



DAPP

Development of Access and
Participation Professionals

Information Session: May 2025



What we will cover today

1. What is DAPP?

- The DAPP story and objectives
- Why take part?
- Professional Standards Framework (PSF)
- Accreditation Levels
- Components of the Portfolio

2. How you can take part

- As a reviewer
- As a participant
- As a supporter of a participant
- Indicative Timelines for 2025-2026

3. Q&A



The DAPP story...

Phase I: 2020-21

Pilot - 9 successful in Affiliate and Practitioner Accreditation.

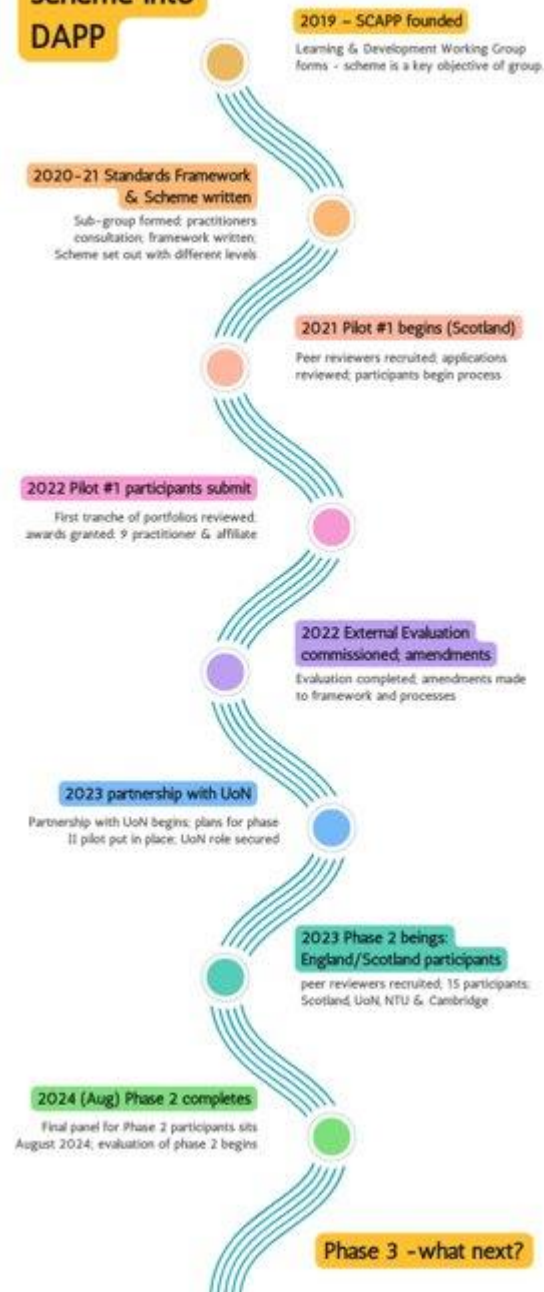
Phase II: 2023 - 2024

SCAPP in partnership with University of Nottingham, participants from Nottingham Trent and Cambridge.

14 successful in Affiliate and Practitioner Accreditation.



evolution of scheme into DAPP



DAPP

Development of Access and
Participation Professionals

today:
phase III – 2025-26

DAPP objectives

1. **Raise the profile** of WA and WP, articulate and share practitioner knowledge and best practice and celebrate success
2. **Promote and support** continuing professional learning and development of staff working in WA and WP
3. Provide individuals with a **clear understanding of enhancements** needed to continually professionally learn and develop and improve provision to support WA and WP
4. **Encourage reflective and evaluative practice** amongst WA and WP professionals
5. Provide individuals with a **measure of success**

<https://www.fairaccess.scot/development-access-participation-professionals/>



The Benefits of DAPP Accreditation

- Enhances your **professional learning and development**
- **Professional recognition** for your work and achievements in WA and WP.
- **Rewards your commitment** and illustrates the impact of your work to support underrepresented students
- Enhances the **quality of practice** in WA and WP

Don't take our word for it...



Feedback from previous participants and peer reviewers:

“The actual review process was really interesting and rewarding; there are clear structures in place for assessing each submission ... working with a co-reviewer each time sparked very useful discussion and debate. I would recommend involvement to detail oriented colleagues who are excited by this opportunity to support the professionalisation of Widening Access.” **Peer Reviewer**

“This is a fantastic scheme ... We are so lucky to now have accreditation ... for our practice, which will not only benefit us as individuals and the organisations we work for, but also enhance the reputation of the WA/WP sector as a whole.” **Participant**

“The opportunity to reflect on my practice in depth has been invaluable and has already resulted in changes to the programmes I deliver.” **Participant**

“I feel more valued in myself...it's made me re-love what I do.”

Participant

“Reflecting on my practice through the Scheme has allowed me to see my progress and impact in my current role.”

Participant



Professional Standards Framework

The Widening Access Professional Standards Framework sits at the centre of the DAPP professional accreditation scheme.

Sets out professional practice in widening access and participation under three inter-related themes:

What we **Value**

What we **Do**

What we **Know and Understand**



What we Value:

V1. Actively promote and advocate for access and participation in HE and equity of opportunity and outcome for all.

V2. Use evidence-informed approaches and the outcomes from research, evaluation and formal/informal professional learning and development.

V3. Celebrate diversity and make reasonable adjustments to accommodate diverse needs and circumstances.



What we do:

- D1. Design, plan and delivery of activities, programmes and/or support networks specific for WA and WP cohorts.
- D2. Provide appropriate, effective and accessible information, advice and guidance to relevant stakeholders.
- D3. Engage in continuing professional learning and development (both formal and informal) to enhance practice.
- D4. Evidence the impact of our work through sustainable evaluation practices.
- D5. Leading, championing and progressing theories, innovations and developments to inform policies, practices and activities.

What we Know and Understand

KU1. How to address/overcome the barriers our learners and their communities may face in accessing HE.

KU 2. Up-to-date knowledge of the wider policy and strategy context for WA and WP which informs WA and WP practice.

KU 3. Knowledge and engagement with different individuals/groups/networks who support WA and WP practice.

KU 4. Engagement with learning technologies and their effective application to develop and deliver WA and WP activities.

KU 5. Theoretical understanding of pedagogy and what makes impactful and successful WA and WP programmes and activities.

Accreditation Levels

The scheme has three levels of accreditation:





You will work at or in affiliation with HEIs, colleges or related organisations.

You will have an interest in promoting and supporting WA and WP and are able to demonstrate that your role provides support for WA and WP learners as part of a wider remit/role within your organisation.

You will have a **minimum of one year** experience.

Examples of roles that may be eligible for **Affiliate level***:

- Academic Staff, Careers Advisor, Recruitment/Admissions Administrators, Faculty/School/Departmental Administrators, Coaches, Mentors.
- Student Ambassadors/Mentors, Research Assistants, PhD Students
- School Teachers with a non-substantive role in WA and WP
- Individuals in related organisations who support learners facing barriers to accessing Higher Education, e.g. Outreach/Education Co-ordinators/Officers or Assistants.

*Examples are illustrative and not exhaustive



You will be a WA and WP professional with a substantive role/remit for WA and WP in an HEI, college, school or related organisation.

You will have a **minimum of two years'** experience of working in a WA and WP role.

Examples of roles that may be eligible for **Practitioner level***:

- WA and WP Co-ordinators/Officers, Student Recruitment and Admissions Officers, Inclusion/Equality and Diversity Officers/Co-ordinators
- School teachers with a substantive role in WA and WP
- Individuals working in a WA/WP capacity in organisations dedicated to supporting people facing barriers to accessing Higher Education, e.g. Policy Officers, Researchers, Development Officers, Evaluators

* Examples are illustrative and not exhaustive



You will be a WA or WP professional with a **substantive leadership role with demonstrable evidence of influence and impact** within the WA/WP sector.

Note that managing other people is not a requirement, but evidence of substantive leadership and impact on people and programmes of work, in and/or policy development within the sector is required.

You will have a minimum of **three years' experience** in this area.

Examples of roles that may be eligible for **Leadership level***:

Managers/Directors/Assistant/ Deputies in WA and WP, academic leads, heads of service in WA and WP, Lifelong Learning, EDI, Continuing Education, Student Support, Careers, Academic Development. Leaders working in funding bodies, associated organisations, third-party organisations or voluntary organisations/charities; research and evaluation Senior Policy Officers, Senior Researchers and Evaluators supporting people facing barriers to accessing HE.

* Examples are illustrative and not exhaustive

Components of the Portfolio

How do you evidence that you meet the standards?

Participants in **Affiliate** and **Practitioner** levels submit a portfolio of three parts:

Section	Description	Word Count *		Author
		Affiliate	Practitioner	
1	Context Statement	500	500	Participant
2	Reflective Statement	1500 + 300 citations	3000 + 500 citations	Participant
3	Supporting Statement	400	400	Supporter

* (with 10% variance)

Components of the Portfolio

How do you evidence that you meet the standards?

Participants at **Leadership level** submit a portfolio of four parts:

Section	Description	Word Count *	Author
1	Context Statement	500	Participant
2	Reflective Statement	3000 + 500 citations	Participant
3	Case Study	1500-2000	Participant
4	Supporting Statement	400	Supporter

* (with 10% variance)

Progress towards Phase III (2025/2026)



- Refreshing support materials
- Renewing our programme of activities
- Recruiting additional peer reviewers
- Increasing the number of participant places available
- Re-launch of leadership level

Expressions of interest as of Wed 21 May:

● Applying to become a DAPP Peer Reviewer	6
● Applying to seek accreditation at affiliate level	1
● Applying to seek accreditation at practitioner level	12
● Applying to seek accreditation at leadership level	2
● Applying to seek accreditation (I am unsure which level will most appropriate for me at...	16
● understanding how I can support my team with seeking accreditation as a manager or supporter	4
● Other (please add comments to the last question if you like)	0

Please note: Total number of participants accepted (for all levels) will be dependent on the number and composition of the Peer Reviewer team for Phase III.

Why become a Peer Reviewer



This, like other professional accreditation schemes, is peers reviewing peers.
Peer Reviewers are essential to our work!

Why become a peer reviewer?

- Share your widening access and participation knowledge and expertise nationally with peers from other institutions.
- Support professionalism and quality enhancement of WA and WP.
- Build your professional networks and knowledge.
- Gain insight to a peer review process.
- Join a network of DAPP Champions (this includes the DAPP Champion digital badge).

Who are our Peer Reviewers



We invite applications to be a Peer Reviewer from both Scotland and wider afield.

Peer reviewers are selected based on their experience and varied roles within Widening Access and Widening Participation.

Please note this is currently a voluntary (unpaid) position.

New Peer Reviewer applications are reviewed by existing Peer Reviewers.

It has really supported my CPD. Being a reviewer helped my ability to spot what was evidence and what was fluff... which has had a positive impact on me. **Peer Reviewer 2022-23**

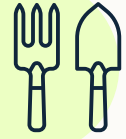
It makes you think differently, and you will learn a lot from the portfolios you are reading. **Peer Reviewer 2023-24**

For me, personally, it has changed my experience of WP (which was quite an isolationist one) into one that means community and cohesion of purpose. So, thank you. **Peer Reviewer 2023-24**

I have thoroughly enjoyed being a peer reviewer and this has led me to reflect more on my own, and my team's, practice. **Peer Reviewer 2023-24**

How to take part: Peer Reviewers

- Online applications will open very soon, in June, and are due by **14 July**
- The process requires a short personal statement (around 600 words) outlining motivations and reasons for applying against our essential criteria.
- Peer Reviewer Applicants will be formally notified of outcome by the **end of August 2025**
- Applicants will be encouraged to save the date of the induction, **3 September**



Applications close

14 July 2025



DAPP Peer Reviewer Timeline



**Notification of
application
outcomes**

End of August 2025



**Peer Reviewer
Induction**

3 Sept 2025



**Review of
Participant
Applications**

Sept 2025



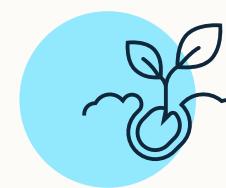
**Portfolio
Reviews**

May 2026



**Training for
Portfolio Review
Process**

Late April 2026



**Participant
Application Panel**

1 Oct 2025



Portfolio Panels

Early June and July 2026

How to take part: Participants

- Online applications will open very soon, in June, and are due by **21 August**
- Applications are considered by a panel of peer reviewers.
- The process requires a short personal statement (around 600 words) outlining motivations and reasons for applying.
- Applicants will be formally notified of outcome by early October 2025
- Successful applicants will be expected to attend an induction in early November

Participant Commitment



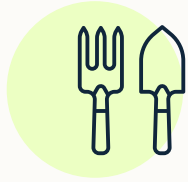
The time needed for reflection, writing and compiling your portfolio will vary between applicants.

We anticipate that applicants would be expected to find regular time during the process, to:

- Consider the statements and start to compile evidence for each relevant statement
- Undertake literature reviews (where appropriate, and gather sources)
- Writing your reflective statement including references and citations

It is also expected that Scheme Participants will:

- Attend a half-day Induction Workshop.
- Gather evidence for their portfolio.
- Communicate and liaise with their Supporting Managers
- Attend a 1-day Writing Workshop
- Take part in activities for supporting portfolio submission ('Help Hubs')
- Communicate and provide feedback throughout the scheme.



Applications

June - August
2025



DAPP Participant Timeline



Notification of application outcomes

October 2025



Participant Induction

Early November
2025



Help Hubs and Writing Retreat

Dec 2025 –
March 2026



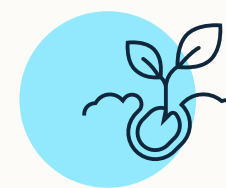
Revision to Portfolio (if required)

June – Early July 2026



Notification of panel decision

June 2026



Portfolio Deadline

April 2026



Final Panel and notifications

July 2026

How to take part: Supporter



New this year – DAPP Supporting Staff Member Guide

Support during the application process:

Confirm your support and that the chosen level is appropriate for the applicant

Support during the preparation and submission of the portfolio:

If line manager, release the participant to attend the required online and in-person DAPP events

Assist applicants in identifying relevant examples from their role to evidence that they meet the required standards for the level.

Provide a formal statement of support - maximum of 400 words

Cost

For SCAPP Members:

Free for staff at subscribed institutions.

The list of organisations who pay for SCAPP membership subscription can be found [here](#).

For everyone else:

£300 per participant.

*Fees are subject to change in future iterations

Any Questions?

Contact: scapp@stir.ac.uk

