



Shifting the focus from recruitment to destinations:
non-traditional students and social mobility

This is an issue because . . . ?

- **Competitive pressures in the knowledge economy/ageing society**
- **The societal challenges of equity**
- **Political interest in social mobility**
- **Securing efficiency gains in higher education**
- **Increased visibility of costs/rewards of higher education participation**
- **“Graduating at a bad time” – long term scarring?**

HE matters

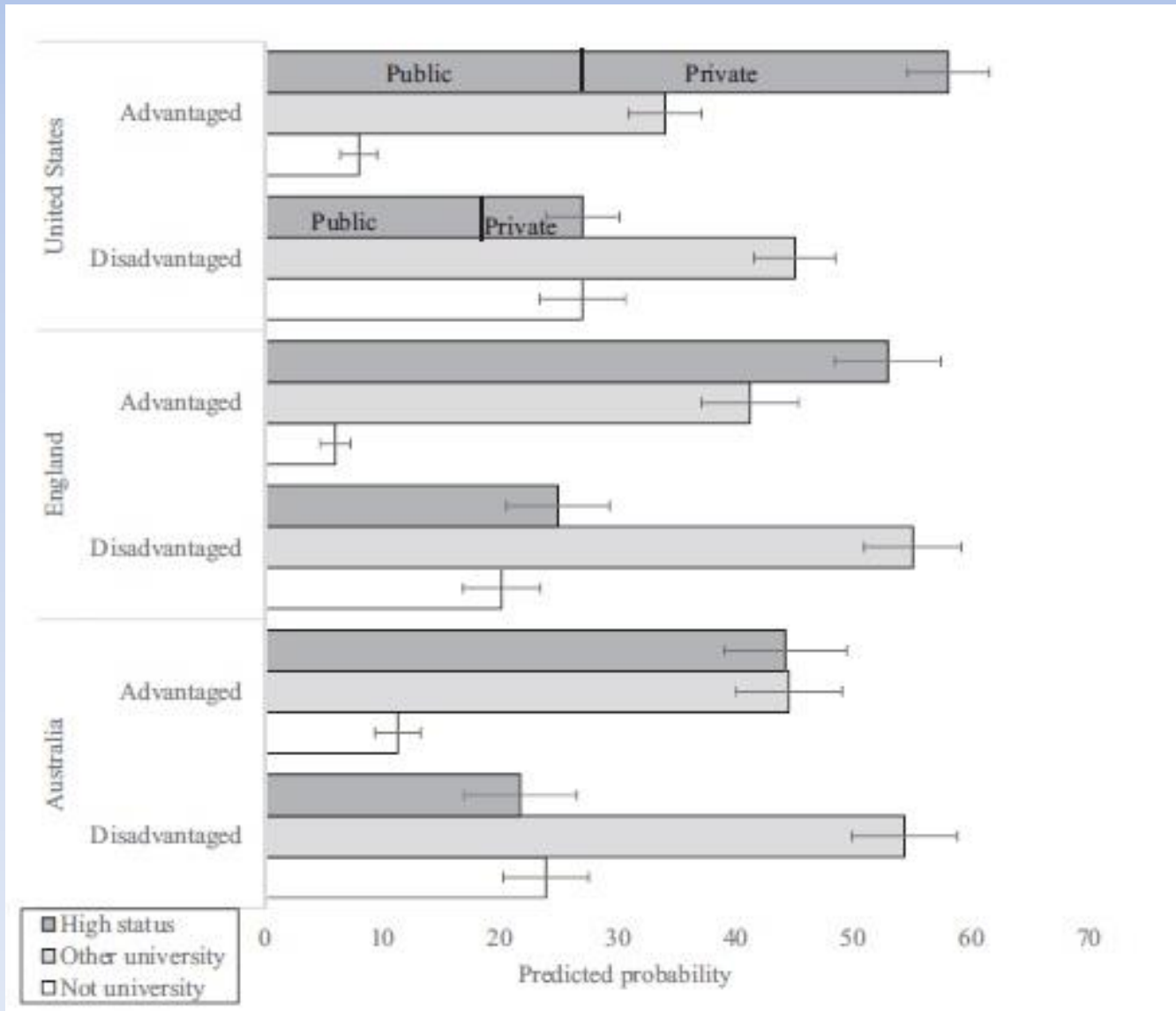
Employment rates by qualification level 2015

	Pre-primary, primary & lower secondary — ISCED levels 0–2	Upper secondary & post-secondary non-tertiary — ISCED levels 3–4	Tertiary — ISCED levels 5–8
EU-28	52.6	70.7	82.7
Euro area (EA-19)	52.3	70.6	81.6
Belgium	45.6	67.2	81.8
Bulgaria	39.0	68.3	84.0
Czech Republic	40.2	76.0	82.6
Denmark	59.2	78.4	85.6
Germany	58.5	78.4	87.8
Estonia	56.8	74.3	85.2
Ireland	48.1	65.7	81.2
Greece	48.1	51.1	67.9
Spain	50.6	60.8	76.7
France	51.4	69.4	81.5
Croatia	39.8	59.7	78.6
Italy	49.4	64.2	76.3
Cyprus	55.1	64.2	78.3
Latvia	53.2	69.4	85.1
Lithuania	42.7	67.2	88.7
Luxembourg	58.4	67.0	83.3
Hungary	47.1	69.9	82.1
Malta	54.7	77.7	88.8
Netherlands	59.8	77.2	87.5
Austria	53.1	74.9	83.5
Poland	39.8	64.7	85.0
Portugal	63.5	70.6	80.4
Romania	53.3	66.0	85.3
Slovenia	48.0	66.9	83.1
Slovakia	33.2	69.3	76.5
Finland	50.8	70.4	82.9
Sweden	60.9	81.4	87.7
United Kingdom	59.7	77.3	84.8
Iceland	79.5	86.6	91.8
Norway	60.5	78.1	88.2
Switzerland	69.0	81.6	88.6

What is the evidence?

1. Institutional stratification (tracking)
2. Retention and completion
3. Employment rates
4. Unequal access to curriculum enrichment
5. Social closure strategies

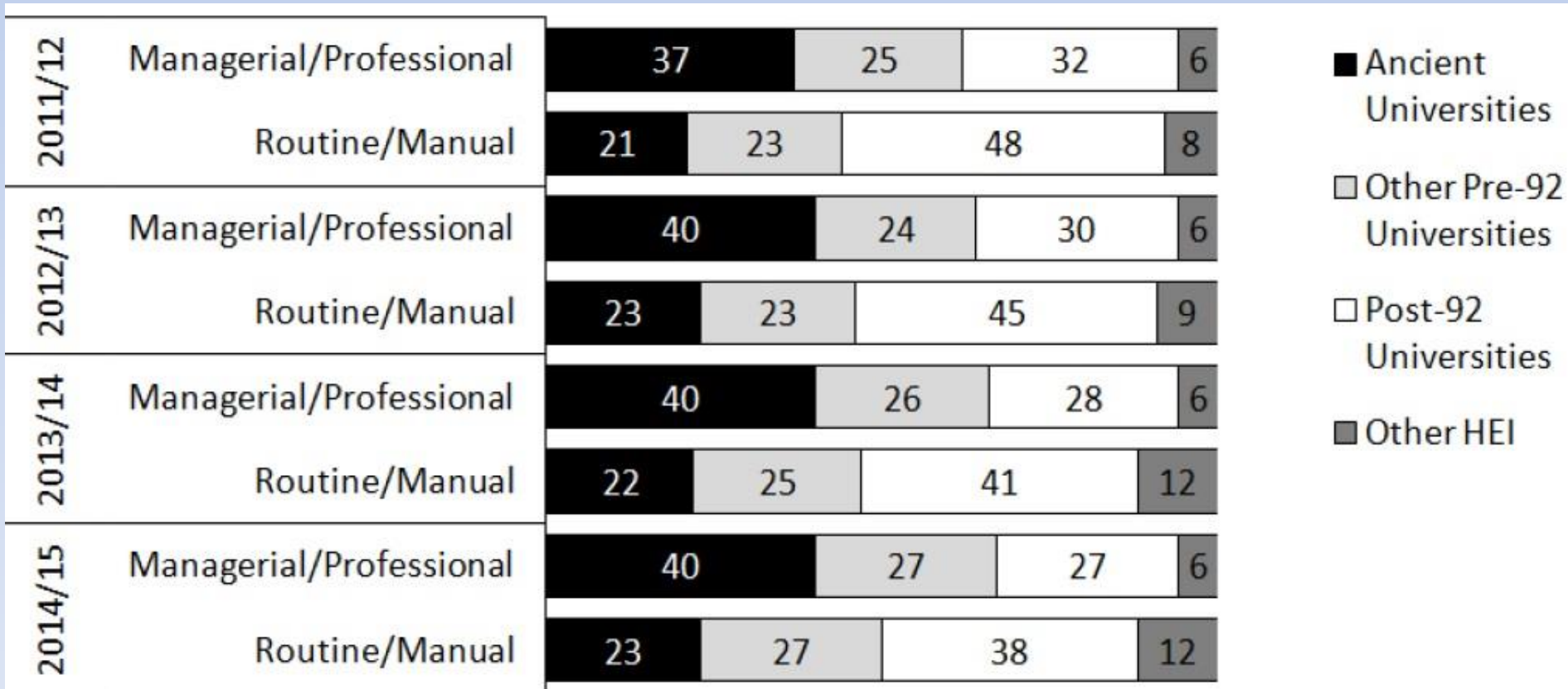
Institutional stratification



Jerrim, Chmielewski
& Parker, 2015

1. Institutional stratification

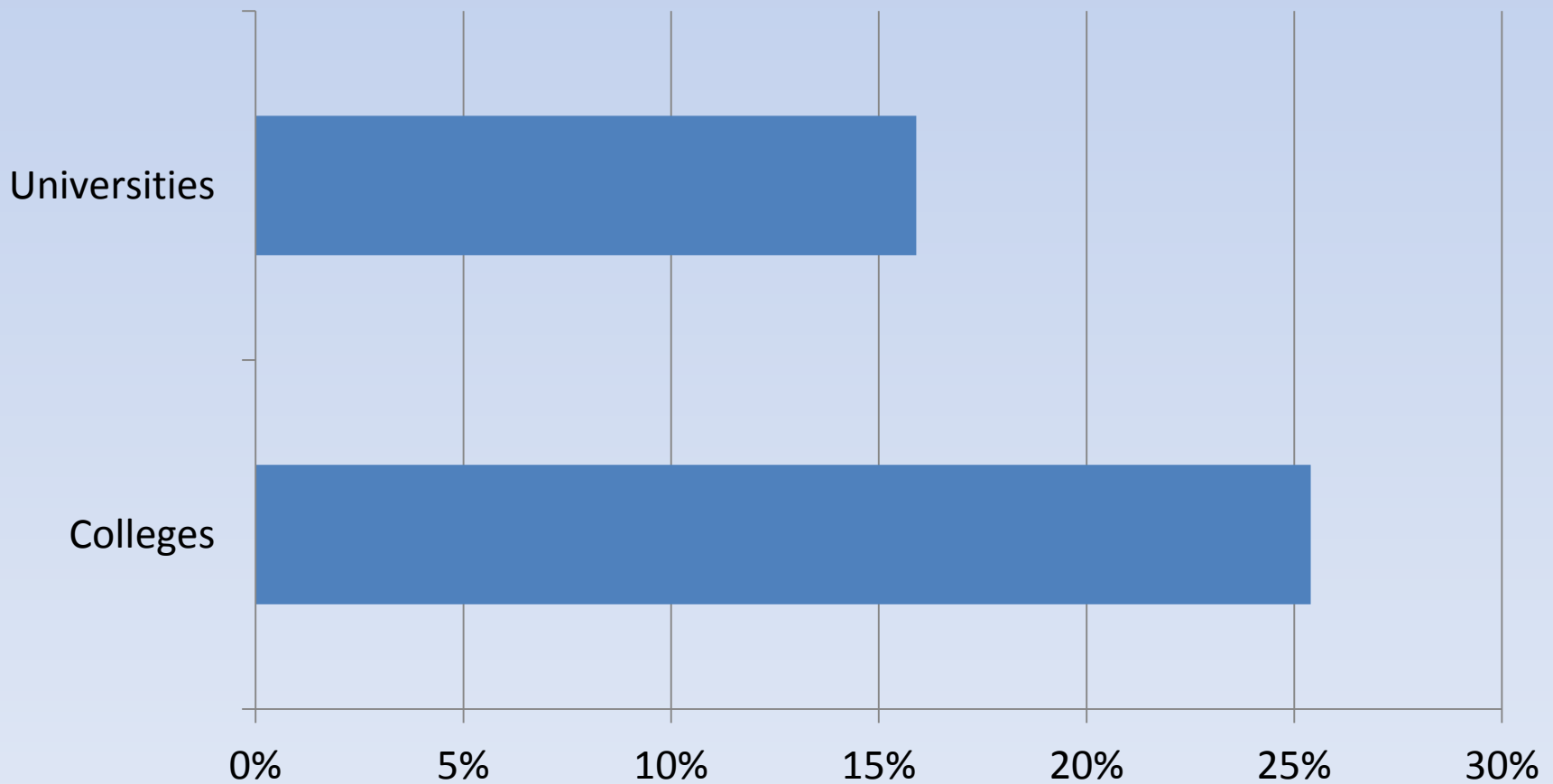
Scotland - Universities



1. Institutional stratification

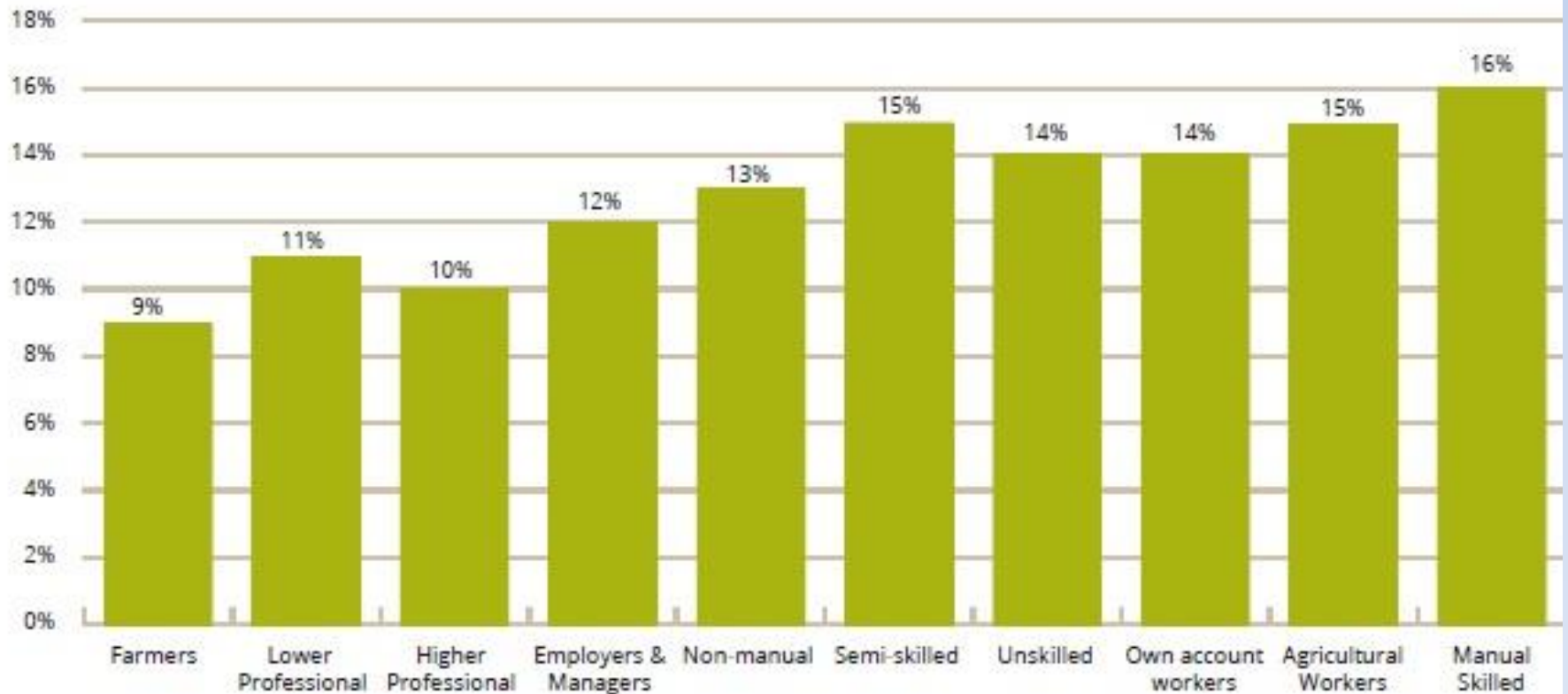
Scotland – Colleges

HEIPR by multiple deprivation - MD20 students 2013



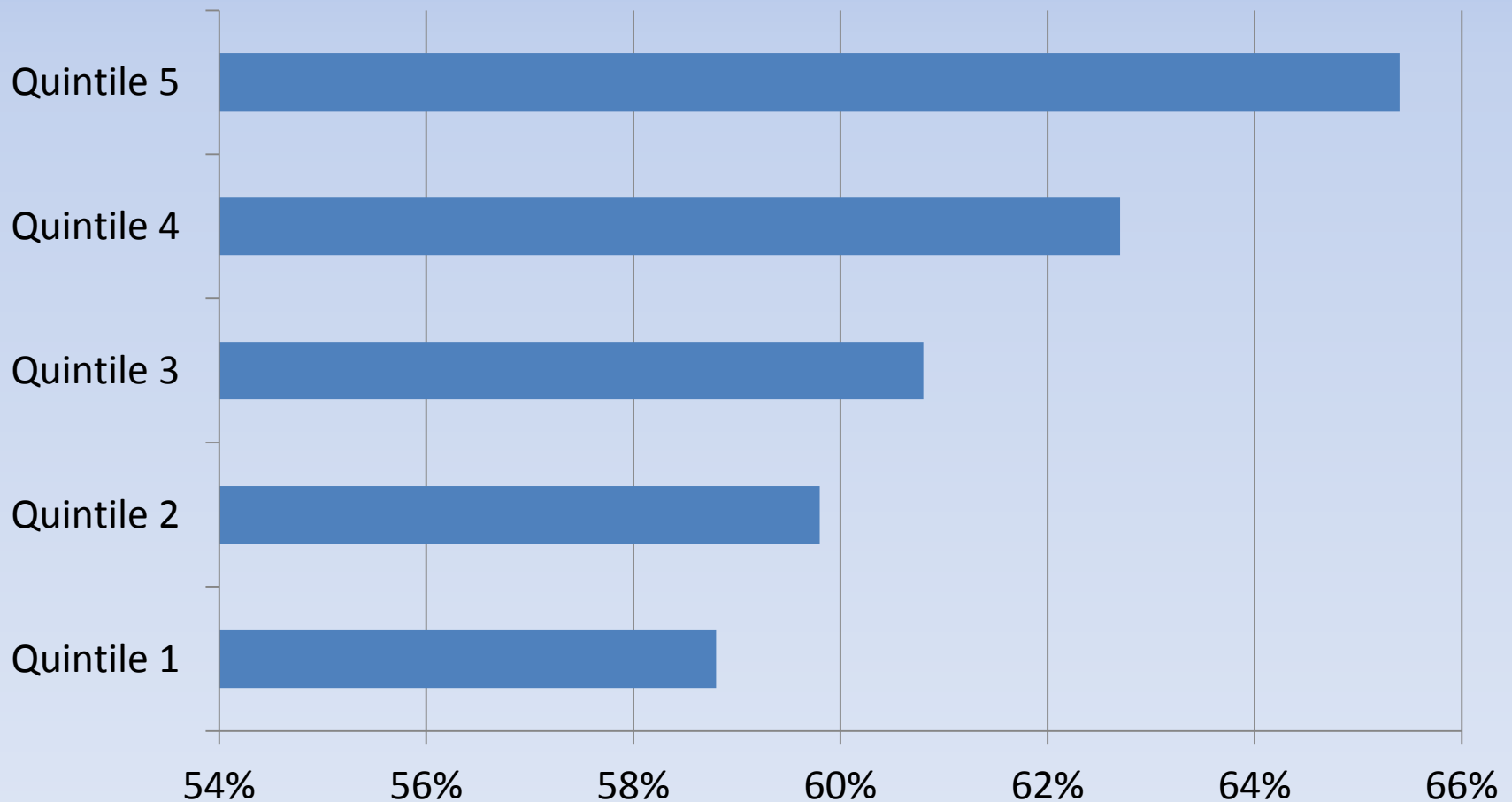
2. Retention and completion

Figure 4.8 *Non-Progression Rates by Socio-Economic Group*



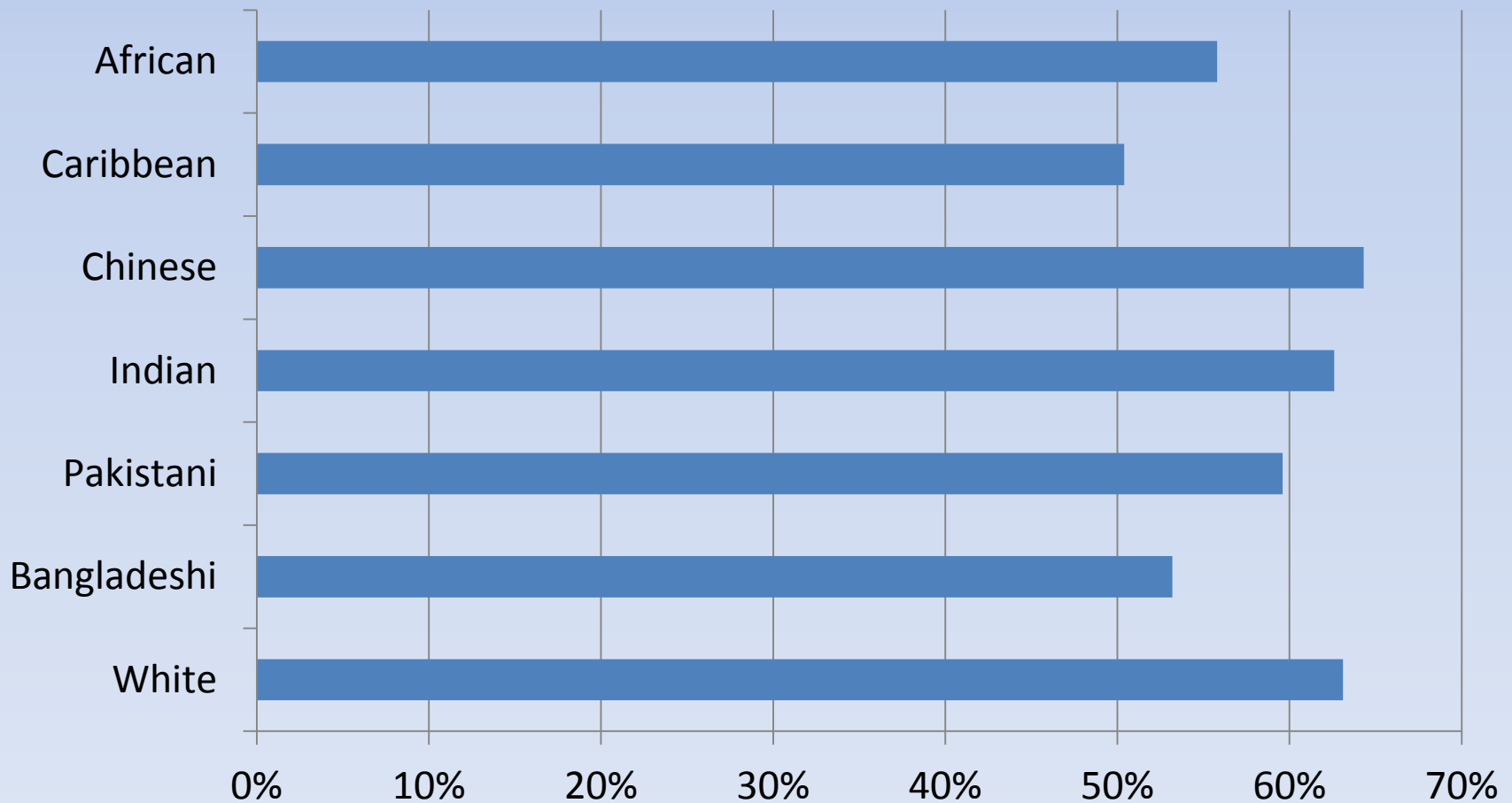
Source: HEA 2017

3. Professional employment rate six months after leaving HE by locality



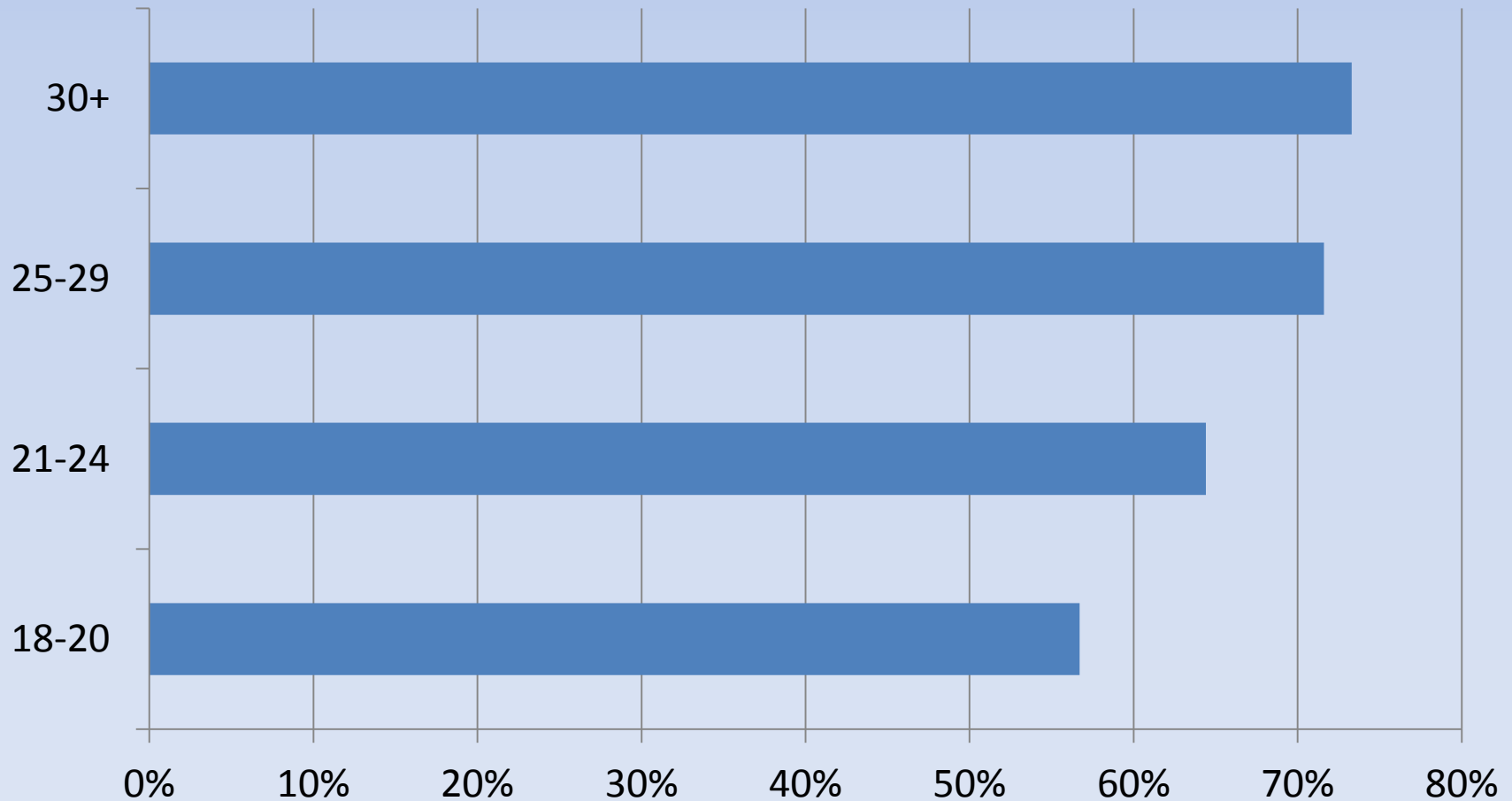
Source: HEFCE 2015

3. Professional employment rate six months after leaving HE by ethnicity



Source: HEFCE 2015

3. Professional employment rate six months after leaving HE by age



Source: HEFCE 2015

4. Curriculum enrichment: eg Erasmus+

Table 32: Starting salary by socio-economic background

Socio-economic group	Mobile	Not mobile	Percentage difference
Advantaged	£22,745	£21,989	3.4%
Disadvantaged	£22,001	£20,729	6.1%
All socio-economic groups	£22,595	£21,569	4.8%

4. Curriculum enrichment: eg Erasmus+

Ethnicity	Gender	Mobile	Non-mobile	All students	Participation rate	
White	Female	8,245	94,410	102,655	8.0%	7.7%
	Male	5,425	70,355	75,780	7.2%	
Asian	Female	590	12,120	12,710	4.7%	4.4%
	Male	440	10,195	10,630	4.1%	
Black	Female	305	7,565	7,870	3.9%	3.6%
	Male	150	4,560	4,710	3.2%	

4. Social closure: an example

- **In the UK, privately educated women are four times more likely to marry privately educated men (what's love got to do with it?)**

EMPLOY Project objectives

- Understand employability from the student and graduate perspective
- To look critically at employability
- Identify the strategies graduates are utilising to enter the labour market
- Explore the impact of age, gender, class, ethnicity & disability on students' employment prospects
- Explore the approaches, attitudes and needs of employers and other stakeholders
- Identify implications for policy and practice



Likely reasons

- Alternative calls on time such as caring, paid work; cost of enrichment activities (financial capital)
- Lack of 'cultural fit', limited exposure to graduate milieux (cultural capital)
- Fewer connections with professions (social capital)
- Low confidence in own ability, fear of perceived threats such as racism (personal capital)
- Deliberate discrimination or unintended strategies of social closure

Implications: policies and interventions

- Variety of strategies for different groups
- Strategic responsibility of senior management
- Importance of data collection and monitoring
- Promotion and support for extra-curricular participation of non-traditional groups
- Equity audit for employability enrichment programmes (including internships, Erasmus+)
- Financial aid may be more important than low fees
- Spotlight on employer recruitment practices
- Students helping students



<http://employ.dsw.edu.pl/language/en/>

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