Studying, working and teaching in a University Border Regime?

A University is assumed to be a place of equality and mobility. However, inside the system, identities vary and barriers and boundaries exist. In this academic year especially, foreign students are heavily monitored by the University on behalf of the Home Office, the costs of fees point up the differences in students’ economic status and the spaces and places of an institution are discrete and secured. The year also marks the final phase of the slow and steady economic decoupling of the University from the State and in its wake, the role and purpose of the University has shifted from its Enlightenment objectives (the formation of critical citizens) to a complex commercial enterprise producing ‘knowledge capital’, the full consequences of which are too immediate to gauge. More seemingly prosaic changes to the University are the use of its managerial systems as an arm of the Immigration Services. As a border regime, the University on the one hand operates as a ‘method’ where its members (students, staff, administrators etc.) are agents in the production of divisions in status that enact the policing policies of the State and on the other hand, members are subject to the border regime’s security rationale and procedures. All of these conditions impact on a member’s sense of identity, mobility and belonging.

The concern of this special edition newspaper is to make visible not only how members of the University reproduce the directives of the State’s immigration policies, but to indicate how these behaviors supervene on prejudicial and state-bounded conceptions of membership (citizenship) beyond the boundaries of the institution. What is at issue here is revealing the logics, habits and behaviors that are taking shape in the University and to see in this a wider problem: how does the University construct differences and exclusions and how do these discriminations contribute to the reengineering of the citizen-student as servicing the demands of global capital flows? Capital flows that do not in turn contribute to the communities whose energies and intelligences combine to create its product. The objective of the newspaper therefore is to first draw out the janus-faced character of the University, as, on the one hand, valorizing the utopic vision of education as democratic, aspirational and liberatory and on the other, as a space that reiterates discrimination. It is also the aim of this project to problematize the conditions of the University to make visible the experience of its silent workings as an apparatus of the State, as a space in which political subjectivities are formed and its use of the logic and language of corporate capitalism.

Daphne Plessner, affiliated with Goldsmiths College and University of the Arts London.

The malignant teaching factory

In a period of little over thirty years, higher education has ventured quite some distance from the old collegiate hierarchies of privilege, scholarship and esoteric research. It has transformed, by way of Government policy, market demand, commercial opportunity and participant compliance into something quite unrecognizable: a global education industry, intertwined with business and investment, productivity targets, enterprise and creative accounting. Transactional rather than vocational, career rather than idea, commission rather than mission, we have seen the exchange of the old gown for the negotiated compact and a bottom-dollar traffic in interested investigation (e.g., product trials). Speculative education has replaced the old and frankly moribund idea of speculation as such. There is nothing redeeming in harkening back to the old ways. But it is unsettling that the privatized educational system of today has turned teachers into vendors, students into shoppers, researchers into hired mercenaries and senior colleagues into grotesque parodies of corporate greed. Too often otherwise admirable scholars become slimy-suited administrators, hawking student numbers and research contracts around as if they were babbles of divine election and not merely the last dusty job-lots of a faded glory now peddled out at cut price – everything must go! – discount rates for a shop-soiled emporium of decay, >> p.6.

Acknowledgements:
A special thanks to our contributors. Without their participation, this publication would not have been possible. A very special thanks too to Dina Rogatcheva and Dovile Alseikaite for giving their time so generously to this project. The views expressed in these pages are those of the individual writers and artists.

Daphne Plessner: editor
Dina Rogatcheva: co-editor
Dovile Alseikaite: co-editor

Ken Holmes on the implications of security barriers and guards.

My future City

Choosing who belongs...and who doesn’t

Working in Immigration
CA News talks to our man inside the Home Office.

National Student Survey

Prof. Engin Isin
“The struggle for critical openness continues so does the vigilance that it requires.”

Dr. Nicholas De Genova
“The Border crossed us”

Shirley Douglas
“I never think about my part in the system”

The University of Janus?
Who must register with the Police?

**Students who must register with the Police:**
- Students from countries outside of the EU/EEA are classified as ‘low’ or ‘high’ risk nationals. High risk countries are illustrated on the map (above). Students from these regions are required to register with the police in addition to completing the Tier 4 Visa requirements. They are also required to register their attendance at their respective institutions.

---

### ‘Low’ risk nationals:
The following nationalities are considered as low risk nationalities if they are applying for the visa in their home country: Australia, New Zealand, Canada, Hong Kong (UK), Singapore, and the USA.

### ‘High’ risk nationals:
International students from High Risk countries must register with the police after they arrive in the UK. If they need to register, the instruction will be printed on their entry clearance sticker in their passport or on their Biometric Residence Permit (BRP) and they will need to register within seven days of their arrival in the UK. If they are in the UK for six months or less, it is unlikely they will need to register with the police. However, they will need to register if they change to student status and are given the police registration stamp.

**Where to register:** Overseas Visitors Records Office, 180 Borough High Street, London, SE1 1LH, Tel: 0844 0120730 1208 Opening times: 9:00-16:00 Monday to Friday. Doors can close as early as 14:30 in busy periods (September to November).

**What to take with you to register:**
- £54.00 registration fee, which can be paid by cash, sterling travellers’ cheque or most credit and debit cards. Passport. If they are registering for the first time, they will find it helpful to complete and print the Police Registration Form (p 3) and take it with them. After they have registered with the Overseas Visitors Records Office, they will receive a police registration certificate. This should be kept safe and up-to-date. If they change accommodation during their stay in the UK, they must take their certificate to any police station within seven days of their move.

---

**Immigration Rules**

**Persons seeking to enter or remain in the United Kingdom for Studies:**

Requirements for leave to enter as a student:
- 57. DELETED. Leave to enter as a student is granted on the grounds that the applicant: is an adult or a child; is from a country where the applicant is free from disabilities; is a student of the University of London, University of Westminster, London Metropolitan University, or City University London; and has a course of study approved by the Home Office. The applicant will be required to hold a valid visa for the purpose of study in the UK and to have sufficient funds to meet the costs of living and study during the period of their stay in the UK.

---

**Non-visa nationals:**
Some nationalities can enter the UK without a visa and are not subject to UK immigration control. They enter the UK through the EU/EEA channel at passport control on arrival. This includes "low risk" nationalities - people who have an EU/EEA/Swiss passport in addition to a non-EU/EEA/Swiss passport. If they have EU/EEA/Swiss nationality in addition to another, they use their EU/EEA/Swiss passport to enter the UK. Doing so, places them outside of immigration requirements. Non-EU/EEA/Swiss nationals: Non-EU/EEA/Swiss Nationals arriving in the UK as a student must study to a degree at Edinburgh University, and may enter Tier 4 General student visa, before travelling to the UK from the British embassy or consulate in their home country.

---

**Home Office Immigration (Work & Settlement)**
Immigration has enriched our culture and strengthened our economy, but it must be controlled so that people have confidence in the system. This Government has already introduced a limit on non-EU/EEA economic migrants entering the UK, introduced Tiers 1 and 2 of the Points Based System to increase selectivity and skills requirements; and announced changes to Tier 4, the student visa system. These policies will result in a downward trend in net migration and a reduction in abuse, but we need to take further action to ensure we reach sustainable levels. We need to be more selective about who we allow to stay. Excerpt from a proposal published online (06/2011) from the Minister of State for Immigration (Damian Green).
Studying in the UK: two students, two stories

Rahel Zoller, German national: Coming from Berlin, I have been the only German student in my family. I have been interested in history and politics since childhood and I wanted to study British history at university. I applied to several universities in the UK, including the University of the Arts London, and was accepted.

The University of the Arts London is a very unique institution. It is the only university in the UK that offers a degree in fashion. The course is very hands-on and practical, which is exactly what I was looking for. I have had the opportunity to work with industry partners and to participate in fashion shows, which has been a great experience.

I also felt that the university was very international. There are students from all over the world, which is great for networking and for learning about other cultures. The student life is very active, with lots of clubs and societies to join.

Overall, I am very happy with my decision to study at the University of the Arts London. I feel that I have made the right choice for my career.
Immigration Rules continued from p.7

Requirements for leave to enter or remain as a prospective student

75. The requirements for leave to enter or remain as a prospective student are that the applicant:

(i) is a student or prospective student who is not a prohibited immigrant, and
(ii) is a graduate from a medical or dental school and intends to undertake a clinical attachment in accordance with paragraph 75G; and
(iii) meets the requirements of paragraph 79; and
(iv) is a graduate from a medical or dental school and intends to undertake a clinical attachment in accordance with paragraph 75G; and
(v) meets the requirements of paragraphs 75A and 79B; and
(vi) satisfies the immigration officer that the applicant:
(a) has been lawfully present in the UK and the application is made within a period of 28 days or less will be disregarded.
(b) or
(c) the student or prospective student is to be refused if the Immigration Officer or, in the case of an application for an extension of stay under paragraph 79, is satisfied that the requirements of paragraph 79 are not met.

Requirements for leave to enter or remain as a student or prospective student

76. The requirements for leave to enter or remain as a student or prospective student are that the applicant:

(i) is a student or prospective student who is not a prohibited immigrant, and
(ii) is an applicant for admission to the UK as a student or prospective student for the purposes of the Immigration Rules; and
(iii) meets the requirements of paragraph 75; and
(iv) satisfies the immigration officer that the applicant:
(a) has been lawfully present in the UK and the application is made within a period of 28 days or less will be disregarded.
(b) or
(c) the student or prospective student is to be refused if the Immigration Officer or, in the case of an application for an extension of stay under paragraph 79, is satisfied that the requirements of paragraph 79 are not met.

Requirements for leave to enter or remain as a prospective student

77. The requirements for leave to enter or remain as a prospective student are that the applicant:

(i) is a graduate from a medical or dental school and intends to undertake a clinical attachment in accordance with paragraph 75G; and
(ii) intends to enter the United Kingdom to take the PLAB Test or medical examination; and
(iii) if the applicant is admitted or allowed to remain in the United Kingdom, or being granted entry clearance for entry in paragraph 57.75-82.FT; and
(iv) the applicant passes the PLAB Test or medical examination; and
(v) satisfies the immigration officer that the applicant:
(a) was given leave to enter or remain in the United Kingdom as a student or prospective student as a result of an extension of stay; or
(b) the period of leave granted to the student or prospective student was for a period of 28 days or less will be disregarded.

Requirements for leave to enter or remain as a student

78. The requirements for leave to enter or remain as a student are that the applicant:

(i) is a student or prospective student who is not a prohibited immigrant, and
(ii) is an applicant for admission to the UK as a student for the purposes of the Immigration Rules; and
(iii) meets the requirements of paragraph 77; and
(iv) satisfies the immigration officer that the applicant:
(a) has been lawfully present in the UK and the application is made within a period of 28 days or less will be disregarded.
(b) or
(c) the student is to be refused if the Immigration Officer or, in the case of an application for an extension of stay under paragraph 79, is satisfied that the requirements of paragraph 79 are not met.

Children of students or prospective students

79. The requirements for leave to enter or remain as the child of a student or prospective student are that the applicant:

(i) is the child of a student or prospective student who is not a prohibited immigrant, and
(ii) is a student or prospective student who is not a prohibited immigrant, and
(iii) meets the requirements of paragraphs 75A and 75B; and
(iv) meets the requirements of paragraphs 75A and 75B; and
(v) meets the requirements of paragraphs 75A and 75B; and
(vi) satisfies the immigration officer that the applicant:
(a) has been lawfully present in the UK and the application is made within a period of 28 days or less will be disregarded.
(b) or
(c) the child is to be refused if the Immigration Officer or, in the case of an application for an extension of stay under paragraph 79, is satisfied that the requirements of paragraph 79 are not met.
The National Student Survey

Cross out the faces of the foreign students for the UK Immigration Services
The idea of the citizen in the University
Engin Isin

I left London to move to Mexico City not long after finishing university in late 2010 in order to be with my girlfriend. When I'd been in the UK for a long-distance relationship for almost two years. At the time I was feeling rather sardonic and quite fed up with London if truth be told, in no small part because of the xenophobia against higher education as well as my own feelings that my generation were all aliens. Throughout my time in London, I had encountered many people who thought of themselves as "young radicals", yet when the opportunity for revolution finally came, you couldn’t find a single person more than a mere 100 meters from almost everyone within earshot of their coming. And so, with little or no faith left in my countrymen, and the belief that all my past years were rather empty, I flew to Mexico City and, as of yet, have not returned.

However, Mexico did more for me than help me to understand the colonial power of social stigma in the United Kingdom and interestingly enough, provided me with a better understanding that I’d never had in my native land.

I have known in my life such an experience as to live in the United Kingdom and realize the extent to which I’ve been a foreigner, a state created and glorified with socialist stigma in the United Kingdom and interestingly enough, provided me with a better understanding that I’d never had in my native land.

I have never experienced the kind of social stigma that foreigners are regularly subjected to in the UK. I have been treated with nothing but consideration and have always been much more relaxed attitude towards different social groups in Mexico.
"We didn't cross the border, the border crossed us". Nicholas De Gouw discusses our identity

**Future city: what do security barriers and guards imply?**

"One of the readings of [the Central St Martins College of Art and Design, Kings Cross] building is to see it as a future city. To see it as the way cities will be constructed to service global capital flows. Discussions have also involved analysing political subjectivity and 'borders' as a site of the 'insecurity of migration' has been raised: a concept used to fertilise a discourse of immigration and citizenship politics.

"Remember, I am curious to know your thoughts on how one might understand the city as a future city. First, I am sure you will agree that it is a site of fantasy, if not amusing. In a research workshop at Goldsmiths University, the observation here being that borders are a biopolitical character. David Harvey Sanders Mozadea would, without ceasing to invent particular places. Mozadea, as I understand it, sees this as a consequence of a State's commitment to servicing global capital flows. Discussions have also involved analysing political subjectivity and 'borders' as a site of the 'insecurity of migration' has been raised: a concept used to fertilise a discourse of immigration and citizenship politics.

"But this is where things get interesting: an analysis of the political-economic border regime in which those of us employed or studying in higher education in the UK often inhabit, and understand variously as a space of inequality, cosmopolitanism, opportunity and (upward) mobility are therefore always haunted by the fact that immigration is a regime that permeates the educational validation and facilitates the hierarchy of status and prestige, which are likely directly or indirectly to affect us. Is it coincidental that the "international" students, that is, those who are not UK citizens, who are often highly successful in their studies and, for that matter, in the workplace. Capitalism requires more or less unrelenting innovation and thus is continuously de-composing and re-composing labour, including labour of the most highly "skilled" of workers. So, once we begin to think about it, there's not really any intrinsic contradiction to the reproduction of the larger capitalist system, we should expect that it would similarly be implicated in the reproduction of the regime of citizenship and immigration of the capitalist state.

"But it is where things get interesting: an analysis of the political-economic border regime in which those of us employed or studying in higher education in the UK often inhabit, and understand variously as a space of inequality, cosmopolitanism, opportunity and (upward) mobility are therefore always haunted by the fact that immigration is a regime that permeates the educational validation and facilitates the hierarchy of status and prestige, which are likely directly or indirectly to affect us. Is it coincidental that the "international" students, that is, those who are not UK citizens, who are often highly successful in their studies and, for that matter, in the workplace. Capitalism requires more or less unrelenting innovation and thus is continuously de-composing and re-composing labour, including labour of the most highly "skilled" of workers. So, once we begin to think about it, there's not really any intrinsic contradiction to the reproduction of the larger capitalist system, we should expect that it would similarly be implicated in the reproduction of the regime of citizenship and immigration of the capitalist state.

"Is there anything you would like to add? I am curious to know your thoughts on how one might understand the city as a future city. First, I am sure you will agree that it is a site of fantasy, if not amusing. In a research workshop at Goldsmiths University, the observation here being that borders are a biopolitical character. David Harvey Sanders Mozadea would, without ceasing to invent particular places. Mozadea, as I understand it, sees this as a consequence of a State's commitment to servicing global capital flows. Discussions have also involved analysing political subjectivity and 'borders' as a site of the 'insecurity of migration' has been raised: a concept used to fertilise a discourse of immigration and citizenship politics.

"But this is where things get interesting: an analysis of the political-economic border regime in which those of us employed or studying in higher education in the UK often inhabit, and understand variously as a space of inequality, cosmopolitanism, opportunity and (upward) mobility are therefore always haunted by the fact that immigration is a regime that permeates the educational validation and facilitates the hierarchy of status and prestige, which are likely directly or indirectly to affect us. Is it coincidental that the "international" students, that is, those who are not UK citizens, who are often highly successful in their studies and, for that matter, in the workplace. Capitalism requires more or less unrelenting innovation and thus is continuously de-composing and re-composing labour, including labour of the most highly "skilled" of workers. So, once we begin to think about it, there's not really any intrinsic contradiction to the reproduction of the larger capitalist system, we should expect that it would similarly be implicated in the reproduction of the regime of citizenship and immigration of the capitalist state.

"But this is where things get interesting: an analysis of the political-economic border regime in which those of us employed or studying in higher education in the UK often inhabit, and understand variously as a space of inequality, cosmopolitanism, opportunity and (upward) mobility are therefore always haunted by the fact that immigration is a regime that permeates the educational validation and facilitates the hierarchy of status and prestige, which are likely directly or indirectly to affect us. Is it coincidental that the "international" students, that is, those who are not UK citizens, who are often highly successful in their studies and, for that matter, in the workplace. Capitalism requires more or less unrelenting innovation and thus is continuously de-composing and re-composing labour, including labour of the most highly "skilled" of workers. So, once we begin to think about it, there's not really any intrinsic contradiction to the reproduction of the larger capitalist system, we should expect that it would similarly be implicated in the reproduction of the regime of citizenship and immigration of the capitalist state.

"But this is where things get interesting: an analysis of the political-economic border regime in which those of us employed or studying in higher education in the UK often inhabit, and understand variously as a space of inequality, cosmopolitanism, opportunity and (upward) mobility are therefore always haunted by the fact that immigration is a regime that permeates the educational validation and facilitates the hierarchy of status and prestige, which are likely directly or indirectly to affect us. Is it coincidental that the "international" students, that is, those who are not UK citizens, who are often highly successful in their studies and, for that matter, in the workplace. Capitalism requires more or less unrelenting innovation and thus is continuously de-composing and re-composing labour, including labour of the most highly "skilled" of workers. So, once we begin to think about it, there's not really any intrinsic contradiction to the reproduction of the larger capitalist system, we should expect that it would similarly be implicated in the reproduction of the regime of citizenship and immigration of the capitalist state.

"But this is where things get interesting: an analysis of the political-economic border regime in which those of us employed or studying in higher education in the UK often inhabit, and understand variously as a space of inequality, cosmopolitanism, opportunity and (upward) mobility are therefore always haunted by the fact that immigration is a regime that permeates the educational validation and facilitates the hierarchy of status and prestige, which are likely directly or indirectly to affect us. Is it coincidental that the "international" students, that is, those who are not UK citizens, who are often highly successful in their studies and, for that matter, in the workplace. Capitalism requires more or less unrelenting innovation and thus is continuously de-composing and re-composing labour, including labour of the most highly "skilled" of workers. So, once we begin to think about it, there's not really any intrinsic contradiction to the reproduction of the larger capitalist system, we should expect that it would similarly be implicated in the reproduction of the regime of citizenship and immigration of the capitalist state.

"But this is where things get interesting: an analysis of the political-economic border regime in which those of us employed or studying in higher education in the UK often inhabit, and understand variously as a space of inequality, cosmopolitanism, opportunity and (upward) mobility are therefore always haunted by the fact that immigration is a regime that permeates the educational validation and facilitates the hierarchy of status and prestige, which are likely directly or indirectly to affect us. Is it coincidental that the "international" students, that is, those who are not UK citizens, who are often highly successful in their studies and, for that matter, in the workplace. Capitalism requires more or less unrelenting innovation and thus is continuously de-composing and re-composing labour, including labour of the most highly "skilled" of workers. So, once we begin to think about it, there's not really any intrinsic contradiction to the reproduction of the larger capitalist system, we should expect that it would similarly be implicated in the reproduction of the regime of citizenship and immigration of the capitalist state.

"But this is where things get interesting: an analysis of the political-economic border regime in which those of us employed or studying in higher education in the UK often inhabit, and understand variously as a space of inequality, cosmopolitanism, opportunity and (upward) mobility are therefore always haunted by the fact that immigration is a regime that permeates the educational validation and facilitates the hierarchy of status and prestige, which are likely directly or indirectly to affect us. Is it coincidental that the "international" students, that is, those who are not UK citizens, who are often highly successful in their studies and, for that matter, in the workplace. Capitalism requires more or less unrelenting innovation and thus is continuously de-composing and re-composing labour, including labour of the most highly "skilled" of workers. So, once we begin to think about it, there's not really any intrinsic contradiction to the reproduction of the larger capitalist system, we should expect that it would similarly be implicated in the reproduction of the regime of citizenship and immigration of the capitalist state.

"But this is where things get interesting: an analysis of the political-economic border regime in which those of us employed or studying in higher education in the UK often inhabit, and understand variously as a space of inequality, cosmopolitanism, opportunity and (upward) mobility are therefore always haunted by the fact that immigration is a regime that permeates the educational validation and facilitates the hierarchy of status and prestige, which are likely directly or indirectly to affect us. Is it coincidental that the "international" students, that is, those who are not UK citizens, who are often highly successful in their studies and, for that matter, in the workplace. Capitalism requires more or less unrelenting innovation and thus is continuously de-composing and re-composing labour, including labour of the most highly "skilled" of workers. So, once we begin to think about it, there's not really any intrinsic contradiction to the reproduction of the larger capitalist system, we should expect that it would similarly be implicated in the reproduction of the regime of citizenship and immigration of the capitalist state.

"But this is where things get interesting: an analysis of the political-economic border regime in which those of us employed or studying in higher education in the UK often inhabit, and understand variously as a space of inequality, cosmopolitanism, opportunity and (upward) mobility are therefore always haunted by the fact that immigration is a regime that permeates the educational validation and facilitates the hierarchy of status and prestige, which are likely directly or indirectly to affect us. Is it coincidental that the "international" students, that is, those who are not UK citizens, who are often highly successful in their studies and, for that matter, in the workplace. Capitalism requires more or less unrelenting innovation and thus is continuously de-composing and re-composing labour, including labour of the most highly "skilled" of workers. So, once we begin to think about it, there's not really any intrinsic contradiction to the reproduction of the larger capitalist system, we should expect that it would similarly be implicated in the reproduction of the regime of citizenship and immigration of the capitalist state.

"But this is where things get interesting: an analysis of the political-economic border regime in which those of us employed or studying in higher education in the UK often inhabit, and understand variously as a space of inequality, cosmopolitanism, opportunity and (upward) mobility are therefore always haunted by the fact that immigration is a regime that permeates the educational validation and facilitates the hierarchy of status and prestige, which are likely directly or indirectly to affect us. Is it coincidental that the "international" students, that is, those who are not UK citizens, who are often highly successful in their studies and, for that matter, in the workplace. Capitalism requires more or less unrelenting innovation and thus is continuously de-composing and re-composing labour, including labour of the most highly "skilled" of workers. So, once we begin to think about it, there's not really any intrinsic contradiction to the reproduction of the larger capitalist system, we should expect that it would similarly be implicated in the reproduction of the regime of citizenship and immigration of the capitalist state.
The malignant teaching factory

Continued from p.1

How did it happen that an aspiration for the public to fundamentalism very likely to into a market fluctuation? The private teaching factory. The author suggests that the socializing curriculum and content was not born fully in the current educational landscape. Indeed, the history of the classroom can be traced back to a struggle over just this. From the early essays of the Factory Exports – Leisure – Leisure to the great school or university, all the better to fit them to machines – architecture of avarice, is a vast instrument for class mobility, which the modern employment – itself a mixed fortune. In capital, volume one, chapter ten, Marx narrates a class struggle that continually impinges upon the question of education, through fittingly, the site of the action is the schools: The Factory. The Factory system and demand for laborers to migrate, undermine and evaluate the constraints imposed by a system of alienation, and finally with the threat of the dominant system. The Factory, despite being mundanely uninteresting. Many of the years of living as students post-PhD training, in terms of budget if not ideologically, we finally landed our first full-time permanent positions, within a year from each other and, miraculously, within an hour’s commuting distance. So we relocated across the country, happy as clams. We gradually discovered that starting a family over a year and a half was not necessary but far from easy. At this point, our friends had dispersed to various places in the world, pursuing different career opportunities and we were struggling to maintain our friendships, including sometimes loneliness.

Living together in and full-time academic employment, it all seemed to be going well. Yet, we were unprepared for a number of significant developments. The Greek economic crisis and, from 2010, the Tory-led coalition government; the introduction of anti-immigrant xenophobes policies and restrictions on immigration. The curvy lines that New Labour had championed as the producers of British prosperity were nowviewed as part of a network of undocumented immigrant. Bad news was coupled with good news as we welcomed our son into the world. We were aware of xenophobic conspiracy theories about foreigners coming for ‘free’ education and housing and school places, but also we were armed through the right to acquire the right to reside and be entitled to all that Britain has to offer (at least until the Brexit Act 2018). We now discovered first-hand just how true these theories were: despite our full legal status, our son was not automatically entitled to British citizenship on a passport. In a reversal of fortune, it was EU’s resident status that finally allowed our child to claim British citizenship, not AUS’s EU status thanks to the student visa we submitted for residence in the first place. In the meantime and as the world was becoming more Eurocentric, David Cameron announced possible restrictions on Grieks. A applied for British citizenship at considerable cost and was successful. Her application was not based solely on fears about her status but a desire to vote at national elections.

While our status is now secure, we found ourselves compromised and potentially complicit in ways that we would not have anticipated. We were foreign students who became immigrant workers and eventually a citizen and resident, and are now lecturers who are being asked to participate in a humiliating and xenophobic practice: monitoring Tier 4 international students as secondary ‘border guards’, based on government fears that universities places are used as a back door to ‘illegal’ immigration, or an enervating load of platitudes. We are facing renewed calls for ever more rules to enforce the strict immigration law. We are asked to consider the possibility that even our own citizenship and to have children and through them housing and school places, but also as students in a context where...
CA News: You have worked for the immigration services in the Home Office for 10 years and as a solicitor. Who do you see as the current ideological leaders of the Home Office? John Doe: Well, I guess when I first started, it was the then Minister of State for the Home Office, then certainly a place where the Immigration Officers were managed and directed by those "ideological leaders". But today, the Home Office is a federal system, and the Immigration Officers and officials have a say in how the department is run. It's not just a top-down system anymore. It seems that the Home Office is now more of a collaborative environment, where the Immigration Officers and officials contribute to the decision-making process.

CA News: So, Case Workers in the Immigration (at least the ones I know of) are the federal type, the final arbiters. John Doe: I assume then that Immigration Officers and officials are the only ones with the power to arrest and detain a person. Is this correct?

John Doe: That's probably close to a perfect answer. Senior Case Workers and the Immigration Officers are the direct arbiters. They are the only ones with the power to enter a person's residence, even if they have a warrant. They have the power to take someone to a control zone or a detention centre without a warrant. They are the ones who decide who is to be detained or removed.

CA News: And can you tell me a bit more about the distinctions between Immigration Officers and official staff? John Doe: To be honest, I'm not an expert on that. However, I can tell you that the Immigration Officers and the official staff work closely together to manage the flow of people in and out of the UK. They are responsible for enforcing immigration laws and ensuring that those laws are followed.

John Doe: There is a clear distinction between the Immigration Officers and the official staff. The Immigration Officers are responsible for making the initial decision on whether a person is to be detained or removed. They are the ones who have the power to make this decision, and they are accountable to the Home Office for their decisions. The official staff, on the other hand, are responsible for managing the flow of people in and out of the UK, and they work closely with the Immigration Officers to ensure that the laws are followed.

CA News: You have worked for the immigration services in the Home Office for 10 years and as a solicitor. Who do you see as the current ideological leaders of the Home Office? John Doe: Well, I guess when I first started, it was the then Minister of State for the Home Office, then certainly a place where the Immigration Officers were managed and directed by those "ideological leaders". But today, the Home Office is a federal system, and the Immigration Officers and officials have a say in how the department is run. It's not just a top-down system anymore. It seems that the Home Office is now more of a collaborative environment, where the Immigration Officers and officials contribute to the decision-making process.

CA News: You have worked for the immigration services in the Home Office for 10 years and as a solicitor. Who do you see as the current ideological leaders of the Home Office? John Doe: Well, I guess when I first started, it was the then Minister of State for the Home Office, then certainly a place where the Immigration Officers were managed and directed by those "ideological leaders". But today, the Home Office is a federal system, and the Immigration Officers and officials have a say in how the department is run. It's not just a top-down system anymore. It seems that the Home Office is now more of a collaborative environment, where the Immigration Officers and officials contribute to the decision-making process.

CA News: You have worked for the immigration services in the Home Office for 10 years and as a solicitor. Who do you see as the current ideological leaders of the Home Office? John Doe: Well, I guess when I first started, it was the then Minister of State for the Home Office, then certainly a place where the Immigration Officers were managed and directed by those "ideological leaders". But today, the Home Office is a federal system, and the Immigration Officers and officials have a say in how the department is run. It's not just a top-down system anymore. It seems that the Home Office is now more of a collaborative environment, where the Immigration Officers and officials contribute to the decision-making process.

CA News: You have worked for the immigration services in the Home Office for 10 years and as a solicitor. Who do you see as the current ideological leaders of the Home Office? John Doe: Well, I guess when I first started, it was the then Minister of State for the Home Office, then certainly a place where the Immigration Officers were managed and directed by those "ideological leaders". But today, the Home Office is a federal system, and the Immigration Officers and officials have a say in how the department is run. It's not just a top-down system anymore. It seems that the Home Office is now more of a collaborative environment, where the Immigration Officers and officials contribute to the decision-making process.

CA News: You have worked for the immigration services in the Home Office for 10 years and as a solicitor. Who do you see as the current ideological leaders of the Home Office? John Doe: Well, I guess when I first started, it was the then Minister of State for the Home Office, then certainly a place where the Immigration Officers were managed and directed by those "ideological leaders". But today, the Home Office is a federal system, and the Immigration Officers and officials have a say in how the department is run. It's not just a top-down system anymore. It seems that the Home Office is now more of a collaborative environment, where the Immigration Officers and officials contribute to the decision-making process.
Life & Style

Your future starts here
In a capital of culture
DRAW the face

of a FOREIGN STUDENT
List of the top 25 most accommodating UK universities for international non-EU students.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The University of Manchester</td>
<td>4415</td>
<td>4400</td>
</tr>
<tr>
<td>2. University College London</td>
<td>3905</td>
<td>3100</td>
</tr>
<tr>
<td>3. University of the Arts, London</td>
<td>3730</td>
<td>1150</td>
</tr>
<tr>
<td>4. The University of Nottingham</td>
<td>3180</td>
<td>3905</td>
</tr>
<tr>
<td>5. The University of Warwick</td>
<td>2775</td>
<td>3815</td>
</tr>
<tr>
<td>6. The University of Edinburgh</td>
<td>2740</td>
<td>3045</td>
</tr>
<tr>
<td>7. The University of Exeter</td>
<td>2585</td>
<td>1475</td>
</tr>
<tr>
<td>8. University of Hertfordshire</td>
<td>2500</td>
<td>1830</td>
</tr>
<tr>
<td>9. Imperial College of Science, Technology and Medicine</td>
<td>2385</td>
<td>1680</td>
</tr>
<tr>
<td>10. The University of St Andrews</td>
<td>2365</td>
<td>790</td>
</tr>
<tr>
<td>11. The University of Liverpool</td>
<td>2300</td>
<td>1690</td>
</tr>
<tr>
<td>12. The University of Sheffield</td>
<td>2280</td>
<td>3030</td>
</tr>
<tr>
<td>13. Coventry University</td>
<td>2215</td>
<td>2290</td>
</tr>
<tr>
<td>14. Cardiff University</td>
<td>2021</td>
<td>2215</td>
</tr>
<tr>
<td>15. Middlesex University</td>
<td>1915</td>
<td>1705</td>
</tr>
<tr>
<td>16. Glyndŵr University</td>
<td>1915</td>
<td>770</td>
</tr>
<tr>
<td>17. The City University</td>
<td>1910</td>
<td>3125</td>
</tr>
<tr>
<td>18. Sheffield Hallam University</td>
<td>1901</td>
<td>2160</td>
</tr>
<tr>
<td>19. The University of Northumbria at Newcastle</td>
<td>1815</td>
<td>1485</td>
</tr>
<tr>
<td>20. The University of Newcastle-upon-Tyne</td>
<td>1800</td>
<td>2535</td>
</tr>
<tr>
<td>21. The University of East Anglia</td>
<td>1775</td>
<td>1365</td>
</tr>
<tr>
<td>22. The University of Portsmouth</td>
<td>1765</td>
<td>970</td>
</tr>
<tr>
<td>23. King’s College London</td>
<td>1750</td>
<td>2395</td>
</tr>
<tr>
<td>24. The University of Westminster</td>
<td>1740</td>
<td>1430</td>
</tr>
<tr>
<td>25. The University of Greenwich</td>
<td>1720</td>
<td>2450</td>
</tr>
</tbody>
</table>

Total international non-EU students in UK (2011/12) | 142440          | 160245       |

Question time

Figure 2 shows sound waves of a constant frequency emitted from Theresa May during a speech on immigration. The time based setting on the cathode ray oscilloscope is 0.10ms cm⁻¹. Calculate the frequency of the sound wave (c).

A force of 7.5N acts at 40º to the horizontal, as shown in figure 1. Calculate the component of the force that acts (a) horizontally (b) vertically.

(a) N  (b) N

Oh, no! It seems that Hadiya has forgotten her identification card and as a result will have to miss her lecture. On top of that, she has failed to sign in for the last three consecutive weeks and therefore faces disciplinary action and possible deportation. That would be most unfortunate.

Help Hadiya cross the border zone undetected.
Direct Speech Acts, 2011, by Mirza & Butler, is a film that questions the interlocution between ‘acts’ and ‘political speech’. It was made in collaboration with Nabil Ahmed who is featured in the film. The work is part of the Museum of Non Participation, a museum proposed as a conceptual (geo)political construct of gesture, image and thresholds of language.

“I am speaking on behalf of Nojrul—a Bangladeshi here on a student visa. Like many students, he needs to work but he could not find a job. After a year he was offered a job, at Prêt a Manger across the city at Victoria Station, from 3am to 7am, a night shift of 5 hours, four days a week. Five times four is twenty, twenty is the amount of hours he is legally allowed to work, and in the day he still tries to study. The most vulnerable and precarious in our society get the worst deal. Remember, We’re not afraid of work. Our first language movement memorial was build by students overnight”...