

Dear Colleagues,

We warmly invite submission of abstracts on the theme of higher education access and participation to join our proposed teaching and learning panel at the UACES 2019 conference in Lisbon (please see below). We are looking to submit a coherent set of papers that adopt an applied and/or empirical perspective. If you are planning to submit a paper on a topic related to access and participation and would like to do so as part of a pre-formed panel please send your abstract to [karen.heard-laureote@port.ac.uk](mailto:karen.heard-laureote@port.ac.uk) and [mark.field@port.ac.uk](mailto:mark.field@port.ac.uk) by January 7th 2019. We will select panel papers and confirm inclusion by January 11th 2019 so that any unsuccessful submissions can be sent to the general call ahead of the 20th January deadline.

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UACES LISBON 2019

#### TEACHING & LEARNING PANEL PROPOSAL

Access and participation in Higher Education: from political debate and institutional policy development to empirical reality

Chair: tbc

Discussant: tbc

Multiple higher education (HE) stakeholders across OECD countries have identified access and participation as one of the most salient contemporary issues affecting the HE sector internationally and introduced programmes to address this. These include the UK's Office for Students (OFS), the European Union's (EU) Directorate General for Education and Culture (DG EAC) and Australia's Higher Education Participation and Partnerships Programme (HEPPP). Access and participation in HE is part of a longstanding and broader international policy drive to a) engage with disadvantaged groups to raise aspirations and improve secondary education pupil outcomes, b) enhance university admissions of these under-represented groups, c) reduce dropout rates for students from disadvantaged backgrounds and d) tackle disparities in university degree attainment and employment outcomes. In response, and in the context of a funding crisis, global economic downturn and developments on decolonising curricula, many universities have developed processes to tackle this multi-pronged issue. The purpose of this panel is to bring together papers that empirically investigate and evaluate how HE access and participation measures have been applied and whether and to what extent they have successfully broadened the socio-economic background of the student body. For example, what concrete steps are universities taking a) to reach out to secondary education providers with known low HE participation rates, b) to demystify their university campus for secondary school pupils from under-represented groups c) to assess whether these activities are having the desired effect. This panel welcomes papers that address one or more of these HE access and participation issues from an empirical perspective.

Karen Heard-Lauréote & Mark Field (University of Portsmouth, UK)