

Action on Access WP and Access eUpdate **Issue 152: 15 July 2022**

*This eBulletin is compiled and produced by Andrew Rawson, Director, **Action on Access**, and currently emailed to 1,489 colleagues in the wider access widening participation and student success community.*

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

I hope you find it useful and informative. Please continue to send me your feedback, contributions, suggestions for how the newsletter could be improved. If you have any items of news, an event or an article you would like to contribute, please contact the editor at contact@actiononaccess.org.

This edition will be available until the next monthly edition at <http://www.actiononaccess.org/ebulletin/>
We disseminate information every day through our ACTIONONACCESS@JISCMAIL.AC.UK list and current WP, access, student success and related vacancies are also regularly posted at <http://www.actiononaccess.org/>

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

The next issue of the eBulletin will be published on Friday 12 August 2022.

Copy deadline: Wednesday, 10 August 2022.

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

This month's Editorial

Last month I wrote about the higher than usual volatility across our parts of the sector - not really knowing what was ahead. It's been challenging to keep up with the merry-go-round of Education Secretaries and Universities Ministers but in this month's edition I've included a snapshot of the current appointees. It is difficult to say what will transpire amidst a fractured legislative process and a government in some chaos. Due to this turbulence, the content of several of the items below (written at the time they were happening) is already out of date, however, I've decided to leave them in for reasons of historical / archival curiosity.

The Office for Students, TASO, Research England, REF 2021 and the Open University are all offering interesting funding opportunities. The **What's Wanted** section below gives information on these and requests for calls for papers and assistance with individual research.

The OfS is issuing new data and information. John Blake, Director for Participation and Fair Access, has spoken in many contexts and conferences this month. This has included our FACE Access and Participation Plan Special Interest Group (representing over 70 universities) and our annual conference at Southampton University in June - the keynote of which is represented in the item below: 'The emancipatory role of education'. It has been truly heartening to hear him speak, listen and engage in real dialogue with us all.

The eBulletin as always includes a wide range of news and views which I think are worth absorbing whatever your role and the whole eBulletin aims to give you as wide a context as possible for the events of the last four weeks – too many to enumerate here. The listings of diverse Higher Education Vacancies and Events will, as always, offer you ideas and opportunities for your professional development and advancement.

On a personal note, it was great finally (after the lockdowns) meeting face-to-face with like-minded and committed people at our three-day annual FACE conference at the University of Southampton where I was so pleased to meet and speak with many of the eBulletin readers. I was happy and gratified to receive all your positive feedback.

Hope to see you at an event in the new academic year.

Cheers,
Andrew.

Quotations of the month

“We'll be powering ahead with ambitious plans to boost skills and opportunities for everyone, regardless of where they are in life, delivering for individuals, employers and the economy”, and “Delighted with today's (UCAT) stats! Fantastic that a record number of students from disadvantaged areas have applied to university - a huge step forward for social mobility. Also great to see applications from T Level students and growing interest in degree apprenticeships!”
tweets, Andrea Jenkins, see item below, ‘Another new Universities minister’

The report “provides a rich analysis of the accessibility of higher education for disabled students and most importantly it differentiates on the basis of the barriers that students face”.

Professor Geoff Layer, chair of the Disabled Students' Commission, see item below, ““Disabled students more likely to defer during pandemic”

“As a country we must rise to some big challenges over the next decade and lifelong learning can help do that – contributing to achieving net zero, levelling up opportunity, improving health and wellbeing as the population ages and so much more. Investment in adult education is rising again, but will still be lower in 2025 than it was in 2010. We need to be much more ambitious for lifelong learning. Our award winners help make that case.”

Stephen Evans, chief executive of Learning and Work Institute, see item below, “Festival of Learning award winners showcase the power of learning and inspire others to transform lives’, Learning and Work Institute’

What's New

Another new Universities minister

FE News. Andrea Jenkyns has been announced as the Skills, Further and Higher Education Minister. She was appointed Parliamentary Under Secretary of State of Education on 8 July 2022, but her role in Skills, Further Education and Higher Education was only announced on 12 July 2022. Her previous role was as an Assistant Government Whip, after quite a range of previous roles. Minister for skills, further and higher education, it will be interesting to see where her priorities lie. [This article](#) in FE News sets out some of the priorities and concerns of the Further Education sector is hoping for. She had an unfortunate start with the media. David Hughes, AoC chief executive, said: “I would like to welcome to Andrea Jenkyns to her new position as Skills, FE and HE Minister and expect she will be a real champion for colleges and lifelong learning, given she herself returned to education to study for a BTEC and is an Open University alumnus.”

[FE Week](#) has discovered “Twelve key facts about the new skills, further and higher education minister” including that she has a degree (International Relations and Politics?) from Lincoln

University and she was the first person to go to university in her family. [The article](#) reveals that she served as a director of the National Centre for Higher Education Policy at the University of Bolton from July 2019 until September last year and that education issues she has spoken on in parliament include the Kickstart scheme, mental health support for children in schools, minimising exam stress for SATs students, supporting sports provision in schools, clarity on the GCSE 1-9 grading system, and increasing college funding for 16 to 19s. She previously, March 2016, in a debate on apprenticeships, announced an ambition to create [50 new apprenticeships in 50 days](#) alongside local businesses in her constituency.

[WonkHE article](#) suggests that Jenkyns is a Johnson loyalist and Brexiteer, and writes that her first serious obstacle will likely be her handling of this year's A level results day. David Kernohan, Acting Editor of Wonkhe writes, in August she will become the first minister in a decade to preside over scenes where qualified candidates are unable to get the places they want, where attainment at L3 drops (by design) and where the cost of living may become a fundamental deterrent to participation for the least advantaged. The article comments too on her recent brush with the media.

Tweets on [Andrea Jenkyns' website](#) highlight "our education and care systems help to shape the next generation"; "We'll be powering ahead with ambitious plans to boost skills and opportunities for everyone, regardless of where they are in life, delivering for individuals, employers and the economy"; and today that she is "Delighted with today's (UCAT) stats! Fantastic that a record number of students from disadvantaged areas have applied to university - a huge step forward for social mobility. Also great to see applications from T Level students and growing interest in degree apprenticeships!"

Interesting and recognisable back story, left school at 16 to work at Greggs the bakers as assistant; worked her way up the retail industry ladder, worked in public and private sectors and has run her own business. Alongside work she obtained her degree and an Open University diploma in International Relations and Politics in her late-thirties; her diverse roles and responsibilities in UK politics are described on her website; she has significant voluntary interest and commitments; and she was an early supporter of Brexit and Yorkshire MP Coordinator for the Vote Leave campaign. She had a recent, unfortunate brush with the media in her new role.

[New Education minister](#)

James Cleverly has been appointed Education Secretary, making him the third person in that role in 48 hours, and the seventh in eight years. (Nadhim Zahawi was in the post on Tuesday afternoon before being appointed Chancellor, to be replaced by Michelle Donelan before she quit on Thursday.) Mr Cleverly was previously minister for Europe in the Foreign, Commonwealth and Development Office. His responsibilities shifted to Europe from the Middle East and North Africa in February's reshuffle. As such, not unnaturally, as a junior minister Cleverly has largely focused on his interest in foreign affairs.

He is one of Mr Johnson's oldest allies from his time as Mayor of London, stood behind the Prime Minister after June's confidence vote, saying it had been a "clear win" for Mr Johnson.

He has been the Conservative MP for Braintree in Essex since 2015.

Interview in the Times yesterday, he did say "I look forward to engaging with our brilliant nurseries, social workers, schools, colleges, universities and all the staff working across these sectors to realise people's potential – whatever their backgrounds or wherever they come from. As someone whose grandfather was a teacher and whose children are currently in the education system, I am incredibly passionate about education and proud to be appointed Secretary of State."

You can see his gov.uk info [here](#), and his MP/personal website [here](#). WonkHE have published a useful, quick analysis of his record today which you can see [here](#) – there may not be a lot to say but the article noted "His blogging mentions of education were mainly confined to a yearly jeremiad on how A levels were getting easier." Schools Week give 12 facts about Cleverley which reports some of his views about secondary education [here](#), and where you can see that in 2007 he believed grammar schools "provide the best way for bright but poor children to get on in life", adding: "Until a better way to aid social mobility comes along I will continue to support them."

['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.

[This press notice](#) notes that the encouraging data shows enrolment targets for these courses have been exceeded, and provide positive evidence that they will help to increase diversity in these industries.

The Office for Students (OfS) in partnership with the Department for Digital, Culture, Media and Sport (DCMS) and the Office for Artificial Intelligence (OAI). The programme, which began in 2020, aimed to enrol at least 2,500 students by autumn 2023 and increase diversity for groups that are underrepresented in the AI and data science industries. According to new findings from an independent evaluation carried out by The Careers Research and Advisory Centre (CRAC) and funded by the OfS, the data shows recruitment targets have been significantly exceeded, with 3,859 students enrolled since the programme began. Of this figure, 510 students were scholarship students. Twenty-eight universities across England are currently offering the courses. Nearly three-quarters (74 per cent) of the total UK-domiciled scholarship students enrolled across the programme are women, compared with 27 per cent on computing postgraduate taught masters' courses previously. Thirty-eight per cent are black students (12 per cent) and 26 per cent are disabled (16 per cent). DCMS Minister for Technology and the Digital Economy, Chris Philp, said: "I want to ensure the UK remains a world leader in AI and data science. If we are to retain this status, businesses need to be attracting and developing talented people from diverse backgrounds that can lead this fast-paced area of tech in the future."

[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. They have also published a range of resources:

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

[Read OfS news story](#)

[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. Seems to be largely targeted at business, partnerships, the economy and local growth but we urgently need high quality researching student participation and success; particularly in terms of impact, evidence and evaluation, research with business on graduate employment, internships, degree apprenticeships and so on.

David Sweeney, Executive Chair of Research England said:

"I am delighted that this funding provides sustained support from government for universities to make real progress on a broad range of research and knowledge exchange challenges.

This investment, alongside that of other funders, business and from universities themselves, will deliver economic and social impact and benefit people and communities right across the country."

[‘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).

[National Student Survey, \(NSS\), Office for Students](#)

The OfS gives an overview of the responses to the core questions asked as part of the 2022 NSS. [These pages](#) can be used to understand how students in general responded to the core NSS questions. It also analyses responses by different student groups. Key findings include:

- For most statements, the proportion of students expressing positive views about their experience has remained fairly stable since 2021. This contrasts with a decline between 2020 and 2021, which we attributed to the coronavirus (COVID-19) pandemic. The statements related to learning resources are an exception: students' responses to these

questions are markedly more positive. For example, 82.5 per cent of students agreed with the statement “I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to” This is an 8.7 percentage point increase from 2021.

- The general picture described above varies across different subjects. Students studying medicine and dentistry – and to a lesser extent subjects allied to medicine, veterinary science and physical sciences – responded less positively than they did in 2021. For medicine and dentistry students, this is particularly marked for the statements related to organisation and management. Conversely, students in some other subject areas - such as Design, and creative and performing arts - responded more positively than they did in 2021. In some cases, it appears that subjects that were particularly impacted by the pandemic in 2021 have seen a more rapid recovery in 2022.
- The 2022 National Student Survey achieved a 68.6 per cent response rate, with 324,329 students taking part in the survey.
- 382 universities, colleges and other higher education providers from all four countries of the UK took part in the survey.

As face-to-face learning resumed for most courses, the NSS showed majorities of students rating their overall view of their course positively. There was a marked increase in the percentage of students reporting positively on their access to learning resources for their course, with 81 per cent of students in England agreeing with the statement in 2022, compared with 73 per cent in 2021. Overall, 80 per cent of students gave positive responses about the quality of their teaching, which is unchanged from 2021, but a reduction from 84 per cent in 2020.

Annual report and accounts 2021-22, Office for Students

The Office for Students has published its annual report and accounts for 2021-22. The report covers the OfS's fourth year of operation, and their progress in delivering against their regulatory objectives. [This 149 page report](#) is packed full of detail, reporting on among other things, on achievements in access and participation, TASO, student experience and support, outcomes/employment, regulation and value for money - within the 2021-22 financial operating year with much information on measures and on key performance measures relating to the 2020-21 academic year.

'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.

'Universities Minister announces mental health support for students'

Transcript of a speech by Universities Minister, Michelle Donelan, to HEPI conference about the impact of Covid-19 on the sector and mental health support for students during this time.

[The transcript](#) talks about post-covid plans, and announces ‘Student Space’, a new online resource that will be funded up to £3 million by the Office for Students, and led by Student Minds – to enable all students at English and Welsh universities to have access to a variety of mental health and welfare support services. Student Space has been developed to close those gaps in student support services which have become apparent during the pandemic and is designed to work alongside the existing services.

'Record numbers of disadvantaged UK students apply for university', Guardian article, 14 Sally Weale,

[This article](#) notes that record numbers of disadvantaged students in the UK have applied to go to university this year - also that international recruitment has held up with a surge in applications from Nigeria, India and China.

Overall applications for UK 18-year-olds have exceeded all previous records, raising concerns about competition for places on the most popular courses as some universities try to rein in numbers. Figures published 14 July for applications by UCAS's 30 June deadline show the application rate from 18-year-olds living in the most disadvantaged areas in the UK stands at 28.8%, up from 27% in 2021 and over 10 percentage points higher than in 2013.

A total of 38,300 students from the most disadvantaged areas of the country have applied to university this year, and while these figures represent a narrowing of the gap the application rate for 18-year-olds from the least deprived areas remains the same at 59.5%.

Clare Marchant, the UCAS chief executive, said: 'It's really encouraging to see students from disadvantaged backgrounds apply in record numbers, despite the disruption the pandemic has caused to young people's education.'

"Nearly 30,000 courses are now available in clearing across many courses and institutions. There will be plenty of choice available to students who are unplaced or use Clearing as an opportunity to rethink their plans."

The UCAS data also showed that 490 people have become the first T-level students to apply to university this year. The qualification is a two-year vocational qualification intended to be broadly equivalent to three A-levels and includes an extended work placement.

It also showed a fall in the number of nursing applications, with an 8% drop across the UK from the previous year. Royal College of Nursing general secretary and chief executive, Pat Cullen, said this is "further evidence" things are "heading in the wrong direction" during a workforce crisis compromising patient care.

'Minister using 'bully pulpit' for political gain, v-cs claim, THE article 5 July 2022, John Morgan

Vice-chancellors have stayed fairly quiet about Michelle Donelan's relentlessly harsh words about universities but it seems they have had enough.

[This article](#) reports that Vice-chancellors have accused Michelle Donelan of using "press pressure" and the "creation of division" for political gain, following the higher education minister's call for English universities to consider pulling out of voluntary diversity schemes.

[Ms Donelan's letter](#), which suggested Advance HE's Race Equality Charter and other diversity schemes were "in tension" with free speech, was prompted by an article in The Sunday Telegraph that accused the sector organisation of "egregious wokery".

A strongly critical response to the minister from Universities UK president Steve West and interim chief executive Chris Hale, seen by Times Higher Education, said that "many institutions have highlighted that [an important line has been crossed](#) with the letter appearing to direct universities to take a specific approach to voluntary assurance frameworks and to internal management structures". One vice-chancellor said the letter was the most notable example of a now familiar "modus operandi", whereby some in the Department for Education seem to work in tandem with hostile coverage in the right-wing press – with that press coverage then cited by ministers and the Office for Students as evidence to justify policy and regulatory action.

This promotion of divisive "wedge issues" and "culture wars" over universities enhances Ms Donelan's standing within the Conservative Party by throwing "red meat" to backbenchers, the vice-chancellor suggested.

'Michelle Donelan: rewarded for her loyalty and no-nonsense attitude', Guardian article, 5 July, Richard Adams

Profile: the new education secretary oversaw reforms to student loans and riled vice-chancellors as universities minister.

A view on Michelle Donelan's record as higher and further education minister, and some of the education brief challenges she now faces. You can read the article [here](#).

'The emancipatory promise of education', John Blake, Office for Students

[In the latest blog post](#) the OfS's Director for Fair Access and Participation, John Blake, argues that raising students' attainment is about supporting young people to gain the knowledge and skills they need to succeed. 'Broad ideas float better interventions'.

In summary John Blake talked about: Aspiration; Self-efficacy (building capacity and confidence); Attainment (not just on improving statutory assessment outcomes, but on expanding the knowledge and skills of young people so that, whatever path they choose, they are ready and able to walk); Evaluating Impact (longitudinal data should be kept so we can get a sense of whether and if so how a given intervention impacts on statutory assessment scores. But such a timeline would be too long for evaluation within the new access and participation cycle. Further, it may be that an intervention succeeds on its own merits but does not shift statutory assessment scores).

This is an edited version of a speech by John Blake to the Forum for Access and Continuing Education conference on 29 June 2022.

'Millward: ministers have ended reliance on market for quality', THE article, 16 June, Tom Williams

Recent government interventions in English higher education show that the Conservative administration has lost faith that a market-based system can be relied upon to drive up quality, according to a former regulator Chris Millward, who formerly held senior positions at both the Office for Students and its predecessor, the Higher Education Funding Council. [This article](#) reports on his speech at a 25th anniversary debate for the Quality Assurance Agency for Higher Education (QAA), where Professor Millward suggests that the past two years had seen a distinct shift away from the language of students as consumers in public policymaking.

The OfS, was set up as a "classic market regulator", intent on "providing confidence around a baseline and facilitating competition above it". But Boris Johnson's government has tasked the body with making more direct interventions, including the recently announced plans to inspect providers over quality.

"The current government in England has concluded they can't rely on markets. And that's not just a higher education issue. It can't rely on markets to deliver the promises of Brexit and levelling up. It couldn't rely on markets during the coronavirus pandemic," Professor Millward said. "I think we are currently seeing less reliance on the market, less of the language around students as consumers. That does take you back to the foundations of the QAA. It does, for me, mean we have to think about a different kind of settlement between universities and the state."

'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. However, sometimes these types of impact evaluation raise challenges:

They are effective in describing a causal link between an intervention and an outcome, but less good at explaining the mechanisms that cause the impact or the conditions under which an impact will occur.

They require a reasonably large number of cases that can be divided into two or more groups. Cases may be individual students or groups that contain individuals, such as classrooms, schools or neighbourhoods.

Most types of experiment – and some types of quasi-experiment – require evaluators to be able to change or influence (manipulate) the programme or intervention that is being evaluated. However, this can be difficult or even impossible, perhaps because a programme or intervention is already being delivered and the participants already confirmed or because there are concerns about evaluators influencing eligibility criteria.

Experimental and quasi-experimental evaluation methodologies can sometimes struggle to account for the complexity of programmes implemented within multifaceted systems where the relationship between the programme/intervention and outcome is not straightforward.

An alternative group of impact evaluation methodologies, sometimes referred to as 'small n' impact methodologies, can address some of these challenges:

They only need a small number of cases or even a single case. The case is understood to be a complex entity in which multiple causes interact. Cases could be individual students or groups of

people, such as a class or a school. This can be helpful when a programme or intervention is designed for a small cohort or is being piloted with a small cohort.

They can 'unpick' relationships between causal factors that act together to produce outcomes. In small n methodologies, multiple causes are recognised and the focus of the impact evaluation switches from simple attribution to understanding the contribution of an intervention to a particular outcome. This can be helpful when services are implemented within complex systems.

They can work with emergent interventions where experimentation and adaptation are ongoing.

Generally, experiments and quasi-experiments require a programme or intervention to be fixed before an impact evaluation can be performed. Small n methodologies can, in some instances, be deployed in interventions that are still changing and developing.

They can sometimes be applied retrospectively. Most experiments and some quasi-experiments need to be implemented at the start of the programme or intervention. Some small n methodologies can be used retrospectively on programmes or interventions that have finished. Download the

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

Creative, Collaborative, and Cost-effective: The New Era of Widening Participation Evaluation', FACE blog, 19 June, Lorna Lamont, FOCUS West Development Worker

[Lorna's blog](#) notes first of all that we need to be able to evaluate and understand the impact our Widening Participation (WP) programmes - particularly in terms of how valuable and beneficial they are to pupils. Lorna reflects on why and how this is so vital in work for WP - in the context of Scotland in this case - but very relevant elsewhere.

Finally, Lorna suggests some ways forward in overcoming these challenges, and at the same time producing robust evidence, finding the recommendations for evaluation proposed by CoWA (Scottish Government, 2016), and the SCAPP innovative and accessible WP evaluation guide to support practitioners in developing and conducting their evaluation (Commissioner for Fair Access, 2022b). The author stresses what she considers the most innovative part of the guide - the use of a collaborative approach to evaluation.

'Data is a flawed guide to student preferences and performance', THE article 14 July 2022. Kate Ames and Colin Beer

Agency and incomplete information imperil data-driven assumptions about how to personalise teaching and learning, say Kate Ames and Colin Beer

In the era of big data, universities are on a march towards "[personalisation](#)" (AR: this link goes to a interesting and thoughtful report on "truly personalised learning" by Jisc and Emerge Education)

The aim of personalisation is that students and staff have knowledge about student activity and how this influences academic results so that positive behaviours can be encouraged and student journeys can be supported in an individualised way.

This personalised data is powerful and important. It allows users and institutions to make informed decisions – but only up to a point.

For instance, anyone working in higher education will currently be feeling the pain of delivering lectures to empty halls, despite students indicating that they want a face-to-face experience. And while universities are delivering courses that data tells us should be popular, they aren't filling quotas. It's a wicked problem – trying to plan for what people say they want, only to find that that's not what they actually want – or, perhaps, need. It's a known phenomenon associated with [self-reporting](#).

We just don't know enough about the influence of external factors on the motivation to act. Or perhaps we do, but we aren't taking enough notice or moving quickly enough to adapt. Either way, it is clear that the path from data to effective personalisation cannot bypass agency.

Kate Ames is a professor and director of learning design, and Colin Beer is a curriculum/educational developer at CQUniversity, Australia.

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.

This latest publication includes the REF impact case study database, a searchable tool which will support wide-ranging analysis of the manifold contributions made by UK university research to the

economy and society, in the UK and worldwide. Published submission data also include details of the submitted outputs, data on the number of research degrees awarded and total research income for each submission, and narrative information about the research environment.

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 Open University Business Barometer 2022'

The OU launched this [this report](#), in partnership with the British Chambers of Commerce is based on a survey of more than 1,300 organisations of all sizes across the four nations from the public, private and third sectors and explores the size, nature and impact of the UK skills shortages. Key findings include:

- almost three-quarters (72%) of organisations say the impact of skills shortages is causing increased workload on other staff, while 78% are seeing reduced output, profitability, or growth
- more than two-thirds (68%) of SMEs are currently facing skills shortages, rising to 86% in large organisations
- 28% of businesses say they have had to turn down work or are not able to bid for work due to their staff shortage
- To address the problem, more than half (52%) of large organisations will increase investment in staff training over the next year, compared to 47% of SMEs
- SMEs struggle to implement plans to address the skills shortage while 9 in 10 of large organisations have implemented some form of written plan.

New report launched to recognise the role of universities in levelling up

A new report has been launched to celebrate the wide-ranging role that universities in the UK play in spreading opportunity.

The University Best Practice White Paper sets out just some of the actions and projects that are having a direct impact on students and communities. These include widening participation activities, collaboration with local businesses and case studies from students whose lives have been turned around by higher education. [The report](#) was produced by former Education Secretary Rt Hon Justine Greening's [Purpose Coalition](#) - a group of purpose-led businesses, universities and public sector organisations.

The report was launched at an event in Westminster with speeches from Greening, Munira Wilson, MP for Twickenham and the Liberal Democrat Spokesperson for Education, and Professor Steven West, Vice-Chancellor of UWE Bristol and President of Universities UK.

Justine Greening said: "Our University Best Practice White Paper is full of brilliant, practical examples of levelling up. Not only does it highlight opportunities being spread to those from under-represented backgrounds but also the wider impact that universities can have through research, procurement and many other things. It has never been a more important time to reap the wider benefits of the successful approaches contained in this paper, as the levelling up debate necessarily shifts onto practical solutions.

"Moving forward there is a huge opportunity to develop the role that universities play as anchor institutions. Having worked hard on widening participation, universities have key insights that can be used more widely. There is no doubt in my mind that our universities should be at the centre of the UK's levelling up plans."

The report can be seen [here](#).

'Universities, devolution and the industrial strategy: piecing together', GuildHE research report, May 2022

Full of useful and telling facts such as that more than 68 per cent of students at modern universities come from the local area and [go on to work in the region post-graduation](#), countering ideas of 'graduate brain drain'.

[This report](#) analyses the missions, the successes and the contributions of Guild HE Modern universities across the UK, in the context of their developed and developing civil engagement and economic presence in all regions – in the context of levelling up, where they are well placed to play a role as vehicles of levelling up, something policy makers still need to fully comprehend. Not only are

modern universities connected to place, so are students. As this Guild HE research into student mobility demonstrates, the access to and experience of studying at a university can evidently create a connection to that place. The report also looks at how innovative teaching, research excellence impact on social mobility in this arena.

Recommendations include that universities UK should review how, and the sort of measures used to evidence and understand impact should not be so reductive; but should embrace social and cultural value in relation to place, with higher education institutions better articulating their contribution to this 'agenda'.

The second recommendation is for the Office for Students, and Scottish Funding Council, to develop a more comprehensive, central database of university-school interactions; to include school and university partnerships, sponsorships and active outreach activities in England. This should enable the OfS/SFC to map out activities and highlight areas of good practice and identify cold spots in university-school collaboration.

The report concludes that Universities (I would say all higher education providers) provide one piece of a complex puzzle of local economic development and could provide a key to unlocking opportunity in some of the most deprived parts of the country. It is only by working with, and alongside, modern universities that both the UK and Scottish governments will achieve their ambitions in creating a prosperous economy and society, and ensure that all who wish to are able to stay local and go far.

'University admissions and A level, T level and VTQ results: Your questions answered', 12 July article FE News

This year young people have taken exams and assessments in A levels, T levels and other post 16 qualifications for the first time since the beginning of the pandemic. Results will look different to the last 2 years, because the nature of the assessment is different. Results in summer 2022 will be higher than in 2019, when students last sat summer exams, but lower than 2021 when grades were based on assessments by teachers.

In [this article](#), knowing this has raised a lot of questions from students, FE News worked with UCAS to answer them here.

- How will A level grades be awarded this year?
- If grades are lower overall than last year does that mean it will be harder for people to get into university?
- Are there fewer places at universities this year than last year? And is this because people deferred entry last year because of the pandemic?
- Are there fewer places on medical and dental courses at universities this year?
- I am still not sure if university is the right choice for me
- What options are there for students who are disappointed?

Show your support and spread the word for The Fostering Network's Tick the Box campaign during their week of online activity from the 26 to 30 September 2022.

We know the number of people with care experience entering higher education is just 13%, compared to 43% of all other pupils and they are also much more likely to drop out during their first year and receive lower results. We need to change this, and [the Tick the Box campaign](#) aims to encourage people with care experience to Tick the Box to say they have spent time in care on their UCAS application so they can get the support available to them, as well as importantly raising awareness and aspirations for people with care experience that anything is possible.

This year the Fostering Network has support again from UCAS, NNECL, and many universities and further education colleges across the UK who will be tweeting and sharing videos to show support, as well as stories from amazing people with care experience and their foster carers about why they ticked the box and the difference it made for them. You are asked to be involved this year and help to ensure care people with care experience can enter and thrive at university and higher education.

There are different ways you could be involved in the campaign:

- tweet about the campaign and the support available to care experienced students between 26 to 30 September, using #TickTheBox
- get in touch with The Fostering Network to get more information on sending a short video or photo for their social media to promote the support you offer to people with care experience
- send through a quote they could share on social media to answer the question 'Why should students with care experience tick the box?'
- retweet and share posts from them during the campaign week

The fostering Network is looking for students with care experience who are or have ticked the box to share their experiences of ticking the box with them for our social media, please ask them to get in touch with The Fostering Network at eve.hatcher@fostering.net, Policy and Campaigns Officer. They are also be hosting a free webinar during the week on Tuesday 27, 10:30-12:00. Keep the date in your diary: more details will be coming soon, thefosteringnetwork.org.uk

NHS and universities work more closely on student mental health', THE article, 20 June, Tom Williams

Funding boost for new partnerships to ensure those moving to a new location get the help they need. [The article](#) notes that up to £3 million is being invested in ensuring UK universities work more closely with NHS mental health services to make certain students who are struggling get the help they need. Amid fears that students are “falling through the gaps” and facing delays in accessing services when they move to a new location to study, regional partnerships are being created, including setting up physical hubs on campuses. These hubs – already in operation in Liverpool, Manchester, Bristol, Sheffield and London – allow universities to refer their students to be assessed and then directed to any further support they may

A lack of communication and coordination between the NHS and universities has been seen as exacerbating the problem, with reports of students being discharged from crisis services without anyone at their university being made aware.

The initiative – being run in conjunction with the Department for Health – follows the appointment of Nottingham Trent University's vice-chancellor Edward Peck as student support champion, tasked with ensuring universities can spot the first warnings signs that students may be suffering with their mental health. All universities are also being encouraged to sign up to the University Mental Health Charter, led by Student Minds, which aims to improve standards of practice across the sector.

'Disabled students more likely to defer during pandemic'

UCAS analysis suggests online learning may not have suited students with disabilities, who were more inclined to delay their degree' THE article, 1 July, Jack Grove

Almost 30,000 people registered a learning difficulty in 2021, up from about 22,000 in 2012, while 24,000 informed Ucas about a mental-health condition, compared with just 4,000 in 2012.

[The article](#) tells us that, based on a survey of 5,000 applicants, about half (49 per cent) said they felt very or mostly supported by the general and pastoral support they had received, while 53 per cent said they felt supported by the educational support they had received.

UK students with disabilities were more likely to delay the start of their degree during the pandemic than other applicants, according to new analysis. UCAS found the deferral rate for disabled applicants rose from the pre-pandemic 7 per cent in 2019 to 8.2 per cent in 2021. That rate was significantly higher than the 6.4 per cent deferral rate for non-disabled applicants in 2021. That differential was even greater for those with certain conditions, with students on the autism spectrum 11 per cent more likely to defer than non-disabled students.

Geoff Layer, chair of the Disabled Students' Commission, said the report “provides a rich analysis of the accessibility of higher education for disabled students and most importantly it differentiates on the basis of the barriers that students face”.

'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](#), a survey run by Advance HE and HEPI which is administered to more than 10,000 students each year.

Some key findings from the report:

- average effects of the pandemic on student wellbeing were 50% larger for LGBQA people than for their peers, and this gap has persisted
- more than half of all trans students now experience high anxiety
- asexual people experience systematically the worst wellbeing of any sexual orientation group
- gaps in anxiety between LGBQA students and straight students will take more than 20 years to close at pre-pandemic rates

- Lesbian, Bisexual, Queer and Trans Students experience higher wellbeing over the course of their studies, helping to close the gap with others.

See also, 'A life-changing scholarship for care leavers and estranged students', a real-life story from From Nyomi Rose. Nyomi is currently studying Applied Artificial Intelligence and Data Analytics at the University of Bradford, and runs her own successful social media and events consultancy.

Nyomi contributed [this HEPI blog](#) as part of the 10th anniversary celebrations of the Unite Foundation and [research](#) into how addressing housing fragility is making a significant difference to retention and completion for care leavers. Nyomi is a former recipient of Unite Foundation's scholarship and has recently been appointed to Unite Foundation's Board of Trustees.

'Throwing The BTEC Baby Out With The Bathwater'

This interesting article in the FACE monthly eBulletin for June offers thoughts from some FACE members about the unintended consequences and challenges that changes to the technical education landscape in Post-16 education may make. Both members and non-members can sign up for our free monthly e-newsletter [via this link](#).

Following the Report of the Independent Panel on Technical Education (Department for Education, 2016), recommending that the number of technical education qualifications should be reviewed, and the the government review decided to reduce the number of qualifications available, and, at the same time, introduce at Level 3 a new type of qualifications - T-levels as a credible alternative to A-levels and to raise the status of vocational/technical qualifications at post-16 level.

The article then discusses and explores the continuing context of BTECs and T-Levels and their differences, within the context of disadvantaged learners. It concludes, observing that the adverse consequence of introducing T-levels and abandoning BTECS for HE participation were identified in an impact assessment commissioned by the government, as part of the reforms (Department for Education 2021). This concluded that fewer students would progress on to HE. At a time when the government are proposing a 'high wage- high skills' agenda, it is odd that fewer young people will be acquiring those higher skills. Is the BTEC baby about to be thrown out with the bathwater?

'Festival of Learning award winners showcase the power of learning and inspire others to transform lives', Learning and Work Institute

[The Festival of Learning award winners for 2022](#) have been announced by Learning and Work Institute. The 12 winners, revealed at an awards ceremony, include inspiring stories of adult learners, as well as outstanding adult learning provision, tutors and employers. All of this year's winners show the power of learning to transform and enrich people's lives.

Go to the website to find out more about those who won the awards and the wider festival.

Stephen Evans, chief executive of Learning and Work Institute said;

"As a country we must rise to some big challenges over the next decade and lifelong learning can help do that – contributing to achieving net zero, levelling up opportunity, improving health and wellbeing as the population ages and so much more. Investment in adult education is rising again, but will still be lower in 2025 than it was in 2010. We need to be much more ambitious for lifelong learning. Our award winners help make that case."

'The changing workplace: Enabling disability-inclusive hybrid working', 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.

Through a survey of 406 disabled people, interviews with 20 disabled workers, and two roundtables with employers and other stakeholders, we have developed new evidence about disabled workers' experiences of remote and hybrid work. Read the report [here](#).

Acting has been 'hijacked' by people from 'exceptionally privileged backgrounds', a historian claims, 22 June Daily Mail online

Historian and author Lipika Pelham writes in her book 'Passing: An Alternative History Of Identity' that today's younger generation of A-listers is 'typically represented' by 'Eddie Redmayne,

who was at Eton with Prince William', and 'Benedict Cumberbatch, a distant cousin of Richard III'. "In the 21st century, acting opportunities appear to have been hijacked by actors from exceptionally privileged backgrounds,'.

'There are still exceptions, but the trend is remarkable and remarked upon by those ever-rarer exceptions,' she adds. 'One of the few professions that has always, for centuries, been open to people from disadvantaged backgrounds is today becoming less and less diverse.'

The article quotes Lipika Pelham again, 'While queer and non-white representation is now, very slowly, getting better, the trend seems to be the reverse when it comes to socio-economic representation,' she says, adding: 'Now there is no longer any social stigma attached to the acting profession, the upper-classes have sought and managed to reclaim the industry from the underprivileged.'

'Ensuring the most disadvantaged minorities in UK education – Gypsies, Roma Roma and Travellers – have fairer opportunities', HEPI Report 151, 7 July 2022, Laura Brassington

The Higher Education Policy Institute has published a new report on access to education among Gypsies, Roma and Travellers (GRT), kindly supported by the University of Sussex. '[Gypsies, Roma and Travellers: The ethnic minorities most excluded from UK education](#)' shows:

- Gypsy, Roma and Travellers of Irish heritage have the widest attainment gap in measures of pupils achieving a good level of development in early years education;
- Gypsy, Roma and Traveller pupils have some of the lowest rates of attendance and the highest rates of permanent exclusion from schools
- in 2020/21, 9.1% of Gypsy / Roma pupils and 21.1% of Irish Traveller pupils achieved a grade 5 or above in GCSE English and Mathematics, compared to a national average in England of 51.9%
- young people from Gypsy / Roma and Irish Traveller communities are the least likely ethnic groupings to enter higher education by the age of 19 – just 6.3% of Gypsy / Roma and 3.8% of Irish Travellers access higher education by the age of 19 compared to around 40% of all young people
- Gypsy and Irish Travellers are the UK's 'least liked' group, with 44.6% of people holding negative views against them – 18.7 percentage points higher than Muslims
- Irish Travellers face a 'mental health crisis', with one-in-10 deaths caused by suicide.

The author, Dr Laura Brassington, said:

"Gypsy, Roma and Traveller individuals still face exclusion from education. It is tragic that so many avoid identifying by their ethnicity for fear of racial prejudice. It is scarcely believable they still face so many barriers when accessing mainstream education. Education institutions could commit to change this situation by doing more to recognise the challenges and signing the Pledge to tackle them, while policymakers should improve data collection and find the modest sum of money that could make a huge difference."

'Living Black at University', (UK student accommodation)

A major new report into Black students' experience in UK student accommodation, commissioned by Unite Students and carried out by Halpin Partnership. The research explores the experiences of Black students across university accommodation and private halls of residence, amplifying their voices and stories to the wider Higher Education sector. The findings are challenging, but it's important that we have this knowledge in order to be able to respond. With ten recommendations, '[Living Black at University](#)' "is an important report for all those connected to student accommodation in the UK, an important first piece of research on this matter, and important for inclusive practice working for all students.

A crucial aspect of the research design was to listen to, understand, and amplify the day-to-day lived experiences of Black students in their accommodation, and use these as a basis through which to present key findings and propose recommendations to the sector - to give a platform to those voices and let them speak for themselves, alongside presenting conclusions and recommendations drawn from the research as a whole. As example; the majority of Black students surveyed have been the victims of racism in their accommodation.

'Universities to defy government pressure to ditch race equality group', Guardian article, 30 June, Richard Adams

Universities in England have launched a fightback against government attacks on their autonomy, telling ministers they “crossed a line” by pressurising them to abandon a scheme designed to improve equality on campus.

In what may be a turning point in the so-called “culture wars” over free speech, Universities UK (UUK) took on the education minister Michelle Donelan after she warned them to reconsider membership of a race equality charter, run by the charity Advance HE.

[The article](#) reports this from the UUK, a spokesperson for UUK said: “Universities take their responsibilities to promote and protect free speech very seriously. We have yet to see any evidence of how this voluntary, non-prescriptive scheme works against this.

'Faith and Belonging', 19 June 2022, FACE

Colleagues from the University of Hertfordshire discuss their institution’s approach to faith and belonging in the context of a collaborative partnership with students – resulting in a multi-faith prayer space – describing some of the challenges, and on the way exploring what Community, Belonging, and Inclusion might mean.

Blog supplied by: Dr Julie Vuolo, Deputy Head of Widening Access and Student Success, University of Hertfordshire. Prayer Space Collaborative Partnership – Pete Hanna (User Experience Consultant), Rameez Nazir (President of the Islamic Society), Matt Maddock (Student Success Officer), Maryam Zaman (former Widening Access Officer), Syeda Zara Haram (Elected Officer, Hertfordshire Students’ Union).

'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.

Key findings and new insight include:

- in 2021, over 83,000 students shared a disability in their UCAS application – this has more than doubled over the past ten years showing that students are feeling increasingly comfortable sharing this information. However, disabled people are still under-represented in higher education
- only 17% say they have access to inclusive extra-curricular activities at school or college. However, there is excitement about progressing to higher education, with 44% expecting the social aspect of life at university or college to be ‘good’ or ‘excellent’
- UCAS’ analysis of data from last year’s admissions cycle shows students with disabilities are 28% more likely to defer, and this increased during the pandemic. The deferral rate for disabled applicants rose from the pre-pandemic 7% in 2019 to 8.2% in 2021 (compared to a 6.4% deferral rate for non-disabled applicants in 2021). The steepest increase was seen for those with social, behavioural or communication impairments (e.g. an autistic spectrum condition)
- early engagement is key for these students - 56% researched available support before applying, with students commonly looking at the general and educational support available, and facilities and physical adjustments on campus prior to making their application decisions.

“Mind the Gap: Improving student mental health support through higher education and NHS partnerships’, independent research report for the OfS, 12 July 2022

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. Authors: Wavehill, social and economic research – an employee owned, working across the UK for over 25 years helping organisations make better decisions based on sound and robust research, reliable evidence and a clear rationale to clients in the public, private and voluntary sectors.

[‘Warnings of mental health crisis among ‘Covid generation’ of students’, article, Guardian 28 June, Rachel Hall](#)

The pandemic has had a lasting legacy on the mental health of the “Covid generation” of students, exacerbating rates of anxiety, depression and self-harm and resulting in a “significant rise” in young people struggling at university, experts have said.

UK universities have reported that more students are experiencing mental health problems in the aftermath of the pandemic, and that this is expected to continue with the cohort arriving in September, whose school experience was heavily disrupted by the pandemic.

A third of students said they didn’t know where to go to seek help, according to a recent survey of 7,385 students.

The president of the National Union of Students, Larissa Kennedy, said she was “deeply concerned” by the student mental health crisis, which was “getting worse”, with NUS research suggesting “the majority of students are burdened by anxiety”.

[The article](#) quotes recent research by the Humen mental health charity suggested that more than two in five (41%) of students did not think their institution prevented problems from arising; nearly half (47%) of students said mental health difficulties had a negative impact on their university experience, while a third said they didn’t know where to go to seek

A spokesperson for Universities UK said that universities had “stepped up” their efforts to support their students in reflection of the difficult pandemic they have had, in combination with “social media saturation and climate anxiety”. He added that this was a “shared priority” with the NHS and the government, which universities were pressuring to ensure “sustained funding and by commissioning student-facing NHS service

[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 spaces will be useful to HE professionals everywhere. [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.

[The Unite Foundation Scholarship Scheme.](#)

A quantitative impact analysis on 10 years of accommodation support for estranged and care leaver students by the Foundation. To mark their 10th birthday they commissioned research, conducted by Jisc, to articulate the benefits of accommodation scholarships for students who are estranged from their families or care leavers. [Key Findings](#) – released 27th June 2022

Jisc’s objective analysis is fascinating and suggest a strong connection between Unite Foundation’s aims and the outcomes of the students they support - their focus has always been about retention. The findings show that their students stay at university, complete and get good degrees – better than other care leavers and matching or close to the outcomes of the non-care leaver population. See also Unite Foundations [10th anniversary book](#), ‘This is for everyone’.

[Access to schools for education and training providers, Open consultation, DfE](#)

Published 20 June 2022, the consultation applies to England and the DfE is seeking views on proposed changes to the statutory guidance for schools on access to education and training providers.

Through the [Skills and Post-16 Education Act 2022](#), the DfE is strengthening the statutory requirement for schools to provide opportunities for providers of technical education and apprenticeships to talk to pupils in years 8 to 13 to discuss their education and training options. It is seeking views on proposed revisions to the statutory [careers guidance](#) that underpins this legal duty. The guidance explains:

- the changes to the law

- what schools must do to comply
- the support available to help schools to deliver high quality provider encounters for young people.

This consultation closes at 5pm on 25 July 2022.

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. This is produced in electronic format and provides the key university guidance information school colleagues need, to subsequently 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 list can be found

at <https://www.unitasterdays.com/writeforum/>. **The deadline for contributions is August 26 2022.** To discuss taking part, please contact Jon at UniTasterDays using jon@unitasterdays.com

‘Education 4.0 and its key role in sustainable development’, 06 July 2022, Patrick Blessinger, Ahmad Samarji and Haydeé Ramírez Lozada

[This wide reaching article](#), in Global World News, gives a future-looking, historically-based, globalist perspective on education and higher education. It places this in the context of education for human development. Amongst other things, it for instance tells us that UNESCO believes that higher education should reorient its mission, vision and values along [three interrelated themes](#): 1) the need to develop interdisciplinary and transdisciplinary teaching, learning, and research; 2) the need to become fully open institutions by focusing on diversity, equity, inclusion, and humanistic values; and 3) the need to take a more active role in society by partnering with other institutions to serve the interests of the common good. And that Educational institutions have a social obligation to prepare students for the society and workplace of the future. The article describes how education has entered a fourth wave of historical development.

‘Access HE Development programmes, conferences and events 2022-23

See for yourself the coming year’s programmes, supporting professional development and knowledge sharing in higher education

Access 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.

‘School leavers urged to choose an apprenticeship as their “genius decision”’, 11 July 2022, FE News, Duncan Foulkes

With school leavers across Wales now considering the first important step in their career journey, a federation of 70 work-based learning providers is advising them that choosing an apprenticeship is a “genius decision”. The National Training Federation for Wales (NTfW) says more than a quarter of Welsh businesses rate apprenticeships higher than any other qualification. Employers recruit apprentices to create a motivated workforce and a future pipeline of talent.

Jobs are available in 23 sectors, ranging from a builder, hairdresser, chef and dental assistant to an engineer, cyber security analyst, bank teller and gas main fitter. Available at four levels, there is an apprenticeship to suit every learner. Apprentices at the start of their career must be paid at least the apprentice minimum wage, though many companies pay more than this.

[The article](#) reminds us that a Foundation Apprenticeship is equivalent to five good GCSE passes. An apprenticeship is equivalent to two A-level passes, a Higher Apprenticeship is equivalent to a HNC/HND or Foundation Degree level and above and a Degree Apprenticeship is equivalent to a full bachelor’s degree.

Degree Apprenticeships are available in the Information and Communication Technology, Engineering and Advanced Manufacturing sectors. Apprentices can learn bilingually or through the medium of Welsh.

John Nash, chairman of the NTfW, said: “An apprenticeship is a great way to continue your education. Working with your employer and training provider, you will gain skills, knowledge and qualifications to provide you with a life-long career.

“What’s more you’ll earn a wage from day one. I would urge all school leavers to consider an apprenticeship as their next step in life.”

Heads say government must increase number of doctor trainee places to avoid NHS ‘disaster’ in 10 years’ time’, Guardian article, 22 June

Medical school heads say this is the hardest year “in living memory” for A-level students to get a place to study medicine, with several thousand high-achieving applicants left without a place. Unless the government increases the number of doctor trainee places now, they say, there will be “disaster” in the NHS in 10 years’ time.

Medicine has long been one of the most difficult subjects for A-level students to net a place in, but this year competition has been tougher than ever because many places are already allocated to students who were encouraged or paid to defer during the pandemic disruption last year, and thanks to a demographic surge in the number of 18-year-olds.

UCAS says fewer than 16% of applications to study medicine and dentistry resulted in an offer this year – down from 20.4% in 2021.

[The report](#) instances Chester University which is taking only international students because of the government cap on UK medical student numbers. Prof John Alcolado, executive dean of Chester University medical school, reports, “The NHS has tended to rely on taking doctors from countries who have trained people when they could ill afford it. This is not going to be a sustainable model to cover all our needs in the future, and it is also parasitic.”

What’s Still Current

Office for Students Business plan 2022-23

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

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

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

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

The research focuses on two principal questions:

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

TASO launches report on school attainment-raising

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

New 2023 UCAS cycle

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

- are estranged from their parents

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

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

For each question, there is a [good practice briefing](#) for universities and colleges.

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

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

[This HEPI quest blog](#) by Anna Jackson, Head of Customer Insight at Pearson Higher Education discusses the results of an ongoing survey to better understand which areas impact students' sense of belonging, and support the sector in its efforts to 'build back' student experience. A full overview of the survey results can be found [here](#).

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

In [Episode 7 of the Access Podcast](#), we discuss student and staff mental health with Prof Ross Renton, the Principal of ARU Peterborough and former Senior Pro-Vice Chancellor at the University of Worcester where he championed a strategic approach to mental health care. During the conversation, Ross suggests a number of useful initiatives and strategies that universities can adopt to maximise support for its community and address some of the challenges experienced by institutions. Ross also recommends [Preventing and Responding to Student Suicide](#) by Sharon Mallon and Jo Smith.

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

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

Missed this?

UCAS guidance documents

UCAS [student-facing information and advice](#) details the support available.

- Disabled students
- Care-experienced students
- Student carers
- Students with parenting responsibilities
- Students with a previous criminal conviction
- Students not supported by their parents (estranged)
- Refugees and asylum seekers

- Students from Armed Forces families (service children)
- Armed Forces veterans and service leavers
- Mature students
- Students from Gypsy, Traveller, Roma, Showman and Boater (GTRSB) communities
- Homeless students.

'Standards crackdown 'not anti-university', minister insists'

In [this 9 June THE article](#) Tom Williams reports on Michelle Donelan's wide-ranging speech at the Higher Education Policy Institute conference where she addresses criticisms of flagship policies. The minister said: Westminster government's crackdown on "poor quality" courses is not anti-university, the secret of world-class public services really is built upon a combination of autonomy and accountability,"; "boots-on-the-ground" [inspections were announced at eight higher education providers](#) but claimed that even a small number of substandard courses could damage confidence in the sector as a whole and put off students from applying.

On a sector-wide cap Ms Donelan said: "I would like to be clear that no one is talking about limiting the overall number of people going into higher education. It is in my view that we spend too much time debating whether there should be more or fewer young people going into university when instead we should be focusing on ensuring that every young person has a range of routes available to them. Be that university, be that college and apprenticeships but all of these routes need to be good, high-quality options. That is why targeted limits on low-quality courses to prevent courses that are known to be of low quality from [proliferating] makes a good deal of sense."

Ms Donelan addressed some of the concerns about how outcomes of courses will be measured, not be "narrowly defined by salary of graduates such as the requirement that [60 per cent of graduates go into professional jobs](#) – and

She said it would but stressed she did want to see "courses where students are supported to complete that course and where those courses give them the employability skills that will allow them to progress".

On the stifling of free speech on campus she stated that it is "the very chilling nature of this that is stifling debate."

The minister announced the new position of Student Support Champion, which will be held first by Edward Peck, vice-chancellor of Nottingham Trent University tasked with facilitating a more joined-up approach to student mental health and helping universities spot the warning signs that people might be struggling.

upReach Strategy 2022-2025

Their new [2025 strategy](#) details their aspirations to grow their social mobility impact over the next 3 years - from regional expansion, to pre-18 engagement and enabling professional networks, to supporting Alumni. A social mobility organisation improving access to top graduate jobs.

What's wanted

Call for expression of interest: Degree awarding gap cross-institutional research

The UKAT (the United Kingdom Advising and Tutoring association) Equity & Inclusion Special Interest Group is inviting expressions of interest in cross-institutional collaborative research into the Degree Awarding Gap.

If interested, please email the SIG coordinator, Josie Gabi, J.Gabi@mmu.ac.uk by **19 July 2022**.

Open Futures Scholarship for Black Students, the Open University

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

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

Eligibility criteria:

- Identify as being from a Black background; applicants must have one of the following ethnicities:
- Black African
- Black Caribbean
- Black Other
- Mixed – White and Black Caribbean
- Mixed – White and Black African
- Other mixed background (to include Black African, Black Caribbean or Black Other)
- Have a personal annual income of not more than £25,000 or be in receipt of a qualifying benefit
- Be ordinarily resident in the UK and eligible for a UK fee
- Hold no existing higher education qualification
- Be a new student to The Open University in academic year 2022/23
- Be intending to study towards an undergraduate OU qualification or module commencing in the 2022/23 academic year
- Be studying at a minimum intensity of 25% (30 credits) per academic year.

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

Stand Alone Pledge evaluation tender July 2022

[Stand Alone charity](#) is seeking a researcher to undertake a short evaluation of the Stand Alone Pledge by end of September 2022.

Stand Alone looks forward to receiving expressions of interest from researchers affiliated to a UK university as the work will need to be approved by their university's ethics committee. For more information please see the [tender document](#) to apply for this work.

Submissions end 24 July 2022. Please address any question you may have prior to submission to Susan Mueller at s.mueller@standalone.org.uk

Access to schools for education and training providers, Open consultation, DfE

Published 20 June 2022, the consultation applies to England and the DfE is seeking views on proposed changes to the statutory guidance for schools on access to education and training providers.

Through the [Skills and Post-16 Education Act 2022](#), the DfE is strengthening the statutory requirement for schools to provide opportunities for providers of technical education and apprenticeships to talk to pupils in years 8 to 13 to discuss their education and training options. It is seeking views on proposed revisions to the statutory [careers guidance](#) that underpins this legal duty. The guidance explains:

- the changes to the law
- what schools must do to comply
- the support available to help schools to deliver high quality provider encounters for young people.

This consultation closes at 5pm on 25 July 2022.

'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.

Seems to be largely targeted at business, partnerships, the economy and local growth but we urgently need high quality researching student participation and success; particularly in terms of impact, evidence and evaluation, research with business on graduate employment, internships, degree apprenticeships and so on.

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

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

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

The Open University will work with colleges through, either, collaborative delivery, or validation models, to enable colleges to develop or increase the number of HE options available to the community. Wave 1 **application deadline: 5th September 2022** (for those ready to start work in October 2022): **Wave 2 application deadline: 15th November 2022.**

[Read more](#)

The OU is accepting applications for the DfE Higher Technical Education Boost for FE funds, and holding two **webinar sessions to provide information and guidance** on the application process, and offer you a chance to ask any questions you may have. These **will run on:**

- **Tuesday 19 July at 11am**
- **Tuesday 2 August at 11am.**

If you represent a college that is interested in bidding for the funding, the OU would like to discuss it with you. Please contact the Open University at fecou-enquiry@open.ac.uk See also ['Skills boost for local communities'](#). Gov.uk, 25 May 2022

Request to help disseminate survey for PhD student

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

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

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

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

Elizabeth.Horton@warwick.ac.uk

'Who Cares? Understanding work-life-study challenges for students with caring responsibilities [SCRs], Lincoln Higher Education Research Institute (LHERI)

This project 'Who Cares? Understanding work-life-study challenges for students with caring responsibilities [SCRs]' funded by the student mental health network SMARteN, is currently hosting an online survey. They are looking for your assistance in promoting the survey amongst student carers and parents in UK Higher Education, if this is something you are able to do at your institution.

Please feel free to share the email invitation below amongst your student networks. If you have any questions, please contact: Dr Rachel Spacey rspacey@lincoln.ac.uk. The project has received a favourable ethical opinion from the University of Lincoln ethics system [2022_1789]. Email invitation reads:

Dear Student

Our research study Who Cares? is exploring the experiences of students with caring responsibilities across the UK. If you are a student parent and/or carer studying in UK Higher Education, we would love to hear your views and would like to invite you to complete our online survey: <https://lincn.ac/r72>. All participants who complete the survey will be entered into a prize draw. There are 25 x £10 e-vouchers to be won. **The survey closes on July 29th, 2022.**

Our research team is based at the Universities of Lincoln and East Anglia. The anonymised findings of the survey will be shared with our project steering group. Our project is funded by the student mental health network, SMARteN.

This research has received a favourable ethical opinion from the University of Lincoln Ethics Committee [2022_1789].

Kind regards

Dr Rachel Spacey

rspacey@lincoln.ac.uk

Rebecca Sanderson

rsanderson@lincoln.ac.uk

Lincoln Higher Education Research Institute, Rural Science Centre, Riseholme Park, University of Lincoln, LN2 2LG

Amy Zile

A.Zile@uea.ac.uk

School of Health Sciences, University of East Anglia, Norwich Research Park, Norwich, NR4 7TJ.

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 August 26 2022. To discuss taking part, please contact Jon at UniTasterDays using jon@unitasterdays.com

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, 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.

Call for examples: 'Induction for returning undergraduate students and taught postgraduates'

Liz Thomas is working to develop effective transition practice for returning students (e.g. 2nd, 3rd and final year students) and taught postgraduates, from the UK and abroad, and looking for examples of effective practice from across the sector.

Do you have any good examples to share? Either a specific activity or a whole programme or something else altogether?

Please email any information – links, brief description, etc. to liz.thomas@york.ac.uk by **22nd July if possible**. Professor Liz Thomas is a Higher education researcher and consultant.

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

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

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

Equity and Inclusion Efforts (students):

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

Equity and Inclusion Efforts (staff):

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

Submission guidelines:

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

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

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

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

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

You might also be interested in reading Issue 10/4 of the joint open access journal with Social Inclusion or contributing to Issues 11/2 (on Indigenous Emancipation) and 11/4 (which is dedicated to

Disabled People and Social Inclusion). Details of all three issues can be found on the following links:
<https://www.cogitatiopress.com/socialinclusion/pages/view/nextissues#RefugeeIntersections>
<https://www.cogitatiopress.com/socialinclusion/pages/view/nextissues#IndigenousEmancipation>
<https://www.cogitatiopress.com/socialinclusion/pages/view/nextissues#DisabilityInclusion>

WP Events

19 July 2022, 13.00 pm: **'Inclusive and Accessible Learning and Working in a Post Covid World'**, AbilityNet webinar

AbilityNet and the University of Greenwich will discuss how to create inclusive and accessible learning and working environments moving forward from the Covid-19 pandemic:

The webinar will cover:

- how Covid-19 has impacted the experience and expectations of disabled students and staff in Higher Education settings
- a playback of the findings from the recent Disabled Students UK report "Going back is not a choice" which surveyed disabled students from 69 institutions
- discussion around student and staff experiences and some of the initiatives and approaches that can help increase accessibility and inclusion
- Q&As with the panelists.

20 July 2022, 10.00 – 11.15: **'The changing workplace: Enabling disability-inclusive hybrid working'**, Lancaster University and the Work Foundation

This online event will present the findings of new research, commissioned by City Bridge Trust, which looks at disabled workers' experiences of remote and hybrid working.

It presents the findings of new research, commissioned by City Bridge Trust, which looks at disabled workers' experiences of remote and hybrid working. A panel will discuss the key challenges and opportunities posed by remote and hybrid working for disabled workers' job entry, retention and progression, and what employers and policymakers should prioritise to ensure the future hybrid working world is disability-inclusive.

Confirmed speakers:

- Paul Martinelli (Chair of the Grants Committee, City Bridge Trust)
- Mark Russell (Inclusion, Diversity and Equity Manager, KPMG UK)
- Shani Dhanda (Disability Inclusion & Accessibility Consultant)
- Paulette Cohen (Head of Diversity and Inclusion, Barclays)
- Alice Arkwright (Policy and Campaigns Support Officer, Equality Team, TUC)

27-29 July, 2022, 10.00 am to 14.30: **'The Skills to Foster™: train the trainer'**, The Fostering Network

This three day course aims to enable participants to increase knowledge and confidence in the virtual delivery of The Skills to Foster pre approval training course. Delegates will need to attend all three days to complete this course.

Aims and objectives:

- to increase awareness of using a video conferencing platform to deliver The Skills to Foster training
- reflect on personal training skills and potential areas for improvement
- to update knowledge of the content of The Skills to Foster training materials to explore some of the challenges faced when facilitating groups and to identify ways to overcome them
- to enable participants to plan, prepare and deliver an exercise from The Skills to Foster virtual training.

This three day course includes:

- virtual copies of The Skills to Foster course material
- Trainers Notes for Virtual Delivery of The Skills to Foster
- and your own course workbook filled with tips and resources for delivering the pre-approval course.

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

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

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

27 September 2022, 10:30-12:00. Fostering Network webinar

A date for your diary. 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

For more information on Tick the Box visit [the Fostering Network website](#) or email Policy and Campaigns Officer, 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. Both days will feature a variety of panels and workshops on topics to suit every attendee. Whether you're interested in 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.

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 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.

Vacancies

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

Head of Community Education (Agile Education Product Leader), British Red Cross

You will be responsible for leading the Community Education department – both its product development and its operational service delivery – to support millions of learners each year with humanitarian education. The [Head of Community Education](#) will champion the learner through harnessing an Agile approach to product delivery - driving better educational outcomes. You will support those most at risk within the UK by ensuring educational products are learner-centric and evidence-based, building community resilience and people's skills and confidence to act in a crisis. Agile ways of working will come naturally to you. Leading by example you will manage various disciplines to ensure the education offer remains responsive to the needs of learners and delivers the maximum benefit in terms of making an impact.

You will bring a robust understanding of running a business unit or service, with a good understanding of commerciality, operations, digital, data and marketing.

You will rally your team around the vision and strategy, inspire a culture of continuous improvement and empower the team to deliver against an integrated approach to community resilience in the UK. You will manage a cross-functional Product Squad and a UK-wide network of skilled and trained educators delivering workshops to schools, youth groups and adult community groups across the UK. Ultimately, you will ensure we provide relevant and effective education which supports people of all ages most impacted by crisis in the UK, particularly focusing on those with limited support, or ability to access that support.

You will know what it takes to create effective educational products and services, collaborating with other internal teams, subject matter experts, learners and external partnerships to build an outstanding educational offer. You will understand the potential of technology to enhance educational experiences and harness opportunities to adopt technology appropriately.

“Diversity is something we celebrate and we want you to be able to bring your authentic-self to the Red Cross. We want you to feel that you are in an inclusive environment, and a great position to help us spread the power of kindness.”

- Key skills and experience required:
agile leadership – Where collaboration and excellent communication come naturally
- strategic planning – Inspires others and translate awareness of internal/external environment into coherent strategies and plans, prioritising relentlessly
- track record – Proven success in the development and operational delivery of education products and services
- values aligned - Embodies our values of being Courageous, Inclusive, Dynamic and Compassionate.

Location: UK flexible – occasional travel (2/3 times per month)

Full time, permanent post. Salary: Up to £71,000 per annum. **Closing date: 17 July 2022.**

Deputy Head of WP Strategic Projects, Widening Participation team, LSE

We are seeking a Deputy Head of Widening Participation (Strategic Projects), who will form part of the WP management team working with the Head of Widening Participation and Deputy Head of Widening Participation (Programme Operations). This is a varied and crucial role, which will have oversight of operational systems and processes which are fundamental to the delivery of the WP team’s activities. [The Deputy Head of WP Strategic Projects](#) will lead on the monitoring and evaluation of all WP programmes, overseeing the work of a WP Data and Impact Coordinator, and will also contribute to School’s Access and Participation Plan (APP), regulated by the Office for Students (OfS).

The role holder will take on particular leadership of:

- the monitoring and evaluation of all WP programmes, working closely with the Evaluation Manager (APP and IEAP) to ensure alignment with the LSE Education Evaluation Framework
- the WP team’s use of a CRM (Salesforce) for operational and management information purposes, working with colleagues in the ARD Systems and UG Admissions teams
- the management of the WP team’s finances, training and supporting colleagues to forecast, budget and monitor spend effectively, as well as leading on strategic financial planning and resource allocation with colleagues in the Finance Division.

Any questions, email Head of WP, Jess Bond: j.f.bond@lse.ac.uk or Alice King, Deputy Head of WP: a.m.king1@lse.ac.uk

Full time, fixed term until 31 July 2024 in the first instance. Salary: £46,000 - £54,000 per annum.

Closing date: 28 July 2022.

Head of Admissions, Academic Registry, University of Brighton

The University is seeking a [Head of Admissions](#) to lead a large team responsible for all student admissions to its undergraduate and postgraduate taught programmes who is able to work effectively with colleagues (both academic and professional) across the university to achieve efficient and sustainable student recruitment.

Reporting to the Deputy Academic Registrar (Registry Services), your role within the Academic Registry will be to plan and deliver team activities over the medium term, with an appreciation of long-term issues relating to the admissions service. This will require a commitment to innovation by ensuring the continuous review of processes and systems informed by the latest national developments and best practice.

In order to be successful in your new post, you should have:

- applied detailed knowledge, understanding and expertise of UK HEI admissions and related recruitment and widening participation policies and processes.
- ability to provide operational leadership and management for the admissions team, setting appropriate operating KPIs to ensure excellent delivery standards and that all interview and offer targets are met.
- ability to plan and prioritise a wide range of work activities, problem solving and meeting conflicting work deadlines.
- A substantial experience of staff and team management (including change management) and the ability to support and develop staff who are at different stages of their career.

- ability to interpret, apply and communicate information to stakeholders at a range of levels and work areas, demonstrating sensitivity, diplomacy and influencing skills when communicating complex or difficult information.

The post is based at the Moulsecoomb Campus but travel to other campuses will be required. Full time, permanent post. Salary: £44,706 to £51,799 per annum. **Closing date: 4 August 2022.**

Equality, Diversity and Inclusion Manager, University of Exeter

Part of the leadership team of the University's EDI function and playing a key role in delivery of their Inclusion and Culture ambitions as part of UoE's 2030 Strategy. We have been on a journey of reflection on our culture and how we take our commitment to equality, diversity and inclusion (EDI) further. The University of Exeter Strategy 2030 sets out how we will use the power of our education and research to create a sustainable, healthy and socially just future.

[The Equality, Diversity and Inclusion Manager](#) will work with a range of stakeholders to deliver tangible responses, action and solutions in support of University ED&I Strategies, Policies and Procedures for all members of our community (colleagues and students).

The role holder will be expected to draw upon relevant and specialist experiences and expertise from previous roles, and bring examples of best national and international practice from the higher education sector and beyond, in order to position the University of Exeter as an exemplar institution in this regard. This person will also ensure that EDI issues and considerations are raised and taken into account in high-level strategic decisions and discussions.

Should you wish to talk informally about the University's strategy and the role please do make contact with Shraddha Chaudhary (Shades), Assistant Director – Culture and Inclusion s.chaudhary@exeter.ac.uk

Full time, permanent post. Salary: from £44,706 per annum. **Closing date: 21 July 2022.**

Head of Access & Widening Participation, Robert Gordon University

The purpose of the post is to lead, represent and manage the University's strategic commitment to access and widening participation. The University has a long tradition of ensuring access and widening participation to degree level education in the North-East of Scotland. This commitment remains true today as the University seeks to support individuals to fulfil their ambitions and grow its recruitment of students from disadvantaged backgrounds across Scotland.

Supporting the university's ambition to champion access and inclusion, the [Head of Access & Widening Participation](#) will work across Scotland, leading a team of individuals to develop, oversee and co-ordinate a range of programmes and activities designed to open up opportunity and enable individuals from under-represented backgrounds to achieve success.

You will need a good understanding of the higher education student recruitment routes with specific reference to widening access. An ability to work successfully with partners, combined with excellent communication skills will be essential components of this post.

This post is subject to the individual being required to join the PVG scheme. For more information, visit: <https://www.mygov.scot/pvg-scheme/>

If you would like an informal conversation about this role or have any specific questions please contact Dr Duncan Cockburn: duncan.cockburn@rgu.ac.uk

Permanent, full time, hybrid post. Salary: £42,149 - £50,296 per year. **Closing date: 3 August 2022.**

Research and Evaluation Manager, Widening Participation Department, King's College London

The [Research and Evaluation Manager](#) will work to position King's College London as a sector leader on conducting institutional research to understand how we can support students from underrepresented groups to access university and succeed at university.

Key responsibilities

- supervise and lead on a range of research & evaluation activities, including synthesis of secondary research; conducting qualitative, quantitative and/or survey designs; developing and delivering randomised controlled trials (and other experimental trials as appropriate),
- convey research findings, including complex quantitative information, in a clear and actionable way
- develop and maintain expertise in behavioural research and evaluation methodologies

- work with academics and practitioners to test and trial new approaches to widening participation and student success
- line manage the Senior Behavioural Insights Adviser.

We encourage applications from candidates who have experience from both within and outside of the Higher Education sector where they can demonstrate the skills needed to succeed in this role.

If you have any queries or questions about this role, please contact direct Jack Mollart-Solity email: jack.mollart-solity@kcl.ac.uk

Full-time fixed-term post for 12 months, (they welcome applications from candidates seeking a flexible work pattern within their necessary service operating hours of 10 am – 4 pm.) Salary: £38,826 - £45,649 per annum, including London Weighting Allowance. **Closing date: 24 July 2022.**

WP Officer, Widening Participation team, LSE

The post holder will lead on the Widening Participation team's partnership with two London based secondary schools, including the delivery of our pre-16 tuition programme and ongoing targeted activities such as teacher CPD and pupil information, advice and guidance. The [WP Officer](#) will manage the development and implementation of our Student Ambassador Scheme and associated temporary staff recruitment processes and oversee our work with offer holders from underrepresented backgrounds, including care-experienced students and those who have participated on a WP programme, supporting them as they transition to HE study. For more information about the activity currently delivered by the Widening Participation Team see www.lse.ac.uk/wideningparticipation

Candidates should have:

- knowledge of UK education, especially the schools and higher education sectors; and widening participation issues
- experience of working with children and/or young people and their parents/carers, in an education setting
- experience of managing and delivering complex projects on time and to budget
- experience of developing and managing staff, ensuring standards and aims are met.

Any questions, email Head of WP, Jess Bond: j.f.bond@lse.ac.uk or Alice King, Deputy Head of WP: a.m.king1@lse.ac.uk

(0.6fte, maternity cover for up to 12 months. £37,000 - £44,000 per annum. **Closing date: 2 August 2022.**

Senior 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 Senior Widening Participation Officer](#) is responsible for developing and managing projects to address long-term barriers to higher education, particularly attainment of young people from underrepresented groups. They lead a team of two members of staff to plan 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 developing and delivering new initiatives, particularly educational programmes and events, as well as experience of working with schools and colleges. Strong project management 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 of primary and secondary school age, and their families.

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

Full time, permanent post. Salary: £36,770 - £44,388 per annum. **Closing date: 18 July 2022.**

'Regional UK Recruitment Manager, Recruitment and Admissions, Lancaster University

We are looking for an experienced and passionate team player to lead our growing student recruitment team and activity based in the South of England. This is an exciting opportunity to develop and deliver a robust and dynamic recruitment plan to increase applications from the top schools in the region. This is a fantastic opportunity to develop and drive forward our relationships and visibility across the South of the UK.

You should have experience of managing a team remotely and building relationships with schools and colleges at a senior level, especially in the independent sector. Educated to degree level, you should

have an excellent understanding of the Higher Education decision making process and previous experience working in higher education student recruitment and/or widening participation. You will also have a proven ability to successfully manage projects to meet set timescales and deliver against targets.

[The Regional UK Recruitment Manager role](#) is mainly home based and you will need to be based in London or the Home Counties and be able to work from home. You will be required to work from shared office space in Central London one day per week and able to travel to the Lancaster campus once a month and for other events and activities when required (e.g. planning days, open days, Clearing and team building events). You must be willing to work flexible hours and occasional weekends to support events and activity as required. As the role includes regular travel to schools and colleges across the South you must be able to travel independently to reach these institutions. If you would like to chat about the role or have any questions, please contact Nicola Marsden, Head of UK Student Recruitment and Widening Participation on n.marsden@lancaster.ac.uk
Full time, permanent post. Salary: £35,326 to £40,927 per annum including London weighting of £3060 per annum. **Closing Date: 17 July 2022.**

Careers Outreach Adviser, Access, Participation and Inclusion, Kingston University, London

Kingston University are recruiting for a Careers Outreach Adviser to take up and develop this new role, as part of significant investment in careers & employability work. The [Careers Outreach Adviser](#) will be responsible for developing, managing and delivering a range of careers activities, events and projects aimed at groups that are underrepresented in higher education. They will also work as a key conduit between the outreach & transition teams and the careers & employability team, ensuring that the work of each team informs best practice in the other and thereby contributing to skills development as part of University strategy.

Initiatives will be delivered on campus, in school/college and virtually, often in collaboration with internal or external partners. Evening and weekend work is occasionally required, compensated by time off in lieu.

The ideal candidate will have a thorough knowledge of the full range of progression options for students across stages of education, with a particular awareness of issues relating to the progression of students from under-represented/disadvantaged groups. An up-to-date knowledge of the careers & employability landscape is essential, as is the ability to quickly build and maintain strong relationships and the ability to deliver with confidence to varying audiences.

If you require further information about this role, please contact Ms [Amy Horton](#), Education Liaison & Outreach Manager.

Full time, fixed term post for three years. Salary: 34,809 - 38,847 per annum. **Closing date: 31 July 2022.**

Student Recruitment Manager, Marketing, Recruitment and Admissions, Bishop Grosseteste University

[The Student Recruitment Manager](#) will work with the Director of Marketing, Recruitment and Communications with a particular focus on student applications to the University, ensuring a consistent process is in place for the recruitment of Undergraduate and Postgraduate students. Will lead, manage, develop and co-ordinate recruitment, widening participation and outreach activities to maximise student recruitment and retention, ensuring a high level professional service is obtained. This role will be responsible for sourcing and ensuring enquiries from interested students receive appropriate follow-up communications. The successful applicant will report to the Director of Marketing, Recruitment and Communications.

For informal queries regarding this position, please contact Florence Gallien, Director of Marketing Recruitment & Communications, email florence.gallien@bishopg.ac.uk

Full time, permanent post. Salary: £34,304 to £38,587 per annum. **Closing date: 17 July 2022.**

Assistant Principal, Ustinov College, Colleges and Student Experience, Durham University

Under the direction of the Vice-Principal, the postholder will conduct day-to-day work on student support and development, leading on individual student support cases and escalating complex cases as necessary. The [Assistant Principal](#) will also contribute to pro-active wellbeing and development initiatives within the College, in addition to conducting disciplinary interventions with students on the occasions this is necessary.

The Colleges and Student Experience Division includes the 15 Maintained Colleges, Experience Durham, the Student Support and Wellbeing Directorate, and the Wider Student Experience Operations Directorate.

Information on Ustinov College can be found here: <https://www.durham.ac.uk/colleges-and-student-experience/colleges/ustinov/>

Fixed Term (13 months), full time post. Salary: £34,304 - £40,927 per annum. **Closing date: 5.59pm, 21 July 2022.**

Outreach Delivery Coordinator, Undergraduate Admissions and Outreach, Oxford University.

As part of the ongoing commitment to deliver high-quality outreach and access programmes for young people and teachers, including the UNIQ programme, the Undergraduate Admissions and Outreach (UAO) office is seeking an outstanding individual with a strong commitment to widening access and experience of delivering outreach programmes.

This [Outreach Delivery Coordinator role](#) will support the new BeUNIQ programme and other Outreach Programmes the team delivers. The role will support a variety of projects focusing on and working towards the University's Access Targets and other strategic priorities relating to access and admissions at the University of Oxford and within the wider higher education sector. The post holder will have a key role in the management of the BeUNIQ programme in addition to a portfolio of outreach programmes including the University's Open Days as well as contributing towards our flagship UNIQ Programme, student and teacher conferences and digital outreach. The successful candidate will work with colleagues from UAO (for example the evaluation and communication teams) and the wider University to deliver outreach events, residential events and conferences for parents, teachers and students.

The role is suitable for a professional with experience of delivering high quality access programmes, and leading on in-person visits to community groups. An understanding of current factors affecting progression to higher education for different groups is desirable, especially changes to how outreach is delivered in light of the Covid-19 pandemic. The role requires the ability to work collaboratively and sensitively with a wide range of internal and external stakeholders and partners including organisations involved in widening participation to higher education, academics, current students, and staff from colleges and departments. If you have any queries or require further information, please do not hesitate to contact Helen McEwan, Administrative Officer, Undergraduate Admissions and Outreach helen.mcewan@admin.ox.ac.uk or uashr@admin.ox.ac.uk

Full time, fixed term post until 31 July 2023. Salary: £33,309 – £40,927 per annum. **Closing date: noon, 28 July 2022.**

Access & Participation Evaluation Officer, Widening Participation & Social Mobility Directorate, University of Southampton

The Widening Participation and Social Mobility Directorate (WPSM) at the University of Southampton has responsibility for meeting the ambitious targets of the University's Access and Participation Plan (APP) which aims to improve the access, success and progression of students from underrepresented groups and disadvantaged backgrounds.

It is seeking to appoint an exceptional individual to join as the [Access and Participation Evaluation Officer](#) who will play a fundamental role in contributing to these efforts by ensuring that a sound and holistic approach to evaluation is undertaken, recorded and disseminated.

The postholder will coach colleagues within WPSM to plan evaluation of their respective activities, empowering them to develop theories of change for all new and existing initiatives and to support them in exploring methods for measuring success against our objectives.

Using this information, the postholder will have responsibility for further developing our evaluative framework to ensure we are appropriately reporting back progress to our regulator, the Office for Students (OfS). Our approach to evaluation goes beyond just our regulatory requirements, however. We want to create a creative evaluative culture that mirrors the research led focus of the University of Southampton, simultaneously capturing the genuine passion and curiosity of our staff to contribute to real social change. The successful candidate will therefore seek to embed reflective, evidence informed practice that inspires continuous improvement, leading by example to reflect and contribute to the interplay between policy, theory and practice. Finally, the successful candidate will be responsible for overseeing our approach to data and monitoring, ensuring quality and compliance with GDPR.

You will have proven experience of evaluation having managed complex projects, with an in-depth understanding of qualitative and quantitative research methods. You will be familiar with the

management of large and often complex datasets and have the ability to analyse and present findings to multiple stakeholders. You will be confident in your communication with fellow colleagues, encouraging them to adopt an evidence-based approach to the design of their work, sharing ways in which measures of success can be adequately captured. You will have excellent organisational skills and be agile in response to calls for evidence of evaluation, providing timely responses.

Whilst experience of working within the widening access and participation sector is advantageous, it is not essential, so long as you have an understanding of the role evaluation plays within our work and in meeting our regulatory requirements and a keen empathy of our agenda. The role is offered on a full-time, permanent basis and will offer hybrid working from home and at our lively Highfield Campus where you will have access to our sports complex, Hartley Library and Staff Social Centre.

Full Time, permanent post. Salary: £31,406 to £38,587 per annum. **Closing date: 27 July 2022.**

UCL East Schools Engagement Officer

You will work closely with the Senior Schools Engagement Officers, and a STEP Trainee, to deliver lively activities that enhance young people's learning. The [UCL East Schools Engagement Officer](#) will communicate with schools, university staff and students, including recruiting UCL students to work with UCL. You will provide excellent project and administrative support to programmes that help young people access university, including developing and running workshops in schools and on campus.

You need excellent communication skills to liaise with a wide range of people in the university and schools, including young people in east London. You will have experience of coordinating and delivering meaningful activities for school-age young people. You will need knowledge of secondary school and university education, and enthusiasm for improving access to university for under-represented students. You will have strong administrative skills, and be able to manage your workload while working as part of a team within a complex organisation.

The [UCL East Schools Engagement team](#) connects young people in the boroughs around the Queen Elizabeth Olympic Park with expertise across the university. The team works with schools, university staff and students, on exciting activities that enhance young people's learning, promoting [East Bank](#) and pathways to HE. The postholders will provide excellent project and administrative support to all our programmes, including running workshops in schools and on campus.

Any questions, please contact Celine West, UCL East Schools Engagement Manager
Celine.west@ucl.ac.uk

Full time, permanent post. Salary: £29,802 - £34,867 per annum, inclusive of London allowance.
Closing date: 24 July 2022. Interviews, in person, 2 September, at our central office in London WC1.

Evaluation and Impact Officer (Widening Participation), Cardiff University

Reporting to the Widening Participation (WP) Strategy and Evaluation Manager, you will play a key role in undertaking data analysis and evaluation activities to support the roll-out of the new Widening Participation Strategy. Your primary area of work will focus on pre-university outreach activities (the 'Engage and Inspire' and 'Attract and Recruit' pillars of the strategy), but you will also provide support to the other two pillars of the Strategy ('Transition and Support' and 'Student Success').

[The Evaluation and Impact Officer](#) will use quantitative and qualitative data sources to develop high quality research outputs to support strategic decision making for Widening Participation across the university. This will include monitoring progress against the University's Widening Participation Strategy and Fee and Access Plan. You will be involved in a wide range of projects ensuring we measure the impact of our activities. This will include analysing existing data alongside the creation and generation of new data, both qualitative and quantitative. You will have a strong attention to detail and the ability to meet tight deadlines and balance conflicting priorities. You will need to have good organisational skills, an enthusiastic attitude and a team-centred approach to your work.

Full time, open ended contract. Salary: £27,924 to £32,344 per annum. **Closing Date: 18 July 2022.**

Senior Programme Coordinator, University of Warwick

[The Senior Programme Coordinator](#) will work with the Student Experience and Engagement Manager to plan, implement and support a student experience and engagement strategy, involving building relationships with the WBS Undergraduate students as well as key alumni and current WBS and University staff to ensure that WBS maximises Undergraduate student experience.

This position will have a significant role in helping WBS ensure that we continue to offer a fantastic

student experience and engagement for its Undergraduate and Foundation Year students. This is a multifaceted role in which the successful candidate will work alongside the Student Experience and Engagement Manager and wider Student Experience Team to plan and execute key student engagement and experience activity for the whole student cohort and specific student subsets. This role will require the successful candidate to be supremely organised across their varied responsibilities, whilst possessing exceptional interpersonal skills including the ability to communicate effectively across a diverse set of audiences. The successful candidate will be a committed and collaborative colleague who is driven by ensuring that students have the very best student experience whilst studying in WBS.

The role will encompass: Student Engagement; Event Management; Widening Participation; Pastoral care; Administration.

Permanent, full-time post. Salary: £27,116 - £30,497 per annum. **Closing date: 24 July 2022.**

Regional Coordinator – two posts, The Elephant Group

We are seeking two proactive and mission-driven [Regional Coordinators](#), based in the East Midlands, and Yorkshire/North East regions, to support programme delivery in these Hubs, strengthening our relationships and added value to maximise our impact. We are looking for someone that is keen to support our mission, an excellent team player, with good interpersonal skills, comfortable working independently in a small team, and willing to be flexible in meeting the needs of our school partners. You will work directly with one of our Regional Managers as well as our wider team, and there will be opportunities to provide operational support for national work such as communications, evaluation, and programme development.

Passion, enthusiasm and drive for supporting under-represented young people is a must.

The Elephant Group is a national charity committed to improving social mobility and diversity in education & top institutions by increasing state student access to 'top tier' universities. Through our innovative and collaborative programme we support young people – particularly those from under-represented groups – to develop confidence, raise their aspirations, achieve academic excellence and build their networks, so that state school students have greater representation in the UK's leading professions and positions of influence. These roles are home-based in a location that makes schools visits in the chosen region viable on a regular basis.

Full time, permanent post. Salary: £23,000 – £26,000 per annum. **Closing date: 9 am, 18 July 2022.**

Access and Participation Administrator, Access and Participation, Arts University Bournemouth

The Arts University Bournemouth (AUB) is seeking an [Access and Participation Administrator](#) to join AUB's Open Campus department as part of their rapidly growing Access and Participation team. This is an exciting time to join a team which plays a central role in the delivery of the University's civic and social commitment, pooling resources, sharing skills and co-ordinating widening participation activity across the institution.

Duties will include a mixture of administrative tasks, including the management of Access and Participation email inboxes, administering bursary applications for funding to short courses, maintaining the database of schools contacts and assisting with the organisation and reporting of Access and Participation activity for the Senior Access and Participation Officers, Senior Research and Evaluation Officer, and Progression Officer.

You will also work closely with the Access and Participation Manager, Student Recruitment Manager and colleagues in Registry to identify target schools, report on the monitoring of activity, and co-ordinate meetings of the Access and Participation Steering Group.

The successful candidate will have excellent organisational skills to manage a diverse range of duties which you must be able to work on pro-actively and independently, prioritising a range of tasks on a daily basis. The successful candidate will have strong written and verbal communication skills and excellent organisation skills, with keen attention to detail. You will have experience working as part of a team and a Level 3 qualification or above and/or equivalent experience. Previous experience creating digital content or communication campaigns would be beneficial. Job location: Wallisdown, Poole BH12 5HH

Full time, Permanent post. Salary: £21,686 per annum. **Closing Date: 5 August 2022.** Interview Date: 24 August 2022.

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