

## **Action on Access WP and Access eUpdate** **Issue 153: 12 August 2022**

*This eBulletin is compiled and produced by Andrew Rawson, Director, **Action on Access**, and currently emailed to 1,495 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](mailto: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](mailto:ACTIONONACCESS@JISCMAIL.AC.UK) list and current WP, access, student success and related vacancies are also regularly posted at <http://www.actiononaccess.org/>

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### **Contents**

<b>Welcome to the August 2022 edition of the <i>Action on Access</i> eBulletin.</b>	<b>3</b>
<b>What's New</b>	<b>5</b>
Academic Year 2020/21: Widening participation in higher education	5
'Student loan interest rates cut again as inflation and cost of living soar', Guardian article 10 August 2022	6
'Student outcomes and teaching excellence consultation, Office for Students, update 26 July 2022.	6
Report Launch: 'TASO summer schools' evaluation – interim report' launch	6
Research England grant allocations for 2022-23	6
Higher Education Students Early Statistics (HESES) survey data: the latest data release, 8 July 2022	7
'What to Expect on A-Level Results Day', HEPI blog, 9 August	7
Defunding BTECs and access to HE	7
'It's disappointing to hear Andrea Jenkyns trot out the same old lines on BTECs', 20 July 2022, James Kewin, FE Week	8
'BTEC cull? Unpalatable impacts for Health & Social Care and Engineering progression', HEPI blog, 15 July 2022, Mary Curnock Cook	8
'Statement on participation in the Teaching Excellence Framework (TEF)', Universities Scotland, 22 July 2022	9
QAA's departure leaves English sector 'lacking expertise' at crucial time, THE Tom Williams	9
'College-based HE Network: Insights report and recommendations for future outputs', Jo Tyson, Advance HE	9
Student engagement in knowledge exchange: Interim report	9
'A levels and University access 2022', Sutton Trust report 4 August 2022	10
Lessons from digital spaces: opportunities and challenges for widening participation through online learning', Open University	10
'Inequalities in GCSE results across England and Wales', 18 July, an EPI report, Benchmarking English Education	11

Why free school meal recipients earn less than their peers, Office for National Statistics, 4 August 2022 .....	11
'Professor says research can build case for hybrid learning', THE article 8 August 2022, Tom Williams, August 8, 2022 .....	12
'Breaking Down Barriers Together', HEPI blog, 19 July, Diana Beech, Chief Executive Officer of London Higher .....	12
'Care Leavers to lead the way in new chapter for Covenant', FE News 25 July 2022 .....	12
'Could universities do more to end homelessness?', HEPI Debate Paper 30, 21 July 2022, Greg Hurst .....	13
Defining, Measuring and Supporting Success for Postgraduate researchers (PGRS) from diverse backgrounds .....	13
'Major new measures that will help 400,000 more Londoners get the skills they need to get into jobs and out of poverty', article, 15 July, FE News Editor .....	13
Young Carers Alliance – Caring Together .....	14
NERAP – 'Choices Together' programme applications now open.....	14
Changing the culture: sharing personal data in harassment cases', '25 Jul 2022, Universities UK .	14
The changing workplace: Enabling disability-inclusive hybrid working', 11 July 2022, the Work Foundation.....	14
Invitation to take part in a community of practice about improving young carers' access to carer support and/or services .....	15
'Student Space': Student Minds .....	15
'Mind the Gap: Improving student mental health support through higher education and NHS partnerships', independent report for the OfS .....	16
Class Ceiling podcast, Episode 2, a conversation with Professor Lee Elliot Major .....	16
'Routes in Nursing and the NHS. Roxy's Story', Open Circle Podcast S1: EP 26. Mobilise, Educate, Agitate.....	16
The Elephant Group appoints an Access specialist as new CEO .....	16
St Giles Trust .....	16
'University of London Scholars Programme launched to offer greater opportunities for closing the attainment gap', FE News, 19 July 2022.....	17
'Supervising the culture wars: a survival guide for the liberal establishment' .....	17
<b>What's Still Current.....</b>	<b>17</b>
'Two thousand new scholarships available to boost digital skills', Office for Students .....	17
OfS funding encourages collaboration between universities and NHS mental health services to close student support gaps.....	18
'Research England £8 billion investment in England's universities', 14 July, Research England ....	18
'UCAS Statistical release published on 14 July'.....	18
'Wales creates single post-16 education regulator', THE article 29 June, John Morgan .....	18
Impact evaluation with small cohorts', TASO .....	18
Publication of submissions made to the Research Excellence Framework (REF) 2021 provides rich source of evidence on university research and its wider impact.....	18
'The Wellbeing of LGBTQ+ Students', TASO .....	19
'Next Steps: what is the experience of disabled students in education?', UCAS .....	19
Episode 8 of the Access Podcast - a conversation with NUS outgoing President for Higher Education, Hillary Gyebi-Ababio.....	19
'Advance HE Development programmes, conferences and events 2022-23 .....	19
<b>Missed this? .....</b>	<b>19</b>
'Lessons from Digital Spaces: Inclusion and Support for Student Success', Open University .....	19
Young Carers Alliance Worldwide webinar .....	19
'Coping with covid: understanding and mitigating disadvantages experienced by First Generation Scholars studying online', published online September 2021, Lewis Mates, Adrian Millican & Erin Hanson .....	20
<b>What's wanted .....</b>	<b>20</b>
'Care-experienced academics working in higher education' research study .....	20
'TASO inviting students to be part of a Student Advisory Panel' .....	20
Effective practice examples: Engaging boys in HE outreach.....	21
Consultation on freedom of expression and mental wellbeing in National Student Survey shake-up, Office for Students .....	21
Joanne Moore, Centre for Social Mobility, University of Exeter. 'Consultation on specialist provider funding method', OfS.....	21
Call for papers. Student Success Conference, Leeds University, 8 November 2022 .....	21

Request for survey support .....	21
PhD research on the use of time, daily activities, and decision-making of young people who are unpaid carers and their families .....	22
Call for editorial – The UniTasterDays Teachers’ Guide to University.....	22
Call for papers. ‘Equality, Diversity and Inclusion Conference 2023: The Shoulders of Giants: Listening, Learning and Improving our Practice’, 15-16 March 2023 .....	22
Call For Papers, ‘Equity & Inclusion Efforts: Tackling inequality in educational and other contexts’, Journal: Equity in Education & Society.....	22
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. ....	23
Online Sexual Harassment & Media Application Engagement .....	23
‘How to do business with the Office for Students’ .....	23
<b>WP Events.....</b>	<b>24</b>
<b>Vacancies.....</b>	<b>28</b>
Director of People, Culture and Inclusion, NCVQ (Championing Voluntary Action) .....	28
Deputy Director of Student Services, University of East London .....	29
Head of Inclusion and Wellbeing Advisory, Business in the Community .....	29
Access and Participation Programme Manager, Education and Student Experience, London South Bank University .....	29
London Uni Connect (LUC) Project Manager, London South Bank University .....	30
Widening Participation Manager, Student and Academic Services, City University of London .....	30
Future Quest Programme Manager, University of the West of England .....	31
Schools Engagement Manager, Aimhigher, Aimhigher London office, Kingston University .....	31
Widening Participation and Undergraduate Recruitment Officer, University of Bristol .....	31
Student Recruitment and Widening Participation Senior Officer (Programmes), Queen Mary’s University London .....	32
Widening Participation and Undergraduate Recruitment Officer, External Relations, University of Bristol .....	32
Academic Progression Officer, Department of Geography, University of Durham .....	33
Project Manager, Educational Engagement, University of Leeds .....	33
Equality, Diversity and Inclusivity Manager, Guildford School of Acting, University of Surrey .....	33
Outreach Manager IESAM .....	34
Grants Development Officer – Support for Boarding, Buttle UK .....	34
Student Support & Progression Officer, Statistics. University of Warwick .....	35
Evaluation Manager, Student Recruitment, Edge Hill University, .....	35
Widening Participation Senior Officer (Outreach for Medicine & Dentistry), Students & Education Department: Social Mobility & Widening, King’s College London.....	36
Student Recruitment and Access Officer (Colleges), Global Recruitment & Admissions, .....	36
University of Reading .....	36
Impact and Evaluation Officer, Marketing and Advancement, Loughborough University.....	37
Faculty Engagement Officer, External Relations, University of Bristol .....	37
Widening Participation Officer, Student and Registry Services, University College London.....	37
Widening Participation Officer, Churchill College, University of Cambridge .....	38
Widening Access Officers (2 posts), Student Recruitment, Edge Hill University .....	38
Success and Transition Coordinator, The Institute of Contemporary Music Performance .....	39
Outreach and Widening Participation Coordinator, Faculty of Law, University of Cambridge .....	39
Market Insight Officer, Marketing and Advancement, Loughborough University.....	39
Student Engagement Co-ordinator, University of Cumbria .....	40

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

The next issue of the eBulletin will be published on Friday 9 September 2022.

**Copy deadline: Wednesday, 7 September 2022.**

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

## Editorial

I hope you are enjoying your break; and I hope that reading this month's eBulletin contributes to that enjoyment. Just a reminder that the *Action on Access* office remains open for you during the entire summer. It has been a real pleasure working with you all again this academic year and I look forward hugely to our ongoing partnership. I am delighted this month to be able to bring news of exciting change in the upcoming academic year, with *AonA* entering upon a new phase. We shall be continuing all the services that you have been used to and which you value; while updating, refreshing and expanding how we deliver these services.

To date we have been able to deliver, for free, the time and expertise in researching, curating, compiling and sharing accessible, reliable, high-quality knowledge and information, in order to contribute to networking and partnership. Your contributions, appreciation and huge encouragement have played a key role in *Action on Access* becoming such a vital information resource to the sector. After over two decades of providing our Jiscmail-based distribution list and monthly eBulletin free of charge to our 1,500 individual readers and contributors; the ever-widening scope of the information service and increasing costs now require us to seek a stable and secure source of funding in order to maintain and develop *AonA*'s information provision. This requires that we now move onto to a subscription-based service. Our passion, commitment and expertise will continue to provide you with the informed, up to date, accessible email briefing service you have enjoyed to date.

Subscription will be annual, reasonably priced, based largely upon institution or organisational subscription as well as being available to individuals. Over the next few weeks, I shall be writing to senior leaders in institutions and organisations, and to individuals with further details. *Action on Access* will continue to provide the complete range of services you need to stay current and involved in all the latest Widening Participation and Access initiatives. For those of you who don't have access to budget making decisions, please speak to your manager/s to ensure that they are made aware of how much you need and value the services that *AonA* will continue to provide through the new subscription model.

This month's hefty issue of the *Action on Access* eBulletin is filled with its usual rich and diverse mix of news and information content. I could have included statements on higher education policy from the Prime Ministerial hustings, however, these are unlikely to materialise as policy, seeming not to be based on concrete evidence or consultation and more on what the candidates imagine their voting constituency wants to hear. A level Results and Clearing will be taking up much of your time in the next few weeks; with post-pandemic plans to adjust A level grades and with University and College applications more competitive this year, it will be fascinating and difficult to predict how Admissions this year will pan out - particularly for disadvantaged and under-represented learners.

Published within what traditionally has been a period of R&R, the content of this month's eBulletin bears testimony to the continuous hard-work of those in the sector to improve fair access, wide participation and a successful student body. Over the long term, our widening participation work will drive the building of truly inclusive institutions and the delivery of truly inclusive practice which, as the Office for Students have stated, "will ensure that **every** student, whatever their background, has a fulfilling experience of higher education that enriches their lives and careers." Inclusive really means inclusive.

Enjoy the rest of your summer,  
Warmly,  
Andrew.

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## Quotations of the month

"Forecasting is a tricky business. Some of the predictions here may be correct and some may not."

**Gabriel Roberts, teacher, see item below,**

**"What to Expect on A-Level Results Day", HEPI blog, 9 August**

“Ensuring children and young people are heard is of absolute importance. This is a chance to ensure that the views and experiences of care leavers are embedded throughout the covenant.

By taking on this role, I want to continue to champion the care leaver community and ensure the voices of care leavers are central to supporting the ambitions the covenant seeks to achieve. I’m looking forward to seeing what changes we can make for the better.

The feeling really is indescribable – I’ve gone from care to chair. This is a new chapter for the advisory board and I’m excited to see where we can go with this and what opportunities we can create. My ambition now is to create meaningful, sustainable change for care leavers.”

**Zahra Printer, Chair of the Care Leaver Covenant Advisory Board, see item below  
‘Care Leavers to lead the way in new chapter for Covenant’**

“Through Student Space we’ve reached over 300,000 people to date providing digital and tailored mental health support. It’s clear from recent research into student mental health and wellbeing that, although the pandemic highlighted an urgent and specific need for increased student mental health support, students are continuing to struggle, with many feeling lonely and around a third considering leaving university altogether.”

**Rosie Tressler, CEO, Student Minds, see item below ‘Students Space: Student Minds**

“Widening access to higher education means broadening the composition of a university’s student body and, therefore, admitting more students whose past experiences and circumstances mean they face a higher risk of homelessness.

As we experience a surge in inflation to beyond 9 per cent, this is likely to mean that from the autumn more students struggle to pay higher food and energy costs alongside their rent. Many universities could and should ask themselves if they are doing enough to prevent homelessness among their current and recent students.”

**Greg Hurst, Head of Communications and Public Affairs,  
the Centre for Homelessness Impact, see item below,  
“Could universities do more to end homelessness?’, HEPI Debate Paper 30**

## What’s New

### **Academic Year 2020/21: Widening participation in higher education**

Official annual data, latest statistics, published 28 July 2022. [The publication](#) focuses on progression rates to higher education by age 19 for state-funded pupils by personal characteristics at age 15 and for A level students at age 17, by school or college type with breakdowns for high tariff higher education providers. The publication also includes figures at local authority and regional level by gender, ethnic group, special educational need status and free school meal status.

The progression rate by age 19 has increased from 43.1% to 44.4% in 2020/21 and the progression rate to high tariff HE has increased from 10.9% to 11.4%; progression rate for Free School Meal pupils by age 19 has increased to 28.1% in 2020/21. The rate for Black pupils has increased by more than any other broad ethnic group, from 44.1% in 2009/10 to 62.1% in 2020/21. And White pupils have the lowest high tariff HE progression rate of the broad ethnic groups for the first time in the series (below Black pupils at 10.7%)

For the first time in the series, more than half of females progressed to HE by age 19 compared to 38.4% of males

Statistical reports also by: POLAR Disadvantage; Gender; Ethnic Group; Free School Meals; Gender and Ethnic Group; Special Educational Needs (SEN); First Language; Children in Need; Looked After Children; A level students - School Type; and related to Teaching Excellence and Student Outcomes Framework (TEF) ratings.

### ***'Student loan interest rates cut again as inflation and cost of living soar', Guardian article 10 August 2022***

Ministers have intervened to cut student loan interest rates for the second time this summer as inflation and the cost of living continue to soar.

[The article](#) reports that the Department for Education announced on Wednesday that the maximum rate will now be fixed at 6.3% from September. It was already due to be capped at 7.3%, after [an intervention by ministers](#) in June to bring it down from the 12% it would have reached by September, based on earlier inflation figures plus 3%.

The DfE said the new 6.3% rate would mean a borrower with a student loan balance of £45,000 would reduce their accumulating interest by about £210 a month compared with 12% interest rates. This is on the total value of the loan.

The Institute for Fiscal Studies (IFS) welcomed the move but said it was the wealthiest graduates who would benefit and warned it would do nothing to protect current students from the rising cost of living. But 6.3% rather than a forecast 12% is obviously to be welcomed.

A [WonkHE article](#), 'The poorest students are being fiddled out of £2,000 this autumn' by Jim Dickinson concludes, "There's [no sign of anything coming](#) from DfE, most [bursary and scholarship packages aren't being uprated](#) for inflation at all, most universities seem to be applying inflationary increases to halls prices and both PG and international fees, and let alone the poorest – the chances of large swathes of the lower middle classes being able to parental-contribute what they were last year are zilch."

### ***'Student outcomes and teaching excellence consultation, Office for Students, update 26 July 2022.***

Consultation now closed on how the OfS should regulate quality and standards and take action to protect students when universities and colleges do not meet our minimum requirements, and refreshing the REF. The consultation outcomes are given on each of the [consultation pages here](#) for:

- student outcomes
- the TEF
- student outcome and experiences data indicators.

The [OfS News report](#) summarises these proposals to allow regulatory action to be taken where "too many students drop out or do not go on to professional employment or further study after graduation". Beyond these minimum expectations, universities and colleges will be able to seek recognition for the excellence of their courses through participation in the TEF.

[The blog](#) by Jean Arnold, Director of Quality at the Office for Students summarises what these proposals mean in practice and how the REF is being refreshed, including measures to further "put students at the heart of the OfS approach to quality", and a timescale for how this will work in practice. The OfS expects that "that universities and colleges will experience a proportionate and risk-based approach to regulation that takes account of their particular circumstance and context."

### ***Report Launch: 'TASO summer schools' evaluation – interim report' launch***

TASO's [interim findings](#) of their evaluation of summer schools. TASO have worked with eight higher education providers (HEPs) on the evaluation which has consisted of a randomised controlled trial (RCT) of summer schools that took place from June-August 2021.

Although the primary outcome for this evaluation is enrolment in higher education (HE), this data will not become available until 2024. In the interim, TASO are able to report on:

- Findings from the survey which was administered before and after the summer school took place, measuring constructs such as compatibility of HE with social identity, self-efficacy relating to HE, and perception of barriers to enrolling in HE.
- Findings from the implementation and process evaluation (IPE), including from interviews and focus groups that took place with students.

### ***Research England grant allocations for 2022-23***

[This document](#) summarises our research, knowledge exchange and formula capital allocations to higher education providers for the academic and financial year 2022-23.

[Letter](#) to institutions from UK Research England.

### **Higher Education Students Early Statistics (HESES) survey data: the latest data release, 8 July 2022**

Summary for the 2021-22 academic year. These figures give an early indication of the number of higher education students studying in each academic year. They are used primarily to inform the allocation of teaching funding for the following academic year.

Figures compiled using HESES21 data. [The reports'](#) data does not provide a complete picture of higher education provision in England. Only providers who are registered with the Office for Students in the Approved (fee cap) category are required to return HESES21.

A provider's data is included in the figures if they are registered with the Office for Students in the Approved (fee cap) category and they signed off their HESES21 data by 1 July 2022.

### **'What to Expect on A-Level Results Day', HEPI blog, 9 August**

Useful piece by secondary teacher Gabriel Roberts on post?-pandemic plans to adjust A level grades, including analysis of, and predictions for applications as a whole – from your traditional students, from independent schools, by adults, from international students – and predicts that university applications are more competitive this year than last.

[The blog](#) opens "The first thing to note is that grades will be lower than in 2020 or 2021."

There are different ways of taking an average of the 2019 and 2021 grades, but we could see the number of entries being marked A or A\* fall from 44.8 per cent ([the 2021 figure](#)) to around 35.2 per cent (halfway to the 2019 figure of 25.5 per cent). That is an awful lot of grades that could have been an A or an A\* if grade boundaries had been left where they were coming out as a B or below—around 73,000, in fact, based on [Ofqual's figures](#) for the number of A Level entries this year.

Universities have been aware of the plans for A-Level grades in making offers, but offers could still end up being high relative to the grades that students receive. If that happens, then more applicants than normal could miss their firm choice offer. This is not what UCAS expects, however; instead, they predict 'more applicants being confirmed at their firm choice provider than in a typical year' because of universities being more discriminating than usual in making offers.

The blog concludes "Forecasting is a tricky business. Some of the predictions here may be correct and some may not."

### **Defunding BTECs and access to HE**

You might be interested to read or watch the debate in the House yesterday on the government's intent to defund BTEC and other applied general qualifications, which underlines the importance of this qualification for fair access and participation in HE. The petition, which was signed by more than 100,000 people, many of us among them, was titled "Protect student choice: do not withdraw funding for BTEC qualifications". A well-informed debate which illustrates the way the sector can come together and fight against something that is ill-considered, ill-thought through and goes against all educational advice. And in the context of recent seeming unremitting criticism, by government and media, of higher education (and widening participation in its widest definition) is heartening to see the understanding, the level of debate and the insistence on the transformative impact that BTECs can have on lives and vocational training.

Summing up. "Members from all parties spoke about the difficulties that students from disadvantaged backgrounds—particularly those with special educational needs or a disability, and those from ethnic minority backgrounds—will face. I do not believe the Minister fully addressed how the new qualifications will support disabled students. If she did cover that, I ask that she writes to update me, but I do not believe that those points were addressed."

Watch the debate: <https://www.youtube.com/watch?v=GhF8CQcqiCc>

Read the transcript: <https://hansard.parliament.uk/commons/2022-07-18/debates/D655446A-318B-46CA-9CCE-8D461C482C31/BTECQualifications>

Read the research: <https://commonslibrary.parliament.uk/level-3-qualifications-reform-whats-happening-to-btecs/>

The petition: <https://petition.parliament.uk/petitions/592642>

***'It's disappointing to hear Andrea Jenkyns trot out the same old lines on BTECs', 20 July 2022, James Kewin, FE Week***

It was fantastic to see so many MPs at last night's parliamentary debate on the future of BTEC qualifications. MPs from all parties made a compelling case for the government to rethink its plan to scrap the majority of applied general qualifications such as BTECs. This cross-party support for the campaign from politicians (which we've previously seen reflected in the [letter](#) from 118 parliamentarians to former education secretary Nadhim Zahawi) has been matched by cross-sector support from the education world and beyond.

Although [Andrea Jenkyns](#) has only been in the job for a week, she does have the advantage of being a former BTEC student and has talked in the past about the transformative effect this qualification has had on her career. In [this article](#) the author finds it particularly disappointing to hear her "trot out the usual tired and discredited 'lines to take' last night".

Students need genuine choice, not A levels, T levels and a small group of applied general qualifications that are approved by exception. A T level is not simply an upgraded BTEC – in most cases, they are a different type of qualification that provide a different type of educational experience. Scrapping most BTECs to make T levels a mass-market product is a desperate move and one that is unlikely to succeed – we are much more likely to see an increase in A level or NEET numbers instead.

The 12-month delay to defunding is welcome, but delaying a bad idea does not stop it from being a bad idea.

***'BTEC cull? Unpalatable impacts for Health & Social Care and Engineering progression', HEPI blog, 15 July 2022, Mary Curnock Cook***

[This blog](#) looks at some of the potential impacts of the government's defunding of level 3 vocational qualifications.

Qualifications were included in scope for defunding if it was perceived that they met all three following criteria in the [Department for Education's guidance](#):

- is the qualification 'technical' – in that its primary purpose is to support entry into a specific occupational area? [As opposed to being 'academic' and primarily supporting HE progression.]
- are the outcomes of the qualification similar to those set out in an occupational standard covered by a T Level?
- does the qualification aim to support entry to the same occupation as a T Level?

Exam boards will have the opportunity to appeal if they feel a listed qualification does not meet all three grounds (and exception criteria also apply). The final list of qualifications due to be defunded in the first phase is due to be published in September 2022.

It is important to note that this is just the first phase in the defunding of Level 3 qualifications, with two more phases to follow in subsequent years. All vocational Level 3 qualifications also need to go through a separate Department for Education approval process, irrespective of whether it is listed for defunding, or survives an appeal.

BTECs and other Applied General qualifications will continue to have a place in the Level 3 curriculum, and that only less than half will be defunded through this process, the more important issue is how many students this will affect, and repercussions for the HE pipeline and students. 25,000 certificates were issued in 2021 for the BTEC Nationals (including legacy versions) on this provisional list alone. Health and Social Care, Engineering, Engineering and Constructions; and according to UCAS 2021 admissions data, over 10,700 students applied to degrees such as Nursing, Allied Health related degrees, a wide range of Engineering disciplines, Education, and Construction-related degrees (such as Civil Engineering, Quantity Surveying)

[The Department for Education's Impact Assessment](#), published alongside the provisional list of qualifications, shows that student groups sharing specific characteristics "may be slightly more affected by this stage of the reform process [...] compared to previous analysis on the overall impact of removing public funding from qualifications" (page 4). This includes:

- female students
- those from a white ethnic background
- those with Special Educational Needs (SEN), and
- those from disadvantaged backgrounds.

The author suggests that everyone in education should urge policymakers to delay these reforms to ensure there are no unintended consequences for students, just has been advocated by other stakeholders, such as the Association of Colleges.

### ***'Statement on participation in the Teaching Excellence Framework (TEF)', Universities Scotland, 22 July 2022***

All of Scotland's 19 higher education institutions have decided not to participate in the revised Teaching Excellence Framework (TEF) as proposed by the Office for Students (OfS), amid English University concerns about the significant burden caused and concerns that "the implementation timeline does not give the sector enough time to fully engage with the changes announced. With the TEF submission period for English Universities and Colleges beginning in September, it's also vital that the OfS publish detailed guidance to providers as soon as possible" - [Russel Group](#). TEF is mandatory for universities in England and optional for universities in Scotland, Wales and Northern Ireland.

Having considered the TEF carefully, Scottish universities have decided not to participate. "We believe our existing system of enhancement (QEF) offers the oversight and externality required to ensure quality of teaching outcomes and experience for students. Given this extensive present activity, we do not think that TEF will add value for students at Scottish universities."

Full statement on [participation in the Teaching Excellence Framework](#).

I understand that the Welsh Universities have decided not to participate in the TEF either, though I have no confirmed news on this as yet.

And the NIS viewpoint can be seen [here](#): "many arguments that have been made against TEF, exposing it as a crass instrument to foster competition between universities and entrench marketisation in the education sector. But to summarise: the 'Teaching Excellence Framework' relies on ranking universities by 'satisfaction' scores and graduate destinations, so doesn't really measure the quality of [teaching at all](#); it is numbers-driven and has [no room for genuine student input](#); and TEF is designed to stratify the sector and link scores to [increases in tuition fees](#)."

### ***QAA's departure leaves English sector 'lacking expertise' at crucial time, THE Tom Williams***

Will we miss the QAA when it's gone? QAA announcement that, from March 2023, it will no longer assess higher education providers at the same time as the Office for Students has vowed to step up its interventions across the sector. [The article](#) reports that finding a replacement quality body with the same international clout as the QAA could be difficult, too, others warn, and any new assessor might struggle to wield the same authority. And what will be the impact on the OfS' strategy, for example with regard to the process and timetable for providers seeking degree-awarding powers.

### ***'College-based HE Network: Insights report and recommendations for future outputs', Jo Tyson, Advance HE***

Part of the [2021-22 Collaborative Development Fund](#) project. Advance HE Members can access the report: '[College-based HE Network: a collaborative space for developing HE culture and practice](#)', which aims to co-create spaces for leaders of college-based tertiary or higher education across the UK to come together and share practices, devise solutions to meet their challenges and opportunities and build stronger links with the Advance HE community.

College-based HE (CBHE) is complex and takes many different forms across a broad range of provision, and whilst there is no 'one size fits all' model for CBHE there are a set of uniting factors that the Advance HE CBHE network has the collaborative space to explore, thanks to the Collaborative Development Fund 2022.

From the outset, there were recurring themes being explored by network members, which included:

- developing HE ethos (culturally and physically), and creating an HE community within FE contexts
- collaboration opportunities for CPD, research and scholarly activity, and sharing best practice
- marketing of the CBHE distinctiveness, graduate attributes, and currency of skills
- collective campaigns
- regulatory bodies and changes, and learning from other national bodies

This report details the launch of the Network group and the insights and recommendations arising from the first meeting.

### ***Student engagement in knowledge exchange: Interim report***

This Office for Students commissioned programme is supporting 20 projects to develop and share understanding of effective practice in student engagement in knowledge exchange, and to inform ongoing policy and investment. The broad aims of the evaluation are:

- to identify and evaluate project-level and Competition-level evidence on the benefits to students and partners of engaging in KE activities
- to work with projects to ensure the quality, robustness and effectiveness of project-level monitoring and evaluation; and
- to present the learning in different ways to inform the higher education sector, share good practice and provide evidence to support new partnership and interventions.

[These three summary reports](#) provide interim findings from the evaluation of projects within the competition, for reporting periods to May 2021, November 2021 and March 2022.

The final evaluation report will be published in summer 2023.

### ***'A levels and University access 2022', Sutton Trust report 4 August 2022***

Research brief by Erica Holt-White and Dr Rebecca Montacute explores the ongoing disruption caused by the pandemic, taking into account the views of young people applying to university this year, and teachers with knowledge of this year's exam cohorts.

[The briefing](#) finds that this year has seen exams take place again for the first time since 2019, a move back towards the pre-pandemic norm for schools and colleges across the country. But the cohort of young people taking exams this year have faced years of disruption to their educations, which has continued even when they've been back in the classroom. Report explores mitigations for this year's exams that have been put in place, and the range of catch-up support been offered in schools to help support young people. (But, almost half (45%) of teachers involved with exams this year do not think the mitigations in place have gone far enough to account for pandemic related disruption. This figure was higher for those working at state schools (46%) than in independent schools (38%).

Speaking to applicants, 64% of applicants said they were worried about their grades, 8 percentage points higher than said the same last year. Just over 1 in 4 (27%) are very worried this year.

Students from working class backgrounds were 8 percentage points more likely to be concerned about their grades, at 70%, compared to 62% of those from middle class backgrounds.

The report has a number of recommendations:

- applicants from disadvantaged backgrounds who have narrowly missed their offer grades should be given additional consideration in admissions and hiring decisions.
- schools, colleges, training providers and universities should put adequate support in place for results day
- Universities and Colleges should identify key gaps in learning at an early stage in the first term, and provide support if necessary
- Universities and Colleges provide additional wellbeing supports for the incoming cohort
- government should fund additional catch-up support for school and college students
- Ofqual should review the mitigations put in place this year and consider adapting them for 2023, taking into account the views of teachers and young people who have been through the system this year.

### ***Lessons from digital spaces: opportunities and challenges for widening participation through online learning', Open University***

The latest special edition of the Widening Participation and Lifelong Learning journal discusses the challenges faced by educators when responding to an unexpected shift to online learning due to the COVID-19 pandemic, and the divide this creates due to limited access to technology among students from widening participation backgrounds.

Just some of the following research articles, research notes and innovative practice articles:

Kara Johnson's research article offers insight into the identity development of adult online learners who occupy liminal spaces between worlds of home and university

- Nicole Crawford, Sherridan Emery and Cathy Stone explore the challenges faced by mature-aged university students studying online at distance in Australia
- Nathaniel Pickering and Alan Donnelly investigate ways in which online approaches to widening participation can move from a reactive approach toward being better integrated into planned delivery, observing that the COVID-19 pandemic will extend income inequality and digital poverty
- Jennifer van Krieken Robson and Francesca Zanatta explore authentic pedagogy in online learning in England in their innovative practice article

- in the final research note, John Butcher and George Curry provide comprehensive observations of the ways in which digital poverty acts as a barrier to educational access in an access module at The Open University, UK.

To complement this issue of the WPLL journal, its publication ties in with the OU's recent 'Lessons from Digital Spaces: Inclusion and Support for Student Success' seminar, the recordings and resources from which are available [here](#).

If you are a subscriber to the journal you can access this packed edition [here](#).

If you are not a current subscriber, you can sign up for institutional membership (£199 inc. VAT) or personal membership (£92) [here](#).

### ***'Inequalities in GCSE results across England and Wales', 18 July, an EPI report, Benchmarking English Education***

New research from the Education Policy Institute (EPI) into the impact of educational inequalities across England and Wales, funded by the Nuffield Foundation, reveals that Welsh schools suffer a wider disadvantage gap than English schools, but that both nations have made only modest progress in closing this gap during the last decade. This is the first [report](#) into educational inequalities in Wales and England over the last decade.

There are many comparable areas of England with similar levels of persistent poverty, but lower disadvantage gaps, such as Barnsley, Gateshead, Portsmouth, Salford, Stockton-on-Tees and Rotherham.

Pupils with statements of special educational needs are significantly behind their peers at GCSE, with a gap of about 41 months of educational progress in core subjects in both nations.

There is a gap of about 29 months of educational progress for other forms of special educational needs in Wales, and 24 months in England.

More year 11 pupils were from ethnic minority backgrounds in England (over 30 per cent) than in Wales (10 per cent) in 2019. Across both nations, pupils from Asian backgrounds perform significantly better than pupils from White British backgrounds, as do pupils from Mixed and White Other backgrounds. However, pupils from Black backgrounds tend to perform slightly worse. Given available sample sizes the report authors were only able to examine these broad ethnic groups, but other data shows that there are wide differences in GCSE performance within these groups too.

The EPI defines "disadvantaged" as eligible for free school meals in the past six years, and "persistently disadvantaged" if they were eligible for free school meals for 80 per cent of their time in education. The report explores and explains disadvantage gaps over the last ten years.

Luke Sibieta, an EPI research fellow and one of the authors, said: "The gap in education outcomes between poor children and the rest is far too wide in both England and Wales.

But the results for Wales are particularly concerning – with poor children almost two years behind on average by the time they take their GCSEs, compared with 18 months in England. And children who are long-term poor in Wales are almost two and a half years behind, compared with just under two years in England.

Policymakers in both countries need to redouble their attempts to give poorer children a better chance in life, and Welsh policymakers need to consider if there are lessons they can learn from the best performing areas of England, where gaps are far lower."

### ***Why free school meal recipients earn less than their peers, Office for National Statistics, 4 August 2022***

Students from poorer backgrounds typically go on to earn less than others as adults and the differences are stark. [This data analysis](#) explores this persistent earnings gap between those who received free school meals in childhood and other students. Analysis in this article is based on the Longitudinal Educational Outcomes (LEO) dataset.

Part of this overall gap in lower earnings is because of people from income-deprived backgrounds being much less likely to go on to higher education. And, the size of that overall earnings gap widens between the ages of 18 and 30 years, particularly around university graduation age.

But even among those with the same qualification level and similar attainment in secondary school, disadvantaged pupils went on to earn less than their peers. How well individuals do at each level of education can also affect their earnings later in life, but this alone does not close the earnings gap between students of different backgrounds.

This article explores explanations for the gap: education, experience in the workplace, ethnicity, gender and other possible factors.

***'Professor says research can build case for hybrid learning', THE article 8 August 2022, Tom Williams, August 8, 2022***

The rush to online teaching in response to Covid-19 lockdowns meant there was little time to gather evidence about what works best for teachers and students. With hybrid learning set to continue in the long term, the time has come to find out. Simon Thomson, who has been appointed by the University of Manchester as the UK's first professor of hybrid learning, will help oversee the development of a flexible learning strategy and do practice-based research in this area.

[The article](#) opines that the final form that hybrid offers take may end up being very different from what many experienced during the pandemic because this was reactive to circumstances, not designed. Since then, many students have protested paying high fees when many of their lectures were held on Zoom. "It is our responsibility to demonstrate the real value in it," says Thomson. "There has been a lot of presumption that online is not good. We want to say we think there is value in it, and we are going to try it out with staff and students." Flexibility could one day apply to the pace at which students take and complete modules, as well as the place where learning happens, he says. But if that is to happen, students must know what they are signing up for in advance.

***'Breaking Down Barriers Together', HEPI blog, 19 July, Diana Beech, Chief Executive Officer of London Higher***

At a time of political change [This blog](#) explores how the higher education sector should bring down barriers and what, in particular, it can do to reset its relationship with the wider world. The author explores:

- bringing down barriers with policymakers – changing where “England’s higher education sector has almost been forced to put up a wall of defence to shield it against increasing threats – from defamation on social media (as exemplified [here](#)) through to sinister warnings of ‘[boots on the ground](#)’ interventions.”- and “actively showing policymakers the potential of our sector to boost skills, jobs, science, innovation and regional growth.”
- bringing down barriers within our localities - doubling-down on Universities’ and Colleges’ role as ‘anchors’ in their local places and provide local communities with a much-needed sense of stability and security
- bringing down barriers within our own communities - focusing on successful student participation and graduate outcomes, as well as access; and for staff, creating clear career pathways and structures so that everyone can achieve their full potential
- bringing down barriers with future generations – prioritising certain agendas, e.g. [the ‘Green’ agenda](#), which will ensure our higher education institutions become places which bring their communities together sustainably for the good of the world around us.

***'Care Leavers to lead the way in new chapter for Covenant', FE News 25 July 2022***

The Care Leaver Covenant has announced its advisory board will be chaired by a care leaver for the first time, [this article](#) says, as it looks to ensure that care experienced young people are at the heart of shaping its future vision.

Zahra Printer has been appointed as chair of the advisory board, while former chair – Mark Rogers has moved to a new role as Director of Legacy – working to future-proof the covenant. (Launched in October 2018, the Covenant is funded by the Department for Education, the Care Leaver Covenant is a national inclusion programme that tackles the disadvantages that young people aged 16-25 face when leaving care and helps them to live independently.)

Zahra, aged 26, has been involved in the Care Leaver Covenant since it launched, and last year joined its advisory board. She will now step up to the role of chair. Zahra also works at the Department for Education advising on Care Leavers Policy and volunteers as an Independent Visitor for looked-after children.

Zahra Printer, Chair of the Care Leaver Covenant Advisory Board said:

“Ensuring children and young people are heard is of absolute importance. This is a chance to ensure that the views and experiences of care leavers are embedded throughout the covenant.

“By taking on this role, I want to continue to champion the care leaver community and ensure the voices of care leavers are central to supporting the ambitions the covenant seeks to achieve. I’m looking forward to seeing what changes we can make for the better. The feeling really is indescribable – I’ve gone from care to chair. This is a new chapter for the advisory board and I’m excited to see where we can go with this and what opportunities we can create. My ambition now is to create meaningful, sustainable change for care leavers.”

### ***'Could universities do more to end homelessness?', HEPI Debate Paper 30, 21 July 2022, Greg Hurst***

[A new report](#) from the Higher Education Policy Institute. Greg Hurst, Head of Communications and Public Affairs at the Centre for Homelessness Impact, argues universities should do more to track and prevent homelessness among their students and could play a wider role in supporting efforts to end all forms of homelessness.

It says universities have done too little to collect data on rates of homelessness among UK students or to conduct research into its nature, causes and potential solutions.

The paper says it is 'striking' how little robust data exist on homelessness among current and former students, despite anecdotal evidence and snapshot surveys suggesting that some universities have underestimated levels of 'hidden homelessness', such as sofa surfing among their students.

It points to higher-than-expected numbers of students who were unable to leave university campuses or accommodation during the COVID-19 lockdowns as they were estranged from their families or had nowhere to go. A large survey by the National Union of Students in 2020 found a similar picture.

Greg Hurst said: "Widening access to higher education means broadening the composition of a university's student body and, therefore, admitting more students whose past experiences and circumstances mean they face a higher risk of homelessness.

As we experience a surge in inflation to beyond 9 per cent, this is likely to mean that from the autumn more students struggle to pay higher food and energy costs alongside their rent. Many universities could and should ask themselves if they are doing enough to prevent homelessness among their current and recent students."

### ***Defining, Measuring and Supporting Success for Postgraduate researchers (PGRS) from diverse backgrounds***

Measures for success at the level of postgraduate research are not well-established, nor is there broad agreement of how success in postgraduate research should be defined beyond narrow measures such as thesis submission and completion rates, career destinations and publication metrics. Consultation with postgraduate researchers across institutions confirms a genuine appetite for this project to bring together expertise in doctoral training and widening participation to establish:

- an inclusive definition of success during PhD study, considering available data and how these could be used for meaningful monitoring of postgraduate research success.
- A co-created pilot activity designed to support postgraduate researchers from diverse backgrounds to be successful in their studies.

Supported by the QAA [the project](#) will conduct a full cross-institutional audit of data and practices used to measure success within diverse postgraduate research populations. The research will lead to the development of recommendations for a framework of definitions and measures of success, noting intersectionality and discipline-specific differences. This will be published as a written guidance document and series of supporting web pages, accessible across the higher education sector. The long-term goal of the project is to publish a Guide to Inclusive Curriculum design that supports the success of postgraduate researchers from diverse backgrounds. Project led by University of Nottingham; partner, Leeds, Edinburgh and Warwick.

Other collaborative enhancements funded projects by the QAA include: Academic integrity, Apprenticeships, Assessment, Education for sustainable Development, Enterprise and employability, Equality, Diversity and Inclusivity, Learning and Teaching, Micro-credentials, and other Postgraduate research projects.

### ***'Major new measures that will help 400,000 more Londoners get the skills they need to get into jobs and out of poverty', article, 15 July, FE News Editor***

The Mayor of London, Sadiq Khan, today launched major new measures to ensure Londoners can get the skills they need to get into good work. This includes key changes to London's Adult Education Budget (AEB) and £2 million investment which will coordinate skills, careers and employment support and ensure that thousands of Londoners have a secure route into employment and out of poverty.

[The article](#) reports that an additional 400,000 Londoners will be able to access funded training opportunities without having to prove they receive state benefits and the removal of the three-year residency requirement for Londoners on certain immigration schemes will allow Londoners to access support from their first day in the capital. This will lead to a more integrated system as previously, people, including British Nationals returning from overseas, would have to wait for three years before they could access crucial training. £10m is being invested in London's skills providers, helping

address increasing costs faced by the FE workforce and ensuring lower skilled Londoners can continue to get the training they need to progress.

The £2.06m No Wrong Door programme will join up local skills and employment provision, ensuring Londoners can get the right support at the right time to move into good work, no matter their starting point. Delivered in partnership with London boroughs, London Councils and Jobcentre Plus, the programme will strengthen joint working across London to ensure that skills and employment services deliver for Londoners.

£1.38m of this funding is being invested in Integration Hubs across the capital, which will directly support the Londoners who need it most: in particular refugees, women, disabled Londoners, Londoners over 50 and young Londoners.

### **Young Carers Alliance – Caring Together**

Celebrating 4 months on from their launch, [the Young Carers Alliance](#) reached the 100 member organisation milestone and is looking for more people to join this network and to promote it to organisations and individuals who might be interested. (They also celebrated the inclusion of young carers in the Health and Care Act on Thursday when Caring Together and Sheffield Young Carers took a couple of young carers to an afternoon tea reception at the House of Lords.) There is so much momentum around young carers and young adult carers at the moment and the Young Carers Alliance is looking to work together with our sector to improve the identification, support and progression for these young people through FE and HE. You can contact them or sign up [here](#).

### **NERAP – ‘Choices Together’ programme applications now open**

North East Raising Aspirations Partnership (NERAP) is a collaboration of the five universities in the North-East. and they run a programme specifically for young carers and care-experienced young people called [Choices Together](#).

If you work with any young carers in the North-East aged 11-18 who might be interested then do take a look. They also have online opportunities available to young carers beyond the North-East so if you are looking for potential opportunities for some of your young carers, then would suggest you get in touch with them – they are really keen to provide more opportunities for young carers.

### **Changing the culture: sharing personal data in harassment cases’, ‘25 Jul 2022, Universities UK**

This [guide](#) – produced with Coventry University – has urged universities to move away from blanket policies that prevent the sharing of complaint outcomes and instead approach each case separately, with the confidence to share information “as long as it is reasonable and legally appropriate.”

Data protection concerns should not preclude UK universities from being more open about how they deal with harassment complaints from staff and students, according to new guidance.

Universities UK has called for a change in the culture in how such complaints are approached amid concerns that a lack of transparency will put people off reporting harassment and damage confidence in the overall process, with some believing nothing is being done.

The strategic guide outlines the underlying principles and themes of the guidance. This will be most useful for those leading on strategies to tackle harassment, such as senior leadership teams.

The practical guide sets out the technical elements of this guidance, including the Data Sharing Risk and Impact Assessment. This will be most useful for those working on harassment cases on a day-to-day basis, who will be regularly making decisions as to whether to share personal data.

### **The changing workplace: Enabling disability-inclusive hybrid working’, 11 July 2022, the Work Foundation**

The Covid-19 pandemic has fundamentally shifted the way in which people work, with a rise in remote and hybrid working. While many workers, businesses and sectors have benefited from changing working practices during the pandemic, disabled people bore the brunt of the pandemic’s economic consequences and experienced higher rates of unemployment and redundancies than non-disabled people.

The authors, Heather Taylor, Melanie Wilkes, Paula Holland, Rebecca Florisson, report that through a survey of 406 disabled people, interviews with 20 disabled workers, and two roundtables with employers and other stakeholders, they have developed new evidence about disabled workers’ experiences of remote and hybrid work. Among [the report findings](#)”:

- 70% of disabled workers said that if their employer did not allow them to work remotely, it would negatively impact their physical or mental health
- Survey respondents and interviewees highlighted clear benefits to working from home, including having more autonomy and control over when and how they work, which in turn allowed them to better manage their health and wellbeing
- This brought wider benefits for their organisations too; 85% of disabled workers surveyed felt more productive working from home.

### **Invitation to take part in a community of practice about improving young carers' access to carer support and/or services**

A team based at the Care Policy and Evaluation Centre (CPEC) at the London School of Economics and Political Science (LSE), working on a study which also involves researchers from King's College London and Sheffield Young Carers. The study aims to explore:

- the difficulties faced by young carers and the people they support in seeking, accessing, and receiving the right type of support at the right times
- what services and support do they find helpful, what support would they like, and what needs would it meet.

It is funded by the National Institute for Health and Care Research Health and Social Care Delivery Research (NIHR HS&DR). The team are looking for health and social care professionals to join us in a community of practice to help us find ways of putting the research findings into practice. They are looking for:

- practitioners working directly with young carers, such as carer support workers
- practitioners whose work involves contact with young carers, such as social workers, nurses, psychologists and teachers
- people involved in planning and commissioning services for carers.

What matters most is that you are interested in this topic and want to help make improvements, not your professional background. You will need to be able to set aside time for five weekly meetings beginning in early September 2022. They will last 45-60 minutes and will be held online. The final meeting will be a face-to-face meeting in which we discuss the study recommendations. This is your chance to influence research. In return, we will give you a certificate of attendance, which can be used to show evidence of continuing professional development, and we will pay your travel expenses for the final meeting. To find out more, please contact @aspirantdiva, or email or telephone @hscwru on [hscwru@kcl.ac.uk](mailto:hscwru@kcl.ac.uk) or 0207 848 1782.

### **'Student Space': Student Minds**

Student Minds has received a three-year funding commitment of £262,500 per year from the Office for Students and the Higher Education Funding Council for Wales to extend the provision of its online support resource to support students to navigate the uncertainty of university life, Student Space. [Student Space](#), initially launched in August 2020 in response to the impact of the pandemic on UK students, provides a range of expert online support and wellbeing advice for students who may be feeling concerned about their studies, relationships or any aspects of university life. The additional funding enables their plans to move the support from being a Covid-19 response to it being a vital place for students to go to support them through the uncertainty of student life.

Developed in collaboration with students, service providers, higher education professionals and researchers, Student Space currently comprises several support elements including advice and information, student stories, direct support services (from phone lines to text to peer support services) and signposting to university and students' union services. Plus, in recognition of the fact that mental health problems can impact groups of students in different ways, a range of tailored support has also been created.

Rosie Tressler, CEO, Student Minds, said: "Through Student Space we've reached over 300,000 people to date providing digital and tailored mental health support. It's clear from recent research into student mental health and wellbeing that, although the pandemic highlighted an urgent and specific need for increased student mental health support, students are continuing to struggle, with many feeling lonely and around a third considering leaving university altogether.

If you have any questions or reflections please email [studentspace@studentminds.org.uk](mailto:studentspace@studentminds.org.uk)."

### ***'Mind the Gap: Improving student mental health support through higher education and NHS partnerships', independent report for the OfS***

The Mental Health Challenge Competition programme ran from June 2019 until June 2022, and sought to deliver a 'step change in support for student mental health'. The Office for Students funded a range of projects to strengthen partnerships between higher education providers and primary care and community mental health services, hoping to reduce the risk of students falling through the gaps between different support providers.

[This report](#) draws on the findings from these projects to share learning regarding effective practice and common challenges in developing strategic partnerships between NHS providers, community mental health services and higher education providers.

### ***Class Ceiling podcast, Episode 2, a conversation with Professor Lee Elliot Major***

In [this episode](#), Heather Pasero, Career Consultant & Fellow of the Higher Education Academy, and Daisy-Victoria Meadham, undergraduate student at University of Southampton chat to Britain's first professor in the Social Mobility field, Lee Elliot-Major OBE.

### ***'Routes in Nursing and the NHS. Roxy's Story', Open Circle Podcast S1: EP 26. Mobilise, Educate, Agitate***

Podcast exploring how working class students go into health jobs. Interview with special guest Roxy Afzal (Trainee Advanced Neonatal Nurse Practitioner at Manchester University, ambassador for NHS Foundation Trust, University of Manchester) to find out how she got into Nursing and also how she gives back to increase awareness of NHS careers with the NHS Foundation Trust. Direct insights, tips and resources in supporting learners into health and medicine.

### ***The Elephant Group appoints an Access specialist as new CEO***

The Elephant Group, a charity committed to improving social mobility through the power of educational collaboration, has this summer welcomed a new Chief Executive, Jayne Taylor. Jayne brings with her a substantial background in widening participation and access with over 15 years' experience in the university sector.

The charity's aim is to ensure that the top third of non-selective state school pupils access the top third universities. To achieve its goals, The Elephant Group are eager to open up the group to anyone committed to fair access, including corporate partners and third sector organisations. The Elephant Group currently partners with 38 schools and 10 universities nationwide through its unique and innovative collaboration supporting both university access and widening participation commitments and the personal ambitions of the diverse student population its partnership schools represent.

As Raising Attainment becomes an increasingly important issue for universities, The Elephant Group's structured and efficient partnership model provides a blueprint for the sector on engaging effectively with schools.

If you would like to know about the charity or the partnership model please contact [j.taylor@theelephantgroup.org](mailto:j.taylor@theelephantgroup.org) or visit the website [www.theelephantgroup.org](http://www.theelephantgroup.org)

### ***St Giles Trust***

[St Giles Trust](#) is a charity that works with people facing disadvantages such as homelessness, long-term unemployment, an offending background, addiction, severe poverty and involvement in gangs. Change one life, inspire change in a community.

"We help people held back by poverty, exploited, abused, dealing with addiction or mental health problems, caught up in crime or a combination of these issues and others. We show people there is a way to build a better future – for themselves and those they care about – and help them create this through support, advice and training."

St Giles Trust is a national social justice charity which currently has between 16,000-20,000 students. The Trust uses expertise and real-life past experiences to empower people who are not getting the help they need, people who are hard to engage and those held back by poverty, exploited, abused, dealing with addiction or mental health problems and caught up in crime. The Trust arrange Peer Circles which are designed to help people who have experienced severe and multiple disadvantages to gain the skills and confidence they need to access employment opportunities.

***'University of London Scholars Programme launched to offer greater opportunities for closing the attainment gap', FE News, 19 July 2022***

The University of London has launched a new £2m initiative as part of its commitment to closing the attainment gap between students. The initiative will support 30 students every year across the University of London federation, providing a range of financial and pastoral support throughout the duration of their studies.

[The article](#) reports that from October 2022 and for the next three years, the University will make an annual commitment of up to £700,000 of funding – available to 30 new students who are registered for a course of study at the University or any of its 17 independent federal member institutions. This will include 20 students who are resident in London and a further 10 students from anywhere in the UK, who will be eligible to receive free accommodation at one of the University's halls of residence. As well as aiming to close the attainment gap between students, its central purpose is to provide significant funds to help with tuition fees and the cost of living for 'estranged' students, those from ethnic minority backgrounds, and students with experience of living under the care of a local authority. The programme will complement and build on the substantial resources which are already being invested in the delivery of widening access and participation programmes across the University of London federation. Collectively, the 17 independent federal member institutions are investing more than £200m over a five-year period (2020-25).

***'Supervising the culture wars: a survival guide for the liberal establishment'***

HEPI guest [book review](#) by Edward Venning, consultant on social risk in education and the creative industries, on [Identity, Ignorance, Innovation: Why the Old Politics Is Useless — And What to Do About It](#)

The Establishment is having a rough old time in the culture wars, especially universities, with universities coming under persistent fire from both identity groups and populists. When we're not being sued or politically savaged, we're given a kicking from within. Those hoping to sit it all out as neutrals or hoping it will go away are missing the point. But those expecting to win the big arguments are equally deluded and probably culpable, according to Matthew d'Ancona's polemic. d'Ancona sets out a rationale for identity politics as a fundamental shift in politics, with the culture wars at a stage in the emergence of a new and welcome force in politics that draws on deep wells of structural disadvantage

For d'Ancona, generational injustices belong to the progressive liberal establishment and its obsession with meritocracy which 'not only by definition, but by design – leaves people behind'. Identity politics has 'surged forth from the gap' between what was promised to the disadvantaged and what they received. In an apposite and disturbing image the review points out that increasingly institutions see ourselves as managers supervising a dodgem rink of group rights, where collision is inevitable, and our duty is to ensure that nobody sustains injury. Further political discussion continues. The reviewer concludes that "overall, d'Ancona makes a persuasive case for root-and-branch renewal of institutional structures, particularly in education, and of the social contract that underpins them. Higher education faces an uncomfortable ride if we outsource the creation of our institutional frameworks to manage social risk to the courts, politicians, activists, and civil society organisations. We will be equally discomfited if we fail to place relevant academic disciplines at the heart of how we work with identity and populism".

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## **What's Still Current**

***'Two thousand new scholarships available to boost digital skills', Office for Students***

Funding has been announced for up to 2,000 additional scholarships each worth £10,000 for artificial intelligence (AI) and data science postgraduate conversion courses, aimed at women, black students, disabled students and those from lower-socioeconomic backgrounds. In June 2022, DCMS and the OAI announced further funding for up to 2,000 additional postgraduate conversion course scholarships.

[The press notice](#)

### ***OfS funding encourages collaboration between universities and NHS mental health services to close student support gaps***

The OfS is distributing £15m to universities and colleges for 2022-23 to fund student mental health support. As well as supporting student transitions, the funding will enable universities and colleges to develop effective joint working between their student support services and local NHS mental health services. The OfS is allocating £15 million to higher education providers in the 2022–23 academic year, through formula funding. The twin aims of this funding are to give additional support to students transitioning from school or college to university, and for universities and colleges to develop effective joint working between their student support services and local NHS mental health services, to ensure students are referred quickly and appropriately.

This will also complement £33 million funding from NHS England in 2022–23 allocated towards improving the quality and accessibility of mental health services for young adults, as well as the wider [NHS Long Term Plan](#) in the expansion of mental health services. The NHS Long Term Plan committed all local NHS systems to establish a comprehensive offer for 0–25-year-olds that reaches across mental health and physical health services for children, young people and young adults by the end of 2023–24. This includes ensuring that young adults aged 18–24, including students, are better able to access support for their mental health. They have also published a range of resources:

[See the joint working briefing and resources](#)

[Read the independent report on higher education and NHS partnerships](#)

### ***'Research England £8 billion investment in England's universities', 14 July, Research England***

Research England has [published its funding decisions](#) for university research and knowledge exchange, expected to be £8 billion over the spending review period. These funding decisions recognise the excellence of our university research base and its importance in supporting sustainable economic growth and improving societal benefits by reaching more people across England.

### ***'UCAS Statistical release published on 14 July'***

This report provides core numbers for the 2022 June 30 application deadline and graphical illustrations of key trends. As always [the release](#) includes reports covering different characteristics of applicants (including domicile, age, gender, Indices of Multiple Deprivation and POLAR4 quintile) and provision type (including country of provider).

### ***'Wales creates single post-16 education regulator', THE article 29 June, John Morgan***

Wales will be the first UK nation to manage colleges, universities, apprenticeships, sixth forms and adult education as a single system after legislation to create a new post-16 education regulator was passed. [The article](#) reports that the Commission for Tertiary Education and Research, created by Wales' Labour government, is [seen as a potential model for England](#).

The Welsh government said, "the CTER would "support learners to move seamlessly from compulsory education to post-compulsory education and training". The legislation also "sets out a new duty for the commission to promote lifelong learning and a duty for the first time to fund 'proper facilities' for further education for adults", thus helping create a fairer society and prosperous economy by offering "an opportunity to give everyone the chance to develop or re-boot their career in adult life", it added.

### ***'Impact evaluation with small cohorts', TASO***

Impact evaluation is important but can be challenging. TASO promotes the use of rigorous experimental and quasi-experimental impact evaluation methodologies as these are often the best way to determine causal inference. Download the

['Impact Evaluation With Small Cohorts: Methodology Guidance' report](#)

### ***'Publication of submissions made to the Research Excellence Framework (REF) 2021 provides rich source of evidence on university research and its wider impact.'***

157 UK universities made submissions to REF 2021, the UK's framework for assessing the quality of higher education research. In total, they submitted over 185,000 outputs from research and over 6,000 impact case studies detailing where their research had benefitted wider society, across 34 subject-based units of assessment.

View the news item here: <https://www.ref.ac.uk/guidance-and-criteria-on-submissions/news/rich-evidence-in-ref-case-studies-now-published/>

View the submissions data here: <https://results2021.ref.ac.uk/>

### ***'The Wellbeing of LGBTQ+ Students', TASO***

[New report](#) from Transforming Access and Student Outcomes in Higher Education on the subjective wellbeing of LGBTQ+ students based on the analysis of data from the [Student Academic Experiences Survey](#), survey by Advance HE and HEPI and administered to more than 10,000 students each year.

### ***'Next Steps: what is the experience of disabled students in education?', UCAS***

Produced in partnership with Pearson and the Disabled Students' Commission, [this report](#) explores how disabled students who have applied to university or college this year feel about the support they have received so far, and what they're looking forward to about progressing to higher education. The report provides new insight into the mindset and experiences of undergraduate applicants who shared information about a disability in their application. Following the report UCAS will be sharing student case studies on their social media channels and inviting the sector to join in the discussion using the hashtag #DisabilityAndMe.

### ***Episode 8 of the Access Podcast - a conversation with NUS outgoing President for Higher Education, Hillary Gyebi-Ababio.***

Hillary's insight about student engagement in digital and non-digital space. [In this podcast](#) she speaks eloquently about student agency and autonomy in regard to co-creation and belonging. She also recommends a long-term vision, that is willing to try new approaches and use culturally sensitive language when communicating with students, particularly those from underrepresented backgrounds.

### ***'Advance HE Development programmes, conferences and events 2022-23***

See the coming year's programmes, supporting professional development and knowledge sharing in higher education. Advance HE's wide-ranging [portfolio of programmes](#) and events aim to meet the need to continuously develop and support the leaders, individuals and the teams to govern, lead and deliver with greater confidence at all levels, as they deliver evidence-based good practice, and who create the inclusive cultures in which everybody has the chance to flourish.

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## **Missed this?**

### ***'Lessons from Digital Spaces: Inclusion and Support for Student Success', Open University***

Interesting and comprehensive look at this (digital) space, and how to include and support students within it. A sector-wide free seminar from The Centre for Access, Participation and Success at The Open University held a 25 May 2022: opened with featured articles, presentations from leading experts, interactive elements and the sharing of resources

The recordings and resources are available [here](#).

### ***Young Carers Alliance Worldwide webinar***

For those of you who couldn't make the Carers Worldwide webinar on young carers the other week, the recording is now available at <https://carersworldwide.org/10-year-anniversary/carers-the-big-conversation/#youngcarers> – it provided a fascinating insight into some of the similarities in issues faced by young carers in different parts of the world.

***‘Coping with covid: understanding and mitigating disadvantages experienced by First Generation Scholars studying online’, published online September 2021, Lewis Mates, Adrian Millican & Erin Hanson***

[This article](#) examines the implications of the transition to online or blended learning for first generation scholars (FGS) brought about by Covid-19. The authors present the findings of a mixed methods project that draws data from both in-depth qualitative interviews and a large quantitative survey of students at Durham University. They offer a comparative analysis of how FGS (first in family) contrast to the general student body in relation to a range of key challenges that Covid-19 and the consequent ‘online pivot’ posed to university life including technological, social and resource-based issues. Their findings demonstrate that FGS were particularly affected by this shift to online or blended learning. The final substantive section discusses a range of potential mitigation strategies adopted by the School of Government and International Affairs, Durham University, with the assumption that some, at least, of these, and their data, will be of wider relevance in the sector. The article focused on what can be achieved at a departmental level within the short-term and concludes “Many issues identified can be tackled at a departmental level, and we have produced a set of data-based recommendations aimed at improving FGS’ ability to engage with their learning during highly challenging times.”

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## What’s wanted

### ***‘Care-experienced academics working in higher education’ research study***

Dr Neil Harrison at the University of Exeter is leading a new research study about care-experienced academics working in higher education in the UK.

The aim of the new study is to discover more about pathways into academic careers for care-experienced people, particularly focusing the role of school and university. It will also be exploring how academic careers can require renegotiations of identity and the extent to which universities recognise and support their care-experienced staff.

If you are a care-experienced academic working in higher education in the UK – or could share - Neil would be very grateful if you could complete a very short [online questionnaire](#) about your career experience so far. The study is funded by the British Academy and Leverhulme Trust Small Grants Programme and you can find out more about it [here](#).

### ***‘TASO inviting students to be part of a Student Advisory Panel’***

[TASO is inviting applications](#) from students interested in supporting a [project](#) that aims to help Higher Education Providers identify and make use of effective practice to support student mental health.

Please alert students you think may be interested.

The role of the panel is to:

- input into the design of interviews with relevant stakeholders to explore current interventions designed to support student mental health.
- explore whether the evidence on effective mental health practices represents their experiences in HE.
- support the decision-making for which Higher Education Providers the research team should partner with to evaluate their mental health interventions.
- review how user friendly the final ‘student mental health’ digital toolkit is.

The panel will meet 3 – 5 times over the course of the project which ends in September 2023 at TASO’s office Petty France, London; reasonable travel costs funded and lunch is included as part of the day.

Looking for current students in any year of study, or students who have left higher education within the last two years; particularly value students with lived experience of mental health issues and/or of using mental health services whilst in higher education, but this is not essential. Looking for students who are passionate about this type of work, and/or who have studied a relevant subject, such as Psychology.

**Deadline for applications: noon 19 August 2022** to [research@taso.org.uk](mailto:research@taso.org.uk).

### **Effective practice examples: Engaging boys in HE outreach**

I am working to collate learning about effective ways of engaging boys from widening participation backgrounds in outreach/support into higher education. If you have any good examples, either a specific activity or a whole programme, please send your contact info and details to [j.moore8@exeter.ac.uk](mailto:j.moore8@exeter.ac.uk) to start a conversation. Ideally please **contact me by 27 August 2022**. I am aiming to share the results of a literature review summary and a report on effective practice with colleagues when available.

### **Consultation on freedom of expression and mental wellbeing in National Student Survey shake-up, Office for Students**

The UK higher education regulatory and funding bodies today launch a consultation on changes to the National Student Survey (NSS) to ensure it remains fit for purpose. [This consultation](#) sets out proposals for changes to the National Student Survey (NSS) arising from [a review](#) conducted by the UK higher education funding and regulatory bodies in 2020-2022. The consultation is published by the Office for Students on behalf of all the UK funding and regulatory bodies. **The deadline for responding: 1 September 2022.**

### **Joanne Moore, Centre for Social Mobility, University of Exeter. 'Consultation on specialist provider funding method', OfS**

[This consultation](#) seeks views on the approach to determining specialist provider formula funding allocations for the 2022-23 academic year (1 August 2022 to 31 July 2023) and beyond, for providers that are identified as world-leading by the Specialist Provider Panel.

**Deadline: noon, 5 September 2022.**

### **Call for papers. Student Success Conference, Leeds University, 8 November 2022**

[This free conference](#) at the University of Leeds will explore and reflect on the meaning of Student Success in the context of Taught Student Education. There will be a mixture of keynotes, panels, and parallel sessions where you can engage with colleagues on a variety of themes including:

- what do we mean when we talk about Student Success?
- designing a curriculum that is engaging and fosters belonging
- design thinking and Curriculum change
- inclusive pedagogies and authentic assessment
- co-creation and Student Voice
- using data to action change.

We would like to invite colleagues to submit proposals to present papers or best practice on these themes at the conference [via this online form](#) by **11 September 2022**, and are particularly encouraging of submissions to include student voice.

### **Request for survey support.**

The purpose of [the research project](#) is to explore the issues of access to Higher Education for students in groups less likely to attend. The online survey should take about 15-20 minutes to complete. The questionnaire is aimed at those who are over 16, nearing the end/or completed Level 3 Education and currently applying/about to/or just completed applications). The results will be used to complete a research project seeking to understand more about the factors affecting students' choices for Higher Education, including equal opportunities in being able to attend university.

**Data collection ends September 2022.** For more information, please email Kallie Noble: [st20130793@outlook.cardiffmet.ac.uk](mailto:st20130793@outlook.cardiffmet.ac.uk), a post graduate completing a doctorate project, and Senior Lecturer/Cardiff School of Management. Your contribution will help Kallie understand the University application experience better, and will be used to aid completion of her studies, undertaken with appropriate academic supervision.

### ***PhD research on the use of time, daily activities, and decision-making of young people who are unpaid carers and their families***

Researchers from Care Policy and Evaluation Centre (CPEC) at the London School of Economics and Political Science (LSE) are seeking to interview young people providing unpaid care to one or more members of their family to understand how they juggle their different daily activities. If you know people who would be interested in sharing their views and experiences, they should get in touch with Camille Bou at [c.l.bou@lse.ac.uk](mailto:c.l.bou@lse.ac.uk) or 020 7955 7652. **In the first place before the 30 September.**

The researchers are looking for young adults who are:

- aged 16 to 25 years old? Based in England
- providing help, care and/or support for someone in their family who has physical or mental-ill health, a disability, and/or other difficulties
- Living with the person or people they support.

Participation includes a pre-interview questionnaire and 1hr interview. Participants will receive a €15 voucher as a thank you for taking part.

### ***Call for editorial – The UniTasterDays Teachers’ Guide to University***

Action on Access members are invited to submit editorial for the 2022-23 edition of the UniTasterDays Teachers’ Guide to University brochure - produced in electronic format providing key university guidance information school colleagues need, to provide excellent support to their students.

This is widely circulated by UniTasterDays, member universities, schools and colleges and other partners including Uni Connect networks. A link to access and circulate the brochure will be sent to over 100,000 secondary school colleagues.

The editorial guidelines and subject call can be found at <https://www.unitasterdays.com/writeforus/>.

**The deadline for contributions is 26 August 2022.** To discuss taking part, please contact Jon Cheek at UniTasterDays using [jon@unitasterdays.com](mailto:jon@unitasterdays.com)

### ***Call for papers. ‘Equality, Diversity and Inclusion Conference 2023: The Shoulders of Giants: Listening, Learning and Improving our Practice’, 15-16 March 2023***

The conference offers an opportunity to think about how we can build our learning on equity, diversity and inclusion creatively, drawing on a wide range of experiences, thinking and practice. Proposals are welcomed from individuals or teams from across an institution or multiple institutions as well as from students, student unions or other student bodies/groups.

- Conference themes:
- Learning from students
- Learning across difference
- Learning across the globe
- Learning from beyond HE: Examples of innovative practice from outside the sector
- Developing giants
- ‘On the shoulders of’.

The call for proposals for this conference is now open until **12 noon on 3 October 2022.**

### ***Call For Papers, ‘Equity & Inclusion Efforts: Tackling inequality in educational and other contexts’, Journal: Equity in Education & Society***

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. 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 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 should be no longer than 8,000 words, including references which must conform to

[https://uk.sagepub.com/sites/default/files/sage\\_harvard\\_reference\\_style\\_0.pdf](https://uk.sagepub.com/sites/default/files/sage_harvard_reference_style_0.pdf) and 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)I 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>

***Online Sexual Harassment & Media Application Engagement***

Are you 18 or over and interested in participating in some research? This research aims to consider how individuals understand the concepts of sexual harassment and consent in relation to their online environments. If you would like to contribute or learn more, please follow the survey link <https://itu.onlinesurveys.ac.uk/sh-c-apps>. Data collection will **end 31 of December 2022.**

***'How to do business with the Office for Students'***

The [Procurement: new tender opportunities for suppliers](#): page on the Office for Students website - over £15.9 million a year to spend; the OfS is currently offering the following tenders:

'Contract for Action Learning Project':

A supplier to deliver an action learning project to facilitate joint working in supporting students' mental health between HE and the NHS, academic year 2022-23. The overarching aim is to facilitate joint working between HE and NHS providers to improve the design and delivery of mental health support for students. The action learning sets will be based in the seven NHS regions. **Deadline for expressions of interest: 11.00 am, 9 September 2022.**

'Contracts for Leadership and Management skills workshops':

Suppliers who can provide tailored skills development workshops of no more than one day in duration. The requirement is split into four Lots: Lot 1 - Leading and supporting change Lot 2 - Coaching skill development Lot 3 - Performance Management Lot 4 - Leading in a hybrid environment, supporting the delivery, engagement and wellbeing of your team. **Deadline for expressions of interest: 11.00 am, 8 September 2022.**

'Long term consultation analysis call-off contract for multiple consultations': **Deadline for expressions of interest: 11.00 am, 5 September 2022.**

## WP Events

**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. 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. Registration is now open. For more information about NADOHE: <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

In 2019, a review by the Office for Students of Access and Participation Plans suggested that of the 838 targets set relating to university access, success and progression by providers, only 11 gave specific mention to working-class males. As such, Arts University Bournemouth, the University of Portsmouth and the University of Winchester are convening a free 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.

Speakers:

Professor Nicola Ingram, Director of Education and Social Research Institute, Manchester Metropolitan University. Author of Working-class Boys and Educational Success: Teenage Identities, Masculinity and Urban Schooling, Nicola is professor of sociology of education with an interest in analysing social class based educational inequalities across the whole education sector, and their connection to labour market outcomes.

Susan Morgan, Taking Boys Seriously, Ulster University. Building on the seminal 'Taking Boys Seriously' study by Ken Harland and Sam McCready (2012), Taking Boys Seriously 2 drive an innovative approach to closing the attainment gap with working-class boys in Northern Ireland. Future Men. Future Men are a multi-award-winning specialist charity that supports boys and men along the path to becoming dynamic future men. Through practice-led services, Future Men encourage boys and men to explore, celebrate and build on the seven key characteristics which contribute to positive masculinity.

To register for a place as a delegate at this free conference, please complete the booking form [here](#)

**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](mailto:communication@bridges2022.com)

**14 September 2022: 'Getting the Grades: Working Together to Raise Attainment'**,

NERUPI Convention 2022, Friends House, Euston, London

The [annual NERUPI Convention](#) will take place face to face this year. Please note, this event is only open to NERUPI members, prior booking on the NERUPI events page is required:

**14 September 2022, 10-11:30am: A Policy Forum on Young Carers and the Schools Census Return'**, Young Carers Alliance **SOLD OUT**

From Spring 2023 there is going to be a new Young Carer indicator on the schools census return for all schools (not nurseries). This indicator will record whether the pupil has been identified as a young carer and by whom.

Join other from schools, young carer organisations, local authorities and elsewhere at [this Policy Forum event](#) to understand more about what this means in practice for schools, young carer organisations and most importantly, young carers and their futures. It will also provide an opportunity to discuss what work may need to be done in preparation for this change.

**15 September 2022: 'Steps to Success, Project management in Student Recruitment, Outreach and WP'**, HELOA Professional Development conference, Crowne Plaza Birmingham.

[This HELOA conference](#) gives a wide-ranging programme covering project management, analysis and evaluation will be of great use to so many across recruitment, WP, and affiliated areas.

One delegate place per institution free (until Monday 15th August) for HELOA member institutions: additional members/non-members at £130/£175.

**20 September 2022: 'Digital Inclusion Policy and Research 2022'**, University of Liverpool

There are many challenges at the intersection of research policy and practice around digital inequalities, inclusion, and literacies. These are at the heart of this fourth edition of the [#DigitalInclusion](#), Policy and Research Conference (DIPRC) 2022.

Join [this online conference](#) from the Digital Poverty Alliance and Learning Foundation team to hear experts and researchers participate and share their knowledge on best practice and key insights around [#DigitalPoverty](#) across the globe. Full agenda to be released shortly.

**27 September 2022, 10:30-12:00: The Fostering Network's #TickTheBox webinar**

A date for your diary. Learn more about the support available for people with care experience at university, featuring UCAS, NNECL and universities from the UK.

This free webinar will include UCAS, NNECL and a university from each country and will be an opportunity for people with care experience, foster carers, social workers and anyone involved with people with care experience to hear more about the application process, the support available and ask any questions they may have. More details will be coming soon, so keep an eye out. [thefosteringnetwork.org.uk](http://thefosteringnetwork.org.uk)

For more information on Tick the Box visit [the Fostering Network website](#) or email Policy and Campaigns Officer, [eve.hatcher@fostering.net](mailto:eve.hatcher@fostering.net)

**27 and 28 September 2022: Governors for Schools Conference 2022**

This free two-day, CPD accredited [online conference](#) for school governors, school leaders and those interested in school governance. It will feature a variety of panels and workshops on topics to suit every attendee; issues surrounding Pupil Premium, succession planning, onboarding new governors, or academisation, there will be plenty to explore at the conference.

**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](#).

### **6 and 20 October 2022, 1 and 15 February 2023: 'Challenging privilege, navigating intersectionality'**, Advance HE

[These virtual workshops](#) is designed to provide participants with the skills, knowledge and confidence to adopt an intersectional approach to understanding and dealing effectively with a range of equality and diversity issues in the workplace. If you're involved in teaching or management, and interested in improving inclusivity in your practice, this will be for you. Find out more, and confirm dates with Advance HE.

### **12 October 2022: 'Next steps for student mental health in Higher Education'**,

Westminster Higher Education Forum online policy conference

Strategies and best practice, resources and government policy, joint working, academic rigour, and support for vulnerable groups. This conference focuses on the provision of mental health support in higher education, in the face of challenges and concerns for students in the wake of the pandemic.

[The conference](#) will be an opportunity to examine a range of policy initiatives, along with funding, announced by the government including the scheme aimed at bringing universities together with the NHS and other services to enhance support and improve the student experience - and the appointment of Professor Edward Peck, who is a keynote speaker at this conference, as the first Student Support Champion.

Areas for discussion include:

- mental health strategies
- resources
- joint working
- teaching, learning and assessment
- higher-risk student communities.

Speakers include: Professor Edward Peck, Vice-Chancellor and President, Nottingham Trent University; and Student Support Champion, Department for Education; Dr Omar Khan, Director, Centre for Transforming Access and Students Outcomes in Higher Education (TASO); Dr Dominique Thompson, Founder, Buzz Consulting; Jem McKenzie, Reading University Student Union; Helen Moulinos, POhWER; Dine Romero, Bath & North East Somerset Council; and Nicola Turner, UCAS. Book [here](#).

### **20 October 2022, 2-3 pm: Young Carers and Higher Education – A virtual roundtable**

Young Carers Alliance and Carers Trust looking at opportunities around identification and support for students at university who have got caring responsibilities. Invitation for people who are either doing work in this area or are interested in improving their own setting's provision to join a virtual roundtable. This will be the chance to talk about work you are doing, or that you are hoping to do and also discuss ideas for wider development. The idea would be this would be the springboard for a wider Research, Policy and Practice forum on the topic in early 2023.

If you would be interested in attending this roundtable, or to be kept updated on any developments, please e-mail Andy McGowan, Head of Engagement, Caring Together

[youngcarersalliance@caringtogether.org](mailto:youngcarersalliance@caringtogether.org)

## **2 November 2022: 'Equality Diversity and Inclusion Colloquia', Advance HE**

These face-to-face sessions Location TBC focus on key areas of work for inclusive practice in higher education. Each colloquium is facilitated by a Senior Advisor from Advance HE with specific expertise in the area being discussed.

The events offer staff a useful forum to encourage the exchange and dissemination of different ways of thinking about key EDI challenges and new approaches and will be of interest to anyone wishing to improve their knowledge and upskill their practice.

This [one-day, in-person colloquium](#) will focus on current issues relating to equality, diversity and inclusion, provide examples of good practice within the sector to address these, and will provide a safe space for discussion.

The colloquium will include keynote speakers, interactive sessions and oral presentations from EDI practitioners and lecturers.

This colloquium will provide practitioners with access to an open and supportive environment and a valuable peer network to share and discuss contemporary practice and initiatives. It will enable participants to develop a principled, evidence-informed approach to devising subsequent support and guidance for change in enhancing student success in HE.

## **8 November 2022: Student Success in the context of Taught Student Education, Student Success Conference, Leeds University**

[This free conference](#) at the University of Leeds will explore and reflect on the meaning of Student Success in the context of Taught Student Education. There will be a mixture of keynotes, panels, and parallel sessions where you can engage with colleagues on a variety of themes including:

- what do we mean when we talk about Student Success?
- designing a curriculum that is engaging and fosters belonging
- design thinking and Curriculum change
- inclusive pedagogies and authentic assessment
- co-creation and Student Voice
- using data to action change.

We would like to invite colleagues to submit proposals to present papers or best practice on these themes at the conference [via this online form](#) by Sunday 11 September 2022.

## **22 November 2022: NNECL Annual Conference 2022**

Save the date. The [NNECL Annual Conference](#) will be held, at the Friends' Meeting House in Central Manchester. John Blake, the new Director for Fair Access and Participation at the Office for Students, is confirmed for one of the keynote sessions and further details of the programme will be available soon. We have lots of great proposals for workshop sessions and will be touch shortly to discuss options for the available timeslots.

Further details to follow shortly.

## **25 November 2022, 10am-1pm: 'Young carers and health - a Research, Policy and Practice Forum', Young Carers Alliance**

Date for your diary. Booking details and calls for contributions will come out in the coming weeks.

## **8 December 2022: 'Student Retention and Success Symposium', Advance HE**

[This face-to-face symposium](#) will provide an open and supportive environment within which to share and discuss contemporary practice and initiatives in student retention and success; providing evidence-informed examples and ideas for university staff and students to address the challenges of attrition, retention and student success in higher education.

The event will include a keynote speaker alongside participant-led workshops and presentations. By way of a call for papers, we will invite participants to consider how practices can be enhanced to reduce attrition, assist with transition stages and ensure students achieve their objectives. The call for papers will open in July 2022.

## **15-16 March 2023: 'Equality, Diversity and Inclusion Conference 2023: The Shoulders of Giants: Listening, Learning and Improving our Practice', Location TBC**

This face-to-face conference offers an opportunity to think about how we can build our learning on equity, diversity and inclusion creatively, drawing on a wide range of experiences, thinking and practice.

Who are our 'giants'? What is our framework of reference for recognising them? How do we challenge exclusionary notions of scholarship, evidence and expertise, and acknowledge and value the work of scholars and practitioners from marginalised groups?

How do we ensure that we are learning from the widest diversity of sources/resources/lived experience/location?

How do we ensure diversity amongst future 'giants' in the way we encourage, support, value and promote our students and staff?

What can we learn from EDI thinking and practice in sectors other than Higher Education?

How do we create opportunities to share/benefit from EDI expertise with international partners?

The conference will run across two days with an optional evening dinner and entertainment on the evening of the 15 March. Delegates can attend the full conference or choose the one day that resonates most with their work, experiences or requirements. There will also be an early evening reception for Athena Swan and Race Equality Charter award winners from recent application rounds, these winners will also be offered the opportunity to showcase their work during specific sessions in the conference programme.

The call for proposals for this conference is now open until **12 noon on 3 October 2022**.

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## 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 People, Culture and Inclusion, NCVQ (Championing Voluntary Action)**

NCVO has a unique role to play in enabling voluntary organisations and volunteers to thrive. The role of [Director of People, Culture and Inclusion](#) is pivotal to delivering the NCVQ vision, will be critical in supporting and challenging NCVO to continually develop and improve their organisation. There are a number of key priorities: first, you will develop, lead and deliver our people strategy, acting as our lead expert in people practice. We want you to build an organisation in which people feel empowered to thrive in their roles and deliver our ambitious strategy. As an influential part of the leadership team, you'll be a visible role model for colleagues and members in our continuing cultural transformation. At its heart is an absolute commitment to diversity, equity, inclusion and belonging, and you'll support individuals to achieve their full potential. You will contribute at the highest level, not only to developing and delivering our strategic objectives but also supporting the people, culture and inclusion committee, reporting to the board of trustees and leading our relationship with Unite. Within NCVO, you will oversee our people management processes, ensuring that they are both relevant and fully compliant. We will look to you to provide the professional and managerial development that will embed compassionate, values-led leadership and realise organisational potential. But – for a sector support organisation like NCVO – there's also an important external facing role, supporting and fostering culture change and inclusion on a sector-wide basis. You will relish the opportunity to be an external advocate, communicating and sharing our learning and practice with the sector.

Candidates will be CIPD qualified, or have equivalent experience gained at a senior level, probably within the third sector. You will be highly knowledgeable about employment law, people and change management best practice, cultural challenges in the voluntary sector and the way to build positive workplace cultures. As well as being an organised team leader, with highly advanced data skills, you will exemplify collaborative working – demonstrating what valuing, engaging and developing employees looks like every day. An outstanding communicator, you won't be fazed by conversations about complex or challenging issues with a range of audiences, including highly qualified and expert colleagues. Together with the CEO the new Director will work with colleagues to create an organisation that is approachable, inclusive, relevant and trusted; respected for the leadership and convening role it plays and also for being a learning organisation that continues to adapt to changes in the sector and wider society. Location: flexible base, with regular meetings in London. The Chief Executive, Sarah Vibert, would love to hear from you.

Full time, permanent post. Salary: £74,000 London/£70,000 regional per annum. **Closing date not given.**

### **Deputy Director of Student Services, University of East London**

As [Deputy Director of Student Services](#), you will provide expert leadership that ensures the delivery of a range of high quality, innovative and pro-active student services that enhance the student experience, develop health gain and support student success. Working in partnership across the university, you will demonstrate a high level of professional credibility and create a culture of continuous improvement and innovation to meet UEL's strategic objectives.

Key responsibilities will include overseeing the university's safeguarding processes and leading on the university Mental Health Charter, Wellness Strategy and support provided to students who have experienced sexual violence and harassment. Ultimately, you will provide senior leadership in the delivery of pastoral, social and cultural student opportunities that contribute to student identity, safety, resilience, well-being and a sense of belonging.

To apply you must have a deep knowledge and understanding of the higher education sector and senior leadership experience of complex service areas including at least one of the function areas encompassed by this role. You will be able to influence at a senior level and demonstrate an excellent appreciation of the need for a whole university approach to well-being. With experience of safeguarding in an HE context and university approaches to preventing gender-based violence, harassment and hate crime, you will be able to develop and deliver policies and strategies that enable students to succeed. **A clinical background is essential.**

We are looking to appoint an inspirational leader with enthusiasm, vision, initiative and sound judgement, and the ability to manage complex human situations in a compassionate, effective, pragmatic way. Most importantly, you will have the ability to develop effective relationships both internally and externally, and a commitment to equality and inclusion and the delivery of services that meet the needs of a diverse, multi-cultural student body. Location: Docklands Campus.

Further information and details of how to apply, please

visit <https://www.dixonwalter.co.uk/opportunities/deputy-director-of-student-services-uel/> or contact Emma Wilkins at Dixon Walter on 07741 875289 or at [emma@dixonwalter.co.uk](mailto:emma@dixonwalter.co.uk)

Full time, permanent post. Salary: £70,000 - £75,000 per annum. **Closing Date: 6 September 2022.**

### **Head of Inclusion and Wellbeing Advisory, Business in the Community**

Business in the Community is looking for an experienced [Head of Inclusion and Wellbeing Advisory](#) to lead our team of subject matter expert advisers, growing our offer and drive impact through advisory services. The role will involve

- leading the inclusion and wellbeing advisory team for BITC to achieve delivery of first-class expert advice, support and convening opportunities in order to drive impact and engagement within companies
- enabling growth of our inclusion and wellbeing Advisory services, including via delivery of strategic projects (consultancy)
- overseeing operational excellence for development of advisory products and services and consultancy approaches/methodologies and training offers
- ensuring alignment with BITC's strategic direction.

The successful candidate will have in depth understanding of issues and opportunities for employers to take action on inclusion and employee wellbeing. They will have experience of business development, team growth and be an inclusive team leader.

We grow the responsible business movement and collectively create a greater impact focused on:

- developing a skilled and inclusive workforce
- ensuring work is good for everyone
- innovating to sustain and regenerate the planet
- building thriving communities.

Full time, permanent post. Salary: £53,820 to £74,520 per annum outside of London, with London weighting the salary for this role is £56,925 to £77,625 depending on experience. **Closing date: noon, 15 August 2022.**

### **Access and Participation Programme Manager, Education and Student Experience, London South Bank University**

The University is seeking to appoint a programme manager to oversee the implementation and development of their Access and Participation Plan (APP). Their APP contains their commitments to widening access and participation, and ensuring the best outcomes for their students. It also reflects

the work that they do in schools and colleges, both to encourage greater participation in higher education from underrepresented groups, and also how they seek to support schools to improve outcomes for students in pre-16 educational settings.

[The APP Manager](#) will be employed by London South Bank University, and line managed by the Associate PVC Education and Student Experience. However, you will also be working with diverse colleagues across the institution, as well as having opportunities to collaborate with South Bank Academies and South Bank Colleges.

The APP Manager will be responsible for overseeing the activities contained within the APP, and ensuring that reports and evaluation outcomes are reported to relevant boards and committees on a regular basis. You will be supported to develop and grow your own external network in this area, and to take up opportunities to share good practice with the wider sector. The University is operating a hybrid working model which means a mix of working on site and from home, confirmation of days worked on campus are arranged with the line manager.

Full time, permanent post. Salary: £46,727 - £54,874 per annum, inclusive of £4,578 London Weighting. **Closing date: 14 August 2022.** Interview date: w/c 22 August 2022.

### ***London Uni Connect (LUC) Project Manager, London South Bank University***

The [London Uni Connect](#) partnership works with schools and colleges across London to increase awareness amongst young Londoners of the opportunities available in higher education; the partnership is based at London South Bank University.

[The LUC Programme Manager](#) will be based at London South Bank University, and will work closely with our network partners: AccessHE, Aimhigher London, and Linking London. You will be supported by an Evaluation and Data Manager, and will report to the Associate Pro Vice Chancellor Education and Student Experience.

You will engage regularly with the independent higher education regulator, the Office for Students, who fund the national Uni Connect programme. Your role will be to ensure the operational delivery of the London Uni Connect programme, according to operational plan which is reviewed on an annual basis.

There will also be opportunities to develop collaborative work with wider networks across the UK, and so the post will be an excellent developmental opportunity for a candidate developing their career in widening access and participation, and related areas.

This is an exciting opportunity for someone with excellent project management skills, and knowledge of the education sector. London Uni connect is particularly keen to receive applications from candidates with a strong commitment to widening access and participation, and ensuring equitable outcomes, for underrepresented groups in education.

Please note that the University is operating a hybrid working model which means a mix of working on site and from home, confirmation of days worked on campus are arranged with the line manager. For informal enquiries please contact: Professor Tony Moss, Associate PVC Education and Student Experience, [mossac@lsbu.ac.uk](mailto:mossac@lsbu.ac.uk)

Full-time basis, fixed term for 3 years in the first instance. Salary: £46,727 to £54,874 per annum, inclusive of £4,578 London Weighting. **Closing date: 14 August 2022.**

### ***Widening Participation Manager, Student and Academic Services, City University of London***

[The Widening Participation Manager](#) will be the lead for widening participation at City, overseeing targeting, evaluation and the ongoing development of programs using an evidence-based approach. You will manage the widening participation outreach team, support collaboration across the institution and with external partners, aligning and joining up the work of the team with City's strategic direction, requirements from the OfS, student EDI, work on civic engagement and contextual admissions.

City's Widening Participation Team empower underrepresented learners to access and succeed in higher education. We deliver engaging and exciting programs aimed at preparing and supporting learners to make well informed choices about their future.

We strive to provide exciting and challenging experiences of university with a focus on early engagement, careers information, advice and guidance and attainment raising. City's outreach activities are targeted to reach those who will most benefit, and where we can have the greatest impact.

You will have a thorough understanding of and commitment to widening participation, equality, diversity and inclusion and social justice, evidence through your work experience. You will be an experienced and motivational manager and leader, with the ability to work across City and beyond to

create a network to support the progress and success of City's widening participation outreach provision. You will be creative and collaborative, with a commitment to an evidence-based approach, ongoing evaluation, and continual improvement.

Please contact [sarah.wood.1@city.ac.uk](mailto:sarah.wood.1@city.ac.uk) for an informal conversation about this role.

Full time, permanent post. Salary: £46,041 - £54,943 per annum. **Closing date: 14 August 2022.**

Interviews are scheduled for 30th and 31st August.

### ***Future Quest Programme Manager, University of the West of England***

UWE is the lead partner in a collaborative outreach programme delivering an exciting range of activities to young people in Bristol aged 4-21+. The programme, Future Quest, aims to increase participation in Higher Education by helping the young people gain new skills and confidence and to explore a range of possible futures. [The Future Quest Programme Manager](#) will lead a programme team which spans all four Higher Education Institutions in the Bristol region to deliver innovative and impactful outreach, as well as managing funder and stakeholder relationships across the partnership.

You will be experienced in managing complex programmes or multiple projects with large budgets and demanding reporting requirements. You will be highly skilled in planning and organising team workloads as well as your own, with excellent communication and relationship management skills and up to date sector knowledge of widening participation and further/higher education.

If you would like an informal discussion about this opportunity, please contact Hannah Tebbutt on 0117 328 5824 or email: [Hannah2.Tebbutt@uwe.ac.uk](mailto:Hannah2.Tebbutt@uwe.ac.uk)

Full time, fixed term post, though available on a job share basis for applicants wishing to work part time. Salary: £40,927 to £44,706 per annum. **Closing date: 14 August 2022.**

### ***Schools Engagement Manager, Aimhigher, Aimhigher London office, Kingston University***

We seek a highly motivated professional with a proven track record of project and relationship management. As a key member of a small team the Schools Engagement Manager will be responsible for coordinating elements of the LPP in school ensuring programme activity is meeting the needs of and is accessible to staff and the wider school and troubleshooting any issues that may arise.

AHL ([Aimhigher London](#)) are one of three networks who comprise London Uni Connect, one of 29 consortia who deliver the [Uni Connect](#) OfS-funded programme nationally to increase access to higher education for those under-represented in HE. AHL are looking for a highly organised and motivated colleague to lead on the engagement of our stakeholder schools. You will be the main point of contact for coordinators in partner schools to access and participate in the LPP (Learner Progression Programme) a series of sustained and progressive outreach activities targeting learners in years 8-13. You will be an engaging, motivated and creative communicator with people at all levels, with a good understanding of schools' needs and the barriers faced by young people in relation to progression.

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.

Your understanding of 'what works' from the schools' perspective will inform your approach to maintaining an effective communication strategy to support staff and learners to fully access the Learner Progression Programme and wider network opportunities. You will create and maintain contacts in partner schools and identify an efficient and effective system to facilitate the identification of target learners and collection of participant data. Consistently promoting the benefits of involvement in programme activity for learners, parents and staff you will agree a system of communication with schools that minimizes the burden on staff time but maximizes exposure to wider network opportunities. This is a fantastic opportunity to influence schools' understanding of progression opportunities and effect change at a learner and schools' level. Start date: asap.

Informal enquiries to Suzanne Marchment, [s.marchment@kingston.ac.uk](mailto:s.marchment@kingston.ac.uk)

Full time, fixed-term post until 31st July 2023 (opportunity to extend until 31st July 2025 pending confirmation of funding). Salary: £37,800 per annum. **Closing date: 5pm, 2 September 2022.**

Interview date: 9 September 2022.

### ***Widening Participation and Undergraduate Recruitment Officer, University of Bristol***

The Home Recruitment and Conversion Team is looking for a [Widening Participation and Undergraduate Recruitment Officer](#). The role is varied and fast paced and involves working with a range of stakeholders across the team, the wider University, and in schools and colleges. The role is

ideal for someone with significant experience working with students from underrepresented BAME communities.

You will lead on range of projects such as Insight into Bristol – a residential experience for students from a diverse range of backgrounds, and a bespoke conversion programme for Black and Asian offer-holders. You will also work with target schools and colleges, with an emphasis on engaging students from underrepresented groups including 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 requiring the postholder to work across different projects in a collaborative environment.

You enjoy working in collaborative teams, working across a diverse portfolio of projects. You are organised and details-orientated and thrive when balancing many different work streams, often with competing deadlines. You have excellent data and evaluation skills. You are resilient and positive, even when dealing with complex and challenging problems. You are confident and assertive and can communicate well with anyone with your excellent relationship building skills. You must have a keen interest in changing the University for the better and making it more accessible for underrepresented groups in the long term, as well as an ability to identify and action "quick wins" to make a difference to students in the short term.

For informal queries please contact Georgia Price [georgia.price@bristol.ac.uk](mailto:georgia.price@bristol.ac.uk)

Full time, permanent post. Salary: £35,333 - £39,745 per annum. **Closing date: 23 August 2022.**

### ***Student Recruitment and Widening Participation Senior Officer (Programmes), Queen Mary's University London***

We're excited to be recruiting to the role of [Student Recruitment and Widening Participation Senior Officer](#) (Programmes). The post holder will primarily be responsible for delivering the University's flagship Access to Queen Mary programme, including marketing and recruitment as well as planning and delivery of associated events and activities. The post holder will also work closely with Queen Mary's Student Ambassadors to ensure effective delivery of the outreach curriculum with parents, teachers and supporters, alongside key schools and colleges.

This is a great opportunity to develop your project management skills, work with a wide range of stakeholders, and be at the forefront of the access agenda at the best university for social mobility in the country ([Sutton Trust](#)).

Please direct any informal enquiries to Poppy Hudghton, [p.h.hudghton@qmul.ac.uk](mailto:p.h.hudghton@qmul.ac.uk).

Full time, permanent post. Salary: £34,733 - £40,797 per annum. **Closing date: 21 August 2022.**

### ***Widening Participation and Undergraduate Recruitment Officer, External Relations, University of Bristol***

The postholder will lead on range of projects such as Insight into Bristol – a residential experience for students from a diverse range of backgrounds, and a bespoke conversion programme for Black and Asian offer-holders. You will also work with target schools and colleges, with an emphasis on engaging students from underrepresented groups including BAME audiences. The [Widening Participation and Undergraduate Recruitment Officer](#) 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 requiring the postholder to work across different projects in a collaborative environment.

Contact: Georgia Price (Widening Participation Manager) at [georgia.price@bristol.ac.uk](mailto:georgia.price@bristol.ac.uk) for informal enquiries.

Full time, permanent post. Salary: £35,333 - £39,745 per annum. **Closing date: 23 August 2022.**

### **Academic Progression Officer, Department of Geography, University of Durham**

The purpose of the role is to provide a comprehensive confidential support service to undergraduate and postgraduate students (taught and research) to manage their academic progression needs, enabling them to navigate individual pathways that reflect their personal circumstances and support their wellbeing. [The Academic Progression Officer](#) will be required to work closely with colleagues in colleges, University Counselling Service, Disability Support and Occupational Health, as well as with academic members of staff and representatives of the Board of Examiners, to ensure that students have access to all appropriate avenues of support and that individual pathways are geared towards assuring the best possible academic experience, whatever the challenges.

The purpose of the role is to ensure coordination with relevant colleagues and services to innovate around welfare management and the development of proactive approaches to encouraging and supporting students to take responsibility for their own self-care, which incorporates approaches to academic study as well as psychological wellbeing. It is expected that the post-holder will contribute to strategic thinking and work at Faculty and University level as well as within the department.

The role plays an essential role in providing assurance of equity in the way in which student support is provided and academic policies are applied, as well as in the department's approach to supporting a diverse and inclusive community.

Role responsibilities include:

- providing management for the operation of a stakeholder focused service delivery area.
- managing and monitoring service performance and provide metrics and reports to Service Heads, making recommendations as appropriate.
- participating in and monitoring communities of practice and partnership working internally and externally.
- networking and engaging with external and internal stakeholders to gather feedback and identify future service needs, to ensure excellence in service provision.
- contributing to the development of operational and strategic plans and service level agreements.

For further information regarding this post, please contact; Deborah Morgan-Anderson, Departmental Manager, [deborah.morgan-anderson@durham.ac.uk](mailto:deborah.morgan-anderson@durham.ac.uk)

Fulltime, fixed term post for 12 months. Salary: £34,304 - £40,927 per annum. **Closing Date: 14 August 2022.**

### **Project Manager, Educational Engagement, University of Leeds**

The University is looking to recruit an experienced Project Manager to work with Professor Iyiola Solanke on "Generation Delta: Nurturing the next generation of Black, Asian and Minority Ethnic (B.A.M.E) female professors", a 4-year project funded by the Office for Students / Research England to look into the access and success of women from Black, Asian and minority ethnic (BAME) backgrounds in post-graduate research programmes.

[The Project Manager](#) will play a key role in managing and co-ordinating this project and will be expected to have proven developed organisational skills. The role will be based in Leeds. You will work closely with the Principal Investigator (PI) as well as all team members to manage the delivery of the project. You will also work with the project team to draft regular project reports.

Do you have experience of providing managing multi-location projects? Are you a well organised individual with excellent interpersonal and communication skills? Are you familiar with issues of race and gender equality in education and principles of widening participation?

To explore the post further or further queries to: Iyiola Solanke, Primary Investigator Generation Delta, Professor of EU Law and Social Justice and Dean, EDI, University of Leeds: [i.solanke@leeds.ac.uk](mailto:i.solanke@leeds.ac.uk)

Part time (0.5 fte), fixed term post until 31 January 2026. Salary: £34,304 to £40,927 p.a. pro rata. **Closing date: 15 August 2022.**

### **Equality, Diversity and Inclusivity Manager, Guildford School of Acting, University of Surrey**

Guildford School of Acting (GSA) at the University of Surrey is one of the most highly regarded conservatoires in the UK, with a vibrant community of performers, performance makers, creative practitioners and technicians graduating from our wide variety of programmes each year. As well as providing professional training and study at undergraduate and postgraduate level, GSA also runs a Junior Conservatoire, a vibrant Saturday School and a number of other short courses, as well as a full programme of public productions and events.

The GSA is seeking an Equality, Diversity and Inclusivity Manager to join them to continue their work developing a strategic and operational framework for Equality, Diversity and Inclusivity (EDI); who will contribute to leadership for GSA EDI, and to EDI strategy and activity in the wider Faculty. You will be pivotal in supporting ongoing cultural change and creating an inclusive environment, where all equality issues are firmly embedded within GSA's procedures and practices, without exception.

The successful candidate will take responsibility for developing and implementing EDI strategies, policies and initiatives that will affect positive cultural and systemic change. Some of these already exist (e.g. an Athena Swan action plan and Anti-Racism Action Plan), and they need to build and grow this work across all areas. You will be a key part of promoting best practice in EDI, as well as acting as an ambassador for EDI, raising awareness and identifying priority areas for targeted action.

The University is looking for a collaborative person who will work closely and supportively with staff across academic, professional and technical roles, students, key stakeholders and members of the School, Faculty and University committees as appropriate.

Location: Guildford. For an informal discussion please contact Dr Catherine McNamara, Head of GSA at [c.mcnamara@gsa.surrey.ac.uk](mailto:c.mcnamara@gsa.surrey.ac.uk)

Full time, permanent post. Salary: £33,719 to £40,237 per annum. **Closing date: 22 August 2022.**

### **Outreach Manager IESAM**

As [Outreach Manager](#), you will lead the development, delivery and evaluation of an outreach strategy for IESAM. You will be responsible for the coordination of knowledge and skills transfer between education providers to enable the core vision of the project. You will deliver outreach activities for the consortia, in partnership with UniConnect, which promote wider participation and inclusive access to PEMD vocational pathways.

The Institute of Electrification and Sustainable Advanced Manufacturing (IESAM) is a consortium which will develop a flexible, high-quality Power Electronics, Machines and Drives (PEMD) training pipeline. The consortium, led by Newcastle University, consists of the North East Institute of Technology (a partnership of Further Education colleges, Newcastle University and industry led by New College Durham) and other universities and colleges in the region.

Informal enquiries are welcomed and should be directed to Laura Thomson, Head of Business, Innovation & Skills via e-mail to [Laura.Thomson@ncl.ac.uk](mailto:Laura.Thomson@ncl.ac.uk)

Full time, fixed term post for three years. Salary: £32,348 - £34,308 with progression to £42,155 per annum. **Closing date: 31 August 2022.**

### **Grants Development Officer – Support for Boarding, Buttle UK**

Buttle UK is looking to recruit a [Grants Development Officer – Support for Boarding](#), to be a member of the grants team and manage the administration, assessment and processing of Support for Boarding grants for individual children across the UK, as well as other related projects and activities. Buttle UK supports those living in financial hardship and dealing with multiple social issues. We provide funding to improve emotional, educational, and social outcomes for children and young people. For a small number of children, whose ongoing home environment is disruptive and chaotic, grants which support them to go to boarding school. We are looking for someone to join our small and enthusiastic team achieving amazing things. Applicants will have a demonstrable passion for improving outcomes for children and young people, have knowledge and experience of the aims, objectives and practices of boarding schools and bursaries, and experience of working in partnership with a wide range of stakeholders. Applicants should be flexible, friendly, and efficient with the ability to negotiate and resolve complex situations. You will share our values of being child focused, empathetic, responsive, collaborative, and accountable. Knowledge of issues around child poverty and social welfare issues in the UK, the ability to work independently and excellent communication skills are all essential to the role of a Grants Development Officer – Support for Boarding. The role of the Grants Development Officer – Support for Boarding is vital in ensuring funds reach those who need our support most.

We are open to flexible working and allocating the 28 hours per week as suits you, e.g., to accommodate care responsibilities, other work commitments, or personal preference. Please make this clear in your application.

Permanent, part time post (0.8). Salary: £32,300 – £37,400 per annum, pro rata. **Closing date: 24 August 2022.**

### ***Student Support & Progression Officer, Statistics. University of Warwick***

The [Student Support & Progression Officer](#) will work as part of the Department's Student Support Team, undertaking a lead role in the development and delivery of pastoral and study-related support to undergraduate, masters and visiting students, promoting student wellbeing, engagement with the teaching and learning experience, and facilitating the fulfilment of academic potential. This newly created, pivotal role will take the lead in providing wellbeing support for students facing personal and academic issues and will underpin the Department's student support strategy by planning, delivering, and reviewing initiatives to bolster the welfare and maximise the progression and potential of our students.

This is a busy and important role which will centre around providing direct support to students experiencing difficulties affecting their learning, meeting students to listen, empathise, guide and signpost to wider student support services to resolve issues. This role will work closely with the Director of Undergraduate Studies, Director of Student Experience and Progression and the Taught Programmes Manager, being a key member of the Student Support Office. The postholder will be at the forefront of planning and delivering a programme of activities and initiatives designed to support student wellbeing and will have the opportunity to contribute towards Departmental strategy in maximising student academic progression.

The successful candidate will be a resilient, compassionate, and resourceful person with the ability to work well in a team, and under their own initiative, and show a strong track record of working with and providing support to students and will have demonstrable ability and resilience to organise a busy workload and to juggle competing priorities. The ability to remain calm when faced with sensitive issues is a key component of the role as are excellent communication and interpersonal skills, including the ability to build rapport, handle confidential information and situations appropriately, and liaise with staff and students in a sensitive, diplomatic, and professional manner.

A high degree of IT literacy and the ability to work across the MS Office suite and management information systems (such as Tabula) are a must, as well as the ability to analyse and present statistical information.

Informal enquiries to find out more about the role can be directed to David Kinmond, Taught Programmes Manager [d.kinmond@warwick.ac.uk](mailto:d.kinmond@warwick.ac.uk)

Full time, permanent post. Salary: £31,406 - £40,927 per annum. Closing Date: 16 August 2022.

### ***Evaluation Manager, Student Recruitment, Edge Hill University,***

The [Evaluation Manager](#) will lead the Widening Access and Participation Team and the wider university to design and deliver effective mixed method evaluations of their APP interventions, so we can demonstrate the impact of our work. They will work across the student lifecycle of:

- access to Higher Education (widening the participation of students from underrepresented student groups)
- success within Higher Education (improving the continuation and attainment of underrepresented student groups)
- progression from Higher Education (improving the graduate outcomes of underrepresented student groups)

This is an exciting opportunity for an Evaluation Manager to have a real impact using mixed method evaluation skills to support the delivery of our Access and Participation Plan. The Evaluation Manager is a key post within the Widening Access and Participation Team. This team lead on the development and implementation of the university's Access and Participation Plan (APP) to support students from underrepresented groups into and through their higher education journey.

As an Evaluation Manager, you will have experience of working within a Widening Access and Participation focused role, with knowledge of the Office for Students evaluation requirements, and the Higher Education Access Tracker (HEAT). You also have demonstrable knowledge and experience of using socio-demographic data to interpret evaluation findings. You will be a confident evaluator, with knowledge of effective practices and methods relating to qualitative and quantitative evaluation, and a proven ability to evaluate interventions/programmes.

You can effectively influence colleagues to help in the fulfilment of our APP by confidently leading others to follow the evaluation approaches required by the regulator, the Office for Students. You are a natural collaborator who is able to plan and organise own workload, manage competing or evolving priorities to meet deadlines, and to work professionally within a large complex organisation with minimal supervision. You have excellent communication, influencing and interpersonal skills with an ability to engage effectively and positively across a range of teams and departments, and with external stakeholders

Location Ormskirk, West Lancashire. For informal enquiries about this vacancy contact: Emma Hall, Interim Head of Access and Participation, [emma.hall@edgehill.ac.uk](mailto:emma.hall@edgehill.ac.uk). Full time, permanent post. Salary: £31,406 to £34,304 per annum. Closing date: 18 August 2022.

### **Widening Participation Senior Officer (Outreach for Medicine & Dentistry), Students & Education Department: Social Mobility & Widening, King's College London**

The [Widening Participation Senior Officer](#) role supports young people from underrepresented backgrounds applying to university and aspiring to study medicine, dentistry or healthcare courses. This includes navigating the additionally complex application process required for medical and dental schools.

The role involves leading the development of clinical skills sessions within their [Year 7 – 9 King's Scholars programme](#), working with colleagues to project manage the [K+ Year 12 – 13 Medicine and Dentistry streams](#), and co-leading outreach for medicine & dentistry work experience support and summer schools:

- co-leading the project management of work experience and admissions support for prospective medicine and dentistry students
- maintaining good working relationships with a range of colleagues and partners including schools, academics, local hospital Trusts, medical and dentistry schools, admissions and current students employed as ambassadors
- collecting and analysing data to report annually on programme effectiveness.
- managing project budgets
- supporting with the organisation and delivery of the Department's summer schools.

Applications are encouraged 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. This is a full-time post, but applications from candidates seeking a flexible work pattern within their 10am to 4pm service operating hours are welcome. Currently a hybrid working role with both work from home and on campus, the role will be based in the department, currently on the Waterloo campus. Contact details: Abi Robertson Widening Participation Manager (Partnerships), [abi.robertson@kcl.ac.uk](mailto:abi.robertson@kcl.ac.uk)

Full time, fixed term for 18 months post. Salary: £33,114 - £37,804 per annum, including London Weighting Allowance. **Closing date: 28 August 2022.**

### **Student Recruitment and Access Officer (Colleges), Global Recruitment & Admissions, 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 \(Colleges\)](#) 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 UK Student Recruitment, Outreach or similar role with post 16 students
- 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 more information contact Amy Fairbrother, Student Recruitment and Access Manager  
[a.fairbrother@reading.ac.uk](mailto:a.fairbrother@reading.ac.uk) or on 0118 378 3832

Full-time, fixed term maternity cover post. Salary: £31,406- £40,927 per annum. **Closing date: 14 August 2022.**

### ***Impact and Evaluation Officer, Marketing and Advancement, Loughborough University***

This is a new position designed to manage and support the evaluation of student access and participation initiatives across the whole student lifecycle. The [Impact and Evaluation Officer](#) will involve interaction with a wide range of colleagues across the University, and the development of close relationships with those working in outreach, student support, planning and careers teams. Central to this role is designing and delivering high quality evaluations, as well as embedding the use of best practice more widely. The post-holder 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.

We welcome applications from all candidates with an interest in these roles, which require experience of undertaking qualitative and quantitative research or evaluation. We are committed to equality of opportunity, to eliminating discrimination and to creating an inclusive working environment for all. We therefore encourage candidates to apply irrespective of age, disability, marriage or civil partnership status, pregnancy or maternity, race, religion and belief, gender identity, sex, or sexual orientation. For informal enquiries regarding this post please contact Mandy Crow, Access and Participation Manager [m.crow@lboro.ac.uk](mailto:m.crow@lboro.ac.uk).

Full time, permanent post. Salary: £31,406 - £40,927 per annum. **Closing date: 31 August 2022.**  
 Interviews: 22 September 2022

### ***Faculty Engagement Officer, External Relations, University of Bristol***

Collaborating with the Home Recruitment & Conversion Team and academic colleagues from across the Faculty, the primary purpose of this role is to coordinate the academic content for our major projects, such as Access to Bristol and our Summer Schools. In addition, you will develop an in-depth understanding of Widening Participation in Arts, including data on student intake and the particular priorities of the Faculty. The [Faculty Engagement Officer](#) will deliver evidence-led subject-specific Widening Participation initiatives to diversify the student body. You will collaborate with other members of the team, academics, professional services staff, charity partners and schools, understanding and responding to the priorities of these groups whilst delivering against core Widening Participation aims.

Contact: Laura Anders (Widening Participation Manager) at [laura.anders@bristol.ac.uk](mailto:laura.anders@bristol.ac.uk) for informal enquiries.

Full time, permanent post. Salary: £30,497 - £34,304 per annum. **Closing date: 23 August 2022.**

### ***Widening Participation Officer, Student and Registry Services, University College London***

The Access and Widening Participation Office leads on the development and implementation of UCL's strategies to widen access to UCL from underrepresented groups. [The Widening Participation Officer](#) is responsible for delivering projects to address long-term barriers to higher education, particularly attainment of young people from underrepresented groups. They coordinate and deliver a range of attainment raising and IAG programmes for young people from primary school age to Year 11.

Applicants should have experience of coordinating projects, programmes or events, as well as experience of working with children and young people, and schools. A positive and practical approach to work, problem solving skills, and the ability to prioritise a high volume of complex work effectively are key requirements for the role. The successful candidate will be a strong communicator, verbally and in writing, and will have the ability to tailor communications for a range of audiences, including children, young people and their families.

We are operating hybrid working and you will have the opportunity to work remotely for up to 3 days a week if you wish.

If you have any queries regarding the vacancy or the application process, please contact Jennifer Whitney at [j.whitney@ucl.ac.uk](mailto:j.whitney@ucl.ac.uk)

Full time permanent post. Salary: £29,802 to £34,867 per annum (inclusive of London allowance).  
**Closing date: 15 Aug 2022.**

### **Widening Participation Officer, Churchill College, University of Cambridge**

Churchill College seeks to recruit a Widening Participation Officer to strengthen the existing Admissions team.

[The Widening Participation Officer](#) has three primary duties, all of which will be completed under the management of the Lead Admissions Tutor, and in co-operation with the Senior Tutor, Admissions Tutors, and Admissions Officer:

- to build and maintain the College's links with schools and colleges with a view to reaching out to and recruiting high-quality undergraduate students, especially from among under-represented groups
- to assist with the administration of the annual undergraduate admissions process and the admission of new students
- to lead the development and delivery of outreach and recruitment resources and activities, both in-person and online.

At different points in the year, this post involves a good deal of routine administration, as well as a great variety of interactions with others. Close liaison with academic and non-academic colleagues in Churchill and Cambridge is required, as well as very good communication with schools and colleges, and with individual would-be applicants and their supporters. Some evening and weekend work will be essential. The post-holder will need to be willing to travel extensively and will likely have to stay away from Cambridge on a number of nights each year.

This role would suit an outgoing, highly-organised, capable, and educationally-minded graduate with excellent communication, administrative, and IT skills. An understanding of university admissions would be ideal, optimally in Cambridge. Possession of a current UK driving licence is highly desirable. There will be peaks and troughs in workload across the year with times when additional hours will need to be worked and times where fewer hours will need to be worked.

Churchill is situated just outside the city centre on a superb 42-acre site, it is an academic community of nearly 500 undergraduates, around 400 postgraduates, and more than 200 Fellows. Its foundation specified a particular mission in mathematics, science and technology but it also has many students in the arts and humanities, and academic performance is outstanding across the board. Its student body is notably diverse, including a high proportion of students from UK state schools and colleges, and from under-represented backgrounds.

Additional info, contact the HR Administrator on T: 01223 331637 or via email at [hr@chu.cam.ac.uk](mailto:hr@chu.cam.ac.uk)  
Full time, permanent post. Salary: £28,305 to £38,040 per annum. **Closing date: 24 August 2022.**

### **Widening Access Officers (2 posts), Student Recruitment, Edge Hill University**

[The Widening Access Officer](#) is a key post within the University's Widening Access and Participation team, this team lead on the development and implementation of the university's Access and Participation Plan (APP) to support students from underrepresented groups into and through their higher education journey.

In this role you will support the University to further its Widening Access objectives, and achieve the targets and strategic aims outlined in our Access and Participation Plan (APP) through the development, delivery and evaluation of a range of targeted programmes and events for prospective widening participation student groups. The student groups you will be working with will include Black, Asian and Minority Ethnic students, care leaver, care experienced and estranged students, disabled students and mature students.

As a Widening Access Officer, you should have experience of working with students from a wide variety of backgrounds. You will be a creative, dynamic and proactive person who is willing to work and build effective working relationships with a range of key stakeholders. You are able to work independently, being responsible for the development, delivery and evaluation of new and existing programmes and activity to support our APP. You also have the ability to work collaboratively as part of a team to meet shared objectives and enthuse colleagues.

You can demonstrate excellent communication and interpersonal skills, including well developed negotiation, influencing and networking skills. You have proven IT skills to support efficient communication, organisation and recording of information. You will adopt a positive and flexible approach to work with an ability and willingness to travel throughout the North West and further afield, spend periods away from home, and to work some evenings and weekends as required

For informal enquiries about this vacancy, contact: Emma Hall, Interim Head of Access and Participation at [emma.hall@edgehill.ac.uk](mailto:emma.hall@edgehill.ac.uk)

1 Permanent, 1 Fixed Term for 12 months posts. Salary: £27,924 to £30,497 per annum. **Closing date: 25 August 2022.**

### **Success and Transition Coordinator, The Institute of Contemporary Music Performance**

We are looking for an experienced professional to join as our Success and Transition Coordinator. The [Success and Transition Coordinator](#) will coordinate the delivery of various transition and success projects including personal tutoring, peer mentoring and study skills alongside supporting students from WP backgrounds with additional events and projects. Principal duties:

- coordinate the delivery of ICMP's personal tutoring scheme alongside programme administration and academic colleagues including supporting with the scheme's evaluation
- coordinate the delivery and evaluation of a peer academic mentoring scheme alongside academic colleagues
- coordinate the delivery, development, and evaluation of the Pre-Amp transitional programme
- design, develop, deliver, and evaluate targeted projects and activities that support the transition and success of (WP) students at ICMP
- collaborate across the institution to design and deliver an effective study skills programme for current students
- develop, deliver and evaluate transition activities for our care-experienced students including welcome events, graduation support and activities during their studies alongside our Student Money and Accommodation Officer
- record and monitor engagement and impact of Success and Transition projects including using Theory of Change and ensuring projects are appropriately evaluated and reviewed
- contribute to the fulfilment of ICMP's Access and Participation Plan particularly in relation to our Success targets
- engage and interact with (WP) students alongside the Student Engagement Officer to ensure they are supported, and their voice is reflected in projects and activities
- be a member of both the Access and Transition and Success and Progression working groups. Bringing ideas and contributions to the wider institution.

The successful candidate will demonstrate significant experience of delivering successful projects. Knowledge of access and participation work in higher education, will be an advantage.

If you would like an informal discussion about the post please contact Hannah Trott, Access and Participation Manager [hannah.trott@icmp.ac.uk](mailto:hannah.trott@icmp.ac.uk)

Full time, permanent post. Salary: £27,598 - £39,281 per annum depending on experience. **Closing date: 5 September 2022.**

### **Outreach and Widening Participation Coordinator, Faculty of Law, University of Cambridge**

The Faculty of Law invites applications for an [Outreach and Widening Participation Co-ordinator](#) for a fixed-term period of two years in the first instance. The person appointed will support the Law Faculty in strengthening its widening participation initiatives and outreach activities.

This is a busy and varied role which demands excellent organisational and interpersonal skills, the ability to work independently and use own initiative as well as to work as part of a team. The successful candidate will be self-motivated, possess excellent presentation skills and have the ability to draft publicity materials and reports. The successful candidate will also have excellent IT skills to include Microsoft packages and presentation software. Weekend and evening work may be required on occasion.

Once an offer of employment has been accepted, the successful candidate will be required to undergo an Enhanced Disclosure and Barring Service check. Applications are welcome from internal candidates who would like to apply for the role on the basis of a secondment from their current role in the University. We particularly welcome applications from candidates from a BME background for this vacancy as they are currently under-represented at this level in our Faculty.

If you have any questions about this vacancy or the application process, please contact Julie Boucher by email [jb234@cam.ac.uk](mailto:jb234@cam.ac.uk).

Full time, 2 year fixed term post. Salary: £27,116-£31,406 per annum. **Closing date: 29 August 2022.**

### **Market Insight Officer, Marketing and Advancement, Loughborough University**

Based within the University's Market Research Team, the [Market Insight Officer](#), will involve working closely with colleagues across Marketing & Advancement and the wider University. The post-holder will be responsible for a range of market insight activities that inform the University's marketing and student recruitment activities. They will support research activities into new programme development, provide insights on market trends and coordinate competitor monitoring activity. The post-holder will

also be responsible for running our in-house Student Opinion Panel and will therefore have the opportunity to engage with current students through facilitation of focus groups and surveys.

We welcome applications from all candidates with an interest in these roles, which require experience of undertaking qualitative and quantitative research or evaluation. We are committed to equality of opportunity, to eliminating discrimination and to creating an inclusive working environment for all. We therefore encourage candidates to apply irrespective of age, disability, marriage or civil partnership status, pregnancy or maternity, race, religion and belief, gender identity, sex, or sexual orientation. For informal enquiries regarding this post please contact Abigail Loney, Market Research Manager [a.a.loney@lboro.ac.uk](mailto:a.a.loney@lboro.ac.uk).

Full time, permanent post. Salary: £25,627 - £30,497 per annum. **Closing date: 14 August 2022.**  
Interviews: 31 August 2022.

### **Student Engagement Co-ordinator, University of Cumbria**

Working tightly with a team of four SECs, with academic staff and students, wider teams across the Directorate and the university as a whole, the [Student Engagement Co-ordinator](#) will play a key role in addressing student retention and progression early on, contributing to student success and a positive student experience. You should be committed to enabling learners from diverse backgrounds to succeed and reach their full potential, ensuring they engage and benefit from the wide range of support and services available to them. You will also have a good understanding of the student lifecycle and range of needs and support at different points in the academic year; from pre-entry and induction through to graduation.

The Student Services Directorate provides high quality services and student support to diverse learners through multi-campus locations and online programmes to maximise their potential for success.

Qualified to Degree level, with recent experience of working and/or studying in higher education, you will be confident in working with data and, with training, a new student case management system, to identify at risk students and provide timely support, guidance and referrals to specialist support as needed. You will have experience of planning, delivering or co-ordinating student support interventions, as well as good communication and interpersonal skills with the ability to build rapport and foster good working relationships with students, academic and support staff. Based at either our Lancaster or Ambleside campus with some home working, you will be aligned to one or more Institute, with some travel to other campuses on occasion.

Informal enquiries to Nadine Baxter-Smallwood, Student Hub Manager, Student Support, Student Services [nadine.baxter-smallwood@cumbria.ac.uk](mailto:nadine.baxter-smallwood@cumbria.ac.uk) in the first instance, or Honor Rhodes, Head of Student Support, Student Services [honor.rhodes@cubria.ac.uk](mailto:honor.rhodes@cubria.ac.uk)

Full time, permanent post, (with some flexibility on occasion to meet the needs of our diverse learners). Salary: £21,197 - £23,144 per annum. **Closing date: 29 August 2022.**

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