

‘Their Defining Moments.

Identifying critical influences for progression into post compulsory education in the arts’.

FACE Conference
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Office for Students (2019) 'Regulatory Notice 1. Access and participation plan guidance'

Whole provider strategic approach

Providers must state how they are taking a whole provider approach to meeting their access and participation strategic aims and objectives.

A provider's plan must include an overview of their whole provider approach which articulates their overarching, evidence-informed theory of change.

Alignment with a provider's other strategies

The OfS expects a plan to detail how a provider's access and participation plan is linked to its other strategies such as equality, diversity and inclusion, learning, teaching and assessment and employability.

The access and participation plan must demonstrate that the provider has paid due regard to equality and diversity in designing its access and participation plan, as is its responsibility under the Equality Act 2010. The OfS expects this would comprise a description of how the provider's equality and diversity and access and participation strategies align.

Strategic measures

A plan must set out, at a high level, the main strategic measures the provider will use to deliver its aims and objectives across access, success and progression. The OfS expects this will include measures related to:

- The curriculum, pedagogic and student support developments to promote inclusivity and address attainment and progression gaps
- Employability and skills development
- Collaboration with other bodies across the student lifecycle. Where applicable, this includes other higher education providers, students, schools and colleges to raise prior attainment, employers and third sector bodies
- Alignment with other work and funding sources such as the NCOP, outreach hubs, and local graduates where applicable.

Where a provider is using financial support as a strategic measure to achieve their access and participation aims it must state what it is trying to achieve and how this has been informed by evidence. This must include a statement about the level of funding a provider is investing in its financial support package and the eligibility criteria it will apply.

For each of the measures the plan must state how the activity links to its aims, objectives and targets, and is underpinned by evidence.

109. Theory of change is a description of how and why a desired change is expected to happen in a particular context. It maps out what activities or interventions set out to accomplish and

and household income data as well as the development of intersectional measures of equality which should make the adoption of new baselines in future years possible.

The OfS encourages collaborative targets being set in partnership with other providers to address national, regional and local priorities. For example, this might be a target across particular types of providers (such as high-tariff or specialist providers), or a regional or geographical target (such as OfS-funded National Collaborative Outreach Programme (NCOP) partnerships and from 2021 onwards, OfS-funded outreach hubs).

106. Providers may use one target to cover multiple points in the highlighted box (see page 23) for example related to sustained engagement with pre-16 students, raising attainment and collaborative targets.

Strategic measures: providers' approach to delivery of strategic aims and objectives

An access and participation plan must set out the strategic measures the provider will put in place to achieve its ambitions, demonstrating continuous improvement in practice and outcomes for students.

Providers must state when they aim to achieve the commitments made in their access and participation plan.

107. Providers must outline the measures they will take to achieve the strategic aims, objectives and targets detailed in the plan. The strategic measures section of an access and participation plan sets out the provider's approach and must include information on:

- An overview of its whole provider, strategic approach which:
 - clearly articulates its overarching theory of change which demonstrates an evidence-informed approach
 - describes how the plan links to and draws from other provider strategies, particularly equality, diversity and inclusion and learning, teaching and assessment strategies
 - sets out, at a high level, the main strategic measures the provider will use to deliver its aims and objectives across access, success and progression, including: curriculum, pedagogic and student support developments to promote inclusivity and address attainment and progression gaps; employability and skills development; collaboration with other higher education providers and other bodies across the student lifecycle; and alignment with other work and funding sources
- Student consultation in planning, monitoring and evaluation
- Monitoring progress against the commitments made in the plan
- A provider's evaluation strategy.

THEORY OF CHANGE - Experience of HE

- In realm of role models
- Raise Cultural Capital
- Increase hours of extracurricular art mix

Key Statistics

710,000

children and young people 0-17
years in England receiving
statutory support

2.1m

children and young people with
complex family needs

570,000

children and young people in
families receiving recognised
support for complex family
level need

1.6m

children in families with
complex needs for which there
is no national established,
recognised form of support

Reports



Featured Report

Vulnerability Report 2018: Overview Document



Download

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UK Poverty 2018

A comprehensive analysis of poverty trends and figures



Report by the JRF Analysis Unit

JRF JOSEPH
ROWNTREE
FOUNDATION

The JRF UK Poverty 2018
Report findings are :

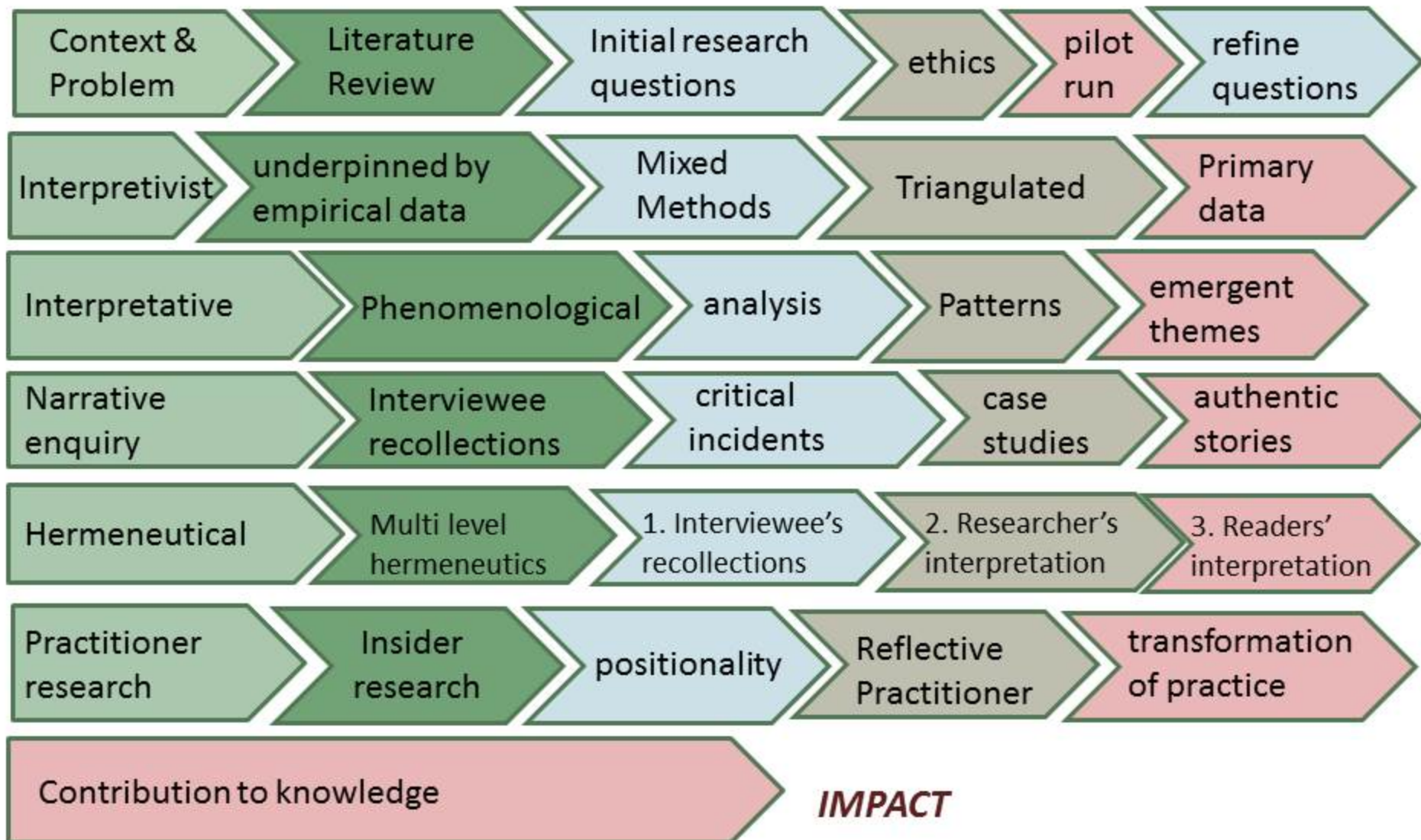
- Child poverty has been rising since 2011/12;
- 4.1 million children are living in poverty, a rise of 500,000 in the last five years;
- Four million workers are living in poverty –a rise of more than half a million over five years; and
- In-work poverty has been rising even faster than employment, driven almost entirely by increasing poverty among working parents.

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If 'education cannot compensate for the effects of society alone', as Coffield and Williamson (2011) suggest, then what is to be done?

*So: 'Can widening participation
interventions compensate for society
and education?'*

'Defining moments' research design



RESEARCH AIMS

- Identify participants' 'critical incidences'; the factors that had influenced their decisions to progress into the study of the arts.
- Illuminate and understand the factors that influence progression into study in creative subjects beyond compulsory education.
- Gather the 'student's voices' through narrative accounts, through semi-structured interviews and conversations with creative arts students
- Provide a lens which sharpens the focus on progression into education in a subject that has experienced systemic marginalisation within the education curriculum.



Amelia's Bear

BROTHERS

Imaan Influencers 'My brothers are all in finance and wanted me to work for them as a CMAP or Mortgage Adviser but I was not interested. Now they are really proud of me.'

Imaan commented at the end of the interview that being part of the Student Ambassador scheme was such a huge thing as it had helped her in confidence and to give opportunities. Her tutors had recommended her to the scheme in her first year.

TUTORS

BROTHERS

FRIEND

Influencers

Yosso: SOCIAL

[FRIEND: AS INFLUENCER, ROLE MODEL, POSSIBLE SELF]

INFLUENCER.

Bruce Pivotal Events "A friend: a student at this institution 6 or 7 years ago, he was studying on Digital, Film Games, Animation course (DFGA); I was trying to do it in the background of my job and he was full time here and enjoying it, so I looked at what the options were."

CATALYST TO RESEARCH OPTIONS.

Yosso: NAVIGATIONAL

Bruce Influences "I was interested in Design from my parents who both did web design when I was younger."

Yosso: FAMILIAL

PARENTS PROFESSION

[PARENTS: CULTURAL CAPITAL + ROLE MODELS]

Arthur Influencers Arthur's parents were very much his influencers, his mother had been an Art teacher for 25 years and his father had undertaken a degree at the same institution as Arthur was studying when he had been a first year undergraduate.

Arthur Influences Both of his older siblings were both involved as they were also creatives; his sister was a wedding florist and his brother a website designer.

SIBLINGS

Amelia Influencers

Who has helped me along the way?

My Art Teacher (see later in narrative)

ART TEACHER

Amelia Influencers. My mum; I really wanted to be a Doctor but she said no, be an artist instead. She had done a Foundation (Art & Design) herself. Her background is Optometry but she really loves art and takes me to Galleries. It runs in the family, my nan is an artist (my mum's mum) and my auntie (my mums sister) she works with Special needs but does art on the side. Everyone in the family has a creative streak. (MOTHER, GRANDMOTHER, AUNTIE on mother's side of the family)

MOTHER

AUNTIE

GRANDMOTHER

TEACHERS NEGATIVE INFLUENCE

Imaan Influencers I wish that my secondary teachers were more supportive, even my textiles teacher, she wrote me a recommendation only after I had begged her; I remember getting really upset about that. She never told me my options. The teachers did not know how to support you; how to make a portfolio, present my work; that support was not there. If I had more support from the teacher I would have been more confident. I know I did not have an A2 level of work, it was not at the level of everybody else. I now always recommend to do a Foundation Diploma. (-VE)

Imaan Influencers Talking to teachers: communication was difficult at times, it was embarrassing, I was scared to talk about it. (-VE)

I was always on the internet and googling things.

I was too scared to go to the careers office in school. (-VE)

The teacher helped me initially at GCSE. I was good at Art and she made me push it more, I made cool and interesting things, initially I was going to go into Graphic Design.

CAREERS (NEGATIVE)

MOTHER

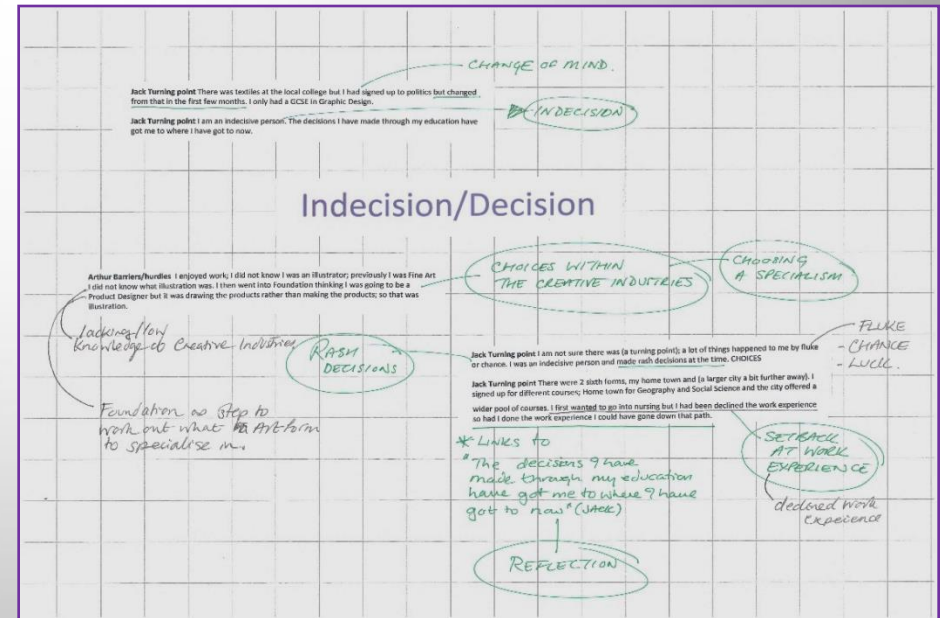
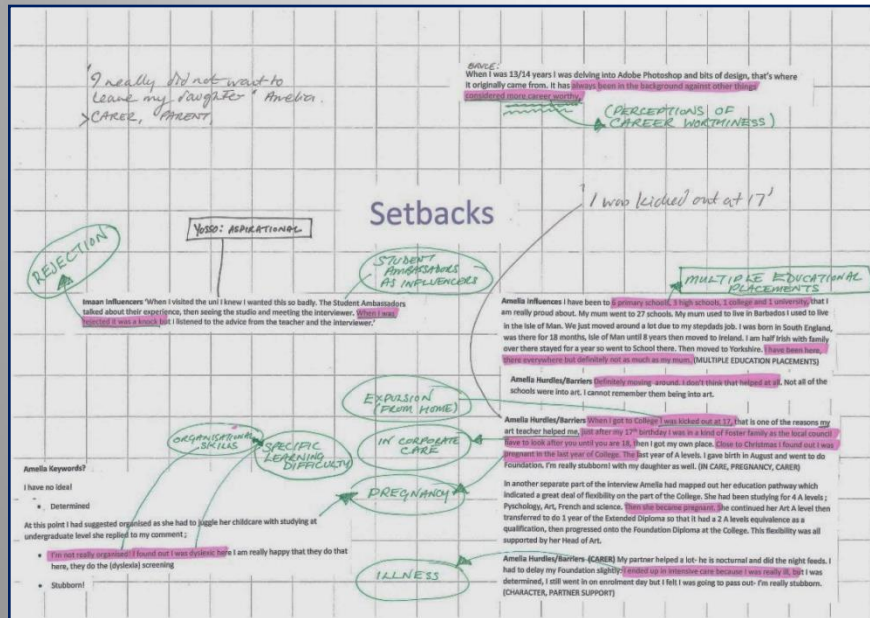
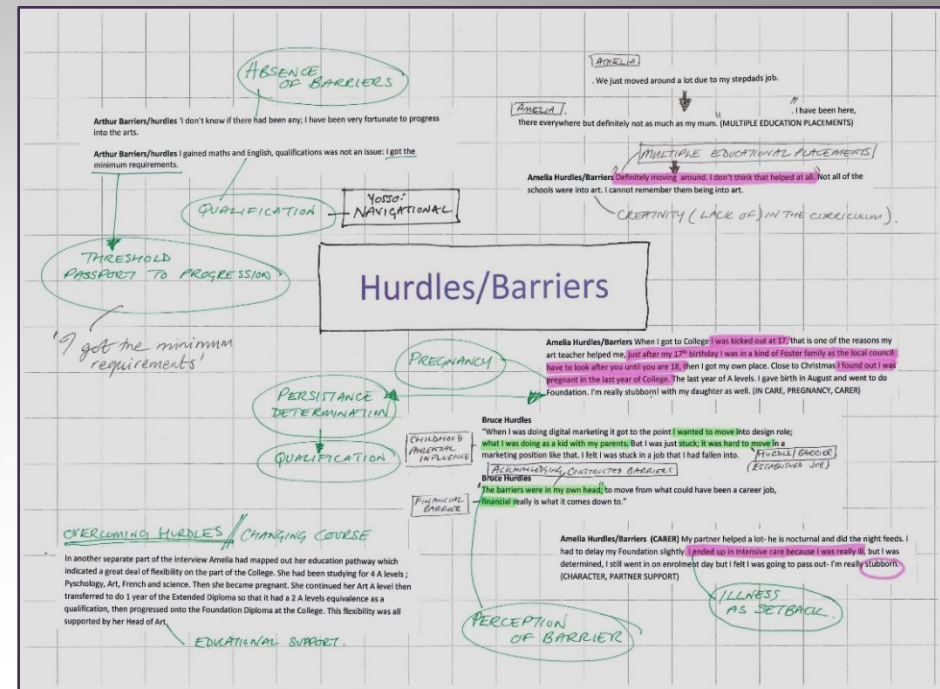
FATHER

Yosso: FAMILIAL

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- Setbacks.
- Hurdles/Barriers.
- Indecision/Decision

'I have been here, there, everywhere, but definitely not as much as my mum' (Amelia)



Character

Determination

Imaan - When I was rejected it was a knock but I listened to the advice from the teacher and the interviewers.

Keywords

Stubborn! - I'm really stubborn! (Amelia)
Determined (Amelia)

AMELIA

— GOING TO ENROLMENT
SHORTLY AFTER
GIVING BIRTH AND
ILLNESS

Resistance

- Resistance to Family expectations
- Resilience to Setbacks
such as rejection (Imaan)
- Persistence to attain reference (Imaan)

IMAAH

When she was giving her pieces of advice -
• To speak up and speak to parents and teachers.

- Don't let family and certain people such as peers to become a hurdle
- Be strong and adamant as to what you want.

Passion

AMELIA

Love what you do otherwise there is no point doing it.

FAMILY EXPECTATIONS

MOTIVATION

MOTIVATION
ASPIRATIONAL
PLEASURE/ENJOYMENT.

AMELIA - Intergenerational
cultural practices
Imaan (family resistance)
Amina - Cultural Capital
Grace - Digital Capital
Jack - Cultural Capital
(Liberal, middle class family).

Imaan influences "There were some protests from my family as they are in finance, they did not understand it that I was following a passion I loved it and wanted to do well in my first year as I really enjoyed it."

Self -

positive

- regulation strategies
- concept
- reported grades
- efficacy
- judgment
- handicapping
- motivation
- goals
- dependence
- discounting + distortion.
- perfectionism
- identity

(Hattie 2012)



possible selves
(Markus & Nurius
1986)

Self

- **identifying**
- **regulating**
- **perceiving**
- **motivating**

*Love what you do,
otherwise there is no point
doing it'*

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Thank you for listening!

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