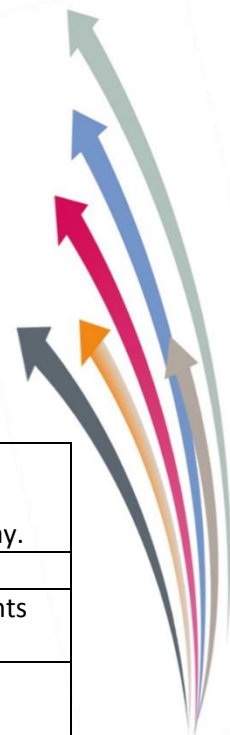


Centre for Social Mobility Conference

Alumni auditorium, Forum, Streatham Campus, University of Exeter

Monday 17 June, 2019



Conference schedule		
NB, there will be breaks for refreshments and opportunities for networking throughout the day.		
9.15 am	Arrival and registration (Ground floor, Forum)	
9.30 am	Opening remarks	Professor Rob Freathy, Academic Dean for Students and Dean of the Faculty of Taught Programmes
9.40 am	Student speakers: My Pathway to HE – Why Social Mobility Matters (part 1)	Lilian Baker Isabel Cliffe
10 am	Context, challenges and successes	Dr Anna Mountford-Zimdars and Nicola Sinclair, Co-Directors, Centre for Social Mobility
11 am	Workshops (Forum seminar rooms – ground floor)	<ol style="list-style-type: none"> 1. Disruptive thinking and social mobility (Professor Lee Elliott-Major, OBE) 2. Supporting and retaining mature students (Dr Dawn Lees, Dr Rosey Davies, Dr Rachel Canter) 3. Equity-minded practice and success for all (Jeffrey Grim, Beth Pitcher) 4. University of Exeter: building a whole institution approach to widening participation (Nicola Sinclair) 5. Inclusive teaching: context and good practice (Dr Lisa Alberici) 6. Wellbeing, student retention and success (Mark Sawyer)
12 noon	Buffet lunch and networking (Ground floor, Forum)	
12.45 pm	Workshops	As for morning session
2 pm	Social Mobility research speed update	<ul style="list-style-type: none"> • Transforming Transitions (Dr Pallavi Banerjee) • Relational co-ordination in supporting student success (Jeffrey Grim) • Aspirations among first year students (Dr Katherin Barg) • What literature tells us about diversity interventions in Higher Education (Nick Givens) • The Hidden Curriculum (Dr George Koutsouris) • #MyPathwayToLaw (Ruth Flanagan)
3 pm	Student speakers: My Pathway to HE – Why Social Mobility Matters (Part 2)	Sajjad Jabarkhel Jasmine Robinson
3.20 pm	Q&A	Panel consisting of workshop and research leads
3.40 pm	Closing remarks	Professor Debbie Myhill
Centre for Social Mobility reception from 3.50 pm		
Those interested in joining the Centre or who just want to continue the conversation are invited to join members of the Centre at an informal reception.		



Workshop summaries

1. Disruptive thinking and social mobility

Outline: This workshop will give you an introduction to the social mobility challenge and suggests ways in which we might need to take more radical approaches, if we are to bring about real change. A focus of this interactive session will be to encourage debate on how institutions and national policy need to change to bridge the social mobility divide.

Workshop lead: Professor Lee Elliott-Major, OBE

Lee is a leading expert on how to tackle Britain's low social mobility. Formerly, Chief Executive of the Sutton Trust, he is a founding trustee of the Education Endowment Foundation which has carried out hundreds of major research trials in England's schools. Now Professor of Social Mobility at Exeter, Lee has served on Government advisory bodies and presented several times to the House of Commons Education Select Committee. He received an OBE in the Queen's Birthday Honours 2019.

2. Supporting and retaining mature students

Outline: This interactive workshop will look at the broader WP context for the University of Exeter and then focus on the experiences of mature students and how we can better support and retain them once they have started studying here. You will explore the challenges facing mature students and contribute ideas as to how we can continue to improve this provision.

Workshop leads: Dr Dawn Lees, Dr Rachel Canter, Dr Rosey Davies

Dawn is a Principal Fellow of the Higher Education Academy (PFHEA) and currently manages the Academic Skills and Student Engagement Team. Rachel is a Senior Fellow (SFHEA) and Rosey is a Fellow (FHEA) and are highly experienced Academic Skills Advisers and have worked with students across a broad range of disciplines.

3. Equity-minded practice and success for all

Outline: In this workshop we will discuss ways participants can think about student success from an equity-minded, rather than deficit-minded framework. Using two unique concepts (Equity-Minded Organizational Learning and Community Cultural Wealth) participants will engage in discussion about how to recognize the strengths students possess to transform individual and organizational practice for all students.

Workshop leads: Jeffrey Grim, Beth Pitcher

Jeff is a visiting scholar at the Centre for Social Mobility and current PhD candidate in Higher Education at the University of Michigan. He worked in professional services roles before studying equity and organizational behaviour in HE. Beth is an Equality Diversity and Inclusivity Advisor and has trained and empowered hundreds of students through her student facing career.

4. University of Exeter: building a whole institution approach to widening participation

Outline: WP is no longer a marginal activity – it needs to be embedded as “business as usual” if we are really going to make things better for the most disadvantaged and under-represented students. This interactive session will introduce the concept of a whole institution approach to widening participation drawing on sector guidance. Participants will take part in an institutional self-assessment and consider how changes in their own practice may improve student outcomes.

Workshop lead: Nicola Sinclair

Nicola is the University’s Head of WP and UK Student Recruitment and Director (Practice) of the Centre for Social Mobility. In her current role, she has led improvements to our WP provision including the University of Exeter Scholars programme; support for estranged students and carers; and has promoted evidence-based practice and joined up working across the University.

5. Inclusive teaching: context and good practice

Outline: Inclusive teaching practices are informed by legal requirements, government and institutional policies, as well as our own professional values. This workshop introduces a model-based approach to encourage reflection on your own teaching practice in terms of inclusivity, equality and diversity more broadly. The main activity of this session will encourage you to identify good practice and next steps for further development.

Workshop lead: Dr Lisa Alberici

Lisa is a Lecturer in Academic Practice with the Graduate School of Education, and supports colleagues at Exeter taking the Academic Professional Programme. A Senior Fellow of the Higher Education Academy (Advance HE), she was previously Director of the ASPIRE Framework and Programme Director for Learning and Teaching in Higher Education, at the University of Exeter. Lisa has also worked in management, student experience and WP roles at Anglia Ruskin and Birmingham.

6. Wellbeing, student retention and success

Outline: With a rapid escalation of students entering HE with disabilities and mental health issues, wellbeing is increasingly important in supporting resilience and helping individuals succeed. This workshop will consider what we know about students with disabilities in relation to access, engagement, retention and success; and look specifically at the challenges for disabled students in accessing support and engaging with the curriculum. Participants will consider why mental health has such an impact on student outcomes and learn how Wellbeing Services are contributing to student success at the University.

Workshop leads: Mark Sawyer and Lesley Jamson

Mark is Head of Wellbeing and Welfare and has many years’ experience of leading teams supporting students with disabilities and mental health issues. He has been involved in developing the University’s innovative partnership with the NHS to support students on campus, and is currently working on a major project to introduce a Wellbeing Charter. Lesley is an experienced mental health practitioner and Wellbeing Consultant and works closely with students with a mental health disability. She has a keen interest in supporting students with complex needs, and her work has a particular focus on helping students plan for, and manage, the transition into University, especially during the crucial first term of academic engagement.



