

Action on Access WP and Access eUpdate **Issue 140: 16 July 2021**

*This eBulletin is created and produced by Andrew Rawson, Director, **Action on Access**, and currently emailed to 1,530 colleagues in the wider access widening participation and student success community.*

Don't forget you can follow **Action on Access** on twitter:
@actiononaccess

Our eUpdates provide a monthly round-up of the latest news, events, resources and information requests on higher education, and include occasional features on Widening Participation, access, student success and social justice.

I hope you find it useful and informative. Please continue to send me your feedback and contributions. This edition will be available until the next monthly edition at <http://www.actiononaccess.org/ebulletin/>

If you have any suggestions for how the newsletter could be improved, have any items of news, an event or an article you would like to contribute, please contact the editor at contact@actiononaccess.org.

We disseminate information every day through our ACTIONONACCESS@JISCMAIL.AC.UK list and current WP, access, student success and related vacancies are also regularly posted at <http://www.wptestsites.co.uk/actiononaccess/resources>

Contents

Welcome to the July 2021 Action on Access eBulletin	3
What's New	4
'The forgotten: how White working-class pupils have been let down, and how to change it', House of Commons Education committee	4
White working-class students have been let down – not just not by a debate over “white privilege”, WonkHE article, Alex Blower is Access and Participation Manager at Arts University Bournemouth4	4
'Income is important for fair access, but so is place', Chris Millward, Director for Fair Access and Participation, Office for Students, 5 July 2021	5
'Gendered Education policy does more harm to white working-class girls than discussion of white privilege', WonkHE article, Jess Benson-Eggleton	5
Beyond BAME: in search of a new category - Recording of the webinar held on 30th June 2021	6
'Tackling racial harassment in higher education', Universities UK Guidance	6
'When will the OfS specifically target racial harassment?', THE article, 22 June, David Mba, Pro-Vice-chancellor (research and enterprise), De Montfort University	6
Scottish Funding Council Annual Report on Widening Access for the 2019-20 academic year.	7
Scottish Funding Council Annual Report on Widening Access for the 2019-20 academic year – Care-experienced students	7
Students highlight the challenges of their 2021 academic experience, HEPI article, 24 June 2021 ..	7
How do students see future study?	8
'Reflections on a challenging year and priorities for the future'	8
'National Student Survey', OfS, 15 July 2021	8
'UK student satisfaction collapses as pandemic drags on', THE article 24 June	8
Uni Connect: annual report and phase three guidance	9
'Optimising the impact of a multi-intervention outreach programme on progression to higher education: recommendations for future practice and research', Adrian P. Burgess, Matthew S. Horton, Elisabeth Moores, 7 July 2021	9
Office for Students to examine assessment practices, 23 Jun 2021	9

Teaching and Learning for Student success in Higher Education, Advance HE	10
New IoE director wants institute to lead decolonisation agenda, 12 July, 2021, THE article Anna McKie	10
'Studying Without Family Support', Salford University Outreach Guide	10
'Eastern and central Europe drive crash in EU applications to UK' THE article July 8, 2021	10
'Degree Apprenticeships – Passing or Failing the Social Mobility Test?', FACE blog, 3 July 2021, Mandy Crawford-Lee, Director of Policy and Operations at UVAC and Associate Editor of Higher Education, Skills and Work-based Learning	10
Rising master's fees 'could scupper progress on access' THE article, June 24, 2021	11
Mini-case studies of socially-just learning and teaching practices at module, programme, and institutional levels.....	11
The Widening Participation and Lifelong Learning journal Volume 23, Edition 1	12
UNESCO Institute for Lifelong Learning Bulletin, June 2021	12
School funding in England, National Audit Office report, 2 July 2021	12
'A positive labour market outlook could mask a gloomy summer for some young people', Work Foundation post 15 July 2021	12
What's Still Current.....	13
'The Skills and Post-16 Bill enters the Lords', second reading, 15 June 2021; David Kernohan	13
'Mapping the policy influence of Augar: How many of the 53 recommendations have been addressed by the Government?', 2 June 2021, Rich Pickford, Knowledge Exchange and Impact Officer and Nottingham Civic Exchange Lead at Nottingham Trent University.	13
'Improving opportunity and choice for mature students', Office for Students Insight Brief	13
OfS annual report and accounts.....	14
'Race matters... but CLASS is the biggest barrier', Times article Trevor Phillips	14
Missed this?	14
Standalone postgraduate study.....	14
What's wanted	14
Expressions of interest, 'Intersectionality: how the multiplier effect divides and reduces student success', OUAPS	14
Involving service users in programme design: consultation. The Access Project	15
MSC Research seeking contributors: LGBTQ+ learners from a care experienced or estranged background.	15
Care Review	15
Guarantors for CE HE students Questionnaire	15
Edge Hill University part-time blended learning EdD for professionals working in all education sectors.	15
Call for examples for case studies, informal peer and staff-student interaction	16
Call for Papers. 'Lessons from digital spaces: opportunities and challenges for widening participation through online learning', a special edition of the Widening Participation and Lifelong Learning (WPLL) journal.....	16
WP Events.....	16
Vacancies.....	22
Head of Equity, Diversity and Inclusion, Charity People	23
Vice Principal - Trevelyan College, Colleges and Student Experience Division, Durham University	23
Head of EDI and Engagement, Canterbury Christ Church University	23
Disability Adviser, University of Glasgow	24
EDI Data Analytics and Projects Officer, Canterbury Christ Church University.....	24
(LAC) Network Lead, Aimhigher London.....	25
Head of Student Recruitment Events - University of Nottingham	25
Director, Special Projects, Arts Council England	26
Conservatoires UK Junior Conservatoires widening and participation researcher.....	26
Student Recruitment and Widening Participation Senior Project Officer, Marketing & Communications, Queen Mary University of London.....	27
Student Recruitment and Widening Participation Project Coordinator, Marketing and Communications Directorate, Queen Mary University of London	27
Data and Evaluation Officer, Home Student Recruitment - Widening Access & Participation, University of Sunderland	28
Postdoctoral Access Fellow (Outreach for Black, Asian and Minority Ethnic Groups and Student Support), Christ Church College, University of Oxford.....	28
Virtual Programmes Director, First Star Scholars	28

Welcome to the July 2021 Action on Access eBulletin.

The next issue of the eBulletin will be published on Friday 13 August 2021.

Copy deadline: Wednesday, 11 August 2021.

We look forward to receiving information you wish to share with colleagues.

Editorial

Welcome to this edition of the monthly Action on Access eBulletin, the last before the end of a long and challenging academic year. If I may be allowed a personal note, it has been a pleasure to service all my readers/subscribers with news, views, new information, calls for information from colleagues and proposals for conferences, together with and listings of relevant events, and relevant often exciting vacancies and other opportunities – fitting in this year with my work as treasurer and executive member of FACE, the Forum for Access and Continuing Education; with UKAT, UK Advisory and Tutoring which during this academic year has been focusing on fair access, WP and E&DI; as a member of the National Strategy Group of NNECL, the National Network for Education of Care Leavers; as well as one or two consult projects. Oh yes, another task completed, if you haven't already, please visit our new, streamlined website at <http://www.actiononaccess.org/> on which feedback is always most welcome.

I have tried to extend the information in the eBulletin and on our Jiscmail list to reach somewhat beyond a more conventional view of access, participation and student support and success

For example, with out-of-sector vacancies – which I gather has been found to be interesting, acceptable, challenging. Anyway enough of me and Action on Access as they say.

Do have a safe and relaxing Summer break – something we have all earned in bucketfuls. There will be many challenges and opportunities ahead in the new academic year, which I always try to flag up in the eBulletins including this one.

Working and accessing work from home as many of us do, the Jiscmail listings will continue through the summer. There will **be** an August edition of the eBulletin for your delectation and I will be back with the bulletin in mid-September to bring information and ideas, news and stories, giving you the opportunity to keep up to date, reflect on what is happening and plan for the future.

I hope that you all have the chance for some downtime to get some much-needed rest, and get to time away with family and friends to recharge your batteries.

I hope you enjoy and find useful this month's (another bumper) eBulletin.

Andrew Rawson, *Action on Access*.

Quotations of the month

"Despite the pandemic universities did not fail; student numbers did not fall; and the data shows that students are just as keen to go onto higher education as they ever were. This is a testament to the life-changing and enriching impact that universities – at their best – can have. At the OfS we will look forward to working with universities and colleges over the course of the next year to ensure that the aspirations of those students are met, and that students from all walks of life have a fair opportunity to make their ambitions a reality."

"Nicola Dandridge, chief exec, at the Office for Students, see item below 'Reflections on a challenging year and priorities for the future'

"We have been clear that standards should not be reduced for particular groups of students and it is patronising to expect less from some students under the guise of supporting them. Effective academic writing requires good spelling, punctuation and grammar from all."

**Susan Lapworth, Director of Regulation at the OfS,
see item below, 'Office for Students to examine assessment practices, 23 Jun 2021'**

What's New

'The forgotten: how White working-class pupils have been let down, and how to change it', House of Commons Education committee

Recognising that disadvantaged white pupils fall behind their peers at every stage of education, the report suggests the DfE has not been able to target support and tackle specific barriers facing white working-class children - suggesting it is time to invest in a more targeted approach.

[This report](#) "for pragmatic reasons" focuses on FSM-eligible pupils though admitting it is an imperfect measure, and seeks to understand what causes the underachievement of disadvantaged white pupils to understand their needs and the barriers facing them.

The report suggests the Government must refine its key measures of disadvantage using statistics, as locally targeted as possible, which must underpin the targeting of all interventions to those communities that most need them. No doubt controversially, the report has views about white working-class children and teaching about privilege (and committee members were divided on this) – as the current govt focus on free speech in universities and colleges.

Post-pandemic, all catch-up plans, including enrichment activities and longer school days, must include a specific role for activities that focus on mental health and wellbeing. These plans must also be targeted to those areas of the country where the disadvantage gap is currently greatest, particularly outside London.

Indeed, the report emphasises the importance of place in the context of govt intentions to "level up". And to address the stark differences in educational outcomes in different parts of the country, which seem likely to be exacerbated by the differential impact of covid-19 with a govt-wide comprehensive strategy to tackle the root causes of underachievement including in disadvantaged white communities with better targeted support. The reports suggest a number of activities which would remedy this, including extension of free schools targeting disadvantaged areas and should proactively encourage free schools in areas such as 'challenged white communities'.

The report focuses on the role of 'family hubs', particularly affecting early years education and working with schools. The DfE must ensure that disadvantaged white communities are a priority for support. For example, by giving schools have the capacity to build a triangle of support for disadvantaged young people between schools, youth organisations and families. This in turn highlights inadequacies in adult and lifelong education.

Although high quality teaching is particularly transformative for disadvantaged pupils - schools in disadvantaged areas are also less likely to have experienced teachers, less likely to have teachers in qualified subject areas, and more likely to have higher teacher turnovers. The DfE must rectify this by a number of measures. Schools in deprived area must receive more funding. Additional funding for disadvantaged students, including disadvantaged White students, is welcome, but is insufficient and insufficiently targeted and does not always reflect true level of need.

The report highlights that too many disadvantaged white pupils are leaving school without essential qualifications, and something needs to change to re-engage these learners in their education. Improved curriculum and careers guidance, acknowledging the value of vocational and skills-based subjects, and progression to apprenticeships and their potential to engage otherwise disaffected groups, such as some disadvantaged white pupils.

Very poor access to higher education is an outcome of accumulated educational disadvantage starting in early years and persisting through primary and secondary education.

The OfS should implement a target for inclusion of pupils from disadvantaged white backgrounds, to ensure that white working-class students' participation in HE is a key priority for all universities. At least some of the funding that universities currently spend on boosting access and participation should be redirected to where it can be more effective: either through school-based initiatives "upstream" in pupils' journeys or towards increasing take-up of apprenticeships and particularly degree apprenticeships.

White working-class students have been let down – not just not by a debate over "white privilege", WonkHE article, Alex Blower is Access and Participation Manager at Arts University Bournemouth

The Commons' Education Committee, chaired by Robert Halfon MP, has [published](#) the fruit of the government's latest attempt to address the issues relating to educational underachievement in "white disadvantaged" communities. The report set out what the committee believed to be the main challenges facing white working-class students in education (see above). There were some interesting higher education policy noises that came in toward the end of the document. [This article](#)

aims to interrogate both the headline framing of the report, and the actions it suggests will fix the problems.

The author highlights among other things:

- That the OfS should implement a target for inclusion of pupils from disadvantaged White backgrounds, to ensure that White working-class students' participation in HE is a key priority for all universities.
- the difference which would be made if all HE providers across the UK were transparent about BTEC entry requirements and encouraged BTEC students to apply
- if there is to be a focus on white working-class young people, the onus on the sector will be on the sector to do all it can to drain the work of its divisiveness and redouble efforts to understand and partner with the places such work will purport to be "levelling up".

'Income is important for fair access, but so is place', Chris Millward, Director for Fair Access and Participation, Office for Students, 5 July 2021

Chris Millward looks at the factors influencing participation in higher education, in this edited version of a contribution to the [Sutton Trust Measures of disadvantage webinar](#) on Tuesday 29 June 2021. In [this article](#) Chris outlines the statutory basis for the OfS's regulation that rests in the provisions of the Higher Education and Research Act 2017, the regulations governing access and participation plans, and how the Act both empowers and restricts what the OfS can do what it can and can't mandate institutions to do.

In 2018 the OfS was concerned about the lack of evidence about whether money spent on improving access to higher education was being used well, something which influenced many aspects of the [reforms](#) the OfS made to access and participation regulation in the Office for Students (OfS):

- five-year access and participation plans with specific review points focused on data, analysis of specific issues and evaluation findings.
- the [participation of local areas classification](#) (POLAR), a place-based measure of higher education participation identifying places which have not benefited from higher education expansion, are also priorities for govt 'levelling up'
- a range of measures to set objectives, target investment and understand progress
- experimental measures aiming to: identify smaller groups that are underrepresented; account for the influence of types of school education within different neighbourhoods; and create an [Associations Between Characteristics](#) (ABCS) measure, which aligns factors such as place, race and ethnicity, sex and Free School Meal status, (for example identifying that more than 90 per cent of the lowest participation group are white students who have been eligible for Free School Meals or come from the lowest participation neighbourhoods).
- access and participation datasets continually updated.

Chris affirms that the OfS will continue to work to understand the influence of these and other factors on higher education participation during the coming years in order to give a more balanced picture of underrepresentation, which is the issue it is empowered to address.

'Gendered Education policy does more harm to white working-class girls than discussion of white privilege', WonkHE article, Jess Benson-Egglenton

The recent Education Committee report '[The forgotten: how working class pupils have been let down and how to change it](#)' has engendered all sorts of observations on privilege, educational focus, and systematic bias and discrimination. [This blog](#) disputes the claim that white British boys in receipt of free school meals are the only group at the intersection of social class, gender and ethnicity that are being systematically ignored. The author, currently researching in this area, tells us that while working-class girls across ethnic groups face inequalities in education compared to their middle-class peers, white British girls in receipt of free school meals have particularly poor outcomes and some of the lowest rates of progression to higher education, second only to girls from Gypsy, Roma and Traveller backgrounds. Despite this, boys seem to be getting all the attention; gender has received short shrift in this latest report with less than half a page of consideration. Notwithstanding media reporting and what is often called a feminised education, in the same way that the ethnic group differences discussed in the report are marginal in some cases (such as those between white British students and black Caribbean students addressed on page 65), so too are gender differences among white working-class pupils often found to be smaller than might be assumed. The blog welcomes the fact that OfS guidance had shifted from a focus on white working-class boys to recognising the underrepresentation of both boys and girls from low-income white families.

Beyond BAME: in search of a new category - Recording of the webinar held on 30th June 2021

Fascinating and instructive critical commentary and debate about a discussion, a stimulus paper, from HERAG about the use “from below and from above” of the acronym BAME. The video ranges over the historical context, categorisation, structural and institutional inequalities, labelling, disaggregated labelling, other ways of description, who owns description and categorisation, proxies, intersectionality, class, political solidarity, fashion ... and reports on a (quick and dirty – but 1,281 participants) poll survey delivered following the stimulus paper publication. Great to hear various and different voices and to get the wider context in this complex and complicated debate. “Words not acronyms”.

The original paper has been distributed in previous Action on Access eBulletin can be seen [here](#). See the video [here](#).

[HERAG](#) is Higher Education Research Action Group, at Advance HE.

‘Tackling racial harassment in higher education’, Universities UK Guidance

Drawing on existing evidence, including UUK’s own research, this guidance provides a solutions-focused call for action to universities – working with the entire university community – to address racial harassment and make our universities safe places to work and study. To support this, [this guidance](#), developed by an advisory board for Universities UK, offers recommendations are put forward to support universities in delivering long-term change in institutional culture and behaviours. (The guidance forms part of UUK’s ongoing programme of work to support the sector in addressing harassment in all forms, building on the strategic framework, ‘[Changing the culture](#)’, October 2016.) By addressing this agenda, universities have a significant opportunity to lead the way in driving cultural change, not only for our own community but for the benefit of wider society, as we shape the minds and attitudes of the next generation. With a community of 2.3 million students and 429,000 staff, this can have a far-reaching, positive impact beyond universities to local communities and the workplace, and across society as a whole.

This guidance identifies common issues and barriers to addressing racial harassment. We recognise that racial harassment is just one manifestation of structural racism in higher education. Efforts to address racial harassment must take place alongside a wider programme of culture and policy reform to tackle racism and racial inequalities of all forms.

These issues are presented alongside suggested solutions within the five strategic pillars of UUK’s Changing the Culture framework. It is important that these areas are considered together: a multi-faceted approach will be necessary to bring about effective change. The five themes in the report are: Culture; whole-institution response; Prevention; Response; Evaluation and sharing good practice. The report has twelve recommendations.

As a directory it will be a useful resource in terms of suggesting approaches, highlighting possibilities, and sharing ideas and resources.

‘When will the OfS specifically target racial harassment?’, THE article, 22 June, David Mba, Pro- Vice-chancellor (research and enterprise), De Montfort University

Initiatives on mental health and sexual harassment are welcome, but racial discrimination also demands greater attention, says David Mba

If the OfS really wants to rewrite the higher education book – rather than just issue the press release – then it must launch an initiative on race, too. [The article](#) reiterates research that the pandemic’s disproportionate health and socio-economic impacts on ethnic minorities has highlighted underlying institutional inequalities. That for many ethnic minority students, mental health issues are the result of racial harassment. In the UK, a 2018 [report from the Synerqi Collaborative Centre](#) observed that “racism is a form of stressor, both in its more overt forms and as micro-aggressions, where there is no major incident but an awareness of being treated and responded to in a less than fair way on the basis of race”.

Hence, in addressing mental health but not specifically racism, the OfS may be addressing symptom rather than cause. Even its funding for mental well-being projects is devoid of any specific reference to problems resulting from racial harassment. This is hard to understand given the laudable responsiveness to students’ concerns demonstrated by the regulator’s other initiatives.

The author asks that the regulator must take an immediate first step by requiring institutions, as a condition of registration, to collate and report incidents of racial harassment as we cannot begin to address this problem if we don’t have data on it.

Scottish Funding Council Annual Report on Widening Access for the 2019-20 academic year.

This 30 June report provides an update on the Commission on Widening Access targets for Scottish-domiciled entrants to 2019-20 higher and further education in Scotland by socio-economic deprivation, gender, ethnicity, disability, care experience and age. Whilst registering the impact of the COVID-19 pandemic, part way through the 2019-20 academic session the pandemic did not have any notable impact on student enrolment figures for 2019-20, the report notes some significant impact on students who were studying at the time and their ability to complete their qualification as planned. Some key points from [this report](#) regarding Scottish-domiciled students are:

- 16.4% full-time first-degree entrants were from the 20% most deprived areas in Scotland (increase from previous year 15.9%)
- Entrants to Scottish HE at Scotland's Colleges represented 25.3% of students from the 20% most deprived areas
- 90.9% full-time first degree HE entrants returned to Year study (91.1% previous year) but retention rates were lower for care experienced (87%) and students from the 20% most deprived areas (87.5%)
- Care-experienced students to Scottish HE accounted for 1.7% of students to undergraduate courses, up from the previous year's 1.2% - an increase of 425 students
- 9.8% of entrants to full-time first degree HE courses were of non-white ethnicity, up from 9.3% in the previous year (4% of Scottish population are of non-white ethnicity).

Scottish Funding Council Annual Report on Widening Access for the 2019-20 academic year – Care-experienced students

In relation specifically to care experience, this [fifth Scottish WP report](#) highlights some improvement in the numbers of care experienced people entering higher and further education (1.7%, up from the previous year's 1.2% - an increase of 425 students). Various factors may have contributed to this improvement including: higher levels of financial support available to care experienced students in Scotland at HE and FE level since 2017-18 and 2018-19 respectively; the guarantee by Scottish institutions of a place on a course for care experienced applicants when minimum entry requirements are met; and a focus on improving data collection for this group of students. Data on retention and entry into employment remain slightly lower than those for non-care experienced students.

Students highlight the challenges of their 2021 academic experience, HEPI article, 24 June 2021

This HEPI article picks out that following a year of "major upheaval", the value students place on in-person teaching is a key feature of the 2021 [Student Academic Experience Survey 2021](#), authored by Jonathan Neves (Advance HE) and Rachel Hewitt (HEPI).

Other key findings include:

- 27% of full-time undergraduate students studying in the UK who responded to the Survey felt that they have received 'good or very good' value, reversing the improving trend recorded between 2017 and 2019. 44%, up from 29% of students in 2019 report 'poor or very poor' value, reflecting the major upheaval in their academic experience over the past year.
- just over half of students surveyed said there was too little in-person contact with other students and with staff (Analysis of open comments in the Survey)
- 58% would still have chosen the same course and institution; with 29% having considered leaving higher education - 34% of those giving mental / emotional health as the primary reason.
- in a new 'open' question this year asking 'how to improve the academic experience' the top three areas identified by students were: 'Improve assessment feedback'; 'More in person teaching/campus activities'; and 'Better communication'
- two out of three students feel their institution is committed in eliminating racial inequalities; though only 53% of Black students hold this view; and a spotlight on specific student groups shows that black students also have a less positive academic experience than white students.

Go to [the Survey](#) itself for full information.

How do students see future study?

In collaboration with Ash Futures, University Alliance and a panel of students, [Living and Learning in 2034: a Higher Education Futures Project](#), set out four different scenarios for the higher education sector based on long term trends and key uncertainties. While digital methods of learning featured strongly in the report, each of the scenarios contained some version of blended learning with face-to-face and hands-on learning still an important factor.

A 2019 tracking of any potential trend in this area, UNITE working with HEPI and YouthSight. As part of a wider survey, we asked both applicants and students what they considered the most useful way for them to learn, giving a range of seven different options including online (webinars and lecture capture, one-on-one online and small online groups), face-to-face (lectures, seminars and one-on-one) and independent learning. Respondents were able to rank these methods of learning from the most to least useful. Face-to-face methods of learning were the overwhelming winner.

Further details of the Unite Students 2021 applicant survey, shedding light on the incoming student cohort's wellbeing, preparedness for university, and much more can be found [here](#).

'Reflections on a challenging year and priorities for the future'

Following on from the latest Student Academic Experience Survey 2021, which provides useful insights into students' experiences over the last year, OfS chief executive [Nicola Dandridge reflects](#) on issues under the headings of Listening to Students, Student Information, Funding, Reducing the Regulatory Burden, Improving Equality of Opportunity, and the OfS Priorities for the Coming Year. This is an edited version of a keynote address given at the HEPI Annual conference on 24 June this year.

Nicola concludes with a note of optimism. "Despite, and before, the pandemic universities did not fail; student numbers did not fall; and the data shows that students are just as keen to go onto higher education as they ever were. This is a testament to the life-changing and enriching impact that universities – at their best – can have. At the OfS we will look forward to working with universities and colleges over the course of the next year to ensure that the aspirations of those students are met, and that students from all walks of life have a fair opportunity to make their ambitions a reality."

'National Student Survey', OfS, 15 July 2021

The survey, which had 332,500 responses this year – a 69 per cent response rate – asks students about a range of factors related to their academic experience, including the teaching on their course, assessment and feedback, and how well courses were organised.

More university and college students have concerns about their educational experience this year compared to last year, results from this year's National Student Survey (NSS) show today –the survey highlighting particular issues around the availability of learning resources.

Despite the pandemic, however, the NSS also showed majorities of students rating their overall experience of their courses positively. Overall, 75 per cent agreed that they were satisfied with the quality of their course, down from 83 per cent last year.

Explore the data in full [here](#). Alongside this year's results the OfS has produced a related Insight Guide which examines how this year's NSS differs from those in previous years, given the impact of the pandemic, which you can read [here](#).

'UK student satisfaction collapses as pandemic drags on', THE article 24 June

HEPI-Advance HE survey finds growing frustration with UK university courses in a year of major upheaval. Nearly one in three students at UK universities considered quitting their course during the pandemic, says a major new study that reveals the extent of undergraduate dissatisfaction with online teaching.

In the most detailed study of undergraduate life in the Covid-19 era published to date, Advance HE and the Higher Education Policy Institute (HEPI) asked more than 10,000 full-time students in the UK to comment on their experiences over the past year.

Reversing a trend that had seen undergraduate degree satisfaction rise steadily in recent years, this year's [Student Academic Experience Survey](#) found 44 per cent of students felt their course represented "poor or very poor value" compared with 29 per cent with that perception in 2019.

Overall, 29 per cent say they had considered leaving their course – although mental health worries, rather than dissatisfaction with course content, was the most common reason for thinking about quitting.

Uni Connect: annual report and phase three guidance

The Office for Students has published:

- [a report](#) which showcases achievements during phase two of the programme, from August 2019 to July 2020 (Remember, the Uni Connect 29 partnerships of universities, colleges, and other local partners focus their work on local areas where higher education participation is lower than might be expected given the GCSE results of the young people who live there). (Uni Connect commenced August 2019 built on NCOPs from January 2017.) Uni Connect: local collaboration at the heart of the programme; an important aim to contribute to a stronger evidence base for “what works”; great impact of sustained, progressive, multi- intervention approach (Aimhigher anyone?)
- [guidance](#) which sets out the aims, priorities and OfS expectations on Uni Connect partnerships of the programme for phase three, covering 1 August 2021 through to 31 July 2022 and consisting of three broad elements: targeted outreach; strategic outreach; and signposting. Further guidance is due during 2022 to cover the remainder of phase three of the Uni Connect programme, which should run until July 2025. The guidance focuses on sections on: Effective engagement with learners; Programme funding; Partnership governance; Engaging local partners; Evaluation, research and tracking; Monitoring; Communications; OfS work with Partnerships; When a partnership fails to deliver; and Relationship with condition of registration.

‘Optimising the impact of a multi-intervention outreach programme on progression to higher education: recommendations for future practice and research’, Adrian P. Burgess, Matthew S. Horton, Elisabeth Moores, 7 July 2021

The primary finding of this article is that engagement with UniConnect interventions was associated with a higher probability of being accepted into HE. And that between five and six components in a multi-intervention programme provide the optimal balance between input and impact, although simply having engaged with UniConnect at all was the single best predictor of UCAS success.

The study re-affirms the reported positive effects of the Aimhigher programme, with greater effects on pupils from disadvantaged backgrounds providing for UniConnect programmes a robust statistical analysis and controlling for several critical factors, including school and local area.

The report results also show that the school attended was a better predictor of UCAS success than any measure of UniConnect engagement. The report gives clear recommendations including that pupils to participate in at least one - but no more than six – activities; and in terms of future evaluations of intervention programmes considerable caution should be exercised before employing school-based comparison groups, because of the already evident differences between schools’ success in achieving pupil progression to HE (the study results showed that the school attended was a better predictor of UCAS success than any measure of UniConnect engagement). Read the full article [here](#).

Office for Students to examine assessment practices, 23 Jun 2021

The Office for Students (OfS) has launched a review of the use of ‘inclusive’ assessment practices that disregard poor spelling, punctuation and grammar when students’ work is assessed. [The review](#) is part of a range of activities to drive up the quality of higher education courses and ensure that standards are maintained. The OfS is reviewing the policies and practices of a number of universities to identify approaches that maintain rigour in assessment and those that do not. The findings of the review will be published, identifying where the OfS is likely to have future regulatory concerns as well as areas of good practice.

Susan Lapworth, Director of Regulation at the OfS, said: ‘Rigorous assessment practices are essential if students’ qualifications are to stand the test of time. Students from all backgrounds should expect a high-quality academic experience and a qualification that reflects their achievements. We have been clear that standards should not be reduced for particular groups of students and it is patronising to expect less from some students under the guise of supporting them. Effective academic writing requires good spelling, punctuation and grammar from all.

Teaching and Learning for Student success in Higher Education, Advance HE

Advance HE's new portfolio of development programmes, conferences and events supporting Teaching and Learning for Student Success in Higher Education in 2021-22.

Their portfolio helps support institutions and individuals to create inclusive, flexible and engaging teaching and learning approaches that are fit for the future, providing practical strategies and tools to help you build or refresh your pedagogy throughout your career.

To celebrate the launch, Advance HE is offering a 10% Early Bird discount on selected programmes and events when you book before 30 September 2021.

Download your copy of our new Teaching and Learning for Student Success in Higher Education brochure for 2021-22 [here](#).

New IoE director wants institute to lead decolonisation agenda, 12 July, 2021, THE article Anna McKie

Professor Li Wei, director and dean of UCL's Institute for Education has said that the centre "should be at the forefront of the decolonising education agenda". Li Wei told Times Higher Education that he felt it was a critical issue for the IoE as it is a leading centre for education and social research, and because he hopes to build on the institution's international and interdisciplinary collaborations.

[This article](#) reports that Professor Li Wei said it was "really important" to decolonise both pedagogies and the curriculum because, he says, "the fact that people have different knowledge systems and educational practices is a good thing. The added value of the differences must be considered very carefully and really respected. I really see the IoE leading the decolonisation agenda. It means a fundamental change of our mindset and our approach to the curriculum and how to genuinely collaborate and work together with people from the Global South and of the global majority."

Li Wei also expresses concern about state of modern language teaching in UK. For example, university language teaching has been very much confined to European languages, but for Professor Wei, the study of a wider range of languages and broader cultures was essential.

'Studying Without Family Support', Salford University Outreach Guide

The University of Salford's Outreach and Widening Participation Team have produced an excellent guide '[Studying Without Family Support](#)' highlighting what estrangement means and the support available to estranged students at the University of Salford.

'Eastern and central Europe drive crash in EU applications to UK' THE article July 8, 2021

Demand from some countries has fallen by three-quarters, UCAS data show. From this autumn, [the article](#) continues new students from the European Union will [no longer be automatically entitled](#) to the same fees and access to government-backed loans as those enjoyed by domestic students in England. Some individual universities have decided to keep their fees the same, sometimes through the use of scholarships or special "transitional" arrangements, while EU students in Wales will keep home fee status and access to financial support. But the vast majority of students from the EU face a hike in the price of an undergraduate degree of up to three times more at some institutions and without access to loans.

However, **the data also show that although the share of 18-year-olds from the most disadvantaged areas has also reached a new high, of 27 per cent, almost 60 per cent of those from the most advantaged areas are now applying to university.** This gap of 33 percentage points is the highest it has been since 2011 after falling to a low of 30 percentage points two years ago and may cause concerns about the role the pandemic is playing in educational inequality.

'Degree Apprenticeships – Passing or Failing the Social Mobility Test?', FACE blog, 3 July 2021, Mandy Crawford-Lee, Director of Policy and Operations at UVAC and Associate Editor of Higher Education, Skills and Work-based Learning

Ever since their launch in 2015 Degree Apprenticeships have been criticised for not delivering on the social mobility agenda and/or have been subject to a middle-class grab. [This blog](#) gives encouraging examples of improving diversity:

- the Digital Technology Solutions Professional Degree Apprenticeship has attracted more women into digital careers - attracting more women into STEM occupations
- the Police Constable Degree Apprenticeship where Police Forces are using the programme to professionalise and support the diversification of officer recruitment. Measured from the

diversity perspective the PCDA is having a massive impact on supporting Forces recruit more women and officers from BAME backgrounds. Sussex Police, for example, reported that the PCDA resulted in a 114% increase in applications from females and 118% increase from those identifying as BAME.

So the author looks at the rationale and need for apprentices, with social mobility and diversity set amongst them. The blog suggests that the success of Degree Apprenticeship needs to be assessed in terms of how it contributes to raising productivity and the delivery of high-quality public-sector services. She suggests that most of the statistics need updating to be properly instructive so that Higher and Degree Apprenticeship can be shown to make a significant contribution to social mobility. For example

- in February 2021, Middlesex University reported that Higher and Degree Apprenticeships are having a “very significant” impact on social mobility as 63% of their apprentices come from non-professional backgrounds and 66% have parents with either no formal or degree level qualifications
- at Sheffield Hallam University 66% of Police Constable, 56% of Engineering and 52% of Digital Degree Apprentices come from the most deprived areas.

The author recommends that at a national level there is a real need then, to undertake a review and implement a strategy to ensure Higher and Degree Apprenticeship makes an optimum contribution to supporting social mobility, as part of an all-age programme and including Access and Participation Plans.

Rising master’s fees ‘could scupper progress on access’ THE article, June 24, 2021

Postgraduate loans appeared to narrow gap between working class students and others but Sutton Trust warns that increased costs could wipe out this progress. But [the report](#) says gains made in access to postgraduate study for students from poorer backgrounds in the UK in the past decade through the introduction of state loans could be wiped out by rapidly rising fees, a new report warns. According to the [research from the Sutton Trust](#), the share of English graduates from working-class backgrounds who went on to taught postgraduate courses climbed from 6 per cent in 2013-14 to 12.9 per cent in 2017-18.

Although the share of graduates from managerial and professional family backgrounds also rose over the period, from 8.6 per cent to 14.2 per cent, the gap in postgraduate entry rates between these two groups narrowed.

The change coincided with the Westminster government’s introduction of loans to cover fees and living costs for postgraduates in England; next year students will be able to borrow up to £11,600 as part of the scheme. Devolved administrations have introduced similar systems.

However, the report, published on 24 June, warns that master’s fees are rising so quickly, particularly at the most selective universities, that the loan is struggling to keep pace, especially given that it is also supposed to cover living costs.

Mini-case studies of socially-just learning and teaching practices at module, programme, and institutional levels

A recent consultation took place asking for mini-case studies of socially-just learning and teaching practices at module, programme, and institutional levels, particularly those that involve student-staff partnerships from anywhere in the world.

so far over 40 mini-case studies have been compiled following this invitation and drawing on abstracts of articles on this subject. Grouped under the following headings:

- developing equitable, diverse, and inclusive practices
- anti-racist practices
- decolonising and indigenising the curriculum
- inclusive curriculum
- wellbeing
- supporting disabled students...

these mini case studies are available, along with a separate collection of key references, resources, websites, and conceptual frameworks, on the website at <https://mickhealey.co.uk/resources>.

This collection will be regularly updated and you are invite you to send further mini case studies, references and resources to Dr Ruth Healey at r.healey@chester.ac.uk and please pass on this invitation to others that you think may have interesting socially-just pedagogic practices and resources to share.

The Widening Participation and Lifelong Learning journal Volume 23, Edition 1

[This edition](#) includes a collection of seven articles which are based on research activities from a diverse range of institutions and places involved in widening participation: If you are a subscriber to the journal, you can access this packed edition here <https://www.ingentaconnect.com/content/openw/iwpll>. If you are not a current subscriber, you can sign up for institutional membership (£199 inc. VAT) or personal membership (£92) here <http://www.open.ac.uk/about/wideningparticipation/about/england/wppll-journal/subscribing-journal>.

UNESCO Institute for Lifelong Learning Bulletin, June 2021

Get a wider, global view in this issue of the [UNESCO Institute for Lifelong Learning Bulletin](#) where you will find the latest information about: a webinar on better literacy data for more efficient policies, the preparatory process for the Seventh International Conference on Adult Education, a new double special issue of the International Review of Education on education in the age of COVID-19, and much more

School funding in England, National Audit Office report, 2 July 2021

[This report](#) examines the Department for Education's funding provision and distribution of funding for mainstream schools in England.

The NAO reported on the financial sustainability of schools in 2016, and concluded that the Department for Education's (the Department's) overall schools' budget, as set out in the 2015 Spending Review, was protected in real terms but did not provide for funding per pupil to increase in line with inflation. Therefore, mainstream schools would need to find significant savings to counteract cost pressures.

The Department has since introduced a national funding formula to allocate funding for schools. Its aims include that the new funding system should be transparent, simple and predictable, allocate funding consistently across the country, and allocate funding fairly with resources matched to need based on pupils' and schools' characteristics. In 2020-21, the Department provided mainstream schools with core revenue funding of £43.4 billion.

Report conclusions. With the introduction of the national funding formula, the Department has met its objective of making its allocations more predictable and transparent. However, it is difficult to conclude definitively on whether the Department has met its objective of allocating funding fairly with resources matched to need. There has been a shift in the balance of funding from more deprived to less deprived local areas. This shift has resulted mainly from changes in relative need and the introduction of minimum per-pupil funding levels. Although more deprived local authorities and schools continue on average to receive more per pupil than those that are less deprived, the difference in funding has narrowed. The Department must evaluate the impact of the national funding formula and minimum funding levels over time and use that information to inform whether further action is needed to meet its objectives.

The NAO report challenged the government narrative of a huge injection of extra cash into schools in England. It found that although total funding for schools increased by 7.1% in real terms between 2014-15 and 2020-21, the growth in pupil numbers meant real-terms funding per pupil rose by 0.4%. The report was published amid mounting evidence elsewhere of the disproportionate impact of Covid on already disadvantaged pupils. [Official new government data](#) revealed that disadvantaged pupils who were eligible for free school meals (FSM) had higher rates of Covid-related absence from school during the autumn term than their wealthier peers. It also found that children from most ethnic minority backgrounds missed more school than their white classmates. Recent Guardian article reports on eroded progress by disadvantaged school pupils in England. [Read more.](#)

'A positive labour market outlook could mask a gloomy summer for some young people', Work Foundation post 15 July 2021

Some encouraging signs in the employment market?

[The report](#) tells us that that employment among young people (aged 18 – 24) has increased by 2% on the quarter, representing 61,000 more young people in employment in March – May 2021.

A recovery in vacancies is seen across all sectors, with particularly strong gains in sectors that have resumed activity since the easing of restrictions; accommodation and food service activities, the Arts and entertainment industries approaching early 2020 levels and retail also saw significant gains.

Government has already prioritised some support for young people via the Kickstart Scheme, which provides fully-funded 6-month work placements for 16-24 year-olds only available for young people who are claiming Universal Credit, i.e. deemed to be at risk of long-term unemployment. Despite an initial delay, the programme now seems to be gaining momentum. By [early June](#), 138,000 jobs had been advertised and 31,000 Kickstart placements had started. However, the Scheme was budgeted to support as many as 300,000 placements, which the current number falls far short of, and yet is due to end by December 2021.

What's Still Current

'The Skills and Post-16 Bill enters the Lords', second reading, 15 June 2021; David Kernohan

Peers wanted to discuss policy, but had to debate a skeletal bill.

[WonkHE policy watch](#). The massive delay to implementation is due to the need to co-design an entirely new funding process with the Student Loans Company – and reading between the lines parallel work on aligning the LLE with benefit entitlements is at a very early stage as well (there's a "will write" letter pending on that. Committee stage, the first chance for line-by-line examination of the bill, is yet to be scheduled.

So, with the Bill through to the Committee of the Whole House next, there's still a lot of detail to fill in and a lot of arguments to be had. What came over today was the sheer scale of the project and the astonishing amount of policy development work that has yet to be done – it all screams "unexpected implementation delay" to this old programme manager – and the difficulty in expecting the notably subtle minds of some very experienced peers to address the letter of proposed legislation before the policy has solidified.

You can read the whole proceedings in Hansard [here](#). And link to watch the debate [here](#).

See also UK Parliament record [here](#).

'Mapping the policy influence of Augar: How many of the 53 recommendations have been addressed by the Government?', 2 June 2021, Rich Pickford, Knowledge Exchange and Impact Officer and Nottingham Civic Exchange Lead at Nottingham Trent University.

[This HEPI quest post](#) explores how many of the recommendations had been engaged with by Government, and reflects on how many of the recent policy announcements reflected the conclusions of the Augar Review and have already shaped the Government's thinking on post-18 education reform. It gives a visual graphical description and analysis of where the Augar's recommendations have been actioned and where we are still awaiting a response.

The guest blog shows that certain aspects of the report have gained far more attention than others, which may reflect their political salience and general support, but not necessarily their importance to the sector. The blog covers Skills, Higher Education, Further Education, Apprenticeships, Student Contribution and Maintenance, and looks at some of the impacts.

The author concludes that just over half (51%) of the recommendations have seen some form of active policy response and we are expecting further movement on others during the Comprehensive Spending Review and the full response to Augar when it is published. The author will continue to monitor the Government's ongoing policy activity and will be using a version of this matrix to track it, please feel free to share comments and updates [To download and view the current full matrix click here](#).

'Improving opportunity and choice for mature students', Office for Students Insight Brief

Latest OfS Insight brief looks at the challenges universities and colleges face to ensure that mature students are supported to access and succeed in higher education and progress into skilled employment.

According to the new Insight brief by the OfS – ['Improving opportunity and choice for mature learners'](#) – universities and colleges face several challenges to ensure that mature students are supported, and that this growing momentum is not lost. For example: mature students are also more likely to come from the most disadvantaged backgrounds and must often balance study with additional responsibilities and, are more likely to discontinue their studies onto their second year, eight percentage points lower than young students and also significantly less likely to achieve a first or 2.1.

OfS annual report and accounts

The Office for Students (OfS) has published its annual report and accounts for 2020-21. The report covers the OfS's third year of operation, and our progress in delivering against our regulatory objectives. Reading the report is recommended to remind ourselves of the five key strategic objectives, strategic outcomes and key performance measures "for all students from all backgrounds" on their five Key Strategies: Participation, Experience, Outcomes, Value for Money, and Efficiency and Effectiveness. [See the report](#)

'Race matters... but CLASS is the biggest barrier', Times article Trevor Phillips

Equality campaigner and former head of the Commission for Racial Equality Trevor Phillips warns 'shoehorning' America's culture wars into British life is a 'desperate mistake'. Trevor Phillips's [comment piece in The Times](#) this week urged Britons to stop importing America's culture war over race, calling it a 'desperate mistake' and arguing that class is more important than racial background in causing inequalities in society. The former head of the Commission for Racial Equality accepted that 'race matters' in Britain, but added: 'In truth it is what we call "class" that presents the biggest barrier to ambition and talent. 'Trevor Phillips urged the government to begin ask more questions about people's background, rather than just race, to gain a more detailed picture of the barriers faced by working class children. [Article](#) also on Trevor Phillips's piece on the Daily Mail online.

Missed this?

Standalone postgraduate study

Postgraduate study is an important stepping stone for many students towards reaching their career aspirations.

Stand Alone's own research '[What Happens Next](#)' has shown that estranged students continue to face similar challenges when they move on to PG study as they do for undergraduate study. In order to find out from universities who have taken the Stand Alone Pledge what kind of support they have in place for estranged postgraduate students we ran a short survey in June. The responses identified a range of support on offer for PG study by a few universities, though it is not at the same level as the support available for UG study. The survey results are only from a small sample of universities, but it confirms the currently limited availability of institutional support for estranged graduates aspiring to progress into postgraduate study.

[Read Stand Alone survey summary report](#) which is still open for [submissions](#).

What's wanted

Expressions of interest, 'Intersectionality: how the multiplier effect divides and reduces student success', OUAPS

The Open University Centre for Access Participation and Success (OUAPS) has delivered a popular annual seminar series for colleagues across the sector for several years. Now planning for the 2021/22 Academic Year.

We are seeking expressions of interest to present at our first event of the new academic year on the morning of 30th September 2021 themed 'Intersectionality: how the multiplier effect divides and reduces student success'. Presentations will be a maximum of 25 minutes plus 15 minutes for questions. We are looking for examples of good work in practice, and if possible, tangible measured results.

Please provide an expression of interest of no more than 150 words (excluding title) to state the content and delivery of your presentation and how it fits within the theme of the seminar **by the end of July 2021**. If you have any further questions, please contact us on access-participation-success@open.ac.uk

Involving service users in programme design: consultation. The Access Project

[The Access Project](#) is consulting to understand how charities involve service-users in the design and development of their programmes through 6 questions detailing how this process works in your organisation in order to improve their practices.

If you are a charity and able to help with this consultation you can contact the Access Project at info@theaccessproject.org.uk or 020 4513 5999 to arrange a phone call/Zoom, or [alternatively fill out a Google Form](#) by **30 July 2021**.

MSC Research seeking contributors: LGBTQ+ learners from a care experienced or estranged background.

David Metcalfe, Widening Access and Participation, University of Sunderland is studying for an MSc Inequality and Society entitled: Are universities heteronormative in the support that they provide? A focus on those LGBTQ+ learners from a care experienced or estranged background.

The aims of David's research are to examine the experiences of care experienced and estranged students and the intersection with their sexuality and gender identity. Evaluating whether the support they receive at university is from a heteronormative approach and to highlight the impact this intersection can have on support needs and inform practice moving forwards.

Please could you share this survey with the care experienced and estranged students you support? The survey will only take a few minutes to complete online. All responses are anonymous and students do not have to be an LGBTQ+ identifying student to complete it.

The deadline for the questionnaire is 30 July 2021.

https://sunduni.eu.qualtrics.com/jfe/form/SV_cHoJ9ZqEADpCg9o

David is also looking for four practitioners, who currently work with care experienced and estranged students within HE, to volunteer to take part in a semi-structured one hour 1-2-1 interview in July. Any questions? Please do not hesitate to contact David on bg33ry@student.sunderland.ac.uk.

Care Review

The Independent Review of Children's Social Care in England recently published its '[Case for change](#)'. Although not its main focus, the document includes the need to do more to help care experienced people to progress into further and higher education and for policy to acknowledge that many care-experienced people enter universities and colleges as mature learners.

Please consider visiting [the online form](#) to contribute views on the case for change document which is **open for responses until 13th August 2021**.

Guarantors for CE HE students Questionnaire

Housing is high priority and a big worry for care experienced learners and they are encountering problems accessing private rental housing due to the requirement for a guarantor. We know that inability to access safe and secure housing can impact directly on retention and success.

NNECL the National Network for the education for Care Leavers are collecting information to explore how HE providers are navigating this issue and to share this information within our network in order to better support their students with this issue. The very quick questionnaire on how institutions are tackling this vitally important issue is found [here](#).

Edge Hill University part-time blended learning EdD for professionals working in all education sectors.

This is a great opportunity to further your career in higher education, and I'd be really pleased to work with anyone interested in developing a proposal and making an application, with a view to supervising your research project, (starting October 2021). Further details are available

from: <https://www.edgehill.ac.uk/courses/education-professional-doctorate/>, or by contacting the Course Leader, Professor Carol Robinson robinsoc@edgehill.ac.uk. Alternatively, contact me directly to discuss your ideas, thomase@edgehill.ac.uk.

The closing date for applications is 27th August, but you are strongly advised to make contact with the University prior to this date to gain support with your application.

Call for examples for case studies, informal peer and staff-student interaction

Online and blended learning reduce opportunities for informal peer and staff-student interaction. This stifles the development of relationships and sharing of information, that contribute to belonging and success in HE. It is through these exchanges that 'hot knowledge' is often gleaned, the hidden curriculum is revealed, and students feel that others share their experiences or care about them, and they feel accepted and valued by the cohort and the institution.

I am therefore interested in the ways in which you and your colleagues have facilitated informal peer engagement and staff-student interaction, i.e. outside or in addition to the learning environment. Two ways that have emerged from discussions with staff are the use of social media, and the development of academic societies.

I'm hoping that colleagues will share experiences, evidence and reflections on ways in which we can promote peer and staff-student interaction in the next academic year, especially when universities and colleges are tending to make greater use of online and blended learning than previously.

I believe these are really important issues to reflect and act upon now as the future of HE is irrevocably changed. I will compile a list of examples and resources and share them back if anyone else is interested.

Liz Thomas, Professor of Higher Education, Faculty of Education, Edge Hill University, St Helens Road, Ormskirk, L39 4QP, 07761560382

Call for Papers. 'Lessons from digital spaces: opportunities and challenges for widening participation through online learning', a special edition of the Widening Participation and Lifelong Learning (WPLL) journal

During the global pandemic new opportunities arose through extended investment of time and resources designed to foster online engagement and enhance online learning. However, this shift further exposed issues of inequality around technological access, drawing sharp focus toward issues of participation and pedagogy, including digital literacy, digital inclusion and digital poverty. It's timely to reflect upon the opportunities and challenges presented in order to support quality online learning for students from widening participation (WP) backgrounds.

[Call for papers](#) for this special edition of the WPLL journal invites academics and practitioners involved in designing, delivering and supporting online learning to share insights from research and praxis. Student-focused papers are particularly encouraged, rather than those focused on technological implementation. Through a focus on the learner experience, this special edition hopes to identify ways to manage challenges and better support access, engagement, and inclusion in digital spaces. The goal is to further quality online learning with a focus on students from WP backgrounds, and broader benefits for inclusive practice for all.

If you would like to discuss a potential contribution, please email the journal team at wpll-journal@open.ac.uk.

For full details about how to submit an article, please refer to the [WPLL Journal Guidance](#). If you wish to discuss your article prior to submission please contact Jennifer Stokes on wpll-journal@open.ac.uk.

Deadline for submissions: 30 September 2021.

WP Events

20-21 July 2021: The online Active Learning Conference

The context for this year's conference is 'active and online'. The Active Learning Conference seeks to engage academic practitioners, those researching active learning in higher education, educational developers, leaders and managers across the globe.

The [conference](#) focus is designing active learning, innovative pedagogies and curriculum design, leading change and researching active learning.

Little development, however, on the pedagogy of active learning or the assessment of student retention using active learning methodology is available in the literature: how active learning can support the conceptual development of the learner. How active learning methodology can be implemented to assure that a student learns through the techniques established in active learning but taught within a new pedagogical framework? Using teaching styles which take advantage of each

student's unique way of learning will also be emphasized using cognitive activators; preparing the student to learn independently through activities requiring the use of an active learning technique. The Active Learning Conference seeks to engage academic practitioners, those researching active learning in HE, educational developers, leaders and managers across the world. Conference dates: 2-5pm on 20 July 2021 for our masterclass sessions and the full day's conference on 21 July 2021. The submission deadline for Expressions of Interest is Tuesday 1 June 2021. Some themes: Engaging students; Assessment: Active, Authentic, Inclusive; Co-creation and collaboration; Becoming an active learning teacher; Active and inclusive; Spaces for active learning.

22 July 2021: 'Assessment and Feedback in a Post-Pandemic Era: A Time for Learning and Inclusion'

[This webinar](#), part of Advance HE's July Connect Benefit Series, will welcome a panel of speakers to discuss and debate the overall focus addressing the central issues of assessment and feedback during and 'post' pandemic, and the vital importance of equality, diversity and inclusion in assessment and feedback.

This webinar provides an official launch for the Advance HE publication, 'Assessment and Feedback in a Post-Pandemic Era: A Time for Learning and Inclusion' comprising 19 papers and the work of more than 40 authors, and offers some background about it and how colleagues may wish to use it in their practice.

22 July 2021, 10am-12.30pm: 'Criminal Records and Access to HE: Unlocking Potential'

PURSUE welcome anyone with an interest in widening participation and opportunity in HE to join us on Zoom and hear about the challenges a criminal record can pose, and what universities can do to make things fairer. [At this webinar](#) you will hear from learners, researchers and practitioners about this oft-overlooked area of widening participation, and hope as a group we can come up with some takeaway actions for all participants.

Practitioners from Underrepresented Sections United through Education (PURSUE) is a network of Higher Education practitioners who have come together to champion the richness and diversity of working-class culture. The network lobbies with an honest voice for greater equity in the provision of educational opportunity, supporting students to overcome barriers borne out of structural inequality. For more insight ahead of the event, you are invited to read [this blog](#) by one of the speakers, Charlotte Brooks, who is working with Unlock and University of Nottingham to research the impact of a criminal record on access to higher education.

27 July 2021, at 6.00 – 7.30 pm: 'Young Gifted and 'Dis'...abled', part of 'How Much Do Black Lives Matter' series – Part 7.

This Coventry BME staff Network event will include:

- an insight into the life of a young woman who is living with a chronic illness, and the additional challenges she faces having a disability, whilst Black
- a talk on the acute educational inequalities experienced by Black children and young people with 'hidden' disabilities
- a presentation from a student Occupational Therapist on their experiences of Higher Education and how being a Black professional and leader will positively impact the care and support needs of Black patients and families.

We welcome anyone who is interested in attending this event, as we expect that there will be elements that will resonate with many of you on a topic that is so important, but often overlooked or side-lined. We particularly would like to encourage people who are working or training to work in the health and caring professions and sector.

Register in advance for [this webinar](#).

1 - 2 September 2021: 'Student engagement in the context of COVID-19'

[This RAISE Network](#) conference will look back at the challenges faced in 2020/1 and look forward to where we go next. Our online conference will offer the opportunity to discuss practice and research, and the future of student engagement and pedagogical practice. There will be a mixture of fantastic and inspiring keynote sessions, online workshops, papers and presentations.

Staff in all roles, students, and others interested in university and college higher education are encouraged to attend. Registration will open in May. Please email any queries to raise@newcastle.ac.uk

1-3 September 2021: [deferred NET2020 Conference](#), University of Bath

The leading annual international conference for networking in healthcare education, the deferred NET2020 will address all areas of healthcare education across all healthcare professions. The conference will focus on the following themes:

- student experience, engagement and achievement: including the sub-themes of Inclusivity in healthcare education; Widening participation; Student support and wellbeing; and Retention and success in healthcare education
- Educational enhancement: including the sub-themes of: Humanising healthcare education; Assessing the impact of pre- and post-registration learning on clinical practice; and Partnership working
- learning, teaching and assessment strategies: including the sub-themes of Evidence-based learning, teaching and assessment; Inter-professional learning and working; Education in clinical practice and practice development; and technology enhanced learning
- key challenges in healthcare education: including the sub-themes of Global challenges in healthcare education; Developing the future healthcare education workforce; and Social, economic and policy drivers in healthcare education.

Bookings are currently not open but see [conference website](#) for further details.

1–3 September 2021: [‘How powerful is place?’](#), the [THE World Academic Summit 2021](#)

In partnership with the University of Toronto in Canada, this virtual (but with an option to attend, crazy govts’ decisions allowing) [Summit](#) focuses on the interrelationship between universities and the places in which they are located. The connections between our digital and physical worlds are rapidly evolving. The power of place in those dimensions is facing re-evaluation. Consequently, the modern university’s status and mission are evolving.

University presidents, world-class researchers, political leaders and senior executives from transnational businesses will gather to examine the complex interrelation between university and place by exploring these agenda themes:

- universities’ contribution to place
- place’s impact on universities
- has the digital classroom replaced the campus?
- how do global networks complement local success?

8 September 2021, morning: [‘Next steps for asylum policy in the UK’](#), Westminster Legal Policy Forum keynote seminar

[This conference](#) will discuss priorities for UK asylum policy in the context of the recent New Plan for Immigration policy paper from the Home Office, which aims to improve the fairness and efficiency of the asylum system, such as through tackling illegal entry and strengthening legal routes, reviewing refugee family reunion routes, and improving the integration of refugees into UK society.

Delegates will have the opportunity to discuss the policy paper in light of other relevant developments, such as the criticism it has drawn from certain human rights and refugee advocacy groups, the Windrush Consultation Scheme, and the recent reports from the Independent Chief Inspector of Borders and Immigration (ICIBI).

Keynote sessions from Glyn Williams, Director General, Borders, Immigration and Citizenship Systems Policy and Strategy Group, Home Office; Rossella Pagliuchi-Lor, Representative to the UK, UNHCR; Judge Michael Clements, President, Immigration and Asylum Chamber; Dr Peter W. Walsh, Researcher, Migration Observatory, University of Oxford; and Colin Yeo, Barrister, Garden Court Chambers. [Book here.](#)

14 September 2021, morning: [‘Next steps for SEND provision in England - reform, inclusivity and access, and priorities in the wake of the COVID-19 pandemic’](#), Westminster Education Forum policy conference

[The conference](#), focusing on the future for improving SEND provision in England will be an opportunity to assess priorities for the delayed SEND Review expected later this year and challenges faced in the wake of COVID-19. Areas for discussion include:

- reforming of SEND provision - key areas for improvement and policy priorities going forward
- in the wake of COVID-19 - mental health needs and recovery, staff wellbeing and workload, catch-up tutoring, and lessons for future practice
- inclusivity and access to education - educational facilities, assistive technologies and specialised equipment, and policy priorities for the Government’s School Rebuilding Programme

- next steps for EHC plans, meeting demand, funding, and support for post-16 transitions. Speakers include: Professor Adam Boddison, Chief Executive, nasen; Professor Brian Lamb, Visiting Professor of Special Educational Needs and Disability, University of Derby; Dr Helen Curran, Bath Spa University; Stephen Kingdom, Disabled Children's Partnership; Claire Learman, Friends of Kirkleatham Hall School, Redcar; Marijke Miles, National Association of Head Teachers; Neill Oldham, Highfurlong School, Blackpool; Gurvinder Samra, Shoosmiths; and Amy Skipp, ASK Research. Book [here](#).

14 September 2021: NTU TILT Annual Learning and Teaching (Virtual) Conference, Nottingham Trent University

The TILT ALTC 2021 Conference takes as its focus the experience(s) of learning and teaching in the midst of a worldwide pandemic with a view to distil insights, effective practice(s) and lessons learnt. These issues will be explored through the lens of three Scholarship of Learning and Teaching (SoTL) themes: Active, Collaborative Learning; Teaching, Technology and the Pandemic; and, Learning Community. We will be contact again closer to the time with a full programme.

Keynote speaker Stephen Downes will, as part of [the Conference](#) theme, consider how the pandemic has challenged academics to redefine what we mean by a university education. He works with the Digital Technologies Research Centre at the National Research Council of Canada, has taught at a wide variety of institutions and is one of the originators of the first Massive Open Online Course (MOOC). Stephen has published frequently about online and networked learning and, throughout a thirty-five-year career, has pioneered the work of online learning games, learning objects and metadata, podcasting and open educational resources.

21 September 2021, morning: 'The future of the FE sector and priorities for the Skills and Post-16 Education Bill', Westminster Education Forum policy conference

[The conference](#) will be an opportunity to discuss the Skills and Post-16 Education Bill, which will legislate for policies announced in the Skills for Jobs white paper on priorities for the FE sector and its role in the national economic recovery.

The agenda in summary:

- Next steps for developing the FE sector
- Improving governance and standards in the FE sector - accountability, the future for funding, and developing a responsive approach
- Supporting flexibility in further education - the future for modular provision, facilitating online learning, funding support and widening access, and supporting upskilling and retraining
- Ensuring high standards within the FE sector
- The FE sector and post-pandemic recovery - opportunities in the White Paper, meeting employer needs, plugging skills deficits, and driving local growth
- Implementing the Skills and Post-16 Education Bill - policy priorities.

Speakers: include: Tom Bewick, Federation of Awarding Bodies; Rebecca Garrod-Waters, Ufi VocTech Trust; Robin Ghurbhurun, Jisc; Graham Guest, Telford College; Tim Pile, Greater Birmingham and Solihull Local Enterprise Partnership; David Russell, The Education and Training Foundation; and Paul Warner, Association of Employment and Learning Providers; A senior speaker confirmed from the Institute for Apprenticeships and Technical Education.

Book [here](#).

30 September 2021, morning: 'Intersectionality: how the multiplier effect divides and reduces student success', Open University

Date for the diary. Programme content to be announced. Currently (July) seeking expressions of interest to present. Further questions, please contact access-participation-success@open.ac.uk

6 and 13 October 2021: Virtual Teaching, Advance HE

Virtual Teaching forms weeks 4 and 5 of the New to Teaching programme and can be booked separately to the main programme. [These weeks](#) explore effective approaches to online or virtual teaching and include a showcase of tools which will be of benefit to those who have experience teaching in HE but are new to delivering courses via online platforms. This course positions the participant as a learner in online spaces and invites them to reflect critically on their experiences in order to enhance their own teaching practices.

7 October 2021: **Inclusive Teaching and Learning Workshop Series**, Advance HE

This new workshop series is a suite of 5 modules that can be taken individually or as a programme of development covering an introduction to EDI in teaching and learning, inclusive and equitable assessment and feedback, inclusive curriculum, inclusive engagement and leading on inclusive teaching and learning. [The workshops](#) focus on providing practical experience of connecting EDI with teaching and learning in the context of post-pandemic pedagogy and creating structural EDI change in teaching and learning. Created as a mix of synchronous and asynchronous learning these are aimed at institutions and individuals wanting to build an evidence-based support structure for inclusive teaching and learning. In these workshops we bring together our expert facilitators from both our EDI and teaching and learning teams together with cross-sector learning from our change projects and research.

19 October 2021: **Equality, Diversity and Inclusion in Higher Education Digital Conference**, Westminster insight

Key Points

- Improving the recruitment, retention and attainment of underrepresented student groups
- Protecting staff and students from discrimination, harassment and bullying
- Improving staff recruitment practices, retention rates and career progression pathways
- Reducing pay gaps and addressing the root causes of pay gap issues
- Creating inclusive university cultures and environments.

Register [here](#).

20 October 2021: **'Next steps for the Higher Education sector in Ireland'**, Policy Forum for Ireland keynote seminar

With some relevance to key issues being discussed to be relevant UK-wide, [this conference](#) will consider priorities for meeting the needs of the current HE landscape in Ireland, as well as priorities for the sector in the wake of the pandemic, and how it can best support Ireland's position globally. The discussion will also consider the wider context, with discussion on priorities for the sector's recovery from the COVID-19 pandemic, as well as co-operation between Ireland and the UK following Brexit. The agenda will bring out latest thinking on:

- priorities for improving the participation of mature students in HE
- widening access to HE in Ireland, and priorities for diversity and inclusion among staff and student bodies
- building collaboration and co-operation in the Irish HE sector, between universities, businesses, and FE colleges
- the role of the HE sector in building Ireland's position in the international HE landscape
- co-operation between Ireland and the UK following Brexit

Speakers includes: Paul Kehoe TD, Chair, Committee on Education, Further and Higher Education, Research, Innovation and Science; Mary Canning, President, Royal Irish Academy; Jim Miley, Director General, Irish Universities Association; Professor Andrew Burke, Trinity College Dublin; Professor Maggie Cusack, Munster Technological University (MTU); and Dr Joseph Ryan, Technological Higher Education Association (THEA). Book [here](#).

21 October 2021, morning: **'Key priorities for apprenticeship funding in England'**, Westminster Employment Forum policy conference

[The agenda](#) will bring out latest thinking on:

- immediate priorities for apprenticeship funding in the wake of the pandemic
- the Flexi-Job Apprenticeship scheme and supporting short-term roles in key sectors
- priorities for increasing business participation
- the future for apprenticeship funding bands

Including the IfATE examining a proposed new model for apprenticeship funding band recommendations, as well as the Government's plans for Flexi-Job Apprenticeships, which were introduced in the Budget, it will also be an opportunity to discuss wider developments affecting apprenticeships in England, including:

- the Skills for Jobs white paper, which is to be implemented in the Skills and Post-16 Education Bill, and includes £2.5bn to support apprenticeships in 2021-2022
- the apprenticeship incentive scheme, designed to support workforce investment
- recent calls for the introduction of a more flexible apprenticeship levy

Speakers include: Jonathan Childs, Deputy Director, Apprenticeships Covid-19 Recovery Team, Education and Skills Funding Agency, Department for Education; Jane Pierce, Head of Technical

Education Quality Assurance, Institute for Apprenticeships and Technical Education; Bhavina Bharkhada, Make UK; Mark Cameron, The 5% Club; Alissa Dhaliwal, CBI; Noel Dunne, Creative Alliance and Greater Birmingham and Solihull Training Providers Network; Joanne Harper, Activate Learning Education Trust; Lucy Hunte, Health Education England; Jennifer Kimber, ScreenSkills; Becci Newton, Institute for Employment Studies; and Professor Amit Nigam, Cass Business School, City University of London.
Book [here](#).

6–10 December 2021: Annual SRHE Research Conference 2021, ‘(Re)connecting, (Re)building: Higher Education in Transformative Times’

The 2021 International Conference on Research into Higher Education 2021

It has never been clearer that connection and community are essential to a thriving higher education ecosystem. The higher education sector engages a wide range of often overlapping communities at local, national, international, disciplinary, and institutional levels. As we move forward into a period of rebuilding and recovery, we now look to identify and sustain the best practices and new insights which strengthen and connect these communities.

[The conference](#) programme will be published in due course.

27 January 2021, morning: Priorities for the higher education admissions system, Westminster Higher Education Forum policy conference

[This conference](#) will consider priorities for the admissions system in light of the recent confirmation of the Government’s intentions to move forward with post-qualification admissions reform, in collaboration with the sector, as soon as possible, as well as:

- the recent Government consultation on a move to a post-qualifications admissions (PQA) system with Government expected to formally respond in due course
- the publication UCAS report, Reimagining UK Admissions, which advocated a move to a post-qualification offer (PQO) system
- the admissions reviews led by the OfS and the UUK.

This will also be an opportunity for delegates to assess the impact that COVID-19 has had on university admissions, with the OfS ban on ‘conditional unconditional’ offers, and research from UCL which found predicting A-Level grades to be a ‘near-impossible task’, and that it has harmed high achievers from disadvantaged backgrounds.

The agenda is structured to bring out latest thinking on:

- government priorities for admissions reform
- the challenges presented by PQA models and how best to overcome them
- supporting and empowering students throughout reform, and ensuring no one is left behind
- making sure reform is UK-wide and takes into account priorities for devolved nations, such as timetabling and qualification options.

Speakers include: Dr John Blakeley, Policy Advisor, Widening participation and Student Experience, Department for Education; John Cope, Director, Strategy, Policy & Public Affairs, UCAS; Rebecca Gaukroger, Director, Student Recruitment and Admissions, The University of Edinburgh; Jazreel Goh, Country Director, Malaysia, British Council; Dr Beth Linklater, UCAS; and Professor Graham Virgo, University of Cambridge

9 February 2022: Student Retention and Success Symposium, Advance HE

Retention and attainment remains a key issue across the HE sector with providers engaged in a range of approaches and interventions to improve the learning experience and outcomes across different student groups. Based upon stimulus presentations and case studies, the symposium will provide attendees with a space in which they can exchange and disseminate new and different ways of thinking about retention as well as considering structures and culture that support and impact on student retention, transition, and success. [The symposium](#) will be preceded by a call for contributions inviting practitioners to submit an abstract on their work as a stimulus presentation or case study to support the discussions.

3 March 2022: Mental Health and Wellbeing Conference 2022, Advance HE

It is increasingly recognised how important mental health and wellbeing is for staff and student success. Universities and colleges are fast developing ‘whole institution approaches’ to mental health and wellbeing, not only to improve academic outcomes and retention, but to provide a holistic and positive experience, even in the most challenging times. [This one-day conference](#), organised by the Mental Wellbeing in Higher Education Expert Group in collaboration with Advance HE, will discuss

new ideas and will aim to provide a boost in motivation and a fresh vision for all delegates. It will explore established and successful examples from the sector, share good practice, discuss the challenges when looking at mental health and wellbeing, and review ways to overcome possible difficulties.

16 Mar - 17 Mar 2022: International higher education forum 2022, Universities UK

Save the date. [Register your interest.](#)

You can now register your interest for the International Higher Education Forum conference (IHEF). Next year's conference will build on the success of IHEF 2021, which saw over 80 speakers and over 500 higher education professionals from around the world participate in 25 sessions over two days. This year's highlights included:

- a heated debate on whether Covid-19 has changed international higher education forever
- a panel discussion on radical reform
- breakouts and roundtables on topics from transnational education, international student recruitment and outward student mobility to the UK's International Education Strategy, carbon reduction and managing risk.

Register your interest here and be the first to find out when tickets are available.

26 April 2022: Employability Symposium, Advance HE

The Employability Symposium will provide attendees with a useful forum to encourage the exchange and dissemination of different ways of thinking about and new approaches to employability. It's inescapable; employability is a prominent feature of contemporary higher education. Globally, HE providers are examining the methods they use to enhance employability and increasingly there is a desire to strengthen and develop relevant activities due to a range of factors and influences such as graduate destination data, labour market detail, policy impact, and student expectations. [This symposium](#) aims to bring together cutting-edge examples of how employability can be embedded at school, faculty/college and/or institutional levels. The symposium will be preceded by a call for contributions inviting practitioners to submit an abstract on their work as a stimulus presentation or case study to support the discussions.

28 April 2022: Surveys and Insights Symposium 2022, Advance HE

Surveys, measurement tools, metrics and insight have a key role to play in helping maximise the reach and quality of provision within the sector. [This symposium](#) provides an opportunity to discuss and debate the potential of insight from surveys, metrics, qualitative research and wider methods of capturing the voice of the student for driving excellence and enhancement within higher education. The conference will feature a keynote speaker alongside oral presentations and workshops from HE practitioners, survey officers and academics.

A call for papers for this event will open in December 2021.

12 May 2022: Student Engagement Conference 2022, Advance HE

Student engagement has never been more important or more challenging. [This conference](#) will provide an opportunity for the sector to come together to review where we've been and to consider "where next?". It will focus on the engagement of students in all aspects of their higher education, from the 'classroom' to extracurricular activities including leadership and governance; asking what does it mean to lead student engagement, and how can we continue to improve our vision of student engagement? The conference will consider leadership of student engagement through a 360° lens including the role of all staff, the Student Union, and the community as well as considering how we ensure inclusive engagement and remove all inequalities.

Vacancies

When applying for any of these positions, please state that you saw the vacancy in the [Action on Access eBulletin](#), or one of our regular [Action on Access Jiscmail notifications](#). Thank you.

Head of Equity, Diversity and Inclusion, Charity People

We're really excited to be recruiting this brand-new role here at Charity People, a role that will help us to put Equity, Diversity and Inclusion at the heart of all that we do. The role will have three primary responsibilities:

- consult on Charity People's own internal structure and culture, ultimately driving organisational improvement
- support our staff to recruit for their clients in a wholly inclusive way
- explore conversations with our existing client base about how Charity People can continue to support them with their own E,D&I journeys.

Given this triple focus, we are seeking someone who is comfortable being outward facing and open to an element of networking and business development, along with a great track record in building strong internal relationships. [The Head of Equity, Diversity and Inclusion](#) role will be recruited on a part time, 6-month contract basis initially whilst we explore the appetite for the post with our client base on a longer-term basis.

We are seeking:

- an experienced E,D&I professional
- who has a track record, or strong interest in working with non-profit organisations
- and can evidence the ability to build new relationships.

Full time, fixed term for 6 months post. Salary: up to £40,000 pa. **Closing date: 16 July 2021.**

Vice Principal - Trevelyan College, Colleges and Student Experience Division, Durham University

The Colleges and Student Experience Division includes the 15 Maintained Colleges, Experience Durham, the Student Support and Wellbeing Directorate, and the Wider Student Experience Operations Directorate. [The Vice Principal](#) will join the senior management team of Trevelyan College, and on occasion deputise for the Head of College. Adept at managing at the operational level, they will play a key role in the smooth running of day-to-day operations, whilst ensuring activities and outcomes align with the strategic focus of furthering the development of the College. The Vice Principal will be involved in a wide range of activities under the direction of the Head of College. In particular, the Vice Principal will take a leading role in working with Trevelyan students to facilitate and co-create a programme of engaging student enrichment activities which promote and enable intellectual curiosity, personal effectiveness, wellbeing and resilience, and a sense of community and responsibility among students, in line with the University's Wider Student Experience Strategy. This encompasses student involvement and leadership in sport, music, theatre, volunteering and extra-curricular intellectual activities, as well as the Durham Inspired Award. The programme in the College will also draw on the strengths and expertise of other College Officers, as appropriate, working as a team to ensure the best possible wider student experience for all our students. In addition, under delegated authority from the Head of College, the Vice Principal will conduct student disciplinary procedures and initiatives.

The Vice Principal will work collaboratively with other College Officers, supporting their areas of lead responsibility as necessary and contributing to broader College life through engaging with students, Senior Common Room members, alumni and other external stakeholders. They will be an integral and visible member of the College community, working some evenings and weekends to support the delivery of College activities and initiatives, including participating in rota duties for the provision of out-of-hours Emergency Cover. At the discretion of the Head of College, the role of the Vice Principal may include some contribution to the broader Colleges and Student Experience Division or to an Academic

For further information please contact; Professor Adekunle Adeyeye, Principal of Trevelyan College, adekunle.o.adeyeye@durham.ac.uk.

Full-time, permanent post. Salary: £41,526 - £49,553 pa. **Closing Date: 5:59:00 pm, 18 July 2021.**

Head of EDI and Engagement, Canterbury Christ Church University

Reporting to the Head of People, Culture and Inclusion, you will work with our university community to support us in becoming a more inclusive employer, increasing the diversity of our workforce, alongside the growing diversity of our students. You will support colleagues across the university to work towards achieving equal outcomes for all our students and will provide strong leadership, championing diversity and inclusion and proactively influence the culture of the organisation. [The Head of EDI and Engagement](#) will be leading on some key projects, including achieving the Race

Equality Charter and will be working with our senior leaders to bring about culture change. Maintaining positive relationships with staff and students across the university, as well as stakeholders in our community, will be critical to the success of the role. You will lead and be accountable for the EDI team, championing a diverse and inclusive work environment, and ensuring the delivery of the team's strategic and business plan, including engagement and development initiatives.

You will have a significant experience of working in the equalities field and be able to demonstrate your growth and development as an EDI practitioner. Detailed up-to-date knowledge and understanding of diversity and inclusion issues, with significant senior level experience of designing, delivering and evaluating effective diversity and inclusion activities is essential. Sound persuasion and influencing skills to foster and maintain key relationships, including with a range of stakeholders, will be a pre-requisite for the successful candidate. You will need personal and professional credibility to be able to challenge established assumptions and ways of working and to make a valuable contribution to developing inclusive behaviours and working practices for students and staff.

For further information contact Amanda Maclean people.development@canterbury.ac.uk

Full time, permanent post. Salary: £51,034 - £54,131 per annum. **Closing date: 19 July 2021.**

Disability Adviser, University of Glasgow

To assess the needs of current and prospective students with disabilities including those with Specific Learning Difficulties (SpLD), Autism Spectrum Conditions and mental health conditions. To ensure students registered with the Disability Service have access to the information, support and reasonable adjustments they require to complete their chosen academic course successfully.

To provide advice and support to students with disabilities ensuring the Disability Service provides a high quality focussed service to all service users.

The Disability Officer role includes:

- direct shared responsibility for approximately 2500 students registered with the Disability Service.
- advice to parents, Disability Coordinators and members of academic staff, Residential Services, Library service and other Services within the University
- responsibility for initiating and updating Student Support Plans which are recognised by academic schools and the University as the key information recommending reasonable adjustments for students with disabilities
- monitoring working relationships between students and their support workers (including notetakers, scribes, personal assistants and laboratory assistants) on an ongoing basis; striving to resolve problems including any emerging grievances, complaints and issues in relation to these relationships.

On a yearly basis the post holder must prioritise a varied workload to meet the pressures of key dates and activities. For example, the majority of students contact the Disability Office during first semester, and prior to examinations. Other key dates include Open Days in Semester 1 and Offer Holder's Day in Semester 2

On a yearly and continuing basis contribute to a review of service provision for students registered with the Disability Service. Proactively anticipate types of enquiries and initiate unusual solutions to a range of access issues

Make contact with prospective students with disabilities including SpLD to initiate support and arrange to carry out timely needs assessments, refer for diagnostic assessment, apply for Disabled Students' Allowances (DSA) or other sources of funding and produce Student Support Plans on MyCampus, the University student records system

Full time, permanent post. Salary: £35,845 - £40,322.pa. **Closing date: 19 July 2021.**

EDI Data Analytics and Projects Officer, Canterbury Christ Church University

The role reports to the Head of EDI & Engagement and will provide the EDI analytics to drive evidence-based actions for key EDI projects. The analysis and compilation to timely and accurate data will be central to success in the role, in particular for Advance HE Charter Mark submissions, the production of Equality Reports and the creation of a credible EDI Dashboard to monitor progress. The EDI Data Analytics and Projects Officer role will support the Head of EDI & Engagement with the smooth running of priority EDI projects, including survey work, data analysis and report writing. This offers the opportunity for interesting and varied work and may include planning and organising project activities as well as liaising with and supporting project members and key stakeholders.

You will be experienced in working in a data rich area, preferably in the field Equality, Diversity and Inclusion, or you will have an interest in working in this area and can demonstrate relevant equivalent experience. You will be skilled in analysing and reporting from complex data sets, for example using pivot tables, lookups and other complex formulae. You will have experience of using Business Intelligence Tools and of data collection and analysis to a high degree of accuracy. Reporting and presenting findings and data in a clear and accessible format is core to the role, including the ability to contextualise information appropriately for the audience. You are expected to have demonstrable organisational and project management skills. Commitment to the values and policies that underpin Equality, Diversity and Inclusion work is essential, together with a credible track record of data analytics experience, incorporating both qualitative and quantitative data. Your analyses and reports will be expected to identify areas of risk/opportunity, make recommendations and to engage senior management with your findings. Knowledge of external data sources such as HESA data is desirable. For further information contact Amanda Maclean people.development@canterbury.ac.uk
Full time fixed term for three years. Salary: £30,942 - £32,817 per annum. **Closing date: 19 July 2021.**

(LAC) Network Lead, Aimhigher London

This role is on part time basis for one day a week for a period of 11 months. Based remotely, [the \(LAC\) Network Lead](#) will be responsible for facilitating, maintaining and growing two practitioner networks (one strategic; one operational) and coordinating activity generated within the membership of the group.

To be successful in this role you will have:

- a background in/ experience of working with young people in the care of the local authority, care leavers
- the ability to link in with and share current sector and policy developments that impact on the work of the group:
- an understanding of the issues and barriers facing young people who are care experienced and those that support them
- an understanding of education and third sector networks that work with this cohort.
- excellent communication and interpersonal skills. An ability to manage expectations but also be flexible in considering and meeting the needs of network members, individually and as a group
- strong organisational skills and effective time management with an ability to successfully develop and deliver projects whilst at the same time supporting the continued engagement of group members.

[Aimhigher London](#) is a network in London who works with young people underrepresented in HE to stay in education and progress. We also work with networks of practitioners (working groups) to identify gaps in outreach activity and information, advice and guidance and support the development of activity to meet the needs of specific groups of young people, particularly around transition. For further information (to arrange an informal chat) or to apply, email Suzanne Marchment, s.marchment@kingston.ac.uk.

Fixed term (1st August 2021– 31st July 2022) average 40 days, 1 day per week.

Salary: £6,000 pa (plus 3% employer pension contributions). **Closing date: 19 July 2021.**

Head of Student Recruitment Events - University of Nottingham

The Head of Student Recruitment Events Team work collaboratively with colleagues across student recruitment and the wider University to create and deliver outstanding in-person and virtual experiences, to attract and recruit students with the potential to succeed and thrive.

You are responsible for developing a co-ordinated approach for student recruitment events across the University's schools and faculties and for managing collaboration with internal partners within External Relations and other professional services.

[The Head of Student Recruitment Events](#) be responsible for the operational leadership of the Student Recruitment Events Team, which is part of the Widening Participation and Outreach division within Student Recruitment. This involves deploying team members, managing and leading their performance and development and having operational responsibility for the team's student recruitment events work at undergraduate and post graduate level. You will lead the team to explore new virtual and digital activities, working with new technologies to enhance our student recruitment events.

In addition, you will support the Deputy Director of Student Recruitment (Widening Participation and Outreach) and other senior level colleagues with institutional level reports and activities. You will ensure that appropriate monitoring and evaluation of events and their outcomes are undertaken by the team to inform future practice. You will be innovative and creative in your thinking and will match this with your exceptional planning and implementation skills. Informal enquiries may be addressed to Emma Szembek: emma.szembek@nottingham.ac.uk
Full time, permanent post. Salary: £40,322 to £49,553 pa. **Closing date: 21st July 2021.**

Director, Special Projects, Arts Council England

Are you a project manager or project coordinator looking for an exciting role? Arts Council England is seeking a [Director, Special Projects](#) to lead the change outlined in 'Let's Create' our new 10-year strategy.

We anticipate that this Project Coordinator role will change and evolve its emphasis over time as different opportunities arise. Initially, you will be leading two projects:

- first, embed the Arts Council's Investment Principles (Ambition and Quality, Dynamism, Environmental Responsibility and Inclusivity and Relevance) across the cultural sector
- second, to lead the development of our plans for how culture can support health and wellbeing.

To succeed in this Director Special Projects role, you will need to be an experienced and inclusive leader who can demonstrate strategic thinking and entrepreneurialism in your ability to form partnerships and attract resources. You will have inspirational and adaptive people management skills and a solid track record of idea generation, project management and delivery. You will also need to be familiar with the public policy landscape to understand how organisations change.

For further information about this Director, Special Projects role, or to arrange an informal conversation, please get in touch with Arts Council England at aletha.vane-hier@artscouncil.org.uk Disabled, D/deaf and/or neurodivergent people, those from Black, Asian and Ethnically Diverse backgrounds and people under 30 are under-represented in our workforce so we particularly encourage applications from people in these groups. Location: Based at one of the Arts Council's offices in Manchester, Newcastle, Leeds, Birmingham, Nottingham, Cambridge, Brighton or Bristol Permanent, full time post. Salary: £54,593 per annum, and some excellent company benefits.

Closing date: 21 July 2021. 1st Interviews: 16 and 17 August. 2nd Interviews: 25 August (11am – 3pm) 26 August.

Conservatoires UK Junior Conservatoires widening and participation researcher

CUK is looking for a [Research Consultant](#) for a piece of research work on a fixed term basis, to support the membership's need to better track students from underrepresented groups who are accessing their junior facilities and help CUK identify:

- where these students are moving to once they have left Junior Conservatoires to gain a higher education level training (be it with a conservatoire or other HE providers)
- how has their experience within a Junior Conservatoire supported their transition into HE
- what interventions are Conservatoires undertaking which successfully support access to HE
- what areas do they need to improve to ensure access and participation from underrepresented groups is maintained and increased
- what qualitative and quantitative data needs to be collected consistently across the membership to support their access and participation commitments.

Conservatoires UK (CUK) is the voice of conservatoire education in the UK. Its role is to develop best practice for education in the performing arts (theatre, dance and music) and to promote the sector's excellence nationally and globally.

CUK is looking for a research consultant (this could be an individual or an organisation) to lead us through this process and bring their ideas and expertise. Dissemination might additionally include an online or real-world presentation to CUK Directors.

For more information or to apply go [here](#) or contact Please send the above to Nadine.patel@universitiesuk.ac.uk

You can find more information on CUK [here](#).

Timescale: from September 2021 to January 2022 for the final draft of the report. Fee: £6,000 inc. VAT to include travel expenses, subsistence and materials. Closing date for applications: **10am, 23 July 2021.**

Student Recruitment and Widening Participation Senior Project Officer, Marketing & Communications, Queen Mary University of London

The Marketing and Communications Directorate is responsible for raising the awareness and reputation of Queen Mary among its target audience, and for increasing the quality and quantity of Queen Mary applicants.

The purpose of the role of [Student Recruitment and Widening Participation \(WP\) Senior Project Officer](#) is to support the Student Recruitment and WP team in delivering the University's 2030 Strategy, with a focus on the relevant recruitment and widening participation objectives. The Student Recruitment and WP Senior Project Officer will work closely with the Student Recruitment and WP Manager to deliver successful outreach, widening participation, and long-term access initiatives, as well as supporting the recruitment of students under-represented at Queen Mary.

The postholder will be responsible for supporting strategic relationships with Queen Mary's Sponsored Academies and target schools, as well as supporting the delivery of long-term access projects, and the delivery of outreach to Looked After Young People. The postholder will also work closely with Queen Mary's Student Ambassadors to ensure effective delivery of the outreach curriculum with parents, teachers and supporters, alongside key schools and colleges. They will work with colleagues to support the Enquiry Management function, and to support the delivery of key recruitment events and activities, including Open Days and Offer Holder Days

Informal enquiries should be addressed to Poppy Hudghton at p.h.hudghton@qmul.ac.uk

Full time, permanent post. Salary: £34,220 - £40,194 per annum. **Closing date: 25 July 2021.**

Student Recruitment and Widening Participation Project Coordinator, Marketing and Communications Directorate, Queen Mary University of London

We are recruiting to the role of [Student Recruitment and Widening Participation \(WP\) Project Coordinator](#). The purpose of the role is to support the Student Recruitment and WP team in delivering the University's 2030 Strategy, with a focus on the relevant recruitment and widening participation objectives. The Student Recruitment and WP Project Coordinator will work closely with the Student Recruitment and WP Manager to support the successful delivery of outreach events and activities, long-term access programmes, and recruitment events and activities.

We particularly welcome applications from people who identify as men as this group is underrepresented at this level at Queen Mary.

Informal enquiries should be addressed to Poppy Hudghton at p.h.hudghton@qmul.ac.uk

Salary: £27,742 - £34,220 per annum. **Closing date: 25 July 2021.** Interview date: 4 August 2021.

Outreach Manager and Schools Liaison Officer, Peterhouse, Cambridge

The College is now seeking to appoint an enthusiastic and energetic person as [Outreach Manager and Schools Liaison Officer](#), who will be responsible to the principal Tutor for Undergraduate Admissions, and for the delivery of the College's Outreach and Schools Liaison activities and the collection of feedback, data, and best practice to enable their future development.

The appointee will be part of an Admissions Team consisting of two Tutors for Undergraduate Admissions, an Admissions Co-Ordinator, and an Admissions Assistant and Schools Liaison Officer. The appointee will work with Directors of Studies and student representatives within the College and have frequent contact with the Head Porter, Conference Manager, Accommodation Manager and Catering Manager. Outside the College, the appointee will work with other professionals in Outreach and Schools Liaison within and beyond the University of Cambridge, with other HE providers, with schools and their pupils (especially through the College's area links scheme), and with voluntary organisations within the education sector.

Excellent interpersonal skills and a high level of attention to detail and procedure is essential. Some experience of the Cambridge College system and/or the secondary school sector is desirable. In addition, strong organisational and computer skills, including social media, are required. A willingness to travel on school visits is essential and a clean driving license is highly desirable.

For an application pack please visit www.pet.cam.ac.uk.

Either part or full-time from 25 to 36.25 hours per week. Salary £25,434 - £28,081 (pro rata/per annum). **Closing date: 1 August 2021.** Interviews likely to be 12 August 2021.

Data and Evaluation Officer, Home Student Recruitment - Widening Access & Participation, University of Sunderland

We have an exciting opportunity within our newly formed Home Student Recruitment service for an [outreach Data and Evaluation Officer](#). Within this role you will support the targeting, monitoring and evaluation of the University's widening participation and student recruitment strategy as outlined in our Office for Students (OfS) Access and Participation Plan.

You will play a key role in supporting colleagues from the Home Student Recruitment service to conduct evaluation fieldwork, process data, and monitor and evaluate activities and interventions to ensure decision making is evidence based. This will include the analysis of both qualitative and quantitative data. More information can be found under the Key Responsibilities and Accountabilities section of the Role Profile.

If you are educated to degree level or have an equivalent relevant qualification and/or significant relevant experience and expertise in a similar role, we would like to hear from you.

For further information regarding this role, please contact Wendy Price, Head of Widening Access and Participation; wendy.price@sunderland.ac.uk

Equivalent to three days a week. Salary: £33,7907 to £40, 322 pa pro rata. **Closing date: 1 August 2021.**

Postdoctoral Access Fellow (Outreach for Black, Asian and Minority Ethnic Groups and Student Support), Christ Church College, University of Oxford

Christ Church invites applications for a fixed-term [Postdoctoral Access Fellow \(Outreach for Black, Asian, and Minority Ethnic Groups and Student Support\)](#). This fixed-term post is an excellent opportunity for a postdoctoral researcher to develop their academic career, while also contributing to the College's outreach and student support initiatives. The role is intended to provide a time-limited period of training and development and therefore the appointment carries with it no expectation of permanent employment at Christ Church.

The newly appointed Fellow will contribute 60% of their time to the College's access and student support work; focussing on initiatives aiming to support pupils from Black, Asian, and Minority Ethnic groups and student support aimed at Christ Church undergraduate students. The remaining 40% of their time will be dedicated to their academic career development through research.

Applicants will be required to hold a doctorate or be able to confirm submission of their doctoral thesis by the application deadline; have a coherent research plan for the period of the role, which can either be the further development of the doctoral work or an entirely new area and which promises to make a valuable contribution to their field; experience of higher education access and outreach work with an enthusiasm for promoting wider access to Christ Church and to the University of Oxford; understanding of experiences of and barriers faced by students from Black, Asian, and Minority Ethnic groups, for example through volunteer or work experience, or community engagement; and excellent interpersonal and communication skills, with the ability to engage and inspire students and build relationships with teachers and community groups.

Full time, fixed term (three years from 1 October 2021) contract. Salary: £23,754 plus £10,000 accommodation allowance per annum, and will also be entitled to seven free lunches and seven free dinners per week, when available in College, as well as membership of the Senior Common Room.

Closing date: 5 August 2021. Interviews: w/c 30th August 2021.

Virtual Programmes Director, First Star Scholars

We are seeking to recruit a director to set up and manage our exciting and innovative virtual and residential programme for looked after young people. To develop, scale and enhance our world-class learning content. [The Virtual Programmes Director](#) will be responsible for managing the virtual learning environment, ensuring the STEAM lecture series is delivered, working with delivery partners, supporting a network of freelance education tutors and mentors, mentoring our scholars, delivering our alumni programme, delivering some learning sessions and activities, working on session and activity content and ensuring that all of our learning materials are engaging for our scholars and of the highest standards.

You will lead, organise and engage with university partners in the provision of our annual 1 week residential for scholars on the virtual programme First Star Scholars UK improves the lives of looked-after children and young care leavers by partnering with universities, virtual school heads, schools and designated teachers, social services and carers, and local authorities to ensure looked-after

young people have the academic, life skills, and adult support needed to successfully transition to higher education and adulthood.

The impact of Covid-19 is revolutionising the way students and First Star scholars learn. To accomplish this, we are launching a virtual programme mirroring. Creating this requires a programme director with excellent IT skills and a strong understanding of technology as a learning tool, and the ability to clearly communicate, work with partners, programme directors and provide. Post responsible to: Executive Director Post/s responsible for: Ad Hoc Tutors; Contracted Lead mentors; Youth Coordinators

Full time, two-year post with option to extend. Salary: Salary – £42,000 per annum. **Closing date: 11 August 2021.**

o-O-o

NADP. New vacancies being posted all the time, including Disability Advisers in Oxford and at Kingston University.

Further information on NADP vacancies: <http://www.nadp-uk.org/jobs/>

o-O-o