



Civic University
Network



Universities' role in 'Levelling Up' and building back better

Summary of findings



#Trulycivic @civicuniversity @UPP_Foundation

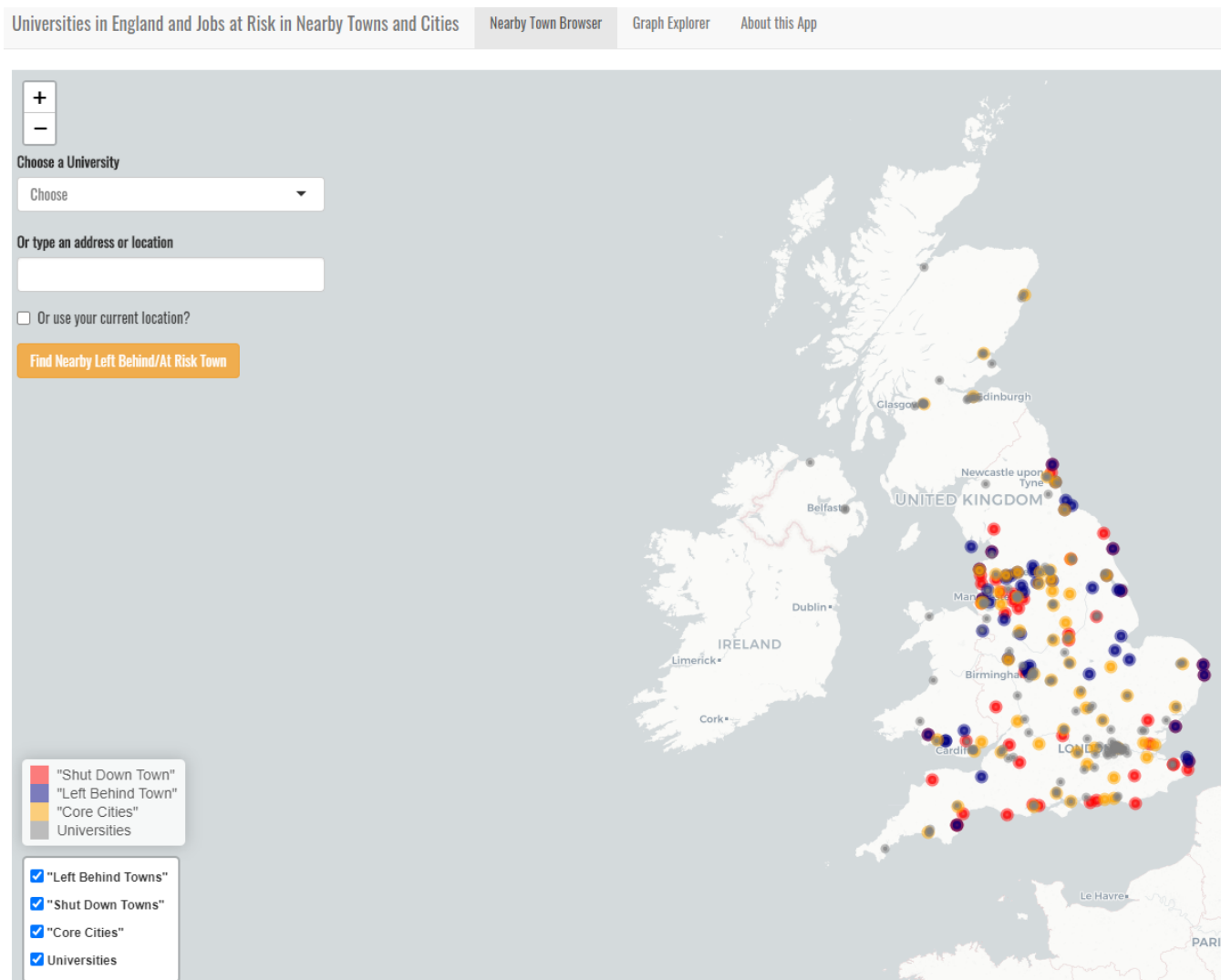
Report 1 – Covid 19: preventing a health crisis from becoming a permanent jobs crisis

- Latest Bank of England estimates are that job losses will exceed those from the global financial crisis of 2008
- We ask three questions:
 - What is the geographical spread of vulnerable jobs, and how does that relate to the locations of universities?
 - What is the estimated skill composition of individuals who may lose their jobs and what does this mean for universities?
 - What do individuals who may lose their job want from retraining?

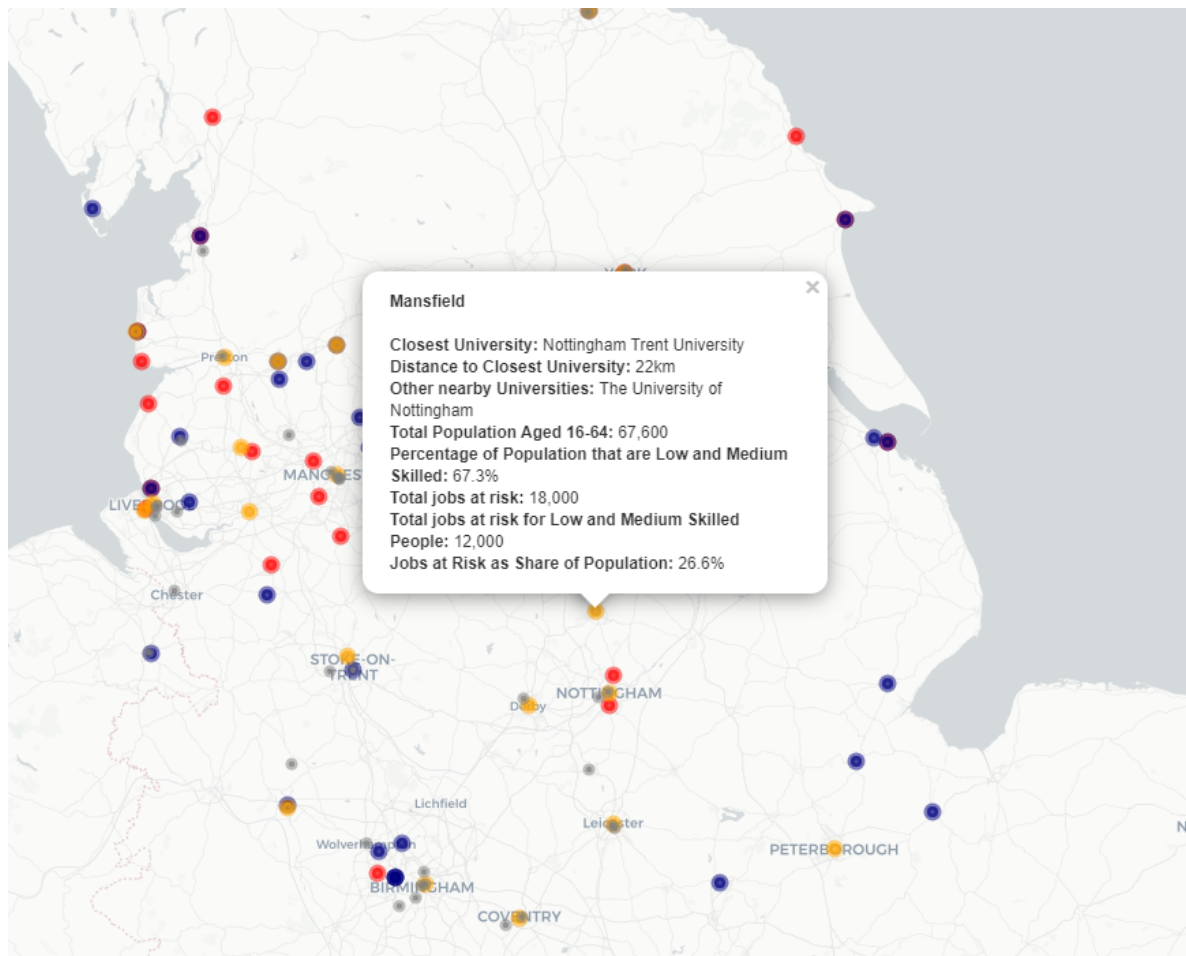
Mapping the geographical impact of vulnerable jobs and the location of universities – an interactive map

- We identified the 60 biggest cities in the UK (using Centre for Cities data) and the top 50 towns most affected by Covid shutdowns in the Spring/ summer, and the 50 most 'left behind' towns (both using Centre for Towns data)
- For each of these, we calculated the % and raw numbers of jobs which are vulnerable – not the same as forecast job losses
- We also looked, using ONS census data, at estimated labour market composition in these towns and cities
- We mapped how close universities are to these towns and cities
- This map is available and can be seen on the UPP Foundation website

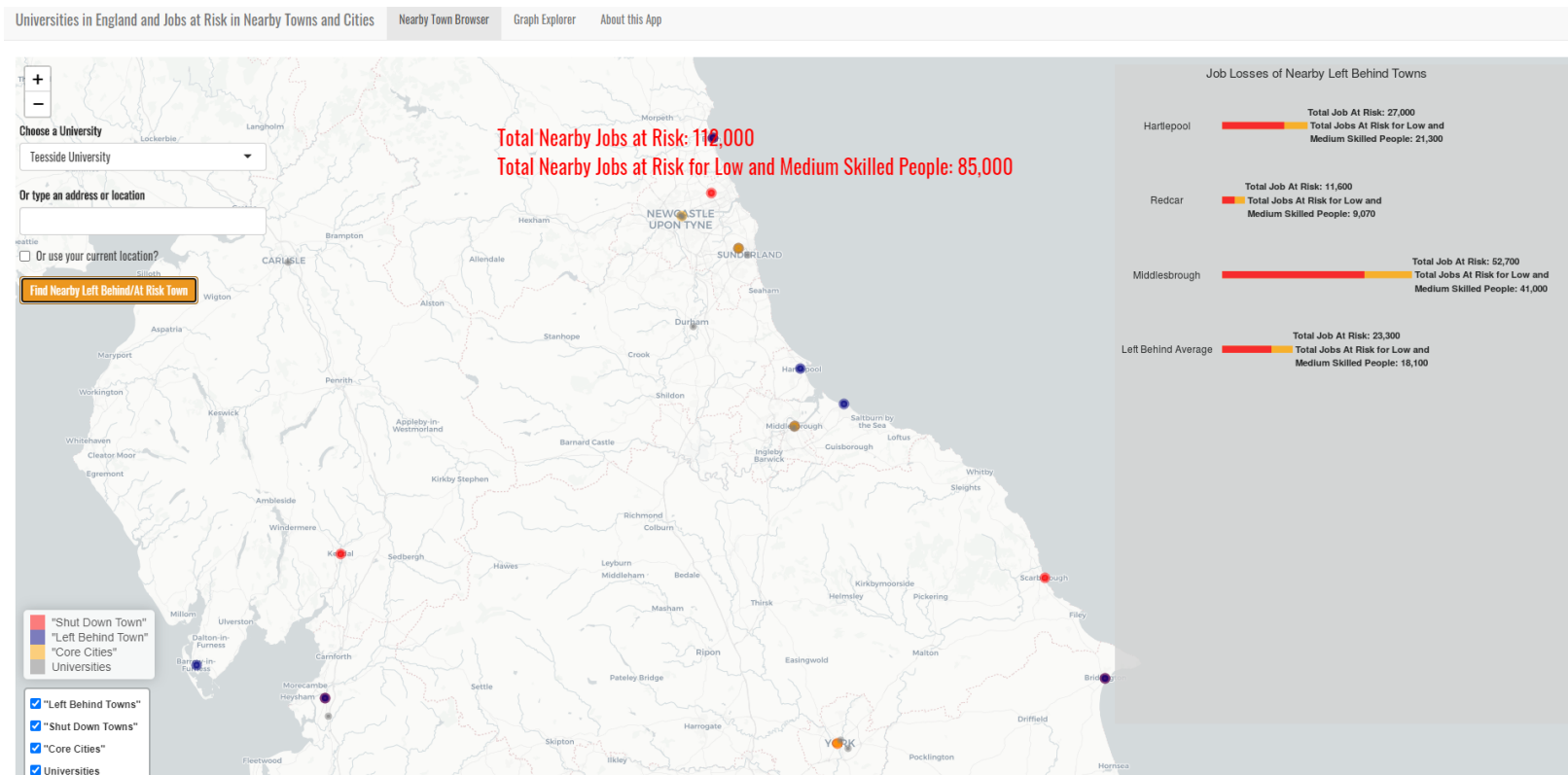
Mapping the geographical impact of vulnerable jobs and the location of universities – an interactive map



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- We find that:
 - At least 5m jobs are at risk from a COVID driven economic recession. This will impact all towns and cities across the country and no community will be unaffected.
 - Certain areas of the country are more affected, either because they're left behind or because they have high numbers of the occupations at risk.
 - But large scale job losses are not contained to more economically disadvantaged areas. The scale of job losses means the impact is spread all over the place. **We estimate that around 2m jobs are at risk in medium sized towns nationwide.**
 - The biggest jobs impact in purely numerical terms, given their size, will be in cities – many of which are otherwise affluent. **A further 3m jobs are at risk in these cities. Metropolitan universities will not have communities unaffected.**
 - A high proportion of job losses will come with people who are 'medium skilled' or below – those who hold a Level 3 qualification as maximum. **This is around 1.5m in towns and a further 1.6m in cities.**
 - For universities, the map and estimated analysis is clear - **wherever you are in the country, there'll be a cluster of job losses either right on your doorstep or in towns near you.** This is likely to impact from end October onwards when the furlough scheme morphs into its various successor schemes

But wait, didn't the Prime Minister pledge free lifetime training to reskill all these people?

- Yes
- But
- Its scope is actually very limited
 - Only eligible to those who don't have a Level 3 qualification already
 - Although course eligibility isn't yet announced, it is likely to be limited to shortage skills areas in the economy
- Taken together, we estimate that 2.5-2.8m of the 3m non-graduates whose jobs are vulnerable, wouldn't benefit from this scheme
-and of those who may be eligible, their motivations and desires are a lot wider than coding

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- We polled 1,000 non-graduates to seek their views on retraining and reskilling
- This found that
 - **Many are unaware of the scale of economic disruption that may be about to hit them.** 20% think that it is likely or very likely they will be made redundant. But 47% do not want a new job and are not looking, and 57% of those currently in work think that their industry will be as big, or bigger, in ten years' time.
 - 41% who do want to change jobs also want to change industry or career with it. **But only 31% of non-graduates think they will definitely need new skills for a new job or career; a further 38% think they would need it for some new roles but not others.**
 - **Only 46% of the sample think that the PM lifetime skills guarantee is of interest to them; 40% said no and 15% are unsure**
 - **37% of non graduates would like to gain a university degree - including 57% of 18-24 year olds and 50% of 25-34 year olds, and 39% of 35-44 year olds..**
 - When offered a broad range of courses and disciplines in which they could hypothetically retrain, there is no clear consensus. **Even when asked to choose a wide range of disciplines as possibilities, over 8 in 10 respondents do not choose one of even the most popular topics.**
 - Similarly, when motivations for learning are probed, **the fact that a job is in a shortage occupation and there are many more people needed in that industry does not serve as a major motivator.**

Report 2 – Extending civic engagement to post-industrial towns

- The successor report that builds on the Civic University Commission
- Originally conceived of and begun in late 2019 – before the General Election, the Brexit Deal, Covid.....
- Develops the concept of ‘place’ and university’s role as civic actors
- Builds on some excellent reports published including the UK2070 Commission and the HEPI paper from Day et al on how universities can drive economic and social resurgence in the UK
- The key questions for this report were
 - what role can universities play in ‘left behind areas’ where they do not have direct provision?
 - What can they realistically do, either as the lead or in partnership?
 - And crucially – and often overlooked – what do local people in these areas want from their areas, to improve them?

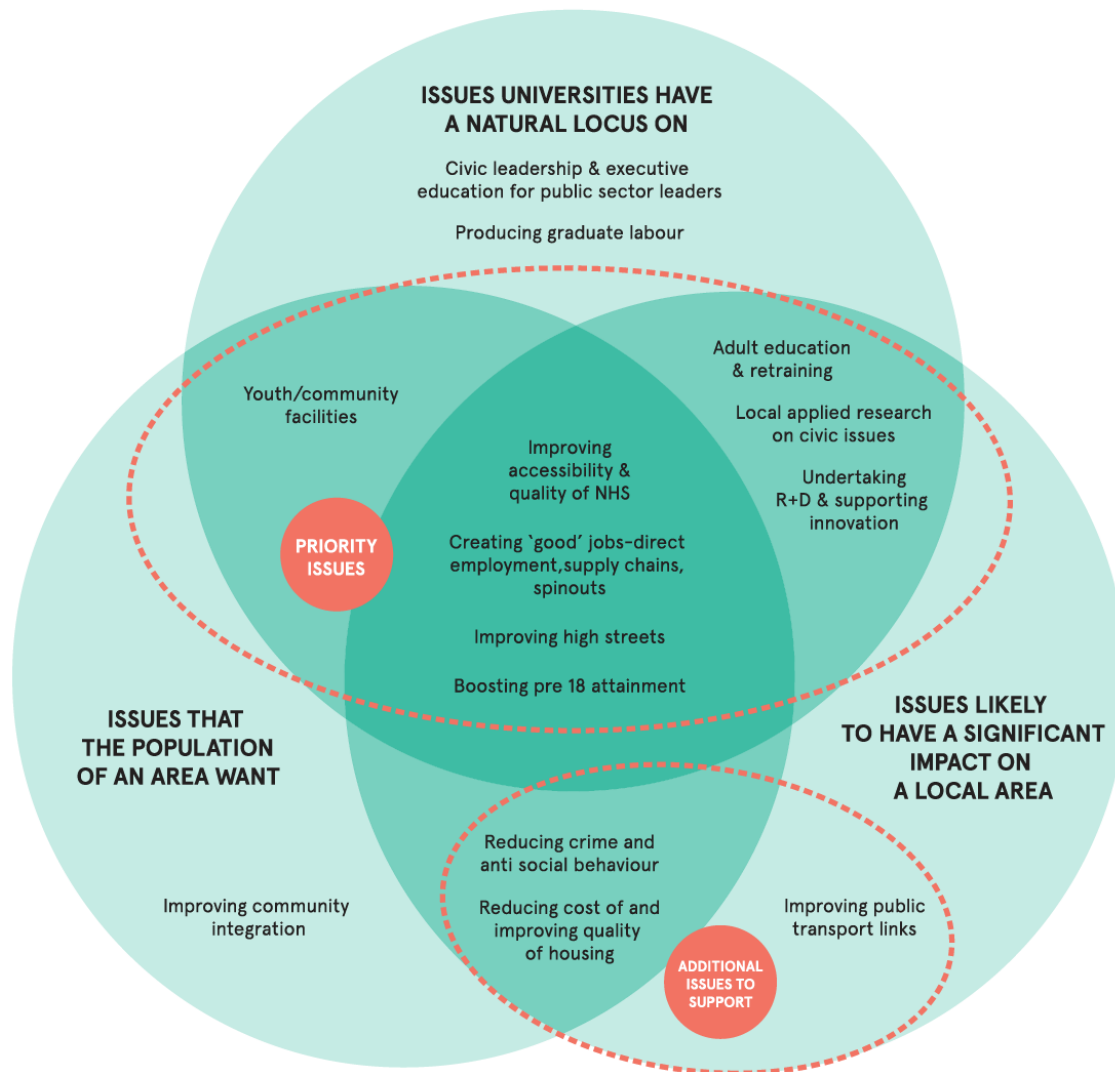
Draws from extensive polling (published Feb 2020) and focus group work in three towns – Darlington, Dudley and Oldham

- 59% want them to play a greater role in supporting their local area.
- The public think that universities' main civic responsibilities are to do with education: 'inspiring school children to think about their future in education'; and 'developing closer links with schools and colleges'
- The public were most supportive of localising a university's economic footprint. They want institutions to hire locally (selected by 27%), to conduct research into how to improve the local area (25%), and to encourage graduates in the public sector to stay local (27%).
- Over a third of people (36%) have never visited their local university; this increases to 41% of respondents of C2DE background.
- A majority of all respondents believed that universities' roles should be to focus on educating adults 'of all ages' rather than 'primarily young adults'.
- There is general apathy towards all civic institutions, and low levels of knowledge. Universities are roughly in the middle of local civic institutions; local sports clubs and teams, local hospitals and local charities are seen to be performing best for their local area.

Draws from extensive polling (published Feb 2020) and focus group work in three towns – Darlington, Dudley and Oldham

- Awareness of institutions was high and positive
- ... But very few attendees had ever visited a university and few could say anything that they did
- The universities felt disconnected from the area
- People were amenable to universities helping in their area, but needed to be led entirely to possible solutions
- Instinctively, people felt as universities as self-interested institutions, rather than civic and social actors
- When prompted, respondents liked efforts on regenerating town centres, on giving opportunities for local children, and getting training for jobs

So what can universities do?



5 sets of recommendations

- Government should allocate a proportion of the Towns Fund and other programmes aimed at high street regeneration to a major programme of community development in local town centres. Universities would be able to bid in partnership with local government for this funding for new capital, on condition that these are placed in town centres and universities site some of their teaching, research and community activity there as an anchor.
- Universities should work with civil society organisations such as access charities to develop a new nationally available, but locally designed and delivered, tutoring and mentoring scheme
- Universities should be designated as a primary 'surge capacity' provider to the NHS and to the wider public sector and society for health crises.
- The Shared Prosperity Fund should support a major interdisciplinary research programme looking at 'levelling up' post industrial towns.
- The Lifetime Skills Guarantee should be widened in eligibility to better balance between labour market need and learner preferences (and the characteristics of who may lose their jobs)
- To fund this:
 1. The Civic University Fund should increase from £500m to £1bn.
 2. An element of the existing £3.6bn Towns Fund be allocated in capital rebuild in high streets, which universities can bid for in collaboration with other local actors in
 3. Universities should increasingly focus on crowding in third party commercial income focussed on increasing productivity and economic growth in an area
 4. National Skills Funding worth £2.5bn will support a wider defined Lifetime Skills Guarantee