

***BAME Achievements and the Vocational/Academic Divide:
literature, case studies and perspectives in Higher Education***

This abstract summarizes research carried out as part of the 2015-16 UAL- RAS project, focusing on the relations between low BAME (Black, Asian, Minority Ethnic) retention rates in Higher Education and issues of class, gender, race, and ability. Investigating how students perceived the vocational/academic divide in Arts colleges in relation to a career-oriented market, the research argued that contextual studies are not only shown to be related to increased retention rates, but also likely to increase students' success in the market, and crucial for the role of universities as independent environments from where progressive and inclusive policies can impact on society at large.

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