

NEON Summit

Where to now for outreach? Innovation and impact of Covid 19 on widening access to HE work in 2020-21

Wednesday 1st July 2020

Chat feature at event

- 10:04:20 From Muriel Alexander : Hello from Dunblane in Scotland!
- 10:04:21 From Southern Universities Network : morning from Southampton
- 10:04:27 From jayne Kaye : Good morning from a dull, drizzly Barnsley
- 10:04:27 From Rachel Devine : Hello All, coming in from Cornwall where I work for Uni connect in school and also a teacher with responsibility for Aspirations.
- 10:04:30 From Wendy Price : Good morning from (not so) sunny Sunderland!
- 10:04:32 From Saba Javed : Morning All! I can't seem to hear anything?
- 10:04:33 From Chere Kingston University : Good Morning from Kingston
- 10:04:33 From Maeve Minihane : Looking forward to a great day! Signing in from University College Cork, Ireland!
- 10:04:34 From Bridge Group : Good Morning from the Bridge Group
- 10:04:34 From Jo Tyssen : Morning all from University Centre Leeds
- 10:04:50 From Sam Dyer : Good morning from the sunny Devon coast and Exeter
- 10:04:51 From Paul Martin : Good Morning from Advancing Access 🎓
- 10:04:56 From Susie : Morning from Bath
- 10:05:02 From Angela Hind : Good morning from Wolverhampton
- 10:05:03 From Aoife Whitford : Good morning all from The Pay Index in London
- 10:05:09 From Claire : Morning from Birmingham!
- 10:05:28 From Laura Gray - Brightside : Morning everyone from Brightside
- 10:05:44 From Clare Allison : Hello everyone from Goldsmiths!!
- 10:05:45 From em1ler : Hello from Dep Lifelong Learning Uni of Sheffield
- 10:05:58 From Martin : good morning all
- 10:06:18 From Tim Dobson : Morning all from Northampton and Aspire Higher

10:06:34 From catherine westwell : Good morning from Lancaster University

10:07:08 From Martin : I should say good morning from the University of Wolverhampton

10:07:17 From Saba Javed : Logged out and back in but still can't hear audio?

10:07:18 From Emma (Pathways) : Good morning from locked down Leicester.

10:07:18 From Sofia Khan : do you have a written copy of the agenda for today?

10:07:41 From Shauna (University of Kent) : Agenda - <https://www.educationopportunities.co.uk/wp-content/uploads/NEON-Summit-Where-to-now-for-outreach-Agenda-01.07.20.pdf>

10:07:52 From Sofia Khan : Thank you!

10:08:00 From cgalley : Good morning, Will slides be shared afterwards?

10:08:06 From Shauna (University of Kent) : No worries :-)

10:08:10 From Maria-Anna NEON : Yes, slides will be shared

10:08:26 From Maria-Anna NEON : Also the chat feature and recording

10:08:42 From todr : Good morning from UA92

10:09:04 From TubaMazhari : We are using the hashtag #OutreachOnline

10:09:42 From TubaMazhari : Please do share your thoughts on twitter, and on here

10:10:15 From Carme Royo (EUCEN) : Hi! The link to the list of delegates does not seem to work... <https://www.educationopportunities.co.uk/wp-content/uploads/NEON-Summit-Where-t>

10:10:45 From TubaMazhari : <https://www.educationopportunities.co.uk/wp-content/uploads/Delegate-list-01.07.20.pdf>

10:10:57 From Carme Royo (EUCEN) : Perfect! Thanks!

10:11:30 From Jane Rolfe : The sound is intermittent Michelle

10:11:52 From Shauna (University of Kent) : Sound is clear for me?

10:12:00 From Jon Cheek (UniTasterDays.com) : Sound great for me Jane

10:12:01 From Amanda - Warwick : clear for me

10:12:04 From Elliot Newstead - University of Leicester : sound clear for me

10:12:18 From Carme Royo (EUCEN) : Good sound for me too

10:12:45 From NEON Staff : www.uni4me.co.uk

10:13:07 From jayne Kaye : clear for me

10:13:24 From Maria-Anna NEON : If you are unable to hear, please check your computers audio settings. If you still have a problem try logging out and back into the event. An alternative option is to join the event via your phone, if possible.

10:13:47 From Jane Rolfe : Must be my end then!

10:13:54 From sabaj : I had to download the App to get the audio to work (web version was not allowing audio)

10:14:15 From Jane Rolfe : Thank you will try that

10:14:47 From Rebecca Steel : question for Michelle - how do we engage disadvantaged groups if the covid crisis has meant that Maslow's hierarchy of needs is at the forefront of their focus. if their physiological needs aren't being met how do we as practitioners get them to a level of self actualisation? thanks.

10:14:59 From sabaj : The app will ask for permission to access your audio before joining the meeting :)

10:16:32 From Johnny Rich : Question: The Minister said she is tired of courses "that do nothing to support students prospects". What is her evidence that there are such courses and if she means an earnings premium, is salary the only measure of value?

10:16:33 From Amanda - Warwick : Question for Michelle: How can we expect pupils to engage with us when they are already working off one mobile phone between 6 family members, they have no quite space to study or access due to poor internet connectivity? if their own teachers can't get more than 30% of pupils to engage what do we do?

10:16:53 From Shauna (University of Kent) : On one hand, you say 'raise aspirations', but on the other you're saying that students have been failed by their degrees not being worthwhile. How can there be room for both ideas?

10:16:53 From Amanda - Warwick : Is Uni4me free?

10:16:57 From Carme Royo (EUCEN) : Question for Michelle: on a C-19 current situation, what is the perspective of UK for international engagement and cooperation at education level?

10:17:10 From Rachel Devine : What WA budget? I work in a school with no budget for Aspirations and WA and Uni Connect finishing next summer?

10:17:36 From Messiah : great speech really inspired and totally agree

10:17:38 From LORRAINE MOORE : Question for Michelle, covid has given us a unique opportunity to engage with students who are "hard for us to reach" those who are care-experienced who are commonly not in the school system and therefore do not benefit from traditional WP opportunities which engage via school, I see this as an opportunity for change - thoughts please? Lorraine HUB for SUCCESS

10:18:09 From Jon Cheek (UniTasterDays.com) : Great opening question Ant!

10:18:54 From Aoife Whitford : Hear hear good to get clarification Ant

10:19:14 From Becky : Straight to the point, great first question!

10:19:21 From Elliot Newstead - University of Leicester : Universities were advised they couldn't provide things like laptops to groups of students from disadvantaged areas where it had been clearly identified this would make a big difference as the OfS thought this was 'incentivising'. How is that right?

10:19:24 From iPad (6)rosie : successive govt's criticised poor value course, it never actually said what specific courses are poor value. Plse give some examples

10:19:51 From Amanda - Warwick : Well said Elliot

10:19:54 From Anke : Question for Michelle: how would you define a low value course? Often applied courses are bagged into this area- but do these courses not provide a space for students to develop graduate skills in a setting and subject area they are interested in and therefore help students to understand concepts and engage with the underpinning principles?

10:20:07 From Becky : With many universities facing financial hardship, are the government going to protect access budgets to ensure the highest quality of outreach can still be delivered?

10:20:18 From Anke : That is an interesting point Elliot

10:20:21 From Rachel M : If the focus is to ensure that young people should be making informed decisions regarding all aspects of higher education not just university, why are all national programmes and collaborative initiatives continually referencing 'uni' - is this not confusing for prospective students?

10:20:27 From Aoife Whitford : Thanks Michelle

10:20:33 From Arlene Holmes-Henderson : Question for MD: given the bleak employment outlook, could we reframe the policy aims? The focus on employability and extrinsic value of education is, in many ways, unhelpful (particularly for Arts and Humanities subjects). Is now the time to reclaim the value of learning for learning's sake - and all the knowledge and skills that this confers?

10:20:41 From LORRAINE MOORE : We have the Care Experienced Student Bursary (CESB) for Care leavers in Scotland a non repayable non means tested bursary, do you have anything similar where you are?

10:21:03 From Brigit McWade : Question for Michelle: will the government help the HE sector financially so we can actually share the resources we have? At the moment we're facing voluntary pay cuts and an expanded workload which is squeezing our capacity. All I can see is schools and universities being asked to do more with less resources.

10:21:34 From Peter Riley : Question for Michelle: You referred to getting students into the 'best' universities -do you accept that the best university for an individual may be different - and that we should be focussed on people making an informed choice on the best choice for themselves - regardless of which institution that may be?

10:21:35 From Vicky Blake : Those of us who work directly with young people and students have long been aware that the barrier to access is not any shortage of 'aspiration'.

10:21:38 From Saba Javed - Coventry University Project Officer on WP : We have a bursary, for which Santander provide the funds, specifically for students from care leaver backgrounds,

10:21:42 From Jon Rainford : How can sector leaders review what they are doing when they have recently written 5 year Access and participation plans?!

10:21:52 From Lesley Acton : given the financial hardships universities are facing - does the government propose to protect the Access funding used in HWI's to be used for WP work?

10:22:01 From Rupert French : What does levelling down mean though?

10:22:09 From Joe Bond (Russell Group) : Really pleased to see Russell Group unis participating in Uni4Me. Loads more on our approach to Access at pathwaysforpotential.russellgroup.ac.uk - how to reach students, case studies and what RG unis and Govt can do. Our Access policy lead Cat Turhan will also be speaking later today. We want to see a focus on tackling educational inequality at the heart of government.

10:22:20 From Bridge Group : Question for Michelle: what evidence do you have that universities can contribute significantly to raising formal attainment, as measured by GCSEs and A levels? The specialist schools you mention are not necessarily transferable and/or scaleable.

10:22:20 From Ben Copsey : "levelling up" and "levelling down" are meaningless buzzwords - we must attack entrenched privilege in order to support underprivileged groups

10:22:27 From Sam Reavley : Referring to contextual offers as dumbing down is ludicrous.

10:22:38 From Ben Copsey : do not accept the rhetoric of levelling down

10:22:48 From Clare Allison : Totally agree Sam!

10:22:53 From Brigit McWade : totally agree Sam

10:23:07 From Andrea : 'Levelling down' or just levelling the playing field for fairer access?

10:23:32 From Kizzi Keast : The Scottish Commission on Widening Access has evidence that "disadvantaged learners consistently achieve the same, or even better, degree classifications than their more advantaged peers with higher grades" - this notion that contextual admissions is "dumbing down" is nonsense

10:23:33 From Andrew Shea - Glasgow Caledonian Uni : As an institution we currently have approx. 30% of our intake accessing GCU from partner colleges. This has required a lot of work on both the university and college's part.

10:23:34 From Vicky Peace : Well said Sam

10:23:42 From Amanda - Warwick : Completely agree Sam. Research shows that BBB in a private school can be the equivalent of AAA at a disadvantaged state school...

10:23:45 From Brigit McWade : Our students who receive CLOs do as well if not better than their peers. the association between WP and attainment is incredibly damaging.

10:23:49 From Claire Stancliffe : Contextual admissions do not equal 'levelling down' - this shows a complete lack of understanding about the reality our young people are facing

10:24:00 From Sarah Vickers : Could not agree with your point more Sam

10:24:11 From Jenny Tait (UWL) : Levelling up is a much wider issue that university outreach projects alone can't solve. It starts in early years and continues throughout a flawed school system. We are facing budget cuts, with our primary school activities most at risk now because of the hyper marketisation of the sector. How do we persuade senior leaders that we should be thinking of the very long-term when they are worried about the next year or so?

10:24:16 From cgalley : I agree with Claire and Sam.

10:24:22 From Elliot Newstead - University of Leicester : the government: universities should provide contextual admissions

also the government: universities should not provide contextual offers

Helpful.

10:24:24 From Richard Hewitt (Emsi UK) : Question: Universities often define themselves as national or international institutions, and with some exceptions of those which have embraced the anchor institution strategy, they have been reluctant to embrace their role as local institutions supplying labour to their local and regional job markets. How important is it for universities to engage with their local economies, particularly in the context of Widening Participation?

10:24:29 From Johnny Rich : This idea of contextual admissions being 'levelling down' is not only a failure to understand the additional challenges faced by those from disadvantaged backgrounds, it goes against the evidence about greater levels of attainment achieved by those given opportunities by contextual admission. The Minister really needs to look at the research on this from Gorard, Bolliver and others

10:24:32 From Rupert French : I agree with Jenny

10:24:39 From Georgina Collins : Agreed - if you are sharing your study space with other (younger) siblings, or your family doesn't support you studying, or you have caring responsibilities, or you have any of the multiple pressures facing many families - overwhelmingly working-class - how on earth can you be expected to achieve the same results as those not facing the same pressures?

10:24:43 From LORRAINE MOORE : How can we level up when our group are commonly not in school?

10:24:46 From Ben Copsey : question: how can government policy on widening participation be anything other than whistling into the wind in the face of entrenched disadvantage and child poverty fostered, created, encouraged by the conservative party?

10:24:53 From Andrew Shea - Glasgow Caledonian Uni : Contextual admissions is key to a fair and more equitable HE sector

10:25:00 From Gillian Elvidge : So students from disadvantaged backgrounds shouldn't be able to go to university to pursue academic interest without necessarily having a career at the end? Students who are not disadvantaged have been doing this for decades and will continue. Why shouldn't all students be able to do this?

10:25:15 From Liz Routhorn, London Met : Agreed with these comments 100%!

10:25:31 From Ben Copsey : agreed gillian, the career focus is classist

10:25:45 From Alice - Higher Horizons+ : great question

10:25:57 From Greg Walker : great point Gillian

10:26:02 From jan : schools will engender a passion for learning beyond maths & English catch up

10:26:04 From Claire : Great comments and questions!

10:26:13 From Alice- London South Bank University : So many good questions!

10:26:41 From annak : would you recommend a classic's degree....

10:26:47 From Ben Copsey : a degree is not just a "value" economically, it has value socially and morally to wider society. an educated workforce is anathema to classism, racism and sexism

10:26:55 From Clare Allison : Please can Michelle clarify what she mean about levelling down with regards to Contextual Admissions?

10:26:56 From Amanda - Warwick : Disagree from a WP point of view. Its about the learning experience as a whole and not just about money. We should be encouraging students to go to courses that they want to study for their learning not just because of who much they may or may not earn at the end of it!

10:27:11 From Shauna (University of Kent) : Which courses are you suggesting? Which degrees are a 'good investment'?

10:27:11 From Andrea : What is the 'value' pf a nursing degree??

10:27:19 From jan : disadvantaged students want access to the widest range of courses including creative , art etc not just leaving these choices to a narrow class band

10:27:20 From Alex H-L : The value argument completely sidesteps arts degrees and their contribution to societal culture etc.

10:27:21 From Jennie : So if we offer contextualised offers, to support people with the ability, but without the school examination evidence of that ability, that presumably counts as levelling down.
But then offering additional support to ensure those students are supported with their learning while at uni, is encouraged.
How does the minister anticipate those additional support services being used, if the students they are intended for, never arrive if unis withdraw contextual offers for fear of penalisation due to being perceived to be 'levelling down'?

10:27:45 From Alice- London South Bank University : Can Michelle please confirm what you mean by levelling down and levelling up?

10:27:49 From CDobbs : fully agree amanda

10:27:59 From Jenny Tait (UWL) : How do we say to learners that they don't need a degree when a huge amount of industry now requires one?

10:28:01 From Ben Copsey : question: your party has increased child poverty by a huge degree. how do you feel child poverty has affected university access?

10:28:07 From Anke : The terminology used (value, investment etc) makes going to uni sound like a pure business transaction- are the "softer skills" and personal growth not equally important?

10:28:12 From Hannah Merry : I am interested that the Minister paints her concerns about current access practices as 'a failure of the New Labour access agenda since 2004.' She goes on to raise concerns about value, students incurring debt etc. Successive conservative governments have

been in control of educational policy since 2010 and raised tuition fees to £9k+. Can the minister comment on why ten years of Conservative educational policy is now being deemed a failure?

10:28:18 From George : Do you think that solving the recruitment and retention crisis of teachers in schools would support with academic attainment?

10:28:22 From Amanda - Warwick : My Parents left school at 16, I did a theatre degree, got a first and am now in a job I love, and couldn't do it with out my degree. I learned who I was at university and important life skills

10:28:27 From Michael Hall : Good point, Michelle - we need to think beyond the binary of economic concerns vs love of learning on its own terms

10:28:53 From Lesley Acton : we understand that but we need the funds to do the work and the HEIs can set their own % of hugher fee income!

10:29:02 From Lesley Acton : *higher

10:29:02 From Amanda - Warwick : WP funds now stretch across the lifecycle too not just access

10:29:05 From Leanne de Main : What will our government do to help our students experiencing digital poverty?

10:29:07 From Tom Bridges : This focus on 'levelling up access and participation' seems pretty rich when this government has consistently underfunded school budgets for a decade. Universities cannot make a fundamental change to inequality on their own - as others have pointed out proper funding and support needs to happen from very early years. Child poverty has sky rocketed under this government.

10:29:15 From Liz Routhorn, London Met : we aren't in hard sales. we advise pathways that match people's personal and career goals. Nobody wants students who uni isn't right for. We help them make the right choice for them. uni might be that option but we're happy if it's not too.

10:29:16 From Cheryl Jones (UoWarwick) : Not many WP students would consider a History and Politics degree as leading to a lucrative graduate role but it doesn't seem to have done Michelle any harm. Can the minister define which degrees students should be discouraged from studying?

10:29:20 From Ben Copsey : question: does the minister acknowledge that labour policy hasn't been in place since the labour party were in power, and therefore all policy since is failed tory policy

10:29:28 From iPad : Agree with Ben Copsey - We need to promote the wider benefits of learning

10:29:32 From Shauna (University of Kent) : Agreed Liz!

10:29:50 From Ant Sutcliffe : Vast majority of APP activity is for post entry now. Take pre entry support seriously please.

10:29:55 From Tim Dhir : The constant change in Government focus is damaging to practitioners- attainment raising work was no longer a required aspect of the new 5 year APPs but now being stressed as a priority?

10:29:56 From Lesley Acton : Access teams in HEIS need the support to safeguard funding for this work

10:30:01 From Ashleigh Hope : It would be helpful if we could focus our WP efforts on the work which will be impactful for applicants and current students as opposed to offering education to school-age students disadvantaged by an underfunded education system.

10:30:02 From George : Great question Cherryll!

10:30:09 From Ben Copsey : question: how do benefit sanctions support university access

10:30:15 From Lesley Acton : Agreed Any

10:30:36 From Aoife Whitford : Fully agree Amanda definitely a balance needed between young people knowing how much they can earn, what finance means and the extra benefits of attending university including developing self esteem, activist interests, social network, sports and societies etc.

10:31:00 From Georgina Collins : How can universities lift attainment within schools please?

10:31:01 From Lucy Bentley - University of York : If we are going to measure the success of our access and participation activities across the whole student lifecycle via graduate destinations, the HESA Graduate Outcomes survey needs to improve rapidly. The data collection and publication this year has been mismanaged and we will struggle for years to come if this continues.

10:31:15 From Ben Copsey : question: how are universities expected to right social ills when it is literally the governments job to do so

10:31:25 From Ant Sutcliffe : Teachers raise attainment. They are generally good it it when funded properly.

10:31:28 From Lesley Acton : Absolutely Ben

10:31:30 From Andrea : How should these tangible effects on school attainment be measured?

10:31:34 From Claire Stancliffe : How will you measure the effect on attainment unis have on schools?

10:31:40 From Clare Allison : Well said Ant

10:31:42 From Krishna - UWL : Totally agree with Ben.

10:31:48 From Lewis Evans : The whole rhetoric about degrees being an investment doesn't make sense because student loans are more of a graduate tax... If we saw degrees as investments then only medicine, maths, economics and maybe law would be "worth it"

10:31:51 From Richard Thomas : Well said Claire

10:31:51 From Rupert French : Universities are still bound by the confines of a government underfunding schools and enforcing a rigid, worn curriculum not fit for purpose in the current day

10:31:52 From Tom Bridges : Relying on universities to raise attainment in schools is surely just smoke and mirrors to distract from the ridiculous levels of underfunding schools have had to endure from this government.

10:31:54 From Vicky Blake : I would be interested to know why the insulting language of levelling up and down is being used alongside outdated references to 'aspiration'. Could we hear more about the investment the government *needs* to make in long term funding for widening access and participation work? It is not solely about 'how money is spent' — for example it's also about how much money and how long term the funding is. Many staff working for universities in our area of work are on poorly paid, short term contracts. Quite a lot face further uncertainty over their roles now in the wake of covid-19. How is this conducive to effective development of WP and continuity in our non-marketing projects?

10:31:55 From Nooshin Akrami : how well do you think labour market is linked to FE and HE provisions?

10:31:55 From Ashleigh Hope : Will these questions and comments be shared with Michelle? Not sure that the questions asked cover the thoughts of all participants...

10:32:07 From jayne Kaye : A quote I heard recently and wholeheartedly agree with - A degree doesn't guarantee employment but it certainly makes you more employable.

10:32:12 From Ben Copsey : question: does this sum up your position:

cant be bothered to fund schools

get universities to do it

10:32:20 From Leanne de Main : One of the key problems with retention is students who are studying courses they did not want to (Parental pressure etc.) What impact will forcing students into 'high value' courses have on engagement and retention?

10:32:21 From Krishna - UWL : We aren't exiting the corona crisis - we are still in it.

10:32:25 From Aoife Whitford : Lucy Bentley we are designing a lifecycle product for school leavers at the Pay Index who can opt into access to real-time data as well as government data over their university and career lifetime

10:32:25 From Vicky Blake : @Ben Copsey, quite

10:32:29 From Richard Thomas : Well said Ben

10:32:33 From Ben Copsey : what other government policies will universities have to cover?

10:32:34 From Sofia Khan : breaking up for me

10:32:34 From Kizzi Keast : Well said Ben

10:32:35 From Elliot Newstead - University of Leicester : sound bad for me

10:32:35 From Alice - Higher Horizons+ : It's breaking up for me too

10:32:37 From Greg Walker : breaking up for me too

10:32:39 From Martin NEON : Yes breaking up

10:32:40 From JOHN WILSON : yes she was breaking up

10:32:41 From Anke : breaking up badly

10:32:41 From Kate McCormack : Breaking up here too

10:32:41 From Gillian Elvidge : I agree that universities should engage with school curriculum and work to raise attainment. However, this seems like the Gov is putting the pressure on unis to do it and washing their hands of it

10:32:42 From Hannah Aeysha Kinghorn : breaking up for me too

10:32:48 From George : Great question Ben!!!

10:32:48 From Alex H-L : Breaking up for me.

10:32:48 From Leanne Grice UAL : I think you've got it there Ben!

10:32:53 From Rupert French : The sound as patchy as her political rhetoric

10:32:55 From Alison Gregory : breaking up here

10:32:57 From Ben Copsey : why not farm out the NHS and defence too

10:33:13 From CDobbs : lol Rupert !

10:33:20 From Ben Copsey : as legit an internet connection as party policy

10:33:52 From Maria-Anna NEON : Thank you Michelle

10:33:58 From JOHN WILSON : Thanks for sharing your thoughts Michelle.

10:34:28 From LORRAINE MOORE : Many thanks Michelle, some good learning for me!

SCOTLAND

10:34:44 From Martin : thank you

10:34:52 From Peter Riley : As Chair of Governors at a Primary school I feel uncomfortable with the suggestion that universities are there to raise attainment in schools - teachers work so hard day in day out on this. I find the suggestion any university outreach (which may be an hour a week) can make a measurable difference to the attainment in schools shows disrespect to schools. There are areas where universities can support schools with this (and we should work in partnership with schools to identify where we can be of greatest help) but lets be realistic of what we can achieve.

10:35:34 From Amanda - Warwick : minister had poor internet - hmm imagine if you were being asked to study/link in online and that happened!

10:35:34 From Brigit McWade : I totally agree Peter

10:35:38 From Chris Bayes : Maybe they can nick the Labour broadband policy going forward to safeguard against this in future...BUILD BUILD BUILD and all that.

10:35:45 From Tom Bridges : Peter - yes great point

10:35:47 From Claire : Good point Peter

10:35:50 From Mark & Jules: Future Toolbox : Thank you for a good introduction. It's good to hear the wellbeing of students coming first and not the box ticking.

10:36:14 From Alison Gregory : Peter absolutely agree with you

10:36:27 From Anna W Austria : yes

10:36:28 From Amanda - Warwick : yes

10:36:29 From Ben-UCLan : yes

10:36:30 From Hannah Aeysha Kinghorn : yes!

10:36:30 From Arlene Holmes-Henderson : yes

10:36:35 From Nina March : yes

10:38:01 From Ant Sutcliffe : Chris Bayes, are you referring to the same speech where the PM said we will all be "Doubling Down on Levelling Up?". Was a fun speech that one.

10:38:40 From Serena Noble : Absolutely agree Peter. I coordinate an after school book club in schools as part of a university wp offer but we quickly realised that this was a nice addition to the amazing work the schools do and would in fact have little impact on the raising of attainment, which was the original objective, based on the Government policy.

10:39:43 From Tim Dobson : Completely agree Peter

10:39:55 From Ben Copsey : its easier to farm it out to us and then say it isn't happening than it is to support schools adequately

10:40:15 From Chris Bayes : @Ant Sutcliffe, they very same.

10:40:37 From Elliot Newstead - University of Leicester : you're all forgetting that shifting to PQA will obviously solve everything.

10:41:03 From Ben Copsey : and we can all just blame Labour apparently

10:41:39 From Serena Noble : Yep, even after 10 years!

10:41:43 From Brigit McWade : I think you already said this, but are we getting the slides? because this is really helpful

10:42:21 From Aoife Whitford : young people are dealing with so much at the minute-sad to see the stats

10:42:38 From Tuba NEON : Yes, slides will be shared.

10:42:48 From Brigit McWade : thank you!

10:42:56 From Maria-Anna NEON : If you have any questions for Sander Kristel please let us know

10:43:47 From Kate McCormack : Question for Sander - based on the current concerns of year 13 students what role(s) do you think outreach programmes/UniConnect programmes etc play over the summer holidays in helping students to prepare for the transition from year 13/level 3 into being a university student

10:43:53 From Laura Kwiatkowski : May I confirm these stats and the research relate to all the UK (inc. wales, scotland, NI)?

10:44:23 From Tuba NEON : Please tweet using the hashtag #OutreachOnline

10:44:35 From Brigit McWade : awful

10:44:51 From Aneesa Omar : Is there information concerning student feedback on more practical or STEM courses where online learning will be difficult?

10:44:53 From Tim Dhir : Question- Given the disruption to advice and research for 2021 entry applicants, will UCAS be keeping the same cycle deadlines for the next cycle? i.e. Jan application deadline for most?

10:45:01 From Karen Cullen : Good question, Laura - UCAS stats are always ignorant of Scottish system

10:45:45 From Andrew - Glasgow Caledonian Uni : This looks like data that does not include Scotland

10:45:46 From Cheryl Jones (UoWarwick) : Good question @Tim Dhir

10:46:23 From JOHN WILSON : question for Sander, how many students have signed up for the UAS events in autumn please?

10:46:32 From Robert Perry : Good question, Tim - there's no need to keep the schedule the same for the students. It's not like they've been through it before.

10:46:51 From Rupert French : Question - Can we have more detail about the specific groups from the generalised 'BAME' students recognised as most likely to now not attend? Do we have information to help more specifically, rather than grouping anyone non-white into a single focus?

10:47:07 From Tim Dhir : Thanks! And would presumably take some pressure off schools/colleges if deadlines eased....

10:47:07 From LORRAINE MOORE : Agree does the data include Scotland?

10:47:40 From Amanda - Warwick : Question for Sander: When will UCAS start to capture more WP data in their applicant details for HEI's to be able to use?

10:47:43 From Elliot Newstead - University of Leicester : UCAS have said fairly recently that no changes will be made to deadlines

10:48:01 From Tim Dhir : @Elliot- Thanks, do you have a link to that?

10:48:22 From cgalley : to access WP why not team up with Uni Connect?

10:48:33 From Carol,UCLan : please share a link for the year 12 lesson plans

10:48:40 From Elliot Newstead - University of Leicester : Not specifically - Clare Marchant gave keynote at our Teacher and Adviser Conference on 22 May and this was asked (a lot!) in the comments.

10:48:53 From Jess : how do we access the lesson plans for yr 12 advisors?

10:49:26 From Clare Ridley : Yup...supporting student (and parent) XP during deferral process is important

10:49:40 From Danny Homer : Have UCAS collected any data on what barriers students feel they might face on entry to HE during COVID and could that be shared with HEIs?

10:49:58 From Karen Cullen : Any stats on SIMD20 for Scotland?

10:49:59 From Elliot Newstead - University of Leicester : question for Sander: Have you seen examples of universities 'banning' 2020 deferrals?

10:50:24 From Brigit McWade : I wonder if the moral question is whether we should be encouraging students to start this year. And if we are continuing to try and recruit, what are our motivations as a sector?

10:51:31 From Ellie Wood : There is an element of how allowing mass deferrals will affect both number of places available in consequent year/s and accommodation availabilities

10:51:38 From Sam Reavley : I agree Brigit

10:51:46 From Rupert French : I agree Brigit

10:51:56 From Jennie : Is this not the right time to support students to improve their long term prospects, when there is an economic downturn?

10:52:04 From Tim Crawford : Great to see stats about the gap narrowing for POLAR 1/2.

10:52:14 From Saba Javed - Coventry University Project Officer on WP : Agreed with Brigit

10:52:20 From Shauna (University of Kent) : Thank you Sander - really insightful

10:52:33 From Robert Perry : Brigit - really good point. Is it about being honest with them - letting them know what's going to happen, so at least they can make a decision with as much info as they can?

10:52:53 From Katherine Sela : Picking up on contextual offers and use of MCDS, how does this fit with Michelle Donelan's view of contextual offers?

10:53:17 From Martin NEON : And Wales Graeme

10:53:22 From Johnny Rich : Question: Is a lively clearing period a good thing for students? Are they likely to find the best option for them when they are unlikely to be able to visit? Does the strong correlation between clearing and drop out have any bearing?

10:53:38 From Carole Portman Smith : Does Sander envisage these new initiatives continuing into the next cycle to support current year 12s ?

10:53:40 From Daisy Robinson : I agree with Jennie- gap years will be different, job market is down so students may not be able to get jobs- why not up skill for three years and graduate at a time when the job market may be in a healthier place?

10:54:28 From Brigit McWade : I think that should happen Robert, but I don't think we know ourselves what is going to happen. We can make plans, but I think if or when another peak happens its going to be really disruptive for students. I just crave a sector wide response and less competition between universities. A more student-focussed approach over treating them as cash cows!

10:54:48 From Sam Dyer : Question for Sander: good acknowledgement of the complexity of POLAR but given IMD is felt to be more useful and has a bigger emphasis in APPs can you confirm when UCAS will be making the IMD data available in your data approach, as its been postponed (so we've had to build in ourselves).

10:54:49 From Rupert French : Brigit - I also wondered whether university would become a way of accessing finances or potential part time work compared to what will be an incredibly

downturned job market. With a few grand in the bank come September and the prospect of working at a virtual open day, maybe Uni becomes a loanee scheme for young people with no job opportunities

10:54:53 From Andrew - Glasgow Caledonian Uni : Huge issue if students do not join this year and then are competing against the cohort for next year.

10:55:53 From Brigit McWade : yeah, that's true Rupert. I just want to be clear I don't want to stop people coming to university. I just want to make sure that we're supported to support students, rather than just get them in to shore us up financially.

10:56:13 From Brigit McWade : And the government has refused to support us to do so

10:56:33 From Ellen Randall : It will be interesting to see what the drop out rate is like in the first term. And also how many actually end up register come September/October

11:01:05 From Clare Ridley : Yes, of course the applicant dynamic is vital to understand, however, retention and returning rates are also critical to understand and manage, especially for students from our target groups

11:02:43 From Laura Kwiatkowski : What is the best place we can see the virtual events? Is there a specific UCAS digital events page which lists them?

11:02:49 From Johnny Rich : @Ellen: Absolutely. Drop out will be critical, especially if full campus activity is not possible. Research suggests that engagement and a sense of belonging are critical to preventing drop-out. It's harder to engage virtually and harder to feel you being to somewhere you rarely visit with people you've not met.

11:03:36 From Amanda - Warwick :
<https://www.ucas.com/ucas/events/find/scheme/virtual-and-digital?keywords=>

11:03:47 From Paul Martin : We also have a collection of virtual events here:
<https://www.advancingaccess.ac.uk/cpd-events/content/virtual-student-events>

11:03:49 From Jennie : One issue I struggle with, being from a smaller uni, is the cost of events, data and insights to help me understand and then use that knowledge to support the activities of the university. How does UCAS plan to help Unis to help applicants?

11:04:29 From Ellen Randall : @Johnny: agreed. I think the drop out rate could be much larger than usual this year. But I suppose it's a wait and see. Especially if things don't change

11:04:54 From Becky : Thank you

11:05:09 From Jane Rolfe : Thank you

11:05:16 From Clare Ridley : Excellent update from Sander. Thx

11:05:17 From Sofia Khan : lost you

11:05:21 From Maria-Anna NEON : Thank you!

11:06:01 From Carol,UCLan : looked for the yr 12 lesson plans in the suggested covid area of UCAS but cant see anything

11:06:44 From Mark & Jules: Future Toolbox : Yep

11:06:52 From Jon Cheek (UniTasterDays.com) : Hey Laura - re online listings, UniTasterDays have a hub of 500+ online events at UniTasterDays.com/online - not just virtual open days, but webinars, online tasters too.

11:08:28 From Amanda - Warwick : @Carol is this any good:
<https://www.ucas.com/advisers/guides-resources-and-training/guides-and-resources>

11:08:54 From Ben Copsey : 30% in 7-8 - NCOP influence?

11:08:59 From Laura Kwiatkowski : Thanks Jon!

11:10:06 From cgalley : will this presentation be shared?

11:10:08 From Shauna (University of Kent) : How are people capturing data for online work? How are you getting 'registers' completed, without that being a gatekeeping activity?

11:10:27 From Vicky Peace : Good question Shauna was just wondering the same!

11:10:44 From Maria-Anna NEON : Any questions for Martin, please let us know,

11:11:04 From Lucy Williams : Yes registers are near impossible, we capture quite a lot via survey/evaluation forms

11:11:24 From Kate Oliver : A mix of registration (for events/courses - for safeguarding reasons too), evaluation forms, and Google Analytics.

11:11:30 From Shauna (University of Kent) : @Lucy - is that before or after taking part?

11:11:33 From Amanda - Warwick : @shauna - we are using Teams and Blackboard Collab where we can get attendance reports afterwards

11:11:51 From Lucy Williams : we have some before and after and some just after depending on the nature of the event

11:12:40 From Amanda - Warwick : @Shauna also as Kate has said, for safeguarding reasons we gain consent from parents/teachers young people attending events

11:13:13 From Shane McCracken - Mangorolla : We found schools increasingly nervous about GDPR issues during lockdown and so we reduced the amount of data we requested during registration. If you adhere to the principle of GDPR you shouldn't ask for data at registration just for evaluation purposes. It makes the strict adherence of NCOP targeting very difficult.

11:14:02 From JOHN WILSON : Are there any national guidelines regards GDPR and safeguarding regards digital events please?

11:14:08 From Shauna (University of Kent) : We have struggled with registration and evaluation for self-guided resources and how to know how many people have accessed and completed activities, and who they are

11:14:16 From Kate Oliver : We're explicit about the fact we target activities to young people meeting WP criteria - so the data we collect very much okay under GDPR!

11:14:17 From Charlotte Flynn, UCLan : The challenge is also making sure we are not adding to teachers'/career advisors' workloads by asking for their feedback on what they want - a fine balance to make sure we are suiting needs without further burdening them

11:15:14 From Amanda - Warwick : Digital events should be seen as equal to face to face in terms of safeguarding - not allowing private chats, making sure staff/Uni students are trained. escalation policies etc. What to do if you see something in the background etc. Moderators online...

11:15:58 From Ashleigh Hope : Another challenge for ensuring the suitability of activity is our time - we've all transformed our work so quickly, that consultation hasn't always been possible. I've been lucky so far that I've hit on the needs of participants, but going forwards, I definitely need to schedule in more time for consultation.

11:16:04 From Jon Cheek (UniTasterDays.com) : Re face to face, surely this is reliant on external factors.

11:16:05 From Carol,UCLan : does anyone have a digital safe guarding policy they can share

11:16:10 From Mark Ellis : Our UC schools told us yesterday that there would be no face to face work before half term.

11:16:23 From Shane McCracken - Mangorolla : @John - I'm not aware of national guidelines. Some councils are providing GDPR risk screening for their schools, but it seems patchy.

11:17:08 From Amanda - Warwick : Happy to share our Digital Safeguarding Policy, email me. Amanda.m.bishop@warwick.ac.uk

11:17:13 From Shauna (University of Kent) : Is anyone doing any activities to support 'working online' for students to develop those skills?

11:17:19 From Michelle Tang : You can find our online safeguarding policy here: <https://www.undergraduate.study.cam.ac.uk/find-out-more/widening-participation/safeguarding>

11:17:22 From Shane McCracken - Mangorolla : @Carol ours is here: <https://imascientist.org.uk/child-safeguarding-statement/>

11:18:10 From JOHN WILSON : Thanks for various weblinks.

11:18:20 From Maria-Anna NEON : Summer Symposium not cancelled but postponed and we are looking to hold in October. We hope to send more information about this next week

11:18:44 From Carol,UCLan : @michelle tang, @Shane Mccracken thanks

11:18:49 From Jon Cheek (UniTasterDays.com) : Really interesting session this is Martin, looking forward to watching this back again. Few surprises in the research too... no mention in schools of subject specific activity?

11:19:14 From Vicky Blake : @Ashleigh Hope, hello! Agree with you re consultation - connects to the paper (and presentation at previous one of these) @Jon Rainford just had published. We need time + space to consult and also reflect on what that tells us in planning how we go on from here. Not something many of us tend to feel we have - it's so often hell for leather with not enough access to development and training in many cases.

11:19:23 From Kate McCormack : Is there any reason for the exclusion of work around supporting parents and carers in 2020/21. With students being at home significantly more their role as unofficial IAG is even bigger and the support we can give them is even more important

11:19:27 From Rachel Devine : MADE training have developed some good resources on learning online and remote learning www.made-training.com they have also developed a portal for resources looking at range of study skills and resilience, motivation etc.

11:19:27 From Mark & Jules: Future Toolbox : Thank you for the links. We're an external company and have a online suite of programmes. It's really useful to read your policies too.

11:20:03 From Vicky Blake : @Kate this is really important

11:20:16 From Mark Ellis : Kate McCormack agree parents are key group in this context.

11:20:24 From Johnny Rich : Push has a page on there!

11:21:09 From Kate McCormack : Have you included parents and carers in the branching of the uni4me resources?

11:21:19 From Maria-Anna NEON : Hi @kate McCormack, please fill in our survey and let us know what you would like to see in the 2020-2021 programme. Martin just highlighted a few events we want to hold - <https://www.surveymonkey.co.uk/r/DKFTL9P>

11:21:38 From Becky : Will we be getting some feedback from users?

11:21:42 From Kizzi Keast : @Kate - yes you can select parents/carers as the intended audience for an activity

11:22:17 From Kate Oliver : What's the traffic been like for the website, and how is it being promoted?

11:22:23 From Shauna (University of Kent) : So interesting - thank you Martin!

11:22:30 From Mark & Jules: Future Toolbox : We have some free online resources on our YouTube channel.

<https://www.youtube.com/user/markjules46>

Not a pitch, we would just like to share for wellbeing.

11:22:53 From Amanda - Warwick : if you google uni4me, you get to a Uniform company?

11:23:24 From Maria-Anna NEON : <https://uni4me.co.uk/>

11:23:58 From Jamie Bytheway : are all resources on the website free to access for students?

11:23:59 From Maria-Anna NEON : <https://uni4me.co.uk/>

11:24:14 From Richard Thomas : I presume other HEIs can still join?

11:24:35 From Maria-Anna NEON : Yes, Richard!

11:24:47 From Ashleigh Hope : Q.Are we risking an over-saturation of the market? Seem to be lots of similar platforms existing already - how are young people meant to decide which one is best?

11:25:01 From Maria-Anna NEON : <https://www.educationopportunities.co.uk/wp-content/uploads/NEON-Summit-Where-to-now-for-outeach-Agenda-01.07.20.pdf>

11:25:07 From Maria-Anna NEON : Delegate list

11:25:08 From Richard Thomas : Thanks Maria

11:25:17 From Jenny Tait (UWL) : Agree Ashleigh

11:25:33 From Emma (Pathways) : Good question Ashleigh

11:25:43 From Jenny Tait (UWL) : Oversaturation of these platforms, and of the types of activities we are all providing

11:25:47 From Johnny Rich : Free video resources from Push at <https://www.youtube.com/PushTalks>

11:26:42 From Ben Copsey : agreed Ashley and jenny

11:26:49 From Ben Copsey : ashleigh

11:26:52 From Ben Copsey : sorry

11:27:03 From Becky : strange that the minister promoted uni4me alongside criticising the over marketisation of outreach

11:27:17 From Amanda - Warwick : Agree Jenny - also need to be looking to join up more regionally on what we can deliver together and complimenting each other

11:27:38 From Mark & Jules: Future Toolbox : Great question Ashleigh. We've had the same dilemma with the content that we're creating and also when we signpost students to other sites.

Some love GCSE Pod or Bitesize for example. With us being independent, we try and take the best bits from many strategies.

11:27:41 From Rachel Devine : Yep over saturation and too much info now making it harder to navigate and signpost students

11:28:05 From Ben Copsey : Becky - good point

11:28:06 From Sam Dyer : Good point Becky- outreach and WP is now a market itself. So many providers in the space

11:28:09 From Amanda - Warwick : We have banned Zoom at Warwick due to the lack of security

11:28:35 From Anke Twigg-Flesner : you do not need a zoom account to access zoom meetings. and you can set individual

11:28:43 From Anke Twigg-Flesner : passwords

11:28:54 From sarahwood : very true - by everyone going online we are now competing with each other without Outreach

11:28:55 From declan markey : Thanks Martin - really informative. Thanks to all the speakers

11:29:42 From Mark & Jules: Future Toolbox : Zoom has stepped up their security now. We had an issue with a charity that we're trustees with but it seems to be done now.

11:29:45 From Mark & Jules: Future Toolbox : fine

11:30:08 From Aneesa Omar : Thank you to all speakers thus far.

11:30:25 From Mark & Jules: Future Toolbox : Thanks everyone so far.

11:31:27 From Maria-Anna NEON : Zoom is good and security much better than in March. Also very easy to use for delegates and host!

11:31:30 From Jon Rainford : Zoom issues aren't just about security - its the ethics of what data they collect from you while you are using it. Please read up on this because by using a platform you are saying to your participants that it is ok to use and it has some real issues regarding tracking data they collect.

11:31:31 From Amanda - Warwick : We have just set up a Midland WP Forum so that we can start to share conversations and ideas on how we can collaborate better.

11:31:42 From Sander Kristel : Just to clarify my answer in relation to the Scotland (-1%) and Wales (-1%) numbers. These are UK 18 year olds holding a conditional firm or unconditional firm offer for an immediate start in September. England is up 3% and so is Northern Ireland.

11:31:56 From CDobbs : hi if eve sergeant is here from homerton, could you drop me a quick line please?

11:32:16 From Ben Copsey : Nature of the sector makes true, competition-free collaboration difficult and potentially dangerous sometimes. I am still convinced that it's only by acting collectively as a sector and using our considerable voice to campaign and lobby for real substantial change within our institutions and the wider sector that we can make real and important differences. We must acknowledge both recruitment and WP are fundamentally political acts

11:32:58 From Martin NEON : Just to let you all know the website is totally free to access for all. It's only organisations who want to put activities on there who need to invest. Any person from anywhere can look at it

11:33:49 From Jon Rainford : I think it is important to remember RE:Zoom conversation - if a technology is free at point of use, they are making money from something - usually your data.

11:39:37 From Becky : Good point tom

11:39:58 From Johnny Rich : Hi @Jamie, that comedy session would be free to the students, parent, influencers (basically whoever it is aimed at. We generally run sessions like that in partnership with UniConnect hubs or with schools who pay for it. It's not expensive though and, as you know, we're not-for-profit so any cost is geared towards trying to maximise the bang-for-buck. Drop me a line at johnny@push.co.uk for more info.

11:41:47 From Ruth : Sam and slide seem to have frozen, or just me please?

11:41:56 From Lauren Elizabeth : Frozen for me too

11:41:57 From Lauren : It is frozen for me too

11:41:57 From Sofia Khan : same here

11:41:57 From Alex Tansell : Frozen for me too

11:41:59 From Emily Robinson : Screen share seems to have frozen for me. Still on our response slide

11:42:02 From Naomi O'Brien : Same for me

11:42:04 From Rachel Devine : Me too

11:42:06 From Emma Church : Frozen for me too

11:42:11 From Jane Rolfe : Same for me too

11:42:14 From Kate McCormack : Audio fine but slideshow frozen

11:42:32 From Caroline, UCLan : frozen!

11:42:35 From Carol,UCLan : is someone going to let him know

11:42:37 From cgalley : same for me. frozen speaker and slides.

11:43:10 From Shauna (University of Kent) : Thanks Ruth!

11:43:39 From Ruth : :)

11:43:55 From Ashleigh Hope : Used my short break there to look into the voting record of Michelle Donelan - it is concerning that a minister telling us to 'do better' at outreach for disadvantaged students has consistently voted against increases to state benefits, and cuts to child tax credits, thereby increasing disadvantage. She has also consistently voted against policies to increase equality for other marginalised groups. Not sure she is best placed to be telling us how we need to do more.

11:44:39 From Ben Copsey : thank you for that info Ashleigh, it is very concerning

11:44:45 From Jenny Tait (UWL) : Hear hear Ashleigh!

11:44:49 From Maria-Anna NEON : If you have questions for Sam, please let us know

11:44:55 From Martha Collins : Thanks for that info Ashleigh

11:45:05 From Cheryl Jones (UoWarwick) : Well said Ashleigh!

11:45:10 From Tom Bridges : Agree with Ashleigh!
https://www.theyworkforyou.com/mp/25316/michelle_donelan/chippenham/votes

11:45:22 From Lynne : I would like to go back to the point about the Uni4Me website. I completely agree that large universities will be at an advantage. Essentially it appears to be yet another marketing website for Universities. Advice- if outreach should be impartial. Having had a look at the website, the information on there often isn't and links directly to Universities own sites.

11:45:26 From Shauna (University of Kent) : Not surprising at all, Ashleigh

11:45:27 From Emma (Pathways) : Much less time is needed for children to complete their work than at school - no transitions, no behavioural issues, etc. So comparing to a normal school day of six hours is potentially misleading.

11:45:30 From Krishna - UWL : Thanks Ashleigh. Absolutely shocking.

11:45:33 From Shane McCracken - Mangorolla : Michelle is my constituency MP. She's nice enough in person but her voting record is exactly in line with the Tory party line.

11:46:19 From Ben Copsey : we need to lobby, outwardly. WP practitioners for social equality

11:46:55 From Martha Collins : hear hear Ben

11:47:19 From Brigit McWade : yes, totally with Ashleigh and Ben

11:47:32 From Ant Sutcliffe : Yes Ben

11:48:04 From Krishna - UWL : Yes Ben - spot on

11:48:30 From Brigit McWade : Its so easy to get tied up with delivering outreach rather than work that would change the social context that reproduces social inequalities that means we need outreach.

11:48:52 From Brigit McWade : I'm very much for collaboration in the areas Ashleigh and Ben highlight.

11:49:00 From Jenny Tait (UWL) : @Ben - that's the campaign slogan right there

11:49:21 From sarahwood : Agree with Lynne - Impartiality of outreach now it is all moved on line is being lost and sacrificed

11:49:46 From Clare Ridley : I think we need to break down the definition and aims of student experience for WP students once on-board. Building a sense of belonging needs to be spotlighted from these students perspective

11:50:33 From Sam Reavley : You're all spot on. For too long the idea of outreach and recruitment have been too closely intertwined leading to misconceptions - social mobility is about changing lives, not just recruiting for recruiting's sake

11:50:59 From Sonal Singh UTS : Q: moving online , a lot of our WP students did not have access to devices nor internet etc . Did you notice similar digital access issues ?

11:51:02 From Ant Sutcliffe : Well said, Sam

11:51:17 From Leanne de Main : Totally right Sam, making a difference to peoples lives, not a numbers game.

11:51:39 From Ant Sutcliffe : "Right Bums on Right Seats"

11:52:01 From Rashada Harry : @sam this is great! I'd love to share this on the Your future, Your Ambition STEAM outreach program! www.yfya.co.uk

11:52:08 From Ben Copsey : agreed unbiased recruitment in a demarketised sector is a force for good

11:52:29 From Maeve Minihane : Would be really interested to hear about online mentoring within this programme and the logistics behind it.

11:52:54 From Jon Rainford : I don't think the branding matters - student will have to choose an institution in the end. Our job with online outreach should be to signpost students to the most relevant resources for them - whatever university they have come from. Impartiality doesn't come from being unbranded IMO

11:53:48 From Cheryl Jones (UoWarwick) : Q for Sam: can you still rely on A level results as an indicator of impact this year given the methodology being applied to award grades?

11:53:52 From Liberty O'Hagan : Definitely agree @Sam R. upReach is a social mobility charity that works to help students from WP backgrounds to secure top jobs, and develop their

employability skills. Skills development, work experience and professional networks is crucial - rather than top down recruitment!

11:54:04 From Tim Dhir : Agreed- real time or close to real time analysis and reports so important

11:54:04 From Penelope Griffin, Bridge Group : Policy makers and regulators need to ensure that the need to demonstrate impact from outreach does not focus too narrowly on progression to the host institution. This is a big driver of WP's sliding into recruitment.

11:54:22 From Emma Church : Impartiality of outreach is only truly possible through collaboration. Uni4Me appears, to me, to be helping in providing a platform for those wishing to work together to provide resources to support learners.

11:54:27 From Ben Copsey : preach, penelope

11:54:30 From Jon Rainford : @penelope - yes - so much this!

11:54:46 From Shauna (University of Kent) : Question: I was really excited by the prospects of self-guided learning for students, and accessing resources in their own time and finding their own journeys. However, school staff want things to be in lesson time, and in one hour chunks, with clear guidance. Have you found this at all?

11:55:06 From Brigit McWade : That's interesting @Shauna

11:55:15 From jayne Kaye : NCOP/Uni-Connect/GHWY - Collaboration?

11:55:43 From Shauna (University of Kent) : It's been interesting how we saw all this potential to go outside the classroom, and schools want us to do very class-like work!

11:55:44 From Kizzi Keast : @penelope - yes! As long as Universities are measured on progression to their institution Outreach is going to be tied into recruitment.

11:55:44 From Alison Gregory : Thank you Sam

11:55:49 From Ben Copsey : @shauna we've found this - my primary schools ask for lesson plans they can deliver in a pinch if school staff aren't available

11:56:06 From Ashleigh Hope : Yes Penelope! I work at a conservatoire, so have v limited number of places on each course (less than 1% of Acting applicants are offered a place). If the young people I work with end up at any conservatoire, I consider it a win, but how on earth to report this?!

11:56:37 From CDobbs : hi shauna i have found that most of the teachers in my school don't want to consider WP activities at all

11:56:49 From Jenny Tait (UWL) : @Penelope - absolutely. Makes it really difficult to continue doing activities for anyone that's not KS5 when we're getting pressure to lowkey (or blatantly) recruit

11:57:33 From Leanne de Main : The WP agenda focusses heavily on home students. I'd love to hear some ideas on how we address WP for international students.

11:57:46 From Mark Ellis : Shauna, this is exactly what our schools told us yesterday, they want us to create materials which they can deliver in class time. It's a helpful parameter - and it means we can realistically monitor and evaluate.

11:58:15 From Shauna (University of Kent) : Thanks for that @Ben, and @CDobbs - it's particularly interesting, as it makes it harder to 'bring the university to learners' and get them to do independent learning etc.

11:58:25 From Ben Copsey : Mark are you hopeful for data being returned there?

11:58:35 From Ellie Wood : For those using HEAT, iirc that allows us to see where students end up for uni, though not until they're going into their second year of study? But ofc if you're working with even a Year 12, that's at least 2-3 years wait to know/access that data

11:58:41 From Shauna (University of Kent) : Thank you Mark - it's been a big learning curve!

11:58:46 From Jon Rainford : @leanna - i'm not sure you'll hear much about international students here - mainly because they don't fall under access and participation plan numbers

11:59:05 From Emma (Pathways) : Us too, Mark. We're creating videos that can be paused in class so students can complete tasks under the guidance of a teacher.

11:59:16 From Shauna (University of Kent) : Will you be giving lesson plans and resources to teachers for them to run? Will Ambassadors be involved, or another element of the uni voice?

11:59:18 From sarahwood : agree with Penelope and Jennys points - impartiality is much more than branding

11:59:37 From Shauna (University of Kent) : @Emma - we're thinking about these things for autumn term

12:00:02 From 23345 : *

12:00:03 From Mark Ellis : Ben, if the teacher 'controls' the delivery then we can know who interacted and we can ask them to evaluate the activity.

12:00:29 From Naomi O'Brien : Penelope I agree.

12:01:18 From Mark Ellis : At the moment it's impossible to know who is interacting with our materials.

12:01:23 From Nina March : Will all slides be shared?

12:01:32 From Jon Rainford : Given that schools are being recommended by the DfE to narrow the curriculum to enable catch up - I wouldn't rely on the capacity for teachers to deliver anything in 20-21

12:02:01 From Amanda - Warwick : Agree @jon

12:02:29 From Emma (Pathways) : Jon, I think they're talking about dropping some subjects (tailored for each student), but transition from KS4 to 5, and KS5 to HE will still be important. We hope.

12:02:59 From Martin : The University Of Wolverhampton has been leading in online outreach for WP in the west midlands and the north since lockdown with their STEM response team they have been just brilliant you can see what they have been doing here <https://www.wlv.ac.uk/schools-and-institutes/faculty-of-science-and-engineering/wlv-stem/stem-response-team/>

12:03:30 From Aneesa Omar : @Jon: Subject specific outreach may have a role to play there, offering teachers a chance to cover both the required content and engagement with HE or raising aspirations within the same topic.

12:04:08 From Amanda - Warwick : We are looking more at subject specific CPD for teachers as we fear we can't get to the pupils as much

12:04:15 From Ben Copsey : thanks Mark for that info!

12:05:11 From Jon Rainford : @aneesa - possibly although they may not be comfortable about delegating that content to others given the high stakes for school performance. CPD however could be a useful approach

12:05:28 From Emma (Pathways) : We're finding that students often have high aspirations, but have low expectations of HE/careers. We're trying to change our language.

12:05:34 From Aneesa Omar : Agreed, we see some of that in our feedback.

12:06:09 From Rachel Devine : My school embraced outreach pre covid and the uni connect programme but this has taken time and required a lot of effort and having the right personalities on the ground to build relationships. Schools like ours haven't had the infrastructure or facility for face to face remote learning online let alone the students having access to technology. We have only just, at the end of term got Teams and are now trying to deliver to our Y12 students in the first instance. Staff have varying degrees of digital literacy as well as students. Agree Careers ed has historically had a negative image in school

12:06:42 From Tom Bridges : We try to think in terms of supporting aspirations rather than raising them. Younger pupils have no problems with their aspirations in the first instance - aspirations drop away if they can't see or understand a way to achieve them

12:06:56 From Martin : the STEM response team at Wolverhampton are providing lots of CPD for educators

12:07:01 From Rachel Devine : Agree Tom

12:07:10 From Jon Rainford : Question: This advocates programme sounds great - have you thought about how this can valuably add diversity so that every school has access to a range of students stories that might match their students so they can see 'people like them' that have succeeded?

12:07:11 From Ashleigh Hope : Great point Tom

12:07:23 From Emma (Pathways) : Exactly Tom, they don't see HE as appropriate from someone like them. It's about expectations.

12:08:53 From Chris Bayes : 200 young people engaging with anything to do with Degree Apprenticeships. Proof of the value of online engagement if I have ever seen it!

12:09:31 From Tuba NEON : Please post your questions for Richard, here

12:10:00 From Tuba NEON : Please do tweet your insights - we are using the hashtag #OutreachOnline

12:10:35 From Gillian Elvidge : That's a really good point Tom. Pupils need to be able to see people like them in positions they want to achieve. Diversity of all kinds needs to be endemic in higher education.

12:11:43 From Jess : As an officer when I deliver to students I always make a point of sharing my own personal story, raised in single parent house, no previous generation went to uni etc. as I agree it's so important students know their worth and what they can achieve

12:11:48 From Jane Rolfe : Should we be seeing a slide on apprenticeships yet? Just checking the screen hasn't frozen again. I can see and hear Richard.

12:12:04 From Clare Ridley : I agree Gillian. This applies also to the experience on course as well

12:12:11 From Saba Javed - Coventry University Project Officer on WP : I agree with Jess

12:12:18 From Ben Copsey : question for Richard: damn right there, lets push it more

12:12:43 From Sam Dyer : For those of us not as close to Uniconnect can I ask what the revised targeted criteria are, who are the groups with a renewed focus?

12:12:46 From Gillian Elvidge : Perfect ending statement Richard

12:12:49 From amy.laker : Tom I completely agree, I did some research on my MA whilst working in WP and found many students had high aspirations. It can be quite patronising always assuming we need to raise them. It's also about sustaining them and making sure students don't lose their aspirations when presented with continual challenges

12:12:51 From Ellie Wood : Jess- same and completely agree. Especially when doing so in the area I'm from too - always has a much greater impact on the students when you can say you were in that position too

12:12:57 From jan : thank you

12:13:24 From Claire Stancliffe : Question: how can we monitor and share best practice for online delivery and blended learning within the sector?

12:14:50 From Ben Copsey : question for Sam: are you aiming to do anything with low-digital access students?

12:15:45 From sarahwood : @ben yes this question

12:15:52 From Jon Cheek (UniTasterDays.com) : Just a shout out following Richard's excellent comment about collaborative working between universities. I could not agree more. Our UniTaster Tuesday webinars feature 6-9 different universities every week (as well as Uni Connect networks) across our three events at 9.30, 12 and 3 (100% impartial and independant.. no charge for schools to attend or universities to speak) - collaborative activity like this has been incredibly well received in schools - <https://www.unitasterdays.com/ut-tuesdays.aspx>

12:16:22 From Ashleigh Hope : Jon, you guys have been doing AMAZING work - it's great to see!

12:16:26 From Ant Sutcliffe : DfE Y10 scheme was a farce, OfS said we couldn't fund IT from Uni Connect funds. We have 13% unable to access. It isn't just laptops etc, it is not internet too

12:16:55 From sarahwood : access to a safe learning spaces is also important not just access to a phone or a laptop

12:16:57 From Ant Sutcliffe : *no internet access

12:17:09 From Amanda - Warwick : Good to see a stat @Ant, would love to see this from all UniConnect teams as a collective to push this agenda more

12:17:16 From Liz Routhorn, London Met : In North London digital access with our students has been a massive challenge. it wasn't known until we surveyed students we had a close relationship and hidden issues came out.

12:17:27 From jan : happy to give some insight on this later

12:18:08 From Brigit McWade : in rural cumbria internet access is very low (don't have stats), these two presentations were based in London. Regional difference really important.

12:18:20 From Ben Copsey : hell, pens and pencils, paper, surfaces to write on! lets be honest here, we underestimate the issues that our students face

12:18:28 From Amanda - Warwick : Agreed @Brigit

12:18:32 From Brigit McWade : agree Ben

12:19:01 From Tom Bridges : yes Ben!

12:19:46 From Georgina Collins : Would love to ask Michelle Donelan about these issues.

12:19:51 From sarahwood : @liz very good point about the hidden issue. Assumption that families in London have access. or teenagers have access. A lot do but we are leaving behind those that don't. And again, safe learning space is a huge challenge for our students

12:21:14 From Claire Stancliffe : Not forgetting at-home responsibilities that students might have such as supporting learning of younger siblings

12:21:32 From Amanda - Warwick : @claire... if they even have a home

12:22:17 From Ben Copsey : have we focused on online outreach because it's something we at least have a grounding in within our institutions? Schools have fed back to me that they're not getting kids eating, kids without pens and pencils, kids without tables to lean on - are we all focusing on the key issues or just the ones that are easiest for us?

12:22:18 From Shauna (University of Kent) : It'll be interesting to see the shift in the new term, as I think what we've learnt this term with most students at home, will be different when we go back and they will be back in school

12:23:14 From Alex : Completely agree Richard.

12:23:18 From Liz Routhorn, London Met : I really appreciate the emphasis on collaboration from Richard. And thank you for agreeing to SUPPORT aspirations.

12:23:26 From Ashleigh Hope : Realising aspirations

12:23:29 From jan : totally agree !

12:23:35 From Chris Bayes : I think the point that @Amanda made about Uni Connect having collective responses is crucial. As someone who led NNCO and NCOP projects, we worked very hard

to establish collaborative practice with colleagues in the North West. In the transition into NCOP, a lot of new faces arrived and wanted to establish a Northern Group. In principle this was a good idea, but it was replicating what we were already doing in the NW. What this example shows is how there is often a vacuum of a central steer on these projects. Those such as @Ant Sutcliffe who have led projects through this journey should be at the heart of co-ordinating this response, as he was during the 'Voices' publication on the future of NCOP.

12:23:38 From Leanne de Main : Totally agree Richard, raising aspirations is a deficit model. We should be approaching it in a more meaningful way.

12:23:39 From Sonal Singh UTS : Q- parental engagement in online outreach ?

12:23:40 From Rebecca Steel : I agree, so important.

12:23:42 From Richard Thomas : The DFE have published this from earlier....

12:23:44 From sarahwood : raising aspirations is a very outdated term

12:23:45 From Richard Thomas : https://www.gov.uk/government/speeches/universities-minister-calls-for-true-social-mobility?utm_source=74374ebe-8df6-4da8-9524-a06d01b84eca&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

12:23:53 From Brigit McWade : agree Ben

12:24:13 From Krishna - UWL : Totally agree Ben

12:24:23 From Finola Mc Ternan : Totally agree

12:24:34 From amy.laker : Also what do we consider a high aspiration? We should always question this, it's about students making informed choices, that are their choices to make

12:24:55 From Sonal Singh UTS : Aspiration Attainment is the objective we are working towards here in Australia

12:25:27 From Brigit McWade : raise aspirations implies that people living with disadvantage are to blame for their disadvantage.

12:25:28 From Jenny Tait (UWL) : @Ben - agree. It's easier to explain that we are doing webinars or whatever, rather than fighting upwards for our budgets to be ploughed into providing these basic resources for local schools

12:25:30 From Ben Copsey : agreed Richard agreed sarah aspiration narrative is couched negatively, always. nice neoliberal narrative of working class students needing the guidance of the middle class. as if aspiration is a gift reserved for the privilege

12:25:30 From Colin Stanfield : Yes, it's about 'expectations'.

12:25:35 From Krishna - UWL : There are so many issues with language and phrasing when it comes to WP. We should not be being BAME (helpful and non-specific) or raising aspirations (arrogant and problematic).

12:25:37 From Brigit McWade : that they can just think their way out of inequality

12:25:39 From Claire Stancliffe : Building confidence is perhaps more accurate?

12:25:39 From Becky : I think we need to be clear by what we mean by raising aspirations. myth busting and information about the benefits of university is important still

12:25:53 From Brigit McWade : confidence is a classed embodiment

12:26:01 From Chris Bayes : The Neil Harrison stuff is boss.

12:26:03 From Ben Copsey : Brigit, agreed

12:26:16 From Rashada Harry : @Sam I couldn't agree more with this, the is absolutely the aspiration there! which is why the mentoring and seeing visible role models is essential

12:26:24 From Leanne de Main : Agree Brigit!

12:26:38 From Krishna - UWL : Please stop using BAME. Who are we talking about specifically?

12:26:48 From Brigit McWade : agree Krishna

12:26:54 From Hinna Sheikh : BAME is also a term we need to retire

12:26:55 From Amanda - Warwick : BAME alone is not WP as well

12:27:01 From Amanda - Warwick : same as Gender

12:27:10 From Emma (Pathways) : Yes, Hinna.

12:27:15 From sarahwood : @bridgit - agree, awful. the idea that you can think your way out of inequality

12:28:37 From amy.laker : Yes, there's a sense that individuals are blamed for not having high enough aspirations when they are obviously unfairly disadvantaged

12:29:00 From Chris Bayes : He spoke at a conference that Gino Graziano and I co-convened in London last year around 'Connecting Research and Practice'. His session was around why won't raising aspirations as a term die. Was very powerful.

12:29:30 From Anke : I have been looking at the terminology used in WP and the groupings we have to essentially use to report on investments, funding and targets without considering that not all mature students have the same challenges, gender may not be the defining feature in disadvantage, and BAME is a very "white" term to use. Labelling essentially reinforces disadvantage and the risk of discrimination in itself.

12:29:47 From Richard Thomas : When delivering online content what for you feel is better, totally live or pre-recorded?

12:30:04 From Brigit McWade : Anke - will you be publishing or sharing your findings. I would be very interested to hear more

12:30:24 From Ashleigh Hope : Strongly believe that OfS need to be making a change to their terminology, and addressing their use of BAME. They've been very quiet in recent weeks.

12:30:24 From Vicky Peace : Really good points Anke

12:30:28 From amy.laker : We should always question the language we use that impacts the way we think about different issues

12:30:50 From Anke : @Thomas- our SU fed back they preferred live sessions, but individual students I have spoken to largely preferred small chunk pre-recorded sessions with real time activities such as discussion forums

12:31:02 From Ellie Wood : On terms as well - similar with use of attainment gap, implicitly placing blame on individuals rather than systemic issues causing it. I've tried to refer more to 'opportunity gap' rather than attainment

12:31:02 From Krishna - UWL : Hi Anke - very keen to know more about your work. I ofte

12:31:03 From Aneesa Omar : Agreed, I mistyped when I used this term earlier, I definitely stand on the side of supporting and empowering students to make decisions that are right for them. Coming from that very background we are discussing, I know the importance of support and agree that collective language like 'BAME, Non-white'.

12:31:11 From Gillian Elvidge : I'd be really interested in reading your research Anke, will you be able to share it?

12:31:12 From Krishna - UWL : Hi Anke - very keen to know more about your work. I ofte

12:31:20 From Maria-Anna NEON : Thank you Sam and Richard

12:31:23 From Maddie Wood : Thank you Sam and Richard - super interesting presentations and discussion

12:31:25 From Richard Boffey (AccessHE) : thanks so much everyone for your questions and comment :)

12:31:28 From Jo Tyssen : thank you

12:31:31 From Vicky Peace : Thanks both

12:31:36 From slb5 : Thanks

12:31:37 From Ant Sutcliffe : Really good Sam, and Richard - thanks very much for that

12:31:37 From Sally : thank you

12:31:39 From Aneesa Omar : Thank you to the speakers

12:31:39 From Jane Rolfe : Thank you both.

12:31:44 From CDobbs : great presentations thanks both

12:31:48 From Naomi Prendergast : thanks, really useful

13:59:41 From Maria-Anna NEON : Welcome to the NEON Summit: Where to now for outreach? Innovation and impact of Covid 19 on widening access to HE work in 2020-21
We will starting the event again 2pm

During the event:

1. Please remain on mute throughout.
2. If you have a question for a speaker, please use the 'chat' feature. The chair will then ask any questions.
3. Join the conversation online using the hashtag #OutreachOnline.

Tips for Zoom:

1. We recommend using the 'speaker view' setting.
2. Turn off your camera for a better connection.
3. If you are unable to hear, please check your computers audio settings. If you still have a problem try logging out and back into the event. An alternative option is to join the event via your phone, if possible.

Please note that the event is being recorded.

For the full programme of the day, please go to: <https://www.educationopportunities.co.uk/wp-content/uploads/NEON-Summit-Where-to-now-for-outeach-Agenda-01.07.20.pdf>

For the delegate list please go to: <https://www.educationopportunities.co.uk/>

14:07:58 From Maria-Anna NEON : Just a reminder that all presentations, chat feature discussion and recording of the event will be sent in the 'thank you' email after the event

14:08:32 From Clare Ridley : Thx Maria-Anna

14:09:12 From Aoife Whitford : Thanks Maria-Anna

14:11:01 From Amanda - Warwick : UCAS said earlier 77% of their applicants had personally been affected by covid

14:13:20 From Brigit McWade : I consider the resilience agenda to be quite individualising.

14:13:30 From Brigit McWade : Does anyone else have misgivings about it?

14:14:46 From Vicky Blake : Q: Are there not significant dangers in the resilience narrative that directly contradict what we are trying to do in widening access and participation? It seems to me there is serious danger of it locating responsibility for 'pulling up by bootstraps' on the individual and deflects from structural inequalities

14:15:05 From Brigit McWade : yes - this 100% Vicky

14:15:07 From Vicky Blake : Crossed posts there Brigit! Yes, me too

14:15:17 From Amanda - Warwick : I think most of us are trying to move our events online but still struggling how we engage with them, internet/tech poverty and communicating with the overworked teachers.

14:15:20 From Brigit McWade : You said it better! :)

14:15:42 From jan : H&F has found extraordinary magic

14:15:53 From Alex : I think if we start with the baseline that most of the young people we work with already have inherent resilience, however they may not always be able to tap into it and utilise it within a school context. Using that stand point can help to shift the view away from the deficit model.

14:16:08 From Alex : *most = all

14:16:44 From Brigit McWade : that's fair enough Alex, but it presumes we are starting from a deficit model.

14:16:54 From Johnny Rich : @Brigit Yes, there is a problem with suggesting that someone should 'succeed' if only they're more 'resilient', but I think that's what she was getting at when

saying that she wanted to avoid talking in terms of 'deficit', ie. resilience is something we should all try to acquire, but it's no one's fault for not having done so.

14:17:35 From Jemma Basham University of Cumbria : love the last slide

14:17:58 From Brigit McWade : Johnny - i still think its a loaded term. And distracts us from structural factors back onto the individual students.

14:18:07 From Vicky Blake : To shift away from the deficit model rather requires we recognise and tackle the structural barriers though? Can be as resilient as hell and it not 'work' or be recognised in many contexts.

14:18:09 From Brigit McWade : But I totally take your point

14:18:19 From Johnny Rich : I admire the fact, Les, that you've chosen to wear a tie, even for a virtual event. Nice to see you maintaining standards. 😊

14:18:49 From Vicky Blake : Not sure tie = standard Johnny, but it is a smart tie indeed

14:20:09 From Johnny Rich : @Brigit – I agree. Unless resilience is talked about in the context of the wider challenges, it hard to stop the terminology slipping into victim blaming.

14:21:50 From Johnny Rich : @Vicky, if a tie is a standard, then I definitely let the side down every time. At least I'm not in my PJs.

14:21:51 From Alex : I also think one of the more problematic things with schools' views on resilience is the "bounce backability" concept, if it is viewed as the ability to maintain performance whilst under pressure and as being fluid for a variety of scenarios it can help schools to move away from the "oh yes x and y need more resilience".

14:23:02 From Rebecca Steel : Access is such an important area to consider. Not only access to education, access to support, peers and technology. We need to consider a lot of people will access online and technology via libraries which are closed or schools which have limited numbers in at present. How do we make technology more accessible across the sector?

14:24:45 From Shauna (University of Kent) : The more I think about next term, the more different I think it will be to this one. We have found some kind of 'normal' in our online work, but how can we make a smoother adjustment to blended learning, and the new opportunities and challenges of the new school year?

14:25:52 From Ashleigh Hope : Jan - Guildhall School of Music & Drama are running lots of online activity for young actors and musicians! Please do get in touch with me at Ashleigh.hope@gsm.d.ac.uk. I'd love to share details with you for the theatre groups.

14:26:06 From mairimckinnon : Q: Given the news that pupils may be able to sit exams in Autumn if they are unhappy with their estimated grades, do speakers have comments on this given it will impact recovery of learning time for the upcoming academic cycle?
<https://www.theguardian.com/world/2020/jun/30/gcse-and-a-level-exams-in-all-subjects-to-be-available-in-autumn>

14:26:51 From Vicky Blake : PJs are a valid home working choice imo Johnny :)

14:28:08 From Aoife Whitford : That is really important Jan

14:28:15 From Aoife Whitford : Important

14:28:21 From Rebecca Steel : Great point here about peer mentoring and relatable role models.

14:28:49 From Vicky Blake : @Shauna I think the new normal needs to involve recognising that it's all very odd and constantly evolving, because in a way talking about 'normal' just makes people with various things getting in their way feel like they're falling short. When we have some students and staff shielding still, and some on campus, it really matters that there is no sense of hierarchy about who can do what, as well as ensuring provision that works for all. @Jon Rainford's paper on this (coming out of a presentation to an earlier one of these events) is really good on this

14:29:06 From Andrea : Sill waiting for laptops in Leeds

14:29:59 From Andrea : Similar situation in Leeds re shortfall

14:30:31 From Aoife Whitford : Access to laptops is crucial- is there anything tech companies/your partners can do to help you all from a lobbying perspective?

14:30:54 From Ashleigh Hope : Harking back to this morning's key note - the government are falling very short in improving disadvantage. It is outrageous that children have been left with no access to technology for this long.

14:31:14 From Brigit McWade : agree

14:31:18 From Shauna (University of Kent) : @Vicky - thank you. That's really helpful to think about. It's hard to imagine what the autumn term learning experience will be like, and how can we plan ahead and create that equality of access to things, whether they are in school on the day we do a 'live' activity, or at home that day etc. I'll check out that paper. Thanks for the recommendation

14:32:01 From Vicky Blake : He's tweeted a link and said if any issues with access to email him hang on, will find (think he has had to duck out for a bit, sure he said would be in the morning bit but maybe not the pm)

14:32:11 From Laura da Costa, Leeds Arts University : @VickyBlake - hello! and do you have a link to that paper?

14:32:21 From Laura da Costa, Leeds Arts University : I see now

14:32:33 From Laura da Costa, Leeds Arts University : Was typing at the same time :)

14:32:50 From Martin NEON :
<https://www.tandfonline.com/doi/full/10.1080/13603108.2020.1785968#.XvwxNt6wTks.twitter>

14:32:51 From Rachel Devine : In addition Please remember not all schools have the infrastructure or technology for online delivery through platforms such as Teams. Many staff can't access a laptop either as well as students

14:32:56 From Vicky Blake :
<https://www.tandfonline.com/doi/full/10.1080/13603108.2020.1785968#>

14:32:58 From Shauna (University of Kent) : Would you mind sharing the link here, I don't use Twitter and was going to Google!

14:33:01 From Laura da Costa, Leeds Arts University : Thanks!

14:33:08 From April Gilbert : Thank you Jan, really interesting

14:33:09 From Shauna (University of Kent) : Thank you Vicky!

14:33:12 From Becky : very insightful thank you

14:33:17 From Aoife Whitford : thank you

14:33:35 From Messiah : great presentation

14:33:41 From Angela Hind : Thank you Jan, really interesting presentation.

14:33:42 From Messiah : thank you

14:33:54 From Johnny Rich : Knowing relevant employment rates for several years in the future isn't possible at the best of times, let alone at the moment. Today's applicants will be grads in a very different job market and they're employment will depend on their qualifications, individual employability, region, desired job, etc, etc, etc.

14:34:09 From Liz Routhorn, London Met : really appreciate the honesty in your presentation, thanks.

14:34:13 From Rebecca Steel : Thanks Jan. A common sense approach understanding life from participants lived experiences. 👍

14:34:30 From Tim Dhir : Q- How would both speakers advise balancing the HE sector supporting schools whilst being mindful of the huge pressures they are under, particularly in the autumn term?

14:34:39 From Aoife Whitford : agreed @Johnny Rich the key is real-time data

14:35:09 From Sarah wood. City, university of London. : good question @tim

14:35:15 From Johnny Rich : For employment, real-time data has huge problems too. It's only a snapshot.

14:35:44 From Johnny Rich : You're welcome. ;)

14:36:34 From Tim Dhir : I meant school pressures, but yes HE too :)

14:36:37 From Tim Dhir : Thanks Les

14:36:43 From Aoife Whitford : Apologies I didn't expand real-time in conjunction with LEO, HESA, current company pay data etc. will provide longitudinal views

14:39:12 From Tim Dhir : Thanks both and Leora that feedback from Trusts is really helpful!

14:39:54 From Ant Sutcliffe : Exactly, Aoife

14:40:05 From Aoife Whitford : Hey Ant :)

14:40:13 From Johnny Rich : Thanks for the clarification, @Aoife. Of course we need data – real-time and longitudinal – but it can only ever take us so far and careers education need to reflect that. People don't make choices based on percentage probabilities of historical recruitment rates. They decide based on what they want to be or do.

14:40:15 From Andrea : Thank you, Jan

14:40:20 From Lauren Elizabeth : Well said!

14:40:26 From Ashleigh Hope : Exactly Jan!

14:40:27 From Greg Walker : well said Jan!

14:40:32 From Becky : hear hear listen to the students for once!

14:40:38 From Gillian Elvidge : Well said Jan

14:40:39 From Lesley Acton : absolutely Jan!

14:40:44 From Wendy Price : Well said Jan 🙌🙌🙌

14:40:44 From Liz Routhorn, London Met : yes Jan!

14:40:49 From Kizzi Keast : Absolutely!

14:40:50 From Ashleigh Hope : 100%

14:40:58 From Sarah wood. City, university of London. : well said. yes jan!

14:41:01 From Lauren Elizabeth : Definitely essential!

14:41:04 From Johnny Rich : “Well, I disagree with her.” To the point 🙌🙌🙌🙌

14:41:12 From Ashleigh Hope : Key-note from Jan in the future please!

14:41:18 From Natalie Edwards, DANCOP : Well said! This was the impression I got this morning; I'm a music grad and know I got so many skills that I use every day from this, but so often we get sidelined as an airy-fairy subject or 'nice to have'. This is very reassuring to hear!

14:41:22 From Brigit McWade : whoop!

14:41:23 From Clare Ridley : totally agree

14:41:25 From Sarah wood. City, university of London. : the long pause spoke in volumes

14:41:28 From Rupert French : Yes Jan

14:41:31 From Angela Hind : Completely agree Jan. The cultural sector will get back up!

14:41:31 From Andrea : There may be a slight disconnect between the politician and the people who actually work with young people!

14:41:34 From Ant Sutcliffe : Yes

14:41:41 From anna buckett : agree too

14:41:44 From Finola Mc Ternan : Yes - I totally agree - creative sector critical

14:41:45 From Ashleigh Hope : Absolutely Andrea

14:41:46 From Aoife Whitford : Would love to show you what we've developed Johnny-takes geography, courses, graduates jobs, pay etc. everything into account to help steer young people into HE or down the apprenticeship route

14:41:54 From Lesley Acton : as was ever the case Andrea!

14:41:55 From anna buckett : it is on the gov website and twitter

14:42:01 From CDobbs : very well said jan

14:42:05 From Jess : Well said Jan! As a drama graduate I take great pride in sharing my experience with students and the skills that degree gave me

14:42:06 From Sarah wood. City, university of London. : @andrea haha. just a bit

14:42:07 From EP : @Johnny agree totally. Data on employment is only ever backward looking. But realistic information is important. I feel good careers support in this challenging time for those making choices is vital

14:42:12 From Ashleigh Hope : A slightly edited version of her speech is available online

14:42:13 From Krishna - UWL : Well said Jan

14:42:24 From April Gilbert : Lots of culture/traditions in BAME communities heavily involve the creative arts! They will want to engage in this.

14:42:26 From cgalley : Excellent Jan.

14:42:30 From Vicky Blake : @Leora thanks for your answer. I don't doubt the well meant intent when we talk about resilience but it seems to be a well-used conceptual term that can mean an awful lot of different things. The students we work with are generally very resilient indeed but how this is 'read' in the HE context is not necessarily free from prejudice. I'm worried about relying on trying to teach students how to assimilate into the existing campus cultures when in fact we need to shift campus cultures to make them genuinely inclusive. And that's if they get there. If HEIs are not felt to be 'a place for people like me' then I think it is not enough to look at resilience of students as an 'answer' to this. This applies pre-entry, post-entry, and it impacts on how students 'experience' their education in schools and colleges.

14:42:35 From anna buckett : <https://www.gov.uk/government/speeches/universities-minister-calls-for-true-social-mobility>

14:42:37 From Johnny Rich : Where are you from, Aoife? What have you been working on? A data-based guidance model?

14:42:37 From Rebecca Oliver : Q Michelle was very clear HE has a responsibility to raise attainment in schools... as you have rightly said you are the experts... how can we help with attainment raising?

14:43:06 From Rupert French : The term used was we need to stop 'levelling down'

14:43:08 From James Rew : As a conservatoire, its so difficult to get schools interested in working with us any way, school priorities don't allow for it. That would be even worse for us!

14:44:01 From jan : I don't know any HT that does not agree with this

14:44:06 From Johnny Rich : "can't be evidenced" 🙄🙄🙄

14:44:08 From Aoife Whitford : Yes working with some Uni Connects on a co-developed tool for school leavers and parents from The Pay Index

14:45:10 From Johnny Rich : @Aoife Sounds interesting. Do feel free to drop me a line at johnny@push.co.uk

14:45:50 From Johnny Rich : I won't be able to respond quickly right now, so don't feel obliged to be quick!

14:46:02 From Johnny Rich : Or not respond in depth

14:47:03 From Aoife Whitford : sounds good Johnny. I have designed educational programmes for young offenders in Ireland in the past so experience has stood me well

14:47:06 From jan : agree the civic role of Unis is there and can be built on

14:48:42 From Johnny Rich : For a number of years, I was on the Board of BestCourse4Me which married longitudinal data from LFS with HESA and UCAS data so you could map real-life trajectories based on different qualifications, endpoint or subject areas

14:50:05 From jan : the data outcomes are important

14:50:06 From Johnny Rich : It was a fascinating tool, but ultimately translating into the behavioural motivators the are behind people's individual choices was always going to be difficult because people decide on the basis of what they want, not necessarily on what is actually probable.

14:50:15 From Liam Dowson : Thank you so much Jan and Leora - so valuable to hear from you both on the real-world experience.

14:50:25 From Gillian Elvidge : Thank you both, that was really good session

14:50:29 From cgalley : thank you!

14:50:29 From Alison Braddock : Thanks for interesting viewpoints. Sorry I will have to leave now.

14:50:32 From Maria-Anna NEON : Thank you Jan and Leora

14:50:33 From Ashleigh Hope : Thanks both! Very engaging afternoon - really enjoyed the discussion

14:50:35 From Aoife Whitford : thank you

14:50:39 From Angela Hind : Thank you

14:50:41 From Sophia Mousoulides : Thank you

14:50:44 From Rebecca Oliver : brilliant session, thanks

14:50:46 From Aoife Whitford : sorry Johnny have to head here would be great to catch up offline

14:50:51 From Rachel Devine : Extend and build on the uni connect programme don't lose it and reduce it to form hubs only. Individual relationships are key with supporting students. Don't cut WP budgets!

15:00:36 From Lesley Acton : really interesting afternoon

15:01:11 From Maria-Anna NEON : delighted to have on our panel today: Chris Millward, Director for Fair Access and Participation, Office for Students, Cat Turhan, Policy Analyst, The Russell Group and Matt Waddup, National Head of Policy and Campaigns, University and College Union

15:01:31 From Maria-Anna NEON : delighted to have on our panel today: Chris Millward, Director for Fair Access and Participation, Office for Students, Cat Turhan, Policy Analyst, The Russell Group and Matt Waddup, National Head of Policy and Campaigns, University and College Union

15:11:43 From Tuba NEON : Please post your questions for Chris here

15:12:37 From Lesley Acton : do you see the push to direct financial support toward degree apprenticeships affecting Access funding?

15:12:43 From Richard Thomas : Hi Chris, thanks for joining us today. The OFS have encouraged APP targets to centre more around recruitment of WP students to close the gap, the guidance also encourages collaboration between universities. Collaboration is becoming harder when targets centre around recruitment of these groups (outside of UniConnect), what is your advice surrounding this? Do you expect as much impartially when targets are recruitment focussed?

15:13:07 From Jenny Tait (UWL) : Good question Richard

15:13:10 From Tim Dhir : Q- Chris, great to hear announcements will include protection for A&P work in the context of the time specific registration consultation- would this extend to access funds supporting addressing digital disadvantage? e.g. laptop loans to support outreach activities. Especially given for Uni Connect it was decided this was no longer an acceptable use of funds. Thanks!

15:13:58 From Ashleigh Hope : Q for Chris. What are your thoughts on the minister's comments this morning about outreach focusing on attainment in schools? Are APPs going to need to change focus?

15:14:27 From anna buckett : Will there be changes to the APP regime and target/ impact focus given the direction this morning from the minister "We need to end the system of arbitrary targets that are not focused on the individual student's needs and goals." POLAR??

15:14:30 From Becky : Q Chris it came up a lot this morning that Outreach practitioners are concerned about how the financial problems universities are facing might impact on Outreach. Can you provide any reassurance?

15:14:52 From Hannah Merry : Q - Many thanks Chris. I really welcome your support for the continuation of Uni Connect, albeit possibly with some additional focus in light of the government agenda. Has there been acknowledgement in your conversations with ministers that many universities have moved to success and progression work with APPs and that ending funding for Uni Connect may result in the same sort of black hole we saw at the end of Aimhigher, before Access Agreements were introduced? Also, quickly - what is the best thing we, as Uni Connects can do to support you with evidence/information to support decision making with ministers?

15:14:52 From Tim Dhir : @Ashleigh- great question, seconded!

15:15:14 From Johnny Rich : Question for Chris: What do you think of the Minister's description of contextual admissions as "levelling down"?

15:15:18 From Jenny Tait (UWL) : Q - will OfS impose minimum limits on institutions to ensure that all the access funds aren't diverted away to success, retention or just generally keeping the university afloat?

15:15:46 From sarahwood : Question for Chris - If universities budgets are significantly hit by lower student numbers in 20/21 onwards how will you ensure APP commitments and focus, particularly around Outreach, are priorities with limited resources?

15:16:36 From Clare Ridley : totally agree. Mental health impact is hugely important in our work ahead

15:16:48 From Sofia Khan : Q - Having been appointed in a newly formed role as Access and Participation Coordinator at Strathclyde Student Union, I wonder if there were any recommendations on what Student Unions can do to help WP students during their learning journey, once they have gained a place in a HEI?

15:17:36 From Sofia Khan : question to either panel or the participants in the chat :)

15:18:13 From jan : I think Student Unions have a huge part to play be useful to hear ideas

15:18:29 From CDobbs : hear hear !

15:18:30 From Claire Stancliffe : well said!

15:18:35 From Brigit McWade : yes

15:18:38 From Andrea : Thanks Matt -

15:18:39 From Sam Reavley : hear

15:18:47 From Vicky Blake : Waves @ Matt, thank you for recognising the work that practitioners do (would expect no less)

15:18:48 From Ant Sutcliffe : Well said Matt

15:18:50 From em1ler : Yes

15:18:52 From Ellie Wood : Sofia - Cambridge Uni SU has had an Access sabb role for a while - it could be worth getting in touch with them (though new person will have just started) about the work that they do in that context

15:18:56 From jan : nobody needs 'levelling down' - agree with you Matt

15:19:05 From sarahwood : agree

15:19:40 From Sofia Khan : Thanks Ellie, I will do!

15:20:06 From CDobbs : fully agree jan. i thought the minister's language was very troubling indeed

15:20:54 From Clare Ridley : agree matt

15:21:28 From amy.laker : I think it's very distasteful to use a platform like this for political point scoring to be honest. I don't know why the Labour Party needed to be mentioned

15:21:37 From Naomi Prendergast : Hannah Merry -Just finalised the Uni Connect phase 3 paper today Hannah, looks great, so much evidence in it. everything Chris just discussed is on show!! will be with OFS shortly.

15:21:55 From jan : the student voice can be further articulated and we can take our values & common issues forward

15:22:07 From Hannah Merry : Excellent work Naomi! Looking forward to reading the final version

15:22:10 From Johnny Rich : SUs role should be to play to their strength: ie. the student perspective – telling real stories in your own words, both the good and the bad. However, some things to be wary of: it's hard for students to have a view of the whole system (every uni differs) and students are not qualified advisors.

15:22:48 From Ashleigh Hope : Agree Amy - and they didn't need to be mentioned given the Conservatives have been in power for a decade now, thereby making all policies, and were at the forefront of increased fees (thereby discouraging the most disadvantaged students from applying).

15:23:06 From amy.laker : Thank you for acknowledging how hurtful the minister was Matt, it's important people on the ground working so hard feel valued

15:23:18 From Johnny Rich : UCU's response to Michelle's speech is spot on:
<https://www.ucu.org.uk/article/10861/UCU-response-to-universities-ministers-speech-on-social-mobility?list=1676>

15:23:18 From Ant Sutcliffe : These comments here remind me that there is such power in the solidarity defending and pushing our agenda. More than in any other section of HE. We were here before, and we will be here after. It's a passion for justice. It is our agenda and our community.

15:23:41 From CDobbs : really well said Matt! Brilliant to hear.

15:23:43 From Saba Javed - Coventry University Project Officer on WP : Agreed with Johnny. From personal experience of working at an SU, there isn't enough talk of WP and this often means the students' union doesn't represent all students at all.

15:23:46 From Lea Denley : UEA SU are working in partnership with UEA Outreach to support societies and clubs to go into targeted local high schools, sixth forms and colleges to deliver workshops on their chosen topic.

15:23:50 From Jemma Basham University of Cumbria : Yes totally agree

15:24:06 From Wendy Price : Well said Matt 🍀

15:24:14 From Ashleigh Hope : Brilliantly put

15:24:17 From Jack : Completely agree Matt, well put.

15:24:18 From Rebecca Steel : exactly Matt

15:24:22 From Jemma Basham University of Cumbria : Agree

15:24:27 From sarahwood : well said Matt

15:24:28 From chloepercival : This is brilliant. Thank you Matt

15:24:32 From Johnny Rich : Culture wars. Yup

15:24:34 From Ant Sutcliffe : Yes, Matt. Preach.

15:24:35 From jan : I agree we need to stand together on this one!

15:24:41 From cgalley : well said!!

15:24:41 From anna buckett : 100% agree

15:24:49 From Jemma Basham University of Cumbria : 100%

15:24:52 From Jenny Tait (UWL) : Yes Matt!

15:24:53 From Lesley Acton : absolutely!

15:24:54 From amy.laker : Yes Ant :) The students are what we are all here for!

15:24:59 From Tom Bridges : Always Other Peoples Children! Yes!

15:25:02 From Becky : Lea Becky from uea here. we love our collaboration with our su

15:25:10 From Charlotte Murray : Yes Matt - very well said.

15:25:18 From jan : our school children will back us they have found a really strong voice and won't be silent

15:25:20 From Messiah : indeed

15:25:24 From Alex : Yes Matt.

15:25:25 From sarahwood : national IAG!

15:25:33 From Vicky Blake : Absolutely spot on Ant. We are so often trodden down + made to feel divided - as Matt's also highlighted this is exacerbated by short term funding and thinking, casualised work - which makes continuity in our projects very difficult, let alone time for reflection and consulting properly with students, for staff development and so on

15:25:36 From sarahwood : loud clap for all of that!!

15:25:38 From amy.laker : Thank you Matt!

15:25:39 From Alice- London South Bank University : 100% Agree!

15:25:41 From Gillian Elvidge : Thank you Matt, spot on

15:25:45 From em1ler : Well said!

15:25:49 From Claire O'Neill : Fully agree

15:25:51 From Leanne Grice - UAL : Brilliant Matt!

15:25:52 From Ellie Wood : Another things with SUs - working with university societies for underrepresented groups to develop initiatives and insight, such as African-Caribbean socs, 'Class Act' or 93% ones etc

15:26:00 From EP : Totally agree Matt

15:26:20 From Claire Giles : great talk

15:26:39 From Geeta Uppal : Thank you Matt. All points so well made. very encouraging from a practitioner perspective.

15:26:43 From Saba Javed - Coventry University Project Officer on WP : Agreed with Ellie Wood - involve more societies/groups to promote WP. Student to student voice is strong.

15:26:57 From Rachel Devine : Great talk Matt - thanks

15:27:11 From Tim Dhir : Does this extend to pre-applicants Chris?

15:27:16 From Jemma Basham University of Cumbria : Absolutely we need to hear from the students directly and enable them to shape our response

15:28:26 From Tim Dhir : Thanks for that CHris- although it does seem odd that for Uni Connect it is a different rule?

15:28:28 From Saba Javed - Coventry University Project Officer on WP : Agreed Jemma :) the student voice doesn't always come through enough and the SU should be the driving factor to elevate this voice.

15:28:31 From Vicky Blake : Q for Chris: so not entirely ripping up APPs after Michelle D's dismaying comments earlier then?

15:28:47 From Andrea : UniConnect funding couldn't be used for laptops!

15:29:22 From cgalley : Yes, I thought Uni Connect funding couldn't be used for laptops.

15:29:53 From Sofia Khan : Thanks all, we do most of what has been listed above either ourselves, or in partnership with the outreach team or even individual departments. I've also been working on creating targeted advice and resource pages, which exemplifies support across departments, and in helping initiating new WA/WP groups which meet a need i.e. our First Gen. Society and our Estranged Students Society. But absolutely, the individual student voice could be further brought through.

15:30:00 From Jemma Basham University of Cumbria : What did I miss on the Michelle D comment? I keep losing internet connection!

15:30:06 From Ant Sutcliffe : Correct

15:30:48 From Naomi Prendergast : re Uni Connect laptops, initially in April we could, then we were told early June that we couldn't...

15:31:00 From Fiona Berry : <https://www.gov.uk/government/speeches/universities-minister-calls-for-true-social-mobility>

15:31:20 From April Gilbert : Yes, there was a lot of concern/reluctancy to use uniconnect funding for laptops

15:31:23 From Tim Dhir : Agreed Chris

15:31:25 From Andrea : The one major help we could have provided was laptops...

15:31:45 From Vicky Blake : And dongles/mifi

15:32:03 From April Gilbert : Exactly what I was about to say Vicky!

15:32:06 From Naomi Prendergast : schools still begging us for digital poverty support , so sad and frustrating

15:32:42 From Andrea : Yes, Naomi - this has been so demoralizing!

15:32:59 From Clare Ridley : How about collaboration with data providers to make the resource hubs free for mobile users....

15:33:15 From Andrea : Good idea Clare

15:33:41 From Fiona Berry : As Jan Parnell said earlier, digital support only just come through and still gaps so almost impossible decisions to make to address digital poverty.

15:34:00 From Hannah Merry : How about UCAS, HESA, and DfE collaborating to provide us with access to timely data to see if what we're doing is working?

15:34:19 From Tim Dhir : Great idea @Clare- UCAS etc should be free data to access!

15:34:33 From Ashleigh Hope : And HEAT!

15:34:48 From Emma Church : and all tracking providers.

15:34:56 From Hannah Merry : and EMWPREP

15:35:25 From Judith Richley : Initially Uni Connect funding was available for laptops, this was a quick response to the situation. Once the government started the scheme for schools to apply for extra IT it was decided that Uni Connect no longer use funds as they could be accessed through the other route.

15:35:52 From Andrea : Except they were insufficient and too late...

15:36:09 From Tim Dhir : @Judith- But there are huge proportions of UNi Connect learners not covered by that scheme?

15:37:08 From Judith Richley : Forgive my ignorance, who would they be?

15:37:24 From Jemma Basham University of Cumbria : Targets need to flow from academically robust evaluation frameworks with student voice at the heart of those frameworks.

15:38:21 From Naomi Prendergast : Judith Richley. schools haven't be able to access enough IT and dongles etc, so still asking Uni Connect for support... it would be great to continue this support, we have had to say no

15:39:44 From Tim Dhir : @Judith- To my knowledge, the DfE scheme only covers some Y10s, care leavers and those with social workers. So not other year groups involved in Uniconnect unless they are care leavers or have a social worker, which are very small numbers

15:39:45 From Tim Dhir : <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>

15:39:50 From Penelope Griffin, Bridge Group : Universities' main and direct contribution to raising attainment is through training teachers and providing CPD.

15:40:01 From Judith Richley : Yes, that is something which has come across clearly today including Jan saying she applied for 1000 and only received 700! I'll feed back your comments to the team.

15:40:19 From George : Fantastic point Penelope!

15:40:40 From Johnny Rich : @Penelope 🖱

15:40:52 From Judith Richley : @Tim thank you. I'll take the info back to the team.

15:41:05 From Tim Dhir : @Judith- Thank you!

15:41:08 From Naomi Prendergast : thanks Judith ...

15:41:57 From Johnny Rich : There are some initiatives like the Brilliant Club, Access Project, Brightside, etc that can raise attainment in targeted ways, but imagining that unis can scale this up without massive financial support is unrealistic.

15:42:33 From Claire O'Neill : @Judith thanks . The other thing to note is the laptops that our area has received are actually chrome books so unless the school is a 'google school' with google classrooms etc they can't actually access a lot of material. We've had to provide all our resources again in google docs (rather than PDF or word docs) as those students can't access them.

15:42:47 From Johnny Rich : We're talking about expecting unis to plug an education deficit that goes back to pre-school.

15:43:01 From Richard Kerr : Agree with Matt re: need to be careful re: universities wading into school system to improve attainment.

15:43:54 From jan : the private nursery sector has collapsed & maintained nursery funding cut

15:44:00 From amy.laker : It's about being critical friends which can only happen if there is trust between organisations and they are viewed as equals. Supporting each other to progress, listening to each other but still allowing organisations to have autonomy

15:44:04 From Judith Richley : @Claire Thanks for pointing this out.

15:44:32 From Vicky Blake : I regularly ask myself about the ethics of the projects we run - they do make a difference, they can change lives (not only raising attainment) — but what about all the students we miss. The ones who don't live in quite the right postcode or whose circs aren't fully known, or who don't think even a project designed for them is 'for them' — this is why we do need a fundamental shift with much more funding into wp work to scale it up beyond the limits currently being applied to our imaginations.

15:44:55 From Martin NEON : Need to avoid universities doing things to school, it's about partnership, having common goals and being mutually supportive to get there

15:45:14 From Rachel Devine : Agree Vicky

15:45:15 From Johnny Rich : @Vicky – yes, indeed.

15:45:16 From Andrea : Vicky - I agree.

15:45:26 From Ashleigh Hope : 100% Vicky - I hate turning young people away because of the criteria. Who am I to judge their circumstances and access to support?

15:45:45 From Saba Javed - Coventry University Project Officer on WP : Vicky hit the nail on it's head.

15:46:10 From Jemma Basham University of Cumbria : Yes absolutely agree

15:46:11 From Mark Ellis : Cat, thanks for that, it's an excellent point. Will ensure we include students in design.

15:46:26 From Johnny Rich : When you compare the cost of good WP support and careers education with the financial and human cost of people not realising their potential, the investment should be a no-brainer.

15:46:39 From amy.laker : And the vulnerable students I have noticed have also become those engaged in their education, they miss school / college and have become very down as a result

15:47:19 From Penelope Griffin, Bridge Group : Johnny, yes, but what proportion of the school population participates in those? Such initiatives certainly contribute, but we need to keep them in perspective. Charities and university outreach is well placed to support attainment indirectly through inspiring them and showing role models, but trained teachers are the only route to increasing young people's attainment at scale.

15:47:31 From Jemma Basham University of Cumbria : Agree Matt they are the powerful advocates but to engage students in a meaningful way we need it to be core/mainstream activity.

15:47:44 From Matt Waddup : totally agree Jemma

15:48:28 From Andrea : Penelope - yes!

15:49:19 From Johnny Rich : @Penelope. Indeed, my point exactly. The third sector cannot hope to do this at the scale required, nor even can universities even in a national initiative. Plugging the gaps in educational attainment is the responsibility of the DfE and palming it off isn't go to work as the cost still needs to be met.

15:50:19 From Kizzi Keast : Penelope - Agreed. Universities can play a role in raising attainment, but it's very ignorant of us to think that we make that much of a difference. Teachers and proper funding of education is absolutely critical and Universities can support teachers through CPD etc.

15:51:06 From Johnny Rich : Well said, Chris.

15:51:22 From Tom Bridges : Kizzi yes agree, we're going to have to adapt again in Sept and see how we can support our partners in schools

15:51:29 From Jemma Basham University of Cumbria : If we can support structural processes that hear the student voice consistently and in an evaluative capacity that changes initiatives, we are directly addressing entrenched social processes.

15:51:39 From Brigit McWade : can you share a link to it please Cat?

15:51:40 From amy.laker : Can we have reports emailed to us?

15:51:55 From Cat Turhan : <https://pathwaysforpotential.russellgroup.ac.uk/>

15:51:55 From Johnny Rich : Yes, Cat. National strategy on access. (Also a national access fund.)

15:52:21 From Vicky Blake : Mine won't work so CLAP CLAP CLAP

15:52:36 From sarahwood : applause applause applause

15:52:43 From Brigit McWade : clapping the NEON team too.

15:52:44 From Angela Hind : Applause applause! thank you

15:52:45 From Jack : Thanks very much everyone.

15:52:49 From George : well done again :)

15:52:49 From Johnny Rich : Thanks, everyone. A great event.

15:52:51 From Messiah : thank you

15:52:57 From Brigit McWade : its been a great day even if we had to endure the MP this morning

15:52:57 From Jemma Basham University of Cumbria : Thanks so much this has been great, go go go

15:52:59 From Melanie : Thank you all! :)

15:53:05 From Aneesa Omar : Thank you to all speakers and participants for the lively conversation and food for thought.

15:53:06 From Maria-Anna NEON : Thank you everyone for being part of the event!

15:53:08 From George : <https://www.bbc.co.uk/news/education-53253718>

15:53:08 From John Johnson : great session

15:53:09 From amy.laker : Thank you, keep doing an amazing job everyone!

15:53:09 From cgalley : Thank you so much. Good discussions and presentations.

15:53:10 From Angela Hind : Great event - really appreciate all your hard work putting it together

15:53:14 From April Gilbert : Thank you all, an interesting event I think we would all say!

15:53:22 From mariakelly : Thank you!

15:53:24 From sarahwood : Thanks Graeme - great gallery of pictures

15:53:29 From Catherina Emery : Thank you super day

15:53:30 From Jemma Basham University of Cumbria : Absolutely

15:53:30 From Naomi Prendergast : this has been great, thank you to Neon and the speakers, excellent finish...

15:53:30 From Wendy Price : This has been a really useful event. Thank you everyone.

15:53:34 From Saba Javed - Coventry University Project Officer on WP : Thank you everyone. Such an interesting day, great discussions

15:53:40 From Siobhan : Brilliant summit, thank you LiNCHigher!

15:53:43 From Sally : Really interesting day - many thanks to everyone.

15:53:43 From Sam Dyer : Really interesting and insightful day

15:53:46 From Sophie Clayton : thanks !

15:53:48 From Lesley Acton : Really great day. thanks for the hard work organising this

15:53:50 From chloepercival : Really interesting conference, thanks all. Really engaging chat as well.

15:54:01 From Geeta Uppal : Thank you. It has been very informative and interesting.

15:54:16 From Sasha Leek : Thank you, a great day. Lots to think about!

15:54:17 From Clare Ridley : Thank you to all the speakers, chairs and the team who organised the day. Lots of catalysts for collaborative work

15:54:26 From Martha Collins : thank you so much - amazing conference!

15:54:37 From Liz Routhorn, London Met : great event, thanks

15:54:42 From Jon Cheek - UniTasterDays.com : Thanks - another excellent event. Best wishes to all :-)

15:54:51 From Alex Jackson : Thanks to all the speakers and organisers, excellent summit

15:54:53 From Maria-Anna NEON : Over 750 register for the event today! Amazing!

15:54:55 From ndeen : Excellent conference - Thank you to all speakers and NEON for organising.

15:54:56 From Charlotte Flynn, UCLan : Thank you for today! Great to know that it has been international too - hello to those in Australia etc!

15:54:58 From Fiona Berry : A very thorough conference and much to digest. .HOP.

15:55:00 From Tim Dhir : Thanks all, great conference

15:55:10 From yvonne7 : Interesting, informative and engaging. Thank you

15:55:17 From Rachel Devine : Thanks - really thought provoking, thanks for putting together - look forwards to the next one.

15:55:18 From amy.laker : I think everyone needed to reassure each other in the chat when the minister spoke!

15:55:23 From Sofia Khan : Thanks everyone, speakers and participants, for your insights !

15:55:31 From cgalley : Thank you Marie

15:55:37 From Shauna (University of Kent) : Thank you all, it's been really insightful and well organised. Lots to think about!

15:55:44 From Martha Collins : absolutely Amy x

15:55:50 From Emma Church : Thanks for a great day. Really useful discussions. Plenty of food for thought!

15:55:51 From Rebecca Oliver : thanks all for a really useful day!

15:55:57 From Ben-UCLan : Thank you!

15:55:57 From Maddie Wood : Thank you all, it's been a really interesting day!

15:55:59 From neilraven : Thank you very much to NEON and speakers.

15:56:00 From Andy J : Thank you to everyone today

15:56:02 From Sam Reavley : Thank you

15:56:02 From anna buckett : thanks so much

15:56:04 From Hannah Merry : Thanks all and a big thank you to Maria-Anna and the rest of the NEON team for handling the tech so well. Pros!

15:56:05 From Claire O'Neill : Thank you- really good event

15:56:11 From amy.laker : Thank you :) so many interesting comments in the chat

15:56:17 From Finola Mc Ternan : Thanks to all - very engaging event. Best wishes.

15:56:20 From Richard Kerr : Thank from the team at LEAPS

15:56:27 From Naomi O'Brien : Thanks everyone, I look forward to getting the full chat and videos/presentations.

15:56:33 From jan : thank you all !