



Losing out?

Socioeconomic disadvantage and experience
in further and higher education

Alasdair Forsyth and Andy Furlong

Losing Out Socioeconomic Disadvantage And Experience In Further And Higher Education

Paul Ashwin



Losing Out Socioeconomic Disadvantage And Experience In Further And Higher Education:

Losing Out? Forsyth, Alasdair, Furlong, Andy, 2003-05-16 Despite the expansion of higher education representation level of participation and likelihood of academic success remain highest amongst young people from affluent areas and lowest amongst those from deprived neighbourhoods This report identifies factors which impact upon the minority of disadvantaged young people who enter higher education *Socioeconomic Disadvantage and Access to Higher Education* Alasdair Forsyth, Andy Furlong, Joseph Rowntree Foundation, 2000 Socioeconomic disadvantage and access to higher education argues that the gap in representation in higher education between affluent and disadvantaged young people continues The research looks at reasons for this but takes care to distinguish between the factors which qualify young people for higher education and those which predispose them to attend That is which factors govern levels of qualification required for entry to higher education and which other factors act as barriers to the progress of disadvantaged young people Through a survey of school leavers before and after leaving school the report looks at geographical patterns of academic achievement in relation to indicators of disadvantage the attrition from full time education of qualified but disadvantaged young people the variety of destinations made by disadvantaged school leavers patterns and levels of participation in higher and further education student finance and parental support barriers to full participation in higher education vbTab vbTab The report concludes with policy recommendations for increasing meaningful participation for under represented disadvantaged groups of young people which are applicable throughout the UK Socioeconomic disadvantage and access to higher education is vital reading for policy makers and academics in the fields of education young people and social exclusion and anyone interested in higher education and youth transitions This report should be read alongside *Losing out Socioeconomic disadvantage and experience in further and higher education* The Policy Press 2003 also by Alasdair Forsyth and Andy Furlong *Researching Social Inequalities in Higher Education* Vikki Boliver, Nadia Siddiqui, 2024-09-10 Drawing from original research and recent developments in theory *Researching Social Inequalities in Higher Education* brings together insights from multiple national contexts and phases to consider a diverse range of equity issues in higher education Authored by current and recently graduated PhD students chapters examine the socioeconomic ethnic and gender inequalities at play within each of the following components access to higher education the student experience the academic workforce An essential read for anyone researching higher education or wishing to address social inequalities within higher education this volume unpacks how higher education is becoming more accessible inclusive and beneficial to an increasingly diverse population of students and staff **Young People and Contradictions of Inclusion** Andreu López Blasco, Wallace McNeish, Andreas Walther, 2003-12-22 Using a biographical approach this book vbTab integrates the perspectives of social policy sociology youth and transition research and education and labour market research vbTab compares policy and practice in a variety of European national contexts vbTab explores the dilemmas of policies for the inclusion of young people vbTab suggests that a

holistic Integrated Transition Policy which puts young people's subjective experience at its centre can provide an alternative to current policies and practice This book is aimed at academics and students in social policy sociology education economics and political science who are interested in policy analysis with regard to young people The overview of recent trends also makes it relevant for practitioners and policy makers in the field *The Sociology of Higher Education* Miriam David,Rajani Naidoo,2013-09-13 The Sociology of Higher Education Reproduction Transformation and Change in a Global Era provides an exciting and conceptually rich approach to the sociology of higher education It offers innovative perspectives on the future of universities within the new and emerging research sub field of the sociology of global higher education The twenty first century has witnessed wide ranging structural and ideological transformations in higher education which have created both a sense of opportunity as well as crisis and loss in the urgent debates around the legitimate roles of the university in the 21st century The chapters represent a diverse and vibrant field illustrating a sociological imagination and a dynamic engagement with the key challenges facing higher education and confirming continuing inequalities through internationalisation This book is comprised of a broad selection of articles originally published in the British Journal of Sociology of Education

Global Inequalities and Higher Education Elaine Unterhalter,Vincent Carpentier,2010-06-16 Examines how higher education has contributed to widening inequalities and might contribute to change By exploring questions of access finance and pedagogy it considers global higher education as a space for understanding the promises and pressures associated with competing demands for economic growth equity sustainability and democracy *Graduates from Disadvantaged Families*

Andy Furlong,Fred Cartmel,2005 This is the last of three reports in a longitudinal study that has followed the journey of a group of young people from less advantaged families through Higher Education and into the labour market This report focuses on the young people's progress from full time study into the graduate labour market Free PDF available at www.jrf.org.uk **Staying the course** Great Britain: National Audit Office,2007-07-26 This report finds that when compared

internationally England achieves a high rate of student retention However the variation between retention rates of different institutions and the worsening of some institution's continuation rates shows that there is scope for further improvement This will be increasingly important as access to further education is broadened bringing in students who are likely to need more support Amongst the recommendations are the monitoring of retention at student faculty and course level the use of early leaver surveys when problems are identified more positive student support that emphasises ways to improve grades identification of students eligible for Disabled Students Allowances the adoption of good practice from other institutions

Retention And Student Success In Higher Education Yorke, Mantz,Longden, Bernard,2004-03-01 Annotation

Analysing Teaching-Learning Interactions in Higher Education Paul Ashwin,2012-02-23 A thorough investigation of the research development policy and practice of teaching and learning in Higher Education First-in-Family Students,

University Experience and Family Life Sarah O'Shea,Josephine May,Cathy Stone,Janine Delahunty,2017-03-13 This book

examines the university experiences of first in family university students and how these students decisions to return to education impact upon their family members and significant others While it is well known that parental educational background has a substantial impact on the educational levels of family and dependents it is unclear how attending university as a first in family student translates into the family and community of the learner With the continuing requirements for higher education institutions to increase the participation of students from a range of diverse backgrounds and educational biographies this is a major gap in understanding that needs to be addressed Exploring how this university participation is understood at an individual familial and community level this book provides valuable insights into how best to support different student requirements This book will be of great interest to students and researchers in the fields of education and sociology as well as policy makers in education and diversity initiatives Key Issues in Education and Social Justice Emma Smith, 2012-01-31 This excellent book considers the extent to which policy and practice particularly in the UK have led to a more equitable education system and ultimately to a fairer society The ideas and arguments are extremely accessible wide ranging and well informed A welcome addition to the reading list and one that I can highly recommend Jane Bates Programme Leader fo Education Studies Manchester Metropolitan Univeristy Inequalities can be experienced in different forms from birth to school experiences to the many different modes of learning as we grow up This book focuses on educational experience as a lifelong and society wide issue The author draws on research policy and contemporary thinking in the field to provide a comprehensive guide to the educational inequalities that may exist and persist throughout an individual s educational course Providing an international perspective on different ethnic gender and social groups the book covers a broad range of issues including theoretical policy and research developments in the area inequalities that may exist during the years of schooling government policy beyond the school classroom This book is essential reading for undergraduate students on Education Studies programmes It is also useful for students on Masters and Initial Teacher Education programmes Emma Smith is Reader in Education at the University of Birmingham **Higher Education**

Funding and Access in International Perspective Sheila Riddell, Sarah Minty, Elisabet Wheedon, Susan Whittaker, 2018-05-09 This book explores the way in which the twin pressures of globalisation and localisation play out in higher education across the developed world often reflected in more specific debates on fees regimes access and culture

Researching Widening Access to Lifelong Learning Beth Crossan, Jim Gallacher, Michael Osborne, 2004-07-15 This authoritative volume is a truly international contribution to the worldwide debate on how best to widen access to lifelong learning The first section of the book comprises research studies from around the world reflecting the diversity of contexts in which widening access is researched and considers issues central to the access debate including different understandings of the concept of access organisational and structural change curriculum development entry policies performance and retention and labour market outcomes The second section illustrates diverse and innovative methodological approaches that have been

employed by researchers in the field and considers the range of approaches available. Given the growing concern around the world on the need to combat social exclusion and to improve economic circumstances through access to lifelong learning, this book acts as a unique reference point informing the ongoing debate exploring the relationships between research policy and practice.

Success in Sociology: AS Student Book AQA Peter Covington, 2008-04 Sociology teachers exercise immense teaching and pedagogical skills to entertain and motivate the generation of post-16 sociology students. This title seeks to develop a teaching and learning package to support teachers.

Service? Learning to Advance Social Justice in a Time of Radical Inequality Alan S. Tinkler, Barri E. Tinkler, Virginia M. Jagla, Jean R. Strait, 2015-12-01 When considering inequality, one goal for educators is to enhance critical engagement to allow learners an opportunity to participate in an inquiry process that advances democracy. Service learning pedagogy offers an opportunity to advance engaged learning opportunities within higher education. This is particularly important given the power dynamics that are endemic within conversations about education, including the conversations around the Common Core, charter schools, and the privatization of education. Critical inquiry is central to the ethos of service learning pedagogy, a pedagogy that is built upon community partner participation and active reflection. Within higher education, service learning offers an important opportunity to enhance practice within the community, allowing students to engage stakeholders and youth, which is particularly important given the dramatic inequalities that are endemic in today's society.

Educational Research for Social Justice Alistair Ross, 2021-06-22 This book presents a series of analyses of educational policies, largely in the UK but some also in Europe, researched by a team of social scientists who share a commitment to social justice and equity in education. We explore what social justice means in educational policy and practice and how it impacts on our understanding of both educational science and the public good. Using a social constructivist approach, the book argues that social justice requires a particular and critical analysis of the meaning of meritocracy and of the way this term turns educational policies towards treating learning as a competition in which many young people are constructed as losers. We discuss how many terms in education are essentialised and have specific and different meanings for particular social groups and how this may create issues in both quantitative survey methods and in determining what is the public good. We discuss social justice across a range of intersecting social characteristics, including social class, ethnicity, and gender, as they are applied across the educational policy spectrum from early years to postgraduate education. We examine the ways that young people construct their identities and the implications of this for understanding the public good in educational practice. We consider the responsibilities of educational researchers to acknowledge these issues and offer examples of researching with such a commitment. We conclude by considering how educational policy might contribute to a socially just, equitable and inclusive public good.

Access to Higher Education Anna Mountford-Zimdars, Neil Harrison, 2016-11-18 How do we understand and explain who has access to higher education? How do we make sense of persisting and new forms of inequality? How can global, national, and institutional policymakers and

practitioners make higher education more inclusive Access to Higher Education Theoretical perspectives and contemporary challenges seeks to update thinking on these questions combining new voices and emerging perspectives with established writers in the field This pioneering text highlights the contribution of social theory to issues of access to education with chapters introducing and drawing on the works of key interdisciplinary thinkers including Pierre Bourdieu Margaret Archer Amartya Sen and Herbert Simon It then moves to examines how theoretical perspectives can be applied to the contemporary challenges of forging more equal access with examples drawn from a wide range of contexts including the UK the US Australia South Africa and Japan Global in scope this book documents the shared nature of the access challenge in a period when higher education is growing rapidly but inequalities continue to be stark It concludes by proposing a new direction for research and a reassertion of the role of the researcher as a social activist for disconnected and disadvantaged groups equipped with the thinking tools needed to move the agenda forward Access to Higher Education is a rigorous text for the global research community with relevance to policymakers practitioners and postgraduate students interested in social justice and social policy It provides those with an academic interest in access and a commitment to enhancing policy with theoretical and practical ideas for moving the access agenda forward in their institutional regional or national contexts

Understanding Employer Engagement in Education Anthony Mann, Julian Stanley, Louise Archer, 2014-05-30 This collection focuses on employer engagement in education how it is delivered and the differentiated impact it has on young people in their progression through schooling and higher education into the labour market The focus is not narrowly on vocational or technical education or work related learning but on how employer engagement eg work experience internships careers education workplace visits mentoring enterprise education etc influences the experiences and outcomes of the broad range of young people across mainstream academic learning programmes The essays explore the different ways in which education can support or constrain social mobility and in particular how employer engagement in education can have significant impact upon social mobility both positive and negative Leading international contributors examine issues surrounding employer engagement and social mobility conceptualisations of employer engagement trends in social mobility employer engagement and social class access and management of work experience social capital and aspiration access to employment The book makes employer engagement an innovative focus in relation to the well established fields of social mobility and school to work transition By examining what difference employer engagement makes the essays raise questions about conventional models and show how research drawing on different fields and disciplines can be brought together to provide a more coherent and convincing account Building on new theorisations and combining existing and new data the collection offers a systematic exploration of the influence of socio economic status on school to work transitions and addresses how educational policy can shape more efficient labour market outcomes In doing so it draws on and speaks to existing literature which has considered such questions from the perspectives of gender ethnicity and social disadvantage

Prestige in Academic Life Paul Blackmore, 2015-11-19 The achievement of academic excellence is inherently competitive. Deliberate government policies, globalisation and changes in communication technologies mean that competitiveness in the academic world is sharper than ever before. At the centre of this is the seeking of prestige at all levels, from the national system to the individual. *Prestige in Academic Life* aims to increase understanding of motivation in universities by exploring the part that prestige plays for good and ill. The book's focus on motivation and prestige helps to answer fundamental questions that run through much discussion on universities, such as why some problems are never solved, why change can be so difficult to achieve and how individuals and groups can enable it to happen. Issues explored include: What role does prestige play in academic life? How does prestige play out in the working lives of academics, students, administrators and institutional leaders? How can the positive aspects of prestige be encouraged and the negative ones diminished? University leaders and managers, academics, administrators and students, indeed all who are interested in universities, will find this valuable reading. It will help those in leadership positions to enhance the efficiency, effectiveness and wellbeing of their institutions and will support academic staff in negotiating their career path. Paul Blackmore is Professor of Higher Education in the International Centre for University Policy Research, Policy Institute at King's College London.

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