

Action on Access WP and Access eUpdate **Issue 151: 17 June 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/>

Contents

| | |
|--|----------|
| Welcome to the June 2022 edition of the Action on Access eBulletin. | 3 |
| What's New | 4 |
| OfS announces £1.4 billion funding for higher education | 4 |
| 'Capital funding for financial years 2022-23 to 2024-25: Formula allocations and invitation to bid', Office for Students | 4 |
| 'Ministers rein in English student loan interest rate hike', THE article 11 June, Chris Havergal | 5 |
| Equality, diversity and student characteristics data published by the Office for Students | 5 |
| Update to National Student Survey results 2021 | 5 |
| Office for Students Business plan 2022-23 | 5 |
| 'Ministers should not politicise the work of the OfS: discuss', 13 June 2022, Susan Lapworth, Interim Chief Executive of the Office for Students. | 5 |
| 'Measures of success, Susan Lapworth (interim CEO Office for Students)', HEPI post, 30 May | 6 |
| 'Uni Connect national evaluation: updated analysis': Updated evaluation of Uni Connect programme | 6 |
| Degree apprenticeships in England: current practices in design, delivery and quality management, Office for Students | 6 |
| TASO launches report on school attainment-raising..... | 7 |
| 'TASO to lead work to develop 'what works' resources of student mental health support' | 7 |
| New 2023 UCAS cycle | 7 |
| Preparing for the 2023 cycle - Advisers Guide, UCAS..... | 8 |
| UCAS Widening Participation, Access and Outreach bulletin- mailing list for sign up | 8 |
| Publication of REF 2021 main panel overview reports and advisory panel chair blogs | 8 |
| 'How to raise attainment in schools', WonkHE post 15 June, Anna Anthony, HEAT | 8 |
| 2022 Student Academic Experience Survey, Advance HE and HEPI | 9 |
| 'Bucking the trend: a fresh approach to social mobility', inaugural speech by Katharine Birbalsingh, Chair of the Social Mobility Commission, 9 June | 9 |
| 'Weekend Reading: Thank you! Finally, there is strategic senior support for moving away from a helicopter model of social mobility to focusing on systemic change", 12 June, HEPI post | 9 |
| 'Create 50 campuses in higher education 'cold spots', says report', THE, 5 June, John Morgan..... | 10 |

| | |
|---|-----------|
| Widening opportunity in higher education is about more than access', THE, 1 June, James Miller | 10 |
| 'The state of university admissions in 2022', HEPI blog, 14 June, Nick Hillman | 10 |
| Understanding and managing identity: working-class students at the University of Oxford', | 11 |
| Éireann Attridge, in the Journal of Further and Higher Education, Volume 45, 2021 | 11 |
| 'What have we learnt about student belonging and exclusion? ', HEPI blog, 23 May | 11 |
| 'Independent review of children's social care', | 11 |
| Thisisus, Episode 18, 16 June: Aura | 12 |
| The Access Podcast, 'Discussing mental health at universities with Prof Ross Renton', | 12 |
| SOAS-FACE | 12 |
| 'Employability Blog Series: What have we learnt', Saskia Loer Hansen, Interim Vice-Chancellor and Chief Executive, and Professor Kathy Daniels, Associate Pro-Vice Chancellor (Engagement) at Aston University | 12 |
| Open Futures Scholarship for Black Students, the Open University | 12 |
| 'How I found a sense of belonging and a home far from home', Living Black at University Blog Series: 8 June, HEPI Guest post | 13 |
| Widening Participation and Lifelong Learning journal, Volume 24 Issue 1, April 2022 | 13 |
| Student Finance England - Deadline for returning students | 13 |
| This Is Us student-led community | 13 |
| 'Gender Equality: how global universities are performing Part 2', THE/Unesco | 13 |
| 'Higher Education for Further Education', the Open University and government. | 14 |
| 'Medical schools beyond the 'elite': shaking up and levelling up', THE, 6 June, John Morgan | 14 |
| 'Innovative app 'levels the playing field' for disadvantaged job-seekers', 6 June, FE News | 14 |
| 'Supporting Graduate Employment and Employability in Yorkshire', Yorkshire Universities, May | 15 |
| Don't abandon 'micro' courses to 'Wild West', says ex-minister', THE, 8 June, Jack Grove | 15 |
| 'English university cuts set to hit struggling regions', THE article 26 May, John Morgan | 15 |
| New social value framework launched to enable better HE procurement', University Business, 25 May, Julian Owen | 15 |
| What's Still Current | 16 |
| 'Advice on requests to vary access and participation plans to cover academic year 2023-24' | 16 |
| '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 | 16 |
| 'The Evaluation Manifesto' | 16 |
| Pearson HE Innovate Awards 2022 | 17 |
| Black Equity Organisation (BEQ) | 17 |
| 'We need to talk about REF and early career researchers', Sunday Blake, Wonkhe Comment, 12 May | 17 |
| Missed this? | 17 |
| Higher education short course trial | 17 |
| What's wanted | 18 |
| 'Capital funding for financial years 2022-23 to 2024-25: Formula allocations and invitation to bid', Office for Students | 18 |
| ESRC WRDTP Associated Studentship – Over-policing and vulnerability in minority communities | 18 |
| Call for Abstracts for 'Learning to 'Level-Up'? Supporting Working-Class Boys' Progression to Higher Education', 8 September 2022: Widening Participation Research & Practice Conference, Arts University Bournemouth | 18 |
| University of Brighton MA studentship award (a fees waiver and mentoring support scheme) | 19 |
| Pearson HE Innovate Awards 2022 | 19 |
| Open Futures Scholarship for Black Students, the Open University | 19 |
| 'Higher Education for Further Education', the Open University and government. | 20 |
| Call for students to participate in research | 20 |
| Request to help disseminate survey for PhD student | 20 |
| Call For Papers, 'Equity & Inclusion Efforts: Tackling inequality in educational and other contexts', Journal: Equity in Education & Society | 21 |
| 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. | 22 |
| UK Social Mobility Awards | 22 |
| WP Events | 22 |
| Vacancies | 28 |
| Director of Equality, Diversity and Inclusion, Oxford Brookes University | 28 |
| Head of Post-16 Partnerships, Staffordshire University, Stoke-on-Trent | 28 |

| | |
|--|----|
| Professor of Learning and Teaching, the Solent Learning and Teaching Institute team, Solent University in Southampton (UK). | 29 |
| Head of Student Recruitment and Access Development, Sheffield Hallam University | 29 |
| Head of Student Support and Wellbeing, Student Support & Wellbeing Directorate, | 30 |
| Head of UK Recruitment, Oxford Brookes University | 30 |
| Head of Operations, Aimhigher London | 30 |
| Widening Participation Manager (Priority Groups and Communities), Students & Education Department: Social Mobility & Widening Participation, King's College London | 31 |
| Project Coordinator (Success for All), Access, Participation and Outreach Team, | 32 |
| University of Exeter | 32 |
| Regional Manager (2 posts) London & East Midlands/Yorkshire & Northeast, The Elephant Group | 32 |
| Careers and Employability Manager, BARBRI Global | 32 |
| Project Manager (Network for EDI in the Energy Research Community - EDI+), Department of Anthropology, Durham University | 33 |
| Widening Participation and Undergraduate Recruitment Officer, Widening Participation Team, University of Bristol | 34 |
| Impact and Evaluation Officer, Loughborough University | 34 |
| Student Recruitment and Access Officer, University of Reading | 35 |
| Digital Content Officer, Undergraduate Admissions and Outreach (UAO), University of Oxford | 35 |
| Student Inclusive Curriculum Consultants coordinator, Solent University Southampton | 36 |
| Impact Evaluation Assistant, Pro-Vice Chancellor (Students), the Open University | 36 |

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

The next issue of the eBulletin will be published on Friday 15 July 2022.

Copy deadline: Wednesday, 13 July 2022.

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

This month's Editorial

There is so much, and such varied information in this month's eBulletin, reflecting the more than usual volatility across our parts of the sector as we tussle with government policy drives and initiatives and the proper place of higher education within them - and what this all means for improving social mobility. It is clear that many people from various institutions and organisation feel impelled to give their views and perspectives – from what it means to help raise school attainment to what graduate employment looks like these days - an assortment of voices which I am pleased to share with you and should give us all food for thought.

The Office for Students has been particularly busy and it is very interesting to see the new (interim) CEO exploring and explaining the role of the OfS as she sees it. It is good to see more, useful resources being published by TASO (Transforming Access and Student Outcomes in Higher Education) on school attainment-raising and student mental health.

Our What's Wanted section once again positively bursts with calls for papers, proposals, research requests, studentships and scholarships, teaching programme opportunities and several funding opportunities.

As always there is, I hope, an interesting and diverse listing of Higher Education vacancies and conference events for your professional development and advancement.

My commiserations (and encouragement) to those of you rattling out Access and Participation Plan Variations; perhaps you – and everyone else as we approach the summer break - could reward yourself on 29 June by attending our three-day annual FACE conference at the University of Southampton the week after next, with its great programme and speakers, (well. I had to mention it one last time). The conference focus is on evaluation across schools, communities and student success and, as an Officer for FACE, I am looking forward myself to the chance to take a bit of a breather in the company of like-minded people committed to the cause.

Have a good read,
Andrew.

Quotations of the month

“Like a lot of HE establishments, we were aware that we were delivering social value in our local community – particularly through procurement – but we were also aware that our activities weren’t being captured effectively,

or reported in a way that communicated anything meaningful to stakeholders.”

“Charlotte Hardman, Procurement Officer, University of Manchester, see item below, ‘New social value framework launched to enable better HE procurement’...”

““My final point is that none of this can be static. Our indicators must continue to be fit for purpose in a changing policy environment. For example, the Government’s ambitions for the Lifelong Loan Entitlement will significantly change the shape of higher education provision in England. And so, what and how we measure has to change too – and those are complex policy questions that we’ll need to grapple with over the coming years.”

Susan Lapworth, (interim CEO Office for Students), see item below, ‘Measures of success’ ... HEPI post, 30 May?’

What’s New

OfS announces £1.4 billion funding for higher education

The Office for Students (OfS) last week announced its approach to recurrent funding for the 2022-23 academic year. [The document](#) explains that the OfS will distribute £1.4 billion in non-capital grants to universities and colleges, with funding targeted to support high-cost subjects, student access and success, the growth and development of Level 6 degree apprenticeships, and to encourage greater provision of Level 4 and 5 qualifications.

The OfS is also distributing £450 million in capital grants for the three financial years 2022--23 to 2024-25 combined, which will in the main be allocated through a bidding exercise already underway. New allocations of £8 million each will support growth and development in degree apprenticeships and encourage and support Level 4 and 5 provision. The budgets for the student premiums for full-time and part-time undergraduates and the disabled students’ premium are maintained in cash terms. The overall funding available to support student transitions and mental health will be maintained.

‘Capital funding for financial years 2022-23 to 2024-25: Formula allocations and invitation to bid’, Office for Students

The Bidding Competition section of [this OfS publication](#) for capital funding for the three-year period 2022-23 to 2024-25 stipulates that a bid must demonstrate that capital expenditure will directly support relevant facilities in relation to one or more eligible projects.

Relevant facilities must relate to capital assets owned (including purchased under leasehold) by the eligible provider that submits the bid:

- The purchase of equipment (including IT equipment) used for learning, teaching or assessment. This does not include renting or hiring of equipment.
- The acquisition, replacement or construction of premises or infrastructure (including IT infrastructure) used for learning, teaching or assessment. Acquisition may include the purchase of leaseholds, but this category does not include the making of payments outside of the purchase price, such as for rental or service charges
- The refurbishment, expansion or adaptation of existing premises or infrastructure (including IT infrastructure) that are to be used for learning, teaching or assessment.

Eligible projects are capital expenditure projects that address one or more of three priority categories:

- 1: High-cost subjects of strategic importance. These are subjects in price groups A, B and C1.1. 11 These include laboratory-based subjects in science, technology and engineering, and healthcare disciplines in medicine, dentistry, nursing, midwifery and allied health professions, veterinary science and archaeology
- 2: Enhancement of graduate employability and skills needs of employers and industry and therefore local and regional economies, in particular in supporting technical provision at Levels 4 and 5, and degree apprenticeships.

- 3: Part-time and other forms of flexible provision to include the development of higher education short course study.

Bids must be returned by 1700 on 27 June 2022

‘Ministers rein in English student loan interest rate hike’, THE article 11 June, Chris Havergal

Ministers have stepped in to cap the amount of interest that will be levied on English student loans, The maximum rate of interest on student debt, currently 4.5 per cent, had been [due to rocket to 12 per cent this autumn](#), as it tracks the retail price index (RPI) measure of inflation, with an additional 3 per cent added on.

Ministers have now stepped in to cap rates at 7.3 per cent, (although graduates still face a hefty rise in the cost of borrowing), which they said was in line with the “forecast prevailing market rate” for comparable unsecured personal loans.

In [this article](#) the Department for Education said that, for a borrower with an outstanding balance of £45,000, this would reduce their accumulating interest by about £180 per month, compared with a 12 per cent rate – although monthly payments are unaffected, because these are based on earnings. The cap is expected to remain in place for 12 months.

Equality, diversity and student characteristics data published by the Office for Students

[This document](#) summarises equality, diversity and student characteristics data at English higher education providers between 2010-11 and 2020-21. It updates their equality, diversity and student characteristics data which looks at the proportion and numbers of students in higher education from a range of different demographic groups, including age at entry to higher education, disability, educational disadvantage, ethnicity, sex and more.

It has been published alongside an [interactive data dashboard, datafiles and webpages](#).

This release has a wider coverage than our [access and participation data dashboard](#). It reports on sector-level trends in student characteristics for both undergraduate and postgraduate students, and both UK and non-UK domiciled students.

Update to National Student Survey results 2021

The OfS has published an [update](#) to the 2021 National Student Survey data. This final quarterly update includes data amendments and accounts for provider mergers since the data was last published in March 2022.

Office for Students Business plan 2022-23

The OfS sets out in their [business plan](#) what they will do in the first year of their three-year strategy to make progress on their three-year goals.

These goals are the specific outcomes as set out in their [strategy for 2022-2025](#). The strategy specifies two areas of higher education they will focus on over the next strategic period: ‘quality and standards’ and ‘equality of opportunity’.

The business plan records for each goal the activity they will carry out over the year. Against each, the OfS has described the work, including the key actions and outputs; and set out the operational activities that enable their work, including how they plan to improve them.

‘Ministers should not politicise the work of the OfS: discuss’, 13 June 2022, Susan Lapworth, Interim Chief Executive of the Office for Students.

New CEO outlines the OfS relationship with government as an independent arm’s length body within the context of questions sometimes raised about ministers’ strong interest in the higher education sector against the desire of universities to protect their autonomy; with the OfS stuck in the middle, as the filling in a regulatory sandwich.

[The blog](#) reiterates that the OfS is an independent regulator with functions independent of government and that ministers respect its importance.

But ministers can exert influence over the OfS’s work as follows:

- ministers appoint the members of the OfS board, chair, independent members, Chief Executive, the Director for Fair Access and Participation, (and, subject to the passage of the Higher Education (Free Speech) Bill, another future director)
- statutory guidance to the OfS about the performance of its functions (published on the OfS website) which the OfS consider alongside other relevant factors, including our general

duties, and institutional autonomy - Ministers' views influencing decisions rather than determining them.

- ministers can issue general directions to the OfS about the performance of any of its functions and we must comply with such a direction (provision mirrors those in place for other regulators). That's not yet happened in the life of the OfS
- ministers attach terms and conditions to the public funding the OfS allocates to providers according to government priorities again within certain constraints.
- fifthly, the OfS must provide information in response to ministerial requirements for information from the OfS about any of its functions or obtained in the performance of any of its functions - to inform, for example, policy development and implementation.

Susan Lapworth concludes that "ministers are not 'politicising' the work of the OfS when they make use of these lawful mechanisms to express their priorities and expectations: and that the OfS is "making proper use of the powers Parliament gave to them and that feels entirely democratic to me."

'Measures of success, Susan Lapworth (interim CEO Office for Students)', HEPI post, 30 May

Susan Lapworth on the OfS's thoughts on measuring success and its proposals, still subject to consultation with final decisions about our future approach over the coming weeks, and their three indicators to measure student outcomes. First, continuation, the proportion of students who continue on their course after the first year; second, completion, the proportion who complete their course; and finally, progression, the proportion who go on to professional jobs or further study. And the context and balance of assessment and measure that the OfS must take into account when judging higher education providers performance.

Her conclusion in [this edited speech](#), "My final point is that none of this can be static. Our indicators must continue to be fit for purpose in a changing policy environment. For example, the Government's ambitions for the Lifelong Loan Entitlement will significantly change the shape of higher education provision in England. And so, what and how we measure has to change too – and those are complex policy questions that we'll need to grapple with over the coming years."

'Uni Connect national evaluation: updated analysis': Updated evaluation of Uni Connect programme

Office for Students' updated analysis of young participation in higher education for the areas targeted by the Uni Connect outreach programme.

This report provides quantitative analysis of the higher education application outcomes of Key Stage 4 learners living in areas targeted by the Uni Connect programme, using national administrative data. Since the previous analysis, [this updated report](#) now includes two additional cohorts of learners applying to higher education courses in the 2020 and 2021 UCAS application cycles.

Degree apprenticeships in England: current practices in design, delivery and quality management, Office for Students

The OfS publishes published [independent research](#) which explores current practice in the design, delivery and ongoing quality management of degree apprenticeships in higher education settings. The research focuses on two principal questions:

- What constitutes a 'well-designed' degree apprenticeship programme and a 'high-quality' apprentice learner experience, from a range of key stakeholders' perspectives?
- How are providers using and/or adapting their internal quality management processes to assure the initial and ongoing quality assurance of degree apprenticeship programmes?

Although noting the immediate and tangible value of work-experienced learners, with a flexibility of delivery and assessment offering the benefits of including learning in their work-setting and developing their own career, the report barely mentions opportunities for widening participation to higher level study or upward social mobility. It does have a short section on the importance of student engagement and how higher education providers should support higher apprenticeship students for best engagement in this more detached mode of study.

It does make clear the benefits and opportunities for partnership working with employers. Equally, it has excellent contextual technical explanations of higher apprenticeship delivery which one could utilise to good effect. Interesting section on Motivations, expectations and experiences.

TASO launches report on school attainment-raising

TASO has launched a working version of its new report, a rapid-evidence review on interventions and activities carried out by higher education providers (HEPs) to raise the attainment of school-age students. [The report](#) provides outline for attainment-raising activities and shows where there is evidence of promise

Earlier this year, the Office for Students (OfS) called for universities and other HEPs to do more to raise the academic attainment of school students through widening participation (WP) activities. Evidence shows that academic achievement is the most important predictor of university progression ([Crawford, 2014](#); [Crawford et al., 2016](#)). Yet there are persistent equality gaps in GCSE attainment. What's more, many working within the sector are unclear about what attainment-raising activities should be prioritised and where efforts should be focused.

The report draws on [Anthony's \(2019\)](#) research and has been developed to help the sector further understand:

- what interventions HEPs are currently delivering to support improvements in attainment for school-aged students (both primary and secondary);
- the extent to which these interventions have been evaluated and the quality of this evaluation;
- how TASO and the HE sector could enhance the evidence-base in future to help reduce attainment gaps.

This report provides a brief outline of the literature (including UK-based and international studies) and sets out a typology of different interventions, assessing the strength and limitations of the evidence base. The report concludes laying out some of the challenges together with recommendation how these might be successfully met.

The report has been published as a working paper, meaning that updates may be made following discussion and consultation with the sector. This has been done partly to ensure HEPs have this evidence to refer to when making variations to their Access & Participation plans which are due imminently.

Read the full report [here](#).

[Sign up](#) for our upcoming webinar 'Exploring the evidence on attainment-raising activities conducted by Higher Education Providers (HEPs)'.

'TASO to lead work to develop 'what works' resources of student mental health support'

The OfS has appointed a consortium led by the Centre for Transforming Access and Student Outcomes in Higher Education (TASO) to help universities and colleges identify and make use of effective practice in supporting student mental health. [This work](#) will lead to the creation of a central, online hub to share what works to support student mental health.

New 2023 UCAS cycle

The new 2023 UCAS cycle went live Tuesday 17 May – the first cycle to include the new questions allowing applicants to flag if they:

- are estranged from their parents
- have caring responsibilities
- have parenting responsibilities
- are refugees, asylum seekers or have limited leave to remain in the UK
- are from UK Armed Forces families
- are UKAF Veterans and Service leavers
- in receipt of free school meals.

There is also an improved disability and mental health question with better terminology, better examples in the options, and more clarity around why we ask this question.

For each question, there is a [good practice briefing](#) for universities and colleges to help them with the introduction of the new questions, including background information, considerations around receiving the data, and examples of good practice being done around the UK already to inspire those looking to implement or improve their support for these groups.

Students are supported by extended FAQ help text (linked from the question), and [student-facing information and advice on ucas.com](#), and a [teacher/adviser toolkit](#) offers practical tips for those supporting these students through their decision-making, application, and transition to HE.

Preparing for the 2023 cycle - Advisers Guide, UCAS

Students can start their UCAS undergraduate application for 2023 courses from 17 May 2022. Click [here](#) for the key UCAS dates for your diary.

UCAS Widening Participation, Access and Outreach bulletin- mailing list for sign up

As part of the Fair Access Programme, UCAS is launching a regular bulletin which will provide you with updates to support you within your roles.

The bulletins will include:

- Updates from UCAS
- Data and insights
- Events and training opportunities
- Resources.

You can sign up to receive the bulletins here [Widening participation webform || UCAS](#)

Publication of REF 2021 main panel overview reports and advisory panel chair blogs

Overview reports detailing how the assessment was carried out and providing an overview of the panels' observations have now been published on the Research Excellence Framework (REF) website. To view the news item on the reports, visit <https://www.ref.ac.uk/guidance-and-criteria-on-submissions/news/ref-2021-main-panel-overview-reports-published/>.

From June 2022, reports will also be available on the work of the Equality and Diversity Advisory Panel (EDAP) and the Interdisciplinary Research Advisory Panel (IDAP) during the assessment year. In advance of these publications, the OfS has published a blog by the chairs of each of these panels. To read the blogs, visit <https://www.ref.ac.uk/about-the-ref/blogs/>.

Review of REF equality measures published

The final report of the Equality and Diversity Advisory Panel (EDAP) is now published on the REF website. [The report](#) summarises EDAP's work during REF 2021 and sets out key findings from its review of submitted evidence in relation to equality, diversity and inclusion (EDI). The report makes recommendations both for consideration in future exercises and for the university research sector more widely.

The panel describes how the measures have triggered positive change and supported increased fairness and transparency in research careers; for example, through new initiatives to support staff, driving conversations about EDI, increasing awareness and understanding, and engagement with training.

Drawing further on its review of submitted evidence, the panel identifies key areas for further work. Recommendations on the priorities for a future exercise include: ensuring the process can take account of the inequitable effects of covid on research; examining ways to capture the lived experiences of staff in assessing the environment; and expanding the scope of equality measures to include impact.

'How to raise attainment in schools', WonkHE post 15 June, Anna Anthony, HEAT

In [this article](#) Anna Anthony, Senior Analyst at HEAT explores what we know and don't know about what works as expectations grow on universities to help raise attainment,

She writes that in truth, we don't yet know the best ways for universities' widening access departments to help raise attainment in schools. [Analysis](#) based on HEAT's longitudinal dataset found that taking part in more intensive outreach is associated with higher Key Stage 4 attainment but, showing correlation rather than causation, it cannot tell us which outreach activities cause students to do better at school.

Experts from the recent OfS Insight Event suggested that providers should review the current evidence of attainment raising outreach, conduct needs analyses in their local areas, speak to schools and think about what their type of institution can offer. All sensible advice, suggesting there is no one-size-fits-all approach and different types of activities are needed depending on context.

TASO (Transforming Access and Student Outcomes in Higher Education) will soon be publishing a Typology of possible AR outreach activities which is based on the typology developed through the author's research. This includes:

- activities that may raise attainment indirectly, through raising social or cultural capital, often broadly referred to as "aspiration raising activities"

- activities that focus on improving study skills and pupils' approaches to learning
- activities to have more of a direct impact on attainment such as academic tutoring.

Anna Anthony further discusses the role that the OfS might be expected to take, given government guidance; clear guidance from OfS being key; the role of student ambassadors in tutoring in Outreach; relating these issues and factors to her own in-depth study and other available research. EDAP's final report is now available on the REF website under ['Publications and reports'](#)

2022 Student Academic Experience Survey, Advance HE and HEPI

This year there has been a partial recovery in many of the key aspects of the student experience as measured by this Survey, although in several cases the results remain below pre-pandemic levels - students this year are significantly more likely to feel they experienced good value, although this was still at a relatively low level, and was only slightly higher than the proportion who felt they received poor value.

This year's Survey: value-for-money among students from Scotland continues to fall; assessment and feedback was the single area where students would most like their experience to be improved (comments around consistency or timeliness of feedback); for many students wellbeing concerns increased during the pandemic with a recovery in several aspects of student wellbeing this year, with life satisfaction, life feeling worthwhile and happiness all increasing; however, anxiety levels continue to be high; a new question on loneliness identified that higher education can be a lonely place, with nearly one-in-four feeling lonely 'all' or 'most' of the time.

A new area covered a number of issues related to freedom of speech and the diversity of views expressed, where concerningly, there are some particular differences by ethnicity, with Black students being significantly less likely to feel their curriculum is diverse, or that they experience a sense of belonging. [Go to the Survey](#) for a full understanding of this year's report.

'Bucking the trend: a fresh approach to social mobility', inaugural speech by Katharine Birbalsingh, Chair of the Social Mobility Commission, 9 June

She opines that it is time for the Social Mobility Commission to chart a new course for the Commission, as it reports on the state of social mobility in this country, and to bring a fresh approach and ask some new questions.

"What can we do for those young people and adults who have not followed the higher education pathway?" "What more should be done about those at the very bottom?" "What to do about the geographical aspects of this?" The new Chair is looking to promote a broader view of social mobility through thinking differently and collecting and using data differently.

Her big theme going beyond what she describes as the current "Dick Whittington model" – which she suggests "often leads to a fairly pessimistic and dismal set of conclusions about the capacity of people to overcome the circumstances into which they are born" - to focus attention on how to make sure opportunities are shared equally. She attempts to usefully differentiate between inequality and social mobility – and how to define/respond to disadvantage. She stresses the importance of looking at the evidence. She seeks to place, inequality and social mobility within its actual social and economic context; together with the influence of family and cultural values.

Birbalsingh finishes, telling us of a new OfS focus on three interconnected themes: education, employment and enterprise and the economy, looking at a wider range of social mobility journeys, so that policy is not solely focused on the success of a small number.

For a look at [the whole speech](#).

'Weekend Reading: Thank you! Finally, there is strategic senior support for moving away from a helicopter model of social mobility to focusing on systemic change', 12 June, HEPI post

This blog by Professor Anna Mountford-Zimdars, Academic Director of the Centre for Social Mobility, and Dr Neil Harrison, Associate Professor of Education and Social Justice, from the Graduate School of Education at the University of Exeter welcome and reflect on the focus in Katharine Birbalsingh, new Chair of the Social Mobility Commission's [inaugural speech](#) about an OfS focus on wider social mobility gains rather than any fixation on who is getting into Oxbridge in national debates.

The authors of the blog conclude that challenging the basis of social reproduction of educational inequalities in the long run and enhancing structural contexts is better. Earlier than that they write about the need to critically engaging with what young people want, discussions of what possible future they could aspire to and how this aligns with their hopes and wishes for their lives – observing that "elite higher education" may or may not be part.

‘Create 50 campuses in higher education ‘cold spots’, says report’, THE, 5 June, John Morgan

The Times Education Commission, chaired by Rachel Sylvester, a journalist on The Times, has been examining the UK’s whole education system for the past year and considering its future, in the wake of the pandemic. According to [the article](#), if the UK government wants to achieve its levelling-up ambitions, the blunt message from the final report from the Times Education Commission is that it should embrace higher education and its proven record in rejuvenating cities and towns, rather than sniping at it.

In practice, this would mean the creation of 50 new university campuses in so-called higher education “cold spots” – a laudable aim, albeit a tough one. “Abolishing student number controls has been the standout levelling-up policy of the last decade,” says former universities minister Lord Johnson in the report, urging ministers to go further with a 15-year strategy. Instead, it seems the government is heading in the other direction, with its apparent intent to restrict university numbers “at odds with demographic trends”, the study says. Will the pro-university study help to change minds in Westminster? Perhaps not, but it may at least give higher education some long-overdue credit for its social and economic transformation of left-behind communities.

“The government is setting up a false choice between higher and further education and there should be more collaboration rather than competition between the sectors,” the commission report says. Edward Peck, the NTU vice-chancellor, says in the commission report that proximity is crucial to encourage social mobility “because local people can then see that university is not mysterious, you just move from one building to another, it’s 50 yards away, with the same canteen and car park. The more you create physical distance between further education and higher education the less students are likely to progress.”

‘Widening opportunity in higher education is about more than access’, THE, 1 June, James Miller

“Retention, progression and completion data arguably better reflect the work universities do to help students fulfil their potential”, argues James Miller, deputy vice-chancellor of Glasgow Caledonian University in [this THE article](#).

A number of universities in Scotland have either already met or are on course to meet the national widening participation target for 2030. The target, set by the [Commission on Widening Access](#) (CoWA), is for 20 per cent of university entrants to be from the most deprived areas of Scotland, as measured by the Scottish Index of Multiple Deprivation (SIMD). But measuring [widening participation](#) in higher education through access data alone may be a classic example of “hitting the target but missing the point”.

The author teases out and discusses the merits of widening access measures opportunities, outcomes and outputs, that it is challenging for some universities to substantially increase their intakes of lowest-quintile students in Scotland, and how Scottish Universities are faring. The article notes that is not a national measurement for widening participation at postgraduate level, for either taught or research students, while the rise of graduate apprenticeships was until recently not even part of the SFC’s.

The author concludes with our post-pandemic context increasing the challenges to communities it is important that universities contribute to the social and economic prosperity of Scotland and to developing global citizens of the future. For that, we need to build on the work of Sir Peter Scott, [Scotland’s Commissioner for Fair Access](#), and develop a much more accurate picture of current university participation. And we need targets that reflect the full breadth of what still needs to be done.

‘The state of university admissions in 2022’, HEPI blog, 14 June, Nick Hillman

[Text of a speech](#) delivered to the Russell Group Admissions Forum at the University of Warwick in which he makes six points, particularly focused on England, to “stimulate a healthy debate”:

- the risk of a new overall student number cap has passed
- funding, regulation and the supply of places
- the chances of a wholly new admissions system are falling
- you not to do something, then it is almost certainly time to pause.
- one-in-four grades is wrong
- we need to prepare people better for higher education.
- is getting in or getting on more important?

In conclusion, he suggests we could all help the Opposition to flesh out their HE policies that remain a vacuum. As a sector, doing all we can to help shape these into something sensible, as it is not only

the current administration that we should be second guessing when it comes to matters of admission to higher education.

Understanding and managing identity: working-class students at the University of Oxford', Éireann Attridge, in the Journal of Further and Higher Education, Volume 45, 2021

[This open access research article](#) aims to add to the literature that explores the experiences of working-class students within elite higher education institutions. It has been undertaken at a time when there is a shift in higher education policy around access and widening participation: from applications and admissions to supporting students throughout the entire lifecycle. Considering the focus of such policy on upward intergenerational social mobility, it explores students' experiences through the lens of identity, considering Bourdieu's theory of cultural capital. Fifteen undergraduate students, who self-defined as working-class and attended the University of Oxford participated in semi-structured narrative interviews. It was found that working-class students appear to continue to face disadvantage during their time at university. Participants often encountered academic and social situations which served to reinforce ideas of a typical Oxford student, which they perceived as not being inclusive of their working-class identity.

'What have we learnt about student belonging and exclusion? ', HEPI blog, 23 May

The link between belonging and student success is well established. A sense of belonging was strongly associated with both academic and social engagement at university a decade ago as part of the Action on Access/Higher Education Academy's [What works? Student Retention and Success Programme](#). In fact, it was stated as the key variable in whether or not students persist with their studies and are successful.

[This HEPI guest blog](#) by Anna Jackson, Head of Customer Insight at Pearson Higher Education discusses the results of an ongoing survey to better understand which areas impact students' sense of belonging, and support the sector in its efforts to 'build back' student experience, within which [Pearson and Wonkhe](#) are undertaking a year-long study of belonging and inclusion. During November 2021, in partnership with 15 students' unions – 13 in England, one in Scotland and one in Wales – they distributed a student survey on belonging and inclusion, and received 5,233 responses with a good demographic spread.

The survey explored a range of possible dimensions of the experience of belonging – feeling 'settled in', personal priorities and academic confidence, the way the course is run, sense of connection and inclusion on the course, connections outside the course (extracurricular activities), inclusion in the university, sense of safety, being valued and empowered, feelings of happiness and loneliness. The results showed clear associations between sense of belonging and all these different factors. They will be conducting more qualitative research with students to explore the key themes of academic confidence, inclusive courses and peer connections; and consulting with academics and students unions to better understand where responsibility currently lies for tackling these challenges and learn more about current initiatives that are already working. A full overview of the survey results can be found [here](#).

'Independent review of children's social care',

The Independent Review on Children's Social Care in England, which commenced in March 2021, issued its [final report and recommendations](#) on the 23rd of May.

The report focuses mainly on schooling, children, the social care system and secondary schooling but, regarding Higher Education, one of the five missions within the report being "to double the proportion of care leavers attending university, and particularly high tariff universities, by 2026". The Report also includes a recommendation for a new kitemark scheme for universities, working with NNECL, and building on the NNECL, and earlier Buttle Trust Quality Mark. This enhanced kitemark should be overseen and quality assured by the government's National Advisor for Care Leavers, who should in turn, report annually to the Minister for Higher and Further Education to update on progress and indicate which universities are offering substandard or no support.

The review recommended making care experience a protected characteristic and an extension of the corporate parenting role to include universities and colleges amongst other public institutions – which would finally align to Scotland's more progressive policy on this.

Finally, see Children and Families Minister Will [Quince's oral report to Parliament](#) where reports that there will be a thorough research into the children's homes workforce, engaging with the sector and

experts to improve oversight of the market. The government also confirms that it will work with the sector to develop a National Children's Social Care Framework. The minister affirms, "I look forward to working with the sector, those with first-hand experience and with colleagues on all sides of the House, to inform an ambitious and detailed Government response and implementation strategy, to be published before the end of 2022."

Thisisus, Episode 18, 16 June: Aura

Latest Thisisus podcast episode, with Aura, an estranged student at the University of Bristol. Aura talks about her desire to improve the social system; the episode discusses the importance of education and community.

In these podcasts Paige Mackenzie chats to care leavers and estranged students as they journey through university and beyond, guided by 3 songs that they associate with significant times in their lives. Produced with the Unite Foundation.

<https://open.spotify.com/episode/1MRZsBpCZDtrYITAcFbF0v...>

The Access Podcast, 'Discussing mental health at universities with Prof Ross Renton', SOAS-FACE

In [Episode 7 of the Access Podcast](#), we discuss student and staff mental health with Prof Ross Renton, the Principal of ARU Peterborough and former Senior Pro-Vice Chancellor at the University of Worcester where he championed a strategic approach to mental health care.

During the conversation, Ross suggests a number of useful initiatives and strategies that universities can adopt to maximise support for its community and address some of the challenges experienced by institutions. Ross also recommends [Preventing and Responding to Student Suicide](#) by Sharon Mallon and Jo Smith.

'Employability Blog Series: What have we learnt', Saskia Loer Hansen, Interim Vice-Chancellor and Chief Executive, and Professor Kathy Daniels, Associate Pro-Vice Chancellor (Engagement) at Aston University

As this series of Employability blogs draws to an end, building on experiences, and exciting employability initiatives across the UK [this blog](#) examines what can we conclude about employability policy; the concept of employability and what this means for those working and studying in higher education.

The authors examine the current policy scene in the UK and by comparison in the Antipodes. They ask what policy and regulation are asking universities to do, with an exploration of what the regulator could or should measure, comparing that to OfS metrics for instance. The blog looks in some depth at how we define a successful graduate – and its correlate, the complex topic of employability.

Open Futures Scholarship for Black Students, the Open University

[The Open Futures Scholarship for Black Students](#), launching for the first time in academic year 2022/23, will provide the opportunity for new, UK-resident students who identify as Black to study for free. 50 scholarships will be available in 2022/23. A scholarship covers OU undergraduate credit-bearing modules and qualifications, paying for the full tuition cost of your qualification, up to 120 credits each seasonal academic year and 360 credits in total.

For eligibility criteria and more detailed information, see the What's Wanted section below. Closing date for applications: 22 July 2022.

The Fund is part of a series of scholarships, worth more than £2.6 million in total, and is designed to open doors for people who might not otherwise be able to afford to study for an undergraduate degree. The Open University's Open Futures Fund, under which the Black Students Support Fund sits, is at the heart of the OU's mission to make higher education accessible to all, championing equity and inclusion. Aimed at removing barriers to study, particularly amongst disadvantaged groups and those under-represented within the OU's student body, the Fund provides life-changing scholarships, bursaries, and support for disabled veterans, carers and refugee communities, to realise their ambitions and start their study journey. The OU is offering a total of 132 fully funded degree places for the next academic year 2022/23.

'How I found a sense of belonging and a home far from home', Living Black at University Blog Series: 8 June, HEPI Guest post

The fourth in this [blog series](#) on [Living Black at University](#) was written by Zoe Olawore, an undergraduate at the University of Cambridge. Zoe has authored several articles for [Varsity](#), Cambridge and Oxford's student newspaper. [In her blog](#), Zoe talks about her experiences and overall finding some sense of belonging and a home far from home

Widening Participation and Lifelong Learning journal, Volume 24 Issue 1, April 2022

The latest edition is now available online, comprising seven research articles, one innovative practice article, a research note, and a book review.

[In this edition](#), articles on: the access and participation plans that the Office for Students requires further education and higher education institutions to provide, and the 'disproportionate' amount of work institutions undergo to produce these plans; the use of the emerging method of photo-elicitation to collect data on the impact of widening participation interventions; the overall lack of research into the educational experiences of children from armed forces families; on the challenge of addressing student attrition at Ethiopian public universities; the access of non-traditional students - working-class British Asian women - to higher education and how work placements can promote a re-conceptualisation of their future professional self; the use of curriculum infusion to positively impact the resilience of students in a higher education institution in the UK; the importance of effective support for transitioning students from diverse backgrounds into higher education with the investigation of the pilot of the 'Skills for Success' programme that was developed at a UK university; the structure of narrative can be used when constructing curricula to enable explicit consideration of equity, diversity and inclusion; the impact of Covid-19 on the experiences of students at further education college and their ambitions for the future; and finally, a book review which reiterates how access to university is not evenly distributed, and that social groups can impact students during their time at university and after they have graduated.

If you are a subscriber to the journal you can access this edition here

<https://www.ingentaconnect.com/content/openu/jwpll>. If you are not a current subscriber, you can sign up for institutional membership (£199 inc. VAT) or personal membership (£92) here <http://www.open.ac.uk/about/wideningparticipation/about/england/wpll-journal/subscribing-journal>.

Student Finance England - Deadline for returning students

The Student Finance England deadline for returning university students is 25th June 2022. Please do remind your current care experienced or other eligible students so they can ensure there isn't any disruption to their finance when they return for the next academic year.

This Is Us student-led community

Of interest to you and through you to any young care experienced or estranged people you may work with ['This Is Us student-led community'](#) on Mighty Networks came out of the ideas submitted by students. It is a dedicated and safe online space for estranged and care-experienced students at Higher Education providers to connect, share info, arrange meet-ups and more! It's free, national and open to all ages & years of study. Thanks to Dorothy Hakim, Unite Foundation for this information.

Link to join: <https://thisisusatuni.mn.co/>

Please do share this with anyone you feel might benefit from knowing about the community.

'Gender Equality: how global universities are performing Part 2', THE/Unesco

Following the March 2022 report on gender equality in global higher education his report suggests that there is much to celebrate together with many lessons to be learned; many universities globally with gender focused policies, few with evidence to support what is working; more of a focus on measuring women's access to higher education than tracking their outcomes and success rates, while women remain underrepresented in senior positions and among published academic authors; [the report](#) provides a literature review to put these findings into context, deeper analysis on some of the trends based on updated data, and recommendations for universities.

‘Higher Education for Further Education’, the Open University and government.

The Open University working with the Department for Education and the Office for Students in England aims to increase the availability of targeted HE programmes at levels 4 and 5 that deliver the skills that local employers need and that offer people of all ages the opportunity to train and secure high-quality employment in their community.

Following the DfE’s announcement on 25th May 2022, The Open University is pleased to be involved with this initiative to work with FE colleges in areas that require more targeted HE programmes to deliver on the skills needed by employers in the region.

The Open University will work with colleges through, either, collaborative delivery, or validation models, to enable colleges to develop or increase the number of HE options available to the community.

[Read more](#)

Details of how the scheme will work, and which colleges and programmes will be eligible are still being finalised. However, if you represent a college that is interested in bidding for the funding, we’d welcome the opportunity to discuss it with you.

Please contact the Open University at fecou-enquiry@open.ac.uk

See also [‘Skills boost for local communities’](#), Gov.uk, 25 May 2022

‘Medical schools beyond the ‘elite’: shaking up and levelling up’, THE, 6 June, John Morgan

Modern universities’ medical schools key for access, NHS and levelling up neglected regions in England, with calls for expansion to go further. [The article](#) describes how the University of Cumbria recently announcing plans for a medical school run in partnership with Imperial College London. It follows in the footsteps of the universities of Central Lancashire, Lincoln, Sunderland and others – with this expansion widening access to medicine, traditionally a socially elite profession. Those from deprived backgrounds might not need the customary AAA grades at A level to gain a place, with ABB being enough in some instances. Other universities are even opening medical schools without the state funding enjoyed by the older players, bringing a regional and social diversity to medical training that probably better reflects the NHS today.

‘Innovative app ‘levels the playing field’ for disadvantaged job-seekers’, 6 June, FE News

Ethical platform [Beam](#) has launched [BEAM Recruit](#) a new app helping disadvantaged groups find and sustain jobs, that connects struggling job-seekers with a supportive online community who provide financial backing, mentorship and encouragement. It also matches them with live job opportunities with ethical employers.

[The article](#) reports that the app is already being used by hundreds of homeless people, the long-term unemployed, refugees, domestic abuse victims and prison leavers to ‘level the playing field’ when it comes to accessing job opportunities. Beam gives users smartphones to access the app, which is designed to digitise the job search for disadvantaged groups who have previously had to rely on in-person support.

More than 25,000 members of the public have signed up to provide moral and financial support through the app, making it the largest online community of its kind. The app also lets users post written updates, photos and videos, as they embark on their journey into a new job. They can also interact with other job-seekers and spur each other on to reach their goals.

Beam’s app also allows users to view and apply for high-quality job opportunities from Beam’s employer partners – who guarantee feedback – including Bupa, Pret and Arriva. The app is personalised to each job-seeker, showcasing jobs based on preferred career, hours and commute distance. Users also have access to targeted resources and a Beam employment coach, who provides job support directly through the app via a WhatsApp integration. Beam also has a [crowdfunding platform](#), which helps job-seekers fundraise the cost of items that could be a barrier to them starting work, such as training, work tools, a laptop, smartphone or childcare costs.

‘Supporting Graduate Employment and Employability in Yorkshire’, Yorkshire Universities, May

Yorkshire Universities, a wide range of higher education institutions, Local Authorities, Mayoral Combined Authorities, Local Enterprise Partnerships and employers in Yorkshire has published the final report of its Graduate Task and Finish Group, chaired by Professor Karen Bryan, [Supporting Graduate Employment and Employability in Yorkshire](#).

The report illustrates how universities, students, employers and regional institutions can together help more graduates in Yorkshire enter the world of work or start up in business. In 2020/21, 212,000 students, from over 120 countries, were studying at Yorkshire’s universities, of which 68,000 graduated last year.

The report features a series of recommendations on how to improve graduate employment and employability in the region. Amongst the proposals, include steps to: create more in-study and work experience opportunities; ensure there is more tailored careers and enterprise support; enhance the use of brokerage models to better connect graduates to job opportunities; provide clearer entry points within universities for employers; and run a coordinated campaign to promote the value of graduates to Yorkshire.

See also comment in [HEPI blog](#) from Karen Bryan, Vice-Chancellor of York St John University, chair of the Task and Finish Group.

Don’t abandon ‘micro’ courses to ‘Wild West’, says ex-minister’, THE, 8 June, Jack Grove

Thousands of people may be denied access to retraining opportunities if microcredentials continue to be ignored by the Westminster government’s flagship lifelong learning policy, a former universities minister has warned.

Introducing a new report by the Lifelong Education Commission on the future of bite-sized learning, its chair Chris Skidmore calls on the UK sector to adopt a new framework for the recognition of short courses, partly to ensure that they can be stacked into larger qualifications recognised by employers and universities.

[The article](#) notes that a survey conducted for the report by the British Chambers of Commerce found businesses were either unaware of microcredentials or would not consider using them in either hiring or training. Only 17 per cent of employers had some awareness of these courses, and, even after information was provided about them, only 26 per cent said microcredentials would be considered when recruiting new employees.

‘English university cuts set to hit struggling regions’, THE article 26 May, John Morgan

The government wants universities it deems to be underperforming on graduate employability metrics to reprofile their course offerings, leading the Office for Students to introduce a new regulatory system that includes [absolute baselines on graduate outcomes](#), with ministers also [threatening to introduce student number controls](#) based on similar data.

More institutions – modern universities in regions with tough labour markets that are likeliest to fall foul of graduate employment metrics – may now be following the lead of the University of Sunderland, which moved early in 2020 by announcing it would close its history, politics and languages courses to ensure its provision was “educationally and financially sustainable” and aligned “with a particular employment sector”.

[This article](#) relates a spate of cuts announcements at the University of Wolverhampton, De Montfort University, the University of Roehampton and Bishop Grosseteste University with their associated redundancies. Job and course cuts sought by modern universities in England have brought warnings that ministerial and regulatory pressure could inflict the inverse of “levelling up” on struggling regions and potentially “refashion the sector” in unintended ways.

New social value framework launched to enable better HE procurement’, University Business, 25 May, Julian Owen

Drawn up by a consortium of HE institutions and Social Value Portal, this article explains how the guidance is designed to improve universities’ support of local economies, communities, and the environment. The guidance has been launched to help higher education bodies factor wider social value into their procurement process.

The framework was organised by [Social Value Portal](#) (SVP), a company pledged to help customers deliver £100 billion of support to their respective local economies and communities by 2025.

Initiatives might include such steps as helping people into employment, using local suppliers, actively promoting opportunities for disadvantaged groups, or making sure that organisations are operating in as sustainable a way as possible.

Using the framework not only gives us a benchmark to evaluate our effectiveness, it also enables us to report back on the social value that we have generated – Charlotte Hardman, University of Manchester

The SVP was already widely in use in such public sector areas as the NHS and local government when the University of Manchester became the UK's first HE institution to adopt it in 2020. "Like a lot of HE establishments, we were aware that we were delivering social value in our local community – particularly through procurement – but we were also aware that our activities weren't being captured effectively, or reported in a way that communicated anything meaningful to stakeholders," recalled Charlotte Hardman, the university's procurement officer.

What's Still Current

'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 are currently working 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. There is a lack of clarity about which, and exactly how this information should be presented. **The deadline for submitting requests is 31 July 2022.**

'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.

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.

'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.

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.

Black Equity Organisation (BEQ)

Founded by some of the UK's most influential Black leaders from the worlds of business, law, arts and social justice the [Black Equity Organisation](#) (BEO), is a national and independent civil-rights organisation founded to advance justice and equity for Black people in Britain.

Launched 23 May, BEO aims to dismantle systemic racism in Britain, drive generational change and deliver better lived experiences for Black people across the country.

BEO brings a committed and diverse staff team together with experienced Black leaders from a wide range of sectors and backgrounds, including law, business, media, culture, private and public sector in service to Black Britain.

BEO will work with partners and allies to address systemic racism in the education system, to ensure all Black children and young people can fulfil their potential.

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

[A heartfelt message](#) about how the REF 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. 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."

Missed this?

Higher education short course trial

The Office for Students and the Department for Education (DfE) are working in collaboration to trial higher education short courses. The short course trial is an innovative opportunity which will enable providers to offer prospective students greater choice in how they study with more flexible options to develop their skills.

This is a key part of the government's approach to delivering the Lifelong Loan Entitlement (LLE).

The LLE will be introduced from 2025, providing individuals with a loan entitlement to the equivalent of four years of post-18 education to use over their lifetime. It will be available for both modules and full years of study at higher technical and degree levels (Levels 4-6), regardless of whether they are provided in colleges or universities. Under this flexible skills system, people can build up learning over their lifetime and choose how and when they study to acquire new skills.

In August 2021 the OfS ran a Challenge Competition for higher education providers to apply for funding to develop these short courses, and announced the successful providers in December 2021. Courses will run from September 2022.

[Read more about the funded projects](#)
[Frequently asked questions](#)

What's wanted

'Capital funding for financial years 2022-23 to 2024-25: Formula allocations and invitation to bid', Office for Students

The Bidding Competition section of [this OfS publication](#) for capital funding for the three-year period 2022-23 to 2024-25 stipulates that a bid must demonstrate that capital expenditure will directly support relevant facilities in relation to one or more eligible projects.

Relevant facilities must relate to capital assets owned (including purchased under leasehold) by the eligible provider that submits the bid:

- The purchase of equipment (including IT equipment) used for learning, teaching or assessment. This does not include renting or hiring of equipment.
- The acquisition, replacement or construction of premises or infrastructure (including IT infrastructure) used for learning, teaching or assessment. Acquisition may include the purchase of leaseholds, but this category does not include the making of payments outside of the purchase price, such as for rental or service charges
- The refurbishment, expansion or adaptation of existing premises or infrastructure (including IT infrastructure) that are to be used for learning, teaching or assessment.

Eligible projects are capital expenditure projects that address one or more of three priority categories:

- 1: High-cost subjects of strategic importance. These are subjects in price groups A, B and C1.1. 11 These include laboratory-based subjects in science, technology and engineering, and healthcare disciplines in medicine, dentistry, nursing, midwifery and allied health professions, veterinary science and archaeology
- 2: Enhancement of graduate employability and skills needs of employers and industry and therefore local and regional economies, in particular in supporting technical provision at Levels 4 and 5, and degree apprenticeships.
- 3: Part-time and other forms of flexible provision to include the development of higher education short course study.

Bids must be returned by 1700 on 27 June 2022

ESRC WRDTP Associated Studentship – Over-policing and vulnerability in minority communities

Funded studentship for British BAME candidates at University of York. The ESRC Vulnerability and Policing Futures [Research Centre](#) is advertising a [postgraduate/PhD studentship](#) based in York to research 'over-policing and vulnerability in minority communities'.

Duration: 1+3 (Masters + PhD) or +3 (PhD) award. Commencing 1 October 2022.

For further information contact: spsw@york.ac.uk tel. +441904321231

Closing date for application forms 17:00 (UK time) 30 June 2022.

Please share this opportunity with your networks and encourage eligible candidates to apply. Thank you.

Call for Abstracts for 'Learning to 'Level-Up'? Supporting Working-Class Boys' Progression to Higher Education', 8 September 2022: Widening Participation Research & Practice Conference, Arts University Bournemouth

Arts University Bournemouth, the University of Portsmouth and the University of Winchester are convening a joint conference for Higher Education practitioners to explore what can be done, and how, to better support working-class boys' educational attainment and progression to Higher Education. Hosted at Arts University Bournemouth, this one-day conference will bring together practitioners and researchers conducting activity to support working class boys' educational progression. It will provide a space to disseminate research and learn from evidence-based practice. The conference organisers are currently calling for Abstracts, for research papers and workshop sessions and welcome abstracts from the following areas of research and/or practice:

- closing the gap in working-class boys' educational attainment
- support working-class boys' progression to Higher Education
- understanding barriers to working-class boys' educational attainment

- understanding barriers to working-class boys' Higher Education progression
- understanding the implications of socio-economic inequality for boys' educational engagement
- understanding the implications of peer pressure in boys' educational engagement
- understanding the implications of poor mental health for working-class boys' wellbeing and educational engagement.

Delegates can submit an abstract for the presentation of a research paper (20 minute presentation, abstract: 300 words) Submit an abstract [here](#); or a workshop presentation (45 minute interactive workshop abstract: 300 words), Submit an abstract [here](#).

These must be highly participatory sessions that place audience interaction and learning at their heart. **Deadline for submissions: midnight, 1 July 2022.**

If you have any questions, or would like to discuss submitting a Research Paper/Workshop Session abstract, please email Alex Blower ablower@aub.ac.uk

University of Brighton MA studentship award (a fees waiver and mentoring support scheme)

This is the fourth year their MA studentship award, open to an African diaspora, Asian diaspora or ethnically diverse student to join the 2022/23 cohort of the MA Curating Collections and Heritage course (a course run in partnership between the University of Brighton and Royal Pavilion & Museums Trust: www.brighton.ac.uk/change-studentship

Deadline for applications: 7 July 2022.

Please direct informal enquiries to the course convenor, Dr Claire Wintle: c.wintle@brighton.ac.uk.

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- 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.

Open Futures Scholarship for Black Students, the Open University

[The Open Futures Scholarship for Black Students](#), launching for the first time in academic year 2022/23, will provide the opportunity for new, UK-resident students who identify as Black to study for free. 50 scholarships will be available in 2022/23. A scholarship covers OU undergraduate credit-bearing modules and qualifications, paying for the full tuition cost of your qualification, up to 120 credits each seasonal academic year and 360 credits in total.

Successful recipients of a scholarship will also be entitled to receive a one-off, £500 study costs grant to support with the cost of preparing for study with the OU, such as buying a laptop, study materials or arranging internet access. Students who successfully apply for the scholarship can study flexibly, including spreading their learning over more than three years if they wish, to fit in with family or existing work commitments.

Eligibility criteria:

- Identify as being from a Black background; applicants must have one of the following ethnicities:
 - Black African
 - Black Caribbean
 - Black Other
 - Mixed – White and Black Caribbean
 - Mixed – White and Black African
 - Other mixed background (to include Black African, Black Caribbean or Black Other)
- Have a personal annual income of not more than £25,000 or be in receipt of a qualifying benefit
- Be ordinarily resident in the UK and eligible for a UK fee

- Hold no existing higher education qualification
- Be a new student to The Open University in academic year 2022/23
- Be intending to study towards an undergraduate OU qualification or module commencing in the 2022/23 academic year
- Be studying at a minimum intensity of 25% (30 credits) per academic year.

The Fund is part of a series of scholarships, worth more than £2.6 million in total, and is designed to open doors for people who might not otherwise be able to afford to study for an undergraduate degree. The Open University's Open Futures Fund, under which the Black Students Support Fund sits, is at the heart of the OU's mission to make higher education accessible to all, championing equity and inclusion. Aimed at removing barriers to study, particularly amongst disadvantaged groups and those under-represented within the OU's student body, the Fund provides life-changing scholarships, bursaries, and support for disabled veterans, carers and refugee communities, to realise their ambitions and start their study journey. The OU is offering a total of 132 fully funded degree places for the next academic year 2022/23. **Applications will close: 22 July 2022.**

'Higher Education for Further Education', the Open University and government.

The Open University working with the Department for Education and the Office for Students in England aim is to increase the availability of targeted HE programmes at levels 4 and 5 that deliver the skills that local employers need and that offer people of all ages the opportunity to train and secure high-quality employment in their community.

Following the DfE's announcement on 25th May 2022, The Open University is pleased to be involved with [this initiative](#) to work with FE colleges in areas that require more targeted HE programmes to deliver on the skills needed by employers in the region.

The Open University will work with colleges through, either, collaborative delivery, or validation models, to enable colleges to develop or increase the number of HE options available to the community.

[Read more](#)

Details of how the scheme will work, and which colleges and programmes will be eligible are still being finalised. **However, if you represent a college that is interested in bidding for the funding, we'd welcome the opportunity to discuss it with you.**

Please contact the Open University at fecou-enquiry@open.ac.uk

See also '[Skills boost for local communities](#)', Gov.uk, 25 May 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.**

Request to help disseminate survey for PhD student

Ellie Horton currently a part-time PhD student in the Psychology Department at University of Warwick, after employment as a Specialist Autism Mentor and Mental Health and Wellbeing Advisor for over 9 years, where she gained a depth of understanding of the Mental Health issues that autistic university students face. She has identified that there is very little research on the specific issues that autistic students face, despite a significantly increased prevalence of mental health issues in this community. She is planning an online, quantitative, longitudinal survey initially, to identify the mental health experiences of autistic undergraduate students in all years of study, and to look at what support they consider to be useful. Participants will be invited to give their views using a mixture of qualitative approaches, to gain a more in-depth understanding of their experiences and the support, (and what support they considered useful), received at university.

Research with autistic students (both with a diagnosis and those with a suspected diagnosis) across universities in the UK - already had a number of universities have agreed to promote (University of Cambridge, Birmingham City University, University of Wolverhampton, University of Leicester, University of Bath, University of Warwick, University of Edinburgh, Keele University, Bangor University, University of Chester, University of Sussex).

Looking to recruit participants for 31 August, prior to the start of the academic year 2022 with the first survey sent out during August/September this year to any students with a diagnosis of autism and/or to be promoted across social media, if possible. Full ethical approval has been agreed through The University of Warwick Psychology Committee, with a participatory group of autistic students recruited to guide the research and advise on the methods used to ensure that the research is led by autistic people and is accessible.

Following the research good practice guide for supporting the positive mental health of autistic students will be made available. This independent research could support your APP, TEF and student outcomes.

If interested in taking part in this research, or finding out more, please contact:

Elizabeth.Horton@warwick.ac.uk

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.**

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>

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
- 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.

WP Events

17 June 2022: 16.00-18.30: 'Inclusion in STEMM 2022', North West Biotech Initiative, Manchester [This hybrid forum](#) looks at and celebrates the career path of role models from underrepresented groups in science, technology, engineering, maths and medicine. Have you ever felt like an outsider in a lecture, laboratory or meeting? Would you like to see role models and leaders in senior positions that represent YOU in a better way than the current professors or managers? If so, this event is for you. We have gathered together CEOs, leading scientists, and advocates from underrepresented groups in STEMM that will share their successful career paths but also their struggles, aiming to create a safe space for learning, ideas sharing and networking. Free food and drink provided.

22 June 2022, 9.30 am - 11.00 am: 'Pathways in law from schools outreach to partner', Bridge Group

The legal sector has made significant progress in relation to socio-economic diversity and inclusion, but there remain many practical opportunities for further change - among employers, educators, regulators and other stakeholders. Drawing on evidence from recent Bridge Group (and wider) research, this dynamic online event will share key insights, recommendations and practical examples of change, to inform and inspire action.

[This event](#) will explore evidence and action in four related areas:

- schools outreach and university admissions
- graduate attraction and hiring
- early career progression in the law
- progression to senior positions / partner
- and identify themes that underpin all these areas, including the impact of subjective judgments and cultural capital, and the need for good data.

Prior to the event, the Bridge Group will share a short, evidence briefing that summarises their findings and recommendations. The event will explore these further via a presentation, a panel discussion and breakout groups corresponding to the areas above (you choose which one to join). Following the event, the Bridge Group will publish guidance emerging from the event about priority actions to advance change. This event is proudly sponsored by Clifford Chance LLP.

22 June, 2022, 13.00 – 14.00: 'What does Pride mean today?', University of Hertfordshire

A lunchtime panel discussion chaired by Mohammed Ilyas, Head of Equality, Diversity, and Inclusion at the University. All are welcome. Speakers include:

Associate Professor Dr Alana Jelinek: founding chair of AWAG - the Academic Women's Action Group

Dr Cheryl Holman: Associate Dean for Academic Quality in the School of Health and Social Work
Elijah Bevor: the LGBT+ Society President Elect (who in September will be a Level 7 MPhys Astrophysics student)

Jo Stuart: the Strategic Lead for International, Business Development, Marketing and Recruitment for the University and importantly the Senior Champion for LGBTQ+.

Dr Theo Gilbert SFHEA: teaching at UH for 22 years, including 14 as a VL, and transitioned at UH from female to male 15 years ago, and is an activist for the cognitive skills of compassion being taught and assessed (rewarded) in group/teamwork in HE.

[Register for this free session.](#)

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.

24 June 2022, 5-7pm: Blenheim Walk Gallery, Leeds Arts University

Leeds Arts University are delighted to announce the book launch event for [Access and Widening Participation in Arts Higher Education: Practice and Research](#), an edited book by Professor Samantha Broadhead. This new edited book represents Leeds Arts University's commitment to Access and Widening Participation. Free entry.

This volume brings together a range of practitioners, managers, and researchers from various institutions who work within the field of arts higher education to reflect on strategies to increase access and widening participation (WP). The issues presented in this book are situated within a wider

global context where countries are seeking greater harmonisation of higher education as students and workers become more mobile, crossing international borders.

The chapter authors address various issues within higher education institutions from a WP context, including areas such as creative writing, music, art and design.

In exploring these issues the editor and her chapter authors seek to answer how those teaching in arts higher education can promote the value and quality of their work while ensuring fair access and wide participation for all.

Chapter authors: Prof. Samantha Broadhead, Prof. John Butcher, Dr. Anactoria Clarke, Dr. Laura da Costa, Melanie Davis, Dr. Jill Fernie-Clarke, Jason Huxtable, Deirdre McLeod, Frances Ann Norton, Dr. Karen Tobias-Green, and Prof. Randall Whittaker.

Foreword by Prof. Susan Orr (Pro-Vice Chancellor for Education, De Montfort University).

27 June and 12 July 2022: 'Allyship and the anti-racist campus', Advance HE

[This virtual workshop](#) will seek to redefine and develop a shared understanding of foundational terms, operationalise the concept of an 'anti-racist' campus and developing a literacy around race to enhance. These workshops involve two half day virtual modules with circa one hour of independent reflection and reading; using allyship as a starting point to action; and proposing that for lasting change to take place in race equity, stakeholders must move beyond a general understanding of allyship to understanding this within the context of race. The facilitators will aim to deliver content around reframing diversity, intersectionality: roots and branches and understanding sector challenges through these lenses.

28 June 2022: 'Regional disparities in widening access and higher education's contribution to levelling up', NEON online summit

[This summit](#) will support both higher education providers, and Uni Connect partnerships, address this issue by bringing together key policy makers, researchers and practitioners to discuss these disparities, find solutions and strategies to address them, and consider the implications for their current work. At this important stage, when we are considering both the future of widening access work, and HEIs roles within it, this event offers an opportunity to help shape the future.

Keynote speakers so far include:

- Lord Johnson of Marylebone, Former Minister for Universities, Science, Research and Innovation
- Chris Millward, Professor of Practice in Education Policy, University of Birmingham
- Mandy Crawford-Lee, Chief Executive of the University Vocational Awards Council
- Stephen Pomfret, Head of Make Happen, Uni Connect partnership
- Professor Graeme Atherton, Head of the Centre for Levelling Up, University of West London and Director of NEON
- Mary Coles, Higher Education Outreach Officer, City College Plymouth
- Karen Shaw, Career Mentoring and Widening Participation Manager, University of Leeds
- Julian True, Access and Participation Manager, University of Plymouth.

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 July 2022, 4pm: Next RAISE reading group

This last RAISE Reading Group session of the UK academic year will see a happy and positive discussion about this paper:

Picton, C., Kahu, E. R., & Nelson, K. (2018). 'Hardworking, determined and happy': first-year students' understanding and experience of success. *Higher Education Research & Development*, 37(6), 1260-1273. <https://doi.org/10.1080/07294360.2018.1478803>

You don't need any qualifications or knowledge to attend, just an interest in the scholarship of student engagement.. We also welcome suggestions for future readings. For a report on the June reading group, see [our pages on the Advance HE Connect site](#).

(The RAISE network has been established for 12 years, and connects staff and students in higher education across the world who research, promote and practice student engagement. Student engagement is a broad term, but includes student representation, cooperative partnerships between staff and students, co-design and student agency.

"We believe in being inclusive so there are many ways to get involved in RAISE. Everyone in Higher Education, whatever your role, is welcome."

More information and registration for the Reading Group session [at this link](#)

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.

7 July 2022: 8.30 am – 6.00 pm: 6th Black Minority and Ethnic Early Career Researcher Hybrid Conference – how to stay in academia? Theme: Making the invisible visible, University of West London

The underrepresentation of Black and Minority Ethnic staff in academia is noticeable as the student body is not reflected in the staff teaching them. Disparities in outcomes occur across the academic journey as observed in degree-awarding gaps for BME students and the underrepresentation of BME academics in senior roles. For example, currently, there are 22,795 University professors in the UK, from those 6,340 are women and from those only 40 are Black women.

By attending [the conference](#), you will have the opportunity to hear how BME academics have navigated their journey, network, get a mentor and empower yourself through the workshops.

This year's Black Minority and Ethnic Early Career Researcher Hybrid Conference is co-hosted by King's College London and the University of West London.

13 July 2022: 'Widening access and increasing success within Postgraduate Taught and Research study', NEON Summit, University of Leeds

Barriers to studying in higher education do not end at undergraduate level. They persist through taught postgraduate and postgraduate research with lower rates of progression for some groups of students. This inequity is deeply unfair and has a negative impact on the diversity experienced in academia, graduate professions and representation in wider society.

Over 30 higher education institutions and organisations are part of the [NEON Widening Participation in Post Graduate Study Working Group](#), working collaboratively to address this issue. Our collective expertise spans sector-leading research and strategy; leadership of externally-funded projects and pilots of initiatives. We see the importance of a strategic approach to underpin activities across the sector and to address the challenges in an area where there is less maturity compared to undergraduate access and examples of success.

This conference aims to share learning from across the sector, provide space to discuss, reflect and agree actions. Join us on this collective journey where we will be sharing our postgraduate diversity strategy blueprint and inviting you to sign up to our pledge to work collectively on this agenda. [Click here to view the draft agenda.](#)

At this conference you will:

- find out more about the postgraduate strategy blueprint and pledge
- hear from students and colleagues from across the NEON Widening Participation in Post Graduate Study Working Group and beyond who will share good practice
- discuss the actions we must take collectively and individually to bring about change.

Collaboration, not competition, will ensure we increase the number of students from under-represented and disadvantaged backgrounds who are pursuing postgraduate study.

[Book this event](#)

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.

5-7 September 2022: 'Global Perspectives of Equity & Inclusion in Higher Education: Challenges & Opportunities', Joint International Equity, Diversity and Inclusion, Coventry University Coventry University and NADOHE (National Association of Diversity Officers in Higher Education) from the United States, are delighted to announce the [first Joint International Equity, Diversity and Inclusion Conference](#). This will be a first of its kind in the UK and will be a great opportunity to hear and share different perspectives, research, experiences and solutions to the current and future challenges for Equity, Diversity and Inclusion in the Higher Education Sector. Note the website will be being updated regularly with further details.

It will also be an opportunity to establish new networks with international experts, practitioners and activists, as well as perhaps renew relationships, post lockdown. Places are limited; registration is now open.

For more information about NADOHE, please visit their website using this link: <https://nadohe.memberclicks.net/presidents-message>

7 September 2022: Managing Students in Distress Workshop, UKAT, at Middlesex University Following the very successful April workshop, the [Managing Students in Distress](#) workshop is being held again, this time at the Middlesex University Similar to the April workshop, this highly-engaging workshop will use innovative, immersive interactive theatre to explore how personal tutors can manage situations in which students come to them displaying varying levels of distress; explore the causes of distress (academic, personal, etc) and offer delegates strategies for managing situations involving distressed students, including urgent and emergency cases which require immediate support from other services within the institution. The workshop is open to member and non-members alike. Members and staff of member institutions receive a discount on the registration fee.

8 September 2022: 'Learning to 'Level-Up'? Supporting Working-Class Boys' Progression to Higher Education', Widening Participation Research & Practice Conference, Arts University Bournemouth

Arts University Bournemouth, the University of Portsmouth and the University of Winchester are convening [this joint conference](#) for Higher Education practitioners to explore what can be done, and how, to better support working-class boys' educational attainment and progression to Higher Education.

For the last decade, discourse on the rate of progression to Higher Education for working-class boys has been a persistent focus of politicians, educators, and those with an interest in equitable access to educational opportunity. However, despite focus on the issue in media and political conversation, gaps in GCSE attainment remain significant, and rates of progression to Higher Education remain low.

Now calling for abstracts. If you have any questions, or would like to discuss submitting a Research Paper/Workshop Session abstract, please email Alex Blower: ablower@aub.ac.uk

12-14 September 2022: THE Digital Universities MENA.

The Times Higher, in partnership with Khalifa University, offer this in-person event in Abu Dhabi on the theme of [World-class education for a digital-first future](#), which offers university leaders the chance to gather and network and listen to expert speakers including the presidents of Khalifa University, The American University in Cairo, Massachusetts Institute of Technology and many more.

THE Digital Universities MENA will bring together more 200 delegates from across the MENA region. They will participate in a packed agenda of panel discussions, exclusive roundtables, keynote sessions and case studies, as well as enjoying an exclusive tour of Khalifa University and an opening drinks ceremony.

The THE Digital Universities MENA programme will cover a broad range of relevant topics, including: how technology will unlock world-class universities in MENA; how to create a world-class learning environment; student engagement in an online environment – challenges and opportunities; what an Open MENA university could look like; IT leadership for a smart, sustainable campus; and top IT challenges for today's chief information officers.

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](#)

29 September 2022, morning: ‘The next steps for the children’s care system in England and improving provision for care leavers’, Westminster Education Forum

Speakers include: Mark Riddell, National Implementation Adviser for Care Leavers Department for Education on key policy priorities for the children’s care system moving forward; Dan Turnbull, Director, Markets, CMA; Dr Lucille Allain, Middlesex University London; Cathy Ashley, Family Rights Group; Jane Collins, Foster Support; Councillor Clare Curran, Surrey County Council; Harvey Gallagher, Nationwide Association of Fostering Providers; Rachel Harrison, GMB Union; Councillor Cordelia Law, Torbay Council; Hannah McCowen, Catch22; Tim O’Neill, Action for Children; Rebekah Pierre, BASW; and Peter Sandiford, The Independent Children’s Homes Association

[This conference](#) will be an opportunity to discuss priorities for the children’s care system in England.

Taking place following the expected publication of the final findings of the Independent Review of Children’s Social Care, the conference will be a timely opportunity to consider lessons that can be learnt from the review, as well as to assess its recommendations. There will be further discussion on issues faced by children and families throughout their time in the care system, their relationships with social workers, and on future provision for care leavers.

Delegates will also consider the future of the social care market following the CMA’s market study, which outlines key recommendations for the sector moving forward. Further areas for discussion include: priorities for children’s care system; children and families; the workforce; best practice. [Book here](#).

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 Equality, Diversity and Inclusion, Oxford Brookes University

Our Vice-Chancellor’s Group have recognised the need for a step change and agreed to invest in this area. We want to accelerate the pace of change and be more impactful in our actions as we work towards being a diverse, equitable and inclusive university.

The creation of a new Director role is one of the first steps to establishing a new strategy and governance structure for EDI, and to reinvigorate our whole approach. Further expansion of the team will include a senior EDI Consultant role and EDI Data Analyst in addition to two existing staff roles.

[The Director](#) will be our senior subject matter expert on Equality, Diversity and Inclusion, providing strong leadership and championing diversity and inclusion across the University, challenging and removing the obstacles that are getting in the way of the achievement of equity of outcomes for all students and staff.

Recruitment is being handled by Anderson Quigley and full details are [here](#).

Full time, permanent post. Salary: £69,557 to £75,987 per annum with potential to rise to £83,021.

Closing date: 27 June 2022.

Head of Post-16 Partnerships, Staffordshire University, Stoke-on-Trent

Be part of a new and exciting Student Recruitment, Admissions and Partnerships team at Staffordshire University! As a key leader within a core central service you will be responsible for ensuring the strategic development and effective operational delivery of Staffordshire University’s post-16 partnerships within the UK, supporting Staffordshire in its commitment to support widening participation, and social mobility.

Working with academic and professional service stakeholders, [the Head of Post-16 Partnerships](#) will play a key part of maximising the positive opportunities and impact for Staffordshire University

students and staff through leveraging partnership working with existing and new post-16 partners. Key responsibilities include: enhancing student recruitment and progression to off-campus and on-campus delivered University awards; raising the aspirations of students; creating learning opportunities for our students and staff through promoting digitally enabled collaboration.

The role holder will have considerable experience of widening access, participation and outreach activity for the enhancement of student recruitment, specifically in the further education sector. As well as being a persuasive communicator with excellent presentation skills, the role holder will have a political awareness and ability to build and maintain effective corporate relationships.

You will have a keen interest in sector level developments and have up to date knowledge and experience of higher education sector policy and processes for FE-HE partnerships.

Experience of leading and managing diverse teams to deliver whole University strategic projects is a key aspect of this role and the successful candidate will have a strong track record of identifying, developing and managing partnership activity in the UK.

Full-time, permanent post. Salary: £61,818.00-£65,574.00 per annum. **Closing date: 19 June 2022.**

Professor of Learning and Teaching, the Solent Learning and Teaching Institute team, Solent University in Southampton (UK).

The Professor of Learning and Teaching will work with the Head of Learning and Teaching and the wider learning and teaching team.

The role will play a key role in leading data driven and evidence informed university-wide enhancement in learning and teaching practice especially driving performance on successful student outcomes for under-represented and disadvantaged groups. This involves using data as insight to provide targeted and relevant Continuing Professional Development (CPD) for staff, improving teaching through leading/supporting course-level interventions, improving metrics, bringing about curriculum transformation and fostering inclusivity. It will also include teaching on the Postgraduate Certificate in Learning and Teaching in HE (PGCLTHE) and contributing to accredited provision for Advance HE fellowships.

[The Professor of Learning and Teaching](#) will work at pace and draw on their extensive experience and academic excellence to underpin and carry out strategically aligned, cross-institutional activity to enhance learning and teaching practice.

For further information please contact karen.heard-laureote@solent.ac.uk

Full time, permanent post. Salary: £60,022 - £69,571 per annum. **Closing date: 29 June 2022.**

Interview date: 12 July 2022.

Head of Student Recruitment and Access Development, Sheffield Hallam University

Sheffield Hallam is seeking an exceptional [Head of Student Recruitment and Access Development](#) to lead the University's student recruitment, conversion and widening access strategies. Working closely with colleagues across the organisation, you will be responsible for leading teams delivering multi-channel recruitment and widening access across all markets. This includes:

- large scale recruitment operations and engagement activity including; school and college engagement, on and off campus conventions and open days, prospective student enquiries, conversion activity, student ambassador programmes and our Clearing operation
- widening access delivery and strategy in support of Access and Participation plan and civic university commitments, including as part of successful collaborative partnerships across the region

You will support the University in delivering against current and future strategic ambitions and will bring your experience, enthusiasm and ability to innovate, to support the University on its mission and provide outstanding pre-enrolment services that are inclusive for our diverse prospective students and applicants. For any more details please contact Carol Castle/Cathy Sinclair: c.j.castel@shu.ac.uk
c.sinclair@shu.ac.uk

Full time, permanent post. Salary: Grade £58,555 to £64,574, per annum. **Closing date: 19 June 2022.**

Head of Student Support and Wellbeing, Student Support & Wellbeing Directorate,

The Student Support and Wellbeing (SSW) Office is a Service Department located in the SSW Directorate within the Colleges and Student Experience Division. This office has two functions:

- to provide functional leadership for the pan-University SSW services that are delivered by Colleges and Faculties/Academic Departments, ensuring that these work effectively with services within the SSW Directorate.
- to provide leadership and oversight of the University's work in relation to student health and proactive wellbeing including the delivery of faith support.

The Head of SSW leads the oversight, coordination and delivery of SSW operations and the service model across the University including providing strategic direction and guidance to the dedicated delivery services in the SSW Directorate, Faculties/Academic Departments and Colleges. Providing leadership for the University's continuous improvement approach is key to this role ensuring the services remain fit for purpose as demand and complexity of support cases are both increasing. The Head ensures that delivery across the University is data driven and underpinned by the effective use of technology. Leadership of governance oversight is integral to ensure University policies and processes are being followed correctly. The Head provides leadership for all student support communications and campaigns for students. The Head will be responsible for the line management of the Assistant Principal who works in a peripatetic way across the Colleges Division.

The Office also provides representation, administration and other support for the University governance structure underpinning student support and wellbeing (supporting, for example, the Student Support and Standing Group and the Welcome and Orientation Week Group). Liaison, co-ordination and networking with student representatives and other internal and external stakeholders are fundamental for the work of the Office.

The Head supervises professional staff members in the functional leadership team and reports to the Director of Student Support and Wellbeing. As a key member of the wider Student Support and Wellbeing Directorate management team, the Head is expected to contribute to wider strategies and initiatives that enhance the support for students across the University and to deputise for the Director of Student Support and Wellbeing. The role manages complex and difficult matters that inevitably arise within a large University. For this reason, the post-holder is provided with active management support and the opportunity for independently facilitated, reflective space to discuss the impact of managing a complex and challenging workload.

Full Time, permanent contract. Salary: £53,348 - £60,022 per annum. **Closing Date: 21 June 2022.**

Head of UK Recruitment, Oxford Brookes University

As Head of UK Recruitment, you'll lead the University's activity to recruit a diverse range of UK students to the full range of undergraduate and postgraduate courses. The UK Recruitment team has an established programme of high-quality events and long-term relationships with schools and colleges. Working as part of the wider Marketing, Recruitment & Engagement management team you will ensure that your team's work is integrated with campaigns and wider communications, and is aligned to our widening participation objectives. The Head of UK Recruitment plays a central role in ensuring that the wider activities of the University are aligned to support successful student recruitment.

You will provide effective leadership to your direct team, but also through extensive collaborative working with colleagues throughout the university. In particular you will work closely with colleagues who contribute to the broader enquiries to enrolment process, as well as senior colleagues in our faculties.

Your understanding of the UK recruitment markets and recruitment journey will enable the team to continuously improve the recruitment journey at Oxford Brookes so that every contact counts.

For an informal conversation about the role, please contact Helen Hall, UK Recruitment & Partnerships Director: hhall@brookes.ac.uk.

Full-time, permanent post. Salary: £47,419 rising annually to £51,799. **Closing date: 10 July 2022.**

Head of Operations, Aimhigher London

Aimhigher London (AHL) are looking for a highly organised and motivated colleague to lead the development of our marketing and evaluation strategies. You will be supporting team managers to raise the profile of locally negotiated collaborative outreach opportunities across school, University and third sector organisations as part of the Office for Students (Phase III) Uni Connect programme. AHL are one of three networks who ensure geographical coverage through London

Uni Connect, one of 29 consortia who deliver the programme nationally.

We seek a highly motivated professional with a proven track record of project and relationship management. You will be responsible for executing system and marketing data integration systems (website, LMS and social media) and tracking data reporting across programme areas. As a key member of a small team you will ensure marketing functions and their integration has the necessary insights to ensure maximum engagement and impacts.

You will have an enquiring mind and be passionate about increasing access to educational opportunities for young people who may not have access to social networks relative to their peers. This is a fantastic opportunity to apply your problem-solving skills and knowledge of reaching different audiences to help the organization plan for the future and make a difference to the lives of young people. Ideally you will have an understanding of the barriers faced by learners and staff across FE, HE and school sectors Click here for [job description](#) and person spec. Location: Aimhigher London office, Kingston Hill campus, Kingston University (flexible working to be negotiated). Start date: Early September 2022 (tbc)

Informal enquiries to be directed to Suzanne Marchment s.marchment@kingston.ac.uk

Full time, fixed-term post until 3 July 2023 (pending confirmation of eternal funding). Salary: £42,500 (full-time) open to part time for the right candidate. **Closing date: 5pm 23 June 2022.**

Application is by CV and covering letter outlining your suitability for the post as detailed in the job description

Reference: Head of Operations to s.marchment@kingston.ac.uk

Interviews to be held on 4th July at Kingston Hill campus.

Widening Participation Manager (Priority Groups and Communities), Students & Education Department: Social Mobility & Widening Participation, King's College London

[The Widening Participation Manager](#) (Priority Groups and Communities) leads a team working to ensure fair access for learners from some of the least likely groups to progress to university. These groups include Care-Experienced; Estranged; Forced Migrant students; Young Carers; Gypsy, Roma and Traveller students; and Black students.

This is an exciting opportunity for candidates looking to progress into a management position focused on social impact, and who wish to utilise their skills and expertise in project management and strategy implementation. This is an opportunity to grow your skills in leadership. Key responsibilities:

- deliver the department's strategic plan for Priority Groups and Communities.
- line manage the Priority Groups and Communities team, comprising four members of staff, and matrix manage the KCLSU Outreach Officer.
- take a lead role in enhancing decision-making and support for widening participation students at King's through the development of improved systems and access to data.
- take a lead role in King's contextual admission process. Enhance transition support for contextual admissions offer holders.
- manage the advertising, application process, and oversee the timely processing of UG widening participation scholarships and bursaries.
- build strong and lasting relationships with key stakeholders relating to Priority Groups.

We encourage applications from candidates who have experience from both within and outside of the Higher Education sector where they can demonstrate the skills needed to succeed in this role. We welcome applications from candidates seeking a flexible work pattern within our necessary service operating hours (10am – 4pm). We think a wide range of different work and educational experiences could support you to be successful in this role. Relevant work experience might include work in social mobility or teaching, or roles where you have delivered projects, programmes or services for young people. Relevant educational experiences might include higher education in a related discipline, professional qualifications or other training. We welcome applications from candidates seeking a flexible work pattern within our necessary service operating hours (10am – 4pm)

Contact details: Luke Chapman, Head of Widening Participation & Fair Access,

Luke.c.chapman@kcl.ac.uk

Permanent, full-time post. Salary: £38,826 - £45,649 per annum, including London Weighting Allowance 2022. **Closing date: 26 June 2022.** Interviews are scheduled to take place on w/c 04 July 2022.

Project Coordinator (Success for All), Access, Participation and Outreach Team, University of Exeter

We are looking for a skilled [Project Manager](#) to lead a variety of change projects driven by the University's Success for All programme. This is an exciting opportunity to work with students, academic and professional colleagues, as part of the University's efforts to widen participation and build an inclusive educational community where all students can fully realise their potential. Drawing on your knowledge of project management methodology, excellent stakeholder management skills, and creative approach to problem solving, you will work flexibly across the programme to both plan and lead implementation of work packages, projects and initiatives to help widen access, improve retention, close degree awarding gaps and build an inclusive educational culture.

You will work closely with the Head of Widening Participation and WP Strategy and Evidence Manager to ensure the Success for All programme works effectively to progress the strategic measures within the [University's Access and Participation Plan](#) and Education Strategy. Playing a key coordination and supporting role to ensure work and resources are aligned across the various work streams, you will help take an evidence-based approach to project design and lead on project planning, implementation, stakeholder management and evaluation, as appropriate. Providing advice and support for work stream chairs, you will also support working groups as required by running meetings, stakeholder events and preparing documentation and reports.

The successful candidate will have experience of building effective relationships, leading complex projects and facilitating change. With a good understanding of the factors affecting student success, you will be a skilled and engaging communicator with a pragmatic, can do attitude. Highly organised, you will be an experienced project manager who is motivated by achieving demonstrable outcomes for students. Committed to creating an inclusive learning environment, you will be sensitive to a range of issues relating to equality and diversity within higher education.

For further information please contact Nicola Sinclair, Head of Widening Participation, Director (Practice) Centre for Social Mobility, Email: n.m.sinclair@exeter.ac.uk.

Full time, permanent post. Salary: £36,382 per annum. **Closing date: 21 June 2022.**

Regional Manager (2 posts) London & East Midlands/Yorkshire & Northeast, The Elephant Group

[The Elephant Group](#) is a national charity committed to improving social mobility in education and increasing diversity in "top institutions" - a headteacher-led charity committed to improving fair access to "top universities" through the power of collaboration between school leaders, universities and wider invested partners.

Through our innovative programme and the power of collaboration among school leaders and the wider education sector, we support young people – particularly those from under-represented groups – to develop confidence, raise their aspirations, achieve academic excellence and build their networks, so that state school students have greater representation in the UK's leading professions and positions of influence.

We are now recruiting [two Regional Managers](#) to lead and develop one or more of our Hubs, growing the partnership and ensuring high-quality programme delivery to maximise our impact. Location: home-based in a location that makes schools visits in the chosen region viable on a regular basis. We are looking for people who can build and manage relationships, take ownership of projects and are comfortable working independently in a small team, and who will grow with the organisation and help shape our direction and outcomes.

Passion, enthusiasm and drive for supporting underrepresented young people is a must as we work to support social mobility and great destinations for our students.

Full time, permanent post. Salary: up to £36,000 (£40,000 if London based) per annum, depending on experience. **Closing date: 15 July 2022.**

Careers and Employability Manager, BARBRI Global

As [the Careers and Employability Manager](#), you will be part of a talented Marketing team and will lead BARBRI's career provision and internal and external events activities across both the B2B and B2C audiences. As a self-starter, you will work to deliver the agenda for BARBRI's position within the Qualifying Work Experience (QWE) space, enhance student employability through multiple interventions and collaborate with universities and employers.

The role will require you to work closely with the operations team to develop, resource and deliver

an effective support service for current students, along with identifying, delivering and evaluating events provision.

Reporting to the VP of Strategy and Marketing and working closely with other functions, your responsibilities will include:

- Developing an employability and events strategy
- Leading in coordinating employer engaged careers guidance and advice to students.
- Taking a lead role in developing employability projects and collaborations between key partners, organise and structure internal and external events, and agendas and agree on the format of events with relevant team members.
- Assist with the technical organisation of online events.
- Drive the event's agenda by keeping track of industry themes for event content. Work with the marketing team to track performance through KPIs as set out by the Director of Marketing.

Qualifications, knowledge, and experience required include:

- a Diploma in Careers Guidance desirable, plus 2-3 years of relevant experience
- knowledge of professional legal education sector including careers and employability agenda, the graduate employment market and QWE.
- experience in working with a variety of online event platforms
- experience using a marketing CRM such as HubSpot
- organisation/project management
- adaptability
- problem-solving
- attention to detail
- ability to read, analyse and interpret common business and technical journals, financial reports, and legal documents.
- experience in managing or operating a CRM (HubSpot) system is preferred.

At BARBRI - 'The world leader in legal education, distance learning, training and certification' - we believe that every student deserves the most effective educational experience possible. We believe that by working with the global legal profession more closely, we can effectively bridge the gap between university and employment by creating effective learning and development to enhance the qualifications and employability skills of the legal profession and aspiring lawyers.

Location: London, with options for remote or hybrid status.

Full time, permanent post. Salary: £35,000 - £45,000 (depending on experience) per annum.

Closing date: 30 June 2022.

Project Manager (Network for EDI in the Energy Research Community - EDI+), Department of Anthropology, Durham University

Durham University is looking to recruit a project manager with EDI experience to run its new four year research-council funded fellowship programme on EDI in the Energy Research Community, 'EDI+'.

[Project Manager](#) role responsibilities include:

- to provide management for stakeholder service areas and/or processes ensuring a high-quality and timely service to all stakeholders, including all consortium partners, the funding body and the Project Board.
- to contribute to operational leadership teams and decision making to shape the nature and level of support services.
- to analyse service data and provide reports to the Project Sponsor, Project Board and Workstreams, making recommendations for improvement as appropriate.
- to provide proactive and comprehensive input and support to the Project Sponsor and Stakeholder Group, coordinating work across all work packages to ensure they operate smoothly and to project timelines.
- to provide advice to stakeholders in relation to funding body requirements and in relation to GDPR and ethics.

EDI+ is seeking to address key challenges and equip a cohort of researchers and their organisations to make lasting changes toward a diverse, equitable, inclusive and accessible research community. The Department is aiming for the EDI+ network to have an impact beyond academia and set a precedent, offering the means to tailor EDI action among the diverse organisations participating in energy research; with colleagues from across academia, industry, business and government welcome to be part of the network.

For further information contact: Prof Simone Abram: simone.abram@durham.ac.uk

Full time, 4-year duration post. Salary: £34,304.00 per annum. **Closing date: 20 June 2022.**

Widening Participation and Undergraduate Recruitment Officer, Widening Participation Team, University of Bristol

The Widening Participation and Undergraduate Recruitment Officer will lead on range of projects such as Bristol Scholars – an innovative programme for post-16 students from underrepresented and disadvantaged backgrounds studying in the City of Bristol. You will also work with target schools and colleges, with an emphasis on engaging students from underrepresented groups such as BAME audiences. The postholder will work collaboratively with a team of Widening Participation and Undergraduate Recruitment Officers to monitor application and intake statistics and interpret this data to develop appropriate Widening Participation activities. There are also opportunities to gain experience in a range of settings, including admissions processes and procedures, designing and delivering recruitment activity, data analysis, partnership development and relationship management. As the University's Widening Participation strategy continues to evolve, different areas of focus may emerge during this fixed term opportunity requiring the postholder to work across different projects in a collaborative environment.

The role is ideal for someone looking for a challenge within a supportive team, interested in working in strategically important areas of recruitment and Widening Participation (WP): enjoy working in collaborative teams, working across a diverse portfolio of projects; is organised and details-orientated, thriving when balancing many different work streams, often with competing deadlines; with excellent data and evaluation skill; resilient and positive, even when dealing with complex and challenging problems; confident and assertive and can communicate well with anyone with your excellent relationship building skills.

Informal enquiries can be sent to Georgia Price (Widening Participation Manager):

georgia.price@bristol.ac.uk

Full time, fixed term post (to June 2023). Salary: £34,304 - £38,587 per annum. **Closing date: 21 June 2022.**

STEMM Outreach Officer, Home Student Recruitment - Widening Access & Participation, University of Sunderland

An exciting opportunity for a STEMM Officer to join the Widening Access and Participation Team in this newly created role. You will plan, coordinate, deliver and develop STEMM related outreach and recruitment activities to inspire and enthuse young people and demonstrate the possibilities of STEMM subjects and careers. This will include outreach activities linked to space education as a partner of the Aldrin Family Foundation.

The STEMM Outreach Officer will work with regional and national schools, as well as other international and external stakeholders, to bring the excitement of STEMM education to primary and secondary pupils. You will be enthusiastic, motivated and flexible and have experience of delivering positive outcomes through collaborative working and partnerships. If you have knowledge of STEMM subjects, demonstrable experience of project coordination and can develop and deliver high quality outreach activities and evidence impact, the team would love to hear from you.

You will have a high standard of communication, presentation, influencing and interpersonal skills. You will have excellent IT skills as well as outstanding organisational, time management and problem-solving skills. You will be able to work independently, as well as part of a team, and have experience of working to strict deadlines.

This role is based in the Widening Access and Participation Team, part of Home Student Recruitment, a fast-paced, innovative and supportive service. The team is responsible for delivering a wide range of outreach interventions and activities to partner schools to ensure university is accessible to all, regardless of background or any other circumstances. The team works with a wide range of prospective students, including those from groups currently under-represented in higher education. The ability to work flexible hours, including evenings and weekends, is a key feature of this role.

For any informal enquiries about this role, please contact Wendy Price, Head of Widening Access and Participation by email: wendy.price@sunderland.ac.uk

Full time, permanent post. Salary: £34,304 to £40,927 per annum. **Closing date: 7 July 2022.**

Impact and Evaluation Officer, Loughborough University

Loughborough University is seeking an [Impact and Evaluation Officer](#) to manage and support the evaluation of student access and participation initiatives across the whole student lifecycle. Based within Marketing & Advancement, the role will involve interaction with a wide range of colleagues across the University, and the development of a particularly close relationship with those working in outreach, student support, planning and careers teams. The Impact and Evaluation Officer will be expected to make a proactive contribution to identifying what works in student access and participation both internally and externally through engagement with the sector as a whole. Central to this post is designing and delivering high quality evaluations, as well as embedding the use of best practice more widely. The successful candidate will have strong data analysis and evaluation skills as well as the ability to inspire colleagues to embrace evaluation. Previous experience of managing, developing and implementing impact evaluation processes and frameworks is required. If you have any questions about the role please contact Mandy Crow, Access and Participation Manager via email: m.crow@lboro.ac.uk
Open-ended, full-time post. Salary: £31,406 to £40,927 per annum. **Closing date: 19 June 2022.**

Student Recruitment and Access Officer, University of Reading

The Global Recruitment team (within Global Recruitment and Admissions) is responsible for the recruitment of undergraduates and postgraduates and for widening participation. With a focus on students currently in FE or dedicated sixth form colleges, this maternity cover will be responsible for the project management and delivery of effective recruitment and outreach activity specifically targeted at increasing quality applications to the University of Reading from those in under-represented groups. The [Student Recruitment and Access Officer](#) will offer information to prospective students in colleges about routes to higher education generally, and the University of Reading specifically, and will have a responsibility for the identification, development and promotion of activity to raise awareness of opportunities to access to University of Reading courses with alternative qualifications (to A levels and the IB). You will work (with input from colleagues) to identify progression options to University of Reading courses from college provision and will develop and deliver a range of talks and events (in person and digitally) to support awareness of these identified routes and our wider portfolio.

You will have:

- demonstrable knowledge of the UK higher education sector and the student recruitment cycle
- demonstrable understanding and in-depth knowledge UK tertiary education sector and FE college environment, including knowledge of broad range of Level 3 qualifications aside from A levels
- experience working in or with the FE sector
- outstanding interpersonal skills, including the ability to work with a wide range of people and to inspire trust and confidence
- strong presentation skills
- experience meeting strategic objectives.

For informal queries contact the Student Recruitment & Access Manager, Amy Fairbrother a.fairbrother@reading.ac.uk 0118 378 3832.

Full time, fixed term maternity cover post. Salary: £31,406- £40,927 per annum. **Closing Date: 1 July 2022.**

Digital Content Officer, Undergraduate Admissions and Outreach (UAO), University of Oxford

Are you looking for an opportunity to use your digital marketing and communications skills to promote something which really motivates you? Do you believe that an Oxford education should be accessible to anyone with the academic talent, whatever their background? Would you like to produce imaginative visual and editorial content and create messaging to engage and inspire Oxford's potential undergraduate applicants but in particular, those with outstanding academic potential who may not be sure that Oxford is for them? Our Undergraduate Admissions and Outreach department is seeking a talented and experienced [Digital Content Officer](#) to join its Information, Marketing and Communications team full-time and on a permanent basis.

As Digital Content Officer you will play a pivotal role in the development and implementation of web, social and wider digital strategies and campaigns. You will need to be an experienced writer, with rigorous editing and proofreading skills. An expert in digital communications, you will be creative, proactive, organised and flexible, with excellent communication and content production skills.

Confident at producing responsive and tailored material and media for target audiences, including photo and video, you will also measure the effectiveness of the team's communications to inform future activity.

Excellent interpersonal skills are a key requirement of the role as the department's core activities involve extensive contact with a broad range of people, including students and academics. Our communications need to constantly evolve and reflect our fast-moving digital world and you will be encouraged to proactively continue to develop your skills and to take advantage of the many opportunities for career development available to Oxford University staff.

If you have any questions about the role, or would like to discuss it informally, please contact Emilie Ferguson, Deputy Head of Information, Marketing and Communications, Undergraduate Admissions and Outreach: emilie.ferguson@admin.ox.ac.uk

Full time, permanent post. Salary: £29,614 – £35,326 per annum. **Closing date: noon, 1 July 2022.** Interviews will be held on 13 July 2022.

Impact Evaluation Assistant, Pro-Vice Chancellor (Students), the Open University

To assist with the impact evaluation of university initiatives. These initiatives are intended to remove inequalities in outcomes for students from underrepresented and disadvantaged backgrounds. You will assist with the evaluation of the impact of activities being implemented to deliver the institution's [Access, Participation and Success \(APS\) Strategy](#) and in particular their [Access and Participation Plan \(APP\)](#). You will assist the Impact Evaluation Managers in planning, carrying out evaluation of initiatives, including supporting application of Theory of Change methodology, and collection and analysis of data. You will also assist in developing and disseminating findings and recommendations.

The OU's APS objectives are to remove inequalities in outcomes for students from underrepresented and disadvantaged backgrounds, and is strategically important to the University as a condition of registration with the Higher Education regulatory body in England, the Office for Students.

Skills and experience required:

- commitment to Equality, Diversity and Inclusion and excellence in working with a diverse student population and reducing identified inequalities within the university
- educated to degree level or equivalent relevant experience
- knowledge and experience of qualitative and quantitative data collection methods
- experience of conducting research and/or evaluation in an educational and/or professional environment.

[The Impact Evaluation Assistant](#) role is aligned to the Milton Keynes site but flexible/home working is supported, with occasional travel to their Milton Keynes site of typically 2 days a month, in line with the University's hybrid/remote ways-of-working. Expenses associated with travel to the Milton Keynes site are not reimbursable. Occasional wider UK travel may also be required - expenses for this travel will be reimbursed.

Full time, permanent post. Salary: £27,924 to £33,309 per annum. Closing date: noon, 29 June 2022.

Student Inclusive Curriculum Consultants coordinator, Solent University Southampton

Solent Learning and Teaching Institute (SLTI), the university's service for enhancing and supporting learning and teaching practice is seeking to recruit a Student Inclusive Curriculum Consultants (SSICCs) Coordinator to coordinate the SSICCs to deliver objectives aimed at enhancing the inclusivity of learning and teaching practice and to be the first point of contact for the team of Student Inclusive Curriculum Consultants and responsible for the coordination of their work.

We are looking for someone who is motivated and can motivate others with a desire to make a difference to our students and graduates. We want someone who will work hard to deliver our objectives, have excellent project management skills and to think creatively about how we deliver our initiatives to enhance inclusive learning and teaching practice.

The chosen candidate must have experience of supervising others, project management and experience of building relationships with multiple stakeholders successfully.

You will have an in-depth understanding of excellent customer service and be experienced in managing and analysing data.

You will also be self-motivated, organised and committed to supporting inclusivity.

This is a key role in a very busy team with multiple tasks and projects going on at the same time. If this sounds like the role for you, then we would love to hear from you!

We welcome applications from all eligible applicants. However, we would like to encourage applicants from the Black, Asian, and other Minority Ethnic communities who are currently under-represented within this area of work. Appointment will be based on merit.

For informal enquiries please contact Professor Karen Heard-Laureote: karen.heard-laureote@solent.ac.uk

Part-time (18.5 hours), permanent post. Salary: £24,871 - £28,756 per annum. **Closing date: 20 June 2022.**

Primary and Partnerships Officer (fixed term), The Primary and Partnerships team, University of Nottingham

The University of Nottingham is looking to appoint a [Primary & Partnerships Officer](#) to join the Widening Participation and Outreach Team. This is a fantastic opportunity to engage young people in learning, increase their awareness and understanding of higher education, and raise their aspirations for the future.

Working alongside your Primary and Partnerships colleagues, you will design and deliver our outreach programmes to local primary schools. This will involve you creating, planning, delivering and reflecting upon academic enrichment activities. Another key element of your role will be delivering activities and events in conjunction with our partner organisation IntoUniversity for both primary and secondary pupils.

Along with your enthusiasm of working with young people, you will have strong presentation, communication and organisational skills. To effectively develop innovative programmes and activities, you will be able to evidence independent creative thinking along with good teamwork skills. This will include the ability to develop effective relationships and engage people of all ages and backgrounds. You will be educated to A-level or equivalent with relevant experience. The role will involve travel to our partner schools and to community centres. Therefore, you must have the ability to travel and have access to your own transport unless a disability precludes this. You will also be expected to work occasional evenings and weekends. Informal enquiries may be addressed to Abi Pritch-Williams:

Abi.Pritch-Williams@nottingham.ac.uk

Full time, fixed term post to 31st July 2023. Salary: £24,174 to £28,756 per annum. **Closing date: 3 July 2022.** Interviews will take place on: 21st July 2022.

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