

Session Title:	Academic Panel
Speaker(s):	Dr Nick Cook Dave Knapton Helen Merlane Rachel Avery Steph Jong
Chair:	Andrew Cooper
Reporter:	Andrew Cooper

Speaker/Institution Bio/Information:	Nick Cook , Newcastle University School of Computing Dave Knapton , University of Sunderland, Engineering Helen Merlane , Northumbria University, Nursing Rachel Avery , Durham University, Law Steph Jong , University of East Anglia, School of Health Sciences
Overview/Aim of session:	Opportunity for delegates to ask questions to academic colleagues and hear best practice to improve outreach and academic liaison
Workshop Content	Question and answer session: See section below
Case Studies/Examples:	<p>Opening what approaches each tutor takes to requests of support from student recruitment.</p> <p>SJ: Different approaches depending on the request.</p> <p>RA: Part of the role but will get support from others, mostly on good will of staff. Lots of passionate staff.</p> <p>HM: Have a lead for admission. Colleagues who support WP also help. Staffing can be hard due to priorities but there is a cor team that have 50 hours allocated to admissions to support.</p> <p>NC: Specific roles on workload for outreach and admissions. Had national funding to buy out 2 days in school but now hard to manage school expectations. It is good for young careers and should be recognised in academic staff promotions.</p> <p>DK: Main point of contact but rely on good will. Increasingly becoming an issue with resources. Now staff have a 30 hour workload for the year to support which makes buy in easier.</p>

Questions and Answers:

How can we make things easier for academics and attractive and is there issues with on-going industrial action?

DK: It should be important, just need people to do it. Spread Open Days around team. Each tutor can then get time back in lieu.

HM: Staff want to do requests.

NC: Open Days are easier as low barrier to enter.

RA: They should go hand in hand. People don't want industrial actions to affect students (current and prospective)

How do you get people who don't engage to get involved?

HM: Easy to do on campus rather than going out

RA: Should be a conversation with the Head of Department. Should also be a concern if not engaging as would also affect the quality of work.

DK: Agree with the above, but also something they should be doing.

SJ: Good having conversations and seeing each person's point of view. Get students that can deliver sessions which tutors have vetted. Stull build on the relationship but make things easy. Do all the admin for them.

How can we work better together to support tutors?

HM: Up to department to ensure requests are met. Priority is always teaching but recruitment requests should be second.

NC: Make it easy. Look at incentives, recognition of support and show how it is a priority.

SJ: Setting dates as early as possible. Give honest feedback from sessions.

NC: More work of effectiveness over time to show impact. Do open days actually have an impact?

RA: Durham starting to do this. Things change over time. Be flexible. Give expectations and what do teachers and students want to hear.

Any training you would like to support outreach?

DK: All here to help. Lots of tutors aren't aware of UCAS etc, maybe not training, but wider points.

RA: Not formal training but comes back to expectations. Knowing levels, care leaves, Pre 16 etc helps plan sessions

HM: Should be down to us. Want to speak to contact to see exactly what they want

SJ: Expectations. Also ask tutors which students are best to support

NL: Pre 16 should be really important. On campus days work well. Teachers important as they bring repeat business.

SJ: Timing and priorities. Build into wider faculty training

RA: Training would have to be compulsory, like EDI, otherwise hard to push

DK: Perhaps someone to look over PPTs. Online training

	<p>would engage different types of staff, Queen Mary University: Conversations with tutors with requests. Do analysis and look at upcoming demands. How to get people to meet deadlines? DK: Look at workload SJ: Liaise with deadlines and ask when you should pester tutors. Need to understand workloads on both sides. People over pitch. How do you see activities to teachers? SJ: Get tutors to speak to teachers RA: Create a programme of what can be offered. Hybrid or virtual? What works best and when? DK: It works well. Can you record in person and then run a virtual Q&A using the recording? Virtual not suitable for all areas. Great for lectures but not for practical areas. SJ: Look at each subject. Most tutors want in person but rooms can be an issue. RA: There is a place for both. HM: Nursing should be face to face NC: Computing about people and activities should be hands on</p>
Summary Key takeaways:	<ul style="list-style-type: none"> • Bilateral Understanding • Set expectations • Make it easy for both parties • Give honest feedback (short term and long term analysis)