

The stories we tell...

...may need to change?

Andy Westwood
September 2015

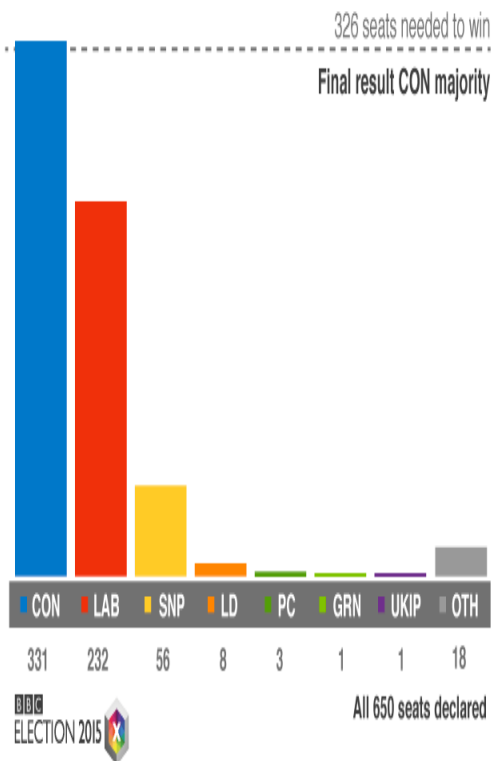


1) WHY? POLITICAL UNCERTAINTY...

... the story of GE2015 (the polls, exit poll & the result)

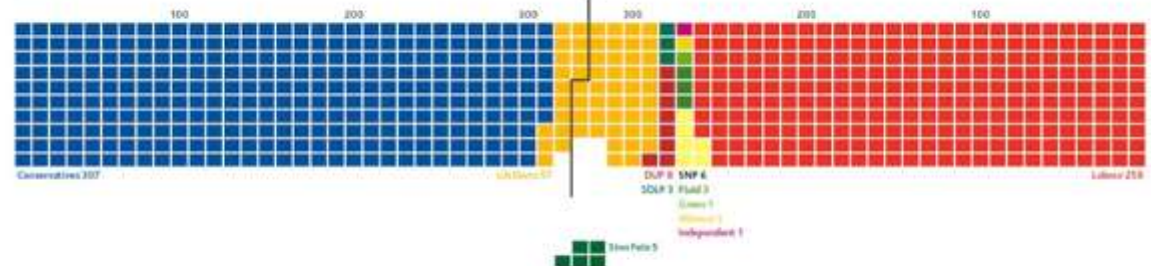


Regulatory uncertainty (and legislative difficulty...)

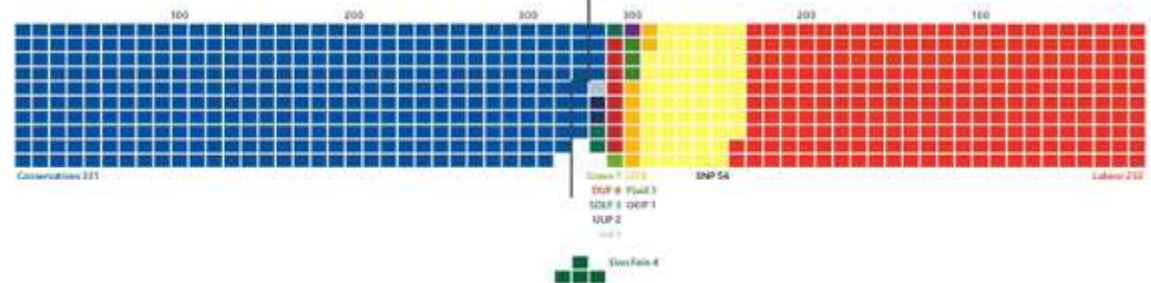


Composition of the House of Commons following 2010 and 2015 General Elections

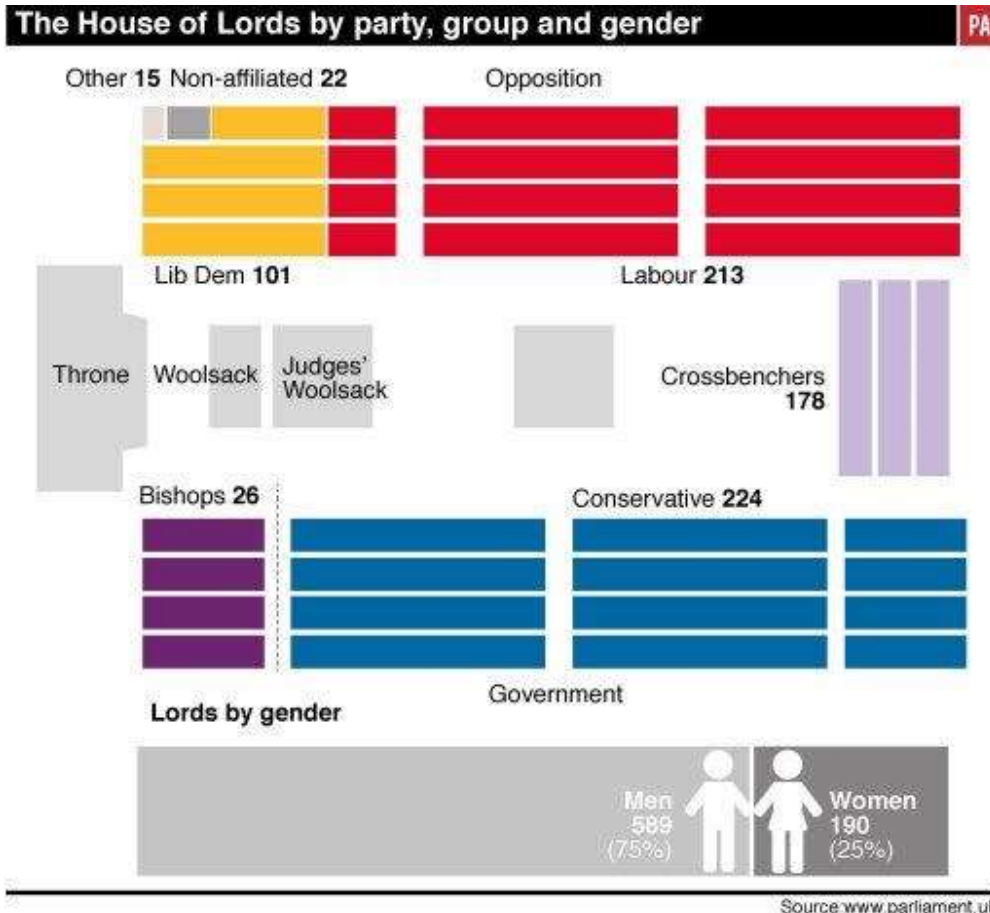
2010



2015



House of Commons vs House of Lords...?



Even with new appointments, Conservatives have 250, Labour 221, Lib Dems 112 (SNP none)...

Not forgetting Bishops, Crossbenchers & 'other' 250 peers.

What kind of Parliament?

- Decisive political victories (for Conservatives in England and SNP in Scotland) – but fragile government (majority of 5 – 12)
- Problems with House of Lords (no Conservative majority makes legislation problematic)
- Difficult backbenches especially over EU and ‘English’ issues
- Favours rebels, ‘pork barrel’ politics, deals
- Not good setting for decision making, legislation (see votes or delays already inc Bill or Rights, EVEL, Hunting, EU purdah rules etc)

Different political narratives (partly this is always the point)

- Political parties across UK want to differentiate – to tell different stories, offering different policies
- Anti austerity free system but within a planned system with significant and increasing controls?
- Competitive market model of HE within a 'small state' philosophy?
- Smaller numbers of institutions with clear performance targets?
- *What does each overall narrative for HE look like?*

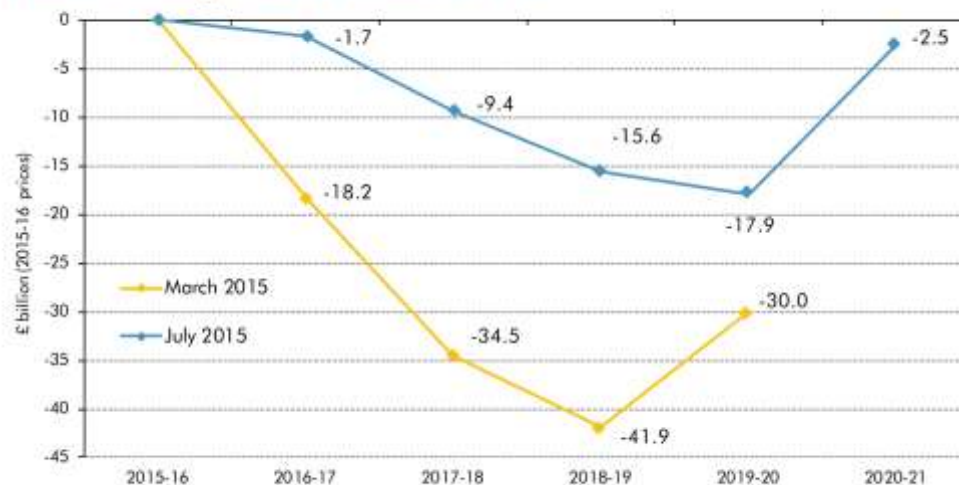
2) ECONOMIC & FINANCIAL UNCERTAINTY?

Financial uncertainty (or worse, certainty?)

‘There is no money...’

Unprotected Depts modelling 25% and 40% cuts for SR

Chart 1.5: Change in real RDEL from 2015-16



Source: OBR



'Here comes the sun'*
(Or at least that's what he wants you to think)



At a glance

George Osborne cut out £10bn for a series of selective spending cuts, including a £1.5bn cut in the health budget for the 2016-17 fiscal year. The cuts are part of a broader effort to reduce the deficit and bring the public sector back to a 'hardship-free zone'.

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The Guardian follows a similar theme, using the headline: "Here comes the sun." However, it shows its scepticism, adding the caveat: "At least that's what he wants you to think." Jonathan Freedman's front-page analysis argues: "He will convince many, but beneath Osborne's performance was a party on the defensive."

Spending Review 'prospectus'...

3.3 Alongside protecting these specific areas, the Spending Review will prioritise spending according to a number of core outcomes:

- promoting innovation and greater collaboration in public services
- promoting growth and productivity, including through radical devolution of powers to local areas in England
- delivering high-quality public services, such as the NHS
- promoting choice and competition
- driving efficiency and value for money across the public sector

Spending Review

- 1) Does it matter? Does it help to deliver the manifesto?
- 2) Do voters think it matters? Is there political advantage or opportunity in it?
- 3) Will someone else pay for it? Does government have to fund all of it?
- 4) (Most significantly) Will money spent here be more effective at meeting priorities than money spent elsewhere?

3) POLITICAL, SOCIAL AND TECHNOLOGICAL CHANGE?

The 'Global Race' or 'Little Britain'?

- New immigration bill and new targets
- 'Breaking the link' between study and work? & Universities need new business models?
- EU 'Brexit'...?
- Or the UK winning in the 'Global Race', investing in science, technology, world leading research, sectors and businesses?
- A world power with global leadership?



Not everyone believes that Higher Education works well

the guardian

Tuition fees

University education: at £9,000 per year, parents begin to question its value

Guardian/YouGov poll shows more than half think higher education is too expensive but majority say it is best for careers



A Guardian YouGov poll shows that more than half of parents believe tuition fees of up to £9,000 a year are poor value for money. Photograph: Andrew Fox/Alamy Andrew Fox / Alamy/Alamy

"Support and become part of the Guardian" - Hugh Muir - Find out more ->

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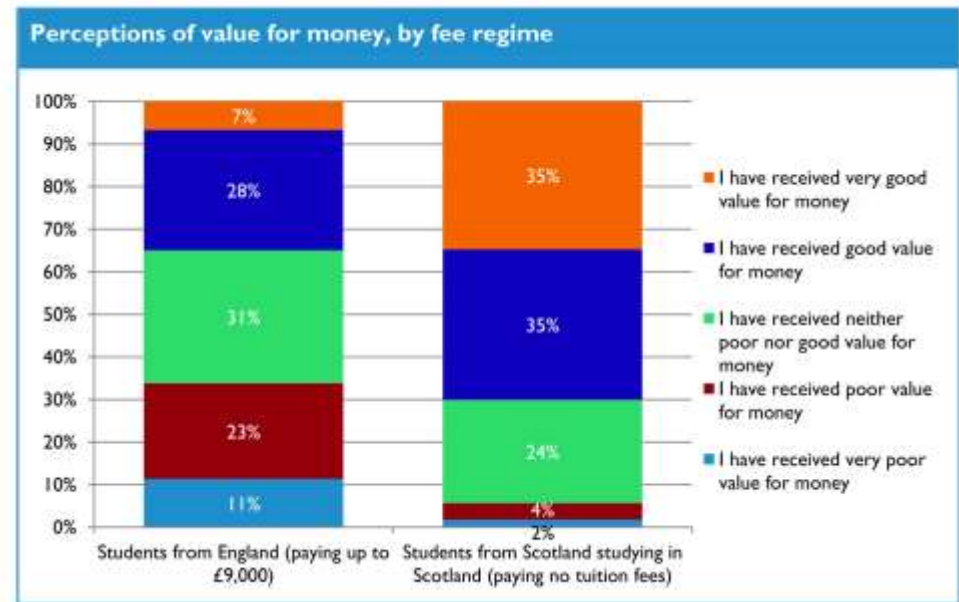
Avoid NHS waiting lists with AXA PPP health

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Majority of UK graduates are being forced into non-graduate work, says study

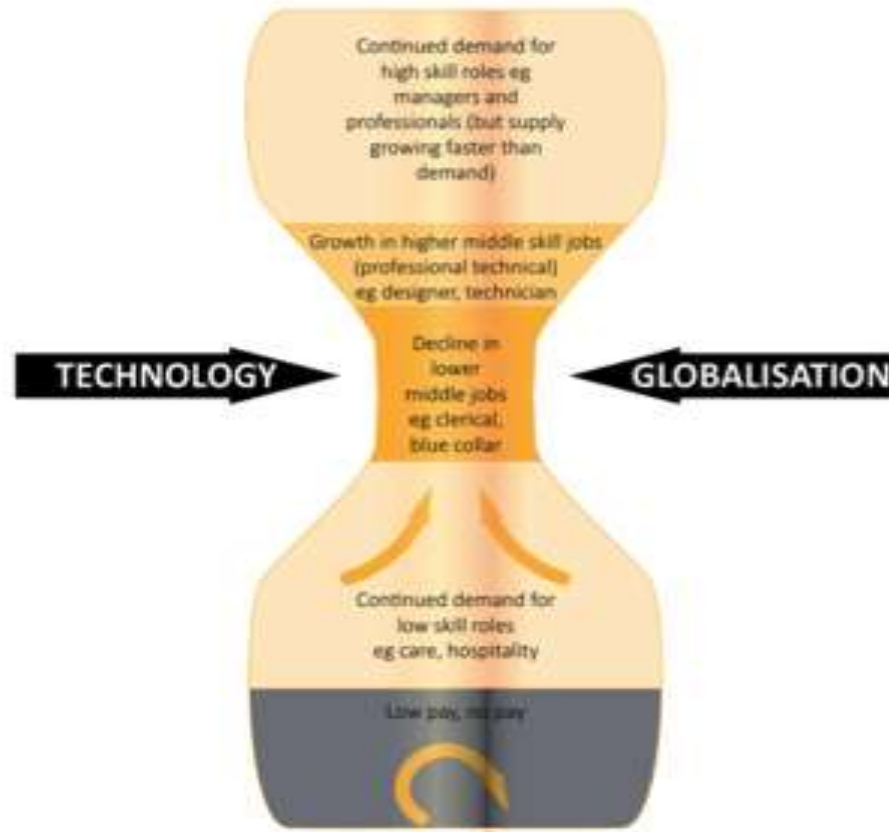
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Education School Report

Most graduates 'in non-graduate jobs', says CIPD

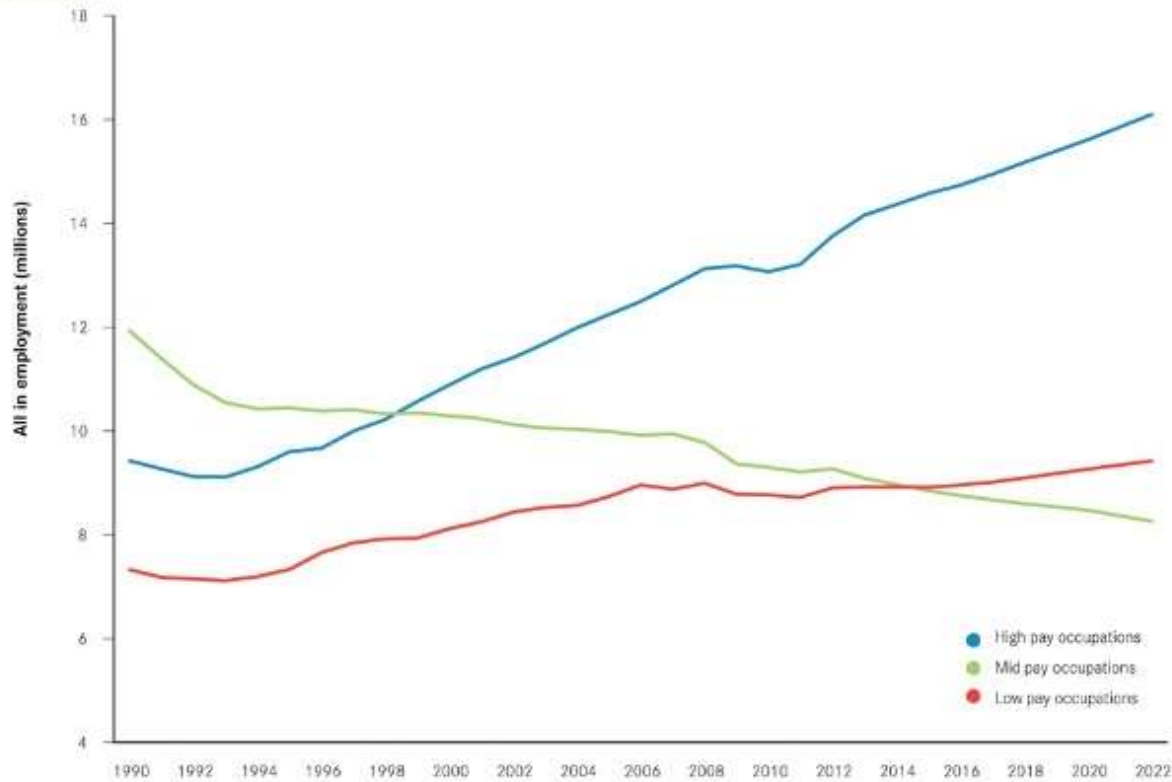
Job growth increasingly polarised (1)





Unequal Opportunity

Change in high, mid-level and low wage occupations, 1990 to 2022



For more information about the report and to download a copy, go to:
centreforcities.org/unequal-opportunity

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Longer term occupational and sector change is very likely?

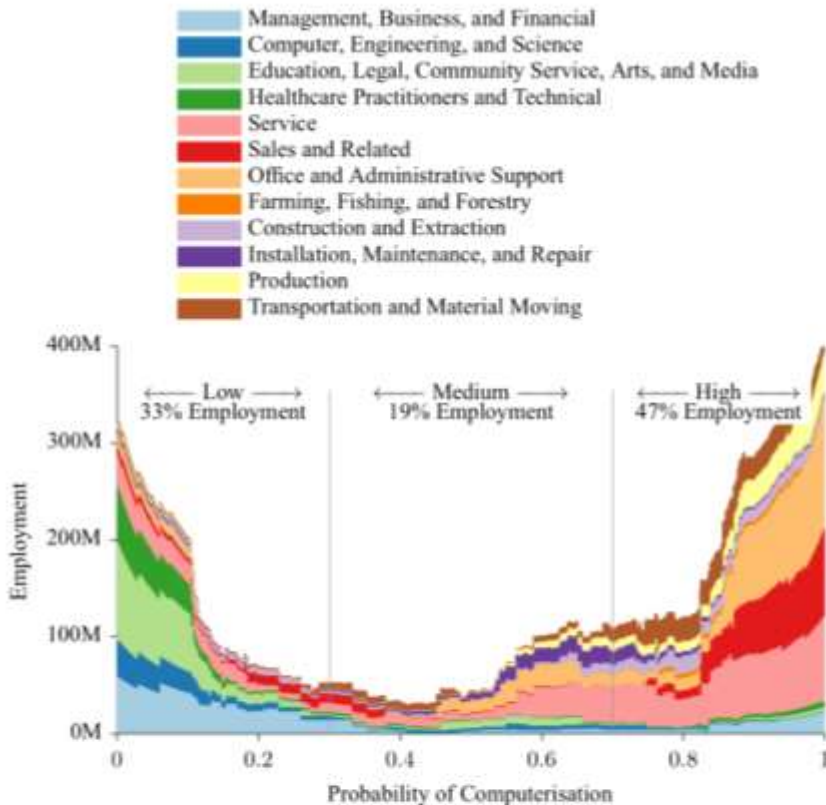


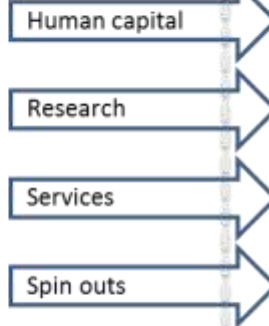
FIGURE III. The distribution of BLS 2010 occupational employment over the probability of computerisation, along with the share in low, medium and high probability categories. Note that the total area under all curves is equal to total US employment.

- *Globalisation*
- *Technological change*
- *Automation*
- *Ageing population and workforce*
- *Jobs and sectors of 2015-2020 unlikely to look same in 2030...?*

WHAT DOES IT ALL MEAN FOR UNIVERSITIES?

Disappearing or threatened model of FE and HE?

Supply side
(‘disinterested’ model)

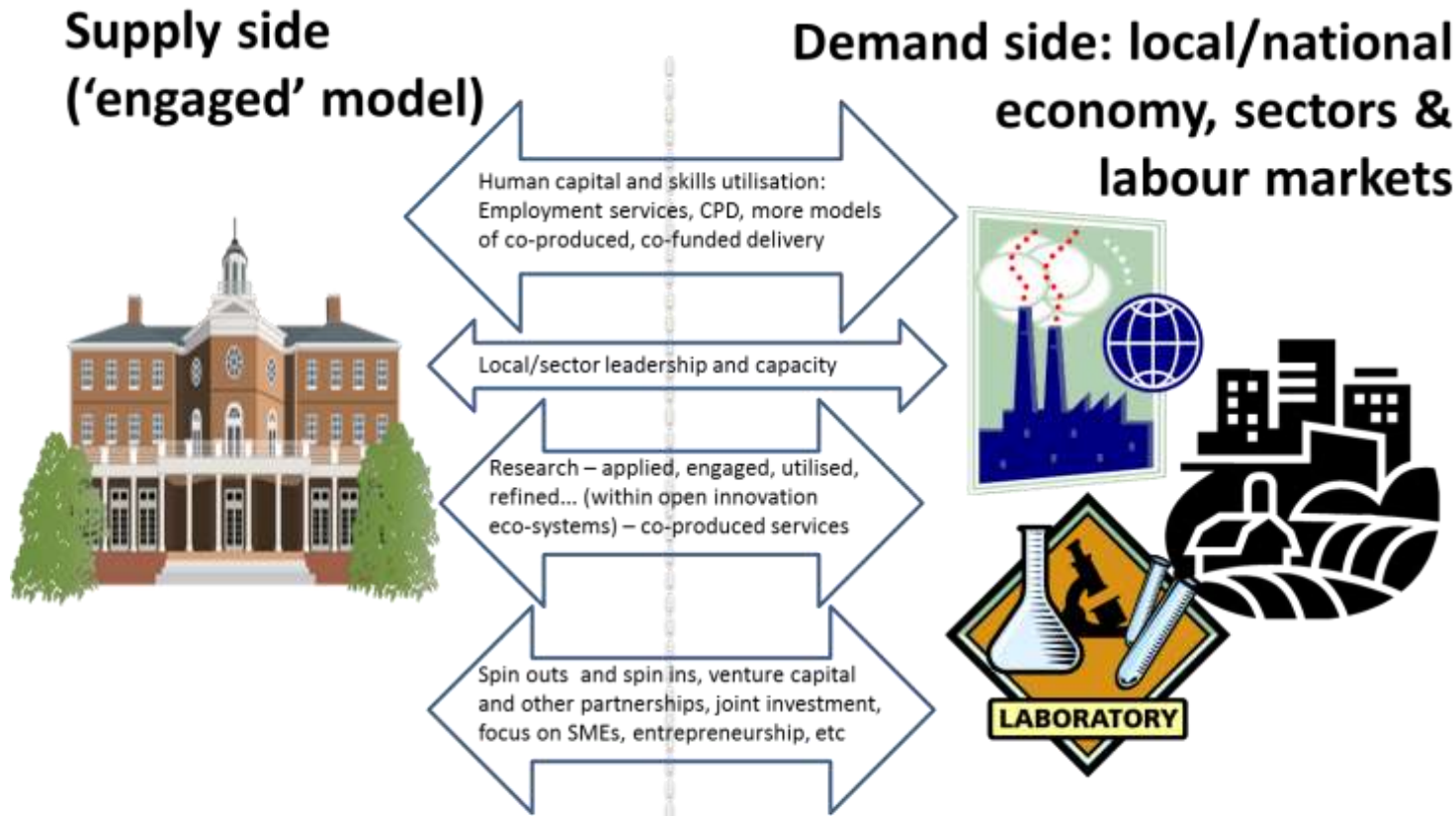


Demand side: local/national
economy, sectors &
labour markets



Supply side activity (neo liberal economic framework incentivises and sustains a ‘supply push’ or ‘disinterested’ producer model)

Evolving model of FE and HE?



Supply and demand side model (post neo liberal economic framework with incentives and expectations of demand side intervention): industrial policy, skills utilisation, innovation, economic development

What are the practical consequences of this shift?

- A need for different types and styles of leadership?
- And different types of capacity, expertise?
- Shifting definitions of traditional academic and administrative expertise?
- NB Most staff – as well as VCs – have spent their careers in the first model.
- But difficult to move from one to the other...

Micro or Macro-economic arguments and narrative?

- Push for **micro - not macro** - economic evidence
- eg focus on teaching, learning gain, institutional and course RAB charges, micro level science/research impact
- Universities and Science as key drivers of economic growth – jobs, earnings, innovation and productivity.
- Has helped HE through last five years – science protected, higher fees, student numbers uncapped...
- But Governments want/need more detail

More measures, more data, more strings, more levers will be needed to prove it and to actually make it happen?

Improving our ‘story?’

- As a sector we need to be much smarter and tell a more detailed story of what we do and how we do it
- Moving from abstract, generic and long term to clear, specific and shorter term.
- Institutionally we need to do the same
- But its not just narrative and evidence – it’s strategic and institutional change

(NB this doesn’t have to be all about the economy...)

New models & new narratives?

- Changing governmental, technological, social & economic landscape demands new ideas & new models.
- More government and at more levels?
- Less money (at least via public purse or 'block grant'...)
- More competition in shrinking markets?
- Changing institutional models – with more sophisticated strategy and narrative?
- HE's 'homogenous' strategy problem?