

Knowledge, Learning & Attainment

In line with OfS Guidance for Access & Participation Plans many HEIs are offering or developing interventions that set out to raise attainment. Running across the student life cycle, from outreach to graduation, interventions reflect the importance of examination success for progression to higher education and graduate employment. While raising attainment is critical for widening participation it is also one of the most challenging areas to address and evaluate. This session will provide opportunities to explore some of the key theoretical issues as well as considering how reflexive evaluation processes can support us in tackling inequalities in access and student success.

- ◆ **10.00** **Registration and Refreshments**
 - ◆ **10.30** **'Powerful Knowledge', Inequalities and Widening Participation**
Professor Paul Ashwin, Lancaster University
Paul will outline theories of knowledge and ask how the idea of 'powerful knowledge' can help us to think about widening participation in higher education.
 - ◆ **11.15** **Break**
 - ◆ **11.30** **Knowledge, Intelligence and Attainment-Raising Interventions**
Annette Hayton, Senior Research Fellow, University of Bath
Annette will explore how concepts of knowledge and intelligence relate to the NERUPI Framework and impact on attainment-raising interventions pre-entry and on course.
- CASE STUDIES & WORKSHOPS**
The next three sessions will combine a case study with a practical session exploring how the effectiveness of the intervention could be evaluated.
- ◆ **12.00** **Supporting Undergraduate Success through Curriculum Transformation**
Professor Momna Hejmadi, University of Bath
Momna will outline the context, process and principles of curriculum transformation with a view to supporting student success.
 - ◆ **12.50** **Lunch**
 - ◆ **1.30** **A Heroic Failure? Learning from False Starts in a Maths GCSE Intervention**
Dr Julian Crockford, WPREU Manager, University of Sheffield
Julian will reflect on an unsuccessful attempt to develop GCSE Maths support through a tutoring intervention and the lessons the team learnt in the process.
 - ◆ **2.20** **Raising Attainment: Mobilising the Capacity of Newly Qualified Teachers**
David Dobraszczyk, Recruitment & Access Officer, University of Reading
Informed by current research on what works, David will look at the development of a NQT CPD programme seeking to address education disadvantages.
 - ◆ **3.10** **Discussion and Feedback**
 - ◆ **3.30** **Close**