Recognition of Prior Learning - Speaker Profiles

Dr Darryll Bravenboer is Deputy Director of the Institute for Work Based Learning, Middlesex University. He is a Principal Fellow of the UK Higher Education Academy and has extensive experience of developing vocational and work-based higher education provision in response to the needs of a wide range of employment sectors in diverse professional contexts. His research interests include the philosophy and sociology of education, higher education policy, fair access, widening participation, lifelong learning and vocational, work-based and employer-responsive higher education. His current responsibilities include building sustainable partnerships with employers and industry sectors to deliver innovative higher-level learning opportunities as well as leading the University's work in developing Higher and Degree Apprenticeships. He is also Chair of Middlesex University’s Accreditation Board, which includes overseeing the University's approach to individual APEL claims as well as the accreditation of external courses and training activity. Darryll is also a Trustee and Board Member of SEEC credit consortium, Board Director of UVAC and Board Member of Linking London.

Evaghn DeSouza is the project manager of the HEFCE-funded National Networks for Collaborative Outreach project at The Open University. As part of this project he is managing the development of a website that outlines clear and simple pathways to higher education. He is also responsible for the direct management of three of the six free online courses associated with this project. Prior to this role, Evaghn spent two years in the Institute of Educational Technology at The Open University where he managed and coordinated research projects in relation to Technology Enhanced Learning.

Jenny Goff is an evaluation officer at The Open University. She currently leads the tracking, monitoring and evaluation strand of the HEFCE-funded Open University National Networks for Collaborative Outreach project. Within this project, Jenny is also responsible for project managing the development of a short free online course for healthcare assistants. Prior to this role, Jenny worked as a researcher at the Department of Education, University of Oxford for eight years. During this time, she worked on a variety of Government-funded evaluation projects with a particular focus on children’s early learning. Her last post at the University of Oxford was as a senior researcher and fieldwork coordinator for a largescale evaluation of children’s centres in England.

Dr Liz Marr, as director, has overall responsibility for the strategic direction of the CICP. Liz has over thirty years’ experience in UK higher education – in teaching, student support and partnership work. She is co-author (with Rachel Forsyth) of ‘Identity Crisis: Teaching in Higher Education in the 21st Century’, published by Trentham in February 2011, managing editor of the international journal ‘Widening Participation and Lifelong Learning’ and a member of the Editorial Board of Learning and Teaching in the International Social Sciences (LATISS). Her areas of research interest include widening access and social inclusion, especially through vocational progression to higher level learning, alternative and flexible routes into higher education and higher education management.

Dr Jon Talbot has worked at the Centre for Work Related Studies at The University of Chester since 2004 on a variety of pathways within the WBIS framework including FDiG, the Foundation Degree developed for the British Civil Service. He developed a specialist Masters pathway for practitioners in the field of urban regeneration and was the instigator for the development of pathways for housing professionals. In recent years his main role has been to facilitate student research projects in the workplace. Since 2013 he has actively participated in an EU Tempus project (VALERU) which has stimulated his interest in APL/RPL practices. He publishes regularly on matters to do with work based learning practice whilst maintaining an active involvement in the planning profession.