

Visible students/invisible needs:
Widening Participation research,
policy and practice

Programme

- 10:00 - 10:15 Refreshments and Registration
- 10:15 - 10:25 Welcome and Introduction
- 10:25 - 11:00 Group activity: What are the challenges and opportunities for widening participation
- 11:00 - 11:30 Introducing Fair Access Research
- 11:30 - 12:00 SUBU and widening participation
 - student experiences
 - #liberatemycurriculum
- 12:00 – 12:30 Group Activity: How does my programme engage with diversity?
- 12:30 – 13:00 Group Activity: Evaluating your practice
- 13:00: 14.00 Poster exhibition, lunch and building networks

Fair Access Research Project

Learning together to promote opportunity,
equality and achievement

Dr Vanessa Heaslip & Dr Clive Hunt
Principal Investigators

The focus of our research will be students who are potentially underrepresented and marginalised in higher education:

- Mature students
- Students with disability or additional learning needs
- Students from Black, Asian or minority ethnic origins
- First generation / first in family to attend higher education
- Students from low income families and socio-economic groups 4-7
- Students applying from Lower Participating Neighbourhoods
- Care Leavers



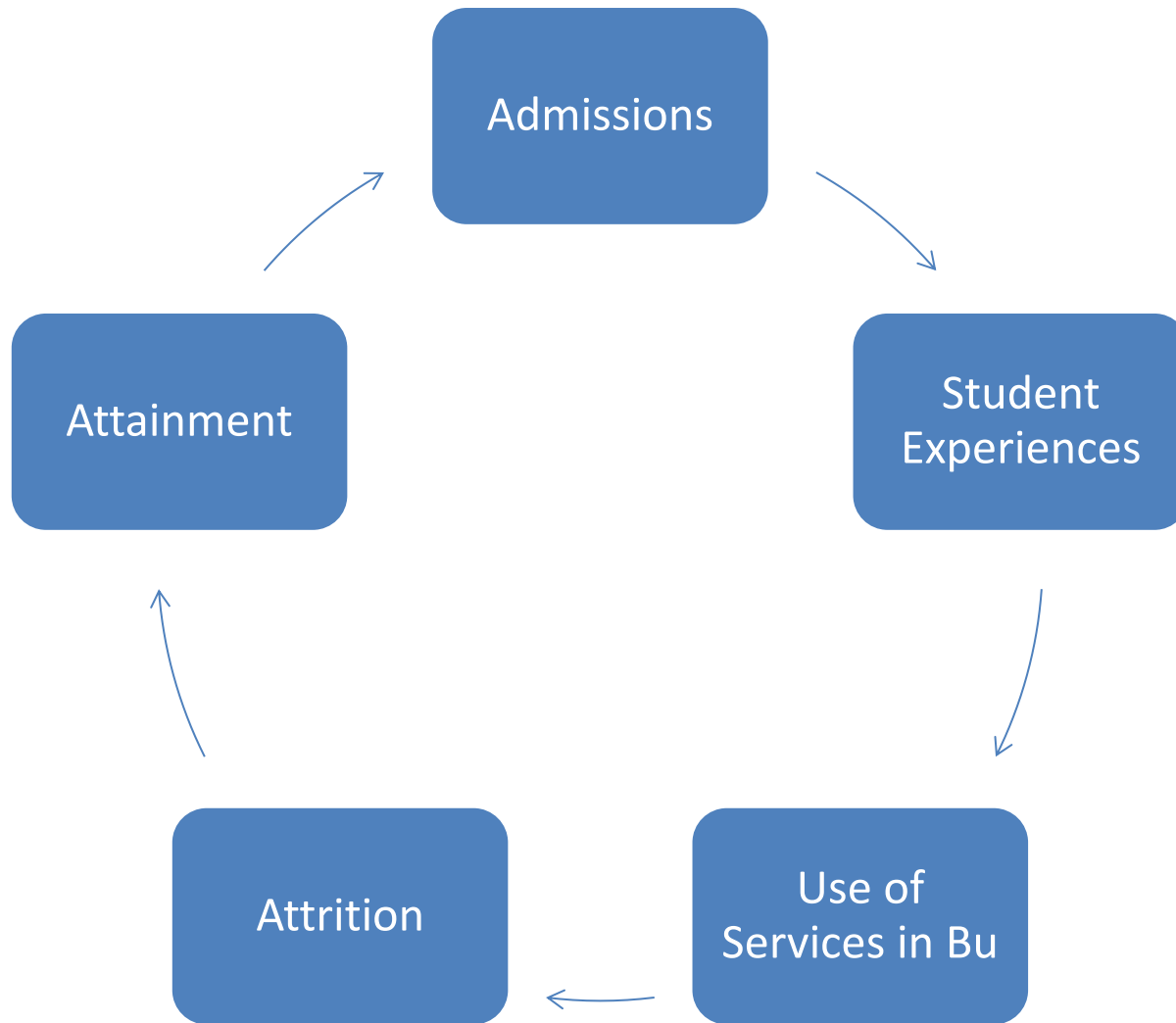


Our inter-disciplinary research involves a mix of students, professional, and academic staff. Together we will:

- examine the student journey of people from underrepresented backgrounds
- use research to inform policy and practice, both internally and externally
- develop a longitudinal approach to facilitate continued improvement

We aim to make a difference to students by undertaking research to transform practice across the university and sector. Through learning together, our practice-led research will shape new understandings in the area of fair access and widening participation to higher education.

Within the project we are exploring:



Project	Area of work	Impact
How does current research seek to identify impact of outreach: a systematic review	Outreach	Learning with the sector; Influencing national and international policy and research
Evaluating Outreach: symposium		Learning with the sector
Admissions questionnaire	Admissions	Learning with BU; Influencing internal policy
SPA: alternative assessments in admissions		Learning with the sector; Influencing national policy
Perceptions of disability		Learning with BU; Influencing internal policy
Thematic Analysis: HSS		Learning with BU; Influencing internal policy; Influencing national and international research
Widening access for Care Leavers		Learning with BU; Learning with the sector; Influencing national and international policy
Fair Access to health care programmes in the age of austerity: with Edge Hill University		Learning with the sector; Influencing national and international policy
Analysing retention data	Retention	Learning with BU; Influencing internal policy
Bursaries and Belonging: BU and Aspire		Learning with BU; Learning with the sector; Influencing national research
Making BU better: questionnaire	Student Experience	Learning with BU; Influencing internal policy
Evaluating Grow@BU		Learning with BU; Influencing internal policy
Student Experiences: first in family to go to university		Learning with BU; Influencing internal policy; Influencing national and international research and policy
Researching BME student experiences in access agreements		Learning with the sector; Influencing national policy; Influencing national research
How are WP students supported at BU		Learning with BU; Influencing internal and national policy
WP and Flexible Learning		Learning with BU; Influencing national policy
Research Toolbox	Ways of Working	Learning with the sector; Influencing national policy; Influencing international research
Fair Access Briefings		Learning with the sector; Influencing national research
Learning together at BU: internal event		Learning with BU; influencing internal research and policy
Learning together in the region		Learning with the sector; Influencing national policy and research
Festival of Learning		Learning with the sector; Influencing national research
Service Excellence Conference		Learning with BU

Findings: Admissions Review

- A review of the admissions and enrolment data for all applicants to BU between academic years 2010/11 to 2014/15. This review compared applications and enrolments of students from WP categories (Disability, Low Participation Neighbourhoods (LPN) Care leavers and Acorn data) and compared these to application and enrolment data of students who are not from WP backgrounds. The review identified:
 - BU had a sustained number of applications from students from WP backgrounds, there were some small differences at School/Faculty level. In addition, there were also slight differences with regard to the conversion of WP applications to enrolments and this is worth exploring further.
 - BU does not recruit the national benchmark of students from LPN, yet the recruitment of these students is largely consistent across Schools. Therefore, more work needs to be undertaken to explore these students' experiences of the recruitment cycle and how this can be used to improve practice, including more targeted course marketing to students in LPNs as well as increasing conversion of LPN applications to enrolments.
 - 1257 applicants did not specify on their application form if they had a disability or not and the reasons behind this needs to be explored.
 - 0.7% of BU's total enrolments are Care Leavers, which is slightly above the national average. Yet again, there were slight differences regarding conversion of Care Leaver applications to enrolments and this needs further exploration.

Findings: Admissions Review(2)

- A review of attrition data for all BU students studying between academic years 2010-11 and 2013-14 was undertaken. This was to ascertain whether there are any differences in patterns of attrition for WP students compared with those with no WP flags, as well as students with multiple flags. The flags used were: LPN, BME, first in family, disability and socio-economic group (SEG).
- Whilst the analysis of this data is still underway, some preliminary findings highlight that the largest proportion of attrition takes place in Level C (in line with national research) and the key WP flag that has the highest attrition is first in family, which accounts for about 40% of all those who withdraw.
- Attrition is also highest in students from SEG 1-3, rather than those traditionally considered as more at risk (SEG 4-7 and 8).
- With regards to attainment, one of the most interesting findings so far is that when compared to the attrition data, initial data analysis suggests first in family students may do proportionally better than second generation students: a finding that warrants further, systematic investigation

External Projects/Links

- Supporting Professionalism in Admissions (SPA) NETT (Leading Additional Admission Assessments). Presented at SPA 10th National Conference
- Office for Fair Access (OFFA) - How does current research seek to identify impact of outreach: a systematic review
- Evaluating outreach symposium (Warwick, Bristol, Sheffield, Sutton Trust, OFFA)
- Festival of Learning
- Organisational learning and Widening Participation

Moving Forward....

- BU University wide questionnaire about student experiences.....
- Qualitative research to explore the quantitative findings in more details...capturing the student voice.
- Opportunities to engage with **YOU**.....

Project Team:

Dr Vanessa Heaslip (Nursing) Co Principal Investigator

Dr Clive Hunt (Engineering) Co Principal Investigator

Dr Maggie Hutchings (Education)

DR Sue Eccles (Media and Communication)

Professor Colin Pritchard (Social Work)

Dr Jon Williams (Physiotherapy)

Dr Alex Wardrop Post Doctoral Researcher

Jane Devekey (Students Union)

If you would like more information on the project please contact Dr Vanessa Heaslip vheaslip@bournemouth.ac.uk or Dr Clive Hunt CHunt@bournemouth.ac.uk