

Action on Access WP and Access eUpdate **Issue 150: 13 May 2022**

*This eBulletin is compiled and produced by Andrew Rawson, Director, **Action on Access**, and currently emailed to 1,489 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, contributions, suggestions for how the newsletter could be improved. If you have any items of news, an event or an article you would like to contribute, please contact the editor at contact@actiononaccess.org.

This edition will be available until the next monthly edition at <http://www.actiononaccess.org/ebulletin/>
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.actiononaccess.org/>

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Welcome to the May 2022 edition of the *Action on Access* eBulletin.

The next issue of the eBulletin will be published on Friday 13 June 2022.

Copy deadline: Wednesday, 11 June 2022.

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

Editorial

First of all, thank you for the appreciative and effusive feedback I have been receiving recently about Action on Access which has fed nicely into my current analysing and pondering as to how and what I collect and collate regarding key issues, current news and developments – all into one place and for one online network. Action on Access is a long-established and highly valued organisation that has been researching, compiling and presenting a wealth of material on our information platform and strives to maintain an easy to use, immediately-accessed, widely-sourced, wide-ranging, current and informed resource (Phew!). I am heartened that so many of you confirm that it is succeeding.

I have been looking into the list of subscribers to ascertain exactly who receives Action on Access information so that the information remains pertinent, broad and inclusive for the wider access and student success community. We are currently engaged with those who work in: Outreach, Access, Admissions, Widening Participation, Engagement, Student Support and Success, Marketing and Recruitment, EDI, Evaluation, Quality, Policy and Planning in the different providers of Higher Education; in Aimhigher and Uni Connect; in stakeholder organisations, many third sector organisations and many independent consultants. (One called it “a fantastic online network”; and another wrote “I knew your reach was good but this is so broad. No excuses for people not to know....”) In my analysis, I was completely amazed at how many academics, teachers and researchers use and really value the service. I have also been reminded that we provide “a prompt and expert service which responds quickly and helpfully to any queries, problems, comments or requests for further information.” It is your briefing service and one of the important ways in which I continue to keep Action on Access relevant for as many as possible is through your feedback and comments.

So, to the May issue of the Action on Access monthly eBulletin. Another bumper edition, it brings together: recent relevant Office for Students communications about their consultations and their new direction of travel (as John Blake, OfS Director, Fair Access and Widening Participation) establishes himself in his new role); information on REF 2021; government proclamations - including the best from the Queen’s Speech; news and views on trailed ministerial ideas for Higher Education and a myriad of diverse material and views. I was particularly pleased to receive information about the new group for college-based HE providers facilitated by Advance HE - something Action on Access has tried unsuccessfully to create in the past.

Our What’s Wanted section positively bursts with calls for papers, proposals, research requests, invitations to tender and funding opportunities. Now we can all get out of the office and classroom to conferences to learn, share and network, the Action on Access Events listing starts with a conference on Monday and the list goes through to September. I would like to bring your attention to the annual FACE conference at the University of Southampton, not just because I am involved in it, but because it has a great programme, great speakers and is always a worthwhile residential experience. To complete this month’s eBulletin there is an interesting and diverse listing of Higher Education vacancies for your professional development and advancement.

Go well,
Andrew.

Quotations of the month

A measure of research excellence” is just how well you fit in. We know that social barriers exclude anyone who isn’t white, male and wealthy – there’s a gender gap, a race gap, a whole host of under-represented groups including queer people, those with caring and experiences of disability, and people from working class backgrounds. It won’t come as a surprise that these groups also receive lower REF scores. Are they worse researchers? Are they less excellent?

No. Yet that’s what the REF will tell you.”

Anonymous (nervous?) early researcher, see item below, ‘We need to talk about REF and early career researchers’

“around a quarter of students entering higher education from the most disadvantaged neighbourhoods (the POLAR quintile 1 areas) were either solely taking BTECs, or A levels and BTECs ... nearly one-third of all black students entering higher education in 2019 did so with at least one BTEC”,
Graeme Atherton, head of the Centre for Inequality and Levelling Up, University of West London and director of the National Education Opportunities Network, see item below, ‘Holding Talent Back? What is next for the future of Level 3?’

“It would be wrong to deprive young people of the opportunity to do BTECs.”
David Willetts, former Universities and Science minister, see item below, ‘Holding Talent Back? What is next for the future of Level 3?’

What's New

'Advice on requests to vary access and participation plans to cover academic year 2023-24'

The Director for Fair Access and Participation [has written, 12 April 2022](#), to all higher education providers with an access and participation plan, asking them to request variations to their plans for the 2023-24 academic year. The variations should address the new Office for Students (OfS) priorities for access and participation.

In early 2022 the [OfS set out new priorities for access and participation](#); universities and colleges should:

- partner with schools and other local organisations to raise the attainment of young people
- develop more diverse pathways into and through higher education through more flexible courses
- ensure access leads to participation on high quality courses and secures good graduate outcomes
- improve the quality and volume of evaluation of access and participation plan activity
- make access and participation plans more accessible in a way that prospective students, their parents and other stakeholders can easily understand.

Universities and colleges will need to [refocus their access and participation plans](#) to show how they are addressing these new priorities alongside taking all reasonable steps to comply with the provisions of their existing plans. **The deadline for submitting requests is 31 July 2022.**

'Supplementary consultation on publication of information about higher education providers', Office for Students

This document is a [short supplementary consultation](#) which proposes amendments to the proposals in the consultation the OfS ran in December 2020 on publishing information about higher education providers. **Closing date for responses: 5pm 9 June 2022.**

The Consultation clarifies why they are asking supplementary questions. "... our experience of regulating since December 2020 has caused us to revisit some particular aspects of our proposals (including in respect of some consequential matters) and to change the approach to publication we are minded to adopt. This supplementary consultation sets out these issues and our amended proposals."

'Schools and university partnership working: Why evaluation and collaboration is the cornerstone of widening participation'

Blog from John Blake, Director for Fair Access and Participation, after delivering the keynote address at the Centre for Transforming Access and Student Outcomes in Higher Education (TASO) conference last week, and endorsing the work TASO has already produced and what is in the pipeline.

"To my mind, this ecosystem of evidence-based practice is essential to the future of all public services... As I say, this work is hardly complete in the schools sector, but I had thought it might be further advanced in higher education, where research excellence is often cited as one of the sector's greatest contributions to the nation and the world.

But, whilst there certainly are pockets of excellence", (and Blake gives what he considers to be excellent examples), "I have discovered that a great deal of the work higher education institutions do, does not meet the standards of review and inquiry that are the baseline of academic endeavour. That is why the work of TASO is such an essential and exciting contribution to the work of widening participation."

At the OfS, evaluation will be an essential part of our work in the [next cycle of APPs](#). We are currently considering how to ensure that validation of effective practice has the same status as the validation of academic quality and the validation of data."

‘Student engagement is a top priority for OfS’, OfS student panel chair and student experience board member Martha Longdon

[In this blog](#) the author explains how the Office for Students is engaging students, as she reflects on her time as a students’ union president and explains how the OfS is engaging students. The OfS launched its student engagement strategy two years ago. Since then, the OfS has engaged with students to shape its policy development. Students played an integral role in the recent review of the National Student Survey (NSS). The OfS student panel advised on future question areas for one of the largest student census surveys in the world. The panel has advised over several years around tackling harassment and sexual misconduct on campus, advising on our statement of expectations and how to evaluate its impact.

The OfS has now launched their [refreshed student engagement priorities for 2022-23](#) which shows the OfS’s commitment to continue listening and acting for students and continuing to build a culture of student engagement at the OfS. And to embed student perspectives, particularly where students will be most impacted by the OfS’s new strategy. The OfS will continue to support student groups on issues relating to advancing equality, diversity and inclusion, such as the disabled students’ commission. The OfS will collaborate closely with organisations who work with students from underrepresented groups, to ensure that these students can engage with us and be supported to do so.

The OfS has also recently launched [a guide to the OfS for students’ unions](#), detailing practical ways SUs can get involved with the work of the OfS

‘Invitation to tender Uni Connect attainment raising advice, capability building and assurance support’, Office for Students

[Invitation to tender](#) for a contract for Uni Connect attainment raising advice, capability building and assurance support, the purpose of this commission is to:

- provide information and advice to the Uni Connect partnerships as they develop proposals for collaborative interventions to raise attainment in schools and related evaluation plans
- build the capability of the partnerships to develop, deliver and evaluate attainment raising approaches
- provide assurance to the Office for Students around the quality and efficacy of the partnerships’ proposals and their related evaluation plans.

Deadline for Expression of Interest: 11.00am, 26 May 2022.

National Student Survey 2022: Publication of data

Office for Students published [information on the plans for the publication](#) of the 2022 National Student Survey (NSS) results. The NSS is managed by the Office for Students (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 National Student Survey (NSS) is managed by the Office for Students (OfS) on behalf of The survey provides information for prospective students and for stakeholders to support a high-quality learning experience.

This publication provides information on the plans for the publication of the 2022 NSS results. In July 2022, there will be a UK-wide consultation on any proposed changes to the NSS, with the intention that any new developments be in place from 2023.

REF 2021, Research Excellence Framework

The results of the UK-wide assessment of university research, conducted through the latest Research Excellence Framework (REF), were published yesterday. The REF was undertaken by the four higher education funding bodies for England, Scotland, Wales and Northern Ireland. REF 2021 was managed by the REF team based at Research England on behalf of these bodies. It was overseen by a steering group of representatives from these bodies. To view the results visit www.ref.ac.uk. Case studies reflect universities’ productive engagements with a wide range of public, private and third sector organisations, as well as the public, leading to diverse benefits. Impact Case Studies was one of the most impressive aspects of REF2021. These Case Studies will be made publicly available in mid-June 2022, in an accessible and searchable database that, in years to come, will constitute a rich resource for those seeking to examine the positive impact of research in the UK.

The 2021 assessment process has identified a substantial proportion of world-leading research across all UK nations and English regions, and across the full range of subject areas. Excellence is well distributed across the four UK nations and English regions, all of which showed over 80% of submitted research activity to be world-leading or internationally excellent.

For the first time, the assessment included the submission of all staff with significant responsibility for research, meaning the results provide a unique insight into the quality of research conducted across the breadth of university activity.

And as Nick Hillman wrote in his HEPI blog, '[Making sense of today's #REF21 results: 7 points of note](#)', "The wait is far from over. We do not yet know how the money that rests on the back of the REF will be distributed, for example, and the answer will be different in different parts of the UK", and he goes on to discuss sectoral stratifications, and the effect of funding allocations and the actual costs and burdens of research and how senior leaders are thinking.

'We need to talk about REF and early career researchers', Sunday Blake, Wonkhe Comment, 12 May

[A heartfelt message](#) that we need a conversation about how the REF – and the myths surrounding it – impacts newer, often younger, early career researchers. In particular, we need to have a conversation about how marginalised people – possibly the beneficiaries of widening participation schemes – who are underrepresented in academia but who have gone on to qualify and work within it fare under an institutional framework set up by those who are overrepresented in academia, and by those who have been in charge of these institutions for quite some time.

If we are serious about diversifying research – as a recent [UKRI strategy](#) claimed – then we must address what causes diverse researchers undue stress, ostracisation, and to possibly (like me) choose to leave academia completely.

When you can play the game according to (their) rules, you get more esteem, more time to research, and more success. The cycle repeats. When you are structurally prevented from playing such a game, these are perpetually out of reach.

A measure of research excellence" is just how well you fit in. We know that social barriers exclude anyone who isn't white, male and wealthy – there's a gender gap, a race gap, a whole host of underrepresented groups including queer people, those with caring and experiences of disability, and people from working class backgrounds. It won't come as a surprise that these groups also receive lower REF scores. Are they worse researchers? Are they less excellent? No. Yet that's what the REF will tell you."

'State Opening of Parliament 2022: What to expect from educational reforms', FE news, 12 May, The Skills Network

Of the 38 Parliament Bills this is probably of the most interest. The Education Bill - introduced to "ensure that our post-18 education system promotes real social mobility, helping students onto pathways in which they can excel, and is financially sustainable. This will help support people get the skills they need to meet their career aspirations and to help grow the economy."

With somewhat of a skills agenda perspective, the benefits of the Higher Education Bill include:

- Ensuring people are supported to get the skills they need throughout their life. The Bill will enable the introduction of the Lifelong Loan Entitlement, a new and flexible way of providing loan support for post-18 study. This will provide individuals with a loan entitlement equivalent to four years of post-18 education (£37,000 in today's fees) that they can use over their lifetime for a wider range of studies, including shorter and technical courses.
- Fulfilling the manifesto commitment to tackle uncontrolled growth of low-quality courses.
- Ensuring that appropriate fee limits can be applied more flexibly to higher education study within the Lifelong Loan Entitlement and that they can be effectively regulated.
- Subject to the conclusion of the higher education reform consultation:
 - setting minimum qualification requirements for a person living in England to be eligible to get student finance support to enter higher education, helping to ensure students can pursue the best post-18 education and training options for them by taking pathways through which they can excel; and
 - fulfilling the manifesto commitment to tackle uncontrolled growth of low quality courses by taking specific powers to control numbers of students entering higher education at specific providers in England.

Mark Dawe, CEO at The Skills Network comments: "It's great to finally see equal funding for every school pupil, with The Governments' focus on equal opportunities welcomed. Despite this, we must now

focus on equal opportunity through progression routes, offering advice, guidance and incentives into skills and apprenticeship programmes and not just the traditional academic route.”

‘Queen’s Speech: bill planned for lifelong loans and entry bars’, THE, 10 May, John Morgan

[In a briefing note](#) to accompany the Queen’s Speech, which sets out the government’s legislative programme for the coming Parliament, the government says there will be a Higher Education Bill intended to “ensure that our post-18 education system (in England) promotes real social mobility, helping students onto pathways in which they can excel, and is financially sustainable”; and, “subject to consultation”, a minimum entry requirement to study in higher education as well as student number controls.

It will provide individuals with a loan entitlement “equivalent to four years of post-18 education (£37,000 in today’s fees) that they can use over their lifetime for a wider range of studies, including shorter and technical courses”.

[The article](#) suggests that in the briefing note government appears to be taking a firmer position that plans for minimum entry requirements and student number controls are likely to go ahead.

‘Universities oppose plan for student cap and loans in England’, Guardian article 5 May 2022

The three main university groups have lined up with the National Union of Students and come out against proposals for limiting student numbers and access to loans, describing the plans as likely to crush aspirations and entrench disadvantage.

“As well as limiting student choice, student number caps entrench disadvantage because students who are unable to move location to attend university have fewer opportunities to apply and be accepted to university, making them more likely to choose a path with poorer employment outcomes,” UUK said.

[The article](#) continues that disadvantaged students are also among those likely to be most affected by minimum eligibility requirements for loans. UUK warned that the restrictions would have “significant financial implications” for universities, “limiting their ability to provide support for their disadvantaged students and invest locally”. Degrees underfunded by £1,750 per student, calculates the Russell Group.

In response, a Department for Education spokesperson said: “We have not proposed to bar anyone from going to university: rather, we are starting a conversation on minimum entry requirements and asking whether young people should be pushed straight into a full degree, without being prepared for that level of study.

“We are proposing exemptions for mature students, those with a foundation year, or appropriate certificate or diploma and are supporting these alternative routes through consulting on reducing the cost of foundation years and through our new lifelong loan entitlement, which will provide many different routes to improve a person’s career and life opportunities.

“These exemptions would mean 1% or fewer of total entrants would be affected by either of the minimum eligibility requirement proposals.

“Similarly, the government is not proposing to cap the overall number of people going to university and recognises the transformational power of higher education. We are, however, consulting on how we might prevent low quality courses with poor outcomes from growing uncontrollably.”

Unite Students launches commission to support national change following ‘Living Black at University’ report

The Unite Students Commission on Living Black at University has been launched to support the higher education and private student accommodation sectors’ response to our recently published Living Black at University report. The commission will be chaired by Professor Iyiola Solanke, Dean of Equality, Diversity and Inclusion at University of Leeds and recently appointed to the Jacques Delors Chair of EU Law at the University of Oxford. She said: “Student accommodation does not exist in a vacuum. Universities can and must do more to ensure that Black students feel seen, heard and safe.” Joining her are Commissioners drawn from key national organisations including Unipol, Advance HE and Student Minds, and professional bodies including ASRA, CUBO and AMOSSHE.

Involved are two projects of national significance, Newcastle University’s Race Equality Charter accommodation initiative, and London South Bank University’s Office for Students funded project on Black student mental health. The [Office of the Independent Adjudicator for Higher Education](#) is supporting work on complaints resolution.

Jenny Shaw, Higher Education External Engagement Director at Unite Students, said: “The Living Black at University research we commissioned from Halpin Partnership showed that Black students have a poorer experience than their White peers in student accommodation, and that this negatively affects their wider student experience. This is clearly unacceptable, and I believe it is an issue we can, and must, address as a sector.”

Full details here: <https://lnkd.in/dcc-UQpd>

‘The power of networks – a new group for college-based HE providers’, 4 Apr 2022, Dr Jo Tyssen, Head of WP, Outreach and Projects, University Centre Leeds

Advance HE has funded a project establishing a [College-based Higher Education network](#) offering these providers the opportunity for “discussion and development in areas of focus that really matter and to provide solutions to address these shared challenges.”

There are 64 individual members already signed up to the network, with 43 institutions being represented from across all four home nations, as well as the Isle of Man. At the launch meeting in March, 35 members attended and it was clear there is a shared vision about the collaborative opportunities for the network. It was great to share our experiences and the hopes members had for the network. There was a real sense of collaboration and a willingness to work together to create a HE culture, devise solutions, and deliver on areas of priority for CBHE. Initial agreed themes moving forward include:

- developing HE ethos (culturally and physically) and creating an HE community within FE contexts
- collaboration opportunities for CPD, research and scholarly activity, and sharing best practice
- support for Fellowship and Senior Fellowship
- marketing of the CBHE distinctiveness, graduate attributes, and currency of skills
- collective campaigns
- regulatory bodies and changes, and learning from other bodies such as HEFCW / SFC / the Higher Education Division within the Department for the Economy in NI / Department of Education, Sport and Culture in IoM.

For colleges wishing to find out more and enquire about joining the new network, please contact Hannah.Cook@advance-he.ac.uk, Advance HE Membership Executive.

‘When is independent evaluation not independent?’, Linked In post (13 April) from Matthew Horton, Evaluation Manager, University of Wolverhampton

Currently there seems to be lots of confusion in government in terms of whether a birthday is an ‘event’, ‘work meeting’ or party. This confusion also seems to have spread to the Office for Students in terms of the work of Widening Participation teams and what is or is not considered as independent evaluation. The

argument goes that any evaluation conducted by staff within a university is not independent. All providers should commission evaluation work to independent consultants as they know best. Someone once exclaimed to me ‘consultants they borrow your watch and tell you what time it is’. This is unfair, as I have seen excellent projects and complete car crashes delivered by consultants. The major problem here is that consultants are not cheap. Currently I am supporting 21 evaluations across our university APP. Only two of these projects are externally funded with support from consultants [at no cost to the university]. The scope and scale of these 21 projects will hopefully support faster improvements in outcomes for students across the university. However, if we were forced to commission this work, the number of projects being evaluated would drastically diminish. This would be a backwards step, by reducing evidence of ‘what works’ and slowing down progress in improving student outcomes. Unless the OfS have a magic money tree this rhetoric is bound to fail. Of course there are other solutions to support robust and independent evaluations. Currently evaluation within universities tends to be conducted via:

1. Professional service staff evaluating their own interventions
2. Evaluation managers within or detached from these teams conducting and co-ordinating evaluation
3. Academics supporting or leading on evaluations
4. Work commissioned to consultants

The best approach is a combination of these. I currently sit in the Strategic Planning and Performance Office – away from staff delivering interventions. Part of my role involves matching up academics with

professional service staff to evaluate activities. Sometimes I evaluate these activities myself. Surprisingly we work within the boundaries of academic integrity and publish this work. This work is rigorously peer reviewed [unlike most evaluation conducted by consultants]. We have no reason to report that an intervention is effective when it is not. Our main interest is improving student outcomes as their social mobility and our jobs depend on this.

This rhetoric [independent consultants] also makes me wonder what the point was of upskilling the sector via the OfS Standards of Evidence and guidance and support via TASO. If all work needs to be independent and completed by consultants, is there any need for university staff take notice of this guidance. Anyway, I am off to set up my own consultancy firm and rake in the cash. Oh no there's a problem I only got a 'D' in maths - so may not meet the entry requirements.

'Student engagement in knowledge exchange: latest evaluation reports', Office for Students

Knowledge exchange is a process that brings together academic staff, users of research, and wider groups and communities to exchange ideas, evidence and expertise. As part of the OfS £10 million funding competition in partnership with Research England, the latest evaluation reports show emerging findings from 20 projects' approaches to engaging students in knowledge exchange policy, with interesting and useful comment on collecting evidence and demonstrating impact. [Two summary reports](#) provide interim findings from the evaluation of projects within the competition. The final evaluation report will be published in spring 2023.

'Golden triangle' will be crucial to 'levelling up', says Science minister, Freeman

Speaking to Times Higher Education, Mr Freeman said it was important to address "questions about what many see as the over-concentration science and research within the Greater South-East – the so-called 'golden triangle'".

[In the article](#) Mr Freeman said, "As we set out in the levelling up White Paper, I have argued the best way for us to deliver long-term sustainable innovation investments to drive levelling up is not to bluntly cut research in the golden triangle and move it north, but to grow from the golden triangle by investing in growing clusters that will run across the country ... we are keen to establish more "innovation accelerators" along the lines of three projects – in Glasgow, the West Midlands and Greater Manchester – worth £100 million [unveiled in February](#)." "We have three, though Michael (Gove) and I want 33," he said, adding: "The dream is that we do this in South Wales, Northern Ireland and around the whole country."

'Does university make you more liberal? Estimating the within-individual effects of higher education on political values', Ralph Scott, Electoral Studies Volume 77, June, 2022

An individual's level of education is increasingly significant in explaining their political attitudes and behaviour, with higher education proposed as a new political cleavage. Addressing this gap, [this article](#) provides the first causal estimate of higher education specifically, finding that achieving a degree reduces authoritarianism and racial prejudice and increases economic right-wing attitudes.

'Is it fair that we spend so much helping middle-class children into adulthood?', Guardian article, 1 May 2022, Sonia Sodha

Interesting take. [The author points out](#) that "When young people turn 18, the principle that we should spend more on the education of children from disadvantaged backgrounds gets turned on its head. The state invests an average of £29,000 on the education of each of the 53% of young people who go to university. For the rest, there's nothing like that available; many launch straight into full-time work, which for those without a degree is dominated by low-paid jobs offering few prospects for progression. What if we were to take the £30,000 the government spends per young person on university and allocate this sum as a lifetime investment in the professional development of every 18-year-old? I doubt we would design from scratch the system we have today. Some might go on supporting the social transition of all young people, perhaps by funding expenses-paid opportunities to volunteer together abroad or in different parts of the UK, or helping them relocate to places with jobs in which they are interested. Some would go on intensive support for those who have left school without functional skills. More would go on degree-level apprenticeships, where young people can simultaneously work, earn and learn skills more closely tailored to the gaps employers need to fill. Some would be set aside for lifetime learning, so that post-18 learning is not one-shot, but something people can dip in and out of for the rest of their working lives."

‘Student loan changes in England ‘could imperil supply of teachers and nurses’’, Guardian article, Richard Adams, 2 May 2022

Analysis by [the Institute for Fiscal Studies](#) (IFS) thinktank found that [proposals under consideration](#) to restrict loans to those with minimum exam grades could have a dramatic effect on who goes to university: changes unlikely to stop middle-class teenagers from aiming for a degree, those from less advantaged backgrounds may hold back, particularly imperilling the supply of graduates in key sectors such as teaching and nursing, experts have concluded.

In [this article](#), Vice-chancellor of Sheffield Hallam University, Chris Husbands, said there were two views among his colleagues about the potential effects but thinks ministers are less interested in widening participation “because they think the job has been done” and are more concerned about cost, with current forecasts of a 26% increase in student numbers over the next decade. As a result, Husbands says policymakers are like hotel guests in an unfamiliar shower, alternating between being too hot and too cold while nervously adjusting the taps.

“What worries me about all of this is that the deteriorating terms of trade on student loans, the minimum eligibility requirements and so on, are a whole series of interventions that have the impact of getting us back to a 1940s or 1950s world, where essentially universities are full of middle-class people, and poorer people don’t get in,” he said.

‘Degrees underfunded by £1,750 per student, Russell Group says’, Guardian article 5 May

Russell Group consultation on higher education funding at its research-intensive universities reported that the average cost per student was £1,750 more than they receive in tuition fees and teaching grants. The government’s plans include a freeze on undergraduate tuition fees at £9,250 until 2024-25, which would lead to the deficit per student widening to £4,000, according to the group of 24 universities. This may well have a disproportionate effect on disadvantaged participation.

[The article](#) also opines that plans to cut fees for foundation years – pre-entry courses taken by many mature or disadvantaged students – could reduce the number taking science and technology courses. “Foundation-year courses are vital in helping students from disadvantaged backgrounds or those who may have just missed out on entry requirements get into high-quality courses and go on to high-skilled jobs,” the group said.

‘How much does it pay to get good grades at university?’, Institute for Fiscal Studies, Jack Britton, Ian Walker, Ben Waltmann and Yu Zhu, 20 Apr 2022

In [this publication](#) the authors investigate variation in early-career earnings by degree class outcome using the Department for Education’s Longitudinal Education Outcomes (LEO) dataset. The LEO dataset links school records, university records and tax records for everyone who took GCSEs in England since 2002. Using these data to the report estimates degree class earnings premiums up to age 30, controlling for a large array of background characteristics including detailed measures of school attainment. Main findings are:

- the share of university students obtaining different degree classes varies substantially by subject studied and institution attended; and that more selective universities tend to award higher class degrees
- there has been a long-term trend towards higher degree classes awarded in all subjects and at all levels of university selectivity, which accelerated around the 2010 graduation year
- earnings differences between those graduating with different degree classes are large
- payoffs for a higher degree class vary hugely by subject
- achieving at least a 2.1 has a much bigger payoff at more selective universities
- there are stark gender differences in the payoff to achieving a first class degree at a very selective university.
- despite substantial increases in the average grades of graduates during the period studied, there are no large changes in raw or conditional degree class premiums over time; earnings gaps between degree classes have been constant throughout the period we study.

‘Degree grade matters more than university reputation, report finds’, Guardian article, 20 April, Richard Adams

Graduates with good degree from less prestigious university earn more than those with lower-class degree from selective institution. [This article](#) says students are advised to be “more relaxed” about the reputation of the universities they want to attend, after new research revealed they could be better off graduating with a good degree from a less prestigious university than with a lower-class degree from a selective institution.

The report by the Institute for Fiscal Studies found that graduates in England with first-class or upper second class (2.1) honours degrees had higher average earnings by the age of 30 than those who finished with lower second-class (2.2) awards, regardless of institution – meaning that degree class was often more important than institutional reputation.

The IFS also noted “stark gender differences” in the rewards between men and women achieving first-class degrees at very selective universities. The increase in graduate pay for a first-class degree versus a 2.1 was almost nothing for women but about 14% for men.

“This suggests that fewer high-achieving women go on to high-earning careers,” the IFS said.

Waltmann said the graduate gender pay gap was largely explained by subject choice. But even for those who graduated in the same subjects, it was clear that a pay gap had emerged by the age of 30 that was only partly explained by women leaving the labour market to have children.

Employability Blog Series: ‘Driving change through strategy – a case study from the University of Sussex’, HEPI Guest blog, Emily Huns, Head of Careers and Entrepreneurship, University of Sussex and Susan Smith, Associate Dean (Education and Students), University of Sussex Business School

The responsibility for closing graduate outcomes gaps for underrepresented student groups lies with universities - a message clearly conveyed by the Higher Education regulator, the Office for Students (OfS), through [Access and Participation Plan](#) (APP) policy initiative; as well as the new Conditions of Registration referenced in the Review further focusing attention in universities on how employability learning can be most effectively embedded – within and in addition to the core curriculum.

The [APP Dashboard](#) exposes the graduate outcomes gaps that exist for (UK-domiciled) cohorts at each university in England. Universities must then outline, through their Access and Participation Plans, how they will close these gaps.

[The blog](#) reports on how the World Readiness and Employability Strategy at Sussex, enabled by ringfenced APP funding, is achieving its objectives with an assertion that Universities must succeed in closing graduate outcomes gaps for underrepresented groups whilst ensuring all of their students – including often sizeable postgraduate and international cohorts – receive appropriate levels of support.

‘The Evaluation Manifesto’

The Evaluation Collective is a cross-sector group of like-minded evaluation advocates working to enhance higher education student outcomes, especially in ‘participation’ spaces of the APP. [The Evaluation Manifesto](#) seeks to reframe the dominant evaluation narrative in higher education. As a Collective it aims to normalise conversations about evaluation, build sector confidence and support the development of an evaluatively literate higher education sector.

You can pledge your support for the Evaluation Manifesto or if interested in supporting the Evaluation Collective join their mailing list.

‘What are the 160 Level 3 qualifications DfE wants to chop to make way for T-Levels?’, 12 May, FE News Editor, FE News

[This editorial](#) reminds that last year, plans to withdraw funding from most [BTECs and other applied general qualifications from 2024 were criticised](#) due to “the potential to do huge damage to social mobility”. In [2021 alone, more than 230,000](#) students completed their Level 3 BTEC qualifications. BTEC’s and other applied general qualifications are said to be “engines of social mobility” and open doors for disadvantaged students.

[T Levels are technical qualifications](#) – equivalent to three A Levels – that combine classroom study with industry placements so that students gain the skills and experience they need to progress into work, further study or an apprenticeship. T Level courses include the following elements:

- a technical qualification, which includes

- core theory, concepts and skills for an industry area
- specialist skills and knowledge for an occupation or career
- a meaningful industry placement with an employer of around 9 weeks
- a minimum standard in maths and English if students have not already achieved them.

The Department for Education has published a provisional list of 160 Level 3 Qualifications that overlap with T-levels. These qualifications are set to be scrapped as part of the move to T-levels. BTECs can be used for university applications, but many use them to gain occupation-specific skills. With T-levels however, a [recent FE News exclusive article](#) highlights that:

“Negotiating the admissions slalom is made all the harder by the refusal of more than half of British universities to consider T-Levels as adequate qualifications in support of an application”

With half of British universities refusing to consider T-levels as adequate qualifications and the scrapping of 160 Level 3 Qualifications, students will ultimately find it harder to get into a university or college of HE, especially disadvantaged students.

[See the provisional list](#) of 160 Level 3 qualifications set to be scrapped.

‘Holding Talent Back? What is next for the future of Level 3?’, HEPI report 149

In [this new paper](#) published by the Higher Education Policy Institute, 11 different authors consider the Westminster Government’s controversial reforms to Level 3 qualifications, including BTECs.

While the Government has confirmed that many Applied General qualifications can continue to play a role in the Level 3 landscape, with ‘significantly less than half’ defunded, the issue as recognised by the Rt Hon. the Lord (David) Willetts in his Foreword, is which qualifications ‘will survive [by the end of all these reforms] and how many students will be able to study them.’

Collectively, the chapters argue that England risks closing off a useful and proven route for students from a wide range of backgrounds, including those hoping to reach higher education.

The authors also argue that the new T Levels, which are designed to sit place alongside A Levels, are welcome but still need to prove themselves. The report argues their success should not rest on shutting off tried-and-tested options that are popular with employers, higher education institutions and students.

UPP Foundation 2022 Grants Round Open

This summer the UPP Foundation will be awarding a small number of grants to outstanding pilot projects which tackle key issues within their new goals.

Each year the [UPP Foundation grant](#) funds a small number of pilot projects which tackle key issues within our strategic themes. Successful applications demonstrate:

- A new or innovative approach to tackling relevant issues
- A commitment to collaboration and/or working in partnership
- How the UPP Foundation can measurably add value to the project
- A clear plan for long-term sustainability independent of support from the UPP Foundation.

The Foundation funds universities and registered charities in the UK, and considers applications from non-registered groups with a clear social purpose, social enterprises, community groups and other charitable bodies. Deadline for applications: 17 June 2022.

Pearson HE Innovate Awards 2022

The Pearson HE Innovate Awards 2022 are now open. [These awards](#) recognise and reward academics and higher education professionals in the UK and Ireland who have developed innovative ways to teach and support their students. Award categories:

- Most innovative approach to developing employability skills
- Most innovative approach to engaging students using education technology
- Most innovative approach to supporting students
- Most innovative approach to bringing inclusivity and sustainability into the classroom
- Most impactful use of Pearson digital courseware and services.

Applications and project summary by 15th July 2022.

Information: advanced learner loans funding and performance management rules 2021 to 2022

The DfE published (17 March) [version 3 of the advanced learner loans funding and performance management rules](#) updating the rules to include that from the 1 April 2022, eligibility for the National Skills Fund level 3 adult offer will be expanded to those who meet the definition of low wage or unemployed outlined in the adult education budget funding and performance management rules 2021 to 2022 version 3.

'Oxford launches foundation year for students with BBB grades', THE, 4 May, Tom Williams

The University of Oxford is set to offer students from disadvantaged backgrounds the chance to study a foundation year at the elite institution, with some places available for those who have achieved three Bs at A level. The "Astrophoria" foundation year follows a [similar scheme set up at the University of Cambridge](#), whose first cohort of 50 students will start their own foundation year in September.

Like at Cambridge, the Oxford scheme targets UK state school pupils who have significant academic potential, but who have experienced severe personal disadvantage or disruption to their education that has damaged their ability to apply for an undergraduate place.

Students entering the foundation year will study one of four courses; humanities; chemistry, engineering and materials science; philosophy, politics and economics; or law. Ten colleges are taking part, including Lady Margaret Hall, Oxford, which [first piloted a version of the scheme in 2016](#). The courses aim to develop the students' academic skills, self-belief and confidence, and all tuition fees, accommodation costs and other living expenses will be covered.

Students who have achieved the required attainment level by the end of the year will be able to progress on to a full undergraduate degree without needing to reapply. Otherwise, they will achieve a Certificate in Higher Education (CertHE) and the university says that it will support them to apply elsewhere.

Episode 6 of The Access Podcast, 'Interviewing John Blake, Director of the Office for Students'

The Office for Students has asked universities to do more to raise attainment at schools and to reduce the awarding gap between advantaged and disadvantaged students. This episode of the Access Podcast discusses what this means with John Blake, Director of the Office for Students. The interview provides significant insight into the OfS' expectations for access work. What is still missing are the details but

John Blake shares his thoughts on the future of access and participation. You can access the podcast from [this link](#).

'Precarity and Diversity In Academia. Teresa's story', The Open Circle Podcast season 1, episode 11, Dr Teresa Crewe, Senior Lecturer, University of Bangor

'Higher Education and Working Class Academics: Precarity and Diversity In Academia. Teresa's story' is Dr Crewe's story and examination of working class experiences in academia, drawing on her lived experience (working class and and adult learner) interviewing over 90 academics.

[Hear the podcast.](#)

[The book](#) demonstrates that the term 'working-class academic' is not homogenous, and instead illuminates the entanglements of class and academia. Through an examination of such intersections as ethnicity, gender, dis/ability, and place, the author demonstrates the complexity of class and academia in the UK and asks how we can move forward so working-class academics can support both each other and students from all backgrounds.

This book examines how a working-class habitus interacts with the elite culture of academia in higher education. Drawing on extensive qualitative data and informed by the work of Pierre Bourdieu, the author presents new ways of examining impostor syndrome, alienation and microaggressions: all common to the working-class experience of academia.

Unite Foundation Scholarship Scheme

Having somewhere of your own to call home matters, particularly for care leavers and estranged young people. The Unite Foundation scholarship covers accommodation and bills, all year round, for up to 3 years of study, **studying at any of the Unite Foundation's partner universities**. You can apply even if you've already started your degree.

There is just 6 weeks left to apply for the Unite Foundation Scholarship Scheme. The Scheme supports care leaver or estranged students and offers FREE year-round accommodation.

Please help the Unite Foundation reach young people that could benefit.

Young people and students should apply online now to join the scholarship in September:

<https://thisisusatuni.org/unite-foundation-scholarship/> and the opportunity for this year **closes on the 1st of June**.

'HEPI Employability Blog Series: Employability Monsters – exploring the challenges and barriers to employability', HEPI Guest post, 22 April, Dawn Lees and Kate Foster, HEPI Guest Post

The seventh in this weekly series of blogs on employability describes the 'Employability Monsters' project at the University of Exeter, funded by their [Centre for Social Mobility](#).

[The blog](#) explores through the prism of the project how students from underrepresented and disadvantaged groups often face barriers in developing their employability as they transition a) into university and b) into their post-graduation destination – an effect exacerbated by governments' responses to coronavirus. Lack of work experience and poor social capital knowledge of graduate recruitment processes are highlighted in the University, working with students, responded to improve some of these deficits.

'The journey to developing the Race Equality Charter', Advance HE, 7 April 2022

During the past year, work to [develop the Race Equality Charter \(REC\)](#) has really ramped up.

Advance HE is in the discovery and design process for extending the REC to research institutes, small and specialist institutions and higher education (HE) colleges. See the article [here](#).

Two independent reviews were published as part of the first and second phases of the review. The first was led by [Professor Nicola Rollock](#) in 2019 and the second by [Douglas Oloyede Consultants](#) in 2021, both of which have provided stimulus to undertake development of the REC.

The REC webpages have been updated to make them easier to navigate, including the sections on [frequently asked questions \(FAQs\)](#), [future panel round dates](#) and registering to becoming a [panel member or observer](#). Member resources such as application form, handbook, surveys and application specific FAQs are now accessible for download via [Advance HE Connect in the Race Equality Charter Members' Network](#). Don't forget if your institution is a member, then you are.

'Living Black at University blog series: The Unite Students Commission on Living Black at University – A safe home environment as crucial to Black student success', HEPI Guest post.

[In this blog](#) Professor Iyiola Solanke, Chair in EU Law and Social Justice at the University of Leeds and Chair of the Unite Students Commission on Living Black at University' recommends a concerted effort to embed the report's recommendations into the foundations of purpose-built student accommodation.

In February, Unite Students published '[Living Black at University](#)', the first report exploring the experience of Black students in UK student accommodation, based on research conducted by Halpin Partnership. (The researchers found that a majority (54 per cent) of Black students had experienced some form of racism in their accommodation, with three-quarters reporting some level of impact on their mental health as a result of this.) Student accommodation does not exist in a vacuum; research has shown that the experience of accommodation impacts students' holistic university experience, spanning wellbeing, retention and outcomes.

Universities can and must do more to ensure that Black students feel seen, heard and safe. The push to decolonise the curriculum must be replicated across other areas of the university experience, especially accommodation, which is so crucial to student success

‘Don’t Disable Me’ AbilityNet

As part of their ‘Don’t Disable Me’ series of training, AbilityNet has launched a selection of [lived experience courses](#) that will provide attendees with a deep dive into the experiences of people of living with different disabilities and impairments.

The courses focus on visual, hearing, physical, mental health and neurodiversity barriers. Led by individuals with lived experience of disabilities, and AbilityNet’s workplace inclusion experts, in the courses you’ll learn about the common barriers that people encounter at work, in study and in day-to-day life. You will also find out more about the kinds of assistive technologies and tools that people use to overcome these barriers and the steps that everyone can take to avoid creating barriers in the first place.

The courses are interactive and practical including real-life stories to help articulate how employing the social model of disability at your workplace or education institution can lead to a working or learning environment that embraces and welcomes everyone and is inclusive by design.

‘Theory of Change: Debates and Applications to Access and Participation in Higher Education’, Samuel Dent, Anna Mountford-Zimdars and Ciaran Burke

The Theory of Change underpinning this book is that national and international practitioners, policy makers, higher education professionals, students and academic faculty will increase awareness and ability to use a Theory of Change in their own work. This, in turn, will mainstream the use which will lead to better interventions and practices. In the field of access and participation in higher education, it will ultimately lead to more disadvantaged students entering and successfully progressing from higher education.

‘[Theory of Change](#) ...’ speaks to those looking for an academically rigorous discussion of the origins and debates around this approach in Higher Education. Melding together robust academic research with examples of practice, the book provides specific applications of using a Theory of Change across key stages of the student life cycle.

This book helps to establish a common lexicon around a Theory of Change approach and enable discussion of demonstrable, meaningful reflections on the ‘change’ work has on inequalities in higher education access and participation.

What’s Still Current

‘OfS launches new strategy targeting quality and standards’, 23 March 2022

The Office for Students launched its strategy for 2022 to 2025. [The OfS tells us](#) that the strategy confirms two main areas of focus for the OfS’s work:

- quality and standards
- and equality of opportunity.

On access and participation work, the OfS will encourage higher education providers to work in partnership with schools and colleges, to raise school and college attainment; with effective regulation of quality helping to ensure that students from all backgrounds have the support they need to succeed in and beyond higher education.

See [the 2022-2025 strategy](#) itself.

‘Access and participation: approach to 2020-21 monitoring and analysis of key performance measures’

John Blake, Director for Access and Participation [wrote to providers](#) (15 March 2022) setting out what the OfS’s will and won’t expect from providers in monitoring access and participation plans for the 2020-21 academic year, referencing again their use of the dashboard, and listing what provider priorities need to be in terms of Variations to plans for 2023-24.

The Office for Students refreshes its student engagement priorities, 6 April 2022

Click [here](#) for: the OfS’s refreshed student engagement priorities for 2022-23; their Student Engagement Strategy 2020-23; and Student Engagement Consultation key findings.

Analysis of access and participation plan targets in relation to OfS key performance measures: 2022 update

The OfS also (15 March) published [an updated analysis](#) of its sector-wide access and participation plan targets in relation to four OfS key performance measures – KPM 2,3,4 and 5 - focusing on gaps; in participation, in non-continuation and in degree outcomes.

This analysis updates [the 2020 OfS report](#) which sought to understand whether the targets that higher education providers set in their access and participation plans were sufficiently ambitious to make satisfactory progress at a sector level in addressing OfS long-term targets and broader objectives around equality.

Access and participation data dashboard

The Office for Students has updated their Access and participation data dashboard – which shows data for individual providers across different student characteristics. [The key findings report](#) summarises the key gaps in access, continuation and attainment at a sector level for different student characteristics. To see and use the [full data dashboard information](#).

Uni Connect: Learning digests, OfS published 10 March 2022

[These learning digests](#), from Ipsos Mori, are based on interviews and a workshop with partnership leads conducted as part of Uni Connect's formative evaluation (2019-2021), commissioned by the Office for Students. The digests are as follows:

- Engaging further education colleges and learners
- Aligning Uni Connect with access and participation plans
- External link (Opens in a new tab or window)
- Continuing professional development (CPD) for teachers
- Data sharing and data protection
- Mapping and gapping (developing the approach to strategic outreach)
- Strategic engagement.

'Reaching out: The added value of HESA's new measure of socioeconomic disadvantage', HESA, 15 March 2022

HESA's insight exploring the relationship between measure of disadvantage and the [design/nature of work](#) variable was published on 24th March. As part of the ongoing development of this new measure, [this HESA research](#) extends previous work around the usefulness of the variable to the higher education sector.

'Inclusive Britain: government response to the Commission on Race and Ethnic Disparities', UK Govt. Policy Paper, 17 March

Inclusive Britain is the government's response to the Report by the Commission on Race and Ethnic Disparities. The policy actions and approach of the UK Government set out in [this Policy paper](#) relate to England only (or England and Wales in the case of justice and policing) as responsibility for many of these areas is devolved in Scotland, Wales and Northern Ireland.

The Introduction gives the government's three-point Inclusion strategy on race and ethnicity:

- tackling discriminatory behaviour where it might exist, and adopting policies that build trust and promote fairness
- promoting equality of opportunity and encourage aspiration by nurturing agency – showing the path to success and removing personal and structural barriers which block the way
- actively fostering a sense of inclusion and belonging to the UK.

New flag to enhance data picture on care experienced students, NNECL

Working with the Office for Students, HESA has revised the data flag mechanism to identify and record students who have experience of being in care. The new 'care leaver' flag can be found [here](#).

‘The UCAS tick box for estranged students is coming!’, Stand Alone

For the first time the new UCAS application cycle starting May 2022 will give applicants to higher education the opportunity to indicate that they are estranged. They will be able to do this in the background information section of the UCAS application form, entitled 'More about me'. The [FAQ section](#) on the UCAS website has been extended to include estranged students and their '[Going It Alone](#)' pages provide information with UCAS applications.

Missed this?

‘Access, retention, attainment, progression – an integrative literature review’,

1 Nov 2021, Dr Liz Austen, Dr Rebecca Hodgson, Advance HE

[In this blog](#), and as part of the Connect Benefit Series on Student Success, team at Sheffield Hallam University share some insights into the research team’s approach and findings, after undertaking an integrative literature review, in the time of Covid-19, to explore student access, retention, attainment and progression, building on the previously Advance HE-funded work of Webb et al (2017). The key research question asked was: What evidence-based policy or practice has had a demonstrable impact on student outcomes (access, retention, attainment, and progression) since 2016? The research team approach involved a key stakeholders group drawn from a wide range of sector bodies nationally and internationally, identified for their expertise in student outcomes. A key ambition of the review was to try to include evidence of demonstrable impact beyond peer review publications. It noted that many approaches which impact on student outcomes are shared open access across the sector in the spirit of collaboration. So, this project championed the importance of grey literature produced by sector organisations to produce an inclusive review. The research found that there is still a lack of studies with robust empirical evidence of change or causality. The evidence which rests in each area - access, retention, attainment, and progression – and associations between these areas was found to be complex. Definitions, methods, and measures of student outcomes, which guided the inclusion and exclusion of sources, at times appeared fluid and contested.

The article gives some of the research key findings with thematic crossovers; access; IAG; financial aid; ‘mattering’ (the idea that ‘the university’ cares); ‘belonging’ and ‘self-efficacy’ (core concepts that impact on student experience and thus outcomes, but sometimes lost within outcome measurement); communities of learning; learner analytics; gap in the evidence base for research on interventions and employability.

The sector and institutions have a responsibility to de-prioritise ‘quick wins’ and invest in the longevity of projects which are designed, implemented, and evaluated over a reasonable period of time. (Good advice to the OfS)

The review concludes with a call to action: to fix the ‘leaky pipeline’ of impact evidence and - institutions and other funders should ensure that projects are accountable for the measurement of long-term impact beyond ‘alignment’ to strategy at the point of funding. Much of what this review found was not new.

Advance HE members – check with your institution - can download the literature review research reports through the Advance HE blog hyperlink at the start of this item.

Office for Students update on their Senior (Leadership) Team

It is useful to remember that the Office for Students was established by the [Higher Education and Research Act 2017](#), which also sets out its powers and general duties. [This OfS webpage](#) updates (May 2022) The OfS leadership team is responsible for delivering OfS objectives and business plan.

- Susan Lapworth: Interim Chief Executive, Director of Regulation and the OfS register, market entry and exit, quality, Prevent, freedom of speech and development of the regulatory framework.
- John Blake: Director for Fair Access and Participation ... role to ensure universities and colleges are doing all they can to support learners from all backgrounds, especially the most disadvantaged, to access and succeed in higher education.

- Richard Puttock: Director of Data, Foresight and Analysis ... oversees the OfS's data and analysis work, including management information, data assurance, and sector financial analysis.
- Conor Ryan: Director of External Relations responsible for stakeholder and student engagement, communications, and student information.
- Nolan Smith: Director of Resources and Finance, oversees a range of OfS corporate services, including human resources, finance, governance, knowledge and information management, IT and legal services. Also responsible for teaching funding, including funding and student numbers relating to health.
- Jean Arnold: Interim Director of Quality
- David Smy: Interim Director of Monitoring and Intervention.

'Widening participation: UK Performance Indicators 2020/21', HESA

[HESA release](#), 22 February 2022, containing detailed information on: entrants from under-represented groups and students in receipt of Disabled Students' Allowance (DSA) for 2015/16 to 2020/21.

'UK graduate jobs outnumbered graduates by 1m in 2020, study shows', Guardian article Richard Adams, 11 April 2022

Using data from official sources, the report published by Universities UK found there were 15 million people with degrees or equivalent qualifications working in the UK at the end of 2020 – and nearly 16 million positions in managerial and professional occupations defined as graduate-level jobs. The UUK report, [the article](#) continues, shows that the number of UK workers in professional occupations rose by 647,200 in 2020, while those in other roles fell by 817,000 during the first year of the pandemic.

The figures are supported by data from the Organisation for Economic Co-operation and Development, which show that while 14% of the UK's workforce are overqualified for their current jobs – including graduates working in non-graduate occupations – more than 27% are classed as “underqualified”, including non-graduates filling graduate-level roles.

The SRHE Student Access and Experience Network

This SRHE Student Access and Experience Network brings together previous networks for student experience, access and widening participation and gives the following three main strands over the next couple of years:

- notion of uncertainty in a changing world
- who (which groups) we don't know about in terms of student experience
- different ways of doing research.

[This SRHE launch page](#) (2020) introduces and explains the focus and remit of the Network and three discursive podcasts; 'Tensions, Contradictions and Perpetual Loose Ends – Widening Participation', Julian Crockford University of Sheffield (interesting on data, metrics, evidence and targeting); 'From Cinderella to Queen Bee – Student Experience Research, Camille Kandiko, Imperial College (students' experiences, unhelpful characterisations, impacts and political context); 'Talent Spotting or Social Magic? Inequality, cultural sorting and ...' (employment outcomes and continued inequalities, social mobilities), Nicola Ingram and Kim Allen.

Children's University

[Children's University](#) is a charity that works in partnership with schools to develop a love of learning in children. We do this by encouraging and celebrating participation in extra-curricular activities in and outside of school.

Children who participate in Children's University have the opportunity to learn in a rich range of contexts, experience new places, visit universities and attend their own graduation ceremonies. This adventure introduces children to the joy of learning, brings a sense of wonder in the world around them and develops their confidence and aspirations for the brightest futures.

Children's University is a programme that benefits children, schools and partner organisations in so many ways. It positively relates to many important topics currently on the national education agenda

What's wanted

Call for evidence. Working in partnership to improve international student integration and experience

Through a [call for evidence](#), the Office for Students is seeking to identify effective practice in supporting international students' integration into UK higher education – to be shared with the HE sector, supporting delivery of the Department of Education's international education strategy. The OfS is seeking submissions from higher education providers and organisations on one or more of the identified themes relating to the international student experience:

- work to prevent and address harassment and sexual misconduct
- how responding to the coronavirus pandemic has shaped practice in supporting international students to adapt to and integrate with UK higher education
- work to ensure the accessibility and effectiveness of wellbeing and support services (such as student services, mental health provision, etc.)

They are also interested in how submissions may relate to one or more of the cross-cutting themes:

- advancing equality of opportunity for students with one or more protected characteristic
- partnership with international students
- intervention that may also benefit home (UK-domiciled) students.

Call for evidence deadline: Monday 16 May 2022.

Bright Futures Mentoring programme

The University of Law and Brightside programme specifically designed for young people in or with experience of being in care, free for participants, and not just for those interested in law as it is a general mentoring programme. The Bright Futures Mentoring programme:

- connects young people with inspirational role models
- lets you choose your mentor finding the right fit for you
- learn about careers and higher education that are tailored to you and your interests, whilst being delivered at your own pace
- a range of mentors in different careers and from different universities, so you can choose and talk with the person you relate to the most.

Further information about Brightside can be found here: <https://brightside.org.uk/>. Short application form found here: <https://gck.fm/vbkdw>.

The mentoring will run from May through to July 2022. **Applications close at 5pm on 17 May.** If you have any questions then please email ulawmentoring@law.ac.uk.

Open call for Expressions of Interest, The John Spedan Lewis Foundation PhD Studentship on UK natural environment, The John Spedan Lewis Foundation

A UK nature charity established in 1964, in 2022 the JSLF is launching a new PhD studentship and seeks proposals from UK universities and their collaborators to address a research question relevant to the UK natural environment, including natural history and conservation. The research topic must be relevant to the UK natural environment (including natural and conservation). The JSLF invites applications from prospective academic supervisors who demonstrate how they will widen participation from underserved communities.

Proposals are welcomed from across the natural sciences, social sciences and humanities and panels of mixed academic disciplines are encouraged. The research project must be designed by a supervisory panel, with a minimum of two supervisors (ideally from different organisations), and with clearly defined roles and responsibilities. We would prefer proposals that include supervisors from mixed disciplines and multiple organisations (including industry, public sector or non-profit expertise among the supervisors)

Acknowledging that socio-economic barriers to participation can include carer responsibilities, and other financial commitments such as supporting household/ family income, we offer a PhD stipend (fixed sum) that is higher than that recommended by UKRI. The student stipend (including London weighting) starts in year 1 at £22,228, and increases incrementally to £25,142 in the third and final year, or pro rata equivalent for part-time PhD students. We expect to be able to provide supervisory

teams with a further £10,000 per annum for research costs, professional development fees for the student, and university fees.

Please send the following documents as attachments to Ruth Bone (JSLF Secretary) by email jslf@johnlewis.co.uk by 17 hrs BST, Friday 20th May 2022.

Supervisory panel. Provide short biographies of all members of the supervisory panel, including: PhD supervision experience (or equivalent experience of coaching/ mentoring for non-university co-supervisors); a summary of research experience; experience supporting students from under-served communities in academia (e.g. supervision, mentoring, involvement in Widening Participation activities); relevant qualifications; role and responsibilities in the proposed supervisor panel [500 word limit per supervisor. Full CVs may be requested at a later stage for shortlisted proposals].

The panel must comprise a minimum of two supervisors: roles and responsibilities of the primary and secondary supervisors should be clearly outlined; interdisciplinary projects are encouraged, and co-supervisors from outside academia are very welcome; the primary supervisor should have regular supervision meetings with the student either in person, via video conference or by phone, normally at least once every month, or part-time equivalent; the PhD student will be invited to submit annual reports to the Board of Trustees on the quality of supervision and university support.

Outline research proposal [1000 word limit]. The topic must be relevant to the UK natural environment, including natural history and conservation. Provide a proposal outlining:

- Title
- Research objectives
- Methods - we welcome research methods and approaches that best serve the research topic and the PhD candidate
- Anticipated outcomes/ impact, to advance the research topic
- A brief statement of plans for the PhD candidate's career development, including an outline of resources available at the host institution. In line with the Researcher Development Concordat (2019), a minimum 10 days per annum (pro-rata) should be dedicated to the PhD candidate's engagement in professional development activities. This should not only include networking, conference attendance and acquisition of skills relevant for an academic research career. There should in addition be explicit provision for training to support transition to non-academic career paths. Please note host institutions will be required to periodically provide evidence of the effectiveness of the PhD candidate's career development plan
- Budget estimates: Research costs (at this stage this can be an estimate, to be finalised during the shortlisting process); Professional development and networking opportunities; We will request annual financial reports against the final, approved budget

Evidence of university support (primary supervisor's host university) and PhD candidate recruitment. The application must be supported by a letter (as an attachment) from the Widening Participation team of the primary supervisor's university, outlining:

- The university's approach to PhD candidate recruitment from historically underserved backgrounds in academia
- How student recruitment for this project will achieve our widening participation aims. We request that
- High tariff universities waive a 2.1 or Masters degree requirement for PhD applicants for this award
- The university is open to applications from mature students with equivalent life experience
- The university is supportive of alternative modes of study, including part-time hours, to accommodate students with time-limiting or financial commitments.

'Invitation to tender Uni Connect attainment raising advice, capability building and assurance support', Office for Students

The Uni Connect programme the Office for Students funds 29 partnerships of universities, colleges and other local partners to offer activities, advice and information on the benefits and realities of going to university or college.

Invitation to tender for a contract for Uni Connect attainment raising advice, capability building and assurance support, the purpose of this commission is to:

- provide information and advice to the Uni Connect partnerships as they develop proposals for collaborative interventions to raise attainment in schools and related evaluation plans
- build the capability of the partnerships to develop, deliver and evaluate attainment raising approaches

- provide assurance to the Office for Students around the quality and efficacy of the partnerships' proposals and their related evaluation plans.

From academic year 2022-23 the OfS will use the infrastructure of the Uni Connect programme to support collaborative approaches to strategic school engagement by universities and other higher education providers to raise pre-16 attainment in state secondary schools.

Deadline for Expression of Interest: 11.00am, 26 May 2022.

Call For Papers: annual 'Equity in Education & Society' conference, London South Bank University, Elephant & Castle, 15-16 July 2022

The Institute for Educational & Social Equity (formerly 'Educational Equity Services') is pleased to issue this Call for Papers for contributions to its annual 'Equity in Education & Society' conference, face-to-face and held in association with London South Bank University. There is no specific theme but speakers/ contributors (the conference overall themes are – faith, class and sexuality; wellbeing, emotional and mental health, and disability; race, gender and identity. Contributors are asked to frame their input around the title of the conference.

For those persons wishing to present a paper at this conference, the final date to submit an abstract will be Tuesday 31st May. Abstracts should be emailed as attachments

to: conference@educationalequityservices.com

Final date to submit abstracts: 31 May 2022.

'Supplementary consultation on publication of information about higher education providers', Office for Students

This document is a [short supplementary consultation](#) which proposes amendments to the proposals in the consultation the OfS ran in December 2020 on publishing information about higher education providers. **Closing date for responses: 5.pm 9 June 2022.**

The Consultation clarifies why they are asking supplementary questions. "... our experience of regulating since December 2020 has caused us to revisit some particular aspects of our proposals (including in respect of some consequential matters) and to change the approach to publication we are minded to adopt. This supplementary consultation sets out these issues and our amended proposals."

UPP Foundation 2022 Grants Round Open

This summer the UPP Foundation will be awarding a small number of grants to outstanding pilot projects which tackle key issues within their new goals.

Each year the [UPP Foundation grant](#) funds a small number of pilot projects which tackle key issues within our strategic themes. Successful applications demonstrate:

- A new or innovative approach to tackling relevant issues
- A commitment to collaboration and/or working in partnership
- How the UPP Foundation can measurably add value to the project
- A clear plan for long-term sustainability independent of support from the UPP Foundation.

The Foundation funds universities and registered charities in the UK, and considers applications from non-registered groups with a clear social purpose, social enterprises, community groups and other charitable bodies. **Deadline for applications: 17 June 2022.**

Call for students to participate in research

Fiona Harvey is a distance learning PhD student at Lancaster University seeking participants for her study into the digital experiences of commuter students. She is looking to speak to about 20 undergraduate students about their experiences to gauge how the provision and support of learning technology are meeting this group of students' needs in UK higher education. She is interested in the day-to-day digital experiences of being a student living outside of the usual university environment and how their access and use of ICT is impacted.

Fiona works at UCL as a Faculty Learning Technology Lead for the Faculty of Social and Historical Sciences and has been working in Higher Education for nearly 20 years. If you can help Fiona contact these types of students, this is the

call: <https://www.callforparticipants.com/study/S7IVL/commuter-students-digital-access-and-use-for-university-and-beyond>. **End date for contributions 30 June 2022.**

Pearson HE Innovate Awards 2022

The Pearson HE Innovate Awards 2022 are now open. [These awards](#) recognise and reward academics and higher education professionals in the UK and Ireland who have developed innovative ways to teach and support their students. Award categories:

- Most innovative approach to developing employability skills
- Most innovative approach to engaging students using education technology
- Most innovative approach to supporting students
- Most innovative approach to bringing inclusivity and sustainability into the classroom
- Most impactful use of Pearson digital courseware and services.

Applications and project summary by 15th July 2022.

Call For Papers, 'Equity & Inclusion Efforts: Tackling inequality in educational and other contexts', Journal: Equity in Education & Society

Much of the effort deployed in educational institutions and other organisations globally to reduce gaps in experiences and to remove barriers to equitable outcomes, and to address or tackle institutional and other barriers is not acknowledged in published and/or popular narratives. Whilst this journal recognises that structural and other barriers do exist, and these can, either on their own or in concert, stymie the experiences and outcomes of marginalised groups, this journal also recognises the need to help advance scholarship and practice by providing counter-narratives of change. For that reason, the journal has offered this Call for Papers for a Special Issue on Equity & Inclusion Efforts: Tackling inequality in educational and other contexts. Contributions will provide evidence-based case studies that explore multiple elements of institutional/ organisational life (e.g.: curriculum, structures, systems, processes, people, funding, leadership, etc) to highlight varying ways institutions/ organisations are working to tackle inequality and marginalisation.

The Special Issue will consider, inter alia, evidence-based case studies on the following areas or themes:

Equity and Inclusion Efforts (students):

1. Employability
2. Welfare provision (e.g.: Wellbeing, transportation, accommodation, etc)
3. Reporting and support mechanisms
4. Institutional/ organisational culture and everyday experiences
5. Education- the curriculum, academic support and mentors
6. General aspects of the student experience- clubs, societies, sports, catering services.

Equity and Inclusion Efforts (staff):

1. Everyday experiences and organisational/ institutional culture
2. Recruitment, development and promotion/ progression
3. Community engagement and partnerships
4. Report and support systems relating to discrimination
5. Teamworking, leadership and communications

Submission guidelines:

Articles must provide clear evidence of improvement in understanding, experiences, outcomes and/or practice at individual and/or institutional/organisational level/s or attempts by organisations/ leaders to secure these. Articles can reflect practice in any organisational context within and/or outside educational settings. Articles should be no longer than 8,000 words, including references which must conform to

the https://uk.sagepub.com/sites/default/files/sage_harvard_reference_style_0.pdf. Articles must be submitted online via ScholarOne Manuscripts (manuscriptcentral.com). **End of submissions: 31 October 2022.**

UK Social Mobility Awards

Now going into their sixth year, the [UK Social Mobility Awards](#) are about making the advancement of social mobility a key part of how organisations are run in this country. Making The Leap, and partners, launched the first national awards event dedicated to social mobility in 2017. At the annual awards ceremony in October, they recognise and celebrate the efforts of the people and organisations that are leading the way in this endeavour.

The 2021 Awards entries were judged by a prestigious panel made up of leading figures from business, politics, charity and the public sector, and chaired by Sir Kenneth Olisa OBE, Chair of Restoration Partners. You can view the 2021 winners [here](#).

If you want to think ahead, SOMO2022 entries are opening on **through to 24th June 2022**. 12 categories to choose from & the chance to showcase all the work organisations including higher education providers have been doing to advance social mobility.

The categories for nominations (any of which may apply to your organisation or institution) are:

- Champion of The Year
- Mentor of The Year
- Rising Star
- Organisational Categories:
- Organisation of The Year
- Innovation
- Leadership of The Year
- Recruitment Programme of The Year
- Progression Programme of The Year
- Community Programme of The Year
- School/College of The Year
- University of The Year
- Start Up of The Year.

The aim of the SOMO Awards is to promote social mobility throughout the country, and the SOMOs will recognise & celebrate the achievements of businesses and organisations in their work of advancing social mobility.

Call for abstracts. 'Injustice in a World of Uncertainty', 2nd World Convention of (In)Justice International, 18-21 April 2022, hosted by the South-Eastern Finland University of Applied Sciences in Mikkeli, Finland.

There are 6 different streams ranging from war-disability-ethnicity-class-precarity-gender and youth. Abstracts specifically written for a particular stream would be greatly appreciated. Nevertheless, when bearing in mind the intersectional nature of (I)J Conventions abstracts for presentations on Disabled and/or ethnic minority people, to name but two examples, and the hardships they face during war, climate change and economic insecurity (both, for instance, in Ukraine or in the UK with the rising energy prices) would also be welcome. **Submissions by: 15 December 2022.**

For more information on the Call for papers click [here](#).

You might also be interested in reading Issue 10/4 of the joint open access journal with Social Inclusion or contributing to Issues 11/2 (on Indigenous Emancipation) and 11/4 (which is dedicated to Disabled People and Social Inclusion). Details of all three issues can be found on the following links:

<https://www.cogitatiopress.com/socialinclusion/pages/view/nextissues#RefugeeIntersections>
<https://www.cogitatiopress.com/socialinclusion/pages/view/nextissues#IndigenousEmancipation>
<https://www.cogitatiopress.com/socialinclusion/pages/view/nextissues#DisabilityInclusion>

WP Events

16 May 2022, 1.30pm – 3.30pm: 'Right2Learn and NEON event 'What does leveling up mean for lifelong learning?'

This free online event brings together leading national figures from politics, higher and further education, skills and the union movement to examine the implications of the levelling up agenda for lifelong learning. The Right2Learn campaign was founded in 2020 to promote a statutory right to learn for everyone whatever their age or background. Our aim is to show how important properly funded lifelong learning is to the life chances of millions. The event will also be an opportunity to hear about the future of the R2L campaign and how you can get involved.

Speakers include:

- Baroness Armstrong of Hill Top, Chair of the House of Lords Public Services Committee
- Professor Jonathan Michie, President, Kellogg College
- Jamie Driscoll, Mayor of the North of Tyne
- Kevin Rowan, Head of Organising, Services and Learning, TUC
- Kirsty Donnelly, Chief Executive of the City and Guilds Group
- Julie Mills, CEO and Group Principal, Milton Keynes College
- Helen Higson, Professor of Higher Education Learning and Management in Aston Business School

- Gordon Marsden, ex Shadow Minister for Higher Education, Further Education and Skills
- Professor Graeme Atherton, Head Centre for Inequality and Levelling Up, University of West London.

17 May 2022: 'Mental Wellbeing in HE Conference 2022: Reading the Tea Leaves - Preparing for the Future of Mental Wellbeing in Higher Education',

Delivered in collaboration with the [Mental Wellbeing in HE Expert Group](#), this one-day conference on 17 May will address issues of mental wellbeing across all aspects of higher education, with two key questions:

- What direction is student and staff wellbeing support going in?
- What can we do to prepare ourselves for the future?

[This conference](#), run by frontline support staff, for frontline support staff, will offer the very latest thinking on student and staff mental health in higher education.

If you are someone who works with or supports students, this conference will be of interest to you. It should also interest you if you're in a strategic role, or within counselling services or develop policy and practice relating to mental health and wellbeing on campus.

19 May 2022, 10am-12pm: 'Engaging with Diverse Working-Class Communities', PURSUE Event

Join PURSUE for [this online event](#), exploring the experiences of working-class individuals who live outside of de-industrialised towns and cities in the north of England. The event engages with the diversity of working-class experience across differing geographies and communities, developing an understanding of how, as a sector, we foster equitable engagement with diverse working-class communities.

The experiences of working-class individuals are intersectional. They are embedded within the social and geographic histories of communities, working in continuous dialogue with different times, places and spaces. The richness of these experiences stems from their diversity.

Speakers include:

- Professor William 'Lez' Henry, University of West London, Professor of Criminology and Sociology, writer, poet and community activist
- Dr Celestin Okoroji, Research Fellow, London School of Economics; doctoral researcher; and Research Lead for Black Thrive, a partnership between communities, statutory, voluntary and private organisations working to address Black mental health
- Dr Carlie Goldsmith, Class Divide, Class Divide's co-founder and chief spokesperson; research role at the University of Sussex on The Innovate Project ([theinnovateproject.co.uk](#)); and work at The Crew Club, a grassroots youth and family centre in Whitehawk.

19 May 2022: 'Everyone is welcome in our tutorials', free webinar, Celia Greenway, University of Birmingham for UKAT

In 2021 as part of the University of Birmingham's Framework for Educational Resilience (carefully designed to reduce student stress and increase student support during the global pandemic) the institution introduced weekly online group personal tutorials for all taught students aiming to provide students with an inclusive, friendly, kind, familiar and reassuring regular weekly point of contact. One of the key aims of the revised approach was for the tutorial to be the focal point of an open and learning academic community, mirroring the work of Dahlberg, Moss and Pence (2007) using 'meaning making dialogue' to direct change. This reconfigured group tutorial provided a unique shared academic social space breaking down barriers between students and faculty. Thus, creating an opportunity to introduce a series of co-constructed student and staff equality and diversity resources and activities for tutor and tutee to undertake together.

[This free session](#) aims to:

- explain Birmingham's Framework for Educational Resilience, and outline the intuitional implementation dilemmas
- provide some examples of online collaborative inclusive student and staff resources
- share the comprehensive evaluation of the project
- explore the potential of the group tutorial to create an inclusive learning community
- consider next steps for the institution and sector
- an explanation of the reconfiguration of the group tutorial, situated in a compassionate curriculum (Hao, 2011; Gilbert, 2017)
- stakeholders voices, a selection of vignettes portraying the student, PAT and Senior Tutor perspective

- existing and potential models of peer learning within and beyond the reconfigured group tutorial (Clark and Andrews, 2011; Carragher and McGaughey, 2016; Lofthouse et al., 2020)
- using 'meaning making' dialogue and critical discourse analysis to reconceptualise the tutorial model as a key component to create an inclusive education (Boyer, 2010; Matthews, McClinden and Greenway 2021, Moffat, 2020).

19 May 2022, 9.30-1pm: 'Catching Up on Lost School Months: Reducing Inequalities in Educational Attainment in a Post-Covid World', Public Policy Exchange

Covid-related absences; govt funding and differential spend; National Tutoring Programme (questions over the suitability of the service provider with pupil enrolment being 90% below target); the Education Policy Institute (EPI) estimating that a funding package of around £13.5 billion would be needed in order to reverse the damage done to children's education. Challenging circumstances, alongside educational inequalities, has led to the growth of attainment gaps, as recent figures reveal that for literacy alone, only 56% of those from the poorest backgrounds are judged to be at or above the expected standard, in comparison to 80.7% of those from affluent areas.

According to research conducted by the London School of Economics, students across the UK lost roughly a third of their learning time in the first year of the pandemic, averaging around 60 days in total.

Key speakers: Andrew Eyles, Centre for Economic Performance, LSE; Andrew Carter, South Farnham Educational Trust and advisory board to the Regional Schools Commissioner for South-East England and South London; Prof Gemma Moss & Prof Alice Bradbury, International Literacy Centre at UCL; Alison Ali, Can Can Campaigns.

[This symposium](#) will offer a timely opportunity for all stakeholders to assess plans for educational recovery and discuss strategies to address both Covid-19 and poverty-related attainment gaps.

24 May, 2022, 'Embedding the NERUPI Framework in your Access and Participation Plan'

With a fresh approach to widening participation from the OfS along with new guidance for Access and Participation Plans, this event is for members to explore and discuss the implications. [This half day event](#) will give participants the opportunity to:

- analyse and discuss the new guidance
- see practical examples from members who have used NERUPI in their APPs
- discuss and explore next steps in planning.

Participants will also have the opportunity to join NERUPI's new working group, The NERUPI Framework and the APP.

Members event only, and free for NERUPI (institutional) members to attend ([check the current list of NERUPI members here](#)).

25 May 2022, 9:30-13:00: 'Lessons from Digital Spaces: Inclusion and Support for Student Success', Centre for Access, Participation and Success, The Open University

A sector-wide free seminar via MS Teams.

[The seminar](#) will open with featured articles from a special edition of the [Journal of Widening Participation and Lifelong Learning](#) entitled 'Lessons from Digital Spaces: Opportunities and Challenges for Widening Participation Through Online Learning'. The special edition focuses on Online Education and is timed to come out with the seminar; connecting to Digital Inclusion providing a link between the two, with spotlight presentations from leading experts. There will be interactive elements and the sharing of resources. Agenda available soon.

26 May 2022, 9:30 - 16:30: 'Enhancing the student experience 2022', University UK, Woburn House

As we emerge in a post-pandemic world, universities must show agility and foresight to continuously improve the student experience. From fine-tuning blended learning and supporting mental health to ensuring safety and inclusion on campus, attend [this in-person conference](#) which intends to assess all areas of the student experience. From fine-tuning blended learning and supporting students through the cost-of-living crisis, to addressing student drug use, join us for a packed day of crucial discussions, practical guidance and plenty of networking opportunities with colleagues from across the UK.

Alongside informative, timely content from the most pertinent speakers on the topic, there will also be a wide range of opportunities to network, discuss, and make connections with colleagues within the sector.

26 May 2022, 9:30 am - 1:00 pm: 'Supporting University Students: Dealing with the Effects of Covid-19, Prioritising Student Wellbeing and Providing a High-Quality Education', webinar, Public Policy Exchange

According to a study conducted by Student Minds of students in 2020/21, 74% of students reported that Covid-19 has had a negative impact on their mental health and wellbeing at university, 49% of students reported that the Covid-19 pandemic had negatively impacted their financial situation and 82% of respondents said that the Covid-19 pandemic negatively impacted their academic experience. As the pandemic eases, it is crucial to explore the long-lasting impacts of Covid-19 on student mental health, financial pressures, and academic attainment.

[This symposium](#) will provide a timely opportunity to discuss methods to best support students in the wake of the Covid-19 pandemic, seeking to prioritise student safety, good mental health, financial wellbeing, and high-quality education.

Key speakers: Nancy Hey, the Director of the What Works Centre for Wellbeing; Ruth Day, Student Living Officer at Bristol Student Union; Euan Hails, Director of Clinical and Therapeutic Governance at Adferiad.

6 June 2022: 'NERUPI Reflexive Cycle Toolkit: When do we evaluate?'

One in a series of short virtual workshops to introduce members to the online NERUPI Reflexive Cycle Toolkit. In response to member demand we are offering [this event](#) online with an updated set of resources to support members in that all important decision of which interventions warrant an in-depth evaluation and which require a lighter touch. Following a presentation setting out the key considerations and an introduction to the resources participants will have the opportunity to develop a plan. **Members only event**, and free for NERUPI (institutional) members to attend ([check the current list of NERUPI members here](#)).

6 - 9 June 2022: 'Lifelong Learning for Inclusion and Sustainability Conference', Standing Conference on University Teaching and Research in the Education of Adults (SCUTREA) and the Universities Association for Lifelong Learning (UALL), University of Glasgow
Hosted by the University of Glasgow's Centre for Research & Development in Adult and Lifelong Learning (CR&DALL) [this collaborative conference](#), bringing together practitioners, activists, policy makers and academics from across the globe, we will be looking forward, as well as marking significant milestones – in particular the 50th anniversary of SCUTREA. The focus of the conference is on research, practice and policy with innovation at its heart.

(The European Society for Research on the Education of Adults (ESREA) are holding a preconference on June 6th, organised by their Migration, Transnationalism and Racisms Network on 'Contextualising racism and migration: time, place and generational perspectives in anti-racist praxis'.)

9 June 2022: 'Political affairs in higher education 2022', Universities UK

At a time in which important decisions are being made about the future funding and regulation of higher education, [this conference](#) will give you insight into the broader domestic and international political drivers that will influence government thinking. Rachel Sylvester, Political Columnist, The Times opens the conference with a keynote speech on the political environment for higher education. Key experts will cover the latest political developments around the Post-18 Funding Review, the Levelling Up Agenda, the Freedom of Speech Bill, academic freedom and more. There will be practical workshop sessions focusing on how to engage with political parties and work with parliamentary select committees.

Speakers include:

- Justine Greening, Former Secretary of State for Education
- Mike Crowhurst, Director for Levelling Up, Public First
- Aveek Bhattacharya, Chief Economist, Social Market Foundation
- Professor Bobby Duffy, Professor of Public Policy and Director of the Policy Institute, King's College London
- Martin Webb, External Engagement Manager, Sheffield Hallam University.

14 June 2022, 1-2pm: 'Rent guarantors for care experienced and estranged students', NNECL Webinar

Is the guarantor issue for care experienced and estranged students bugging you as well?

Join [this NNECL webinar](#) which will be exploring the perennial challenges of rent guarantors for care experienced and estranged students. You will hear from Stand Alone, Unite, NNECL & Unite Foundation Scholarship Students who will be sharing the findings of their recent survey. They will be

highlighting the main issues and suggesting a simple solution to one common problem. You will also hear details of a guarantor scheme from colleagues within a higher education provider. Further details on the programme and speakers to be announced shortly.

16 June 2022, 9:30 - 16:30, 'Fair admissions conference 2022', Universities UK

[This one-day online conference](#) will be investigating the latest updates and challenges in this area; and Universities UK's latest [Fair Admissions code of practice](#), which sets the behaviours for universities to improve fairness and transparency in the admissions system while maintaining high academic standards.

Alongside informative, timely content from the most pertinent speakers on the topic, there will be a wide range of opportunities to network, discuss, and make connections with colleagues within the sector. You will also be able to access the recordings of all sessions after the event, including any sessions which you were unable to attend live.

16 June 2022: 'Gender in HE Conference 2022': Current, complex, contested: Conversations about Gender in HE', Advance HE, the Studio, Birmingham

[Gender in HE Conference 2022](#) is a one-day conference bringing together higher education experts in gender equality to address the gender imbalance in higher education.

While gender has been an ongoing discussion for a long time, long-standing issues such as the under-representation of women in STEM subjects and in senior leadership, sexual harassment, and the need to support pregnancy, maternity and caring responsibilities continue to require attention. With workshops and a panels session, this conference is an opportunity to explore this growing agenda, consider the implications for HE institutions and reflect on the practical steps they can take to navigate its complexity.

16-17 June 2022: NEON annual Summer Symposium, Keele University.

2022 Summer Symposium will mark 10 years since NEON was founded in 2012. As with any other organisation a 10th birthday provides an opportunity both to reflect and look forward. At our 10th symposium the theme will be what success means in terms of widening access and participation in higher education.

[The conference](#) will focus on initiatives and activities that have had clear, measurable impact over the last 10 years as well as those which consider what constitutes success for learners, schools, colleges, universities and policy makers. The government seeks to 'reboot' widening access work and place a stronger emphasis on ensuring learners from under-represented groups achieve good graduate outcome. This is the time for those in the widening access community to put forward their vision of success and help shape the discussion for the Office for Students, universities and the government regarding what widening access work should look like over the next 10 years of NEON's like and what it should be striving to achieve.

Bringing together key figures from across the education sector, policymakers and employers with organisations from across sectors committed to social mobility through widening access to HE, thus NEON's Summer Symposium will be the most important event for those working in the field in 2022.

22-23 June 2022: 'Developing a Successful Volunteering Strategy Post Covid-19', Inside Government

- [This online Training Course](#) is designed for delegates to further understand how to develop a successful volunteering strategy. Key learnings from the course:
- Understand how volunteering has been changing and how Covid has impacted the volunteering landscape
- Explore social trends that have an impact on volunteering and reflect on how your organisation might need to change to engage volunteers
- Evaluate how to embed diversity and inclusion into your volunteering strategy to better reflect the communities you're serving
- Gain insight into how to influence stakeholders across your organisation to embed a volunteering culture across your charity
- Build an action plan to enact the changes you need to adapt to social trends, and transform volunteering across your organisation to achieve strategic objectives.

29 June-1 July 2022: 'One Voice: fusing diverse perspectives for collective action', FACE annual conference 2022, University of Southampton

Speakers are now confirmed for the [FACE 2022 Annual Conference](#), which we are really pleased to be holding with/hosted by the University of Southampton. A truly splendid range of keynote speeches and panels from experts in policy making, evaluation, practice and research, interspersed with student and community voices giving their authentic perspective:

- John Blake, Director of Fair Access and Participation, Office for Students
- Dr Julian Crockford, Chief Programmes Officer, Villiers Park Educational Trust
- Professor John Denham, Director of Centre for English Identity and Politics and former Secretary of State for Innovation, Universities and Skills and Secretary of State for Communities and Local Government
- Professor Lee Elliott-Major, Professor of Social Mobility, University of Exeter
- Rt Hon. Justine Greening, Chair of Purpose Coalition and former Secretary of State for Education
- Dr Omar Khan, Director of Transforming Access and Student Outcomes in Higher Education (TASO)
- Professor Mark E. Smith, Vice-Chancellor, University of Southampton
- Rae Tooth, Chief Executive, Villiers Park Educational Trust

We really have a really strong and wide range of paper presentations on intersections within widening participation and vanguard insights into learnings from across the sector, underpinned by a strong, evaluative thread throughout the conference. The conference will take delegates on a journey of ideas from the cutting edge of policy, theory and practice. Distilling these ideas through workshops to develop and embed evaluative culture, to frame our work for policy makers and co-create with students to ensure all voices are championed. Delegates will come away, inspired to take collective action through a bespoke piece of their own practice.

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 – all positioned **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.

14 July 2022, morning: 'Next steps for post-16 qualifications in England. Reform of technical and academic qualifications and the future for T Levels', Westminster Education Forum

[This conference](#) focuses on the future of the level 3 qualifications system following the review of post-16 qualifications, and as the Skills and Post-16 Education Bill continues its passage through Parliament. Areas for discussion include:

- designing a coherent qualifications system
- next steps for funding
- the continuation of the T Level rollout
- raising awareness of the qualification
- progression routes under the new system
- encouraging collaboration between employers and the FE sector.

The agenda also looks at:

- achieving high quality provision and standards throughout the system
- information, advice and guidance (IAG) - priorities for providing clarity for students and raising awareness of qualification choice
- aligning post-16 qualifications with the needs of the labour market and tackling skills shortages.

Speakers include: Lucy Andrew, Deputy Director, Technical Education & Qualifications Reform Division, Department for Education; Stella Pearson, Deputy Director for T Level Delivery, Department for Education; Professor Graeme Atherton, University of West London; and Neon; Tom Bewick, Federation of Awarding Bodies; Peter Cheese, The Chartered Institute of Personnel and Development; Simon Connell, Baker Dearing Educational Trust; Patrick Craven, City & Guilds; and Ed Reza Schwitzer, Public First. Book [here](#).

14 July 2022, 16:30 – 19:30: 'Anti-Racism in Higher Education: An Action Guide for Change'
Book Launch, London

In June 2020, a group of academics, staff and students formed a community to develop a counter-narrative of action to inform and accelerate transformation required for the UK higher education sector to becoming anti-racist, and cultivate meaningful and long-term solutions to Anti-Racism, inclusion, diversity and equity.

Through a series of discussions and contributions with an intersectional group, this action book was rapidly developed to represent the evidence, data, voices and reflections that will enable changes in the sector to accelerate working towards Anti-Racism. [The event](#) will be in-person and will involve a panel discussion with the authors and editor followed by refreshments and a networking session; engage with the editor and authors as they share their expertise in a critical discussion pertaining to themes of the book.

15-16 July 2022 'Equity in Education & Society' annual conference, London South Bank University, Elephant & Castle,

[The Institute for Educational & Social Equity](#) (formerly 'Educational Equity Services') annual 'Equity in Education & Society' face-to-face conference held in association with London South Bank University. [The conference](#) approaches three overall themes – faith, class and sexuality; wellbeing, emotional and mental health, and disability; race, gender and identity - and there is a call for papers out, the final date for submissions and abstract 31st May.

Keynote speakers include: Paul Boateng, Civil liberties lawyer, politician and diplomat; Dr Anna Carlile Head of School of Professional Studies, Goldsmiths University; and Naheeda Maharasingam Headteacher, Rathfern Primary School.

12-16 September 2022: 'Bridges between disciplines: Gender in STEM and Social Sciences'

The main aim of [this Conference](#), held in a safe hybrid environment (online and onsite), is not only to bridge the gap between what has been thought of as separate and decoupled fields of knowledge (STEM - Science, Technology, Engineering, and Mathematics- and Social Sciences), but also to think about gender differences in Science(s) from an intersectional perspective. Any questions do not hesitate to contact Soledad De Esteban-Trivigno, PhD. at communication@bridges2022.com

14 September 2022: NERUPI Convention 2022, Friends Meeting House, Euston

The [annual NERUPI Convention 2022](#) will take place face to face this year. The annual convention is **for members only**, NERUPI (institutional) members to attend ([check the current list of NERUPI members here](#)). [Reserve your place at the Convention](#)

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.

Director of Equity, Diversity & Inclusion, University of Leeds

The role of [Director of Equity, Diversity & Inclusion](#) (EDI) is a new senior appointment, created to support the delivery of our ambitious new EDI strategy. Reporting directly to the Chief People & Culture Officer with a dotted line to the University Secretary, you will be responsible for the professional leadership of the EDI agenda, working in partnership with our two Academic Deans of EDI and other (cognate) deans and professional services directors – see diagram below. You will also work closely with our students' union (LUU).

The remit of the role includes EDI responsibilities relating to staff, students, partners and civic engagement. You will be a member of the Equality & Inclusion Board and the Equality & Inclusion Delivery Board, ensuring that our key internal stakeholders are involved in, and own, the delivery of EDI action plans. You will engage with faculty and service E&I Committees, staff networks and other key groups to advance the EDI agenda.

Internally, you will be influential, engaging and empathetic, ensuring that our leaders and all members of the University community are focused on supporting the delivery of our EDI strategic objectives.

Drawing on scholarly and professional expertise, you will work with the Deans of EDI and other senior leaders to shape and deliver a range of EDI initiatives and, working collaboratively, you will share responsibility for developing a culture of inclusivity and belonging, acknowledging that all perspectives make a valuable contribution to our environment. Externally, you will be a credible and respected EDI leader who can influence policy through engagement and collaboration at a national level, working with sector peers and third party organisations.

You will have significant EDI expertise and experience and will bring strategic thinking, leadership credibility and influencing skills to shape and deliver sustainable change. You will oversee the Equality & Inclusion Unit, its function and activities, including those relating to regulatory requirements and legal responsibilities.

Anderson Quigley is acting as an advisor to the University of Leeds. An executive search process is being carried out by Anderson Quigley in addition to the public advertisement.

Full time, permanent post. Salary: Grade 7 competitive. **Closing date: 30 May 2022.**

Director of Diversity and Inclusion in Professional Practice, Faculty of Education, Health, and Wellbeing, University of Wolverhampton

Now seeking to appoint a [Director of Diversity and Inclusion in Professional Practice](#) who can support the University on its Diversity and Inclusion journey to continue to ensure greater inclusivity and to achieve equity of outcome for all who study and work there. Reporting into the Dean of Faculty, you will play a key role in the senior Faculty Executive Team and will be responsible for creating and leading the Faculty's diversity and inclusion strategy as well as the development of collaborative D&I projects with external partners in the education, health and wellbeing sectors, overseeing research, knowledge exchange, practice collaborations and securing external funding.

This is an exciting time to join the University of Wolverhampton, embarking onto the next stage in their journey, and seeking an inspiring leader. You will have experience in the field of diversity and inclusion and will have professional standing within one or more of the faculty's discipline areas. You will be enthusiastic about developing diversity and inclusion internally with colleagues as well as externally building strong partnerships with organisations such as hospitals or schools to better deliver on diversity and inclusion issues.

Key to the Faculty's strategy is increasing the diversity of senior leadership and so particularly welcome applications from Black and Global Majority candidates who are under-represented at this level.

Full time, permanent post. Salary: £53,348 - £61,818 per annum. **Closing date: 20 May 2022.**

Director of Diversity and Inclusion in Professional Practice, University of Wolverhampton

Now seeking to appoint a [Director of Diversity and Inclusion in Professional Practice](#) who can support the University's Diversity and Inclusion journey to continue to ensure greater inclusivity and to achieve equity of outcome for all who study and work with them. Reporting into the Dean of Faculty, you will play a key role in the senior Faculty Executive Team and will be responsible for creating and leading the Faculty's diversity and inclusion strategy as well as the development of collaborative D&I projects with external partners in the education, health and wellbeing sectors, overseeing research, knowledge

Seeking an inspiring leader you will have experience in the field of diversity and inclusion and will have professional standing within one or more of the faculty's discipline areas. You will be enthusiastic about developing diversity and inclusion internally with colleagues as well as externally building strong partnerships with organisations such as hospitals or schools to better deliver on diversity and inclusion issues.

Key to the Faculty's strategy is increasing the diversity of senior leadership and particularly welcome are applications from Black and Global Majority candidates who are under-represented at this level.

Full time, permanent post. Salary: competitive. **Closing date: 5pm, 20 May 2022.**

Head of Admissions (Policy, Process and Systems), University of Leeds

You will be responsible for leading the implementation of strategic development priorities to ensure successful operational service delivery, monitoring KPIs and taking action as appropriate. You will be responsible for and own allocated Service-wide priorities and projects, addressing external regulatory and mandatory developments, in parallel with playing a key role in supporting the migration to a digitally enabled applicant management and CRM platform. This is a key element of a broader programme of change to re-imagine the applicant-centric approach to student recruitment.

The Head of Admissions (Policy, Process and Systems) will build effective relationships within and beyond the University, taking a highly collaborative approach to planning and delivery of University Student Recruitment. You will engage the Admissions Management Team to ensure our service is positioned to support the achievement of the University's strategic objectives, ensuring that the Admissions teams are agile in response to the changing external environment and evolving applicant and staff needs, informed by best practice in the sector and beyond. You will enable colleagues benefit from effective training and opportunities to broaden their experience, supporting them to work flexibly across the Admissions Service, developing skills and capabilities to meet current and future needs.

The university is looking for:

- strong leadership skills as well as highly developed communication and negotiation skills to build productive working relationships and credibility internally and externally
- exceptional interpersonal skills, including the ability to persuade and influence stakeholders
- experience of leading and managing staff with the ability to engage, motivate and develop individuals to deliver objectives
- strong planning skills with an ability to turn organisational strategy into operational delivery-focused plans
- extensive experience of Admissions processes within a Higher Education setting
- experience of working effectively across teams with a diverse range of senior stakeholders, internal and external, to define creative approaches to requirements, negotiating solutions, whilst supporting internal prioritisation considerations
- experience of successful partnership working with external organisations and internal services to deliver defined outcomes in line with an organisational vision.

Full time, permanent post. Salary: £51,799 and £65,573 depending on experience with excellent benefits. **Closing date: 18 May 2022.**

Head of Student Recruitment and Admissions, University of Plymouth

The University is seeking an individual with extensive experience and proven success in student recruitment within a higher education setting and who will lead their UK student recruitment and admissions functions as part of the External Relations directorate.

[The Head of Student Recruitment and Admissions](#) will work alongside senior colleagues in ER, including Marketing, Communications, Development and International teams, and will contribute extensively towards developing and delivering the ER Strategy as part of the University's overall 2030 Strategy.

You will be a strong leader, with a proactive approach to relationship management and the ability to build credibility both internally and externally. You will have evidenced experience of growing market share across a diverse portfolio and a strong knowledge and understanding of both recruitment and admissions functions, including CRM, events, outreach and widening participation, and related policies / activities. Importantly, you will have an evidenced-based approach to all your work and will use data and market intelligence to inform your plans.

You will be expected to exercise substantial initiative, judgement and adaptability and will have a relevant degree (or equivalent). In return, you will be joining a superb team at an exciting time as the University's size and reputation are growing rapidly.

For an informal discussion to find out more about the role then please contact Patricia Murchie by email at patricia.murchie@plymouth.ac.uk.

Full-time permanent post. Salary: competitive. **Closing Date: 22 May 2022.**

Director of Student Wellbeing, Canterbury Christ Church University

The Director of Student Wellbeing will work with colleagues across the whole institution to strategically drive improvement, creating a whole-university, sector leading approach to student wellbeing. They will be a trusted partner in determining policy and strategy, further developing and implementing the University's Mental Health and Wellbeing Framework and Strategic Framework for a Suicide-Safer University. They will play a lead role in developing the University's response to the national University Mental Health Charter.

[The Director of Student Wellbeing](#) reports to the Deputy Vice Chancellor and is a key member of a dynamic and collegiate Senior Leadership Team. The Director of Student Wellbeing will recognise that wellbeing goes beyond student support services and must be woven into every part of the University's engagement with a student. From the welcome they receive in their first weeks to their

graduation and beyond, Canterbury Christ Church University is committed to seeing every student thrive.

Canterbury Christ Church University welcomes applications from compassionate leaders with substantial experience of building consensus and managing change initiatives to embed a culture of wellbeing in a multilayer organisation. They will have in-depth expertise in developing, implementing and monitoring complex policies and procedures that relate to wellbeing, mental health and suicide prevention. People focused, they will be excellent relationship builders, enthused by the University's values and ready to champion inclusion and diversity. Higher Education sector experience is ideal but relevant leadership experience in other sectors, including charities, government and social work, would also be considered.

Full time, permanent post. Salary: not determined. **Closing date: 20 May 2022.**

Deputy Head of Admissions (Undergraduate), University of Law

As [Deputy Head of Admissions \(Undergraduate\)](#) reporting into the Head of Admissions you will take responsibility for the day-to-day management of undergraduate admissions, providing a fast and efficient applicant service that is responsive to the evolving needs of identified target audiences and grounded in the principles of customer service excellence.

You will be a crucial senior member of staff within the Admissions Department as part of the Management Team. Working collaboratively to not only motivate and inspire the undergraduate admissions team, but to also lead and steer the team through the next period of significant growth. As a leader within the Admissions Department, you will be driving best practice and supporting the University's ambition of becoming the University of choice to the professions. The University of Law is one of the UK's longest-established specialist providers of legal education, having trained more practising lawyers in the UK than anyone else. Over the past 5 years the University of Law has doubled student enrolments to over 16,000 and continues to grow by diversifying further in our offering of different programmes, locations and study modes.

For an informal discussion about the role please contact Mark Kane, Head of Admissions Mark.Kane@Law.ac.uk

Full time, permanent post. Salary: £48,000 per annum. **Closing date: 29 May.**

Deputy Head of Widening Participation, Communications, Marketing and Advancement, University of Sussex

[The Deputy Head of Widening Participation - Access](#) significantly supports both our strategic aims and our values by leading on the operational management of our Access programme. The role ensures that our outreach programmes are carefully designed, developed and delivered to encourage, inspire, and inform those underrepresented in Higher Education.

We are proud of our commitment to fair access and widening participation at the University of Sussex and strongly believe in empowering people to make the most of their potential, regardless of their background or life circumstances. Sussex 2025, our University's strategic framework, pledges to transform our campus into one that is experienced as inclusive to all communities, where equal opportunity delivers fair access and fair outcomes and we value and celebrate diversity.

To be successful in this role you will need significant experience of:

- developing and delivering Widening Participation activities in an HE setting
- building excellent working relationships in educational and/or third sector organisations
- excellent team leadership and operational management skills
- effective project and budget management skills.

Please contact Samantha Dunnett, Head of Widening Participation: s.n.dunnett@sussex.ac.uk for informal enquiries.

Full time, Permanent post. Salary: £42,149 to £50,296 per annum. **Closing date: 23 May 2022.**

Senior Student Voice Officer, Student and Academic Services, City University of London

This post is responsible for activities that support the team's remit in relation to student experience and student satisfaction, including leading projects to improve student satisfaction and operationally managing the central surveys campaign.

[The Senior Student Voice Officer](#) will manage the central student survey campaign and use your expertise to help colleagues effectively gather student feedback and close the feedback loop throughout the academic year. The role provides high level support and guidance for student

feedback, representation and improvements to student satisfaction across the institution; working with key colleagues at the University and Students' Union, including Associate Deans for Education, Heads of Academic Services, Students' Union Representation Manager, Head of SIE and the Deputy President (Education).

You will have excellent interpersonal skills, including the ability to negotiate and influence; good time management and the ability to prioritise a diverse and demanding workload. Meticulous attention to detail is required, especially in handling data, together with the ability to apply the requirements of detailed regulation to your own working practice, to advise others, and to seek advice when needed. Student Inclusion and Engagement (SIE) is made up of three teams: Student Communications and Voice; Widening Participation and Outreach; and Student Success and Inclusion. We deliver and champion positive outcomes for students at every stage of their journey into and through higher education.

Full time, fixed term 12-month maternity cover post. Salary: £38,587 - £44,706 per annum. **Closing date: 19 May 2022.**

Senior Student Welcome and Induction Officer (Transitions), University College London

As a key member of the Student Welcome and Induction team, the [Senior Student Welcome and Induction Officer \(Transitions\)](#) is responsible for leading the coordination and development of the UCL Transition Programme for first-year undergraduate students. The Transition Programme is a mentoring scheme, where second- or third-year students are matched to first year students within the same department. The mentors provide support and help new students settle in during their first term.

The post-holder will also develop and implement new welcome and induction activities, particularly focusing on pre-arrival support and support for specific groups of students. Working with Professional Services and academic departments and faculties, the post-holder must ensure there is a coordinated and consistent approach to delivering Welcome and Induction activities, both online and in person.

For more information, please view our New Students website to see the information and activities coordinated by the Student Welcome and Induction team here: <https://www.ucl.ac.uk/students/new-students>.

You will have experience of coordinating projects or events, and of liaising with internal staff within a large and complex organisation. You will have proven administrative experience gained in a people-focused environment and can influence and motivate staff. Excellent interpersonal and people management skills are essential, as is the ability to pay meticulous attention to detail and deliver service standards. Experience of running a mentoring programme or similar large scale student activity would be desirable.

If you have any queries regarding the vacancy or the application process, please contact Amy York by email a.york@ucl.ac.uk or by phone 020 3108 7619.

Full time, permanent post. Salary: £36,770 - £44,388 per annum. **Closing Date: 23 May 2022.**

Education Liaison Officer, Access, Participation and Inclusion, University of Kingston

Kingston University are recruiting for a new Education Liaison Officer to join their high performing and enthusiastic team, with a wide portfolio of activity. The Education Liaison Officer will be responsible for developing, managing and delivering a range of projects targeted at groups that are underrepresented in higher education. These interventions will support access to higher education (both at Kingston university and more generally) and in-school attainment. Initiatives will be delivered on campus, in school/college and virtually, often in collaboration with internal or external partners. Evening and weekend work is occasionally required, compensated by time off in lieu.

The ideal candidate will have a good knowledge of the various progression routes into HE and an awareness of issues relating to the progression of students from under-represented groups.

Experience of working with school and college pupils is desirable, as is experience of delivering a mentoring programme and confidence working with disengaged learners. Excellent presentation and communication skills are required, as is the ability to work proactively to tight deadlines whilst maintaining high standards. You must have a graduate, or equivalent, background.

If you require further information about this role, please contact Amy Horton, Education Liaison & Outreach Manager a.horton@kingston.ac.uk

Full time, permanent post. Salary: £34,809 - £38,847 per annum. **Closing date: 18 May 2022.**

Widening Participation and Outreach Project Officer, School of Chemistry, University of Edinburgh

We are seeking a [Project Officer](#) with a passion for education, a commitment to encouraging diversity and excellent interpersonal skills to plan, initiate and deliver activities across the School of Chemistry. The Widening Participation and Outreach Project Officer is responsible for the development, leadership and implementation of strategies that will support the School of Chemistry's aim to raise aspirations and educational attainment among prospective and current students from under-represented groups.

Main responsibilities:

- Project Planning and Management (40%)
- Strategy Development and Implementation (25 %)
- Engagement with key stakeholders (25%)
- Strategic Management of Widening Participation and Outreach Portfolio (10%).

Your skills and attributes for success:

- Honours Degree in Chemistry
- Knowledge of widening participation issues relating to the higher educational sector in general and STEM in particular
- Significant experience in developing, leading and conducting WP and outreach activities within the higher education sector
- Experience of managing, delivering and evaluating projects on time and to budget
- Experience in data analysis.

Full time, permanent post. Salary: £34,304 - £40,927 per annum. **Closing date: 5.00pm, 16 May 2022.**

Widening Participation Manager (maternity cover), St George's, University of London

This maternity cover position presents a fantastic opportunity for a widening participation professional to take on a senior role in a committed, focused team. [The Widening Participation Manager](#) will be responsible for designing, developing and delivering a range of activities for primary and secondary school students from under-represented groups.

Key attributes of the successful applicant (no more than 50 words) include:

- a strong commitment to equity of access in higher education
- successful track record of working in widening participation
- experience of designing, delivering and evaluating activities for young people
- strong organisational, interpersonal and communication skills
- enthusiasm and personal initiative to solve problems.

Full time, fixed term post. Salary: £34,304 to £40,927 plus London Allowance of £3,195 per annum. **Closing date: 29 May 2022**

DSA Assessor, Student Support & Wellbeing Directorate, Durham University

The purpose of [the DSA Assessor role](#) is to conduct assessment of need for disabled students, for the purposes of Disabled Students' Allowances (DSA) funded support, in accordance with the funding body regulations. Assessors undertake comprehensive, student-focussed assessments tailored to students' disabilities. This involves the use of advanced interview skills and the demonstration and evaluation of assistive technology. Assessors work autonomously, using their professional judgement to recommend optimum learning strategies and/or resources to enable students to succeed in higher education. They are accountable on many levels for their recommendations, as they are advocating the distribution of public funds to assist individuals. Therefore, they work within strict criteria, transparently and to the highest professional standards. Core responsibilities include: Recognised professional practitioner (DSA Needs Assessor), as identified by appropriate internal and external funding bodies.

Durham University Assessment Centre (DUAC) is a sub-section of the Disability Support Service, which operates as part of the Directorate of Student Support and Wellbeing, part of the Directorate of Student Support and Wellbeing. It is the central specialist university service dedicated to providing academic related support, advice and guidance for disabled students to enable them to access a wide range of services. Disability Support also provides advice and guidance for university staff in meeting the institution's duties to disabled students within the context of disability equality legislation and inclusive practices.

Assessors will be based at the Durham Assessment Centre in Durham. On rare occasions they may be required to undertake Needs Assessments elsewhere. This to be agreed with the Line Manager in advance.

Full time, permanent post. Salary: £34,304 - £40,927 per annum. **Closing Date: 18 May 2022.**

Senior Analyst (Access & Participation), Oxford Brookes University

Oxford Brookes University is looking for an experienced data analyst to lead on the production of high quality analytics and insight that will help to inform activity related to improving the opportunity for underrepresented groups to access, succeed in and progress from higher education. This is an exciting new role with a dedicated remit for access and participation. [The Senior Analyst \(Access and Participation\)](#) will be based within the Modelling, Analysis and Resource Planning team in the Division of Strategic Change and Planning, but will work closely with colleagues from across the university. The immediate team is relatively small but supportive and enthusiastic and you can expect to be provided with some training and mentoring.

The role would suit someone with a strong background in statistics and the analysis and reporting of data, and with an ability to effectively communicate findings to a range of stakeholders. Experience of working in higher education, particularly in relation to access and participation data sets would be advantageous but not essential.

For an informal discussion contact Michael Panagopoulos: mpanagopoulos@brookes.ac.uk

The role is full-time and permanent. Salary: £32,344, rising annually to £35,326 per annum. **Closing date: 5 June 2022.**

Senior Outreach Officer (Pre-16), Loughborough University

The School and College Liaison Team work with schools and colleges across the UK supporting students to explore Higher Education options. This activity is delivered through a programme of in-person and virtual events, both in-school and on both our campuses. The Team is seeking an innovative and passionate [Senior Outreach Officer](#) (SOO) who can engage with pre 16 students and their influencers to help raise awareness of Higher Education and Loughborough through the creation and delivery of outreach activities. The post holder will play a key role in supporting the University's work to meet their student recruitment and Access and Participation Plan (APP) commitments.

We are looking for an individual who is enthusiastic about HE and about supporting young people to reach their potential. You will need to be a confident and creative presenter, an innovative problem solver and supportive team player and line manager. We look forward to hearing from you.

Permanent, full-time role. Salary: Grade 6, £31,406 – £40,927. **Closing date: 31 May 2022.**

Part-time Graduate Outreach Officer, Department of Computer Science, University of Oxford

The purpose of the role is to promote the study of Computer Science, and encourage able students from all backgrounds, in particular home students from under-represented groups, to develop their Computer Science studies at graduate (MSc and DPhil/PhD) level. The [Part-time Graduate Outreach Officer](#), is a new role, that will see the post-holder exploring the current most common barriers to entry. Subsequently, taking an evidenced-based approach to leading on creating, implementing and evaluating projects to engage with target groups of students, including but not limited to, women and non-binary, and BAME students, and students from socioeconomically disadvantaged backgrounds. It is envisaged that these programmes span both events (in-person and/or digital) as well as digital marketing activity.

The primary selection criteria are experience of working in an outreach/student recruitment/public engagement or similar role; and awareness of the UK Higher Education environment, and the use of Microsoft Office at an 'advanced' level. We are very much looking for motivated problem-solver, to take the lead on new projects, but also work within a small but busy team of outreach and communication professionals. The post reports directly to the Head of Outreach and Communications. If you have any questions about the position, please email Suzanna Marsh, Suzanna.marsh@cs.ox.ac.uk for further information.

The role involves some evening and weekend work. Flexibility is available regarding how the post-holder's pattern of work is structured across the working week, however this regular pattern should include at least a half-day on a Wednesday physically in the Oxford office.

Could be combined with the other current P/T Computer science post to become full-time.

Part time, fixed term 2-year post. Salary: £29,614 - £35,326 p.a. (pro-rata). **Closing date: noon on 25 May 2022.**

Part-time Engagement and Admissions Officer, Plant Sciences / Biology, University of Oxford

This is a fantastic opportunity to be part of a team supporting two new courses: our 4-year MBIol undergraduate course and our brand new DPhil in Biology, while contributing to the Department's commitment to inclusivity. This new people-focused role offers the exciting prospect of combining outreach, Equality, Diversity and Inclusivity (ED&I), disability support and undergraduate admissions. [The Part-time Engagement and Admissions Officer](#) will work with the Biology Communications and Engagement team on a range of engagement and outreach activities, take the lead on student-related ED&I issues and mental health within the remit of the Department and act as the Disability Coordinator. You will also manage all aspects of the MBIol undergraduate admissions, working with the academic coordinator for undergraduate admissions.

You will have experience of working in a student administration role, managing student administration processes, and an understanding of undergraduate outreach activities. You will have outstanding interpersonal and active listening skills, and the ability to gain the trust of staff and students. A flexible approach to work with a 'can do' attitude is essential, along with excellent organisation skills and the ability to manage multiple work streams and prioritise as necessary. You will be committed to equality and valuing diversity. Administrative experience in a higher education environment is desirable, but not essential.

If you would like to discuss the role and the department in more detail, please contact Helene Augar, Senior Academic Administrator, via email: helene.augar@biology.ox.ac.uk.

Part time (50% fte), permanent post. Salary: £29,614 - £35,326 per annum (with discretionary range to £38,587) pro-rata. **Closing date: noon, 13 June 2022.**

Evaluation Officer (Widening Access and Participation), Student Recruitment, Edge Hill University

[The Evaluation Officer role](#) will enable and coordinate evidence informed practice, evaluation, and encourage the continuous improvement of our work to support students from underrepresented groups to both access university, and then succeed whilst at University.

You will work within the Widening Access and Participation team, and collaborate with colleagues across wider central services, and with faculties to help deliver the Access and Participation Plan (APP). You will effectively influence others to help in the fulfilment of our APP by confidently leading others to follow the evaluation approaches required by the Office for Students.

As an Evaluation Officer you will have previous experience in the design, delivery, and analysis of surveys, focus groups, interviews and other mixed method data collection methods for effective evaluation that informs practice. Experience in and a passion for collaboration and co-production with key stakeholders to inform practice. You will also be experienced in the handling of multiple projects and monitoring their progress.

This role will require you to be a confident and effective communicator with the ability to present and explain information clearly, including evaluation methods and data analysis techniques to a range of audiences with varying levels of experience. You will need to be highly collaborative and able to work professionally within a large complex organisation with minimal supervision. You can also quickly develop relationships with a wide range of people and demonstrate high levels of commitment to equality, diversity and inclusion, and widening participation.

For informal enquiries about this vacancy, you may wish to contact: Heather Lloyd, Head of Access and Participation at piggotth@edgehill.ac.uk

Full time, permanent post. Salary: £27,924 to £30,497 per annum. **Closing date: 22 May 2022.**

Part-time Outreach and Communications Assistant, Department of Earth Sciences, University of Oxford.

You will be part of a small, supportive team, as part of which you will provide support to the Outreach and Communications Officer with outreach, events, communications and general administration. This role requires the successful candidate to be available to work flexibly, including outside of normal office hours and at weekends on occasion.

This [Part-time Outreach and Communications Assistant](#) role will be responsible for supporting the delivery of logistical aspects of any planned event, from conception to completion, working closely with alumni, stakeholders and internal/external clients. You will also support the management and implementation of departmental outreach initiatives including open days, ensure that outreach events are monitored, evaluated and continually improved, and contribute to the planning, implementation and evaluation of the Earth Sciences outreach programme. You will also contribute to the

implementation of the department's communication strategy, including planning and scheduling content distribution and uploading content to the department's website, and/or social media feeds. You will develop and evaluate communications activities through a range of tools such as online surveys, feedback forms and digital analytics.

You must be educated to A Level standard or have experience of studying for a higher level qualification, such as a degree, have experience of working in an outreach/communications related administrative role, have experience of a fast moving and demanding environment and awareness of Data Protection and information security guidelines. You will have good IT skills, particularly the use of Microsoft Office and the ability to prioritise workload and produce accurate, detailed work within deadlines. Experience of working in an academic environment is desirable, but not essential.

If you have any questions about the position, please email: sarah.hilton@earth.ox.ac.uk.

Part time (22 hours), permanent post. Salary £26,351 - £31,406 per annum (pro rata). **Closing date: 9 am, 6 June 2022.**

Part-time Outreach and Communications Assistant, Department of Computer Science, University of Oxford.

As a member of the Outreach and Communications team, you will be working in the areas of access and widening participation, together with marketing and communications. The [Part-time Outreach and Communications Assistant role](#) will involve promoting the study of Computer Science to UK primary and secondary school students, particularly those from under-represented backgrounds, to encourage them to continue their studies in Computer Science and cognate subjects into Higher Education. Working to increase the number of applications and admissions to Oxford University, particularly from under-represented groups, by advising and supporting prospective students and their teachers, and co-ordinating an existing programme of in-person and digital events. Also, supporting positive press coverage about the department, contributing to our social media presence and publications.

We are looking for candidates who are able to provide a professional, efficient and friendly first point of contact for enquiries; be a self-starter and an enthusiastic team player. The primary selection criteria are experience of working in outreach/university admissions/communications/public engagement with research/events management/student administration/teaching or related administrative role; an awareness of the UK HE environment, and the use of Microsoft Office at an 'advanced' level.

The role involves some evening and weekend work. Flexibility is available regards how the post-holder's hours are structured across the working week, however this regular pattern should include at least a half-day on a Wednesday physically in the Oxford office. The post reports directly to the Head of Outreach and Communications. If you have any questions about the position, please email Suzanna Marsh suzanna.marsh@cs.ox.ac.uk for further information.

Could be combined with the P/T Computer science post above to become full-time.)

Part time, fixed term 2-year post. Salary: £26,341 - £31,406 p.a. (Pro-rata). **Closing date: noon on 25 May 2022.**

Advance HE Associate: Race Equality Charter Action Plan Guidance and Template

Advance HE is currently looking for a new Associate to work on the development of guidance for the Race Equality Charter's (REC) framework following a review of the Charter. The purpose of this project is to develop guidance that supports Higher Education Institutions (HEIs) to develop a REC Action Plan for supporting institutions on their journey to advancing race equality, underpinned by a SMART (Specific, Measurable, Achievable, Relevant and Time-based). The Associate will work together with the REC team and a project group to support in delivering an enhanced service to members through the redevelopment of the Charter which includes the development of guidance and templates for HEIs to redevelop the action plan guidance for institutions to advance race equality.

The overarching ambition is for the survey to do the following:

- Explore current REC Action Plans from existing submissions
- Consider guidance
- Develop a meaningful action plan template for institutions to use for the REC framework
- Develop step-by-step guidance and supporting materials that enable institutions to:
- Develop an action plan with their REC Self-Assessment Team and relevant stakeholders;
- Explore how existing race action plans can complement the REC framework
- To clearly define the SMART (Specific, Measurable, Achievable, Relevant and Time-based);

- Guidance on communicating the action plan to the institutional community.

The proposed outputs we would like from this project are:

- A revised REC Action Plan template for the REC framework
- Guidance and support on how to develop a REC action plan
- Guidance on how to utilise existing race action plans into the REC application.

Advance HE seeks to invite applications for an Associate with experience and expertise in equality, diversity, and inclusion within the higher education sector, with a particular preference for candidates with expertise in race equity and knowledge of the Race Equality Charter (REC), and who who can demonstrate the following:

- Experience developing race action plans and/or for the REC
- Experience working with equalities data for use within the Higher Education sector
- Some knowledge of the Athena SWAN or REC framework in Higher Education institutions or departments
- Experience of working in Equality Diversity and Inclusion
- Facilitative and supportive verbal and written communication skills to reach a wider range of stakeholders.

For any queries to do with this role, please write to Dr Arun Verma (Head of the Race Equality Charter) at racecharter@advance-he.ac.uk

This is a contract role not a salaried position - it is expected that Associates will be available for approximately 10 days (£350 per day) of work between June–July 2022.

Closing date for applications: 22 May 2022.

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