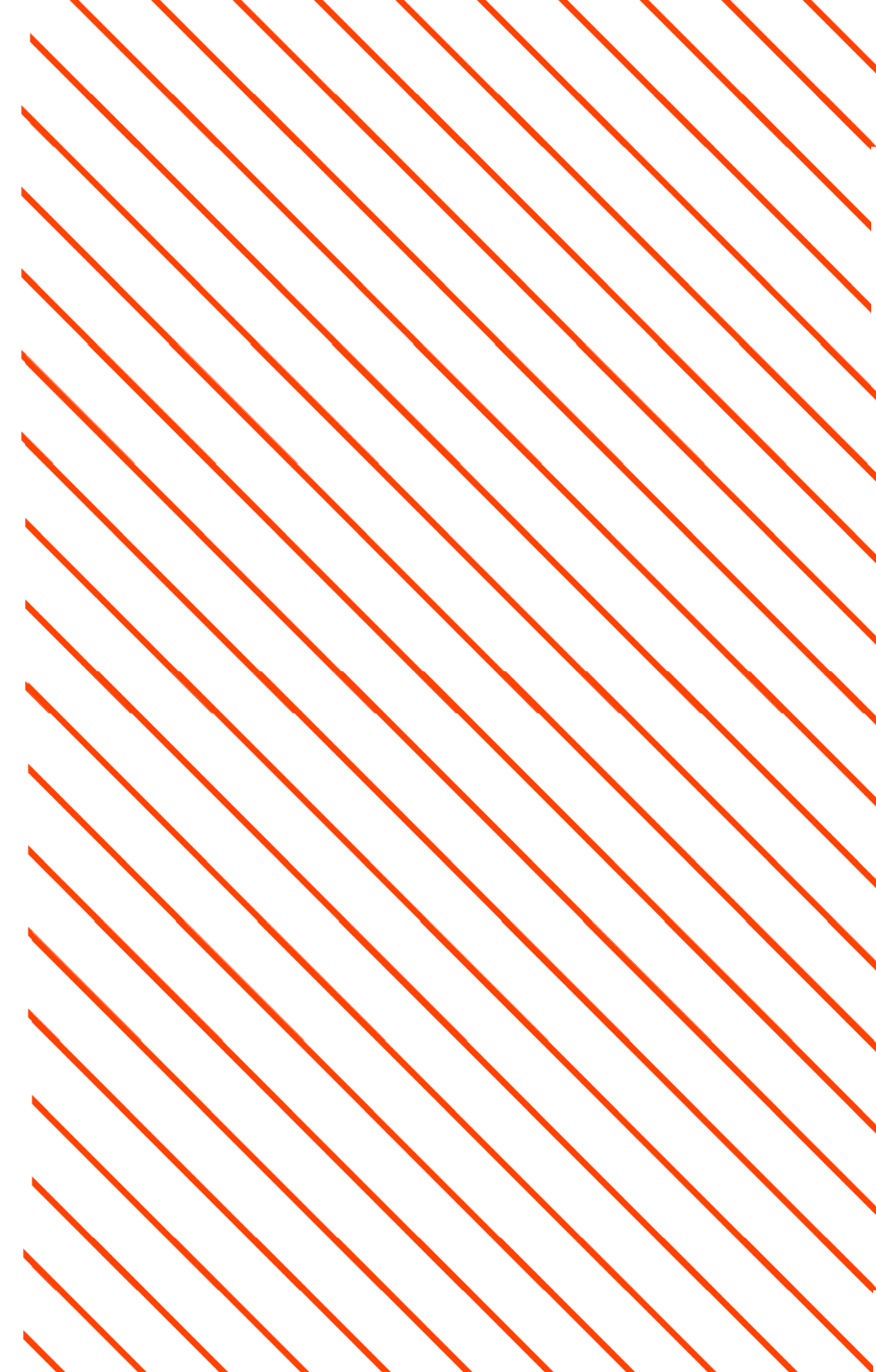
Academic Matters

- From legal defence to upfront justification
- Quality assurance (and its resurgence?)
  - Student engagement
- What does good look like? What are standards?
- Regulation issues – having moved the trust needle (and broadened it) how/should it be moved back and re-narrowed?
- Access issues – provision v outcomes

OKAY POOR

1 in 5 students say they are receiving 'poor' online learning provision, while a further 46% feel it is just 'okay'.

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Bloody consumers

- Impact of cuts and Student protection plans
  - Budget restrictions on services
  - Costs that can be passed onto students
  - Reduction of academic pathway choice

- What is the material information?

- What if a student refuses changes? Do students have right to defer? Are students being offered options? Price reduction? etc

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Savings

Are savings/changes:

- Directly related to Covid-19
  - Ie Gov requirements. Students more forgiving, more likely legal get out ie FM
- Indirectly related to Covid-19
  - Something is more expensive or more difficult now because of SD
- Indirectly indirectly related to Covid-19
  - Fewer students are around so we need to cut our cloth (ie module catalogue) accordingly

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Savings

		Will students notice?	
		Yes	No
Were students promised it?	Yes		
	No		

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Force majeure

- Does the wording in the Force Majeure clause say that the trigger event must strictly 'prevent' performance or, more simply, hinder performance?

- If the trigger event must prevent performance then the affected party must show that it is *impossible*, not just more expensive or generally more onerous, to perform the contract.

- "Prevented" means that it must be physically or legally impossible to perform. This is a high bar. It is not enough that performance is more difficult, more expensive, or less profitable (or even financially ruinous).

- Even where the word "prevented" has not specifically been used, the courts have interpreted force majeure clauses as only applying where performance is impossible in circumstances where such clauses state that a party is to be excused on the occurrence of causes beyond their control, and where a contract provided for delivery "unforeseen contingencies excepted".

- Similarly, it is common to see wording such as "unable to perform" and this is likely to be treated in a similar fashion by the courts.

Risks

- July 1st – accommodation contracts start
- Will my course run?
- Will it run but I'll be stuck in room lonely
- Will it run but the campus closes a couple of times because of localised lockdowns
- Will it run but I hate it and it's nothing like you promised
- Is it possible to alleviate/put guarantees in around any of the risks?

Student protection

Sections in this guide

1. Overview
2. Students as consumers
3. Student protection plans

Student protection plans

Student protection plans set out what students can expect to happen should a course, campus, or institution close. The purpose of a plan is to ensure that students can continue and complete their studies, or can be compensated if this is not possible.

All higher education providers registered with the Office for Students (OfS) must have a student protection plan in place.
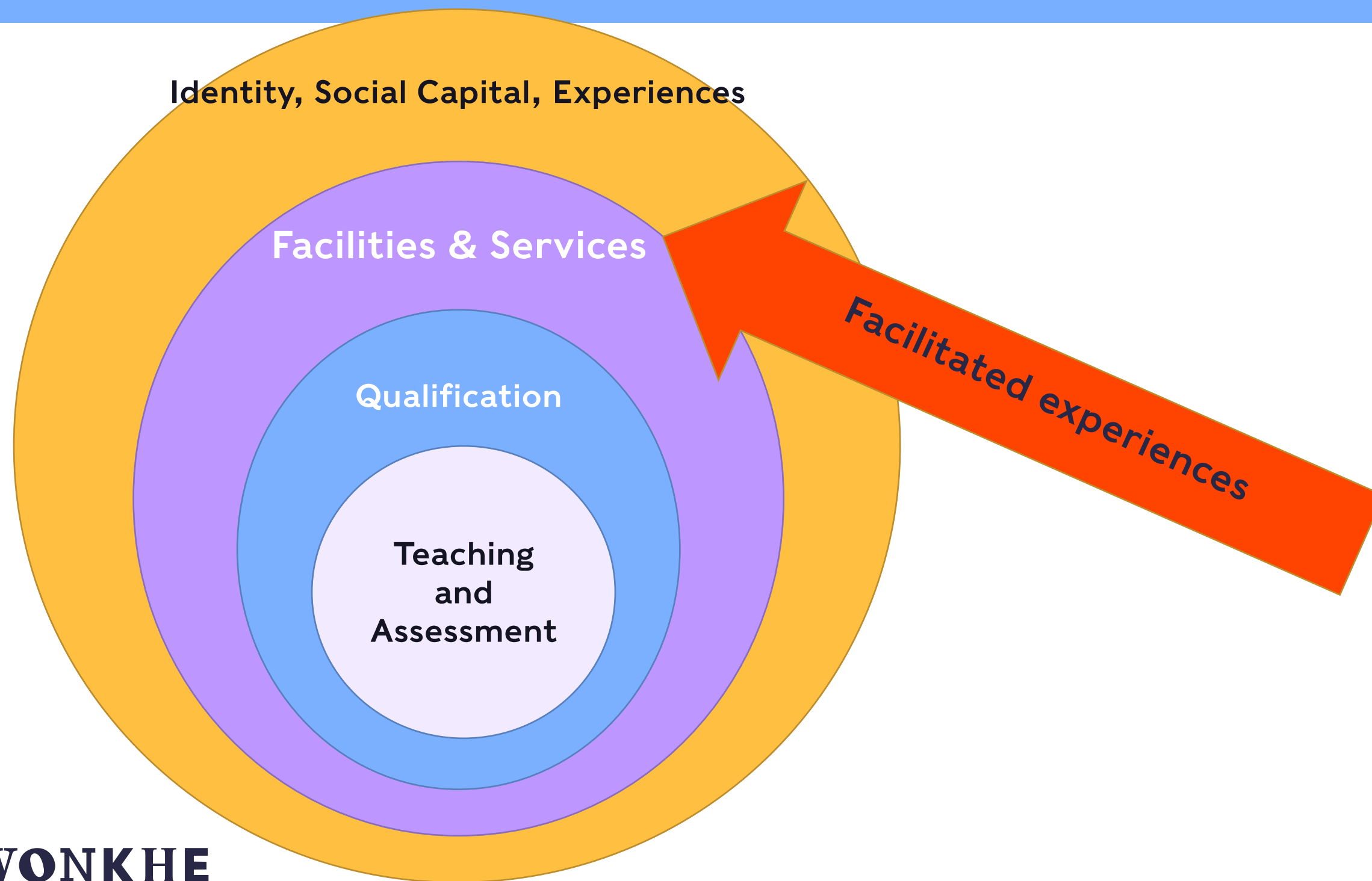
Once registered, we expect providers to collaborate with students to review and refresh the plan on a regular basis.

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Accommodation

- Will anyone (broadband style) offer "no strings" 1 month approaches?

- What if HMO and PBSA capacity exit the market?

- What if rougher end of PBSA collapses with students in it?

- Bulk of HMO contracts joint and several – cue huge increase in casework as students pull out of deals with friends

- Re-lockdown? What did we learn?

- Tenants unions essential…

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Experiences

Identity, Social Capital, Experiences

Facilities & Services

Qualification

Teaching and Assessment

Facilitated experiences

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Approaches

- Simulation exercises that examine the interplay between complex systems – certainly true of universities.

- Scenario planning (lenses).

- Empathy and compassion in thinking as well as comms.

- Shift away from analysis of historical performance data.

- Acknowledge that recruitment warps what we think is in the student interest.

- Institutional tendency to operate autonomously, competitively and alone should be checked.

- Industrial relations?

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NATIONAL | National Tertiary Education Union

JOBS PROTECTION FRAMEWORK

A note on decisions and meetings

- Research says disparities in participation and influence in meetings are exacerbated online

- Groupthink dangerous

- Being careful and "meta" about effective decision making and consultation

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Questions

1. Character of governance and management generally for the transition

2. How to balance devolved decision making and involvement with comparability, coordination, responsibility taking and consistency

3. Systematic approach to consultation with students by course and characteristic and staff (and understanding trade offs)

4. Identification of risks to a) what was promised b) what is acceptable and c) what was hoped for

5. What of the wider "student experience" can/should be salvaged/frozen and reanimated?

6. Canaries in the coalmine and the comparison condundrum

7. What will good enough look like – rekindling the quality debate

8. Stress testing and simulating the "experience" of proposals

9. Risk management from a student and community perspective

10. Understanding proposals and risks through "student life" eyes

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@HOME

Thank you

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