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March 2020



## Positive Impact?

Annex 2:  
HESA analysis: Employment and further study outcomes for care experienced undergraduates in the 2016/17 graduate cohort

Welcome to the Rees Centre March newsletter. You can also follow us on Twitter for the most up to date news about our research and events or visit our web pages to find out more about our [research](#). We value your feedback and comments about our work, if you would like to get in touch by email, please contact us at [rees.centre@education.ox.ac.uk](mailto:rees.centre@education.ox.ac.uk).

## Research Highlights

### Ethics of using machine learning in children's social care

A new report by the Rees Centre and The Alan Turing Institute recommends a cautious, thoughtful and inclusive approach to using machine learning in children's social care.

[Read summary report](#)

### Employment and further study outcomes for care experienced undergraduates

The 'Positive Impact?' report explores the factors affecting access, retention and graduate outcomes for university students with a background of care or family estrangement. This report is the first to engage extensively with the people in organisations (universities and

colleges as well as governments and local authorities) supporting care experienced and estranged students in their journey through Higher Education. Commissioned by the Unite Foundation, the report is a collaboration between the Rees Centre, the University of Leeds, Sheffield Hallam University and StandAlone (a charity representing the interests of estranged students). [Read full report](#)

Neil Harrison's work for the report focused on pathways out of undergraduate study into employment or further study. This included analysis of national data about outcomes for care experienced and other undergraduate students who completed studies in 2016/2017. [Read report Annex 2](#)

[Read blog: Higher education can be a transformative experience for care leavers](#)

The report produced **practical recommendations for higher education institutions to support these students moving on from undergraduate study**. These include:

- develop 'student lifecycle' approaches to support; this includes proactively and regularly providing information and guidance on careers and providing final year bursaries to ensure students are not disadvantaged in applying for jobs and transitioning into work;
- extend 52-week accommodation for students in their final year so they are supported in making the transition into employment or further study;
- set up and facilitate alumni networks; this may include the development of regional networks of alumni support;
- develop targeted bursaries for postgraduate study; and,
- extend funding for outreach work to focus specifically on adult learners, recognising the longer trajectories into higher education. This requires intensive work with adult learners over the long term with key stakeholders such as adult education centres, refugee support organisations or organisations helping adults transition into work or study.

[Read full blog: Universities need to up their game in supporting care experienced graduates.](#)

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## In The Media

[National Standards for machine learning in social care needed to protect against abuse, urges review](#)

Community Care, 31 Jan 2020

[Use of algorithms in children's social care 'risks families being missed'](#)

Children and Young People Now, 30 January 2020

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## Highlighted Podcasts

## Exclusion and Mental Health: Exploring the Role of Improved Provision in Schools

Department of Education public seminar series on 'Exclusion from School and its Consequences'.

Speaker: Mina Fazel, Oxford University Department of Psychiatry

### Watch Now



Julie Selwyn recently presented the findings from Bright Spots work in Wales, at the Public Health Wales conference 'Who Cares? Exploring the Emotional Wellbeing of Looked after Children and Young People'. The conference took place on 5th February in Cardiff, and speeches were captured by graphic artist Laura Sorvala. The above photo is a portion of Julie's speech in illustration.

## Rees Centre Doctoral Students



There are a number of graduate researchers working at the Rees Centre. Our current DPhil students are Jane, Yousef, Lucy, Caitlin, Janique, Áine and Vânia. Watch this space for results of [Vania's](#) research which aims to contribute to a deeper understanding of successful fostercare placements and includes a comparison of findings between the English and Portugese fostercare systems.

For more information about our team, visit: [Rees Centre Team](#)

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## Upcoming Events



**Department of Education Public Seminar,**

**5pm Monday 4 May 2020**

[Measuring vulnerability amongst children in England. A new national approach](#)

Leon Feinstein, Professor of Education and Social Care, Rees Centre.

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