

## Building Organisational Change for Equity & Widening Participation

**8:45 Coffee & Registration**

**9:15 Welcome**

**9:30 Panel: Fostering Progressive Organisational Change**

- ◆ **Professor Nicola Ingram**, University of Cork,
- ◆ **Dr Tamsin Bowers-Brown**, Leeds Trinity University,
- ◆ **Professor Tony Moss**, PVC Education London South Bank University

**10:30 Coffee break**

**11:00 NERUPI Members' Presentations - see overleaf**

**12.30 Lunch**

**13.30 NERUPI Framework Development Workshop**

In this session NERUPI members will have the opportunity to find out about recent developments in the NERUPI Framework designed to support planning and evaluation including the Framework 'lite' encompassing aims around economic capital and organisational change.

**14:30 Tea break**

**14:45 Choice of workshops:**

- ◆ **Community Organising in HE: Supporting Student Voice and Parental Engagement, WALDO WILLIAMS**

Claire Rodgerson & Fiona Meldrum, Citizens UK and Dr Amina Razak, University of Newcastle  
This session will introduce some of the key principles of Community Organising and how organising tools can be used to develop leaders, strengthen institutions and create change working alongside students and the wider community. With a focus on practical tools and techniques for creating meaningful change this session will support the building of authentic student voice, as well as strong mutually sustaining relationships with local communities, including parents.

- ◆ **A Whole Provider Approach to Access and Participation Planning, THE LIGHT**

Professor Liz Thomas, University of York

Building on earlier work (Thomas 2017 and 2024) Liz will introduce the whole provider approach (WPA) model she has developed for widening participation and student success, particularly useful for those preparing Access and Participation Plans. The model is built on an inclusive, whole-student lifecycle approach, situated within an enabling context. The session will focus on practical strategies to foster positive organisational and cultural change

**15:45 Plenary**

**16:00 Close and Working Groups**

**Participant List:**



## **SESSION A: Pre-entry - Waldo Williams Suite**

### **Raising Attainment for Year 12s: The journey from in-person to hybrid**

Agnes Mason, Widening Participation Officer, University of Bath

Pathway to Bath is an online programme that supports attainment raising, university admissions and sense of belonging. In this presentation Agnes will discuss its aims and outcomes and how it was developed from the *On Track to Bath* programme that was delivered in-person before the Covid-19 epidemic.

### **Inclusive Admissions, Recruitment, and Marketing: The importance of a co-ordinated approach**

Myles Smith, Outreach Monitoring and Systems Manager Shulla Elgood, Outreach Marketing Manager University of East Anglia UEA has developed an inclusive admissions, recruitment and marketing strategy, aligning priorities through their access and participation plan, student recruitment and reputation strategy and civic agenda. Myles and Shulla will discuss the development and alignment of the strategy, outline key projects and share successes and challenges they have experienced along the way.

### **Change Makers in ARU Outreach: Five key changes that have come from outreach delivery**

Margot Broadbent-Yale, Senior Outreach Officer Meenujah Logasounthiran, Senior Outreach Officer Anglia Ruskin University In this presentation Margot and Meenujah will discuss 5 key changes that have come from the work that the ARU Outreach Team deliver, focussing on two main programmes - “Amplify your Summer” (Year 12 residential) and “Cook up your Maths” (Year 9 attainment-raising). They will share how the NERUPI Framework is embedded into their evaluation strategy and how longitudinal change in student attainment and attitude towards higher education will be monitored.

## **SESSION B: On-course - Ada Salter Suite**

### **Informing Institutional Change through Counter-storytelling: Centering student voice to develop a culturally sensitive curriculum**

Dr Barbara Adewumi, Senior Research Fellow in Student Success and Centre for Study Higher Education, University of Kent *Diversity Mark* is an award-winning programme centering on student voice to create ways for staff involved in curriculum design to become more culturally sensitive. Barbara will discuss how *Diversity Mark* has built a meaningful and sustainable pathway for WP, diversity and inclusion across the University of Kent in all module disciplines.

### **Curriculum Redefined: Developing an innovative, imaginative and sustainable approach to education**

Dr Pam Birtill, University of Leeds, Associate Professor, School of Psychology

*Curriculum Redefined* is a 10-year University-wide project that aims to shape education for future generations. In this presentation Pam will share how the University of Leeds is working to review and refresh all their undergraduate and taught post- graduate programmes to prepare students to be global citizens, ready for the evolving world of work.

### **Future Ready Mentoring: Assessment of Impact and Effectiveness**

Matthew Abley Institutional Research Analyst and Scott Rawlinson, Institutional Research Analyst, University of Westminster Matthew and Scott will explore three mentoring programmes at the University of Westminster and discuss how type 2 evidence is informing each delivery team's review of their programme.

## **SESSION C: Organisational Change - The Light**

### **Organisational Change to Support Underrepresented Students: Perspectives from the US and New Zealand**

Alexandra Lyons, Outreach Evaluation and Research Manager, Imperial College London

Alexandra will discuss findings from her Churchill Fellowship research into underrepresented student support in the US and New Zealand, and the role of organisational change in supporting them to access and thrive at university.

### **The importance of institutional knowledge in driving change: The case of academic mentoring at LSE**

Dr Akile Ahmet, Head of Inclusive Education, Dr Daniela Pérez Aguilar, Research and Evaluation Officer, London School of Economics

The Eden Centre at the London School of Economics is dedicated to enhancing academic mentoring, a key factor in a positive and successful student experience. Akile and Daniela will share the data-driven approach they take to inform policymaking, and bridge the knowledge gap ensuring equitable mentoring experiences, and discuss how institutional knowledge and data archiving can act as catalysts for policy reforms that impact on diverse student populations and their academic trajectories.

### **Implementing Strategic Curriculum Change: Developing an equitable and inclusive staff development**

Annie Yonkers, Future Skills Employability Manager and Dr Hilary Wason, Head of Curriculum Development & Enhancement, Kingston University

Kingston University is implementing an ambitious strategy to incorporate career learning into the core curriculum institutionally to improve equitable access to personal and professional development for all students. Annie and Hilary will discuss how a staff development initiative for both academic and professional services staff was delivered in an inclusive environment to support the organisational change that was needed.