

# University Centre Colchester (UCC)

## Staff Profile

The content below, and the accompanying profile image, will be used for the purpose of documenting your work at UCC, as well as promoting UCC's academic provision. This includes, but is not limited to, print (such as leaflets and prospectuses) and digital fora (such as on the College's website), as well as by external organisations authorised by UCC.

The College will retain and use the information and image(s) for the purpose(s) outlined above for the period you are an employee of Colchester Institute.

Name:	Carlene Cornish
Job title/role:	Lecturer in Health and Social Care
Subjects taught/administrative responsibilities:	<p>Carlene teaches the following modules:</p> <p>BA (Hons) Health and Social Care Human Growth and Development; Promoting Health; Counselling Skills; Youth and Crime; Research Dissertation Supervision</p> <p>BA (Hons) Early Years Safeguarding Children; Difference and Diversity; Research Dissertation Supervision</p> <p>BA (Hons) Counselling Professional Development Through Research; Research Dissertation Supervision</p> <p>MA Education Research Methodology (selected lectures); MA dissertation supervision</p>
Qualifications and Membership of Professional bodies: (At degree level: subject and level only; no dates required).	<p>BSocSc Social Work, University of Cape Town BSc (Hons) Probation and Correctional Practice, University of Cape Town MSocSC Probation and Correctional Practice, University of Cape Town Post Qualified Child Care Award, University of East Anglia PGCE, University of Essex</p> <p>Carlene is a member of the Health &amp; Care Professional Council (HCPC), a fellow of the Higher Education Academy (HEA), a member British Association of Social Workers (BASW), a member of the Society for Education and Training.</p> <p>She is also part of the Association of Research in Post-Compulsory Research in FE (ARCPE), the British Education Research Association (BERA), and the British Sociological Association (BSA).</p>
Experience in Education: (where you studied/ have taught/ have worked)	Carlene has worked full time as a child protection social worker, as a social worker in child protection, and subsequently in the youth justice sector.
Biography and personal interests: (50-75 words) NB: As part of your profile page, UCC may wish to record a short video	Originally from South Africa, she has both local and international experience in social work, probation and research in to education matters. She has previously worked for Essex County Council, the National Probation Service, Essex Youth Offending Service and

interview with you for inclusion on the website.

Barnardo's before employment with Colchester Institute. Most of her leisure time is divided between juggling the schooling and recreational demands of two young daughters, and her own research work.

### Professional practice / research interests:

NB: If you wish to do so, please submit separately up to three examples of your work, which you would be happy to see published on your UCC staff webpage. This may include past conference papers, links to publications (if not included in this section), filmed/recorded performances, or visual images.

Carlene is currently undertaking PhD studies in the Sociology of Education. Specialist focus on Education Policies; Policy Discourse on Youth and Education; NEET and marginalised youth; Teaching Pedagogy and Curriculum Ideologies.

### Research Interests:

Further and Higher Education Practice and Policies  
Social Work Practice and Research-related issues  
Safeguarding Children and Adults  
Assessments  
Youth Justice and Criminology-related Issues  
Youth Work and Community Development Projects

### Brief Summary of Doctoral Thesis

This thesis uses the Raising of Participation Age (RPA) as policy framework, focusing on a Level 1 pre-vocational training programme aimed at young people previously classified NEET (not in education, employment and training) or at risk of becoming NEET. Based on ethnographic research on former NEET students and practitioners working with them in a further education college in south of England, empirical findings revealed various contradictions, constraints and tensions between RPA discourse and actual realities in practice for staff and students. The data chapters draw attention to three key issues: the gatekeeping function of GCSE grades, the counter-productive nature of the student welfare discourse, and the paradox of 'success' and 'progression' for these students. One of the concluding arguments claim that RPA legislation made minimal, if any impact on the upskilling and inclusion of many marginalised students within this particular education setting. Further research was suggested on a larger scale: to discover whether my empirical findings were atypical or are there identical issues experienced on similar provision at different colleges nationwide.

### List of Publications:

Carlene Cornish (2018) 'Keep them students busy': 'warehoused' or taught skills to achieve?, *Research in Post-Compulsory Education*, 23:1, 100-117, DOI: 10.1080/13596748.2018.1420733 <https://www.tandfonline.com/doi/full/10.1080/13596748.2018.1420733>

Cornish, C. (2017). "Educated or Warehoused?": The educational experiences of former NEET and so-called disengaged youth in a Further Education (FE) College in England in *European Journal of Multidisciplinary Studies*, Vol.6, Nr.1, Sep.-Dec. 2017. ISSN 2414-8385 (Print) [http://journals.euser.org/temp/ejms\\_sep\\_dec\\_17\\_v6\\_n1.pdf](http://journals.euser.org/temp/ejms_sep_dec_17_v6_n1.pdf)

Cornish, C. (2017) 'Level 1 Skills to Succeed (S2S) students and the gatekeeping function of GCSEs at an English FE College' in *Research in Post-Compulsory Education* Vol. 22 , Iss. 1,2017 <http://dx.doi.org/10.1080/13596748.2016.1272076>

Cornish, C (May 2017) *We want Education, Not Rejection* in FE

Publication.

Cornish, C (12/07/2017) The gatekeeping function of GCSEs (General Certificate of Secondary Education) at an FE College. <https://ec.europa.eu/epale/es/node/37853>

Cornish, C (July 2017) 'You can't get there from here': Marginalisation and the Gatekeeping Function of GCSEs. *Post-16 Educator*, 88 July to September 2017, pp. 8-10.

Cornish, C. (2017) "Keep them students busy": 'Warehoused' or taught skills to achieve? in [Research in Post-Compulsory Education](#) (Pending)

Cornish, C (2016). Higher Education Research Strategy 2016-2020, Strategic Planning Colchester Institute.

**Book Review**

Cornish, C (2018) 'Book Review: M. Daley, K. Orr and J. Petrie. Principals Reviewed. London: Institute of Education Press. *Post-16 Educator*, 90, pp. 12-13. ISBN: 978-1-85856-844-7

Cornish, C (2015) 'Book Review: M. Daley, K. Orr and J. Petrie. Further Education and the Twelve Dancing Princesses. London: Institute of Education Press. *Post-16 Educator*, 81, pp. 4-5. ISBN: 978-1-85856-640-5

Link to personal (professional) website:  
(where applicable)

Publications/consultancy/knowledge transfer:  
(where applicable)

Current projects: (where applicable)

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