White working class students and higher education

A national picture of participation and current initiatives to widen it

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Background

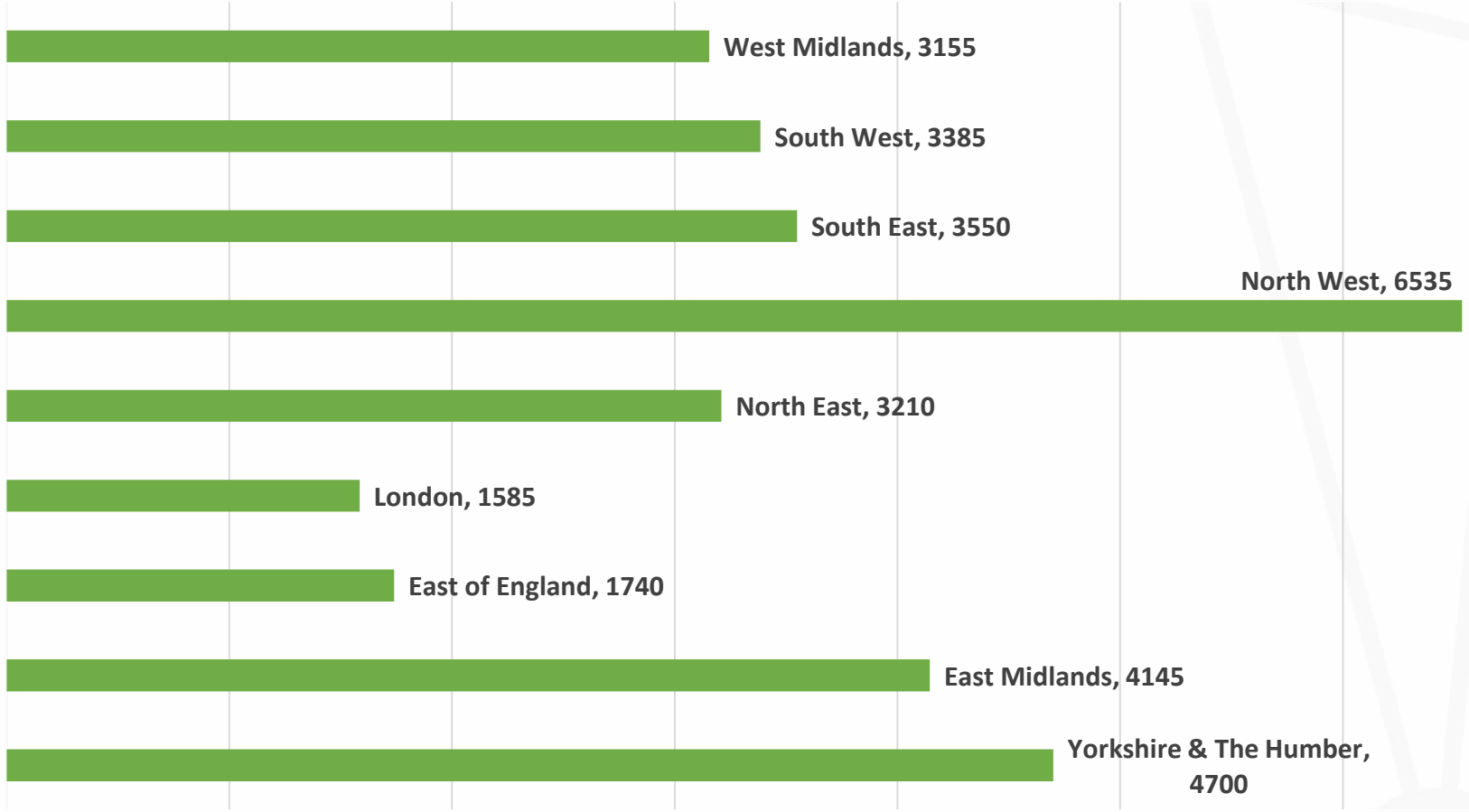
- White young people in receipt of free school meals (FSM) are the least likely, next to those from Gypsy/Roma backgrounds of any group, to enter HE.

- White students make up the largest number of students residing in Low participation neighbourhoods (LPN)

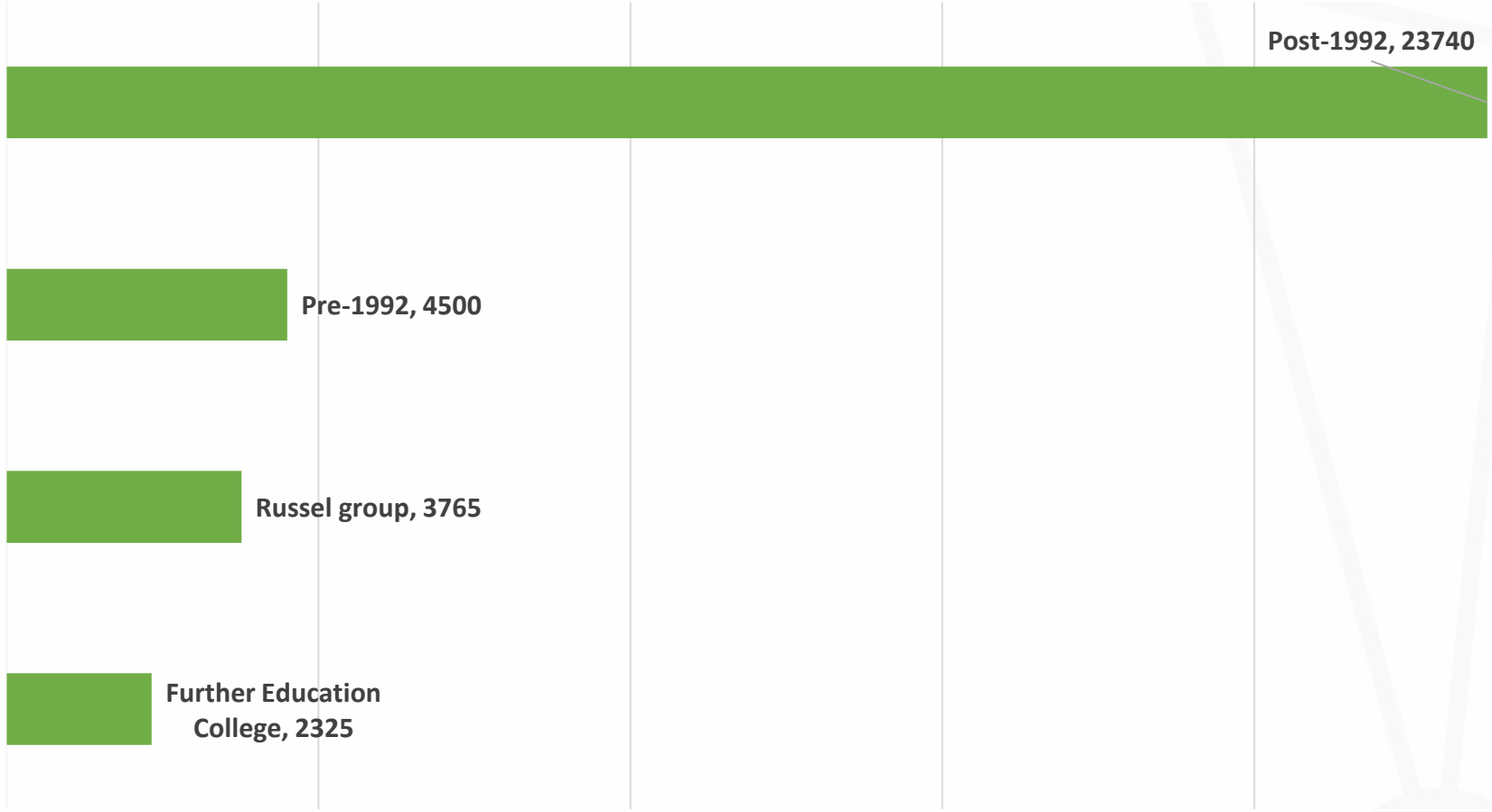
Methodology

- UCAS data on acceptances and applications, by HEI provider – 246 HEIs in England – White students, 18+, POLAR Quintile 1
- Survey of over 60 HEI/NCOP
- Case studies
- Exploration of APPs

Current participation: A national picture of acceptances



Current participation: A national picture of acceptances

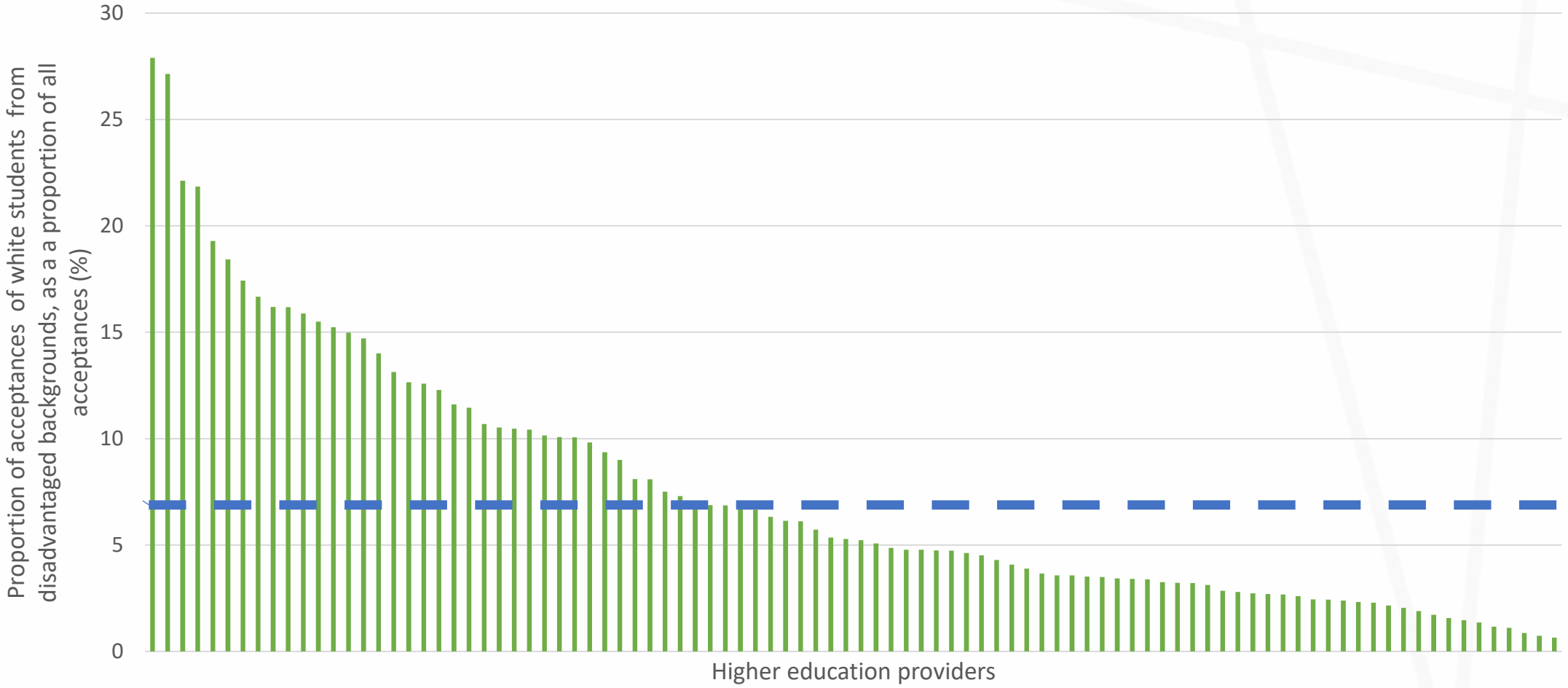


Measures of participation

- Acceptances - numbers

  3-1190 (all)
- Acceptances as a proportion of applications
- 2-15% males, 3-30% females
- Acceptances as a proportion of total applications
- 11-64% males, 13-52% females

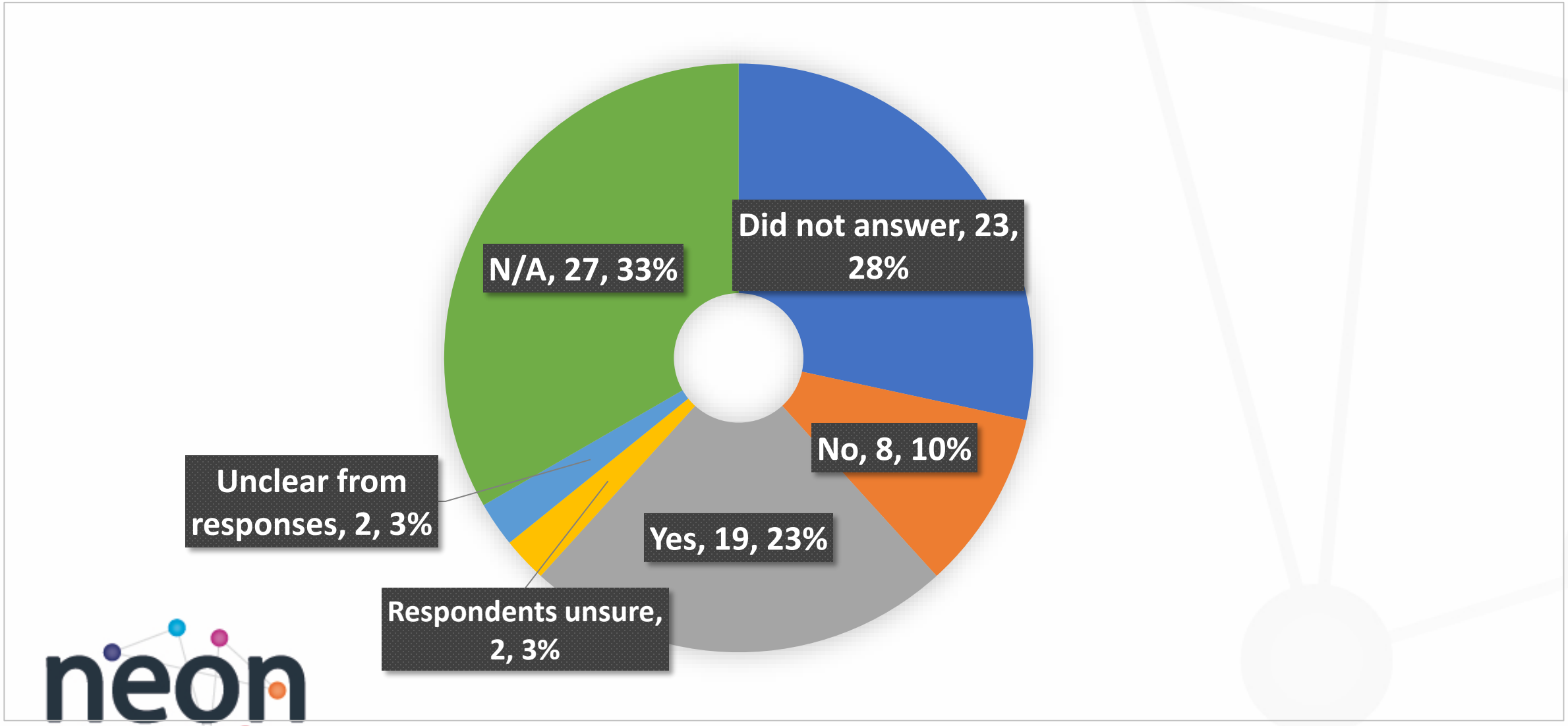
Variation in acceptances across HEI



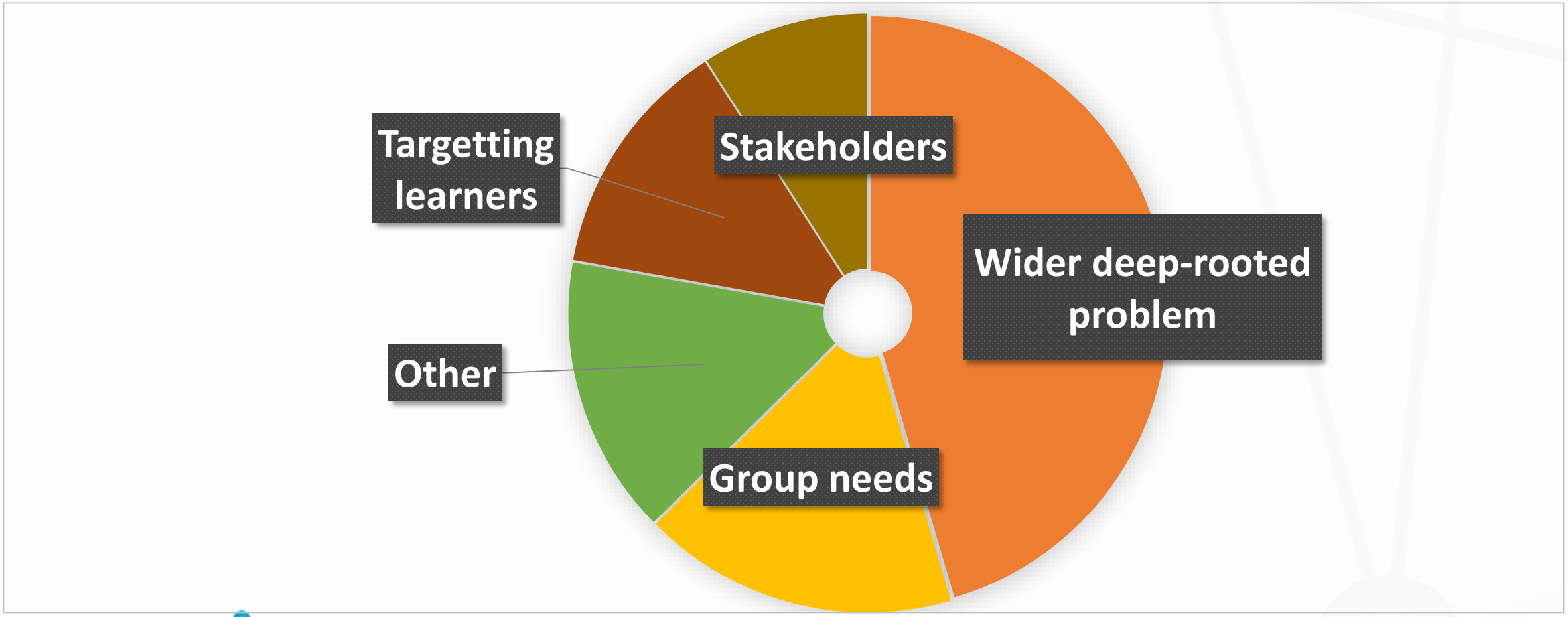
Variations & consistencies in the HE sector's approach to widening participation

Strategic priorities
Understanding of the issue
Current initiatives
Challenges identified

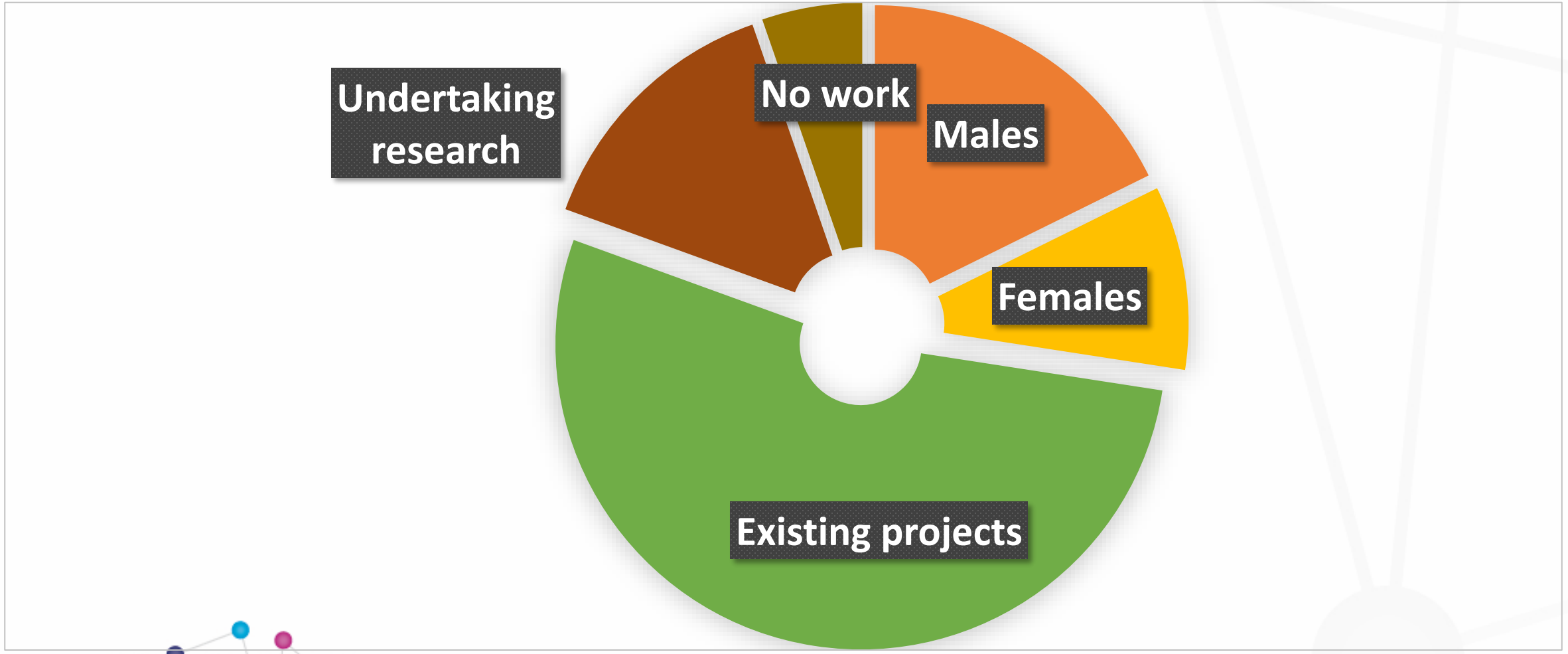
Is work to increase participation, retention and success in HE by white students from low income/low HE backgrounds featured in your Access and Participation Plan?

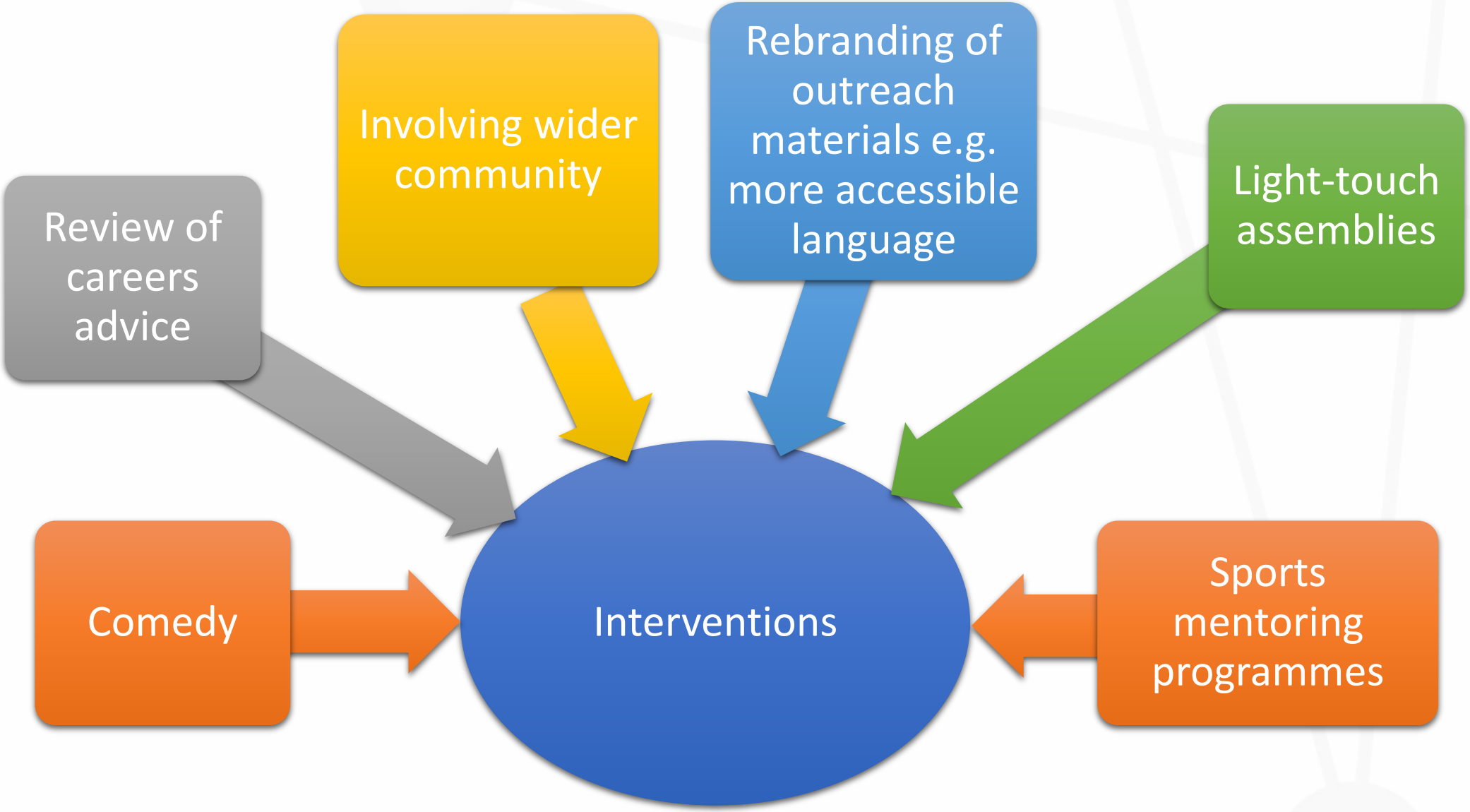


What do you see as the major challenges in supporting increased participation, retention and success in HE by white students from low income/low HE backgrounds?



How is your institution (organisation) working to increase participation, retention and success in HE by white students from lower income or low HE participation backgrounds?




Review of careers advice
Involving wider community
Rebranding of outreach materials e.g. more accessible language
Light-touch assemblies
Comedy
Interventions
Sports mentoring programmes

Case studies

- North East Collaborative Outreach Programme – The FutureMe Challenge

- Blackpool & Fylde College – Supporting progression across the college

Has there been progress?

Looking ahead & establishing good practice