

PERSPECTIVES ON ACCESS TO HIGHER EDUCATION

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PERSPECTIVES ON ACCESS TO HIGHER EDUCATION

Practice and Research

BY

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ABOUT THE AUTHORS

Samantha Broadhead is Head of Research at Leeds Arts University in the North of England. Her doctoral research carried out with the University of Sunderland used narrative inquiry in order to investigate the experiences of mature students in art and design. Previously, she has lectured on post-compulsory education for the University of Leeds. She serves on the Editorial Board of the Open University's Journal of Widening Participation and Lifelong Learning; carries out review work for Forum for Access and Continuing Education (FACE) and is a member of the Inclusive Arts Education Forum (IAEF). Broadhead publishes work on widening participation in art and design education. Among other recent writings, she published 'Inclusion in the Art and Design Curriculum: Revisiting Bernstein and "Class" Issues', in Hatton, K. (Ed.) (2015) *Towards and Inclusive Arts Education*, published by Trentham Books, London. Broadhead has Co-authored with Professor Maggie Gregson (2018) *Practical Wisdom and Democratic Education – Phronesis, Art and Non-traditional Students* published by Macmillan Palgrave.

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PREFACE

In June 2017, a group of researchers and practitioners interested in Access to HE came together in order to facilitate a special Access seminar at the 24th Forum FACE Annual Conference, hosted in partnership by the Glasgow School of Art and the Royal Conservatoire of Scotland. There was a shared belief that Access to HE was still an important aspect of widening participation and more research was needed in this area. Later, in September 2017 their collaboration continued when they presented *Alive and Kicking: Perspectives on Access Education* at British Education Research Association (BERA) held at the University of Sussex, Brighton.

The work explored in the afore-mentioned seminars was then developed to become the basis of this book. The writers (working in further and higher education) offer an account of Access education from various points of view and represent the diversity that exists in Access provision. For example, the Access to HE Diploma (AHED) is currently monitored by the Quality Assurance Agency for Higher Education (QAA) and is usually taught at level three in colleges. However, some universities deliver in-house bespoke Access courses that range in duration from one semester to a full academic year, covering a range of skills and subjects, but with a focus on internal progression. The

researchers represented in this book value ‘close to practice research’ and utilise a range of approaches.

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