

# **SiP WIP Presentation**

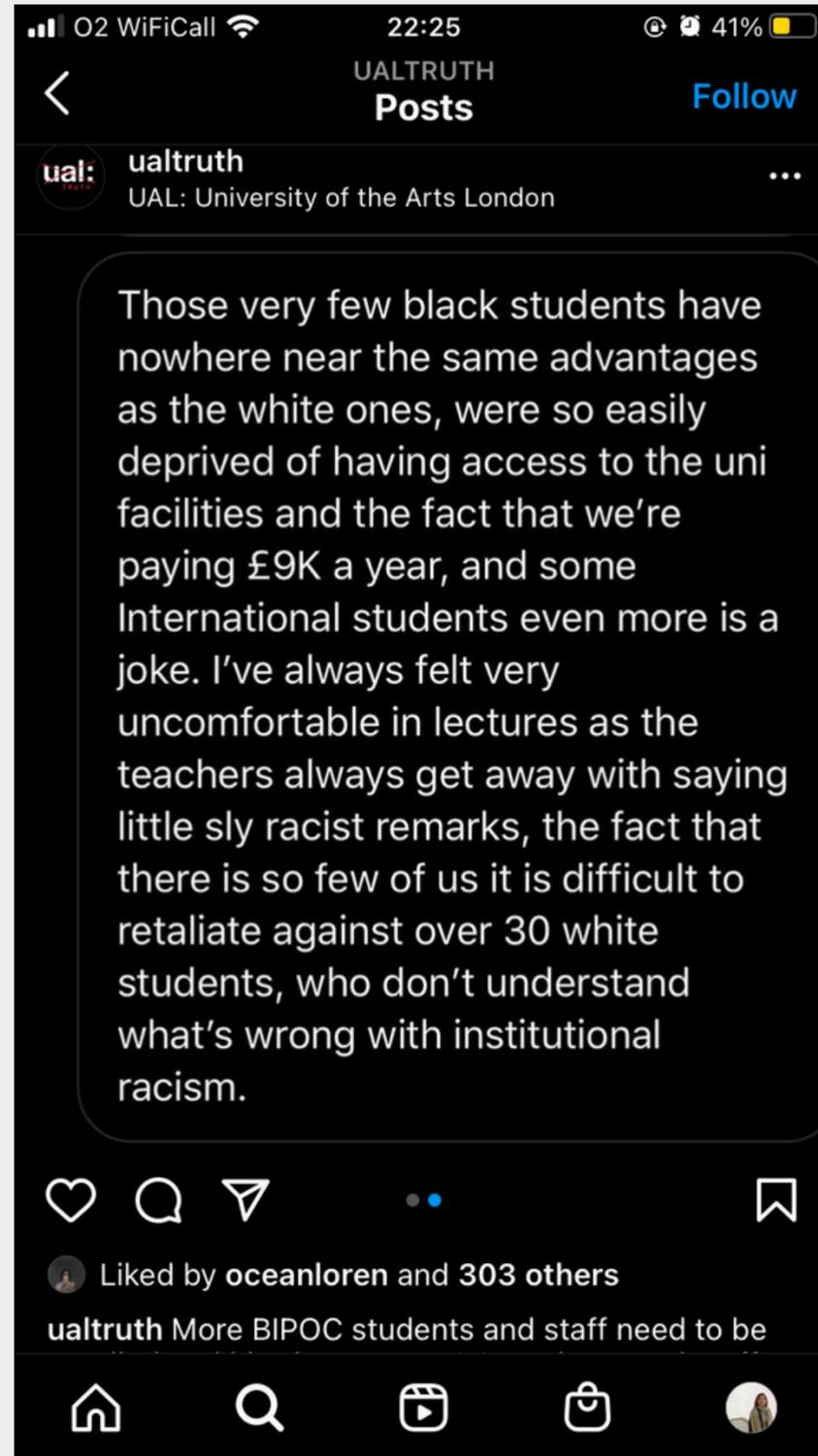
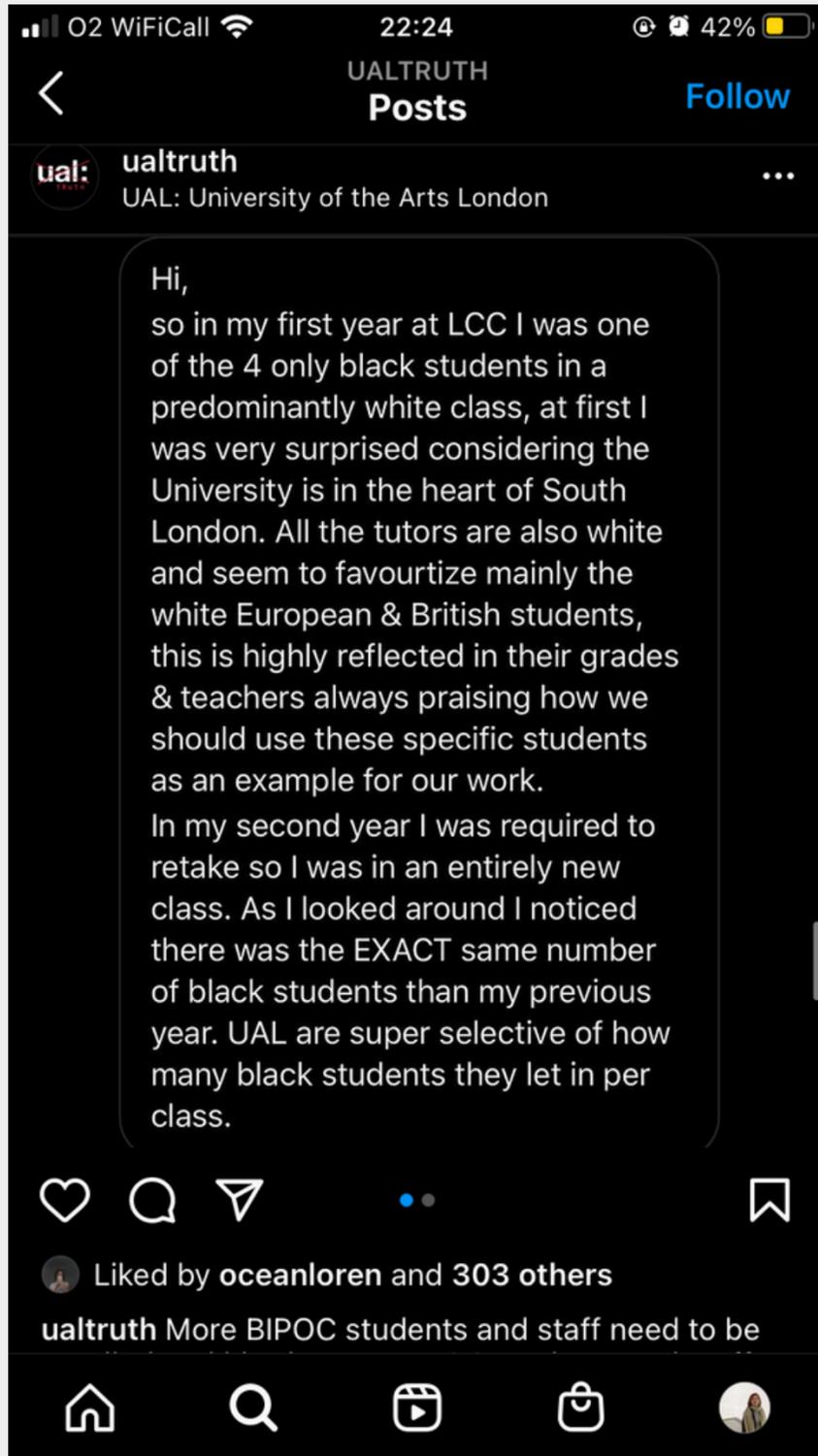
**What are the experiences  
of the transition period for  
Insights students who  
successfully join UAL as an  
undergraduate student,  
and could we improve  
their sense of belonging?**

**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?

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<https://bit.ly/3xlo84A>



Shades of Noir™

**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 11 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)**

