

Confronting Educational Inequality in Turbulent Times

The purpose of higher education is under scrutiny as never before. The value it represents is in question with other routes being championed as more relevant and posing less financial risk. There is an imminent danger that the progress made in increasing HE access and participation, along with the social mobility it underpins, will be undermined. Young people from working class backgrounds, and other already underrepresented groups are likely to be disproportionately affected while their more privileged peers continue to take up higher education opportunities and progress into professional careers. This could have serious consequences for both individuals and whole regions of the UK.

The NERUPI Convention will give you the opportunity to:

- consider some of the underlying causes of educational inequality, class, identity and the reproduction of privilege.
- discuss emerging proposals from the Higher Education Access and Participation Task and Finish Group and feedback thoughts, opinions and suggestions to Professor **Chris Millward**, OfS and Professor **Tony Moss**, LSBU and **Fiona Ellison**, Unite Foundation.
- hear from NERUPI members who will share their work relating to access, participation or progression in presentation workshops.

8.45 **Coffee & Registration**

9.15 **Welcome**

9.30 **Keynote Speakers:**

Professor Sam Friedman: Born to Rule?

Professor of Sociology, London School of Political and Economic Science

Dr Pere Ayling: Beyond Access: Reimagining Widening Participation Through a Socially Just, Anti-Racist Progression Framework

Senior Lecturer in Early Years, University of Suffolk

11.00 **Break**

11.30 **NERUPI Members' Presentations**

12.30 **Lunch**

1.30 **NERUPI Members' Presentations**

2.30 **Panel & Discussion on emerging findings from:**

DfE Higher Education Access and Participation Task and Finish Group

Professor Chris Millward, Director for Fair Access and Participation, OfS

Professor Tony Moss, PVC Education & Student Experience, London South Bank

Fiona Ellison, Co-Director, Unite Foundation

4.00 **Close**

11.30 - 12.30 NERUPI Members' Presentations

Session A: Benjamin Lay Suite Main Room

From Primary School to Teacher Development: A Lifecycle Approach to Widening Participation

Ciaran Shantz, Schools and Colleges Engagement Officer (Widening Access), Anglia Ruskin University

Teaching for the future: Thinking, Metacognition and learner agency for young people

Dr Emily Magrath, Director of Programme Development & Impact and Dr Chloe Cheetham, Impact & Evaluation Manager, IntoUniversity

Session B: Benjamin Lay Suite Breakout Room 1

Ditching the Deficit Model: Reframing Vocational Learners Through Strengths and Equity

Dr Lindsey J. Munro, Reader and University Innovation Scholar, Manchester Metropolitan University

Pedagogical Innovation to Improve Student Engagement and Retention with Non-Traditional Learners

Dr Md. Anwar Hossain & Dr Nadia Liaquat, Senior Lecturers, Bath Spa University

Session C: Benjamin Lay Suite Breakout Room 2

Why deep targeted engagement is worth the investment

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

Equity with equality? Can contextualising everyone widen participation for medical admissions?

Dr Philip Chan, Lead for Admissions, Kent & Medway Medical School

1.30 - 2.30 NERUPI Members' Presentations

Session A: Benjamin Lay Suite Main Room

Sustained Outreach in Practice: Evaluating Leeds to Success Across the Secondary Lifecycle

Ayesha Akram & Emily Sharp, Senior Outreach Officers, University of Leeds

Practice and Evaluation Learnings: A Creative Summer School for Underrepresented Young People

Simone Hesselberg, Creative Producer: Community Building and Grace May, Evaluation Research Assistant, Bath Spa University

Session B: Benjamin Lay Suite Breakout Room 1

Enhancing Student Support through Proactive Engagement

Iona Gillies, Engagement Caller, University of Leeds

From Diagnosis to Design: Using the Working Diagnosis Model to Close Disability-Related Awarding Gaps

Charlotte Stewart, Head of Disability and Inclusion, Buckinghamshire New University

Session C: Benjamin Lay Suite Breakout Room 2

Conscious Practice: Reframing Widening Participation through Equitable Institutional Practice

Dr Lesley Raven, Senior Lecturer, Manchester Metropolitan University

How can poetry inform curriculum decolonisation?

igor dos santos mota, PhD Student, University of Derby