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Collaborative management of studentification processes: the case of Newcastle Upon Tyne

Abstract

This paper explores both benefits and potential drawbacks deriving from the spatial distribution of student accommodations across Newcastle upon Tyne. The core of the paper focuses on the interconnections, collaboration and exchange between university and city council as a potential “win-win strategy” for managing the spatial distribution of students across the city. On the one hand, both universities and local authorities in Newcastle are aware of how the urban location of student accommodation provides both services and facilities to students and positive implications for other inhabitants (and the local economy) as well. On the other hand, the increasing number of students living in both private or university accommodations can cause a progressive decrease of families living in such neighbourhoods in the long run. The risk is the formation of an “exclusive geography” in some parts of the city centre, in which the colonisation by students may cause the definition of a “distinctive time and space framework” (Chatterton, 1999), not always in line with that of non-student neighbours. Collaborative planning between university and city council is showing potential solutions for generating new urban spaces which in turn produce collective benefits within the city. This paper concludes that student housing planning should be reconceptualised in the light of collaborative schemes between universities and local authorities in order to guarantee community cohesion and quality of life of both established residents and students. The creation of platforms of dialogue between students, local communities and local authorities might contribute towards enhancing mutual understanding while informing local authorities about the needs of both categories of residents.

Keywords

City-university nexus, collaborative management, Newcastle University, Newcastle Upon Tyne, Northumbria University, studentification.

Introduction

This paper combines a review of the literature on studentification processes with the analysis of documents and data from national and local statistics on Newcastle Upon Tyne. It attempts to highlight potential benefits deriving from the adoption of collaborative practices between university and local authority for managing the spatial distribution of students across the city. Previous studies on the relationships between university and physical development of the city focused on how non-traditional students experience the city (Haselgrove, 1994), on the construction of entertainment spaces in city centres (Chatterton, 1999), on local economic impacts of universities (Hall, 1997; Harloe and Perry, 2004), on Campus-Community Partnerships (Bingle and Hatcher, 2002; Rubin, 2000; Sandy and Holland, 2006), on the role of universities in shaping the urban landscape (see Benneworth et al., 2010; Larkham, 2000), and on the impacts of student accommodations on neighbourhoods (see e.g. Hubbard, 2009; Smith and Holt, 2007). The role of university as driver of innovation and economic/cultural/social development has been recognised internationally (ECPR, 2015; Goddard and Vallance, 2011, 2013; Goddard et al., 2013; Reinventing Higher Education, 2015). Specifically, the university as a generator of knowledge is expected to collaborate with a number of public and private bodies (the so called triple helix model of academic-industry-government relations, see Etzkowitz, 2003; Etzkowitz and Leydesdorff, 1999; Etzkowitz et al., 2000) at diverse scales (local, national, global) in order to drive the global/local challenges (Chatterton and Goddard, 2000; ECPR, 2015; Madanipour et al., 2001). On the one hand, the literature mainly focuses on the influence of universities on regional economic development (see e.g. Boucher et al., 2003; Drucker and Goldstein, 2007; Harloe and Perry, 2004). On the other hand, a large research effort has been devoted to investigate the role of universities in generating regional innovation capacity (see e.g. Charles, 2006; Chrys, 2006; Gunasekara, 2006; Power and Malmberg, 2008). All the mentioned approaches have in common the recognition of strong connections between universities and the local context in which they operate. An increasing number of universities started to recognise the benefits of being engaged in the community by integrating the university’s activities into the local context (Bruning et al., 2006). At the same time, City governments recognise the role of Higher Education Institutions (HEIs) in fostering urban knowledge economy (van Winden, 2010). This is the case of collaborative projects in which universities and local institutions jointly work to improve the quality of life of urban contexts. In turn, this also might produce economic benefits for the city as well as for the university. Considering, for instance, the case of the EUniverCities network, which brings together 13 European cities with the common aim of improving university-city relations, it has been already shown that this initiative has reinvigorated local economic growth, “situated” knowledge, urban

1 attractiveness, city life and internalisation (van Winden, 2015). While the role of Higher Education
2 Institutions is universally recognised to be pivotal in triggering knowledge-based innovation processes, there
3 is still a need to explore the role of University-City Council partnerships in defining spatial distribution
4 strategies for facilitating the “integration” of students in the urban context. This article falls into four parts.
5 The first relates to the description of Newcastle upon Tyne by referring to local statistics, in particular with
6 regards to students-related data and their relationships with the city. The second concerns the relationship
7 between spatial distribution of student accommodations in Newcastle and the impacts produced within the
8 neighbourhood; the third analyses risks and opportunities deriving from studentification processes in
9 Newcastle and highlights some positive outcomes deriving from creating partnership between the City
10 council and local university. Finally, some conclusions will be drawn.

11 **Students in Newcastle upon Tyne**

12 During and after the deindustrialisation of the North-East of England a significant effort to revitalise
13 Newcastle (and Gateshead) stimulated a number of researchers to explore this context as either an example
14 of culture-led regeneration (Bailey et al., 2004; Miles, 2005; Pendlebury, 2002) or creative-led renewal
15 strategy (Chatterton, 2000; Comunian, 2011). A variety of studies investigated the impacts produced by
16 cultural investments on Newcastle/Gateshead, such as for example the 10-year “Cultural Investments and
17 Strategic Impact Research (CISIR)” project, funded by Gateshead Borough Council, Newcastle, The Arts
18 Council, England, One NorthEast and Culture North-East. Much has been written on the impacts produced
19 by Newcastle University on the regional development (see Benneworth and Hospers, 2007; Benneworth et
20 al., 2010; Goddard and Vallance, 2013). However, these researches mainly focus on the impacts produced by
21 the institution of a “science centre” (see Benneworth et al., 2010), by the arrival of students on housing
22 prices (Barke and Powell, 2008), and by students on the inner city (Chatterton, 1999).

23 Currently, the Newcastle City Image has evolved from an industrial to a student-friendly city. The education
24 sector represents the second employment sector (19.5 thousand of working age people) (ONS, 2012). Since
25 their foundation, both Universities, Newcastle University and Northumbria University (founded respectively
26 in 1963 and 1992) have progressively increased their number of students. Newcastle has also been included
27 in the QS Best Student Cities 2016 (a ranking of the world’s leading urban destinations for international
28 students). Following the Student Living Index 2015 (NetWest), which focuses on four main areas (everyday
29 essentials, socialising, sports and fitness, hobbies and interests) to establish the expenditure incurred by
30 students across the UK, Newcastle has been ranked among the nineteen cheapest cities for students in the
31 UK. Newcastle comes out on the top for spending time in socialising, and hobbies/interests (see table 1).
32 Moreover, students’ expenditure for going out is among the highest in the UK (second position). Finally,
33 Newcastle comes in 4th position for gym and sport membership (table 1). These data show that a number of
34 facilities and services accommodate students’ needs to socialise and spend their free time in different ways.
35 This also means that students are recognised to be a key-resource for the local context (in cultural, social and
36 economic terms).

37 **About here Table 1.**

38 Currently, university students represent the 18% of the total population (Nomis, 2011). As shown in figure 1
39 the number of students enrolled in higher education (HR) in 2014/15 is 31% higher than that registered in
40 1995/96, and in particular it increased from 1995/1996 to 2006/2007. In the same period the number of
41 students in England in 2014 is higher 22% than that of 1995/96. The average annual growth rate of the
42 number of students in Newcastle (NC) has been 1,9% (1,3% for the entire England) for the entire period
43 (1,3% and -0.3% for Newcastle and England respectively, if we focus on the last 10 years) (HESA, 1996-
44 2016). In 2014-15 the two Universities were teaching 50180 students equally distributed between Newcastle
45 University (23105 students) and Northumbria University (27075 students) (HESA, 2016): 21% of them are
46 post-graduate and 79% are undergraduate. Moreover, students of the Newcastle University and the
47 Northumbria University represent the 7% and 5% of the total amount of students in northern England,
48 respectively. The 20% of students are non-UK natives (to give greater detail 3% are from an EU country and
49 17% are from non-EU countries): overseas students are a significant portion of the overall students’
50 population in Newcastle. This means that the increasing number of non-native students represents a relevant
51 challenge for both universities and city council in particular in terms of provision of student
52 accommodations.

1 In the last 9 years the city council increased its investments in student housing schemes: in 2007 the
2 Newcastle City Council adopted an “Interim Planning Guidance on Purpose Built Student Housing 2007”
3 (Newcastle City Council, 2007) in order to respond to the increasing demand for student accommodations.
4 Moreover, a Planning guidance on specifically assessing proposals for Purpose Built Student
5 Accommodation (PBSA) and Houses in Multiple Occupation (HMO) across the city was introduced in 2011
6 by the Council through the Supplementary Planning Policy-Maintaining Sustainable Communities. As
7 highlighted by Lawless (2016), on the one hand, this document played a significant role in controlling the
8 growth of Housing in Multiple Accommodation, on the other hand it was less effective in managing the
9 growth of Purpose Building Student Accommodation. In fact, the increase in PBSA in particular in the urban
10 core might produce negative impacts in contrast to some of the strategic spatial policies established by the
11 Core Strategy and Urban Core Plan for Gateshead and Newcastle upon Tyne 2010-30 (in particular in terms
12 of standardisation of accommodations and over concentration of shared accommodation in specific areas)
13 (Newcastle and Gateshead Council, 2015), and to some of the land-use planning principles as established by
14 the National Planning Policy Framework in particular in terms of mixed use developments (Department for
15 Communities and Local Government, 2012). In October 2016 the city council launched a public consultation
16 to update the “Maintaining Sustainable Communities and Urban Core Housing Supplementary Planning”
17 document that will replace the “Maintaining Sustainable Communities Shared Housing SPD 2011” and the
18 “Interim Planning Guidance on Purpose Built Student Housing 2007”. The draft includes a number of
19 indications for the development of new residential development in the Urban Core (such as e.g. adaptability
20 to alternative uses in the future, mixed residential accommodation options, high quality standards in terms of
21 architecture and amenities offered, accessibility and safe local Routes). Although the changes proposed in
22 this document aim to ensure the vibrancy of the core urban area in which student residences will be built, its
23 environmental quality, residential amenity and the prevention of the over-concentration of shared
24 accommodation, further questions remain unanswered related to “how” to manage the controversial
25 criticalities related to the concentration of PBSAs in this area (Lawless, 2016b).
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29 **About here Figure 1.**
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31 **How students are geographically distributed in Newcastle upon Tyne**

32 The “massification” of HEIs in the UK produced an increasing demand for student accommodation, but
33 student campuses not always were prepared to meet this increasing demand. As in many other contexts (see
34 e.g. Hubbard, 2009), this situation caused that students started to live off campus in privately rented
35 accommodation also producing processes of “studentification”. For studentification is meant the process by
36 which residential occupation by students becomes dominant in particular neighbourhoods producing
37 contradictory social, cultural, economic and physical changes (Hubbard, 2008; Smith, 2002). This process
38 partially affected Newcastle due to an increasing numbers of students living in specific neighbourhoods. The
39 increasing number of students who live in private rented houses is testified by Census 2011: the 51% of
40 students aged 18-over 25 share a private house with other students (About here Figure 2.). Based on data
41 provided by the “Proposed Maintaining Sustainable Communities and Urban Core Housing” Report
42 (Lawless, 2016a), About here Figure 3. shows the distribution of beds in Newcastle urban core, particularly
43 concentrated in Ouseburn and Westgate. Furthermore, as shown in Figure 4 and tables 2-3, even those
44 accommodations managed directly by the two universities are mainly concentrated around the city centre, in
45 the wards of Ouseburn, Jesmond, Heaton, Westgate, and Wingrove. As well as in the rest of the UK
46 (Hubbard, 2009), universities in Newcastle started both to manage off-campus accommodations and to create
47 partnerships with external bodies for building new accommodations (see figure 2). They also created
48 partnerships with letting agencies such as “Nu:Lets”-Northumbria Students’ Union (Northumbria University)
49 and NU Student Homes (Newcastle University). This is the reason why the city council has tried to restrict
50 the growth of HMO in those areas already colonised by students. In order to both meet student housing
51 demand and activate processes of “de-studentification” (Smith, 2002), in 2011 the local Council introduced a
52 “Supplementary Planning Policy-Maintaining Sustainable Communities” (SPPMSC), based on the previous
53 “Interim Planning Guidance on Purpose Built Student Accommodation”. These documents provide guidance
54 on PBSA and HMO. The SPPMSC outlines the local strategies aimed at discouraging private rented sector,
55 trying to drive the allocation of students across the city by avoiding social-spatial polarisation. The
56 introduction of a “Gateshead Newcastle upon Tyne Core Strategy and Urban Core Plan” (CSUCP) for
57 Gateshead and Newcastle upon Tyne 2010-30, further reinforced the principle of mixed-use schemes and the
58 prevention of an overconcentration of shared housing (Lawless, 2016a). At the same time, there is a risk that
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1 the Council strategy to build new purpose built student accommodations in the city centre, as promoted by
2 the Policy CS11 of the CSUCP, might produce processes of studentification as well, due to the
3 overconcentration of students in this part of the city. In fact, since 2015 a number of projects have been built,
4 approved or are under construction in those areas already characterised by high concentration of students
5 (see table 4). Furthermore, the standardised architecture of student blocks might affect the urban landscape,
6 in particular in historic areas such as the city centre. In fact, as suggested by Lawless (2016a), the mixed-use
7 principle, is not always guaranteed in student blocks and this contrasts with the mixed use approach
8 promoted by the National Planning Policy Framework and the Policy CS9 of the Gateshead Newcastle upon
9 Tyne Core Strategy and Urban Core Plan for preventing an overconcentration of student residences. The
10 Newcastle University manages around 5000 rooms as well as the Northumbria University, mainly located in
11 the urban core. The number of students who live in the city centre defines the social character of this area as
12 student-focused. Only two student accommodations are located off the city centre, they are Saint Mary's
13 College, located in Fenham (managed may the Newcastle University), and the recent Trinity Square, located
14 over the Tyne in Gateshead (managed by the Northumbria University). The location of student
15 accommodations, as well as of Universities in the city, is challenging because on the one hand the presence
16 of students contributes towards revitalising the local economy (in terms of entertainment activities, housing
17 services, restoration, quality of public spaces etc.); on the other hand, it contributes towards the formation of
18 "student-ghettos". Universities and local authorities in Newcastle (and Gateshead) are aware of how urban
19 locations provide many services and facilities to students. In turn, these benefits for students, such as, for
20 example, improvement of public transport and safety, better quality of public spaces, and cultural and
21 entertainment activities, produce positive implications for other inhabitants (and the local economy) as well.
22 The other side of the coin is connected to neighbourhood dynamics. In fact, even though some new
23 businesses and services arise thus providing benefits to the local context, in the long run the increasing
24 number of students can cause the closure of family-oriented public services because of a progressive
25 decrease of families living in such neighbourhoods (Sage et al., 2012) thereby enhancing processes of
26 studentification. As suggested by a large piece of literature, living nearby students might generate conflicts,
27 in particular in relation to the increase of noise, and the students' different management/conception of time
28 and space. The risk is the formation of an "exclusive geography" in some parts of the city centre, in which
29 the colonisation by students may cause the definition of a "distinctive time and space framework"
30 (Chatterton, 1999), not always in line with that of non-student neighbours. Moreover, the adoption of a
31 "PBSA approach" to mitigate studentification raises new questions related to the creation of "student
32 enclaves" distant from residential areas, thus reinforcing the image of a "student dimension" completely
33 separated from the local community life.

34 Universities and local authorities started to collaborate in order to develop concerted strategy of spatial
35 development. In fact, as stated in the Core Strategy and Urban Core Plan for Gateshead and Newcastle upon
36 Tyne 2010-2030, both councils are working closely with the universities "to meet demand for purpose built
37 accommodation and ensure there is a choice of accommodation for all residents" (Newcastle and Gateshead
38 Council, 2015). One of the most relevant example of collaborative planning in Newcastle is represented by
39 "The Newcastle Science City", which is a partnership between Newcastle University and Newcastle City
40 Council. The project includes a master plan on about 8 ha site (western edge of the city centre) that includes
41 university buildings, commercial/business offices and areas, residential areas, public spaces and
42 infrastructure developments. In particular, the Newcastle University and the City Council jointly manage the
43 activities related to the Campus for Ageing and Vitality (research on healthy ageing-related issues); the
44 International Centre for Life (regenerative medicine research); Science Central (science and engineering
45 activities related to sustainability) (Newcastle University, 2012). Within the Science Central partnership, a
46 "living laboratory" has been projected to develop innovative urban technologies and respond to the demands
47 of future cities. A first step towards the development of this joint project was the creation of the International
48 Centre for Life (ICfL), a mixed use campus (integrating education, leisure and commercial uses) supported
49 by Newcastle University since 2000. "The Newcastle Science City" aims to reinforce the "civil role" of the
50 university by physically locating some of its buildings within the centre and consequently making them
51 available to the local community. It is part of the economic revitalisation of the city centre based on the
52 concept of "post-industrial knowledge society" (Melhuish, 2015). The "science central" is sawn by both the
53 university and the city council as a catalyst for the regeneration not only for the city centre, but also for the
54 western communities that will improve their linkages with the city centre (Newcastle and Gateshead Council,
55 2015).

Moreover, this project represents an attempt to combine global excellence (through academic research) and local regeneration. In fact, thanks to the application of insights deriving from international and interdisciplinary research projects, the university cooperates with local authorities in order to achieve mutual benefits.

About here Figure 2.

About here Figure 3.

About here Figure 4.

About here Table 2 and 3.

About here Table 4.

Collaborative Planning between Universities and Local Authorities

The issue of locating student accommodations is of primary importance for both the universities and the city council in Newcastle. Despite the efforts of the city council in trying to drive the phenomenon, some areas of the city are characterised by marked processes of studentification. As common is most UK university towns the solution adopted by the city council to the overconcentration of HMOs in particular neighbourhoods coincides with the development of PBSA. On the one hand, some benefits can be recognised in the concentration of students in PBSA (separately from the rest of the neighbourhood) in particular in relation to different way of life between students and established residents (Chatterton, 2010; Holton, 2016; Hubbard, 2009). In fact, the presence of students in already established neighbourhoods might generate tensions between students and non-student residents in relation to their “distinctive time and space framework” (Chatterton, 1999). Specifically, these tensions might be related to over noise, behavioural problems with a higher incidence of burglary, car parking congestion, widespread littering (Allinson, 2006; Bromley, 2006; Evans-Cowley, 2006). In addition, students who live in HMOs in already established neighbourhoods are usually less affluent and they cannot afford the higher weekly rental costs of campuses. This factor might increase the feeling of exclusion while decreasing the attractiveness of such areas. Moreover, the presence of students who live in private-rent accommodations might cause economic, social, physical transformations of neighbourhoods in relation to speculative purchase for private renting (which causes price growth) (Smith, 2005; Smith and Hubbard, 2014), poor conditions of properties (due to negligence of owners), scarce sense of community (due to the presence of a transient population) (Sage et al., 2012; Smith, 2005). However, a number of risks are associated to the development of PBSA as well, in particular with regards to either the substitution of existing communities by student communities or to the fragmentation of communities into “students” and “non-student” populations (Smith, 2008). The most cited negative impacts caused by PBSA are related to the risk of “student segregation” and to the potential tensions between students and neighbours that might still arise if such student residences are located in proximity to existing communities (Sage et al., 2013).

Beyond the location of students in PBSA or in HMO, another key-issue is represented by the distance of both types of residence from the university. As highlighted by the literature, the risk is that students are unlikely to live too far from the core-campus, feeling themselves excluded from the student life (Rugg et al., 2000; Smith, 2005). As a consequence, both kinds of accommodations seem to converge towards the creation of similar criticalities represented by an overconcentration of students in those areas surrounding the Universities. The resulting urban landscape in Newcastle is an urban core that already tends to be colonised by students, and this risk is even increased by the expected approval of new PBSAs in the urban core (as provided by the Core Strategy and Urban Core Plan for Gateshead and Newcastle upon Tyne 2010-30). However, among the strategies addressed to limit the negative effects caused by studentification processes, the City council has adopted new innovative forms of planning based on collaboration with local universities. As already emerged in the previous paragraph, one of the most relevant example of collaborative planning in Newcastle is represented by “The Newcastle Science City”, which is a partnership between Newcastle University and Newcastle City Council. Universities and local authorities started to collaborate in order to develop concerted strategy of spatial development. Moreover, a number of initiatives involve both universities, the city council and other local organisations in order to facilitate mechanism at the

city scale. The Foresight Future of Cities Research Network¹ is a further evidence of the role played by universities as urban “anchor institutions”, which inform policy-makers while leading the future of the city (Cowie, Goddard and Tewdwr-Jones, 2016). In the specific case of Newcastle, the project was grounded on a previous research, “Newcastle City Futures 2065”, which aimed to create partnerships between private sector, public sector, and civil society “to enable closer relationships between academic research and the policy community around long term issues” (Tewdwr-Jones, Goddard and Cowie, 2015). Even though these initiatives do not directly aim to define strategies for tackling studentification related issues, they however highlight some criticalities related to the “student density” in the city centre that need to be addressed (Tewdwr-Jones, Goddard and Cowie, 2015). These projects highlight the importance of making collaborative schemes as the “rule” rather than the exception. They also show how not only upper-level institutions need to be involved in strategic spatial planning, but there is a need for activating city-wide and local community engagement processes in order to define shared strategies of action. Applying these reflections to the institution of a “science centre”, which aims to combine mixed uses and create a vibrant context in the core of the city, means rethinking the planning process through the lens of collaborative and participatory practices. This suggests that studentification related issues can only be tackled by involving both higher (Universities/Local Authorities) and bottom levels (established and temporary residents) by creating platforms of dialogue in order to facilitate the development of “win-win” solutions based on collaborative practices and reciprocal understanding. In this direction, one of the main benefit resulting from the “Science City” collaborative project is the reinforcement of the synergies between the university and the local context. What still remains as a potentiality is the public engagement and the creation of favourable conditions for a dialogue between students and the local community. In fact, beyond the positive outputs of this collaboration, some criticalities need to be highlighted. The Science City concept, as conceived in 2009, not only laid on the promotion of education as a new business, but also on the public engagement of the local community (Goddard and Vallance, 2013). However, this guide principle is far to be applied due to the tight deadline to be respected, in particular during the preliminary phases (Goddard and Vallance, 2013). By contrast, the involvement of both the local community and students in an iterative dialogue (mediated by the university and city council) might limit the risks associated to the replication of the “university campus” model in this area of the city in which accommodations are mainly targeted to students. This means that there is tangible possibility that the Science City, despite the variety of services offered to the whole community, might become exclusive for the academic/student community. As well as in the context of PBSA and HMO location, the establishment of connections between students and local communities is crucial to mitigate the negative impacts of studentification (Sage et al., 2013). As suggested by Bromley (2006), there are a number of possibilities of collaboration among Universities, private/public actors and local communities realised through meeting, involving students in inventory of historic structures, internships, community service and experiential learning. In the context analysed here the Science City will include an Urban Science Building that will focus on urban sustainability. This might represent the occasion to directly involve students in studying the urban area in which the building will be realised, trying to understand local needs and interacting with the local community. The collaborative planning suggested by Bromley might produce positive effects in two directions by putting into practice the “civic role” of universities and creating new connections and interactions between students and local communities. This role of universities also falls in the empowerment model described by Nye and Schramm (1999), in which universities contribute towards building local capacity. These approaches highlight how the studentification related issues can be tackled by adopting a comprehensive perspective that simultaneously considers housing-issues and the constitutive mission of the university in the local context. In other words, they emphasise the role of universities in developing learning and research schemes that enhance civic responsibility and engagement of both residents and students (Hart and Wolff, 2006). Finally, these considerations suggest that the regulation of PBSAs, as well of HMOs, is not alone sufficient to solve studentification related problems, if not accompanied with the collaboration between the main actors involved in this phenomenon such as the universities (and students) and local authorities (and established residents).

Conclusions

¹ The Foresight Future of Cities Research Network was funded in 2015 by the Foresight Programme of the Government Office for Science. It involves 4 partners (Newcastle, Manchester, Liverpool, and Cardiff) in order to reinforce the links between local universities and cities in foresight processes with focus on societal areas. Each university built partnerships with civic institution from that city region.

1 This article highlighted how in Newcastle upon Tyne some processes of studentification have been taking
2 place. Even after the intervention of the city council in planning new PBSA, studentification appears to be a
3 tangible threat in the urban landscape. In particular, this phenomenon influences the configuration of the city
4 centre, characterised by the higher concentration of university campuses and HMOs. Some attempts have
5 been made to locate “student villages” in non-student neighbourhoods. However, they are built as campuses
6 separately from other neighbourhoods, thus replicating an “enclave” model in which students live their
7 “distinctive time and space framework”. Following the literature produced on studentification a number of
8 benefits, but also important drawbacks can arise from “segregating” students in specific areas. At the same
9 time, even when students live in already established neighbourhoods, the phenomenon has to be monitored in
10 order to control the effects produced by process of studentification. The present paper mainly focused on the
11 description of the actual distribution of students across Newcastle upon Tyne. As a consequence, it did not
12 pretend to deeply analyse the effects produced by this distribution on the local economy, social and cultural
13 configuration. However, referring to literature it aimed to highlight some potential risks deriving from an
14 absence of a strategic planning of the location and distribution of student accommodations (and related
15 facilities). These risks are tangible in particular in the inner city where the majority of campuses and HMOs
16 are concentrated. In other words, this study highlighted the importance to rationally integrate student
17 populations into established neighbourhoods in order to balance the presence of students and non-student
18 residents. In fact, only through a regulation of number of students in established residential communities, the
19 sustainability of communities can be ensured. This work also highlights the necessity of partnership between,
20 not only Universities and private sectors, but also Universities and local authorities as fundamental to
21 encourage established residents not to “escape” from their neighbourhoods, to avoid tensions within
22 neighbourhoods deriving from a higher concentration of students in the same area, and to avoid processes of
23 “segregation”. At the same time, collaborative projects between universities and local authorities might
24 produce studentification processes as well by developing new university campuses if they do not adopt a
25 participatory approach that involves both students and local residents. By contrast, this risk might be avoided
26 by directly involving academics and students in the study of the urban context surrounding these new
27 developments. This in order to gain a comprehensive knowledge about local needs and empower both
28 citizens (as active part of the process) and students (by increasing their awareness of the place in which they
29 live and their engagement for improving it). This preliminary study suggests that a qualitative research is
30 needed in order to deepen the current relationships between student and non-student residents, between
31 students and their perception of the neighbourhoods where they live. Moreover, research is needed to better
32 understand the existing arrangements between the universities and local organisations (public and private
33 bodies) in order to improve the quality of this joint work and develop an efficient collaborative planning in
34 the city.
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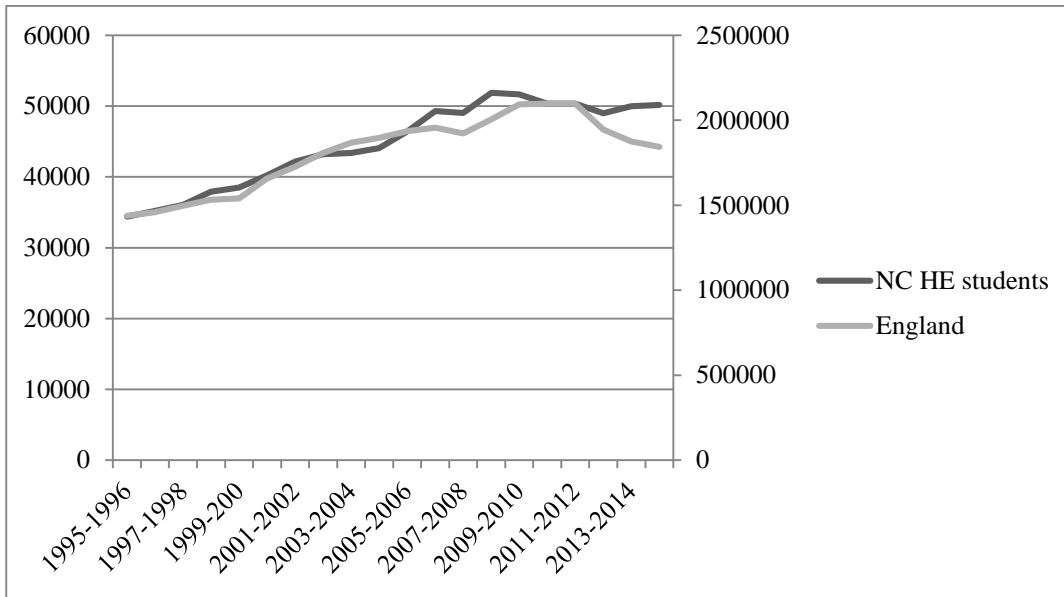


Figure 1. Mean Growth rate of student numbers in Newcastle upon Tyne (NC) and England from 1995/96 to 2014/15 (Data Source: HESA, 1995/96-2014/15).

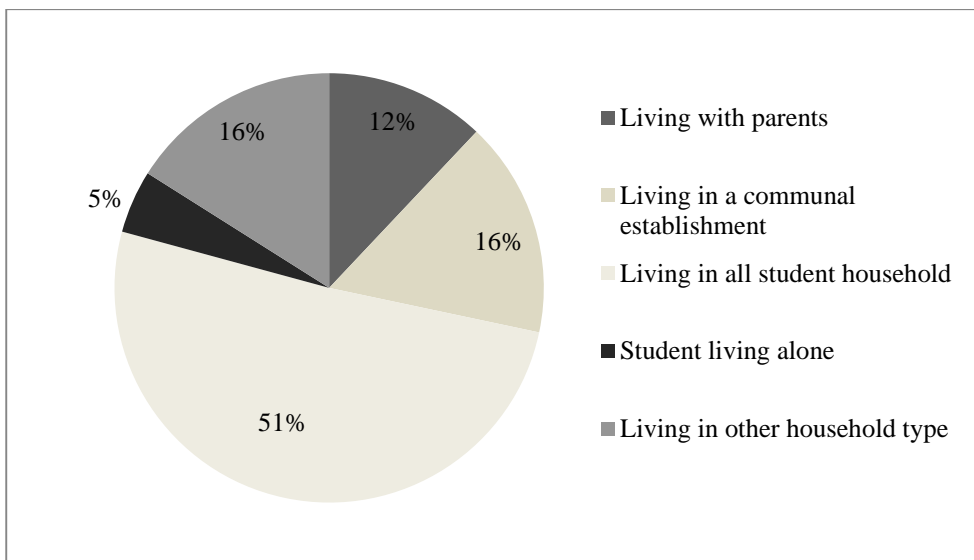


Figure 2. Students by type of Accommodation (Data Source: Nomis, 2011).

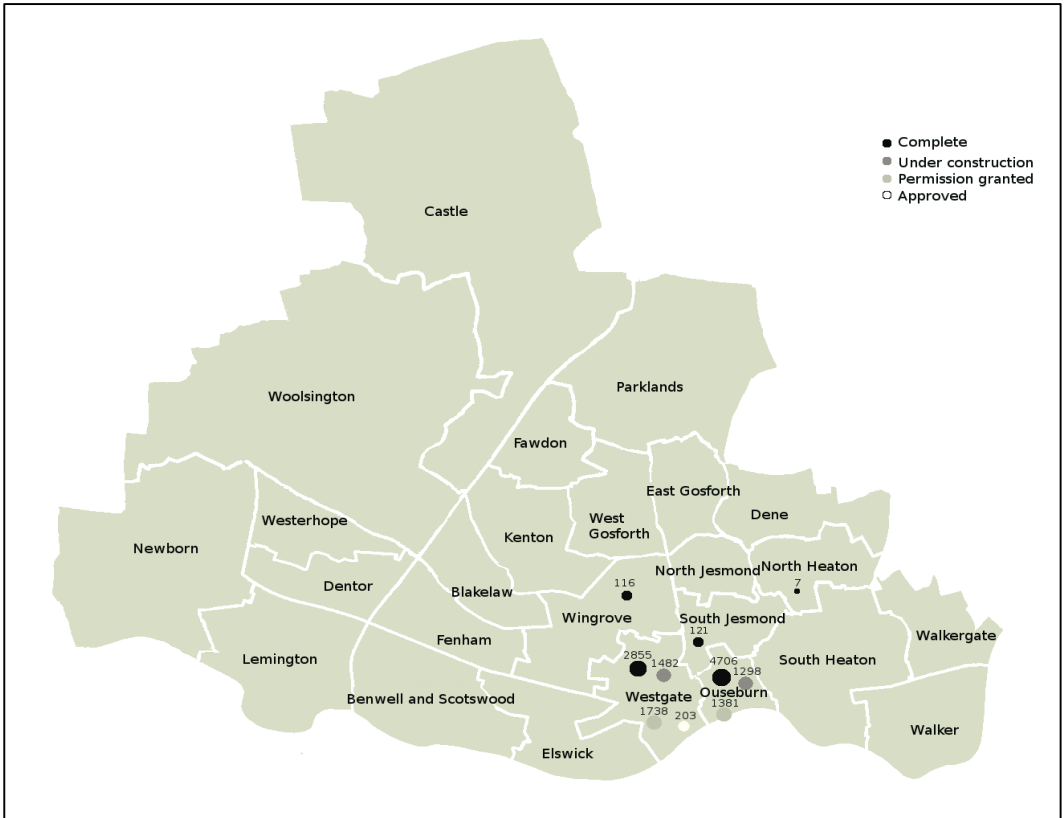


Figure 3. Distribution of student beds in Newcastle Urban Core (Data Source: Lawless, 2016).

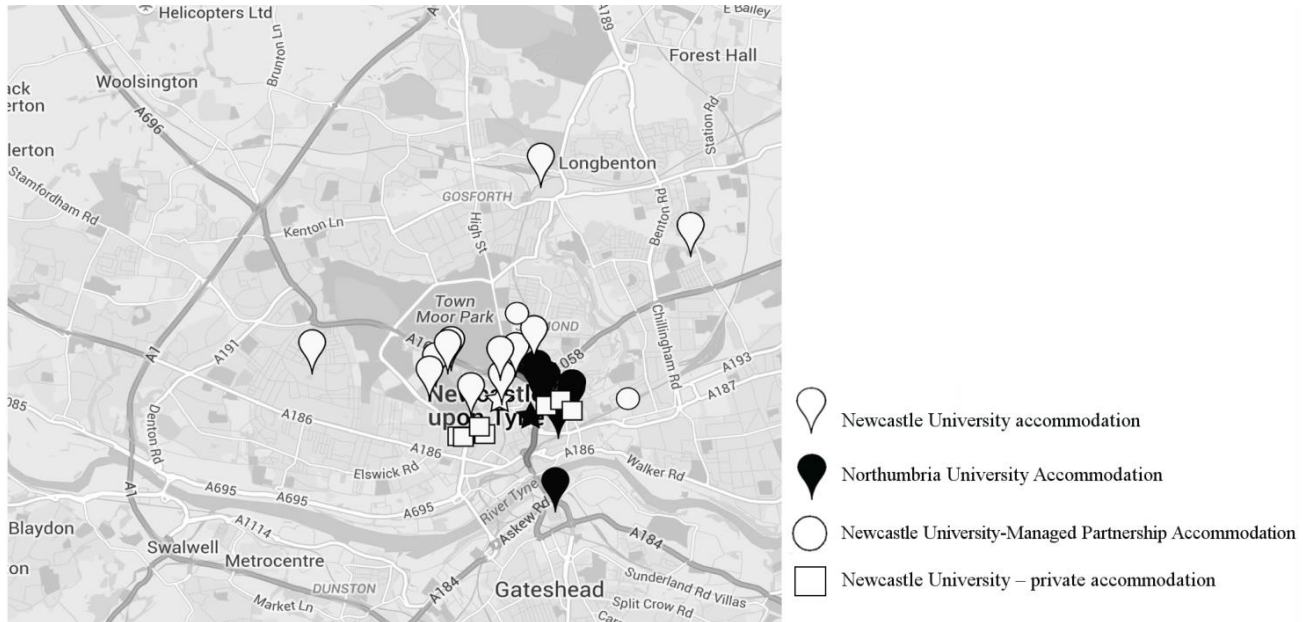


Figure 4. Distribution of accommodations managed by the Newcastle University and Northumbria University.

	Average Weekly Hours/Expenditure
Hobbies/Interests	13.2h
Socialising	15.53h
Alcohol	£15.27
Going out	£3.91
Gym or Sports Membership	£4.76

Table 1. Students' Average Weekly Hours/Expenditure in Newcastle upon Tyne (Source: NatWest, 2015).

Building - Northumbria University	Ward
Trinity Square	Bridges (Gateshead)
Claude Gibb Hall	South Jesmond
Lovaine Flats	South Jesmond
Lovaine Hall	South Jesmond
Stephenson Building	Ouseburn
Glenamara House	Ouseburn
Camden Court	Ouseburn
Winn Studios Residence	Ouseburn
Liberty Quay	Ouseburn
New Bridge Street	Ouseburn
Victoria Hall	Ouseburn

Building- Newcastle University	Ward
Bowsden Court	East Gosforth
Henderson Hall	North Heaton
Saint Mary's College	Fenham
Fairfield Road	North Jesmond
Easton Flats	South Jesmond
Windsor Terrace	South Jesmond
Heaton Park Road	Ouseburn
Victoria Hall	Ouseburn
Turner Court	Ouseburn
Barker House	Ouseburn
Leazes Terrace	Westgate
Magnet Court	Westgate
Kensington Terrace	Westgate
Albion House	Westgate
The View	Westgate
Castle Leazes	Wingrove
Leazes Parade Student Accommodation	Wingrove
Liberty Plaza	Westgate
Marris House	Westgate
Grand Hotel	Westgate
Richardson Road	Westgate

Table 2 and 3. Distribution of accommodations managed by the Newcastle University and Northumbria University.

Ward	Complete	Under construction	Permission granted	Approved	Total since 2015	Total since 2004
Westgate	378	1482	1738	203	3801	6278
Ouseburn	207	1298	1381	-	2886	7385
Wingrove	18	89	-	-	107	205
SJesmond	-	-	-	-	-	121
NHeaton	-	-	-	-	-	7
Total	603	2869	3119	203	6794	13996

Table 4. Number of beds completed, under construction and approved since 2015 (Source: Lawless, 2016).