

Action on Access WP and Access eUpdate Issue 132: 13 November 2020

*This eBulletin is created and produced by Andrew Rawson,
Director, **Action on Access**, currently emailed to 1,505
colleagues in the wider access and widening participation
community.*

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

I hope you find this bulletin useful and informative and would welcome your feedback as well as your contributions. It will continue to be available until the next monthly edition at

<http://www.wptestsites.co.uk/actiononaccess/resources/e-update>

If you have any suggestions for how the newsletter could be improved, have any items of news, an event or an article you would like to contribute, please contact the editor at

contact@actiononaccess.org.

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

www.actiononaccess.org/resources.

Contents

Welcome to the November 2020 Action on Access eBulletin.....	3
What's New	4
Office for Students' business plan 2020-21.....	4
'Student Space' extended through lockdown into 2021	4
Coronavirus (COVID-19): New national restrictions for England	4
'Student guide to coronavirus', OfS	4
New fund to improve postgraduate research participation and access	4
23-27 November 2020. 'How to be an Ally to Estranged Students', Estranged Students Solidarity Week.....	5
Codes of practice in REF 2021	5
The Higher Education Journey of Young London Residents 2020.'	6
'Demand for Higher Education to 2035', HEPI report 134, author Rachel Hewitt, Director of Policy and Advocacy	6
'What are university (and colleges of course) doing to bridge the outcomes gap between white and BAME students?', HEPI blog.....	7
Postgraduate research students at high tariff providers	7
'Pulling strings to get your research students a job is not good mentoring'	7
Mind the (Graduate Gender Pay) Gap, HEPI report 135, Bethan Cornell, Rachel Hewitt and Bahram Bekhradnia	7
Advance HE's UK Engagement Survey (UKES) 2020.....	8
'The 'engagement monitoring' of university students in the context of blended learning', HEPI blog from Dr Paul Vincent Smith, Head of Student Support Services, School of Social Sciences, University of Manchester.	8
'Independent Commission on the College of the Future'	8
Association of Colleges' Scholarship Framework	9
Government to cut Union Learn	9
'The economic and social impact of The Open University in 2018-19'	9

The Fostering Networks' Tick the Box Campaign	9
Children's Commissioner's office, Policy Briefings and two Reports, November 11th	10
'WEEKEND READING: Degrees of mobility: access, participation, and the 'levelling up' agenda', HEPI blog, 7 November	10
What's Still Current.....	10
Major expansion of post-18 education and training to level up and prepare workers for post-COVID economy, 29 September 2020	10
£1 million funding competition to support student mental health	10
Sector analysis of National Student Survey results 2020	11
Catalyst Fund. Supporting the mental health and wellbeing of postgraduate research students Programme evaluation	11
Request your Teachers' Guide brochures.....	11
'Arriving at Thriving: Learning from disabled students to ensure access for all'	11
Student's Unions are a crucial puzzle piece for this academic year, HEPI post, Eve Alcock, former SU President at the University of Bath and Michael Natzler, HEPI's Policy Officer.	11
The COVID-19 Direct Emergency Response for Children and Young People Fund, Buttle UK	11
Missed this?	12
New research, 'Bridging the digital divide for care experienced young people in Scotland: If not now, when?', 27 July 2020	12
'Family Estrangement and the COVID-19 Crisis A closer look at how broken family relationships have been impacted by the COVID-19 crisis'	12
'A foster carer's guide to inspiring and supporting care leavers to Higher Education', 2012 Fostering Networks Wales and Cardiff University.....	12
'Student anti-bullying and harassment policies at UK universities (and colleges)', Harrison, Fox, and Hulme, May 2020	12
What's wanted	13
National Student Survey stakeholder survey	13
'DEAL: Digital Education and Accessible Learning'	13
Government to cut union learning. Sign the petition.	13
PASCAL International Observatory - EcCoWell 2 Community Recovery Program Briefing Paper 7, 'Rethinking Lifelong Learning within Current Contexts of Time and Space',	13
Call for Proposals. UKAT Annual Conference 2021, 30 - 31 March 2021: Swansea University	14
£1 million funding competition to support student mental health	14
Call for papers: special issue in Studies in the Education of Adults on 'Lived experience, learning, community activism and social change'.	14
New fund to improve postgraduate research participation and access	14
Call for contributions: eucen 2021. Learning for impact in a changing World, 52nd EEUSEN Conference, Utrecht (NL). 1-4 June 2021	15
Anti-Bullying Week 2020, 16-20 November	15
Anti-bullying week takes place next week - from 16-20 November 2020	15
Estranged Students Solidarity Week 2020 - 23-27 November.....	17
'How to be an Ally to Estranged Students', Estranged Students Solidarity Week	17
WP Events.....	18
Vacancies.....	25
Head of Access & Participation, The University of Law, Bristol	25
Education Consultant, CELCIS, University of Strathclyde, Glasgow	26
Evaluation Manager, Marketing and Communications, Oxford Brookes University	26
Data and Insights Coordinator, The Access Project (TAP)	27
Student Success Advisers (5 posts), Student Experience, University of Surrey, Guildford	27
Unite Foundation Director, the Unite Foundation, Bristol BS1.....	27
Employer Engagement Officer, University of Warwick.....	28
Insights and Evaluation Analyst (Maternity Cover), Academic Planning Bath Spa University	28
Children's University Project Manager, Glyndwr University, Wrexham	28
Online Curriculum Lead, First Star Scholars	29
Social Media Administrator, First Star Scholars	29
Widening Participation coordinator (Pre-16), Widening Participation Department, King's College London	29
Widening Participation Coordinator (Outreach for Medicine and Partnerships), Widening Participation Department, King's College London.....	30
Data and Evaluation Officer, Widening Participation team, University of Nottingham.....	30

Welcome to the November 2020 *Action on Access* eBulletin.

The next issue of the eBulletin will be published on Friday 4 December 2020.

Copy deadline: Wednesday, 2 December 2020.

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

Editorial

November is the cruellest month, (sorry T. S. Eliot) sometimes in its grisliness..... and now we have another lockdown. Nevertheless, the autumn colours are invigorating and there is much to report on and to think about. Our News section covers a wide range of access and participation related items, from the latest from the OfS, through some thought provoking articles and blogs, to new research articles. There are a number of calls for abstracts and proposals, with several funding and research opportunities waiting for your bids. And we have lots of interesting vacancies and great events featured towards the end of this month's eBulletin.

And with Anti-bullying Week next week, and Estranged Students Solidarity Week the following week we have tried to give a short perspective to make our own contributions ahead of these awareness-raising and celebration weeks.

Only one and a half weeks to our annual Summit so So, if somehow you have missed it, ([our \(10th\) annual Summit](#) with partner Universities UK), will positively investigate how developments under this global coronavirus pandemic participation can be used to improve support to disadvantaged and under-represented students rather than to erode the progress of widening participation. So, 25th and 26th November ... not a conference to miss. I look forward to 'seeing' you there this year.

Andrew Rawson, *Action on Access*.

Quotations of the month

"Society focuses a lot on family, so estrangement is often misunderstood or goes unseen. And because it is not talked about much estrangement isn't a term many people are familiar with. Individuals become estranged for any number of reasons, such as abuse, a clash of beliefs, religion or values and rejection of their LGBTQI+ identity among many others. This can be a long slow process, or a sharp and sudden break. Students in higher education feel the impact of not having any parental support throughout their entire student journey. Stand Alone's Estranged Students Solidarity Week is about talking about estrangement and raising awareness of the issue, and showing estranged students you see them and offer them support."

**Susan Mueller, HE Director, Stand Alone, see item below,
'Estranged Students Solidarity Week'**

"These children are being failed by the state. The government needs a strategy to fix problems that it already knows exist. It must also launch the independent review into children's social care promised in the Conservative manifesto."

**Children's Commissioner for England,
see below 'Children's Commissioner's Office, Policy Briefings...'**

What's New

Office for Students' business plan 2020-21

The Office for Students has today published its business plan for the period October 2020 - March 2021. Usually published in April, this year the onset of the pandemic meant that they suspended business as usual to focus on re-acting the impact of the pandemic on providers' financial circumstances, and support the most vulnerable students.

(October 2020- March 21) is the final year of the OfS three-year strategy and sets out plans for the remainder of the year. Nicola Dandridge's Foreword sets out the main focus of changes, new or revised guidance and non-regulatory briefing notes. In terms of access and participation activity the OfS recognises that the pandemic has particularly affected the groups of students supported through access and participation plans preventing some delivery, recognising the need for flexibility from both providers and from institutions whilst where possible keeping plans on track to meet their targets.

[The Business Plan](#) emphasises Uni Connect partnerships and Challenge Competition funding to understand their impact, to share findings and to inform our future approach. The Plan commits to exploring options for supporting care-experienced students, aiming for a common offer of finance, accommodation and support for these students across universities and colleges - a welcome priority, made as it was, in National Care Leavers Week. For more in-depth information please read [The Business Plan](#).

'Student Space' extended through lockdown into 2021

The online platform delivering targeted mental health support to students during the coronavirus (COVID-19) pandemic will be extended to cover the 2020-21 academic year.

The [online platform](#) is designed to respond to additional pressures caused by the pandemic and has been extended to cover the academic year until June 2021.

Student Space is designed to complement the mental health support already in place through existing services, such as universities, colleges and the NHS in England and in Wales – filling potential gaps in provision and ensuring that all students have access to support they need.

Coronavirus (COVID-19): New national restrictions for England

[OfS letter to institutions](#), dated 4 November and following the government's announcement that new national restrictions will be introduced in England from 5 November 2020, subject to approval by Parliament. These restrictions will apply until 2 December, at which point the government aims to return to a regional approach, based on the latest data. The government has set out its guidance for higher education providers and the steps they need to take.

'Student guide to coronavirus', OfS

Student guidance and advice for students on going home at the end of the autumn term 2020.

The OfS is working with the Department for Education and with universities and colleges to ensure students have the information and guidance they need, keeping the advice and information as up to date as possible in a fast-developing situation. Information [here](#).

New fund to improve postgraduate research participation and access

The Office for Students (OfS) and Research England have launched a **new £8 million funding competition** to improve access to and participation in postgraduate research study (PGR) for Black, Asian and minority ethnic students underrepresented in postgraduate research study. New data just published by the OfS shows there has been little change in recent years.

Successful projects will look to address the issue through, for example, improving access for Black, Asian and minority ethnic students applying for and entering into research study; enhancing the PGR student experience for these groups; and diversifying routes into careers in research and teaching.

Bids will need to meet one or more of the following priorities:

- stimulating innovation and/or distributing examples of effective practice or other insights which can be used to shape future policy to improve access and participation
- tackling demonstrable barriers for PGR students from Black, Asian and/or minority ethnic groups
- collaborating strategically to embed equality, diversity and inclusion (EDI) for these student groups across the sector.

Bids can be made for projects lasting of a duration of up to four academic years, with between £200,000 and £400,00 being allocated per project at single institutions and up to £800,000 being awarded for bids from multiple institutions. For more information, please see [bidding guidance](#). **The deadline for bids is noon on 28 January 2021**. A [workshop for bidders](#) will take place on 26 November 2020.

New data, published 22 October by the OfS, shows that participation of Black, Asian and minority ethnic students in PGR study at high tariff universities and colleges remains low.

[Read the data report](#)

23-27 November 2020. 'How to be an Ally to Estranged Students', Estranged Students Solidarity Week

Resources developed for SUs/SAs, students and HE staff was launched w/c 2 November. Visit the [Pledge website](#). #WithEstrangedStudents

The Estranged Students Solidarity Week is for Universities, Colleges, Student Unions /Associations to reach out to those who are studying without family support. Your engagement will raise the level of awareness that not every student has parents to fall back on and not every student will be going home for Christmas. Many may not feel comfortable approaching their institution so promoting support available to them during this week is key.

Susan Mueller, HE Director, Stand Alone, "Society focuses a lot on family, so estrangement is often misunderstood or goes unseen. And because it is not talked about much estrangement isn't a term many people are familiar with. Individuals become estranged for any number of reasons, such as abuse, a clash of beliefs, religion or values and rejection of their LGBTQI+ identity among many others. This can be a long slow process, or a sharp and sudden break. Students in higher education feel the impact of not having any parental support throughout their entire student journey. Stand Alone's Estranged Students Solidarity Week is about talking about estrangement and raising awareness of the issue, and showing estranged students you see them and offer them support."

The campaign has three objectives:

- to raise awareness about family estrangement, and the many barriers to success that estranged students face in Higher Education.
- to reach out to those students at your university or college who are studying without support from parents/family and encourage/facilitate a wider discussion on family and changing family dynamics as part of your campaign and to reach out.
- to encourage/work with your institution to carry out the objectives of the Stand Alone Pledge.

The campaign asks you: to run activities throughout the week for students and staff to participate in; promote support available to those estranged from family; ask your university or college to sign up to the Stand Alone Pledge if they haven't already done so; document your campaign and activities through blogposts, pictures, etc, and share via social media using #WithEstrangedStudents to raise the profile of students without family support throughout the week.

Codes of practice in REF 2021

Codes of practice describe the processes each institution will follow in submitting staff and outputs in REF 2021. All participating institutions were required to submit **a code of practice in 2019 as one of the key measures supporting equality and diversity in the REF**.

The Equality and Diversity Advisory Panel (EDAP) reviewed institutions' submitted codes of practice in mid-2019 and advised the four UK higher education funding bodies on each code's adherence to published guidance. [The report:](#)

The vast majority of codes were judged to have adhered to the guidance, with many showing areas of good practice in embedding equality and diversity in REF submission processes. Commenting on the processes in place for identifying staff with significant responsibility for research, EDAP noted the inclusive and supportive nature described across many codes, with a commitment shown to increasing clarity around employment expectations.

The report also describes common areas where a minority of codes fell short of the guidance, requiring amendments to be made prior to approval. EDAP provided advice on the required amendments and the report details the recommendations that EDAP made for improvement. All participating institutions were required to submit a code of practice in 2019 as one of the key measures supporting equality and diversity in the REF.

Institutions' codes of practice have now been published following any amendments made by institutions to REF processes in light of the revisions made to exercise. Click here to read the full news item: <https://www.ref.ac.uk/news/edap-report-on-ref-2021-codes-of-practice/>

The Higher Education Journey of Young London Residents 2020.'

Launched on 21 October 2020, this collaboration between the London Councils and Continuum University of East London gives a seven-year longitudinal examination of the higher education journey of young London residents.

Among other things [this report](#) reinforces that:

- a growing number of young London residents progressing to HE though with considerable variations at borough level
- most young Londoners enter full time HE at 18
- the gender gap remains steady over time at 53.7% female and 46.24% male entrants for 2018/19 (though masking gender differences at subject area level)
- though London residents whose parents had not gone to HE outnumbered those whose parents had the gap remains very small
- 46.6% (2018/19) young London residents stay in London for their studies
- 86.6% of young Londoners who started a course of HE study in 2017/18 were still on their courses one year later, at the same institution
- over 68.1% were in employment or due to start work six months after completing their programmes, just under 70% employed in senior managerial and directors, professional, associate professional and managerial roles, which would be regarded as graduate jobs
- just over 23% of young London residents continued their HE journey and progressed into further study, an increase of 1%
- participation has increased across most ethnic groups, but the largest group – White students – has decreased significantly over the reporting period with 43.19% in 2007/08 compared with 36.29% in 2018/19
- the report gives further breakdown on ethnicity and participation.

John Storan, Director Continuum said, "This seventh report in the series providing analysis and insight into the higher education journey of young London residents as they progress from 16 to 18 institutions and into higher education and beyond. As with its predecessors this report explores and discusses not only various aspects of achievement in higher education, but also provides a commentary on graduate employment in the context of higher education and employment opportunities in London."

'Demand for Higher Education to 2035', HEPI report 134, author Rachel Hewitt, Director of Policy and Advocacy

The report examines the impact of changing demographics and participation rates in mostly England and Scotland. For England, demography changes due to rises in the 18-year old population without adding any increase in participation, result in an increase in demand of 40,000 full-time higher education places by 2035. The demographic changes together with participation increases (at average rate for last ten years) **increases demand to 385,000 places by 2035**. Over 40% of demand for places projected to be in London and the South East. Additionally, the recession caused by the pandemic could lead to larger growth in higher education, as school-leavers seek higher education to avoid entering the labour market at such a challenging time.

In Scotland, [the report](#) projects Scotland will be able to accommodate a growth of participation in higher education without increasing student numbers due to a decline in the 18-year old population. Changes of demand in Northern Ireland are expected to be closer to Scotland than England due to similar demographic and participation changes but projections are not calculated due to methodological differences. Equivalent data is not available for Wales.

Rachel Hewitt, HEPI Director of Policy and Advocacy and author of the report, said: "If government is committed to levelling up across the country, perhaps the focus should be on the disparity of participation rates across England, rather than debating national targets ... Scottish universities should be able to take on more students without having to expand the number of places available, limiting the cost to the Scottish Government."

[Behind the headlines...](#)

This HEPI blog refers us to [The Higher Education Journey of Young London Residents](#) indicated above, which shows exactly why the positive projections for London can leave a false impression and why there is still more work to be done to 'level up' opportunity within the capital. This blog highlights some of the report's findings.

'What are university (and colleges of course) doing to bridge the outcomes gap between white and BAME students?', HEPI blog

Reminding us of the need for increased interventions across higher education to tackle the Black, Asian and minority ethnic (BAME) student attainment gap. [This blog](#) by Gabi Binnie, Policy and Research Manager at AGCAS redescibes how, while acknowledging that careers services cannot eliminate structural inequality from society, they are working hard to understand the challenges facing BAME graduates.

The blog gives some current statistics and relevant research reports together with positive and proactive case studies across the sector. If universities are to meet their anti-racist and civic objectives, they need to extend their ambitions beyond tackling inequality for BAME students while they are studying and work with employers to close the achievement gap.

Postgraduate research students at high tariff providers

This report summarises the characteristics of UK-domiciled postgraduate research students at English higher education providers with high average tariff scores from 2010-11 to 2017-18. (High tariff providers are the top third of English higher education providers (excluding specialist providers, previously funded by the Higher Education Funding Council for England (HEFCE) when ranked by average tariff score of UK domiciled undergraduate entrants.)

The figures throughout [the report](#) show the proportions of PGR students for the characteristics of: age on entry, disability, ethnicity, Indices of Multiple Deprivation quintile, sex.

'Pulling strings to get your research students a job is not good mentoring'

This THE article by Bruce Macfarlane is professor of higher education at the University of Bristol discusses a practice of patronage and cronyism in university, particularly in the practice of recruitment and promotion of staff. [The article](#) asks that academics in particular take a good, hard look at their behaviour in this regard.

While the damaging effects of sex and race discrimination are now better recognised in the academic sector, patronage is not widely understood in the same way. We need to raise awareness that **academic patronage is also a form of discrimination**, encompassing multiple bases of disadvantage as opposed to just one. Cronyism goes against the espoused commitment of universities to meritocratic and egalitarian principles and leads to a failure to recruit the most talented academic staff.

Mind the (Graduate Gender Pay) Gap, HEPI report 135, Bethan Cornell, Rachel Hewitt and Bahram Bekhradnia

This report looks at the scale of the gender pay gap between male and female graduates and the factors that may influence this. It finds the overall graduate gender pay gap is not wholly accounted for by subject of study, type of university attended, prior attainment, social background or ethnicity. It also explores differences in approaches and attitudes to careers by male and female students.

The report makes a series of recommendations, including better informing students about the existence of the gender pay gap, running specialist sessions to strengthen the approach of both genders to support their future careers, using name-blind recruitment processes to reduce unconscious bias and to stop using earnings data to judge the quality of higher education institutions. [The report](#) analyses figures from the Higher Education Statistics Agency's Graduate Outcomes survey and the government's Longitudinal Education Outcomes dataset in an attempt to identify reasons for the pay gap.

An article ['Elite universities urged to investigate graduate gender pay gap'](#) in the THE focuses on information in the report on gender pay differences in research intensive universities. It reports for instance that female graduates from Russell Group institutions have the greatest gender pay gap, earning around 17 per cent less than their male counterparts 15 months after leaving university. In other pre-92 institutions, the difference is 9 per cent while in specialist institutions the difference is also high at 16 per cent. The smallest pay gap appears for graduates from post-92 institutions, at 5 per cent.

Advance HE's UK Engagement Survey (UKES) 2020

Advance HE has published UKES 2020 today, a survey of very nearly 14,000 UK undergraduates, measuring their levels of engagement from February to June 2020. Advance HE's UK Engagement Survey (UKES) 2020 shows evidence that students working with staff increased during lockdown. UKES provides evidenced based insights to help the enhancement of teaching and learning.

Key findings from [the report](#) include:

- Students surveyed since the spring lockdown report higher levels of engagement in four out of seven areas. Most notably, there is higher engagement in partnering and interacting with staff, two of the areas of engagement where students have reported generally less positively than other aspects.
- Students responding during lockdown are in fact 2% less likely to have considered leaving their course, which is a positive endorsement of how they have been supported, as well as how they have adjusted and adapted to learning under lockdown.
- In new analysis, students who live away from campus and/ or other students show high levels of engagement which indicates that geography and living arrangements do not need to be a barrier to the quality of learning.

'The 'engagement monitoring' of university students in the context of blended learning', HEPI blog from Dr Paul Vincent Smith, Head of Student Support Services, School of Social Sciences, University of Manchester.

Observations on VLE, analytic data proxies for online engagement, and implications for (and providing valuable support for both academic and pastoral interventions.

[This Interesting discourse](#) on changing understandings of engagement, and of student support, taking into account the models of teaching, learning, and assessment that academics are adopting, and in some cases inventing, in short order, necessitate a high quality of discussion between university management, academic staff, and professional services.

And this discussion is for the future not just short term. The author's contention is that once the genie is out of the bottle, it cannot be put back in. No matter where distance and blended learning go from here, we should be developing flexible and nuanced tools that will be relevant for a long time to come.

'Evaluation and policy making: Creative and interdependent', FACE blog, Catherine Kelly, PhD Researcher at the University of Bristol and an Evaluation Practitioner

In this featured piece on [the FACE website](#), experienced Evaluation Practitioner and current PhD Researcher, Catherine Kelly, makes a case for viewing policymaking and evaluation as a creative process. She points for example, to ways that higher education institutions and their WP departments can become 'evaluation machines' which tend to standardise evaluation inputs and outputs so that evaluations cover a large amount of programmes, strengthening risk management, but reducing the complexity of information that is generated.

[The blog](#) outlines the interdependent nature of the evaluation and policymaking process, and provides a short analysis of the potential barriers we face in living out creative and interdependent policymaking and evaluation in widening participation.

'Independent Commission on the College of the Future'

This final UK-wide report from the Independent Commission on the College of the Future, published October 2020 has a number of recommendations. The government should introduce a duty on colleges to deliver an education offer aligned to employer needs, a commission of leading FE figures have said.

The final UK-wide report from the Independent Commission on the College of the Future, ['The College of the Future'](#), instead says the UK's governments should introduce national strategies, which would provide a "flexible" framework for colleges to "support the development of the whole workforce, as well as initial education opportunities for everyone".

This includes universities, schools, independent training providers and adult community learning providers should also be bound by government to collaborate with colleges, the report adds.

It also calls for three-year block grant funding for colleges, and a 'Skills Guarantee' offering free training for employees, including those at level 4.

The Commission also proposes a statutory entitlement for adults to study up to level 3. Prime minister Boris Johnson [announced last month](#) the government would fund adults aged over 23 to complete a first, full level 3 qualification, as part of the Lifetime Skills Guarantee.

Compare, '[Further Consideration](#)' a report from Thinktank EDSK from September, which said colleges ought to be stripped of its decision-making powers over provision, which EDSK say should be handed to new, local FE directors, who would arrange college provision "in line with local social and economic needs".

The FE White Paper was due for publication this autumn.

Association of Colleges' Scholarship Framework

The Association of Colleges' Scholarship Framework's resources is now accessible by all, with no registration. [The Scholarship Framework](#) has moved to the Education and Training Foundation (ETF) Excellence Gateway. (The ETF [Excellence Gateway](#) is a resource portal with a broad range of materials including teaching, research and CPD materials worth exploring anyway.)

The Scholarship Framework is a free toolkit of resources aimed at supporting colleges with higher education provision to enhance student learning through forms of scholarship.

In the [framework](#) you will find a wide range of resources that have been researched and approved by key college higher education experts. Please visit the site to explore this ground breaking work.

Government to cut Union Learn

In early October, the TUC received a letter from the Department for Education saying that ministers have decided to end the Union Learning Fund from March 2021. This is a surprising and counterproductive decision – last year more than 200,000 learners got new skills through union learning. Hundreds of thousands of workers will miss out on an education in the workplace. Sign the petition if you agree that the government must reverse the decision and fully fund Union Learning.

This government funding teaches people to read, write and use computers: last year 62,000 got basic English, maths and IT skills through union learning. And thousands got their first ever qualification through a network of reps, able to reach these workers and help them get into learning. In the middle of the deepest recession of our lifetimes, this is not the time to cut skills and training.

Actions to support Union Learn:

1. [Sign the petition.](#)
2. [Share your story.](#) stories needed from hundreds of people who've taken part in union learning, so we can show the government how important it is to workers, families, and communities.

'The economic and social impact of The Open University in 2018-19'

In celebration of the Lifelong Learning Week celebrations, the Open University published '[The economic and social impact of the OU.](#)' The report shows the impact of flexible distance learning on UK Government's priority to level up opportunity as 85% of OU graduates remain in the location where they studied, meaning this investment in talent and skills benefits local communities.

The implications for lifelong learning are also clear, with survey results among OU alumni highlighting the positive benefits on health and work. With lockdowns likely to increase time spent at home across the UK this winter, informal teaching and learning will continue to offer important support to people. Almost all respondents (94%) said that studying at the OU had improved at least one aspect of their personal development.

The Fostering Networks' Tick the Box Campaign

Young people who have lived in care are not accessing the support available to them when applying to university and once they are studying. Going to university can be a huge challenge. This can particularly be the case for those who have lived in care, who may have faced additional problems in life and may not have a family to support them through higher education.

Applicants must 'Tick the Box' on their UCAS form to say they have been in care so that universities know that they are entitled to support, but the number of young people ticking the box isn't as high as it should be. The Fostering Network believes that too many care experienced young people are missing out on support, and wants to change that.

The Tick the Box campaign aims to make sure young people know that it is important to tick the care experienced box on their UCAS application, so their applications can be processed fairly and they can access the right support at university. The Fostering Network is planning a week of online activity to promote Tick the Box from 23 November.

You can read details of the full campaign and find out what you can do to support [HERE](#).

- By speaking to your local school or college about ticking the box, you can find out who leads on university applications and spread the word to encourage more young people to access the support to which they're entitled.
- Use the link or copy and paste the text below into a new email and send it to your local school's Head of Sixth Form or Head of Year.
- If you have a child at the school, you may want to introduce yourself and explain why the Tick the Box campaign is important to you.

Email campaigns@fostering.net to let us know which school you have contacted.

For more information or support, call on 020 7620 6424 or email campaigns@fostering.net.

Children's Commissioner's office, Policy Briefings and two Reports, November 11th

In these [Policy Briefings and two Reports, published November 11th](#) the Commissioner said the residential care home system was "broken" with insufficient high-quality places, while no one knew what to do with thousands of children. She expressed frustration at the government's repeated failure to address the crisis despite a series of highly critical reports into the sector.

On Wednesday she published three separate reports into the state of children's care provision in England, one of which focused on concerns about the impact of the growing involvement of [private companies in the sector](#), which make millions of pounds in profits every year, cf. success of care homes run by private companies.

She added: "These children are being failed by the state. The government needs a strategy to fix problems that it already knows exist. It must also launch the independent review into children's social care promised in the Conservative manifesto."

'WEEKEND READING: Degrees of mobility: access, participation, and the 'levelling up' agenda', HEPI blog, 7 November

Graeme Atherton and Peter John's reflections on current government and sector feelings on widening participation in higher education. [The blog](#) examines: graduate employment (and under-employment), emphasis in government on skills and technical education and training; FE and HE interdependency; the socio-economic need for more, not less, higher education in 18-24 year-olds together with the demographic changes; regional differences and needs; concluding with a number of policy suggestions.

What's Still Current

Major expansion of post-18 education and training to level up and prepare workers for post-COVID economy, 29 September 2020

The Prime Minister set out plans to transform the training and skills system, making it fit for the 21st century economy, and helping the country build back better from coronavirus. A Lifetime Skills Guarantee to for adults; new entitlement to flexible loans to retrain and enhancing the nation's technical skills; a free, fully-funded college course for adults without an A-Level or equivalent qualification.

This offer will be available from April 2021 in England, and will be paid for through the National Skills Fund. A full list of available courses will be set out shortly. Prime Minister Johnson's speech [here](#).

£1 million funding competition to support student mental health

Following a pause to allow universities and colleges to prioritise their response to the pandemic, the Office for Students (OfS) has relaunched its £1 million funding competition to improve mental health support for students, with funding from the Department of Health and Social Care.

Through the competition, the OfS is inviting universities and colleges to develop and implement projects which provide targeted approaches to improving mental health outcomes for particular groups of students and strengthen links between the health and higher education sectors. More information [here](#). **Deadline for bids: 7 December 2020.**

Sector analysis of National Student Survey results 2020

OfS updated analysis of the National Student Survey (NSS) results to include 2020 data. The analysis shows sector-level NSS results split by six student and course characteristics, alongside calculated benchmark values. It can be used to explore the extent to which responses to the NSS differ across student groups.

[See the analysis](#)

Catalyst Fund. Supporting the mental health and wellbeing of postgraduate research students Programme evaluation

An independent [report](#), evaluating the impact of projects in England to support the mental health and wellbeing of postgraduate research (PGR) students.

The OfS has also published a new [set of resources](#), which include training materials, workshop templates and podcasts, available to universities and colleges to support them in the development of their own mental health and wellbeing initiatives and encourage the sharing of innovative practice.

Request your Teachers' Guide brochures

The 2020-2021 edition of the UniTasterDays.com Teachers' Guide to University brochure has been released. This print and electronic guide is produced in collaboration with HELOA and also supported by Action on Access.

Editorial by over 30 colleagues at universities throughout the UK, and aimed to support the university guidance that is provided in secondary schools and colleges. Higher education institutions can take a look and request free print copies for upcoming events or to host on websites using the link below:

<https://www.unitasterdays.com/providers/work-with-teachers.aspx>

'Arriving at Thriving: Learning from disabled students to ensure access for all'

Policy Connect and the Higher Education Commission report which sets out lessons for the government and university leaders from the experiences of disabled people in Higher Education. [The report](#), October 2020, follows a six-month inquiry, chaired by Lord David Blunkett; Kathryn Mitchell, Vice Chancellor of the University of Derby; and Lord Philip Norton, Chair of the Higher Education Commission. The inquiry listened closely to students, with evidence gathered from over 500 disabled students, from senior figures at a number of higher education providers, and charity representatives across the country; and lays out 12 recommendations for government and the sector. See also HEPI blog, ['New Report: The experiences of disabled students in higher education'](#)

Student's Unions are a crucial puzzle piece for this academic year, HEPI post, Eve Alcock, former SU President at the University of Bath and Michael Natzler, HEPI's Policy Officer.

Interesting article articulating the student engagement and therefore success role Student's Unions do play. SUs are often underestimated and easily caricatured by the media. Yet [the article](#) asserts that there are many crucial things that SUs can do differently – the article says “which universities cannot.”

The COVID-19 Direct Emergency Response for Children and Young People Fund, Buttle UK

With children now back in schools, colleges and universities for the first time in six months, Buttle UK is offering [The COVID-19 Direct Emergency Response for Children and Young People Fund](#) (for young adults 20 and under) with the support of National Lottery funding.

A total of £5m is available before the end of March 2021, to provide an emergency response to help children living in poverty and crisis, and who are at risk of being left behind by the pandemic.

Buttle UK is therefore calling out to front-line support workers to make applications of up to £2k per family for children and young people in crisis to help meet their needs as the pandemic continues.

Criteria includes young adults 20 and under if living independently with little or no support.

Missed this?

New research, 'Bridging the digital divide for care experienced young people in Scotland: If not now, when?', 27 July 2020

This report published by the Scottish Care Leavers Covenant and CELCIS, and authored by Kenny McGhee and Dr Autumn Roesch-Marsh. The research revealed the impact that the COVID-19 public health emergency has had on the digital divide for young people in, or leaving, care, in Scotland. Over half of Scotland's local authority areas were able to contribute information for us to build this picture and provide an understanding of the themes and issues involved. The information confirmed that issues of digital exclusion and disadvantage, which were present for many before lockdown, have only intensified during the COVID-19 crisis. There were three challenges raised by all local authorities:

- Lack of access to hardware including: laptops, tablets and smartphones
- Lack of consistent reliable access to broadband and WiFi
- For some young people, gaps in digital literacy or confidence.

[Read the Report](#)

'Family Estrangement and the COVID-19 Crisis A closer look at how broken family relationships have been impacted by the COVID-19 crisis'

[Research](#) by by Dr Lucy Blake at Edge Hill University, Dr Becca Bland at Stand Alone, and Dr Sarah Foley and Dr Susan Imrie at the Centre for Family Research at the University of Cambridge. A survey set out to explore the impact of the COVID-19 pandemic on estranged family relationships that are distant or inactive. The survey was disseminated to members of the Stand Alone community during May 2020. The survey was completed by 801 individuals aged between 18-85 years old.

- 45% agreed that the COVID-19 pandemic changed or influenced feelings of stigma that you feel around family estrangement
- During the pandemic, 55% of respondents felt more alone and less connected 33% reported no impact on their feelings of loneliness and 12% felt less alone and more connected
- 55% felt more alone and less connected 33% reported no impact on their feelings of loneliness 12% felt less alone and more connected.

'A foster carer's guide to inspiring and supporting care leavers to Higher Education', 2012 Fostering Networks Wales and Cardiff University.

[This guide](#) is written for foster carers in Wales who are in a position to support and encourage a young person in care who is thinking about applying, or has recently applied, to study at university. The guide provides practical information and guidance including information with regards to qualifications, choosing the right course, the UCAS application process as well as financial, emotional and general support. The guide also outlines care leaver's support available from each university in Wales, and links to resources and websites detailing more information about student life. This guide will enable foster carers to provide the level of support and guidance that any good parent would want for any child. Please share as appropriate.

'Student anti-bullying and harassment policies at UK universities (and colleges)', Harrison, Fox, and Hulme, May 2020

For comprehensive and current analysis of Student and Anti-Bullying Policies in universities and colleges see this research article in the Journal of Higher Education Policy and Management. [This article](#) provides the first analysis of all available UK university anti-bullying policies, summarising, comparing, and contrasting the content of policies acquired from university websites. [Anti-bullying week](#) takes place this year from 16-20 November 2020.

What's wanted

National Student Survey stakeholder survey

Office for Students provider and student union survey as part of their [review of the National Student Survey](#).

This survey is designed to capture the views of higher education professionals, student union representatives and staff about the National Student Survey (NSS) and to understand the impact that any changes to the survey may have on the higher education sector. Responses will feed into recommendations for the NSS review. [Complete the survey](#) **Closes today, 13 November.**

'DEAL: Digital Education and Accessible Learning'

The University of Reading is conducting the above study, funded by the Leverhulme Trust. Its aim is to investigate the accessibility of online learning materials for university undergraduate students who are deaf or hard of hearing (DHH); and for those who have dyslexia or speak English as a second or additional language.

We are currently seeking to recruit undergraduate study participants from these three groups. This research study is based online and involves completing assessments at 2 different time points. The initial assessment takes about 40 minutes and assesses reading comprehension and knowledge of two specific content areas. The tests used are short and simple to complete. The second assessment (lasting approximately one hour) would take place a few weeks later and involves attending an online meeting in Microsoft Teams with one of the project researchers.

Full information sheets and ethical approval information will be made available to students who contact us to express their interest and can also be viewed on our [project website](#).

All eligible completers of both the first and second assessments will receive a £10 e-voucher to cover expenses (internet use, etc.). The study is especially important in the current situation, where accessibility of online learning materials for all students is a key issue.

For more information, please email Debbie Flory: d.flory@reading.ac.uk. Full information sheets and ethical approval information can be viewed [here](#).

DEAL: DIGITAL EDUCATION AND ACCESSIBLE LEARNING <http://blogs.reading.ac.uk/deal/>

Government to cut union learning. Sign the petition.

In early October, the TUC received a letter from the Department for Education saying that ministers have decided to end the Union Learning Fund from March 2021. Last year more than 200,000 learners got new skills through union learning. Hundreds of thousands of workers will miss out on an education in the workplace.

If you agree that the government must reverse the decision and fully fund Union Learning you can sign the petition, and/or submit a personal story.

1. [Sign the petition.](#)
2. [Share your story.](#) stories needed from hundreds of people who've taken part in union learning, so we can show the government how important it is to workers, families, and communities.

PASCAL International Observatory - EcCoWell 2 Community Recovery Program Briefing Paper 7, 'Rethinking Lifelong Learning within Current Contexts of Time and Space'

Professor Tom Schuller, Director of Longview, Professor Idowu Biao, Université d'Abomey Calavi, Professor Michael Osborne, University of Glasgow

The authors invite you to read and to comment on this think piece is to open up some fresh lines of thinking about lifelong learning by looking in a very broad way at the dimensions of time and place, in a global context. Maybe this 'think piece' suggests something more coherent than what is offered; it's more some ideas, schematically presented, which might help adult educators around the world to loosen up our thinking. This is at a time when the arguments for Lifelong Learning (LL) are very familiar,

The authors are very keen to obtain feedback and a Briefing Paper has been prepared to enable responses to a series of questions. It is found at [here](#) and there is the opportunity to comment.

Call for Proposals. UKAT Annual Conference 2021, 30 - 31 March 2021: Swansea University

UKAT's theme for 2020/21 is a focus on **equality, diversity and inclusion in higher education**. This conference focuses on developing students as independent self-regulating learners. It will explore how personal tutoring enables the addressing of disparities in engagement, progression and degree outcomes by students from groups underrepresented in HE and/or with protected characteristics. Additionally, it will look at how personal tutoring can combine with peer learning, academic study skills development, and mentoring and coaching to enhance student success academically and professionally. **Proposal deadline: 30 November 2020.**

[Call for Proposals](#) specifically invited on the topics of:

- addressing disparities in engagement by students from groups underrepresented in HE and/or with protected characteristics.
- addressing disparities in progression and degree outcomes for students from groups underrepresented in HE and/or with protected characteristics.
- peer learning.
- embedding study skills.

Conference will include: Presentations, Interactive Workshops, Lightning Talks (15 minutes), Panel Discussions, Poster Displays and a Think Tank [45 minutes].

£1 million funding competition to support student mental health

Following a pause to allow universities and colleges to prioritise their response to the pandemic, the Office for Students (OfS) has relaunched its £1 million funding competition to improve mental health support for students, with funding from the Department of Health and Social Care.

Through the competition, the OfS is inviting universities and colleges to develop and implement projects which provide targeted approaches to improving mental health outcomes for particular groups of students and strengthen links between the health and higher education sectors. More information [here](#). **Deadline for bids: 7 December 2020.**

Call for papers: special issue in Studies in the Education of Adults on 'Lived experience, learning, community activism and social change'.

This special issue arises from the urgency expressed by many adult educator practitioners and theorists for the need to draw attention to the numerous sites of community activism, learning and social change that are currently taking place across the globe. What can adult educators learn and what is being learnt when we turn to sites of community activism?

The purpose of this special edition is to provide a forum for adult educator practitioners and theorists to share community activist practices from around the world and provide insight into the ways these have contributed to social change and political transformation. This may take the form of empirical research, theoretical interventions and stories of social change from those participating in these changes. To promote a range of texts and voices, proposals are sought in the two following categories:

1. a 500-word abstract that describes your proposed journal article. The selected articles will be double-blind peer reviewed, and, if accepted, will be published as part of the special issue of Studies in the Education of Adults.

2. proposals for short thought pieces, blog posts, zines, short videos, podcasts, and photographs to be published as part of our online and open access special issue on the journal's official blog. Please note that these submissions will not be peer reviewed. Studies in the Education of Adults' blog will be launched in August 2021.

If you are interested in contributing to the Special Issue, co-editors: Sharon Clancy, Kerry Harman and Iain Jones, please provide either a 500-word abstract (no more than this) if submitting an article, or a short proposal (1-2 paragraphs) describing your alternative submission by 4th January 2021 to [Iain Jones](#). **The abstract deadline for this is 4th January, 2021.**

New fund to improve postgraduate research participation and access

The Office for Students (OfS) and Research England have launched a new £8 million funding competition to improve access to and participation in postgraduate research study (PGR) for Black, Asian and minority ethnic students, underrepresented in postgraduate research study – and new data published by the OfS shows there has been little change in recent years.

Successful projects will look to address the issue through, for example, improving access for Black, Asian and minority ethnic students applying for and entering into research study; enhancing the PGR student experience for these groups; and diversifying routes into careers in research and teaching.

Bids will need to meet one or more of the following priorities:

- stimulating innovation and/or distributing examples of effective practice or other insights which can be used to shape future policy to improve access and participation
- tackling demonstrable barriers for PGR students from Black, Asian and/or minority ethnic groups collaborating strategically to embed equality, diversity and inclusion (EDI) for these student groups across the sector
- proposals will also be assessed on the extent to which they engage Black, Asian and minority ethnic students in the design, development and delivery of the projects.

Bids can be made for projects lasting of a duration of up to four academic years, with between £200,000 and £400,00 being allocated per project at single institutions and up to £800,000 being awarded for bids from multiple institutions. For more information, please see [our bidding guidance](#). **The deadline for bids is noon on 28 January 2021.** A [workshop for bidders](#) will take place on 26 November 2020.

New data, published 22 October by the OfS, shows that participation of Black, Asian and minority ethnic students in PGR study at high tariff universities and colleges remains low.

[Read the data report](#)

Call for contributions: eucen 2021. Learning for impact in a changing World, 52nd EEUSEN Conference, Utrecht (NL). 1-4 June 2021

European University Continuing Education Network (EUCEN) 52nd annual conference.

Accepting abstracts for research papers, testimonial ground laboratory sessions and/or short papers on organisational and administrative innovation; in the following three areas:

- Stream 1: Impact of societal change on UCE
- Stream 2: The future of education and modern workplace learning
- Stream 3: UCE as professional practice within universities

The abstracts can be submitted with view to become:

- Research papers including conceptual or empirical work on the topic of the conference; papers will be presented in 20 minutes time slots
- Testing ground laboratories where participants can experience concrete innovative UCE/ULLL practices, formats and didactics. The laboratories will have 90 minutes (including an evaluation and reflection part)
- Short papers on Organisational and administrative innovations in domains as UCE-leadership, embedding UCE in university primary processes, improving the quality and professionalization of UCE and UCE teachers, connecting academia and society et cetera; short papers will be presented in 20 minutes time slots.

[Submit your abstract now](#). **Deadline 31 January 2021**

Anti-Bullying Week 2020, 16-20 November

Anti-bullying week takes place next week - from 16-20 November 2020

This year the theme is 'United Against Bullying'. Follow the events on social media using [#antibullyingweek](#) and [#abw20](#).

A quick web-search reveals that there is much focus and activity on this issue in primary and secondary schools during this **National Anti-Bullying Week** yet we know it is also an issue in universities and colleges. There is very little on display on the websites of universities and colleges of higher education. So are universities and HE colleges doing much 'in-house'? How can you help your colleagues in schools and colleges to counter bullying there?

Bullying behaviour can be very subtler, it can be most blatant and visible. It can be: physical, verbal, emotional, sexual, online /cyber, indirect. **Banter** becomes bullying when it is:

- intended to insult and humiliate the other person
- if it becomes regular and persistent
- even after they have asked someone to stop, it continues.

Students who are bullied may:

- feel disconnected from university and not want to attend or even quit
- have lower academic outcomes, including lower attendance
- lack quality friendships

- display high levels of emotion that indicate vulnerability and low levels of resilience
- avoid conflict and be socially withdrawn
- have low self-esteem
- become depressed, anxious and lonely
- have nightmares
- feel wary or suspicious of others
- in extreme cases, have a higher risk of self-harm and/or suicide.

Research shows that students at all levels of education get bullied. A lot. Longer term effects of earlier bullying can be very negative on the self-esteem and self-worth of students, and be re-experienced and reinforced in their higher education student experience.

- Universitycompare website offers an excellent guide for students, '[What to Do About Bullying at University](#)'.
- **BullyingUK has a really useful website** page [Bullying at University](#)
- Although the National Union of Students do not seem to be highlighting Anti-Bullying Week this year, students can often take the lead, e.g. [this article by Katie Greengrass](#), a student at Leeds University and student paper sub editor, exploring various university and college spaces where bullying light occur.

Otherwise advice and resources on bullying are very much schools-based, but may have some relevance, be thought-provoking for university and college staff:

- UK Government guidance for schools: [Preventing and tackling bullying; Cyber bullying; advice for headteachers and staff; Advise for parents and carers on cyber bullying](#)
- Or the [anti-bullying week resources](#) offered by [BullyingUK](#) to help raise awareness of anti-bullying including the [#WearBlue4Wellbeing](#) day on the 13th November 2020 and sales of #ChooseKindness wristbands.

Students from particular backgrounds or with certain characteristics are much more likely to be bullied. One example. A 2016 survey, [Pride and Prejudice in Education](#), by The Forum, UCU, Learning and Work Institute, NUS and Equality Challenge Unit found that Gay/lesbian (13 per cent) and non-binary (16 per cent) learner respondents were more than twice as likely than average (6 per cent) to say that they had considered leaving their education because of the way they were treated, for example because they had been bullied, harassed or discriminated against. 60% of respondents had witnessed a learner acting negatively towards people because of Every day and 51% LGBTQ students had experienced homophobic or transphobic name-calling. Name calling and threats were the highest form of bullying. (And that the existence and visibility of LGBT groups in educational institutions is fairly low; fewer than one in four learners were aware of an officially recognised support group in their place of learning.) More positively other research has shown that 70% of school pupils are more likely to intervene if they see someone being bullied after bullying awareness lessons/education/training.

Other research has revealed that students who might be described as falling in one way or another within the widening participation cohort, e.g. care experienced students, yes even ["northern" students experience recently described](#) truly shocking, serious and sustained bullying; interesting comments [here](#). And [here](#) for sector comments. Remember [Durham students' experiences](#). And of course regional accents across the countries see [once more](#). An issue that needs more attention and more attending to.

Outside of the national anti-bullying week universities clearly have anti-bullying and anti-harassment policies and guides usually signposting to student services support; here are a few, (sort of), random but interesting illustrative examples:

- University of [Suffolk focuses](#) on 'being an active bystander' this year
- Staffordshire university, '[Dealing with Bullying and Harassment](#)';
- Royal College of Nursing, '[Bullying and Harassment](#)'
- Ulster University, '[Bullying and harassment information for students](#)', with its Bullying and Harassment Officers.

For a more comprehensive and current analysis of Student and Anti-Bullying Policies in universities and colleges see the Journal of Higher Education Policy and Management research article, '[Student anti-bullying and harassment policies at UK universities](#)' by Emma D Harrison, Claire L Fox, and Julie A Hulme. May this year. This article provides the first analysis of all available UK university anti-

bullying policies, summarising, comparing, and contrasting the content of policies acquired from university websites. The importance of anti-bullying policies is known from policy research in schools and workplaces but has previously not been investigated in Higher Education. A new coding framework and guidelines were developed to enable the analysis, and universities were given a score. Scores indicated variation between policies, suggesting some students may have inadequate support when consulting their university policy.

The findings indicate that all universities should create and implement an anti-bullying policy. Students should be involved in the development of interventions or policies, as co-created initiatives may be more influential. University policy must be up-to-date, inclusive, comprehensive yet concise, and it must be publicised

Though not directly addressed here, bullying and harassment of staff in HE and FE also [takes place all too often](#), but your University and College Union has a '[Bullying and Harassment Toolkit](#)' designed to cover this issue. Or if you are a UNISON member, '[Bullying and Harassment](#)'. And, of course universities and colleges have their own bullying and harassment policies and protections.

Anti-bullying week 16-20 November 2020

Estranged Students Solidarity Week 2020 - 23-27 November

'How to be an Ally to Estranged Students', Estranged Students Solidarity Week

Campaign led by [Stand Alone](#), the Estranged Students Solidarity Week is for Universities, Colleges, Student Unions / Associations to reach out to those who are studying without family support, to raise the level of awareness that not every student has parents to fall back on and not every student will be going home for Christmas. Many may not feel comfortable approaching their institution so promoting support available to them during this week is key. Stand Alone has developed a set of resources to help you and your Student Union/Student Association to reach out to estranged students:

- [Campaign template for the ESS week](#)
- [Background information on estrangement](#)
- [Information for University / College staff](#)
- [Information for Student Officers](#)
- [Information for Students](#)

'Estranged Students Solidarity Week 2020: Be an Ally to Estranged Students'

Susan Mueller, HE Director, Stand Alone, "Society focuses a lot on family, so estrangement is often misunderstood or goes unseen. And because it is not talked about much estrangement isn't a term many people are familiar with. Individuals become estranged for any number of reasons, such as abuse, a clash of beliefs, religion or values and rejection of their LGBTQI+ identity among many others. This can be a long slow process, or a sharp and sudden break. Students in higher education feel the impact of not having any parental support throughout their entire student journey. Stand Alone's Estranged Students Solidarity Week is about talking about estrangement and raising awareness of the issue, and showing estranged students you see them and offer them support."

The campaign itself has three objectives:

- to raise awareness about family estrangement, and the many barriers to success that estranged students face in Higher Education
- to reach out to those students at your university or college who are studying without support from parents/family and encourage/facilitate a wider discussion on family and changing family dynamics as part of your campaign and to reach out
- to encourage/work with your institution to carry out the objectives of the Stand Alone Pledge.

Visit the [Pledge website](#)

The campaign asks you: to run activities throughout the week for students and staff to participate in; promote support available to those estranged from family; ask your university or college to sign up to the Stand Alone Pledge if they haven't already done so; document your campaign and activities through blogposts, pictures, etc, and share via social media using #WithEstrangedStudents to raise the profile of students without family support throughout the week. follow the week's activities on social media, using **#withestrangedstudents**.

Stand Alone virtual conferences coming up:

'Rising to the challenge – supporting estranged students during Covid 19'

Scotland: Thursday 19 November

Information and registration [here](#)

England/Wales/NI: Tuesday December

Information and registration [here](#)

Of course, most universities and colleges offer discrete support to estranged students, many have signed the Stand Alone pledge. However, while many institutions have offered details of their support, events or a programme for the Estranged Students Solidarity Week in previous years, there is little visibility of the 2020 campaign on university and college websites.

Organisations supporting solidarity Week, e.g.

[UCAS](#); [The UNITE Foundation](#). "There is so much risk associated with estrangement because if I fail there is no second chance", [Webpages](#) on Solidarity Week, their support to estranged students, their scholarships, and to financial support.

Stand Alone's virtual conference on 1 December 2020, ['Rising to the Challenge: supporting estranged HE students during Covid-19'](#) offers an opportunity to look back at lessons learnt and best practice in supporting estranged students during lockdown and into this new academic year.

[Estranged Students Solidarity Week 23-27 November](#)

WP Events

Advance notice

25 and 26 November 2020: 10th Access to Higher Education and Student Success Summit, Woburn Conference Centre, London

It is going to be another most excellent Summit. Our Summit 2020, delivered in partnership with Universities UK, virtual this year, explores and explains the critical issues related to access and participation in higher education, and will explore and analyse how impacts of the global coronavirus pandemic may be eroding the progress of widening participation, but also can be used to improve work and support to disadvantaged and under-represented students. See the [programme here](#). More information below. 25 and 26 November.

17-19 November 2020: 'Tech Share Pro', AbilityNet

AbilityNet's flagship fourth annual event and one of Europe's premier accessibility and inclusive design events. As [an online event](#) we can use the event to connect with the community who are helping to build a digital world accessible to all.

Keynotes and panels will feature expert insights on a range of topics, including:

- The Business Advantage of Accessibility and Inclusion,
- Banking, Accessibility and Covid-19,
- Accessible Games,
- Legislation and Accessibility,
- Inclusive Workplace,
- Meeting the UK Public Sector Accessibility Regulations,
- Accessibility Leadership,
- Accessible Journeys, and
- Changing Culture
- Accessible documents
- Accessible components
- Inclusive workplace
- And the event offers good networking opportunities.

The conference will be hosted on Microsoft Teams and all sessions will be recorded and be available on demand to attendees within the conference platform. That means you can pick and mix which sessions you join, or view afterwards.

18 November 2020: Women in STEM conference, central London

At this online conference delegates will hear the latest policy updates and key insights from leading experts about supporting improved uptake of girls and women entering STEM education, industry and careers. [STEM conference](#) sessions will focus on strategies for enhancing diversity in STEM, supporting pipeline progression and creating a gender balanced workforce:

- Discover strategies and steps that need to be taken to ensure gender equality, diversity and parity in STEM
- Explore the role of women in emerging technologies and AI and how to ensure their progression within the industry
- Share solutions and strategies for tackling the challenges of recruitment and retention of women within senior roles and positions in STEM
- Support more girls and women to become mentors and STEM ambassadors to help support the progression of women through the pipeline.

18-19 November 2020: 'Covid-19 and mental health in higher education conference',

Universities UK, central London

Delegates to [this online event](#) will hear from sector-leading experts and practitioners about support for those experiencing mental illness or mental health difficulties, promote good mental wellbeing for students and staff, and embed a whole university approach to mental health during Covid-19.

Sessions include:

- Covid-19 has challenged us, so where are we now? - with Professor Steve West, Vice-Chancellor, President and Chief Executive Officer, University of the West of England.
- A whole university approach to mental health: improved information sharing - with Professor Julia Buckingham, Vice-Chancellor of Brunel University London and President, Universities UK.
- Using data and analytics to personalise mental health support - with Professor Peter Francis, Deputy Vice-Chancellor, Northumbria University, Alan Davies, Innovative Programmes and Partnerships Director, Health Education England and Mara Richard, VP, International,
- Delivering blended and digital support services
- Addressing the hardships of vulnerable international students
- Staff mental health and Civitas learning.

19 November 2020, 10.00 – 15.00: Rising to the challenge – supporting estranged students during Covid 19

[Virtual conference](#) for universities, colleges and sector organisations in Scotland. An opportunity to look back at lessons learnt and best practice in supporting estranged students during lockdown and into this new AY

24th November 2020: 'Representing the under-represented in HE: a conference addressing the challenges in access for those with the most significant barriers'

This free conference focuses on young learners who are amongst the most under-represented in higher education and explores some of the barriers to their progression. [The conference](#) also showcases the value of academic research, sector practitioners, student voice, widening participation, and university support for these groups of students. Areas for discussion include:

- Gypsy, Roma, and Travellers
- Forced migrants and asylum seekers
- Young Carers
- Children-in-Care
- Service Children
- Socio-economic disadvantage
- Black, Asian, and Minority Ethnicity'

Speakers: Prof. Kelly Coate, PVC for Education & Students, with responsibility for oversight of the University of Sussex Access and Participation Plan; Prof. Saul Becker, University of Sussex, Deputy Vice-Chancellor, and a leading researcher and advocate for young carers; Prof. Vikki Boliver, Director of Research and Professor in the Department of Sociology at Durham University, speaking about her research in the field of higher education and social inequality with reference to contextual admissions.

Workshop speakers include: Patricia Ambrose, Director at National Network for the Education of Care Leavers; Dr. Tam Cane, University of Sussex; Debra Vice- Holt, Director of Work & Learning

Opportunities; Dr. Emily Danvers, University of Sussex; Tommy Buck, Friends, Families, and Travellers; Dr. Michael Hall University of Winchester; Dr. Matt Easterbrook, University of Sussex; Dr. Feylyn Lewis, University of Sussex; Ruth Sullivan, The Carer's Centre; Dr. Tamsin Hinton-Smith, University of Sussex; Dr Linda Morrice, University of Sussex; Kimberly Garande, We Belong.

25-26 November 2020: THE Live 2020

At THE Live 2020, after a year of immense challenge and change, we hope to bring together the UK's university and college leaders, decision-makers in government, NGOs and the wider higher education community to connect, share ideas and make plans to support the sector's strategic development. The shortlist is now available [here](#), including Outstanding Contribution to Equality, Diversity and Inclusion; Outstanding Contribution to the local Community; Outstanding Library Team, Outstanding Marketing/Communications Team; Outstanding Support for Students; Widening Participation or Outreach Initiative of the Year.

[This year's THE Live](#), will be online and will discuss the most pressing issues facing UK universities:

- Britain's place in the global higher education system
- the state of the UK HE market
- financial challenges facing the sector
- how to improve your workplace culture for staff and early-career researchers.

This year's [Equality, Diversity and Inclusion Symposium](#) will also be happening at THE Live.

26 November 2020: 10th Access to Higher Education and Student Success Summit, Woburn Conference Centre, London

We are pleased to announce an extensive and exciting set of speakers and presenters:

- Professor Quintin McKellar, Vice-Chancellor, University of Hertfordshire and Vice-President for England and Northern Ireland, Universities UK
- Professor John Storan, Action on Access and Director of Continuum WP Policy Studies Centre, University of London
- Mike Nicholson, Director of Undergraduate Admissions and Outreach, and
- Dr Andrew Ross, Head of Widening Access and Participation, University of Bath
- Kate Lister, Manager for Accessibility and Inclusive Practice, The Open University
- Paul Wakeling, Head of the Department for Education, University of York
- Katharine Sacks-Jones, Chief Executive, Become
- Susan Mueller, Project Director, Stand Alone
- Amie Waterman, PhD student, Durham University
- Jess Woodsford, Director of SEER (Specialist Evidence, Evaluation & Research), Applied Inspiration
- Ross Renton, Pro Vice-Chancellor, University of Worcester and Chair of the Widening Participation Network, GuildHE
- Rebecca Bowen, Senior Student Recruitment Officer, University of South Wales, and Wales Chair, HELOA
- Professor David Phoenix, Vice Chancellor, London South Bank University
- Stephen Evans, C EO, Learning and Work Institute
- Professor Gavin Brown, Pro-Vice-Chancellor, University of Liverpool
- Dr Kay Hack, Principal Adviser Learning and Teaching, Advance HE
- Amy Low, Service Delivery Director, AbilityNet
- Kellie McAlonan, UWS Student Funding Team Leader, University of the West of Scotland and Chair, National Association of Student Money Advisers (NASMA)
- Lindsey Fraser, Deputy Director in the Lifelong Learning Centre, University of Leeds.
- Gurnam Singh, Associate Professor of Attainment, Coventry University
- Kellie McAlonan, UWS Student Funding Team Leader, University of the West of Scotland and Chair, National Association of Student Money Advisers (NASMA)
- Emily McIntosh, Vice-Chair United Kingdom Advising and Tutoring association and Director, the Centre for Academic Practice and Enhancement at Middlesex University
- Franklin Jacob Babu, Black Students Officer, NUS Scotland
- John Cope, Director of Strategy, Policy, & Public Affairs, UCAS
- Dr Omar Khan, Director, TASO
- Hillary Gyebi-Ababio, Vice President for Higher Education, NUS
- Michelle Donelan MP, Universities Minister – Invited

The annual Access to Higher Education and Student Success Summit 2020, delivered in partnership between Action on Access and Universities UK will give delegates up-to-date briefings on the current issues, policy and regulation, together with opportunities to develop practice solutions to access and participation issues through discussion with experts and colleagues. See the [programme here](#).

This year's summit will be held online over the course of two days. Alongside eight hours of informative, current content from the most pertinent speakers on the topic, it will also provide a wide range of opportunities to network, discuss, and make connections with colleagues within the sector. Delegates will also be able to access the recordings of all sessions after the event, including breakout sessions which you were unable to attend.

The annual Access to Higher Education and Student Success Summit will, as always, be unmissable. Don't miss it. You can [Book Now](#).

26 November 2020: 'Managing Mental Health in the Workplace Online Conference', central London

This Westminster Insight's conference, streamed live, aims to give delegates actionable strategies on how to mitigate the impact of mental health at work, and promote productivity, engagement and resilience. Key points of [the conference](#):

- integrating mental wellbeing into the organisation's culture: retaining high standards and ensuring mental wellbeing initiatives are not a 'one off'
- tackling stigma and improving communications across the organisation: reviewing the most effective ways of increasing engagement, productivity and business growth
- making reasonable adjustments: exploring mental health and employment law to ensure employers can deal with difficult situations lawfully
- learning from best practice: gain practical toolkits to implement in your organisation to increase staff engagement.

26 November 2020: Webinar – 'Funding competition to improve access and participation for black, Asian and minority ethnic students in postgraduate research', OfS and Research England.

[A webinar](#) providing information about our funding competition. It provides an opportunity for potential bidders to ask questions and find out more about the competition.

1 December 2020, 10.00 – 15.00: Rising to the challenge – supporting estranged students during Covid 19

[Virtual conference](#) for universities, colleges and sector organisations in England, Wales and Northern Ireland. An opportunity to look back at lessons learnt and best practice in supporting estranged students during lockdown and into this new AY

1 December 2020, morning: 'The next steps for improving social mobility and raising educational attainment in England in the wake of COVID-19, Westminster Education Forum'

Key areas for discussion in [this online forum](#) are:

- Social mobility in England - the current state of play and future priorities
- Impact of COVID-19 on educational attainment - priorities for recovery: tackling early years disadvantage, student engagement in lockdown, regional inequalities, support for teachers
- The National Tutoring Programme - progress so far
- An international perspective on social mobility
- Raising social mobility in the wake of COVID-19 - post-16 employment case-studies
- Improving social mobility following the pandemic - policy priorities.

Speakers include:

Michelle Donelan MP, Minister of State for Universities, Department for Education; Professor Becky Francis, Chief Executive Officer, Education Endowment; senior speaker confirmed from the Social Mobility Commission; Nick Bent, The Tutor Trust; John Craven, upReach; Ryan Gibson, Academies Enterprise Trust; Dr Peter Holding, Beechview Academy and Marlow Education Trust; Professor Stephen Machin, LSE; Isa Mutlib, BAME Apprenticeship Alliance; Dr Julie Nelson, National Foundation for Educational Research; Russ Shaw, Tech London Advocates; and Sammy Wright, Southmoor Academy. [To book](#).

2 December 2020: Transition, Retention and Success – how can higher education best support BTEC learners?

NEON event which will consider the future of the BTEC qualification and the continued importance of the qualification as a route into higher education. During [the event](#) delegates will:

- hear from a range of policy makers and practitioners from across the educational sector
- consider the needs of BTEC learners and discuss the different strategies to support them in their learning journeys
- learn from examples of current practice with BTEC learners
- virtually network with other colleagues
- receive a free electronic copy of the latest NEON publication, “Guiding Principles to Inform the Successful Progression of BTEC Students into Higher Education”

Keynote speakers include:

Dr Brooke Storer-Church, Head of Skills, Office for Students; Professor Debra Myhill, Professor of Education, University of Exeter and Project Director of ‘Transforming Transitions’; Ria Bhatta, Head of Stakeholder Engagement, Pearsons.

[Book here.](#)

3 December 2020, 09:30-12:30: 'Avoid photocopying the past: Re-designing HEIs to reduce inequitable outcomes for BAME students?'

Due to the popularity of this seminar series (previous events held on 15th July and 6th October), we would like to invite you to pre-register for the third and final online event hosted by Access, Participation and Success at the Open University.

The seminar will share 4 further exciting and inspiring presentations from HEIs currently delivering activities to reduce the awarding gap and will be opened by Dr Liz Marr - Pro-Vice-Chancellor (Students) at the Open University. There will be time for networking with other institutions – through Q&A and interactive padlet sessions to share views, experiences, ideas, challenges and hopefully solutions! Please check the APS website

<http://www.open.ac.uk/about/wideningparticipation/events/online-webinar-part-3-avoid-photocopying-past-re-designing-heis-reduce-inequitable-outcomes> where full information about the presenters and institutions will be updated shortly. [To register.](#)

8 December 2020: 'Improving provision for children in care in Scotland - next steps following the Independent Care Review', Scotland Policy Conferences keynote seminar

[This online conference](#) will examine:

- The Independent Care Review - key findings and establishing The Promise - with Fiona Duncan, Chair, The Promise Oversight Board Chair, The Independent Care Review
- Reviewing the current standard of care provision and next steps in developing a holistic approach - with Iona Colvin, Chief Social Work Adviser, The Scottish Government
- Improving the care experience for children - the support scaffolding, workforce development, and securing better outcomes
- Building a system that listens to the needs of children - with Tam Baillie, Chair, A Way Home Scotland Coalition
- Reforming the care system - building children’s voices into decision making, supporting a positive environment for young people to live in, and improving support for families and carers
- The future vision for the care system - with Maree Todd MSP, Minister for Children and Young People, The Scottish Government.

Speakers include: Maree Todd MSP, Minister for Children and Young People, The Scottish Government; Fiona Duncan, Chair, The Promise Oversight Board; Chair, The Independent Care Review and Chief Executive Officer, The Corra Foundation; Tam Baillie, Chair, A Way Home Scotland Coalition and Children and Young People Commissioner for Scotland 2009-2017; Iona Colvin, Chief Social Work Adviser, The Scottish Government; Claire Burns, Centre for Excellence for Children’s Care and Protection; Martin Crewe, Barnardos Scotland; John Docherty, Largs Academy; Lorraine Gray, Scottish Social Services Council; Elaine Hamilton, Nether Johnstone House Childcare Services and Dr Helen Whincup, University of Stirling.

[To book.](#)

8 December 2020: 'Priorities for supporting disabled students in HE - student experience, academic attainment, preparation for the labour market, and the impact of COVID-19',

Westminster Higher Education Forum policy conference

[This morning online conference](#) will examine policy priorities for improving support for disabled students:

- inclusion and accessibility - in the context of socially-distanced campuses
- educational attainment - priorities for improving it for disabled students
- the labour market - preparing disabled graduates in a challenging economic environment
- the Disabled Students Allowance (DSA) - delivery, awareness and the impact of reform
- the Disabled Students Commission - progress following its setting up, and the priorities it foresees as it begins its work advising and influencing policy and the HE sector.

Speakers include: Professor Geoff Layer, Chair, Disabled Students' Commission and Vice-Chancellor, University of Wolverhampton; Tabassum Ahmad, EmployAbility; Rhys Brown, Birkbeck Students' Union; Kate Lister, The Open University; Emma Pollard, Institute for Employment Studies; Dr Nasser Siabi, Microlink PC; Leanne Thompson, Lancaster University; and Dr Annalu Waller, University of Dundee. [Book here.](#)

19 January, 23 February, 16 March & 20 April 2021: 'Access Academy Training: Evaluating outreach work' (4 Session Suite)

NEON is delighted to continue its programme of four full day training sessions around the evaluation of widening access activities. The events will be facilitated by Dr Graeme Atherton (Director, NEON & Head, AccessHE) and have been designed to cover key elements of the evaluation process.

[These training sessions](#) are available to both NEON members and non-members. NEON members can book the whole programme of four sessions at £396, the non-member organisation rate is £636. Regrettably, it is not possible to book on to individual sessions - delegates can only book the complete four session suite.

10am start until 4pm, online, the dates of the sessions are:

- Session 1: Setting the evaluation strategy – Tuesday 19 January
- Session 2: Collecting information – Tuesday 23 February
- Session 3: Analysing information – Tuesday 16 March
- Session 4: Making an impact – Tuesday 20 April.

This course will be particularly useful for practitioners working in an evaluation role (or managing such roles) who are seeking to develop their research skills in order to produce robust and methodologically sound assessments of their organisation's widening access activities through a range of research methods.

27 Jan 2021: Degree apprenticeships 2021 conference, Universities UK and UUKADA

Now in its sixth year, this one-day, online conference will give you a chance to listen to and engage with the current challenges and opportunities surrounding degree apprenticeships. The day will be an opportunity to gain a full understanding of degree apprenticeship policy developments and best practice to help you make the most of the opportunities available to you.

But the sector is facing unprecedented challenges, as is the UK economy. In this environment, how can we build momentum to make sure that degree apprenticeships remain on the agenda? What is the impact of T-Levels on higher education? And how can we build new networks and ways of working that can adapt to the ever-changing landscape caused by Covid-19?

[The conference](#) will cover topics such as:

- Supporting the development of the digital workforce through degree apprenticeships
- T-Levels: where are we now?
- Getting hands-on with degree apprenticeships
- Address from the UUK degree apprenticeship policy leads.

4 February 2021, morning: Next steps for improving student mental health - support frameworks, best practice, and learning from the impact of the pandemic, Westminster Higher Education Forum policy conference

[The conference](#) will cover:

- Social distancing
- Innovation in support
- Supporting specific student groups
- Forward planning and reviewing provision

- Use of technology in supporting student mental health: case studies from Dr Laura Biggart, Lecturer in Social Science Research and Dr Kamena Henshaw, Associate Professor in Psychology, School of Psychology, University of East Anglia
- Next steps for the frameworks to support student mental health with a keynote contribution from Rosie Tressler, Chief Executive Officer, Student Minds

Speakers include:

Amy Norton, Head of Equality, Diversity and Inclusion, Office for Students; Rosie Tressler, Chief Executive Officer, Student Minds; Dr Jason Arday, Durham University; Megan Ball, Winchester Student Union; Dr Laura Biggart, University of East Anglia; Harry Bliss, UniHeads; Dr Paul Gorczynski, University of Portsmouth; Dr Kamena Henshaw, University of East Anglia; Yunyan Li, UKCISA; Kate Lister, The Open University; Alice Ludgate, University of Plymouth; Ian Munton, Staffordshire University; Graham Pilpott, University of Reading; James Smythe, The Sheffield College; and Professor Ian Tucker, University of East London. [To book.](#)

24 February 2021: 'Improving provision for care leavers - education, employment and wellbeing, key policy commitments, and support through the pandemic and into the future', Westminster Education Forum policy conference

Speakers include:

Mark Riddell, National Implementation Advisor for Care Leavers, Department for Education; Matthew Brazier, Specialist Advisor for Looked After Children, Ofsted
Matthew Gordon, Chief Executive Officer, Spectra First; Rebecca Rees, Procurement Partner, Trowers & Hamblins LLP and Co-Author, HACT Social Value Toolkit; Cllr Jemima Laing, Plymouth City Council; Maria Tottle, University of Bristol; Claire Preston, ENGIE and a senior speaker confirmed from the National Network for the Education of Care Leavers

[This online conference](#) examines policy priorities and next steps for improving support for care leavers with a focus on:

- accommodation
- continuing education, training or the move to employment
- access to healthcare, including mental health support.

Areas for discussion include:

- implementation of local offers for care leavers by local authorities
- next steps for the Care Leavers Covenant and the new Social Value Toolkit
- the impact of COVID-19 on the mental health and future prospects for care leavers
- funding and local authority support services for care leavers in a challenging economy.

Speakers include:

Mark Riddell, National Implementation Advisor for Care Leavers, Department for Education; Matthew Brazier, Specialist Advisor for Looked After Children, Ofsted
Matthew Gordon, Chief Executive Officer, Spectra First; Rebecca Rees, Procurement Partner, Trowers & Hamblins LLP and Co-Author, HACT Social Value Toolkit; Cllr Jemima Laing, Plymouth City Council; Maria Tottle, University of Bristol; Claire Preston, ENGIE and a senior speaker confirmed from the National Network for the Education of Care Leavers.

[To book.](#)

17 and 18 March 2021: the rescheduled APS 6th International Biennial Conference, the Hilton Hotel in Milton Keynes

Due to the Covid-19 lockdown, the OU has rescheduled their APS (Access, Participation, Success) 6th International Biennial Conference which was due to take place from 22 to 23 April 2020 to take place on 17/18 March 2021 at the same venue, Doubletree by Hilton Hotel in Milton Keynes.

The planned keynote speakers and the majority of presenters will be speaking at the rescheduled conference – please see website [here](#) for full details. Registration is currently on hold.

The agreed keynote speakers as below plus hopefully OU Vice Chancellor, Professor Tim Blackman.

- Professor Sir Peter Scott - Commissioner for Fair Access in Scotland
- Chris Millward - Director of Fair Access and Participation, Office for Students (OfS)
- Nick Hillman – Higher Education Policy Institute (HEPI)
- Victoria Winkler - Director, Bevan Foundation
- Dr Liz Marr - PVC-Students, The Open University
- Dr John Butcher - Director, Access, Open and Cross-curricula Innovation, The Open University.

30 - 31 March 2021: UKAT Annual Conference 2021, Swansea University, Swansea, Wales
UKAT's theme for 2020/21 is a focus on **equality, diversity and inclusion in higher education**.

[This conference](#) focuses on developing students as independent self-regulating learners. It will explore how personal tutoring enables the addressing of disparities in engagement, progression and degree outcomes by students from groups underrepresented in HE and/or with protected characteristics. Additionally, it will look at how personal tutoring can combine with peer learning, academic study skills development, and mentoring and coaching to enhance student success academically and professionally. Call for Proposals see in [What's Wanted](#) section above.

1-3 September 2021: deferred NET2020 Conference, University of Bath

The leading annual international conference for networking in healthcare education, the deferred NET2020 will address all areas of healthcare education across all healthcare professions. The conference will focus on the following themes:

- student experience, engagement and achievement: including the sub-themes of Inclusivity in healthcare education; Widening participation; Student support and wellbeing; and Retention and success in healthcare education.

Educational enhancement: including the sub-themes of Humanising healthcare education; Assessing the impact of pre- and post-registration learning on clinical practice; and Partnership working.

- learning, teaching and assessment strategies: including the sub-themes of Evidence-based learning, teaching and assessment; Inter-professional learning and working; Education in clinical practice and practice development; and technology enhanced learning.

- key challenges in healthcare education: including the sub-themes of Global challenges in healthcare education; Developing the future healthcare education workforce; and Social, economic and policy drivers in healthcare education.

Bookings are currently not open but see [conference website](#) for further details.

Vacancies

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

Head of Access & Participation, The University of Law, Bristol

Reporting to the Academic Registrar, the Head of Access & Participation is responsible for overseeing the efficient and effective operational delivery of the University's Access and Participation Plan. The post holder will oversee Widening Participation and Access (WP&A) activities across all campuses/locations, including online and internationally, identifying and contributing to the development aspects of all WP&A matters, acting as project lead.

The successful candidate will have experience of developing, delivering and managing access and participation initiatives at a managerial level within a Higher (or Further) Education setting.

[The Head of Access and Participation](#) will have experience of equality and diversity and be knowledgeable of key legislation and sector best practice. Your experience will include the planning, target setting, budgeting, data analysis, performance management, identification and delivery of activities and initiatives and the evaluation of their impact.

You will have exceptional project management skills and will be a positive, driven and a natural collaborator with excellent communication skills with the intellectual confidence to succeed in a collegial and collaborative environment. The role could suit an individual with a background in student services with a track record of achieving attainment for disadvantaged groups.

University of Law is one of the UK's leading providers of legal education and training, working right at the heart of the legal profession and with an impressive history going back to 1876. We bring together teaching of the highest quality, a focus on practical skills and innovative learning styles to deliver perfect preparation for life in legal practice and ongoing professional development.

Full time, 12-month Maternity Cover post and could be based at any location or on a remote working basis. Salary: up to £50,000. **Closing date: 15 November 2020**. For a confidential discussion and/or the further particulars, please contact our retained advisor Sian Gardiner at the

Management Recruitment Group sian.gardiner@mrgpeople.co.uk or alternatively 020 3962 9900. Direct applications to the University will not be accepted. The Management Recruitment Group (MRG) has been exclusively retained for this campaign.

Education Consultant, CELCIS, University of Strathclyde, Glasgow

CELCIS a leading improvement and innovation centre in Scotland, based at the University of Strathclyde, Glasgow, improving children's lives by supporting people and organisations to drive long-lasting change in the services they need, and the practices and skills applied by people responsible for their care. **Our focus is on children and young people in need of care and protection** and actively working to help realise The Promise of the recently concluded Independent Care Review.

[The Education Consultant](#) will be working in partnership with the Scottish Government, local authorities and their partners, third sector and other key stakeholders to improve services and outcomes for children in need of care and protection, with a particular focus on children and young people's education. The CELCIS Education team provides a focal point for the improvement of experiences and services nationally and locally through supporting whole systems change. This will involve working with partner organisations and a range of agencies within children's services to support and embed impactful systems change using best evidence of what works for children and families. The intention of this work is to enable and support effective spending and evaluation of the Scottish Government's 'Care Experienced Children and Young People' additional Scottish Attainment Challenge Funding in relation to local areas who have invested some or all of this funding in developing a Virtual School or Care Experienced Team.

We are seeking a compassionate, caring and motivated individual to build on what we've already achieved within the CELCIS Education Team and be part of the next stage in our exciting work; progressing our education strategy. Building on policy and research developments in recent years around what we know works, this post specifically relates to our work in supporting the development of a network of Virtual School Head Teachers in Scotland; understanding and articulating the emerging models and supporting stakeholders to measure, understand and articulate the impact of the role. In addition, this post will contribute to our other areas of strategic priority around widening access, participation and the use of data for improvement.

You would be working from home until CELCIS and the University has ensured it is safe and essential to work in the office (which is based in the Curran building at the University of Strathclyde). As with all posts in the team, the post is initially funded to March 2021, with indicative funding for a further 2 years. Informal enquiries about the post can be directed to Linda O'Neill, Education Lead, linda.o-neill@strath.ac.uk.

Full time fixed term post until March 2021. Salary: £41,526 - £51,034 pa. **Closing date: 15 November 2020.** Interview date: 9 December 2020, via zoom.

Evaluation Manager, Marketing and Communications, Oxford Brookes University

Oxford Brookes University is the Lead Institution for "Study Higher", an Office for Students (OfS) funded collaborative outreach programme covering Berkshire, Buckinghamshire, Oxfordshire and Swindon. The Study higher partnership is part of the nationwide "Uni Connect" programme that aims to deliver outreach in specific, local areas where higher education participation is low overall and lower than would be expected given GCSE (KS4) attainment rates, with the intention of boosting HE participation rates by young people from the most disadvantaged backgrounds.

[The role of Evaluation Manager](#) is an exciting job opportunity, suitable for someone who has experience of analysing and reporting on qualitative and quantitative data, and an interest and understanding of widening participation within a higher education context.

Working closely with teams at partner universities and further education institutions, you will lead the monitoring and evaluation of the programme's outreach activities. As such, you will be responsible for leading on analysis for Study Higher by undertaking primary and secondary research to support, inform and evaluate the development of the Study Higher strategies. You will also play a key role in developing an evaluation strategy and support materials that enable the Study Higher team and partner institutions to carry out relevant monitoring and evaluation of their own activity.

A particular focus of this post will be contributing evaluations and analyses that will help us to plan and maintain an appropriate strategy, and report on our success to the Office for Students. You will also work closely with the national evaluation team who are responsible for the overall evaluation of the Uni Connect Programme, ensuring that the local evaluation of Study Higher complements and feeds into the national evaluation framework.

Full Time, Fixed Term post until July 2021 to cover maternity leave. Salary: £31,866 rising annually to £34,804 pa. **Closing date: 16 November 2020.**

Data and Insights Coordinator, The Access Project (TAP)

TAP is an innovative charity who works with bright students from disadvantaged backgrounds, providing in-school support and personalised tuition, to help them gain access to top universities and succeed once there.

As part of TAP's Impact Team, the [Data & Insight Coordinator](#) will be responsible for ensuring the Impact and Delivery Teams have all the data and insights they need to deliver and monitor our programme in a timely and effective way. They will manage, analyse, interpret and present data and information, most of it recorded on our Salesforce system, in order to enhance the quality of delivery, maximise the achievement of outcomes by participants and ensure that the project achieves the greatest possible social impact. They will also support with external reporting for impact-related projects and partnerships.

Contact Alice Dee, Senior Impact Manager, alice@THEACCESSPROJECT.ORG.UK, 020 4513 5999, with any queries or to discuss further.

22.5 hours (3 days) per week. Fixed-term contract until end August 2021, with the possibility of extension Salary: £23,000 (plus £2,000 London weighting if applicable) pro-rata @ £13,800 PTE basic. **Closing date: 9.00 am, 17 November 2020.**

Student Success Advisers (5 posts), Student Experience, University of Surrey, Guildford

We are seeking to appoint a team of [5 Student Success Advisers](#) to proactively engage with our students through both targeted events and on a one- to-one basis. Supported by the Student Success Manager, the team will work closely with the Faculties to support retention, progression, and students' transition to and throughout University, particularly accounting for differences in the international and home student experience. The team will focus on supporting students from widening participation groups, BAME students, and students with complex issues. They will use their expertise to advocate for marginal and underrepresented groups and ensure that their work supports the strategy and targets outlined in the University's Access and Participation Plan.

Through providing proactive support, the team will bridge the gap between University support areas and will work with students to case manage and ensure that specific needs are recognised and supported. Notably, Student Success Advisers will work with students identified via Learning Analytics or referred through Personal Tutors, the MySurrey and/or Academic Hives. They will work closely with students to ensure that they are supported at Surrey, that they belong to the Surrey community and that they are empowered to achieve their potential. The post holder will provide support to their assigned Faculty and will work collaboratively across the University with the success of our students at the heart of everything we do.

The successful candidates will ideally have experience of providing student/staff advice in a similar or related role, preferably in Higher Education. They will have proven skills in relation to interviewing/seeking information, and will act with great empathy, care and patience.

Full time, fixed term until July 2022. Salary: £27,511 to £31,866 per annum. **Closing date: 19 November 2020.**

Unite Foundation Director, the Unite Foundation, Bristol BS1

Founded by The Unite Group plc in 2012, the Unite Foundation is an established registered charity that provides a unique, national accommodation scholarship for care leavers and estranged young people who want to go to university. This is a group of students that is often overlooked and under-supported. Our scholarship takes care of a place for students to live throughout their studies so that they can focus on embracing the full university experience and plan their future.

Though our scholars are united by their `status`, their backgrounds, experiences, challenges and aspirations are all different. Our vision is for our scholars to lead their narrative and for us to work with them to instigate changes that improve the university experience for all care leaver and estranged students.

As well as being accountable to the Board of Trustees for the achievement of annual targets, [the new Director](#) will be passionate about raising the profile of the Unite Foundation and the needs of our young people - and working with them to campaign for change. You will also be accountable for the achievement of overall targets as agreed with the Board of Trustees, supporting the operational team to turn board level strategy into achievable plans.

The Unite Foundation Director will be employed by Unite Students (Unite Group plc) on behalf of the Unite Foundation and will report to the Chair of the Foundation, acting on behalf of the Board of Trustees.

We are especially keen to hear from candidates with personal experience of care or estrangement. Location: Bristol or London ideally, but we will consider candidates based anywhere in the UK who are willing to travel regularly to our offices in these locations and to Foundation events.

Part time post, 18.75 hours per week. Specific working hours open to discussion. Salary: Up to £60,000 pro-rata + benefits. **Closing date: 20 November 2020.**

Employer Engagement Officer, University of Warwick

We are seeking to appoint a full-time permanent Degree Apprenticeships Employer Engagement Officer to work within the Education Group as part of the Work-Based & Professional Learning Team. This is an exciting opportunity to join a new team working to establish alternative pathways into Higher Education across the University. Reporting directly to the Head of Work-Based & Professional Learning, [the Degree Apprenticeships Employer Engagement Officer](#) will have a key role in the development and expansion of apprenticeship programmes by forging new links with employers. The post holder will co-lead the development of the employer engagement strategy for apprenticeships, and work in close coordination with other stakeholders to implement new employer focused activities and events to promote Warwick's Apprenticeship training provision.

If you would like to speak to someone about the role, you are encouraged to contact Sam Hardy, Head of Work-Based & Professional Learning via email at Samuel.A.Hardy@warwick.ac.uk. Full time, permanent position. Salary: £30,942 - £40,322 a year. **Closing date: 22 November 2020.** Interview date: 8 December 2020

Insights and Evaluation Analyst (Maternity Cover), Academic Planning Bath Spa University

This role provides research and evaluation expertise to multiple projects across the university. You will develop and manage evaluation of the University's Access and Participation Plan. [The Insights and Evaluation Analyst](#) will also work across the University's schools and departments in areas including portfolio development and the planning and evaluation of student recruitment.

You'll have a relevant degree and you'll have experience of working in the HE sector or a comparable environment. You'll have good knowledge and understanding of the current developments in UK Higher Education. You'll be an effective communicator and you'll have experience of designing, developing and delivering research and evaluation projects. You'll be experienced at writing reports and presenting management information. You will be able to develop innovative and experimental research and evaluation methodologies.

Portfolio and Planning is a central unit within the University's Future Students department. The unit supports the development of future academic portfolio as well as supporting the development of existing programmes of study. The unit facilitates and coordinates curriculum design and development across multiple departments and schools of study.

For an informal discussion regarding this post, please contact Dr Charles Wiffen, on 01225 875761 or c.wiffen@bathspa.ac.uk

Full time, fixed term contract for up to 1 year to cover maternity leave. Salary: £33,797 to £38,017 pa. **Closing date: 22 November 2020.** Interview date: 2 December 2020

Children's University Project Manager, Glyndwr University, Wrexham

Wrexham Glyndwr University wishes to appoint an experienced Project Manager

This an incredibly exciting project and is in the early stages of development. The Children's University project has been developed as part of the work of the Wrexham Public Service Board and the new co created Civic Mission for the University to help enable and support collective action to tackle social inequality across the region. The project is part of our collaborative approach working together with Wrexham County Borough Council, Coleg Cambria and other partners that are part of the Public Service Board in Wrexham and wider.

[The Children's University Project Manager](#) role will be an opportunity to pilot, develop and implement the Children's University project with partners across North Wales, and to shape and drive this collaborative project forward. To provide effective leadership and management of the project to successfully pilot, establish the consortium and implement the Children's University. The Children's University will be focused to support extra-curricular learning and engaging children and parents in learning. It will support schools and work in partnership to increase aspirations and support 2022

Wales Curriculum by engaging young people in extra-curricular learning and supporting adult learning to address regional skills gaps.

The role will require an experienced project manager that can engage key stakeholders, develop the project through the stages of development, building a consortium of partners to grow and develop the project.

You are an innovative, creative thinker that can engage across a range of stakeholders. You are curious about new approaches and keen to maximise the impact collaborative working can achieve to create a fairer society where everyone can reach their potential. You have a track record of delivering key projects that have had social impact, understanding the opportunity that the educational, political, social and cultural context in Wales present to this type of project. You have demonstrable experience in working with a range of partners to implementation and enhanced opportunities for young people and widening participation for all.

The ability to communicate in Welsh is desirable for this post.

Temporary Fixed term post, (12 Months initially). Part time, 0.8 FTE post.

Salary: £35,844 - £39,151 a year. **Closing date: 22 November 2020.** Interview date: 7 December 2020.

Online Curriculum Lead, First Star Scholars

First Star Scholars is a national charity looking to develop our online curriculum and scholar's virtual engagement, and seeks to improve the lives of looked-after children and young care leavers by partnering with universities to ensure looked-after young people have the academic, life skills, and support needed to successfully transition to higher education and adulthood. We are seeking an individual with experience of teaching and working with vulnerable young people, GCSE examination experience and who is knowledgeable about post 16 education; is highly motivated; has experience of online learning and teaching; who can work independently and with the team and who is committed to the mission and values of First Star. A full job description, person specification and application form are available from: Executive Director Dr Lorna Goodwin – events@firststaruk.org
Full time post fixed term for 12 months. Salary £30,000 pa. **Closing date: 27 November 2020.**

Social Media Administrator, First Star Scholars

First Star Scholars is a national charity looking to expand our online presence and engagement with our many stakeholders. First Star Scholars is a national charity looking to develop our online curriculum and scholar's virtual engagement, and seeks to improve the lives of looked-after children and young care leavers by partnering with universities to ensure looked-after young people have the academic, life skills, and support needed to successfully transition to higher education and adulthood. We seek a creative individual, with expertise and knowledge of the array of social media forms and website management. We seek someone who is highly motivated, can work on their own and in a team and who is committed to the mission and values of First Star. A full job description, person specification and application form are available from: Executive Director Dr Lorna Goodwin – events@firststaruk.org
Full time post fixed term for 12 months. Salary £20,311 pa. **Closing date: 27 November 2020.**

Widening Participation coordinator (Pre-16), Widening Participation Department, King's College London

[The Widening Participation Coordinator \(Pre-16\)](#) is a vital member of the Pre-16 team. The purpose of this role is to provide administrative support to our Year 7-9 King's Scholars programme by organising on-campus and online events, undertaking financial and data tasks, and liaising with school partners. The post holder will work with the wider King's Scholars team and our student ambassadors to deliver workshops and events. This role is responsible to the Widening Participation Manager (Pre-16). Further information about us and the King's Scholars programme can be found at www.kcl.ac.uk/study/wideningparticipation

At King's College London Widening Participation Department we believe that a young person, no matter what their background, should be able to have high expectations for their future and equal access to education and career opportunities. We run a wide variety of programmes that aim to empower young people from under-represented backgrounds to access and succeed at degree-level study.

Key responsibilities

- Provide efficient and timely administrative support to the King's Scholars team, including maintaining accurate records of programme participants, data entry, mail outs, organising steering group meetings, and responding to enquiries from teachers, parents, and young people.
- Support with the organisation and delivery of events for young people.
- Instruct, supervise, and train student ambassadors working at King's Scholars events.
- Liaise with partner schools to collect programme participant data.
- Gather and process evaluation data.
- Undertake basic financial procedures, such as ordering goods and services, processing invoices and receipts, and updating departmental budgets.
- Contribute to team meetings and the Pre-16 Strategy Group.
- Carry out administrative tasks which support the running of the Widening Participation Department

Salary: £28,717 - £31,831, including London Weighting. **Closing date: 29 November 2020.**

Widening Participation Coordinator (Outreach for Medicine and Partnerships), Widening Participation Department, King's College London

The Widening Participation Coordinator (Outreach for Medicine and Partnerships) is a vital member of the Pre-16 team. The purpose of this role is to provide administrative support including financial and data tasks to our Outreach for Medicine (OfM) programme plus key partners such as The Brilliant Club, IntoUniversity, Realising Opportunities and The Elephant Group. This role will organise the OfM schools programme, develop teacher lesson plans, information & guidance sessions, and newsletters. This role will also coordinate partner visits and events hosted on our campus, and represent the department at partner events or online equivalents. The post holder will work closely with the wider OfM team, our student ambassadors and key partner staff. This role is responsible to the Widening Participation Manager (Partnerships). At King's College London Widening Participation Department we believe that a young person, no matter what their background, should be able to have high expectations for their future and equal access to education and career opportunities. We run a wide variety of programmes that aim to empower young people from under-represented backgrounds to access and succeed at degree-level study.

Further information about us, the OfM programme and our partners can be found at www.kcl.ac.uk/study/wideningparticipation

Key Responsibilities

- Provide efficient and timely administrative support to the OfM team and Partnerships Manager, including maintaining accurate records of programme participants, data entry, room bookings, responding to enquiries from teachers, parents, and young people or partner staff, as well as coordinating regular newsletters.
- Instruct, supervise, and train student ambassadors working on OfM or Partnership events.
- Support with the organisation and delivery of events for young people.
- Liaise with schools and partners to collect programme participant data.
- Gather and process evaluation data.
- Undertake basic financial procedures, such as ordering goods and services, processing invoices and receipts, and updating departmental budgets.
- Contribute to team meetings and the Partnerships Strategy Group.
- Carry out administrative tasks which support the running of the Widening Participation Department.

Full time fixed term position until July 2022. Salary: £28,717 - £31,831, including London Weighting Allowance. **Closing date: 29 November 2020.**

Data and Evaluation Officer, Widening Participation team, University of Nottingham

The Data and Evaluation Officer will use data management and evaluation skills to ensure that the team are supporting students from all backgrounds to access higher education. As the successful candidate, you will lead our recording and data management for outreach activities including the analysis of student and programme data to help shape widening participation activities. [The Data and Evaluation Officer](#) will have a background in data manipulation and analysis, alongside experience of reporting and using Microsoft Excel, and will provide advice and support to the WP team in evaluating, evidencing and articulating the impact of activities. You will have excellent organisational and time management skills as well as a well-developed ability to manage competing priorities in this

varied role. You will not need to have experience working in higher education, and an understanding of widening participation agenda is desirable, but not essential. Our team deliver sessions to primary and secondary aged children across the East Midlands to provide insight into University life, and show that anyone has the ability to continue study after school.

Informal enquiries may be addressed to Eleanor Turpin, ELEANOR.TURPIN@NOTTINGHAM.AC.UK. Full-time post, with part-time option 29 hours per week. Salary: £23,754 - £28,331 pa. **Closing date: 4 December 2020.**

NADP. New vacancies being posted all the time

Further information on NADP vacancies: <http://www.nadp-uk.org/jobs/>

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