

Action on Access WP and Access eUpdate **Issue 154: 9 September 2022**

*This eBulletin is compiled and produced by Andrew Rawson, Director, **Action on Access**, and currently emailed to 1,495 colleagues in the wider access widening participation and student success community.*

Don't forget you can follow **Action on Access** on twitter:
@actiononaccess

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

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

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

Contents

Welcome to the September 2022 edition of the Action on Access eBulletin.....	3
What's New	4
A new Education Secretary	4
Sutton Trust Cabinet analysis 2022	4
'Liz Truss announced as new Prime Minister – Sector Reaction', 5 September, editor, FE news	5
'Higher education minister Andrea Jenkyns reappointed to DfE', 8 September, THE	5
'National conversation' needed on funding 'solution', says West, 8 September, THE article	5
'Prioritise education and science, new UK PM Liz Truss urged', THE article 6 September	5
'Susan Lapworth confirmed as new OfS chief executive', article, 2 September THE, Tom Williams, 6	
'OfS opens grade inflation investigations at three providers', THE article 2 September, Tom	
Williams	6
Office for Students webinar on changes to the HESES data return in 2022.	6
'No 10 turmoil forces adviser's exit and delays number controls', 29 August, John Morgan	6
'The Office for Students, expertise and legitimacy in the regulation of higher education in England',	
4 September 2022, HEPI blog,	7
'Results day: Almost half of girls opt for university despite only a third of jobs requiring a degree',	
FE News	7
'It's time to talk about the Russell Group', HEPI Guest post, 20 August 2022, Mary Curnock Cook,	
a HEPI Trustee and Chair of the UPP Foundation Student Futures Commission.....	7
'Mental Health: New Research Shows No Signs of Improvements for HE Students', 4 August 2022,	
Youth Thinking.....	8
Final call for input into the Young Carers Pledge	8
Carer's Leave Bill.....	8
'Gypsies, Roma and Travellers: The ethnic minorities most excluded from UK education', HEPI	
report No 151, 7 July 2022, Dr Laura Brassington, HEPI's Policy Manager.....	9
'From weaver and Working Class daydreamer to National Teaching Fellow', Advance HE news	
from 2022 National Teaching Fellows and Collaborative Award for Teaching Excellence winner.....	9
'Inclusive education through community building and student empowerment', Advance HE, 2022	
National Teaching Fellows and Collaborative Award for Teaching Excellence winner	9

Applications now open for employers seeking to improve apprenticeship standards	9
'How do we ensure access to training opportunities for people on Universal Credit?', Work Foundation research.....	10
'Ensuring graduates are prepared for the future', HEPI guest post 26 August.....	10
Research excellence and widening access are not mutually exclusive', HEPI Guest post, 21 August 2022, Dr Maggie Leggett, the Director of External Relations at Queen Mary University of London	10
'The value of universities to UK society', 29 July 2022, Savanta.....	10
'Sidestepping challenging texts does disservice to students', 2 September THE article, Sasha Roseneil, Sussex University vice-chancellor.....	11
'Book Review of Chums: How a Tiny Caste of Oxford Tories Took Over the UK', HEPI Guest Post, 2 September, Daniel Dipper	11
Review of Steven Jones's 'Universities Under Fire', 31 August, HEPI blog, Dr Liz Morrish, Visiting Fellow at York St John University,.....	11
'L&D's role in enabling social mobility'	12
Oxford for South East.....	12
'Are the right freshers in the right places?', 7 September, HEPI Guest Post.....	12
'What is the future of Micro, Nano and Digital credentialing?', 31 August 2022, Stuart Martin, FE News.....	12
Daily Resources for Academics and Staff	13
'Times Higher Education Awards 2022: shortlist announced', 1 September, THE.....	13
What's Still Current.....	13
Academic Year 2020/21: Widening participation in higher education.....	13
Report: 'TASO summer schools' evaluation – interim report' launch.....	13
Defunding BTECs and access to HE	14
'Statement on participation in the Teaching Excellence Framework (TEF)', Universities Scotland, 22 July 2022	14
'College-based HE Network: Insights report and recommendations for future outputs', Jo Tyson, Advance HE.....	14
Student engagement in knowledge exchange: Interim report.....	15
Class Ceiling podcast, Episode 2, a conversation with Professor Lee Elliot Major	15
'Supervising the culture wars: a survival guide for the liberal establishment'	15
Missed this?	15
'Higher Education for the Nation: Supporting Graduates', May, 2022	15
'What works to tackle mental health inequalities in higher education (HE)?', TASO.....	16
What's wanted	16
Carer's Leave Bill.....	16
Final call for input into the Young Carers Pledge	16
Applications now open for employers seeking to improve apprenticeship standards	16
PhD research into the mental health experiences of autistic university students	17
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.	17
Online Sexual Harassment & Media Application Engagement.....	17
WP Events.....	18
Vacancies.....	25
Director of Equity & Organisational Change - Mind	25
Head of Admissions and Student Recruitment, Marketing and Student Recruitment, University of the West of Scotland	25
Associate Director (Summer School and Executive Education), London School of Economics and Political Science.....	25
Head of Programme - Diversity & FIR, Recruitment Revolution	26
Director of Wellbeing and Safeguarding, People, Wellbeing Services, University of Warwick	26
Lecturer/Senior Lecturer (Research & Teaching) Widening Participation, Nursing, Midwifery & Palliative Care Department, King's College London	27
Head of Wellbeing and Advice, London South Bank University	27
Head of Admissions, Glasgow Caledonian University,	28
Evaluation Manager, Office for Students.....	28
Head of Greater Manchester Higher, Professional Services, Manchester Metropolitan University ..	28
UK Student Recruitment Manager, University of Leicester.....	29

Student Wellbeing Adviser (Care Experienced and Estranged Students), Glasgow Caledonian University	29
Outreach Delivery Coordinator, Undergraduate Admissions and Outreach, University of Oxford ...	30
Collaborative Engagement and Retention Team Coordinator, Centre for Student and Community Engagement, Nottingham Trent University	30
Routes for All Development Officer, Glasgow Caledonian University	31
Equality, Diversity and Inclusion Projects Officer, Liverpool John Moores University	31
Recruitment Co-Ordinators (two posts), Department of Student Recruitment and Marketing, Teeside University	31
Widening Participation Research and Evaluation Analyst, Rambert School	32
Project Support Officer, Reaching Wider. Marketing, Recruitment and Communications Department, Bangor University	32
Access Office Programme Support Officer, St John's College Oxford	32
Social Sciences, Arts and Humanities Access Associate, St John's College Oxford	33
UCL Access Assistant and UCL Widening Participation Assistant	33
Widening Participation Co-ordinator, Marketing and Student Recruitment, University of the West of Scotland	34
Graduate Intern, Widening Participation Research and Evaluation Team, University of Surrey	34
Equality, Diversity and Inclusion Coordinator, Liverpool John Moores	34
Equality, Diversity and Inclusion Officer, Human Resources, University of Salford	35

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

The next issue of the eBulletin will be published on Friday 14 October 2022.

Copy deadline: Wednesday, 12 October 2022.

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

Editorial

Good to be back after the summer break; and I hope that reading this month's eBulletin contributes to easing you back into work. Personally, I am really looking forward to taking Action on Access forward this year as we enter upon a new phase. We shall be continuing all the services that you have been used to (and which you have told us you value); while updating, refreshing and expanding how we deliver these services. More coming later.

Changes at AonA, of course, pale into insignificance against the backdrop of the current political and social turbulence which this month's eBulletin seeks to cover. In a week of new appointments - Prime Minister and Ministerial - it is clearly far too early to discern either continuity or new directions in policy; however, I have included here several articles and speeches that highlight the key issues pertinent to, and currently contentious in, HE. The focus of the Office for Students may shift again; the priorities for education as a whole may change; the damage caused to the education sector by the government's responses to the pandemic continue to reverberate; and we don't quite know yet how disadvantaged and under-represented learners are faring in the post-Clearing Admissions process. The content of this month's eBulletin ranges wildly and poses many questions, some with answers and some raising further questions and concerns. Perhaps this reflects the current fractures apparent across our society.

Returning to Action on Access. For more than twenty years we have been supporting the sector with high-quality knowledge and information to our 1,500 subscribers: providing a reliable, accessible service **at no cost** delivered directly to your inbox. The growing volume and ever-widening scope of AonA's Information Service, however, has brought increasing costs - both in terms of time and money - which now require us to establish a more stable and secure source of funding in order to maintain and develop our information provision. In October, we move onto a subscription-based service which will guarantee our future enabling us to guarantee to you the same informed and up-to-date email briefing service you have always enjoyed. More information will follow.

Finally, in this month's eBulletin, may I remind you to have a look at the What's Wanted section which contains interesting and varied opportunities: and to keep your careers buzzing there are, as usual, many events and vacancies listed in the last two sections.

Enjoy the September eBulletin and keep sending me information, vacancies and events.

Warm wishes,
Andrew

Quotations of the month

"Universities need to work together collectively with student bodies to understand and map the variety of student interests rather than simply permitting this to be presented in terms that suits the narrow ideological stance of the current Government or the selfish interests of particular institutional or sectoral-group brands ... developing a coherent sense of the diversity of students' interests in English higher education and how these can be supported by effective regulation."

Paul Ashwin and Charles Clarke at Lancaster University, in the context of the HE regulator, see item below, "What to Expect on A-Level Results Day", HEPI blog, 9 August

"institutions dedicated to education, universities are also places of encounter with new, and often difficult, ideas, through which identity, character, and world view change and develop. As such, they provide a wide range of disciplined training in methods of investigation, interrogation and debate that equip graduates with essential life and citizenship skills, as well as offering more informal spaces for students to explore politics, culture and social relationships, in which emergent critiques of the status quo and visions of the future can be forged."

'Sidestepping challenging texts does disservice to students', 2 September THE article, Sasha Roseneil, Sussex University vice-chancellor

"At present, the UK is failing to provide for the educational needs of Gypsy, Roma and Traveller – as well as Showmen and Boater – children."

Dr Laura Brassington, HEPI's Policy Manager, see item below, "Gypsies, Roma and Travellers: The ethnic minorities most excluded from UK education."

What's New

A new Education Secretary

Mr Malthouse, new education secretary, formerly the Chancellor of the Duchy of Lancaster and before that a policing minister, is the fifth minister to head the Department for Education in the space of a year. Jacob Rees-Mogg has become business secretary in UK prime minister Liz Truss' first Cabinet. Rees-Mogg we know.

The ninth education secretary since 2010, Kit Malthouse was formerly an accountant and then deputy mayor of London under Mr Johnson, studied politics and economics at Newcastle University. Conservative MP for North West Hampshire, he has not held any education portfolio and has a strong business experience and interest. As a Conservative MP he is (after a significant political period in London, very active locally, see his [website here](#), and votes the same way as other Conservative MPs on the vast majority of issues. Maltouse was sworn in as a member of Her Majesty's Most Honourable Privy Council on 20 September 2021 at Balmoral Castle, giving him the honorific prefix of "The Right Honourable" for life.

There does not seem to be much more information.

Sutton Trust Cabinet analysis 2022

This Sutton Trust [report](#) finds that more than two thirds of the new cabinet attended independent schools'. Members of the new Conservative cabinet are over nine times more likely to have gone to an independent school than the general population, according to analysis by the Sutton Trust

published today. 68% were educated at fee-paying schools, while 9% went to a comprehensive and 10% attended a grammar school. Of the 31 ministers attending Liz Truss's new cabinet, 35% went to Oxford or Cambridge universities. This compares with 27% of all Conservative MPs, 18% of Labour MPs and 21% of all MPs. 29% of Truss's cabinet were educated at other Russell Group universities (excluding Oxbridge). 26% of the new cabinet went through a 'pipeline' from fee-paying schools to Oxbridge.

This proportion of alumni of independent schools is higher than Boris Johnson's first cabinet (64%). It is more than twice that of Theresa May's 2016 cabinet (30%), and more than both Cameron's 2015 cabinet (50%) and the 2010 coalition cabinet (62%).

Sir Peter Lampl (Sutton Trust), [observed \(FE News 7 September\)](#): "Truss continues the academic dynasty at No10 that stretches back to the start of World War II: except for Gordon Brown, every Prime Minister since 1940 who went to university went to Oxford.

Liz Truss has pitched herself as the 'education prime minister', representing a potentially exciting opportunity to improve the school system and opportunities for children and young people across the country. Yet in terms of educational background, the make-up of her cabinet is less representative than that of her predecessor, with over two-thirds from independent schools. Today's findings underline how unevenly spread opportunities to enter the most prestigious positions continue to be. Making the most of talent, regardless of their background, must be a priority."

[‘Liz Truss announced as new Prime Minister – Sector Reaction’, 5 September, editor, FE news](#)
[Some immediate reactions](#) to the appointment of a new Prime Minister.

[‘Higher education minister Andrea Jenkyns reappointed to DfE’, 8 September, THE](#)

Although ministerial responsibilities are yet to be confirmed Andrea Jenkyns Morley and Outwood MP had been reappointed as a parliamentary undersecretary of state in the DfE; clearing the way for her to stay on as higher education minister?

[The article](#), by Chris Havergal, points out that Ms Jenkyns is a natural Truss ally: she hails from the right of the Tory party, and was a fervent supporter of Brexit.

[‘National conversation’ needed on funding ‘solution’, says West, 8 September, THE article](#)

The president of Universities UK Steve West, vice-chancellor of the University of the West of England, has called for a "national conversation" on a "long-term funding solution" for higher education, while urging the new Westminster government to "lean in" to the cost-of-living crisis with the return of maintenance grants for those in greatest need.

[This article](#), by John Morgan, on his UUK annual conference speech talked to the cost-of-living crisis biting for staff and students, while dealing with their own rising costs whilst funding is being reduced by the continuing freeze in the tuition fee cap.; and called for a national conversation should take place in parallel with the government's plans to build a more flexible lifelong learning system." He also warned that by 2024-25 the £9,250 fee cap in England "will only be worth £6,600 in 2012-13 prices" – when the current system was introduced.

[‘Prioritise education and science, new UK PM Liz Truss urged’, THE article 6 September](#)

[The article](#) written by Tom Williams, makes the point that despite pitching herself as an "education prime minister" during the course of the campaign, Ms Truss has [had little to say about universities and research](#). So what does the author think the new Prime Minister faces:

Education and research a priority; pledges to guarantee an interview with the "elite" institutions for anyone who achieved three A* grades in their A levels; consequent move to post-qualification admissions and, potentially, January start dates for undergraduate courses; solving the deadlock over the UK's association to Horizon Europe; global HE collaboration; reconsidering the "deep freeze" of university tuition fees (soaring inflation having devalued fees – which have risen just once in the past decade – even further); student number controls and a minimum entry requirement; new Education minister(s) (Kemi Badenoch, Michelle Donelan).

Lee Elliot Major, professor of social mobility at the University of Exeter, said that at "the very top of the in tray for the new education secretary" would be helping "to manage the unfolding crisis of escalating costs and increasing hardship now affecting the lives of millions of children and young people".

'Susan Lapworth confirmed as new OfS chief executive', article, 2 September THE, Tom Williams,

Susan Lapworth has been appointed as Chief Executive of the Office for Students (OfS) taking effect from 1 September 2022 until the end of August 2026. The OfS Chair is James Wharton.

A former director of regulation for the OfS, Ms Lapworth held a number of senior roles at the OfS' predecessor organisation, the Higher Education Funding Council for England, including as director of regulation and assurance. Over a career in higher education spanning 19 years, she has also served as registrar for several UK universities.

[The article](#) reports that she takes the top job at a crucial time for the English regulator, which has signalled its intention to be more interventionist in upholding quality in the sector.

Chief Executive of the OfS Susan Lapworth said:

"I am delighted to have been appointed as the OfS's chief executive. English universities and colleges make an enormous contribution to society and individuals, through teaching, research and work in their communities.

This complex and diverse sector would not have a regulator if its work was unimportant and I look forward to continuing to work with the excellent team at the OfS to ensure that students from all backgrounds can access and succeed on high quality courses which leave them well prepared for life after graduation."

'OfS opens grade inflation investigations at three providers', THE article 2 September, Tom Williams

Concerns over 'sharp increase' in number of firsts and 2.1s awarded warrant 'further scrutiny', according to the regulator. Three providers - as yet unnamed - will be subject to inspections due to "sharp increases" in the number of first- and upper-second-class degrees they have awarded, [according to the Office for Students](#). The OfS tried to strike a conciliatory note reminding all that its concerns "warrant further scrutiny" not a witch hunt, that concerns "required further scrutiny" but "should not be interpreted as indicating that any form of wrongdoing has actually taken place in any of the three providers concerned".

[The article](#), by Tom Williams, wonders whether a change in government and the loss of the OfS' quality assurer, QAA, might, or might not, have an impact on the regulator's appetite for intervention. Earlier this year the regulator [published an analysis](#) which showed that the proportion of first class degrees awarded in England has more than doubled, from 15.7 per cent in 2010-11 to 37.9 per cent in 2020-21.

Office for Students webinar on changes to the HESES data return in 2022.

13 September: [HESES22: essential updates for experienced staff](#)

A webinar on changes to the HESES data return in 2022.

Office for Students webinars to support those new to HESES or for those who would like to refresh their knowledge.

15 September: [Introduction to OfS funding and HESES22](#)

20 September: [Categorising your students using HESES22 definitions](#)

22 September: [Identifying & counting students to be included in HESES22](#)

29 September: [Submission and verification of the HESES22 workbook](#)

'No 10 turmoil forces adviser's exit and delays number controls', 29 August, John Morgan

Iain Mansfield "is seen as the driving force in DfE ministers' aggressive stance towards English universities – often working in tandem with hostile coverage in right-wing newspapers – over 'low-value' degrees, free speech and the 'woke' agenda". But, with the prospect of an ultimate Tory "culture warrior" becoming secretary of state once a new leader is elected, it remains to be seen if his departure will be permanent.

Meanwhile, the turmoil has delayed the DfE's higher education policy plans. It is thought that the government was ready to respond to consultations on its plans to introduce [student number controls](#) and a [minimum entry requirement](#) just before the leadership crisis occurred, but the plans, which the Johnson government had already pledged to implement via a bill, had to be paused.

Nick Hillman, director of the Higher Education Policy Institute, said it “now seems likely that a detailed [consultation] response is currently indefinitely delayed – it is unlikely to appear during parliamentary recess and is then unlikely to be near the top of the new PM’s in tray”. Further significant delays could potentially put in doubt the introduction of student number controls for 2024-25.

‘The Office for Students, expertise and legitimacy in the regulation of higher education in England’, 4 September 2022, HEPI blog,

“We are commenting from the position of individuals who have researched higher education for more than twenty years and as one former Secretary of State for Education. We are not sector representatives moaning about the ‘burdens’ of regulation.”

In [this challenging blog](#), the authors, Paul Ashwin and Charles Clarke at Lancaster University consider: the OfS’s [original Regulatory framework](#) in 2018; its [2022-25 strategy](#); the grounds for intervention; what the OfS considers to be ‘the student interest’; and whether the OfS in its role as regulator has the expertise to carry out its role.

They conclude: “Universities need to work together collectively with student bodies to understand and map the variety of student interests rather than simply permitting this to be presented in terms that suits the narrow ideological stance of the current Government or the selfish interests of particular institutional or [sectoral-group brands](#) ... developing a coherent sense of the diversity of students’ interests in English higher education and how these can be supported by effective regulation.”

‘Results day: Almost half of girls opt for university despite only a third of jobs requiring a degree’, FE News

[This article](#) reports new research from the skills organisation City and Guilds:

- 40% of young people in the UK plan to attend university, but insights suggest only 29% of jobs require a graduate skill level
- girls are more likely (47%) than boys (31%) to plan on going to university after leaving school
- City & Guilds is calling for improved careers advice and guidance to make young people, and those that influence them, better aware of the range of options available

Ahead of A-Level results day, new research from skills organisation City & Guilds reveals that more young people (40%) are turning towards university compared to the same time last year (35%). But there is a stark gender divide – with almost half (47%) of girls aged between 17-19 considering going to university, compared to under a third (31%) of boys.

According to the findings, girls are also more preoccupied with future earnings, with more than half (54%) making their post-school choice based on what they believe is the best way to get a good job with a good salary, compared to just 44% of boys.

However, labour market analysis from Lightcast suggest that only 29% of UK jobs typically require a degree level qualification. This means young people could be setting themselves up for unnecessary debt without a clear onward trajectory. With young people basing their education choices on perceived, rather than real, career prospects, City & Guilds is urging schools to provide robust careers advice based on current labour market insight to ensure that young people, parents, and teachers are aware of the full range of career options available.

‘It’s time to talk about the Russell Group’, HEPI Guest post, 20 August 2022, Mary Curnock Cook, a HEPI Trustee and Chair of the UPP Foundation Student Futures Commission.

The author, previously Chief Executive of the Universities and Colleges Admissions Service and as Director of Qualifications and Skills at the Qualifications and Curriculum Development Agency, reflected shortly after Results day on the Russell Group universities and particularly their record on access and diversity. In this forthright and critical blog, she asserts that while individual universities in the Group have much to commend them, the grouping of these universities into a brand pack damages the sector and distorts demand, with a consequent downplaying of non-Russell Group institutions reinforced by resulting public and journalistic perception and reporting.

‘What works to tackle inequalities in student mental health?’

In [this Advance HE news item](#) Sarah Chappell, Senior Research Officer at the Centre for Transforming Access and Student Outcomes in HE (TASO), shares her thoughts on tackling inequalities in student mental health after TASO’s recently published [report](#). Sarah currently leads on TASO’s student mental health research theme. She describes upcoming TASO-led research as we

further identify what works, and what doesn't, to support student mental health and tackle inequalities; with existing practice within HE providers needing to be pooled to maximise impact and better serve students.

'Mental Health: New Research Shows No Signs of Improvements for HE Students', 4 August 2022, Youth Thinking

Anxiety levels in HE students remain high according to the latest YouthSight research conducted for the Advance HE [Student Academic Experience Survey](#).

The annual survey is designed and developed by the Higher Education Policy Institute (HEPI) and Advance HE to show the expectations, perceptions and experiences of full-time undergraduate students in higher education. And this year, the survey revealed no improvement to students' mental health.

The last few years have been tough for young people - the Pandemic in particular posed an extremely challenging time for students and as a result, satisfaction took a huge hit. Universities struggled to deliver on the communication needs of students and alleviate their anxiety - and as a result many students began reconsidering their university choices ([HE Snippet, 2020](#)).

But the impact wasn't just on higher education. The [research for HEPI](#) revealed that 28% of young people were anxious about entering the world of work following the pandemic.

Two years on from the outbreak and students are still struggling with feelings of loneliness and anxiousness; almost one in four students say they feel lonely 'most' or 'all' of the time.

According to the survey trans students have higher levels of anxiety and are more likely to consider a change of course or institution given the choice.

Furthermore, the Applicant Index survey revealed that one in five students reported a mental health condition and almost half (49%) of students said they had experienced anxiety within the past two years.

Universities must do more... "If we learned anything from our research throughout the global crisis, it's that students want better communication. Honest, open and authentic dialogues with students are the key step towards offering better support and alleviating stress."

Recent research for their client at Sodexo also offers insights into how institutions can design better physical spaces that will go some way to addressing students' feelings of loneliness.

[The Social and Informal Learning Spaces report \(July, 2022\)](#) revealed that 42% of students feel the most important thing to them was having a safe, secure environment to learn.

The report also drew upon the findings of the 2021 National Student Survey, which uncovered a marked decline in satisfaction around course facilities and feeling part of a community.

To tackle these issues Sodexo recommends:

- bringing students into the design consultation process and creating more inclusive places to work and learn
- being adaptable particularly when dealing with macro-environmental factors that could impact student experience
- measuring success.

Final call for input into the Young Carers Pledge

Colleagues have already reviewed and contributed to the proposed Young Carers Pledge, from the Young Carers Alliance which will be launched for Carers Rights Day in November. This will be a precursor to the full young carer and covenant for young and young adult carers and based on existing legal rights/policy commitments which are in place – collating them into a single place. If you haven't yet had a look or fed in your thoughts, the jamboard can be [accessed here](#) – Please add any thoughts by Friday 16 September so that Andy McGowan, Head of Engagement Caring Together can then work on a draft pledge. He can be contacted at Andy.McGowan@caringtogether.org or on 07843 327 336.

Carer's Leave Bill

Carer's Leave Bill campaign via social media and via writing to your MPs. The second reading of the Bill is this Friday 9 September, and there are currently more than 30 cross-party MPs and over 100 organisations supporting the Bill. The draft bill and accompanying documentation have now been published - [You can see the documents in full here](#)

If your organisation hasn't yet signed up to say you support the bill, it's not too late – you can do so by visiting <https://www.surveymonkey.co.uk/r/RFFTNYF>

'Gypsies, Roma and Travellers: The ethnic minorities most excluded from UK education', HEPI report No 151, 7 July 2022, Dr Laura Brassington, HEPI's Policy Manager

Gypsies, Roma and Travellers (GRT) are the lowest achieving ethnic groupings in the UK education system, with stark disparities in attainment apparent from early years education through to higher education. [This new report](#) looks at the reasons behind poor educational outcomes; considers the issues faced by GRT students in higher education institutions; and provides an overview of the current schemes to improve GRT access to higher education in the UK. The report starkly concludes that "At present, the UK is failing to provide for the educational needs of Gypsy, Roma and Traveller – as well as Showmen and Boater – children." It highlights the main barriers to access and participation and concludes by making several policy recommendations.

'From weaver and Working Class daydreamer to National Teaching Fellow', Advance HE news from 2022 National Teaching Fellows and Collaborative Award for Teaching Excellence winner.

In [this Advance HE news item](#) Senior Lecturer in Education at Liverpool John Moores University, reflects on his working class heritage; his journey from being a weaver, studying with the Open University, gaining his first degree and subsequently pursuing a career as a university academic; a journey through different, maverick, and often challenging, learning experiences.

'Inclusive education through community building and student empowerment', Advance HE, 2022 National Teaching Fellows and Collaborative Award for Teaching Excellence winner

In [this Advance HE news](#) item National Teaching Fellow 2022 Dr Farhang Morady of the University of Westminster reflects on his approach to inclusive education, community building and student empowerment.

He discusses working with students from diverse backgrounds who have used their creativity, passion, imagination and organic leadership to make DEN central to teaching, learning and overall university experience for our Westminster community. Seeking to evidences how community building can support a more inclusive education through student empowerment.

Applications now open for employers seeking to improve apprenticeship standards

Expert employers are being sought to provide the latest skills advice to government, keeping apprenticeships and other technical education up to date. This is the latest round of annual recruitment for membership of the Institute for Apprenticeships and Technical Education's (IfATE) advisory groups or 'Route panels' are responsible for ensuring that apprenticeship standards and T Level qualifications are high quality and meet the needs of employers, apprentices, students and the economy at large. They do this by maintaining a strategic overview of their sectors, using '[occupational maps](#)' to identify potential skills gaps or overlaps and ensure that new apprenticeship standards and T Level qualifications work together to provide clear pathways for career progression. Definition of employment status, "employer or an employee currently working in the sector – that is, the leader/owner of a business in the sector that employs its own workforce or employed by a business or professional body serving the sector."

Termed 'route panels', the groups focus on 15 different sectors including construction, engineering and manufacturing and protective services, and consist of employers working collectively to review and make recommendations to IfATE's compliance board. We need employers who have expert knowledge and experience in their sector to offer an authoritative view on the skills required in the modern workplace – **and it is important we have University and college HE-aware employers represented.** The closing date for applications is midnight 18 September 2022.

Topics up for review include existing apprenticeship standards, new proposals and assessment plans, and the content of T Level qualifications – the government's new gold standard work and skills training programmes. Any employers who volunteer to join a panel will need to know the type of training, development and assessment best suited to building those skills as well as an understanding of future skills needs. This is a chance to represent the employer voice at IfATE and make a real difference.

Panel members meet every eight weeks to consider submissions. They are also sometimes be called on to act as ambassadors for IfATE, speaking at sector conferences and sharing their perspectives with other employers and stakeholders.

Find more details on [how employers can join a route panel here.](#)

'How do we ensure access to training opportunities for people on Universal Credit?', Work Foundation research

[Article](#) on ways to help ensure people on Unemployment Credit are not being shut out of training opportunities, by Olivia Gable, Policy Analyst at the Work Foundation at Lancaster University. Figures from the Department for Work and Pensions for May 2022 show that close to 2.4 million people were claiming UC and required to look for work, either because they were unemployed or were on a low income. The study revealed how these requirements can prevent people from starting training courses that could benefit them, and the range of experiences people described in interviews pointed to a lack of consistency in how the rules are applied.

The study informed the creation of several recommendations for the Department for Work and Pensions that would help ensure people on UC are not being shut out of training opportunities:

- UC's restrictions on study should be removed to allow anyone receiving UC to study part or full-time for at least one year, and the time people spend studying should count towards conditionality requirements.
- people on UC should have access to clear information about rules on studying, course opportunities and available funding to cover fees and costs of studying, such as travel.
- the Government and Jobcentres should ensure Work Coaches have not only the time to support everyone with an interest in accessing training but can also access up-to-date knowledge of labour market demand, local skills ecosystems and training opportunities so they can signpost people on UC to relevant services.
- the Government should prioritise creating an affordable childcare offer to improve access to work and training for parents and carers, ensuring that those on UC have costs covered in full and paid for up-front.

'Ensuring graduates are prepared for the future', HEPI guest post 26 August

This post by Max Lu, Vice-Chancellor of the University of Surrey, focuses on graduate outcomes, graduate employment and graduate employability, together with the view that equality of opportunity and supporting success regardless of background is core to the mission of universities and in ensuring the future success of graduates.

The author describes his own context/experience in [this blog](#), and what his University has been doing. Surrey University is currently University of the Year for Graduate Employment in the Sunday Times/Times Good University Guide and in March won best university careers and employability service at the National Undergraduate Employability (NUE) awards. This year's HESA Graduate Outcomes survey showed that more than eight out of 10 of their graduates have gone on to secure graduate-level employment.

'Research excellence and widening access are not mutually exclusive', HEPI Guest post, 21 August 2022, Dr Maggie Leggett, the Director of External Relations at Queen Mary University of London

"Any suggestion that Russell Group universities pay only lip service to widening access is just wrong. At Queen Mary, 92 per cent of our home undergraduate students are from state schools, 49 per cent are the first in their family to enter higher education and 35 per cent are from households where the annual taxable income is less than £20k. These students go on to succeed in their chosen careers – which is why Queen Mary was named the country's top university for social mobility in a report by [the Institute for Fiscal Studies](#) in partnership with the Sutton Trust Education in 2021. Our research is excellent, as would be expected from a member of the Russell Group: we ranked 7th in the UK for the quality of our research in the Research Excellence Framework 2021."

[The quest blog](#) goes on to explain how the approach and delivery at Queen Mary has achieved this balanced result.

'The value of universities to UK society', 29 July 2022, Savanta

Reflecting on the social value of universities and in partnership with Universities UK, Savanta conducted [research](#) amongst MPs and the general public, to share at their annual Political Affairs Conference.

Undoubtedly, universities have faced a challenging time over the last couple of years. Both universities and we as individuals have had to adapt quickly. While it feels like things are largely returning to a familiar life again, some things will remain permanently changed. It is therefore an

important moment to look at the value universities bring to society, and perceptions of how universities help to develop and shape their local communities.

When asked about what the general public perceives as the top priorities for universities, the most emphasis is placed on providing graduates with the skills the economy needs. Developing skills to support the economy is considered the top priority for UK universities.

This is considered a priority across all age groups, but this increases with age.

[The report](#) concludes that while building skills for the economy is also important to younger people, they narrowly prioritise providing value for money to students and graduates. Older people are more likely to place priority on the skills and economic value that universities bring to the UK, younger people to emphasise enabling social mobility, working in collaboration with local partners to support the levelling up agenda, and supporting local arts and cultural programmes. The most significant change since asking this question last year is the much greater prioritisation that universities enable social mobility or boost life chances. This is especially important to those in Scotland and Wales.

'Sidestepping challenging texts does disservice to students', 2 September THE article, Sasha Roseneil, Sussex University vice-chancellor

Students should be encouraged to tackle books, ideas or ways of thinking they may find distressing or offensive – but offering emotional support is important too, Sussex's vice-chancellor, Sasha Roseneil. All universities, and Sussex in particular, are places where established ideas and knowledge are challenged and reworked. Their curricula and cultures have to support and facilitate the contestation of conventional wisdom, and the pursuit of novel, sometimes unpopular, even disturbing, lines of enquiry.

In [the article](#) the author affirms that "institutions dedicated to education, universities are also places of encounter with new, and often difficult, ideas, through which identity, character, and world view change and develop. As such, they provide a wide range of disciplined training in methods of investigation, interrogation and debate that equip graduates with essential life and citizenship skills, as well as offering more informal spaces for students to explore politics, culture and social relationships, in which emergent critiques of the status quo and visions of the future can be forged."

'Book Review of "Chums: How a Tiny Caste of Oxford Tories Took Over the UK"', HEPI Guest Post, 2 September, Daniel Dipper

A personal journey and perspective: the author is going into his third year of studying History and Politics at Magdalen College; is the current Oxford Union Librarian; Magdalen's undergraduate president; and was educated in a state comprehensive school and is the first in his immediate family to go to university.

Chums is a snapshot of a time gone by, bringing alive 1980s Oxford in vivid detail. It acts as a warning about a future without social mobility, showing the disproportionate influence closed networks can play. Simon Kuper's book takes you step-by-step from university days and the Oxford Union right to Coronavirus and the heart of government. [This review](#) reflects that the book's thesis, that Oxford (and specifically the Oxford Union) played a formative role in the rise of politicians like Johnson and the idea of Brexit, is "thought-provoking"; but that we need to consider the counterfactual to judge the extent to which this is true. The author concludes, "The future doesn't have to look like Chums and I don't anticipate it will, but we all need to play our part to make sure that is truly the case."

Review of Steven Jones's 'Universities Under Fire', 31 August, HEPI blog, Dr Liz Morrish, Visiting Fellow at York St John University,

"This review looks at the eighteenth book in the Palgrave series on [Critical University Studies](#), and which tells us there is a lot to critique in universities in the twenty-first century. The problems detailed in Steven Jones' '[Universities under fire](#)' are familiar to HEPI readers: higher education funding, marketisation, academic precarity, management by metrics, and students positioned as consumer. Jones discusses all of these, together with a chapter on culture wars and freedom of speech controversies. His view of academia is discouraging: a sector where precarious staff, menaced by exhortations to be 'resilient' and 'agile' suffer imposter syndrome, and where 'quit lit' is a ratified genre of academic writing.

This is a well-written and engaging book. I hope it inspires more people to believe in the benefit of higher education and counter the destructive narratives that undermine it. Jones makes a case for what we thought we already had – autonomous universities with democratic participatory governance, held accountable by independent regulators."

'L&D's role in enabling social mobility'

OU latest [report](#) produced in partnership with Training Zone, which was published last week. It explores how organisations can drive and reap the benefits of social mobility through learning and development in the workplace. Education as a key driver of social mobility. It is written by Jessica Leigh Jones, an entrepreneur based in Wales, and she explores the concept of social mobility in the workplace, looking at some of the talent pools organisations could explore. Jessica then offers a range of tools and strategies to make this a reality.

The report covers:

- the socially diverse talent pool – from refugees to former sports professionals
- the five types of social mobility
- how different types of organisations enable social mobility
- intrapreneurial learning, skills bootcamps and personalised learning
- creating an action plan for L&D leaders.

Oxford for South East

The University attracts more applications from some parts of the region than others. For example, students from coastal areas are underrepresented at Oxford, and the [Oxford for South East programme](#) is their approach to this.

Local Authorities in this region extend from those clustered around the South Coast - Brighton and Hove, East Sussex, West Sussex, Kent, Medway, Portsmouth, Isle of Wight, Southampton, Surrey, Hampshire.

St John's, St Hilda's, St Hugh's and Somerville colleges combine forces to launch Oxford for South East a new community outreach programme working more closely with schools and colleges, with a particular focus on non-selective state schools and colleges located in the following areas: Brighton and Hove, East Sussex, West Sussex, Kent, Medway, Portsmouth, Isle of Wight, Southampton, Surrey, Hampshire.

Through the programme they are also developing partnerships with local authorities, local universities, multi academy trusts, community organisations, and social mobility organisations.

'Are the right freshers in the right places?', 7 September, HEPI Guest Post

[The article](#) written by Dennis Sherwood, author of [Missing the Mark: Why so many school exam grades are wrong, and how to get results we can trust](#), published by Canbury Press asserts that A level grades in England – and AS and GCSE grades too – are, to use Ofqual's own words, '[reliable to one grade either way](#)', the proceeds to examine the context of grading.

Ofqual has known about this problem since the mid-2010s and has been progressively forced into admitting just how unreliable exam grades are.

The evidence in this article is derived from the measures of the reliability of grades as [published by Ofqual in November 2018](#).

This obviously has its impact on fairness in access to higher education.

See also the [recent review](#) and discussion of the book 'Missing the Mark' in a previous HEPI blog by Rob Cuthbert, Emeritus Professor of Higher Education Management at the University of the West of England and Managing Partner of the Practical Academics consultancy. The review brings out the fourteen alternatives/solutions and reiterates that something needs to be done to make A-Level and GCSE exam grades reliable and fair.

'What is the future of Micro, Nano and Digital credentialing?', 31 August 2022, Stuart Martin, FE News

A new focus, especially with Covid and climate change, on upskilling and reskilling employees; industries are rapidly changing; and many occupations ceasing to exist in the very near future are all contributing to many countries and organisations talking about micro-credentials they are not all the same or defined the same. [The article](#) discusses the differences between them, and differentiates between a micro-credential and a short course - micro-credentials being on a framework and a short course not; building value with regards to 'stacking'; digitally badging and a common misconception being that digital credentials, also known as digital badges, are a different term for micro-credentials. They are not. Micro- and nano-credentials are the courses, the training, and the learning. Digital

credentials are the certification of that piece of learning. Digital credentials are the recognition of skills and/or knowledge earned.

The author highlights that size and credibility are of fundamental consideration in defining credentials. While flexibility is necessary, there needs to be consensus about what is or isn't a micro- or a nano-credential. Real rigour needs to be made for these products and the quality assurance around them needs to be robust. Definitions are slowly evolving, however, decision-makers need to be braver and put a number to the name. That is the only way that comparability, consistency, and validity can occur and ensure these credentials mean something that will help learners and industries.

Daily Resources for Academics and Staff

Two interesting Times Higher articles looking at how academic library services (focus on North American institutions) need to reinvent themselves: with regard to library and IT services with their cultural differences brought together ([‘There are great benefits to merging library and IT departments’](#)); and that libraries should, post-Covid, ([‘Covid-19 showed that the academic library requires digital evolution’](#)), and described as at the Monterrey Institute of Technology, become more ubiquitous and available no matter the challenges of time and space.

‘Times Higher Education Awards 2022: shortlist announced’, 1 September, THE

The shortlists for the 2022 Times Higher Education Awards – the “Oscars of higher education” have been announced. More than 70 institutions, 20 categories across university activity – both academic and professional services, from front-line staff through all levels of leadership and management. The University of Glasgow and the University of Central Lancashire make the most appearances in this year’s shortlist, with five each. The University of Leicester came a close second with four. In the running for the coveted University of the Year title are Edinburgh Napier, Loughborough University, Newcastle, Northumbria University, the University of Plymouth and Sheffield Hallam. See [this article](#) if you wish to see the categories and list of nominees.

The awards will be presented on 17 November. For more information, visit www.the-awards.co.uk.

What’s Still Current

Academic Year 2020/21: Widening participation in higher education

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

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

Report: ‘TASO summer schools’ evaluation – interim report’ launch

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

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

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

Defunding BTECs and access to HE

Read or watch the debate in the House on the government's intent to defund BTEC and other applied general qualifications, which underlines the importance of this qualification for fair access and participation in HE. The petition, which was signed by more than 100,000 people, many of us among them, was titled "Protect student choice: do not withdraw funding for BTEC qualifications".

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

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

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

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

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

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

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

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

No decision has been made as yet regarding Welsh participation in TEF – I understand that Universities Wales are coordinating views regarding this.

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

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

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

College-based HE (CBHE) is complex and takes many different forms across a broad range of provision, but there are a set of uniting factors that the Advance HE CBHE network has the collaborative space to explore. From the outset, there were recurring themes being explored by network members, which included:

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

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

Student engagement in knowledge exchange: Interim report

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

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

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

The final evaluation report will be published in summer 2023.

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

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

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

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

The Establishment is having a rough old time in the culture wars, especially universities, with universities coming under persistent fire from both identity groups and populists.

For d'Ancona, generational injustices belong to the progressive liberal establishment and its obsession with meritocracy which 'not only by definition, but by design – leaves people behind'. Identity politics has 'surged forth from the gap' between what was promised to the disadvantaged and what they received. In an apposite and disturbing image the review points out that increasingly institutions see ourselves as managers supervising a dodgem rink of group rights, where collision is inevitable, and our duty is to ensure that nobody sustains injury. Further political discussion continues.

The reviewer concludes that "Higher education faces an uncomfortable ride if we outsource the creation of our institutional frameworks to manage social risk to the courts, politicians, activists, and civil society organisations. We will be equally discomfited if we fail to place relevant academic disciplines at the heart of how we work with identity and populism".

Missed this?

'Higher Education for the Nation: Supporting Graduates', May, 2022

The case studies highlighted in [this publication](#) show the range of employability support offered through HEFCW's 2020 Graduate Support Programme, enabling graduates affected by the pandemic to access work experience and help their transition into employment. More than 2,000 individuals have been through the programme, which provides help to universities in supporting socially disadvantaged individuals and those from underrepresented groups who graduated during the pandemic with tailored one-to-one employability advice and guidance, e-mentoring, paid placements, the creation of graduate pathways and bursaries, training and equipment, online webinars, events workshops and specialised continuing professional development.

Emma Mock, Head of Skills and Employability at HEFCW, said: "The dedication and commitment of universities to improve the outcomes of their graduates is shown clearly through the case studies featured in this publication. The additional funding has effected change in the lives of so many graduates impacted by the Covid-19 pandemic, especially those lacking the necessary support networks or routes into employment."

'What works to tackle mental health inequalities in higher education (HE)?', TASO

Produced in collaboration with the Centre for Education and Youth (CfEY), [the report](#) includes an evidence review around how mental health may be driving or perpetuating equality gaps in HE outcomes and the effectiveness of interventions to combat these inequalities. Findings from the review are supported by a mixed-methods sector consultation, discussing themes related to targeted support and evaluation. As part of the consultation, roundtable discussions were structured around different provider types including FE colleges, Russell Group universities, Metropolitan universities, small and specialist providers, and third sector organisations.

The report reveals evidence suggesting that mental health issues may both cause and worsen inequalities in higher education and that the impact of COVID has increased levels of anxiety, stress and loneliness, risking further marginalising of students from underrepresented backgrounds. Evidence also points to students from these backgrounds being less likely to disclose their experience of poor mental health or seeking support, raising concerns that the extent of the problem could be staying largely hidden.

A concerning finding is that students from low income backgrounds, from Black, Asian and Minority Ethnic (BAME) backgrounds, mature students, LGBTQ+ students and care-experienced students are at greater risk of suffering from poor mental health, and are also among the groups most likely to experience poorer HE outcomes. The review of the evidence on student mental health interventions revealed that support appears to be focused on student mental health and well-being in general and there is a paucity of evidence regarding interventions targeted at these at-risk groups. Nonetheless, some studies show that existing mental health interventions can be tailored to address specific mental health concerns, including those related to race, gender and sexuality. HEPs also report implementing peer support initiatives for students who identify as LGBTQ+, young carers, care-experienced students and students from Black, Asian and minority ethnic backgrounds.

What's wanted

Carer's Leave Bill

Carer's Leave Bill campaign via social media and via writing to your MPs. The second reading of the Bill is this Friday 9 September, and there are currently more than 30 cross-party MPs and over 100 organisations supporting the Bill. The draft bill and accompanying documentation have now been published - [You can see the documents in full here](#)

If your organisation hasn't yet signed up to say you support the bill, it's not too late – you can do so by visiting <https://www.surveymonkey.co.uk/r/RFFTNYF>

Final call for input into the Young Carers Pledge

Colleagues have already reviewed and contributed to the proposed Young Carers Pledge, from the Young Carers Alliance which will be launched for Carers Rights Day in November. This will be a precursor to the full young carer and covenant for young and young adult carers and based on existing legal rights/policy commitments which are in place – collating them into a single place. If you haven't yet had a look or fed in your thoughts, the jamboard can be [accessed here](#) – Please add any thoughts **by Friday 16 September** so that Andy McGowan, Head of Engagement Caring Together can then work on a draft pledge. He can be contacted at Andy.McGowan@caringtogether.org or on 07843 327 336.

Applications now open for employers seeking to improve apprenticeship standards

Expert employers are being sought to provide the latest skills advice to government, keeping apprenticeships and other technical education up to date. This is the latest round of annual recruitment for membership of the Institute for Apprenticeships and Technical Education's (IfATE) advisory groups or 'Route panels' are responsible for ensuring that apprenticeship standards and T Level qualifications are high quality and meet the needs of employers, apprentices, students and the economy at large. They do this by maintaining a strategic overview of their sectors, using '[occupational maps](#)' to identify potential skills gaps or overlaps and ensure that new apprenticeship standards and T Level qualifications work together to provide clear pathways for career progression.

Definition of employment status, “employer or an employee currently working in the sector – that is, the leader/owner of a business in the sector that employs its own workforce or employed by a business or professional body serving the sector.”

Termed ‘route panels’, the groups focus on 15 different sectors including construction, engineering and manufacturing and protective services, and consist of employers working collectively to review and make recommendations to IfATE’s compliance board. Employers are needed who have expert knowledge and experience in their sector to offer an authoritative view on the skills required in the modern workplace – **and it is important we have University and college HE-aware employers represented.** The **closing date for applications is midnight 18 September 2022.**

Panel members meet every eight weeks to consider submissions. They are also sometimes be called on to act as ambassadors for IfATE, speaking at sector conferences and sharing their perspectives with other employers and stakeholders.

Find more details on [how employers can join a route panel here.](#)

PhD research into the mental health experiences of autistic university students

This PhD research aims to gain an understanding of autistic students’ mental health experiences throughout their university journey, to develop our understanding of risks, triggers and protective factors. We also hope to develop an insight into the support that autistic university students find useful. Please bring the survey and project to the attention of your students as appropriate.

This will be done initially through an online survey, hosted on Qualtrics, which is now open. Full ethical approval has been provided by The University of Warwick. The survey is open to undergraduate students in any year of study. Participants will need either a formal or suspected diagnosis (including those who self identify) or be awaiting diagnosis of autism.

After analysing results, we will produce a report and good practice guide to share with universities throughout the UK. We hope this knowledge will lead to increased retention and success rates for autistic students.

Please promote this survey amongst students. **The survey will close end of September 2022.**

The survey can be accessed via the link below;

https://warwick.co1.qualtrics.com/jfe/form/SV_2t9jUasVYSvBHAW

Webpages with more information and regular updates can be accessed below;

<https://myportfolio.warwick.ac.uk/view/view.php?t=wXQetgF6Psy9ckr2n1Oj>

For more information about the study, please contact the PhD researcher Ellie Horton –

Elizabeth.Horton@warwick.ac.uk

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) Conventions abstracts for presentations on Disabled and/or ethnic minority people, to name but two examples, and the hardships they face during war, climate change and economic insecurity (both, for instance, in Ukraine or in the UK with the rising energy prices) would also be welcome. **Submissions by: 15 December 2022.**

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

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

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

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

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

Online Sexual Harassment & Media Application Engagement

Are you 18 or over and interested in participating in some research? This research aims to consider how individuals understand the concepts of sexual harassment and consent in relation to their online environments. If you would like to contribute or learn more, please follow the survey link

<https://itu.onlinesurveys.ac.uk/sh-c-apps>. Data collection will **end 31 of December 2022.**

WP Events

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

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

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

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

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

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. Her research is politically motivated by a personal history of growing up on a council estate with multiple markers of deprivation in Belfast, and a conflictual experience of social mobility through education.

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. Their 10 principles of engagement situate young men as relational learners in a context where success comes down to 'the tenacity of the relationship between the learner and the educator. Where the relationship is marked by trust, empathy and respect, any challenge or setback can be worked out'. 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](#). For more information on the conference you can email Alex Blower. ablower@aub.ac.uk.

12-14 September 2022: THE Digital Universities MENA.

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

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

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

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

The main aim of [this Conference](#), held in a safe hybrid environment (online and onsite), is not only to bridge the gap between what has been thought of as separate and decoupled fields of knowledge (STEM - Science, Technology, Engineering, and Mathematics- and Social Sciences), but also to think about gender differences in Science(s) from an intersectional perspective.

If you have any questions do not hesitate to contact Soledad De Esteban-Trivigno, PhD. at communication@bridges2022.com

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

NERUPI Convention 2022, Friends House, Euston, London

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

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

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

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

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

[This HELOA conference](#) gives a wide-ranging programme covering project management, analysis and evaluation will be of great use to so many across recruitment, WP, and affiliated areas. One delegate place per institution free (until Monday 15th August) for HELOA member institutions: additional members/non-members at £130/£175.

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

There are many challenges at the intersection of research policy and practice around digital inequalities, inclusion, and literacies. These are at the heart of this fourth edition of the [#DigitalInclusion](#), Policy and Research Conference (DIPRC) 2022. Join [this online conference](#) from the Digital Poverty Alliance and Learning Foundation team to hear experts and researchers participate and share their knowledge on best practice and key insights around [#DigitalPoverty](#) across the globe.

27 September 2022, 10:30-12:00: The Fostering Network's #TickTheBox webinar: Learn more about the support available for people with care experience at university, featuring UCAS, NNECL and universities from the UK

The #TickTheBox campaign encourages young people with care experience to 'Tick The Box' on their UCAS application so universities and further education colleges know that they are entitled to support. It also raises awareness and aspirations for people with care experience, who are underrepresented in higher and further education, signalling the possibilities open to them.

[This free webinar](#) is open to people with care experience, foster carers, social workers and anyone who wants to know more about the support available at university and higher education for people with care experience. The event will consist of a 10-minute presentation from each panellist, on a range of topics such as the application process, the support on offer, accommodation, finance and much more. There will also be a 30-minute Q&A to ask any questions you may have.

Panellists include:

- Nicola Turner, Senior Fair Access Adviser, UCAS
- Sian Edwards, Communications Officer, NNECL,
- Lena Smith, Transitions Officer, Cardiff University
- Wendy Price, Head of Widening Access and Participation, University of Sunderland
- Nina Gatt, LEEP Programme, Inverness
- Paul Cassidy, Community Outreach Officer, Ulster University

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, 2-3pm: Young Carers and College roundtable.

If any of you are doing work with your local colleges, either in terms of awareness-raising/identification, or in terms of part of your model of support, you might consider joining the virtual roundtable on Thursday 29 September from 2-3pm. This will be an opportunity to hear about work being done in this area and also discuss what else we think needs to be done. If you would like to attend, please e-mail Andy McGowan, Andy.McGowan@caringtogether.org for the link.

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

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

Westminster Higher Education Forum online policy conference

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

[The conference](#) will be an opportunity to examine a range of policy initiatives, along with funding, announced by the government including the scheme aimed at bringing universities together with the NHS and other services to enhance support and improve the student experience - and the

appointment of Professor Edward Peck, who is a keynote speaker at this conference, as the first Student Support Champion.

Areas for discussion include:

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

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

18 October, 3 and 10 November 2022: 'Inclusive Leadership', AdvanceHE

Inclusive Leadership is aimed at HEI leaders, senior leaders and policymakers who can engender departmental and institutional change.

Participants in [this virtual session](#) will engage with questions surrounding their individual role as a change agent in relation to their institution, the need to adopt a systemic approach to creating equality for all and the changing nature of the drivers for inclusive leadership.

Three half day modules: 18 Oct, 3 & 10 Nov. Participants need to attend all three modules

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

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

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

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.

2 November 2022: 'Access, participation and student success conference 2022', Universities UK

UUK is bringing together leading sector experts to discuss the current and future challenges for improving access, participation and student success in higher education. (This is not the annual event that *Action on Access* have always delivered annually, at this time of the year with UUK, as *Action on Access* are not involved.)

[The conference](#) will discuss the future of Access and Participation Plans, the impact of the pandemic on post-covid education delivery, handling the cost-of-living crisis and lots more. Agenda will be published soon.

This one-day conference will provide informative, timely content from the most pertinent speakers on the topic, as well as a wide range of opportunities to network, discuss, and make connections with colleagues within the sector. You will also be able to access the recordings of the plenary sessions after the event.

If you have any questions about this or any other UUK events, please contact them at events@universitiesuk.ac.uk or 07500 441505.

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

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

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

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

10 November 2022: Carers UK State of Caring Conference 2022: A better future: meeting the challenges of carers

Carers UK are holding their annual State of Caring Conference, again being held online. The conference is a chance to hear about new practices and reforms from sector leaders in health, social care and carers' organisations. The State of Caring conference 2022 this year will look at policy and practice including:

- social care delivery including assessments and breaks
- social care and health innovation
- the costs of care and funding reforms
- health and care integration
- the new Integrated Care Boards, Partnerships and Health and Care Act provisions
- new trends in the workplace
- new developments in equalities.

Through a mixed format of keynote sessions and facilitated workshops, they will be taking stock of new employer practices supporting carers in the workplace, as well as continuing their strong theme of digital support for carers.

For more information about the event or to book a place see <https://www.carersuk.org/professionals/state-of-caring-conference> (**Early bird places are still available until today Friday 9 September**).

16–17 November 2022: 'Creating opportunity through education', Hilton London Metropole Hotel
Harness new ways of thinking to improve access to quality teaching and promote equality in learning for all. THE Campus Live UK&IE 2022 is the opportunity to address the most pressing issues currently faced by higher education professionals, highlighting the voices at the forefront of the interventions that are contributing to change. [This in-person event](#) features a two-day packed agenda on the theme of "Creating opportunity through education" with networking opportunities and speakers from the University of Oxford, King's College London, University of Manchester, University of Kent and many other institutions from across the UK and Ireland.

This event will feature "V-C question time" when vice-chancellors/presidents from the University of Kent, Leeds Trinity University, Glasgow Caledonian University and UCL will respond to questions from the audience. Other sessions will take a fresh look at: university practices; building your brand – how to position yourself as a leader; improving your institution's recognition in unknown territories; and many other issues that currently challenge UK and Irish universities.

17 November: 'Mental health in higher education conference 2022', Universities UK
UUK's annual mental health conference is a unique opportunity for you to hear from sector-leading experts and practitioners about the latest developments in supporting mental health in higher education, and to network with peers to learn about emerging best practice. [This online one-day conference](#) will provide informative, timely content from the most pertinent speakers on the topic, as

well as a wide range of opportunities to network, discuss, and make connections with colleagues within the sector. Agenda to be published soon.

You will also be able to access the recordings of all sessions after the event, including any sessions which you were unable to attend live. If you have any questions about this or any other UUK events, please contact events@universitiesuk.ac.uk or 07500 441505.

22 November 2022: NNECL Annual Conference 2022

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

24 November 2022: 10am-1pm: A Research, Policy and Practice Forum on Young carers and health

Young Careers Alliance. [This forum](#) gives you the opportunity to:

- hear about some of the work being done to improve health and wellbeing of young carers and improve the identification of them by health settings
- learn about research exploring the impact of caring on young carers' health and wellbeing
- find out more about policy updates linked to young carers and health, including their new rights under the Health and Care Act 2022
- network and identify opportunities for collaboration and sharing best practice.

1 December; 1:30-3pm: A Research, Policy and Practice Forum on Improving the health and wellbeing of young carers through sport

Young Careers Alliance. [This forum](#) will give you the opportunity to:

- learn about the impacts that caring has on the physical and mental health of young carers and the benefits that keeping active can have on carers.
- hear about examples where young carer organisations have linked up with local sports clubs and organisations to provide a wide range of opportunities and support.
- learn more about the Carers Active project and how you can get involved.
- network and identify opportunities for collaboration and sharing best practice.

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.

8 December 2022: 'The future of teaching and learning in higher education', Universities UK

As we emerge in a post-pandemic world of teaching and learning, what should we take forward and what should be left behind? In an area that has rapidly changed over the past few years, assessing what works and what the future will look like is crucial. [This online one-day conference](#) will provide informative, timely content from the most pertinent speakers on the topic, as well as a wide range of opportunities to network, discuss, and make connections with colleagues within the sector. Agenda to be published soon.

You will also be able to access the recordings of all sessions after the event, including any sessions which you were unable to attend live. If you have any questions about this or any other UUK events, please contact events@universitiesuk.ac.uk or 07500 441505.

26 January 2023: 'Students as Co-Creators 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 relating to students as co-creators; provide evidence-informed examples and ideas to encourage student engagement, and network with like-minded peers. The aims of this symposium are to:

- provide an open and supportive environment within which to share and discuss contemporary practice and initiatives in teaching and learning; and
- provide evidence-informed examples and ideas for university staff and students to address current challenges 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 submit abstracts regarding successful, evidence-informed co-creation initiatives. The call for papers will open in September 2022.

1 February 2023: 'Degree apprenticeships and higher technical education conference, 2023'

Universities UK

Degree apprenticeships and higher technical education attract high-calibre learners and equip students with the knowledge and skills needed in a rapidly changing economy. As we continue to build back better in the wake of the pandemic, how can we make sure that they are part of government, and public, discussion of education and rebuilding the economy? And how can we build new networks and ways of working that leverage pre-existing structures and partnerships?

[This conference](#) will address key challenges and opportunities that the sector faces. If you are unable to join in person, you can register for access to a livestream of the plenary sessions (breakout sessions will not be streamed). This conference is dedicated to key information on what to expect for the coming year from the experts paving the way, as well as to share best practice and network with peers.

If you have any questions about this or any other UUK events, contact events@universitiesuk.ac.uk or 07500 441505.

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

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

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

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

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

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

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

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

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

4 May 2023: Equality, diversity and Inclusion Colloquium, Advance HE

[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.

Vacancies

Director of Equity & Organisational Change - MIND

The [Director of Equity and Organisational Change](#) is an exciting new leadership opportunity and is here to mobilise change that matters at Mind. The post holder will take a transformative approach to equity, diversity and inclusion, recognising that MIND needs to fight the perpetuation of the conditions that create inequality challenging both inside and outside of our organisation. They will use their expertise and lived experience leadership to disrupt, support, coach and equip our movement to continually learn and adapt in our fight for mental health for all.

You will be accountable for shaping and leading the new directorate that combines the equity and organisational change departments. In this high profile, critical leadership role, you will:

- work with senior colleagues to ensure that equity and transformational practice is on the strategic agenda at the highest level
- provide leadership to staff in the directorate who are responsible for leading the delivery of this transformative change across national MIND and MIND Retail.

We would love to hear from you if you have expertise in leading transformational cultural change with an evident ability to translate anti-racist principles into practice. You also know how to build productive professional relationships and partnerships with a wide range of individuals and stakeholders who may have differing perspectives and be at different stages of their ED&I journey.

Location: A hybrid mix of homeworking and at least 2 days per week in Stratford or Cardiff office

If you would like to discuss the role before applying, please feel free to contact Emmanuel from Diversifying Group at emmanuel@diversifying.com

Full time, permanent post. Salary: £85,000 - £90,000 per annum. **Closing date: 22 September 2022.**

Head of Admissions and Student Recruitment, Marketing and Student Recruitment, University of the West of Scotland

The Head of Admissions and Student Recruitment will lead and implement activities and improvements to processes, procedures and systems to ensure that UWS admissions services are best in class and will take a leading role in conceptualising and regularly evaluating domestic and RUK student recruitment plans in response to complex market dynamics. You will also be part of an ambitious and forward-thinking wider Marketing and Student Recruitment department which puts our students at the heart of everything we do.

This is an exciting opportunity to lead on the conceptualisation and delivery of ambitious plans to attract, recruit and admit a diverse cohort of students to University of West of Scotland (UWS) through outstanding recruitment, widening participation and admissions practices.

The [Head of Admissions and Student Recruitment](#) will provide strategic leadership across all aspects of the University's admissions and UK student recruitment functions and through strong leadership, you will drive student recruitment and admissions activities to ensure student recruitment opportunities are maximised. The post holder will also be responsible for leading and innovating the University's broad programme of widening access activities as well as playing a key role in supporting the ongoing development of strategic relationships with UWS's college partners. Location: Paisley.

To find out more about this opportunity please contact Emma Edwards, Director of Marketing, Communications and Student Recruitment at emma.edwards@uws.ac.uk

Full time, permanent post. Salary £63,668 - £73,782 per annum. **Closing date: 14 September 2022.** Interview Date: 30 September 2022.

Associate Director (Summer School and Executive Education), London School of Economics and Political Science

The [Associate Director \(Summer School and Executive Programmes\)](#) plays a critical role in the Extended Education Unit, with a particular focus on providing:

- leadership and direction for the Summer School & Executive team, driving the development and implementation of LSE's growth strategy
- strategic insight and thought leadership for the development of Summer School and Executive provision across Extended Education programmes and the broader School
- support to, and deputising for, the Director of Extended Education.

Duties include:

- strategy, planning and leadership
- development
- representation.

This role could suit someone that has experience as a Head of Programme in a University or a similar role, and with some of the following:

- knowledge of the global short course/HE market and how it is changing; ability to use this to inform the Unit's development
- experience of negotiating commercial contracts.
- excellent negotiation and influencing skills, demonstrating persuasive and motivational skills and the ability to work with and through others
- demonstrable experience of identifying opportunities for beneficial organisation change and leading colleagues to deliver it
- significant team and line management experience
- experience of recruiting, training and developing of staff.
- evidence of having made a significant contribution at senior management level.
- experience of representing a business unit at senior level board and/or committee meetings.

Full time, permanent post. Salary: £70,000 - £83,000 per annum. **No closing date given.**

Head of Programme - Diversity & FIR, Recruitment Revolution

The Fairness, Inclusion & Respect (FIR) programme's key objective is to understand the challenges and barriers within the industry and to raise awareness with the objective of supporting a more attractive, diverse and welcoming place to work for all. The FIR Programme is an industry-wide change programme endorsed by the Construction Leadership Council and is led by our Employer Leadership Group including BAM Construct UK, Balfour Beatty, CECA, GRAHAM Construction, Osborne, Skanska, WJ Group, McLoughlin and VINCI working together with major infrastructure clients such as HS2, National Highways, Transport for London and Network Rail. Together we have developed a Toolkit of support, delivered workshops and events, created a range of online tools and developed and supported a network of over 600 FIR Ambassadors. This all aims to encourage a culture of Fairness, Inclusion and Respect (FIR) across the construction and engineering sector. The key responsibilities for the role are: to lead the FIR team to deliver the Fairness, Inclusion & Respect (FIR) Programme; to work with the Leadership Group to agree objectives and strategy; and to represent the programmes across industry.

The [Head of Programme - Diversity & FIR](#) will bring EDI knowledge and experience to set the strategy for growth and delivery of the FIR Programme, building relationships with trade associations and federations, leading clients and contractors and other industry stakeholders; lead the delivery team; represent the FIR Programme at industry groups and forums, including Construction Leadership Council, and other relevant groups.

You will have a proven track record of successfully leading EDI initiatives, learning and development and understand cultural change and improvement. You will be able to demonstrate a passion for addressing and challenging equality and diversity issues and a good understanding of the dynamics of the construction sector.

You will have experience identifying and engaging with different stakeholders and stakeholder groups and assessing and addressing their views. You will be comfortable dealing with challenge and experienced in basing responses to challenge on facts rather than personal values.

Understanding the benefits that increased diversity bring to a business; why a culture of fairness, inclusion and respect is good for business to articulate the business case at Director level in businesses large and small. Location: London.

Full time permanent post. Salary: £60,000 - £70,000 per annum. Closing date: 23 September 2022.

Director of Wellbeing and Safeguarding, People, Wellbeing Services, University of Warwick

University of Warwick is looking for an experienced leader, with strategic and professional experience related to the area of mental health and wellbeing. You will be the university expert on student wellbeing and will advise and guide decisions on best practice. The university has developed a whole organisation wellbeing strategy, and this is an exciting opportunity for someone to drive forward the implementation, focussing on quality and continuous improvement, whilst considering the wider context of the student experience and some of the current challenges. The role requires someone who has experience of working in, and navigating complex organisation structures, and is a credible and visible leader.

[The Director of Wellbeing](#) will provide effective strategic leadership for wellbeing and safeguarding across the University, ensuring the delivery of high-quality staff and student support services (including student funding), general University-wide policy development related to wellbeing and safeguarding and Children's services. The Director also manages the University's relationship with the Chaplaincy and the Health Centre, takes the institutional lead on Prevent, Ofsted, and Safeguarding. They will lead a multi-functional portfolio that will deliver staff and student wellbeing. The Wellbeing and Safeguarding Group is a multi-functional business area that provides the most important frontline support and services for students, and benefits from good investment, and high-quality experienced teams, reflecting the university's commitment to wellbeing. Permanent, full-time post. Salary: competitive. **Closing Date: 18 September 2022.** Interview Date: 3 October 2022.

Lecturer/Senior Lecturer (Research & Teaching) Widening Participation, Nursing, Midwifery & Palliative Care Department, King's College London

This is an outstanding development opportunity for a talented individual who wishes to advance excellent and innovative research and education relating to widening access to higher education, and enhancing student participation and attainment within the Faculty of Nursing, Midwifery & Palliative Care (NMPC) at King's College London (KCL). This post will optimise and build upon the student and staff focused Equality, Diversity & Inclusion (EDI) activity that has already been undertaken and is in progress.

It is one of several new posts and is offered on a Research & Teaching contract, with 60% research and 40% teaching. [The Lecturer/Senior Lecturer](#) will be expected to contribute to and develop a sustainable, high quality applied health care research programme and relevant to the educational focus of this post. The postholder will help to ensure that NMPC has trained staff in place to support individual students to ensure that they succeed and to reduce attrition, to conduct applied research within the Faculty on contemporary issues relating to the widening participation agenda, and to directly contribute and inform educational provision within the Faculty. The role will also seek to enhance participation across the student journey by building upon ongoing EDI initiatives within NMPC. In keeping with the aim across KCL to widen participation and consistent with the aims of the Perseverance Trust endowment which is funding this fixed-term post, the postholder will work with and lead initiatives to sustain underrepresented learners and their supporters, empowering them to access, thrive and succeed in higher nursing, midwifery and palliative care education. Important to the success of the role will be establishing partnerships with existing initiatives across King's College London including inclusive education, Student Transition & Outcomes, the work of King's Academy and on Widening Participation as well as collaborating with the other health faculties. Collaborations with NMPC's clinical partners within the wider King's Health Partners Academic Health Science Centre will be crucial.

We are seeking an enthusiastic and dedicated individual who can make a distinctive contribution, bridge theory and practice, and drive forward collaborative sustainable high quality and impactful research. You should have excellent teaching and communication skills, able to inspire and inform students, and a demonstrable ability to deliver high quality impactful sustainable research.

This is a full-time post with flexibility for part-time working. Further enquiries to Glen Roberts, Vice Dean Research & Impact (interim) & Head of Methodologies Research Division, Glenn.robert@kcl.ac.uk

Full time, flexibility for part-time working, 3 year fixed-term post. Salary: Grade 7 (Lecturer), £46,934-£55,299/Grade 8 (Senior Lecturer), £56,848 - £65,318 per annum, including London Weighting Allowance. **Closing date: 16 September 2022.**

Head of Wellbeing and Advice, London South Bank University

London South Bank University is now looking for an experienced senior leader who can drive our strategic agenda for student wellbeing. As Head of Wellbeing and Advice, you will understand how to set out a whole-organisation approach to student safety, mental health, and wellbeing and advice, anticipate and meet the needs of a diverse student body, and deliver services and interventions that directly improve student outcomes. As an experienced student support leader, you will share our passion for social mobility through safe, accessible, successful study.

As the [Head of Wellbeing and Advice](#) you will take the lead for student-centred delivery of critical student-facing services, providing strategic leadership and management of the university's disability, mental health, student safety, and student advice services which aim to anticipate and meet the needs of students, allowing safe, successful study with a direct impact on student engagement,

experience, and continuation. The Head of Service will be responsible for overseeing the day-to-day operations of all teams, management of discretionary student funding, and provide leadership for the university's student safety and safeguarding response.

If you are a student support leader with higher education experience who wants to make a real difference to students, we look forward to hearing from you.

Full time, permanent post. Salary: £53,353 - £58,069 per annum, inclusive of £4,716 London Weighting per annum. **Closing Date: 18 September 2022.**

Head of Admissions, Glasgow Caledonian University,

GCU is looking for a [Head of Admissions](#) to lead the strategic development of implementations of the university's policy on admissions in an ever-changing environment both domestically and overseas. The role will be responsible for the delivery of a highly effective centralised admissions service function, grounded in the principles of customer service excellence. The successful candidate will be highly knowledgeable within the environment of admissions and higher education, with a key responsibility for horizon scanning across the sector to ensure the most up to date, compliant service is offered to our applicants. They will be responsible and accountable for developing, maintaining and managing effective stakeholder relationships.

We are looking for an admissions specialist to provide professional expertise and experience to develop and implement admissions strategies. The successful candidate will be expected to set quality and professional standards and manage a service delivery that is seen as sector leading. We are looking for a candidate that can demonstrate extensive experience at a managerial level, can demonstrate knowledge and understanding of HE sector bodies that play a part in the shaping of an admissions and enquiry service.

Should any prospective candidate wish a further discussion on this opportunity please contact stephanie.pitticas@gcu.ac.uk, Director of Recruitment & Admissions.

Permanent, full time post. Salary: £53,353 - £61,823 per annum. **Closing date: 25 September 2022.**

Evaluation Manager, Office for Students

The OfS is looking for an experienced Evaluation Manager to join their small team at the OfS. [The Evaluation Manager](#) will design, run and commission evaluations that improve their impact, build and deliver their evaluation strategy, and work to develop a strong culture of evaluative thinking across the organisation. The OfS wants to see evaluation used and celebrated across the organisation. The purpose of the Evaluation Manager's role is to help the OfS work more effectively through leading evaluation activity and evaluative thinking, across the organisation.

They are looking to recruit someone with substantial evaluation experience who is committed to evaluation in the pursuit of impact. This is an exciting time as the recently launched team embarks on a new programme of work evaluating core areas of the OfS activity, alongside a programme of organisational culture change championing evaluation. Sitting centrally in the Chief Executive's Unit, the Evaluation Team is a priority for the organisation's leadership to help the OfS understand what does and doesn't work, and why. Based in London or Bristol.

Full time, permanent post. Salary: £48,402 - £51,044 per annum, plus London Weighting Allowance. **Closing date: 25 September 2022.**

Head of Greater Manchester Higher, Professional Services, Manchester Metropolitan University

Greater Manchester Higher is a collaborative network of local HE providers (including universities and FE colleges) delivering the UniConnect Programme for the region. The programme, funded through the Office for Students (OfS) aims to increase the number of young people from disadvantaged backgrounds in higher education, by working with schools and colleges in areas where HE participation is low. Manchester Metropolitan University is the lead institution for the programme, however the central team works collaboratively across all partners. The role of the central team is to oversee the programme, ensure it is targeted and evaluated in line with the project plan, and demonstrate the impact it is having on targeted learners.

The [Head of Greater Manchester Higher](#) will lead the programme, working across all partners to ensure it delivers on the objectives set by the Office for Students, managing the budget and working closely with key stakeholders. They will line manage the central team and lead their work, ensuring partners and stakeholders receive the information and evidence they need to demonstrate the impact of the programme.

The ideal candidate will have extensive experience of leading complex projects across institutional boundaries, and be an excellent communicator. They will have experience of managing large budgets and staff and delivering a high-quality service. They will also be able to demonstrate the impact of their work and represent the project at a local and National level. With extensive experience of the Higher Education sector they will also have outstanding interpersonal and presentation skills, be adaptable, and have the drive and determination to deliver the project successfully.

Hybrid working is offered for this role. The nature of the role requires presence on campus at certain times of year, but at other times you will be able to complete some work remotely. We recognise the benefits and importance of an environment that supports flexible working and are open to conversations throughout the application process.

Full time, fixed term post until 31 July 2023. Salary: £43,434 - £50,296 per annum. **Closing date: 22 September 2022.**

UK Student Recruitment Manager, University of Leicester

As the [UK Student Recruitment Manager](#), you would support the UK Student Recruitment and Outreach team in delivering undergraduate and postgraduate taught recruitment throughout the UK. This would include taking the lead on the continuous development, implementation and day to day operational management of the university's domestic-focused undergraduate and postgraduate taught student recruitment strategy (post-16 focus to include widening access).

You would support the team in meeting strategic targets relating to student recruitment and access to higher education, including collaboration with academic colleagues and other key stakeholders both internally and externally to ensure that the University meets its commitment to widening participation and social mobility as outlined in our Access and Participation Plan with the Office for Students.

To be successful in this role, you will be a strong communicator, with excellent interpersonal skills, including the ability to engage with young people, parents, teachers and advisers. Combined with a relevant degree, you will have experience in working within 13-19 education, further education or higher education. This experience should provide you with a strong background knowledge of the UK Higher Education system with an understanding of current policies and practices in relation to university and student recruitment.

Due to the nature of this role, you should also have knowledge of Safeguarding, risk assessment and implementation of systems to support Safeguarding within the context of working with children, young people and vulnerable adults.

To excel in this role you need to have the ability to prepare and develop strategies, proposals, plans and reports. You will be required to manage a complex and varied workload, being able to work under pressure and to tight deadlines, utilising your own initiative. You should hold a full driving license.

Informal enquiries are welcomed and should be directed to Elliot Newstead, Head of UK Student Recruitment and Outreach, elliott.newstead@leicester.ac.uk

Full time or job share considered, permanent post. Salary: £36,386 - £42,155 per annum. **Closing date: 15 September 2022.**

Student Wellbeing Adviser (Care Experienced and Estranged Students), Glasgow Caledonian University

The Student Wellbeing Service is a multi-disciplinary team providing professional support to students, working in collaboration with colleagues and departments across the institution in the promotion of positive mental wellbeing for our students. The team comprises; the Disability Team, the Counselling Team, Mental Health Advisers and Student Wellbeing Advisers.

Exciting opportunities have arisen for a [Student Wellbeing Adviser \(Care Experienced and Estranged Students\)](#) to join the team. The post holder will provide a point of contact and practical and emotional support to care experienced and estranged students experiencing a wide variety of issues, ensuring their general health and wellbeing is well supported. The role contributes significantly not only to the support of individual students but also to advising and supporting other University departments in working with care experienced and estranged students.

The role involves meeting students on a one-to-one basis providing practical guidance and initiating an internal referral where appropriate. The role holder will work jointly with the Outreach Team as well as working with staff throughout the University including staff in pastoral/welfare roles in schools, the students' association, tutors, halls of residence staff, security staff, as well as colleagues within the Student Wellbeing team and the wider Campus Life team.

Educated to degree level or equivalent experience the ideal candidate will have experience of working in a welfare or advisory capacity, preferably in a further or higher education environment and have the ability to work autonomously as part of a multidisciplinary team.

Full time, fixed term post for six months. Salary: £35,333 - £40,931 per annum. **Closing date: 12 September 2022.**

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

As part of our 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.

Applications are invited for the post of [Outreach Delivery Coordinator](#) working in the Outreach Delivery team in UAO. This role will support the new BeUNIQ programme and other Delivery Team Outreach Programmes. It will support a variety of projects focussing 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 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 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 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. Informal enquiries to: uashr@admin.ox.ac.uk

Full time, fixed term until July 2023 post. Salary: £34,308 – £42,155 per annum. **Closing date: noon, 14 September 2022.**

Collaborative Engagement and Retention Team Coordinator, Centre for Student and Community Engagement, Nottingham Trent University

We are looking for a [Collaborative Engagement and Retention Team Coordinator \(CERT Coordinator\)](#), based within the Centre for Student and Community Engagement. This is an exciting opportunity to shape and positively impact the experience of first-year students at NTU, helping them to settle in, make connections, and succeed within Higher Education.

If you have a passion for supporting others to succeed and enjoy working with a range of people, we'd love to hear from you. Experience of working with students or young people in an educational context and the ability to connect with people from a wide range of backgrounds is essential. Whilst not compulsory, prior experience of running peer support or co-curricular schemes (e.g. Student Mentor, Students' Union or Volunteering schemes) would be advantageous, as would experience of line management

The CERT Coordinator will;

- be a confident and effective communicator
- be highly organised with good attention to detail
- have the ability, empathy, and experience to engage with students from a wide range of backgrounds
- be able to build and nurture relationships with staff across the university to deliver successful projects.

If you have queries about this role, contact Sarah Hadlow, Collaborative Engagement and Retention Team Manager, sarah.hadlow@ntu.ac.uk

Full time, permanent, hybrid working. Salary £29,762 - £34,475 per annum. **Closing Date: 11 September 2022.**

Routes for All Development Officer, Glasgow Caledonian University

GCU is committed to widening participation, delivering positive outcomes for their students, and Scotland's leading provider of Graduate Apprenticeships. Routes for All (RFA) is a Focus West funded secondary school project aimed at supporting progression to higher education. RFA works in 17 secondary schools in Glasgow with lower-than-average rates of progression to higher education. The programme delivers school-based sessions to S5 and S6 pupils to develop informed career and course choices, improve pupil attainment, and to support successful admission to higher education. RFA works with a team of student mentors to deliver the programme, which also includes campus visits for pupils to colleges and universities.

The [RFA Development Officer](#) role involves organising school and campus activities, supervising student mentors, advising and encouraging pupils, liaising with teaching staff and higher education partners, reporting to Focus West and developing and maintaining suitable learning materials in both printed and online formats.

Candidates should be: educated to degree level or equivalent, with experience of a role in education development; have experience of delivering to medium to large audiences; have excellent communication skills; knowledge of UK widening access and higher education; strong self-motivation and organisational ability; and excellent IT and presentation skills. Desirable qualities for this role include: experience of mentoring programmes; leadership experience in educational contexts; a strong commitment to widening access principles; a patient and supportive manner and the ability to communicate effectively with school pupils, school staff and higher education professionals.

For further information please contact Andrew Shea, College Connect Manager at andrew.shea@gcu.ac.uk

Full Time, fixed term post until 31 July 2023. Salary: £29,619 - £34,308 per annum. **Closing date: 16 September 2022.**

Equality, Diversity and Inclusion Projects Officer, Liverpool John Moores University

The Equality, Diversity and Inclusion Projects Officer is integral to the ambitious LJMU Equality, Diversity, and Inclusion agenda. The post holder will ensure that a coordinated approach to various EDI projects and initiatives such as the Positive Action Programme and applications for various charter marks accreditations such as Athena Swan, Race Charter Mark, Stonewall, Disability Recognition schemes, etc.

The [Equality, Diversity and Inclusion Projects Officer](#) will work with the departments University-wide, providing support and guidance on EDI related activities, and project manage the development of application forms and action plans for charter marks submissions. The successful candidate will also work with the external charter marks accreditation teams to produce a successful application form. The post requires some experience of working on EDI initiatives and development to ensure positive impact on an organisation.

The successful candidate must have excellent communication skills and a high level of Microsoft literacy in all packages including web design; and will be responsible for awareness-raising information and coordination of events and activities to drive the delivery of our inclusivity agenda. We would encourage applications from all individuals who meet the advert criteria, but would particularly encourage applications from women; Black, Asian and ethnically diverse groups, LGBTQ+ groups; and disabled people.

Full time, permanent post. Salary: £28,762 - £34,308 per annum. **Closing date: 21 September 2022.**

Recruitment Co-Ordinators (two posts), Department of Student Recruitment and Marketing, Teeside University

We're looking for two talented and confident individuals with the energy, passion, skills and experience to drive engagement and help us achieve our ambitious student recruitment and widening participation targets – ensuring our brand is front-of-mind with our different audiences. You will proactively plan, co-ordinate and deliver a range of innovative student recruitment initiatives on and off campus.

You will work to build and maintain strong relationships with academic and professional service colleagues across the University and with external partners within the Tees Valley and across the UK – to help drive enquiries, open day attendance and applications.

A natural collaborator and team player, you will have excellent communication and organisational skills, and deliver a best-practice approach and customer service excellence.

At Teesside University, we believe in the power of education to transform lives and that people from all walks of life, who have the talent to succeed, should have the opportunity to experience higher education. We put our students at the heart of everything we do.

For an informal conversation about the role and your suitability, contact Abbie English, Deputy Director (Student Recruitment & Admissions) at a.english@tees.ac.uk

Full time, permanent post. Salary: £27,116 - £31,406 per annum. **Closing date: 14 September 2022.**

Widening Participation Research and Evaluation Analyst, Rambert School

The [Widening Participation Research and Evaluation Analyst](#), an exciting new role at the School, will lead on data collection, research, and evaluation to enable the organisation to deliver evidence-based WP work across the student lifecycle from access and outreach to success and progression. They will take an informed approach to widening participation reporting and evaluation through the collection of data and production of reports/briefings, analysis, modelling, and presentations.

Additionally, the post-holder will support other departments, such as admissions, HR, and finance, with data collection, analysis, presentation, and reporting to regulatory bodies.

Permanent, part-time role (0.6 FTE), flexible working hours will be considered. Salary: £28,000 – £29,000 pro rata, per annum. **Closing date: noon, 12 September 2022.**

Project Support Officer, Reaching Wider. Marketing, Recruitment and Communications Department, Bangor University

The [Project Support Officer](#) will raise the profile of the Reaching Wider programme, engaging with schools, businesses and Reaching Wider's partners by:

- developing and delivering a series of progressive STEM workshops, which will raise aspirations and educational awareness, skills, and attainment among Reaching Wider target cohorts without a level - 4 qualification within the Reaching Wider Project's target geographical areas
- identifying, building and developing productive and meaningful partnerships across the region working closely with Schools, Businesses, FE colleges, Higher Education Institutions and the third sector organisations
- advising and mentoring individuals and groups about Higher educational opportunities and progression pathways for Reaching Wider target cohorts to enter Higher Education.

The Reaching Wider partnership, funded by the Higher Education Funding Council for Wales, aims to facilitate the entrance of people from under represented backgrounds into Higher Education and is led by Bangor University

Candidates should be educated to degree standard (or equivalent) in a STEM field and have extensive experience, relevant qualification and accreditation for outreach engagement with Reaching Wider target cohorts in an educational context and experience of developing and delivering progressive adult learning activities in English and Welsh. A Postgraduate degree or teaching based qualification is desirable.

The ability to speak Welsh fluently and carry out tasks such as writing emails in Welsh to a variety of audiences is essential for this post.

The person must be prepared to travel across the designated region(s) and occasionally to other parts of Wales and the UK with transportation organised by the role holder.

Based at: Bangor University Campuses (Bangor or Wrexham).

Part time (16 hours per week), fixed term post until 31 August 2025. Salary: £27,929 - £34,308 per annum, pro rata on Grade 6. **Closing Date: 19 September 2022.**

Access Office Programme Support Officer, St John's College Oxford

The Programme Support Officer (0.4FTE) will work with existing staff members to support the running of the College's Access Programmes and innovative Inspire Programme, which are targeted at high-achieving pupils from non-selective schools. The post is offered on a permanent contract and will be based in St John's College. It presents an exciting and challenging opportunity for someone committed to developing access and outreach, with an excellent administrative background and the skills to prepare reports, web articles and social media posts.

The College is driven by a large access team who work on a range of innovative in-person and virtual programmes targeting age groups from primary to Sixth Form. As part of the University of Oxford's commitment to engage with all schools, each college is linked to a region to ensure that all schools

have a first point of contact within the University. This programme links St John's with the London Boroughs of Harrow and Ealing, and with Brighton & Hove, East Sussex and West Sussex, and Southampton. The College is also part of the South East Consortium where our programmes interact with St Hugh's, Somerville and St Hilda's. The post's responsibilities include: the administrative co-ordination of the Access and Inspire Programmes; the production of materials and website/social media posting to promote the Access and Inspire Programmes; supporting the Access and Outreach team to administer and deliver the Access and Inspire Programmes; liaising with schools, teachers, parents and students in the organisation and planning of events associated with the Access and Inspire Programmes; liaise with, and provide support to, members of college staff, in respect of the organisation, delivery and publicity of college-based events within the Access and Inspire programmes. The successful candidate should also have experience in posting material on websites and digital platforms.

Informal enquires about the role should be directed to Richard Waters, Access Lead by emailing richard.waters@sjc.ox.ac.uk

There is no application form. Candidates should email a covering letter and a curriculum vitae with details of qualifications and experience to vacancies@sjc.ox.ac.uk. Applications should be in the form of a single PDF file. Candidates must also provide the names and contact details of two referees. Please ensure that all information relevant to your application is included in your attached document as the selection committee will not be provided with any information provided in your email. Part, time (0.4fte), fixed term (one year) post. Salary: £27,131 - £32,348 per annum (pro-rata).

Closing date: noon, 20 September 2022.

Social Sciences, Arts and Humanities Access Associate, St John's College Oxford

The Access Associate (Social Sciences, Arts and Humanities) will undertake a range of activities to support and strengthen the College's efforts to attract the strongest candidates from all kinds of schools and colleges, irrespective of background. This post is designed to support the Access Lead in the organisation and delivery of Access programmes and projects targeting schools and colleges in our link regions and consortium.

The post-holder will work under the supervision of the Access Lead to support an expanding Access programme. They will undertake a range of activities to support and strengthen the College's efforts to widen participation, with a particular focus on SHAPE subjects: they will provide administrative support for Access Projects and they will play a significant role in school visits including creating and delivering exciting and innovative SHAPE taster sessions. Specific duties include: contribute to a virtual and in-person programme of engagement with UK schools and colleges, with a particular focus on Social Sciences, Arts and Humanities projects; help to develop and maintain excellent relationships with schools and teachers in the College's linked areas and consortium, as part of the University's regionally co-ordinated outreach programme; deliver up to two school visits to St John's per week, including SHAPE subject taster sessions; work with the Access and Admissions Office to organise and deliver College open days; contribute to the wider Access and Outreach programmes as required.

The role would suit someone with an ability to give pupils and teachers an inspiring, innovative and exciting insight into University-level subjects within the Social Sciences, Arts and Humanities.

Occasional weekend and evening work may be necessary for which time off in lieu will be given.

Travel to areas within the South East may also be occasionally necessary.

There is no application form. Candidates should email a covering letter and a curriculum vitae with details of qualifications and experience to vacancies@sjc.ox.ac.uk. Applications should be in the form of a single PDF file. Candidates must also provide the names and contact details of two referees.

Please ensure that all information relevant to your application is included in your attached document as the selection committee will not be provided with any information provided in your email.

Informal enquires about the role should be directed to Richard Waters, Access Lead by emailing richard.waters@sjc.ox.ac.uk

Part time (0.4fte), permanent post. Salary: £27,131 - £32,348 per annum pro rata. **Closing date: noon, 20 September 2022.**

UCL Access Assistant and UCL Widening Participation Assistant

The [Access Assistant](#) and the [Widening Participation Assistant](#) are responsible for general clerical duties relating to a broad range of activities within the Access and Widening Participation Office. This will include responding to enquiries, data entry, desk research, maintaining and updating web pages and social media sites, assisting with logistics for outreach activity, and supporting the planning and

delivery of events, programmes, and activities. Applicants for either post will also be considered for both roles, so it is only necessary to submit one application.

If you have any queries regarding the vacancy or the application process, please contact Matt Lucas and Jalal Pour at m.lucas@ucl.ac.uk and j.pour@ucl.ac.uk

Full time, permanent positions. Salary: £26,709 - £29,961 per annum (inclusive of London weighting).

Closing date: 11 September 2022.

Widening Participation Co-ordinator, Marketing and Student Recruitment, University of the West of Scotland

This is an exciting opportunity to support the delivery of ambitious plans to attract, recruit and admit a diverse cohort of students to University of West of Scotland (UWS) through outstanding widening participation practices. The [Widening Participation Coordinator](#) will assist with the implementation of the delivery of the UWS student recruitment plan for widening participation across all parts of the UK, in schools and colleges. You will work as part of a team to deliver a series of highly compelling and competitive events, initiatives and projects that are designed to contribute towards target student intakes and widen access to higher education. You will support our drive to ensure that widening participation opportunities are maximised. Location: Paisley/Lanarkshire

Full time, permanent post. Salary: £24,948 - £29,619 per annum. **Closing date: 30 September 2022.**

Graduate Intern, Widening Participation Research and Evaluation Team, University of Surrey

The post holder will be responsible for evaluating initiatives that support student Access, Success and Progression and contribute to the University's Access and Participation Plan. They will work closely with the Research and Evaluation Manager to apply their knowledge of qualitative and quantitative research methods, including questionnaire design and data analysis. [The Graduate Intern](#) will also provide evaluation and data support to the Widening Participation and Outreach (WPO) team and other teams across the University to inform the University's Access and Participation Plan.

The Research and Evaluation team have responsibility for the strategic evaluation of all Access, Success and Progression activity that supports the University's Access and Participation Plan to meet the requirements of the Office for Students (OfS). The post holder will report directly to the Research and Evaluation Manager who reports to the Head of Market Insight and Data within Strategic Planning.

In addition to the valuable experience, you will gain working for a busy team in a world-leading institution, you will have access to a structured internal development programme alongside a cohort of graduates, devised and delivered by Learning and Development in collaboration with Employability and Careers which includes:

- access to all internal staff development workshops and career development services
- access to learning pathways on Surrey Learn, including, Leading and Managing at the University of Surrey
- a programme of bespoke workshops and seminars to help you develop your mindset, build commercial awareness and workplace skills, so you can successfully transition to graduate roles either within or outside of the University.

There will also be opportunities to contribute to preparation of papers and conference submissions.

The University is looking to receive applications from final year undergraduate students. Further information can be found in the attached job description, and if you have any questions, please contact Katherine Sela, Research and Evaluation Manager, via k.sela@surrey.ac.uk

Full time, one year contract. Salary: £24,948 - £27,929 per annum. **Closing date: 11 September 2022.**

Equality, Diversity and Inclusion Coordinator, Liverpool John Moores

This role contributes to the University's ambitious LJMU Equality, Diversity, and Inclusion agenda.

[The Equality, Diversity and Inclusion Coordinator](#) will strengthen the EDI Team by working collaboratively with and supporting colleagues to develop and deliver the EDI strategy through the successful implementation of the University-wide EDI priorities. The successful candidate will be responsible for our awareness raising information and coordination of events and activities that drive the development and delivery of their inclusivity agenda. Also, the successful candidate will undertake administrative duties to support various equality and diversity projects such as the University's bid for various EDI charter marks, to support the various working groups and the staff

networks. The successful candidate must have excellent communication skills and high level of Microsoft literacy in all packages including web design.

They are seeking an individual with some experience of Equality, Diversity and Inclusion matters; and encourage applications from all individuals who meet the advert criteria, but would particularly encourage applications from women; Black, Asian and ethnically diverse groups, LGBTQ+ groups; and disabled people.

Full time, permanent post. Salary: £23,715 - £27,929 per annum. **Closing date: 21 September 2022.**

Equality, Diversity and Inclusion Officer, Human Resources, University of Salford

The role of [the EDI Officer](#) includes:

- leading the delivery of the Diversity Calendar of events promoting EDI across the Institutional.
- providing Equality Impact Assessment guidance and support colleagues across the University.
- promoting positive practice and attitudes to embed EDI across the University.
- supporting existing EDI Staff Networks and help colleagues establish new networks when requested.
- delivering administrative support for the EDI Team including setting up committee meetings, minute taking, raising invoices and liaising with the communications teams.
- keeping the EDI website and HUB pages up to date with relevant information.

The University EDI team is small but has an ambitious agenda that they believe is the foundation for the experience their students will have while studying with Salford University. They are looking for someone who has delivered EDI events and supported staff networks; who has good knowledge of equality legislation; as well as skilled in general office duties. While you may already hold a qualification in EDI, what they really value is experience in this area. The University is seeking someone who is passionate about creating an inclusive place to work and study.

Full time, permanent post. Salary: £22,662 - £24,948 per annum. **Closing date: 14 September 2022.**

*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.*

o-O-o