



# Transitions West Midlands

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#transitionswestmidlands

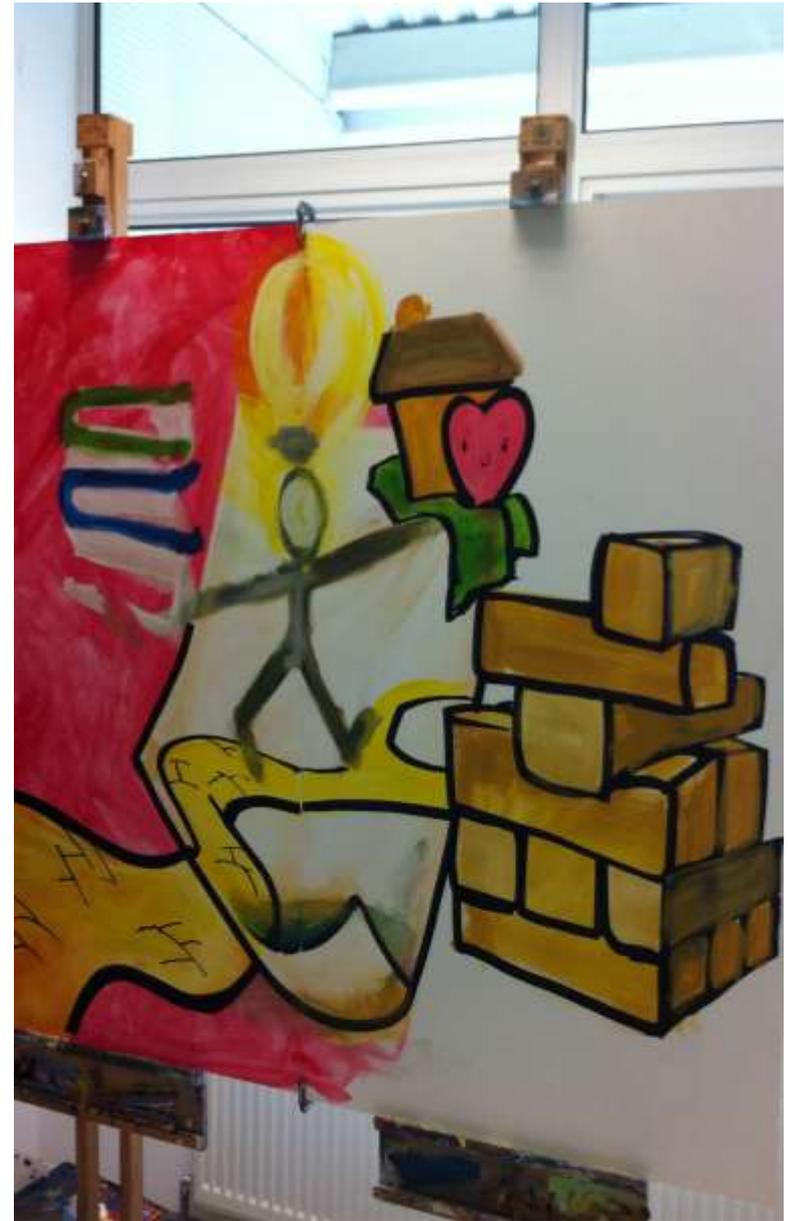
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# Objectives

How do prospective students from under-represented groups in higher and further education understand/perceive their support needs **prior to transition**?

How do HE students from under-represented groups **self-define the enablers and barriers** to effective transition?

How do HE and FE institutions **best support** students from under-represented groups **as they progress through the various different stages of transition** from further to higher education?



# Method

## Phase 1

Multi-institution e-survey  
(target N = 500)

## Phase 2

Focus groups x 4

## Phase 3

Auto-ethnographic case  
studies



# Outputs

Transitions 'framework' tool

Multi-media case studies –  
*barriers and enablers*

Transitions website

**Meaningful impact  
across our region**



# FE Group

## Financial pressures

*'I thought only rich families could afford University'.*

*'Financially supporting my family while maintaining a work/life balance'*

## **Being academically capable**

*‘Keeping up with the work, ability to complete’*

*‘Be confident and don't let anybody tell you that you can't do it. Hard work and dedication will pay off’.*

## **Negotiating independent work and wider life commitments**

*‘Could I Juggle having three children, a home to run, a partner, and a part time job?’*

# Stories from the focus group : *jigsaws, jenga, dice and spaghetti....*

Confidence about practical but fragility around identity and capital related issues.

“do they understand deadline pressure, say if we’ve got family problems...”

“lecturers aren’t going to care about you and your story”

“To make the next step you need to know that you’re ready, how do you know that you’re ready, ‘ve had tutors say to me ‘are you ready to go to university’ but how am I supposed to know how to answer that?”

“...it adds even more pressure on you when you don't know what you want to do...seeing other people who do know what they want to do just makes you panic”

they taught us how to do CVs but not applications forms – they don't teach you how to do the personal statement in a job form, it's just like the personal statement for uni but no one taught us how to do it. You have to do it all on your own without any structure or guidance, like if you're applying to HE then you get support. I had to go to careers but you have to sort it.

..everyone wants to go to the next step but don't know how to make that next step like interviews...

# Some 'hot spots' in our material...

- ***Risk (assessment and taking)***
- ***Literacies*** - issues associated with 'writing themselves in to being' through applications
- ***Readiness*** – 'becoming' identities and how to 'recognise' them
- ***Meandering***
- ***Story-telling***
  - what will happen to student identity narratives when they encounter HE?
  - the stories FE teachers tell about FE, about HE, about themselves, students and other teachers



**Continue the conversation...**

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**<https://transitionswestmidlands.wordpress.com>**