

Using research to inform our practice: What's out there and how do we find it?

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A Man of Two Robes

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What is the purpose of our job as practitioners involved in widening participation?

‘Advice and Guidance’

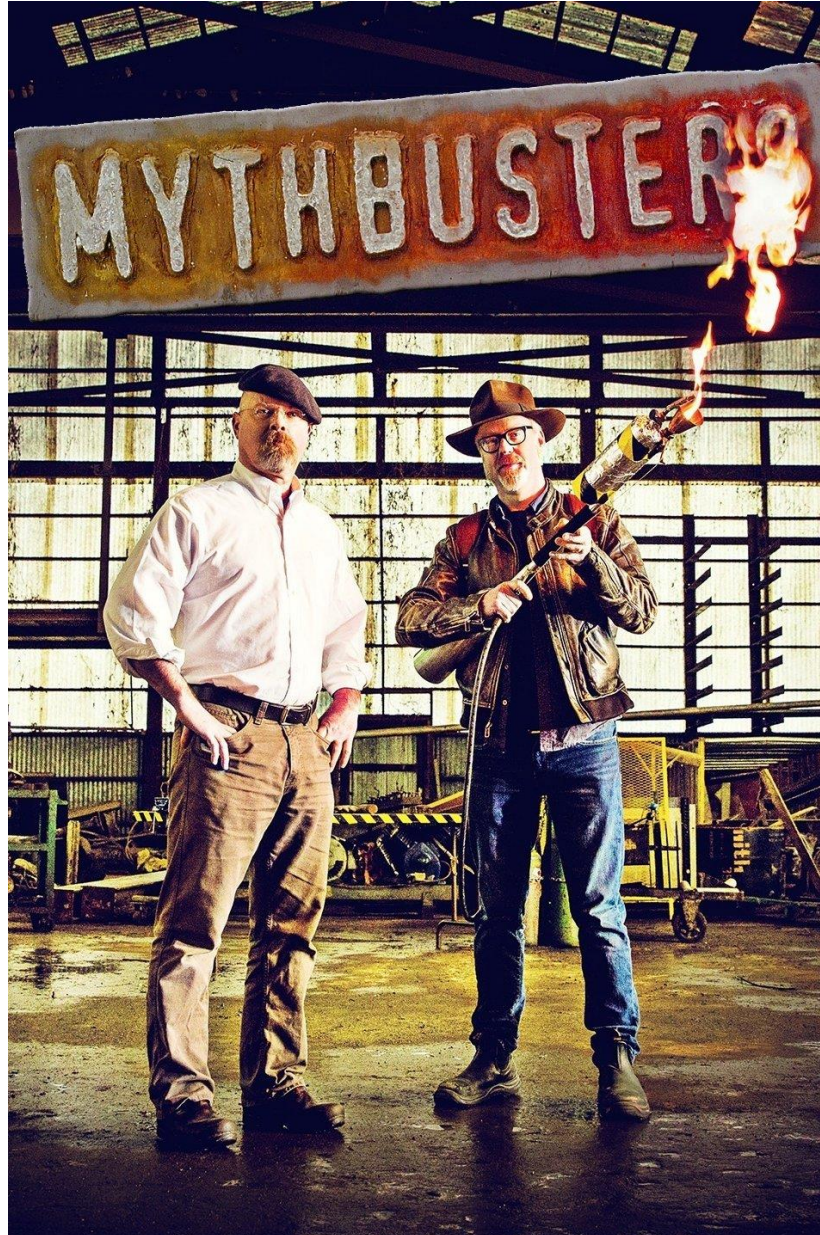
‘Increase Participation in Higher Education for Non-Traditional Students’

‘Inspire Young People’

‘Help to Guide Decisions for Young People’s Futures’

‘Facilitate Social Mobility’

‘Raise Aspirations’



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Raising aspiration

We continue to develop strong, targeted outreach work which raises aspiration and encourages application from all those who have the capacity to benefit from our awards, regardless of background.



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Raising aspirations

‘This is not just a matter of gender. Ethnicity makes a difference too. Leicester City Council told the House of Commons Education Select Committee of their experience that in parts of Leicester, ‘the white working class culture is characterised by low aspirations and negative attitudes to education’ in a way not seen with other ethnic groups.’

HEPI, Boys to Men, 2016

Our job is to raise aspirations?

Participation In Higher Education: Aspirations, Attainment And Social Background (Croll, 2013)

University of Reading

Spheres of influence: what shapes young people's aspirations at age 12/13 and what are the implications for education policy? (Archer, 2014)

King's College London

Silver bullet or red herring? New evidence on the place of aspirations in education (St Clair, 2013)

University of Victoria

young people in our study generally had 'high' aspirations for professional, managerial and technical careers. There was little evidence of 'poverty of aspiration', with young people from all social backgrounds (2014,66).

It was not unusual for somebody to want to be a lawyer and attend university, but only be taking three GCSE examinations when eight would be necessary for the next stage of study. The lack of knowledge of pathways to achieve aspirations was an important issue (2013,735)

raising aspirations' is an unfair social enterprise – impelling all children to prizes that (due to the way the game is set up), only the privileged few can attain. We call instead for a policy to focus on 'levelling the playing field (2014,77)

It is easy to fall in to a kind of deficit analysis: an assumption that, if a group is underachieving there must be a problem with the group, whereas we have an awful lot of research showing that schools tend to treat groups in systematically different ways (House of Commons Education Committee 2014)

David Gillborn – University of Birmingham

Raising aspiration policies can be seen as treading a fine line between empowerment and manipulation. 'Raising aspiration' as a governmental technology, seeks to influence young people at the level of attitudes, dispositions and desires – and thus arguably operates below the level of consciousness of the individual. (Constituting Neoliberal Subjects? 'Aspiration' as technology of government in UK policy discourse, 2017)

Konstanze Sopher (Liverpool Hope University), Garth Stahl (University of South Australia) & Tamsin Bower-Brown (Sheffield Hallam University)

**Might this change our approach to work
with schools?**

What's out there?

Ann Berrington – University of Southampton

Educational aspirations among UK Young Teenagers: Exploring the role of gender, class and ethnicity (2016)

Alison Fuller – University College London

Network-based ambivalence and educational decision-making: a case study of 'non-participation' in higher education (2008)

Diane Reay – University of Cambridge

Degrees of Choice: social class, race and gender in higher education (2005)

Vik Loveday – Goldsmiths

Working-class participation, middle-class aspiration? Value, upward mobility and symbolic indebtedness in higher education: Working-class participation, middle-class aspiration? (2015)

What's out there?

Nicola Ingram – University of Lancaster

Working-class boys, educational success and the misrecognition of working-class culture (2009)

Vikki Boliver – Durham University

How fair is access to more prestigious UK universities? (2013)

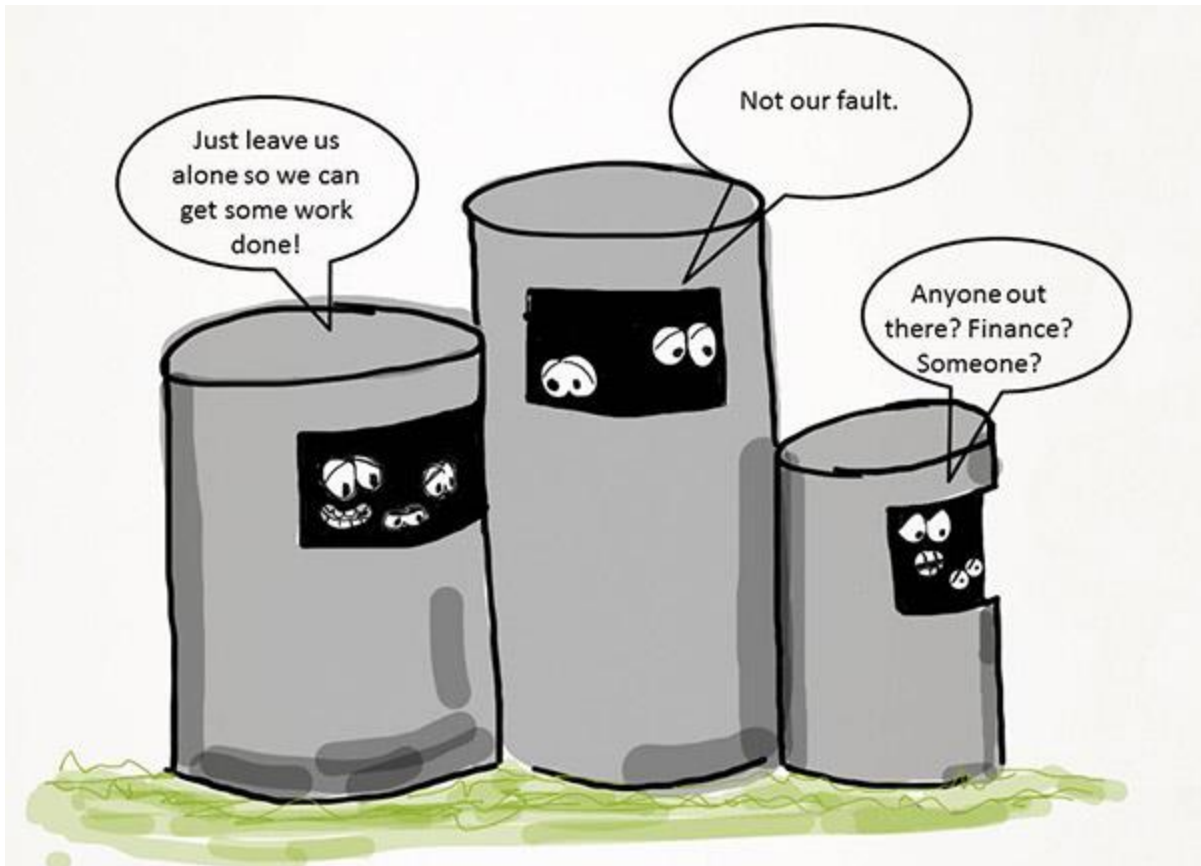
David Gillborn – University of Birmingham

White heat: racism, under-achievement and white working-class boys (2000)

Helen Lucey – University of Bath

Uneasy Hybrids: Psychosocial aspects of becoming educationally successful for working-class young women (2003)






Why Don't we Know About it?





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1. **Widening participation in higher education [electronic resource] ; Casting the net wide? / Edited by Tamsin Hinton-Smith.**



Basingstoke, Palgrave Macmillan, 2012. 352 p. : 3 figures, 21 6 charts. Language: English, Database: University of Southampton Library Catalogue
Subjects: Education, Higher: Higher & further education, tertiary education; Educational strategies & policy; Organization & management of education; Education

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2. **Widening participation in higher education: Capital that counts**



By: Watson, Jo, 07/14/2011
Database: ePrints Soton

Subjects: HA Statistics; LB2300 Higher Education

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3. **Widening participation in higher education : fourth report of session 2008-09 : report, together with formal minutes, oral and written evidence / Committee of Public Accounts.**



By: Great Britain, Parliament. House of Commons. Committee of Public Accounts. London : The Stationery Office, 2009. [2], 20, Ev 29p. ; figs ; 30 cm. Language: English, Database: University of Southampton Library Catalogue
Subjects: Higher education; Participation; Widening; Reports; Education; Higher education; Participation; Widening; Reports

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4. **Widening participation in higher education / report by the Comptroller and Auditor General.**



By: Great Britain, National Audit Office. London : The Stationery Office, 2008. 63 p. ; col. ill., col. figs, tables ; 30 cm. Language: English, Database: University of Southampton Library Catalogue

Subjects: Higher education; Participation; Widening; NAO reports; Education; Higher education; Participation; Widening; NAO reports

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