

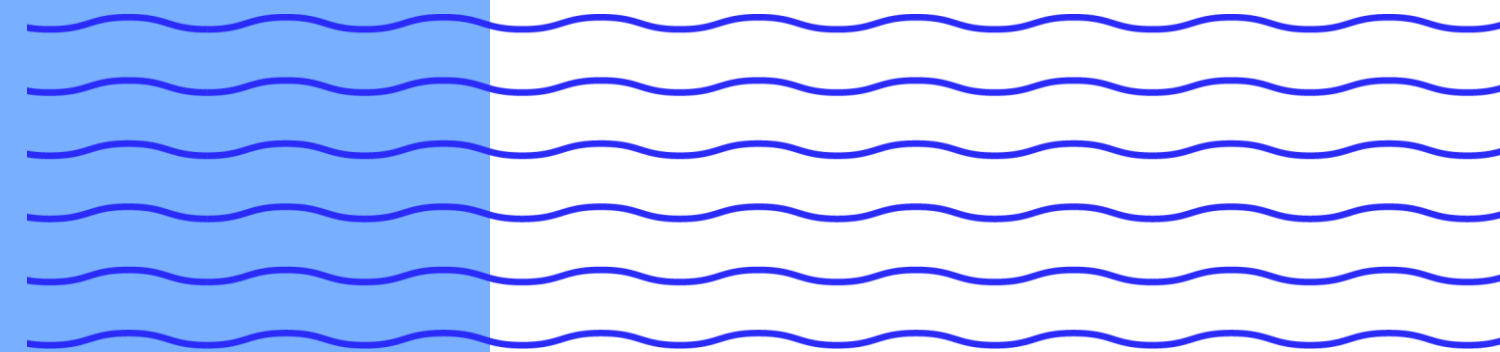
This week

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



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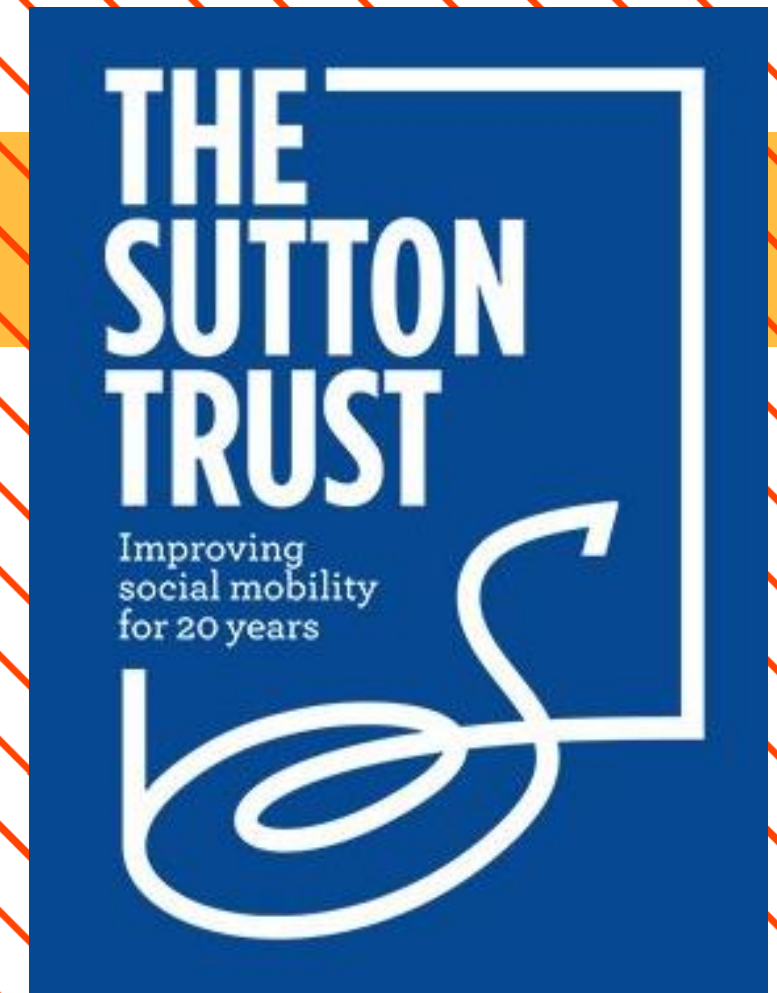
Social capital, community and student activities and opportunities



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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



Backdr

- Sutton Trust social mobil
- Has tradition so much par
- Carried out v “wider” stud
- Has been ver about impact and different

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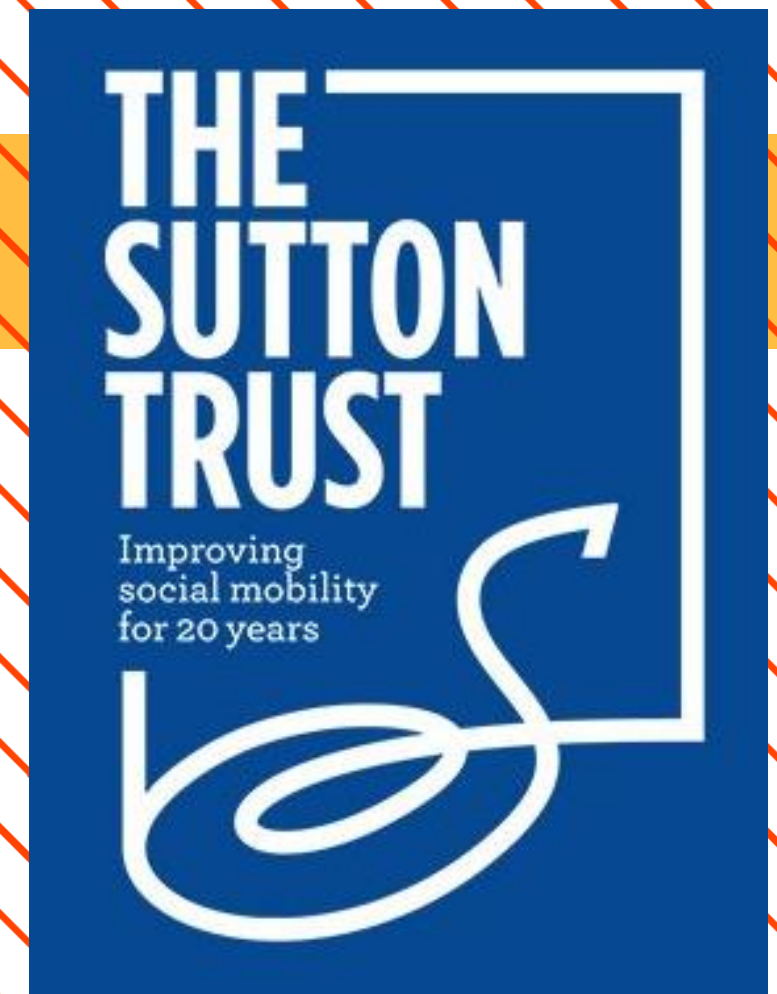


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University of Life

Previous Sutton Trust research on non-academic skills has found that one project looked at the views of 80 students at the University of the West of England and the University of the West of England. Participants were equally split between working- and middle class backgrounds.

94% of students from working-class backgrounds had not participated in extra-curricular activities, compared to 45% of students from middle-class backgrounds. This is different from the type of activities that students from middle-class backgrounds are more likely to participate in, such as sports, music, and volunteering.

A survey of students at the University of the West of England 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%).

Resilience participation was also lower for students from lower socio-economic backgrounds. In their first year, 67% of students from lower socio-economic backgrounds had not participated in student societies or sports, compared to 80% of students from middle-class backgrounds.

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.

However, just 67% of those from a routine or manual background had done so.

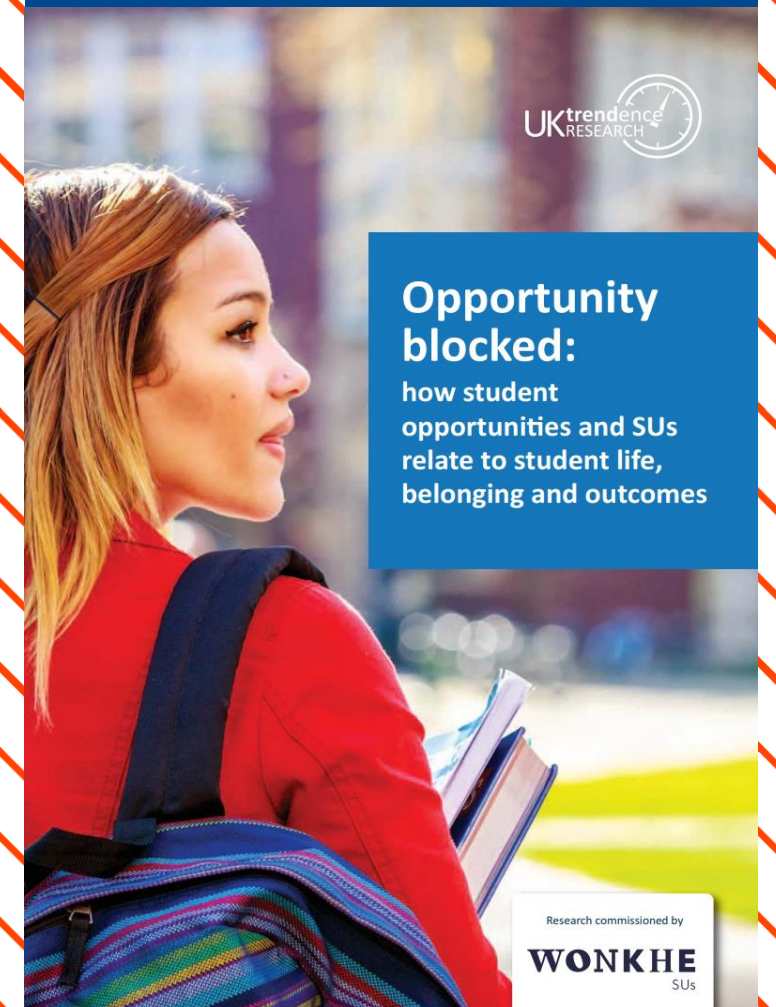
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THE UNIVERSITY OF LIFE

Employability and essential life skills at university

Rebecca Montacute, Erica Holt-White and Alice Gent

February 2021



Opportunity blocked:
how student opportunities and SUs relate to student life, belonging and outcomes

Research commissioned by
WONKHE
SUs

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

THE UNIVERSITY OF LIFE

Employability and essential life skills at university

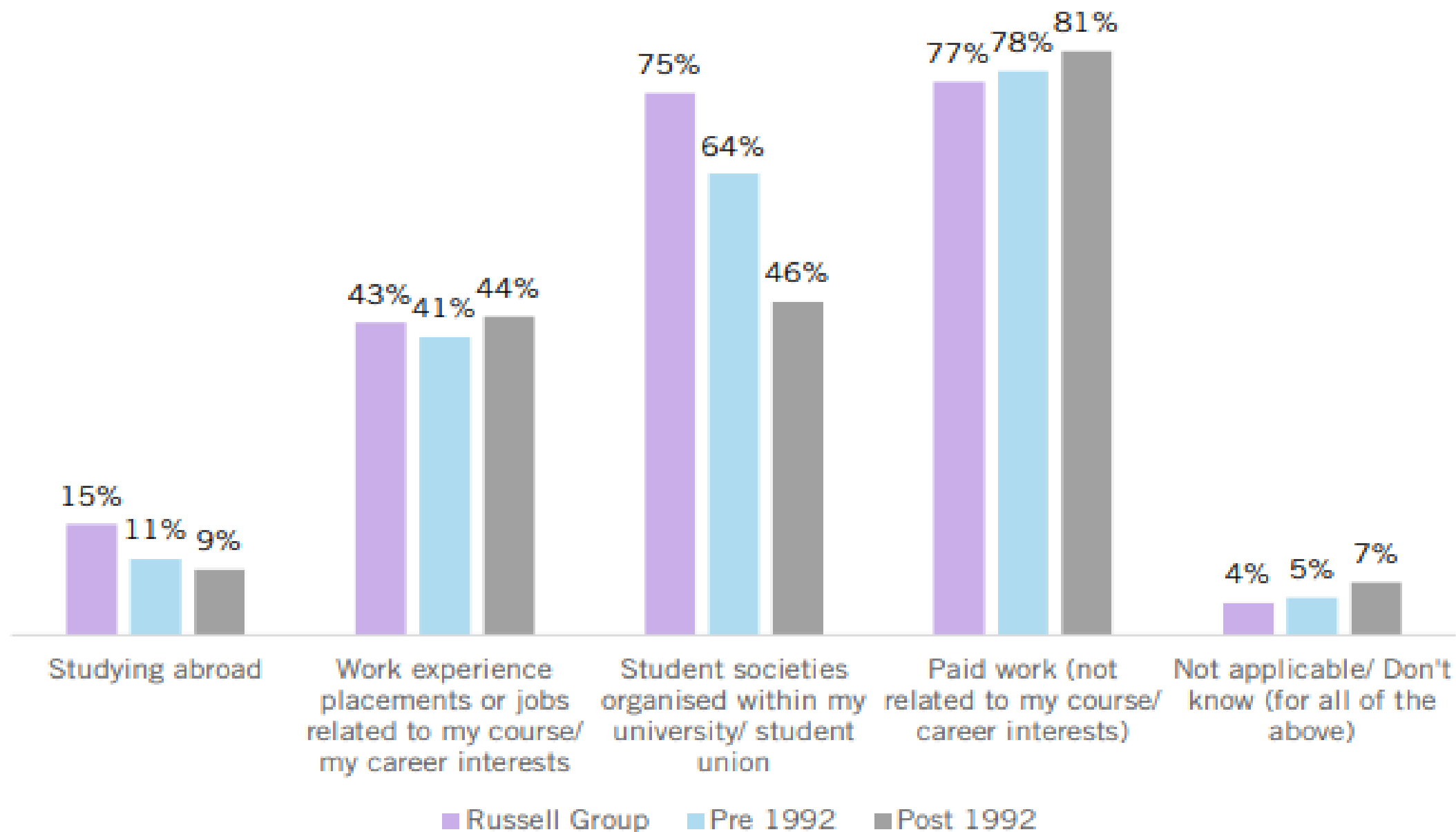
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February 2021



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

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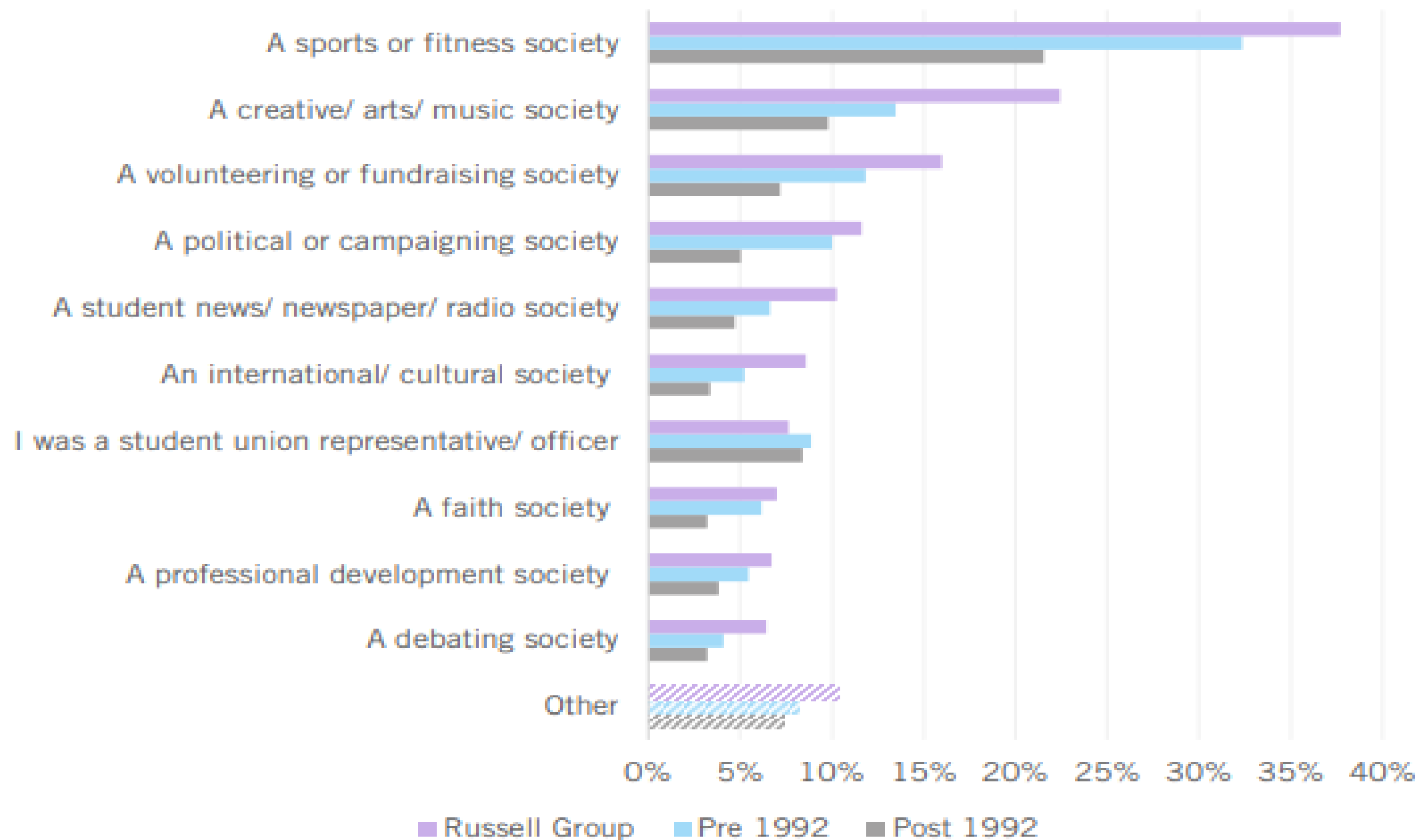


Clubs, socs, volunteering

- Gap in participation between avg and poor backgrounds:
 - 10 percentage points for graduates of RC 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

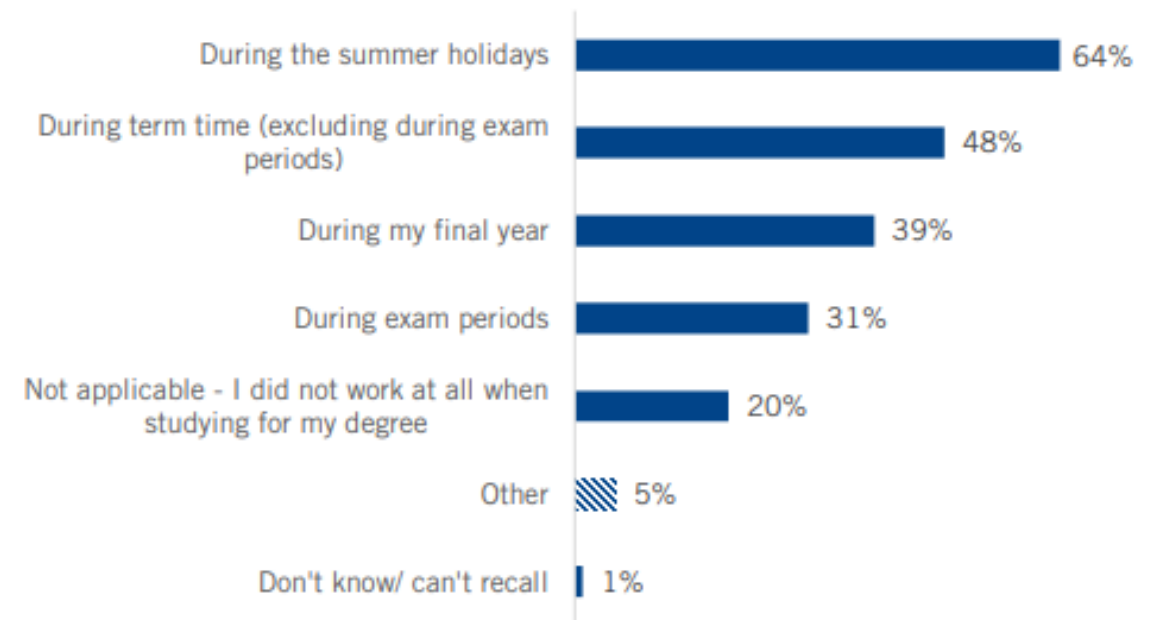
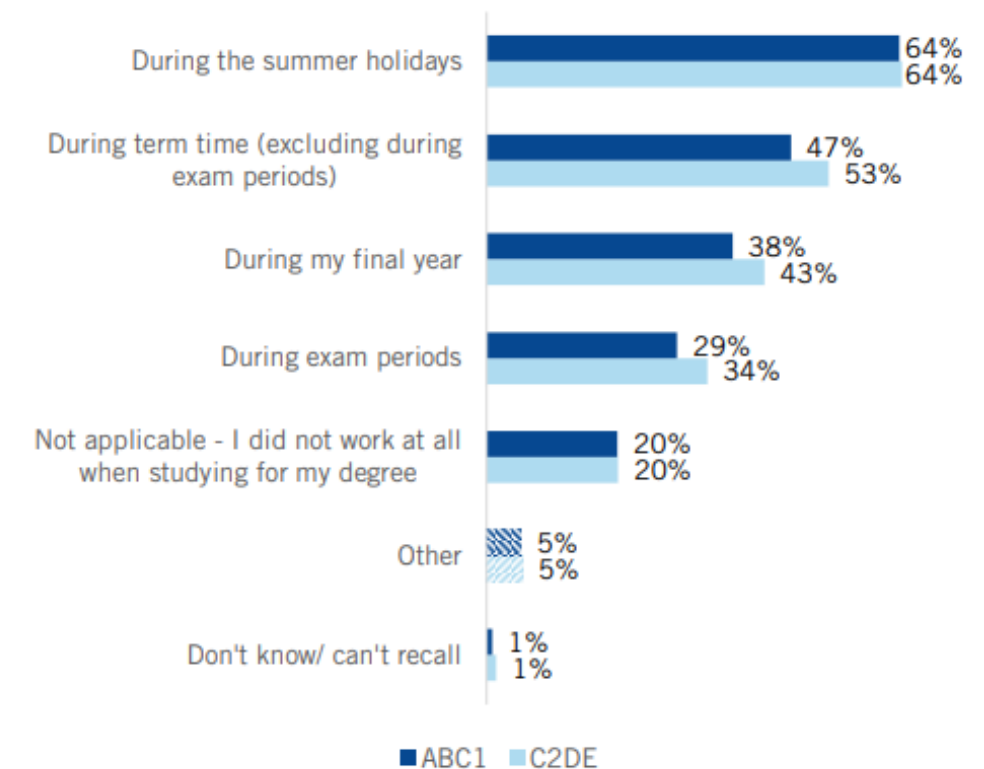
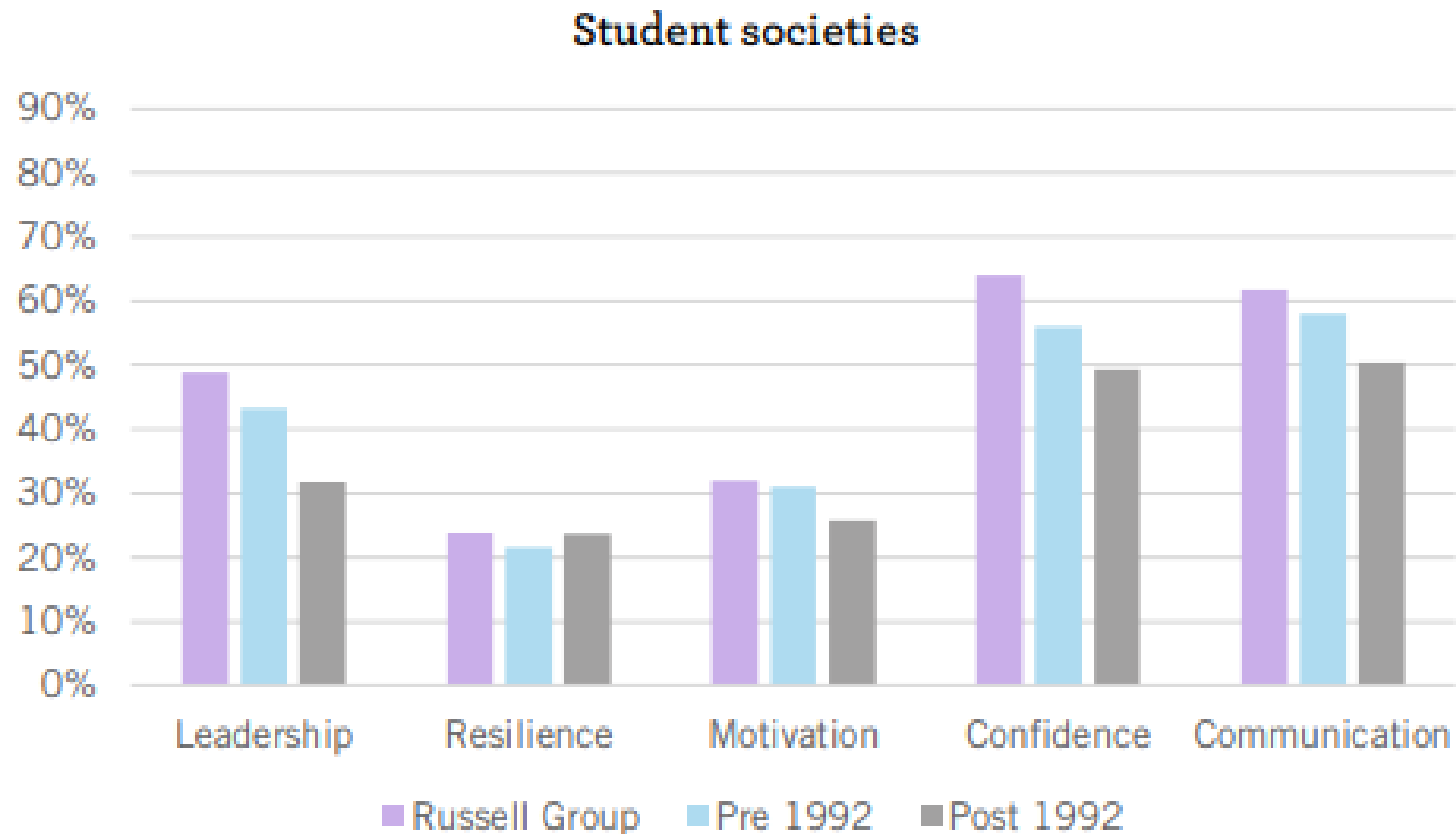


Figure 11: Time periods in which graduates worked during their degree, by socio-economic background



Skills

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



Ba

Figure
away!

There were no societies/ activities which interested me

I didn't have time because of paid work/ jobs I had

I didn't have time because of the workload of my
course

I didn't feel confident speaking to other members of
the society

I couldn't afford the cost of taking part (e.g. the cost
of social events, equipment, etc.)

I did not feel I had the skills needed to take part

Other people taking part in the society made me feel
unwelcome

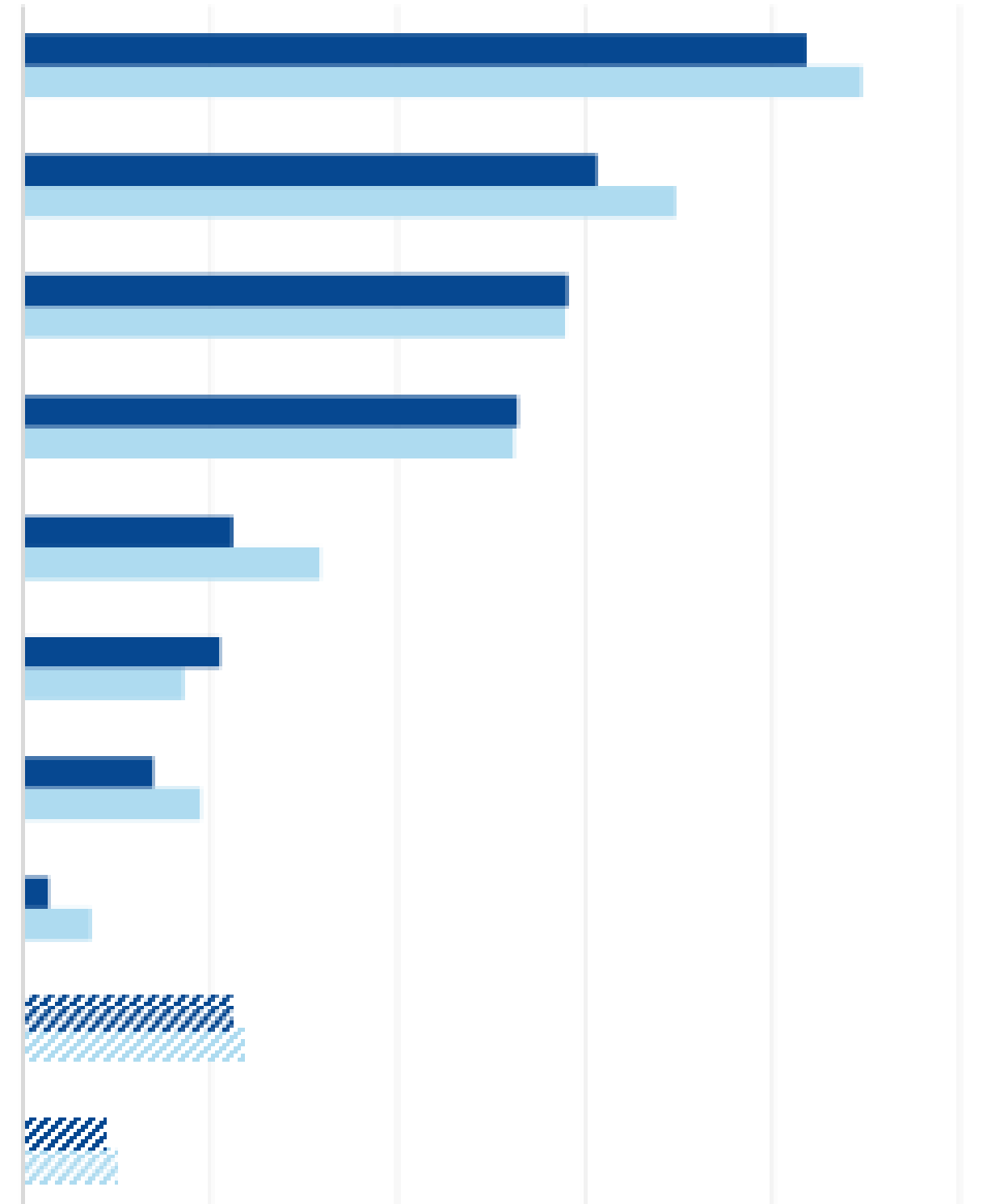
I didn't have time because of caring responsibilities
(i.e. unpaid work caring for a family member or friend)

Other

Don't know

0% 10% 20% 30% 40% 50%

■ ABC1 ■ C2DE



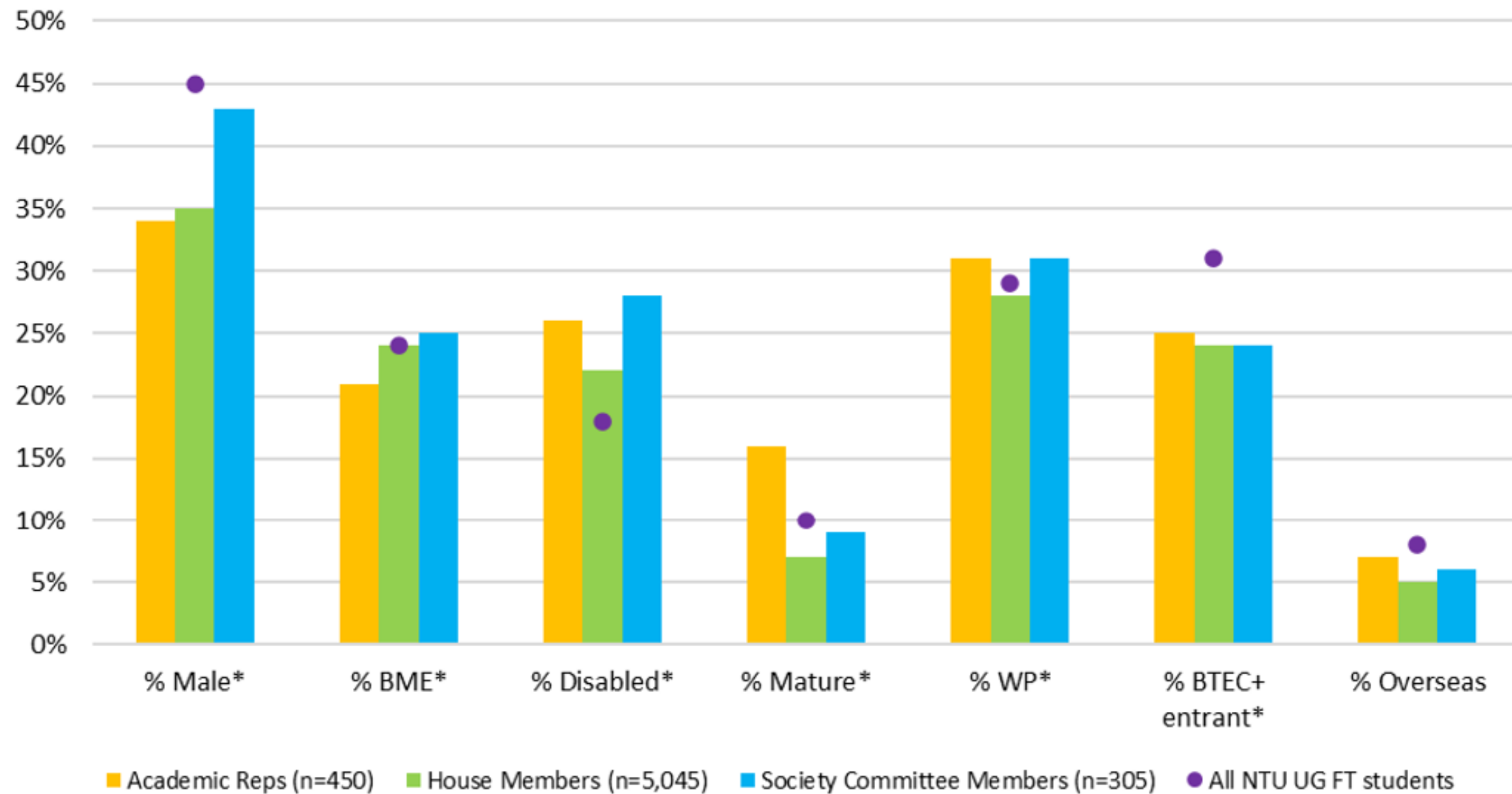
Before university...

- 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!

Success for All characteristics of NTSU ECA UG students



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



**7 transferable skills
you'll develop by
studying law**

**READ MORE
ON THE BLOG
TODAY**

Graduate attributes



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

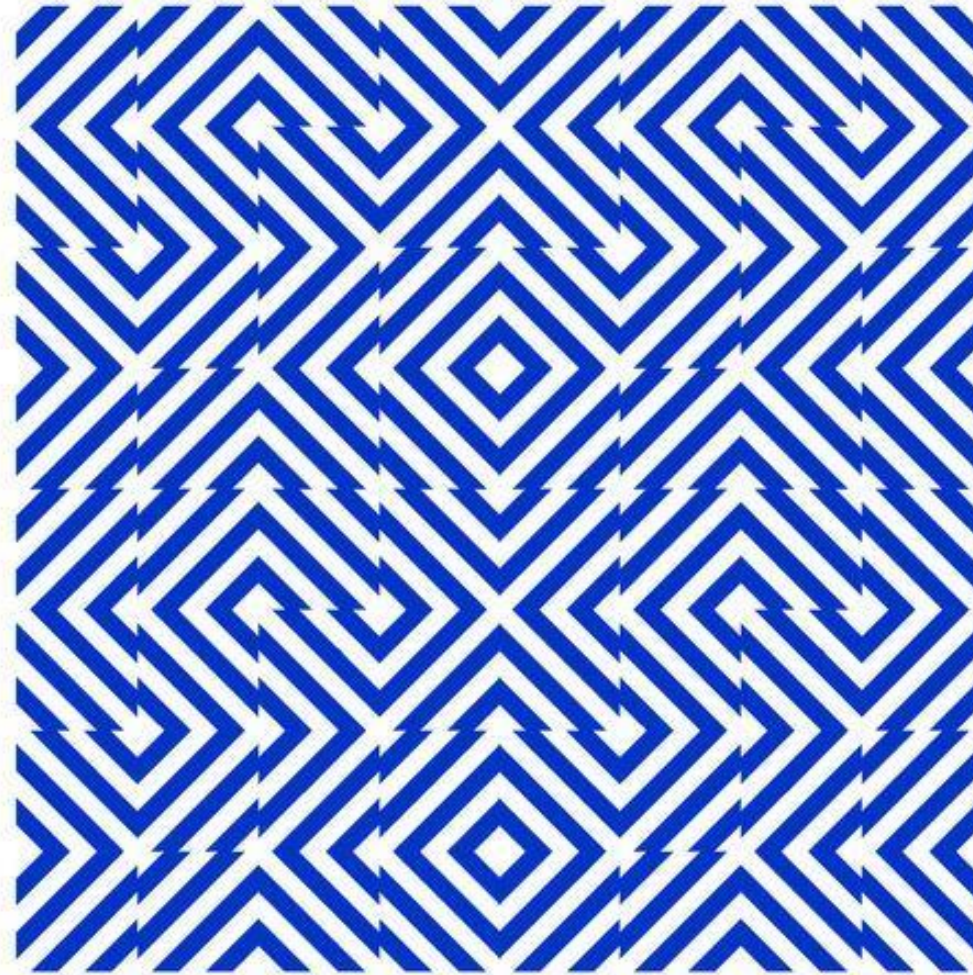


Jon

zoom

Model of HE

FRACTURED



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

JON YATES

Types of capital

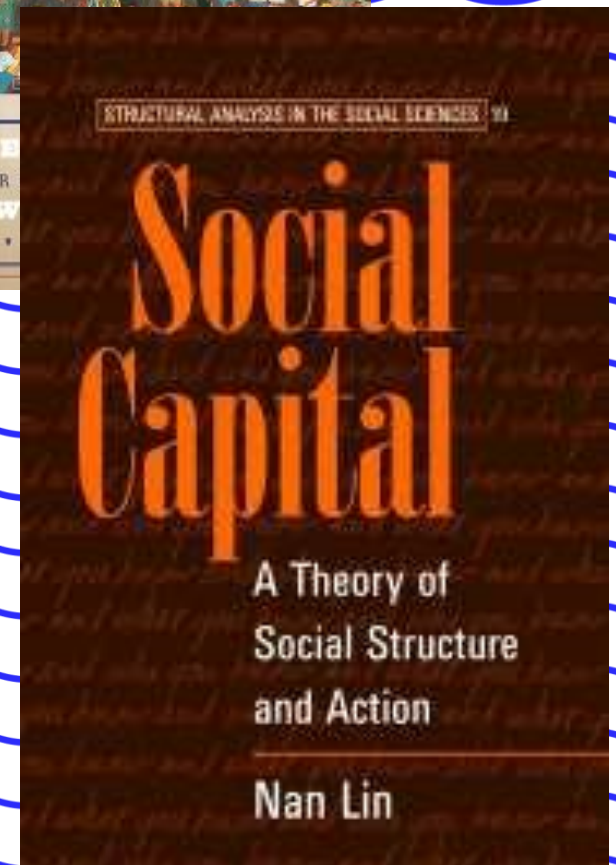
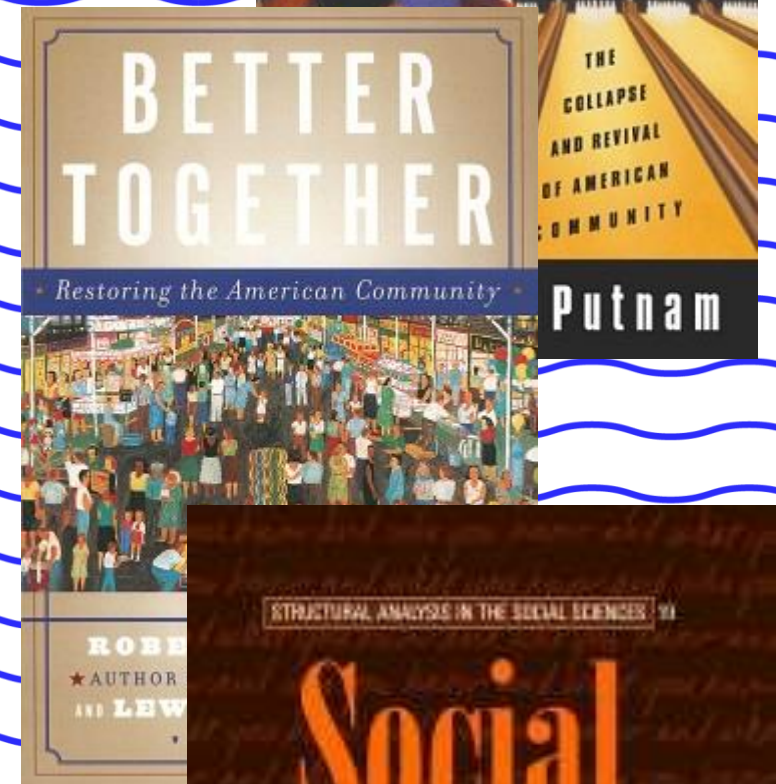
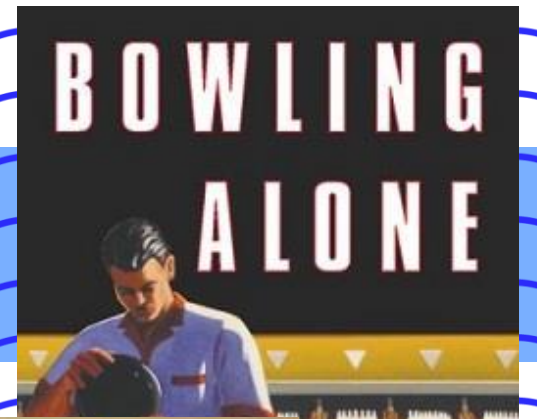
1. Physical (equipment, buildings, tools)
2. Financial (money, fiscal resources)
3. Human (education, training, experience)
4. Cultural (knowledge, music, language, art)

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".

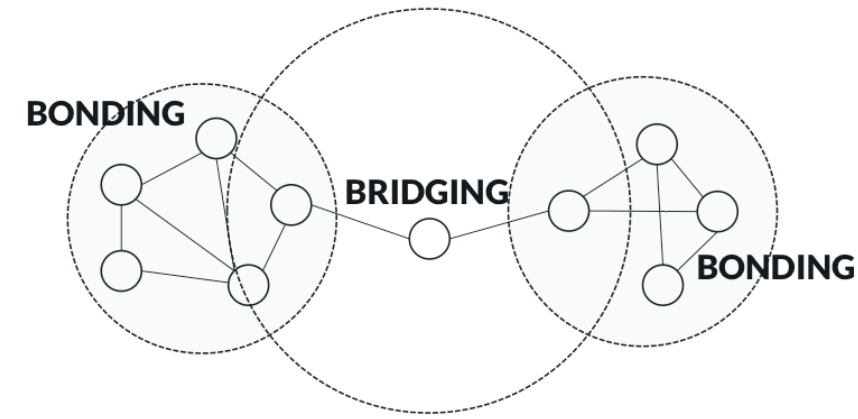
Qualities and community

- 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

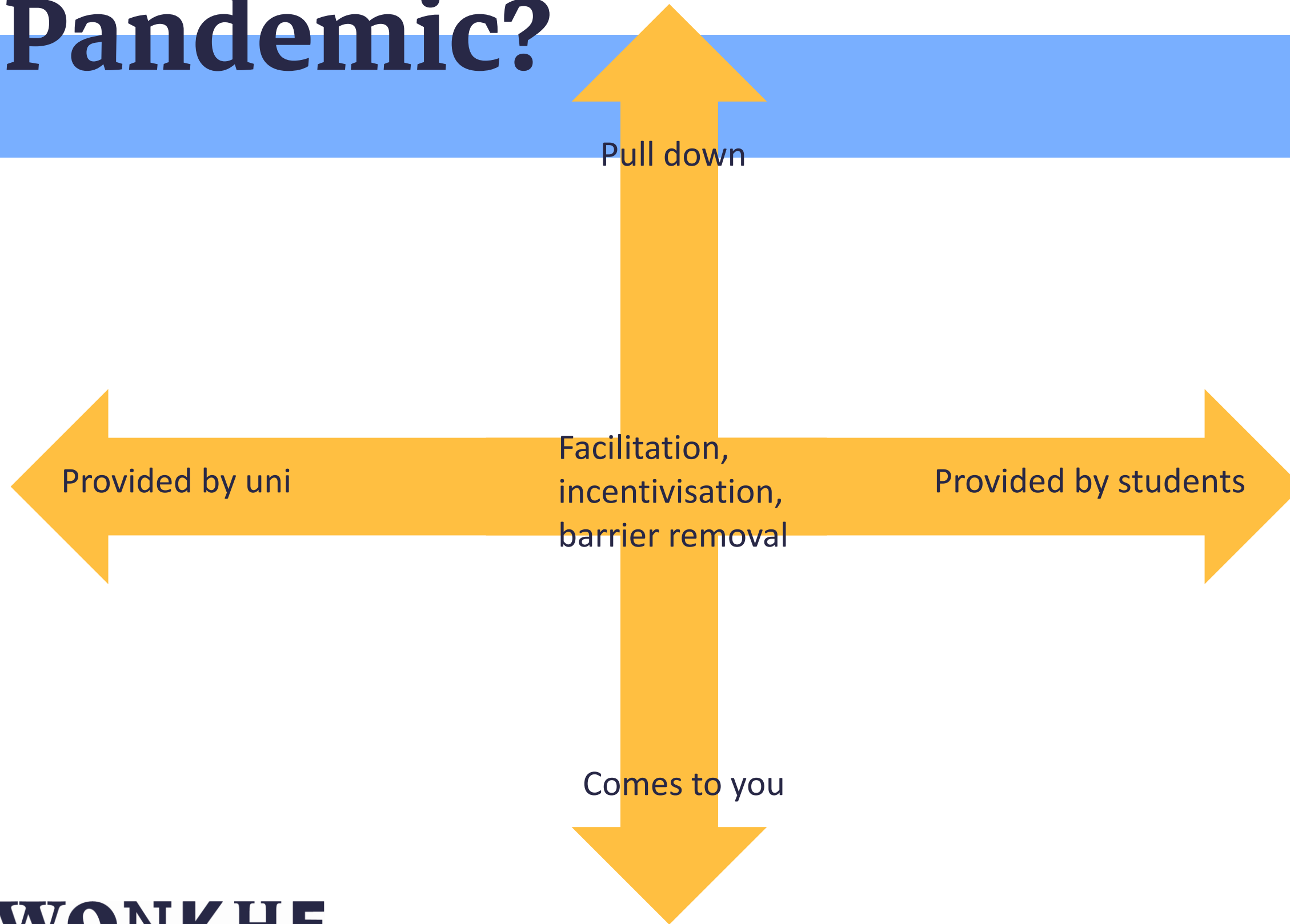
- Bonding social capital is interaction with people similar to oneself. This is the more usual type.
- Bridging social capital is interaction with those different to yourself. This is seen as more valuable as it can potentially aid social mobility.
- Linking connects people with external institutions 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?



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?

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 involved	Transmission of cultural values	'key skills' development	The promotion of 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?

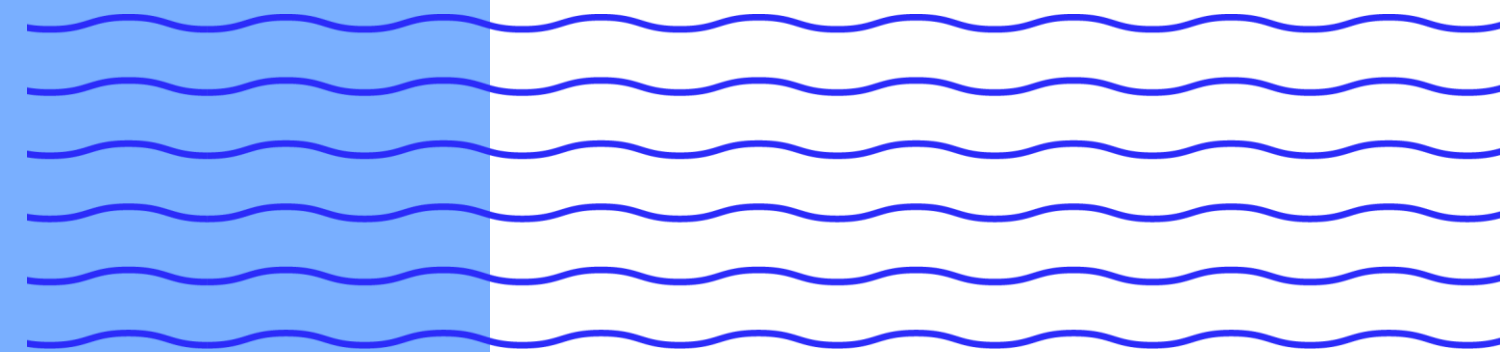
Answers...

- 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...

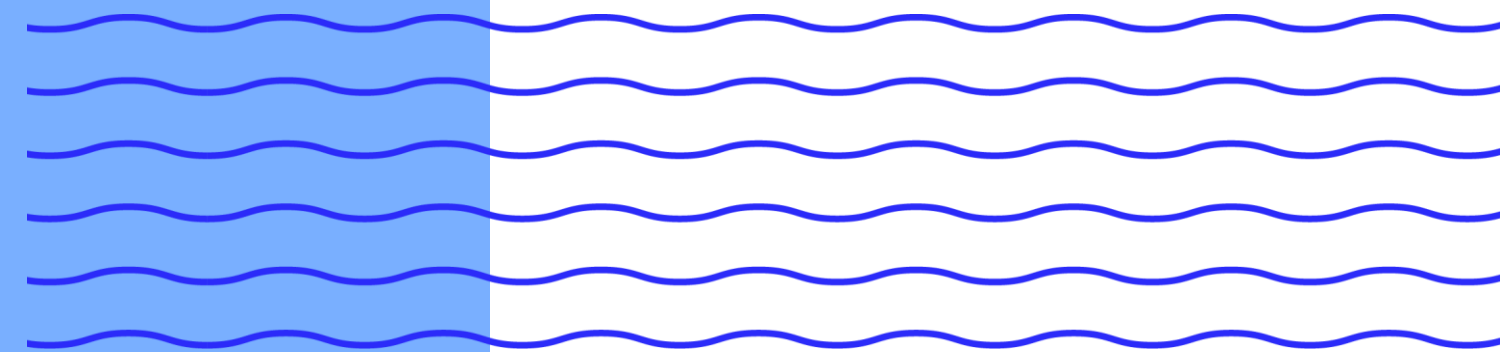
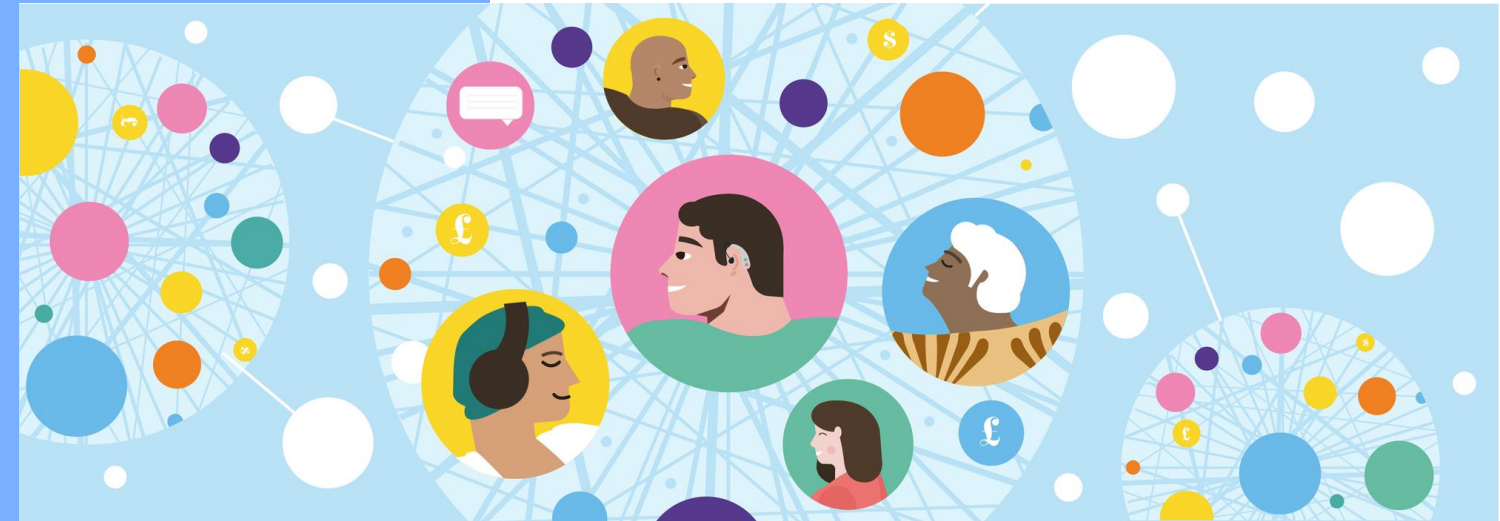
- Government to help stimulate partnership work with communities and universities to help their local communities recover from the pandemic.
- Student accommodation at the centre of strategies as town and city centres transform in coming years.
- Why is it that the university has a strategy for improving 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



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