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Service children's thoughts on applying for university: a qualitative study exploring why young people from army families in North Yorkshire are under-represented in higher education institutions.

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Submitted in accordance with the requirements for the degree of Master of Science by Research

York St. John University

School of Sport March 2020

The candidate confirms that the work submitted is his own and that appropriate credit has been given where reference has been made to the work of others.

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**Abstract**

This thesis draws upon the views and opinions expressed by service children, who are thinking about their future education and career ambitions. Also articulated within this thesis, are the opinions of a serving soldier and a veteran. Alongside two army wives who both have children within an educational setting. A brother and sister were also interviewed together, in order to gain their opinions. A pastoral supervisor, a service child advocate and an Army Welfare Service Chief Community Development Officer, also provided their opinion based on the importance of the health and wellbeing of service children. This allowed for a larger quantity and quality of data to be collected, resulting in stronger conclusions at the end of this thesis. This thesis utilises Pierre Bourdieu's forms of capital (social, cultural and economic). This was to determine the underlying factors that possibly result in fewer service children being progressing to higher education. At its core, this investigation focused on service children living and studying in North Yorkshire. All the students who took part in this study were aged 16 years old and currently completing their education within the secondary school system. The two central areas of investigation for this research focused on the following issues: 1) mobility and educational experiences and 2) health and wellbeing of service children in education.

### **Acknowledgements**

I would firstly like to thank Dr Spencer Swain, for showing a great interest in this project and providing constructive feedback throughout the process of this study.

Secondly, an enormous thank you to all those who participated in the focus group session, as well as the one-to-one interviews. Thank you for taking the time out of your schedule to provide this study with great in-depth views and opinions based on the topic that was investigated.

Finally, a huge thank you to NCOP (National Collaborative Outreach Programme), especially Stuart Bottomley, Helen Smith and York St John University, for funding this project. Without their support and determination, this project would never have been achieved.

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**Part 1: Introduction**

## Chapter 1: Introduction

Uncertainty and the unknown characterises the life of a service child; not knowing when you will next move to a new country, not knowing when your mother or father will next be deployed to a dangerous war zone, and not knowing when you will next change school (Woodward and Jenkins, 2011). All of which becomes more and more difficult to deal with as you mature.

Especially at the age where you are choosing your options for GCSE's and choosing where you next wish to study for higher education.

It is, therefore, important to define some key terms that will be used throughout this thesis:

### Definition of Key Terms

- Service Children - a child with one or two parents within the British Armed Forces (The Armed Forces Covenant, 2016).
- Under-representation - a group under-represented in higher education would be one where the proportion of the student population that the group represents is lower than that of the general population (McCullouch and Hall, 2016).
- Higher Education - the continuation of study, post the age of 18 (The University of Warwick, 2019).

As a service child, there is an understanding and evident empathy of what a service child goes through daily. "Has your Dad ever killed anyone?" was a common question that civilian children would ask when moving to a civilian school. This question would place a stigma on soldiers and would make yourself question whether your parent, has or has not ever squeezed the trigger to end a life. These difficult times that come with being a service child get even harder when changing schools and thinking about their future education and career pathway (GOV, 2019).

Nonetheless, education is a fundamental part of a child's life (Tibbitts and Fernekes, 2011).

Education is a valuable asset that every child, including army children, should have access to

(The Armed Forces Covenant, 2011). A statement provided by the Armed Forces Covenant (2011, p. 7) acknowledged the following;

Children of members of the Armed Forces should have the same standard of, and access to, education (including early years services) as any other UK citizen in the area in which they live. The Services should aim to facilitate this in the way they manage personnel, but there should also be special arrangements to support access to schools if a place is required part through an academic year as a consequence of posting.

Contradictory to this statement, the question still remains as to why there is still an underrepresentation, with regards to service children, and their progression into higher education. That being said, for many years, it has been strongly argued that every child has the right to an education (Reynaert, Bouverne-de-Bie and Vandeveld, 2009; Covell, Howe and McNeil, 2010; UNICEF, 2019; Beco, Quinlivan and Lord, 2019). Regardless of a child's background, race, religion or disability, children are still entitled to a quality standard of education (Archer, 2007; Bajaj, 2011; Arora, 2018). Research has shown that education plays a significant role in lessening poverty and child labour rates globally (Tibbitts and Fernekes, 2011; UNICEF, 2019).

Not only that, but school is also central for a child's social and cultural rights, and this works alongside ensuring that poverty and child labour is reduced, through educating children. Within Article 28 and 29 of the 'Convention on the Rights of the Child', there is a primary focus on children and their right to an education (McCullouch, Hall and Ellis, 2018). Article 28 stipulates that; "State Parties recognise the right of children to education and should take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity" (UNICEF, 2019, p.1).

Therefore, government, councils, teachers, governors and policymakers should be working together in unison, to ensure this high standard of education is provided for every single child, to give them their human right of a right to an education. On that premise, Article 29 provides aims based on the convention. Objectives such as the development of personalities to be explored,

physical and mental abilities to be also explored to a child's full potential. Not only that, Article 29 identifies aims that want to develop language and core values, identify religions and races and sexes. Both Article 28 and 29 were established to provide this fundamental human right to children. This is, so they can be educated to then lead a healthy and positive future, with the hope for progression into Higher Education.

To enforce Article 28 and 29, the House of Lords and House of Parliament created a joint committee whereby the topic was the United Kingdoms' "compliance with the UN convention on the rights of the child". This was to ensure that the United Nations Convention of the Rights of the Child was being imposed (House of Lords, 2015). The government would also implement local authorities (LA) within a County Council and are responsible for several public services, one being education (Wilson and Game, 2011). Local County Councils and local authorities are ways that the government use, to enforce Article 28 and 29 and abiding by this law that every child has the right to an education.

Researchers worldwide have investigated Higher Education and the under-representation that is placed onto different groups within society (Higher Education Statistics Agency, 2015). Some of these groups include one's social class, ethnic background and even disability (Bathmaker, Ingram and Waller, 2013; Equality Challenge Unit, 2014; McCullouch, Hall and Ellis, 2018). From this, we must acknowledge the lack of investment in, and recognition of, these sub-groups. Instead, we must emphasise the message that all students should be given equal access to their education, regardless of individual needs or status, and everyone should be given relevant means in order to succeed in their educational journey. Additionally, there is very little research based on service children and the progression into higher education and the possible underrepresentation that may be attached to service children. As identified by McCullouch and Hall (2016), they reported that service children are without a doubt, an under-represented group within the school (or university).

There is limited research concerning this subject area. Though, a similar study conducted by McCullouch and Hall (2016) at the University of Winchester, in partnership with the MoD (The

Ministry of Defence) acknowledge that children in Armed Forces families are under-represented in higher education - specifically when it comes to service children accessing higher education. This project aims to explore the underlying reasons for this under-representation and the effects that consistent moving has on health and well-being of a service child, as well as their education. There is a primary focus on those individuals who are service students and are currently living in North Yorkshire, rather than focusing on service children on a larger scale. That being said, a super Garrison, which is situated in the North of England, is the world's largest British Garrison (GVA, 2018). Having access to this Garrison allowed participants to be recruited to take part in this study. With a large school situated within this Garrison, it allowed for a variety of participants to take part, who have different capabilities and experiences within education.

Service Children's Education (SCE) is responsible for the delivery of Primary and Secondary Education, to service children, throughout Europe, as well as further afield. Despite this, there is an under-representation in Armed Forces families, and the progression into university, as shown by the work of McCullough and Hall (2016) and the MoD (The Ministry of Defence). The report from the University of Winchester highlights several key issues that they identified during their research. The report acknowledges that progression through to university, mobility, deployment and pastoral care were commonly identified issues that their research highlights (McCullough and Hall, 2016). Below are some of the critical issues that the University of Winchester's report drew to attention;

- A parent being deployed was, by far, the most considerable disadvantage for a child.
- Moving schools and starting a new chapter of their life was a particularly tricky challenge for service children.
- Parents' rank could impact on a child's intent on going to university.
- Mobility and deployment are two overarching issues for service children
- Moving between schools has an inverse impact on academically and pastorally.

As research (The Ministry of Defence, 2000; Dobson, Henthorne and Lynas, 2000; Duncan & Chase-Lansdale, 2001; Strand, 2002; Strand and Demie, 2007; Gibbons and Telhaj, 2007; O'Donnell and Rudd, 2007; Clifton, 2007; Browne et al. 2007; The Ministry of Defence, 2008;

Chandra, 2010; Fear et al. 2010; Farrell-Wright, 2011; Ofsted, 2011; Eodanable and Lauchlan, 2011; O'Neil, 2012; The Department for Education, 2013; Singh et al. 2014; Noret et al. 2014; McCullouch and Hall, 2016; Directorate of Children and Young People, 2018; The Armed Forces Covenant, 2018; The Royal British Legion, 2018; Growing Up in North Yorkshire, 2018) has previously highlighted, issues such as mobility, continuity and transition, as universal implications that inhibit children within an Armed Forces family (Clever and Segal, 2013). This could be due to the continuous moving countries and areas within a particular country. For example, moving to a new country every two years and changing schools could impact service children's chances of gaining a place in higher education (McCullouch and Hall, 2016). Considering all the circumstances, not only are these issues apparent, but other influences could also impact service children's ability to go to university (McDonald et al. 2013).

The Directorate of Children and Young People has responsibility for; "the sharing of best practice between MoD-provided school overseas, the Queen Victoria School in Scotland and UK counterparts" (The Ministry of Defense, 2014, p. 1). Though, service children can sometimes encounter challenges from an early age that their civilian counterparts possibly would not come across (Easterbrooks, Ginsburg and Lerner, 2013). Therefore, it is imperative to identify if there is an under-representation with this group. From this study, a better understanding based on the under-representation of children in Armed Forces families is hoped to be gained. From this, future recommendations could be suggested, as well as further research to be conducted. This research needs to be done as a countermeasure to the lack of literature available, as well as being able to form a basis for the future progress and development of this societal group.

The Service Children's Progression (SCiP) Alliance focus strongly on ensuring that every service child makes an informed decision based on their future and Higher Education. With their acknowledgement of the difficulties that service children encounter daily, the SCiP Alliance want to ensure that service children get the support that is needed in order for service children to live a healthy life. Hence, the reason for this research. There is more research needed to be conducted to gain a better understanding of this problem with service children and Higher Education. Very little is known about service children and their way of life. But there is also very

little known based on service children and the education that they have experienced, during their time as being a service child.

### **Service Children: An Important Contemporary Issue in Education**

Unfortunately, service children are at a disadvantage when it comes to their education (Lester and Flake, 2013). Education is an essential factor within a child's life, and it is something that will be with them for their entire lives. Education has always been an issue (Barber, 1989). With this in mind, there has been very little focus on service children and underlying issues within higher education.

Nevertheless, education is becoming a contemporary issue due to changes within the United Kingdom. For example, some current education issues include government policies as well as spending. Brexit could impact on a child's education due to possible changes to the education system, as well as recruitment of teachers (Tilford, 2016; Macpherson, 2016; Dorling, 2016; Matthew and Heath, 2016; Mayhew, 2017; Bachtler and Begg, 2017; Martin, Buck and Anttila, 2018). An unanswered question remains as to how the British Government will respond to increasing student figures, and how does this influence teacher recruitment and overcapacity in secondary schools (Bachtler and Begg, 2017; Martin, Buck and Anttila, 2018).

"Under-represented" groups within education are simply an umbrella term for the number of elements within this category. From the more well-known under-represented groups, such as a person's race (Tincani, Travers and Boutot, 2009), the religion and religious beliefs of an individual (Ramji, 2007), the gender of a person (Hightower, 2003), if a person has a disability (Leake and Stodden, 2014) and even the social class (Smith et al. 1998) a particular person comes from. All of these said groups, are already well known and majorly under-represented, not only within the United Kingdom but also further afield (Skidmore, 2019). In contrast, a less known under-represented group and less researched group within academia are that of service children.

Service children under-representation is a massive issue within the broader debate (The Royal British Legion, 2018). Research (McCullouch and Hall, 2016) has shown that service children are less likely to attend a higher education provider for the service child to progress their educational qualifications. Service children are less likely to participate in higher education. This creates a contemporary issue within education, adding to the list of the contemporary problems that are currently present within education (Tilford, 2016; Macpherson, 2016; Dorling, 2016; Matthew and Heath, 2016). The University of Winchester conducted a valuable piece of research. This report looks to develop and gain a better understanding of the factors that benefit and obstruct service children's progression within their educational experience.

Some of the critical factors that appear to be hindering service children from attending a higher educational setting are mobility and educational experiences, the health and wellbeing of a service child, and transitioning between countries and schools (McCullouch and Hall, 2016).

Therefore, these existing issues that are present in a service child's life need to be researched to establish a better understanding of the under-representation that is currently stigmatised with service children (Department for Education, 2003; Department for Education, 2011). To further progress the University of Winchester report, this thesis will focus on the health and wellbeing of service children, and the underlying issues hindering service children from progressing into higher education.

### **Service Children in the Broader Field of Educational Disadvantage**

It should be mentioned that gaining a clearer understanding of the insight of the underrepresentation that is prevalent with service children could also benefit future research. This would allow researchers to develop studies based on the broader aspects of underrepresentation in education. For instance, being mobile, ethnicity, disability, gender and class-based under-representation. All issues that also need to be researched as possible reasons as to why there are specific individuals labelled with this term, under-representation. Labels that are attached to a variety of different groups within society can be seen as outsiders or known as

'being othered' (Elias and Scotson, 1994). Alas, certain groups within society still face a stigma that follows them through their education. Ethnicity, disability, gender and class-based underrepresentation are all commonly known labels that are attached to students, which is a massive cause for fewer pupils progressing through to higher education (Department for Education, 2011; Department for Education, 2013). Today, naming service children as the new outsider within the educational setting may become an increasingly more popular term. This, in turn, has a detrimental impact on service children's education and their health and wellbeing.

Academics, such as Scanlan and Devine (2001), argue that there is a correlation between those pupils who move regularly, and pupil health and wellbeing. This overlapping issue is commonly seen within the life of a service child, suggested by McCullouch and Hall (2016), within their report. Service children often move to a new country or change school due to their parent being posted elsewhere, resulting in a remarkably mobile childhood. The mobility of children is not monopolised by those who are part of a service family, but the frequency/likelihood of such a life event is more to the forefront of daily life. In light of the preceding, research (Clark and Onaka, 1983; Scanlon and Devine, 2001; Department for Education, 2003; Department for Education, 2011) has suggested that civilian children are mobile for a different reason. That reason being residential mobility.

Residential mobility can be caused due to several underlying factors that result in mobile life. For instance, inadequate housing conditions, family break up, economic movement, or other adverse situations (Clark and Onaka, 1983; Scanlon and Devine, 2001). This can place a disadvantage on both service children and non-service children. With regards to literature, the Department for Education (1997) released The White Paper, 'Excellence in Schools'. Discussed within this paper were many ways in which the Department for Education would provide a new approach to delivering a better and more positive outlook on education.

Despite the insightfulness of 'The White Paper' and its findings, the document fails to consider pupil mobility for both service and non-service pupils. The paper acknowledges progression between the year groups but ignores any transition from Primary to Secondary, from Secondary

to College, and then to University. It also does not consider the movement to another educational establishment all together; for example, service children having to up-route and start in a new placement due to parental postings during the academic year. Consequently, and agreed by Lynas (2000), it appears that there is a lack of insight and research into pupil mobility. Understandably, we are not then able to generalise or foresee the possible effects that these transitions have on service and non-service children. This may mean that educators are less equipped to be able to support the academic progress, and achievements, of those who are more likely to move. With that in mind, the Armed Forces Covenant (2018) states that service children are more likely to be mobile than their non-service counterparts. This highlights the demand for research into the potential academic, and emotional, impact that geographical movement can have on children and young people whose parent(s) are in the armed forces.

### **Research Question**

This thesis aims to detail the reasons for the under-representation of service children within Higher Education institutions in the United Kingdom. A problem that has generated traction within contemporary research in education studies, but which still struggles to enter mainstream education discourse and the broader policy arena. The consequences of which leave the educational experiences of service children living in the United Kingdom poorly understood, their lack of engagement with higher education rising and their voices concealed from those in broader society. It is therefore hoped that the findings disseminated in this thesis can help to put the topic of service children's education firmly on the agenda of policymakers, teaching unions and the leadership of the British Military.

The question of this thesis that the researcher hopes to be answered is Service children's thoughts on applying for university: a qualitative study exploring why young people from army families in North Yorkshire are under-represented in higher education institutions. Other aims of this study and the two central areas of investigation for this research focused on the following issues:

- Mobility and educational experiences of service children

- Health and wellbeing of service children in education.

The aims above both play an essential role within the educational system. It is therefore vital to gain a better understanding of the mobile lives and experiences lived by service children. As well as understanding the value of service children and their health and wellbeing in education and how essential it is to ensure health and wellbeing are up to standards.

### **Structure of the Thesis**

As set out below, brief overviews of the literature review, methodology, results and discussion and the conclusion are provided. This study will look at the literature that is available in this field and with regards to Higher Education in general. The research will then be examined in-depth and analysed before comparing the evidence from this study to what is already available. The literature that was used was based on educational underachievement and health and wellbeing amongst marginalised student groups. Then, the methodology chapter will discuss how this research was conducted, the duration of various interviews, the focus groups undertaken, ethics, as well as the process in which participants were accessed before the study taking place. Following this, the results and discussion chapter will inform the reader on the variety of data that was collected during the interviews with participants. These direct quotes will be crucial evidence that will help provide an essential understanding of the participant's views and opinions.

Using thematic analysis, these chapters will seek to identify what the evidence obtained shows and the impact of said evidence. Finally, a conclusion is provided whereby the entire study is summated and evaluated - with possible future research recommendations noted. With the clarity provided by a conclusion, the potential limitations of this study would also be able to be recognised.

**Part 2: Review of Literature**

## **Chapter 2: Army Children and Higher Education: Setting the Scene**

This chapter is going to provide an insight into the literature that is available already, based on service children and Higher Education. A variety of research will be discussed to be able to provide a better understanding of current research. Within this section, discussions into the possible barriers as well as under-representation to higher education will be examined. Not only that, the labelling of students within the education system, school and stereotypical students and exploring the possible educational experiences of marginalised groups, will all be elaborated on further into this thesis. The extreme lack of literature based on service children's education is problematic.

The research that is available suggests that service children are not getting the necessary support needed to progress through to higher education (McCullouch and Hall, 2016). Firstly, it is appropriate to gain a better understanding of the barriers and under-representation that occurs within higher educational settings. The University of Winchester conducted research into the likelihood of progression into higher education and education post-sixteen for service children. Their findings revealed that service children may suffer academically (not making expected progress compared to their non-service peers) and mentally (struggling with the habitual instability), especially when parents are deployed on tour. During this time, their stress and anxiety levels increase; meaning they are more likely to worry and, consequently, not engage with their schoolwork (McCullouch and Hall, 2016).

This lack of engagement and enthusiasm for their academic progress is of a concern as, during such formative years, this learned behavior could become endemic in the individual, affecting and shaping the attitude of that individual towards work in later life. Additionally, Ofsted (2016) reported that students felt under-supported by teachers, which then further contributed to their stress and anxiety. This cycle of anxiety and mental strain appears to be one that has a detrimental impact on service children's well-being and, with the lack of research into supporting service children, further emphasises the need to explore this field more.

According to Levin et al. (2007), a person taking part in education, whether that be a mother or father, is a significant element within their children's life. This is due to the stronger chance of gaining employment when someone completes their schooling experience. Not only that, the income you earn, and even one's health status could also potentially have an impact on a child's future education. (Stuart – Brown et al. 2000; Levin et al. 2007). Holloway et al. (2010) agree with Levin et al. (2007), with regards to the importance of education. Though, Holloway et al. (2010) move on to mention how education plays a pivotal role with regards to the cultural and economic capital. As acknowledged by Holloway et al. (2010), education and the variations within education and attainment, have been central with regards to particular themes that are investigated.

### **Barriers and Under-representation to Higher Education Institutions: Setting the Scene**

To gain a better understanding of this study, we must first discuss the findings of other studies that have been investigated in various educational areas. Within the United Kingdom, it is recognised that there is a snowball effect with regards to the participation in higher education and that higher education is also one of the government's highest priorities (Education and Skills Secretary, 2001). Having the ability to gain access to universities is identified as offsetting social exclusion, and even poverty (DfES, 2003).

Universities are well renowned for playing a significant role for those who attend, as it provides individuals with a lifelong qualification that they can utilise during their working life (Department for Education, 2017). It is also worth noting that there is a significant under-representation within the UK concerning access to higher education and the progression from school/sixth form to higher education facilities (McLay and Brown, 2000). Currently, under-represented groups include the working class (Bowl, 2001), Black and Minority Ethnic (Alexander and Arday, 2016), people with disabilities (Tinklin, Riddell and Wilson, 2007), gender (lesbian, gay, bisexual and trans) and the stereotypical view that is associated with it (Ellis, 2008) and army families/service children (McCullouch and Hall, 2016). This latter group encountered issues daily with regards to their education, resulting in possibly no future progression in the continuation of their studies.

According to the Department for Business Innovation and Skills, additional studies that have explored the contributing factors of higher education involvement with socio-economic status have publicised that “homeownership” and “higher levels” of parental education has a positive impact on the likelihood of a young person applying to higher education and being accepted (David-Kean, 2005; Bowes et al. 2015). This shows that those from a lower socio-economic background may be less likely to progress into higher education, compared to those with a higher socio-economic status.

Furthermore, the Cabinet Office (2012) explores the concept of ‘social mobility’ – an umbrella term that describes how, regardless of one’s background and circumstances, everyone should have the right to equal opportunities in life; especially when concerning accessibility in education. The idea of social mobility was first implemented during the 1950s when there were changes within the Labour Market. The change from a ‘manufacturing’ economy to a ‘service’ economy meant that there was an increased demand for professionals who had strong and transferrable skillsets (Cabinet Office, 2012, p. 13). Thus, there was a higher desire from universities to attract more students to fulfil this change. Despite this desire, and recognition of requirement, there is a significant number of service children who do not attend higher education. Proportionally, this means that the service economy is much more likely to be populated with university graduates – a group primarily made up of non-service children – meaning that adults from a service-child background are at an immediate disadvantage in this industry compared to those who did progress onto university.

### **Under-representation in Higher Education**

Unfortunately, there is a large number of issues surrounding under-representation in education, and not just in matters relating to service children (Department for Education, 2017 and Advance HE, 2018). Lynch and O’Riordan (1998), Flintoff, Fitzgerald & Scraton (2008) and Advance HE (2018) acknowledges particular sub-groups which may affect progression in education. These include group genders (lesbian, gay, bisexual and trans), a person’s class (low-income working-class students), whether they have a disability (visual and mobility impairment), and one’s

ethnicity (Muslim girls, Asian and Black). Despite these sub-groups being under-represented in education, it is more relevant, for this study, to consider service children as a minority group independent of ethnicity, gender, disability etc.

Ultimately, service children encounter challenges from an early age that non-service counterparts may not (McCullouch and Hall, 2016). Literature, specifically focusing on service children in education, names challenges such as mobility, transitioning between schools, and settling into, and coping with, civilian life (Flintoff, Fitzgerald & Scraton, 2008; Department for Education, 2013; McCullouch and Hall, 2016; Department for Education, 2017; Advance HE, 2018). The University of Winchester worked extensively with the MoD (The Ministry of Defence) to gain a better understanding in order to research this particular field. They identified that; “Little attention has been paid to service children’s progression through education – typically this has been in terms of the parents and children” (McCullouch and Hall, 2016, p. 6). This study will aim to counter this, gaining views and opinions of service children themselves (aged 16+), soldiers, and soldiers’ wives. This data range allowed this qualitative study more scope to see if there is under-representation in higher education with service children, specifically in North Yorkshire.

An armed forces supportive group - Service Children in State Schools (SCISS)- was created by Children’s Education Advisory Service (CEAS) in 2003 (Department for Education, 2013) CEAS is renowned within the United Kingdom as a Ministry of Defence (MoD) service. This service delivers significant and imperative “information, guidance and support” (Department for Education, 2013, p. 1) to armed forces families, as well as to local authorities and schools. This has been since 2010 and is part of the Directorate for Children and Young People (Department for Education, 2013; McCullouch and Hall, 2016). Service Children’s Education (SCE) is responsible for the delivery of Primary and Secondary Education to service children, throughout Europe (as well as further afield). Despite the support networks available to service families, there is still an under-representation concerning service children’s progression into a university; something that the Directorate of Children and Young People (DCYP) are trying to eliminate.

The DCYP has responsibility for; “the sharing of best practice between MoD-provided schools overseas, the Queen Victoria School in Scotland and UK counterparts” (Ministry of Defence, 2014, p.1).

There are clear intentions to provide support to armed forces families. However, the support, and investment, appears to be lacking when assisting service children in applying, and attending higher education. Consequently, those who do not graduate from higher education are more likely to be in a lower paid job and are less likely to aspire to earn further qualifications (The University of Edinburgh, 2019). This continues to highlight the notion that service children are at a disadvantage compared to non-service children whilst in education, but also when in adult life, too.

### **Cultural Influences of Family on Education and Post -18 Career Choices**

Research (Stoner and Hartman, 1990; Peluchette, 1993; Perlow, 1997; Mueller and Yoder, 1997; Thompson, Beauvais and Lyness, 1999; Perrewé and Hochwarter, 2001; Valcour and Tolbert, 2003; Sturges and Guest, 2004; Beauregard, 2007; Oymak, 2018) over the years has suggested that social class and class culture, has become a form of cultural capital, within educational settings (Lareau, 1987). As determined by Lareau (1987, p.82);

Although working-class and middle-class parents share a desire for their children's educational success in first and second grade, social location leads them to construct different pathways for realising that success. Working-class parent's method dependence on the teacher to educate their child-may have been the dominant method of promoting school success in earlier periods within the middle class. Today, however, teachers actively solicit parents' participation in education. Middle-class' parents, in supervising, monitoring, and overseeing the educational experience of their children, behave in ways that mirror the requests of schools. This appears to provide middle-class children with educational advantages over working-class children.

From a theoretical perspective, Bourdieu's theory informs readers that a child's parents' socioeconomic characteristics (occupations and education), as well as their involvement in formal culture, is coupled with children's and adolescents' educational achievement and informal contribution culture (De Graaf, 1986). Therefore, and as a result, parents' educational attainment can and will influence a child's willingness to learn and progress with their education. Consequently, for those students whose parents are within the armed forces, but at a lower rank with little or no qualifications, this could impact on a child wanting to progress with their education post the age of eighteen.

Within this section, a synopsis of a theory established by Pierre Bourdieu will be provided. That theory being Habitus, one of Bourdieu's most significant, but ambiguous theories (Weininger, 2002; Grant, 2017). According to academic Hawthorn (2014, p.1), he states that "Habitus consists of our thoughts, tastes, beliefs, interests and our understanding of the world around us and is created through primary socialisation into the world through family, culture and the milieu of education". Thus, possibly suggesting that the expansion of fluctuating forms of habitus, is often influenced by social, cultural and economic capital. Bourdieu's concepts have been applied to a broader array of "disciplines, influencing a variety of knowledge areas" (Costa and Murphy, 2015, p. 3) and proposing that habitus is one of Bourdieu's most fundamental and essential "thinking tools" that has essentially become even more valuable within the academic industry. Spoken within the work of Christina (2015), it is mentioned that; "The conceptualisation of habitus is a reflection of Bourdieu's attempt to overcome the dichotomy between structure and agency whilst acknowledging the external and historical factors that condition, restrict and/or promote change" (Christina, 2015, p. 4).

As supported by the work of Bourdieu, Bourdieu perceived the body as a "mnemonic device upon and in which the very basics of culture, the practical taxonomies of the habitus, are imprinted and encoded in a socialising or learning process which commences during early childhood" (Jenkins, 2002, pp. 75-76). Therefore, allowing somebody to be adept at social activities (Bourdieu, 1977; Mills, 2008). Nevertheless, a person's hierarchical positioning and place in

society are dictated by 'stratification', meaning what class somebody was brought up in (Mills, 2008; Engels, 2010). For instance, the higher the parental expectations of adolescents and early childhood education, as well as higher levels of parental cultural practices that are employed in childhood, the better chance that a child will grow up with; "positive self-concepts, internal locus of control, and higher educational expectations" (Costa and Murphy, 2015, p. 48) resulting in stronger future occupations. This could result in their children wanting to progress and follow their parents' footsteps with the continuation of their educational studies.

In the case of service children, the expectation/potential to 'follow in the parent's footsteps' would immediately lead the child away from the academic arena with the traditional route into service life being straight from school (leaving at sixteen) – this would be a branch of Bourdieu's 'habitus' concept having a direct influence on a service child's likelihood of further education. A further example of Bourdieu's habitus would be the social expectation of a service child's peer group. With that group being more likely to also be experiencing the childhood within the army. Their aspirations would be more likely to revolve around army life more so than a peer group made up of civilians. This social expectation of a career in the armed forces would be normalised within this group and thus, the likelihood of heading into that career is exponentially greater than the general population. This would have a direct impact on the likelihood of a service child going into higher education.

### **The Labelling of Students Within the Education System**

Within modern-day society, certain groups are categorised as "othered" and are "labelled" within society and education (Daniel, 2007; Department for Education, 2018). It has been specified that labelling certain individuals and groups within society, could threaten the quality of life they live, as well as their current a future education (Link and Phelan, 2001; Gold and Richards, 2012). For instance, literature (Bhopal, Brown & Jackson, 2016; Singh & Kwhali, 2016; Smith, 2017; Gleeson, 2018; Department for Education, 2018; The Department for Education, 2018) identifies that labelling a child within education can be detrimental for their future progression, due to the level of exposure to labelling in school, resulting in early drop-out.

Placing a label onto an individual or group can sometimes suggest that these children are not well behaved, and labelling can sometimes suggest blame (Henley, Ramsey and Algozzine, 2015). Research from Balagopalan and Subrahmanian (2003) found that perceptions that teachers have of their students' identities and personalities, 'particularly if attached to lower-caste affiliations' (Lafleur and Srivastava, 2019, p. 19), tend to be a negative opinion. This, 'negative' opinion can influence students' perceptions of themselves, and this can lead to an effect on their self-confidence, as well as their enthusiasm and motivation to learn (Hoff and Pandey, 2006; Lafleur and Srivastava, 2019). Established by results from Hoff and Pandey (2006), they strongly dispute that students 'internalise' negative 'social identities' resulting in early dropout from education, labelling, stigmatisation and discrimination within schools. That being said, some specific groups within the educational system that are regularly exposed to labelling include those with a disability and Black and Minority Ethnic.

However, labelling does not always suggest a negative association to the individual who is being labelled (Clifton, 2007). Some children who are labelled are proud of that label as it provides them with a title of truth (Clifton, 2007), for example 'army child'. Occasionally, the term 'labelled' or 'labelling' comes with the association of a hierarchy positioning within a society (Solomon, 2015). For example, if you are negatively labelled as 'different', this becomes the dominant and principal feature for the individual who is being labelled, thus, impacting on their social identity, within school (Thornberg, 2011). From this, the growth of a harmful and negative reputation of the labelled individual, spreads throughout school and society (Thornberg, 2011). As identified by Thornberg (2011, p. 2), "Even those who do not actively participate in bullying do not want to socialise with the victim because of social pressure". From this, Evans and Eder (1993) and Merton (1996) identified from their research that once a label is placed onto an individual or group, they found it difficult to change their label and improve their status within society. Ultimately, some labels and stigmatised groups find it difficult to fit into society, simply because a label has been placed on them (Thornberg, 2011).

The Department for Education (2018) recently published findings based on pupils with SEN (Special Educational Needs) in UK mainstream schools. A figure of 14.6%, a slight increase from the Department for Education's 2017 findings, of 14.4%, was identified during research that was conducted. Commonly, within education, teachers tend to label their students into a variety of categories. For instance, an example of labelling within schools is a child's disability. The disability of a child and a young person has been a significant issue concerning the underrepresentation (Lindsay, Pather & Strand, 2006; Safran, 2008). As stressed by Rieser (2006), he emphasises that some teachers were attempting to provide inclusion and adapting their teaching styles to fit young people and children with disabilities.

Within the findings of Lindsay, Pather & Strand's (2006) work, based on "Special Educational Needs and Ethnicity: Issues of Over- and Under-Representation", They found that the most predominant groupings were identified as SEN (Special Educational Needs), BESD (Behavioural, Emotional and Social Difficulties) and MLD (Moderate Learning Difficulties). Altogether, this accounted for 52% of the pupils who took part in this study. It was acknowledged by Lindsay, Pather & Strand's (2006) that some categories had a fragile connection with the socio-economic disadvantage. These categories being ASD (Autistic Spectrum Disorder), VI (Visual Impairment) and HI (Hearing Impairment). Their study found that labelling individuals with a disability can have a negative impact, not only to their education but also their life.

According to Hornby (2014, p. 240),

Inclusive education is regarded, by its proponents, as preferable to special education, because it enables avoidance of some practices that are central to special education, such as the identification of SEND and the setting up of individual education programmes (IEPs). According to supporters of inclusive education, this is because such practices can result in labelling children with SEND, thereby stigmatising them, and therefore should be avoided. There is then a dilemma, since if children *are* identified as having SEND, there is a risk of negative labelling and stigma, while if they are *not* identified, there is a

risk that they will not get the teaching they require, and their special needs will not be met.

Unfortunately, due to this stigma that has been placed on young people with disabilities, they are a severely under-represented group and struggle to gain entry and enrolling onto higher educational programmes, resulting in individuals becoming outsiders within education (Clark and Gorski, 2001; Rieser, 2006). Literature (Lewis, 2003; Thornberg, 2013) states that some pupils with a disability, experience bullying from their non-disabled peers. As well as experiencing belittling behaviour by various educators (Cooney et al. 2006). These experiences encountered on a daily basis, sometimes lead people with a disability, to attempt to disconnect from their 'stigmatised' group to escape stigmatisation and discrimination in education (Tajfel & Turner, 1979). Individuals with a disability also attempt to convert over to a higher status group, via social mobility (Jahoda et al. 2010). But it should be argued that anyone with a disability, should be positively recognised, rather than having a label attached to them, or to be discriminated and stigmatised (Curren, 2007). Having said this, there are other groups who also considered as 'under-represented' and 'outsiders' within the educational system, by academics and research. Another example of this idea of 'outsiders' and certain groups being labelled as "othered", were Black and Minority Ethnic (BME) (Boliver, 2014). The expression, BME, is extensively applied throughout the research and can be identified as describing "all non-white ethnic groups" (Ross et al. 2018, p. 106). Therefore, issues surrounding the Black and Minority Ethnic (BME) and under-representation in the UK is a wide-spreading phenomenon (Boliver, 2014). Boliver (2014) stated that 'The Russell Group', found that a reason as to why Black and Minority Ethnic groups are under-represented, is due to their 'lower initial offer rates' (Boliver, 2014, p. 2). 'The Russell Group' debated that ethnic minorities are less probable to have studied a specific A-Level subject, needed for entry to their selected courses. Thus, resulting in this idea that BME groups are significantly under-represented.

Within the UK, there are issues of racism that are associated with Black and Minority Ethnic and educational establishments (Bhopal, 2014). Yet, contradictory to Boliver (2014), an investigation

conducted by Sanders & Rose-Adams (2014) noted that overall, Black Minority and Ethnic have the highest participation rates within higher education. UCAS (2013) confirmed that Black and Minority Ethnic groups of whom were studying in higher education, compared to white students, excelled during their time in higher education, compared to white students. Overall, it was reported that 16% of those Black and Minority Ethnic students made up for the undergraduate population, in England alone, compared to only 9% of those coming from the working population (Connor et al. 2014).

There are legislations like the Equality Act (2010) that was created, to identify any issues involving racism within the university (Bhopal, 2014). Though, as acknowledged by Bhopal (2014), this legislation was put in place to identify issues, not to eradicate them. The sole purpose of creating the Equality Act (2010), in correlation with Black and Minority Ethnic was to; “control and regulate public behavior; respondents felt that in consequence racism often took place in covert, subtle ways that were difficult to prove” (Bhopal, 2014, p. 1).

This issue within educational facilities proves challenging to provide evidence to demonstrate that racism is taking place; this is due to the situation being “covert” (Bhopal, 2014). Therefore, there is a possibility that there are much more under-represented Black and Minority Ethnic individuals who are exposed to this behavior than we truly know. With regards to this, there is a plethora of literature that is available based on these issues that surround Black and Minority Ethnic (Doharty, 2015; Bhopal, Brown & Jackson, 2016; Singh & Kwhali, 2016; Smith, 2017; Gleeson, 2018). Much of the literature identified above discusses issues that surround those who are part of the Black and Minority Ethnic group. Some research delves into more in-depth exploration, whereby academics are investigating the effect of under-representation in higher education, universities and even a particular area of study, for example, physical education lessons in secondary school. This goes to show the depth and scope some studies have gone through to identify issues surrounding under-representation in higher education, and the Black and Minority Ethnic groups who suffer from acts such as racism regularly.

Research outlines racism and discrimination that Black and Minority Ethnic students are exposed to within higher education. These include individual/intrapersonal acts of bias - where people have pre-judgements of a particular race, religion or colour; institutional - whereby certain policies, practices and procedures work in a way that benefits certain groups more so than others; and finally, structural - which refers to the historical and cultural norms within a particular society (National Equality Panel, 2010). Along with the varied inequalities that students regularly face (Modood and Shiner, 2002; Law, Phillips and Turney, 2004; Pilkington, 2013).

According to the National Equality Panel (2010), not only do all of these issues faced by Black and Minority Ethnic students occur regularly, it is said that it also continues after students graduate from university. As well as issues continuing after graduation, it is said that Black and Minority Ethnic pupils are less likely to be employed in comparison to white individuals (National Equality Panel, 2010). Appropriately, and as a more specific example, Stevenson (2018) conducted research based particularly on Black and Minority Ethnic groups, more purposely on Muslims. His research showed that some Muslims, on campus, felt that there was an apparent division between Muslims and "white pupils". It was also said that Muslims felt as though they were "unrecognised" and "unacknowledged" in and around campus.

Many Muslims on campus feel as though there is this division between the two groups due to the possible threat of "Islamic Fundamentalism" within the campus at university (Stevenson, 2018). This issue surrounding Muslims and fundamentalism is due to the severe deficiency in the understanding of the religion, and Islam itself (Stevenson, 2018). Countless Muslims within this study expressed passionately the experiences they were exposed to regularly on and off campus, of direct racial remarks and Islamophobic comments being made (Stevenson, 2018). Referring back to Bhopal (2014) and her notion of "covert" racial comments being made, Muslims also identified that a lot of the issues surrounding racial comments and Islamophobia were "unchallenged" and "unchecked" on campus, resulting in no prosecutions taking place (Stevenson, 2018). Thus, resulting in a lack of evidence due to this situation being incredibly 'covert' (Boliver, 2013; Boliver, 2014; Bhopal, 2014; Stevenson, 2018).

All of the issues regarding labelling mentioned above will impact a child within education, negatively (Georgiadi, Kalyva, Kourkoutas, & Tsakiris, 2012; Sowards, 2015). According to research by Banks and Woolfson (2008), labelling children can affect their self-esteem and can cause extreme depression at a young age. The use of labelling can also impact on a child's ability to fit in with a particular social group, or create friends, resulting in emotional difficulties (Reynolds and Fletcher-Janzen, 2004; Georgiadi, Kalyva, Kourkoutas, & Tsakiris, 2012). The amalgamation of all of the complications mentioned, can and will hinder a child's academic achievement and future progression into higher education, only due to a label being placed on them (Little and Kobak, 2003; Conley, Ghavami, VonOhlen and Foulkes, 2007; Banks and Woolfson, 2008; Georgiadi, Kalyva, Kourkoutas, & Tsakiris, 2012). These academics highlight the significance that labelling children can have on their health and wellbeing, as well as their current and future education. Children from an army background are often referred to as, 'service children' by their civilian counterparts. This can also be considered as labelling, and the implications it can cause are the same as labelling an individual with a physical or mental disability.

One of the most important aspects of a child's education, is that of the progression into higher education, after secondary school (Van, Fursova and Shakirova, 2017). Albeit higher education is known for the aid in 'social mobility of individuals or groups' (Van, Fursova and Shakirova, 2017, p. 2). Social mobility begins to stimulate a child's, young person and adolescence's human capital, resulting in a positive outlook on higher education (Van, Fursova and Shakirova, 2017). Pierre Bourdieu's perception of social capital expresses to the relationship that people of all ages can invest (Robison, Schmid and Siles, 2000). Social capital is a derivative from the social exchange theory, which was "used to describe another form of the capital located in families, communities, and other institutions that contributes to the development of children's competencies and dispositions" (Kellaghan, 2001, p. 10).

Primarily, these "social relationships" and "networks" function as a method of capital, as they necessitate investments in "time" and "energy" and the individual can gain these resources when

required or needed (Lareau and Horvat, 1999). If someone can invest in more of these resources, and the more resources they can invest in, then the higher the chance they can open and obtain a significant future (Dixit and Pindyck, 1995). For instance, within a higher educational setting, if students can invest in these resources, it could develop a child's social capital. This would then allow a child to advance and progress with their studies during their time at a higher educational setting.

Pierre Bourdieu had this specific concept and idea of "cultural capital" that prolonged into a more symbolic assortment of elements – with certain forms being valued over others (Bourdieu and Passeron, 2000). These elements can affect social mobility by either helping and facilitating, or hindering, and can be significant to the formation and construction of social peer groups – though it is less about these elements and more about the service children that will be a decisive factor in the relation between service children and higher education. Therefore, service children may be able to make friends more comfortably than their civilian counterparts. All the above considered, this could also go the opposite way whereby service children could feel as though they are an outsider within the setting. If anything, the elements equip oneself in order to produce the third part of Pierre Bourdieu's theory; the economic capital (Lareau and Horvat, 1999).

In Bourdieu's theory, the economic capital works in conjunction with the cultural: essentially your economic capital can "buy" your cultural (Bourdieu, *The Forms of Capital*, 1986). In the broader aspect, this can influence social status. Therefore, economic capital relates to the financial aspect of a family and the resources that are available to families and communities (Bourdieu, 1997; Kellaghan, 2001). This unfortunate non-appearance of financial stability is what contributes to poverty all over the world, resulting in a lack of economic capital (Kellaghan, 2001). Though there is a known disadvantage and association with not obtaining a suitable income, and that is that having a limited source of income would suggest not being able to provide the support required for education (Kellaghan, 2001; Glasesser and Cooper, 2014). Consequently, from an economic capital perspective, if a child comes from a lower-income family, this could impact on

a child with either getting into a higher educational setting or cannot afford to pay for transportation to get to a college, 6<sup>th</sup> form or university (Benhabib and Spiegel, 1994).

### **Education and Stereotypical Students: Examining How Certain Social Groups Value Specific Forms of Education**

Because of labelling, certain groups become stigmatised as not being compatible with knowledge (Lauchlan and Boyle, 2007; Boyle, 2014). Other students, as well as teachers, provide labels that are placed onto other pupils (Boyle, 2014). Teachers often apply a label by looking at a child's behaviour, potential and ability within a classroom setting (Boyle, 2014; Min, 2017). These groups include the likes of; Disability, Gender, Nationality, Socio-economic, Black Minority and Ethnic, and many more (Kellaghan, 2001). Individual sections of society, including service children, are encouraged to think about education through a practical rather than an academic lens. An example of this that research currently stresses is that the gender of an individual can be characterised as being an under-represented group within society (England, 2011), but more appropriately, in the educational sector (Buchmann, DiPrete and McDaniel, 2007).

Education has been identified as being a "pathway to success" for those who are being educated, and as accredited by Bobbitt – Zeher (2007), it also encourages and provides that path of success, for those who come from disadvantaged groups of society.

Within the work of Kellaghan (2001, p. 3) as well as the Organisation for Economic Co-operation and Development (OECD, 1992), they refer to "Education disadvantage" as being "[...] a complex phenomenon that results from the interaction of deep-seated economic, social and educational factors". According to the 1998 Education Act (p. 3), they define disadvantage as, "the impediments to education arising from social or economic disadvantage which prevent students from deriving appropriate benefit from education". Upon further questioning of this definition, it is apparent that the 1998 Education Act failed to mention other inequalities that are distinguishable within modern-day society. Albeit there are of course many definitions of "education

disadvantage” and “disadvantage”, though it must be acknowledged that some do fail to mention other inequalities that continue in society today.

There is a clear connection that directly correlates between the educational achievement and labour market results; countless individuals deem education to play a pivotal role in lessening many group inequalities within modern-day society (Bobbitt – Zeher, 2007). Yet, there is still an under-representation between several groups that inhibit them from achieving greatness and success, from having a successful future (Barone, 2011). It is said that educational theory and studies continue to be focused primarily on “social class disparities” (Jacobs, 1996, p. 154).

Typical studies that are based on inequality within education tend to fixate on the disparities through social class, amongst men (Blau & Duncan, 1967; Bourdieu & Passeron, 1977). And as stressed by Jacobs (1996), whenever there is any discussion of gender inequality and underrepresentation, it receives very little attention, just like service children and education. Though, this particular issue on gender exclusion and stereotypical views on women within the higher education sector receives ever so increasing attention from sociologists, as gaining a clearer understanding of this under-representation could be the key to understanding gender and the unfairness that comes with it (Barone, 2011).

Nevertheless, a research report that was conducted by Bowes et al. (2015) for the Department for Business and Innovation & Skills, aimed at “Understanding progression into higher education for disadvantaged and under-represented groups” unveiled issues surrounding gender in education. It is appropriate to identify that the under-representation surrounding gender is an issue worldwide, though for this study, and this literature review, it will be entirely focusing on the issues within the United Kingdom. According to Bowes et al. (2015) and other academics who worked on this report, suggested that only 22 per cent of females, were more probable to be accepted into a higher education facility, compared to males. Though, it was said that amongst the most “disadvantaged socioeconomic groups”, women are 35 per cent more likely than men to participate in higher education (Bowes et al. 2015, p. 28).

According to an account taken from a report by Bowes et al. (2015), he indicates the percentage of young people who specified that they are “not very likely of not at all likely to apply to university” (Bowes et al. 2015, p. 37). Research suggests that the percentage of women who are entering higher education has progressively increased over the years (Jacobs, 1996). Though, as shown in the report, males are more likely to not progress into higher education. By attaining access to higher education, one is more likely to be able to escape the cycle of poverty and oppression and acquire a sense of privilege and social mobility (Kellaghan, 2001; Dennin, 2007). With this dependence on higher education for a prosperous life, there has been an increased rivalry between high school learners to gain entree to a position at a university or college (Dennin, 2007). Though, there are still groups who are much more under-represented than others, when it comes to gaining access to a higher educational facility.

There are of course vast amounts of studies that have been conducted in relation to this issue surrounding gender and the under-representation it brings to gaining access to either university or other higher educational facilities (Benavot, 1989; Jacobs, 1996; Bradley, 2000; Kellaghan, 2001; Erikson and Goldthorpe, 2002; Colley, James, Diment and Tedder, 2003; Bobbitt – Zeher, 2007; Buchman, DiPrete and McDaniel, 2007; Dennin, 2007; Barone, 2011; England, 2011; Bowes et al. 2015). Although there are studies that relate to this issue, there is still an underrepresentation surrounding gender, within education. With much research and debate surrounding gender, a vast amount discusses the stereotypical roles women and men play in society and the expectations that come with it (Charles & Bradley, 2002). Women who tend to progress into higher education tend to do so from a culturalist perspective. Meaning, they are sex-stereotyped into a specific college or university programmes (Charles & Bradley, 2002; Barone, 2011).

Women tend to progress into higher education, to enrol into care role jobs (e.g., social worker; nurse; support worker). The literature stresses that gender stereotypes accentuate the supporting role of women and their believed natural predisposition to care activities (Charles, 2005). Empirical readings habitually report these observations to make sense of female

attentiveness in, as mentioned previously, social work, nursing and support work degree programmes that prepare undergraduates for typical care occupations (Charles, 2005).

Moreover, as research has proposed, this is because of this stereotypical view that society has placed on women and their role in society (Benavot, 1989; Charles & Bradley, 2002; Barone, 2011).

According to Benavot (1989), few economic, as well as sociological theories, have established that education increases women's contribution and involvement in the labour force. This prediction is premised on the overall concept that education constructively affects women's readiness and capability to enter the labour market (Benavot, 1989). It is stressed by not only Benavot (1989), but other academics too (Charles & Bradley, 2002; Charles, 2005; Charles & Bradley, 2009; Barone, 2011), that education can raise female's potential to earn '*power*' in society and the workplace (Benavot, 1989, p. 17), and this could ultimately provide females with the stimulus to pursue employment and further education, that could eventually increase a women's earnings as well as power and authority in society. Although this was just one example of a general perception of labelling (gender) within our community, there is one group in particular that often see themselves as being "labelled"; that group being service children (McCullouch and Hall, 2016). Despite this, even though service children see themselves as being labelled, there is very little research on this particular group, despite being considered a marginalised group (McCullouch and Hall, 2016). Undeterred by this, it is said that specific family values, as well as their occupations, can impact on their child, regardless of being within a marginalised group.

### **Family Values and Occupations and their Link to Children**

Parents' educational involvement is a common expression that is used when discussing the involvement parents have with their child's education (Seginer, 2006). That being said, "educational beliefs and academic achievement expectations to the multiple behaviours parents employ at home and in the school to advance children's educational outcomes" (Seginer, 2006, p. 1). The literature states (Capper, Downes and Jenkinson, 1998; Shoup, Gonyea and Kuh, 2009) that for children to maximise their full potential in school, they require the support from

their parents (Desforges and Abouchaar, 2003). Therefore, in 1997, the English Government released a strategy, commonly known as the 'Excellence in Schools' paper. This strategy aimed to explain three underlying elements in encouraging parental involvement with their children's school.

1. Providing parents with information
2. Giving parents a voice
3. Encouraging parental partnerships with schools

Before these strategies being put in place, some parents have always been actively involved with their children and their school (Capper, Downes and Jenkinson, 1998). This involvement that parents have with their children and their academic studies provides strong family values that the child will more than likely develop and utilise for their future in education and their chosen career choose, later in life (Bogenschneider, 1999; Bransford, 1999; Blackwell and Bynner, 2002).

Some children are guided by parental advice (Shoup, Gonyea and Kuh, 2009) and therefore, the occupation of a parent, heavily influences the child's view and value of specific forms of education (Halfon, 2004; Meredith, 2008; Livingstone et al. 2015). For instance, if a parent has been to university and studied for a degree, there is a higher chance that their child, will do the same (Flynn, 2007). The parents want to distil specific family values that will help aid their child in order to gain further qualifications (Schweiker-Mara, 2000). Though, it must be said that parents are not entirely to blame, for the lack of communication, between schools and parents. Tichenor (1997) identified that teachers do not utilise strategies that would help aid with encouraging parent participation. Nevertheless, as stipulated by the work of Schweiker-Mara (2000), teachers have an attitude whereby they feel they are not responsible for supporting and contacting parents, with regards to parent involvement.

Not only do teachers have this negative attitude, but some parents also believe that it is the schools responsibly during school time, not the parents (Flynn, 1997). Nonetheless, and as

mentioned previously, those parents who obtain and wish to express furthering education, attaining high level education, and progressing further within a career, it is all to do with their family values. But without the correct support from parents, teachers and pastoral teams, this can all impact on a child's state of mind, health and their wellbeing.

### **Marginality, Health and Wellbeing in Education**

Health and wellbeing are an essential aspect of contemporary debates in educational studies and broader society (Auerswald, Piatt and Mirzazadeh, 2017). A large amount of literature and research (WHO, 2008; Shute et al. 2011; Weare and Nind, 2011; Smart et al. 2012; Sorensen et al. 2012; Von Dem et al. 2013; WHO, 2013; WHO, 2014; Wilhelm, 2014, Public Health England, 2014; StataCorp, 2015; Taggart, Stewart-Brown and Parkinson, 2015; Sigfusdottir et al. 2016; WHO, 2016; Statistics Norway, 2017) shows the importance of understanding and supporting the health and wellbeing of a child. Research indicates and highlights this issue regarding the health and wellbeing of individuals, and the importance of maintaining a healthy mindset (Yang, Zhang and Wang, 2018), but some groups have become more susceptible to increased lack of support, within the education system, due to many underlying factors.

Marginalised groups tend to have their voices ignored and overlooked, as well as 'patronised in educational decision-making processes' (Rose and Shevlin, 2004, p.155). These groups of people become more stigmatised and become outsiders within not only society but also the educational system (Munby, 1995; Best, 2002). Literature shows that the expectations that a teacher places on a student, in particular, those within a marginalised group, are low (Best, 2002; Rose and Shevlin, 2004). Still, literature (Mule et al. 2009) has shown that some marginalised groups, such as the Lesbian, Gay, Bisexual and Transgender (LGBT) community, encounter different experiences with regards to their health and wellbeing, for several reasons. Mule et al. (2009) identify common issues that make LGBT groups more susceptible to specific health and wellbeing factors.

Physical and social environments can determine the health and wellbeing of LGBT people based upon whether they dwell in rural and remote areas or suburban or significant urban centres. Those living in rural and remote communities are reported to experience higher rates of heterosexism and related phobias and fewer adequate services. However, some research suggests that rural gender and sexually diverse communities may compensate by having stronger relations with family and friends, a higher standard of living and less stress compared to gender and sexually diverse people living in urban centres.

Stereotypical views of marginalised groups have become ever more prevalent, within education (Matengu, Likando and Haihambo, 2019). Studies have therefore shown that academic and personal accomplishments, within education, are achieved by their determination (Rose and Shevlin, 2004), rather than the support that can be offered from school pastoral teams. This can be seen within the work of Mule et al. (2009) where the LGBT community, stick together to maintain order and achieve great success. In light of this, these marginalised groups have an increased chance of becoming lonely, during their studies, which can then cause implications with their mental health state (Ward, 2019).

According to some studies, someone who can gain close relationships, with other individuals, is a sign of a healthy personality (Deniz, Hamarta and Ari, 2005). This relationship that is built over a period of time can influence significantly the 'personal' and 'social development' of individuals (Deniz, Hamarta and Ari, 2005, p. 20). This 'form' of attachment can be seen throughout the work of Bowlby, and his theory on attachment. Bowlby identified that attachment is recognised within the early developmental stage of a new-born child, between themselves and their primary caregiver (Bowlby, 1979). This then later develops when the child grows older and begins to create new friends (DiTommaso, Brannen-McNulty, Ross, & Burgess, 2003). As proposed by Jones, Freeman and Goswich (1981), loneliness stems from negative attitudes and emotions that people have during their lifetime. These negative emotions can hinder individuals with

getting into certain social groups, and creating friends, during their time at school, university and careers.

Research by McWhirter (1990) and Boylu and Günay (2019) has shown that persistent levels of loneliness, can have a detrimental impact on someone's mental health, as well as their 'psychosocial functioning'. Having said this, a study conducted by Deniz, Hamarta and Ari (2005), focused on Turkish University students and the levels of loneliness during their time at university. The study was composed of 383 Turkish students, all of which were currently studying at Selçuk University and this study showed that levels of loneliness within male university students, was higher than that of their female counterparts. However, emotional expressivity, emotional sensitivity and social control levels were higher within female university students. From a general perspective, there are apparent issues with regards to levels of loneliness and mental health amongst university students, which can cause ongoing problems later in life, resulting in students not wanting to discuss the problems with, for example, a pastoral team (Hickie et al. 2019).

Other forms of loneliness can stem from misbehaviour in the classroom, which can place a stigma on a particular individual or marginalised group. This can be considered as "bad behaviour", in accordance with Wilhelm (2014, p. 113) and therefore can result in children not displaying or discussing their issues with those who can help. Research (Jones, Freeman and Goswich, 1981; DiTommaso, Brannen-McNulty, Ross, & Burgess, 2003; Milroy, 2005; Deniz, Hamarta and Ari, 2005; Conley, Ghavami, VonOhlen and Foulkes, 2007; Banks and Woolfson, 2008; Garvey, 2008; Georgiadi, Kalyva, Kourkoutas, & Tsakiris, 2012) has shown that there are currently ongoing issues involving loneliness and the mental state of students, general issues in and around pastoral care and self-esteem concerns. All of which, can have a significant impact on students' self-esteem, regardless of their socio-economic background, religion, age and even gender (Crocker, Luhtanen and Cooper, 2003, p. 895).

The affection of close others may be particularly important to self-esteem (Bartholomew, 1990; Bowlby, 1982; Coopersmith, 1967). Attachment theory, for example, argues that

mental models of the self as loveable and worthy of care and support are central to secure attachment (Bowlby, 1982; Griffin & Bartholomew, 1994). Perceived approval or love from family members is related to global feelings of self-worth (Harter, 1986). Our measure focuses specifically on love and support from family because almost all college students could potentially derive self-esteem from this source.

A child's onset of mental health disorder is comparable within both male and female children (Wilhelm, 2014). Given this circumstance, research by Wilhelm (2014) has strongly indicated that there are noticeable and significant differences, to note between both genders. It is suggested that females tend to "internalise" personal matters and emphasise negative "self-esteem" when discussing academic achievement (Wilhelm, 2014). On the contrary, males tend to disclose their issues by voicing their opinion or feelings.

Researchers (Kaplan, 1982; Liu et al. 1992; Kaplan et al. 1994; Kaplan and Lin, 2000) identified indicators relating to the relationship between a student's self-esteem, and their academic results. Obtaining high academic results tends to create a positive self-esteem outlook, compared to lower-level results, which resulted in lower self-esteem, and more behaviours expressed by the students (Liu et al. 1992). Similarly, studies have shown that with college students, the appearance of someone can also cause lower levels of their self-esteem (Crocker, Luhtanen, Cooper and Bouvrette, 2003). This amalgamation of issues experienced by marginalised groups, dramatically impacts their self-esteem and self-worth, resulting in mental health issues, low moods and loneliness.

Poor health and wellbeing, poor pastoral and welfare support can be detrimental to a young child's mental health (Banks and Woolfson, 2008). The various effects that poor health and wellbeing on students can have is endless. Effects such as low self-esteem, low confidence, anger, anxiety, depression, lack of social skills, minimal nutrition and more (Conley, Ghavami, VonOhlen and Foulkes, 2007; Banks and Woolfson, 2008; Georgiadi, Kalyva, Kourkoutas, & Tsakiris, 2012). All of these effects are factors that can lead to extreme cases of mental and ill health, later on in life. If this occurs at an early age, this can result in influencing a child's decision

based on their future education and career pathway (Conley, Ghavami, VonOhlen and Foulkes, 2007).

Having said this, service children are exposed to an incredible amount of stress, anxiety and even low-level mood, just like their civilian counterparts (McCullouch and Hall, 2016). The difference is, service children are incredibly mobile, see the family being deployed overseas and even moving schools. These factors within a service child's life are all catalysts for early-onset depression, low-level mood and ill health. As like civilian children, service children's health and wellbeing can also impact on a service child's decision whether to progress into higher education, as well as future career choices.

A study based on Indigenous children in Australian primary Schools found that providing support for these children would mean they would feel more comfortable with approaching teachers or pastoral officers with their troubles. CASEL (2006) supports this idea that educators need to be 'personally' and 'culturally' aware, in order to suitably adapt pastoral and teaching within their classroom, when discussing the Indigenous children within Australia.

This is ensuring that teachers are aware of all current issues, especially in cultural identity, mental health and wellbeing and racism, and how this can be tackled through supportive techniques (Milroy, 2005; Garvey, 2008). This would then result in students wanting to discuss their ongoing personal issues, with a member of a pastoral team or teacher, increasing one's self-esteem.

## **Conclusion**

This section set out to expose the current literature that is already available, with regards to British service children and higher education. It was established that there was a severe lack of literature based on this specific topic. Therefore, the researcher of this study felt higher education needed to be looked at in a general perspective. These points indicate and highlight the current issues that are already presented within education today. Much of the research presents problems that can impact on a student's choice as to whether or not they wish to progress within their studies. From the barriers that are presented to students to the health and wellbeing of a

child, this literature review stresses the issues within modern-day education. Overall, this section significantly highlights issues relating to pastoral care, marginalised groups, loneliness and mental health, as well as student's self-esteem levels. The literature presented within this section, strongly indicates issues that are present within students, while studying at an educational facility, all of which are impacting the student's health and wellbeing.

**Part 3: Methodology**

### **Chapter 3: Methodology**

Within this chapter, an overview of the methodology that was used will be discussed in detail. Firstly, it is crucial to identify that the researcher adopted a qualitative methodological approach for this investigation. Therefore, a brief discussion as to why the qualitative method was chosen will be provided in order to determine the appropriate method chosen for this investigation. Next, the methodological position section will discuss how this project is interpretive, rather than a positivist one. Emphasis will be placed on how this study was concerned with gaining the lived experiences of participants. Next, a discussion based on interviewing as a form of data collection will be provided. This section will set out to explain the different types of interviewing methods that were used in this study. Following this, the positives and negatives of those interviewing methods that were used during this investigation.

Additionally, within the data collection section, a look into focus groups as a form of data collection will be focused on. Here, the section looks to articulate the various insights into the use of focus groups in research. Together with the positives and negatives by undertaking focus groups, and why focus groups were ultimately chosen for this study. Then finally, a reflection on the positives and negatives of using focus groups within this study will be provided. The presentation of the participants will be the next section to be discussed in this chapter. This section seeks to provide the reader with an in-depth insight into the sample that took part in this investigation. Not only that, the different types of environments where these participants are from and the different jobs that they do. The procedure is the next section that will be discussed. This section will articulate how the researcher went about collecting the data and how the researcher utilised these in practice. The section on researcher reflexivity will identify how the researcher's role of being an army child has influenced the role in the collecting of data. Next is the rigour and credibility section. Here, this section will provide the reader with how this research is rigorous and credible. Moving on from this, the ethics section will discuss the ethical procedures that were followed in order to get this research completed in an ethically sound way. And finally, a section based on Thematic Analysis will be provided in order to show the reader the way in which the

researcher analysed the evidence and data that was collected during the interviews and focus groups.

### **Methodological Position**

It is firstly important to acknowledge that this investigation was conducted via the method of qualitative research. This is because the researcher desired to focus on and accumulate service children's opinions, feelings, as well as their thoughts on the topic question of this thesis (Sofaer, 1999; Creswell, 2013). Qualitative research is a more interpretivism paradigm, in comparison to a quantitative method, which focuses on a positivist aspect (May, 1993; Green and Thorogood, 2004; Weber, 2004; Ryan, 2018). With regards to both interpretivism and positivism, there are sub-categories, such as epistemology, ontology, validity, reliability etc (Weber, 2004; Yin, 2009). These metatheoretical assumptions can aid with deciding on which methodology a researcher wishes to utilise for their study (Thanh & Thanh, 2015), and, due to the interpretive nature of both the subjects and the questioning, it deemed a necessity to assess this qualitatively rather than in a quantitative manner.

This links in with interpretivism as the researcher wanted to try and interpret army children and their experiences within education (Thanh & Thanh, 2015). There are various ways in which a researcher can evaluate and assess the quality of a piece of research, all depending on the method in which the researcher used to conduct their investigation (Weber, 2004; Thanh & Thanh, 2015). Moreover, Schmid (1981) labelled qualitative research as the "study of the empirical world from the viewpoint of the person under study" (Schmid, 1981, p. 105). Within the work of Schmid (1981), she discusses that there are two fundamental philosophies to qualitative research. The first was identified that human behavior is influenced by the "physical, sociocultural and psychological" (Schmid, 1981, p. 105; Hoepfl, 1997) factors in which the environment of the investigation, takes place in – this is what is known as naturalistic inquiry (Schmid, 1981; Shenton, 2004). Therefore, the investigator must gain a better and more precise understanding of the participants when they are in a natural environment; schools, home, youth clubs (Schmid,

1981). Additionally, the second assumption is that the behavior of an individual, participating in a study, goes beyond what the researcher is observing (Schmid, 1981; Maxwell, 2012). Therefore, this could impact on data collected during the interviews that were conducted.

### **Data Collection Methods**

The use of qualitative focus groups and interviews were utilised to extract a person's personal opinion and thoughts based on a particular topic area (Seidman, 2006). As opposed to quantitative research, whereby most quantitative researchers tend to focus primarily on "assessing the reliability and validity of work" (Krefting, 1990, p.3).

The reason as to why the researcher chose to use focus groups as a method of collecting evidence is the individual who is conducting the focus group, is able to create a "relaxed and comfortable environment for unfamiliar participants" (Nyumba et al, 2017, pp. 23). If participants are more relaxed and do not feel under pressure, for example if they were participating in a 1-1 interview, then results may be more trustworthy and reliable and may create credible evidence (Nyumba et al, 2017).

It is, therefore, a fundamental key to research that the investigator of the subject, does attempt to delve deeper into the perceptions of the participants (Baxter & Jack, 2008). There are two perspectives that could have an influence on both the research and the researcher. Schmid (1981) and Nowell et al. (2017) name these as the 'inner' perspective, and the 'outer' perspective. Firstly, the "inner" perspective makes assumptions that in order to gain an understanding of the participant, the researcher needs to gain awareness through "introspection". Ultimately, the researcher needs to understand the participant's thoughts and feelings as this could influence responses to particular questions. In contrast, the "outer" perspective makes assumptions that particular knowledge regarding one's social life is attained via studying man's behavior (Schmid, 1981).

The researcher made use of certain contacts that he obtained during his time studying at University, as well as during the time whilst his father was in the armed forces. This close network of certain individuals allowed the researcher to have access to soldiers and soldiers' wives, as well as the service children who participated in this study. Also, as the researcher required participants who are currently in a service school and thinking about their pathway after this, contacts were provided by a University, more specifically from a Monitoring and Evaluation Officer who works for the National Collaborative Outreach Programme. This particular person provided contacts for schools who would ultimately be willing to participate in this study. The number of participants who were going to be interviewed warranted some contemplation, as there need to be a certain number of service children participating. For this study, 20 individuals would be required to either take part in a 1-1 interview, online response or a focus group (Powell & Single, 1996; Kidd & Parshall, 2000; Onwuegbuzie & Leech, 2007). The researcher used an interview guide that would help the researcher ask specific questions to the participants and following a guide will prevent any possible errors from occurring and preventing the researcher from asking something that they should not be asking.

The interviews and focus group lasted approximately between 30 – 60 mins (Twohig & Putnam, 2002), dependent on either the scale of the focus group or how conversational the session was and how much the researcher could extract from participants during the 1-1 interviews. This is because this investigation is focusing on gaining personal opinions and experiences when dealing with higher education. Therefore, the investigator will be provided with an opportunity to receive viewpoints (Seidman, 2006) based on young people and higher education, in North Yorkshire. The focus groups were conducted at the school where the participants were recruited. This ensured that they were in a familiar environment during the interview stage. This also ensured that the students were safe and were not taken off-site from their school during schooling hours. At the conclusion of the research time, this study interviewed; two soldiers (currently serving and veteran), two army wives, a brother and sister and, finally, a focus group that contained eleven service children aged 16.

Moving on, the semi-structured interviews and focus groups that took place were carefully planned (Galletta, 2012). Each interview and focus group that took place had an interview guide that the researcher followed in order to ensure that the right questions were asked (please refer to appendix A). Not only that, but the interview guide also allowed the researcher to branch off onto the different topics that were mentioned by the participants, allowing for even more data to be collected (Alshenqeeti, 2014).

Below is a table providing details regarding who participated within this study and the role they played during the interview stages of this thesis.

<b>Participant Name (if applicable)</b>	<b>Participant Age</b>	<b>Role</b>	<b>Data Collection Method</b>
Emma	21	Army Child (Sister)	1-1 Interview
Ric	16	Army Child (Brother)	1-1 Interview
Veteran	N/A	Veteran	1-1 Interview
Soldier	N/A	Soldier	1-1 Interview
Soldier Wife	N/A	Soldier Wife	1-1 Interview
Soldier Wife	N/A	Soldier Wife	1-1 Interview
Service Child Advocate	N/A	NCOP	Online
Maddie	N/A	AWS Chief Community Development Officer	Online
Nat	N/A	Pastoral Support Supervisor	Online
11 School Children  Eric Samantha Ken Owen Carter	16	Army Children	Focus Group

Peter			
Ava			
Alex			
Enzo			
Emily			
Nicky			

### **Presentation of Participants and Sampling**

This investigation focused on a particular group. So, in this case, the researcher wanted the service children from the school to take part in the focus groups. This was to ensure that they were with people whom they felt comfortable with, and the questions would be asked in an environment in which they were most comfortable. The service children came from a variety of different backgrounds and had been to many different countries and schools. Many service children came from all over the country due to their parents being posted to these countries. Some were born within the United Kingdom; others were born in Germany. This highlights the diverse group of individuals that took part in this focus group. The soldiers that were interviewed also came from different places and had different job roles within the armed forces were different from each other. The army wives that were interviewed had experienced many changes with regards to what job they had. Depending on where they were currently living or posted to would dictate their career pathway. The siblings who participated were of different ages. One was aged sixteen and was in Year 11 of Secondary School, and his sister was in her first year of University. This vast array of participants shows the differences between life, career aspirations and educational experiences that were witnessed by the researcher.

The participants of this study were recruited as they were part of an army family, meaning either one or both of their parents could be serving within the armed forces. Moreover, participants must be either going to university or considering going to university in the near future. Alternatively, they could be going through the process of applying for 6<sup>th</sup> form or apprenticeships.

Also, participants must be currently living within North Yorkshire, as this is the place of interest for this study. The participants that took place within this study came from a Community College. With this in mind, the school that was chosen are strong advocates for service children and their education. A great amount of support is granted to children within the school, to help enhance their education to gain top GCSE grades and to progress onto higher education. Furthermore, the sampling method, for this qualitative study, is criterion-based; the participants will be selected to ensure they suit the criteria set by the researcher, required for this research investigation (Palinkas et al. 2013).

### **Procedure**

In order to gain strong data, a substantial selection of participants is required. Therefore, the researcher had to come up with a list of what was required from the participants that were interviewed. For example, the service children had to be currently aged 16, and they had to be a service child with a parent who was currently serving within the armed forces. This was achieved as the researcher had access to various contacts in order to achieve this necessity. With regards to the soldiers and soldiers' wives, again they had to fit a specific criterion to be considered to take part in an interview. On condition, the soldiers could be either currently serving or an army veteran and have children who are aged 16 and over. The brother and sister who were interviewed again had to be 16, and over, they also had to be an army child with a parent who has or is serving within the armed forces to be considered for an interview.

### **Researcher Reflexivity**

Researcher reflexivity is a significant concept that is essential within the qualitative field of study (Guillemin and Gillam, 2010). Researcher reflexivity and ethics are allied with regards to research and essentially interlinked with one another (Guillemin and Gillam, 2010). Research is predominantly an innovativeness of information composition (Guillemin and Gillam, 2010).

That being said, the researcher of this study has the first-hand experience of being an army child – enabling a level of empathy towards the situation of the subject group. The researchers father,

who is a veteran of the British armed forces, has been on many tours, as well as having moved from different countries every 2-3 years. With this regard, the researcher could provide support for, and relate to, the participants during the focus groups. This will ultimately provide a strong relationship between both the researcher and the participants, due to them all being from a service family.

Having the ability to be empathetic towards army children is beneficial on the one hand, however having a personal knowledge could create a biased opinion (Creswell and Miller, 2000; Bryman, 2013) of this topic, with confirmation bias of certain views put forward being a potential red flag. This could result in an unfair attachment to the topic that is being investigated. In consideration of the foregoing, this study was conducted with authenticity, trustworthiness, validity, credibility and validation (May, 1993; Creswell and Miller, 2000; Hatch, 2006; Tracy, 2010; Bryman, 2013; Cope, 2014).

Authenticity, trustworthiness, validity, credibility and validation were all considered throughout the entire research process. The researcher would have regular meetings with his supervisor in order to be sure that all five points were upheld throughout the entire research process. This allowed for a more credible thesis with reliable evidence being supplied.

Guillemin and Gillam (2010, pp. 274) mentioned within their study that;

...reflexive researcher does not merely report the “facts” of the research but also actively constructs interpretations (“What do I know?”), while at the same time questioning how those interpretations came about (“How do I know what I know?”) ... Bourdieu provided another helpful way of thinking about reflexivity in research. Bourdieu suggested the reflexive process comprises taking two steps back from the subject of the research. The first step back is the objective observation of the research subject; the next step back is the reflection of the observation itself. This is akin to the first step posing the “What do I know?” question and the second step asking the “How do I know?” question.

Research reflexivity and the research process is an active, vigorous and ongoing process which requires the researcher to analyse their own processes, reflect on their own objectives and to ensure validity within the data (Hertz, 1997).

### **Rigour and Credibility**

In order for the interview process to run smoothly, various considerations were put in place. The researcher gained ethical approval (refer to Appendix B) for a recording device to be used when interviewing the participants. This allows the research to refer back to what was said, and this allows for the analysis of data and the process of transcribing to be accurate (Chiovitti and Piran, 2003). Participant packs (refer to Appendix C), as used and recommended by Fargas-Malet, McSherry, Larkin and Robinson (2010), were provided before the interview and focus groups taking place. These information packs set out what happened during the interviewing process, what the study is about, as well as the ethical considerations that have been taken into account. The participants were also allowed time to ask any possible questions they may have regarding the interview process and study itself. The participants would have to sign the information packs confirming that they are happy to participate in this study. These events allowed the participants to gain a better understanding of what was going to occur during their interviews. After the interviews were conducted, each participant was handed a debrief sheet (refer to appendix D), providing appropriate help and guidance if participants required help after the interviews. The Headteacher of the School (Gatekeeper) was given a gatekeeper information pack (refer to Appendix E). This pack provided in-depth information regarding the researcher's intentions and details about what this study investigating. A gatekeeper form was also given to a Children's Support Manager, who assisted with the recruitment of the service children. Again, this provided this particular individual with an insight into this investigation.

### **Ethical Considerations**

For this study, ethical considerations were thought of extremely carefully. There are a number of reasons as to why ethical issues were thought of in much detail. It is imperative that as

researchers, an acknowledgement of ethics is followed, and that any ground rules that are put in place are obeyed throughout the study (Resnik, 2011). Not only does ethics provide support for ensuring that participants are well looked after during interviews, but ethics also allows for the avoidance of any errors during the research. Errors will occur within the study, but ethics will attempt to prevent any possible errors from arising (Resnik, 2011). Ethical issues and trepidation are a common part of conducting research (Guillemin & Gillam, 2004). It must be acknowledged that ethics is not primarily restricted to qualitative research or research that only involves humans (Guillemin & Gillam, 2004). Ethical issues are uniformly applicable in principally quantitative trials, even in research that uses animals as opposed to human participants (Guillemin & Gillam, 2004).

Concerning this study, questions that would be asked during the focus groups and interviews had to be carefully thought of. This is because the researcher did not want to place any possible psychological harm on any of the participants, so the questions had to remain appropriate to the subject at hand. Considering that the participants who took part in the focus group would be aged 16+, the language used had to be appropriate too; no condescending or possible confusing words that may make the participants feel uncomfortable would be used (Connelly, 2014). Likewise, because soldiers and soldiers' wives would be interviewed, questions that would be asked during their 1-1 interviews had also to be carefully constructed. No questions would be asked that may trigger a soldier from a past event during their time serving on tour, or anything that could result in a soldier's wife becoming distressed during the interviews (Marczyk, DeMatteo and Festinger, 2005). This care and consideration have been used by a number of academics (Marczyk, DeMatteo and Festinger, 2005; Meade and Slesnick, 2010; Connelly, 2014) during their research. These particular academics stress the importance of maintaining a caring environment and considering specific individual needs during the interviewing process.

Moving on, the recordings of data that were collected from the interviews and focus groups were put in safekeeping, on a one-drive folder, accessed only by the researcher and supervisor of this investigation. This, ultimately, is to ensure all documents and recordings are stored safely and

securely, in line with the requirements of the General Data Protection Regulation (GDPR). Once the study is complete, the data that was collected during the interviews and focus groups will be destroyed by February 2020. The participants signed the participant information forms agreeing to the terms of this study, before being interviewed. It will be made clear to participants that their participation is entirely voluntary, and everyone has the right to withdraw from this study, at any given time, without prejudice. Consent forms will be provided to the participants, and they will confirm whether they are happy to take part in this study. Any paper documentation will be digitalised and stored on one-drive and paper copies will be destroyed straight away, whereas digitalised copies will be destroyed by June 2020. The participants of this study were informed that they were free to withdraw from the study without prejudice.

Participants were also informed before the interviews and focus groups that took place that they could withdraw whenever they wished. Within research, anonymity is particularly imperative for maintaining participant identity before, during and after an investigation (Sweeney, 2005). It is the duty of a researcher, to ensure that maintaining one's anonymity is 'standard ethical practice' for research (Walford, 2005). The researcher used pseudonyms in order to prevent the participant's real names being used. This ensured that anonymity and confidentiality of the participants was consistent throughout the evidence provided during the focus groups (Grinyer, 2009; Lahman et al. 2015; Allen and Wiles, 2015).

With regards to the area in which the participants were recruited from, the area will be anonymised and referred to as the 'North of England'. More specifically, seen as participants were based in an army base, this will also be anonymised and referred to as a 'Super Garrison'. This is to ensure that anonymity in which the participants were recruited from, as well as the geographical location in which the study was conducted.

The researcher did not ask or mention any particularly sensitive topics/ questions, due to the researcher focusing primarily on the participant's experiences of education, schooling and army lifestyle. Also, it is appropriate to mention that the researcher has DBS to work with children. This is important when going into schools to conduct interviews and focus groups that a person

is DBS checked. During the focus groups where children are involved, there will be another member of staff who will be sat in during the interview stage to ensure the safety of the children, as well as ensuring what is asked is appropriate at all times.

### **The use of an Incentive**

The use of an incentive was utilised within the focus group, specifically for the service children. Drinks, sandwiches and snacks would be provided in order to act as an incentive for the service children, for taking part in the study. Hackett, Glidewell and West (2014) also used an incentive within their study, based on a local pay-for-performance scheme for primary care. Morgan (1996) disputed that not gaining satisfactory participants is a task that is often difficult for researchers who want to use focus groups. Thus, suggesting that the use of an incentive may help with the recruitment stage of the study in order to gain suitable participants for the focus groups and interviews. This use of an incentive helped the researcher recruit participants who were happy to take part in this study.

### **Data Analysis**

The researcher used Braun and Clarke's (2006) six phases of thematic analysis to help with the transcription of the data that was collected from the participants to the final stage of writing up the report. Until recently, thematic analysis was widely yet poorly defined method of qualitative data analysis (Braun & Clarke, 2006; Braun, Clarke, Hayfield and Terry, 2019). As a result, thematic analysis is becoming progressively more comprehensible, flexible, and gradually a simplified technique of conducting qualitative data analysis (Braun, Clarke, Hayfield and Terry, 2019). Thematic analysis is becoming extensively recognised as a unique and valued method, together with other more recognised methodologies like "grounded theory" or even "narrative analysis" (Braun & Clarke, 2006; Aldiabat & Le Navenec, 2018; Mohajan, 2018; Braun, Clarke, Hayfield and Terry, 2019, p. 57).

Academics such as Braun and Clarke (2006) and Braun, Clarke, Hayfield and Terry (2019) identify that thematic analysis is critical for recognising and characterising patterns and themes

across a selection of data. Thematic analysis of data allows for the investigator to gain a better understanding based on the shared experiences, perceptions and views that participants of a study, put forward during interviews or focus groups (Braun & Clarke, 2006; Braun, Clarke, Hayfield and Terry, 2019). Braun and Clarke's (2006) six phases of thematic analysis consist of Familiarisation with data, Initial Coding, Search for themes, Review of themes, Definition and naming themes and then finally writing the Report.

According to Nowell et al. (2017, p. 2), thematic analysis requires very little "theoretical" or "technological" knowledge. The thematic analysis provides a more comprehensible route of analysis of data, especially for those individuals who are newly into their research careers (Braun & Clarke, 2006; Nowell et al. 2017). Nowell et al. (2017) and King (2004) also acknowledge that for those who are not very familiar with qualitative methodologies, find that thematic analysis is straightforwardly learnt. It is also strongly argued by both Braun & Clarke (2006) and King (2004) that thematic analysis is an advantageous form of methodology, to examine the perceptions of participants, to then generate "unanticipated insights" (Nowell et al. 2017, p. 2). Thematic analysis is similarly beneficial when summarising central pieces of data that has been collected. Thus, this form of analysis allows the researcher to handle the data, gaining clear themes to then help when finally writing the report (King, 2004; Smith & Firth, 2011; Vaismoradi, Jones, Turunen & Snelgrove, 2016). On the strength of said available research, there are several benefits to using thematic analysis during an investigation; there are, of course, some disadvantages that need to be acknowledged.

### **Positives of Using Thematic Analysis**

A positive aspect of adopting the Thematic Analysis method is that it is incredibly flexible and relatively simple (Javadi and Zarea, 2016). Many types of researcher who are new to the academic and research world tend to opt for Thematic Analysis, due to being easy to follow because of the six phases that are required for this method (Javadi and Zarea, 2016).

Researchers (Braun & Clarke, 2006; Javadi and Zarea, 2016; Nowell et al. 2017; Braun, Clarke, Hayfield and Terry, 2019) acknowledge that thematic analysis is known for its flexibility during

the analysis stage of the study. More appropriately, Braun and Clarke (2018) also acknowledge themselves regarding the simplicity, and flexibility Thematic Analysis offers to researchers in qualitative research.

According to Braun and Clarke (2018), Thematic Analysis can implement three leading scales. These are “Inductive versus deductive or theory-driven data coding and analysis, experiential versus critical orientation to data, and an essentialist versus constructionist theoretical perspective” (Braun and Clarke, 2018, p. 58). Essentially, the researcher must make prior decisions about how their data will be collected to explain why they will be utilising a specific route of Thematic Analysis (Braun and Clarke, 2018). These positive aspects of Thematic Analysis came in useful for this research due to the level of data that was collected. Thematic Analysis was straightforward to follow, and there was plenty of room for flexibility to be considered. For this study, the thematic analysis allowed for positive flexibility to be incorporated within the analysis stage of this investigation. The researcher was able to interpret transcripts from the interviews to gain a broader perspective on service children.

### **Negatives of Using Thematic Analysis**

With all methods of research, there will, of course, be some negatives. One negative point that was highlighted by Braun and Clarke was concerning the data analysis. Researchers can gain quality evidence during interviews and focus groups, but it is down to the researcher to provide a top-quality analysis of that evidence. Without the quality analysis of the data, the data will not give the interpretation that will help answer a particular question (Braun and Clarke, 2006; Braun and Clarke, 2018). A second vital disadvantage to highlight, when discussing thematic analysis, is the severe lack of literature based on thematic analysis (Nowell et al. 2017). There is a more substantial amount of literature based on other methods such as ethnography, grounded theory and even phenomenology (Vaismoradi, Jones, Turunen & Snelgrove, 2016; Nowell et al. 2017).

Because of this severe lack of literature, novice researchers may feel hesitant and uncertain on how to conduct a detailed thematic analysis (Floersch, Longhofer, Kranke & Townsend, 2016; Nowell et al. 2017). According to Holloway & Todres (2003), they acknowledge that thematic

analysis is indeed flexible. This could suggest that there may be more room for inconsistency and deficiency of consistency when developing themes derived from the data (Smith & Firth, 2011). Therefore, the researcher ensured that their thematic analysis was consistent by reviewing the themes on some occasions, ensuring there was no chance of inconsistency and deficiency. With regards to this study, the researcher found that ensuring this consistency was upheld throughout, and it was very time-consuming.

## **Conclusion**

Overall, this chapter set out to explore the methods in which this study was based on. This chapter identifies why qualitative was chosen over quantitative research. The benefits of this were discussed to ensure that a clear discussion was provided to the reader, so they can gain a clearer understanding as to why qualitative was chosen and why it is best suited this study. As well as this, a synopsis was provided based on how various participants were recruited, and how they were interviewed via different methods, and where these interviews took place. With this in mind, the ethics section discusses various ethical procedures that were followed to be sure that the participant's real identity would not be revealed. The researcher also provided a small account based on their personal experiences concerning being a service child themselves. An understanding of what service children go through daily meant that the researcher was able to empathise with them during the interview process. Finally, the section on data analysis explains how the thematic analysis was overall, the best method for this investigation. Negatives and positives were provided to share a non-biased opinion based on personal experiences with thematic analysis.

**Part 4: Results and Discussion**

## **Chapter 4: Service Children, Mobility and Attitudes Towards Higher Education: The Effects of being Marginalised and Stereotyped as a Service Child**

### **Introduction**

This chapter reports and analyses results collected from the main series of focus groups, electronic interviews and semi-structured interviews, led by the researcher. The results section will provide quotes that were stated by the service children within the focus group, as well as soldiers, soldiers' wives and the brother and sister who also took part. Then, an in-depth discussion will be provided to discuss the findings that were brought to attention from the interviews. Additionally, there are significant themes that will be presented within this chapter that has been generated after a detailed analysis of the transcripts. Transcripts were ultimately made to examine focus groups in further detail and to identify any common themes that could be presented within this chapter.

The literature that was used within the literature review of this study showed a large variability of findings regarding difficulties that pupils have when they are in secondary school and how this could impact their transition from secondary school, right the way through to University, in later life. For instance, within the literature review the proposed subheadings; Mobility and Service Children in Schools; Labelling and Stigma of Being a Service Child in the School Environment; Relationships with teachers; Moving Towards Family Guidance and Habitus and Post 16 Educational Choice.

That said, the literature can be used to cultivate an argument that looks at how pupils can be negatively labelled by teachers, viewed stereotypically and marginalised groups and experiences. Though, due to the lack of literature based on service children and education, this could all be linked to the experiences of service children. It must be said that the conclusions provided by the literature cannot be directly generalised to this particular study; if we were to take the age range, location and methods of research as determining factors, that would fundamentally alter results. Instead, this study focused on both male and female pupils, aged 16 and who are looking at transitioning from secondary school through to university.

Upon further examination of the literature (Noret et al. 2014; Children's Education Advisory Service, 2015; McCullouch and Hall, 2016; GOV.UK, 2018; GOV.UK, 2019; Benson and Cunningham, 2019), it was clear that limited research was available on the topic of service children and higher education. There was research (Reynolds and Fletcher-Janzen, 2004; Tinklin, Riddell and Wilson, 2004; Gil, 2016; Department for Education, 2018; Yang, Zhang and Wang, 2018; Boylu and Günay, 2019) based on issues in general with regards to pupils who are currently at secondary school, wishing to progress into further and higher education. Nonetheless, due to there being more literature available on the subject of pupils in general, not just service children, a narrower focus would be required to examine literature and create comparisons with the data collected from the focus groups. After using Braun and Clarke's Thematic Analysis to examine the qualitative data, the researcher concluded there were three main themes identified from the data collected. From the responses acknowledged throughout the focus groups, the researcher was able to identify and categorise common and reoccurring themes between the contributors of the focus groups. The themes that this chapter will discuss are mobility, the labelling and stigma of service children, family guidance and habitus.

### **Mobility and Service Children in Schools - "you make friends... and then you have to leave them and you have to start all over again"**

Moving to a new house, moving schools on several occasions, and moving to a completely different country is an unavoidable part of life for many children whose parents serve within the armed forces (National Audit Office, 2013; Children's Commissioner, 2018; The Royal British Legion, 2018). With a variety of job roles within the armed forces, servicemen and women are deployed to different areas to fulfil that particular occupation or promotion (Military of Defence, 2015). Resulting in service children awaiting their next move and moving schools. It is because of this prior knowledge of service children often moving, that some questions during the focus groups were aimed at wanting to explore the influence that moving to a new country and schools has had on their education.

It has been strongly argued that being an extremely mobile service child could have a more significant impact on their education, compared to their civilian counterparts (House of Commons Defence Committee, 2006). Current literature (Clark and Onaka, 2003; Dobson, Henthorne and Lynas, 2000; Scanlon and Devine, 2001; Valcour and Tolbert, 2003; National College for School Leadership, 2011; Cabinet Office, 2012; National Audit Office, 2013; McCullouch and Hall, 2016) has placed emphasis on gaining a clearer understanding of the issue's relation to mobility and education, with service children.

The service children who took part in the focus groups indicated that being part of an army family means a "highly mobile lifestyle" (Children's Commissioner, 2018, p. 4). With frequent moves to a new country, as well as several school changes, the participants stressed the frequent and expected difference in their educational experience, as well as their personal home life. Not only did the students present this point regarding mobility, but the army wives also indicated that being extremely mobile is part of the army lifestyle.

"urm do you know how often your children changed schools roughly doesn't have to be exact" [Researcher]

"five or six I think five or six" [Army Wife]

"is that for each of them" [Researcher]

"yeah" [Army Wife]

"do you know how often they changed schools urm so with Owen do you know how often he changed on average" [Researcher]

"I think Owen had six primary schools" [Army Wife]

"six primary schools" [Researcher]

"yeah six primary schools" [Army Wife]

"and how many secondary" [Researcher]

"one" [Army Wife]

"one and Emma" [Researcher]

"seven primary schools no eight primary schools sorry" [Army Wife]

"eight primaries" [Researcher]

“I've been to eight different schools” [Eric aged 16]

“I went to eleven different primary schools” [Samantha aged 16]

“well... I can't remember primary school... but I've been to two different high schools”  
[Ken aged 16]

Participants discussed in great detail the pros and cons of moving to a new country, and the transitioning they had to adapt to incredibly quickly. The participants of this study were questioned about their experiences with moving to a new country. A wide array of feedback was provided on this particular theme-based question about moving countries regularly. One specific pupil expressed an issue that they have experienced many times is when they have to move, they have to leave friends behind, as well as make new friends.

“you make friends and then you have to leave them and you have to start all over again  
“[Owen aged 16].

“brilliant okay question two so has adapted to different environments aided or not aided with your ability to fit in whether that be at school urm Emma for yourself college urm even, even university urm so yeah do you think that's aided your ability” [Researcher].

“urm I think it has and it hasn't cuz obviously now as moving around we understand different cultures and ethnic backgrounds so I think we are a lot more accepting of that urm all the time when you start a new school it is scary and I think that's probably scary for everyone but also I think sometimes you have in the back of your mind I don't want to make really, really good friendships because I know I'll be moving soon” [Emma Aged 21]. “urm urgh my ability to fit in hasn't really been aided at all really it's just I think my hobbies take charge of me instead of where I've been moving around and stuff in the military so things like football and history I make friends through them types of things instead of having to fit into like social groups during a private area or something like that” [Ric aged 16].

“so is it your sort of hobbies that have helped you like fit in” [Researcher].

“yeah” [Ric aged 16].

Although this relates closely to the theme of mobility; it does also fit in with coping with a move. It can be a challenging time for a service child when they have to move. The problematic situation is that they do not just move once, service children and service families are posted multiple times during a time served within the forces. Depending on the age of the individual child, can mean a tremendously stressful and anxiety-filled experience. Especially at the age of 16, where the individual is in their adolescent years, and GCSE's are undertaken (McCullouch, Hall and Ellis,2018). The difficulty some pupils faced when moving to a new country included the impact it had on their education. For instance, one participant mentioned that there are a variety of teaching ways that he has encountered. Teaching style and curriculum is different in Scotland than what it is in the rest of the United Kingdom.

“schools teach you in different ways like back in Scotland the schools teach a lot different to how it is here” [Carter aged 16]

This change between country and schools is impacting significantly on service children and their progression into higher education. This makes their move a lot harder to deal with emotionally, as they have the worries and stresses of dealing with a new curriculum or teaching style, in an unfamiliar environment. When this particular individual discussed how schools provide a different curriculum, he came across as though he experienced struggles with this experience. He has been through this before, and from the quote, he stated during the interview, it is apparent that it was a difficult challenge. Much of what was expressed by the participants, in particular, the service children themselves, understood the difficulty of moving and the impact it can have on them. The struggles and worries interpreted during the interviews provided oversight on the emotional wellbeing and lack of development due to the nature of a service child's characteristics.

According to the Directorate of Children and Young People (2018), they acknowledge that mobility could be an issue for those service children wishing to progress to higher education.

Those pupils who are mobile tend to underachieve than those civilian counterparts who stay in one place. This is a disadvantage for those student's wishing to apply for higher education after secondary school. The service children who took part in this study spoke openly about this issue of continually moving to a new country, and never being settled in one place. This is where Bourdieu's (1986) concept of social capital fits appropriately. Social capital focuses on the relationships that an individual can invest in during their lifetime (Koput, 2010). Still, service children are not able to create networks and are unable to invest in resources, which would ultimately allow for a better future. This is all since service children are continually moving school and countries, due to this nature of army life. Therefore, service children are unable to invest in the time to allow for networks to be generated.

This lack of social capital shows that this would impact on their future educational studies if transitioning through to higher education. Although the participants noted that they could adapt quickly during a transition from one school to another, they also acknowledge that there are difficulties when it comes to creating social groups. It would appear that parents can expose their children through various cultural forms. When parents of service children expose their child to multiple values, attitudes and philosophies, as well as the work ethic towards education, this impacts on a child's way of thinking, resulting in possible no future progression in education (Sullivan, 2002).

From Bourdieu's theory, and as strongly suggested by the work of McCullouch, Hall and Ellis (2018), the family is the most integral part of their cultural capital, alongside the habitus of their family. It is said that the habitus of service children stems from individuals who have prime responsibility and liability of those service children – their parents. Pierre Bourdieu implies that the construction of habitus within a service family is that of the wife and or partner within that family, who is the primary caregiver to the child. From the interviews with the army wives, it is still apparent and evident that although there have been significant changes within British society, there is still patriarchy within the army community (Jervis, 2011). This can primarily relate to this

idea of economic capital, whereby this could alter the social status of wives, which could have a significant impact on the service child.

Being a service child who has been brought up within this army community is all they know (Jervis, 2011). The lack of social capital, due to a result of moving, as well as elements of economic and cultural capital, could impact a child's possibility of going to higher education. A service child's identity is established when they are born into this army community and becoming distant from the civilian world. At the same time, it could be down to the child's cultural capital that ultimately provides them with a sense of security. For instance, each child interviewed was aware that they were somewhat different from civilian children. The service children offered an insight into how they could be at a disadvantage, but also how they could obtain some advantages that could help them throughout their life. For instance, being used to a wide array of transitions, meeting new people, and being extremely resilient.

### **Labelling and Stigma of Being a Service Child in the School Environment**

Participants highlighted during the focus group, that teachers or support staff would have none or very little prior knowledge of the service child, or the child's ability within a classroom environment. This is all having a negative impact on the child, especially when going through difficult times and transitions. For instance, the University of Winchester (2016) report stipulates that children who move schools regularly tend to do so without teachers having prior knowledge or their academic capabilities.

Current literature (Reynolds and Fletcher, 2004; Daniel, 2007; Banks and Woolfson, 2008; Georgiadi, Kalyva, Kourkoutas and Tsakiris, 2012; Boyle, 2014; Sowards, 2015; Min, 2017; Department for Education, 2018) based on the prevalence of labelling and stigma of service children, currently in education, highlights a number of key factors. Not only are service children labelled, but other children are also labelled within education. Research (Munby et al. 1995; Best, 2002; DiTommaso, Brannen-McNulty, Ross, & Burgess, 2003; Rose and Shevlin, 2004; Deniz, Hamarta and Ari, 2005; Conley, Ghavami, VonOhlen and Foulkes, 2007; Banks and Woolfson,

2008; Garvey, 2008; Mule et al. 2009; Georgiadi, Kalyva, Kourkoutas, & Tsakiris, 2012; Matengu, Likando and Haihambo, 2019; Ward, 2009) has shown that issues involving stigmatised groups and marginalised groups are sceptical to matters affecting their mental health and wellbeing. As supported by current literature, these issues need to be addressed, to allow students to feel comfortable, to discuss their concerns.

During the focus group, the researcher asked the participants about their feelings towards being labelled as a service child. Several participants expressed that being labelled as a service child was not a significant issue if they were within an army school. Peter mentioned that when they attend a new school, he felt as though being titled as a service child, was essentially separating him and other service children, from the rest of their cohort. This is supported throughout the work of Daniel (2007) and the Department for Education (2018) where they suggest that placing a label on individuals, and or groups, can cause implications with their educational experience. This is due to being stigmatised and considered as outsiders within their educational facility.

“I mean most of us are service kids so even if it was just well” [Peter aged 16]

“you are aware of who the other service children are aren’t you” [Nicky aged 16]

“this schools just got loads of service children in it though” [Samantha aged 16]

“yeah” [Nicky aged 16]

“so, I think if you moved away you’d be a bit more singled out then if we were just stuck here” [Samantha aged 16]

“yeah I suppose with being in that environment here that obviously with having a lot of service children here you do feel that you have support anyway regardless if you are a service child or not but I just wondered if you actually agree or disagree with actually being physically labelled as a service child do you actually like that or not” [Nicky aged 16]

“what were you gonna say Peter” [Researcher]

“it, it might be good here because everyone well most people are service child’s” [Peter aged 16]

“yeah” [Researcher]

“but the moment you go to a different school and your labelled as a service child it it’s almost like separating you” [Peter aged 16]

The evidence above strongly indicates this issue of being labelled as a service child. One participant informed the focus group and researcher that when you are labelled, you are instantly separated from the rest of the cohort. The literature mentioned within the review of literature section stated the issue and correlation between labelling, stigmatisation and the positioning within society. From the literature that was highlighted, gender was another labelled and stigmatized group that individuals felt that they were separated by. However, the evidence that the researcher collected found there to be no issue or noticeable correlation with regards to participants gender and their chances of getting into or applying for university.

One aspect of this study that brought attention to the researcher was this notion of the wellbeing of service children in school. Due to the nature of the armed forces life, and persistent moving countries, they encounter a number of issues resulting in possible mental health and increased stress and anxiety (Jorm et al. 1997; Ryan and Deci, 2001; Kickbusch, 2008; Pickhardt, 2010; Chandra, 2010; Putz, 2012; O'Mara and Lind, 2013; Jorm, 2015; Rose et al. 2017). This particular theme must be addressed and must have a solution to help those service children throughout their educational experience. Policymakers and schools need to work together, alongside army families to help those children through difficult circumstances. The experiences of adolescents at this age are formative and will have an impact through their early adulthood (Chue et al. 2018; Dulaney et al. 2018). Those students that discussed health and wellbeing, stated that pastoral support within their school was less obvious. And even if it was more prominent, the issue is that if a child wishes to speak to someone about their problems and emotional wellbeing, they could be posted at any given time. This issue of mobility has a catalyst effect on a child during their transitioning between schools and countries. The child never gets the appropriate support required due to the nature of army life.

The Royal British Legion discuss in great detail within their report, about the great deal and overwhelming emotions experienced by pupils who are within an army community. And as acknowledged by Ofsted (2011) within their report, they confirmed that a significant influence on service children was that of "social" and "emotional disturbance" (Ofsted, 2011, p. 15). The

schools that Ofsted looked into established that there was an issue about the emotional wellbeing of their students. Although in 2011, it was said that schools were working closely with their students to maintain a healthy mind, the research found in this study seems to go against this. This study only focuses on those schools within the United Kingdom. It should be maintained throughout the army community, to ensure the wellbeing of a child, due to this being an incredibly important factor in not only service children's lives, but their civilian partners too. This then fundamentally could impact even further on a child's social capital, which would have an effect on their economic and cultural capital too. Below is some of the data that was collected during the focus groups, that link in with the theme of labelling.

“they didn't have any idea what my abilities were... so they just went oh right well throw you in bottom set” [Ken aged 16]

“urm... in primary school... I know I think I used to sometimes have extra reading and I was always in the bottom sets for English and maths ... urm ... at secondary all from like year seven all the way through possibly... I didn't get offered any support... I did have to used to go to learner resources and do like an hour with them ... so I touched up on like reading and comprehension and stuff and I know they did it ... they did do one test like what academic age I'm at and what reading age I am... at and that was significantly lower than I actually am” [Emma aged 21]

By placing a new student into a lower ability set, without any knowledge of their capability within the classroom, this could have an impact on their confidence due to being placed into a lower set. As opposed to being placed into the set that they should be in based on their ability from their previous school.

“you make friends... and then you have to leave them and you have to start all over again” [Owen aged 16]

“urm... I don't really know really because ...obviously the schools... every time you change school they help you to try and fit or to just make you comfortable in the school

and stuff ...but then like... obviously if you are moving somewhere with like your family ...and you move to the same school... you are gonna be a lot closer to them for the first few weeks that you are there... so the supports been more like from family from the beginning but then you eventually just grow into it" [Ric aged 16]

The service children interviewed had strong opinions based on the fact that moving schools and the country were a collective experience. They accepted the fact that this is part of their life, the difficulty of moving to a new school was proving to be a challenging experience. At a pinnacle point in a young adult's life, socialising and creating friends is an essential aspect of their adolescent experience (Wigfield, Maclver and Eccles, 1991).

"and usually when you go into a massive transition like that... you'd expect to have your friends support... but when you don't know anyone" [Peter aged 16]

"I think the first initial day like going from a primary school" [Owen aged 16]

"knowing people and then going to a high school you know nobody" [Owen aged 16]

"it is a bit awkward because people are already in their little social groups" [Owen aged 16].

Nevertheless, from the transcript that was generated after the focus group, it was apparent that the majority of the students who took part identified the difficulties faced when moving to a new country and school, how they have to meet new people and create new friends while being in an unfamiliar environment. This process suggestively affected every service child that was spoken to on the day of the focus group. The level of uncertainty was increased by the understanding that family and friends could be made to move at any given moment. This links back to the idea of service children being labelled and stigmatised and often seen as strangers, especially when in an unfamiliar and new environment.

"like... I was posted on the last day of year six... so I had to move up north and start secondary school without knowing anyone" [Peter aged 16]

“I know I mean I had my year six and five in wales so I didn’t do SATS and I came and I went to York” [Peter aged 16].

“but the moment you go to a different school and your labelled as a service child its its almost like separating you” [Peter aged 16]

Moving at inconvenient times during the school year is an occurrence that comes about far too often for service children. It was stressed by one member who attended the focus group that his father was posted during his sons last day of year six. Something which impacted him greatly as he had to leave friends behind, and he was worried about creating new friends when he arrived at his new Secondary School. During a 2 – 1 interview with a brother aged 16 and a sister aged 21, the same questions were asked with regards to mobility and the transitioning between schools. Their father serves in the armed forces, so their experience of moving schools is a familiarity that they have encountered regularly.

“ see for me when I was at school because obviously, I wasn’t all that good with getting higher grades those...conversations with teachers never really came up cuz they never thought I would amount to that anyway... so they sort of put me on the backbench and talked to the students they knew who have got a higher probability of going to university... and that was at high school... urm yeah well I did talk to a careers advisor once but she for me personally wasn’t all that helpful with me ... saying I am a military child and what are my options... urm she didn’t really understand the needs of a military child possibly because sometimes they do miss out on education... because of moving around so they might be further behind in their studies... however they are still capable of doing the same things as other people it might just take a little bit longer” [Emma aged 21]

According to the Armed Forces Covenant (2018), they identified the importance of supporting service children when they are moving between schools within England. The Armed Forces Covenant stated that there would be a collaboration between the Department for Education, as well as the Ministry of Defence Directorate for Children and Young People. This source also

indicates that state schools and local authorities in England will, in fact, and do transfer pupil data when a service child moves between school. Having said this, the data that has been collected from the service children, there is no data transfer between schools. This is simply known because as mentioned previously and also above, pupils would be placed into the bottom set of a particular subject.

“These developments are designed to help schools manage the transfer of Service children” (The Armed Forces Covenant, 2018).

The statement above goes against the comments made by the service children. This ultimately contradicts what the Armed Forces Covenant (2018) stated, whereby no changes have been made, and very little support has been offered and provided. Therefore, from the data collected from this study, it can be said that being having little and no support, as well as being labelled as a ‘service child’, negatively stigmatises service children, within mainstreams schools.

This section set out to highlight what, if any, circumstance of an army life could impact on the educational journey of a service child. Through the interviews, the aspect that became prevalent was that of geographical mobility – and how this can negatively affect how a service child is either viewed by peers, or how likely they are to integrate fully into school life. The interviewees moved schools and countries on a number of occasions – clearly an event far more frequent in the life of a service child compared to their civilian counterparts. The consequences of this on both their mental health and wellbeing, and their educational attainment levels is highlighted through the research as being a negative one. The discussions also opened up a level of stigmatisation towards the term ‘service child’ that was not as heavily evident in the research – it became clear that, when labelled with such an umbrella term, the participants were not offered much in the way of support from either their educational institutions or peers. Such a unique way of life, coming with its’ own set of unique pressures, requires a bespoke way of dealing with potential issues that may arise, that currently schools and faculties are not equipped to deal with.

This re-establishes the requirement to 'just get on with it', an attitude that has become synonymous with service children – and one that has been borne from a lack of outside counsel to help.

What Bourdieu showed us is how the three strings of economic, social, and cultural capital all interlink to affect the overall symbolic capital of an individual. In the interviews, what became clear was that the service children heavily weighted their experiences on the social capital element of the triumvirate; whether this was due to the nature of the questioning, the natural evolution of the conversation within a timeframe, or due to it being experienced as the most significant factor in their development is hard to say. It is clear that membership in a group was something that the interviewees felt did affect their educational experience. This works in both the service children's favour, and against it. When in an environment where the majority of the children were from a service background, it was stated that 'you do feel you have that support', a position that would change when placed in an environment where they felt they were in the minority; a common feeling when looking at minority groups. What was less obvious within the interviews was what part the economic and cultural capitals played specifically in their experiences. The child of a high ranking parent may have a different experience in comparison to a counterpart with a lower ranking parent as, using Bourdieu, they would have a higher level of cultural and economic capital – seeing how this singular difference could then sway the experience of said child against their contemporaries would be an interesting observation to make. A bigger, more diverse study group; more time with the interviewees, greater access to the parents who would have more understanding of the financial and cultural 'position' their family held within a group etc. could be a very good direction for further study.

**Part 5: Results and Discussion Chapter 5: Health and Wellbeing of Service Children: Narrating the Experiences of Army Children.**

**Relationships with teachers: Exposing the fragmented relationship and lack of support and knowledge in applying for university.**

One aspect of this study that brought attention to the researcher was this notion of the wellbeing of service children in school. Due to the nature of the armed forces life, and persistent moving countries, they encounter a number of issues resulting in possible mental health and increased stress and anxiety (Jorm et al. 1997; Ryan and Deci, 2001; Kickbusch, 2008; Pickhardt, 2010; Chandra, 2010; Putz, 2012; O'Mara and Lind, 2013; Jorm, 2015; Rose et al. 2017). This particular theme must be addressed and must have a solution to help those service children throughout their educational experience. Policymakers and schools need to work together, alongside army families to help those children through difficult circumstances. The experiences of adolescents at this age are formative and will have an impact through their early adulthood (Chue et al. 2018; Dulaney et al. 2018). Those students that discussed health and wellbeing, stated that pastoral support within their school was less obvious. And even if it was more prominent, the issue is that if a child wishes to speak to someone about their problems and emotional wellbeing, they could be posted at any given time. This issue of mobility has a catalyst effect on a child during their transitioning between schools and countries. The child never gets the appropriate support required due to the nature of army life.

The Royal British Legion discuss in great detail within their report the overwhelming emotions experienced by pupils who are within an army community. And as acknowledged by Ofsted (2011) within their report, they confirmed that a significant influence on service children was that of "social" and "emotional disturbance" (Ofsted, 2011, p. 15). The schools that Ofsted looked into established that there was an issue about the emotional wellbeing of their students. Although in 2011, it was said that schools were working closely with their students to maintain a healthy mind, the research found in this study seems to go against this. This study only focuses on those schools within the United Kingdom. It should be maintained throughout the army community, to ensure the wellbeing of a child, due to this being an incredibly important factor in not only service children's lives, but their civilian partners too.

Service children encounter many changes during their lifetime, yet there is very little support for them (McCullouch and Hall, 2016). Schools, policymakers, the Royal British Legion, Ofsted, the

Service Children's Education and more need to come together in order to establish a way in which every service child can get the support that they need. Especially at times when their mother or father are deployed on tour for months on end in war zones (The Royal British Legion, 2018). The research generated by this study supports this idea of many policymakers and other government officials, to get together to solve this issue of service children's wellbeing. Although service children are stereotypically viewed as being "resilient", they still need support (De Pedro et al. 2011). Perhaps, with this support that is put in place, this could increase one's social, cultural and economic capital, resulting in more service children applying for higher education.

The 'Growing Up in North Yorkshire' survey (2018) found out that of all the children who took part, only 5% were that of a service family. Within that 5% of service children, 33% of those pupils said that they would worry a tremendous amount when a family member is away. Considering the sample size in total for service children within this survey was only 5%, this figure of 33% is significantly high. Therefore, more needs to be done with regards to the health and wellbeing of service children. Also, only 9% of service children would access a counsellor whenever they felt worried or emotional. This figure needs to be increased dramatically, to help maintain a service child's mental health and wellbeing. The armed forces need to work closer to service schools to provide a high level of support towards service children. Some children, as supported by this research, did not feel particularly comfortable in engaging with teachers about their issues. So, maybe an external provided, such as the armed forces, could offer that high-level support needed to help support our service children.

Coping with a move to a new school, moving every two years and parents being deployed for long periods, are only a few of what a service child will experience and counter on more than one occasion, as a child who is part of an army family. And as suggested by not only the participants of this study, representing the North of England, but other service children who participated in other studies that also highlighted issues that have been previously mentioned. Therefore, it is apparent that one major issue that service children encounter regularly is this idea of simply not knowing. This can have a dramatic effect on the child resulting in mental health,

stress, anxiety, and even withdrawal from future education. Fouad et al. (2008) suggest that parents play a pivotal role in a child's life, over the career path in which the child pursues.

This can be explained by the pressure's parents place on their children, as well as reasonable beliefs and various attitudes (Bandura et al. 2001; Fouad et al. 2008).

There seems to be this idea that army children will tend to follow their parents' footsteps and will head towards a career path within the armed forces. Many of those interviewed clarified that they did not want to join the army. Though, they were looking at progressing through to college to enrol on an apprenticeship or 6<sup>th</sup> form. Many wished to move away from secondary school life, to progress into higher education. Not to join the armed forces to follow their parents' footsteps. This was either due to the individual child's decision or in one particular case, a father not wishing for their son to join the armed forces.

“and obviously he's in he's in the forces urm has he ever urgh you know mentioned about you going into the forces or do you think personally he'd much rather you go into higher education and for you to progress into university” [Researcher]

“urm I think he would most likely want me to go into higher education cuz we cuz we did have a conversation before and he doesn't really want me to join the forces he doesn't want me to follow him” [Ric aged 16]

“okay” [Researcher]

“and that ideology” [Ric aged 16]

“oh, right okay no that's urm that's actually quite interesting urm Emma what about yourself” [Researcher]

“urm I don't think there's been any pressures I think with my when I did my level three obviously usually the expectation is you progress into higher education” [Emma aged 21]

“what was your level three in” [Researcher]

“children childcare” [Emma aged 21]

“okay child care brilliant” [Researcher]

“urm so obviously you can with a level three go into nursery’s or become a teaching assistant” [Emma aged 21]

“yeah” [Researcher]

“but usually the next step from that course is higher education so sometimes there is a little bit of an expectation but there isn’t the pressure behind that” [Emma aged 21]

“okay no brilliant urm what are you currently studying at university” [Researcher]

“I’m currently studying children young people and families with special educational needs and inclusion” [Emma aged 21]

“brilliant urm its actually quite good that you remembered that so actually yeah as you said there’s this correlation with your level three and childcare and progressing onto your degree which again is similar to the childcare but is a more progressive course” [Researcher]

Contrastingly, a few of the participants did not wish to apply for university. This was either due to them not wanting to go to university at all, or they did not know. Though, it could be said that due to the possible cultural, social and even economic capital of the individual, this could impact on their educational pathway. As acknowledged by McCullouch, Hall and Ellis (2018, p. 21), they state that;

It may be that the cultural norm in the military is of activity and action which will present (consciously or unconsciously) to the service children the enticement of future careers that reflect the values in which their family is embedded. If the university is perceived as three years of sedentary, inactive study, it might not be as attractive as other opportunities.

This is suggesting that due to the nature of the armed forces, as well as what could have been placed onto a child, they may find university less appealing than civilian children (De Pedro et al. 2011). A number of the participants did not take part in after school activities or even activities outside of school. This deliberate lack of participation means a step back in developing specific skills which could help aid them with their future submissions to higher educational facilities in the near future (McCullouch, Hall and Ellis, 2018).

### **Moving Towards Family Guidance – “just get on with it”**

A typical “get on with it” attitude characterises service children exceptionally well. This attitude can also be seen in a very similar study conducted by the Children’s Commissioner (2018) where they acknowledged the maturity levels of their participants and their attitude to also “get on with it”. It is well known that being part of an army family comes great sacrifices (Clever and Sega, 2013). Nevertheless, the resilience that service children obtain because of being part of an army family is astonishing (Masten, 2013).

Pastoral care is an important feature and that every school should be adopting, within their education facility (Reid, 2005). Since the implementation of the Children’s Act 1988, there have been further policies put in place to further the support for not only children but their families, too. This policy is known as “Every Child Matters”, which was first placed into the educational system in 2003 (Reid, 2005; Wilhelm, 2014). Children frequently experience complications at home and school, and in some unfortunate cases, receive help and support often when it is too late (Reid, 2005). Therefore, the Children’s Act of 2004 was employed to ensure that each child would receive help and support. Considering that the individuals who took part in this study are service children, who also experience stressful situations, you would think that service schools would aim to provide the best possible support team that they could offer.

Literature-based on this particular theme (McLaughlin, 1993; McLaughlin, Clark and Chisholm, 1996; McLaughlin, 1999; Lauchlan and Boyle, 2007; De Pedro et al. 2011; Wilhelm, 2014) has expressed the importance of child welfare and pastoral care within schools. Yet, according to the

participants, there is a lack of support from schools, which results in service children ‘just getting on with it’ or resorting to their family for help and guidance.

In relation, and as mentioned previously regarding the Armed Forces Covenant and their ambitions to manage students and the transitioning between schools, also stated by the Armed Forces Covenant in the same policy was;

“...and ensure a greater continuity of education and pastoral support” (The Armed Forces Covenant, 2018).

To the contrary, the transcripts generated seem to go against what the Armed Forces Covenant stated. From the focus group whereby a 21-year-old lady and a 16-year-old boy, took part, both brother and sister, some concerns were raised concerning pastoral care and support. As stressed within the Children’s Act 1988, Every Child Matters 2003 and the Children’s Act of 2004, safeguarding children and supporting children is a core value school should undertake. Both participants spoke willingly about their personal experiences with pastoral care and support that they either did or did not receive when at school. When asked about the support that is offered or was offered to the participants, one contributor stated;

“urm I didn’t get any support when I was in a service school” [Ric aged 16]

“urm... in primary school... I know I think I used to sometimes have extra reading and I was always in the bottom sets for English and maths ... urm ... at secondary all from like year seven all the way through possibly... I didn’t get offered any support... I did have to used to go to learner resources and do like an hour with them ... so I touched up on like reading and comprehension and stuff and I know they did it ... they did do one test like what academic age I’m at and what reading age I am... at and that was significantly lower than I actually am” [Emma aged 21]

A 16-year-old boy stated during the interview that they did not get any support when they were in a service school. With his father being deployed to multiple war zones on more than one

occasion, the constant moving to a new country, as well as changing schools frequently, service children should be able to access support whenever they feel that it is required.

“think people here like to keep a lot of stuff to themselves...just the way we have been raised” [Peter aged 16]

Although service children are expected to be healthy and resilient, they are still children. They should be encouraged to talk to people about worries and to either visit pastoral care or talk to an individual they feel most comfortable with. There is no shame in discussing feelings, and possibly pastoral care within not only service schools, but all schools nationwide, should be promoting the use of pastoral care. It should be a school's priority to develop and advance children from a personal perspective, as well as socially (McLaughlin, 1993; McLaughlin, Clark and Chisholm, 1996; McLaughlin, 1999). Schools should be advocating the development of a child socially and also a child's mental health. The welfare and pastoral team should “plan for and react to issues which impact on students' welfare” (McLaughlin, 1999, p. 13). Thus, with this in mind, if schools do offer welfare and pastoral support, students wish for it to be better advertised within and around the school. Although some students may be aware that there is pastoral support available, they may feel as though it is not advertised well enough. Therefore, they may not feel comfortable enough to attend a session with one of the pastoral care team.

“yeah I think there is ... it's not well advertised enough... it's there it just needs to be known” [Peter aged 16]

“I would agree with Owen so the support is from when me and Owen used to go to the same school the support was from both of us we used to go and see each other at lunch time to like check him urm we did get support from our parents so I would say because they used to take us there and say it's gonna be okay I know it's hard to begin with but in a couple of weeks you'll, you'll love it like you loved the last place urm the school itself urm obviously I think every child who starts the school then gets the same support no matter if your military or not I think with a military child they do need more support

because obviously they have always got the back burner of I'm gonna leave here soon so what's the point where as a child who isn't part of the military yeah they have moved to that school but they will probably be there a lot longer than we will" [Owen aged 21]

Though, some students did mention that they would feel more comfortable talking to a teacher about their personal issues. This is due to the teacher and student building a relationship throughout an academic year, sometimes the students felt as though that they can talk to a particular teacher with personal matters. With one of the participants within the focus groups, he mentioned that he did indeed have a strong relationship with a teacher. This teacher was, in fact, ex-service and therefore, there is a personal connection between both teacher and student resulting in this student being more comfortable discussing personal issues with this teacher.

"I have a good relationship with Mr. Walley ... and he's ex-service" [Owen aged 16]

"so, you, you feel as though you can talk to him" [Researcher]

"yeah" [Owen aged 16]

Oppositely, numerous students were somewhat hesitant to approach their schoolteachers to discuss personal matters. One thought that was stated throughout the focus group was that one schoolgirl did comment on how it all depends on the relationship concerning teacher and student. There is high importance for students to be able to approach teachers and support staff within schools and to have this ability to trust them, as well as creating a relationship with teachers.

"it depends on your relationship with the teachers as well though" [Ava aged 16]

Also mentioned was the worry of talking to a teacher about issues, and then teachers discussing said matters with other teachers. This links with the broader question that relates to this lack of trust regarding educational institutions. Importantly, the researcher did inform the participants that teachers must safeguard them. However, students were still concerned that even if it were not a safeguarding issue, teachers would possibly again discuss matters with other teachers in and around the school.

“yeah because if you tell one teacher then they will send like an email out to all the other teachers” [Samantha aged 16]

Students did not want to be marginalised, which would ultimately place stigma onto them. From the research (Gesthuizen, Huijts and Kraaykamp, 2012; Bathmaker, Ingram and Waller, 2013; Boliver, 2014; Dorling, 2016; Auerswald, Piatt and Mirzazadeh, 2017; Arora, 2018; Department for Education, 2018; Bjornsen et al. 2019; De Beco, Quinlivan and Lord, 2019; Matengu, Likando and Haihambo, 2019) found within the literature review, it was highlighted that marginalised, stigmatised and labelled students are more likely to have issues with their mental health state, causing implications on their academic achievement.

As one student mentioned during the focus group, they were concerned that teachers informing other teachers of possible personal issues, this could either make matters worse for the student, or it could help aid the situation. This can significantly impact the child due to them deciding to not openly discuss their feelings but keep them contained resulting in mental health and high levels of stress and anxiety. Especially considering at the time of this interview, students were preparing to undertake their GCSE exams. As one student emphasises in agreement with one of the other participants, teachers discussing students' issues can sometimes be an issue, and students do not favour this.

“but sometimes it helps but sometimes it just makes it worse” [Alex aged 16]

The predicaments that service children find themselves in from no fault of their own. It is a challenge that they have every day. Having teachers who can provide support and a pastoral care team who are there for the children would be extremely beneficial for the service children. Student's should not be worrying about teachers discussing their issues with other teachers. Understandably, unless there is a severe safeguarding risk and the student's concerns must be reported immediately in the best interests of the child.

### Habitus and Post 16 Educational Choice

During the focus group with the service children, the researcher wanted to gain a clearer understanding of their post 16 educational choices. The literature identifies that many service children will ultimately follow their parents' footsteps and join the army themselves. However, what can be seen from the transcripts from the focus group is that this was a different story. For instance, one individual from the focus group, highlighted that they were offered an apprenticeship, and he felt this was the best way in order for him to gain a trade, and to progress with his career. Due to the weight applied to the social and cultural capital, this avenue of development is given within a service background environment, this option would be deemed more preferable to that based in academia. Practical skills would be given credence over an avenue where further education is less 'useable' within a 'hands-on' career.

"got offered an apprenticeship though" [Enzo aged 16]

"you have been offered an apprenticeship" [Researcher]

"yeah" [Enzo aged 16]

"if you don't mind saying what what's the apprenticeship in" [Researcher]

"screening" [Enzo aged 16]

"screening brilliant excellent and urm where will you be studying" [Researcher]

"urm don't know yet I think it's gonna be [REDACTED] college" [Enzo aged 16]

"brilliant so [REDACTED] college" [Researcher]

"yeah" [Enzo aged 16]

"and is this something you would really like to do" [Researcher]

"yeah" [Enzo aged 16]

"would you much rather do an apprenticeship rather than going to university or something" [Researcher]

"yeah cuz if I'm doin an apprenticeship I will have a trade to fall back onto" [Enzo aged 16]

Enzo informs the researcher that him gaining an apprenticeship in screening will allow him to achieve a particular trade. Therefore, he will have this qualification to fall back onto during his

future career choices. In Enzo doing so, gaining this trade will mean his social capital will allow him to meet new contacts, which could result in better work opportunities due to the connections he makes via different networks. Enzo would also increase his cultural capital due to the variety of skills he would learn while doing his apprenticeship. Finally, Enzo would also raise his economic capital; this then provides him with access to elite educational facilities and opportunities, as well as improve his social networks (Bourdieu, 1986).

Emily highlights that going to university means they will also gain a trade that they will have for their future career path. Emily seemed to think that regardless of going to university, college or doing an apprenticeship, you will get a trade under your belt too.

“the whole point of going to university is to get a trade under your belt” [Emily aged 16]  
Emily felt strongly that the entire purpose of attending a university was to gain some trade that would prepare you for your future. Nonetheless, another participant indicated that universities and colleges are only concerned about the numbers on paper. They have no interest in who the individual attending is.

“I mean a lot of it is just trying to get you into their college or uni” [Alex aged 16]

“yeah” [Researcher]

“so, it is obviously biased” [Alex aged 16]

“right okay so do you feel that their just bothered about numbers” [Researcher]

“yeah” [Alex aged 16]

A veteran who was interviewed mentioned that his daughter attended university. When questioned about family culture and if this influenced his daughter’s decision to attend university, the veteran implied that him being in the army, where he was well organised, that he passed this down to his children.

“yep urm is there anyone else in your family who has gone to higher education”  
[Researcher]

“urm our daughter she went to university in Durham” [veteran]

“right ok and what did she do” [Researcher]

“urm she did primary education” [veteran]

“right okay urm do you think that the military life has prepared your children for life after secondary school and the progression into higher education so obviously thinking back to when they were both in secondary school” [Researcher]

“I think it has prepared them better urm just with the way the army works urm the soldiers are pretty well disciplined and well organised and I think that follows down and I think that’s what happens to the children they become more organised and ready” [veteran]

“so that sort of family culture and placing that on them” [Researcher]

“well I don’t place it on them I think it is something they pick up” [veteran]

After the veterans daughtered finished high school, she attended 6<sup>th</sup> form college. From there, she went onto study Primary Education at a well-established university. This was to increase the social, economic and cultural capital, which would prepare her for the future. Nevertheless, a member who works for the National Collaborative Outreach Programme (NCOP) provided a statement to be implemented within this thesis. As an advocate for service children and their education, they provided a reliable account based on their own opinions, regarding service children.

“Working with Military Service Children is something I have become really passionate about since I started working with this cohort in September 2017. When I started working on the National Collaborative Outreach Programme, working with Military Service Children was a new idea for access and participation and very little had been done in this area. This was important because in 2016 research from the University of Winchester suggested that this cohort have particular experiences that may affect access. This research also suggested that military service children are less likely than their peers to go on to higher education despite achieving well academically. Through learner voice activities with Military Service Children, I have been able to gather insight into the unique characteristics and experiences that set them apart from their peers. We are lucky in

North Yorkshire to have something called the Growing up in North Yorkshire survey that has been completed by primary and secondary school pupils every two years since 2006. The data shows that military service children have statistically significant differences to non-military service children – and for the most part these are negative differences. For example, Military Service Children are more likely to be a young carer, to worry about their parents when they are away, they are more likely to have taken drugs and they are more likely to have been bullied. Military Service Children will also suffer more gaps in their education because they move schools a lot. But it's worth saying that not all the experiences of service children are necessarily bad. For example, they have more confidence and resilience because of their experiences" [Service Child advocate].

This member strongly indicates that service children, compared to their non-army service peers, have significant negative differences, due to being part of a service family. It is said that service children are more likely to become engaged with narcotics, being susceptible to bullying, within the school, the higher the chance that a service child worries when a parent is deployed. 5% of all pupils who participated in the survey, acknowledged that they would worry when their parent is deployed on tour, as mentioned above. This can be supported by the Growing Up in North Yorkshire Survey (2018), and this clarifies that service children are more at risk of failing with their academic studies, and to become engaged with toxic substances, which could ultimately impact on their health and wellbeing.

Maddie, who is a service child advocate, AWS Chief Community Development Officer and Defence Head of Profession, Play and Community Development. Also provided a response to the health and wellbeing of service children. Maddie, stated the following;

"The health and wellbeing of children and young people with a serving parent is important, the Defence Children and Young People Board drive work across education, health outcomes and youth work. Army Welfare Service has a team of professional youth and community workers whose responsibility it is to work with children and young people to mitigate the potential negative impact of family mobility and parental deployment. It is

recognised by Defence that opportunities that support personal and social development should be accessible to children and young people that promote aspiration, develop resilience, social skills, confidence and self-esteem. AWS works within Schools supporting children with a serving parent directly and with FE partners to explore ways of understanding issues and influencing factors of underrepresentation and promoting aspiration”.

Maddie highlights the importance of a service child’s health and wellbeing, in relation to their education. Maddie also acknowledges that opportunities must be provided to service children in order for them to progress with certain cultural and social skills. This, as well as the other points highlighted by the participants, emphasise the importance of ensuring that the health and wellbeing, as well as their education, is to a high standard, for all service children. To support this, Nat, a Pastoral Support Supervisor provided a response for the purposes of this thesis. This was in order to highlight the importance of children’s health and wellbeing.

“I feel that pastoral care is essential if schools want to support, and ensure, the physical and emotional welfare of its pupils. It encourages a school cohort to feel safe, happy, and have the strategies, and confidence, to fulfil their potential. A strong pastoral network is vital – especially if a school facilitates a high proportion of students from vulnerable or disadvantaged backgrounds. Quite often, a child’s presentation and behaviour in school will reflect any difficulties they are experiencing at home. Ultimately, I feel, that pastoral care is most effective when there is a strong, and trusted, relationship with parents/carers at home. As part of a pastoral team, I will support a range of needs. This predominantly consists of behavioural and/or emotional support. It is vital within my role to liaise with appropriate agencies to ensure there is appropriate support in place. Attending meetings, and communicating, with outside agencies, such as: social services, child and adolescent mental health services (CAMHS), family partners’ etc. means that there is holistic support for a child’s safety and wellbeing.

If a student does not feel supported in school, or there is not a sufficient support network available, I feel this may be detrimental to a student's health and wellbeing, but also to their academic progress."

## **Conclusion**

Overall, this chapter looked to stipulate the results that were collected during the focus groups and interviews. More specifically, this chapter highlighted service children in general, mainly focusing on their attitudes towards higher education, as well as mobility. A majority of service children, who participated in the focus group, strongly stressed the prevalence of being extremely mobile. Alongside being mobile, students expressed the lack of support when transitioning between schools and moving to new countries. Experiencing the loss of friendship groups due to moving away, on average every two or three years, was a common occurrence encountered often by service children. With regards to education, service children stipulated that they would be placed into lower ability sets, before teachers know their capability, within a subject or topic area. This would lower the self-esteem of a service child, resulting in deficient lack of confidence, which could be the negative catalyst to their future educational choices and their health and wellbeing.

**Part 6: Conclusion**

## **Chapter 6: Conclusion**

This thesis set out to answer the following title: Service children's thoughts on applying for university; A qualitative study exploring why young people from army families in North Yorkshire are under-represented in higher education institutions. From the evidence that was collected in this study, and through research into the topic, there are numerous reasons as to why service children had a variety of views on the accessibility, the importance, and the likelihood of their progression into Higher Education. These reasons and their views were the bedrock to the underlying issues contributing to under-representation in Higher Education. Through the use of Bourdieu's theory, the researcher was able to establish reasons why this lack of academic progression exists, and which element of this theory was attributed to which underlying reason. From the interview process definite conclusions were drawn, and reasons identified, that give us a clearer insight into why children from a service background are less likely to continue their educational journey into Higher Education, in comparison to children not from this background. It will discuss key findings, the benefits of being a service child, the study limitations, and any recommendations for future research of this topic.

### **Key Findings from this Thesis - The Implications of Being a Service Child**

This conclusion will summarise the key findings from the results and the discussion: Mobility and the consequences of potentially living transiently, Health and wellbeing of a service child, and the Support from the school. With each of these of these factors being overarched by either social, cultural or economic capital – Bourdieu's categorisation of such reasons gives us a basis that we can explore and see what connection each capital has to the other – importantly, showing how one, or a combination, can play a significant role into the future options of a service child.

### **Mobility and Educational Experiences of Service Children**

Service children and families are known for being mobile. In comparison to non-service children, they are more prevalent to move schools and move countries. This thesis has shown the impact

this transitory lifestyle can have on both the educational journey of a service child, and their future educational choices. It has been shown to be the catalyst for an increased amount of stress and anxiety, a disruption to continual education, and can result in dropout with future progression into Higher Education after leaving secondary school less likely. Furthermore, the guidance often provided by educational establishments that support and help students with their transition into Higher Education, is either less available, or less relevant to a service child as their location next academic year has the potential to be unknown or changed with little notice. There are two conclusions to be drawn here: that support is lacking due to an under-representation so the requirement for support is lower, or that there is an under-representation due to the lack of support – causality does not equal causation. It is hard to draw a conclusive answer from the data collected, so further research into this specific area would be beneficial.

The MoD is in a position of responsibility and should be identifying and acknowledging these issues - working together with schools in the initial instance, and Higher Education establishments in the next, the much-needed guidance could be tailored to benefit this underrepresented group from an umbrella organisation that knows them best and can support them more relevantly than schools and universities alone. This level of dedicated backing can only have a positive impact on the participation levels as discussed in this study.

### **Health and Wellbeing of Service Children in Education**

This research, as well as other academic sources (The University of Winchester Report and Growing Up in North Yorkshire Survey), have shown that, similarly to the above, there is a distinct lack of support available to aid the mental health and well-being of service children during these formative years.

When trying to determine what elements of social and cultural capital impact the mental health of a service child, it was shown there is a link between the aforementioned mobility of a child, and their forced requirement to create new social groups on a more frequent basis. Their social capital could be viewed as being lower than their peers, making meaningful connections harder to establish – the effect of this being loneliness, anxiety, and a potential decrease in self-esteem.

Although the service children interviewed acknowledged the pastoral and welfare team at their school, they mentioned that they never used this outlet, due to a characteristic attitude obtained by most service children to 'just get on with it'. Again, the interviews could not pinpoint whether the stoicism shown in that situation was a necessity due to the lack of understanding from the faculty, or the stoic attitude was embedded in service children due to their upbringing, thus negating the 'need' for mental health support. Therefore, teachers and pastoral teams should be educated on the problems that service children face daily so that their needs are clearly understood and can be met. More research needs to be conducted to gain a better understanding of this ongoing issue with mental health, and better support needs to be provided and offered to those service children who so desperately require it. For those schools that are eligible for the Service Pupil Premium scheme, this additional knowledge gained from research could see the money received from the government be put to better use – with more relevant and beneficial targeting of the funding as a direct result of student interviews, to ensure the pastoral care and mental health of the students is prioritised accordingly.

### **The Benefits of Being a Service Child**

Whilst the focus of this research has been to determine, with regards to Higher Education, what potential barriers there could be to service children and their decisions surrounding those - it is clear that those who were interviewed expressed strong, positive opinions, on army life.

The negative effect on the social and cultural capital that mobility brings has been shown – the antithesis being that this unique aspect of a service child's life can provide them with more positive life-skills than their civilian counterparts. The experience of moving to different parts of the world, integrating with different social groups, and discovering different cultures can add both knowledge, and a sense of inclusivity that may be absent if these relocations did not happen. This, combined with the potential for a parent or guardian to be deployed for months at a time, can build a strong sense of resilience and independence that, during formative years, can create a foundation for a very well-rounded member of society. These positive determinations

mentioned do not affect the likelihood of continuing into Higher Education but are, nonetheless, essential life-skills that can only benefit.

### **Limitations of the Study**

For research to answer the question posed by the study, its' limitations must be looked at. There will always be potential to improve qualitative data; asking another question, speaking to more subjects, gaining more clarity on answers given – this researcher will put forward the potential limitations found during the course of this research, and in retrospect.

- 1) Quantity of subjects – as a subject group, the number of participants can always increase. The more data collected, the more reliable the findings. In this study, the number of service children interviewed was not enough to be able to form a 'bigger picture' that could apply to all service children.
- 2) Time spent with subjects – similarly, any additional time spent in interviews could only have been beneficial to the overall data collected. Although small digressions from the interview template were allowed and encouraged, the time constraints set upon the researcher by the school timetable, meant that any potential to go into further detail on a subject was cut short.
- 3) Group Questioning – the method of group questioning could lead to both internal group bias based on majority influence, and potential for individual perspectives to be either lost or left unspoken. Without being able to speak with subjects one-on-one, it would be unclear as to whether answers given were 'true' to each individual, or whether those answers were given as part of an 'encouraged whole perspective' based on group dynamic.
- 4) Ambiguity – the qualitative nature of group conversation lends itself to potential misrepresentation on both sides. As discussed, prior, quantitative analysis provides a researcher with definitive conclusions, however the nature of this topic meant that the interview

method for research afforded more 'discussion' with the hope of gaining a better insight into the decisions and lives of service children.

5) Bigger subject area – due to time constraints and availability, the research group was confined to one school in one geographical area. Were time to allow it; ideally more schools in more areas would have provided this researcher with a greater collection of answers. Without these additional data sets, the results can only be focussed in on this particular group.

6) Reference Group – in retrospect, conducting interviews with a reference group of nonservice children, of the same age from the same school, would have provided the research with a direct comparison to highlight any differences or similarities that could conclusively determine any marked views from one group to the other. Without this, it cannot be ascertained that the viewpoints of the subject group are uniquely that of service children.

7) Researcher Bias – although already discussed and noted, due to the researcher being a service child, there was potential for questions to be leading either one way or the other. Every attempt was made to ensure this was not the case, however the questions being independently reviewed prior to interview, or the interviews being overseen by a witness, could have completely negated this as a possibility.

The limitations listed all combine to give the researcher cause to restrict the generalisability of the data – it can only be applicable to this subject group, in this school, in this area. For the data to have gravitas outside of these paradigms, the above limitations would all have to be taken into account and actioned.

### **Recommendations for Future Research**

As a research area, the mental health of service children and how the bodies of education can either help or hinder this, would provide a strong cause for study. The understanding of mental health in this subject group could potentially allow governments, the army, and schools to be able to focus resource much more relevantly and helpfully. As an example, if those schools that are eligible for Service Pupil Premium had research to help aid their funding allocation decisions,

they could potentially influence the participation numbers of service children wanting to go into Higher Education. Without this research, the schools could be allocating all their funding into something that does not help with mental health, does not service the specific requirements of the children in their charge, and, although well-meaning, the very little resource provided to service children could go wasted.

### **Recommendations to increase representation of service children in Higher Education**

From the research collected, and the reading surrounding this topic undertaken, there are a number of recommendations that would increase the representation of service children in Higher Education. These recommendations are applicable to the bodies of education, the government, and the army families themselves. From an educational standpoint, both the faculty of schools and the pastoral team within them can benefit from additional learning focused on the needs and requirements that manifest from army life. Whether this be provided by training from the school itself, governmental courses, or simply more open and honest conversations with the army families they look after, any additional insight given can aid teachers help service children follow the more 'traditional' educational pathway with more apt guidance. Once more research is undertaken, exactly how this support will be provided will be clearer – however, from this study one recommendation could be to provide teachers with specific knowledge relating to dates of deployment. This simple adjustment could pay dividends in helping recognise when a service child needs support.

McCullouch and Hall (2016) recommend that Higher Education facilities offer mentoring, or holding outreach days; an incentive that could also be offered in schools in order to prepare children for college or university life – knowing that Higher Education bodies offer this level of support, could be the catalyst required for a service child to make the decision that Higher Education is something they can pursue, without fear that they, as a minority group, will not get the support that others would.

To summate, and to reference the thesis title, a number of reasons were determined as important in the decision making of service children as to whether they would progress to Higher Education

or not. These reasons come under the banner of Bourdieu's Social, Economic, and Cultural capital – with their validity in each having an effect on that decision. This study found that within North Yorkshire, the geographical mobility aspect was the biggest hindrance to children from an army background deciding whether or not to further their learning at a Higher Education institute; they did not know where their family was going to be. This research suggests, as well as other research implies, service children do have emotional wellbeing support that is put in place. But, there is somewhat little mentioned regarding a service child's progression through education. That being said, service children are posed a unique challenge, and further research and study into this underrepresented group would help that challenge become easier to navigate.

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**Appendices**

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**APPENDIX A****Pre-interview briefing information:**

- Hand out Participant Information Sheets, Consent Forms, etc.
- Service children's thoughts on applying for university: A qualitative study exploring why young people from military families in North Yorkshire are underrepresented in higher education institutions.
- Please feel free to talk openly. I am looking forward to hearing your thoughts and opinions.
- There are no 'right' or 'wrong' answers to any of the questions, so you don't need to worry about saying the wrong thing.
- If there is anything that you don't want to answer, that is fine, please just say so.
- Do you have any questions before we start?

**Potential follow-up questions/prompts:**

- Why is that?
- Can you tell me more about that?
- Go on...
- Can you expand on that?
- Could you provide an example...?
- [Staying silent]

**Theme 1: Education/ General**

1. When did you first think about university?
  - a. Year 10, 11?
  - b. Careers advisor?
  - c. Particular person?
  
2. Who, if anyone, discussed university with you?
  - a. Career Advisor? UCAS?
  - b. Teacher?

- c. Parents?
3. How do you think that being a military child, has helped you when thinking about university?
    - a. Being able to adapt to different environments
    - b. Having the ability to meet new people
    - c. Understanding different cultures
  4. What would have helped you, at school, when making decisions about going to university?
    - a. Teachers?
    - b. Fellow students
    - c. Careers advisor or external informer?
  5. Were there ever any pressures or expectations when thinking or talking about university?
    - a. From family?
    - b. From teachers or fellow students?
    - c. There may have been none at all

**Theme 2: Moving Around and Changing Schools (Mobility, Continuity, Transition)**

1. Do you feel that moving countries, or areas within the same country, has impacted your educational studies?
  - a. Countries?
  - b. Schools?
  - c. No impact what so ever?
2. Has adapting to different environments aided with your ability to fit in?
  - a. Whether that be in a new school
  - b. Whether that be a new country
  - c. Whether that be meeting new people from different cultures and ethnic backgrounds
3. Do you feel that you had support when changing schools?
  - a. From parents?

- b. The school itself
- c. Siblings or friends?

4. How often did you change schools?

- a. 1 - 3 times?
- b. 4 - 6 times?
- c. 7+?

5. How often did you move around?

- a. The normal 2 year posting period?
- b. Less or more than the 2-year posting period?
- c. Not moved at all?

**Theme 3: Family Life and Opportunities in and Around School (Curriculum, Provision, School Quality and Ethos) and the Emotional Development and Pastoral Care**

1. How often would a particular person be away for?

- a. 4 - 6 months (Tour)
- b. 2 - 6 weeks (Training)
- c. 6 - 8 weeks (Overseas training)

2. What opportunities were offered to you when in school?

- a. Duke of Edinburgh Award
- b. Sport Leaders
- c. Trips abroad

3. How many GCSE's or BTECS are/were you offered?

- a. Offered the full amount?
- b. Not able to do a particular subject due to numbers?
- c. Moved around so had to change a particular subject due to it not being offered elsewhere?

4. Do you feel that the pastoral care within schools provided enough support for you?
  - a. When a particular person was deployed?
  - b. Was pastoral care provided throughout the day? Or a particular time?
  - c. Was any external support offered or recommended?
  
5. How often did/do you see your extended family?
  - a. Seeing them more may aid a person's mental state
  - b. Did not seeing them make it hard on you and your family?
  - c. Support? Opportunities?

#### **Theme 4: Higher Education**

5. Have you been offered the chance to visit any Higher Education facilities?
  - a. UCAS visits
  - b. College/University visits
  - c. If not, would you feel that it would benefit you?
  
6. Do you feel that because you moved around you were not able to make these decisions regarding Higher Education?
  - a. Why?
  - b. Specific reasons?
  - c. Impact?
  
7. Is there anyone else in your family who has gone to Higher Education?
  - a. Extended family?
  - b. Immediate family?
  - c. No one - Do you know why?
  
8. Do you feel that military life has prepared you for life after secondary school and the progression into Higher Education?
  - a. Yes - How has it prepared you? Specifics?
  - b. No - Why has it not prepared you?
  - c. Or are they unsure about it in general?

9. Do you want go to University or any other Higher Educational Facilities, but feel as though you are not prepared and have a lack of understanding when it comes to this?
  - a. If you have a lack of understanding, what do you think you'd want to know?
  - b. What do you feel would benefit you?
  - c. If they don't want to progress, why is this?

**Interview Guide:**  
**[Soldiers]**

**Pre-interview briefing information:**

- Hand out Participant Information Sheets, Consent Forms, etc.
- Service children's thoughts on applying for university: A qualitative study exploring why young people from military families in North Yorkshire are underrepresented in higher education institutions.
- Please feel free to talk openly. I am looking forward to hearing your thoughts and opinions.
- There are no 'right' or 'wrong' answers to any of the questions, so you don't need to worry about saying the wrong thing.
- If there is anything that you don't want to answer, that is fine, please just say so.
- Do you have any questions before we start?

**Potential follow-up questions/prompts:**

- Why is that?
- Can you tell me more about that?
- Go on...
- Can you expand on that?
- Could you provide an example...?
- [Staying silent]

What rank are they?

What are they part of?

Army

Royal Navy (RN)

Royal Marines (RM)

Royal Air Force (RAF)

## 1: Education/ General

1. Do you feel that the Armed Forces has provided a quality schooling experience for your child?
  - a. Explain in more detail
  - b. Is there a particular reason as to why they said YES or NO?
  - c. Get them to elaborate
  
2. Do you feel that there were educational professionals that were there to support your family if you were deployed on tour?
  - a. Teachers, Care Takers, Teaching Assistance, Bus Escort, Cleaners, Receptionist?
  - b. Any external aid?
  - c. Any help from the military?
  
3. How do you think that being a military family, has helped you when thinking about university or higher education?
  - a. Being able to adapt to different environments
  - b. Having the ability to meet new people
  - c. Understanding different cultures
  
4. Do you know who your child can talk to with regards to Higher Education?
  - a. Teachers?
  - b. Fellow students
  - c. Careers advisor or external informer?
  
5. Did you ever have any expectations with your child and what you would hope to do when they left secondary school?
  - a. From family?
  - b. From teachers or fellow students?

- c. There may have been none at all

**Theme 2: Moving Around and Changing Schools (Mobility, Continuity, Transition)**

1. Do you feel that moving countries, or areas within the same country, has impacted your child's educational studies?
  - a. Countries?
  - b. Schools?
  - c. No impact what so ever?
  
2. Has adapting to different environments aided with your child's ability to fit in?
  - a. Whether that be in a new school
  - b. Whether that be a new country
  - c. Whether that be meeting new people from different cultures and ethnic backgrounds
  
3. Do you feel that the armed forces provided enough support when your child changed schools?
  - a. From parents?
  - b. The school itself
  - c. Siblings or friends?
  
4. How often did your child change schools?
  - a. 1 - 3 times?
  - b. 4 - 6 times?
  - c. 7+?
  
5. How often did you move around?
  - a. The normal 2 year posting period?
  - b. Less or more than the 2-year posting period?
  - c. Not moved at all?

**Theme 3: Family Life and Opportunities in and Around School (Curriculum, Provision, School Quality and Ethos) and the Emotional Development and Pastoral Care**

1. How often would you say on average, you were deployed either on tour or on exercise?
  - a. 4 - 6 months (Tour)
  - b. 2 - 6 weeks (Training)
  - c. 6 - 8 weeks (Overseas training)
  
2. Do you know of any opportunities that were offered to your child when in school?
  - a. Duke of Edinburgh Award
  - b. Sport Leaders
  - c. Trips abroad
  
3. How many GCSE's or BTECS are/was your child offered?
  - a. Offered the full amount?
  - b. Not able to do a particular subject due to numbers?
  - c. Moved around so had to change a particular subject due to it not being offered elsewhere?
  
4. Do you feel that the pastoral care within schools provided enough support for your child if they ever needed it?
  - a. When a particular person was deployed?
  - b. Was pastoral care provided throughout the day? Or a particular time?
  - c. Was any external support offered or recommended?
  
5. How often did/do you and your family, see your extended family?
  - a. Seeing them more may aid a person's mental state
  - b. Did not seeing them make it hard on you and your family?
  - c. Support? Opportunities?

#### **Theme 4: Higher Education**

1. Has your child been offered the chance to visit any Higher Education facilities?
  - a. UCAS visits
  - b. College/University visits
  - c. If not, would you feel that it would benefit you?

2. Do you feel that because you moved around your child was not able to make particular decisions regarding Higher Education?
  - a. Why?
  - b. Specific reasons?
  - c. Impact?
  
3. Is there anyone else in your family who has gone to Higher Education?
  - a. Extended family?
  - b. Immediate family?
  - c. No one - Do you know why?
  
4. Do you feel that military life has prepared your child for life after secondary school and the progression into Higher Education?
  - a. Yes - How has it prepared you? Specifics?
  - b. No - Why has it not prepared you?
  - c. Or are they unsure about it in general?
  
5. Do you think military schools provide the same wide range of subjects compared to civilian schools and can this impact your child's ability to get into Higher Education facilities?
  - a. If you have a lack of understanding, what do you think you'd want to know?
  - b. What do you feel would benefit you?
  - c. If they don't want to progress, why is this?

**Interview Guide:  
[Soldiers Wives]**

**Pre-interview briefing information:**

- Hand out Participant Information Sheets, Consent Forms, etc.
- Service children's thoughts on applying for university: A qualitative study exploring why young people from military families in North Yorkshire are underrepresented in higher education institutions.
- Please feel free to talk openly. I am looking forward to hearing your thoughts and opinions.
- There are no 'right' or 'wrong' answers to any of the questions, so you don't need to worry about saying the wrong thing.
- If there is anything that you don't want to answer, that is fine, please just say so.
- Do you have any questions before we start?

**Potential follow-up questions/prompts:**

- Why is that?
- Can you tell me more about that?
- Go on...
- Can you expand on that?
- Could you provide an example...?
- [Staying silent]

**Education/ General**

6. Do you feel that the Armed Forces has provided a quality schooling experience for your child?
  - a. Explain in more detail
  - b. Is there a particular reason as to why they said YES or NO?
  - c. Get them to elaborate
  
7. Do you feel that there were educational professionals that were there to support your family if you were deployed on tour?
  - a. Teachers, Care Takers, Teaching Assistance, Bus Escort, Cleaners, Receptionist?
  - b. Any external aid?
  - c. Any help from the military?
  
8. How do you think that being a military family, has helped you when thinking about university or higher education?
  - a. Being able to adapt to different environments
  - b. Having the ability to meet new people
  - c. Understanding different cultures
  
9. Do you know who your child can talk to with regards to Higher Education?
  - a. Teachers?
  - b. Fellow students
  - c. Careers advisor or external informer?

10. Did you ever have any expectations with your child and what you would hope to do when they left secondary school?
- From family?
  - From teachers or fellow students?
  - There may have been none at all

**Theme 2: Moving Around and Changing Schools (Mobility, Continuity, Transition)**

6. Do you feel that moving countries, or areas within the same country, has impacted your child's educational studies?
- Countries?
  - Schools?
  - No impact what so ever?
7. Has adapting to different environments aided with your child's ability to fit in?
- Whether that be in a new school
  - Whether that be a new country
  - Whether that be meeting new people from different cultures and ethnic backgrounds
8. Do you feel that the armed forces provided enough support when your child changed schools?
- From parents?
  - The school itself
  - Siblings or friends?
9. How often did your child change schools?
- 1 - 3 times?
  - 4 - 6 times?
  - 7+?
10. How often did you move around?
- The normal 2 year posting period?
  - Less or more than the 2-year posting period?

- c. Not moved at all?

**Theme 3: Family Life and Opportunities in and Around School (Curriculum, Provision, School Quality and Ethos) and the Emotional Development and Pastoral Care**

6. How often would you say on average, your partner was deployed either on tour or on exercise?
  - a. 4 - 6 months (Tour)
  - b. 2 - 6 weeks (Training)
  - c. 6 - 8 weeks (Overseas training)
  
7. Do you know of any opportunities that were offered to your child when in school?
  - a. Duke of Edinburgh Award
  - b. Sport Leaders
  - c. Trips abroad
  
8. How many GCSE's or BTECS are/was your child offered?
  - a. Offered the full amount?
  - b. Not able to do a particular subject due to numbers?
  - c. Moved around so had to change a particular subject due to it not being offered elsewhere?
  
9. Do you feel that the pastoral care within schools provided enough support for your child if they ever needed it?
  - a. When a particular person was deployed?
  - b. Was pastoral care provided throughout the day? Or a particular time?
  - c. Was any external support offered or recommended?
  
10. How often did/do you and your family, see your extended family?
  - a. Seeing them more may aid a person's mental state
  - b. Did not seeing them make it hard on you and your family?
  - c. Support? Opportunities?

**Theme 4: Higher Education**

6. Has your child been offered the chance to visit any Higher Education facilities?
  - a. UCAS visits
  - b. College/University visits
  - c. If not, would you feel that it would benefit you?
  
7. Do you feel that because you moved around your child was not able to make particular decisions regarding Higher Education?
  - a. Why?
  - b. Specific reasons?
  - c. Impact?
  
8. Is there anyone else in your family who has gone to Higher Education?
  - a. Extended family?
  - b. Immediate family?
  - c. No one - Do you know why?
  
9. Do you feel that military life has prepared your child for life after secondary school and the progression into Higher Education?
  - a. Yes - How has it prepared you? Specifics?
  - b. No - Why has it not prepared you?
  - c. Or are they unsure about it in general?
  
10. Do you think military schools provide the same wide range of subjects compared to civilian schools and can this impact your child's ability to get into Higher Education facilities?
  - a. If you have a lack of understanding, what do you think you'd want to know?
  - b. What do you feel would benefit you?
  - c. If they don't want to progress, why is this?

**Interview Guide:**  
**[Teachers]**

**Pre-interview briefing information:**

- Hand out Participant Information Sheets, Consent Forms, etc.
- Service children's thoughts on applying for university: A qualitative study exploring why young people from military families in North Yorkshire are underrepresented in higher education institutions.
- Please feel free to talk openly. I am looking forward to hearing your thoughts and opinions.
- There are no 'right' or 'wrong' answers to any of the questions, so you don't need to worry about saying the wrong thing.
- If there is anything that you don't want to answer, that is fine, please just say so.
- Do you have any questions before we start?

**Potential follow-up questions/prompts:**

- Why is that?
- Can you tell me more about that?
- Go on...
- Can you expand on that?
- Could you provide an example...?
- [Staying silent]

How long have they been a teacher in Armed Forces schools?

**1: Education/ General**

11. Do you feel that Armed Forces schools provide a quality schooling experience?

- Explain in more detail
- Is there a particular reason as to why they said YES or NO?
- Get them to elaborate

12. Do you feel that there were educational professionals within the school you worked in that could provide support for a child?

- Teachers, Care Takers, Teaching Assistance, Bus Escort, Cleaners, Receptionist?
- Any external aid?
- Any help from the military?

13. What are your opinions, as a teacher, on a child who is moving around and changing schools and how this can impact their chances of progression into higher education?
- Being able to adapt to different environments
  - Having the ability to meet new people
  - Understanding different cultures
14. Do you feel that schools offered children a chance to discuss higher education with other providers?
- Teachers?
  - Fellow students
  - Careers advisor or external informer?
15. Do you feel that military schools provided enough information and support with regards to higher education and whom were they able to speak to?
- From family?
  - From teachers or fellow students?
  - There may have been none at all

## **Theme 2: Moving Around and Changing Schools (Mobility, Continuity, Transition)**

11. Do you feel that moving countries, or areas within the same country, has an impact on children's educational studies?
- Countries?
  - Schools?
  - No impact what so ever?
12. Has adapting to different environments aided with children's ability to fit in, whether that be in the classroom etc?
- Whether that be in a new school
  - Whether that be a new country
  - Whether that be meeting new people from different cultures and ethnic backgrounds

13. Do you feel that the armed forces provided enough support when children changed schools?
- a. From parents?
  - b. The school itself
  - c. Siblings or friends?
14. How often on average did children change schools and do you think this had a positive or negative impact on them?
- a. 1 - 3 times?
  - b. 4 - 6 times?
  - c. 7+?
15. How often did you move around as a teacher or were you stationed in one school?
- a. The normal 2 year posting period?
  - b. Less or more than the 2-year posting period?
  - c. Not moved at all?

**Theme 3: Family Life and Opportunities in and Around School (Curriculum, Provision, School Quality and Ethos) and the Emotional Development and Pastoral Care**

11. How often would you say on average, your partner was deployed either on tour or on exercise? (If their partner is in the armed forces) (Ask only if wife has a husband who is serving in the military)
- a. 4 - 6 months (Tour)
  - b. 2 - 6 weeks (Training)
  - c. 6 - 8 weeks (Overseas training)
12. Do you know of any opportunities that were offered to children when you taught at school?
- a. Duke of Edinburgh Award
  - b. Sport Leaders
  - c. Trips abroad
13. How many GCSE's or BTECS are/were children offered when you were a teacher?
- a. Offered the full amount?

- b. Not able to do a particular subject due to numbers?
  - c. Moved around so had to change a particular subject due to it not being offered elsewhere?
14. Do you feel that the pastoral care within schools provided enough support for children if they ever needed it?
- a. When a particular person was deployed?
  - b. Was pastoral care provided throughout the day? Or a particular time?
  - c. Was any external support offered or recommended?
15. How often did/do you and your family, see your extended family? (If their partner is in the armed forces)
- a. Seeing them more may aid a person's mental state
  - b. Did not seeing them make it hard on you and your family?
  - c. Support? Opportunities?

#### **Theme 4: Higher Education**

11. Were the children you taught offered the chance to visit any Higher Education facilities?
- a. UCAS visits
  - b. College/University visits
  - c. If not, would you feel that it would benefit you?
12. Do you feel that because the children you taught moved around, children were not able to make particular decisions regarding Higher Education?
- a. Why?
  - b. Specific reasons?
  - c. Impact?
13. Do you feel that military life has prepared children for life after secondary school and the progression into Higher Education?
- a. Yes - How has it prepared you? Specifics?
  - b. No - Why has it not prepared you?
  - c. Or are they unsure about it in general?

14. Do you think military schools provide the same wide range of subjects compared to civilian schools and can this impact a child's ability to get into Higher Education facilities?
- a. If you have a lack of understanding, what do you think you'd want to know?
  - b. What do you feel would benefit you?
  - c. If they don't want to progress, why is this?

**APPENDIX B**

York St John University,  
 Lord Mayors Walk,  
 York,  
 YO31 7EX

1<sup>st</sup> February 2019

**York St John University Cross School Research Ethics Committee**  
 (Health Sciences, Sport, Psychological and Social Sciences and Business)

Dear Lewis,

**Title of study:** Service children's thoughts on applying for university: A qualitative study exploring why young people from military families in North Yorkshire are underrepresented in higher education institutions.

**Ethics reference:** Ritchie\_01/02/2019

**Date of submission:** 02/12/2018

I am pleased to inform you that the above application for ethical review has been reviewed by the Cross-School Research Ethics Committee and I can confirm a favorable ethical opinion on the basis of the information provided in the following documents:

Document	Date
Application for ethical approval form	28/01/2019
Responses to feedback	28/01/2019

Please notify the committee if you intend to make any amendments to the original research as submitted at date of this approval, including changes to recruitment methodology or accompanying documentation. All changes must receive ethical approval prior to commencing your study.

Yours sincerely,



Nathalie Noret  
**APPENDIX C**

## Participant Information Sheet

**Name of school: School of Sport, York St John University**

**Title of study:** Service children's thoughts on applying for university: A qualitative study exploring why young people from military families in North Yorkshire are underrepresented in higher education institutions.

---

### Introduction

My name is Lewis Ritchie, and I have recently finished my Degree at York St John, where I studied Physical Education and Youth Sport. I have now progressed onto a Master's by Research programme where I am focusing on young people from military families and the underrepresentation in higher education.

York St John University Details:

York St. John University

School of Sport

Lord Mayor's Walk

York

YO31 7EX

You have been invited to take part in a research project examining Service children's thoughts on applying for university: A qualitative study exploring why young people from military families in North Yorkshire are underrepresented in higher education institutions. Before you decide whether or not to take part, it is important that you understand why this research is being done and what it will involve.

Please take time to read this information carefully and discuss it with others if you wish. If there is anything that is unclear or if you would like more information, please contact me (Lewis Ritchie, undergraduate student in the School of Sport, York St John University) or my supervisor (Dr. Spencer Swain, School of Sport, York St John University) using the contact details on the following page.

### What is the purpose of this investigation?

The purpose of this investigation is to gain a better understanding of young people from military families and getting into higher education. The Directorate of Children and Young People has responsibility for; *"the sharing of best practice between MoD-provided school overseas, the Queen Victoria School in Scotland and UK counterparts"*. Though, service children, as well as

young people, can sometimes encounter challenges from an early age that their civilian counterparts possibly would not come across.

Therefore, the aims of this study are to see if there is a direct correlation between young people who come from military families, and the underrepresentation in higher education. In conducting this investigation, I am trying to answer the following questions;

1. Who, if anyone, discussed further education with you?
2. Is there anything that would have aided you, whilst at school, with making decisions about your future education?
3. Have you faced any particular difficulties, or challenges by being a military child, in reference to further education?

### **What will you do in the project?**

Part of this study involves semi-structured interviews in order to gain their perspectives and experiences of young people, from military families and higher education. You will be asked to take part in one of these semi-structured interviews, which will ask about your personal experiences in relation to higher education. The investigation will take place in one of the schools where the participants are currently studying on the following dates and times: February 2019

### **Do you have to take part?**

No. It is up to you to decide whether or not you would like to take part in this study, but your contribution would be greatly appreciated. You will not be treated any differently, whether you choose to take part, or decide not to do so. If you do decide to take part, you may later withdraw from the study without giving a reason and without penalty. Participation in this study is completely voluntary, and if you do decide to withdraw from the study, it will be done so without prejudice.

### **Why have you been invited to take part?**

You have been invited to take part in this project because you come from a military family. Participants must currently be in a military family, with the mother or father being in either of the following career choices, within the military;

1. Army
2. Royal Navy (RN)
3. Royal Marines (RM)
4. Royal Air Force (RAF)

Participants must either be going to university or considering going to university in the near future. Also, participants must be currently living within North Yorkshire, as this is the place of interest for the purpose of this study.

### **What are the potential risks to you in taking part?**

You do have the right to withdraw from this project at any point, without giving a reason. You can withdraw from the project by informing me (the researcher) via email that you wish to do so. If you withdraw from the research, any words used by you will be removed from the data that has been collected. You may request that the information you have provided is removed from the study at any point until the data has started to be analysed. This means that you can request that your data be removed from the investigation until four weeks (28 days) after the date that you took part in the study.

### **What happens to the information in the project?**

All interviews will be audio recorded for transcribing purposes, but all answers will remain confidential. Pseudonyms will be used for you and any people that you mention in order to maintain anonymity. All data collected whilst conducting this investigation will be stored securely on the password protected OneDrive storage system and password protected computer account, which is used for the storage of research data at York St John University, in line with the requirements of the General Data Protection Regulation. The information collected whilst conducting this project will be stored for a minimum of 6 months.

Thank you for reading this information – please ask any questions if you are unsure about what is written in this form.

### **What happens next?**

If you are happy to take part in this project, you will be asked to sign a consent form in order to confirm this.

It is possible that the results of this research project will subsequently be published. If this is the case, appropriate steps will be taken to ensure that all participants remain anonymous.

If you do not want to be involved in the project, I would like to take this opportunity to thank you for reading the information above.

This investigation was granted ethical approval by the 3SR100 Dissertation Module Research Ethics Panel in the School of Sport at York St John University.

### **Researcher contact details:**

**Lewis Ritchie**  
School of Sport,  
York St John University,  
Lord Mayor's Walk, York,  
YO31 7EX.

Email: lewis.ritchie@yorks.ac.uk

**Dr. Spencer Swain**  
School of Sport,  
York St John University,  
Lord Mayor's Walk, York,  
YO31 7EX.

Email: spencer.swain@yorks.ac.uk

If you have any questions/concerns, during or after the investigation, or wish to contact an independent person to whom any questions may be directed or further information may be sought, please contact:

**Nat Noret**

Chair of the Cross-School Research Ethics Committee for Health Sciences, Sport,  
Psychological and Social Sciences and Business,  
York St John University,  
Lord Mayors Walk, York,  
YO31 7EX.

Email: n.noret@yorks.ac.uk

**Consent Form**

**Name of school: School of Sport, York St John University Name of researcher: Lewis Ritchie**

**Title of study:** Service children's thoughts on applying for university: A qualitative study exploring why young people from military families in North Yorkshire are underrepresented in higher education institutions.

---

**Please read and complete this form carefully. If you are willing to participate in this study, please circle the appropriate responses and sign and date the declaration at the end. If there is anything that you do not understand and you would like more information, please ask.**

- I have had the research satisfactorily explained to me in verbal and / or written form by the researcher. **YES / NO**
- I understand that the research will involve: one semi-structured interview of 45 – 60 minutes of audiotape recording **YES / NO**
- I understand that I may withdraw from this study at any time without having to give an explanation. This will not affect my future care or treatment. I understand that I should contact you via email if I wish to withdraw from the study and that I can request for the information that I have provided to be removed from your investigation for a period of four weeks (28 days) after the date that I took part in your study. **YES / NO**
- I understand that all information about me will be treated in strict confidence and that I will not be named in any written work arising from this study. **YES / NO**
- I understand that any audiotape material of me will be used solely for research purposes and will be destroyed on completion of your research. **YES / NO**
- I understand that you will be discussing the progress of your research with your dissertation supervisor at York St John University. **YES / NO**
- I consent to being a participant in the project. **YES / NO**

Print: Lewis Ritchie	Date: 24/10/2018
Signature of Participant: L. Ritchie	

## APPENDIX D

### Participant Debrief

**Name of school: School of Sport, York St John University Name of researcher: Lewis Ritchie**

**Title of study: Service children's thoughts on applying for university: A qualitative study exploring why young people from military families in North Yorkshire are underrepresented in higher education institutions.**

---

**Thank you for taking part in this research project. I greatly appreciate the fact that you have taken the time and effort to help with this investigation.**

As explained in the Participant Information Sheet that was provided before you decided whether to take part in this project, there were some potential risks of becoming involved.

If you have been affected in any way as a result of your involvement in this project, please be aware that impartial support, advice, help or guidance may be available from the following groups or organizations:

<i>Name of organization e.g.</i>	<i>Include telephone number -</i>	<i>Include link to website</i>
Samaritans	07446413110	

Thank you again for your time.

Best wishes,

Lewis Ritchie  
Undergraduate Student, School  
of Sport,  
York St John University,  
Lord Mayor's Walk, York,  
YO31 7EX.

## **APPENDIX E**

Lewis Ritchie  
Masters by Research  
York St. John University  
School of Sport  
Lord Mayor's Walk  
York  
YO31 7EX  
[lewis.ritchie@yorksja.ac.uk](mailto:lewis.ritchie@yorksja.ac.uk)

Dear Headteacher,

As part of my undergraduate dissertation module, I am completing a research project examining Service children's thoughts on applying for university: A qualitative study exploring why young people from military families in North Yorkshire are underrepresented in higher education institutions. I request your permission to use your school to complete my research study.

### **What does the study involve?**

The study will involve the purpose of this investigation is to gain a better understanding of young people from military families and getting into higher education. The Directorate of Children and Young People has responsibility for; *"the sharing of best practice between MoD-provided school overseas, the Queen Victoria School in Scotland and UK counterparts"*. Though, service children, as well as young people, can sometimes encounter challenges from an early age that their civilian counterparts possibly would not come across.

I have included further information about the study in the accompanying Participant Information Sheet.

### **What happens with the study findings?**

Only myself and my dissertation supervisor will have access to the information from this investigation. All information will be stored in line with the requirements of the General Data Protection Regulation (GDPR). Pseudonyms will also be used to protect the anonymity of all participants, people and organisations who take part in the study.

### **Who can I contact if I have any questions?**

My details are at the top of the page. Alternatively, you can contact my supervisor:

Dr Spencer Swain [spencer.swain@yorks.ac.uk](mailto:spencer.swain@yorks.ac.uk)

If you have any concerns, queries or complaints regarding the research project please contact Nathalie Noret (Chair of the Cross-School Research Ethics Committee for Health Sciences, Sport, Psychological and Social Sciences and Business at York St John University) on 01904 876311 or [n.noret@yorks.ac.uk](mailto:n.noret@yorks.ac.uk).

Thank you for taking the time to read this information.

Yours faithfully,

Lewis Ritchie.

Masters by Research, York St John University.

---

Please sign below if you are happy for me to complete my research in your school.

I have read and understand the above information and **do give my consent** to this study taking place.

Print Name: ..... Date: .....

Signature: .....

**Participant Information Sheet for Gatekeepers**

**Name of school: School of Sport, York St John University**  
**Title of study: Service children’s thoughts on applying for university: A qualitative study exploring why young people from military families in North Yorkshire are underrepresented in higher education institutions.**

---

**Introduction**

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YO31 7EX

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5. Army
6. Royal Navy (RN)
7. Royal Marines (RM)
8. Royal Air Force (RAF)

Participants must either be going to university or considering going to university in the near future. Also, participants must be currently living within North Yorkshire, as this is the place of interest for the purpose of this study.

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**Researcher contact details:**

**Lewis Ritchie**  
School of Sport,  
York St John University,  
Lord Mayor's Walk,  
York,  
YO31 7EX.

**Email: [lewis.ritchie@yorksja.ac.uk](mailto:lewis.ritchie@yorksja.ac.uk)**

**Dr Spencer Swain**  
School of Sport,  
York St John University,  
Lord Mayor's Walk,  
York,  
YO31 7EX.

**Email: [spencer.swain@yorksja.ac.uk](mailto:spencer.swain@yorksja.ac.uk)**

If you have any questions/concerns, during or after the investigation, or wish to contact an independent person to whom any questions may be directed or further information may be sought, please contact:

**Nat Noret**

Chair of the Cross-School Research Ethics Committee for Health Sciences, Sport,  
Psychological and Social Sciences and Business,  
York St John University,  
Lord Mayors Walk, York,  
YO31 7EX.

**Email: [n.noret@yorksja.ac.uk](mailto:n.noret@yorksja.ac.uk)**

## Appendix F – Transcript Examples

Lewis – right just to let you know I have put this recording device on so you know don't feel that you have to be silent urm I appreciate you all taking you know your lunch time to come out here today I urm extremely appreciate it urm I understand that lunch is precious for students but urm are you all happy with the documents that are in front of you

All – yeah

Lewis – have you all signed

All – yeah

Lewis – if you, like I say you can have a look at them before you leave if there's something you're not sure about just ask away but urm I take it all of yous here have relatives who serve or ex service

All – yes

Lewis – yeah perfect urm like I say if you are all happy ill urgh Ill begin asking questions if that's all right like I say if you're not too sure about anything just ask away don't put your hand up just knows the time to just speak out in lesson without getting told off um so like I say so the first theme I am focusing on is sort of the education in general with regards to yourself so the first question is simply when did you first think about university or higher education if you have done and if you don't mind just speaking as loud as you can just so the urm recording device can pick you up that would be brilliant

Peter – Last year

Lewis – last year I take it you are all in year eleven

All – yeah

Lewis – brilliant

Owen – urm first time is when choosing GCSE options to see if theyd help with college

Lewis – right and was that in year ten or eleven

Owen – urm year ten

Samantha – year ten

Lewis – year ten brilliant anyone else

Ava – haven't thought about it I guess

Lewis – you haven't thought about it

Ava – no

Carter – got offered an apprenticeship though

Lewis – you have been offered an apprenticeship

Carter – yeah

Lewis – if you don't mind saying what what's the apprenticeship in

Carter – screening

Lewis – screening brilliant excellent and urm where will you be studying

Carter – urm don't know yet I think it's gonna be darlo college

Lewis – brilliant so Darlington college

Carter – yeah

Lewis – and is this something you would really like to do

Carter – yeah

Lewis – would you much rather do an apprenticeship rather than going to university or something

Carter – yeah cuz if I'm doin an apprenticeship I will have a trade to fall back onto

Lewis – brilliant, brilliant would anyone else sort of agree with that that you know apprenticeships might possible might be better than university or college

Owen– yeah

Ken – Yeah

Lewis – yeah no your shaking your head is there a particular reason why

Emily – the whole point of going to university is to get a trade under your belt

Lewis – yeah you can have a conversation between yourselves feel free to talk about it have you have you looked at going to university

Emily – no

Lewis – no so has anyone else been offered any apprenticeships yet

Nicky– I think they are mainly are looking more towards the college

Lewis – oh right brilliant

Nicky – because obviously we don't have a sixth form so that's your immediate

Lewis – yeah, yeah

Nicky – isn't it to be looking at that

Lewis – yeah brilliant so we will just move onto the second question and its who if anyone has actually discussed university with you so just think about has anyone discussed university doesn't matter who they are just if anyone who

Emily – Careers advisor

Lewis – Careers advisors brilliant is this is this within this school is it ok anyone else

Nicky – Parents

All – yeah

Peter – yeah

Lewis - Do you want to expand on that Peter if you don't mind

Peter – urm yeah so my dad's well he's in the army

Lewis – mmmm

Peter – he he was gonna get posted away to York and he wanted to sort of say do I want to come with him or to stay in Catterick

Lewis – right right

Peter – urm so I said I'd prefer to stay in Catterick so we bought a house

Lewis – so is your dad gonna stay here in Catterick

Peter – urm yeah he is

Lewis – oh right brilliant has anyone else had sort of a similar experience with that where you'd be your mum or dads been offered a posting and you know they said we would much rather stay here just so you can continue your education has anyone else had that ken – yeah

Lewis – yeah and is that your dad or mum in the army

Ken – urm my dad

Lewis – your dad, do you know where he's been offered a posting to

Ken – he's been offered a posting down in Colchester

Lewis – Colchester

Ken – yeah

Lewis – and did he would he much rather you stay here so you can finish your education

Ken – yeah he's gone down there for the next two years

Lewis – oh so he's actually gone down there himself

Ken – yeah

Lewis – right okay that was similar to me actually urm so how do you think that being a military has helped you you know when possibly thinking about either university sixth form or even apprenticeships like yourself do you think there is a difference between being a service child and a non-service child

Peter – yeah

–  
Samantha – yeah

Lewis – you do

Samantha – you get to experience a lot more things

Lewis – experience a lot more things brilliant

Ava – like the moving around a lot

Lewis – okay yeah yeah brilliant

Peter – it can also make it harder though in some cases

Lewis – yeah

Peter – because you might not be guaranteed a permanent place there

Lewis – mmmm

Peter – so if you have to move around coursework might get mixed up in it and this causes more problems

Lewis – yep brilliant urm there are actually some really good answers there anyone else surely you're not all shy

All – laugh

Lewis – no okay so moving onto question four so what would've helped you you know currently being at school when making any decisions about going to university so this could be you know teachers anyone you look up to has there been any sort of influence when thinking about university

Ken – not really

Lewis – no it could be college it could be an apprenticeship it could be sixth form has there been any sort of hep or

Nicky – I can think of some you have had your open evenings at college

All – yeah

Nicky – so you have had to look at different things haven't you urm you have had assembly's from various people

Lewis – do you think they benefit you then having these assemblies and meetings

Samantha – yeah

Lewis – yeah

Alex – fifty fifty

Lewis – fifty fifty what so go on then why why fifty fifty

Alex – I mean a lot of it is just trying to get you into their college or uni

Lewis – yeah

Alex – so it is obviously biased

Lewis – right okay so do you feel that their just bothered about numbers

Alex – yeah

Emily yeah

Peter – yeah

Lewis – yeah everyone else sort of agree with that

All – yeah

Ava – a lot of it is just repeated information

Alex – like a lot of it will be like awh this happened here this happened here

Lewis – mmmm

Alex – they won't mention things like awh we do have some bad things going on right now

Lewis – yeah has any university or college sort of discussed about the support that they could offer with regards to you being a service child

Annie – no Lewis

– no

Peter – no nothing at all

Lewis – so they have not contemplated you know like you have been service children we will support you or

Owen – nope

Alex – no not really

Lewis – I like what you said about the fifty fifty where you just feel that your just an extra number urm I like that actually so so this is a bit more of a not necessarily complex question but its urgh were there any urgh pressures or expectations when thinking or talking about university college or sixth form off anyone

Lewis – no

Ava – yeah the careers advisor

Lewis – the careers advisor so do you think they pressured you or do you think they were trying to support you to get into university Owen – they tell you what to do

Emily – they told me I wouldn't get into QE

Lewis – whats QE

Emily – they sixth form

Lewis – right okay urm did she explain why

Emily – apparently my grades are too low

Lewis – listen honestly I failed every single one of my GCSE's okay and now I'm sitting here doing my master's degree so yes teachers are sort of pushing you to do the best that you can and I honestly try and do the best that you can cuz it will help you but there are some people who are of a higher ability and some are lower I was at the lower and I was in detention nearly every single day getting into fights no I'm not advocating any of that but if you've been told

–  
 you're not good gonna get in take that as a challenge and prove them wrong honestly cuz I guarantee you will be able to do it you might be prime minister one day you never know

All – laugh

Lewis – urm so this brings us nicely onto theme two and this is all about moving around which I'm sure you all know a lot about urm you know changing school's mobility continuity and also the transitioning between schools so the first question of this theme is do you feel that moving countries or areas within the same country has impacted your educational studies

Owen – yeah

Emily – yeah

Peter – yeah

Annie – yeah

All – yeah

Lewis – yeah

Owen – you make friends and then you have to leave them and you have to start all over again

Lewis – yeah yeah

Emily – that doesn't impact your education (towards Owen)

Lewis – no but I see I see where you're coming from

Ken – schools teach you in different ways like back in Scotland the schools teach a lot different to how it is here

Lewis – okay

Peter – I know I mean I had my year six and five in wales so I didn't do SATS and I came and I went to York

Lewis – okay

Peter – they didn't have any idea what my abilities were so they just went oh right we'll throw you in bottom set

Lewis – no I've heard that quite a few times that schools will unfortunately place you into the lowest set without you know looking at your background education was it you were you about to say something before

Ava – awh I was just gonna say that they do do different subjects sometimes

Lewis – different subjects sometimes does anyone actually like me where I moved school I wanted to do wood work and sport and because it was only me and someone else who wanted to do wood work they said no you're not doing it just because the numbers so I wasn't offered  
 Samantha – yeah what was it not computer science IT yeah

Peter – yeah

Lewis – what was that similar like numbers short so

Peter – yeah

Samantha – yeah

Peter – it was over multiple years of people not really wanting to do it

Lewis – right

Ava – that happened in health and social care

Samantha – yeah

Peter – and geography in the opposite way there was too many people for geography

Ava – so they kicked people out

Peter – yeah

Lewis – do you know how you might not know um but do you know how they sort of kicked people out let's say like why you know

Samantha – well there's music at the same time as geography so if some were playing an instrument they just took them out of geography

Peter – I think it was also depending on say if like you wanted to do history

Samantha – yeah

Peter – but you have a higher score in history than in geography

Lewis - so essentially none of you had a say in what you wanted to do

Peter – no not really you had higher chance of like subject

Owen – I think the school actually looked quite good into it actually quite well

Lewis – oh right

Owen – at who wouldn't be affected as much if they were taken out of it

Lewis – so they did take into account certain aspects

Owen – yeah

Lewis – right okay no no that's brilliant so has adapting to different environments aided with your ability to fit in whether that don't just think of school that could be in general within the area that you live but do you think that moving around has impacted that

Peter – yeah defiantly

Lewis – okay

Peter – like I was posted on the last day of year six so I had to move up north and start secondary school without knowing anyone

Lewis – okay

Peter – and usually when you go into a massive transition like that you'd expect to have your friends support but when you don't know anyone

Lewis – yeah

Peter – that's a lot harder than it is

Lewis – yeah

Owen – I think the first initial day like going from a primary school

—

Lewis – mmmm

Owen – knowing people and then going to a high school you know nobody

Lewis – yeah yeah

Owen – it is a bit awkward because people are already in their little social groups

Lewis – yeah okay brilliant does anyone else agree with that or disagree

Ava – yeah

All – yeah

Lewis – all agree yeah brilliant urm on average then how often do you think you changed schools

Ava – I used to move every

Samantha – every

Ava – two years

Samantha – yeah

Ava – yeah I've moved every two years this is the longest I've been

Owen – this is the longest I've been

Lewis – and how long is that

Ava – three years

Lewis – three years for yourself and what about you

Owen – three

Lewis – three years

Lewis – has everyone else

Eric – I've been to eight different schools

Lewis – eight different schools

Eric – yeah

Samantha – I went to eleven different primary schools

Lewis – wow

Annie – I was pretty lucky in the fact that my dad got to a high enough rank where we stayed here since I was like like eight

Lewis – so obviously

Annie – so it was so it was always

Lewis – yeah

Annie – my friends moving away from me

Lewis – yeah

Annie – cuz I went to an army school I went to wake

Eric – yeah same with my dad he had done everything so we were positioned in one place the entire time

Lewis – so is there any other people here moved or changed schools

Owen – yeah four times

Lewis – four times anyone gonna try and beat eleven

All – laugh

Lewis feels like an auction

Samantha – I had five primary schools

Lewis – do you know what about high school

Samantha – this is my third one

Lewis – third wow has everyone else sort of been similar

All – yeah

Lewis – what about yourself mate

Ken – well I can't remember primary school but I've been to two different high schools

Lewis – right okay

Ken – but that was in Cyprus

Lewis – in Cyprus

Ken – yeah

Lewis – right okay wow that's a lot more than I expected urm okay this brings us nicely onto theme three which is family life and also the opportunities sort of in and around school I know like yourself you know you touched up on the curriculum side of it and moving countries you know being in wales etc Scotland urm but this is more the first question here is based on whoever's at the minute is either serving or did serve in your family okay this is just for the first question and it's how often would a particular person be away for so say if it was your dad sort of on average how long would they be away for in a year within a twelve month period

Peter - most of the time he does go abroad

Annie – it would be like every two years he'd go away for like seven months or eight months at a time

Lewis – seven or eight months what about you

Owen – about six yeah

Lewis – yeah six

Ava – about four or five

Lewis – right four or five okay is everyone else similar to four or five

All – yeah

Ken – mine was like nine months

Lewis – nine months

—  
Ken – yeah

Lewis – has anyone ever been deployed for twelve months

Annie – once

Ava – I did when I was little

Lewis – once okay that is interesting okay so urm this question is based on yourselves and it's what opportunities were offered to you when in school so this could be any school and when I mean opportunities urm so like of the duke of Edinburgh award sports leaders were you ever offered any sort of awards like that

–  
Owen no

Ken – no

Emily – no

Ava – no

Lewis – no anyone who has

Peter – I think the schools go a lot more than the other schools

Lewis – yeah

Peter – urm especially in the area

Lewis - yeah yeah

Peter – and it's got duke of Edinburgh you can apply to be prefects and stuff

Lewis – yeah

Peter – head girl prefect even and there is extra curriculum activities going on at like break and lunch time

Lewis – okay

Annie – I think it's just started to get better like it's started to do duke of Edinburgh

Peter – yeah

Annie – it's started to do trips abroad its more

Lewis – is that because students have sort of mentioned it that they would like to do it or

Peter – I think it's because we are starting to get more and more students every year

Lewis – right okay

Peter – so obviously just trying to expand

Lewis – yep yep brilliant urm obviously I understand yous are going through the GCSE period are you

Owen – yep

Peter – yep

Lewis – do you know how many were offered to you how many GCSE so like when I was at prim  
urgh secondary school in Germany I was only offered I think it was four

Peter - yeah I think we only got offered four options

Owen – yeah we were only allowed to pick four

Peter – but I think some were forced to take a language

Lewis – forced to take a language

Annie – we were told we had to take a language

Nicky- there's an eback route and a non eback route

—  
Annie – there's an eback route or a non eback route and we kinda basically got told that we had to do it

Lewis okay

Annie – and you either got to choose between French or German but none of us had ever learnt French before

Lewis – right

Nicky – but that only came onto the time table what was it this year

Annie – yeah this year like last year some people have been learning it for over the past two years

Samantha – and in the lower years also they have more chooses from like drama

Annie – oh right yeah we didn't get drama or media the year tens below us got the extra option

Peter – so we used to have like five lessons a day but now it's six

Lewis – oh right

Owen – so like the GCSE pe group they are off for like a couple of days like to do outdoor activities like never got that opportunity

Lewis – so would you like to do that sort of stuff

All – yeah yeah

Ava – the year eights get to go to Normandy

Lewis – are they

Annie – yeah they go to France in a couple of weeks

Owen – we got like school trips to the sea side and that

Annie – and we literally just missed a lot of the opportunities

Peter – I think we had one school trip

Annie – we missed drama and media

Samantha – I've had one school trip the whole time I've been here

Annie – I got to go to Germany

Lewis – you went to Germany

Annie – yeah that was like September

Lewis – was that sort of for curriculum purposes

Annie – yeah it was for German

Peter – I mean some of the students did that

Annie – Ripon

Ava – Ripon jail

Lewis – Ripon

Nicky – that was for course work though

Lewis – but you would all like to be able to have that sort of opportunity to go abroad

Ava – yeah our teacher for French said if we took it we would go to France and we've not

All – laugh

Lewis – so I'd be writing a letter complaining

Annie – miss was gonna book something but then she was off

Ken – our RE teacher was gonna book us to go to Auschwitz

Lewis – right so obviously it's clear that you you know would all like to do these school trips

Ava – false advertising

Lewis – false advertising

All – laugh

Lewis – I can tell your gonna be in business

Peter – it's a bit late now to do school trips

Emily – yeah

Annie – yeah

Alex – yeah

Lewis – I was gonna say but

Ken – seems like they have stopped it

Lewis – as an end of year course thing yep id defiantly agree with that

Ken - wasn't there meant to be something planed for one

Peter – yeah for the prefects there's gonna be a school trip

Samantha – the entire years not exactly prefects though are they

Annie – like a third of them a third of them

Lewis – urm this is all to do with pastoral care urm please don't if you have been to pastoral care do not feel as though you have to go into any

Eric – what is it

Lewis – pardon

Eric – what is it

Nicky – it's about you being you [REDACTED] not your academic side

Lewis - yeah so sort of like moral support and all that its im not asking you know for you to explain any issues I understand we all have issues unfortunately but its urm do you feel that pastoral care within schools you can think of just this school you can think of other schools you've been to do you feel there's enough support provided for for service children

Annie – no

—  
Emily – no

Peter – I think this school does

Lewis – yeah

Peter – because obviously we are a very

Ava – not for service children

Nicky – I was gonna say it's about you in general whether you are a service child or not do you feel there's enough support here for all children

All – no

Peter – yeah I think there is it's not well advertised enough it's there it just needs to be known

Lewis – its its there

Ava – it depends on your relationship with the teachers as well though

Peter – yeah

Owen – I have a good relationship with MR. Walley and he's ex service

Lewis – so you you feel as though you can talk to him

Owen – yeah

Lewis – and obviously not I don't take it he's in pastoral care is he

Owen – no I dunna he does like he does all the attendance

Nicky – attendance

Lewis – right okay

Ava – our pastoral is Mrs [REDACTED] and Miss [REDACTED]

Lewis – okay

Nicky – the heads of year

Annie – yeah

Lewis – but do you feel as though you have got a certain teacher or a certain somebody you could go to within school you could talk to

Owen – no

Lewis – no

Owen – because you speak to one and then they tell everyone

Samantha – yeah

Lewis – right okay

Peter – I think people here like to keep a lot of stuff to themselves

Lewis – yeah and do you think that is because you are a service child then Eric

– yeah

Owen – yeah

Peter – yeah

Lewis – do you you

Peter – just the way we have been raised

—  
Samantha – yeah because if you tell one teacher then they will send like an email out to all the other teachers

Lewis – yeah obviously I can see why

Alex – but sometimes it helps but sometimes it just makes it worse

Lewis – yeah I was going to say obviously sometimes teachers are they have to approach with regards to certain issues they will have to report on it if needs be so so if it's a safeguarding issue etc they will have to but I suppose other times if you are in a bit of a mood because you are tired you don't really want an email going out telling every teacher in the world that you are tired because I wouldn't be happy with that either um so this next question is how often do you or did you you know if you have got an ex serving member see your extended family so obviously with myself when I lived in Germany for 14 years I very rarely seen my family I lived with my mum and dad and my sister that was it I had nothing to do with the rest of my family until my dad was out the army and that's when we moved and staying in the UK you start seeing them a lot more does anyone else feel as though that's a similar case or All – yeah

Lewis – and naturally I suppose you would you would love to see them a bit more wouldn't it

Alex – no

Lewis – I was gonna say with me it did depend on you know the type well you know the side of the family so my dads side I didn't really get on with but my mums side you know I loved dearly so it was nice just to be able to see them 15 minutes up the road but do you often see your extended family or

Ava – I haven't seen some of mine for like seven years

Owen- I see my mums side of the family

Samantha – yeah I see my mums side of the family

Lewis – and is it your dad who is ex forces

Owen – yeah

Samantha – yeah so my mums family lives round here but my dads don't

Ava – there are some parts of the family that you didn't know even existed sometimes

Peter – yeah like one day you just get told this is my cousin from ten years ago who you never met

Samantha – yeah like I never knew my grandad had like a sister until like a couple of months back and I was like oh

Lewis – but do you think that's because you are a service child

Ava – yeah

Owen – yeah

Lewis – or like I think with me it was definitely because my dad and his dad didn't really get a long when my dad first joined the army at the age of sixteen my dads dad didn't really approve of that so my dad sort of went against him so then they fell out and that's why I very rarely see them because my dads got nothing to do with them cuz obviously it's just one of those things I suppose isn't it but so yeah how often would you say let's say months would you say

Samantha – once a year

Lewis – once a year

Peter – like I see some like every now and then

Lewis yeah

Owen – few times a year

Lewis – few times a year yeah

Emily – I never see my mums side

Ava – I think more than a few times with my dads side because like when he because he was in the army he came down here

Lewis – yeah

Ava – because like the rest of them are up in Durham so it was only like Halloween or Christmas when we seen them

Lewis – oh right okay that's interesting whereabouts in Durham

Ava – near Sunderland

Lewis – near Sunderland okay that's actually quite interesting urm no thank you for sharing that actually urm we are on the last theme so don't worry but there's loads of food left don't don't be shy but urm this is all to do with specifically higher education okay and like I say actually what when I say higher education what comes to mind

Peter – college uni

Lewis – yeah

Eric – degree apprenticeships

Lewis – degree apprenticeships is this the same with everyone else

Samantha – yeah

Emily – mmmm

Alex – yep

Owen – yeah

Ava – yes

Lewis – sort of yeah so you are obviously aware of higher education so when I was contemplating joining the army and someone said to me about higher education didn't have a clue what it was I just assumed it was university but obviously it's not urm but you did touch up on this before about careers advisors but have you been offered the chance to visit

Owen – it's a test one

Lewis – thank you very much have you been offered the chance to visit any higher education facilities

Peter – we got a few college days didn't we

Lewis – college days

—  
Ava – I got kicked off  
Lewis – you got kicked off  
Ava – yeah  
Owen – kicked off what  
Ava – the trip  
Nicky – that's because of behaviour though isn't it  
Lewis – I was going to say  
Ava – no  
Emily – no  
Lewis – no  
Ava – it was to do with  
Lewis – right have you been offered the chance to go back  
Ava – nope  
Lewis – would would you like to  
Ava – yeah  
Emily – yeah  
Lewis – right  
Nicky – not by us but there's other days you can attend  
Ava – there's not anymore  
Nicky – that's what I'm saying between September and Christmas there was plenty on that's why you are encouraged to go to the open days  
Owen – yeah but we actually got on board with activities and they didn't  
Lewis – yeah have you attended open evenings on your own accord so not through school  
Owen – yeah  
Lewis – so not through yourselves  
Ava – no  
Emily – no  
Owen – I went to darlo  
Lewis – Darlington  
Samantha - I haven't been to any  
Peter – I went to Richmond and Darlington  
Lewis – Richmond and Darlington so everyone is sort of swaying on sort of Darlington arnt they

Eric – QE

Lewis – QE

Alex – QE and Richmond my dad wants to get the most out of me

Samantha – so like a couple of years ago parents got like divorced so my dads down south

Lewis – okay

Samantha – so I'm like moving in with him after

Lewis right once you have finished here

Samantha – once finished here

Lewis – right okay urm so do you feel that moving around so sort of because you moved around you know every two or three years urm that you're not able to make particular decisions about higher education urm

Peter – yeah

Samantha – yeah

Peter – so you don't know if your parents one of your parents are going to get posted Lewis

– mmmm

Peter – you don't know how it's going to affect you

Owen – you get like a few months' notice

Lewis – and again a few months is nothing is it urm so has anyone else sort of feel that because you have moved around quite often you weren't able to make certain decisions do you feel sort of pressured into going well whats the point in applying you know if my dads gonna get a posting in two years' time

Owen – yeah

Eric – yeah

Peter – I think I would be if I knew my dad wasn't going to finish in like two years if he was going to finish like If I knew he was likely to get posted again

Lewis – yep

Peter – I would worried and I would be thinking what am I going to do panicking

Lewis – yep

Peter – but because I know that he's gonna stay in Catterick definitely for the next two years

Lewis – yep

Peter – I I got no problem picking where I'd want to go

Lewis – okay brilliant urm is there anyone in your family or extended family who have gone to higher education that you know of

Samantha – no

Emily – nnn no

—

Ava – no

Alex – no

Eric – no

Peter - My uncle did actually

Lewis - Pardon

Peter – my uncle did he went into fashion design

Lewis – right okay was that at university or

—  
Peter – yeah

Lewis – yeah brilliant urm do you feel that military life has sort of like prepared you for urm the sort of progression into higher education

Peter – I think it makes you a lot more adaptable

Lewis – makes you more adaptable anyone else sort of agree or disagree

Eric – agree

Lewis – agree

Emily – agree

Lewis – yeah so you feel that being a service child has made you sort of able to adapt to certain environments

Peter – yeah

Emily – yeah

Ava – yeah

Eric – yes

Owen – yes Lewis – like I say cuz you know I

Owen – some people don't like change but but like like you have to get used to it

Lewis – does it frustrate you because it frustrates me when I hear you know people whinge that they gotta move two doors down

Eric – ha yeah

Samantha – yeah

Owen – INADUABLE

Lewis – I used to have it all the time in Preston when people used to say they can't be bothered moving two doors down I've gotta get a plane and a boat

Eric – ha-ha

Lewis- carry two cats and two dogs you have it easy urm so this brings us onto our last question actually and its do you want to go to university or any other higher educational facilities but you feel as though you are not prepared and have a lack of understanding of higher educational facilities so like obviously with yourselves you said you you didn't have the opportunity to go well you did but unfortunately kicked off but do you think this is gunna impact you

Peter – I think unis different to college though innit coz uni you can live away college

Lewis – mmmm

Peter – you still live with your parents

Lewis – yeah

Emily – you really don't like your family do you haha

–  
Peter – hahaha they are just e but worse

Lewis – what about yourselves because you didn't go did you do you feel as though because you haven't been able to do you think that's gonna impact you

Emily – no

Lewis – no

Ava – no

Lewis – would you just sort it out yourselves do you think

Ava – yeah

Lewis – what about your self

Emily – dunno

Lewis – dunno so like do you feel as though you want to go to university but you have a lack of understanding of university

Owen – it's just like me I just don't wanna go

Lewis – you just don't wanna go but obviously

Alex – I just don't think about it

Lewis – what what what do you want to do

Alex – so like I've never thought about college at all or now't like that

Lewis – what about yourself

Owen – just obviously stick to my apprenticeship

Lewis – yeah just stick to your apprenticeship

Owen – yeah

Lewis – is everybody else the same sort of like join the army or have an apprenticeship or sixth form

Lewis – obviously I know

Samantha – I think it kinda depends on where you are as well

Lewis – mmmm yeah brilliant urm just quickly has have you seen a UCAS form

Samantha – yeah

Emily – no

Ava – no

Eric – no

Lewis – so some of you have and some of you haven't

Alex – I've heard of it but I don't know what it is

Lewis – so it's sort of like

Owen – I know what UCAS points are is that what you mean

Lewis – no so so it relates to that but a U a UCAS form so when you are applying for a particular university you fill this out and it's got all your grades on your sort of references etc etc but when I first filled out the form four years ago and I was ticking boxes it came up with um sort of disability mental health these boxes that you could tick to say you either have them or you don't um so ya you got dyslexia or SEN however one thing I noticed was there was no box for service children which to me sparked an interest because like at the end of the day I feel as though there should be that box there because the university will look at that form and go right we can offer this particular person with sort of SEN or dyslexia we can offer them support where's the support for service children that that's how I feel does anyone else sort of agree with that

Eric – yeah

Owen – yeah

Lewis – so would you sort of advocate having a service children box on a UCAS form Eric

– yeah

Lewis – and I would like it regardless if your servicing or ex

Owen – yeah

Lewis – because it in my eyes yeah I'm my dad's not in the army but I'm still a pads brat I'll always relate to the army because that was my life for most of it so but you would all agree that this sort of box would be brilliant

Peter – yeah

Alex – yeah

Owen – yeah

Lewis – yeah alright brilliant

Nicky – I think there needs to be one on a college one as well so you can

Lewis – yeah

Nicky – track though from your secondary school

Lewis – yeah

Nicky – right the way through to UCAS

Lewis – yeah

Nicky – that would make a lot of sense

Lewis – um yeah so no I agree so I know some people feel as though you don't want to be sort of looked at differently being a service child but at the end of the day I see it as we are a big group service children we know things that lets say that a non-service child knows you know I think there needs to be that support there because not many people know how it feels to be you know just you your mum or sister for example for me and your dad being away for twelve months and you get to see them for a week and that's it Owen – well when they come back on R&R

Lewis – yeah R&R and it is a difficult thing and that's why I'm pushing towards having more support there for service children um but I am glad that you all sort of agree with that so um

–  
but no that actually concludes this interview is there anything else that anyone would like to say or add you know just happily speak away you keen to go

Nicky – I would like to as a question how do you guys feel about being labelled a service children I mean obviously I know here that we don't do we we are aware of who you are would you prefer for that to be a raised profile here or would you prefer if obviously just to be treated like a student

Peter – I mean most of us are service kids so even if it was just well

Nicky you are aware of who the other service children are aren't you

Samantha – this schools just got loads of service children in it though

Nicky – yeah

Samantha – so I think if you moved away you'd be a bit more singled out then if we were just stuck here

Nicky – yeah I suppose with being in that environment here that obviously with having a lot of service children here you do feel that you have support anyway regardless if you are a service child or not but I just wondered if you actually agree or disagree with actually being physically labelled as a service child do you actually like that or not

Samantha – Emily – don't bother me

Lewis – what were you gonna say Peter

Peter – it might be good here because everyone well most people are service child's Lewis

– yeah

Peter – but the moment you go to a different school and your labelled as a service child it's almost like separating you

Nicky – and that's what we try not to do

Lewis – yeah so do you have anything else to say



**Appendix G – Student Record Meeting with Supervisor**

**RESEARCH STUDENT SUPERVISION LOG (code for room c6234x)**

This log should be completed for at least the required minimum number of supervision meetings, i.e. Pre October 2005 start: part-time students = 6 per year; full-time students = 12 per year. Post October 2005 start: part-time students = 5 per year; full-time students = 10 per year

<b>Name of Student:</b>		Lewis Ritchie			
<b>Name of Supervisors:</b>		Spencer Swain; Steven Cock			
<b>Degree:</b>		Mres	<b>Start Date:</b>		01-Oct-2018
<b>Supervision Number</b>	<b>Date of Meeting</b>	<b>People Present</b>	<b>Main Topics Discussed</b>	<b>Action Points Agreed</b>	<b>Targets for Next Meeting</b>
1	04/10/18	Spencer Swain; Lewis Ritchie	<ul style="list-style-type: none"> <li>• Needs analysis form.</li> <li>• Literature review and methodology.</li> <li>• Ethics forms.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Submit a needs analysis form.</li> <li>• 2. Draft of ethics forms two weeks.</li> </ul>	<ul style="list-style-type: none"> <li>• Submit needs analysis.</li> <li>• 2. Submit draft of ethics form.</li> </ul>

2	06/11/2018	Spencer Swain; Lewis Ritchie	<ul style="list-style-type: none"> <li>Ethics Forms</li> </ul>	<ul style="list-style-type: none"> <li>To submit ethics forms to Nat for the Ethics Committee to review</li> </ul>	<ul style="list-style-type: none"> <li>Bring details of what will be included within the literature review</li> </ul>
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<b>Name of Student:</b>		Lewis Ritchie			
<b>Name of Supervisors:</b>		Spencer Swain; Steven Cock			
<b>Degree:</b>		Mres	<b>Start Date:</b>		01-Oct-2018
<b>Supervision Number</b>	<b>Date of Meeting</b>	<b>People Present</b>	<b>Main Topics Discussed</b>	<b>Action Points Agreed</b>	<b>Targets for Next Meeting</b>
3	26/11/2018	Spencer Swain; Lewis Ritchie	<ul style="list-style-type: none"> <li>Ethics Forms</li> <li>Literature review draft</li> <li>Methodology Draft</li> <li>Contact Stuart Bottomley</li> </ul>	<ul style="list-style-type: none"> <li>Submit ethics form</li> <li>Work on literature Review and Methodology</li> <li>Contacting Stuart Bottomley.</li> </ul>	<ul style="list-style-type: none"> <li>To have submitted Ethics form</li> <li>Working on Literature review and Methodology</li> </ul>

4	06/12/2018	Spencer Swain; Steven Cock;  Lewis Ritchie	<ul style="list-style-type: none"> <li>• General discussion with reference to my progression on the MRES course</li> <li>• Confirmed if the ethics was submitted</li> </ul>	<ul style="list-style-type: none"> <li>• Work on target to me deadlines that were set in agreement with Spencer (Lit Rev and Methodology)</li> </ul>	<ul style="list-style-type: none"> <li>• Contact Stuart with regards to gaining gatekeepers to get participants from</li> </ul>
5	28/01/2019	Spencer Swain;  Lewis Ritchie;	<ul style="list-style-type: none"> <li>• General discussion regarding update on how work and ethics is going.</li> </ul>	<ul style="list-style-type: none"> <li>• Email Louisa regarding ethics. As well as send</li> </ul>	<ul style="list-style-type: none"> <li>• To email Louisa regarding ethics and getting in touch with the</li> </ul>

<b>Name of Student:</b>		Lewis Ritchie			
<b>Name of Supervisors:</b>		Spencer Swain; Steven Cock			
<b>Degree:</b>		Mres	<b>Start Date:</b>		01-Oct-2018
<b>Supervision Number</b>	<b>Date of Meeting</b>	<b>People Present</b>	<b>Main Topics Discussed</b>	<b>Action Points Agreed</b>	<b>Targets for Next Meeting</b>

		Stuart Bottomley		off ethics forms to Natt for review.	MoD. Also, discuss and email army welfare officer.
6	20/03/2019	Spencer Swain; Lewis Ritchie;	<ul style="list-style-type: none"> <li>6 Month Formal Review</li> </ul>	<ul style="list-style-type: none"> <li>Add extra points onto my need's analysis form.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that I have added the points highlighted in my formal review onto my need's analysis form.</li> </ul>
7	25/03/2019	Spencer Swain; Lewis Ritchie	<ul style="list-style-type: none"> <li>To go over my methods section that was submitted previously to Spencer.</li> </ul>	<ul style="list-style-type: none"> <li>Interpretivism</li> <li>Positivism</li> <li>Anonymity</li> <li>Roots of Questioning</li> <li>Education Policy</li> </ul>	<ul style="list-style-type: none"> <li>To review my methods section. But to mainly focus on collecting data from participants.</li> </ul>
8	04/04/2019	Spencer Swain; Lewis Ritchie	<ul style="list-style-type: none"> <li>Discuss methods and data collection.</li> </ul>	<ul style="list-style-type: none"> <li>To continue collecting data from participants. To also try and gain interview from Helen at Risedale School.</li> </ul>	<ul style="list-style-type: none"> <li>To have collected data and to begin transcribing the data that was collected.</li> </ul>

<b>Name of Student:</b>	<b>Lewis Ritchie</b>
<b>Name of Supervisors:</b>	Spencer Swain; Steven Cock

<b>Degree:</b>		Mres			<b>Start Date:</b>	01-Oct-2018
<b>Supervision Number</b>	<b>Date of Meeting</b>	<b>People Present</b>	<b>Main Topics Discussed</b>	<b>Action Points Agreed</b>	<b>Targets for Next Meeting</b>	
9	21/10/19	Spencer Swain; Lewis Ritchie	<ul style="list-style-type: none"> <li>• Introduction and methodology chapters</li> </ul>	<ul style="list-style-type: none"> <li>• Edit both chapters in time for the 11<sup>th</sup> of November.</li> <li>• Focus on writing style.</li> <li>• Next meeting scheduled for the 28<sup>th</sup> October.</li> </ul>	<ul style="list-style-type: none"> <li>• Draft of literature review and NCOP report.</li> </ul>	
10	28/10/19	Spencer Swain; Lewis Ritchie	<ul style="list-style-type: none"> <li>• Literature Review and NCOP report</li> </ul>	<ul style="list-style-type: none"> <li>• Edit chapter and report based on feedback provided in the session. A date of the 11<sup>th</sup> of November was specified as a deadline.</li> </ul>	<ul style="list-style-type: none"> <li>• Results and discussion.</li> </ul>	
11	4/11/19	Spencer Swain; Lewis Ritchie	<ul style="list-style-type: none"> <li>• Looked through results and discussion section.</li> <li>• Made recommendations for</li> </ul>	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> of December full draft of thesis and NCOP report.</li> </ul>	<ul style="list-style-type: none"> <li>• Submit a well revised edit of both the thesis and report.</li> </ul>	
<b>Name of Student:</b>		<b>Lewis Ritchie</b>				

<b>Name of Supervisors:</b>		Spencer Swain; Steven Cock			
<b>Degree:</b>		Mres	<b>Start Date:</b>		01-Oct-2018
<b>Supervision Number</b>	<b>Date of Meeting</b>	<b>People Present</b>	<b>Main Topics Discussed</b>	<b>Action Points Agreed</b>	<b>Targets for Next Meeting</b>
			improvement on the document.		
12	02/12/19	Spencer Swain; Lewis Ritchie	<ul style="list-style-type: none"> <li>Discussion of full draft of the thesis as well as a full draft of the NCOP report.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to work on points highlighted during the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>Submit a well revised edit of both the thesis and report.</li> </ul>