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'Their defining moments'
Critical incidents and key influences that prompted progression into post compulsory education in the creative arts.

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Abstract

The ontological position of this study focuses upon prevalent inequalities of access into post compulsory education. How individuals, who may be experiencing multiple factors of disadvantage or under-representation, can surmount barriers that limit their upward social mobility.
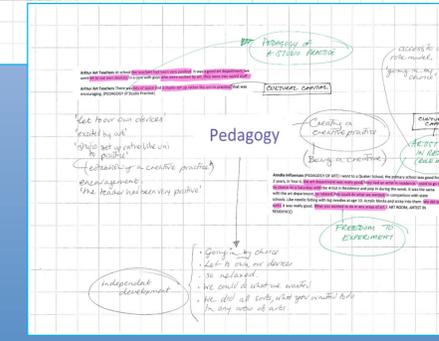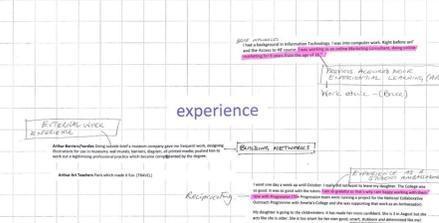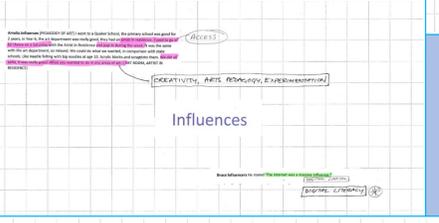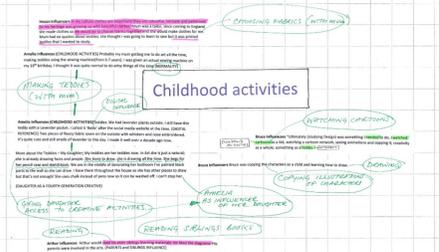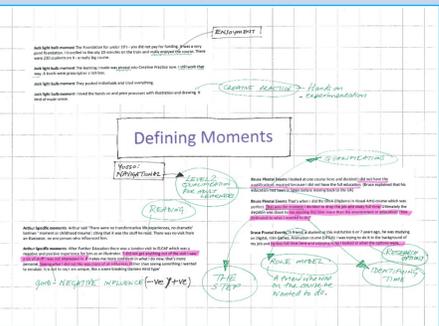
Access, participation and success through post-compulsory education into secure employment is considered the solution. This research study contends that it is necessary to consider the context of home, its location, the health, welfare and financial security of an individual and of their family as highly influential factors.

The literature review identifies key texts from a number of perspectives including education, philosophy, psychology and sociology. In the review of literature, the question under debate is whether education can, or cannot, compensate for society or achieve it in isolation of other agencies interventions. (Bernstein, 1970. Gorard, 2010. Coffield and Willliamson, 2011).
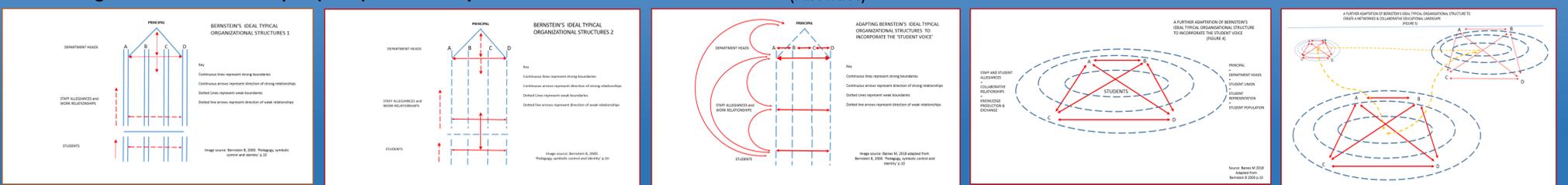
The research question subsequently becomes:

'Can widening participation (WP) interventions begin to compensate for society and education?'
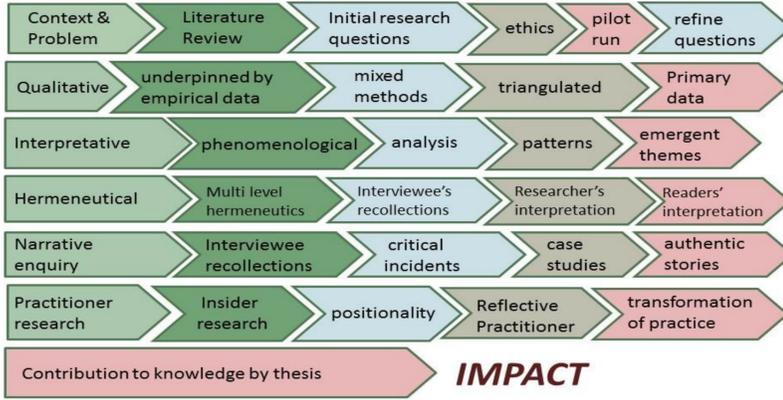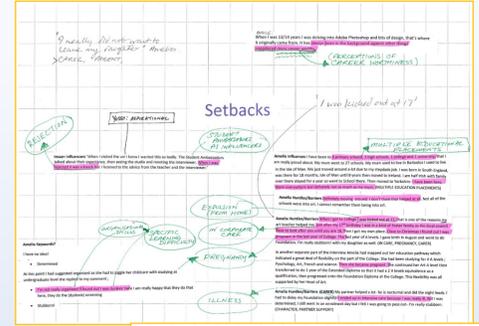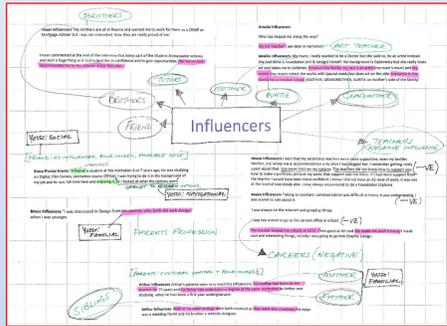
Ethical considerations:
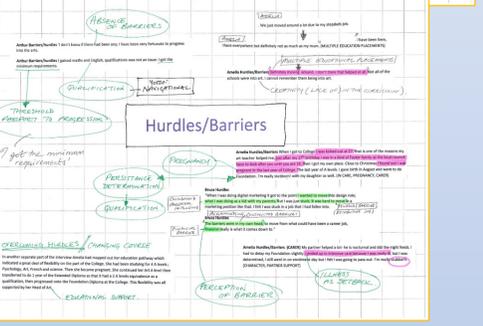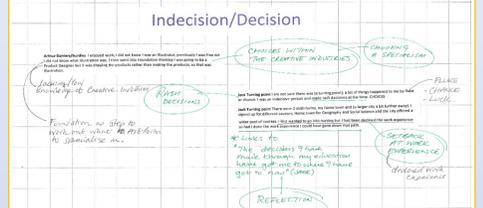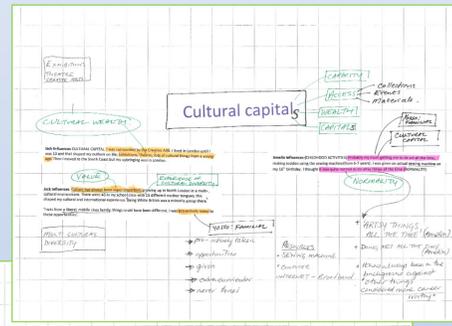The ethical considerations for this research project has been drawn up according to the BERA guidelines. (BERA. 2018)
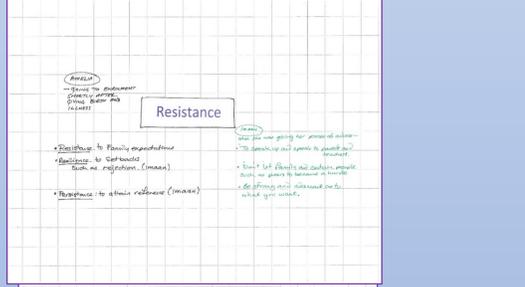
'Defining moments' research design

Context & Problem	Literature Review	Initial research questions	ethics	pilot run	refine questions
Qualitative	underpinned by empirical data	mixed methods	triangulated	Primary data	
Interpretative	phenomenological	analysis	patterns	emergent themes	
Hermeneutical	Multi level hermeneutics	Interviewee's recollections	Researcher's interpretation	Readers' interpretation	
Narrative enquiry	Interviewee recollections	critical incidents	case studies	authentic stories	
Practitioner research	Insider research	positionality	Reflective Practitioner	transformation of practice	
Contribution to knowledge by thesis		**IMPACT**			

Setbacks

Agents

Influencers
Role models
Previous Family HE experience
Enablers
Networking (and job recommendation)
Keywords
Recommendations

Access to resources

Cultural capitals
Cultural Collections (a big influence)
Digital Capacity
Places
Location
Other possibilities

Character

Resistance
Determination
Passion
Self

Incidents

Defining Moments
Childhood activities
Influences
experience
Pedagogy

Indecision/Decision

Hurdles/Barriers

Transforming from Bernstein's 'temple' (2000) to a landscape of collaboration

Key References:

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