This week

Mond Data Day Concerns

Tue Harassment and sexual misconduct

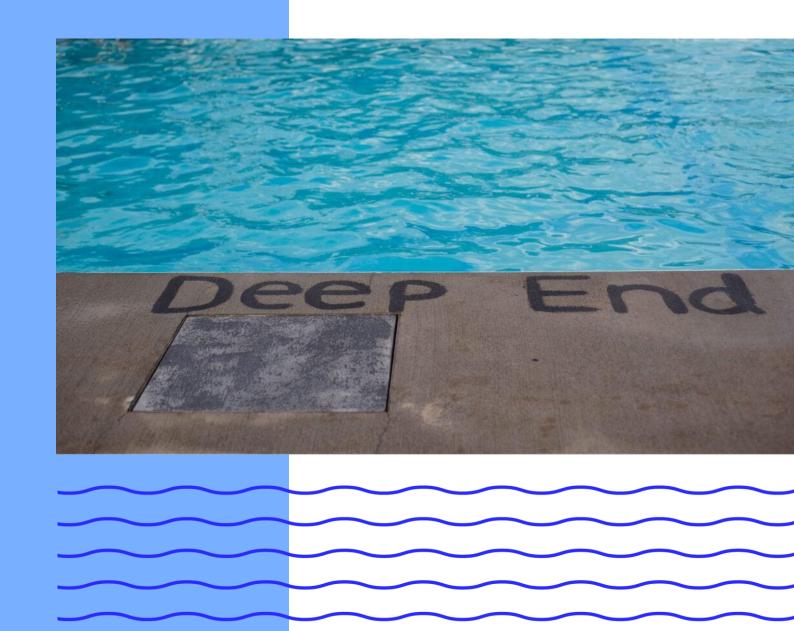
Wed Extenuating circumstances, safety nets, academic

regs and assessment

Thu Social capital, community and student activities and

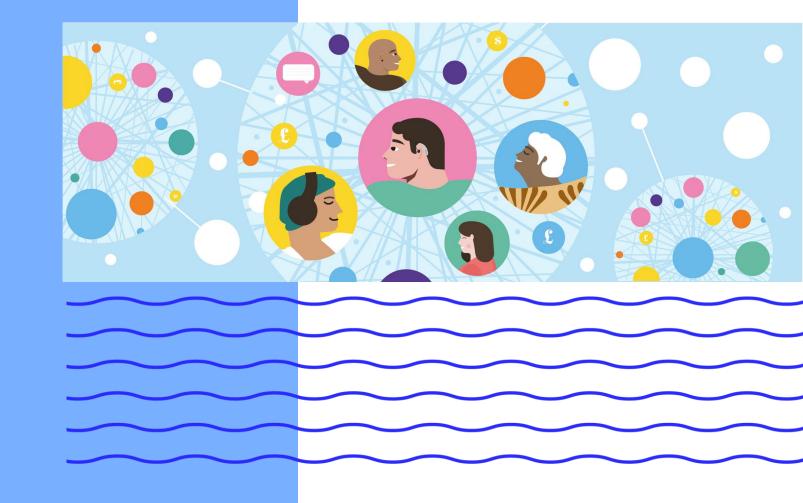
opportunities

Fri Race, racism and closing the awarding gaps in HE





Social capital, community and student activities and opportunities

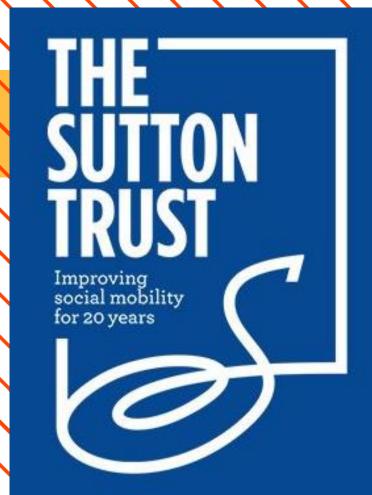




Backdrop

- Sutton Trust (probably) UK's most respected social mobility charity
- Has traditionally focussed on access work (not so much participation)
- Carried out work in January 2020 on the "wider" student experience
- Has been very worried (like many others)
 about impact of the pandemic on learning loss
 and differential distribution





RESEARCH BRIEF JANUARY 20



Learning in Lockdown



Rebecca Montacute and Carl Cullinan

Attendance at sci

 In the first week of the January 2021 lock than a quarter (27%) of primary school age were reported to be at least partially attendi person, compared to just 8% of secondary a

person, compared to just 8% of secondary age child - 0f those children attending school in person, less than half (47%) of them had been attending school during the first lockdown last March. Almost half of parents cited work-related reasons for this, includin their status as a keylicitical worker (26%), a change working status (14%), or a less flexible employer (8 - As a result, 37% of teachers in primary schools re they now have 1 in 5 or more of their usual pupils is

Devices

At the beginning of the shutdown, just 5% of teacers in state schools reported that all their students I access to an appropriate device for remote learning, compared to 54% at private schools. Looking at puy with adequate internet access, the figures are 5% at 51% respectively.

have access to a sufficient number of devices suita for their online learning, however this is 35% for holds with the lowest incomes, and 11% in househ with the highest.

• Two thirds (66%) of senior leaders in shate school control and control to the service of the service of

reported needing to source IT equipme taged pupils themselves while waiting support.

Remote learning

School provision for online learning I radically since the beginning of the fin

> line methods to provide work has fallen, with j now using physical workbooks, compared to 3 rch. wever, disparities remain. 86% of private schooling online live lessons, compared to 50% in

ckdown. Parents also confirm a clear increase in intensi Iline learning. The proportion of primary pupils from 19% to 45%.

• However, 40% of children in middle class reported to be doing over 5 hours a day, cor 26% of those in working class households.

Support for home learning

 41% of parents with children learning at home represent that they have not very much time or no time at all to help their children with online learning, with parents secondary age children having less time.

 Property were children having less time.

 Parents were split in their experience of learning for the home this time around. Many reported that they the found it easier than the spring 2020 lockdown, with others reporting that they were finding it more difficu

*31% of those with the lowest incomes had not be able to spend anything on their child's learning from the since September 2020, while 29% of the highest incomes had spent more than £100.

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The attainment gap

The impact of the pandemic on learning continues
to be unevenly felt, with over half (55%) of teachers as
the least affluent state schools reporting a lower than
normal standard of work returned by pu

 Most teachers (84%) thought the COVID-19 lockdown and associated disruption would increase the attainment gap, with a third (33%) saying it would increase substantially. This is up from 28% in November.
 Teachers in the least advantaged schools were much more likely to say there would be a substantial increase in the gap. About half (49%) said so, compared to just 25% in the most affluent and 8% in private secondary

 A majority of teachers (52%) cited a faster rollout of laptops as the single most helpful intervention to help disadvantaged pupils during the period of closure, with 20% of heatteachers this believe helpful.

Backdi RESEARCH BRIEF



Learning in Lockdown



Rebecca Montacute and Carl Cullinane

- Sutton Trus KEY FINDINGS
 Attendance at s social mobil
- Has traditio so much par
- Carried out \u00e4 "wider" stud
- Has been ver about impact and different

- In the first week of the January 2021 lockdown, more than a quarter (27%) of primary school age children were reported to be at least partially attending school in person, compared to just 8% of secondary age children.
- Of those children attending school in person, less than half (47%) of them had been attending school during the first lockdown last March. Almost half of parents cited work-related reasons for this, including their status as a key/critical worker (26%), a change in working status (14%), or a less flexible employer (8%).
- As a result, 37% of teachers in primary schools report they now have 1 in 5 or more of their usual pupils in attendance, compared to just 1% last March.
- At the beginning of the shutdown, just 5% of teachers in state schools reported that all their students have access to an appropriate device for remote learning, compared to 54% at private schools. Looking at pupils with adequate internet access, the figures are 5% and 51% respectively.
- 19% of parents overall report their children do not have access to a sufficient number of devices suitable for their online learning, however this is 35% for households with the lowest incomes, and 11% in households
- Two thirds (66%) of senior leaders in state schools reported needing to source IT equipment for disadvantaged pupils themselves while waiting for government support.

Remote learning

- School provision for online learning has changed radically since the beginning of the first lockdown. Over half (54%) of teachers are now using online live lessons, compared to just 4% in March 2020. The use of offline methods to provide work has fallen, with just 15% now using physical workbooks, compared to 34%
- However, disparities remain. 86% of private schools are using online live lessons, compared to 50% in state schools, a gap which has widened since the first
- Parents also confirm a clear increase in intensity of online learning. The proportion of primary pupils doing more than 5 hours of learning a day has risen from 11%

to 23%, and for secondary students it has increased

 However, 40% of children in middle class homes are reported to be doing over 5 hours a day, compared to 26% of those in working class households.

Support for home learning

- 41% of parents with children learning at home report that they have not very much time or no time at all to help their children with online learning, with parents of secondary age children having less time.
- Parents were split in their experience of learning from the home this time around. Many reported that they found it easier than the spring 2020 lockdown, with others reporting that they were finding it more difficult. 28% of those on low incomes were finding it more difficult, compared to 15% of those on the highest
- 31% of those with the lowest incomes had not been able to spend anything on their child's learning from home since September 2020, while 29% of those on the highest incomes had spent more than £100.
- 10% of parents reported paying for private tutoring in the current school year, a mix of online and in person. Middle class households were almost twice as likely to have done so compared to working class parents (13%

The attainment gap

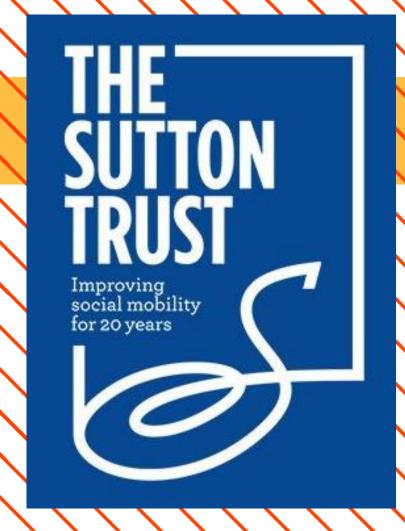
- The impact of the pandemic on learning continues to be unevenly felt, with over half (55%) of teachers at the least affluent state schools reporting a lower than normal standard of work returned by pupils since the shutdown, compared to 41% at the most affluent state schools and 30% at private schools.
- Most teachers (84%) thought the COVID-19 lockdown and associated disruption would increase the attainment gap, with a third (33%) saying it would increase substantially. This is up from 28% in November.
- Teachers in the least advantaged schools were much more likely to say there would be a substantial increase in the gap. About half (49%) said so, compared to just 25% in the most affluent and 8% in private secondary
- A majority of teachers (52%) cited a faster rollout of laptops as the single most helpful intervention to help disadvantaged pupils during the period of closure, with 20% of headteachers citing online tutoring.

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WONKHE

University of Life

Cutton Trust on non-sendamic elville has found that One project looked at the views of 80 students at the University of the West of

working- and middle cl working-class backgrou part in extra-curricular feeling socially exclude different from the type accents or their use of

were not the first gen recognise the value of Res participation was acc whi generation in their fa connection to others.

Taking part in societies 1 that students who take ; to consider leaving their

94% England and the Univer Previous Sutton Trust research has highlighted the challenges for students living at home in accessing extra-curricular activities, which often involve staying late after the teaching day has finished, which can be difficult for students who have a long journey home from campus. The same research found that students from lower socio-economic backgrounds are over three times more likely to stay living at home and to commute to university (45%), compared to their better-off counterparts (13%), and that state school students are also more likely (2.6 times) to stay at home and study locally compared to the privately educated.

> Even before the pandemic, for all students, there has also been a decline in participation in student societies and sports over the last few years, accompanied by a rise in time spent on paid work and caring responsibilities.

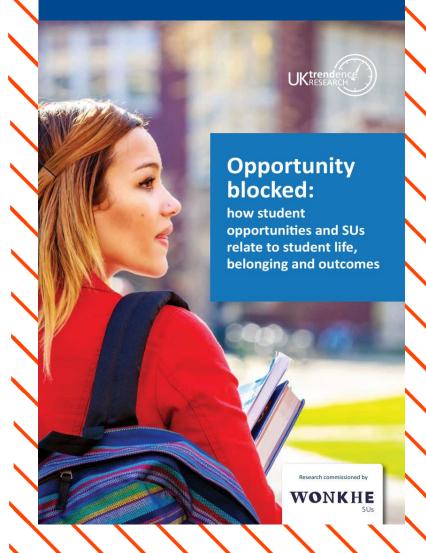
routine or manual background had done so.

WONKHE

THE UNIVERSITY OF LIFE

Employability and essential life skills at university

Rebecca Montacute, Erica Holt-White and Alice Gent February 2021



University of Life

- January 2020
- Opportunities
 - Clubs/Socs/Volunteering, PT work, W/E and placements, study abroad
- YouGov polling of recent graduates (classified at those ages 21-25 with a degree or higher).
- Youthsight polling of current (Jan 2020) undergraduate students.
- Splits by family socioeconomics and provider type

WONKHE

THE UNIVERSITY OF LIFE

Employability and essential life skills at university

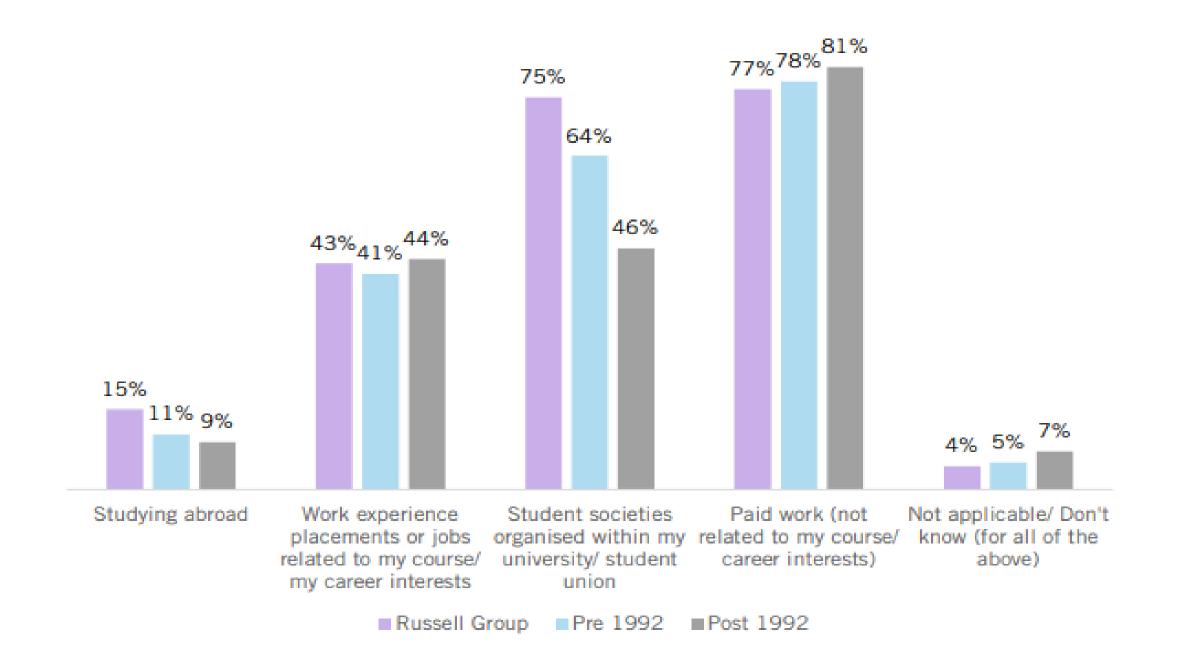
Rebecca Montacute, Erica Holt-White and Alice Gent February 2021





University of Life

Figure 3: Activities young graduates had taken part in at university, by university type



THE UNIVERSITY OF LIFE

Employability and essential life skills at university

Rebecca Montacute, Erica Holt-White and Alice Gent February 2021





Clubs, socs, volunteering

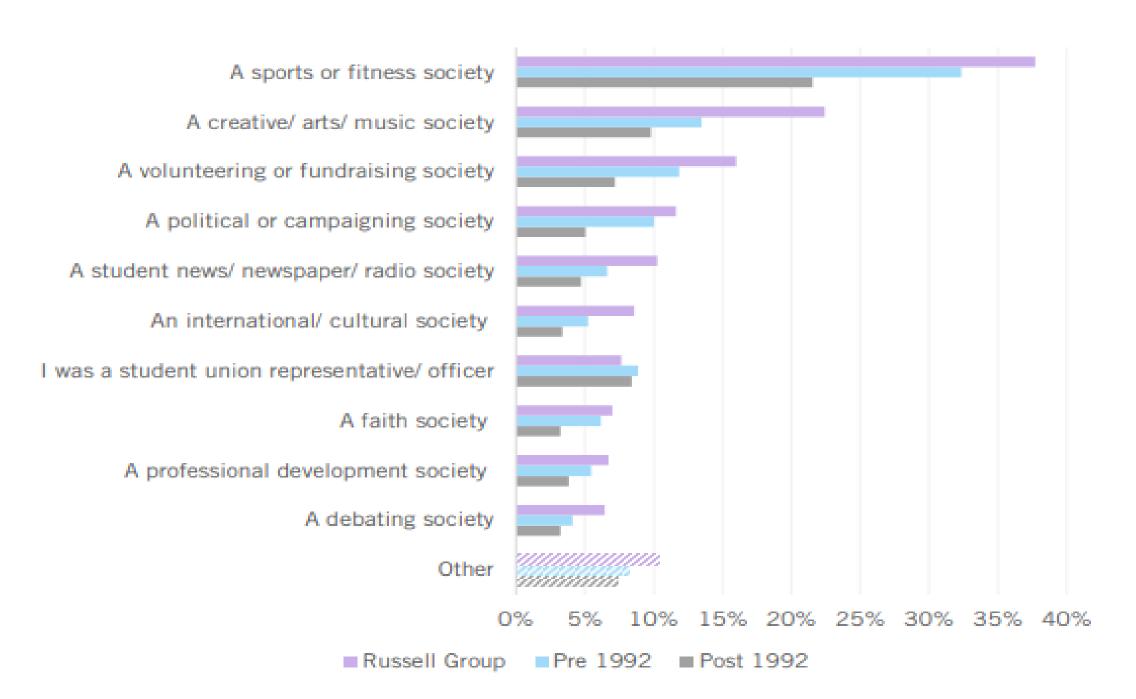
- Gap in participation between avg and poor backgrounds:
 - 10 percentage points for graduates of RG institutions
 - 8 percentage points for those at Pre-1992s
 - 3 percentage points for those at Post-1992 institutions





Drilling deeper...

Figure 8: Types of student societies graduates took part in, by university type



Work

- Same proportion (64%) of students across socio-economic backgrounds worked during their summer holidays
- Those from lower socio-economic backgrounds were more likely to have worked during term time.
- Worse off students were also more likely to have worked during their final year (43% vs 38%) and during term time excluding exam periods (53% vs 47%).



Figure 10: Time periods in which graduates worked during their degree

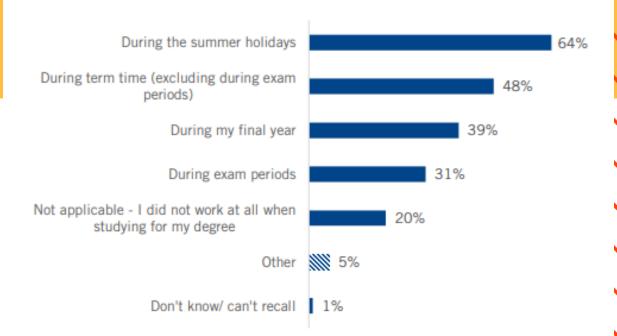
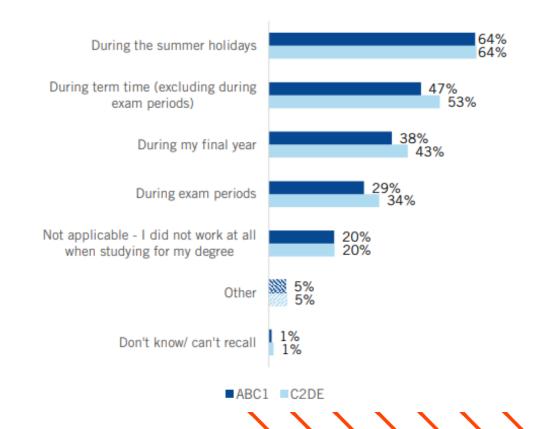
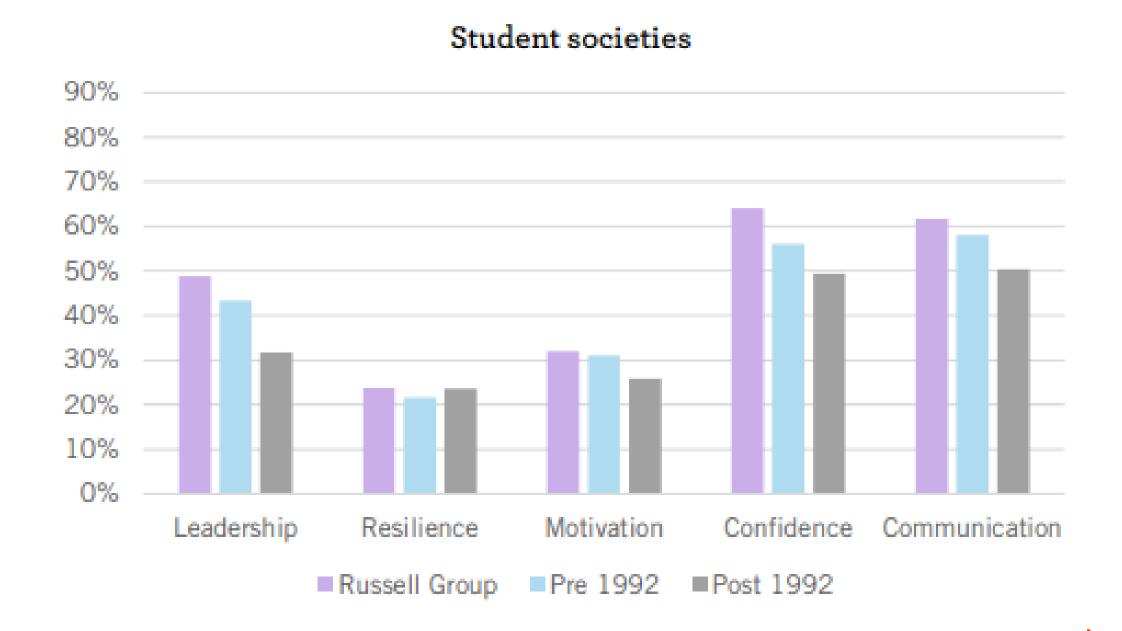


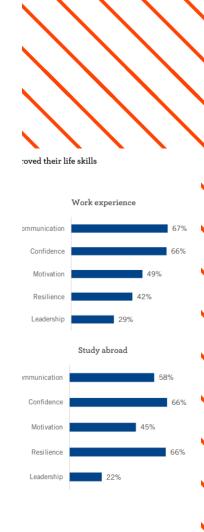
Figure 11: Time periods in which graduates worked during their degree, by socio-economic background



Skills

Figure 15: Graduate views on whether activities improved their life skills by institution type





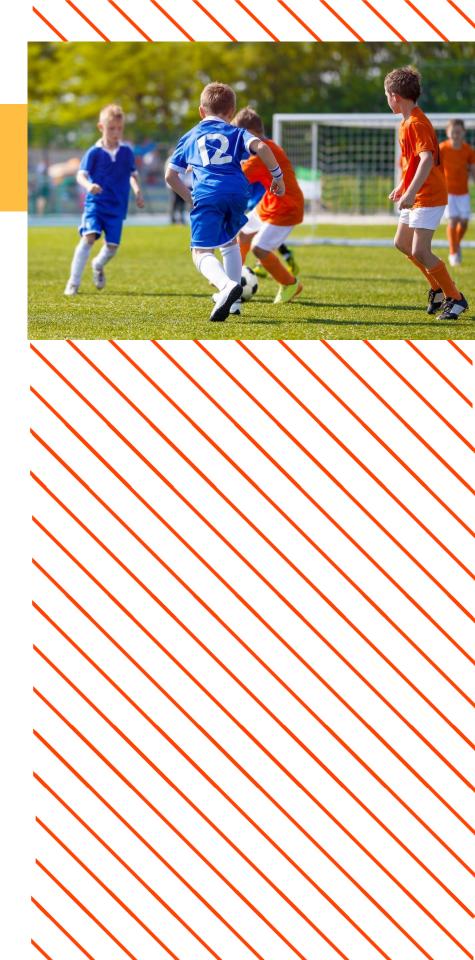
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Figure away



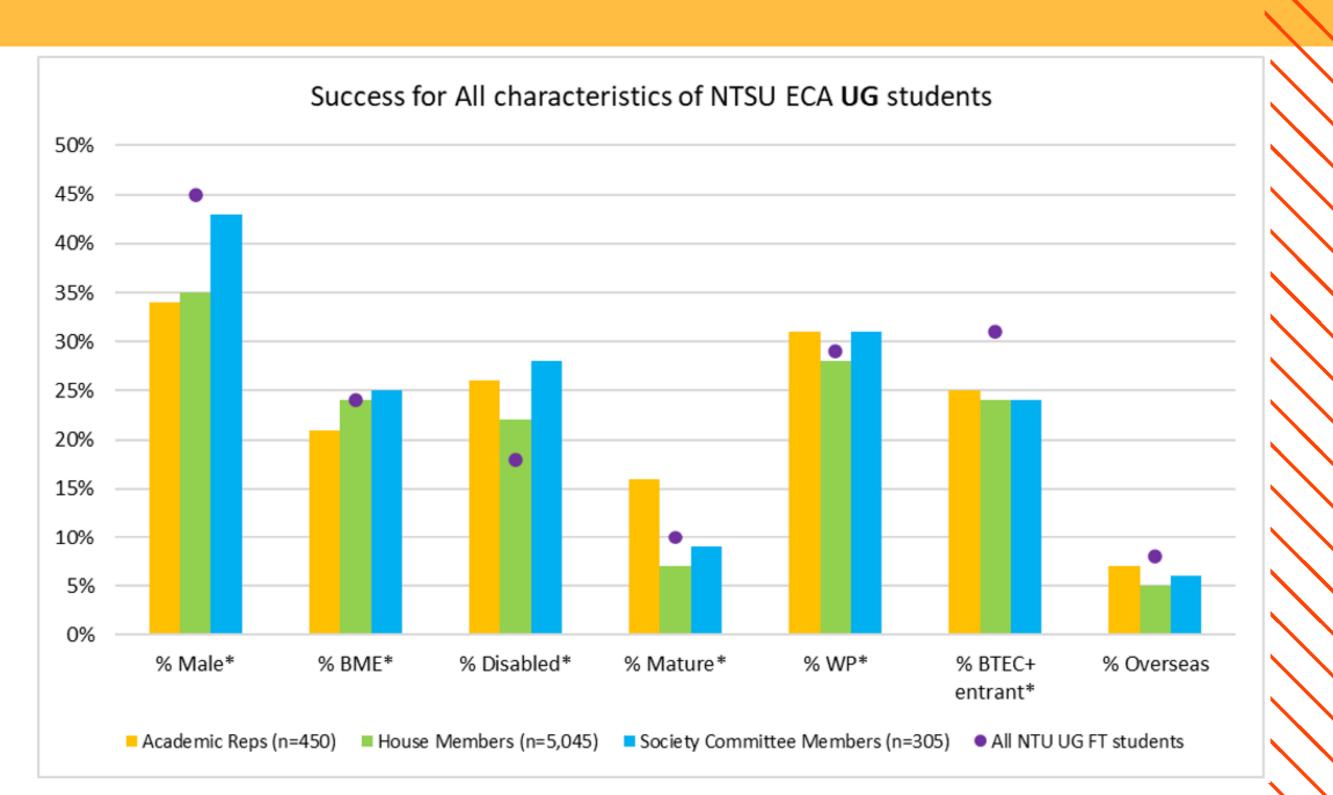
Before university...

- When students first experienced activities differed by socio-economic background.
- Students from higher socio-economic backgrounds were less likely to be taking it up for the first time at university
- ...and were instead more likely to have previously taken part in it outside of school.





Outcomes!



Student activities

- Practical focus
- Making existing processes easier
- Focus on growing from existing base





Deep history....

- Hedonism or (left wing) activism
- 100k volunteers (Oxfam and NT)
- 1880s students visited the sick and prisoners - wave of campaigns for social change
- 1960s students hit the news for a range of 'innovative' fundraising activities,
- Now Students raise millions every year for local, national and international causes, yet this isn't what the headlines are reporting.







Participation as education

- Until the late 1980s activities personal hobbies or passions, or rites of passage – "cultivated man"
- 1990s start to be seen as educational some borrowing from US
- Skills acquisition with a focus on employability skills





Key skills









Graduate attributes



Interpersonal Skills

Interpersonal Skills



Citizenship

Global citizenship



Collaborative Working

Collaborative working



Workplace skills



Digital Fluency

Digital fluency













GRADUATE ATTRIBUTES MATRIX FOR EMPLOYABILITY











Copyright University of Bolton 2017

University of St Andrews

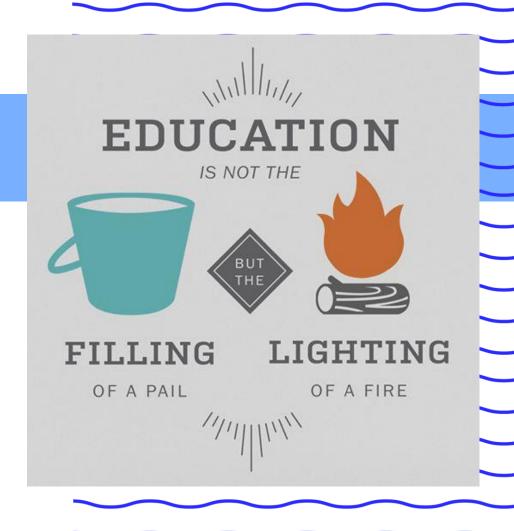
Graduate Attributes: Students will have the opportunity to develop the following skill set whilst at the University of St Andrews through a mixture of curricular, co-curricular and extra-curricular activities, and through taking initiative for planning their own self-development.



Critiques

- Individualistic?
- Gen Z very interested in wider and more social values
- Competitive
- Within, alongside or outside of the curriculum?
- Survive and thrive within the system or challenge and take over the system?
- Degree classification system and HEAR
- Student leaders v student participants



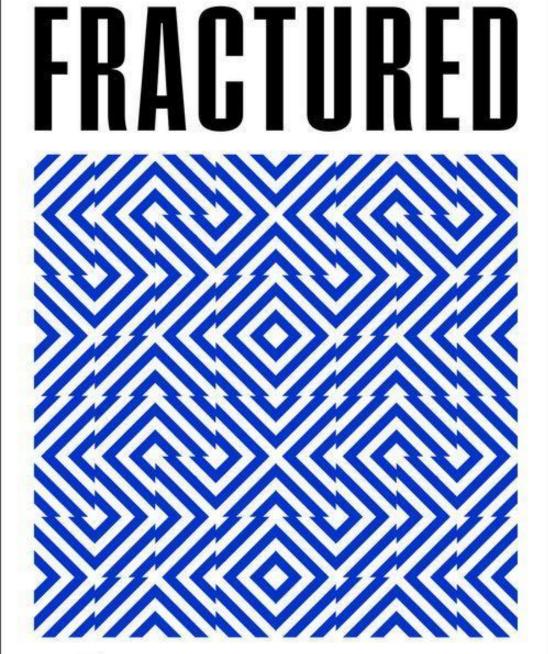


Two paradigms

	'Ivory Tower'	'Market Forces'
	students' unions	students' unions
Theory that underpins	'cultivated man'	Competitive individuals
their work		
Outcomes they expect	Qualified social elite	'agents for the creation
to achieve		of wealth'
Model of Organisation	Private members club	Commercial organisation
Values that inform	Philanthropy and	Efficiency and utility
their work	self-help	
How members	Rigid 'political'	Consumerism
are involved	structures	
Processes	Transmission of	'key skills'
involved	cultural values	development
Associated discourse	Participation	Competence
	Representation	Employability
	Social contacts	Individual consumption
	Liberalism	
	Elitism	



Model of HE



Why our societies are coming apart and how to put them back together again

JON YATES



Types of capital

- 1. Physical (equipment, buildings, tools)
- 2. Financial (money, fiscal resources)
- 3. Human (education, training, experience)
- 4. Cultural (knowledge, music, language, art)



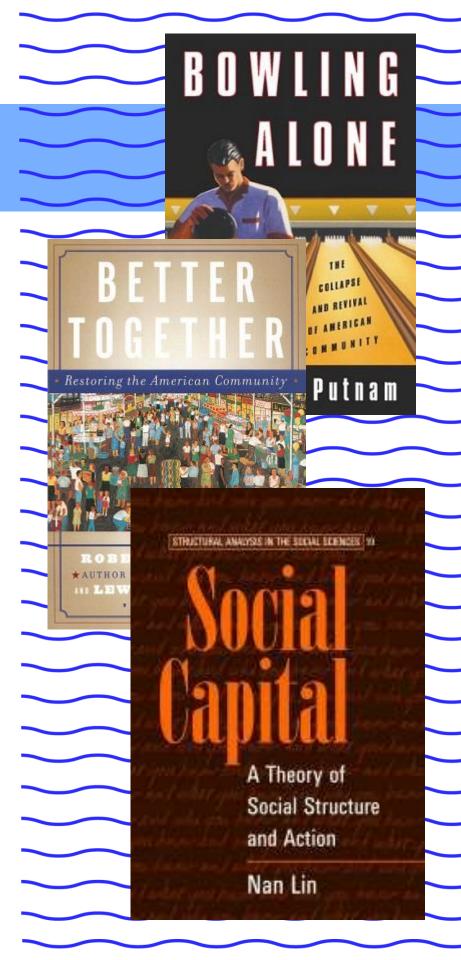
Putnam...

- Lower confidence in local government, local leaders and the local news media.
- Lower political efficacy that is, confidence in one's own influence.
- Lower frequency of registering to vote, but more interest and knowledge about politics and more participation in protest marches and social reform groups.
- Higher political advocacy, but lower expectations that it will bring about a desirable result.
- Less expectation that others will cooperate to solve dilemmas of collective action (e.g., voluntary conservation to ease a water or energy shortage).
- · Less likelihood of working on a community project.
- Less likelihood of giving to charity or volunteering.
- Fewer close friends and confidants.
- Less happiness and lower perceived quality of life.
- More time spent watching television and more agreement that "television is my most important form of entertainment".



Qualities and community

- Burke and little platoons
- Social capital: "social capital, which is not the individual's possessed goods, but resources accessible through direct and indirect ties. Access to and use of these resources is temporary and borrowed in the sense that the actor does not possess them. A friend's bicycle is one's social capital. One can use it to achieve a certain goal, but it must be returned to the friend."

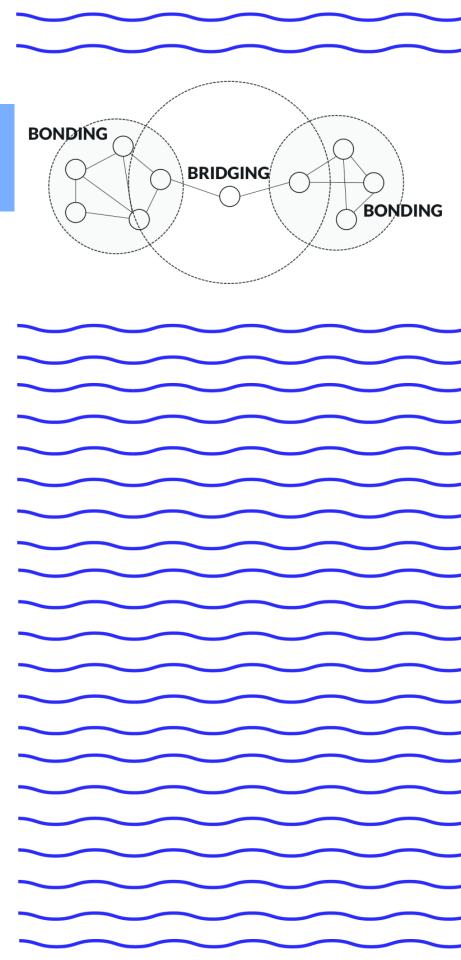




Types of social capital

- Bonding social capital is interaction with people similar to oneself. This is the more usual type.
- Bridging social capital is interaction with those different to yourself. This is seen as more valuable as it can potentially aid social mobility.
- Linking connects people with external institutions enhancing their capacity to gain access to resources, ideas and information from formal institutions beyond the community.
- Generally accepted that unless v confident or "in at the deep end", people need bonding first and then able to bridge/link





Traditional usages

- What can be done to help students who will struggle to find others and benefit from "bonding" social capital?
- Are there ways in which we can encourage those from poorer / disadvantaged backgrounds into the bridging work?
- Assumptions of norms certain type of upper echelon and focus on some students gaining the secret key/golden ticket



Pandemic?

Pull down

Provided by uni

Facilitation, incentivisation, barrier removal

Provided by students

Comes to you



Campus usages?

- On campus (bond) Off campus (bridge) BUT
- Loneliness and mental health services
- Question 21 (Community) and link to mental health and wider educational outcomes
- Equality and diversity work esp race/racism
- Depth of understanding of others and lived experience
- "Design" of education, work, communities, services, media production etc



Some what ifs?

- Are students able to bond, bridge and link? Do they?
 What are the barriers? Is it seen as important or encouraged?
- Do activities (academic, co-curricular and extra curricular) reflect all three? How can they better?
- Are there measures (ie of bridging)
- Will student groups/societies always be about bonding?
- Is the focus on non trad "becoming" or "gaining access to" trad, or inside out? What are the "norms"?
- Who are efforts trying to impact or fix?

WONKHE

Three paradigms?

The three paradigms

	'Ivory Tower' students' unions	'Market Forces' students' unions	Student Centred Unions
Theory that underpins their work	'cultivated man'	Competitive individuals	Facilitates personal development
Outcomes they expect to achieve	Qualified social elite	'agents for the creation of wealth'	Democratic citizens
Model of Organisation	Private members club	Commercial organisation	Student centred
Values that inform their work	Philanthropy and self-help	Efficiency and utility	Equality and diversity
How members are involved	Rigid 'political' structures	Consumerism	Participation
Processes	Transmission of	'key skills'	The promotion of
involved	cultural values	development	understanding
Associated discourse	Participation Representation Social contacts Liberalism Elitism	Competence Employability Individual consumption	Collaboration Empowerment Democratic Flexibility Access Investment Representation Collectivism communities

Civic skills/qualities?

Civic skills have routinely been conceptualised as those crucial for participation in one's community, such as:

- communication
- team-working
- Organisational
- research skills
- grassroots activism
- community volunteering



Questions

- How can students' unions ensure all students have the opportunity to participate in "campus civil society", and what approaches would help to expand participation?
- How should students' unions approach engagement with the government and political parties can their role in fostering "little platoons" be used to better explain their value?
- Do we do enough to link participation to graduate outcomes or is this a utilitarian approach to value we should steer clear from?
- How much opportunity do students have to build both "bonding" and "bridging" social capital, both on and off-campus? What might SUs do to improve opportunities?
- What's the role of students' unions in partnership with universities to help their local communities recover from the pandemic?
- How should campus civil society develop in future better alignment and engagement with the curriculum? More integration with student accommodation and the living experience? Something else?



Answers...

- Commuter students should be both supported as a group but also enabled and funded to lead projects that involve other campus groups in local community projects.
- Train students to become community organisers and take some responsibility for addressing issues in their local area.
- "Civic skills" model stressing the value, importance and opportunities to develop skills that will eventually see those graduates go on not to just create wealth, but create a better society and a better world.
- SUs employ not just administrators and marketers, but community development professionals who can use the smarts on their degree to build diverse communities both on and off-campus.
- Develop meaningful measures of "bridging" social capital. Instead of working out if the "disadvantaged" can "join the club", why aren't clubs and courses and whole institutions measured on how many opportunities there will be to interact and bridge with those "not like me" in general?
- Another argued that students' unions and their university PR and press people don't do nearly enough to surface some visibility on their work in this area with politicians across the political spectrum.

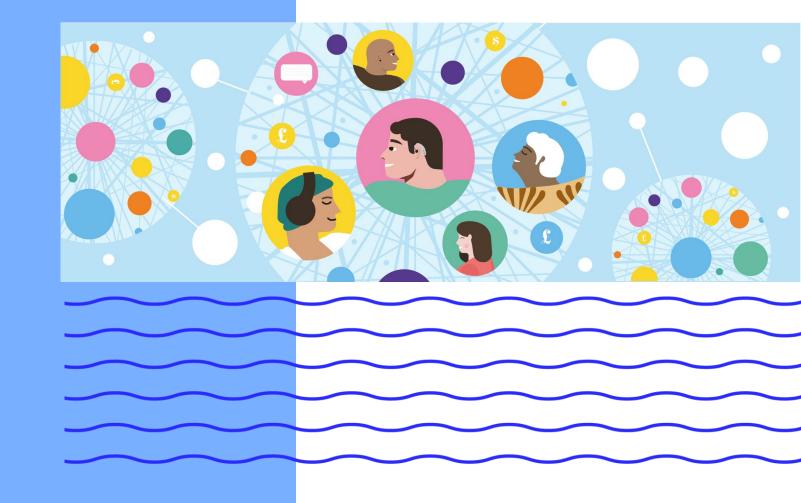


Answers...

- Government to help stimulate partnership work with communities and universities to help their local communities recover from the pandemic.
- Student accommodation at the centre of strategies as town and city centres transform in coming years.
- Why is it that the university has a strategy for improving the reputation and image of the university locally, but not students.
- Societies tended to be wheeled out on open days but shielded from the local community.
- Students are desperate to re-bond, re-bridge and re-link, both for their own mental health and to meet the egalitarian goals that Gen Z has for their education.
- Leaving that to chance will mean more of the same "cultivated man" and some transferable skills for the club captains.
- Investing now in time, coordination, social norming and models of what we mean by the "civic student" could transform both the post-pandemic student experience, and the world around students as they graduate into it.



Social capital, community and student activities and opportunities





Social capital, community and student activities and opportunities

