

“Widening Participation & Fair Access after the White Paper”

“Widening Participation & Fair Access after the White Paper”

Chaired By:

Chris Waterman

Director,

the Reduced Policy Company

“Widening Participation & Fair Access after the White Paper”

Dr Graeme Atherton
Director, AccessHE

**Westminster Briefing 18th
October 2011
Widening Participation & Fair
Access after the White Paper**

Dr. Graeme Atherton
Head of AccessHE

A national access network

Why?

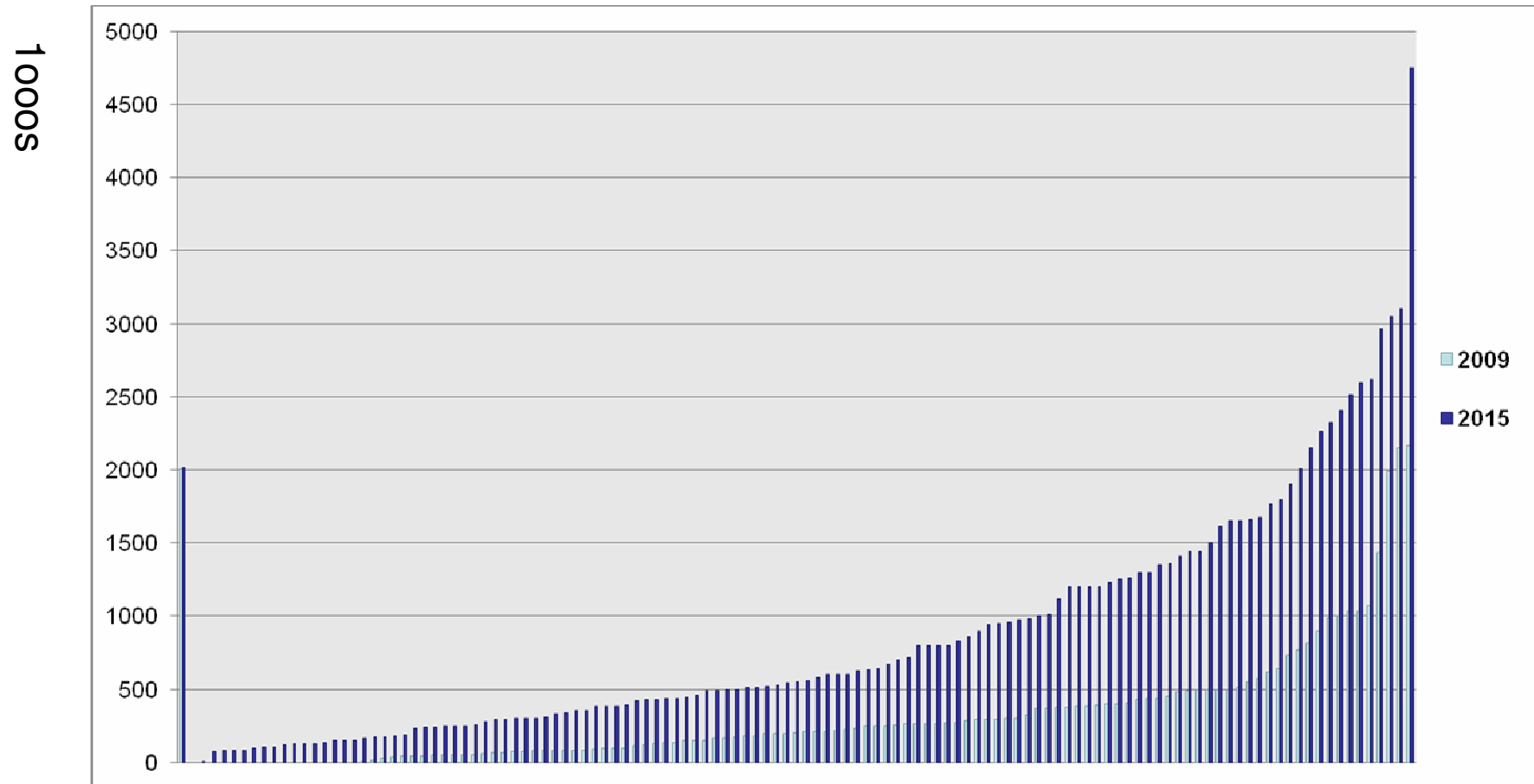
5 arguments for a national
network

1. Investment in outreach work is falling

Funding Stream	2011	2012	2015
National Scholarship Programme – institutional allocation		52.4	152
Fee waivers (non NSP)		25.9	69
Bursaries and Scholarships (non NSP)	346.7	299.1	189.3
<u>Outreach (including Aimhigher)</u>	<u>154.6</u>	<u>77.6</u>	<u>104.8</u>
Retention		51.6	80.4
Total (not including Government NSP allocation)	501.3	506.6	595.5

2. Investment in access work is becoming more disparate

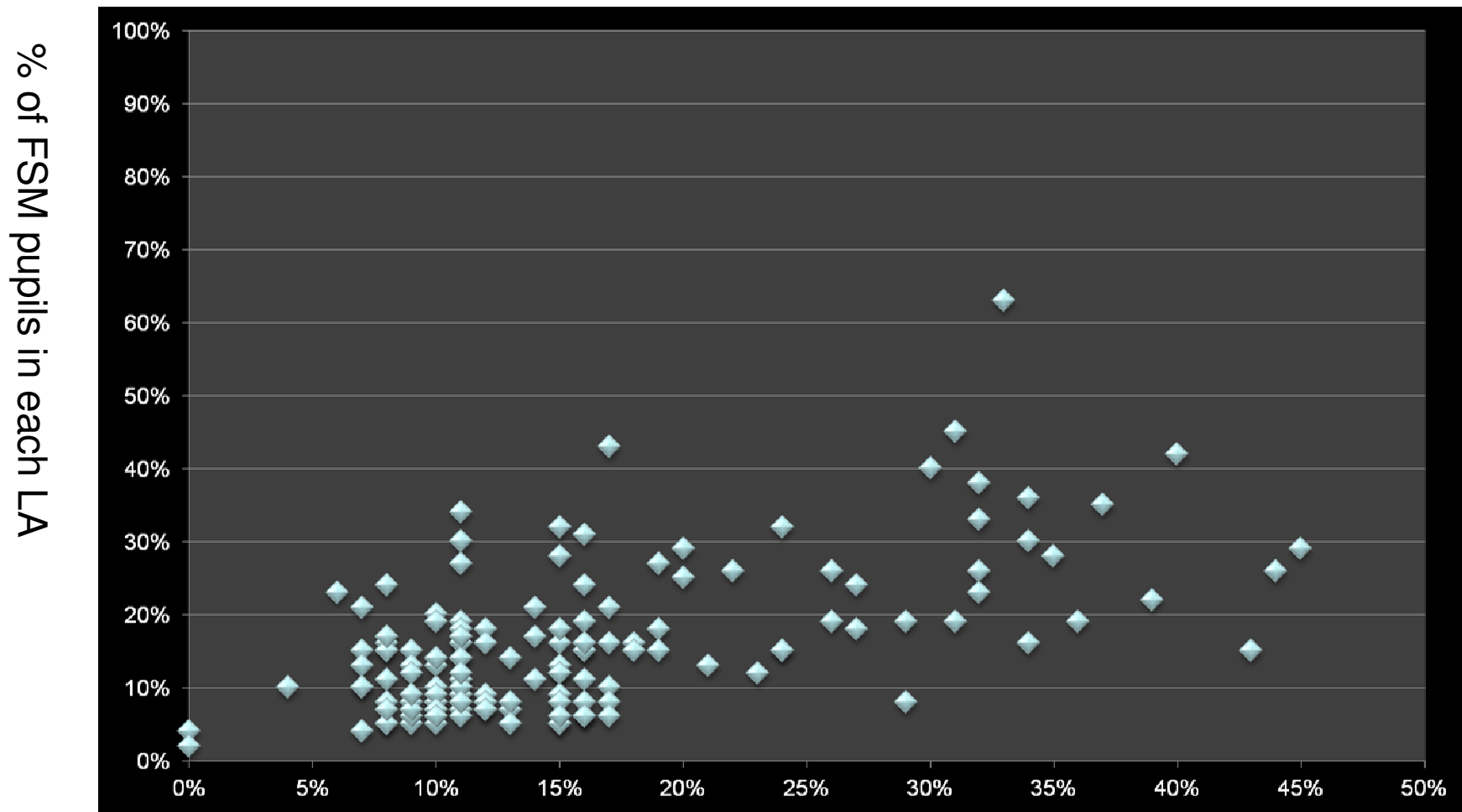
Investment in outreach as stated in OFFA Agreements



Higher Education Institutions

3. Access is more variable than we thought?

Participation at LA level by FSM



% entering HE from FSM backgrounds in each LA

4. Not everyone believes in access to HE....



METRO REPORTER - 11th May, 2011

Like 44 people like this. Be the first of your friends.

Half of graduates out of work or in poor jobs

More than half of all new graduates are either out of work or stuck in menial jobs six months after leaving university, a study shows.

Related Tags: Centre for Economics and Business Research

Tweet



Graduates twice as likely to be jobless

Graduate unemployment has doubled in the recession to its highest level for more than a decade, new figures show.

Related Tags: Office for National Statistics | National Union

One in five of those who have left university in the past year are unable to find work within six months, according to the Office for National Statistics.

It is almost double the rate before the start of the recession.

It is also more than twice the level seen among the

A photograph showing a group of graduates in black caps and gowns, some holding their diplomas.

Burger boss: 'why go to university when you can learn on the job?'

Jonathan Prynn and Anna Davis
11 May 2011

Recommend 1461

The head of McDonald's in Britain today said school leavers would be better off getting jobs in burger bars than going to university.

4. The perils of divide and rule

- Outreach **VS** retention & success
- Part time mature **VS** Full time young
- Fair Access **VS** Widening Participation
- Mission Group **VS** Mission Group

The Access Community

- Committed but fragmented
- A combination of smaller communities, individual institutions and individuals
- Only includes a fraction of those who do access
- Lacks 'connectivity'

A new National Network

- Proposed aim:
- To empower those committed to access to HE to affect change in their own institutions and communities

Two key strands of work

‘Professionalisation’ of access work

- Programme of CPD activities face-to-face & online for access community
- Accreditation ladder for access professionals
- Development of sector led quality standards for institutions

A voice on access

- Research and policy briefings on access issues to support policymakers
- Evidence based responses to the ‘anti-access’ discourse
- Support for advocacy & action on access issues at **local/regional level**

Key features

- cross sector – schools/colleges/HEs/voluntary sector
- Independent & financially sustainable
- Incorporate access not just outreach
- Include full range of under-represented groups
- **Network** and **connectivity** crucial

Progress to date

- Initial discussion meeting 14th September
35 in attendance – mainly HEIs
- 40 more keen to remain informed
- Online discussion forum live:
- <https://www.facebook.com/pages/National-Access-to-Higher-Education-Network/206603889409810>

Key questions from the group..

- How to ensure sustainability
- How to define role – especially in relation to other organisations with an access remit?
- How to be ‘independent’?
- What should geographical boundaries be?

Next Steps

- Small steering group meeting early Nov to discuss business plan
- Next discussion meeting in December date TBC
- Event programme to begin early next year
- Working groups on key issues

Summary

- New challenges means new ways of working together
- The most important lesson from Aimhigher: *those who believe in access must seek to shape it: it won't be done for us.*

National Access to Higher Education Network

- To take part in the discussion go to
- <https://www.facebook.com/pages/National-Access-to-Higher-Education-Network/206603889409810>
- Or contact me on:
- athertg@wmin.ac.uk to 31st October then graeme.atherton@londonhigher.ac.uk

“Widening Participation & Fair Access after the White Paper”

Kevin Mattinson
*Pro Vice-Chancellor,
Keele University*

Headlines

“Students at the heart of higher education”

“Putting the power in students hands”

“Students can’t afford higher education”

Student protests and riots

Brave New World

- Browne
- Coalition and fees
- White Paper
- Funding cuts

Context Today

- Number controls
- Market Place
- Reducing Infrastructure
- Mixed future for partnerships
- Demand/Cost
- Payment plans/Scholarships
- Private providers
- Subject mix
- The overseas dimension and access

Fees and Finance

Challenges for universities:

- Communicate the reality as opposed to the headlines
- The 'informed' decision maker
- Explain the value of the financial investment
- Sell the long term benefits of higher education
- Be very focused on the value and quality of courses and employment outcomes
- League tables, NSS, employability tables – all increasingly important
- The Uncertainties of 2012 – a danger of the driver being 'recruitment – institutionally driven agenda

Outreach Activity Post Aimhigher

- Institutional commitments made in OFFA statements
- Refocus on post entry support as well as pre entry outreach
- Different for schools as no longer brokerage so will have to foster individual relationships with partner HEIs
- Safeguarding impartial IAG
- Relationship to WPSA and HEFCE Recruitment Premium?
- NSPs and Widening Access – an effective retention tool?
- Are 'WP' institutions really delivering 'what it says on the tin'? A further challenge to collaboration

Keele Case Study: Keelelink

- Partnership offering, brochures available
- Range of outreach and transition support activities
- Key stages 2 to 5
- Support in school or campus experience opportunities as well as online resources and projects.

Sustainable Outreach

- University should provide activities that have a proven track record of impact
- Continue to support the embedding of Aimhigher work within the school curriculum
- Working collaboratively across the region to benefit the young people
- Maintaining cross-sector networks

A danger of a disproportionate impact on the rural school and the rural student

Collaboration

- Many Universities have been a key partner and advocates in Aimhigher
- Universities do have a long history of collaboration
- Some universities in different regions have agreed to work together to deliver similar activities in 2011/12
- options for 2012/13 still less clear as realities set in
- How to ensure an AimHigher Legacy – the North Midlands and EEF

Collaboration: adding value to widening participation

- Partnership working: more than the sum of parts
- Raising attainment and aspiration
- Economies of scale (e.g. Care leavers)
- Improved targeting, monitoring and evaluation

Partnership Drivers

- **Local**
- **Shared** focus on heightened **learner need**
- **Shared** concern at IAG “scorched earth”
- Close HEI collaboration (HEI Alliance) and strong school networks...**Density and Diversity**
- Experience of finding and occupying the **non-competitive space**
- **Well established** product with **evidence-based quality**
- History of devolved funding...we **shared** the joy and now we are sharing the pain
- Cost Effectiveness / Efficiency

Partnership Drivers

- **National**
- Continued political focus on social mobility, fair access
- Collaborative work by HEIs encouraged by OFFA and HEFCE
- Pupil Premium (even though not ring-fenced)
- HE progression to become part of school performance?

Barriers

- Access
- Culture
- Finance
- “Fit”
- Economic reward
- Individual silo approaches do not benefit learner choice

Re-allocation of places

Plans to:

- Reduce student number allocations to individual institutions
- Take AAB+ students out of the student number control
- Give extra numbers to those who have fees below £7,500



Increasing competition

- More HE delivered in FE – cheaper to deliver, more local
- More private competition – opening up of access to ‘university’ title
- Diversification of university activity
- Alternatives to HE eg apprenticeships

The Future

- Focus on student experience
- Build partnerships for the new purpose
- Build in the resilience
- Universities need to be connected

Thank you



Keele
University

“Widening Participation & Fair Access after the White Paper”

Question Time

“Widening Participation & Fair Access after the White Paper”

Mary Curnock Cook
Chief Executive, UCAS

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Westminster Briefing Widening Participation & Fair Access after the White Paper

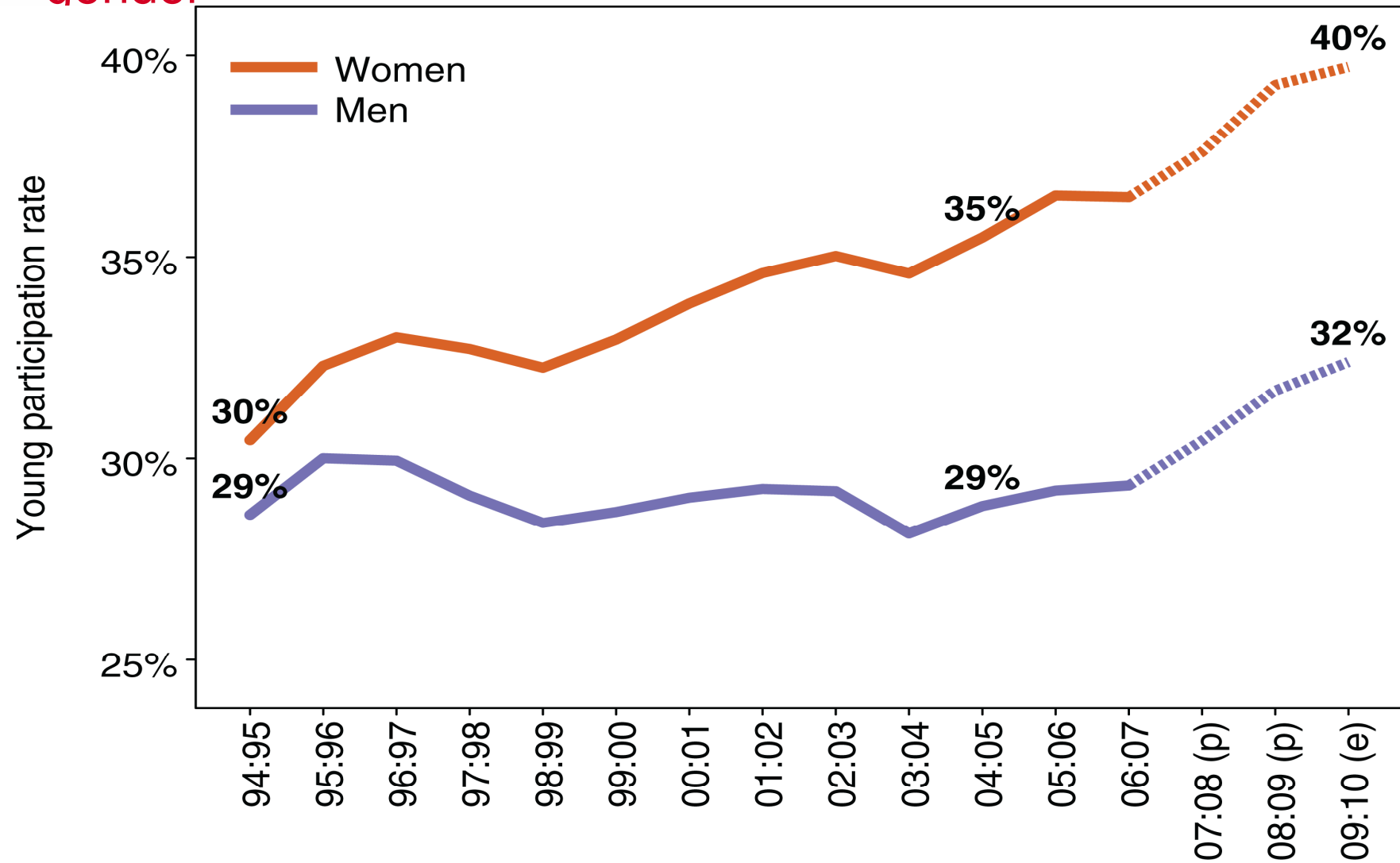
18 October 2011



Mary Curnock Cook
Chief Executive

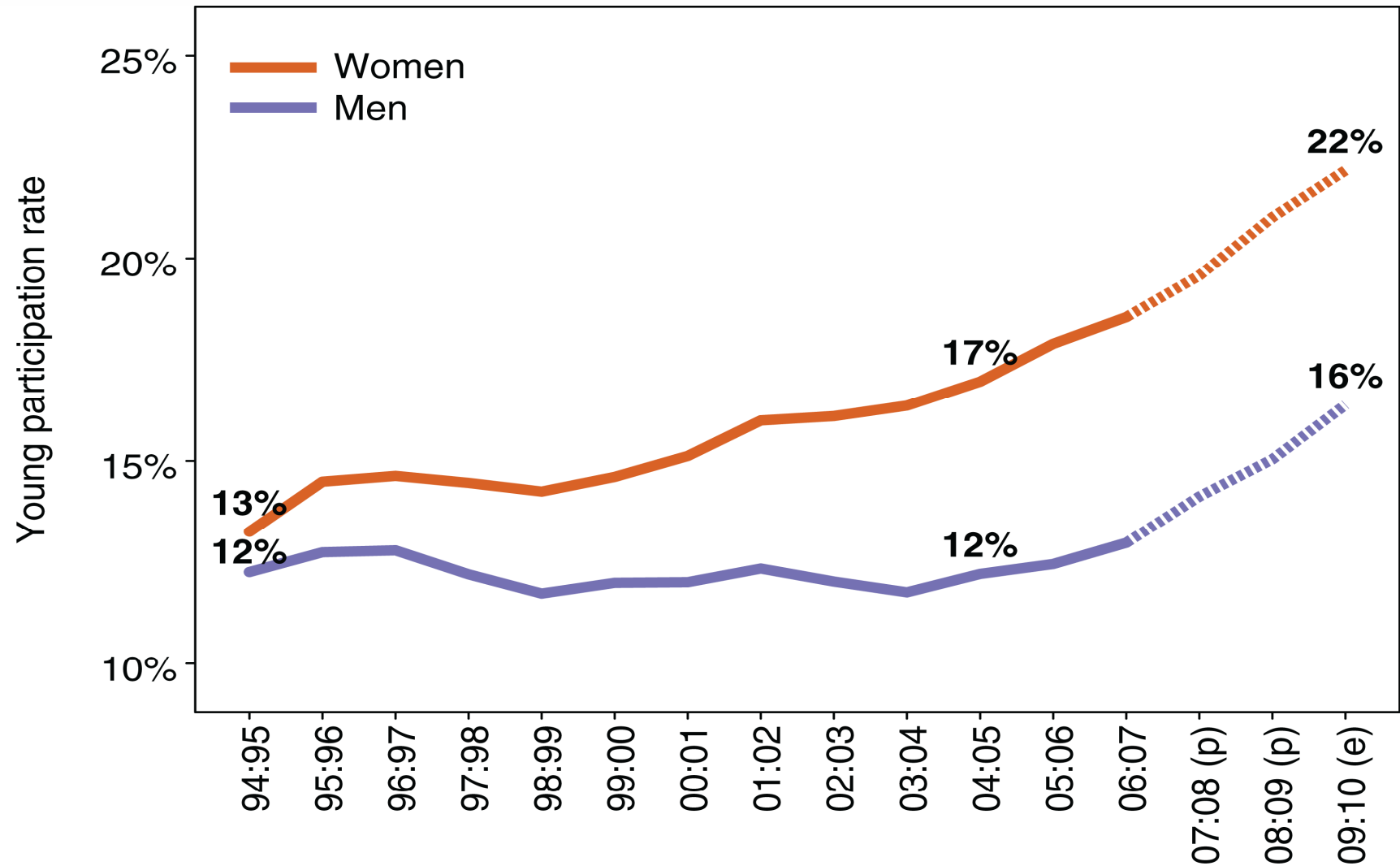
UCAS

> Young participation in HE in England since the mid 90s by gender



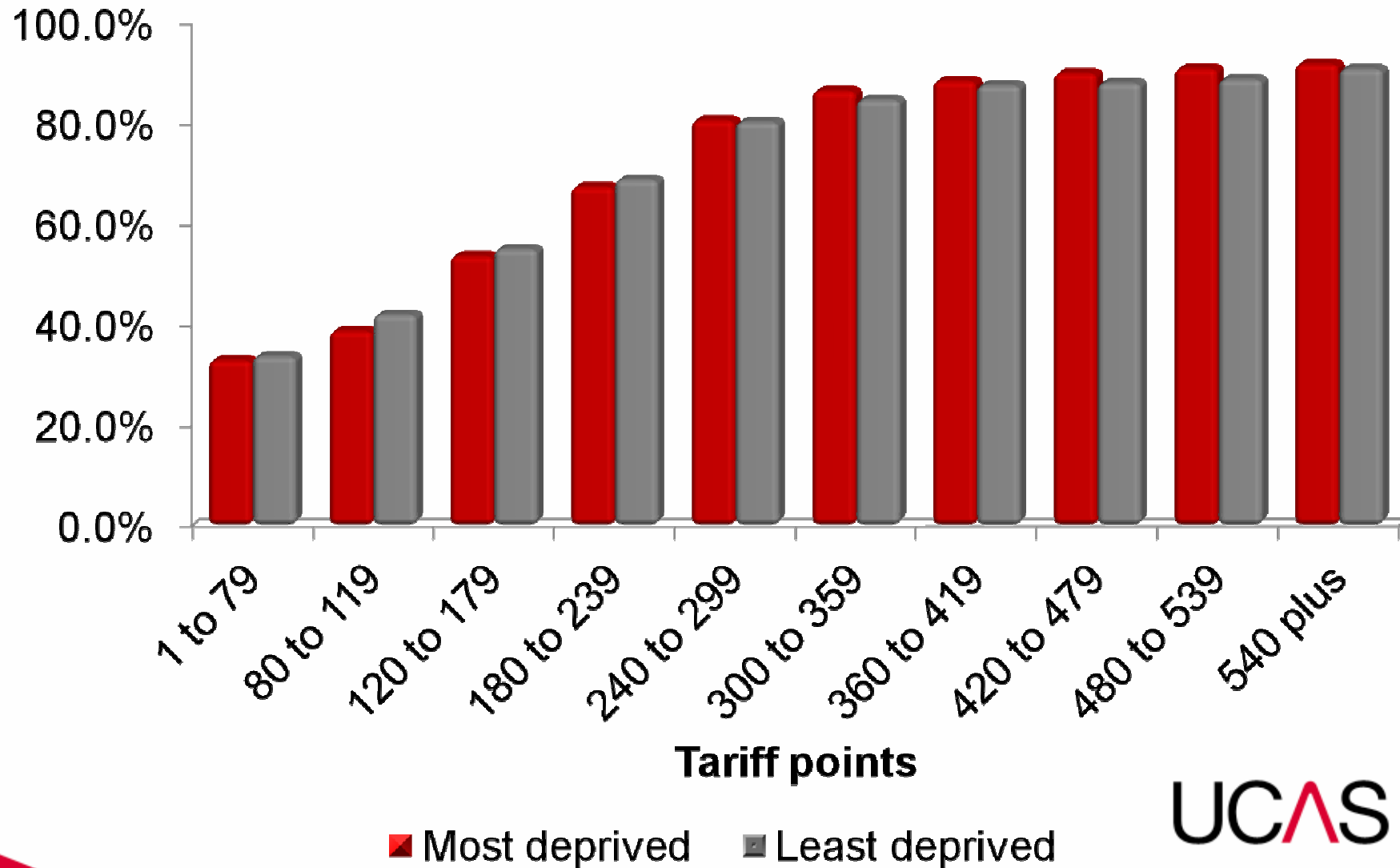
Source: Figure 6, HEFCE 2010/03, www.hefce.ac.uk

Disadvantaged young participation in England since the mid 90s by gender

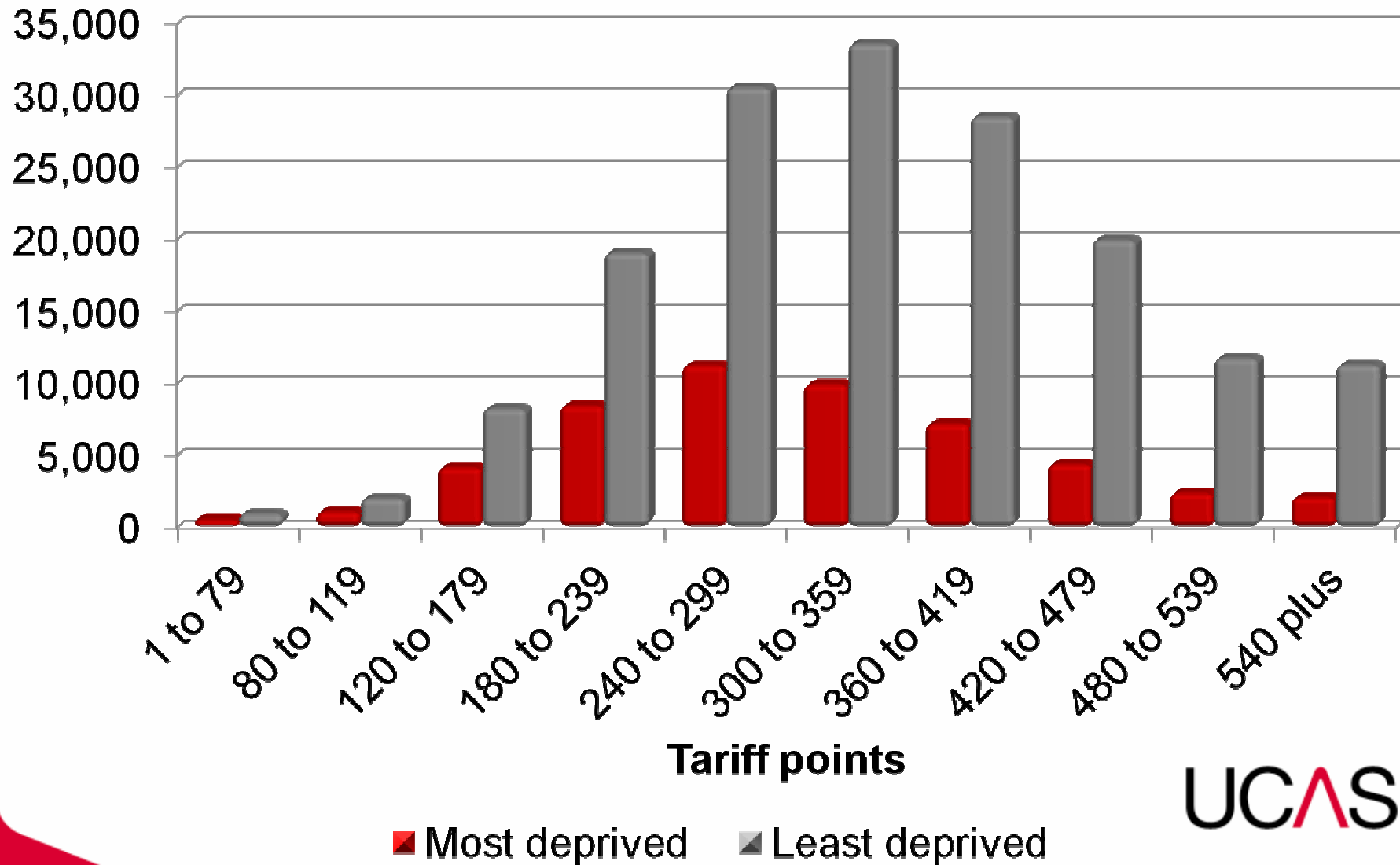


Source: Figure 7, HEFCE 2010/03, www.hefce.ac.uk

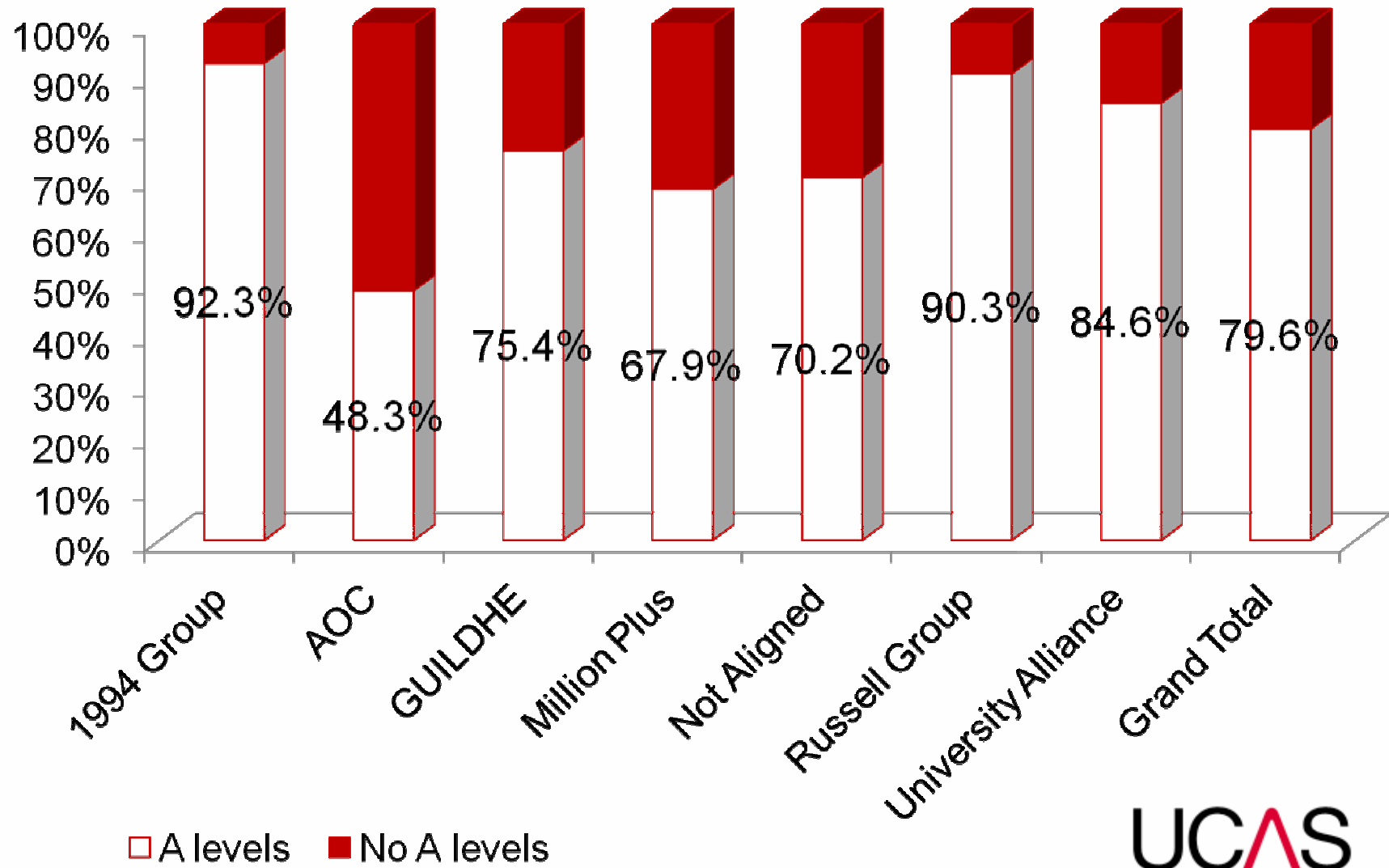
> UK 17-19 Acceptance rate of A level applicants by POLAR 2 & Tariff band: 2010



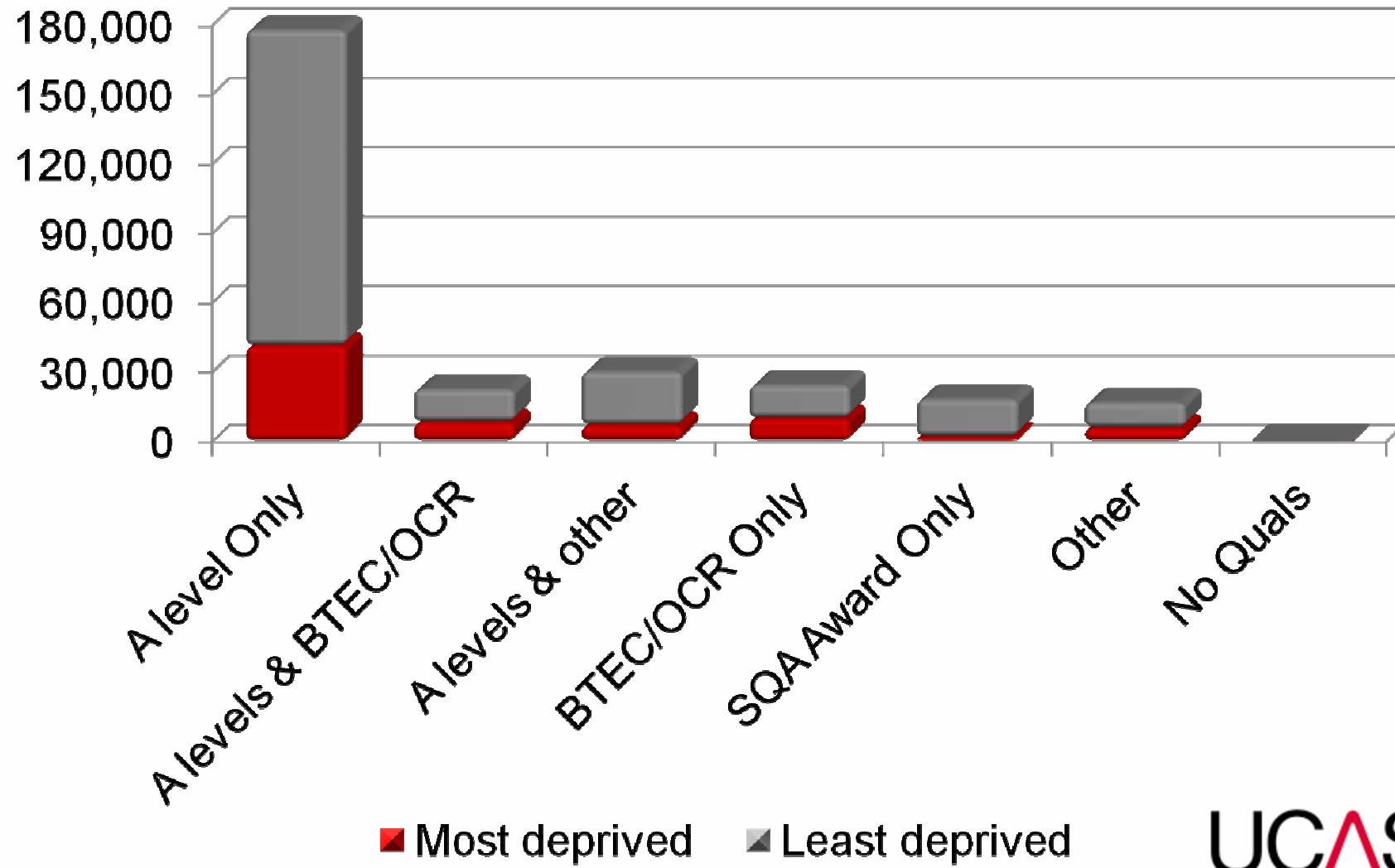
> UK 17-19 A level applicants by POLAR 2 & Tariff band: 2010



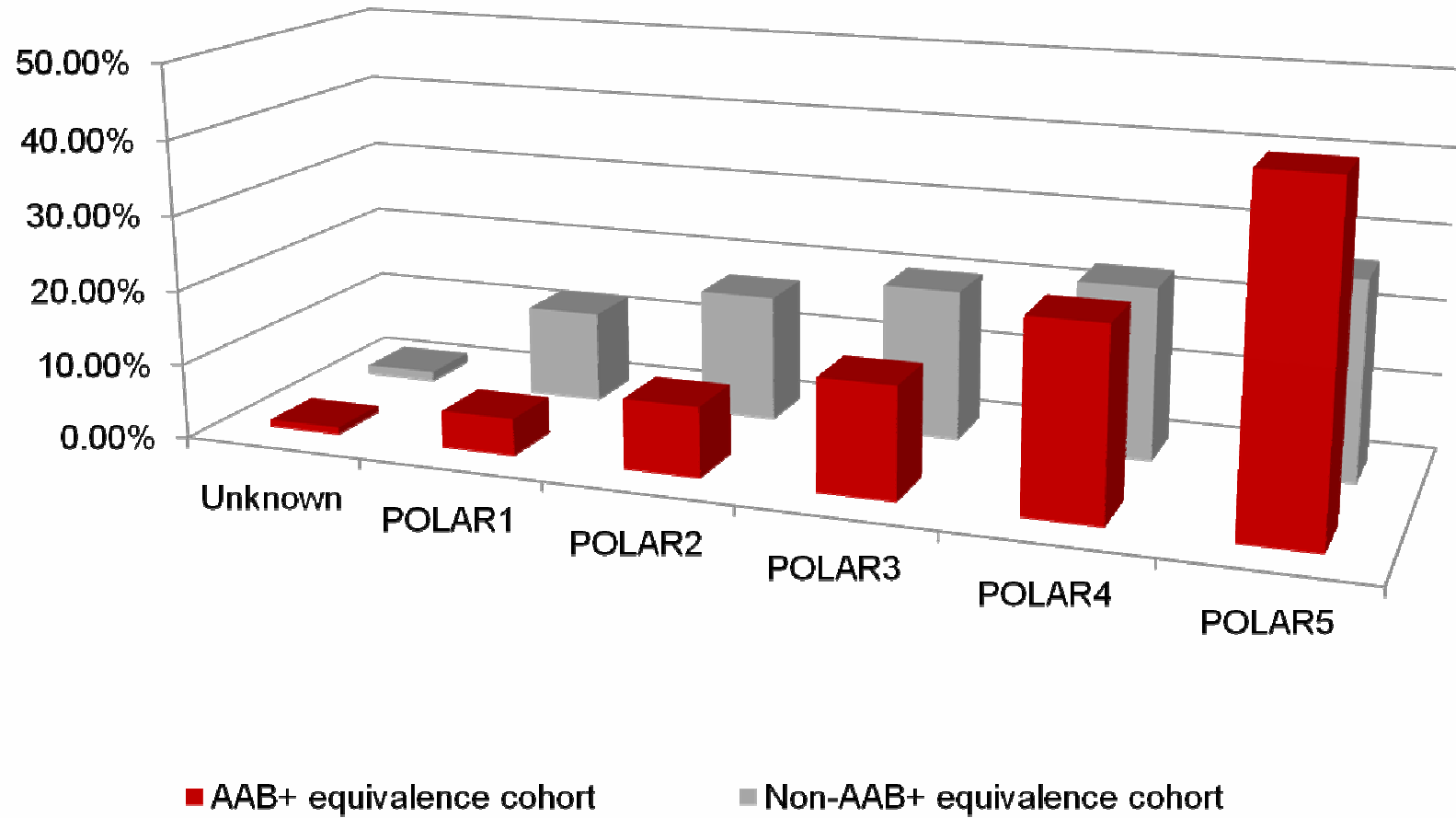
> A Levels - UK Dom. Accepts aged 17-19: 2010 (prov.)



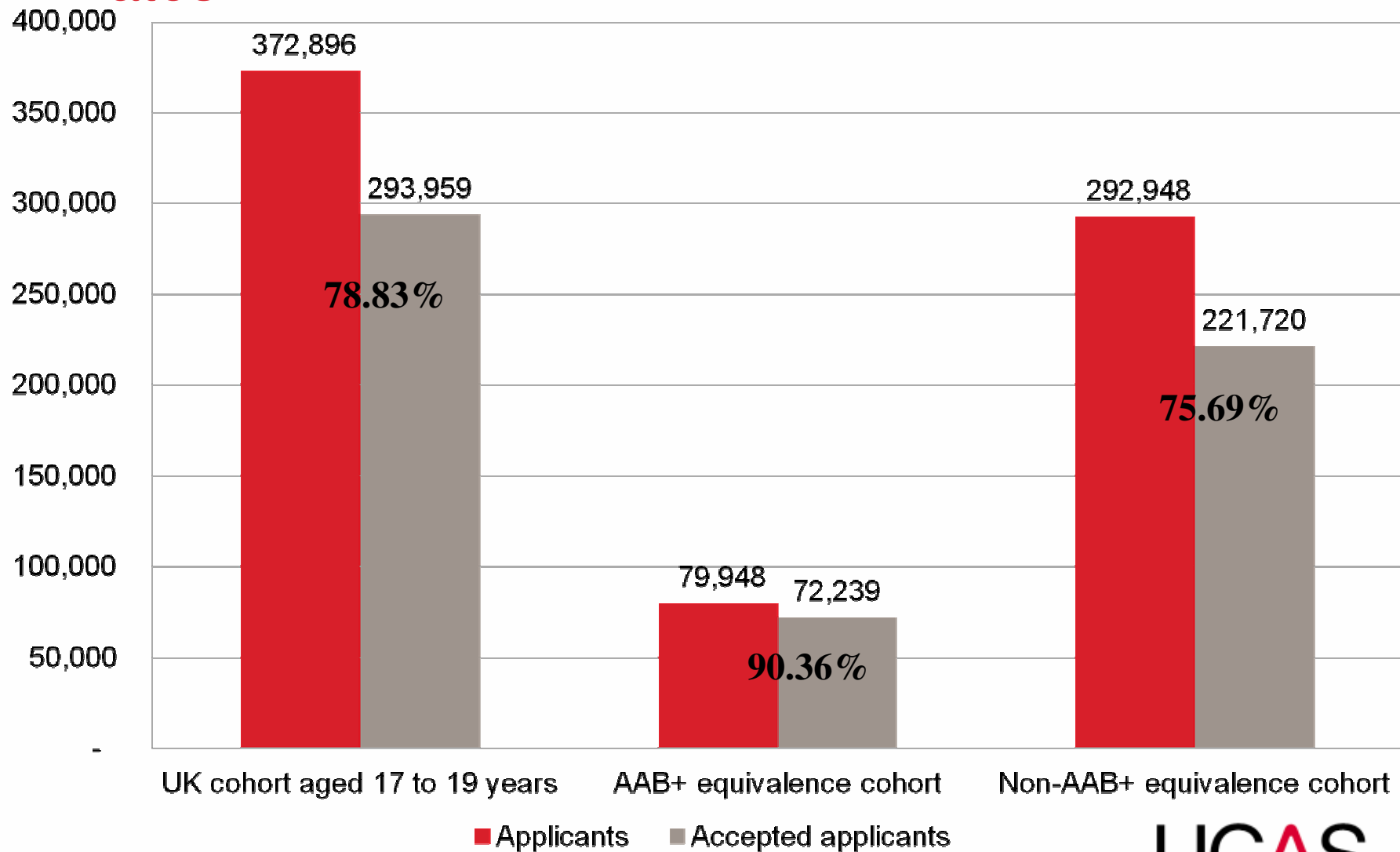
> UK 17 -19 Accepted applicants by qualification & POLAR 2 (excl. unknowns): 2010



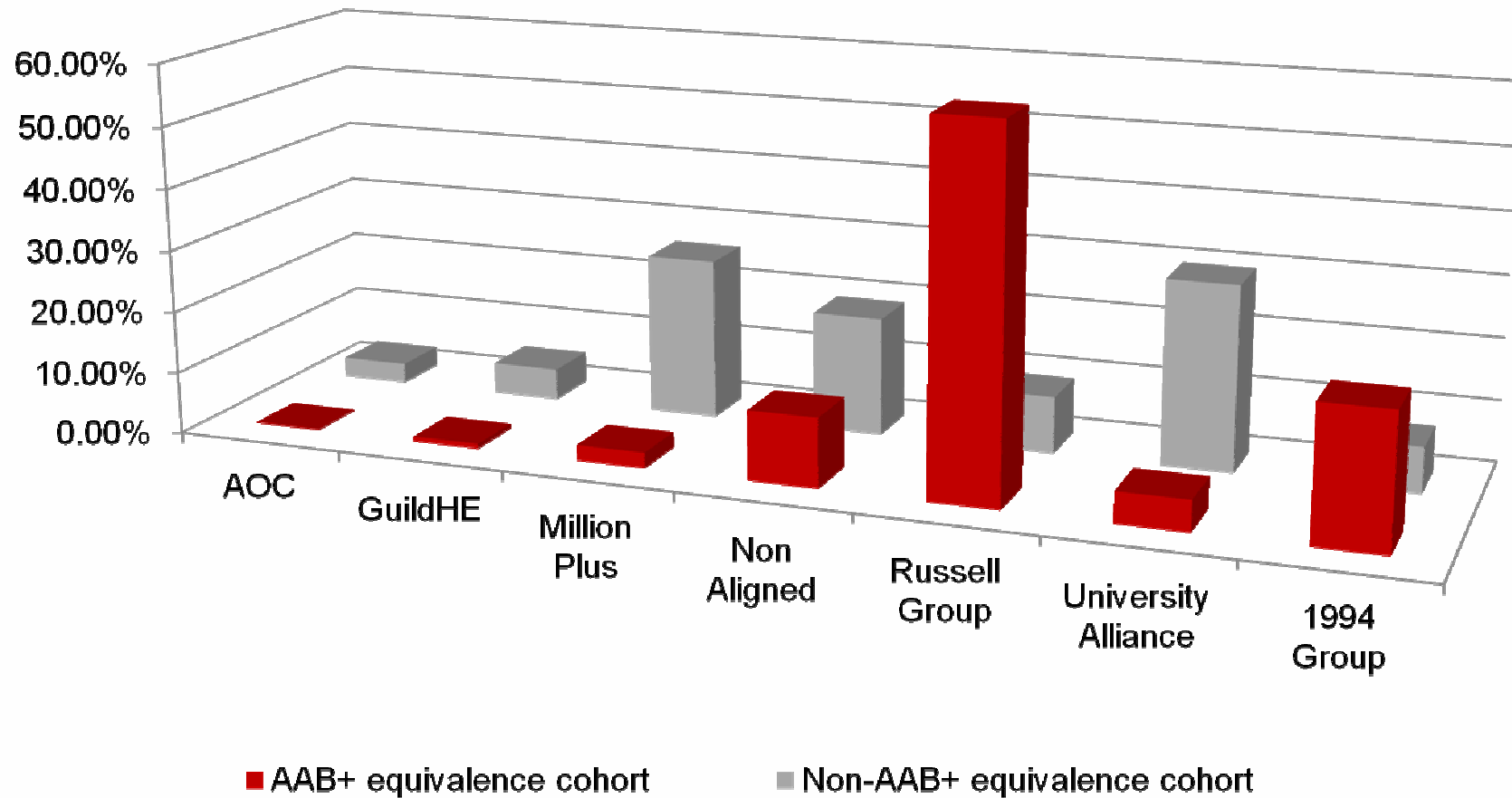
> Applicants: POLAR2 categories



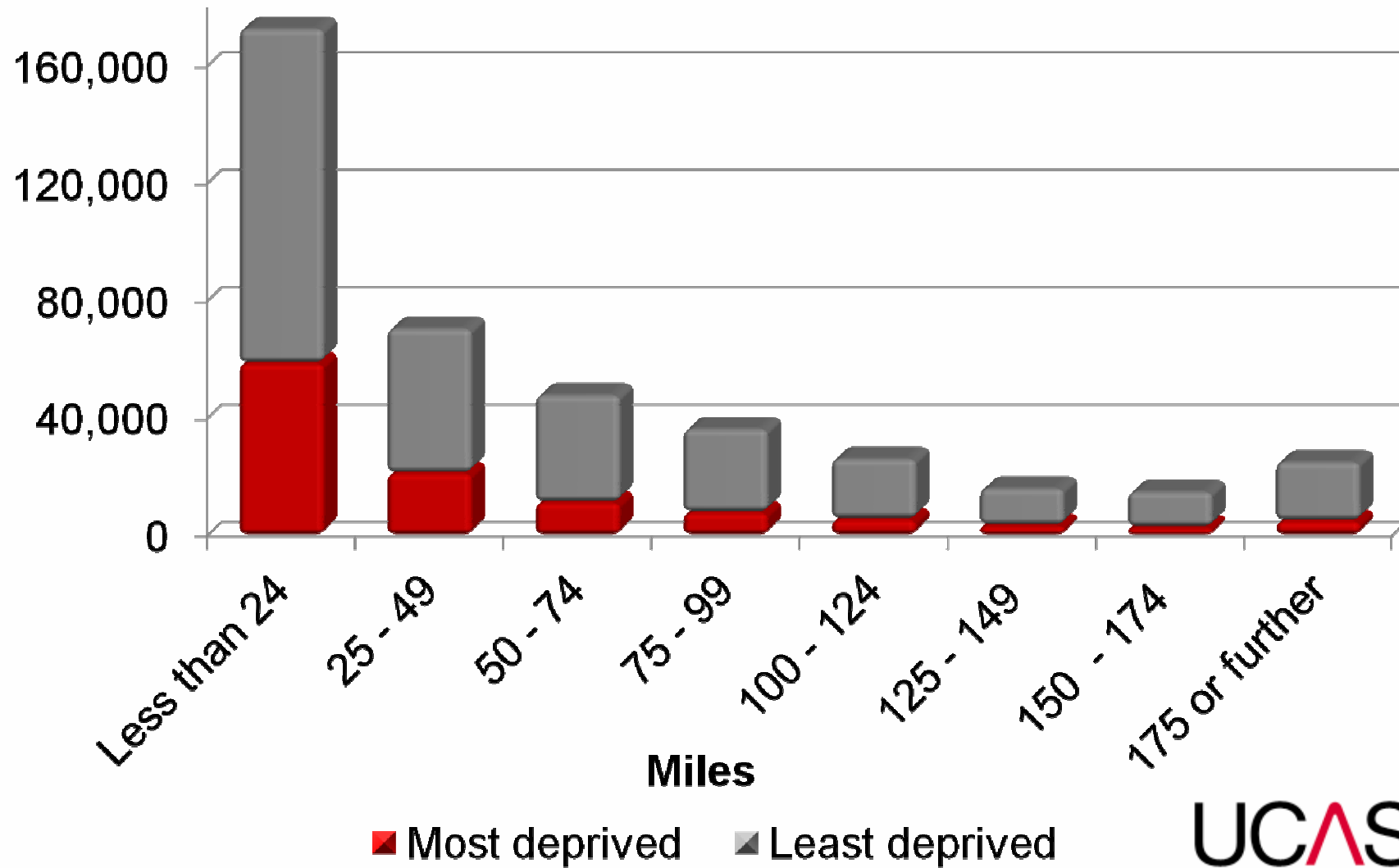
> Applicants, accepted applicants and acceptance rates



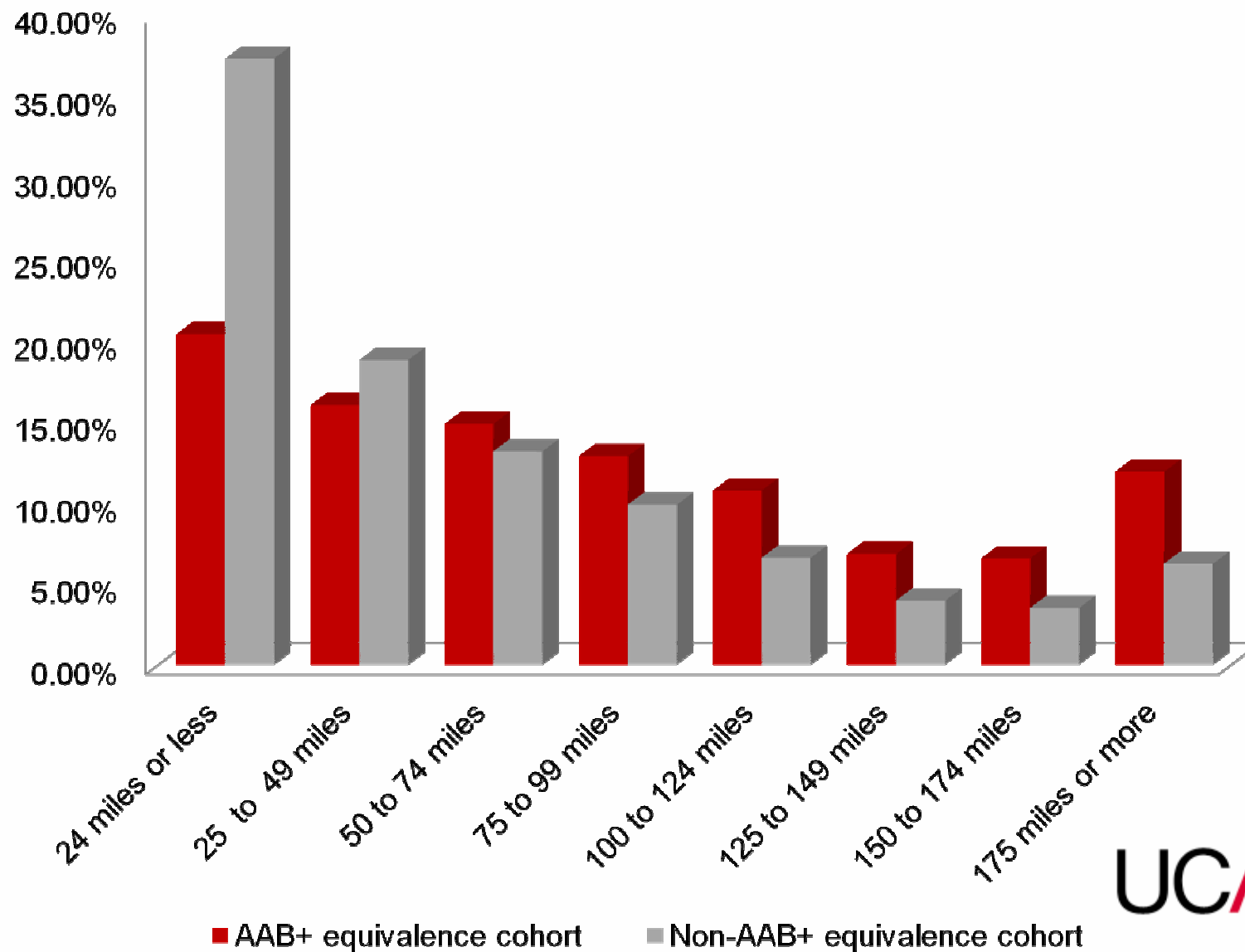
> Accepted applicants: distribution by mission group



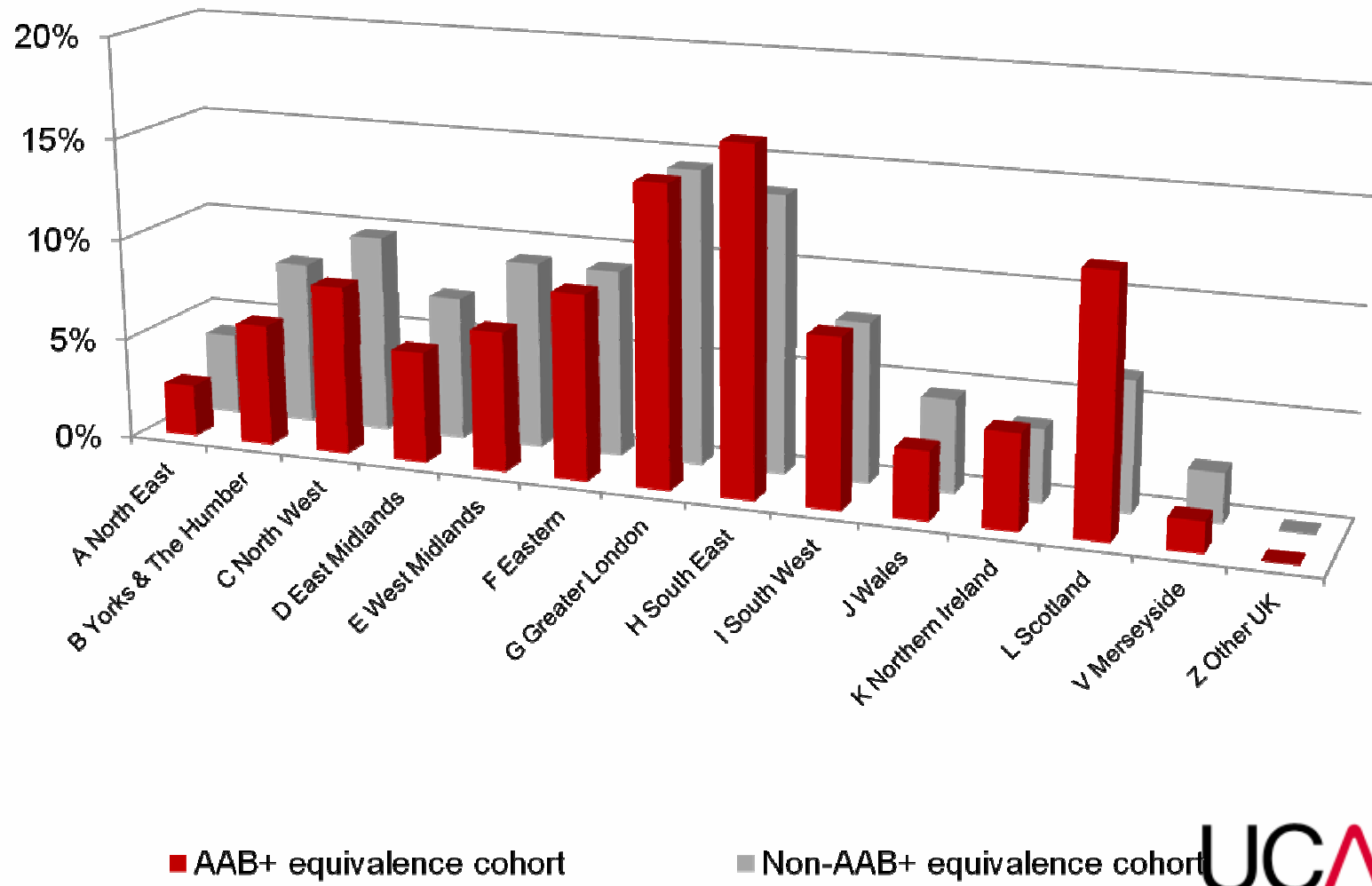
> UK Accepted applicants by POLAR 2 and distance travelled to institution: 2010



Accepted applicants: distance travelled from home to accepting HEI



> Applicants: Distribution by region



> Conclusion

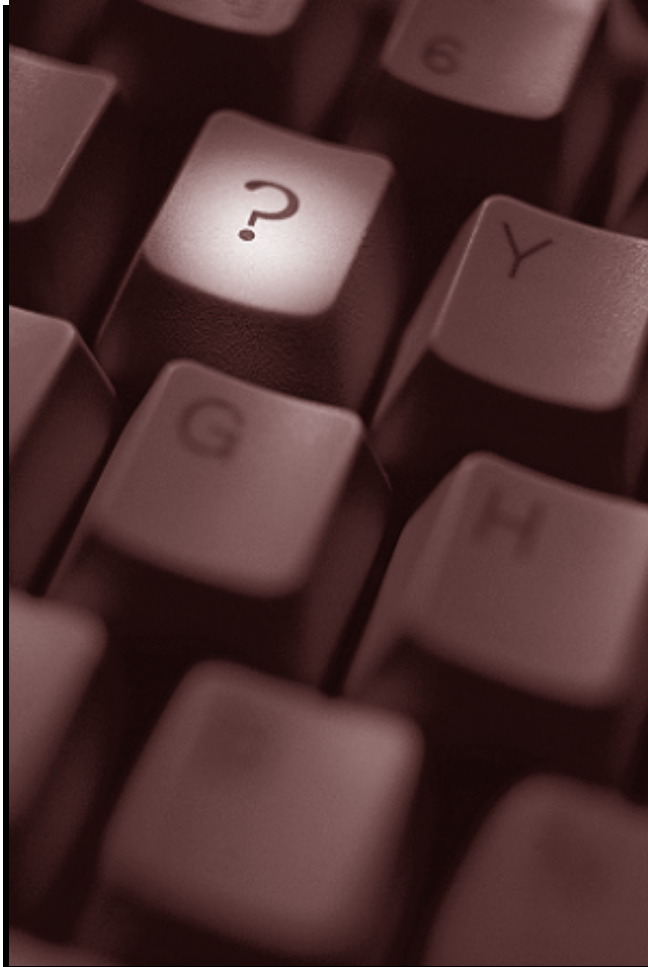
Key factors affecting Access and Participation are:

- Qualification achievement (especially for boys)
- Readiness to travel
- IAG and admissions process

White Paper influences

- Difficult to increase participation for high achievers
- Offers discounted against contextual data?
- Squeezed middle
- STEM?

> Questions



Mary Curnock Cook
Chief Executive

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UCAS

“Widening Participation & Fair Access after the White Paper”

John Storan

Co-Director, Action on Access



The National Co-ordination Team for Widening Participation

The National Co-ordination Team for Widening Participation



Action on Access

The National Co-ordination Team for Widening Participation

Fair Access: Providing Everyone with an Equal Opportunity

Professor John Storan
Director, Action on Access

Headlines from the WPSA Monitoring Outcomes 2009 – 2010 Returns

- Institutions are making a significant investment in WP over and above HEFCE funding.
- Areas for expenditure included:
 - Student support
 - WP staffing
 - Support for retention and student success
 - Expenditure to promote lifelong learning

Headlines from the WPSA Monitoring Outcomes 2009 – 2010 Returns

- Institutions were asked to report on their three to five most successful/ significant WP activities across the student lifecycle.

Category of activity	% of institutions reporting this type of activity as successful/significant
Involvement with Aimhigher programme	29%
Summer schools	27%
Academic outreach interventions pre-entry (e.g. masterclasses, taster days)	27%
Pre-entry information, advice and guidance (IAG)	27%
Links with secondary schools	26%
Activities to improve retention and student success	26%
Campus visits/open days	25%
Course/curriculum development	24%
Progression agreements/internal progression within institutions	24%
Activities to improve employability	21%

Headlines from the WPSA Monitoring Outcomes 2009 – 2010 Returns

- Challenges ahead and effects on WP commitments in WPSA:
 - Uncertain HE climate (Jan 2011)
 - Two thirds of institutions reported the need to change their WPSA particularly in light of the new funding regime and Aimhigher closure
- Institutions highlighted a range of WP activities that they felt need protecting from funding cuts:
 - Protect links with schools
 - Outreach work
 - IAG

Headlines from the WPSA Monitoring Outcomes 2009 – 2010 Returns

- Evaluation of WPSA:
 - Inconsistent returns
 - Area where further guidance would be useful
 - Returns indicated that more institutions were planning future evaluation
 - The following measures were mentioned
 - Participant questionnaires
 - Tracking WP students from outreach to HE enrolment
 - Monitoring effects of initiatives on school attainment

Headlines from the WPSA Monitoring Outcomes 2009 – 2010 Returns

- Summary:
 - Additional WP expenditure over HEFCE allocation.
 - Activity spread across the student lifestyle.
 - Variable progress on the development of evaluation.

**(Source: Access Agreement & WPSA Monitoring Outcomes
for 2009-2010: OFFA & HEFCE)**

Social Mobility through HE Action on Access Topic Briefings

- Topic briefings on the thematic review of WPSAs 2009 – 2011.
- WPSAs provided an extensive rich source of data on WP from the sector.

Social Mobility through HE

Action on Access Topic Briefings

- Topic briefings include:
 - Mainstreaming WP and Equality
 - Assessing the Impact of WP
 - Linking Equality and Diversity with WP
 - Engaging Adults
 - The Role of Targeting
 - The Role of Admissions
 - Promoting the Success of All Students
- Download briefings and full WPSA analysis from www.actiononaccess.org

Post Conference Resource

Access to HE Summit
28th November 2011
Bloomsbury Hotel

Keynote speakers include Alan Milburn (Independent Reviewer for the Government) and Nicola Dandridge (Chief Executive, Universities UK)

Details can be found at www.actiononaccess.org

Contact

Professor John Storan

Director, Action on Access

www.actiononaccess.org

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E-mail: j.storan@uel.ac.uk

**“Widening Participation & Fair Access after the
White Paper”**

Question Time

“Widening Participation & Fair Access after the White Paper”

Dr Graeme Atherton
Director, AccessHE

**Examining the Government's Plans: How
will the drive for wider
participation & fairer access be improved
and protected?**

Not what Paul Rasch would
probably have said

Key Questions

- The 'core and margin' model: what are the implications of stimulating competition?
- New providers: lowering barriers to entry to widen participation?
- The National Scholarship Programme: will it succeed?
- Access agreements & OFFA's future: what next for the fair access agenda?

Examining the Government's Plans

- What we could do:

A: I speak, we talk a bit then have lunch

OR

B: I speak, we talk and then we identify some questions for BIS, send them to BIS, ask for a response and circulate the questions to delegates

The 'core and margin' model: what are the implications of stimulating competition?

- There is an inherent contradiction with C & M and contextual data
- There are potential negative knock on effects for outreach investment if HEIs go under £7500
- Will choice for 'wp' students be restricted?

New providers: lowering barriers to entry to widen participation?

- ‘New providers’? – FE, Private or both
- Subject effect crucial
- New providers (both above) likely to focus on particular subjects – what are implications for access here?

New providers: lowering barriers to entry to widen participation?

- Could private providers run existing institutions?
- Would this restrict subject choice and add to HE 'hot' and 'cold' spot issues in England?
- Would such providers restrict or expand access to 'risky' students?

The National Scholarship Programme: will it succeed?

- What does success mean?
- Why are so relatively few students eligible?
- How will institutions identify NSP eligible students and will this be monitored?
- Is the NSP allocation method fair?

Access agreements & OFFA's future: what next for the fair access agenda?

- What does impact mean for the government?
- Is it all about the benchmarks?
- Should OFFA stipulate minimum investment in outreach?

Opportunities to affect government thinking...?

- OFFA guidance – early next year (not written yet)
- New OFFA Director (appointment soon)
- HEFCE Widening Participation Funding Consultation (in 2012)
- Social Mobility Report from Alan Milburn focusing on HE (due next year: being written now)

Ongoing issues to press government on..?

- Where is contestability going next? (should it go anywhere?)
- How will impact & performance of NSP be measured?
- What are appropriate powers for OFFA (in a positive way)?
- What does 'performance measure' for schools/colleges mean?
- How will you protect access at less than £6000?

“Widening Participation & Fair Access after the White Paper”

Keith Herrmann

Director, Higher Ed Research

**“Widening Participation & Fair Access after the
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Question Time

“Widening Participation & Fair Access after the White Paper”

Wes Streeting
*CEO, Helena Kennedy
Foundation and Member,
Student Finance Taskforce*

**“Widening Participation & Fair Access after the
White Paper”**

Richard Gould

*Chief Executive, Villiers Park
Educational Trust*



Fair Access: Does anything work?

Richard Gould

rg@villierspark.org.uk

www.villierspark.org.uk

Registered Charity No. 225930

Westminster Briefing Conference

Widening Participation & Fair Access after the White Paper

18 October 2011

A national charity that helps able young people reach their full academic potential and develop a passion for learning. We are committed to *fair access* – enabling students from less advantaged backgrounds gain a place at a leading university or centre of excellence.





Our *Scholars Programme* has been developed based on our long-standing track record of success in working in partnership with staff at schools, colleges and universities as well as directly with the students themselves.

Fair Access: the first 12 years

- Have your outreach programmes been cohesive?
- Has your support for young people been on-going?
- Have your programmes been comprehensive?
- Has everyday classroom provision been addressed?
- Has the impact justified your expenditure?

If the answer to any of the above questions is **NO**,
then what is in place to improve the situation in your
2012 Access Agreement?

£211,500 SPENT TO GET EACH POOR STUDENT A PLACE AT UNIVERSITY, Daily Mail 5 February 2008

Ministers have applied pressure to elite institutions to increase their number of working-class students. More than £1billion has been spent recruiting just 5,300 students from disadvantaged homes to university, it emerged yesterday. Spending on schemes to boost numbers of poorer students has doubled in five years to more than £2.3billion, figures obtained by the Tories show. But universities' intake of students classed as having working-class backgrounds has crept up only fractionally.

ED MILLIBAND SPEECH EXTRACT AT LABOUR PARTY CONFERENCE, 27 September 2011

Three thousand of our brightest young people, at state schools, get the grades to go to our most competitive universities but they never go. That can't be right. In any one year more than a quarter of our schools don't even send five kids to the most competitive universities. Is anyone seriously telling me that there aren't pupils at any of those schools who are good enough to go? It's got to change. Here is my challenge to those schools and universities. Raise your game.

Some questionable tactics



One-off visits hosted by the best lecturers

The promise of significantly higher future earnings



Lowering the A2 grades offer for widening participation students



Bursaries and fee waivers

Fair Access: Ingredients for success

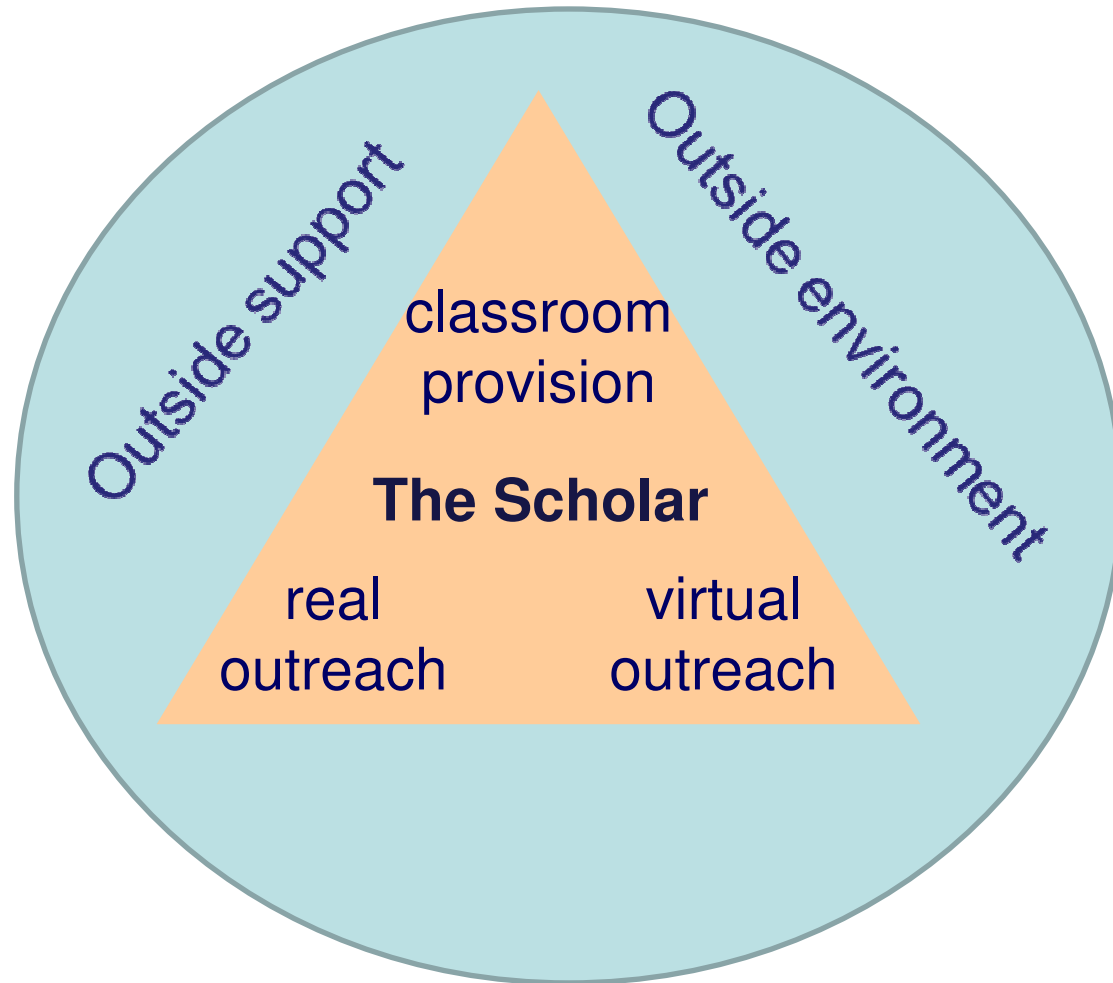
- Provide on-going support
- Address all factors that impact on a student's success
- Ensure cohesion, in particular through working in partnership with the students' schools
- Set as key objectives to develop a passion for learning and a passion for a particular subject
 - Focus on quality not quantity
- Lobby government to make school and university objectives and targets compatible



A programme to support able 14-19 students from less advantaged backgrounds through partnership work with schools, colleges, universities, other third sector organisations, families and the students themselves



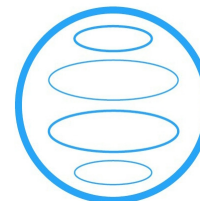
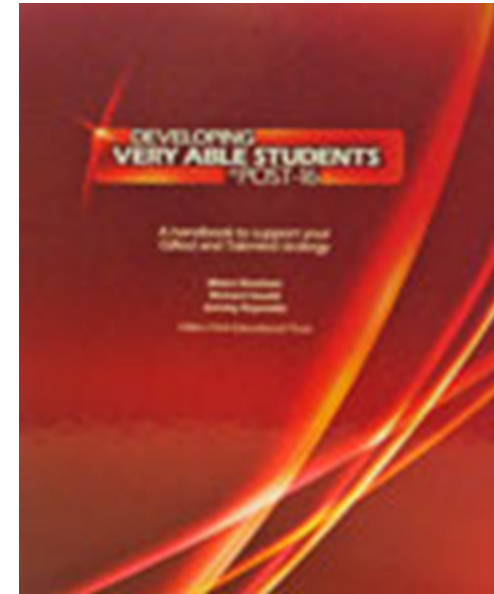
The Scholars Programme addresses *all* factors influencing a student's success





Classroom Provision

This must be addressed. The Villiers Park Advisory Service team work with our partner schools and colleges to develop the quality of everyday provision through action research, CPD and the provision of resources



Sussex
Coast
College
Hastings





Real outreach

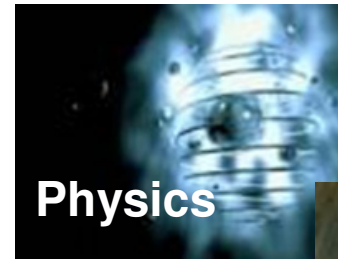
- *Stepping Stones to Excellence* key skills residential courses at Villiers Park
- Masterclasses at local universities
- Local single day workshops
- Subject residentials at Villiers Park in Year 12

Over 17,500 students have taken part in our subject-specific residentials, over 50% of them from disadvantaged backgrounds

81% got at least 2 A/A* A-levels (34% got 4) with 80% attributing success due to Villiers Park
(480 2007-2009 students surveyed in 2010)

83.6% rated their course 'excellent' and 16% rated it 'good'
(2,400 delegates during post-course evaluations 2006-2010)

98% identified positive impact on self-confidence, enthusiasm for learning and passion for the subject
(600 1998 delegates surveyed in 2008)



Physics

200 activities



English Literature



Geography

Accessible on our website and on YouTube

Virtual outreach

- Online extension activities
- Dedicated Scholars Programme webpages
- e-mentoring with current undergraduates (subject and interest match)





Outside support

- Regular one-to-one and group meetings with a Learning Mentor
- Establish and monitor a *Stepping Stones to Excellence* Action Plan
- Interview workshops and practice

“Fabulous. That's all I can say, Villiers Park really helped me. I never thought I'd be able to go to university but your work has shown me that I can. Thank you.”





Outside environment

- Workshops, helpline and consultancy for families
- Regular newsletters
- Annual launch and celebration events

Ninety-three per cent of Churchfield's students achieved five or more A*-C grades, a 12 per cent improvement over the previous year. I am absolutely delighted with these results," said Steve Flavin, the school head. "I believe the improvements are down to the work we've done with Villiers Park Educational Trust."

**“Widening Participation & Fair Access after the
White Paper”**

Suzanne Guiver
Director, Brightside



Brightside

Background

- Brightside uses online technology to *connect, inform and inspire* more young people to achieve their full potential through education



Ementoring



Free online tools & resources





- We have supported over 25,000 young people with ementoring
- Currently work with 34 universities to deliver Widening Participation & Fair Access initiatives online
- Online engagement varies in duration and set-up:
 - Standalone ementoring
 - Online exchanges to support face to face activities
 - Online competitions
- Our partners also use ementoring:
 - To support the student experience & student retention
 - To help develop the employability skills of undergraduates
 - To encourage uptake of specific subjects
 - As additional support for teachers



Brightside

Realising Opportunities

12 leading universities working together to promote fair access and social mobility:

Through completion of the programme, students can receive additional recognition for their application through UCAS to any of the partner institutions

University of Birmingham
University of Bristol
University of Essex
University of Exeter
King's College London
University of Leeds
University of Leicester
University of Liverpool
University of Manchester
Newcastle University
University of Warwick
University of York



REALISING OPPORTUNITIES
Working Together | Supporting Talent



Brightside

Programme outline

- Ementors lead 5 students each through a structured 12 month programme of activities:
 - National conference - mentor attendance is mandatory
 - Extended project qualification or RO's academic assignment
 - Skills 4 Uni test
 - One partner Widening Participation event
- Central coordination team at Newcastle University
- Approx 300 year 12 students per year, supported by 75 undergraduate ementors
- Mentors are paid; they apply for the role and receive a full day's training
- Mentors follow a set schedule which ensures consistency but also allows for flexibility



**REALISING
OPPORTUNITIES**
Working Together | Supporting Talent



Sample mentoring schedule

	Topic	Instructions	Activities (unless otherwise stated are in activities section of www.realisingopportunities.ac.uk)	Knowledge Bank	Additional resources
February 2011	Introduction to ementoring and goalsetting * Ensure mentees understand how ementoring will work * Give you an understanding of why mentees are taking part in RO * Get the mentees to set goals for what they'd like to achieve with ementoring	* Let your mentees know what day you'll normally be logging in * Ask your mentees why they are taking part in RO * Ask them what they'd like to get out of RO and mentoring in particular * Explain what SMART targets are http://www.mindtools.com/page6.html has a good definition if you're unsure * Ask them to write some SMART targets for ementoring, to be reviewed part way through the programme (September)	Can suggest Getting Started (which must be self-started, you can't allocate it)	Knowledge Bank/Study Support/Time Management and Motivation - might be useful for goals and also for fitting the RO programme in with other commitments	
March 2011	Study skills * Ensure mentees know if they are taking the EPQ or AA, and have read the relevant information properly * Introduce skills4uni material * Understand what exams the mentees have got coming up in the next few months * Start mentees thinking about good exam techniques	* Ask your mentees which element they are doing - the EPQ or Academic Assignment (AA) * Make sure they have read the relevant sections in the Handbook booklet Programme Guide. * Talk about good exam/revision techniques - give your own examples if relevant * Ask them to completed skills4uni section 1 (are you ready?) to introduce it and also give mentees an idea of their learning style. Explain will cover this in more detail next month	skills4uni. Section 1 Study Styles	Knowledge Bank/Study Support	Buzz book - preferred learning styles and revision tips as per personality preferences
April 2011	Skills4uni * Explore skills4uni, ensure mentees are aware that this is compulsory element of the programme. * Ensure they are aware that there is a multiple choice test that they must pass with at least 75% * Ensure they know that you will allocate the test and that they should complete this by July (can complete earlier) * Ensure they are aware that skills4uni is designed to help them plan, prepare and undertake the EPQ or AA * Also ask them how their revision is going	* Ask them to work through skills4uni section 2 (plan ahead) and section 3 (track it down) in order to get ready for the AA/EPQ and start their skills4uni work * If they seem to be struggling with their revision in any way, go back to Knowledge Bank Study Skills as above * If want to, could do more of skills4uni	Skills4uni. Section 2 Skills4uni. Section 3 Extension activities could include Study Skills.		



Evaluation

- Evaluation is conducted via online questionnaires, phone calls and ementor reports
- Cohort 1 students state that they wish to become mentors in phase 2
- Site usage stats are rising 5769 logins for cohort 1, 8609 logins for cohort 2 so far
- Mentee perceptions so far:
 - 82% state ementoring has helped them develop necessary skills for studying at a research-intensive university
 - 89% report ementoring has helped them understand more about university life
 - 80% agree ementoring has helped to reduce their fears/nerves about university

“I have someone almost guaranteed to understand what I am going through and someone who can give me real advice from a place of experience and not just preach or give me rehearsed lines from a book”.





Brightside

Big Deal Blogs

- 10 week business and enterprise competition run by the University of York and University of Warwick

bigdealblogs

The screenshot shows the homepage of the Big Deal Blogs website. At the top, there is a navigation bar with links for 'home', 'knowledge bank', and 'help'. The main content area is divided into several sections:

- Welcome to Big Deal Blogs:** A introductory text block explaining the competition.
- Big Deal Blogs is an ementoring site:** A text block describing the mentoring aspect of the site.
- Can you make the Big Deal 2011?:** A question or link to a specific page.
- Image:** A group of people in business attire jumping joyfully.
- Login:** A form with fields for 'Username' and 'Password', a 'Log in' button, and a link for 'forgotten your password?'.
- Who's behind the site?:** A section stating the website is run by Brightside, a national education charity.
- latest news & articles:** A section with two article teasers:
 - Career profile: Interpreter:** dated Oct 18, 2011.
 - Student finance: the essential guide:** dated Oct 17, 2011.
- knowledge bank:** A section with a brain icon and the text 'The essential guide to education, careers and student life.'



Brightside

Programme outline

- Online enterprise competition for gifted & talented students aged 13-15
- Typically 200 students and 40 mentors per year
- Students are trained during launch event, form groups of 5 and meet their mentor
- Mentors are volunteer business people
- Groups compete against each other to develop a business plan
- Combination of online and offline activity
- Online curriculum – one activity per week
- Business plans are pitched at 'Dragon's Den' event
- Engagement with the programme is monitored weekly

bigdealblögs



Evaluation

- 214 students (in years 8, 9 and 10) from 19 local schools
 - Showed increased understanding, confidence and interest in business and enterprise
 - 85% students reported that 'the things I learnt on Big Deal help with school work'
 - 95% found it useful to discuss tasks with mentor
 - 80% teachers reported improvements in students' self-confidence, communication skills, aspirations, and engagement in extra-curricular activities

- External evaluation concluded :

'...a successful intervention, high quality, efficiently managed and with high quality resources.' (Centre for Educational Development, Appraisal and Research at Warwick University, 2007)



Critical success factors

- Clarity of message to students – ‘what’s it for?’
- Structure is crucial – give participants a discussion topic per month. Give students a broad outline of topic, and mentors the detail
- Don’t view online projects in isolation – what else can it support/ interact with?
- Invest time in making it work
- The quality of mentors counts! Mentors need to be able to motivate students
- Conduct all programme communication with users via the designated website



Brightside

Contact:

suzanne.guiver@thebrightsidetrust.org

0207 922 7797

www.thebrightsidetrust.org

www.studentcalculator.org.uk

www.brightknowledge.org

“Widening Participation & Fair Access after the White Paper”

Question Time

**“Widening Participation & Fair Access after the
White Paper”**

Steve Outram

Lead, HE in FE, HE Academy

Flexible Higher Education: The role of FECs & part-time study

Steve Outram

The logo for The Higher Education Academy, featuring a dark blue circle with the text "The Higher Education Academy" in white. The text is arranged in three lines: "The" on the top line, "Higher" on the second line, "Education" on the third line, and "Academy" on the bottom line in a larger, bold font.

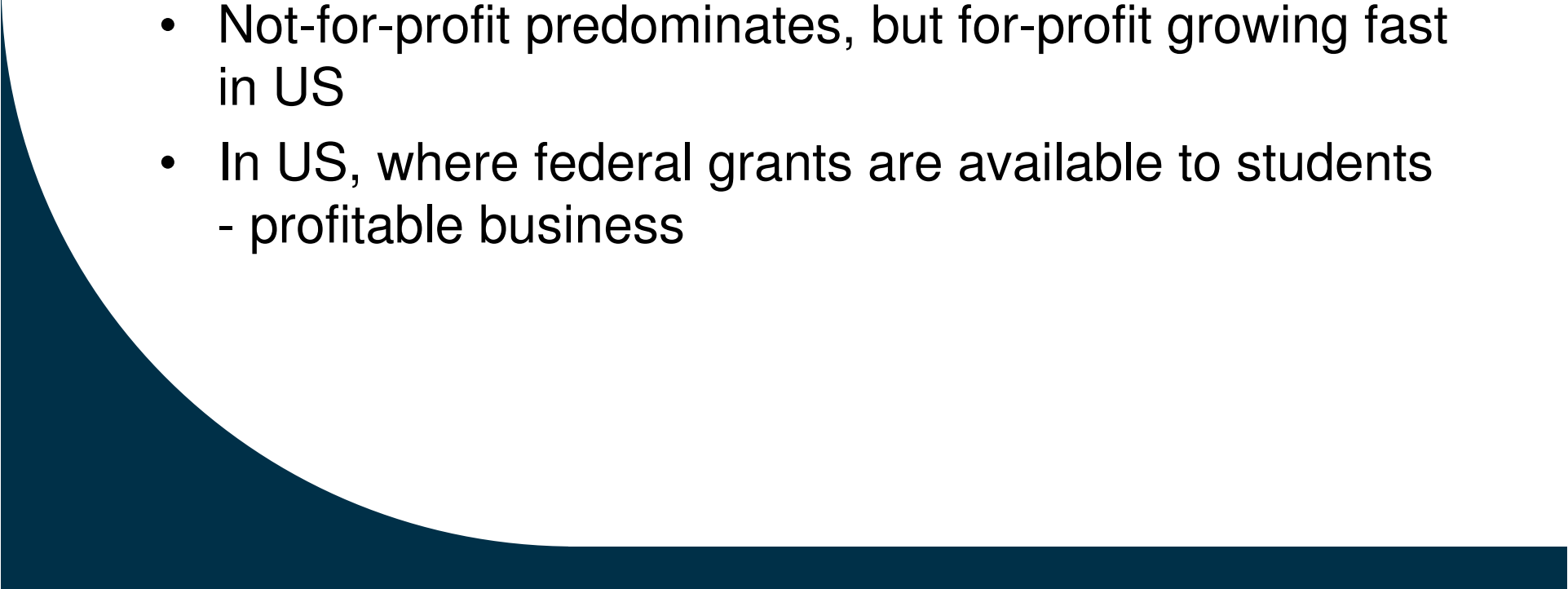
The
Higher
Education
Academy

Degree awarding powers: opening up the market to validate higher education courses

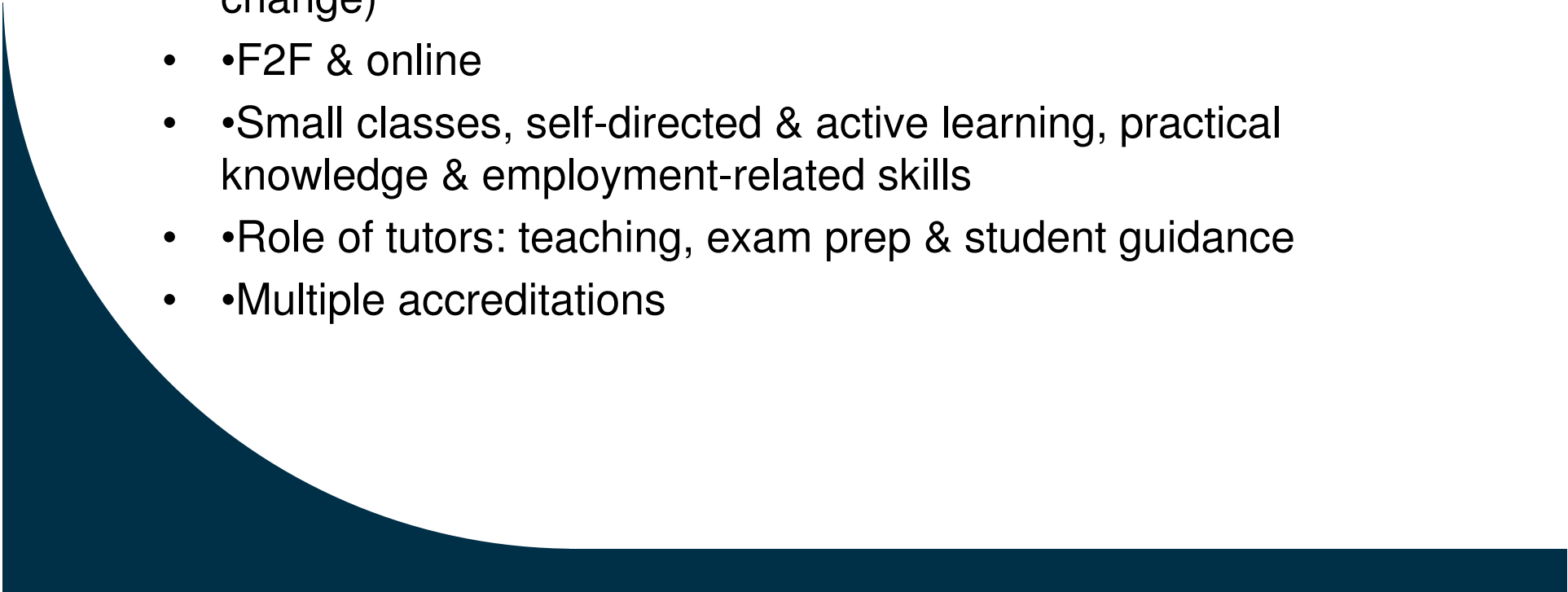
Competition: how will the relationship between colleges & modern universities evolve?



Private Providers

- Growth of private sector is global, but regional variation
 - US, Japan, Korea, India – large private sectors
 - Western Europe – mainly publicly-funded
 - Not-for-profit predominates, but for-profit growing fast in US
 - In US, where federal grants are available to students - profitable business
- 

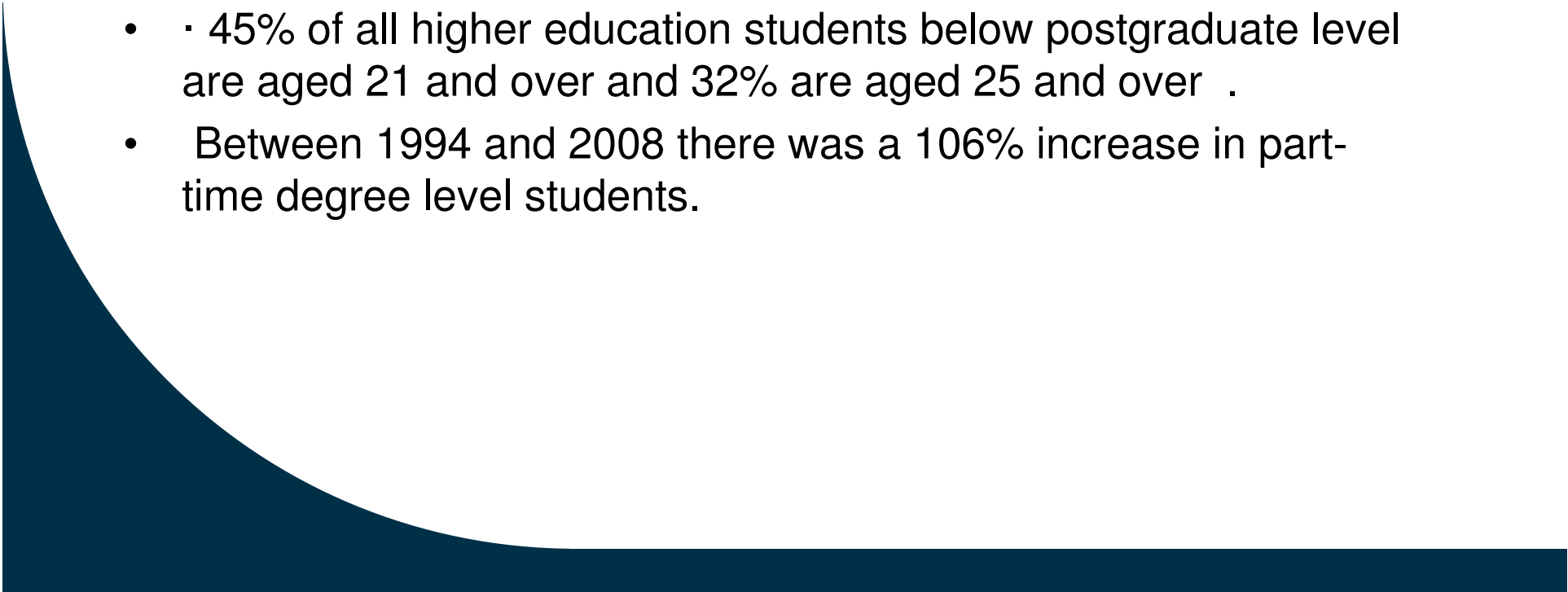
The Private Provider 'offer'

- Narrow & vocational curricula, close to industries
 - –Business, health & social care, IT, tourism, digital media & design, creative studies, psychology
 - •Mainly international students, some EU & domestic (but will change)
 - •F2F & online
 - •Small classes, self-directed & active learning, practical knowledge & employment-related skills
 - •Role of tutors: teaching, exam prep & student guidance
 - •Multiple accreditations
- 

And FEC?



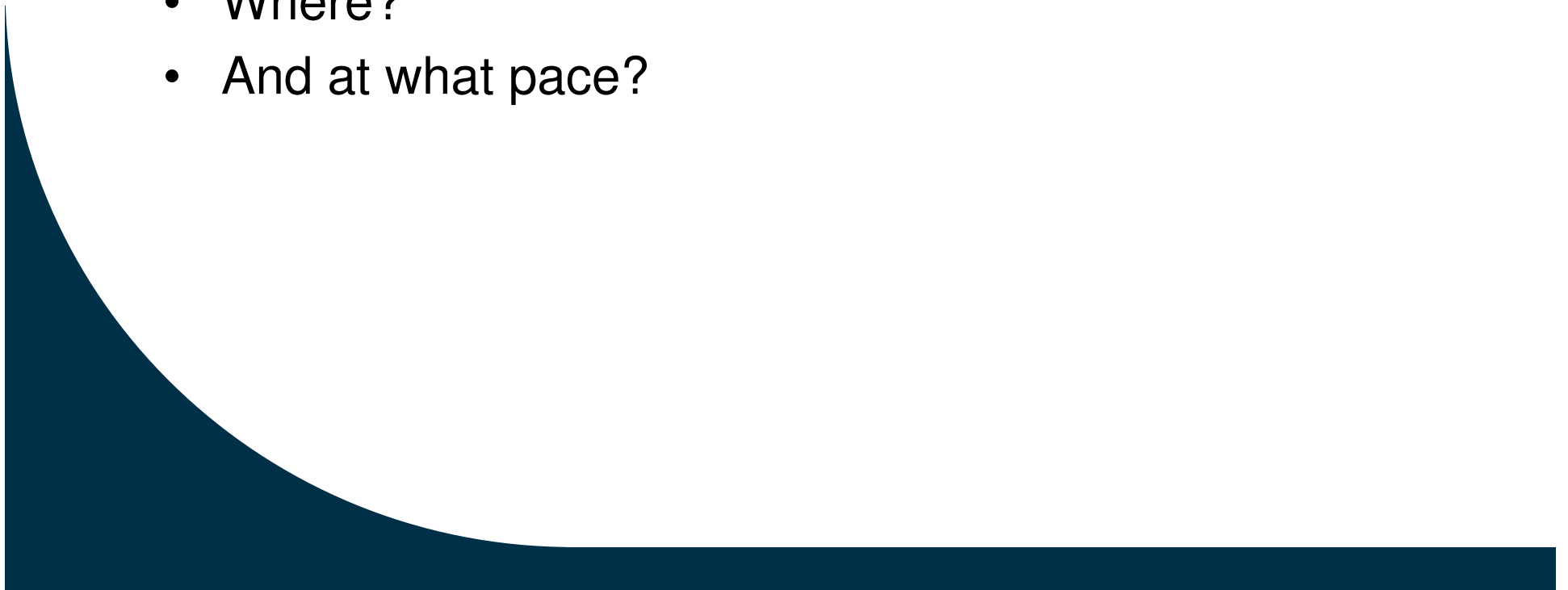
Some data from AoC

- 128,000 students study HEFCE-funded higher education in a College
 - 17% of Bachelor degree students now study part-time;
 - 28% of higher education students below postgraduate level study short cycle courses such as foundation degrees, HNC/D and Diploma in HE;
 - 45% of all higher education students below postgraduate level are aged 21 and over and 32% are aged 25 and over .
 - Between 1994 and 2008 there was a 106% increase in part-time degree level students.
- 

- 46% are part-time;
- 64% are aged 21 and over ;
- 46% are aged 25 and over [5] .
- Over half of HE in FE applicants only apply to a single choice (compared to only 15% of all applicants)
- · Over 70% of those accepted to HE in FE live within 25 miles of their chosen College (compared to fewer than 40% of all HE acceptances) [6]
- 24. To illustrate that FE Colleges are not competing with traditional universities it should be noted that over 80% of those accepted to study higher education have qualifications other than A Levels (compared to fewer than 50% of all HE acceptances)

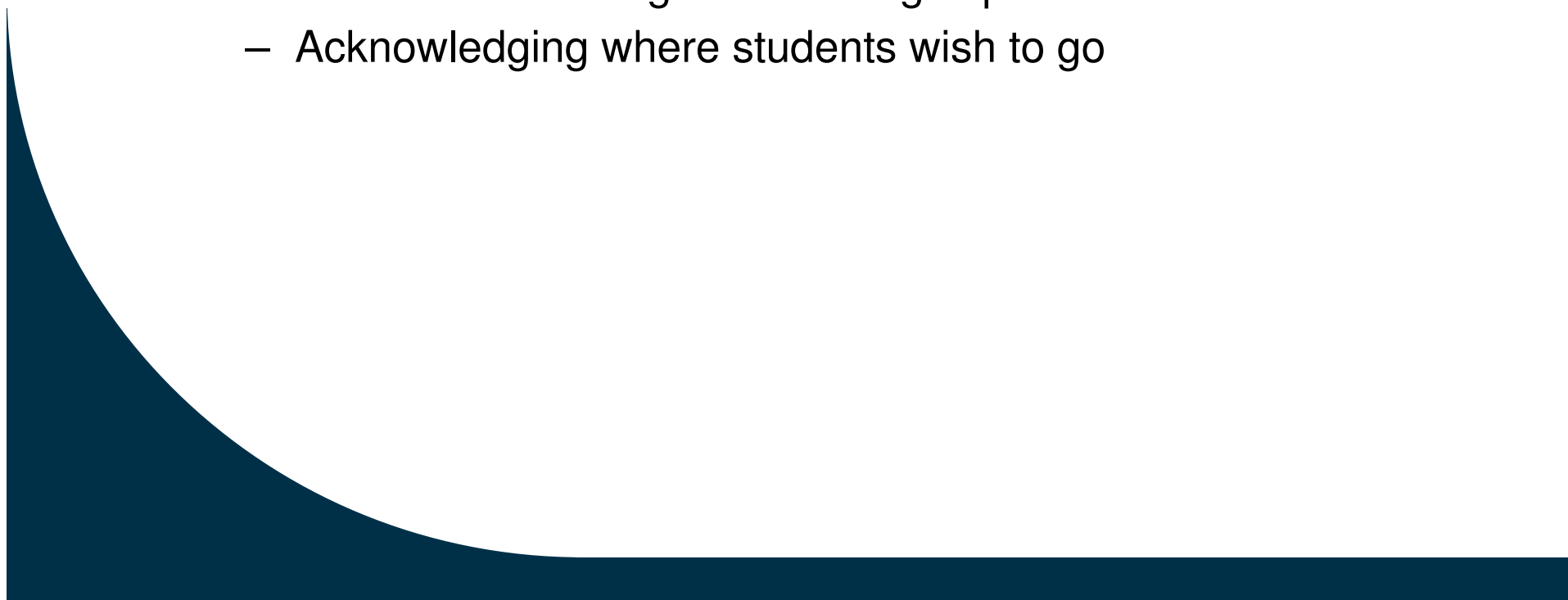
Flexible Learning.....

- How?
- When?
- Where?
- And at what pace?



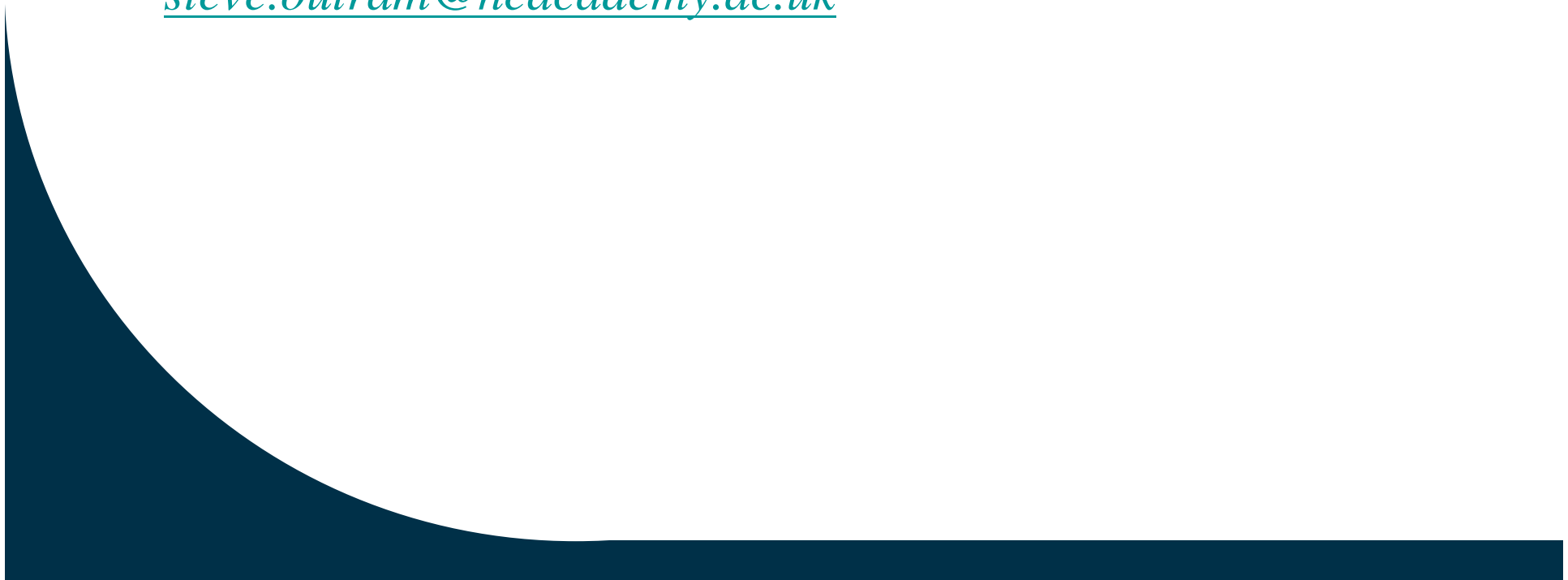
And Widening Participation

- Retention and progression
- Student Engagement through
 - Acknowledging previous experience
 - Distinctive teaching and learning experience
 - Acknowledging where students wish to go



Thank you

steve.outram@heacademy.ac.uk





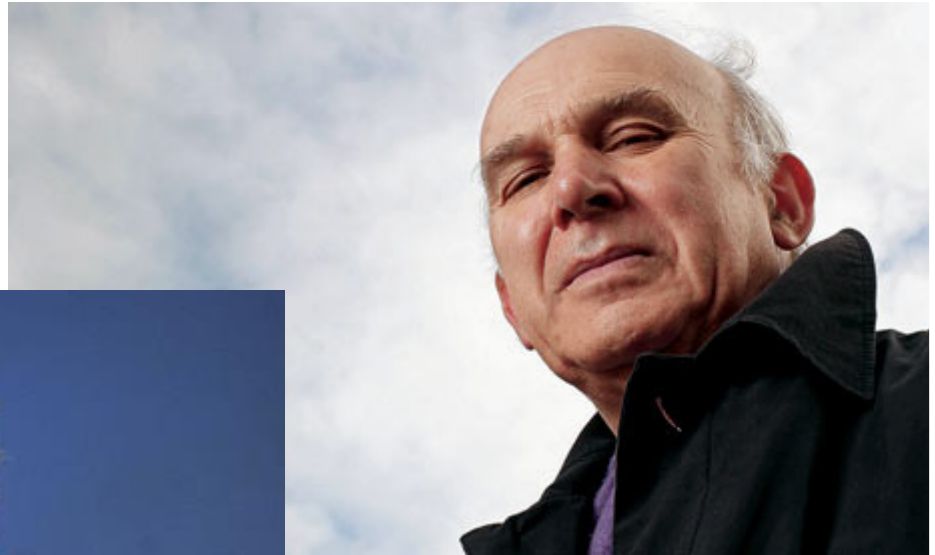
Widening Participation & Fair Access after the White Paper

The role of part-time study

Tricia King

Pro-Vice-Master Student Experience
Birkbeck 'London's evening university'
@TriciaKing1







The white paper stated ambition to **‘improve student choice by supporting a more diverse sector with more opportunities for part-time’** is very welcome.



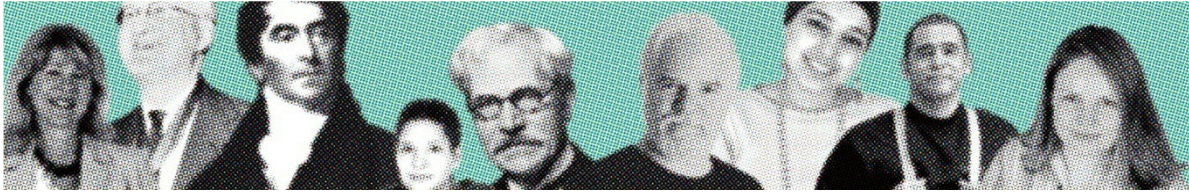
‘cinderellas’ vs ‘level playing field’

Then:

- Not ‘free at point of study’ – PTers pay up front
- Thresholds for financial support much lower for FT
- Means-tested grants were available to those who studied at or above half the full-time rate but nearly two-thirds of part-time students in England study at or below this level and so were automatically ineligible for any government financial support.

Now:

- PT entering the mainstream – same ‘learning’ finance package
- PT HEIs: same cuts/ fee increases
- Repayment after 3.5 years

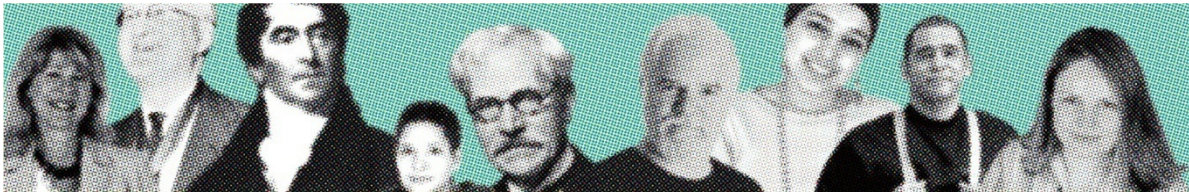




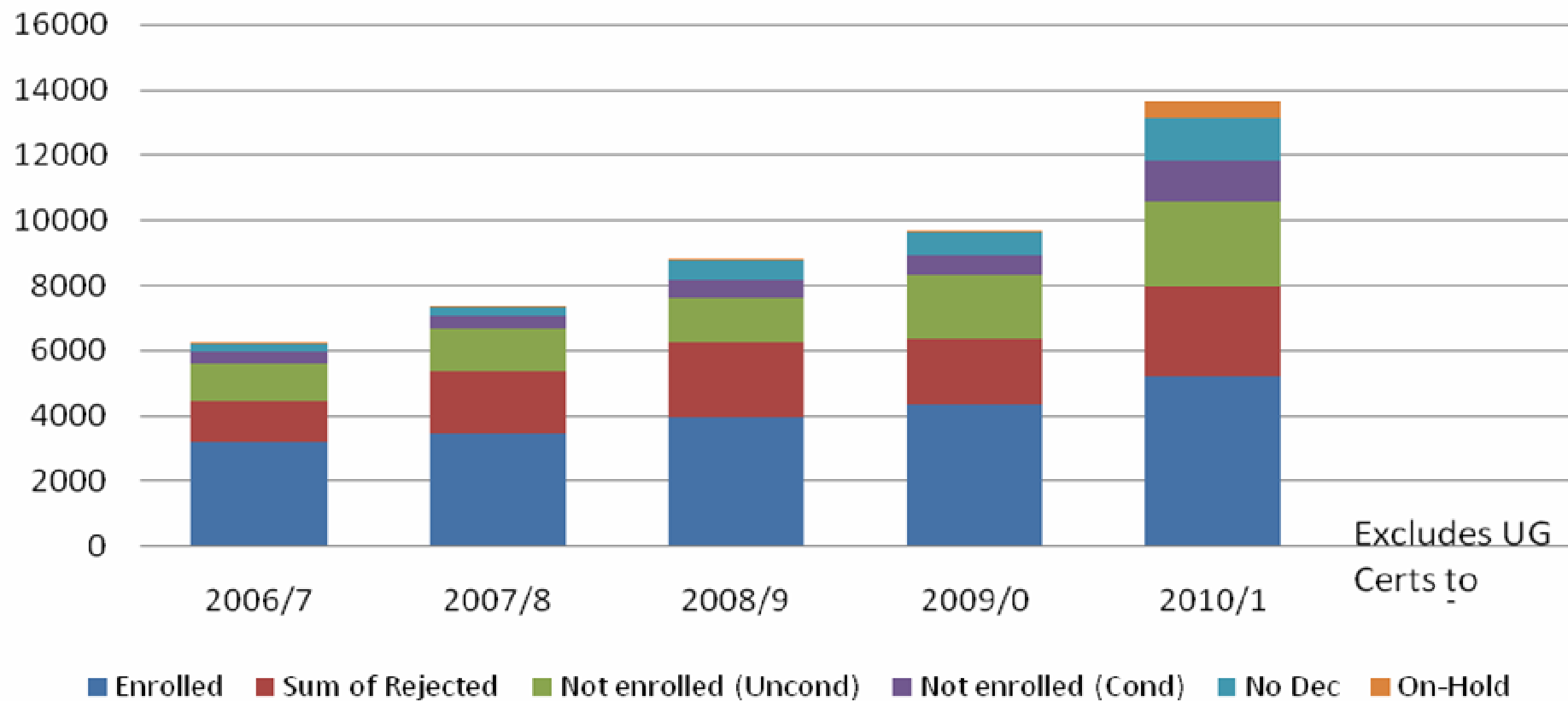


Birkbeck students

- A 20,000 student (9,000 FTE) population as diverse as the capitol city, aged 18-100
 - Entry level
 - Certificate of HE
 - FDs
 - BA/BSc/LLB
 - Very non-traditional, average age 33
 - PGT
 - More traditional, average age 25
 - PGR



Application and Enrolment trend chart (programmes), all levels of study 2006/7 - 2010/11





The role of part-time study

- 39% of UG students study PT
- 81% of PT students work, pay taxes and don't receive maintenance grants
- Cost-effective HE provision



The role of part-time study

Skills & Knowledge

- Diversity and flexibility of provision re-skill and up-skill
- 64% PT students study for vocational programmes (vs 11%FT)
- Most part-time students study to further their career aims (89%) and most study courses that are related to their current occupation or employment (78%).
- Employers believe PT students have skills and knowledge that are equal to or better than FT



The value of part-time study

Social mobility and inclusion:

- PT extends educational opportunities to those who would otherwise be excluded from higher education.
- 40% of UG PT students have a qualification below Level 4 or equivalent, or no qualifications at all.
- 30% belong to the routine or manual socio-economic group – a higher proportion than FT students.
- average household income of all PT students was around £20k in 2007-08, well below the UK average



Specialist recruitment & retention

Pre-entry:

- 2/3 years enquiry to application
- Very non-traditional UG students
- Out of education for some time
 - 40% of 2011 Y1 have been out of education for more than 10 years
- No support from school/ FE/ UCAS
- Time poor busy people
- Pre-entry phase very important to retention
- Effective IAG/ transition critical





Birkbeck approach

- **Reach out!** Go out into community settings to raise awareness and aspirations of learning
- **Come on in!** Invite partners and potential students to Birkbeck campuses to showcase what we have to offer



Birkbeck approach:

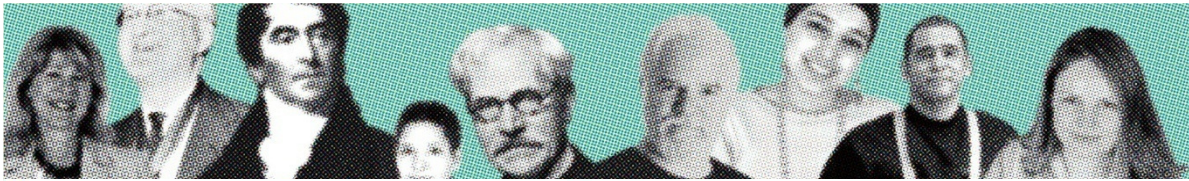
- **FE Colleges** – HE fairs, progression agreements, “Advising the Advisors” (sessions for frontline staff in colleges to update their knowledge of the PT sector), tasters and Access Days (lectures for subject specific courses i.e. Law, Business etc)
- **Sure Start centres** – based in the heart of areas of deprivation and low unemployment, we run our access programmes in Croydon, Hackney, Tower Hamlets, Newham.
- **INTO UNIVERSITY** – charity focusing on mentoring and supporting less well off school kids (high free school meals) from Primary school through to University. High impact long term work. We work with them to target the parents of the children so they are also included in the work to widen social mobility etc – not just about the kids!



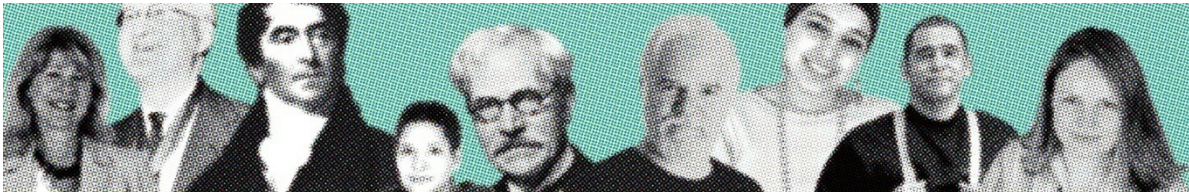
Birkbeck approach:

- **Job Centre Plus** – working with a groups of centres in east London targeting people on benefits to look at part-time study as a means to improving their career prospects. JC+ very keen and accommodating to make this happen.
- **Unions** – targeting low level and low paid workers to encourage them to progress to HE stuff. O&WP negotiated this and we also offer a 10% discount to them





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**“Widening Participation & Fair Access after the
White Paper”**

Question Time

**“Widening Participation & Fair Access after the
White Paper”**

Deirdre Hughes
*Immediate Past President,
ICG*

**“Widening Participation & Fair Access after the
White Paper”**

Simon Hughes MP

*Former Advocate for Access
to Education*

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