

Stand Alone national conference: Identifying and Reaching Estranged Students

28 March 2022

10am – 3pm

ZOOM



PROGRAMME

Morning

- 10am **Welcome**
- 10.10am - 10.50am **The estranged students UCAS 'tick box'**
Nicola Turner, Policy Adviser (widening access and participation, schools and careers education), UCAS
- 10.50am - 11.40am **Connecting with estranged students**
Sunday Blake, Associate Editor, WonkHE
The role of Student Unions in identifying estranged students
Liam McCabe, Policy Officer (Scotland), Stand Alone
- 10 minute SCREEN BREAK
- 11.50am - 12.30pm **Student Panel: 'Using the right language to identify and reach Estranged Students'**

Afternoon

- 1pm – 1.05pm **Welcome back and allocation into breakout rooms**
- 1.05 – 1.50pm **Workshops**
- 1.50pm – 2.15 **Workshop feedback**

Workshops:

- **Access**

A.1. Working with youth support services in the community to support estranged young people into higher education

Joanna Tolley, Widening Participation Manager, Greater Brighton Metropolitan College

Sian Cannell, UniConnect Programme Coordinator

Debra Vice-Holt, Programme Manager, Sussex Learning Network UniConnect

In 2019 Greater Brighton Metropolitan College led on a piece of UniConnect funded research to explore and try to understand the barriers young people residing in

supported accommodation face when trying to access higher education. The research suggested a number of different recommendations for education institutions to improve practice (see summary report [here](#)). This session discusses how those recommendations are being enacted by linking FECs, universities, 6th Forms, and other HEIs with youth support and accommodation services in the community, and also providing CPD for all HE providers in Sussex to have their Stand Alone Pledges in place by summer 2022.

A.2. Identifying Estranged Students from Pre-Entry to Enrolment

Lena Smith, Transitions Officer, Cardiff University

Chloe Aspland, Access Officer, Swansea University

Without a UCAS Tick Box for estranged students currently available, we are all working hard to establish innovative and alternative ways of identifying estranged students throughout their journey from pre-entry to enrolment. Lena and Chloe will share their universities' work on identifying estranged students, the support available to them pre-entry and how this was implemented.

A.3. The proactive use of student enrolment data to connect learner communities, develop student-staff collaboration, and support institutional knowledge discovery: A case study from Edinburgh Napier University.

Dr Peter Tormey, Senior Widening Participation Officer, Edinburgh Napier University

The timely and accessible access of student data is vital to build support, anticipate challenges, distribute resource, and help facilitate an overall positive learner journey. However, too often, estranged learners fall through the gaps in university systems at enrolment stage, consequently becoming isolated from support services until crisis point. This session will outline the process employed by Edinburgh Napier University to record and proactively use matriculation data for knowledge discovery, to assist in the development of student communities and to aid the establishment of estranged learner support networks.

- **Success:**

S.1. Who are our estranged students and how can we identify them?

Wendy Price, Head of Widening Access and Participation, University of Sunderland

The University of Sunderland signed the Stand Alone Pledge in January 2017. At that time they had identified **no** estranged students. In 2021/22 there are currently 124 self-declared estranged students at the University, 89 of whom have opted-in to receive personalised support from the We Care Team. In this session Wendy will explain how the University initially identified estranged students and the processes they have now embedded to identify estranged students at each stage of the student lifecycle.

S.2. UWE Cares: Building a Whole University Approach through Partnerships across the University

Steffie Denton, EDI Projects Officer, UWE Cares, UWE Bristol

Building partnerships across UWE Bristol has been crucial in helping UWE Cares to identify estranged students once they are already on their course. Find out how UWE Cares is developing a "whole-university approach" and understand the challenges and opportunities this has led to. Work in groups to discuss potential actions you could take to build stronger links and shared ways of working with different teams at your university.

S 3. Identifying and recording estranged students using a registration and consent system

Kirsty Dorward, Head of Student Experience Projects, and

Laura Collett, Senior Claims Assessor, Hardship Fund, University of Wolverhampton

The workshop will demonstrate the Registration and Consent system the University uses to ensure that an accurate record of Care Leavers and Estranged students is held in a secure format but is easily accessible by authorised members of staff. Our system utilises the apps within Microsoft Office 365 (Excel, Forms, Power Automate and Teams) creating a streamlined, automated process. Colleagues who have access to Microsoft Office 365 will have the opportunity to discuss their own requirements and to have a go.

2.15 - 2.45pm 'Bridging Access and Success'

David Munn, Student Success & Inclusion Coordinator, University of Southampton

In February 2020 the University of Southampton created a lifecycle focused Widening Participation and Social Mobility (WPSM) Directorate, bringing together teams from Access, Success, Transition, and Academic Skills. The development of WPSM created focused workstreams for underrepresented student groups at the University, and this is when the Care Experienced and Estranged Student project group was formed. In this session we will discuss how the implementation of a matrix management model has enabled us to work towards bridging the gap between Access and Success, utilising co-created programmes and interventions for care experienced and estranged students at different stages of the student lifecycle.

2.45 – 3pm Actions to take away

3pm Close

Programme correct at time of publication. Sessions are subject to change.