

## 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 Clare Gartland** is Associate Professor in Education at the University of Suffolk. Her overarching research interest is in identifying ways to support equitable educational progression. Her work explores how inequalities are structured and reproduced and how inequitable practices can be challenged. Clare has specialised in evaluation and research considering ways to support progression, particularly through outreach activity with schools and colleges, and has contributed nationally and internationally to the development of outreach programmes. In 2019 her journal article about the contribution of Colleges and BTEC courses to the HE progression of traditionally excluded groups, based on research for the QAA, won Highly Commended paper in the Emerald Literati Awards.



**Dr Catherine Dilnot** is Senior Lecturer at Oxford Brookes University. Her particular research interest is in fair access to universities and to leading professions, with a particular interest in the accounting profession and the role of subjects and qualifications taken age 16-19. She became interested in this topic through contact with students during her time running the undergraduate degree programmes, and through commissioned work for the Institute of Chartered Accountants in England and Wales on the recruitment of graduate women to the profession. She has devised a typology of A levels according to their efficacy in access to high status universities and uses administrative datasets and anonymised professional firm applications data, working with major graduate employers, in her analysis. Her main current project is jointly with Lindsey Macmillan and Gill Wyness at UCL, investigating the relationship between 16-19 subjects and qualifications and adverse university outcomes, with emphasis on the gaps between students from different social backgrounds.



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**Kerry Shelton** is Student Success Assistant Manager at University of Kent. She has over 20 years' experience working with high profile, senior level clients and managing diverse teams in an international environment across tv, film and animation production. Kerry joined the Student Success Team at the University of Kent in August 2021, bringing her knowledge of organising business processes, designing and implementing complex project workflows, strategic planning and risk analysis to the Team's remit within the University's Access and Participation Plan (APP).



**Rebecca Foster** is Outreach Officer at UEA (University of East Anglia). She has worked in Widening Participation (WP) for the past 5 years and now works as a post-16 Outreach Officer at the UEA. Due to her work predominantly with BTEC/Vocational learners in her previous advisory role at the City College Norwich as part of the Uniconnect programme, Rebecca now specialises in working with BTEC/VTQ students studying at UEA Outreach's target colleges to help them to progress to Higher Education as well as advising internal university members of staff on how to improve opportunities for vocational learners to aid transition when they attend the university. Rebecca has been a sub-chair of NEON's 'Supporting Vocational students' Working Group since 2019



**Sally Tazewell** is Lecturer in Care and Early Years at University College Weston. She has been working in the field of education since 2002, initially specialising in English and European languages. While maintaining an active interest in early literacy, she went on to develop her passion for personal, social and emotional development in young children and the adults who work with them. She lectures on the two Foundation Degrees and the BA (Hons) Top-up at UCW. She is also part of a research cluster involving local universities and pursues her interest in the Widening Participation agenda by working on the Evaluation Steering Committee of the Wessex Inspiration Network - a local collaborative outreach project.



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**Suzanne Hall** is Head of Product: Technical and Professional at Pearson Education Limited. A member of Pearson's senior leadership team in BTEC and Apprenticeships, she is accountable for the strategic development, management and implementation of the Technical and Professional strategic business plan and qualification portfolio, which includes Functional Skills, BTEC Level 1 and below, BTEC Post 16, T Levels, Apprenticeships, Digital Skills, and Employability. She is also Pearson's strategic lead on T Levels and responsible for leading on the tender process and contract delivery.



**Andrew Jones** is Director at Linking London. He joined the organisation in 2007, having spent nearly ten years as an IAG Adviser and HE Manager, working predominately in the FE sector. He has considerable experience of both supporting vocational learners into higher education and of identifying the barriers these learners need to overcome. Andrew leads on a number of key Linking London work-strands, including Access, BTEC, IAG and more recently T Level work, as well as their OfS funded Uni Connect Programme. He has written a number of articles and blogs focusing on the progression of vocational learners in to HE and contributed to a range of publications, including for the Careers Enterprise Company, UCAS and Prospects.



**Mike Nicholson** is Director of Recruitment, Admissions, and Participation at the University of Cambridge. He provides leadership and strategic direction to policy development and service delivery of undergraduate and postgraduate outreach, access, recruitment, admissions services and participation. He is responsible for Undergraduate Admissions and Data Services (ADS), the Student Recruitment and Marketing team, Widening Participation team, Postgraduate Admissions Office, Student Funding Office and Foundation Year team, and works closely with the Cambridge Centre for Teaching and Learning (CCTL) and others on supporting delivery of the commitments made in the Access and Participation Plan.

