

Introduction to Imagining Radical Inclusivity in Work & Learning

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The 'Imagining Radical Inclusivity in Work and Learning' forum was held on the 27th of May 2022 to explore how inclusive principles are being used to frame work-centred learning and to encourage debate about the distinctive challenges facing academic practitioners, researchers and students/learners who work in this field. The theme addressed current policies and the emerging curricula for work-integrated learning programmes. The forum authors embodied a wide range of topics including new ways of working that advocated practitioner-led critique; shared experiences of post-pandemic practice; research surrounding social mobility; implications for learning in the new economy; leadership for change; political and policy imperatives; socio-cultural realities informing educational provision; and inclusive foci within degree apprenticeships.

In the first keynote Mandy Crawford-Lee, University Vocational Awards Council (UVAC), presents 'Access, Participation and Levelling-Up in Technical Education, including Higher and Degree Apprenticeships' where she outlines the strategic aims for UVAC to champion decisive work-integrated education policy and practice within the United Kingdom. Sarah Scowcroft, with Ricardo Barker and Syra Shakir, Leeds Trinity University, introduce an innovative and provocative storytelling toolkit to showcase equality, diversity and inclusion (EDI) issues within the British Values components of the degree apprenticeship in 'Using Film and The Aftermath Debate to Tackle Racism'. Louise Sutton, Consalia Ltd, Yan Mao and Paula Nottingham, Middlesex University, refer to the value specialist providers, employers,

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apprentices and university educators bring about collective engagement in 'Exploring the use of learning communities of practice within a degree apprenticeship through university and partnership provision while incorporating the use of inclusive principles and practice'. In 'Reconsidering negotiated WBL in the digital age' Stan Lester discusses how the use of online-mediated designs and artificial Intelligence might open up access for post-covid work-based higher education. Rebecca Pratchett and Sara Galletly, University of Swansea, demonstrate the strength of responsive and collaborative tuition when considering the student experience of health practitioners in 'Putting the human first: challenging the student-centred approach to work and learning on the covid frontline'.

The second keynote, Anita Walsh, Birkbeck University of London, outlines the defining the features of recognition of prior learning (RPL) and challenged the thinking around effective 'initial assessment' for RPL, particularly in the context of degree apprenticeships. Louise Oldridge and Joanna Booth, Nottingham Trent University, appraise the experience of mature and senior professional learners in 'I'm doing it for me': Supporting the experiences of 'upskillers' on the Chartered Manager Degree Apprenticeship'. Extending the topic of RPL, Helen Pokorny, University of Hertfordshire, presents thoughtful evidence for theorising 'fast-tracked' learner experience in 'Recognition of Prior Learning (RPL) as a specialised pedagogy: inclusion and Degree Apprenticeships'. Finally, Elda Nikolou-Walker, Middlesex University, examines new ways of rendering the work and learning context and connections in 'International Dimensions Of Mediation /Inclusivity & The Workplace'.

The forum abstracts reflect the importance of practitioner led scholarship and the role that self-organising communities play in leading knowledge exchange. We would like to thank the authors for providing their abstracts to a wider audience in this journal. Emerging in disrupted circumstances during Covid-19, the topics respond to the need for a continued critical reframing of work-integrated practice and the importance of social mobility and RPL in designing inclusive practice for work and learning. The publication of these abstracts is to be followed by further writing within this journal and journals such as *Higher Education, Skills and Work Based Learning* (UVAC).

Keywords: inclusivity, work-integrated learning, degree apprenticeship, recognition of prior learning, research, knowledge exchange, writing