

## **Breaking in or Breaking the Mould**

Some people see themselves, or are seen by insiders, as outsiders to UK HE. These may be students from backgrounds where few people have traditionally progressed from local schools and colleges or students of less traditional age groups from Access courses or previous careers or students from countries or communities where English is rarely used or students from countries or communities where English is often used as one of many languages.

What do all of these groups have in common as they approach "University life in the UK"? What helps and what hinders their success? How can we learn from their individual and collective experiences so as to support all our students regardless of the group to which we think they may belong? Are we working to help them break in to UKHE or are we working with them to break the mould of UK HE?