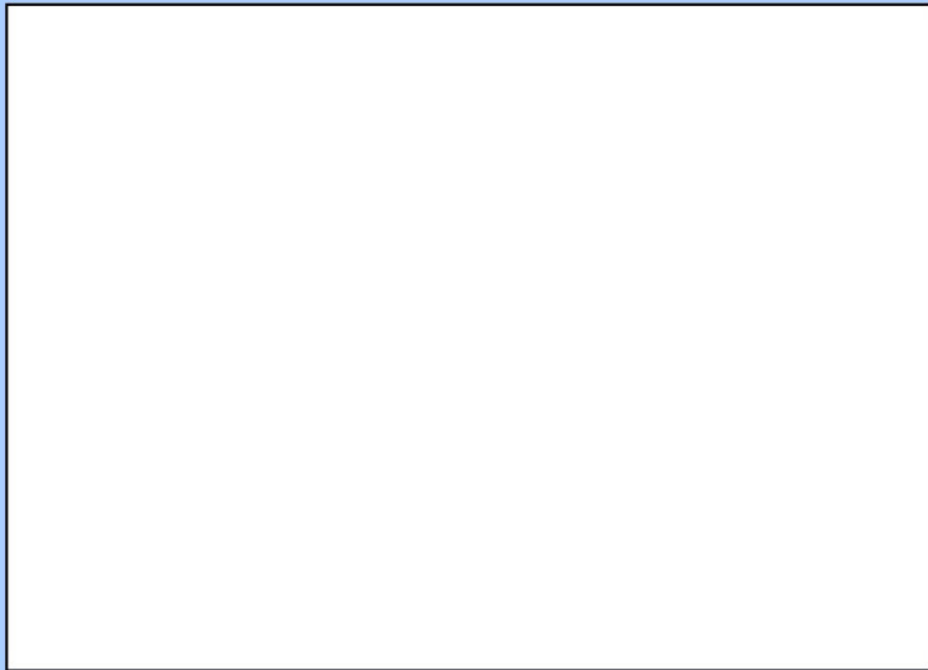


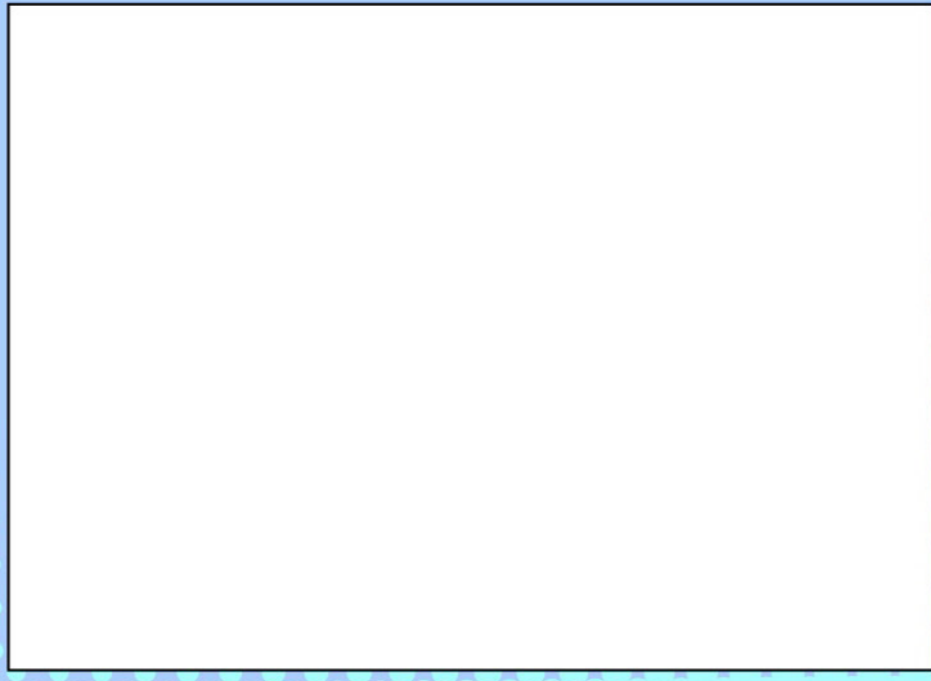
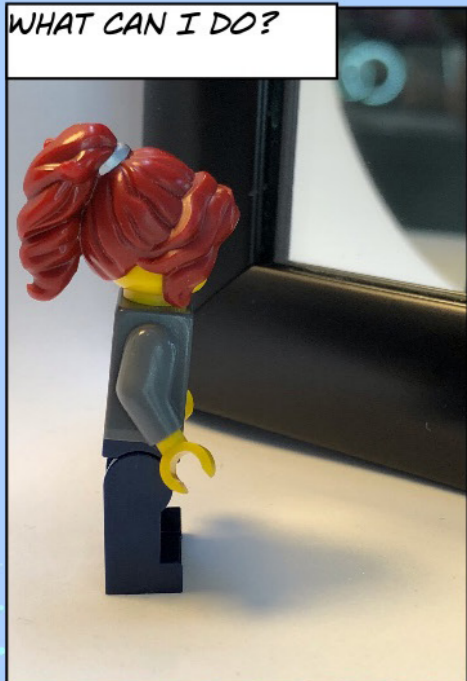
WHAT MORE DO WE NEED TO KNOW?



WHAT CAN WE DO TOGETHER?



WHAT CAN I DO?



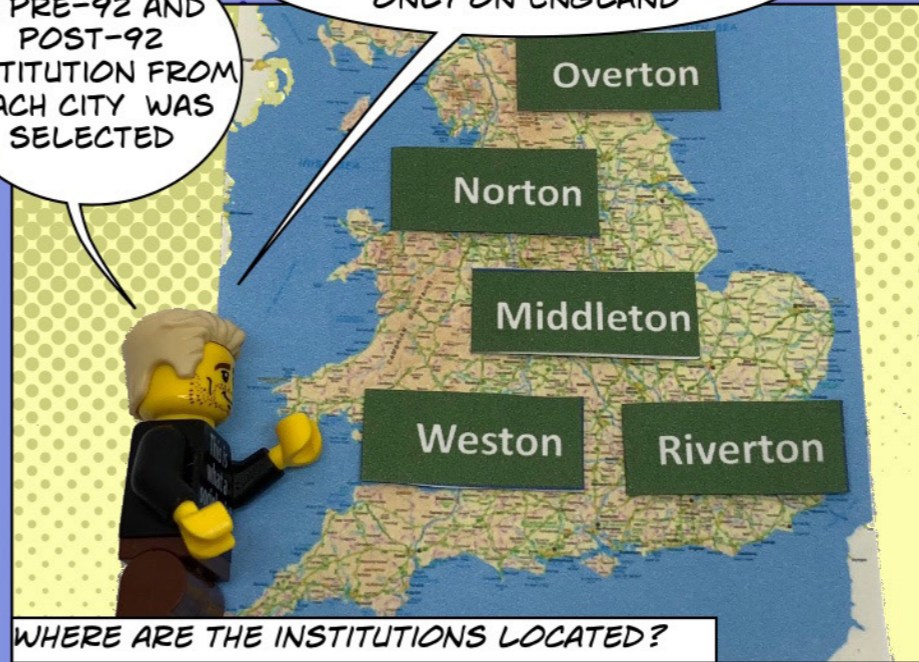
# EQUAL PRACTICES?

A COMPARATIVE STUDY OF WP PRACTICES IN PRE AND POST-92 HIGHER EDUCATION INSTITUTIONS

THE STUDY SET OUT TO EXPLORE SIMILARITIES AND DIFFERENCES IN WIDENING PARTICIPATION POLICY AND PRACTICES ACROSS DIFFERENT TYPES OF INSTITUTIONS

A PRE-92 AND POST-92 INSTITUTION FROM EACH CITY WAS SELECTED

DUE TO POLICY DIFFERENCES, THE FOCUS WAS ONLY ON ENGLAND



WHERE ARE THE INSTITUTIONS LOCATED?

## PHASE 1

THE 2016-17 ACCESS AGREEMENTS WERE ANALYSED TO IDENTIFY COMMON THEMES AND DIFFERENCES



## PHASE 2

WHO WAS INTERVIEWED?



EIGHT PRE-92 STAFF FROM OUTREACH TEAMS

EIGHT POST-92 STAFF FROM OUTREACH TEAMS

THIRTEEN FEMALES  
THREE MALES  
THREE BAME  
1 MONTH TO 17 YEARS IN WORKING IN WP  
ALL DEGREE EDUCATED

TWELVE OF THE PARTICIPANTS WORKED IN INSTITUTIONS FROM THE INITIAL SAMPLE AND FOUR FROM THE WIDER SECTOR

THE PRACTITIONERS WERE INTERVIEWED ABOUT THEIR WORK, CAREERS, UNDERSTANDINGS OF ASPIRATION AND TARGETING OF WP WORK



THE INTERVIEWS ALSO INCLUDED CREATIVE TASKS TO DISCUSS SOME OF THE THEMES ARISING FROM PHASE 1

# FINDINGS

WHERE PRACTITIONERS COME FROM AND THEIR PAST CAREERS OFTEN SHAPE THE WAY IN WHICH THEY THINK ABOUT AND THEIR UNDERSTANDINGS OF WP



PRACTITIONERS JUGGLE MANY ROLES

ASPECTS OF THEIR ROLES INCLUDED: PLANNING EVENTS, TEACHING, EVALUATION, RESEARCH, PRESENTING AT CONFERENCES, TRAINING AND MANAGING AMBASSADORS, MENTORING, PROVIDING CAREERS ADVICE, IN REACH WORK AND LOTS OF ADMINISTRATION



THE QUESTION OF 'RAISING ASPIRATIONS' WAS ONE OF MUCH DEBATE

### INSTITUTIONAL DIFFERENCES

POST 92	PRE 92
POST 16 USUALLY SEEN AS RECRUITMENT	WE ONLY WORK WITH THE BRIGHTEST AND BEST
WE ONLY HAVE A SMALL TEAM	OUR GOAL IS TO GET THEM TO COME HERE OR ANOTHER RUSSELL GROUP
IF THEY GO TO UNI WE HAVE DONE OUR JOB	



MOST PRACTITIONERS FELT THAT YOUNG PEOPLE DIDN'T HAVE LOW ASPIRATIONS

HOWEVER THEY HIGHLIGHTED THE ABILITY TO REALISE ASPIRATIONS AS BEING A CHALLENGE ALONG WITH LOWER EXPECTATIONS AND HAVING A LACK OF AWARENESS ON FUTURE PATHWAYS OPEN TO THEM.

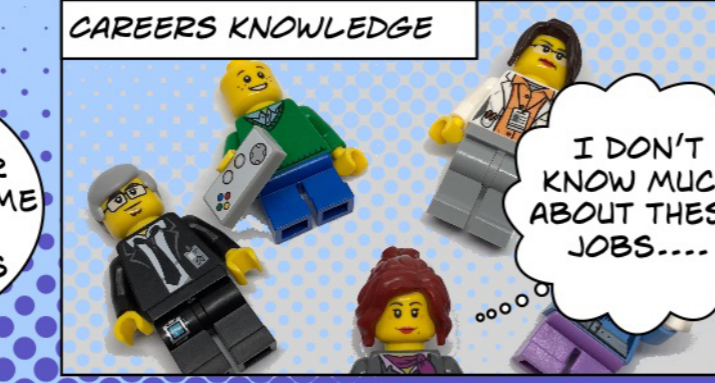
THERE ARE LOTS OF CHALLENGES PRACTITIONERS FACE....

WE NEED TO INTERACT WITH MORE STUDENTS

WE NEED TO RECRUIT MORE STUDENTS

I WANT TO BE A PLUMBER

MY SCHOOL NEEDS....



CAREERS KNOWLEDGE

I DON'T KNOW MUCH ABOUT THESE JOBS....

POLICY CHANGES

TIME TO REFLECT

RAISE ATTAINMENT  
DO MORE OUTREACH  
THE SPEED OF POLICY CHANGES WAS A CONCERN FOR MANY

WHILST MOST EVALUATED THEIR WORK, FEW HAD TIME TO PROPERLY REFLECT ON THIS EVALUATION

# RECOMMENDATIONS

## NATIONAL

REWARD INSTITUTIONS NOT ONLY FOR WIDENING ACCESS TO THEIR OWN INSTITUTION BUT ALSO THEIR CONTRIBUTION TO WIDENING ACCESS MORE GENERALLY

PROFESSIONALISE THE ROLE OF WIDENING PARTICIPATION PRACTITIONERS AND CREATE FORMAL TRAINING ROUTES THAT SUPPORT THE COMPLEX ROLES THEY CARRY OUT

ENSURE STUDENTS IN FURTHER EDUCATION COLLEGE ARE BENEFITING FROM INTERVENTIONS IN THE SAME WAY AS SECONDARY SCHOOLS

DEVELOP A CONSISTENT NATIONAL PICTURE OF WHO WORKS IN PRE-ENTRY WIDENING PARTICIPATION AND WHERE THEY WORK

SET MORE NATIONALLY COMPARABLE TARGETS TO CREATE CONSISTENT APPROACHES THAT LIMIT "CREAM SKIMMING" IN ELITE INSTITUTIONS

## INSTITUTIONAL

THINK ABOUT WAYS TO CHANGE THE INSTITUTION TO MEET THE NEEDS OF DIVERSE STUDENTS INSTEAD OF EXPECTING STUDENTS TO FIT IN

VALUE QUALITY OF INTERVENTIONS OVER QUANTITY OF INTERACTIONS

PLACE WIDENING PARTICIPATION TEAMS AT THE HEART OF THE INSTITUTION NOT ON THE PERIPHERY

RESOURCE THIS AREA OF WORK EFFECTIVELY INCLUDING INVESTING TIME AND MONEY IN STAFF DEVELOPMENT AND VALUING REFLECTIVE PRACTICE

## PRACTITIONER

DEVELOP YOUR UNDERSTANDING OF INEQUALITY AND THE COMPLEXITY OF THE LIVES OF TARGET GROUPS OF STUDENTS

REFLECT, CHALLENGE AND RESIST IF WORK IS NOT IN THE INTERESTS OF THE INDIVIDUALS YOU ARE WORKING WITH