



GUIDELINES - INCLUSIVITY OF MARGINALISED GROUPS

PRODUCED BY DANI STEC - OUTREACH PROGRAMMES INTERN 2023/24

For anyone who speaks to young people who fall under the Widening Participation criteria, particularly **marginalised groups**:

Young Carers: Students who have a commitment to providing unpaid care to a family member or friend who could not cope without their support.

Refugees/asylum seekers: Students who have fled their own country and sought safety and security in another country.

Care leavers/care experienced: Students who have spent time in care.

Estranged: Students who have no communication with either of their biological parents and often their wider family networks as well due to a breakdown of relationships.

BARRIERS

These students have overcome and are still facing many challenges while applying to university. They may not have the social capital, agency, and financial stability of their peers.

They tend to:

- Be independent, resilient, determined
- Have experienced isolation and loneliness
- Not always be aware of the opportunities available to them
- Want university to be a 'safe space' that they may not have had growing up
- Have a more mature outlook on life and an ability to see the 'bigger picture'
- Find education challenging

It is important that we are inclusive of their individual needs and concerns, so that every student feels as though Bath is a welcoming university, and that their situations would not be a barrier in their sense of belonging here.

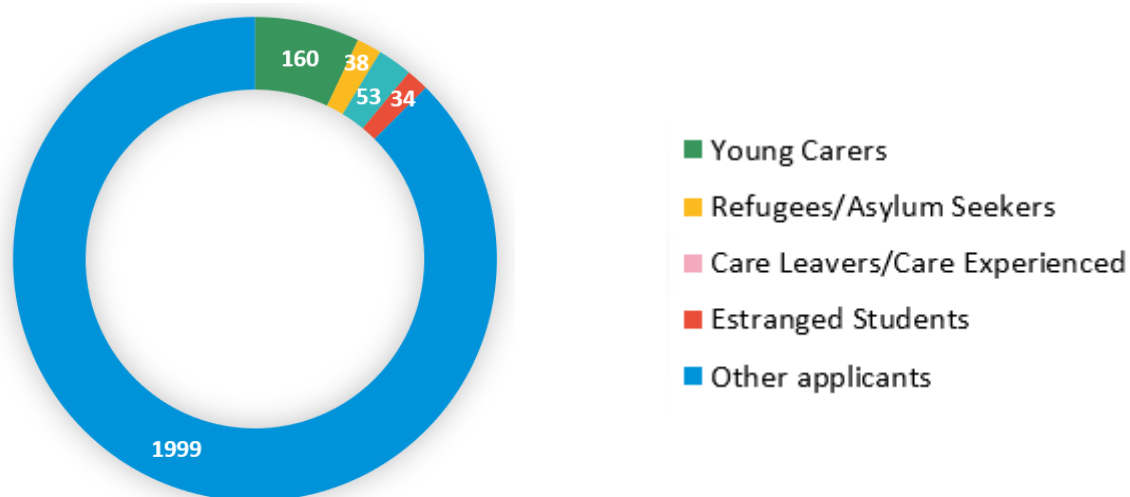
You will not always know whether who you are speaking to belongs to a marginalised group, or how many in a large group of people belong to one, but it is important to be conscious that they **might**, and being inclusive of their circumstances could make a world of difference to their futures.

STATISTICS

The University of Bath offers various outreach programmes to students from widening participation backgrounds to support them in their journey to higher education.



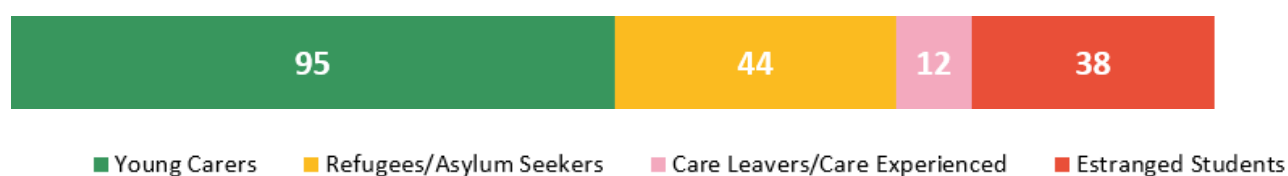
In 2022/23, Discover Bath and Pathway to Bath received applications from:



In total, **285** students from marginalised groups. That is **12%** of applications.

It is important to remember that this is a snapshot of a much bigger picture - these are just the applications from two of the outreach programmes, at one university, in one year!

In 2023/24 so far, **currently studying at the University of Bath:**



In total, **189** students from marginalised groups.

It is important to remember these are just the students who have identified themselves to the university, and the numbers will only increase as more disclose their circumstances.

UCAS and the Office for Students estimate that, in the UK:

- There are 375,000 young carers
- Only 1% of displaced people are in higher education
- 3000 estranged students enter universities and colleges in England each year
- In 2018/19, there were 8,478 estranged students in England, Wales and Northern Ireland and approximately 150 in Scotland



| | DO NOT ASSUME THAT | BE CONSCIOUS THAT |
|------------------------|---|---|
| INDEPENDENCE | University will be the first time the students will be independent (cooking, cleaning, looking after their own finances, etc) | Some students may have had significant adult responsibilities before coming to university |
| | The students have supportive parents/carers | Some students may have a limited family network or even none at all |
| | The students' parents/carers will be helping fund their degree or living costs | Some students may not have any other option but to fully fund university on their own |
| | The students' parents/carers will be helping them physically move into university on the day of arrivals | Some students may not have any other option but to move themselves into university |
| HOME LIFE | The students will be going home during university breaks | Some students may not have a home situation that they are able to return to |
| | If the students do go home, that it will be a restful time | Some students may have extra responsibilities at home that they do not have at university |
| | The students celebrate public holidays such as Christmas | Some students may not celebrate due to religion, culture, home situation, etc |
| | The students are happy to talk about their home circumstances | Some students may be concerned about meeting new people with typical family dynamics, different cultures and values, etc, and be reluctant to share family experiences |
| UNIVERSITY LIFE | The students will know anything about university - even 'obvious' things | Some students may not have been informed about any aspects of university - even if they are generally seen as common knowledge (e.g. what are lectures? what is a placement?) |
| | The students find it easy to prioritise their education and build a routine | Some students may have chaotic, disorganised lifestyles with disrupted routines, and find it difficult to prioritise their own needs |
| | The students all have the same expectations of student life | While some students may be excited, others may be concerned about balancing responsibilities, adapting to a new environment, etc |



| COMMON MISTAKES | INSTEAD TRY | WHY? |
|---|---|---|
| "Most of you" | "Some of you will have and some of you will not have" | Saying "most" can make the individual feel isolated in their experience |
| "You are going to have to learn how to cook more than just pasta and learn how to use a washing machine!" | "Some of you will have cooked for yourself and done your own laundry before whereas some of you will not have!" | It is not that uncommon for young people to be looking after themselves, prior to coming to university, regardless of their home situation |
| "Your parents" | "Parents and carers" | You do not know what a student's family structure is so do not make assumptions – they may have parents, carers, any other guardian or no guardian at all |
| "When you go home at the end of a semester" | "When a semester ends" | Students may not "go home" during university breaks and assuming so can make them feel isolated in their experience |
| "Hope you all had a lovely Christmas break!" | "Hope you all had a lovely break!" | For some students Christmas is an incredibly hard time of year and mentioning it can make them feel isolated in their experience |
| "Remember to prioritise your education!" | "You have access to support for your education - don't be afraid to ask for help!" | Students with extra responsibilities may find prioritising their education both physically and mentally challenging and this can make them feel 'not good enough' |

USEFUL LINKS

[University of Bath - How to support students who may be more vulnerable](#)

[Office for Students - Effective practice in access and participation](#)

[UCAS - Supporting students with individual needs](#)

[UCAS - Good practice briefing for estranged students](#)

Thank you for reading!

Here is a short form if you would like to contribute your feedback:

<https://forms.office.com/e/6rpKAYK4n3>

