

# Socio-Economic Class and Education Inequality Event 25 January 2023

In this session we invite you to consider socio-economic class and educational inequalities and discuss what we can do to further support progression to higher education and the students at our institutions.

NERUPI JAN 18, 2023 01:27PM UTC

## INTRODUCTION

To get the most from this session may we suggest that you **select a group member to record the main points of your discussion on the relevant Padlet, and a member to report back on the main points of your discussion in the wider feedback session** before considering the questions on each Padlet

## 1. SOCIAL AND ACADEMIC CAPITAL

How can we enable students to fully participate in university life?

What needs to change in higher education to create a more inclusive culture?

Active learning – ANONYMOUS

inclusive social activities that promote belonging – ANONYMOUS

Promote sense of belonging so commuter students feel considered and included. Ensuring facilities are available and communication is clear. – ANONYMOUS

Ensuring mature students are supported - accessible hours or online option? – ANONYMOUS

Information made available in advance to allow students to plan around family commitments or work – ANONYMOUS

Peer Learning groups and activities – ANONYMOUS

processes, policies and structures within HE – ANONYMOUS

Being open about imposter syndrome - naming it / role models – ANONYMOUS

## 2. HABITUS

How can we ensure that university study is transformative and challenging without reflecting values that are exclusive and potentially discriminatory towards groups under-represented in higher education?

Open support and recognition from senior management – ANONYMOUS

Critical thinking, reflection and discussion - a way to open up opportunities. – ANONYMOUS

Ensure all students and colleagues are on the same page. – ANONYMOUS

Unis wanting to be open to change and improving. a reflection of our amazing students - language, processes, awareness of all the help. options on offer – ANONYMOUS

Valuing diversity - not just learning from lecturers but also from fellow students. Meeting new people and hearing about different experiences and cultures. It is about embracing rather than tolerating. – ANONYMOUS

Students feel empowered to contribute. – ANONYMOUS

At university, some things might be expected of us that we don't do as the 'norm' in our own background or cultures. What is important in levelling up? Particularly when we have lots of different cultures? – ANONYMOUS

Perception of languages or use of language – ANONYMOUS

pedagogical practices that encourage quality in learning, so professional academic training would help – ANONYMOUS

Being open to success meaning different things to different people. – ANONYMOUS

### 3. INTELLECTUAL AND SKILLS CAPITAL

What assumptions do we typically find in higher education about students' previous formal and informal learning experiences?

What sort of provision should universities offer to take account of differences in prior learning and wider cultural experiences between groups under-represented in higher education?

*Assuming that students know how to behave as students (notetaking, informaion finding, how to approach assessment etc).* – ANONYMOUS

*Providing a vocabulary about skills and encouraging self reflection* – ANONYMOUS

### 4. ECONOMIC CAPITAL

What measures does (or could) your institution take to ensure that:

Low income is not a barrier to participation in pre-entry programmes or activity?

The impact of low income on accessing additional support such as tutoring on attainment at GCSE or post-16 levels is taken into account?

The challenge of accessing certain extra-curricular activities for low-income students is understood and considered in relation to access and progression?

Students do not engage in excessive employment that could have an impact on their available study time?

*Travel bursaries for outreach activities* – ANONYMOUS

*Pair up university students as mentors or coaches for pupils at targeted schools in the local area. Incentive for mentors could be payment, volunteering hours, professional experience? Work with third sector organisation - qualification for students?* – ANONYMOUS

*for access - work with hub schools / organise buses / coaches to help students get to the university* – ANONYMOUS

*Pre-bursaries for pupils to spend on tutoring?* – ANONYMOUS

*Issues with reactive expenses - unis could do more proactive work to help pupils and students with travel, don't expect students to have the money up front to be able to claim back later* – ANONYMOUS

*Better communications with students / pupils about what £ support is there, and HOW they access it / HOW we help them* – ANONYMOUS

*Attainment - tutoring and attainment-raising can take time away from PT work (if required)* – ANONYMOUS

*Need to cover essential cost of living, but also cost of 'making the most' out of uni, eg participating in societies, which bring about cost for membership, gear, etc.* – ANONYMOUS

*The uni and the SU can play different roles in supporting students - we find that the SU is perceived much more as an organisation of peers, and is better placed eg to facilitate financial support for social activities* – ANONYMOUS

*Working with local businesses to encourage them to make the most of uni student skills and employ them in positive part-time roles* – ANONYMOUS

*Providing funding opportunities for students to take on personal development opportunities* – ANONYMOUS

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