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## **'What Is? What If? What Next?' Why institutions must urgently identify, support, and celebrate their student-parents – and imagining a world in which they do so**

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# **'What Is? What If? What Next?' Why institutions must urgently identify, support and celebrate their student-parents – and imagining a world in which they do so**

## **Abstract**

Students who have dependent children are 'relatively invisible in the policy and physical spaces of universities' (Moreau and Kerner, 2015: p.4), are 'ignored or only briefly mentioned' in governmental communications (Moreau, 2014: p2), and are impossible to track in terms of entrance to, performance at, or attrition rate from, higher education. There is no obligation on institutions in England and Wales to compile data on their students' family circumstances (Moreau, 2014), and as such student-parents at such institutions can remain unidentified and unsupported throughout their higher education journey. With the aim of adding urgency to the calls to take the first step in supporting student parents, this paper uses Hopkins' (Hopkins, R., 2019; 2022a) 'what is? what if? what next?' method to stimulate conversation about this overlooked cohort and to visualise the ways in which student-parents could be supported and celebrated by their institutions if they were visible participants in higher education. The article underlines why the higher education sector should collect data on student-parents ('what is'); presents a vision of the university of the future which collects data from, and thus is able to support and celebrate, its student-parent population ('what if'); and urges higher education institutions, in the absence of a national requirement to do so, to compile data on an institutional level which in turn facilitates the retention, progression, achievement and satisfaction of this committed and motivated cohort ('what next').

**Keywords:** student-parent, student mother, widening participation, access and participation

## **Context**

Quantifying the number of students with dependent children in higher education does not appear to be a complex or burdensome task, and practices outside of England and Wales show it can be done. There are several options available to achieve visibility on a national level for student-parents in England and Wales:

(a) the Higher Education Statistics Agency (HESA) could require English and Welsh institutions to collect such data as it does for their Scottish counterparts;

(b) the Universities and Colleges Admissions Service (UCAS) could include a tick box on the UCAS application form to allow such students to self-identify; and/or

(c) the Equality and Human Rights Commission could follow the lead of the Equality Commission for Northern Ireland and require institutions to collect this data as part of equal opportunities monitoring.

However, this is not done and as such the sector has no reliable data on the numbers of student-parents in higher education. The last approximation of

student-parent numbers in England and Wales was provided by the National Union of Students in 2009 (NUS, 2009), which reported that research suggested (but could not definitively demonstrate, due to a lack of consistent data collection) that 7% of full-time students and 30% of part-time students were parents. There have been no further attempts to quantify student-parent numbers in England and Wales in the fourteen years since the NUS report.

Student-parents are therefore 'invisible' (Moreau & Kerner, 2015, p.4) at both institutional and national level. They slip quietly into their higher education settings, and in some instances, research studies report that they slip just as quietly out of the system (Moreau, 2014), remaining unidentified, unsupported, and ultimately, unsuccessful.

In a bid to provide practical impetus to the calls to provide better support to student-parents, and using Transition movement (<https://transitionnetwork.org/>) cofounder Rob Hopkins' three crucial questions: 'What is? What if? What next?' (Hopkins, R., 2019; Hopkins, R. 2022a), this paper details the reasons we need to recognise the student-parent cohort on a national basis ('what is?'); specifies the support mechanisms that could be introduced if institutions in England and Wales not only quantified, but individually identified, their student-parent population ('what if?'); and concludes with a call to arms, in the absence of national data collection, for institutions to gather, and act upon, data on this invisible cohort ('what next?').

## **What Is?**

As early as 1996, research identified that it was 'beholden' on institutions to consider how student-parents could be supported to overcome the difficulties they may face in higher education (Scott et al., 1996).

However, over a quarter of a century later, and despite a raft of studies outlining the needs of, and challenges experienced by, student-parents<sup>i</sup>, the sector is no further on in providing deliberate and affirmative support for student-parents. Any changes made to university policies in the wake of the widening participation and lifelong learning agendas have focussed on bringing in new students to the university setting, rather than making this setting (noted by Burke (2006) as modelled to the needs of students without caring responsibilities) an inclusive space for those from non-traditional backgrounds (McGivney, 2003).

UCAS application forms were amended from May 2022 to allow students to self-identify as carers (defined as providing unpaid care for somebody with an illness, disability, condition, addiction or temporary care needs following an accident or operation) (UCAS, 2022). If the opportunity to self-identify via a simple tick box were extended to student-parents, this would avoid requiring them to choose whether to explain their situation via a narrative in their personal statement. It would make the act of declaring their parental status an easy task and would show student-parents that they belong to a cohort which is expected, valued, and seen at university.

The independent regulator of higher education in England, the Office for Students (OfS), does not consider student-parents a standalone underrepresented group. However, if data is not compiled to support this conclusion, it is difficult to be certain that student-parents are not underrepresented, and therefore not deserving of inclusion in institutional Access and Participation Plans which set out institutional commitments to improve equality of opportunity for underrepresented groups (OfS, 2022). Without hard data, institutions are also unable to identify which students need additional support more generally, as a matter of good practice, outside of the realms of the Widening Participation agenda. It is submitted that student-parents should either be considered 'underrepresented', and thus be factored into Access and Participation planning (meaning specific support is likely to be put in place for them at institutional level), or 'represented', and thus a sufficiently significant population for which supportive institutional policies should be introduced. However, student-parents currently fall between two stools. With data on student-parents being non-existent in England and Wales, they remain marginalised (Savage, 2021) within the higher education context, their 'unique needs' (Briegel et al., 2021: p.1) overlooked.

### **What If?**

Transition movement co-founder Rob Hopkins reminds us that '[r]eal change is often preceded by speculative fiction. The stories come first' (Hopkins, R., 2022b). The following commentary provides an imagined vision of the university of the future, where the institution is not only able to quantify, but also to individually identify, its student-parents. The narrative follows the academic year and envisages the interventions that the university would have in place if its student-parent cohort were identified. The aim in telling this story is to provide a compelling narrative enabling decision makers at departmental, institutional and national level to share this vision of the future and to encourage them to take active and deliberate steps towards this vision becoming a reality.

### **A Vision of the Future: the student-parent-supporting university**

Prior to enrolment, student-parents are identified from data sets. They are allocated, in small groups, to personal tutors who have in-depth knowledge (provided by an evidence-based student-parent-specific tutor information pack) of student-parent challenges, barriers, and avenues of support. Student-parents feel at ease and supported by both their tutor and fellow student-parents from day one of induction week, as during the first personal tutor meeting, the group openly discusses that being a student-parent will be a challenging but worthwhile journey, and the personal tutor shares success stories of recent student-parent graduates. The group discusses the student-parents' main motivator: their children (Marandet & Wainwright, 2010), as well as sources of childcare and plans for balancing study, family, and in some cases, work. The personal tutor also discusses during induction the rules (implemented at departmental level) around swapping seminar groups to minimise the number of days spent on campus and

thus childcare costs. Lectures do not pose a problem as the decision was made to continue, post-pandemic, with the provision of pre-recorded didactic lectures online, enabling student-parents to make the best use of their scarce time.

Student-parents are invited during induction (and via reminders through the year) to join the departmental, and/or institutional, online student-parent support group, hosted on Teams for ease of use and access, but also with face-to-face events as decided collectively by the members of the group.

During the course of the year, student-parents are able to participate in extra-curricular, CV-building, activities, such as community outreach and pro bono initiatives, because an appropriate proportion of these activities are ringfenced to be undertaken online, and/or are advertised as being '10am - 2pm friendly', so student-parents have certainty as to when and where they can participate given the constraints on both the time and space (Webber & Dismore, 2020) in which they can undertake such activities.

Personal tutors are able to assist in dealing with emergencies that interfere with student-parents' ability to submit assessments on time. This is made easier by a derogation to university policy implemented post-pandemic, providing for extensions and deferrals to be available without the need for independent medical evidence for student-parents when reasons connected to children arise (e.g. child sickness which takes the child out of school but does not qualify as sufficiently serious to merit a GP appointment for evidential purposes).

Student-parents attend well. They can balance their studies and childcare commitments because they are provided with their timetable in sufficient time to inform school or nursery of their after-school club requirements or nursery days required when they are asked to do so, usually in July. In cases where the official timetable is not available to students until early September, personal tutors are able to share details of any early staff-facing versions that may be available, with the caveat that this may be subject to change. Where the finalised timetable made available in September does not work for their childcare commitments, student-parents can request a swap in accordance with the departmental seminar swap policy noted above (whilst understanding that a swap is not guaranteed).

Students who become parents partway through an academic year feel sufficiently comfortable to self-identify during the year: they know they will be supported given the profile of the student support group, student-parent-expert personal tutors and the institutional policy derogations applicable to them. Those who do not self-identify during the year are asked to tick a box when re-enrolling each year to identify as a parent or non-parent. This minimises the risk of student-parents remaining unidentified and thus unsupported throughout their early journey as a parent.

Student-parents are focused and have high aspirations. First and second years are mentored by a student-parent in the year above who can share tips on how best to navigate the year and reassure student-parents that they can succeed: this assists with transition between levels and with retention. Third years are

mentored by a student-parent graduate who provides living proof that student-parents can have successful careers post-graduation whilst balancing family life.

When third years respond to the National Student Survey (NSS), the score for the 'community' and 'student support' question sets are high within the student-parent cohort, because they genuinely feel part of a community of individuals in a similar situation to them and feel supported to succeed. Upon graduation, student-parents are the institution's best advertisement. They are highly organised, competent individuals who know they can succeed, have been supported to do so throughout their student journey, and will make known their gratitude for the support provided.

Over summer, the university analyses data on the retention, progression, achievement and satisfaction of the student-parent cohort. Where this could be improved, enhancements to support mechanisms for student-parents can be made for the coming year, regardless of whether student-parents are included within the institution's Access and Participation Plan. Where the data tells a positive story, this is celebrated, creating a metric all of its own: being the 'best' institution for student-parents.

### **What Next?**

This is a call to arms to make student-parents visible. Institutions cannot support student-parents if they cannot see them. From an institutional perspective, it makes educational, financial and ethical sense to identify and take reasonable steps to support this cohort which is 'committed and motivated to finish' (Nikiforidou & Holmes, 2022, p.3).

It is recognised that instigating change at national (HESA, UCAS, EHRC) level takes time, so in the meantime, it is incumbent on universities to collect this data. This can be achieved by way of a simple survey which all incoming, and continuing, students are asked to complete. This approach may not catch every student-parent: some may choose not to self-identify. However, whilst the sector awaits a national requirement to collect such data, it is vital that those who do wish to be identified can be. The question just needs to be asked.

### **Conclusion**

In a bid to bring the vision of the future closer to reality for student-parents and following a two-stage research study and pilot undertaken in 2021 and 2022, the author has designed an evidence-based, peer-reviewed toolkit aimed at helping departments, faculties, and institutions to identify, support and celebrate their student-parent cohort. The toolkit, entitled 'A Practical Toolkit: Eight Steps to Identifying, Supporting and Celebrating Student Parents', is appended to this article.

The author is currently working with student-parents to co-create a 'Personal Tutor Guide to Supporting Student-Parents' to enable personal tutors to become the student-parent support experts envisioned in the university of the future

narrative above. An evaluation of the implementation of this guide will be forthcoming in a future publication.

Some changes to support student-parents envisioned in the university of the future narrative, such as derogations from university policies, require longer-term thinking. However, many interventions require minimal time and effort from departments, faculties, or institutions and yet can make a significant impact on the studies, and ultimately the lives, of this currently invisible cohort of students.

This is an invitation to university decision-makers at all levels to turn the 'speculative fiction' (Hopkins, 2022b) outlined above into a reality for student-parents.

# **A PRACTICAL TOOLKIT: EIGHT STEPS TO IDENTIFYING, SUPPORTING AND CELEBRATING STUDENT-PARENTS**

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## **Introduction:**

Unlike many cohorts attending university under the Widening Participation agenda, student-parents are not considered by the Office for Students to be an underrepresented group. They are not, therefore, required to feature in institutional Access & Participation Plans, meaning that student-parents, and their needs, frequently go undetected by their institutions and departments.

During summer 2021, the author of this toolkit undertook a small-scale research project to identify the needs of, and challenges faced by, student-parents in her department. The study revealed that in order to succeed, student-parents need flexibility (in terms of both time and space) and a sense of belonging (by way of understanding and support, and reassurance and connection) from their institution.

During summer 2022, the author carried out a further study to assess the impact of a year-long pilot approach to supporting student-parents (aimed at giving students what they identified as being necessary for their success) and to garner views on what more can be done to provide flexibility and support to them at university.

The steps overleaf represent a practical (yet research-informed) approach to identifying, supporting, and celebrating this committed and motivated cohort. It includes some practical tips on how institutions and/or departments can complete each of the eight steps.

Many of the tips may also assist other minority cohorts, such as those with other caring responsibilities and students undertaking significant paid work whilst studying.



## STEP 1: IDENTIFY THE COHORT

Student-parents cannot be supported if they cannot be identified. In contrast to Scotland and Northern Ireland, there is no obligation on institutions in England and Wales to compile data on their students' family circumstances.

It is therefore incumbent on institutions in England and Wales to systematically collect this information. Asking students to self-identify will not catch everybody: some may choose not to disclose their parental status, but it does give those who wish to disclose their status the opportunity to do so.

<b>HOW?</b>	At institutional level: include a tick-box question on pre-arrival university enrolment documentation.  At departmental level: collect data at department level by way of a pre-arrival survey sent to incoming students.
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As well as collecting data pre-enrolment, opportunities should be provided to students to self-declare if they become a parent during their studies.

<b>HOW?</b>	At institutional level: include a question on a re-enrolment survey undertaken before the start of each academic year.  At departmental level: send out a survey prior to the start of each academic year and inform students that if they choose not to disclose at this point, they can do so at any point in the academic year by contacting their personal tutor.
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## STEP 2: EQUIP PERSONAL TUTORS

To effectively support student-parents, personal tutors should be equipped with knowledge of the challenges and barriers experienced by student-parents, of their frequently encountered queries and of the avenues of support available to them.

<b>HOW?</b>	Provide personal tutors with an evidence-based personal tutor information pack <sup>1</sup> compiled by student-parents
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It is recommended that student-parents are grouped into tutor groups containing other student-parents, with the aim of reducing the potential for feelings of isolation reported by student-parents.

<b>HOW?</b>	<p>When identified pre-arrival at Level 4, allocate student-parents to a small number of nominated personal tutors. Ideally personal tutors should be asked to volunteer for the role of supporting a tutor group which includes student-parents, following an explanation of the benefits of student-parents being supported in this way, to ensure staff engagement with the initiative.</p> <p>If not already offered, hold group personal tutor meetings during induction to allow student-parents in the tutor group to meet each other and make connections.</p> <p>The tutor group need not be made up exclusively of student-parents. Indeed, being in a group with non-parents assists with student-parent transition into university more widely, and non-parent students may benefit from being in a group with student-parents given their often-excellent time management skills, life experience and strong work ethic.</p> <p>In the absence of a system to identify student-parents pre-arrival, consider the ages of incoming students in the data sets provided and allocate students aged 24 and over in groups to nominated</p>
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<sup>1</sup> This pack will be produced by the author during 2023 and will be informed by contributions from student-parents taking part in an ethically-approved research study drawing on student-parents' experiences of best practice from personal tutors, views on where practice could be improved (and how), and the practical information personal tutors should have to hand to assist with commonly encountered student-parent queries.

	personal tutors, as it is more likely that these individuals will be student-parents <sup>2</sup> .
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## STEP 3: PROVIDE EFFECTIVE INDUCTION

Effective induction for student-parents is crucial, to alleviate the stress reported by student-parents of arriving at university and not knowing how the juggle between university student and parent identities can be balanced.

<b>HOW?</b>	<p><b>Prior to induction week</b>, in the months leading up to arrival at university, provide student-parents, who will in many cases be returning to learning after some time, with tailored pre-arrival information which assists with their transition into higher education. Many institutions and individual departments will provide all students with pre-arrival information and resources which may assist with transition into university generally, but also consider providing a pre-arrival pack specific to student-parents.<sup>3</sup></p> <p><b>During induction week</b>, carve out time (ideally in groups, as noted above) for open and positive discussions between the personal tutor and student-parents about the students' children (names, ages, interests etc), sources of childcare and plans for balancing study, family, and in some cases, work.</p> <p>Personal tutors should also provide early information on the policies most relevant to student-parents (see Step 4 below).</p> <p>During personal tutee meetings, personal tutors should share success stories of student-parent alumni, and mentors from higher years (see Step 7 below) can be brought in to facilitate discussions</p>
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<sup>2</sup> The author has used this method for two academic cycles and the majority of students in these groups have indeed been parents.

<sup>3</sup> This pack will be produced by the author during 2023 and will be informed by contributions from student-parents taking part in an ethically-approved research study drawing on their experiences of their transition into university.

	and share their experiences or provide recordings of their stories to provide reassurance to new students. <sup>4</sup>
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## **STEP 4: CLARIFY AND, WHERE POSSIBLE, AMEND POLICIES & PROCEDURES**

To assist with the retention and progression of student-parents, it is recommended that wherever possible, student-parents are supported when encountering exceptional circumstances which impact their performance and/or their ability to submit work.

The evidence requirements stipulated by institutional exceptional circumstances policies often leave student-parents in an impossible position. Having a child who is sent home from school with a minor illness will have a significant impact on a student-parent's ability to undertake assessment work, but the illness will often not be deemed sufficiently serious to merit the use of NHS time in seeing the child, nor in writing a medical note.

During COVID, exceptional circumstances policies in many institutions were relaxed and in many cases emergency changes to policies obviated the need for the usual medical or other third-party evidence to be provided to support the application. The author's research study revealed that even when these rules were relaxed, student-parents only applied for an extension or deferral of an assessment as a last resort.

### **HOW?**

At institutional level: consider whether a derogation to university policy could provide for extensions and deferrals to be available to student-parents without the need for independent medical evidence when extenuating circumstances connected to children arise (and requiring instead other independent evidence, e.g. email from the child's school or childcare setting).

At departmental level: in the absence of a university-wide policy, consider whether, and if so the extent to which, the department has scope within existing

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<sup>4</sup> The author and a group of student-parents are in the process of setting up The Student-Parent Podcast, which will provide video stories to tap into for all institutions. Contact the author for further information.

	<p>regulations to exercise discretion locally to assist student-parents encountering exceptional circumstances related to their children (e.g., accepting a late submission with an email from school or childcare setting in place of medical evidence).</p> <p>Personal tutors should take student-parents through the detail of the exceptional circumstances policies at a very early stage (induction or shortly thereafter is ideal) so that they understand these rules in detail from the outset and can make plans for any contingency arrangements they may need to put in place to account for unexpected interruption to childcare and/or child illness around assessment deadline periods.</p>
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## STEP 5: FACILITATE EFFECTIVE PLANNING

Student parents report needing certainty to effectively balance their parent and student identities. They also report being incredibly time-poor and benefitting from being in control of the time at which, and the space in which, they access learning resources.

Institutions and departments can provide support by facilitating student-parents in effectively planning and balancing their time.

<p><b>HOW?</b></p>	<p>Where possible, provide pre-recorded lectures online. This enables student-parents to make the best use of their scarce time and avoids the need to put in place childcare provision to attend didactic lectures. It also enables student-parents to access lectures at a time that suits them, which, as reported by many student-parents, is often when their children are in bed.</p> <p>Release teaching timetables at the earliest opportunity to student-parents, as schools and nurseries often require confirmation of wrap-around requirements months in advance. Where the student-facing timetable will not be available until early September, consider the extent to which details of any drafts of the timetable could be shared with student-parents. Any information that can be provided earlier than the start of term (even regarding days on which particular modules will not run due to staff working patterns) will help in giving student-parents some idea of their likely commitments (with the caveat that this may be subject to change).</p>
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	<p>Where the student-facing timetable made available at the start of term interferes with childcare commitments (e.g. 9am starts and later finishes), encourage student-parents to speak openly to their personal tutor about this. The tutor should assist the student in considering the timetable and working out whether requesting a move to alternative seminar sets (where available and subject to space and timetable clashes) may assist. If not already in place, consider instigating a departmental seminar swap policy to facilitate this.</p> <p>Release assessment timetables as early as possible, so that student-parents have notice of when they may need to secure additional childcare around assessment deadline periods.</p>
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## STEP 6. ESTABLISH A PEER SUPPORT GROUP

Student parents report feeling supported, connected and understood, and a genuine part of the university community, when a member of a student-parent peer support group.<sup>5</sup>

<p><b>HOW?</b></p>	<p>Set up a Student-Parent support group which operates via Teams chat group (or a similar online platform). It is important to host this primarily on an online platform given that student-parents are time poor and appreciate the ability to either post quick queries on the group to be answered by fellow students, or to just observe the chats passing between peers without needing to become actively involved. This has been piloted within the author's department (under the guise of 'SPACES: Student Parents and Carers Enhanced Support', a name chosen by the students themselves) and was positively received.</p> <p>Invite student-parents during induction (and via email/Teams reminders through the year) to join the group.</p> <p>The group will likely require a moderator who is a member of staff (to set up the group and add members) but that staff member does not necessarily need to post in the group<sup>6</sup>.</p>
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<sup>5</sup> Findings of the author's 2022 study into the impact of a pilot student-parent support group

<sup>6</sup> The author's experience was of joining in with group chat discussions (and sharing photos/stories). This did not appear to interfere with the activities of the group and

	<p>The support group may encompass the following:</p> <ul style="list-style-type: none"> <li>• A practical forum for asking questions of peers which may obviate the need to navigate often complex university policy documentation;</li> <li>• Online 'keeping in touch' posts at the beginning and end of each term, and on occasions such as World Book Day, Mother's and Father's Day and Halloween, sharing photographs and stories of the students' children and how student life is progressing; and</li> <li>• Face-to-face events as decided collectively by the members of the group which may or may not include the students' children.</li> </ul>
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## STEP 7. PROVIDE MENTORING

Many student-parents report having considered giving up when student life and family life have felt impossible to manage. Setting up a mentoring scheme between student-parents can increase the possibility of student-parents feeling supported and provides a safe space to discuss any concerns about what the academic year holds.

<p><b>HOW?</b></p>	<p>This is often best done at departmental level as mentors will know exactly what the mentee will encounter during the academic year.</p> <p>In an undergraduate setting, where there are sufficient numbers to facilitate this, set up a mentoring scheme whereby:</p> <ul style="list-style-type: none"> <li>• Level 4 students are mentored by Level 5 peers;</li> <li>• Level 5 students are mentored by Level 6 peers; and</li> <li>• Level 6 students are mentored by a student-parent graduate.</li> </ul> <p>Mentoring should involve contact in the first week of the academic year for Level 4 and Level 5 students to facilitate transition and provide a friendly face, sharing tips on how best to navigate the year and reassuring their mentee that they can succeed, followed by informal contact via Teams or other chat function and/or face to face contact, to support the mentee as and when required.</p> <p>For Level 6 students, contact with their alumni mentor should be more structured, with a meeting in Autumn, one in early Spring and one towards Summer. The aim of this scheme ought to be to</p>
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indeed acted as a catalyst for discussion/support at relevant times e.g. around assessment submission.

	<p>motivate the Level 6 student, to raise their aspirations and to have positive contact with a student-parent who has 'made it' into a successful career post-graduation whilst balancing family life. Given that the mentors will be balancing work and childcare, the remit of the mentoring relationship will need to be carefully drawn to avoid the mentor's time being overburdened by their role in the relationship<sup>7</sup>. Mentors should be encouraged to report time spent on mentoring to the member of staff responsible for administering the mentoring scheme so this can be monitored. Participants should be encouraged to retain these connections between mentor and mentee into working life.</p> <p>In a postgraduate setting, where numbers allow and where practicable, consider setting up a similar scheme whereby students on courses lasting more than one year provide informal mentoring across levels to their peers, and those undertaking shorter postgraduate courses are mentored by a graduate of their chosen course.</p>
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## STEP 8. PROVIDE EQUITABLE OPPORTUNITIES

It is important to facilitate student-parents' involvement in extra-curricular activities so that they are not disadvantaged in building their CVs by their childcare responsibilities.

<p><b>HOW?</b></p>	<p>Provide transparency around time commitments. For example, if it is possible to undertake extra-curricular activities between the hours of 10am-2pm, these activities should clearly be advertised with these timings attached to make clear that they can be undertaken during the school/nursery day and around school runs.</p> <p>Wherever possible, ringfence some activities as online-only, so that student-parents do not need to be on-site to participate effectively. For example, Law Schools offering a free legal advice clinic staffed by student volunteers can offer one or more clinic as online-only to enable student-parents to participate.</p> <p>Careers events involving guest speakers are often organised during the early evening so that these guest speakers can attend once their</p>
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<sup>7</sup> During 2023, as part of an ethically-approved research project, the author will be administering a pilot mentoring scheme within her department and will work with student-parents to co-design a mentoring pack which will be shared in Autumn 2023 once the pilot is complete.

	working day is complete. Consider what can be done to facilitate student-parent attendance at these. For example, for evening sessions held on-campus, allow online attendance so that student-parents can actively participate in a live session, rather than simply accessing a later recording (if made).
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<sup>i</sup> See, for example, McGivney, 2003; Moss, 2004; Waller, 2006; Alsop et al, 2008; NUS, 2009; Marandet & Wainwright, 2009; Marandet & Wainwright, 2010; Wainwright & Marandet, 2010; Moreau & Kerner, 2012; Hinton-Smith, 2012; Stone & O'Shea, 2013, Moreau, 2014; Brooks, 2015; Moreau & Kerner, 2015; O'Shea, 2015; Sallee, 2015; Mallman & Lee, 2016; Parr, 2017; Dickson & Tenant, 2018; Stone & O'Shea, 2019; Scharp et al, 2020; Webber & Dismore, 2020; Thomas et al., 2021; Briegel et al., 2021.