The Future
What’s coming for HE and how should the sector respond?

Jim Dickinson, CPHC Conference 2023
Initial discussions on detection and integration

Wider impacts on higher education?

Starting to feed through into advice casework (false references cheating or just bad work?)

What if you have "strict liability" policies?

QAA says declare (!)

Assessments and MS CoPilot – integration in to Word, PPT, Excel

Wonkhe event coming on April 19th

See also:

• Should we trust students?

• Diversity in the curriculum

• AI and competence

Generative AI
What a world

- **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
When the pressure is on and the environment is chaotic or uncertain, leaders tend towards:

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

**It’s the medium that matters**
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...
Things like

• Housing crisis
• Covid summer/autumn 1
• International expansion and engagement
• Generative AI
  • Assessment – what is cheating?
  • Labour market and HE
  • Up to date curriculum?
# Responding to change

<table>
<thead>
<tr>
<th>Confrontation</th>
<th>Retreat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt entrepreneurially</td>
<td>As long as what I do doesn’t change I don’t mind what is going on around me</td>
</tr>
<tr>
<td>Create new business models</td>
<td>Do you remember the old days when things were so much better?</td>
</tr>
<tr>
<td>Very risky</td>
<td></td>
</tr>
<tr>
<td>Get back to basics but with a vengeance, cut costs, streamline</td>
<td></td>
</tr>
<tr>
<td>Very tough</td>
<td></td>
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</tbody>
</table>

**Radical**

**Reactionary**
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
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 in the mix:
- Fewer students go to university
- Graduates pay more back through the loan scheme (inc existing graduates)
- Reduced academic delivery costs
- Reduced maintenance costs
- More international students
Income per student projected to fall further if no intervention.
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
Students

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

• Continuation, Completion and Progression
• Plus others (learning gain, confidence)
• Why are the numbers the way they are?
• Coverage at course level
Belonging

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

• Big impacts on PhD students and early career researchers
• Headline maintenance in England 2.3%
• Better in Scotland NI from lower base
• National support also being cut
• Differential impacts across the student profile
• Will Wales keep the anchor?
• What if mass = like this forever?
Students at work

Sutton Trust research on impacts (esp PT work):

- Two thirds of students undertaking paid work in a typical week
- 38 per cent working 15 or fewer hours per week, 1 in 5 working 16-30 hours per week, and 6 per cent are working over 30 hours per week
- 49 per cent of students missed classes this academic year to do paid work – 6 per cent do this often.
- Just under a quarter (23 per cent) missed a deadline or asked for an extension in order to work – 11 per cent reporting this has happened more than once this year.
- Students at post-1992 universities most likely to be undertaking paid work at 7 in 10 compared to 6 in 10 at RG universities
- 67 per cent of those from the most deprived areas of the country have worked during term this year, compared to 59 per cent in the least deprived areas.
- Longer hours – with 3 in 10 working more than 15 hours a week, compared to 2 in 10 of those from the most advantaged areas
B3 and TEF - Metrics

- Metrics and splits, plus thresholds for B3 now published (Continuation, Completion, Progression)
- TEF Metrics and splits, plus performance against benchmark now published (Continuation, Completion, Progression PLUS Teaching, A&F, Learning Support, Resources, Voice)
- Should providers be held to account for these?
- Why are the numbers the way they are?
- Are these massification inevitables?
Housing shortage

• Major student cities across the world impacted
• Post-Covid living
• Landlords selling up as interest rates increase
  (Regulation as a red herring)
• PGT expansion plus Graduate Route visa
• Strategy for cities?
• Residential model (and Denmark?)
• Figures on types of housing by provider
HESES22 - students: International fees

Mode: Full-time and sandwich year out  | Level: PGT (Masters’ fee) | Population: After census (forecast) & Before census
Data: ONS

University of Hertfordshire
Free speech

- Culture wars over race and trans issues
- Legislation placing duties on universities (and SUs) to secure and promote free speech and academic freedom
- Censorious students and social media
- What goes on in the classroom and online
- Acting in v acting out
- EDI v free speech
University finances

Unit of resource freeze plus inflation

• Demand smoothing – increases in module and class sizes and reduction in module choice
• Pathway closure – killing off or merging/collapsing modules
• International PGT recruitment
International students

- Infrastructure investment?
- PG arrivals with dependents set to be targeted (possibly prior to transfer to graduate route)
- Q4 2023 – sharp rise in numbers and dependants (China 0.01, Pakistan 0.30, India 0.28, Nigeria 1.03)
- Decision on immigration rules soon – graduate route access, working hours limit, PGTs and dependants, entry income threshold, charges (ie NHS and visa) all under review
- Delays and graduate route
- Modern slavery? Rights at work.
- Hardship and recourse to public funds
What happens when student numbers grow faster than bed spaces?
Access and participation

New approach from regulator

• “Risks” of not delivering quality of opportunity
• National risk register (due regard to...)
• Local APP will have to assess risks and propose mitigations
  • Risk identification
  • Risk mitigation
  • Plan monitoring
• Wider equality duties?
Harassment and sexual misconduct

• New regulation requiring
  • Risk based analysis
  • Adoption of standard definition
  • Prevention
  • Processing of cases
  • Covers all students all conduct

• NDAs banned

• Prevalence and evidence gathering?
Mental health

• National standard of support (Wales)
• National case – M/H as disability - Parents have launched campaign to establish a formal “duty of care”
• Mental health in teaching and learning
• UUK have guidance out on:
  • Contacting family and other loved ones in event of serious issue (but what counts as serious issue and whose job to notice?)
  • Before, during and return from placements
Generative AI

- A lot is happening – very fast
Is using it cheating?

- “Within 10-14 days, Turnitin is going to announce that the “switch has been flipped” on AI detection.
- “Educators who have Turnitin licenses – and there are lots of them – will immediately be able to see how much AI wrote a student’s paper.
- “We will officially announce this the day BEFORE the switch is turned on.”
Giving away Office 365 (May)
• Is use of "hallucination" references cheating or just crap work?
• GPT 4 now available to paid customers
• Will allow use of plugins within days
• Likely to be plugins which set out to evade Turnitin
• Does an AI powered version of Grammarly (that does more than grammar) count?
• Won’t students just use quillbot?
• Strict liability policies tenable?
Generative AI

• Quality considerations for IT and related courses
• B Conditions:
  g. “up-to-date” means representative of current thinking and practices in the subject matter to which the higher education course relates, including being appropriately informed by recent:
  i. subject matter developments;
  ii. research, industrial and professional developments;
  and
  iii. developments in teaching and learning, including learning resources
<table>
<thead>
<tr>
<th>How fair has the marking and assessment been on your course?</th>
<th>I feel part of a community of students and staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very fair</td>
<td>Strongly agree: 46% ↑ Agree: 21% ↓ Disagree: 15% ↓ Strongly disagree: 10% ↓</td>
</tr>
<tr>
<td>Fair</td>
<td>Strongly agree: 49% ↓ Agree: 67% ↑ Disagree: 61% ↑ Strongly disagree: 52%</td>
</tr>
<tr>
<td>Not very fair</td>
<td>Strongly agree: 5% ↓ Agree: 11% Disagree: 20% ↑ Strongly disagree: 22% ↑</td>
</tr>
<tr>
<td>Not at all fair</td>
<td>Strongly agree: 0% ↓ Agree: 1% ↓ Disagree: 5% ↑ Strongly disagree: 16% ↑</td>
</tr>
</tbody>
</table>
Belonging and community

How fair has the marking and assessment been on your course?

<table>
<thead>
<tr>
<th>Perception</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very fair</td>
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<td>20% ↑</td>
<td>22% ↑</td>
</tr>
<tr>
<td>Not at all fair</td>
<td>0% ↓</td>
<td>1% ↓</td>
<td>5% ↑</td>
<td>16% ↑</td>
</tr>
<tr>
<td>I am good enough to be here</td>
<td>I feel part of a community of students and staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>Strongly agree 41% ↑ 18% ↓ 14% ↓ 24%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>Agree 45% ↓ 64% ↑ 49% 32% ↓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>Disagree 11% ↓ 14% 29% ↑ 20%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>Strongly disagree 3% ↓ 4% ↓ 8% 24% ↑</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Belonging and community

<table>
<thead>
<tr>
<th>How easy was it to contact staff when you needed to?</th>
<th>I feel part of a community of students and staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Very easy</td>
<td>70% ↑</td>
</tr>
<tr>
<td>Easy</td>
<td>28% ↓</td>
</tr>
<tr>
<td>Not very easy</td>
<td>1% ↓</td>
</tr>
<tr>
<td>Not at all easy</td>
<td>1% ↓</td>
</tr>
</tbody>
</table>
Which of the following best describes your gender identity?

<table>
<thead>
<tr>
<th>I feel part of a community of students and staff</th>
<th>Man</th>
<th>Woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>30% ↑</td>
<td>20% ↓</td>
</tr>
<tr>
<td>Agree</td>
<td>51%</td>
<td>54%</td>
</tr>
<tr>
<td>Disagree</td>
<td>15%</td>
<td>19%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4%</td>
<td>7%</td>
</tr>
</tbody>
</table>
I feel part of a community of students and staff

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>18%</td>
<td>26%</td>
</tr>
<tr>
<td>Agree</td>
<td>43%</td>
<td>55%</td>
</tr>
<tr>
<td>Disagree</td>
<td>26%</td>
<td>15%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>13%</td>
<td>4%</td>
</tr>
<tr>
<td>Prior schooling</td>
<td>Private/independent education</td>
<td>State education</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>32% ↑</td>
<td>20% ↓</td>
</tr>
<tr>
<td>Agree</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>Disagree</td>
<td>15%</td>
<td>21% ↑</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5%</td>
<td>8% ↑</td>
</tr>
</tbody>
</table>
I feel part of a community of students and staff

<table>
<thead>
<tr>
<th></th>
<th>UK</th>
<th>EU/EEA</th>
<th>Outside EU/EEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>21% ↓</td>
<td>11% ↓</td>
<td>31% ↑</td>
</tr>
<tr>
<td>Agree</td>
<td>50% ↓</td>
<td>60%</td>
<td>55%</td>
</tr>
<tr>
<td>Disagree</td>
<td>21% ↑</td>
<td>22%</td>
<td>11% ↓</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>8% ↑</td>
<td>8%</td>
<td>2% ↓</td>
</tr>
</tbody>
</table>
I am able to devote most of my time to being a student

<table>
<thead>
<tr>
<th>I feel part of a community of students and staff</th>
<th>Totally</th>
<th>Mostly</th>
<th>Not really</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>41% ↑</td>
<td>19% ↓</td>
<td>13% ↓</td>
</tr>
<tr>
<td>Agree</td>
<td>48% ↓</td>
<td>59% ↑</td>
<td>44% ↓</td>
</tr>
<tr>
<td>Disagree</td>
<td>9% ↓</td>
<td>17%</td>
<td>32% ↑</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2% ↓</td>
<td>5%</td>
<td>11% ↑</td>
</tr>
</tbody>
</table>
Any questions?