

Action on Access WP and Access eUpdate **Issue 144: 12 November 2021**

*This eBulletin is created and produced by Andrew Rawson, Director, **Action on Access**, and currently emailed to 1,480 colleagues in the wider access widening participation and student success community.*

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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>

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Welcome to the November 2021 *Action on Access* eBulletin.

The next issue of the eBulletin will be published on Friday 10 December 2021.

Copy deadline: Wednesday, 8 December 2021.

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

Editorial

In this month's eBulletin, I think you will find many interesting inter-related features that highlight both the pleasingly rapid and the disappointingly slow pace of upward Social Mobility. Firstly, Place and Levelling up play their part in a number of the reports and articles below; secondly, and obviously, comes pandemic repair which is a central part of current government policy; and thirdly, you'll see conversations and opinions on admissions systems. Several items reiterate the stark inequalities which persist in adult participation in Lifelong learning, though reports on the recent Budget emphasise government intentions for the improvement of skills and adult learning. The OfS is consulting on strategies - an important opportunity for us to offer input and feedback to them to ensure a strong, informed and effective equality of opportunity policy and practice, and effective quality and standards.

As treasurer and member of the FACE chief executive group, it would be remiss of me not to draw your attention to the following networking opportunities:

1. The new monthly conversations on access and participation in post-16 education, 'The Access Podcast' (see item below) is a joint production from SOAS and FACE.
2. The new FACE-co-ordinated 'Special Interest Group for Access and Participation Plans' is a network for widening participation professionals with responsibility for responding to and monitoring Access and Participation Plans, to discuss common issues and questions and support each other with regard to widening participation. If you are interested in being a part of this new endeavour, then [this blog](#) gives more information. A similar networking opportunity exists with the new 'Student Engagement in Higher Education' programme at Winchester.

As ever, do please let me know of interesting events, webinars, conferences that you are responsible for, or are aware of, for promotion to all our subscribers. The ever-increasing amount of job vacancies that I receive here either reflects the growing number of vacancies in institutions and organisations that are being notified to me - or that there actually are many more job opportunities available at present. Either way, if you are looking for a change or are just interested to see the employment vibrancy in the sector then do check out the Vacancies List in this month's eBulletin to see what's around.

Finally, the Quotation of the Month ("*The stark reality is, where you grew up and what your parents did, still has an impact on your opportunities and your earning potential*") reminds us that even though we have made huge progress towards our goal of upward social mobility through higher education, there is still a long way to go.

Cordially,

Quotations of the month

"The stark reality is where you grew up and what your parents did still has an impact on your opportunities and your earning potential."

**Sarah Atkinson, chief executive of the Social Mobility Foundation, see item below
'Disadvantaged graduates earn half as much as privileged peers in first job'**

"These figures demonstrate an often-underappreciated area of inequality in the UK. Access to higher education, and to graduate jobs, is central to our conception of social mobility. Yet the regional disparities show how difficult this is to achieve for people in many communities around the country, particularly if they want to live and work in the place where they grew up. Addressing educational inequalities will, therefore, be crucial for levelling up, and universities and colleges will make a vital contribution to this."

Chris Millward, Director for Fair Access and Participation at the OfS, see item below, 'Left-behind' areas missing out on university access and graduate jobs,

“Without changing the school year or the HE year we can move to an admissions system which is fairer, quicker, and better than at present. Applicants can have more choice and keep all their options open longer. Universities can have more security that they will hit target numbers. Schools continue to advise applicants as at present, and government can be reassured that student choice is at the heart of the system.”

Rob Cuthbert, Emeritus Professor of Higher Education Management at the University of the West of England and Managing Partner of the Practical Academics consultancy, see item below, 'How to make higher education admissions fairer, quicker and better', HEPI guest blog'

What's New

Association between characteristics of students, Office for Students

The ABCS (Associations between characteristics of students) pages display the updated access and full and part-time continuation measures and identifies groups of students by how likely they are to access or continue in higher education based on a set of student characteristics (for example, their ethnicity, sex or background). The evidence shows that these sets of student characteristics do have an impact on student behaviour.

[These pages](#) display the **updated** access and full and part-time continuation measures. ABCS (Associations between characteristics of students) identifies groups of students by how likely they are to access or continue in higher education based on a set of student characteristics (for example, their ethnicity, sex or background). The sets of student characteristics the OfS considers should not have an impact on student behaviour, but the evidence shows that they do.

'Disadvantaged graduates earn half as much as privileged peers in first job', Guardian article 12 November, Rachel Hall

[This article](#) reviews and responds to [a new report](#) from Totaljobs and the Social Mobility Foundation following a survey of 5,000 graduates suggested that those whose parents held professional roles, including chief executives, doctors and teachers, earned an average of £23,457 in their first job after university, compared with just £11,595 among those whose parents held technical, manual or service jobs. After university, poorer graduates applied for an average of six jobs compared with nine for their wealthier peers, the figures showed.

Graduates from poorer backgrounds earn half as much as their more privileged peers in their first job after [university](#) because they put themselves forward for fewer roles and lack the family connections and financial support to hunt for top jobs.

“The stark reality is where you grew up and what your parents did still has an impact on your opportunities and your earning potential,” said Sarah Atkinson, the chief executive of the Social Mobility Foundation.

She said wealthier graduates tended to benefit from being able to “hold out for the job and salary” they wanted, as well as having the confidence to aim higher in job applications. They are also better at negotiating over salary, and able to leverage unpaid work experience to start at a higher level, she added.

The report also showed that more privileged graduates were 47% more likely to use family connections to find their first job. This was especially the case for top earners: of those who earned more than £50,000, 61% said family, friends or former colleagues had helped them to secure a job, compared with just 35% of people earning less than £50,000.

Privileged graduates were also twice as likely to receive financial support during the job-hunting process, enabling them to undertake more unpaid work experience placements. Willingness to move was also identified as a barrier in the report, with just 64% of poorer graduates open to relocating.

Consultation launched on proposed OfS strategy for 2022-25

Office for Students consultation on their proposed strategy for 2022-25. The consultation proposes a plan of action that will guide its activities as a regulator over the next three years. It will make sure they are targeted, sequence our work effectively, and are able to achieve their aims and make best use of all their available resources.

The proposals identify two main areas of focus: quality and standards, and equality of opportunity, plus OfS objectives and goals for the period, how they intend to deliver them, (and a minor addition to the [regulatory framework](#)).

The consultation is open to anyone with an interest in higher education in England. To read and respond to the consultation go [here](#).

'Refreshing our student engagement strategy', Office for Students

Online event information: 14.30 – 16.30, Wednesday 17 November 2021.

[A roundtable](#) for students, students' union sabbatical officers and students' union staff members to contribute to the refresh of the OfS student engagement strategy. You may be, or work with students and student representatives - Students, students' union sabbatical officers and students' union staff members - who wish to engage with the OfS and contribute to shaping the new OfS strategy They should register [here](#).

Uni Connect phase three guidance for 2021-22

[This document](#) sets out the aims, priorities and expectations of the Office for Students' (OfS) Uni Connect programme for phase three, covering 1 August 2021 through to 31 July 2022. It has been updated October 2021, to reflect the changes to the approach to programme monitoring for 2021-22 (section 7). It will be of particular interest to the Uni Connect partnerships as a source of information for the delivery of activity in the 2021-22 academic year.

The OfS will issue further guidance during 2022 to cover the remainder of phase three of the Uni Connect programme, which should run until July 2025.

'Place matters: Inequality, employment and the role of higher education', OfS Insight Brief

The OfS has updated their geography of employment and earnings data which reflects differences across the UK. The research reinforces that where you grow up can have a marked impact on whether and where you go to university or college and your chances of a highly skilled job afterwards, and [the Insight Brief](#) shows how universities and colleges are working with local partners to address inequalities in these areas.

The Brief summarises that considerable geographical disparities affect students and graduates in England. The rate of gaining entry to higher education varies by location, as does the availability of nearby provision and of graduate-level employment opportunities after university. These divergences are complex and can be very local, but often affect rural and coastal areas, and pockets of deprivation within major cities

Ex-industrial areas across the North and Midlands, as well as coastal towns, have consistently lower levels of higher education participation, lower paid graduates and fewer graduates in highly skilled jobs. And geographical differences can be compounded by other factors, such as poverty and ethnicity, and research shows that students who do not move for study are far more likely to have been eligible for free school meals.

2021 Autumn Budget and Spending Review. A White Paper?

Isn't this a good time for a serious response to the Augur review? The gov't's [Budget Statement](#) to the House of Commons last week gave not much more than passing mention of future higher education funding and policy – allaying fears (for now) of introducing minimum Maths and English GCSEs for student loans, requirements restricting student numbers to low value courses and numbers capping. You can see the [Budget and Spending Review](#) in full here, together with supporting and related documents.

Will the gov't tie policy up their higher education initiatives to their levelling up agenda? A HEPI blog 2 November wonders [Is a new Higher Education white paper for England imminent?](#) - a [new white paper](#) bringing together the Government's various plans for higher education apparently planned for publication in the last week of this month; or perhaps a consultation out before the end of the year. As set of reforms and bringing together of strands to give a coherent gov't policy and approach; quality

benchmarks, new admissions system, tuition fee levels and repayment, student number controls, Lifelong Loan Entitlements and other related lifelong learning measures.

As part of the [Spending Review](#), the research budget for 2024/25, much of which will go to UK universities, was decimated cut down by c.10%), from £22 billion to £20 billion, a disappointing slowdown in planned public spending on research and development.

But in terms of primary and secondary, an additional £2 Billion in funding was also announced for Education Recovery for education recovery for schools and colleges (to now nearly £5 Billion), plus an additional £4.7 billion will be invested in the core schools budget in England, Plus, the chancellor also announced a new [£560 Million fund called Multiply](#) to increase numeracy and basic maths for adults in the UK, making a dent however as only up to 500,000 people will benefit from Multiply with improved basic numeracy skills through free personal tutoring, digital training, and flexible courses. But Budget was skills-focused in that it announced significant increases in spending on lifelong learning, £170m for apprenticeships and training, and £550m for adult skills in England.

‘Adult Participation in Learning Survey 2021’, Learning and Work Institute

The Learning and Work Institute’s Adult Participation in Learning Survey 2021, authored by Sophie Hall, Emily Jones and Stephen Evans provides a snapshot of adult learning and story of changes over time and reaffirms the central and increasing importance of learning for life and work. Longer working lives combined with a changing economy and labour market means an increased need for retraining and updating skills. Learning can also aid community engagement, active citizenship, and health and wellbeing, as well as being of benefit in its own right. [The report](#) looks at the range of motivations to learn and benefits from doing so in this survey shows people and of all the adults surveyed 44 per cent of adults say they have taken part in some form of learning on a broad definition of learning that goes beyond formal courses.

Interestingly the upswing in participation may reflect an increased engagement in learning through lockdowns during the pandemic, enabled by the long-term rise in online learning. Seven in ten learners said at least some of their learning was online, and one third of learners said they were learning independently. Women and older people were among those most likely to have taken part in online learning.

However, a second constant is that stark inequalities in the likelihood of taking part in learning persist. You are 1.5 times more likely to take part in learning if you are from a higher socioeconomic grade than a lower grade. People who completed their education at age 21 or above are twice as likely to participate in learning than those who left age 16 or lower. Younger people are far more likely to participate in learning than older people. White people are less likely to take part in learning than people from black, Asian and minority ethnic backgrounds.

By asking people about their reasons for not taking part in learning and barriers to doing so, the survey helps provide some pointers for change and improvement. The survey seeks to help guide policy and practice by showing patterns of participation in learning and providing an insight into what motivates adults to learn and the support they need to engage in learning.

“‘Left-behind’ areas missing out on university access and graduate jobs’, Office for Students

An Insight brief published 4 November by the Office for Students indicates that where you live continues to impact on whether you go to university and then go on to find graduate-level employment.

[The briefing](#) finds that many universities and colleges are already tackling these challenges, working with schools and colleges in their local communities, while others are introducing more flexible courses to address this in the future. They are also working with local businesses to increase employment for local graduates and promoting entrepreneurship.

Chris Millward, Director for Fair Access and Participation at the OfS, said:

“These figures demonstrate an often-underappreciated area of inequality in the UK. Access to higher education, and to graduate jobs, is central to our conception of social mobility. Yet the regional disparities show how difficult this is to achieve for people in many communities around the country, particularly if they want to live and work in the place where they grew up. Addressing educational inequalities will, therefore, be crucial for levelling up, and universities and colleges will make a vital contribution to this.”

‘A geography of employment and earnings’, OfS, November 2021

This analysis updates and extends our report published in June 2021.

[The report](#) presents a method developed by the OfS for grouping areas based on measures of local graduate opportunity. This experimental official statistic could help contextualise graduate outcomes by capturing some of the labour market differences experienced by graduates living in different parts of the UK.

The Access Podcast: monthly conversations about access and participation in post-16 education

[SOAS](#) and the [Forum for Access and Continuing Education](#) (FACE) have recently launched the Access Podcast – the only dedicated podcast related to widening access, participation and student success in Post-16 education. Created by a team of experts and practitioners, the Access Podcast proposes to provide a forum where busy professionals may catch up with current research and policies.

Every month, the Access Podcast will hold discussions with selected guests. [The first episode](#) was launched on the 26 October 2021. In it, Renata Albuquerque, SOAS Access and Student Success Manager (Languages & Community), discussed the role of the student tracking databases HEAT (Higher Education Access Tracker), EMWPREP (East Midlands Widening Participation Research and Evaluation Partnership) and West Midlands Aimhigher in evaluating the impact of access and participation activities - Sharon Smith, Director at HEAT, Emma Church, Partnership Manager at EMPREP and Richard Shiner, Head of Access and Participation Evaluation at Office for Students contributed. They also discussed the creation of a centralised database managed by the Office for Students, or by a third-party organisation, proposed by a OfS commissioned research in 2019.

The second and third episodes are already in production. November’s podcast debates the Skills and Post-16 Education Bill, the Lifelong Loan Entitlement and the Government proposal to “transform the funding system so it is just as easy to get a loan for a higher technical course as it is for a full-length university degree”. The third episode will focus on social mobility, a hot topic considering the current levelling-up agenda and the impact of COVID on students.

Episodes of the podcast will be available in all podcast distributors. [Listen to The Access Podcast online](#)

‘Making Hybrid inclusive – Key Priorities for Policymakers’, October 2021

Joint research by the Work Foundation and The Chartered Management Institute have explored the implications of remote and hybrid working on diversity and inclusion at work, and found that employers could undo the progress made over the last 18 months and deepen workplace inequalities if they fail to override deep-rooted perceptions of ‘office culture’. How much will increased hybrid and remote working exacerbate existing workplace inequalities, and lead to the emergence of new ones to? The authors Taylor, Rebecca Florisson, and Daisy Hooper indicate that without the right planning and support, emerging models could present distinct challenges for some worker groups who would stand to benefit from increased access to flexibility in their working arrangements.

This research considers the impact of this shift for different worker groups, drawing on polling of 964 managers and 1,000 remote workers, and additional engagement with frontline advice services. The Work Foundation has produced [a blog outlining key findings from the work](#), along with a [policy brief](#), aiming to ensure that legislation and guidance from Government supports inclusive transition to hybrid working, and an [employer guide](#), to ensure that managers and leaders can support inclusive hybrid working within their organisations.

‘How to make higher education admissions fairer, quicker and better’, HEPI guest blog, 5 November, Rob Cuthbert, Emeritus Professor of Higher Education Management at the University of the West of England and Managing Partner of the Practical Academics consultancy.

PQA (A for Admissions or Applications?) should we do it? Can we do it? [In this blog](#), the author contends that in the admissions market, ensuring supply matches demand has always been a problem. The current system lacks an effective mechanism to coordinate offers across the whole system, and therefore suffers from market congestion, practical consequences are seen in the frantic

Clearing period; describes and compares it to the schools application admissions systems and that of other countries; and refers to various relevant recent research.

Professor Cuthbert concludes that “Without changing the school year or the HE year we can move to an admissions system which is fairer, quicker, and better than at present. Applicants can have more choice and keep all their options open longer. Universities can have more security that they will hit target numbers. Schools continue to advise applicants as at present, and government can be reassured that student choice is at the heart of the system.”

‘Will dropping entry tariff in league tables offer a route to levelling up?’, HEPI post

Interesting Guest post from Professor Nishan Canagarajah, President and Vice-Chancellor at the University of Leicester on league tables, tariffs and average entry tariff metrics use, non-incentivising mature and part-time learners, the opportunities offered by degree apprenticeships, all perpetuating a vicious cycle of disadvantage and blocked opportunities. [The guest post](#) finishes with a plea that the new Director of Fair Access and Participation would be to do all in their power to persuade league table publishers to incentivise the best universities in the country to create the conditions for levelling up and offer opportunities to the most marginalised and disadvantaged communities in our country.

‘A new educational divide and a gamble on the future of other people’s children’, Dean Machin Head of Policy at the University of Portsmouth, HEPI blog 18 October 2021

[This blog](#) in which the author, writing in a personal capacity, ponders where the Skills Bill currently going through the Lords is going to take us. Lifelong Learning and vocational learning need shaking up and improving, but where is any plan for T levels, BTEC and A level qualifications taking us? And where does this take universities who recruit large numbers of BTEC students. Might the range of offer through A level be reduced? Can good policy be made while T levels and the higher technical qualifications to which they will lead are untried and untested (Remind you of anything else?). Three T levels started last year, seven more this year and by 2023 there will be twenty-four.

Educational Deprivation Dashboard for London

This resource, funded by UCL, in collaboration with Linking London and produced by Karina Berzins, has been developed to provide a detailed overview of the makeup of educational deprivation in London schools and colleges.

[This dashboard](#) brings together a number of metrics, including POLAR 4, TUNDRA and IMD, as well as data on Key Stage 4 & 5 attainment, ethnicity and gender, focusing on London schools and colleges. Data can be interrogated at school and college level as well as by local authority.

This resource will be of interest to education providers, including those working in widening participation and outreach, researchers and evaluators, as well as anyone with an interest in understanding educational disadvantage in London.

If you have any comments or questions about the Dashboard email info@linkinglondon.ac.uk.

‘UK international applications stall as European collapse goes on’, THE article 28 October

In this article author Chris Havergal reiterates that the number of students from the most under-represented neighbourhoods submitting applications by this stage had increased by 8 per cent year-on-year lots of detail on the number, along with up to date destinations of international student applications in an [analysis](#) from the UCAS 15 October deadline statistics.

The number of applicants for medicine courses hit 29,710, up 4 per cent year-on-year, amid warnings of a [squeeze on government funding for places on these degree courses](#).

UCAS chief executive Clare Marchant said: “It is particularly pleasing to see a narrowing of the disadvantage gap with 8 per cent more students from the most disadvantaged backgrounds aiming high and applying to the most competitive courses”, and

“We know that increased demand and the continued rise in the number of 18-year-olds in the UK population will put a squeeze on available places, particularly those at the most competitive institutions and on the most competitive courses ... and the complications of another year where examination arrangements will be different.

The National Student Survey 2022, OfS, 25 October 2021.

The Office for Students (OfS) has published the arrangements for the [National Student Survey \(NSS\) 2022](#). This includes the action required from all participating higher education providers – higher education providers and further education colleges - by 26 November 2021, and an update on the

NSS pilot survey. The NSS is managed by the OfS on behalf of the UK funding and regulatory bodies – the Department for the Economy (Northern Ireland), the Scottish Funding Council and the Higher Education Funding Council for Wales. The survey provides information for prospective students to help them find the right course for them. It also provides valuable information for stakeholders and policymakers.

Unite Foundation 5-year plan

[Unite Foundation's 5-Year Strategy](#) outlines the future role of the Unite Foundation to best achieve their mission – that with a stable home taken care of care leaver and estranged scholarship students feel able to access and embrace everything university has to offer. The new strategy creates a step change for the Foundation – moving beyond providing a home at university, through accommodation scholarships, to exploring how they can do more to support all care experienced and estranged students around housing whilst at university. The Strategy makes clear it is not just about what the Unite Foundation can do on its own. It is about how they set out the areas they know will make a difference for care experienced and estranged students and to open up conversations with partners about how they work together to achieve these aims. [The Unite Foundation](#) is a charity that funds a safe and secure home at university for care leavers and estranged students. Its mission is that with a stable home taken care of, Unite Foundation students feel able to access and make the most of everything university has to offer. Its vision is for Unite Foundation students to lead their narrative, instigating changes that improve the university experience for all estranged and care experienced students.

'Student Engagement in Higher Education' programme for September 2022.

The Student Engagement in Higher Education programme at Winchester aims to provide the opportunity for HE professionals to develop an applicable knowledge and critical understanding of theory and practice to be equipped to become a more applicable Student Engagement practitioner/academic in diverse HE settings.

Upon completion of [the programme](#), students will be able to synthesise an understanding of literature and policy of Student Engagement in Higher Education, and will have the ability to critically reflect on Student Engagement practice in their own context and understand different practices (e.g. Student Voice, Partnership etc.).

Students will develop a critical awareness of the current challenges and agendas facing Student Engagement in Higher Education and also apply their knowledge to challenging contexts of engaging students in Higher Education in a contemporary setting, and will be able to evaluate and directly plan practice to ensure Student Engagement practices are relevant to the module themes in diverse settings with varied stakeholders (e.g. diversity, democracy, scalability etc.).

Students will also reflect on theory and themes such as; inclusivity, partnership, representation, power structures, student voice and accessibility, which relate to Student Engagement. The programme will offer opportunities for students to discuss, debate and critically reflect on developed practice, and their own practice to both learn and critically assess how students are engaged in these processes at their own institution. For more information on the programme

visit: <https://www.winchester.ac.uk/study/postgraduate/courses/ma-student-engagement-in-higher-education/> or contact Programme Leader: Tom Lowe Tom.Lowe@winchester.ac.uk / 01962 826378)

Apply now by visiting: <https://digital.ucas.com/coursedisplay/courses/3549d3b3-383d-42eb-8895-03f0d098415f?academicYearId=2022>

A Special Interest Group for Access and Participation Plans

A new network for widening participation professionals with responsibility for responding to and monitoring University and College Access and Participation Plans providing a space to discuss common issues and questions and to support each other with regard to widening participation. The network will go beyond FACE's own membership and expertise, and seeks to gather perspectives from many sector professionals to facilitate insightful contribution to understanding the intersection between policy and practice, and to also represent a powerful collective voice for discussion and change. The inaugural meeting of the APP SIG took place on 4 November, but the network is open to anyone with responsibility for responding to and monitoring institutional Access and Participation Plans. The next meeting will be at 1:30pm - 3pm on the 2nd of December. If you are interested [this blog](#) gives more information.

‘Union Black: Britain’s Black cultures and steps to anti-racism.’

This newly-launched new short course, developed by the Open University in partnership with Santander Universities is part of a UK-wide initiative to tackle racial harassment in Higher Education. This free course has been designed for HE students studying at institutions across the UK to increase understanding of Black British history, race, and racism, and how individuals can make a positive difference. It is now being offered free of charge to HE staff.

Union Black is a six-hour short course that, as a member of staff at a UK university, you can access entirely free of charge. It will run twice a year between now and 2023 with start dates in September and January.

The first presentation of the course is **open now and will remain open until 28 November**. You can register anytime between now and then and study the materials at your own pace. But please remember, you must complete the full six hours before the course closes on 28 November. The second presentation is due to open in January 2022 – more details will follow nearer the time.

The link for registration guide to Union Black is: <https://rebrand.ly/unionblack>. There is also a trailer that you may wish to watch: <https://www.youtube.com/watch?v=Er2ix3cWKTE>. Updated information about course enrolment; learners may now enrol until December 3rd, and if they enrol before that date, they will now get perpetual access to the course. If you have any questions or feedback on the course or your experience, please get in touch at OU-on-futurelearn@open.ac.uk.

Key stage 4 performance 2021, DfE

Report on the Statistics on the achievements of young people at the end of key stage 4 in England, in the 2020 to 2021 academic year. [The report](#) explains the different process due to pandemic for 2019/20 and 2020/21, and warns that the changes to the way GCSE grades have been awarded over the last two years (with CAGs and TAGs replacing exams) mean 2020/21 pupil attainment data should not be directly compared to pupil attainment data from previous years for the purposes of measuring year on year changes in pupil performance.

The report gives the latest headline data.

The government releases data on GCSE performance, showing a widened disadvantage gap in 2021 compared to previous years, Paul Whiteman, general secretary of school leaders’ union NAHT, [commented in FE News](#):

“The Coronavirus pandemic impacted all pupils but some were more able to continue their learning than others, and we have seen a widening disadvantage gap as a result.

“The government could have ameliorated some of this by acting faster to ensure all children have equal access to technology and connectivity in order to continue learning remotely. The fundamental issues creating disadvantage must be addressed by government if we are to make a real difference in the future.

Sadly, the investment from the government announced last week falls far short of what is needed.

The increase in per pupil spending announced takes us back to 2010 levels, representing a failure to invest in children’s futures for over a decade.

If schools are to fully play their part in healing the scars left by covid-19, be that educational, developmental or emotional, they and other key support services must be given the additional support, funding and resources they need to do so.”

Care Leaver Friendly Employer Charter

[Care Leaver Covenant](#) has created the Care Leaver Friendly Employer Charter to give organisations a set of behaviours to work towards to support care leavers to thrive in their workplace. Employers can sign on at this webpage. [The Charter](#) covers areas of Recruitment, Training, and Development.

Get help with technology, UK Government

[Government announces](#) Care leavers and disadvantaged pupils to benefit from £126 million investment in new laptops and tablets - up to half a million more disadvantaged young people in England will receive new devices to support their education and help keep them connected, through a £126 million investment in the [Get Help with Technology](#) programme.

Up to 10k laptops and tablets will be made available for children with a social worker and those leaving care. Devices will also be provided to children who have recently arrived from Afghanistan, to help them to adjust to life in a new country and support their education.

The issue of students who cannot be in the classroom due to Covid is also being addressed, as additional devices will be allocated to schools and college to distribute to those who need to continue their education at home.

Educational providers will be invited to order their allocation of devices this month and next month. The amount allocated per school will depend on the proportion of students on free school meals and numbers of care leavers in each local authority.

‘Evaluating Outreach Work 2022’, Access Academy Training, 20 January 2022 onwards 4 days)

NEON continues its [programme of four full day training sessions](#) around the evaluation of widening access activities. The events will be facilitated by Professor Graeme Atherton (Director, NEON & Head, Centre for Levelling Up, University of West London) and have been designed to cover key elements of the evaluation process.

For both policy makers and practitioners alike, evaluation of outreach activities remains key. It helps us understand the nature, and type, of activities that will best facilitate the transition to higher education for those from underrepresented groups. It is not however a straight forward process and brings its own set of challenges.

Thursday 20th January 2022 – Session 1: Setting the evaluation strategy

In this session we will look at the background and context of evaluating widening access work

Wednesday 9th February 2022 – Session 2: Collecting information

In this session we will we explore different data collection approaches and how to, ethically, align approaches to the evaluation questions we are seeking to answer.

Tuesday 1st March 2022 – Session 3: Analysing information

In this session we will look at the analysis of data, how we interrogate both qualitative and quantitative data and how we understand and how we can ensure that what we are saying is rigorous and legitimate.

Tuesday 22nd March 2022 – Session 4: Making an impact

In this session we will examine how to bring research together in impactful and meaningful outputs for different audiences.

What’s Still Current

New dataset gives a full picture of outreach across England, OfS

The OfS commissioned the Higher Education Access Tracker (HEAT), and two other tracking providers, Aimhigher West Midlands and EMWPREP, to produce a [dataset and interactive maps](#) to support higher education providers, Uni Connect partnerships and other outreach providers to improve how they target their outreach interventions. The analysis, includes data on:

- Higher Education outreach activities delivered at school or further education colleges in England between 2017-18 and 2019-20
- the number, type, contact hours and provider type of the outreach delivered at each school during this period.

More general information on [the blog](#).

‘Young participation by area’, Office for Students

The Office for Students has published its annual update to its postcode search function for young participation in higher education so it now includes the latest postcodes. View the postcode search tool [here](#).

The [‘Young participation by area’ pages](#) show different measures of young participation in higher education by local areas. They look at how likely young people are to participate in higher education across the UK and show how this varies by area. You can search for levels of young participation by postcode. See how likely young people are to participate in higher education according to where they live, by interactive maps. These pages look at our area-based measures of young participation, including the historical measure, POLAR (the participation of local areas) and newer measure, TUNDRA (tracking underrepresentation by area).

Using Census data to generate a UK-wide measure of disadvantage, HESA

HESA has published a [report](#) detailing a new area-level measure of socioeconomic disadvantage that we have developed using educational qualifications and occupation data contained within Census 2011. Compared to existing area-level variables available within the sector, it brings the additional benefits of being:

- UK-wide;
- based on a smaller geographical domain; and
- able to pick up deprivation in parts of the country, which present measures are unable to capture effectively

As this is an area-level measure, it is intended that this could be utilised in carrying out activities such as outreach work in areas of disadvantage.

HESA is looking for feedback on these new measures - submit your comments and questions by emailing pressoffice@hesa.ac.uk.

Estranged Students Solidarity Week 22-29 November, 2021

Find out more about Estranged Students Solidarity Week on the [Stand Alone website](#), including how student unions, universities and colleges got engaged in previous years.

#WithEstrangedStudents

'Care Leaver Local Offer': Compare Council Performance

Compare different local authorities across England to discover how they support care leavers and encourage councils to improve support in multiple areas, including:

- health and well-being
- relationships
- education and Training
- employment
- accommodation
- participation in Society

Amazing research by Terry Galloway based on a research piece to investigate the accessibility of local offers for young people transitioning from the care system into independence (Care Leavers) in local authorities in England.

[The site](#) is about empowering young people to campaign for the things they want. It is about creating systemic change together and a platform for all those that are interested in getting things improved for our children in care and care leavers.

Missed this?

'Widening participation statistics for 2019/20' and 'Children looked after in England including adoption'

The challenges and complexities of data about care experienced students are illustrated by two sets of statistics from the Department for Education.

In October the Department released its latest set of [widening participation statistics for 2019/20](#). For care leavers in England, these data show a similar picture to the previous year with 13% of pupils who were looked after continuously for 12 months or more at 31st March 2016 progressing to HE by age 19. This compares to an overall progression rate of 43% for all other pupils. For high tariff institutions, the progression rate for children looked after continuously for at least 12 months has remained at 1% since 2009/10, whilst 11% of other pupils progressed to high tariff HE in 2019/20. In April 2021 the Department also published updated figures on entry to HE in the [Children looked after in England including adoption](#) publication. The progression rate given there of 6% is lower than the one presented in the widening participation statistics, as these data relate to care leavers known to local authorities. This publication also uses a different cohort – children looked after continuously for 12 months or more at 31st March for pupils in state-funded and special schools who were 15 at the start of the academic year – and uses matched census data to identify HE participation by age 19 rather than for a single age.

‘Forgotten. Left behind. Overlooked.’ The experiences of young people with SEND and their educational transitions during the Covid-19 pandemic in 2020. Report Spring 2021, All-party Parliamentary SEND Group (APPG)

The group APPG formed with the aim of supporting special schools and SEND provision in mainstream school and college settings. This past year has seen young people with SEND, their families and their educational settings needing support and a platform more than ever, as the Covid-19 pandemic has held a magnifying glass to the existing problems in the SEND system. This report serves to highlight their stories; to be a platform for their voice.

[This report](#) aims to further the APPG influence and crystallise suggestions of how things can be improved. The report sets out 9 Key Recommendations.

“While transitions were the focus of the inquiry, it is clear that the needs and experiences of young people and their families are wide-ranging, emotional and often desperate. Many of the submissions we received were raw and anxious – they were reaching out to seek help for their child in a system that has long needed change.” Olivia Blake MP Chair of the APPG for SEND in the Foreword.

National Disability Strategy, (and related publications), Disability Unit, UK Government

[The National Disability Strategy](#) Policy Paper sets out the government's vision to improve the everyday lives of disabled people. The strategy was developed with the input of more than 14,000 disabled people, as well as disability organisations, businesses, policy experts and many others including lived experience research - The UK Disability Survey ran from January to April 2021.

‘SEND: old issues, new issues, next steps’, Ofsted

Published 16 June 2021, a report about the experiences of children and young people with SEND and their families during the pandemic, in the context of the SEND reforms over the last 10 years. to the way in which the needs of children and young people with special educational needs and/or disabilities (SEND) are identified, assessed and met. This report reflects on these reforms and their impact. It also considers what has been working well in the SEND system over time and areas where the reforms have not had the desired impact. It looks at SEND at the start of 2020, when the pandemic began: the number of children and young people who are part of the ‘SEND system’, their outcomes and experiences at different ages, and their experiences of receiving services. This sets the context for the findings from Ofsted’s visits to local areas, where we found out about the experiences of children and young people through the pandemic.

The Elephant Group

Focused on access to the most selective universities, and onwards into top professions

[The Elephant Group](#) was formed in 2018 by a group of headteachers committed to increasing access to ‘top third’ universities for their ‘top third’ students. The first meeting was held in Elephant & Castle – hence the name – and since then the group has grown to include 37 state schools across London, Yorkshire, the North East and East Midlands, as well as 11 universities.

Through a collaborative and cross-sector approach, The Elephant Group builds knowledge and resource in schools, and co-delivers a Year 12-13 Elephant Access programme, to support academically able students’ aspirations, attainment and applications into top universities.

What’s wanted

Call for papers. ‘Teaching and Learning Conference 2022: Teaching in the spotlight: Where next for enhancing student success?’, taking place from 5 to 7 July 2022

The focus on enhancing all aspects of teaching and learning remains a critical issue for those seeking to provide an outstanding student experience at all levels of taught provision.

Advance HE’s Teaching and Learning Conference 2022 will continue to position **the spotlight firmly on teaching in a global context**. In particular, this year, [the conference](#) will explore how we are enhancing student success through all aspects of the student experience including transitions, curriculum design and development, enterprise and employability, assessment, engagement and

inclusion, sustainability and much more. Join us to share and learn, network with passionate colleagues and work together to enhance the success of future HE students. **The Call for papers deadline: 30 November 2021.**

Westminster City Council launches Innovation Challenge

Entries are now open for residents, businesses and visitors to submit their ideas to shape the future of the city. Westminster City Council has on 4 November announced the launch of its inaugural [Innovation Challenge](#), opening up a call to residents, businesses, visitors and schools to submit their innovative ideas for the future of the city. As the first step of Westminster's Smart City programme, the initiative offers anyone who lives in, works in, or visits the city the chance to have their say.

As part of a drive to become a smarter city, the challenge will identify the issues that really matter to Westminster's communities and provide an online portal where solutions can be collected. Whether it is an idea for outdoor office space with Wi-Fi-connected benches or a city hotel for bees, the Challenge is open to any ideas that improve city life.

Closing date: 5 December 2021.

Call for proposals. 2022 UKAT Annual Conference 4-6 April 2022:

The [Call for Proposals](#) is now open, **closing date: 6 January 2022.**

Based on collective recent experiences, and new ways of doing academic advising and personal tutoring, the [2022 UKAT Annual Conference](#) will explore how we might reimagine advising/tutoring so that it is more relevant to students, more effective at helping all students and institutions to achieve their intended outcomes, and more efficient in its operation. The conference will focus on five key themes:

- digital technology
- identity
- community
- equality, Diversity and Inclusion
- student-Centred Transformation

The 2022 UKAT Annual Conference will be an online conference to make it as accessible as possible to all who are interested in attending.

WP Events

17 November 2021: 'Equitable access and success through and post the pandemic', 4th World Access to Higher Education Day (WAHED)

The theme for this year is 'Equitable access and success through and post the pandemic'. As we progress through this most seismic of global events it is crucial that we maintain and enhance commitments and activities from related to equitable access and success. While all work related to extending opportunities from those from minority and disadvantaged backgrounds is welcome to be included under the WAHED banner, we will be focusing in particular via this year's global WAHED online conference on how we can shape a more equitable future for higher education.

There are a range of ways in which you can become engaged in WAHED and move the global equitable access conversation forward. This includes:

- organising an event at your organisation
- launching a social media campaign
- writing to policymakers
- making a pledge on how your organisation is going to make access and participation in HE more equitable
- finding a WAHED partner that can strengthen the work with your students
- registering your organisations support of WAHED or becoming a premium WAHED supporter.

More information on getting can be found [here](#).

18 November 2021, 14:00: 'Tutoring Matters - Diagnostic Testing and a Personalised Approach to Student Success', UKAT

At this UKAT (United Kingdom Advising and Tutoring association) [free webinar and workshop](#) you will:

- hear about the initial rationale for development of student diagnostic testing, the models that support that approach and pilot activities that are being developed across Scottish and English Universities
- debate the potential impacts of a PARC approach on macro (institutional), meso (school or faculty) and micro (programme/module/student) levels
- help shape a community of practice in this space and guide us as we move forward with the diagnostic approach at our institutions as we seek to better understand the strengths of our students and help them develop the confidence to succeed.

Standard approaches to university admission see students meet the criteria for acceptance and then receive a standardised cohort experience through their induction and initial learning journey. However, as a sector, we are well aware that students enter our universities with a diverse range of confidence, abilities and skills. Effective support and development structures that accommodate this diversity are vital this year, when most students entering University in 2021 will have had 18 months of a disrupted school or college experience. This workshop will suggest that the use of diagnostic testing within an integrated development process can provide a personalised solution for students and early indicators for curriculum teams.

This workshop and debate builds on the exploratory work of the QAA Scotland Collaborative Cluster exploring [Personalised Approaches to Resilience and Community](#) PARC - PARC project partners are Abertay, Glasgow Caledonian, UHI, Birmingham City, Middlesex and Warwick Universities. Presenter: Dr Luke Millard, Dean of Teaching and Learning, Abertay University.

23 November 2021, 09.00-16.00: 'Leading Together: The Service Children's Progression Alliance annual conference'

Join the SCiP Alliance community to explore support for children from military families, at The Studio in Birmingham. Young people from Armed Forces families are known to be under-represented at HE and are a recognised OfS group. The SCiP Alliance is a vibrant professional community developing and sharing resources and frameworks to help each other support these young people. This conference will connect schools, colleges, HEIs, local authorities and military charities with each other and with the evidence to help you support Service children's journeys to thriving lives. For more information please visit scipalliance.org, or to register for the conference please go to: [Leading together: the SCiP Alliance annual conference | Winchester Online Store](#)

24 January 2022, morning: 'Next steps for improving apprenticeship quality in England',

Westminster Employment Forum policy conference

[This conference](#) will be an opportunity to discuss priorities for driving up quality, both in the wake of the pandemic - and following the recent changes to post-16 qualifications, which designate apprenticeships as one of the main options for post-16 progression alongside A Levels and T Levels. Delegates will assess remaining issues and next steps in light of the areas of emphasis highlighted in the IfATE apprentice guide to quality apprenticeships - with a focus on centring the perspective of apprentices in areas such as the apprentice induction process, partnerships between apprentices, training providers, and employers, training quality, end-point assessments, and supporting apprentice mental and wider wellbeing. The discussion will also consider lessons learned from past provision, looking at examples of best practice to inform future delivery. Book [here](#).

Speakers include: Simon Field, Director, Skills Policy; Jonathan Mitchell, Deputy Director, Portfolio and Partnerships, Institute for Apprenticeships and Technical Education; Thomas Burton, National Open College Network; Naomi Clayton, Learning and Work Institute; Kevin Davis, Ladder for Greater Birmingham; Caroline Larissey, National Hair and Beauty Federation; Cllr William McCaughey, Mid and East Antrim Borough Council; Jacqui Molkenthin, JEML Consulting; David Phillips, City & Guilds Group; Andrew Turner, Rochdale Borough Council; and a senior speaker confirmed from Association of Apprentices

24 November 2021, 9.30am-12.30pm: AONTAS Lifelong Learning Event

[This online event](#) will focus on themes of educational equality, flexible learning and the role of adult learning in addressing and overcoming challenges from the COVID-19 pandemic. The event aims to recognise the need and value of lifelong learning as an investment in the citizens of Europe. In addition, it will seek to strengthen the profile of adult education through building awareness and understanding of the impact of diverse learning pathways; and their capacity to include and support

marginalised and vulnerable adults who have previously been excluded and/or hard to reach in formal education systems.

AONTAS is the National Coordinator for the European Agenda for Adult Learning (EAAL) in Ireland since 2014. Our current project is titled Adult and Community Education: Supported Learner Pathways 2020-2021. This project aims to develop innovative and community-based methods, identify the needs of learners, and develop policy recommendations for engaging vulnerable and marginalised adults in Irish adult education. This will involve a framework of activities that collectively analyse and build an understanding of current learner pathways in Ireland, develop new models of best practice, and offer clear policy solutions to Irish and European policymakers.

24-25 November 2021: THE Campus Live UK&IE

[This conference](#) will bring together universities from across the UK and Ireland to reveal knowledge and insights on how they have responded to the challenges of the last year. Through panel discussions, case studies and practical workshops, you will leave the event equipped to respond to the demands of the post-covid era.

The agenda comprises a broad range of topical discussions, including blended-learning strategies, civic engagement, student recruitment, student support, sustainability initiatives and more. The event will be practical in nature, providing our delegates with the toolkit to succeed in their roles and improve university life. Through panel discussions, including “V-C question time”, keynote sessions and case studies, hundreds of delegates will convene to find solutions to the challenges they are currently facing.

Key take-aways:

- how to support and engage students through online learning and beyond
- how to maximise community impact and build your SDG strategy
- how to maximise use of your university estate
- how to secure educational and financial sustainability
- how to update your communications strategy to support a diverse body of students.

29 November 2021, afternoon: ‘Supporting Muslim Students in Higher Education Institutions in UK’, Liverpool John Moores University

During this Islamophobia Awareness Month, Zara Mohammed, General Secretary of the Muslim Council of Britain will be speaking at LJMU on Religion and Belief. Zara will provide advice and tips on how to supportively and sensitively hold conversation with our students or staff to further promote inclusivity for all.

The event is free and would be delivered virtually but you will need to register to attend by clicking [here](#) and the login details will be forwarded to you 3 days before the event.

30 November 2021, 1.00 pm: ‘Mental Health and Wellbeing provision for Care Experienced students’, NNECL

This NNECL (National Network for the Education of Care Leavers) [webinar](#) will explore the research, learning and provision of mental health and well-being for care experienced student in Higher Education.

The session's speakers:

- Dr Zoe Baker, British Academy Postdoctoral Research Fellow at the University of York
- Mark Sawyer, Head of Wellbeing and Welfare Services at the University of Exeter.

30 November 2021, morning: ‘Improving student mental health in Higher Education’,

Westminster Higher Education Forum policy conference

[This conference](#) will focus on priorities for supporting and improving student mental health, and latest thinking on what policy support is necessary, best practice in multi-agency co-operation, and what is needed in the wake of the COVID-19 pandemic. The agenda in summary:

- Policy priorities for supporting student mental health
- Mental health support post-COVID - acting on lessons learned, funding priorities, improving awareness, utilising EdTech, boosting capacity and learning from best practice
- Mental Health and Suicide prevention - involving parents and establishing a duty of care
- Improving multi-agency working and response - joining up services, improving data sharing and meeting funding challenges
- Addressing mental health challenges within specific groups
- Mental health within careers guidance and supporting the transition to employment
- Helping disadvantaged students tackle mental health concerns

- Tackling mental health issues amongst ethnic minority students
- Next steps for University Mental Health

Following the relaxing of COVID restrictions this conference is timed to consider the impact of the pandemic on students' mental health, and priorities for mental health support and pastoral care in the wake of COVID-19.

Keynote contributions from key stakeholders on core issues, including:

- policy priorities for supporting student mental health - Estelle Kane, Senior Officer, Access and Inclusion, Office for Students
- mental Health and Suicide prevention - Lord Lucas of Crudwell and Dingwell
- next steps for University Mental Health - Rosie Tressler, Chief Executive Officer, Student Minds.

30 November 2021, 2pm-3.30pm: 'Adult Education in Ulster - Reconnect, Reflect and Reimagine'

AONTAS, The National Adult Learning Organisation, will host this online Ulster Regional event that will focus on how we can collectively strengthen the adult learning sector and improve the quality and learning experience for all adult learners across the island of Ireland. Aimed primarily at Adult Learning Organisations in the Ulster Region, [this event](#) will bring adult learning organisations from Ulster together to reflect on some of the challenges resulting from the impact of COVID-19, explore potential solutions, and focus on how AONTAS can most effectively support groups in the region to ensure educational equality for all. For more information on this networking event please contact Barry Dolan, AONTAS Communication and Membership Officer at: bdolan@aontas.com

30 November 2021, 9.30am to 1.30pm: 'Reforming the higher education admission system: what does the evidence tell us?', Broadway House, London

[This conference](#), convened by the National Education Opportunities Network (NEON), the professional organisation for access to higher education in the UK, in partnership with the Institute for Social and Economic Research at the University of Essex, occurs as the government prepares to take its next steps forward in higher education admission system reform, presents an important opportunity to ensure that the developing evidence base on higher education admissions is at the centre of reform efforts.

If we are to move to some form of post-qualifications admission system it is vital that such changes are underpinned by the latest data and knowledge. [This event](#) brings together sector experts to shape the future of this policy area at a crucial time including:

- Alex Burghart, Parliamentary Under Secretary of State at the Department for Education (tbc)
- Chris Millward, Director of Fair Access and Participation, Office for Students
- John Cope, Director of Strategy, Policy, & Public Affairs, UCAS
- Angela Nartey, Policy Officer, University and College Union
- Sonkurt Sen, ISER PhD Student, University of Essex
- Dr Angus Holford, Research Fellow, University of Essex
- Professor Graeme Atherton, Director, National Education Opportunities Network

There will also be an expert panel discussing their perspectives on how the admission system can be improved and the importance of an evidence-based approach.

This conference It will bring together new research looking at:

- the higher education admissions system and contextual admissions
- how admissions have been affected by the pandemic
- the relationship between graduate employability and admissions.

30 November 2021, morning: 'Next steps for T Levels', Westminster Education Forum policy conference

[This conference](#) will consider priorities for the rollout of the second wave of T Levels, the lessons learned from rolling out the first wave, as well as wider priorities for improving provision and the outlook post-pandemic. The conference will also be an opportunity to look at the role of T Levels in the wake of COVID-19, and how they can be harnessed to fill the skills gap and support economic recovery following the pandemic. Book [here](#).

The agenda will cover:

- the second wave of T Levels - experience so far and continuing with implementation
- improving the provision of T Levels - raising standards and improving co-operation with employers, lessons learned from the first wave and sharing best practice, and adjustments for delivery in the post-pandemic landscape

- situating T Levels in the FE and vocational landscape - raising awareness amongst employers and students, student satisfaction and the Transition Programme, the future for level 3 qualifications, and progression to further study
- harnessing T Levels for levelling up regions and post-pandemic recovery - supporting employers with take-up, the impact so far on meeting skills needs, and dovetailing with the Skills for Jobs Bill
- key policy priorities for T Levels moving forward.

Speakers include: Stella Pearson, Deputy Director for T Level Delivery, DfE; Carmel Grant, Deputy Director, Technical Education Implementation, Institute for Apprenticeships; Zac Aldridge, NCFE; Adam Bird, Priestly College, Warrington; Patrick Craven, City & Guilds; Cheryl Eade, Scarborough TEC; Anne-Marie Francis, Loughborough College; Paul Kessell-Holland, The Education and Training Foundation; Zoe Lewis, Middlesbrough College; Dale Powell, Engie; Chinara Rustamova, Federation of Small Businesses; Catherine Sezen, Association of Colleges; Lucy Wiltshire, Willmott Dixon; and Chris Young, EDF Energy. Chaired by: Toby Perkins MP, Shadow Minister for Further Education and Skills.

1 December 2021: 'The Care Leavers Event: Improving our Outcomes and fulfilling our Potential', Government Events

Learn about how policymakers, local authorities and voluntary organisations are implementing innovative strategies to ensure young people are supported when they leave the care system. This live online event will showcase a series of best practice case studies covering the key challenges faced by care leavers, including housing support, access to employment and higher education, and tackling isolation. At [this conference](#) you will:

- hear case studies demonstrating exemplary best practice in supporting care leavers
- hear high level keynotes on current and future policy and challenges
- network with senior colleagues from central government, local authorities and voluntary organisations.

2 December 2021, 10.30am - 12pm: Data on Estranged Students, Stand Alone

[This session](#) explores a number of relevant questions about data and estranged students. The Forums are a space for you to discuss issues related to estrangement with other colleagues from other HEIs, and these in November and December are currently the last in the series. What data does your institution gather on estranged students? What happens to that data? Do you have access to it and what do you do with it? Is it used to evaluate the support your estranged students can access and to monitor success and retention? What kind of data should an institution be collecting and for what purpose?

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.

8 December 2021: Marketing and communications in higher education 2021, Universities UK

[This conference](#) will bring together communications, marketing, external relations, public affairs and digital professionals to explore how the sector can navigate the new landscape it finds itself in. How have student expectations changed, and how can we utilise digital tools and platforms such as TikTok to improve communication with students? And with the UK having officially left the EU and the world still experiencing travel restrictions, what will the future of student recruitment look like?

Delegates will be able to choose whether you attend the event in-person or online.

13 December 2021, 13.00-`5.00: 'Mental Health Declarations by Black Students', Open University
In September 2020 the Open University established a Task & Finish group under the Access & Participation Plan (APP) to explore the gap in mental health declaration rates by Black students (compared to White students).

[This seminar](#) presents feedback and findings from this group to the sector and includes the following:-

- hear about scholarship with OU students & staff
- learn from desk research on best practice from across the sector
- how do policies and procedures impact the success of students
- new resources created to support students and staff
- learn from the group's experience of setting data baselines.

The seminar will be recorded and shared after the event but attendance is recommended to enable you to interact with other delegates and ask questions from the presenters.

14/15 December 2021, and 2 February 2022: 'Blended approaches to widening access – what works'. NEON

This three-day course builds on the 'outreach online' course that supported over 200 widening access practitioners in 2020-21 and will once again feature Dr Jon Rainford, Associate Lecturer, Open University and Martin Webster, Operational Consultant, NEON as the facilitators.

[This course](#) will reflect upon what has worked with online delivery, what might have been lost and what innovation can be driven by adopting a blended approach going forwards, covering subjects such as

What blended learning is; what value does it bring to outreach; how to audit your provision and developing an effective sustainable face to face and online offering. As part of this programme, you will develop a project that will enable you to better support learners.

11 January 2021, morning: 'Key priorities for education recovery in the wake of COVID-19 - raising attainment, student catch up, and improving social mobility'

[This conference](#) is looking at priorities for supporting educational attainment in England in the wake of the pandemic and particular approaches needed for supporting disadvantaged families. The agenda in summary:

- attainment in the wake of COVID-19 and priorities for recovery
- strengthening early educational foundations and supporting educational attainment in the long term
- priorities for the early years sector
- how has COVID impacted on progression?
- attainment at secondary level
- the future role of technology in tackling educational underachievement
- case studies in supporting and improving educational attainment:
- policy priorities for driving achievement going forward.

Speakers include: Graham Archer, Director for Education Recovery, Department for Education; Paul Finnis, Chief Executive Officer, Learning Foundation and Digital Poverty Alliance; Ben Jordan, Senior Policy Unit Manager, UCAS; Neil Leitch, Chief Executive Officer, Early Years Alliance; Tom Bewick, Federation of Awarding Bodies; Lisa Capper, Nacro; Vanessa Linehan, Sandbrook, Hackney; Frank Norris, Northern Powerhouse Partnership; Dr Alicia Shaw, SHINE: Support and Help IN Education. Book [here](#).

From 11 January 2022: Inclusive Engagement Workshops

These Advance HE virtual [two-part workshops](#) will introduce the latest literature, practitioner learning, and sector insights to support participants in ensuring inclusivity for all as they embark on co-production and partnership initiatives with students in relation to teaching, learning and assessment. Participants will also have the opportunity to critically apply their learning to a 'live' initiative or proposal within their own institution.

12 January 2022, morning: 'Next steps for the Teaching Excellence and Student Outcomes Framework', Westminster Higher Education Forum policy conference

[This conference](#) will examine next steps for the Teaching Excellence and Student Outcomes Framework (TEF) and the measurement of teaching excellence in higher education.

Attendees will have the opportunity to look at:

- latest thinking on the development of the new TEF framework
- OfS proposals for what the future TEF will look like and priorities for its implementation
- the future role of the TEF in improvement
- how to enhance its utility for providers and students.

Speakers include: Graeme Rosenberg, TEF Manager, Office for Students; Afua Acheampong, Nottingham Trent University; Professor Thom Brooks, Durham University; Professor Graham Galbraith, University of Portsmouth; Professor Janice Kay, University of Exeter and OfS; Dr

Helena Lim, Evasys; Professor Catherine O'Connor, Leeds Trinity University; Professor Matt O'Leary, Birmingham City University; Steve Taylor, Warwickshire College Group and OfS; and Suellen White, The London Institute of Banking & Finance. Book [here](#).

20 January 2022: Evaluating Outreach Work 2022, NEON

First of [a programme of four full day training sessions](#) in London around the evaluation of widening access activities. The following sessions will be held on Wednesday 9th February, Tuesday 1st March and Tuesday 22nd March 2022.

The events will be facilitated by Professor Graeme Atherton (Director, NEON & Head, Centre for Levelling Up, University of West London) and have been designed to cover key elements of the evaluation process. Evaluation of outreach activities helps us understand the nature, and type, of activities that will best facilitate the transition to higher education for those from underrepresented groups. The programme offers continued support to improve their own policies and practice in this area of widening access.

24 January 2021, morning: 'Improving support for care leavers - educational progression and employment, coordination, addressing long term challenges, and priorities for policy',

Westminster Education Forum policy conference

Speakers include: Mark Riddell, National Implementation Adviser for Care Leavers, Department for Education; David Graham, National Director, Care Leavers Association; Nick Smith-Patel, Head of Education, MyBnk; Jane Collins, Foster Support; Councillor Clare Curran, Surrey County Council; Jennifer Mohammadi, Live Unlimited; and Claire Preston, ENGIE UK

[This conference](#) focuses on policy priorities for care leavers - discussing next steps for the provision of support, strengthening the system, and helping the workforce deliver improved outcomes. It will be an opportunity to consider the ongoing Independent Review of Children's Social Care and the outlook following publication of its interim report, the Case for Change.

Delegates will discuss progress in implementing a joined-up system of support for care leavers and how best to enable key agencies to work effectively together, as well as how to tackle long-term challenges faced by those leaving care, and improve access to future pathways into employment and further study. Book [here](#).

26 January 2021: Volunteer Management Conference, Central London

This year we've flipped the 'traditional' Conference on its head, and now you can decide what you want to get out of the day, choosing your learning goals with three core areas to explore:

Transformation and Leading change; The Future of volunteering; Recruitment, Retention and Management.

Though designed for the Voluntary sector [this conference](#) offers a day of practical sessions exploring the latest insights and practice from across the sector; looking to transform volunteering operations, looking at volunteering trends and demographics as well a volunteer management, recruitment and retention.

You will hear from the top speakers including the NCVO and Association of Volunteer Managers, but you'll also be linked up in a team to develop an action plan for your organisation and share insights in a high-energy format featuring 9 workshops across the day.

27 January 2022, 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

8 February 2022: 'Diversifying Leadership'

Part of Advance HE's Race Equality in Higher Education programmes and events portfolio for 2021-22, [this Diversifying Leadership](#) programme is designed to address the issue of underrepresentation of Black, Asian and minority ethnic leaders in HE institutions in the UK at all levels, particularly at senior levels. The programme does this by exploring themes of power and influence, demystifying leadership, cultural identity and cultural capital, increasing participant visibility and authentic leadership. Participants build confidence, feel empowered and expand their professional strengths.

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.

14-18 March 2022: Digital Universities Week UK, Pullman Hotel, London St Pancras.

This in-person, week-long programme featuring speakers from Northeastern University, United Nations, UCL, Northampton University plus many more universities from across the UK as well as Minister Chris Philp who will detail what the UK government's new AI Strategy will mean for higher education as we enter a period of transformational change.

[The event](#) will feature a diverse range of market-researched discussions, including what a hybrid model of higher education really looks like, strategies to address student digital poverty, how we are responding to the UK's digital skills gap plus many more challenges that universities are currently facing. Through panel discussions, exclusive roundtables, keynote talks and case studies, our packed agenda will bring together more 300 delegates in person.

16-17 March 2022: Equality, Diversity and Inclusion Conference 2022: 'Inclusive Institutions in Action'

In the last two years, we have seen a resurgence of voices protesting inequality (racial injustice and the Black Lives Matter Movement, the impact of Covid on existing inequalities, sexual harassment and violence) and a growing interest across the HE and FE sectors in responding to and working with this energy to create meaningful and sustainable change. Increasingly, we are asking what it looks like when

- institutions respond positively to the diversity of voices, energy and scholarship advocating for change?
- the voices from the margins are welcomed centre stage, and inclusion is at the heart of our approach to institutional culture?
- our leadership models and practices are truly inclusive?

- we seek out, develop, value and celebrate change agents from outside traditional hierarchies, talent pools and scholarship?
- the complexity of identity and intersectionality informs thinking and practice and shapes new approaches to inclusion and building belonging?

[This Advance HE conference](#) offers an opportunity to think deeply and creatively about what it means to be an inclusive institution, to explore models of inclusion that challenge traditional concepts of leadership and agency, and to share innovative practice around collaboration, co-ownership, allyship and solidarity.

24 March 2021, morning: 'Next steps for the Turing Scheme - implementation so far, growing international partnerships and the role of FE, and widening social and economic benefits', Westminster Higher Education Forum policy conference

[The conference](#) will discuss priorities, challenges, and opportunities for implementation of the Turing Scheme, following the initial rollout of the UK Government's replacement for Erasmus+. The agenda also looks at the role of the Turing scheme in aiding social mobility and developing international partnerships. It takes place alongside recent initiatives from the DfE which aim to boost the teaching of languages - including increased funding for Mandarin, French, German, and Spanish - as well as measures to improve the accessibility of language learning.

Speakers include: Stephanie Harris, Head of International Engagement, Universities UK; Emma Meredith, International Director, Association of Colleges; Lise Bakke Brøndbo, Oslo Metropolitan University; Alizée Cordes, Teeside University; Professor Robin Mason, University of Birmingham; and Benthe Tanghe, Newcastle University and Newcastle University Students' Union. Book [here](#).

29 March 2022, morning: 'Next steps for SEND provision in England', Westminster Education Forum policy conference

The SEND review, improving standards and coordination, and supporting progression into HE and employment. [This seminar](#) will be an opportunity to discuss the future for SEND provision in England, following the expected publication of the Government's ongoing SEND review. Delegates will consider priorities for improving provision in the context of a range of key developments, including the publication of the Government's [Disability Strategy 2021](#), Ofsted's 'SEND: old issues, new issues, next steps review', and the APPG for SEND report, ['Forgotten. Left behind. Overlooked'](#). Overall, the agenda will focus on:

- improving provision for children with SEND:
- assistive technology
- careers, post-16 advice, and future pathways - supporting progression into higher education and employment for students with SEND and ensuring adequate support post-16.

Speakers include: Andre Imich, SEN and Disability Professional Adviser, Department for Education; Professor Brian Lamb, Visiting Professor of Special Educational Needs and Disability, University of Derby; Maxine McDonald-Taylor, Specialist Adviser for SEND, Ofsted; Jeramie Sutton, Industry Adviser for Schools, Microsoft; Garry Freeman, Independent SEND Consultant; Cllr Graham Howe, Wokingham Borough Council; Clare Howard, Natspec; Stephen Kingdom, Disabled Children's Partnership and Pears Foundation Learning Hub; Dame Christine Lenehan, Council for Disabled Children; and Hend Rahman, Make it Happen. Book [here](#).

31 March 2022: Race Equality Colloquium 2022

Part of Advance HE's Race Equality in Higher Education programmes and events portfolio for 2021-22 this [Race Equality Colloquium 2022](#) session looks at the continuing racial discrimination in higher education. With the sector's focus on structural and institutional racism, we see growing tensions arising from differing cultural, ethnic and other identities, both on campus and in wider society. By way of keynotes, panel sessions and workshops, this one-day virtual event will provide a safe space to discuss progress made, the challenges that lie ahead and the next steps that higher education institutions must take to address racial inequality in the sector.

4-6 April 2022: 2022 UKAT Annual Conference

Based on collective recent experiences, and new ways of doing academic advising and personal tutoring, the [2022 UKAT Annual Conference](#) will explore how we might reimagine advising/tutoring so that it is more relevant to students, more effective at helping all students and institutions to achieve their intended outcomes, and more efficient in its operation. The conference will focus on five key themes:

- digital technology

- identity
- community
- equality, Diversity and Inclusion
- student-Centred Transformation

The [Call for Proposals](#) is now open, **closing date: 6 January 2022.**

The 2022 UKAT Annual Conference will be an online conference to make it as accessible as possible to all who are interested in attending. For those who are able to meet in person, we are trying to arrange in-person, one day pre-conference study day to be held on Friday 1 April. Delegate registration for the conference and study day will open early in 2022.

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.

5-7 July 2022: Teaching and Learning Conference 2022: Teaching in the spotlight: Where next for enhancing student success? Advance HE

Flagship [three-day conference](#) attracting HE practitioners involved in all aspects of HE teaching and learning from the UK and overseas.

The focus on enhancing all aspects of teaching and learning remains a critical issue for those seeking to provide an outstanding student experience at all levels of taught provision.

Advance HE's Teaching and Learning Conference 2022 will continue to position **the spotlight firmly on teaching in a global context**. In particular, this year, the conference will explore how we are enhancing student success through all aspects of the student experience including transitions, curriculum design and development, enterprise and employability, assessment, engagement and inclusion, sustainability and much more. Join us to share and learn, network with passionate colleagues and work together to enhance the success of future HE students.

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.

Race Equity and Equality Charter Consultant, Professional Services, Oxford Brookes

The Race Equity and Equality Charter Consultant will take forward the next stage of the institutional race equality journey and lead the work on the Advance HE Race Equality Charter. Working with the Pro Vice-Chancellor Student and Staff Experience, the [Race Equity and Equality Charter Consultant](#) will take lead responsibility for the project management and co-ordination of the University's award submission and implementation of work associated with Advance HE's Race Equality Charter. You will bring significant expertise and commitment to provide expert advice on effective strategies, approaches and interventions to advance race equity, racial justice and anti-racism within the University, adopting an intersectional lens. Plus, up-to-date knowledge and understanding of equality related legislation and its application. Experience of successfully implementing a range of equality, diversity and inclusion activities within a large organisation, preferably within an educational environment, including anti-racism. Full time, permanent post. Salary: £36,382 rising annually to £39,739 pa. **Closing date: 12 November 2021.**

Programme Coordinator, The Elephant Group

This is an exciting time to join a scaling and innovative organisation that tackles entrenched disadvantage and underrepresentation of students at top institutions, and onwards into wider professions. Already working in three regional hubs, [the Programme Coordinator](#) will support our growing Programme Team through a dedicated Programme Coordinator based in the London, or potentially East Midlands region. Full time, fixed term for 12 months with the possibility of extension. Salary: £23,000 - £25,000 pa. **Closing date: 12 November 2021.**

Associate Dean (Student Outcomes), Oxford Brookes University

An exciting opportunity has arisen to join Oxford Brookes University as the [Associate Dean: Student Outcomes](#). The role reports to the Pro-Vice Chancellor (Access and Participation) and supports the delivery of the success and progression aspects of the Access and Participation Plan and through this the wider student-facing EDI work of the University.

The role holder will be part of a small team and work collaboratively with the Associate Deans Education and Student Experience across the four Faculties, and academics and professional services staff from across the institution to create an inclusive learning and wider education experience that enables students to achieve their full potential and to progress into a career of their choice.

The post holder needs to be comfortable to work strategically and independently, be proactive in identifying opportunities for intervention and improvement, and be able to lead on planning and delivery of work streams and initiatives that support the delivery of the objectives of the Access and Participation Plan. An ability to manage by influence is essential as is the ability to be an effective communicator.

For further information and an informal chat about the role please contact Dr. Astrid Schloerscheidt PVC (Access and Participation) and Dean Faculty of Health and Life Sciences by contacting emason@brookes.ac.uk.

Full-time, fixed term post until Friday July 2025. Salary: £69,557 rising to £75,987 pa. **Closing date: 12 November 2021.**

Student Recruitment and Widening Participation Manager, Marketing & Communications, Queen Mary University, London

Queen Mary is looking for an extremely motivated education liaison or student recruitment professional to join their team in the role of Recruitment and Widening Participation Manager. You will lead many aspects of school and college liaison, recruitment activities and front-line enquiry management to support our prospective students. The [Student Recruitment and Widening](#)

[Participation Manager](#) will need to have an excellent knowledge of student recruitment journeys in an education environment; proven experience in designing and developing programmes to engage with prospective students, and a strong ability to build relationships with key internal and external stakeholders. You should be passionate about impactful marketing and communications, and impatient to make a difference.

Informal enquiries should be addressed to Jack Fox at J.Fox@gmul.ac.uk.

Full time, permanent post. Salary: £38,655 per annum. **Closing date: 14 November 2021.**

Outreach Officer, Make Happen

This is an exciting opportunity to join a team with a commitment to really make a difference. Make Happen is part of the national Uni Connect programme, which is expected to run until the end of the 2024-25 academic year; and the role is based at University of Essex, Southend Campus.

Make Happen is looking for a [Make Happen Outreach Officer](#) to act as the main point of contact for designated schools across Essex. This role will involve working closely with staff in schools to plan, deliver and evaluate a range of outreach activities. These activities aim to support student in making an informed choice about their future educational pathways.

Further information about the role and the team please contact Senior Collaborative Outreach Officer Nicola Wood: n.wood@makehappen.org

Full-time, fixed term post until 31 July 2022. Salary: £31,406 to £34,304 per annum. **Closing date: 15 November 2021.**

BAME Student Coordinator, Greater Brighton Metropolitan College

The BAME Student Coordinator will work with FE and HE BAME [Black, Asian and Minority Ethnic] students to contribute towards increasing progression and retention for BAME students in higher education as outlined in the Office for Students' priorities and GBMet's Access and Participation Plan. You will specifically contribute towards GBMet's Access and Participation Plan targets to increase the proportion of BAME students studying at GBMet to 16.5% by 2024; and to eliminate the gap in continuation rates between BAME students and their white peers at GBMet.

[The BAME Student Coordinator](#) should have a basic understanding of the priorities of [Sussex Learning Network Uni Connect](#) and Widening Participation initiatives and be committed to promoting fair access and transition within Higher Education for students from diverse ethnic backgrounds.

Fixed term role until July 2022 working 15 hours per week, 52 weeks per year, salary range £8,763 per annum (Incremental range from £21,616 - £23,497 pro rata pa). **Closing date: 15 November 2021.**

Student (APP) Progression Consultant, Leeds Beckett University

It highlights the role Leeds Beckett plays as an institution - opening up access to higher [The Student \(APP\) Progression Consultant](#) be working with colleagues across our Schools, Placements, Central and Graduate teams, and acting as a lead consultant in the development of tailored careers provision to support students from widening participation backgrounds. In particular that work will focus on developing employability skills, creating network connections and opening up work-based learning opportunities that make a positive difference to the opportunities and progression for those students whilst they are studying with us, and as they graduate. As part of that brief, you'll also collaborate with partner services within and outside of the university, including employers, to bring in specialist provision and ensure what is delivered is connected, relevant and impactful.

A core focus will be in understanding and responding to the commitments outlined as part of our University Access and Participation Plan (APP), and you'd be involved in developing, monitoring and measuring the impact of initiatives that aim to address the differential outcomes at graduate level.

For an informal discussion about this post, please contact Katie Cliff k.e.cliff@leedsbeckett.ac.uk (Head of Careers & Employability Services)

Salary: £35,326 - £39,739 pa. **Closing date: 16 November 2021.**

Widening Participation and Outreach Co-Ordinator, Brighton and Sussex Medical School

Brighton and Sussex Medical School (BSMS) is seeking a highly motivated, imaginative and enthusiastic team player to further develop and deliver their widening participation and outreach programme. Reporting to the Widening Participation and Outreach Manager, and working closely with colleagues in the BSMS Admissions Team, the [Widening Participation and Outreach Co-ordinator](#) will

continue to deliver existing widening participation (WP) and outreach activity, including the highly respected BrightMed programme. This is an exciting time to join the team as BSMS expands its student numbers with a firm commitment to ensure that at least 50 places are given to applicants who meet WP criteria. To ensure that this commitment is met you will be given the opportunity to develop and deliver new WP activity.

An excellent communicator and networker with a keen eye for detail, you will be personable and self-driven with a can-do attitude, and eager to take on responsibility. This is a fantastic opportunity for someone with a desire to pursue a career in widening participation and outreach.

Permanent, full time (part time hours considered). Salary: £26,341 to £30,497 per annum. **Closing date: 17 November 2021.**

Data and Evaluation Analyst, Faculty of Wellbeing, Education and Language Studies, OU

The Faculty of Wellbeing, Education and Language Studies (WELS) at the Open University works across a range of disciplines including education, childhood and youth, health and social care, youth work, social work, languages and applied linguistics, nursing, and sport and fitness; organised as three schools. We work proactively, taking an innovative approach to teaching and learning; develop collaborative and effective partnerships with employers and other institutions; and engage in cutting edge, action oriented and internationally recognised research.

The Open University are recruiting for a [Data and Evaluation Analyst](#) in the Faculty of Wellbeing, Education and Language Studies (WELS). This is an exciting opportunity to contribute your expertise to the newly formed Access, Participation and Success (APS) team within the Faculty. The APS team supports the Faculty's implementation of student success initiatives that address inequitable outcomes for students from diverse backgrounds.

The successful candidate will have the following three main responsibilities:

- Business intelligence – creating and sharing reports that enable teams such as Schools or module teams to make evidence-based decisions regarding areas of focus and to evaluate effectiveness and impact of existing student success initiatives
- Managing and servicing data requests – responding to specific requests for data and analysis from across the Faculty where self-serve tools do not exist
- Strategic analysis – conducting deep dives of analysis to provide insight into an identified business question or proactively drive recommendations to improve student success.

This post is specifically aligned to the University's [Access, Participation and Success strategy](#), the University's [Access and Participation Plan \(APP\)](#), and to the WELS Faculty APS plan. It has been established to support the WELS Access, Participation and Success (APS) team and to carry out strategic analyses of data to demonstrate progress against the strategy and plan and to help inform future priorities for action. Location: Milton Keynes.

If you would like to discuss the particulars of this post before making an application, please email Resourcing-Hub@open.ac.uk quoting the reference number and job title or contact Ritika Agarwal on +44 (0) 1908 655221

Part time (FTE 0.5), fixed term contract up to 31 July 2023. Salary: £34,304 to £40,927 per annum. **Closing Date: noon, 17 November, 2021.**

Race Equality Charter Officer, York St John University

An exciting opportunity has arisen at York St John to support the Race Equality Charter self-assessment team (SAT) to produce a strong application that contributes to a diverse and anti-racist university.

As [Race Equality Charter Officer](#) you will focus on the following key areas:

- Support the Equality and Diversity Adviser in the development of the Race Equality Charter application
- Provide advice on racial issues
- Involve Black, Asian and minority ethnic students and staff and engage the wider YSJ community with the Race Equality Charter.

Part-time (0.5FTE), fixed term role until the end of July 2022. Salary: £25,628 to £28,756 per annum pro rata. **Closing date: 17 November 2021.**

Makerspace Programmes Manager (maternity cover), Imperial College London, White City

Imperial college is looking for a passionate and enthusiastic leader to take up the post of Makerspace Programmes Manager for a one-year maternity cover. You will look after and support the team who develop and run innovative design-based educational outreach programmes within our unique [Dangoor Reach Out Makerspace](#) at White City.

The Makerspace Programmes Manager is responsible for line managing the Makerspace team and overseeing their work, supporting activities that run on-line and in person within the Makerspace and ensuring there is clear leadership and direction at all times, working closely with the Head of Outreach. The [Maker Challenge](#) and [Proto-Maker Challenge](#) programmes run throughout the year, with further opportunities to engage with the local community and share our passion for STEM learning and discovery.

For further details contact Annalisa Alexander, Head of Outreach (a.alexander@imperial.ac.uk)
Fixed term, full time post. Salary £49,482 pa. **Closing date: 18 November 2021.**

Head of Programme, Education, RSA (The Royal Society for Arts, manufactures and commerce)

The RSA is looking for a new [Head of Programme](#), to lead their Fair Education team and help grow, sustain and evidence the social impact of the RSA's Fair Education programme.

This is pivotal role at the RSA, responsible for championing innovative and participatory research, design and practice to address educational inequalities experienced by children and their communities. The Head of Programme for Education will be an action focused leader, helping ensure the continued development and successful delivery of a portfolio of high-quality, funded and innovative workstreams for research and innovation projects designed in partnership with key stakeholders, Fellows and the RSA's School Network.

Key skills:

- clear commitment to social change and addressing inequality for children and communities
- an expert in the field of educational practice, research and policy
- a strategic thinker who will continue to build and define the scope and strategic objectives for education work at the RSA.
- an experienced senior manager who has led the successful design and delivery of a portfolio of projects or programmes
- an expert in policy, research methodologies, and outcomes focused impact measurement
- a supportive team leader who is passionate about staff development and will ensure an inclusive and equitable culture within the team
- a skilled convenor who will help oversee the development of the RSA's Education Network and programme collaboration with Fellows and wider networks
- a partnership builder who is highly skilled in income generation, project design, development and delivery.

Fulltime, permanent post. Salary: £57,500 per annum. **Closing date: 9am, 19 November 2021.**

MMI Outreach & Engagement Senior Officer, Royal College of Veterinary surgeons

The Mind Matters Initiative (MMI) aims to improve the mental health and wellbeing of those in the veterinary team, including students, veterinary nurses, veterinary surgeons and practice managers. MMI was launched in 2015 and is funded and run by the Royal College of Veterinary Surgeons. This new role has been created as it is a clear aim of MMI to build awareness, and most importantly to have increased contact with the professions. This is an exciting opportunity for someone to champion mental health out in the veterinary community, and an opportunity to work closely with both the Advancement of the Professions Directorate and the Communications Directorate at RCVS.

[The MMI Outreach & Engagement Senior Officer](#) will support the MMI Manager with the delivery and promotion of MMI's activities, with a focus on outreach and engagement. This covers a broad range of activities, and will involve working with a wide range of stakeholders and engaged professionals.

To support veterinary community engagement, participation and involvement as required, in collaboration with all Advancement of the Professions directorate workstreams.

Key responsibilities: to lead on external engagement for the Mind Matters initiative, to include representing MMI at veterinary events, promoting its workstreams, and building impactful collaborations and networks. London.

Full time, fixed term for 12 months post. Salary: £33,000-£35,000 per annum. **Closing date: 20 November 2021.**

Lead Partnership Officer, University of East London

As Lead Partnership Officer, [the Lead Partnership Officer](#) will be responsible for developing and delivering widening participation projects and outreach activities for schools, colleges, and other education partners. Along the way, you'll need to liaise with staff in schools, colleges, training providers and local authorities as you seek opportunities to deliver outreach activities and projects that will ensure our Access and Participation Plan targets are met. In short, you'll promote HE progression to students, staff, parents and other stakeholders and enable students to make informed choices about further study and prepare for the successful transition to university.

You must have knowledge of widening participation and the barriers that prevent people from progressing to higher education plus experience of developing, delivering and monitoring projects using project management systems. The ability to collect and analyse data as for improvement is important too, as is a proven ability to plan events, including risk assessments and managing safeguarding. Comfortable liaising with a range of support and teaching staff, you're adept at writing project plans and reports too. What's more, you're confident in your ability to negotiate with partners to develop content and select a delivery method and ensuring the quality of provision.

Full time, fixed term post to 31 January 2023. Salary: £35,155 per annum inclusive of London Weighting. **Closing Date: 21 November 2021.**

Head of Student Recruitment, London Interdisciplinary School

The London Interdisciplinary School is building a new, world class university that is fit to tackle some of the global challenges facing society whilst challenging the status quo of higher education in the UK - with an exceptional faculty of teachers, practitioners, academics, and close partnerships with world leading organisations (e.g., KPMG, John Lewis, Gates Foundation, Propercorn, Olio).

Doors opened in September 2021, with 65 undergraduate students as our founding cohort. As well as growing our undergraduate body, it has ambitious plans to expanding provision to postgraduate and professional audiences via a range of accredited and unaccredited courses. A [Head of Student Recruitment](#) will drive the recruitment of high-potential students for their undergraduate degrees.

You will be responsible for setting the undergraduate recruitment strategy with the Director of Marketing and Recruitment, focused on scaling our high-touch, personalised approach to meet our ambitious growth targets. You'll continue to refine this strategy based on recruitment data and analysis, ensuring our approach is rigorously insight-driven. You will monitor market trends and identify new recruitment markets and channels You will lead on the delivery of this strategy.

You will monitor and evaluate performance against agreed targets (number of applications, conversion, enrolled students) and will have overall responsibility for the recruitment budget, ensuring it is properly allocated and monitored for effectiveness

You will also work closely with the Head of Admissions and Widening Participation to ensure that the schools recruitment and Widening Participation strategies are appropriately joined up, and to ensure a smooth workflow between recruitment and admissions

A key aspect of your role will be recruiting for, running, and representing the School at key conversion events such as Discovery Days (Open Days), webinars, and Q&As. You'll also lead on delivering multi-media communications materials

Whitechapel-based.

Competitive salary. **Closing date: 21 November 2021.**

Schools Engagement Manager, London Interdisciplinary School

Commencing in September 2021, the London Interdisciplinary School welcomed 65 undergraduate students as their founding cohort. They are currently recruiting for their 2022 cohort and beyond, committed to delivering a fair admissions system that admits students of outstanding achievement and potential, irrespective of their background, interviewing every single applicant, no matter what their grades are.

Your role as a member of the Marketing & Student Recruitment team will be leading on the school engagement strategy and working in an entrepreneurial environment to help recruit high-potential students for their undergraduate programme. [The Schools Engagement Manager](#) will report directly to the Head of Recruitment. Your responsibilities will include:

- working with the Head of Admissions and Widening Participation to support delivery of the School's Widening Participation programmes
- building and nurturing relationships with teachers across the UK to identify high potential students.

- collecting and analysing appropriate data in our CRM to review the success of activities in schools and make informed decisions moving forward
- undergraduate student recruitment
- working with the Head of Recruitment to refine the overall LIS recruitment strategy
- events.

The London Interdisciplinary School working to improve diversity in Higher Education therefore personal experience of overcoming these barriers, or experience of supporting young people from underrepresented groups, will be a valuable asset to the organisation.

Key skills looked for:

- strong understanding of the education sector along with the school calendar, curriculum, student needs and widening participation
- building and maintaining strong relationships with students, teachers, schools and parents both face-to-face and online.

Competitive salary. **Closing date: 21 November 2021.**

Student Community Manager, The Unite Foundation

The Unite Foundation is a national charity that provides a home at university for estranged and care experienced young people, through a unique scholarship scheme. The scholarship takes care of students' accommodation and bills for up to 3 years, freeing them up to focus on their studies and plan their future. The charity currently works with 26 universities across England and Scotland with big plans for growth over the next 5 years.

The Student Community Manager is a brand new role in the team and a unique opportunity to own the development of a community of estranged for care experienced students nationwide. The goal is that estranged and care experienced students feel better connected, become recognised in wider society without stigma and can pull together when they want to, to effect change that will benefit all estranged and care experienced young people at university. The role will be varied, working independently, with the team and in partnership with related organisations to deliver shared outcomes. Reporting to the Head of Operations, you will be able to shape this role and area of work and ultimately drive much needed change for young people across the country.

The Unite Foundation is looking for someone who students can relate to, someone who is energetic and empathetic with a demonstrable track record in youth engagement. The Unite Foundation is committed to young people leading their own narrative and speaking for themselves, naturally you'll be right behind this. Ideally, you will have some experience of digital outreach, leadership empowerment, service development and ongoing engagement with an ever-changing, rich and diverse population of young people.

Home-based with option to utilise Bristol or central London office space subject to availability. For further information you can contact Consultant: Tatiana Ambrose: tatiana@charitypeople.co.uk
Full time, permanent post. Salary: Up to £30000 per annum. **Closing date: noon, 22 November 2021.** Interviews: week commencing 1 December 2021

AccessHE Uni Connect Outreach Coordinator – 7-month maternity cover

A key division of London Higher one of AccessHE's core activities is delivering the government-funded Uni Connect Programme. Uni Connect provides targeted higher education outreach to young people from underrepresented groups through regional partnerships of HEIs, schools and other partners. This outreach work takes a variety of forms, including university taster sessions, campus visits and information on post-secondary study pathways as just some examples. We are one of the network partners in the London Uni Connect partnership.

Access HE is looking for a highly motivated self-starter with a proven aptitude for project delivery and stakeholder engagement to support the delivery of AccessHE's Uni Connect activities. This full-time, 7-month maternity cover post (with possibility of extension dependent on funding) will be tasked with coordinating and running outreach programmes that support students from underrepresented backgrounds.

The UniConnect Outreach Worker will work remotely and work extensively across several North East London local authority areas and lead the delivery of three key programmes in spring/summer term 2022 as well as taking responsibility for strategic engagement with c.35 schools.

Full time, permanent post. Salary: £32,000 pa. **Closing date: 5.00pm, 22 November 2021.**

Outreach Officer, University of East Anglia

The university is seeking a motivated and passionate team player with excellent interpersonal skills to join our established outreach team. [The Outreach Officer](#) will act as relationship manager for a number of schools and colleges in the region, and focus on the design, organisation and delivery of outreach initiatives for young people who are currently underrepresented within Higher Education. This role sits within the post-16 outreach team, and will lead on the development and delivery of our post-application support and transition to HE programmes for target students.

Candidates for this role should have:

- the ability to deliver engaging presentations and to work with young people from different backgrounds
 - excellent project management skills including event organisation and delivery
 - the ability to manage relationships with multiple stakeholders to a high standard
- a keen interest in widening access to Higher Education

Full time, fixed term 10 January 2022 for up to a year to cover the maternity leave of the current post holder. Salary: £27,116 to £33,309 per annum. **Closing Date: 23 November 2021.**

EDI Officer, Equity, Diversity and Inclusion Office, Royal College of Art

The Royal College of Art is seeking to appoint [an EDI Officer](#) who will act as an equality, diversity and inclusion matter expert, bringing knowledge and experience of effective approaches and sharing best practice across the College. The role will be central in shaping, promoting and delivering against the College Equity, Diversity and Inclusion Action plan.

The role holder will support the development and implementation of strategies, policies and initiatives that contribute to ensuring that the College meets its legal obligations as well as develop inclusive practices across services delivered by the College. They will identify ways to embed equality, diversity and inclusion across operations, policies, practice and culture.

The role holder will provide project coordination for initiatives projects relating to EDI, working closely with the Head of Equity and Inclusion, Human Resources, Registry and Student Support teams, and with colleagues across the College at all levels. The successfully appointed candidate will be pivotal in supporting the management, coordination and delivery of projects that underpin and drive forward the College's EDI initiatives.

Experience working in equality, diversity and inclusion, covering a range of different equality areas and topics is an essential requirement of the role, as is having a good understanding of how the Equality Act 2010 works in practice. Applicants must have a good working knowledge of the HE sector EDI landscape, including reporting requirements and experience of supporting cross-organisation equity and inclusion projects. Awareness of equalities frameworks, including Athena SWAN, the Race Charter Mark and Stonewall would also be beneficial.

Full time, permanent post. Salary: £37,910 - £41,171 per annum. **Closing date: 23 November 2021.**

EDI Staff Development & Inclusive Culture Officer, Equality, Diversity & Inclusion Team, University of Central Lancashire

The EDI Staff Development and Inclusive Culture Officer role provides an exciting opportunity to be at the heart of implementing UCLan's approach to achieving its long-term EDI institutional goals. This important role based in the EDI team will ensure that our staff body are provided with a range of EDI related development opportunities through the implementation of a staff development plan.

[The EDI Staff Development and Inclusive Culture Officer](#) will work collaboratively with a range of stakeholders including, HR, School leads and service directors to maximise staff engagement and contributing to enhanced culture and environment. In addition, the postholder will curate and co-ordinate a range of EDI related events, seminars, workshops and conferences in line with our institutional EDI goals to enhance our inclusive culture and reputation as well as developing internal and external EDI related communications. The post-holder will also develop mechanisms to evaluate the impact of activities to understand what works and from this, areas of impactful practice that maybe shared across the sector. The post-holder will be essential in maintaining forward momentum and ensure that through staff development and other events a vibrant culture is being developed that will enhance staff and student experience and outcomes.

The successful candidate will have significant experience of leading, managing and creating positive impact through EDI related staff development and/or EDI events within a large complex organization, excellent communication skills and the ability to work effectively with IT systems. The post-holder will

be well organised, have a strong commitment to advance equality, diversity and inclusion and be able to work with some degree of independence.

Applicants with relevant experience whatever their industry or sector background are welcome to apply. This position is based in Preston. For an informal, confidential discussion please contact Pradeep Passi, Director of EDI at ppassi@uclan.ac.uk

Full time, permanent post. Salary: £31,406 - £36,382 per annum. **Closing Date: 28 November 2021.**

Widening Access and Participation Assistant (We Care), University of Sunderland

The We Care Team in the University's Home Student Recruitment service provides personalised support to empower students to access and succeed in higher education. This includes working directly with care-experienced, estranged, GTRSB and Armed Forces students.

[The Widening Access and Participation Assistant \(We Care\)](#) will assist with coordinating, planning, delivering and monitoring access to higher education activities to increase participation of a wide range of students and applicants from a broad range of diverse backgrounds. You will provide support for students, including high quality administrative support, at each stage of the student lifecycle from the initial enquiry to graduation and beyond. You will provide information, advice and guidance relating to a range of personal, pastoral and academic issues, dealing with all requests in a timely and effective manner.

The successful candidate will have strong administrative and organisational skills, excellent IT skills, experience in a student/customer focused environment and the ability to work effectively to tight deadlines. You will have outstanding team working skills, excellent interpersonal skills and an empathetic, non-judgemental and proactive approach.

As part of this role you will also provide support, advice and guidance to external organisations to promote the team and wider institution. This includes engaging with local authorities, schools, colleges, charities and external partners and networks. You will support with building effective working relationships with a wide range of internal and external contacts to enable a high-quality seamless referral service.

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

If you require further information regarding this role, please contact Wendy Price, Head of Widening Access and Participation: wendy.price@sunderland.ac.uk

Full time post. Salary: £21,461 to £25,630 per annum. **Closing date: 28 November 2021.**

Research and Evaluation Officer, (Student Access and Participation), University of Surrey

The University Research and Evaluation team are pleased to be recruiting a Research and Evaluation Officer. The post holder will support the University's research and evaluation needs as set out in our 2021/22 – 2024/25 Access and Participation Plan (APP) which aims to improve the access, success, and progression of students from underrepresented or disadvantaged backgrounds.

The Research and Evaluation Officer will be responsible for analysing and evaluating initiatives that support students across the lifecycle from pre-university entry and throughout their degree using an established Evaluation Strategy set out in our APP. The post holder will be confident in both quantitative and qualitative methodologies and able to communicate clearly with a range of stakeholders across the university.

[The Research and Evaluation Officer](#) will be located within the Research and Evaluation team within Strategic Planning and report to the Research and Evaluation Manager.

The benefits package includes a generous salary package, pension scheme, nursery, and discounted membership to our world-renowned Surrey Sports Park. You will receive a generous annual leave entitlement and excellent development opportunities.

If you have any informal queries about the role, please contact Katherine Sela on 07779 432919 or email k.sela@surrey.ac.uk

Full time, permanent position. Salary: 27,924 to £32,344 per annum. **Closing date: 28 November 2021.**

EDI Chartermarks Officer, Equality, Diversity & Inclusion Team, UCLan

The EDI Chartermarks and Accreditations Officer role provides an exciting opportunity to be at the heart of implementing UCLan's approach to achieving its long-term EDI institutional goals. This important role within the EDI team will ensure that we have a consistent, co-ordinated and impactful approach to utilising EDI chartermarks and accreditations to achieve our EDI goals. [The EDI](#)

Chartermarks and Accreditations Officer role will work with chartermark teams, including Athena Swan, Race Equality Chartermark and Stonewall Equality Index, and provide support, guidance and project management in the developing actions and submissions. The post-holder will also provide oversight of all EDI accreditations to ensure that they are meaningful and having positive impact for our students, staff and wider stakeholders. The role will also include the line management and co-ordination of work for two EDI officers.

The successful candidate will have significant experience of leading EDI initiatives as well as being involved in EDI strategy/policy development. The post-holder will be essential in maintaining forward momentum and ensure that actions to tackle inequalities are being taken to embed principles of equality in all areas. The post-holder will be well organised, have a strong commitment to advance equality, diversity and inclusion and be able to work with some degree of independence. We welcome applicants with relevant experience whatever their industry or sector background. For an informal, confidential discussion please contact Pradeep Passi, Director of EDI at ppassi@uclan.ac.uk
Full time, permanent post. Salary: (£31,406 - £36,382 per annum. **Closing date: 28 November 2021.**

Impact Manager, Brightside

Do you want to help make a real difference to the lives of young people across the UK? Brightside believes that society benefits when every young person can access the support and opportunities they need to succeed. Through their safe and moderated online platform, they connect young people with inspirational mentors who can help them make confident and informed decisions about their futures.

Brightside works with 10,000 young people every year, providing personalised online mentoring, partnering with 60+ organisations, universities, charities and corporates across the country, and thousands of volunteer mentors. By 2023 the aim is to be working with 15,000 young people through mentoring, providing programmes to support all pathways to success.

The **Impact Manager** role will be an integral part of Brightside achieving its ambitious 2023 targets. This is a new role and it will have responsibility for producing robust and insightful evidence and analysis to help evolve our programmes and consistently demonstrate the impact of their work with young people.

The Impact Manager will regularly review project progress and monitor engagement and impact across our programme portfolio. They will oversee and evolve reporting mechanisms, which hold Brightside to account on project outcomes, and learning cycles, so that we consistently prove and improve our impact. The Impact Manager will join a mission driven, values led team, working with the Senior Leadership Team and specifically the Chief Operating Officer (who they will report into) to build impact into our Post 2023 Vision, ensuring that Brightside remains an impact led organisation. They will also work closely with the Communications & Marketing Manager to communicate the impact of work externally.

Brightside is looking for someone who is able to demonstrate experience either in programme delivery, research and evaluation and/or data and insight; wherever your previous relevant experience lies, looking for someone with a strong and demonstratable knowledge of impact evaluation and its role in evolving practice. They are looking for someone who has an energetic, creative, and can-do approach, someone who thrives in collaboration and wants to manage the impact function for a small but growing mission led organisation.

If you would like to discuss the opportunity in more detail before applying please email recruitment@brightside.org.uk to arrange a call.

Full time, permanent. Salary: £27,500 -£32,500 (depending on experience). **Closing date: 28th November.**

Equality, Diversity & Inclusion Managers x 2, Human Resources, Queen Mary University

As an **Equality, Diversity & Inclusion (EDI) Manager**, you'll be critical to the university's strategic vision of being the most inclusive university of its kind, anywhere. You will lead the management of activities relating to our People, Culture and Inclusion Enabling Plan, from diagnosis to evaluation. You will also provide wider leadership within the EDI team. Expect to work closely with the Head of EDI, HR Managers and senior leaders, taking ownership of strategic projects, and supporting and leading change across our university.

As the institutional go-to expert on equality, diversity and inclusion, you will need excellent knowledge of legislation, best practice and practical implementation. Your experience of working within a technical accreditation framework, such as Athena Swan or the Race Equality Charter, will ideally be accompanied by a good grounding in the equality and diversity challenges of the higher education sector. A track-record of managing corporate projects, from planning to evaluation, is key and Queen

Mary expect to see evidence of your ability to work collaboratively across a complex organisation and to achieve results through others.

The posts are based on Mile End Road, London, with the opportunity for hybrid working. Informal enquiries should be addressed to Alex Prestage, Head of Equality, Diversity & Inclusion at a.prestage@qmul.ac.uk

Full time, permanent appointment with an immediate start. Salary: £48,035 - £53,625 per annum. **Closing date: 28 November 2021.**

Equality, Diversity & Inclusion Officers (2 posts), Queen Mary University of London

As one of the [Equality, Diversity & Inclusion Officers](#), you'll be critical to the institutional strategic vision of being the most inclusive university of its kind, anywhere. Working as part of a team of expert practitioners, you'll plan, deliver and evaluate a range of activities to progress our equality, diversity and inclusion (EDI) initiatives. You'll be partnered with one or more areas of the university, advising and supporting them as they navigate EDI frameworks and accreditation. At the same time, you'll develop your own technical expertise in EDI issues in relation in to higher education.

You'll need a good understanding of equality, diversity and inclusion issues, along with a track-record of delivering and evaluating EDI objectives and projects. Knowledge of the higher education sector would be helpful, but is not essential, providing you are prepared to learn. Strong skills in either quantitative or qualitative analysis are important, as are good communication skills. You should be able to work collaboratively across a complex organisation and prioritise your own workload. The posts are based at our brand-new Professional Services building, on Mile End Road, London, with the opportunity for hybrid working. Informal enquiries should be addressed to Alex Prestage, Head of Equality, Diversity & Inclusion at a.prestage@qmul.ac.uk

Full time, permanent posts. Salary: £34,733 - £40,797 per annum. **Closing date: 28 November 2021.**

Head of Equality, Diversity and Inclusion, Equality, Diversity and Inclusion Team, UCLan

[The Head of EDI role](#) provides an exciting opportunity to be at the centre of shaping UCLan's approach to achieving its long-term EDI institutional goals. This pivotal role within the EDI team will ensure that equality, diversity and inclusion principles and actions are embedded in all that we do in relation to staff, students and stakeholders. This leadership role will work with senior managers across the institution and provide support and guidance in the development of local EDI plans and initiatives in pursuance of the institutional EDI goals. The post-holder will oversee key initiatives such as inclusivity in the curriculum, staff development, working towards equality chartermarks, leading UCLan's EDI leads network and developing metrics and evaluation mechanisms that will assist in tracking progress against our EDI KPIs. The role will also include the line management and co-ordination of work for two EDI officers.

The successful candidate will have significant experience of leading EDI initiatives as well as being involved in EDI strategy/policy development. In addition, the successful candidate will have proven leadership and team-working skills. Excellent communication skills will be key in influencing senior managers and sharing key messages and information in relation to the work that will be developed. This position is based in Preston.

UCLan welcomes applicants with relevant experience whatever their industry or sector background. For an informal, confidential discussion please contact Pradeep Passi, Director of EDI at ppassi@uclan.ac.uk

Full time, permanent post. Salary: £53,348-£61,818 pa. **Closing Date: 29 November 2021.**

SEER Programme Manager/ SEER/Applied inspiration

SEER/Applied inspiration is looking for an energetic, independent person to support SEER in the delivery of their work to support new, smaller and specialist providers with developing their approaches to access and participation. This role will be exciting and varied. It will appeal to someone with a commitment to and interest in fair access and participation, evaluation, research, data and monitoring in higher education.

[The SEER Programme](#) Manager will support the delivery, development and growth of the expanding SEER service. This is an exciting and varied role, requiring an energetic individual capable of working flexibly and independently in a fast-paced dynamic environment. It will appeal to someone with a commitment to fair access and participation; experience and understanding of data analysis, evaluation and research; and who is ready to have their great ideas and contributions heard and implemented. Flexible, home-based position.

The [Specialist Evidence, Evaluation and Research \(SEER\)](#) partnership is a collaborative service for small, specialist and newly registered/ing higher education providers. SEER's focus is on supporting this group with regulatory and institutional priorities relating to access and participation, in the critical area of data and monitoring, evaluation and research.

You will be responsible for managing the delivery of their work and maintaining relationships with their members. Responsibilities include:

- managing a programme of activities across our members.
- providing evaluation and analytical support for SEER and its members across the student lifecycle, with the support of senior colleagues.
- delivering training and workshops.
- supporting in the development of evaluation tools and processes.
- supporting SEER to undertake research into specific areas of interest relating to access and participation within small and specialist providers.

For further information, or to discuss this role, please contact rachel@appliedinspiration.co to arrange a discussion with the Managing Director.

Full time or part-time (minimum of 0.5 FTE). Salary: £28,000 – £34,000, pro rata depending on experience. **There is no deadline date for application**, accepting applications on a rolling basis.

Head of Admissions, Enquiries and Admissions, University of Nottingham

The University of Nottingham is looking to appoint the [Head of Admissions](#) (UCAS/DfE Apply) to lead the central Admissions team, dealing with all UCAS / DfE Apply applications across the institution.

This is a fantastic opportunity to give strategic leadership to an enthusiastic team of committed Admissions professionals and shape the processes and policies of the University to support our applicants through their journey.

Working alongside colleagues based within the Academic Schools and Faculties, as well as the Student Recruitment team, you will support the University in meeting its admissions targets. You will work closely with Marketing, International Student Recruitment and Widening Participation/Events teams to ensure that recruitment and admissions activities are underpinned by an informed and robust knowledge and evidence base. A key element of your role is also to represent the University to external partners and stakeholders, such as UCAS, DfE and the Russell Group.

Along with your passion for supporting applicants, you will have strong project management skills, including proven analytical and problem-solving capability. To effectively develop processes that have strong customer experience at their heart, but are compliant and efficient, you will be a creative thinker with good interpersonal skills. You will be experienced in working with and influencing senior management and will have the ability to develop effective relationships with stakeholders and engage staff at all levels. You will be able to demonstrate a commitment to continuous improvement practices, be motivated to keep up to date with changes in the Admissions arena and have well-developed analytical and numerical skills.

To be successful in this role, will be educated to degree level or have a proven track record of Higher Education Administration experience, with a particular emphasis on student recruitment-based processes. Arrangements for job share would be considered.

Informal enquiries may be addressed to Rachel Gillam: rachel.gillam@nottingham.ac.uk.

Full-time (36.25 hours), permanent basis. Salary: £40927 to £50296 per annum. **Closing Date: 2 December 2021.**

Head of Student Finance, University of Warwick

The University Finance Office is seeking to appoint a [Head of Student Finance](#) to lead the Student Finance function. Reporting to the Deputy Finance Director for Financial Control and Projects, you will be responsible for improving the overall performance and efficiency of collections processes, enhance fee generation methods and ensure continued financial control over c£350million of receipts. The purpose of the role is to develop and lead the Student Finance team to provide efficient and effective fee administration, financial control and Student Collection services to internal and external stakeholders while maintaining robust financial procedures; as well as developing systems, processes and reporting which enhance current levels of performance.

You will be a fully qualified accountant, ideally with strong experience in credit management and collection issues. Warwick is seeking a strong leader with excellent management, organisational and communication skills, you will supervise and monitor a Student Collections team of 7 staff in posts ranging grades 3 to 6, a Student Finance team – eight staff in posts ranging grades 3 to 7, and dotted

line reports from the PGR Funding and Student Funding teams to advise them on financial matters). The University is looking for proven experience of managing process change and improvements. Full time, permanent post. Salary: £51,799 - £60,022 per annum. **Closing date: 14 December 2021.**

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NADP, National Association for Disability Practitioners. New vacancies being posted all the time. Further information on *NADP* vacancies: <http://www.nadp-uk.org/jobs/>