



**A project to address the
underrepresentation of white
disadvantaged males in higher education.**

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Introductions - why are you here?

- Your name and role
- A challenge you are facing in your work with WDMs
- What you want to take away by the end of the day

Spanning the region

We have engaged



45
wards

38

schools & colleges

6



A significant workforce

Nearly



70

HeppSY+
funded staff
in place in
schools/colleges/
central team

including more than

30

graduate
role
models



& 5

Higher
Education
Progression
Advisers

Key Baseline Survey Findings 2018

22% of white males from NCOP postcodes said they were unlikely to, very unlikely or definitely would not apply to HE.

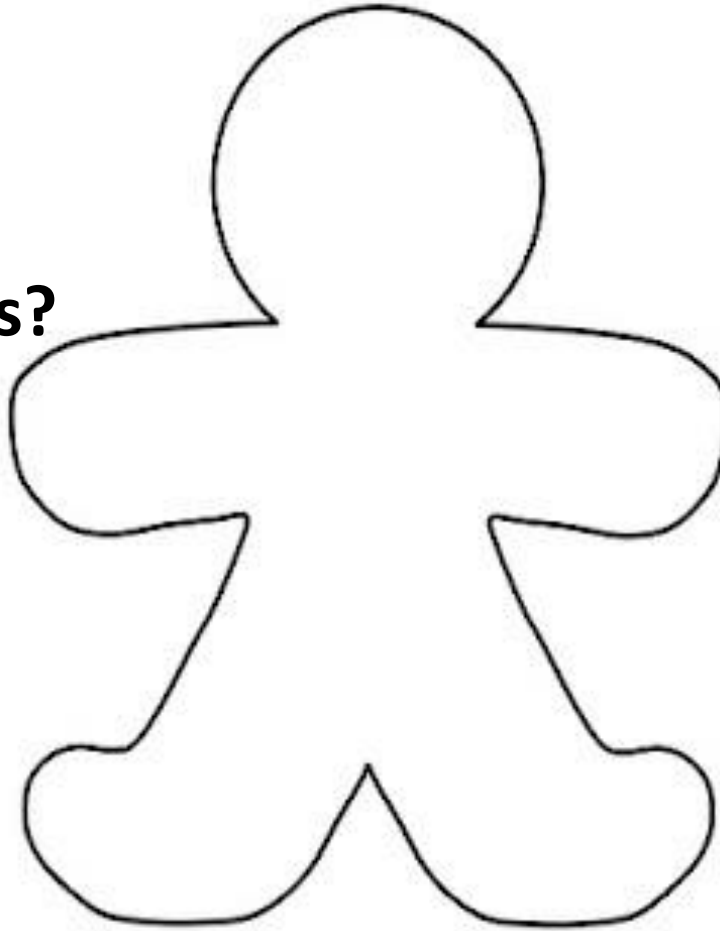
66% of all students identified family as the greatest influence on their decision about what to do next

Aims

- To explore one approach to addressing the underrepresentation of white males in HE.
- To share key findings from the evaluation and recommendations for phase 2 of HE Can.
- To share best practice with other colleagues.

What is (or is not) a White Disadvantaged Male?

- **FSM?**
- **Occupation of parent/s?**
- **Household income?**
- **Welfare?**
- **Postcode?**
- **PP?**
- **British?**



**Why are WDMs
the least
represented
group in HE?**

Overview



Sustained and intensive

Campus Visits

**Reflective workshops
led by Graduate Interns**

**Teambuilding workshops
led by Commando Joe's**



**3 day residential to
London**

1-2-1 Careers interviews

Rationale

- HE progression is 34% higher for WDMs who participated in multiple activities including a campus visit.
- Targeting WDMs - Key differences between formal administrative definitions and 'self-perceptions'.
- WDM's prospects of entering HE are often 'undermined' by 'specific practices', such as writing personal statements and being interviewed, because of their lack of social confidence and limited cultural capital experiences.
- WDMs are more likely to hold misconceptions about HE due to their preference for getting information from 'unofficial' sources and that they are rarely presented with opportunities to gain knowledge informally from role models with experience of HE.
- For WDMs, engaging with HE often requires 'navigation' between two different identities which align with both school and family/community values - the two may conflict which can result in a complex 'negotiation' of identity for the young person.

- Anthony, A. & Edgar, R. (2017) *HEAT Research: Developing a national service to help universities target, monitor and evaluate outreach programmes*, paper presented at HEAT Symposium 27 March 2017 [PowerPoint presentation]
- Baars, S., Mulcahy, E. and Bernardes, E. (2016) The underrepresentation of white working class boys in higher education. *The role of widening participation*. King's College London
- Garth Stahl (2016) White working-class male narratives of 'loyalty to self' in discourses of aspiration, *British Journal of Sociology of Education*, 37:5, 663-683, DOI:10.1080/01425692.2014.982859

Bringing the cohort to life

1. Some students don't have a car and therefore their experiences outside Mexborough are slim
2. Jonathan's Mum is the only parent to have gone to university out of all the boys
3. Some of the boys lack a father figure at home
4. I get the impression that some students are going to be held back from pursuing what they would like to do because they are relied on heavily at home
5. Daniel and Jonathan who are particularly good at music are upset that they can't take it as an option (the school aren't offering GCSE Music this year)
6. 90% of students [in one of the groups] don't go on holiday and have never been abroad.
7. "I'll never get in here" even though they are high achievers who definitely have the potential
8. It was noticeable how some of the boys struggled to interact with students from different schools.

Project Aims

- To build confidence and develop social/teamwork skills which can be applied when navigating a HE environment.
- To impart reliable knowledge about HE through positive role models.
- To provide opportunities to broaden social and cultural capital.
- To engage and inform parents/carers.

Summary

Student and parent launch.
75 parents/carers attended

Social activity - Pizza Express

Took the train to York St John
University

Sport taster day at Sheffield
Hallam University

Later addition:
Teambuilding
afternoon led by
Commando Joe;s

Residential

Graduation with students and
parents/carers

London

- Three HEIs: Ravensbourne, Westminster and UCFB
- School of Rock musical
- London Eye
- Suited and Booted workshop

Parent and Carer Engagement

- Phone calls home
- Pastoral support
- Positive messages
- Information sessions at the launch and graduation
- Regular communication from project lead
- Supported by, but not led by, school

Student focus group

"Now they're [parents] like, 'We can help you with money.' They're trying to push me to go to university. Before, it never came up."

"Mum knows I'm more interested in going now"

"My mum seems to have got more involved with it, like, helping me look at different courses and things like that"

Parent focus group

"I had certain bits of information from websites and that sort of thing that you could get a little bit of information from, but then coming to HE Can sort of allowed me to start asking some more meaningful questions which were more personalised to my own situation, I found that quite invaluable as well. It broke down some barriers for me personally too. So at the moment, I'm seeing that there's not a great deal for them to lose, and there's everything for them to gain...it's changed my mind and opened up my attitude towards it".

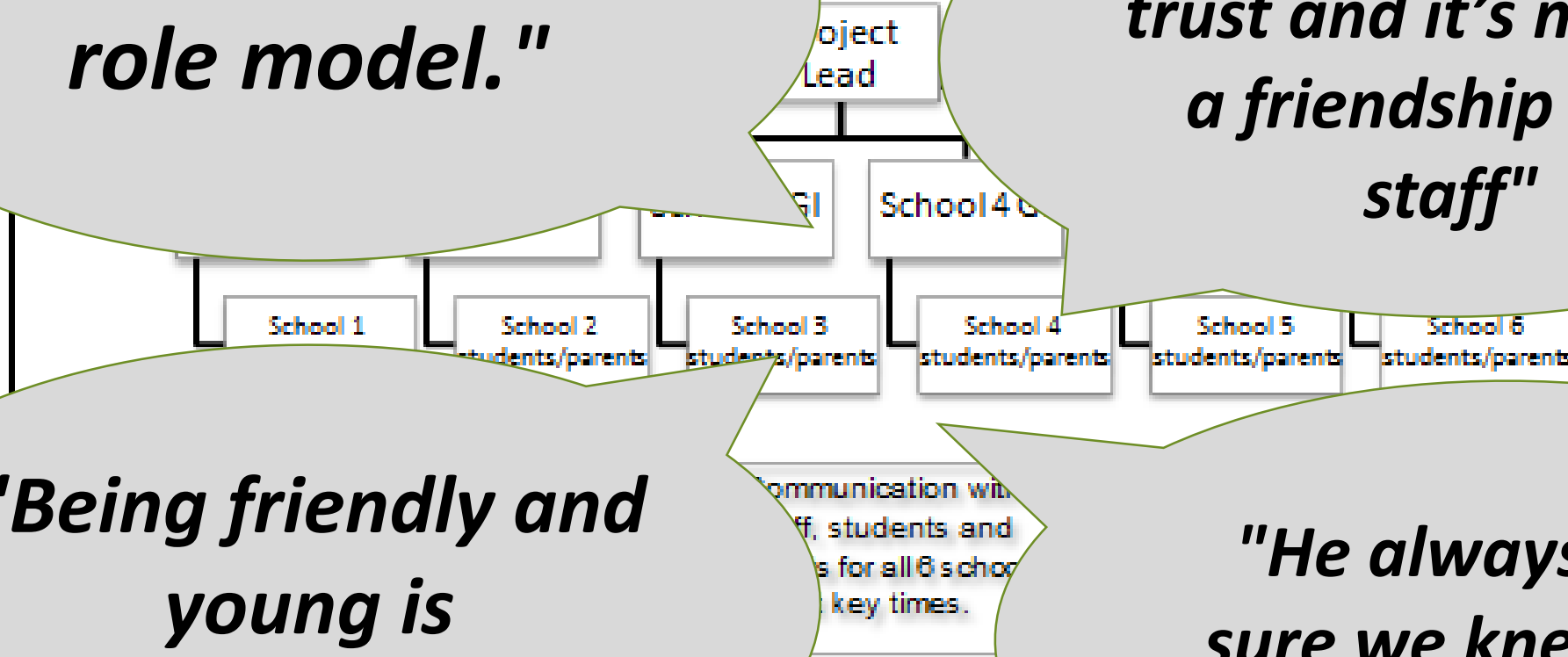
HE Can film - click link

"[She is a] good role model."

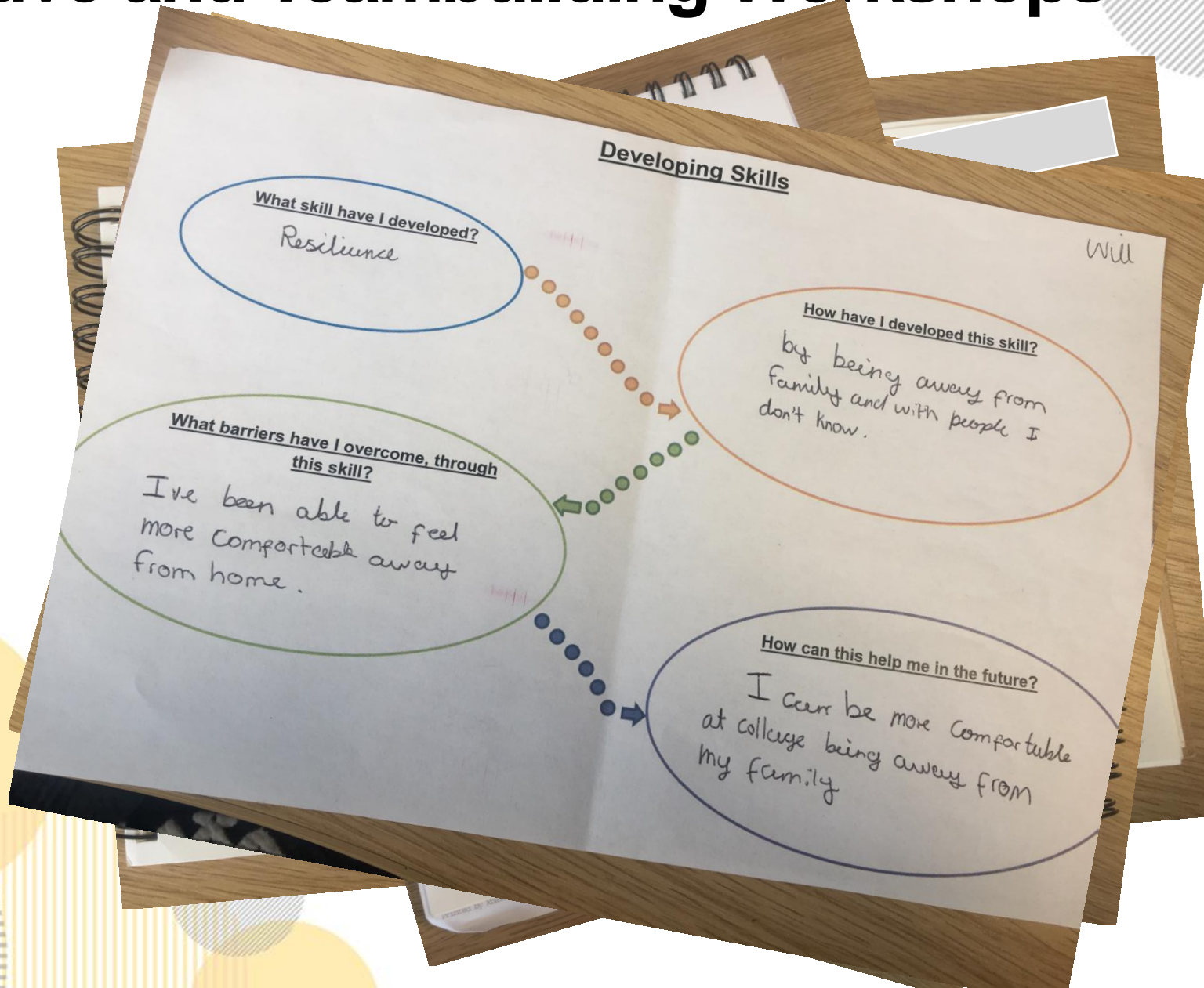
"There's more of a trust and it's more of a friendship than staff"

"Being friendly and young is important."

"He always made sure we knew what was happening"



Reflective and Teambuilding Workshops



Higher
Education
Knowledge



Career
Knowledge



Confidence and
Resilience



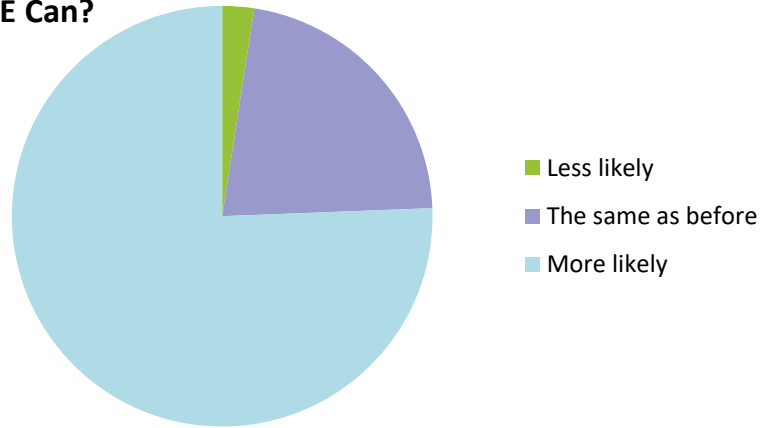
Attainment

Evaluation

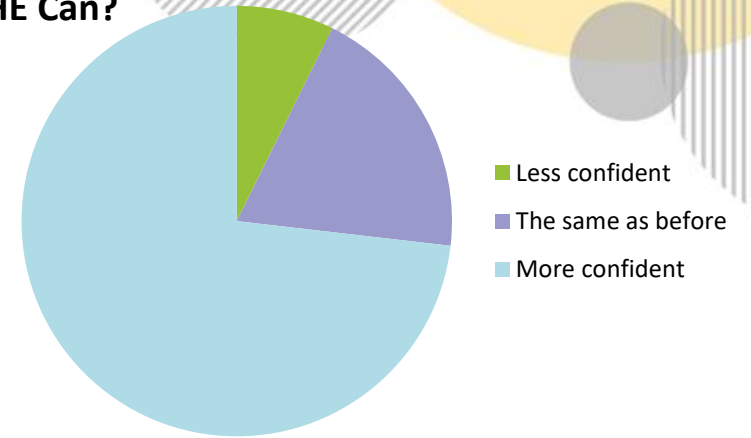
- A baseline and closing survey for students
- Student and parent focus groups
- A parent survey at the end of the project
- A survey conducted in 1-2-1 careers interviews
- A staff survey at the end of the project
- Informal conversations

End survey findings from 42 responses

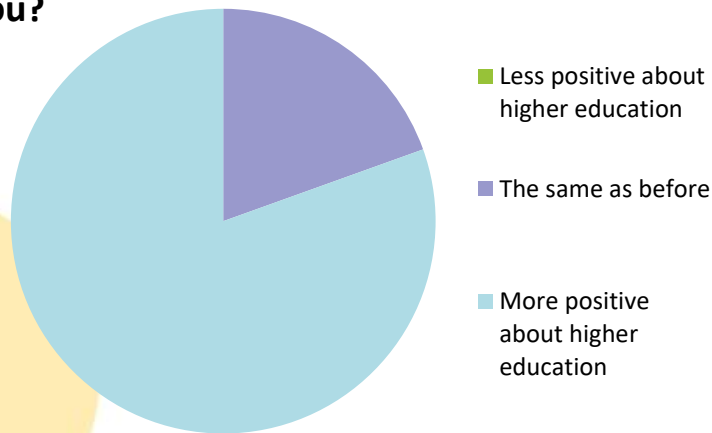
Are you more or less likely to apply to higher education (for example university) since being part of HE Can?



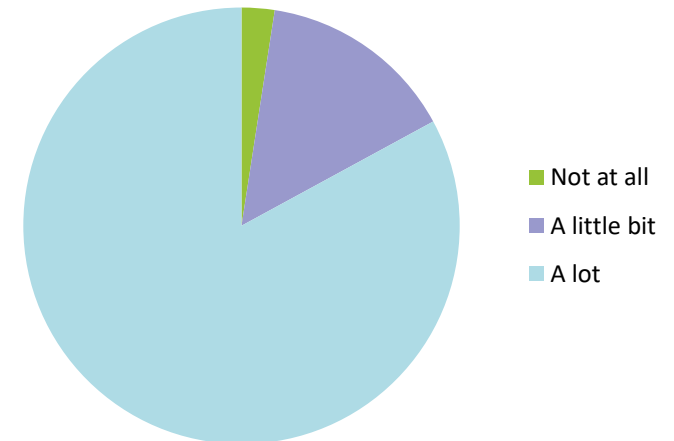
Are you more or less confident to apply to higher education changed since being part of HE Can?



How have your views about higher education changed since being part of HE Can. Are you?



Has your knowledge about higher education increased since taking part in HE Can?



"The programme enabled my son to develop his social skills, interact in a wider range of activities than he would normally be involved in, meet new people and learn in a motivational, positive environment, growing in confidence and maturity"

"I'm impressed by the students' engagement and enthusiasm in their careers interviews. Motivation to pursue graduate level careers and knowledge about future options was much more evident with these students than those who haven't taken part in a project like this"

School Ofsted Report

"The HE Can initiative focusing on raising the expectations of boys is appreciated by the pupils and is enabling them to see options open to them"

"I always told him to knuckle down at school and get good grades and get into uni and how his grades are going to affect which uni he can get into...but since this [HE Can project] things have become a lot more focused on which university, he's starting to look at prospectuses"

Recommendations

1. Provide regular opportunities for WDMs to interact with positive graduate role models.
2. Continue with an intensive programme of campus visits and reflective/teambuilding workshops.
3. Facilitate teambuilding opportunities with students from other schools and peer groups.
4. Develop the project by including a workplace experience, visits to a wider range of HEIs, information about HDAs and a wider range of subject tasters.
5. Target schools based on ward, NCOP survey and Ofsted data.
6. Develop supplementary provision (HE Can Light) for non-targeted schools/colleges, so that more WDMs in South Yorkshire can access similar activity and benefit from the insight gained from the HE Can core project.
7. Identify a "reserve list" of students to account for attrition



Graduate Intern - Higher Education Engagement Assistant

Higher Education Progression Partnership South Yorkshire (HeppSY+)

About the job

This internship offers an invaluable opportunity to work with the HeppSY+, the South Yorkshire Consortium for The National Collaborative Outreach Programme (NCOOP) which aims to support the most disadvantaged young people (Y9 to Y13) to progress into higher education (HE).

The programme involves outreach activity in geographical areas where the HE participation of young people is lower than expected based on GCSE level attainment.

Placed in one of our partner colleges or schools in Doncaster/Deane Valley or surrounding area, you will:

- play a full part in the coordination, delivery and evaluation of the HeppSY+ programme attending events across the South Yorkshire region;
- be a key point of contact at the partner institution coordinating engagement with externally delivered, targeted activity in addition to working with staff and students in the institution itself;
- providing accurate and impartial information to targeted young people;
- carry out research, plan and prepare materials and activities, and deliver presentations in addition to related administrative work including evaluation, record keeping and report writing;
- work within a cross school/ college team, with the opportunity to use initiative, for collaboration and to develop new curriculum materials.

Graduate Internships

A graduate internship is a time-limited, structured work experience which also includes an element of training. It provides work experience and skills development that can enhance your employability and career prospects, helping you transition into the world of work and prepare you for future employment. In the interests of fairness and equality of opportunity, our internships will not normally exceed a 12 month period; therefore you will not be eligible to apply for consecutive internships that exceed this duration.

Location - College/School Campus

This job will be primarily based at one of our partner schools or colleges. In addition, for two days each month you will be based in Sheffield, joining up with other HeppSY+ Graduate Interns from across the region at our HeppSY+ offices.

Job description

Job Title	Graduate Intern - Higher Education Engagement Assistant
Faculty/ Dept	Projects - Higher Education Progression Partnership South Yorkshire (HeppSY+)
Grade	Graduate Intern - Fixed Salary
Repons to	School/College Programme Manager (HeppSY+)
Direct repons	N/A
Role Purpose	To assist with the organisation and delivery of impartial services which support progression to higher education and higher level skills for HeppSY+ targeted students in schools/ colleges.

Responsibilities

The main responsibilities of the post are set out below and should be read in conjunction with the person specification.

- To assist with the co-ordination and delivery of activities and events for the HeppSY+ cohort within a partner college or school.
- To promote higher education progression to the HeppSY+ cohort through regular one-to-one work, small group work and assemblies.
- To work collaboratively with your line manager, school/ college colleagues and a range of stakeholders, including universities, other colleges, employers and other providers to develop and deliver activity to targeted young people.
- To develop and deliver activities, including presentations, for young people, their parents/carers and teachers efficiently, effectively, and to a professional standard.
- To assist with research, development and preparation of materials for use by HeppSY+ publications for dissemination to partner organisations.
- Associated administrative work including contributing to the evaluation of activity and the production of reports for the HeppSY+ team and HEFCE.
- Any other duties relevant to the post.