

Speaker Biographies

Annette Hayton is Senior Research Fellow in the Department of Education at the University of Bath and convenes the NERUPI Network on behalf of the University; she co-developed the NERUPI Evaluation Framework. Annette was previously Head of Widening Participation at the University of Bath and Goldsmiths, University of London and so has many years' experience managing activities designed to support successful progression to higher education. She aims to combine theory, research and practice, making praxis the foundation of her work to promote equity and foster progressive change within the education system. Annette is currently Innovative Practice editor for the journal Widening Participation and Lifelong Learning and a member of the International Centre for Higher Education Management at the University of Bath.



Dr Michelle Phillips is a Senior Lecturer and Deputy Head of Undergraduate Programmes at the Royal Northern College of Music. Her research interests include music and time, perception of contemporary music, audience response to live and recorded music, entrepreneurship, and music and Parkinson's. She is Principal Investigator of the cross-institution StART Entrepreneurship Project (funded by a grant of £902,152 by the Office for Students and Research England). Michelle is Chair of MusicHE. She completed her PhD with Professor Ian Cross at the Centre for Music and Science at the University of Cambridge, UK. She is a saxophonist and a chartered accountant.



Professor Pratap Rughani is Associate Dean of Research at University of the Arts London. He has extensive experience as Course Director of MAs, including writing and leading MA Documentary Film. He is an award-winning documentary film maker with over 30 credits on films for Channel 4, BBC TV, the British Council and fine art spaces including Modern Art Oxford. He presents and writes widely on documentary practice and ethics; documentary as a key to broker dialogue; inter-cultural decolonial and post-colonial futures; Stanley Kubrick; listening and mediation in communication. He is a member of UAL's research centre in Transnational Art, Identity and Nation (TrAIN). He is an innovator, committed to developing inclusive curricula, and works across Teaching, Knowledge Exchange and Research to promote cross-cultural interchange through teaching, research and documentary film practice.



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Dermot Daly is a Senior Lecturer at Leeds Conservatoire. He is a maker and educator working with drama to collaborate on, tell, and hone stories that seek to question and engage. Professionally, he has worked regionally, nationally and internationally, on, and for, stage, screen, and radio drama; winning performance awards for his radio drama work (BBC NBF fellowship prize, 2009) and being part of an Olivier nominated season (Outstanding Achievement in an Affiliate Theatre, 2007), as well as numerous directorial awards for his film work as a writer/producer/director. As a dramaturge and reader he works regularly with new writing and is a reader for several organisations. His work in the education sector is underpinned by the philosophy of 'throwing ladders back down'. He actively uses his extensive industry experience to underpin his work in training and teaching aiming to encourage the next generation of storytellers to be bold, honest, truthful, engaging and engaged.



Professor Richard Noble is Head of the Art Department at Goldsmiths College. He is a political philosopher by training, who has migrated into the art world. His research is primarily focused on utopian strategies in contemporary art and their connection to the concept of utopia in philosophy and political thought. He is the editor of *Utopias*, which was published in the MIT/Whitechapel Documents in Contemporary Art series, and has written numerous essays on contemporary artists, including Antony Gormley, Rachel Whiteread, David Batchelor, Mona Hatoum and Hannah Collins. He is currently working on a monograph about the public art works of Cristina Iglesias and an essay on Adrian Villas Rojas.



Ashleigh Hope is Head of Access and Participation at Guildhall School of Music & Drama. Back in 2009 she participated in a Summer School at Newcastle University, which provided reduced entry requirements for her degree, and a fantastic insight into university life – it was truly transformative. She began her career in Widening Participation in 2013, working at two Russell Group universities over five years, before moving to Guildhall School of Music & Drama. Given her personal experience she truly understands the power of Widening Participation, and ensures that participant experience is at the heart of everything she does – data only tells part of the story!



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Tracy Witney joined NSCD in the role of Head of Learning & Participation and has expanded the provision and reach of the department. As a passionate advocate for dance Tracy holds roles across several networks, supporting and developing community and pre-vocational dance. She has worked in dance education for over 25 years as a freelance dancer, teacher and choreographer and latterly as programme lead at NSCD. Her past positions have included Education Manager and Interim General Manager for Phoenix Dance Theatre, taking on the role of Head of Education at NSCD in 2000. Tracy has initiated new programmes of activity including courses, masterclasses and expanded previous programmes of activity, developing the strategic vision of NSCD's Widening Participation activity.



Jacoob Kimmie is College Outreach Practitioner at UAL Insights. He re-trained as a design teacher in 2013. His cohort included highly skilled refugees and asylum seekers with blocked mobility due to policies like having to achieve an English qualification and hidden and dwindling entrepreneurial support for immigrants. In response to this under-utilisation of skills, talent and experience he undertook post-graduate research studies focusing on disrupting entrepreneurial processes, privileges and opportunities exclusively reserved for citizens. He has extensive experience working in educational, research and practical development levels and have knowledge of the fields of both further and higher education, with a demonstrable understanding of current trends and debates. Jacoob seeks new ways to provide insight-based provocation to identify opportunities for growth.



Natalie Kendrick-Doyle is Adult and Vulnerable Groups Officer, First Campus, based at the University of South Wales, where she has developed a new and progressive adult community learning programme. She has a particular interest in the level three gap for adult and community based learners, and the barriers which prevent people from making the leap from their level two studies. Previous to this role she ran a family and community learning space at a High School in Cardiff, and was lucky enough to see all aspects of learning from a young persons point of view, through to a returning mature learner. Prior to this she worked as a delivery office on a Communities First project, again enjoying, and getting to understand a community point of view and supporting them with their chosen pathways.



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Jon Rainford is an Associate Lecturer at The Open University and as an independent Widening Participation consultant. He has over 12 years experience of working with marginalised groups in education, and completed a doctorate at Staffordshire University in 2019 which focused on widening participation policy and practice. As a researcher and evaluator, he has interests in the value of creative and digital methods.



Vanessa Baptista is the Widening Participation and Equality Coordinator at the Conservatoire for Dance and Drama. Her role entails supporting widening participation and youth outreach teams at each of the six CDD member schools to robustly evidence the purpose and impact of their interventions. Prior to this, she worked at AccessHE, the pan-London network driving the HE access, success and progression agenda for underrepresented learners across the capital, where she supported the AccessHE Creative Forum.

