

Socio-Economic Class and Inequalities in Education

The role of socio-economic class in reproducing inequalities in higher education access, participation and progression is well documented. However, definitions of class are contested, definitive data are difficult to collect and class is only one element of an individual's identity. Taking an intersectional approach, this event will explore both the structural effects of socio-economic inequalities and the impact of class-based cultures on individual identities.

♦ 09.45 **VIRTUAL COFFEE & REGISTRATION**

♦ 10.00 **Welcome and introductions**
Annette Hayton, NERUPI Convenor

♦ 10.05 **Haunted by the Undead: Social class inequalities in British education**
Professor Diane Reay, University of Cambridge

Nearly 20 years ago I argued that social class was the zombie stalking British education, and it is still being stalked by the repressed undead that is social class. In this talk I outline the contemporary unequal state of play in post-Brexit, austerity Britain - a contemporary state of play in which class inequalities in education have worsened rather than improved over the last 15 years. I argue that the entrenched elitism in education is a continuation of the past in the present, while the current focus on aspirations and social mobility constitutes a new meritocratic fantasy. Despite recent rhetoric on levelling up, British education remains deeply divided and unequal, with inequalities in education mirroring rather than ameliorating the huge and growing social class inequalities in wider British society.

♦ 10.45 **Panel Presentations and questions**

Professor Vikki Boliver, Durham University

Measuring socioeconomic background for widening access purposes

Dr Derron Wallace, Brandeis University

Race, Culture and the Secret Life of Social Class

Dr Tamsin Bowers-Brown, Leeds Trinity University

Class, Race and Gender Pathologisation: avoiding a 'them and us' approach

Professor Nicola Ingram, Manchester Metropolitan University

Moving on: class, Race and Gender in Progression from Higher Education

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- ♦ 12.45 Practice Example Presentations including Q&A

Nathan Robertson, University of Derby
Supporting access to HE for white working-class male students in a former mining community in South Derbyshire

Liz Simmons, University of Bath
The Gold Scholars Scheme: supporting transition and success in HE

Dr Mark Walmsley, University of East Anglia
Power, cultures & pedagogical practice in HE: reflections on foundation year learning & teaching
- ♦ 13.45 Class inequalities: Using the NERUPI Framework to plan and evaluate interventions
Annette Hayton, NERUPI Convenor
- ♦ 14.00 Discussion Groups
- ♦ 14.30 Feedback
- ♦ 15.00 Close