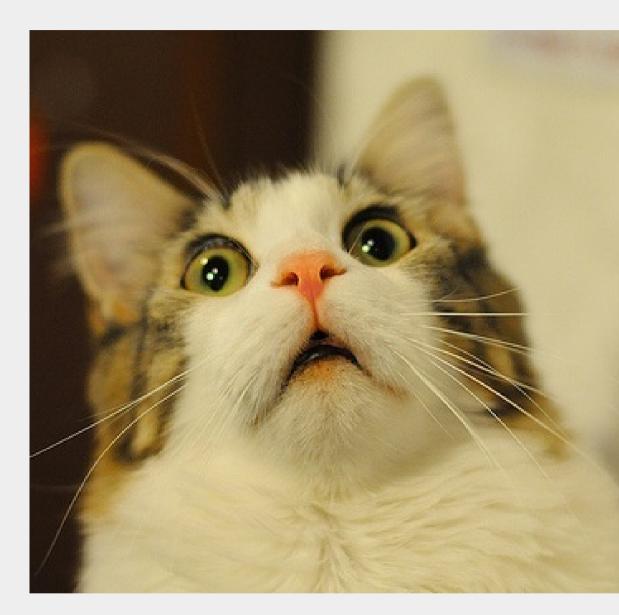
### **SiP WIP Presentation**





What are the experiences of the transition period for Insights students who successfully join UAL as an undergraduate student, and could we improve their sense of belonging?

### Professional context of the project (my research interests, current role) ...

What can the views and experiences of BAME alumni and university staff reveal about the role of a **Higher Education** Institution in preparing creative graduates for the labour market?

FRANCES ASUKA ROSS

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### Hi,

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so in my first year at LCC I was one of the 4 only black students in a predominantly white class, at first I was very surprised considering the University is in the heart of South London. All the tutors are also white and seem to favourtize mainly the white European & British students, this is highly reflected in their grades & teachers always praising how we should use these specific students as an example for our work. In my second year I was required to retake so I was in an entirely new class. As I looked around I noticed there was the EXACT same number of black students than my previous year. UAL are super selective of how many black students they let in per class.

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Those very few black students have nowhere near the same advantages as the white ones, were so easily deprived of having access to the uni facilities and the fact that we're paying £9K a year, and some International students even more is a joke. I've always felt very uncomfortable in lectures as the teachers always get away with saying little sly racist remarks, the fact that there is so few of us it is difficult to retaliate against over 30 white students, who don't understand what's wrong with institutional racism.

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# **Insights**<sup>oo</sup>



### **Eligibility criteria for taking part in Insights:**

- Students whose parent(s) or guardian(s) have not completed a university degree
- Students from low-income backgrounds (based on their London postcode)
- Students whose families receive benefits for living costs (including Universal Credit, Child Tax Credit, Free School Meals, Housing Benefit, Income Support, Income-based Job **Seekers Allowance and Pupil Premium)**
- Looked after children and care leavers.

### The question my SiP responds to...



### How can we foster belonging and community for Insights students who successfully join UAL as an undergraduate student?

### How can we foster belonging and community for Insights students who successfully join UAL as an undergraduate student?

## Plan of action / research...

### Literature Review (of sorts... mainly just to situate the research)

- Pierre Bourdieu cultural & social capital • Culture is Bad For You (Brook, O'Brien, Taylor, 2020) + Against Creativity (Mould, 2020) - looking at the inequalities within the CCIs looking at statistical research on the post-
- freshers wobble / drop-out point (either withdrawal or PYO) for students.
- Inclusive Practices, Inclusive Pedagogies (Bhagat and O'Neill, 2011)

### **Research focus:**

- focus on first years and the transition stage from **Insights to HE**
- analyse what was done for their transition
- assess the effectiveness of what was done

### Action I:

### Interview x2 members of staff who devised and executed a 2-day workshop for CCW Insights students who were enrolling onto a degree course at UAL

### (interview taking place on Thursday II November 2021 at 2pm via Teams video call.)

### Action 2:

Survey to be sent out to all Insights students who joined HE asking qualitative questions about their experiences of joining and how they feel about their transition.

An opt in section for them to join for a social gathering with other Insights students who progressed into HE - lure with PIZZA (ethics?!) and invite Creative Shift along (budget split?).

**Opt in - social gathering (with Creative Shift?)** 

An opportunity for Insights graduates who enrolled onto UAL (degree) to meet each other (or reunite) for a sense of community building. A heavy dose of reminder about Creative Shift which is a sister brand of sorts to Insights so students have continued support/a network to be part of.

### Ideally to conclude...

 recommend any further action if needed/have time. (can be ongoing research, longitudinal study over a few years as one sample is not truly reflective)

