

Surrey Branch



Newsletter

Surrey UCU: *In conversation with Jo Grady 07.08.20*

We were glad to be joined by UCU General Secretary Jo Grady at our recent Branch Meeting.



Jo updated us on the Fund the Future national campaign, as well as answered questions directly from members [check out circulated minutes]. As part of this campaign, UCU released figures as to the impact of each University on the local economy [twitter letter to local MP Angela Richardson here]: <https://twitter.com/UcuSurrey/status/1294221700356243456>

THE ECONOMIC IMPACT OF UNIVERSITY OF SURREY:

University of Surrey contributes £1750 million to the UK economy.



It directly employs 2,855 people.



But it actually creates 11,200 local jobs.



And in total it generates 17,800 UK jobs.



There are 16,815 students.



It's behind 9 graduate start-up businesses.



It also supports 839 other organisations through knowledge exchange.

#fundthefuture

<https://fundthefuture.org.uk/>

UCU represents academics, lecturers, trainers, instructors, researchers, administrators, managers, computer staff, librarians and postgraduates.



Stag Hill
University Campus
Guildford
GU2 7XH

22.06.2020

Angela Richardson MP
House of Commons
London
SW1A 0AA

Dear Angela Richardson,

We are writing on behalf of staff and students working within University of Surrey to ask for your help in ensuring that the Government protects post-16 education and provides much-needed stability for staff and students in the face of the current Covid-19 crisis. Specifically, we would like to ask that you engage with the Secretary of State for Education and the Treasury to ensure that financial support is available to both higher- and further-education providers, and to clarify the Government's plans to strengthen the UK's post-16 education sectors following Conservative commitments in the 2019 manifesto.

At the University, we're grateful to be a large part of the Guildford community; of the 77,729 voters in Guildford, it is estimated that 10,183 are students in further and higher education, and approximately 4,300 staff work in post-16 education within this constituency.

We believe that the post-16 education sector is a critical part of the social and economic fabric of the UK and will be crucial to our country's recovery from the current crisis. UUK states that, in 2014-15 (the most recently available data), UK Universities contributed £95 billion gross output and supported almost 944,000 jobs.

In the early days of the pandemic, staff in the sector responded magnificently and continue to do so today. Unsurprisingly, though, the crisis is still causing huge uncertainty. Without urgent action from the Government, we risk losing vital educational capacity just when it will be needed most. The country cannot afford to push tens of thousands of teachers, researchers, and education professionals into unemployment at a time when we will need education to be a key driver of recovery.

The education unions have already called on government to take action and whilst there appears to have been recognition in Westminster of the importance of further and higher education, the very limited proposals and actions taken so far have been inadequate to the challenges the sector faces and to the crucial task of maintaining the confidence of students and staff: <https://www.gov.uk/government/news/government-support-package-for-universities-and-students>

The inadequacy of the government package is illustrated by the [report by London Economics](#), which highlighted a potential £2.5bn loss of income from tuition fees and teaching grants for UK universities, an estimated loss of 30,000 sector jobs, with a further 32,000 jobs threatened throughout the wider economy. This analysis has been confirmed by the recent large scale study of international students' intentions undertaken by the British Council. In the worst case scenario, the Council predicts losses to the sector of around £2bn from international students alone.

The sector needs a clear and coherent plan aimed at retaining capacity and maximising the positive impact that further and higher education can make. As part of a key community-based institution within your constituency, we would be grateful if you could, on our behalf, urge both the Secretary of State for Education and Treasury to take more action to protect these important sectors.

We look forward to hearing from you.

Yours sincerely,
[University of Surrey Students Union](#) Committee
[Surrey UCU](#) Committee
[Surrey UNISON](#) Committee
[Surrey Unite](#) Committee

ANGELA RICHARDSON MP



HOUSE OF COMMONS
LONDON SW1A 0AA

Stag Hill
University Campus
Guildford
GU2 7XH

Friday, 26th June 2020

Dear Students' Union, UCU, Unison, and Unite Committee Members,

Thank you for your letter dated the 22nd of June, raising a host of important issues facing the higher education sector, as we are still fighting the Coronavirus.

As Member of Parliament for Guildford, I am proud to have an institution of worldwide repute, such as the University of Surrey in my constituency. This makes Guildford an excellence centre in thought and research. I want to take this opportunity to thank all university students and staff for their valuable contributions to our vibrant community. I would also like to single out the remarkable work put in remotely by staff at the University of Surrey in continuing to give support to students throughout the pandemic.

I have been paying close attention to the impact of the Coronavirus public health emergency on our world-renowned higher education system, both as a Member of Parliament and as a mother whose daughter is hoping to start her first year of university this autumn. I know all too well the anxieties that students, prospective students, and their families are feeling right now.

The Government holds the higher education sector in very high regard and Ministers have already announced measures to support students and universities through these difficult times.

Mitigating the impact of the pandemic on students' mental health is a priority and I welcome the investment worth £3m into the new Student Space online resource. Through accessing this portal, any student can get support and guidance in dealing with anxiety, depression, or negative feelings related to their studies and Coronavirus.

I was also delighted to learn that support will be put in place to help universities mitigate the cash flow blockages caused by the pandemic. An estimated £2.6 billion of tuition fee payments will be bought forward to help universities better manage financial risks over the autumn. This will have no impact on students. A further £100m of public funding will be brought forward to this academic year to help protect vital university research activities.

Universities are also eligible to apply for the broader COVID-19 support packages, in order to offer their workforce the stability they require. Such packages include business loan support schemes, which the Office for Students estimates could be worth at least £700m to the sector. Furthermore, additional guidance has been published about how providers should access the Coronavirus Job Retention Scheme to safeguard staff jobs.

As organisations representing students and staff, I would encourage you to engage directly with the University leadership, urging them to make use of all the support tools made available by the Government.

Much of this support was put in place following constructive discussions between Government and universities, so please do also urge the University leadership to engage with the Government whenever Ministers call for proposals or consultations. It is vital that the feedback coming from sector leaders is as diverse and comprehensive as possible.

On my part, I will keep monitoring the situation and having discussions with other MPs and ministerial colleagues on this topic. Please rest assured that I will encourage Ministers to remain open-minded about adapting to the needs of universities as the pandemic unfolds, as often as I get the opportunity to do so.

Thank you again for taking the time to contact me.

Health & Safety: *Return to Campus National UCU 5 Tests*

Test 1: Sustained reduction in numbers of Covid-19 cases and infection rates New cases of Covid-19 need to be low and falling, with a sustained downward trend and confidence that all new cases can be identified and responded to promptly. This applies at regional level, with reduced cases and a falling reproduction number or R value (below 1), confirmed region by region before decisions regarding reopening of university campuses are considered. There need to be extensive, reliable, and transparent systems operating for testing, contact tracing, and isolating those with Covid-19 symptoms, managed by appropriate level public health authorities.

Test 2: Coherent planning for social distancing The relevant authorities (UK; Scottish; Welsh; and Northern Irish) must have coherent plans which include parameters for appropriate physical distancing and safe levels of social mixing, applicable to HE campuses/workplaces as well as travel to and from them. To help ensure physical distancing, all HE staff and students who can work and study from home should continue to do so.

Test 3: Comprehensive testing and contact tracing To avoid HE institutions becoming centres for Covid-19 transmission there need to be comprehensive testing systems in place, providing for regular testing of staff and students attending university premises, with isolation and comprehensive contact tracing for all suspected cases. In addition to routine testing, protocols are needed to ensure full coverage testing occurs promptly across university and other worksites following any case of Covid-19 being confirmed.

Test 4: University-wide strategies for safe returns and continuing health and safety Risk assessments should be completed in consultation with recognised staff unions, and safe ways of working established in advance for all activities and spaces within universities. These should anticipate phased/staged returns to workplace presence, differentiating between activities/subject disciplines where attendance is necessary (e.g. some research laboratories/workshops) and where it is not; and hazards present in 2 www.ucu.org.uk different settings (e.g. large lecture theatres/auditoria or small group teaching rooms, where risks may differ but be no lower).

Hazards must be assessed, appropriate control measures identified and introduced, and adjusted where necessary, all in light of current evidence regarding Covid-19 transmission routes and risk. Equality impact assessments should be completed to ensure that all workers are fully protected and the differential risks relating to BAME staff, disabled staff, older staff and staff in other categories who may be more vulnerable to Covid-19 are fully considered. These should also consider whether safety measures might present particular challenges for certain groups and where additional support (e.g. reasonable adjustments for disabled staff) may be required so they can undertake their work effectively. In planning for phased returns to onsite working, priority consideration should be given to students who struggle to access teaching remotely and whose studies would therefore suffer disproportionately from continued off-campus working. Plans must be in place for regular cleaning and stringent hygiene measures for all workplaces where staff are scheduled to return. Where risk assessments identify that PPE is required, sustainable supplies of appropriate PPE must be available before re-opening of affected areas. Risk assessments, including identified hazards and associated control measures, must be communicated to affected staff and more widely (e.g. on institutional websites). Plans, including effective communications strategies, must be in place for prompt and effective site/campus closure in the event of a local spike in Covid-19 cases.

Test 5: Protection for those most vulnerable to Covid-19 Staff who are themselves more vulnerable to Covid-19, and staff who live with people at heightened risk, must not be required to work on campus. Plans must explicitly address measures for the protection of staff, students, and members of their households, who are in groups identified as facing heightened risk of contracting and/or are more vulnerable to the worst effects of Covid-19, recognising that BAME groups are particularly affected and are likely to be over-represented amongst staff groups undertaking essential on-campus work such as cleaning and security work.

https://www.ucu.org.uk/media/10935/UCU-HE-on-campus-return-tests/pdf/ucu_covid19_hetests.pdf

Lecture Capture and Your Legal Rights

Members may not be aware that there are legal frameworks that protect their rights when Lecture Capture policies are being developed and implemented. These rights are contained within the umbrella legislation **Copyright, Designs and Patents Act 1988**.

As well as relevant clauses on copyright, s.182 of the CDPA outlines the consent required for the recording of live performance. To view what is classed as an infringement, it literally only takes a moment to read the relevant section here: <https://www.legislation.gov.uk/ukpga/1988/48/section/182>

If you are wondering what this means, or its relevance, the following section explains the remit of this legislation to live lectures (please click here: <https://www.legislation.gov.uk/ukpga/1988/48/section/180>)

- (2) In this Part — “performance” means —
- (a) a dramatic performance (which includes dance and mime),
 - (b) a musical performance,
 - (c) a reading or recitation of a literary work, or
 - (d) a performance of a variety act or any similar presentation

In addition, the JISC legal guide describes lectures as a **‘live delivery’** and **‘dramatic communication to others of opinions, thoughts and interpretation’**.

Please also note the HEFCE guidelines on this issue (contained within ‘Intellectual property rights in e-learning programmes’ See Page 14: http://dera.ioe.ac.uk/5972/1/06_20.pdf)

Performers’ rights

105. Contracts of employment with staff should make clear that they own the performers’ rights in any video or other recording of their own lectures or presentations. Exploitation of such materials should only be undertaken by the HEI following negotiation of a licence from the member of staff.

We hope this gives you some insight as to why the sector norm for HE institutions is to adopt opt-in and opt-out policies (not compulsory).

A Call to Members: The BIG Ask

The BIG ask.

Thank you to the one or two members who have come forward to potentially join the committee and/or help us with the work that we do. The challenges we face as a Branch continue at a heightened rate, and we are a small team pushing for the safety, and working conditions, of our members.

We need more committee members and caseworkers to help support you, the members. You can see vacant positions here, we are also going to need a new Treasurer and Equality Rep very soon: <http://surrey-ucu.org.uk/about/>

We need [Health and Safety Reps](#) to oversee H&S policy as COVID-19 concerns continue.

We also need help in recruiting more members to strengthen our bargaining position and to increase member participation.

If anyone would like to consider joining the committee and/or become a caseworker, we are planning to organise an informal 'drop in' zoom session where any interested members can chat through roles, learn more about the committee, and meet other members who are considering a more active role in UCU. Email in and we will set up a doodle poll so that

we can set a time/date when everyone can attend: cmaxfield@ucu.org.uk

There will be a virtual buffet and bar !

For those looking for inspiration, there is a wealth of information within the new section on the UCU Fund the Future seminar series.

Upcoming events include:

Back to school- organising to win in 2020-21: Wednesday 2 September 2020, 7:00 pm - 8:00 pm

Previous events have been recorded and are all on the website, for example:

Decolonising our institutions: <https://fundthefuture.org.uk/event/decolonising-our-institutions/>

GTAs are workers too! <https://fundthefuture.org.uk/event/gtas-are-workers-too/>

Protecting staff on casualised contracts: <https://fundthefuture.org.uk/event/protecting-casualised-staff/>

Studying institutional finances: <https://fundthefuture.org.uk/event/studying-institutional-finances/>

For more information, please contact the Surrey UCU Committee: cmaxfield@ucu.org.uk

Upcoming UCU Events



Back to school: organising to win in 2020-21

Wednesday 2 September, 7-8pm on
Facebook, YouTube and Twitter

World famous trade union organiser Jane McAlevey talks to UCU members and general secretary Jo Grady about growing your branch, winning disputes, and keeping workplaces safe.

[FundtheFuture.org.uk](https://fundthefuture.org.uk)

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[https://fundthefuture.org.uk/event/
organising-to-win/](https://fundthefuture.org.uk/event/organising-to-win/)

<http://surrey-ucu.org.uk/>

Join UCU today!

Join UCU now, it takes only 10 minutes
online: <https://www.ucu.org.uk/join>

Alternatively you can ring the
Membership Team: 0333 207 0719

Non academic staff at University of
Surrey could choose to join our sister
union UNISON. Academic-related staff
may consider joining UCU or Unite –
contact a representative to discuss
which is most suitable for you.



Unions are effective through the strength of
their membership. Members can contribute
in ways that suit their personalities, spare
time, skills and capabilities. All queries on
this subject will be warmly welcomed:
cmaxfield@ucu.org.uk

@ucusurrey