



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

**Alasdair Forsyth, Andy Furlong, Joseph
Rowntree Foundation**



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

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

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

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 for Education Studies Manchester Metropolitan University 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 of 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.

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.

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.

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.

Parenting and Children's Resilience in Disadvantaged Communities Katrina Turner, Pete Seaman, 2006-07-07 Based on two linked studies, this report explores how families living in disadvantaged communities manage parent-child relationships during middle childhood.

EBOOK: Retention and Student Success in Higher Education Mantz Yorke, Bernard Longden, 2004-03-16 What is the policy background to current interest in retention and student success? What causes students to leave institutions without completing their programmes? How can theory and research help institutions to encourage student success? Retention and completion rates are important measures of the performance of institutions and higher education systems. Understanding the causes of student non-

completion is vital for an institution seeking to increase the chances of student success The early chapters of this book discuss retention and student success from a public policy perspective The later chapters concentrate on theory and research evidence and on how these can inform institutional practices designed to enhance retention and success particularly where students are enrolled from disadvantaged backgrounds This book draws upon international experience particularly from the United Kingdom Australia South Africa and the United States Retention and Student Success in Higher Education is essential reading for lecturers support staff and senior managers in higher education institutions and for those with a wider policy interest in these matters *Higher Education in Scotland and the UK* Sheila Riddell, 2015-11-12 This book examines the impact of devolution on Scottish and UK higher education systems including institutional governance approaches to tuition fees and student support cross border student flows widening access internationalisation and research pol

First-in-Family Students, University Experience and Family Life Sarah O'Shea, Josephine May, Cathy Stone, Janine Delahunty, 2023-09-23 This open access book now in its second edition offers a comprehensive overview of the experiences of First in Family FiF or first generation students in higher education It draws upon narratives of students and their family members and spans the entire university student life cycle pre entry commencement progression and graduation with a focus on specific cohorts including mature aged students parents or carers as well as the differentiated experiences of male and female learners With research drawn from three major research projects and including over 650 FiF students from across all Australian states and territories as well as Europe this wealth of perspectives provides unique insights into the lived reality of attending university in contemporary higher education settings The book is written for a broad audience and will appeal to those working in universities as well as family members and students who may be contemplating participating in higher education **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 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 EBOOK: Study, Power and the University Sarah Mann,2008-11-16 This book highlights the effects of power within the higher educational process and argues that in order to understand the student experience we have to take seriously the institution as a context for learning It considers key questions such as Why is the student experience of higher education sometimes negative or restricted How does power operate within the institution What are the forces that limit or enable student agency How can institutions of higher education create conditions which best support more enabling forces Higher Education has its own particular culture social relations and practices governed by social and discursive norms It is always implicated in relations of power through its function in society and its effects on individuals This book considers how for the student these effects can be enabling and engaging or limiting and diminishing In exploring the effects of the institutionalization of learning and the workings of power implicated within this it sets out to add to more cognitive and pedagogic ways of understanding student experience in higher education Study Power and the University provides key reading for educational researchers and developers academics and higher education managers *Journeys through Childhood Studies* Ingrid Richter,2019-07-10 Investigating the experiences of a group of female students as they journey into and through higher education and into work with and for children Journeys through Childhood Studies offers a critical analysis of the intersectional influences and effects of social division on experiences of higher education and career trajectories The book explores the influences of gender race and class on the experiences of higher education and the development of professional identities and whether the professionalisation of work in relation to children and childhood opens up opportunities for career development or narrows the range of choices available to women Adopting a distinctive qualitative approach to track strategies used by women participants to

accommodate the changing terrain of their journeys this book demonstrates how the women s pathways to university are shaped by factors such as social divisions friends family and school and their experiences of working with children Featuring detailed interviews Journeys through Childhood Studies offers an insightful exploration of the construction and practices of the Children s Workforce It is a must read for academics postgraduate students and those researching Childhood Studies professional identities and experiences of higher education *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

Losing Out Socioeconomic Disadvantage And Experience In Further And Higher Education Book Review: Unveiling the Power of Words

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