

## The Capability Approach: Positively Supporting Student Success

### Programme

- ◆ 9.45 Registration and Refreshments
- ◆ 10.15 The Capability Approach and Inclusive University Education  
**Professor Monica McLean**  
University of Nottingham
- ◆ 11.15 Break
- ◆ 11.30 The NERUPI Framework and the Capability Approach  
**Annette Hayton**  
NERUPI Convenor, University of Bath
- ◆ 12.00 Supporting Student Success with the NERUPI Framework: Levels 5 & 6  
**Dr Andrew Bengry**  
Senior Lecturer, Bath Spa University
- ◆ 12.30 Lunch
- ◆ 1.15 A New Approach to Study Skills Provision: Using the NERUPI Framework to Mobilise Funds of Knowledge  
**Sally Tazewell**  
Lecturer and HE Adviser, Weston College / WIN NCOP
- ◆ 2.00 Workshop Session  
Planning Access and Student Success Interventions Using the Capability Approach
- ◆ 3.00 Discussion and Feedback
- ◆ 3.45 Close

## Speaker Biographies

**Monica McLean** is Professor of Higher Education in the School of Education at the University of Nottingham. Her main area of expertise is university curriculum and pedagogy and their relationship to social justice. Her recent research projects, both funded by the ESRC, have investigated the relevance of the capability approach to university-based professional education for the public-good in South Africa; and quality and inequality in social science departments in UK universities of different reputation. She is currently a co-investigator for a ESRC/DfID-funded project focused on raising the learning outcomes of rural and township youth in South Africa. Her books are: 'Pedagogy and the University: Critical theory and practice' (Continuum, 2008); 'Professional Education, Capabilities and the Public Good' (Routledge, 2013); and 'Quality in Undergraduate Education: How Powerful Knowledge Disrupts Inequalities' (2017).

**Sally Tazewell** is a lecturer in Education and Early Years at University Centre Weston, a college-based Higher Education provider in south-west England. Following more than a decade of school teaching and advisory work in economically deprived and sometimes socially challenging contexts, she has been lecturing since 2012 and has an active interest in the widening participation agenda from a social justice perspective. Sally is an active participant in the Western Widening Participation Research Cluster, sits on the Evaluation Working Group and Study Skills Focus Group of her local National Collaborative Outreach Project (NCOP), and is a member of the NERUPI network, having contributed towards the development of a framework for positive in-reach work targeted at supporting non-traditional learners as undergraduates.

**Annette Hayton** is Visiting Fellow 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. For further information on her research and a list of her publications, see Annette's Research Gate profile: [https://www.researchgate.net/profile/Annette\\_Hayton](https://www.researchgate.net/profile/Annette_Hayton)

**Andrew Bengry** is a senior lecturer in Psychology at Bath Spa University and co-developer of the NERUPI Framework. He has worked in higher education for over ten years and has held positions at the University of Bath, University of Southampton, National Centre for Research Methods (NCRM) and University of Birmingham. His research interests are in youth and identity, and how culture contextualises and shapes social identification and identity construction processes. He has worked on projects that have investigated students' experiences of higher education and innovation in qualitative research methodology. Further information on Andrew's publications can be found here: <https://www.bathspa.ac.uk/our-people/andrew-bengry/>