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| <b>Session Title:</b> | <b>Engaging with Alternative Educational Provision</b> |
| <b>Speaker(s):</b>    | <b>Dr Alex Blower, Kate Venables</b>                   |
| <b>Chair:</b>         | <b>Ashleigh Hope</b>                                   |
| <b>Reporter:</b>      | <b>Ailsa Mackenzie</b>                                 |

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| <b>Speaker/Institution Bio/Information:</b> | <b>Arts University Bournemouth</b>  |
| <b>Overview/Aim of session:</b>             | <p>Think about alternative education provision and how these students are often left out<br/>         How can we engage with them?<br/>         Learn about the project Arts University Bournemouth have conducted</p>  |
| <b>Workshop Content</b>                     | <p>Universities engaging with mainstream schools and colleges is main focus. This is reflected in policy. Main idea is convincing people to go away to a 'good' University. We have a similar role/style to a teacher in a classroom. Assumption that best WP is through main-stream educational settings. Imply the students need to be 'helped' by us. Don't have a focus on commuter students for example. 'aspiration raising' outdated. Instead we should support students to develop expectations. This mainstream thinking hasn't stopped gaps in education. Feedback loop-keep doing the same things. Who's not in the room? Parents of people from WP backgrounds may have different concerns e.g. are they safe? Will they handle stress ok compared to less WP which are more subject specific. Look up to family, not teachers. Mistrust with teachers in community and prior experiences.</p> <p>Need lifelong learning with families<br/>         Bournemouth established a model: Expectations, Risk- asking these students to go somewhere where no one is like them, then come home and not fit in because they've been to Uni, Strengths- championing values and needs of young people, Structures- recognising structural inequality. Taking the</p> |

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|                        | <p>emphasis of the young person alone but the circumstances they have been brought up in have a big influence.</p> <p>Take community first approach- youth clubs, community, participation voluntary. Sustained engagement, build rapport.</p> <p>There are increased rates of school exclusion, and all of these people have a factor such as race, gender, poverty, mental health, social care experienced, SEN</p> <p>A Youth Work approach- choose young people to take part, utilise their views of the world, treat young people with respect, seek to develop young people's skills and attitudes rather than remedy their 'problem behaviours', respecting and valuing difference</p> <p>YMCA, youth work sector, need professional development</p> <p>Engaging with Alternative provision at Arts Uni Bournemouth</p> <p>Not a recruitment goal for AUB, the goal is for GCSE attainment and level 3 qualifications. Treat them as adults, assume they don't have much autonomy in decisions so far. Assume they haven't had HE engagement while at alternative provisions</p> <p>Centre around their interests</p> <p>Learning opportunity to evaluate future years</p> <ol style="list-style-type: none"> <li>1. Informal intro- in their environment, relaxed conversation, gauge interest, they are the decision makers</li> <li>2. Initial campus visit- exploring, café, getting to know each other and the central person</li> <li>3. Workshop activities- subject tasters, let the students be a judge of how long they want the session to be, 'Being a boy' project. Offered work experience.</li> <li>4. Follow up: revisiting them in their environment, next steps support.</li> <li>5. Bespoke opportunities</li> </ol> <p>Key measurements of success and outcomes:</p> <ul style="list-style-type: none"> <li>- Confidence grown in abundance</li> <li>- Change in expectations</li> <li>- Change in social and emotional health</li> <li>- Organisations can achieve their Gatsby benchmarks</li> <li>- Support GCSE portfolio content</li> </ul> |
| Case Studies/Examples: | <ol style="list-style-type: none"> <li>1. Educational healthcare plan school. Iford academy. Chance email from Access and participation manager. Created a Uni forum with students. Met them at school. Attended AUB, made them feel included in society. Others wanted to work with students. 'part of Uni family, feels safe'</li> <li>2. Young person- initial meeting closed body</li> </ol>  |

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|                                   | <p>language, didn't want to engage. First time on campus, heard about 'Being a boy', hesitant. Creative writing workshop building up to dance workshops when they were more confident. Became very open, honest, and vulnerable. Considered doing a performance arts course at college. Helped with family relationship challenges</p> <p>3. Large family, not much one to one time with adults. Anxiety. Reading and writing levels lower. Became additional trusted adults. Creative opportunities and safe space and an escape</p> |
| Scenarios/Roundtable discussions: | <p>How do you engage young people as University outreach teams?</p> <p>How would we build a model which was designed to engage with young people who probably aren't already on a pathway to HE?- student ambassadors from same backgrounds-role models and representation. Building a connection otherwise they won't trust or listen. Asking what they want and need from us. Looking more approachable in outfit and body language.</p>  |
| Questions and Answers:            | <p>How do you get the schools to buy in? They want to be involved, just didn't know they could. Office for Students think it is important.</p>  |
| Summary Key takeaways:            | <p>When planning a project and reviewing outreach, always think about who is not in the room?</p> <p>Engage with alternative provision as well as the traditional school and college outreach</p>   |