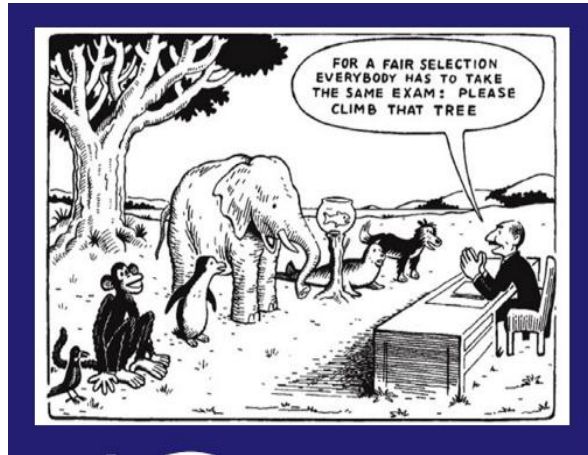


Research England: The Social Mobility Student Research Hub 2.0

WARWICK
THE UNIVERSITY OF WARWICK



Plan for Today

- **Intro: who we are and what is the project?**
- **Who is eligible to be involved?**
- **How can I get involved?**
- **What is the commitment needed?**
- **What support will I get?**



Introduction: who we are and why we are doing this



- Members of the Widening Participation (WP) team are collaborating with academics, external partnerships and students from across the University to develop the Social Mobility Student Research Hub
- Our hope is to provide a platform for students from underrepresented backgrounds to develop their own research projects in areas related to WP, inequality, diversity, and inclusion that are of interest to them

A Platform

Bringing students from underrepresented groups together, giving them a ‘voice’ and ‘hopefully inspiring change’:

“It’s giving students that platform to really speak on issues that matter to them if that makes sense.”

“It’s nice to see Warwick putting in that time and effort for students who don’t have a platform... I’ve never seen something like this before that gives students from WP groups a voice and an opportunity, a platform as research is so exclusionary, like they’re all middle class. I think this is a gateway to improving access to postgrad and it should be like wider than the university, involve all the universities.”

Who is eligible to apply?

- The project will fund up to **ten students** from WP backgrounds
- Must be considered **home/UK** students (for fee status)
- A full list of criteria is available on the website, but includes:
- Former eligibility for Free School Meals, coming from areas of high deprivation and/or low levels of participation in higher education, being in receipt of a bursary or other means tested financial support
- Participation in a university Widening Participation programmes, such as Warwick Scholars, Realising Opportunities, Sutton Trust etc.

WARWICK
THE UNIVERSITY OF WARWICK



What commitment is needed over the six months?

- We anticipate you spending around 70 hours on this project in total, (averaging at about 3 hrs per week, though time spent can vary)
- We would like you to attend a workshop and meet regularly with your mentor
- Your final output could be in a variety of different formats (e.g. report, presentation, podcast, video, poster)
- We would like you to present your work to a wider audience





Mentor Support

- How it works...

Are there any limits on the types of research methods I can use?

- Interviews, focus groups, surveys, literature reviews, secondary research and arts-based methods are all feasible and supported but....
- The types of participants (e.g. if they are vulnerable groups, children, people with disabilities) must be considered and no animals please...
- Go to our website to check out what students did previous years: [2022 Student Projects \(warwick.ac.uk\)](#)



How Can Universities Prevent Working-Class Students from Withdrawing from Their Degrees?

The impact of selective sixth form on the academic progression and wellbeing of Westminister alumni

by
Sonny Dylan Edwards

A report submitted in fulfillment of the requirements for the project funded by the Social Mobility Student Research

ETHNIC DISPARITIES IN HIGHER EDUCATION

Why is there a disparity between the numbers of mature students from ethnic minority backgrounds and white students returning to formal or higher education?

METHODOLOGY
The population of mature students is extremely diverse in terms of ethnicity, background and responsibility, age. This makes engagement with students in the provision of targeted support services, awards, and mentoring more difficult and the data less likely to be representative of the whole group. Places of higher education must therefore be able to identify such an age, race and ethnic diversity and ethnicity, which allows the author to analyse the data and identify the factors that influence the decision to return to higher education. Such an analysis identifies that those from BME group tend to return to higher education to work in their current career, to gain a new career, or to return to education to become the first/second in their family to go to university.

REPRESENTATION
While entering participation statistics are an attempt to represent the diversity of the population, it is not always clear how well they do. This report aims to identify the gaps in representation and to suggest how they can be improved. It also aims to identify the gaps in representation and to suggest how they can be improved.



REGION
Statistics show that mature students tend to live at home until late into their 20s as well as living closer to the HE institution. Both in terms of responsibility, employment and cost. Offshoots of this are that mature students are more likely to be employed in areas with lower wages and lower living costs. The establishment of universities such as the University of London has the highest rate of returning white and rural areas. This can be seen in cities such as Manchester, Birmingham, Leeds. The establishment of universities such as the University of London has the highest rate of returning white and rural areas. This can be seen in cities such as Manchester, Birmingham, Leeds.

OUTCOMES
Although record numbers of individuals from ethnic minorities are attaining higher education, only 20% of those students achieved a First or a 2:1 compared to 20% of white students in the 2021/22 cycle. Educationally, the gap between BME and white students is widening. This is due to a combination of factors including the impact of the COVID-19 pandemic, the impact of the cost of living crisis, and the impact of the cost of living crisis.

CONCLUSION
The data shows that there is a significant gap between the number of mature students from ethnic minority backgrounds and white students returning to formal or higher education. This gap is widening and is due to a combination of factors including the impact of the COVID-19 pandemic, the impact of the cost of living crisis, and the impact of the cost of living crisis.

- Written reports
- Literature reviews
- Podcasts
- Documentary videos
- Posters

1. Introduction

- Statistical analysis of the probability of withdrawal from UK university students indicated that non-completion was more probable for students from low-represented occupational defined social classes (Coxon, 2004)
- Analysis and findings (2020) suggest that widening participation discourse was only concerned with the desire to participate and universities' recruitment strategies, rather than addressing the ability to participate' once at university

2. Background

- Efforts from universities to retain working-class students include scholarships, bursaries, peer mentors and additional support (Cotton et al., 2017)
- Evidence of the effectiveness of different approaches is limited although some research suggests that combining financial support with close monitoring of educational engagement can help reduce withdrawals (Newman-Ford et al., 2010)
- Bursaries alone have been found to enhance retention of low-income students (Carson, 2010; Harrison and Hart, 2012)
- Although Harrison and Hart (2012) found that students feeling socially comfortable at their institution was more important than the bursary's financial incentive

3. Reasons for Withdrawal

Difficulties adjusting to the middle-class culture of universities and pressurised academic demands are compounded for working-class students by money worries, need for term-time working and isolation caused by reading inability to participate in extra-curricular activities (Bradley, 2017)

- Lack of cultural capital - Working-class students may be less prepared and less able to cope with both the learning and social aspects of university life, leaving them without a roadmap to completion (Dennis, 2009)
- Feelings of not belonging - Middle-class students are more likely to have already experienced separation from family at boarding school, travelling abroad or on exchange visits. The strength of attachment to family was a more general theme among working-class students who may feel alienated at university (Bradley, 2017)
- Feeling overworked - Working-class students cite 'workloads, class size and stress related to the demands of the curriculum' as obstacles that contributed to such a state (Cotton et al., 2017)

4. What Can Institutions Do?

Social capital - Students are more likely to remain if they have support from social networks and contacts with similar values. Thomas (2007) refers to 'academic, social and cultural inclusiveness' as requirements for students to feel that they fit in

Targeted support - Data suggests that supportive tutors can help students develop the resilience required for successful completion regardless of social and cultural capital (Cotton et al., 2017)

Financial support - Financial anxiety from daily expenses can lead to working-class students withdrawing, therefore financial support should be provided (Cotton et al., 2017)

Changes in pedagogy - In research led by Andrea Dittmann, students that work together interdependently on a problem-solving task can lead groups of working-class students to outperform groups of their socioeconomically advantaged peers (Stephane and Townsend, 2018)

Universities should therefore emphasize the value of working in groups; promote a community of peers who can navigate higher education together; and connect all working-class students to the support of advisors or mentors to support them on their journey through higher education

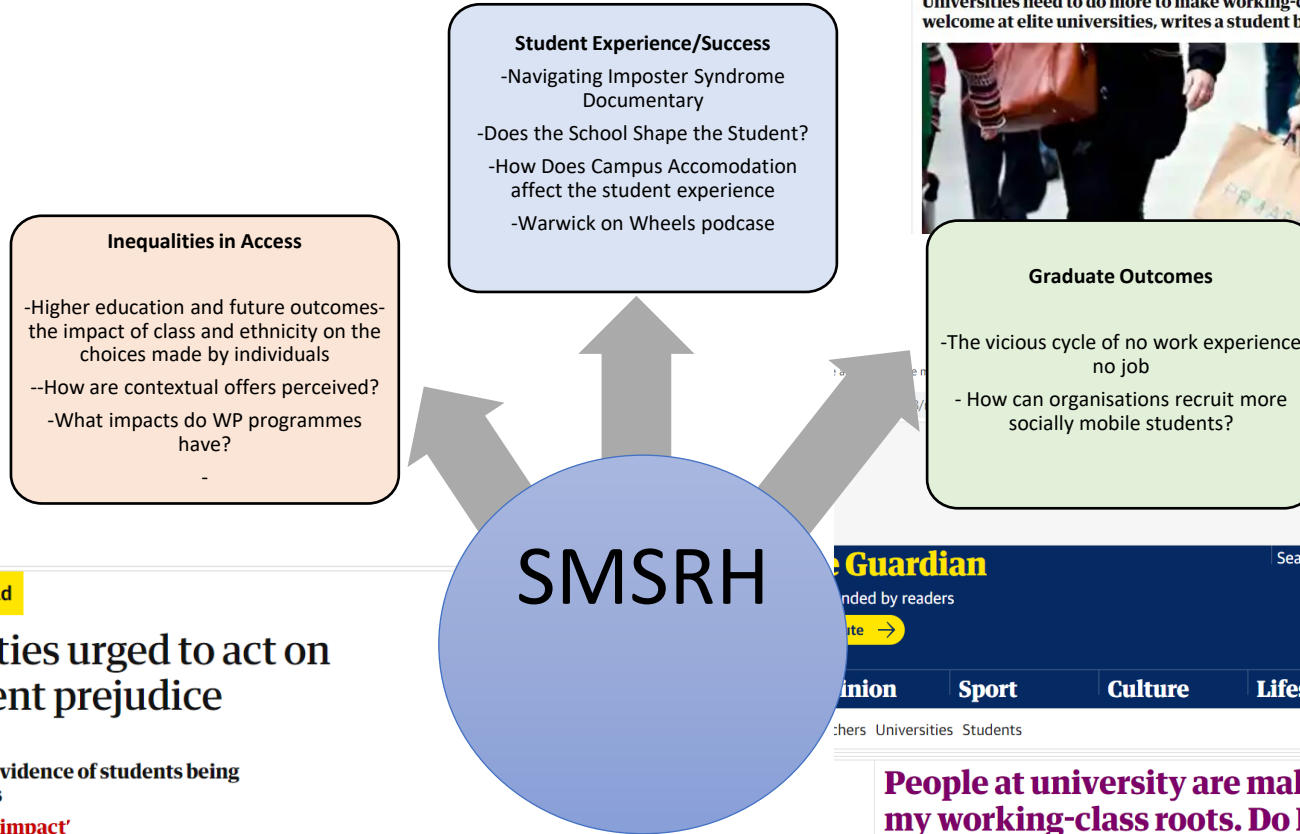
How have the Garifuna identities and diaspora organised their collective progress and histories following exile?

IN WHAT WAYS HAVE THE GARIFUNA ATTEMPTED TO PRESERVE THEIR HISTORY, AND WHAT SIGNS OF SUCCESS CAN WE OBSERVE IN THEIR COMMUNITIES TODAY?

ADEBANJO, EBUN (UG)

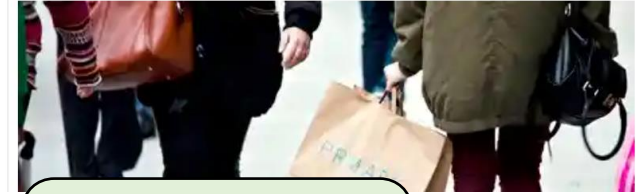
Social Mobility Research Hub

Themes



Working-class students: 'there's a constant feeling you don't belong'

Universities need to do more to make working-class students feel welcome at elite universities, writes a student blogger



This article is more than 1 year old

UK's top universities urged to act on classism and accent prejudice

Investigation finds widespread evidence of students being ridiculed over their backgrounds

Case studies: 'It's had a lasting impact'



People at university are making fun of my working-class roots. Do I try to change or stay true to who I am?

An Exploration of the Relationship Between Physical Spaces and Accommodation on Campus and Student Experience

By: Olivia Collins

Whitefields kitchen



As a first year student who was new to the university system and extremely far from home, I stayed in Whitefields accommodation, paying the cheapest rent available (£85 pw), and sharing facilities with 11 other students. I noticed the difference in the facilities provided for different accommodations, having stayed in a small, outdated flat much less impressive than other newer, larger, and more expensive accommodation options. I also encountered many stereotypes of different types of accommodations and different types of students.

Kitchen showing fridge, toaster, work surface, plentiful cupboard space and windows

(warwick.ac.uk/services/accommodation/studentaccommodation/whitefields, 23/05/2022)

“I wanted to contribute something to the University that I feel is missing by providing an insight into the world of attending university as a disabled person”.

Warwick on Wheels

Eleanor Upton

Warwick on
Wheels:
Episode 1

Additional Opportunities/Ideas

- We have external partnerships as collaborators , some ideas to consider include:
- *Exploring differences in belonging between different types of educational institution (possible collaboration with University College Birmingham)*
- *What is the importance of role models in influencing young people's decision making around attending university? OR How cost effective is WP work (possible in collaboration with IntoUniversity)*

The Ethical Review process

Things to Consider:



- Who, Why, When, Where, How? - Who are the participants? Why have they been chosen for this study? When will they be recruited? Where will the participation take place? How will they be recruited?
- Appropriateness of recruitment process to recruit the estimated sample size.
- Clear inclusion / exclusion criteria - Are any participants being unfairly excluded from the study? Is the inclusion/exclusion criteria justified? Are appropriate screening procedures in place?
- [Application Form for Research Ethical Approval \(warwick.ac.uk\)](http://warwick.ac.uk)



Try to be SMART

- Specific aims and Measurable objectives ensuring it is Achievable, Realistic and Timebound
 - **Consider ethics, how you will recruit participants, where, when and why you are focusing on specific groups if appropriate**

What support will I get?

You will have a mentor to support you through the process.

They will work with you to develop your idea, bounce ideas off, give you advice and guidance.

You will also be part of a collective: the Social Mobility Research Hub

Project leads will be overseeing the entire project and are there to support you

WARWICK
THE UNIVERSITY OF WARWICK





Key Dates

- Applications are open now until **February 7th** at midnight
- Applicants to be informed of outcomes around the 14th February
- Workshops start end of February (aiming for 28th!), opportunity for mentors and mentees to meet
- Social Mobility Research Hub conference September 2024

What will happen after the project ends?

Final outputs might be written up reports or could take on more creative visual forms such as videos, or podcasts

- Everyone to contribute findings at the conference
- The legacy- presenting at future conferences (ICUR, BCUR & WorldCUR in 2024, contributing to the Social Mobility Observatory

WARWICK
THE UNIVERSITY OF WARWICK



**Feel free to contact us, check out our website
and apply:**

socialmobilityhub@warwick.ac.uk

[Social Mobility Student Research Hub \(warwick.ac.uk\)](http://warwick.ac.uk)





Questions?