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Impact and social mission: sponsoring schools



Schools that work for everyone

Government consultation

Launch date 12 September 2016

Respond by 12 December 2016

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OFFA access agreement guidance – universities must play their part to raise school attainment

Published on Tuesday, February 7th, 2017

Universities must work closely with schools if they are to ensure that talented people from disadvantaged backgrounds are able to secure higher education places. That's the message from Professor Les Ebdon, Director of Fair Access to Higher Education, who has today published his [access agreement guidance for universities and colleges](#). Any university or college wishing to charge students higher tuition fees in 2018-19 must first have an access agreement approved by Professor Ebdon [[note 1](#)].



UNI TSAR'S KID BLAST Theresa May's higher education chief Prof Les Ebdon slams universities for claiming there's a limit on places for poorer students

Impact and social mission: sponsoring schools



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Oxford head rejects sponsoring schools

By Sean Coughlan
Education correspondent

© 22 September 2016 | [Education & Family](#) [Share](#)



Louise Richardson says head teachers are better at running schools than universities

The head of Oxford University has rejected calls from the government to sponsor schools.



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Oxford's vice-chancellor is wrong: universities should not see running schools as 'a distraction'

Higher education institutions can and should do more to influence education at a secondary school level, says Edward Peck

October 20, 2016



By [Edward Peck](#)



Source: iStock

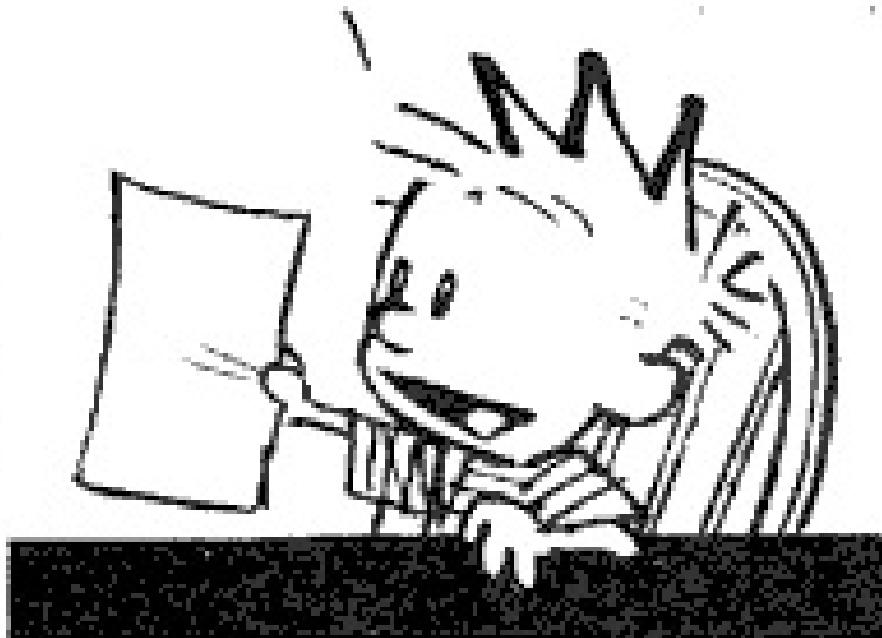
Impact and social mission: sponsoring schools



- If Oxford is right and NTU is wrong, then we must explain:
 - why parents are wrong to back the idea
 - what more the sector can do to tackle underachievement
 - why HEIs shouldn't do more given £9k versus £2.5k
 - why we can train teachers but not run schools
 - why academics who say early years matter most are wrong
 - why University of Birmingham School cannot be copied
- If we oppose more school selection, we also need to explain why it is okay to have such a hyper-selective HE system

Impact and social mission: our language

WITH A LITTLE PRACTICE,
WRITING CAN BE AN
INTIMIDATING AND
IMPENETRABLE FOG!
WANT TO SEE MY BOOK
REPORT?



"THE DYNAMICS OF INTERBEING
AND MONOLOGICAL IMPERATIVES
IN DICK AND JANE: A STUDY
IN PSYCHIC TRANSRELATIONAL
GENDER MODES."



ACADEMIA,
HERE I
COME!



Impact and social mission: our language



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My pr

The 10 commandments for influencing policymakers

Nick Hillman offers academics advice on managing expectations and ensuring that their research has a big impact

May 26, 2016

7) Write for the ignorant but intelligent reader

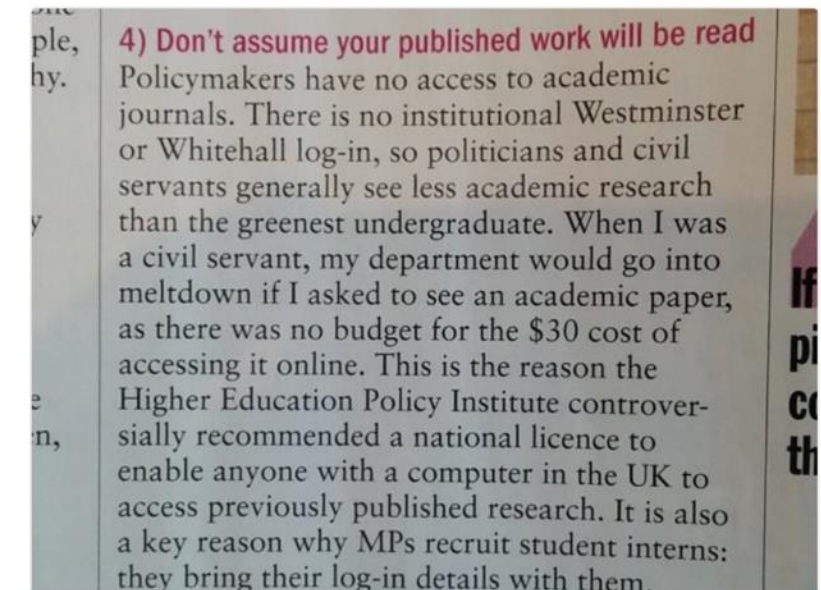
New political incumbents must get up to speed quickly but may not know much yet. If you capture them, you capture others. But a good argument must be presented well. Aristotle said that rhetoric has three elements: *logos* – the argument itself; *ethos* – the credibility of the speaker; and *pathos* – the appeal to emotions. Too many potentially influential academic papers fall on stony ground because the language is inaccessible, the data are not explained intuitively and it is unclear how policymakers are meant to respond. Indeed, academic norms value opacity over clarity so much that doctorates generally have to be rewritten before they can become published monographs.



Cornelius Roemer
@CorneliusRoemer

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Shocked to learn that British civil servants and politicians have no access to academic journals. Incredible.



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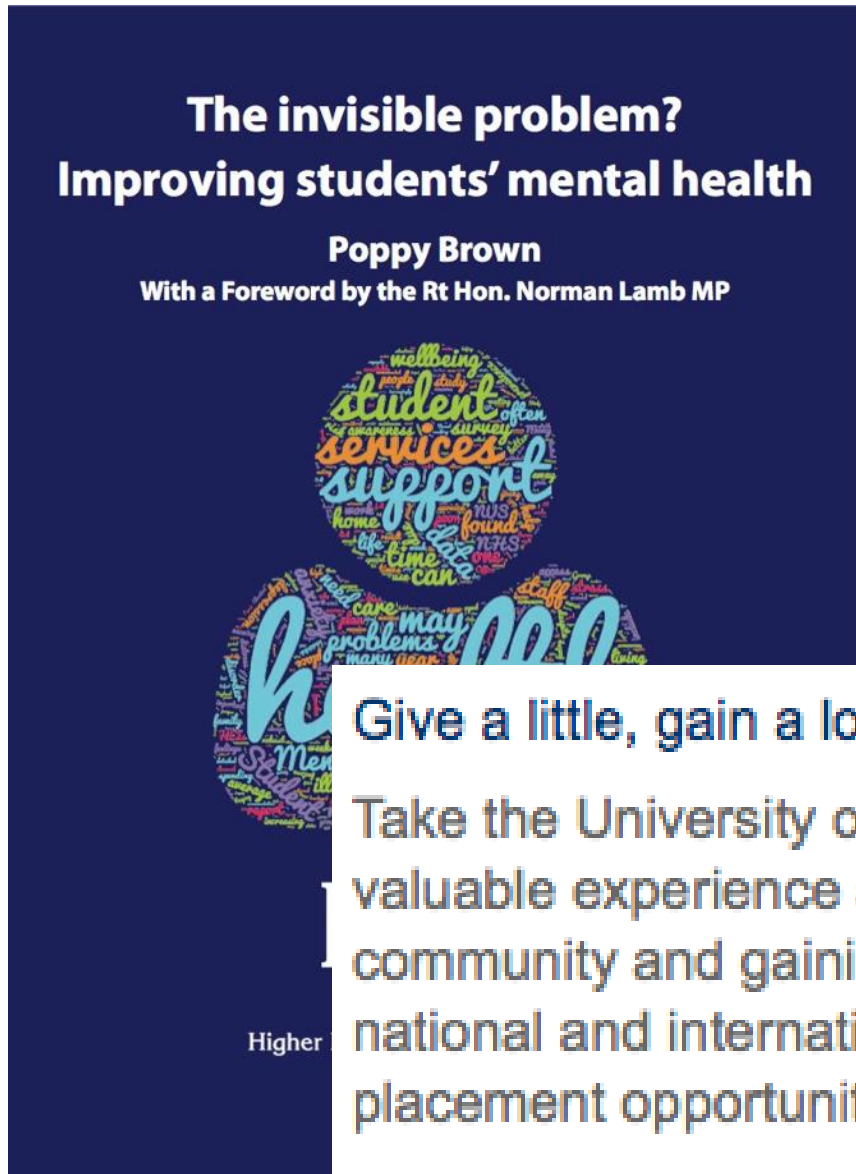


5:49 PM - 26 May 2016

TimesHigherEducation and Nick Hillman

104 1.4K 641

Impact and social mission: accrediting impact



Give a little, gain a lot - take the Accredited Volunteering Module!

Take the University of Winchester's Accredited Volunteering Module and gain valuable experience and life skills, whilst making a positive contribution to your local community and gaining credits. The University works closely with many local, national and international charitable organisations sourcing fantastic voluntary placement opportunities for students.



Scientists should not resign themselves to Brexit

Leaving the European Union is not yet a done deal, and UK researchers must look past a pay-off and take a stand, says [Colin Macilreath](#)

04 January 2017

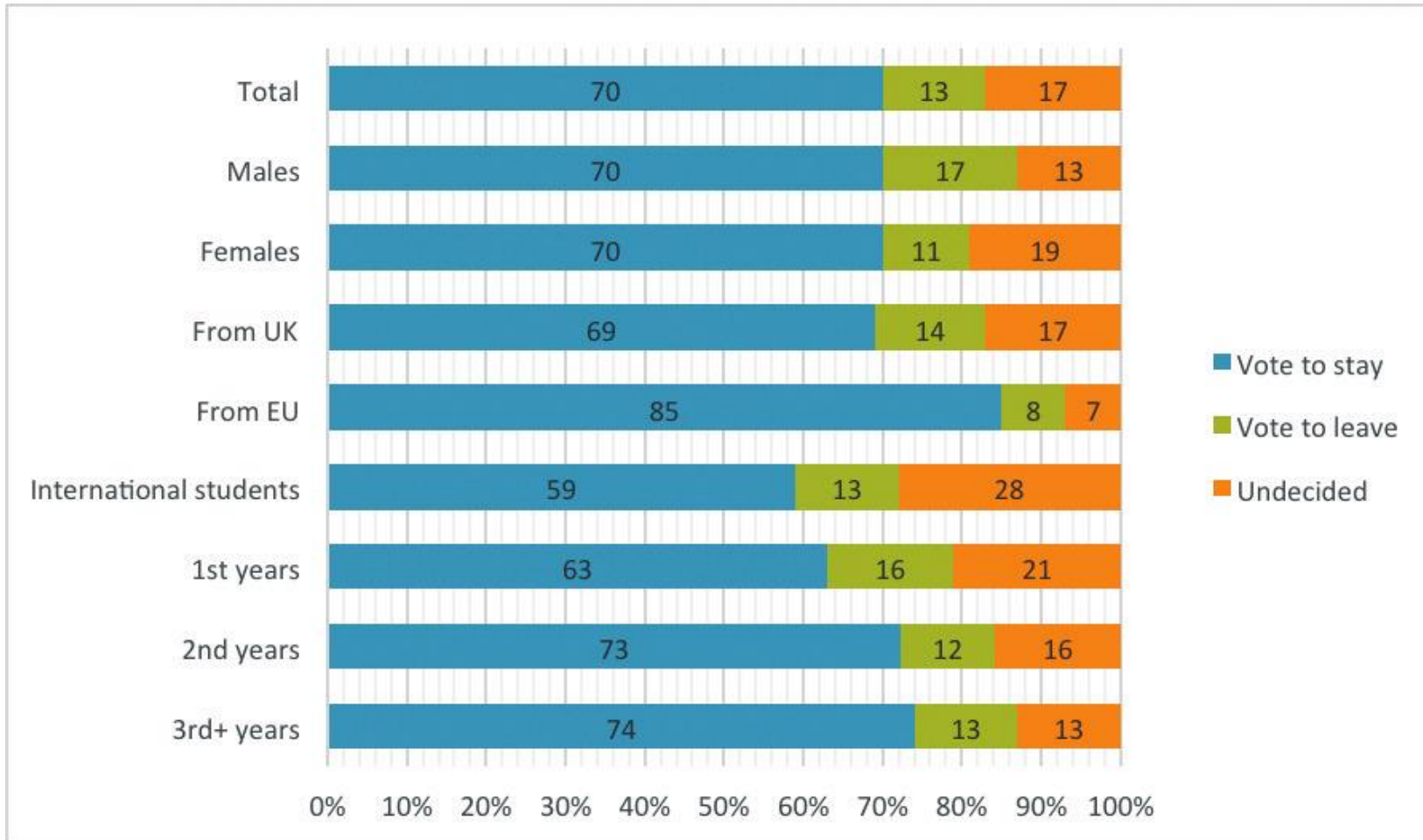
We'll thrive after Brexit, say university chiefs

Nicola Woolcock, Education Correspondent

December 9 2016, 12:01am, The Times



If the referendum on the UK's membership of the European Union (EU) were being held tomorrow, how would you vote?



Which political parties, if any, do you think should be banned from speaking at events held at higher education institutions?



British National Party (BNP)	31%
UKIP	27%
English Defence League	26%
Communist Party of Great Britain	9%
Conservative Party	6%
Sinn Féin	5%
The Scottish National Party (SNP)	4%
Ulster Unionist Party	3%
The Labour Party	3%
Socialist Workers' Party	3%
The Green Party	2%
Democratic Unionist Party	2%
Plaid Cymru	2%
The Liberal Democrats	2%
Social Democratic and Labour Party	2%
Other	2%
None of the above	27%
Don't know	23%

Protecting the Public Interest in Higher Education

Bill Rammell



Bill Rammell makes 14 key recommendations in his HEPI Paper:

1. The HERB should be amended to include a duty on the OfS to have due regard to the public interest in its regulation of providers and to make due consideration of the sustainability and efficacy of the sector as a whole in operating in the public interest when carrying out its activities.
14. The OfS should undertake regularly to audit the spread and diversity of provision across the country and make recommendations for addressing where markets remain underdeveloped in overall provision, in specific subject areas or in the balance of specialist to pluralist providers in any part of the country.



Higher education undergraduate student enrolments and qualifications obtained at alternative providers in England 2015/16

Statistical First Release

Experimental SFR244

8 February 2017

- Of the UK domiciled undergraduate students with known ethnicity, 44% of full-time students were White compared to 56% BME (Black and Minority Ethnic). For part-time students, 76% were White compared to 24% BME. By contrast, there were higher proportions of White undergraduate students enrolled at publicly funded HE providers in England, making up 73% of full-time and 82% of part-time enrolments.



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Universities have not evaluated £50m worth of student financial support in 2014/15, says Offa report

Director of fair access insists more needs to be done to achieve the Government's target of doubling the number of poor and BME students by 2020

[Aftab Ali](#) Student Editor | Thursday 14 July 2016 12:49 BST |



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Access research 'defending spending, not improving outreach'

Call for access agreements to draw on more sophisticated evaluation and analysis

August 11, 2016



Higher Education Policy Institute