

Longer term projects:

- BU Fair Access Research (FAR)-led by Dr Vanessa Heaslip, HSS and Dr Clive Hunt, SciTech; 2016/17 budget £136,013

This project was established in February 2015 to enable BU to examine the student journey for the least advantaged and provide solutions about how policy and practice could be improved to enhance student opportunities, experiences and achievement. The research focused on elements of the student journey: (1) Admissions; (2) Attrition; (3) Attainment; (4) Student experience; (5) Use of services in BU. There is a report available which identifies key findings, outputs, and on-going work plans for the next stages of the research.

- RELAYS (Regional Education Legacy for Art and Youth Sport)- led by Andy Boland, FoM; 2016/17 budget £32,100

This project uses the mediums of art, music and sport to engage children, young people and adults from a diverse range of backgrounds and establishments. BU engaged the student population to deliver a huge range of events, sports and activities. Since 2012 Relays has committed to ensuring Fair Access and Widening Participation for all students at BU, offering practical opportunities to compliment academic studies. This is being integrated into BAU in future.

- Invent-it-up – led by Gino Abate and Dr Tania Humphries Smith, SciTech; 2016/17 budget £29,600
The project aims to excite and inspire years 7 through 13 pupils about product design, by setting in-school and on-BU-campus events involving (1) a product design graduate as Co-Ordinator and (2) current undergraduates as ambassadors and (3) latest design tools such as tablet based CAD and 3D printing.

- Dignity, Diversity and Equality Projects- led by Dr James Palfreman-Kay; budget £25,000
This funding is used for a number of initiatives every year coordinated by the DDESG (for example mental health awareness week, eating disorders seminars, dyslexia work with schools, etc).

- Enhancing BU's outreach information for Care Leavers- led by Dr Vanessa Heaslip, HSS; 2016/17 budget £21,373

Nationally, it is known that Care Leavers remain significantly disadvantaged in accessing Higher Education. Whilst BU is successful in attracting Care Leavers to apply to study, a review of the admissions data set between the years 2010 to 2014 identified that these individuals are less successful in converting their application to enrolment. Yet the reasons for this are not known. As part of the BU strategy for supporting Widening Participation, the Faculty of Health and Social Science and the Faculty of Media and Communication are working together to explore this further.

- PAL Placement Intern- led by Emma Crowley, LLS; 2016/17 budget £14,636
This post provides an extra layer of support for PAL Leaders to cope with the scheme's rapid expansion. This is a placement role, providing a placement opportunity to a BU student.

Projects approved in 2016/17 academic year:

- Supporting Educational Attainment, Progression and Aspiration of Young White Disadvantaged Males: an Action Research Project- led by Dr Vanessa Heaslip, HSS; approved Dec 2016 2016/17 budget £14,376

Project summary: Nationally, concerns have been raised in response to the low numbers of young white disadvantaged boys accessing Higher Education. Whilst reasons for this are multi-faceted, it is evident that educational attainment is lower for these young boys at every stage of compulsory education. This exciting collaborative project between BU, Poole Local Authority, Poole High School and St Edward's School aims to explore mechanisms of addressing lower attainment and aspiration of these young men.

Through talking to young white working class boys, their families and the professionals, and working with them the project team will develop an understanding of their needs and requirements and use this understanding to develop educational initiatives that can be used across the region to support other young people in schools. The project is intended to advise, inspire, support and inform young white disadvantaged boys who may face challenges in progressing in education.

- Engineering, Apprenticeships and Young White Males from Lower Socio-Economic Groups -led by Dr Tania Humphries Smith and Dr Clive Hunt, SciTech; approved Dec 2016; 2016/17 budget £13,630

Project summary: This project will investigate the backgrounds and progression opportunities of engineering apprentices studying at Bournemouth & Poole College (BPC). BPC works in partnership with BU to provide an integrated programme from a level 3 apprenticeship to an MEng honours degree. Previous research has indicated that progression opportunities are not evenly distributed across the socio-economic groupings and that diversity is very low. This project will collect accurate WP data about apprentices and entrants to HNC and determine the underlying decision making process by employers, to enable an accurate understanding to be built of why there is an apparent lack of working class white males entering the higher levels of this integrated programme. Then a targeted intervention will be designed and implemented.

- Curriculum Diversification and Inclusive Teaching Practice Programme- led by Dr Deborah Gabriel, FMC; approved Dec 2016; 2016/17 budget £19,777

Project summary: The Curriculum Diversification and Inclusive Teaching Practice Programme is a unique programme developed for academic staff to promote and deliver transformational education across the HE sector. It has been developed in response to the NUS call for diversification of the curriculum to improve the participation, success and progression of 'BME' students. The programme, which draws on pedagogies of social justice and cultural democracy, has been especially tailored for rollout within BU, starting with the Faculty of Media and Communication. The programme will be implemented by a dedicated team of academic staff within FMC led by Dr Deborah Gabriel (Founder and CEO of Black British Academics). It is being developed as a model for implementation across BU involving workshops, teaching resources and an in-depth report.

- Developing Women Leaders Programme- led by Deborah Taylor, FoM; approved Feb 2017 £8,336 This project will provide female students with additional support in preparing for interview and employment.

- Race Charter Self-Assessment team- led by Dr James Palfreman-Kay; approved Feb 2017 £20,000

- Employability and Work Based Learning a Literature Review for FAAMG - led by Dr Sue Eccles, CEL; approved Mar 2017 £9345

Dr Sue Eccles, Research and Development Lead for the Centre for Excellence in Learning, will lead the project drawing on the post-doctoral research expertise in CEL to produce a report for the FAAMG by the end of June 2017. The aim of the report will be to review best practice across the sector and present recommendations or 'thought-points' that would allow BU to reflect on its own current practice, to strengthen/celebrate what works and to consider new opportunities.

- Supported Leadership: Enhancing the academic success and employability of WP students; led by Joff Cooke, SUBU; approved Mar 2017 £7000

The project would offer WP students who currently hold a leadership role within a SUBU club/society an intensive, bespoke leadership programme in June 2017. The programme is intended to provide these students with an in-depth understanding of contemporary leadership issues and will lead to CMI recognition. In addition, it will enhance and develop their leadership and social skills, self-awareness and self-confidence

Recently completed projects:

- A Study about the Experiences of BU's Student Carers- led by Dr Jacqueline Priego, CEL; completed summer 2016

FAAMG commissioned a research project with student carers to explore the life experience of student carers at BU and the impact of caring in their learning experiences and to determine the main motivations and expectations of their university experience, and their contact with the different support mechanisms in place at BU. The findings included that they are the same as any other students but have some specific needs, therefore some adjustments should be made (e.g. extensions on assessment deadlines, reviewing mitigation processes), other people's needs take first priority over learning and that needs recognition and they valued the opportunity to meet with others in the same situation so a mechanism to bring student carers together would be helpful.

- The Impact of BU Bursary and Financial Support Schemes on Students' Access to Higher Education, Success, Retention, Wellbeing and Employability- led by Dr Marcellus Mbah, CEL; completed summer 2016

FAAMG commissioned a study to determine the impact of BU administered financial support/bursary schemes on student access to higher education, success, retention, well-being and employability. Key findings were that generally students value bursary support, the level of this might benefit from review; information about availability should be made more obvious as well as advice and information more generally. The Bursary Review Group (led by Amanda Stevens) has responded to the outcomes of the study.