



Lost in Transition Europe (LiTE)



SUPPORTING ACCESS TO HIGHER EDUCATION FOR UNDERREPRESENTED GROUPS



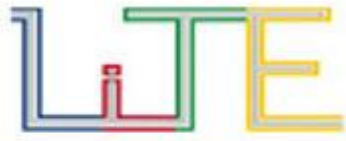
MULTIPLIER CONFERENCE

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Project 'Lost in Transition Europe'

Lifelong Learning Programme, Sub-Programme Erasmus





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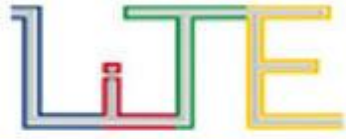
SUPPORTING ACCESS TO HIGHER EDUCATION FOR UNDERREPRESENTED GROUPS – UK CASE

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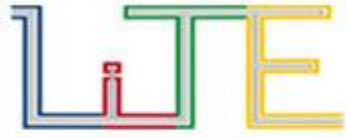
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Research objectives

- Understand current and recent national strategies which support the transition of underrepresented groups to Higher Education
- Identify existing models, structures, strategies and pedagogies in the UK, along with good practice, strengths and weaknesses.





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Background: UK

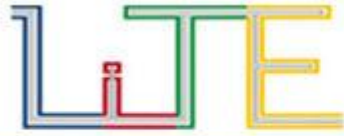
Different systems in England, Scotland, Wales and Northern Ireland. Focus here is on England.

Education compulsory until age 17 currently and until 18 from 2015.

Transition to HE has been affected by the following factors introduced since 2010:

- Huge increase in number of quasi-independent schools (academies, free schools, university technical colleges)
- Increase in curriculum diversity as a result
- Reduced focus on widening participation
- Significant increase in tuition fees (c. £9,000/€10,600 per year)

Impact on underrepresented groups?



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Key underrepresented groups in UK

Mature students

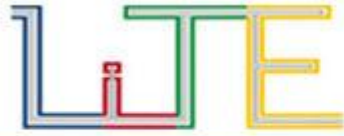
Definition: begin undergraduate study after the age of 21

'In the older age groups (23+) application rates have continued to fall in 2013 by between 3 and 10 per cent proportionally but remain higher than those recorded in 2008 and earlier.'

Students from disadvantaged backgrounds

Often with unhappy experience of school and no family history of attending university

'In 2004 demand from 18 year olds in advantaged areas was 4.3 times greater than in disadvantaged areas. This has fallen to 2.7 times in 2013.'



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Key underrepresented groups in UK

Students from some ethnic minorities
Strongly linked with disadvantage

'The largest increase in application rates across the period, and the largest increase in 2013, is observed for the Black ethnic group, for these pupils the application rate has increased from 20 per cent in 2006 to 34 per cent in 2013 (a 70 per cent proportional increase).'

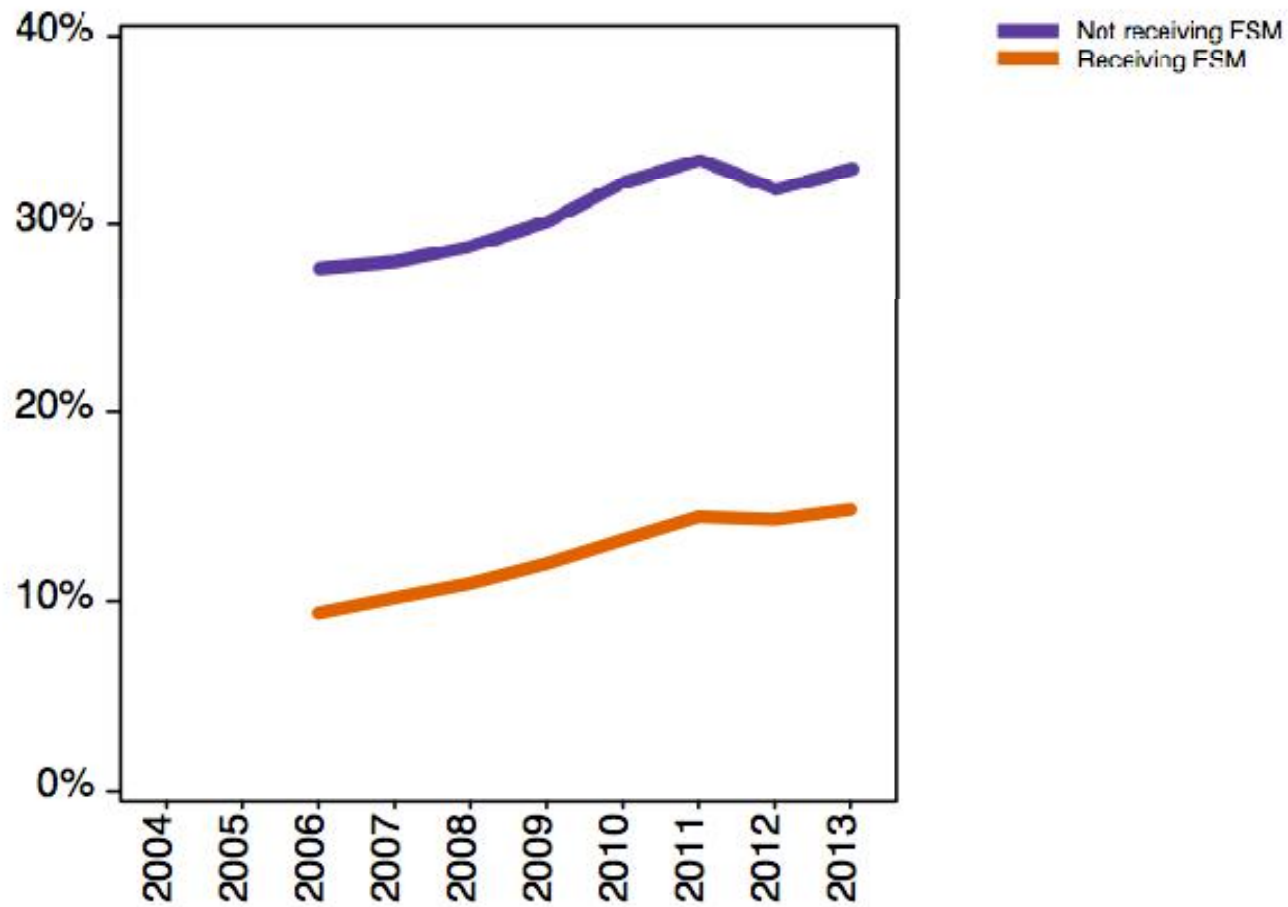
(All statistics taken from UCAS, 2013)

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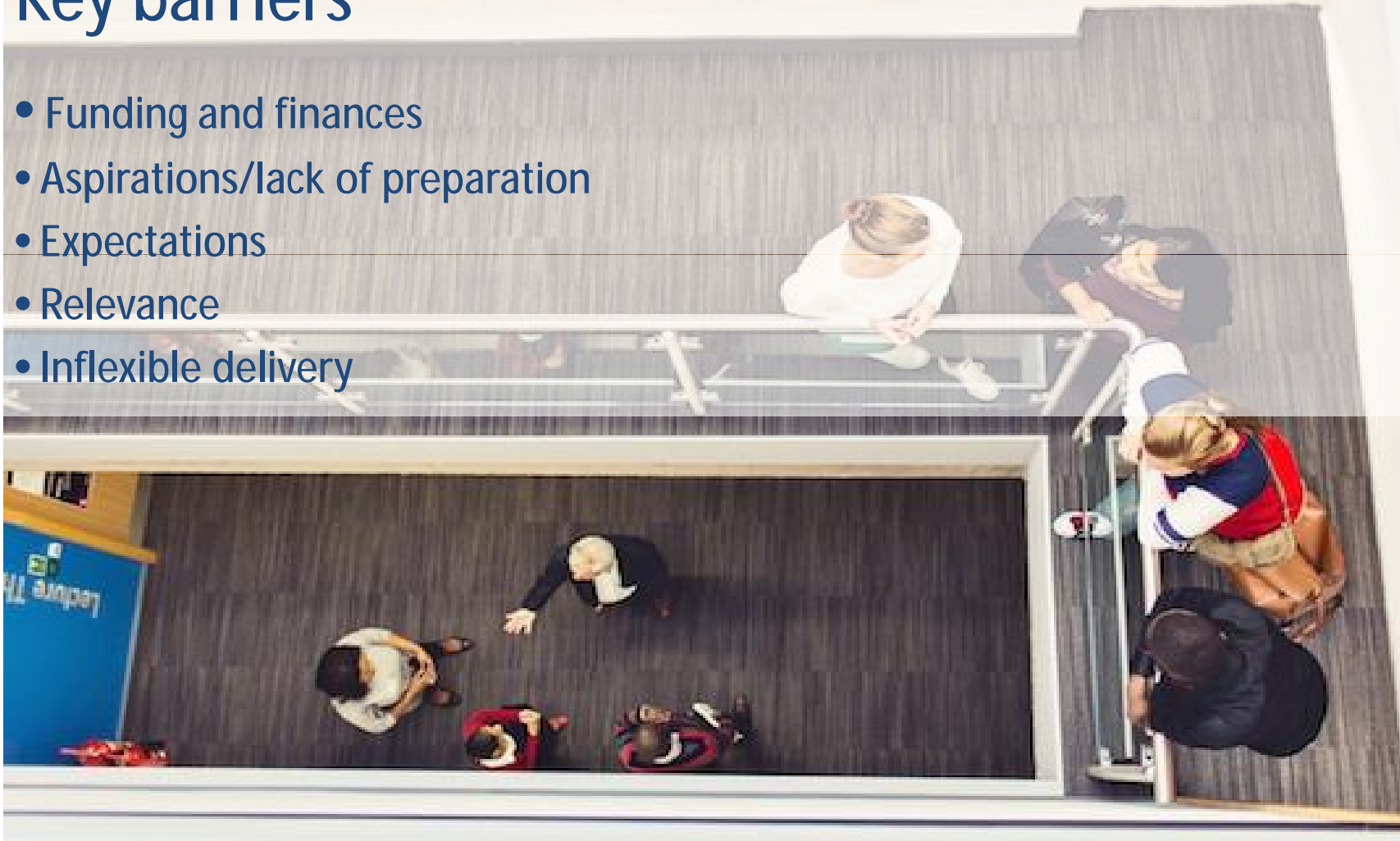
Application rates for 18 year olds in England by free school meal (FSM) status at age 15





Key barriers

- Funding and finances
- Aspirations/lack of preparation
- Expectations
- Relevance
- Inflexible delivery





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National strategies and programmes

Decline in national, top-down initiatives since 2010

EXAMPLE: AimHigher

- £500 million invested 2004-2008
- Programme focused raising aspirations through summer school activities, outreach seminars, taster courses, student mentoring and campus visits.



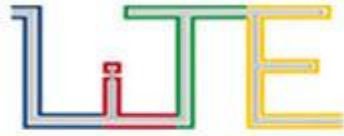
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Institutional strategies and programmes

- Raising awareness
- Raising aspirations
- Building partnerships with schools and colleges
- Monitoring participation of underrepresented groups in HE





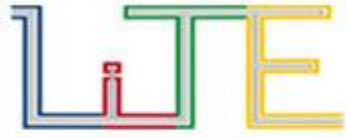
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Institutional strategies and programmes

EXAMPLE: Peer mentoring (Aston University, UK)

- Implemented a comprehensive peer mentoring system, entitled 'Support for students by students'.
- Programme is differentiated to match the different stages of the student life cycle, starting with a pre-entry peer mentoring programme aimed to address issues of transition.
- Also includes e-mentoring element before students even set foot on campus.

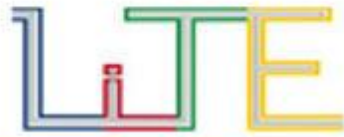


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Conclusions

- Decentralised approach since 2010
- Shift in funding to tuition fees
- Onus on HEIs to widen participation
- Monitoring through mechanisms such as Institutional Access Agreements
- Changes to compulsory sector may make it more difficult for under-represented groups to access HE
- Current full time data indicates positive trends.



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Choose from the following resources for **students and their families**

Links and contact details

www.lite-project.eu

<http://hetransitiontoolkit.eu>

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Reference

UCAS (2013) Demand for full-time undergraduate higher education. London: UCAS

<p>What support will there be for me to learn the skills I need?</p> <p>STUDENT RESOURCE</p>	<p>Will everyone be cleverer than me?</p> <p>STUDENT RESOURCE</p>	<p>I didn't like school. Why should I like university?</p> <p>STUDENT RESOURCE</p>	<p>What are the lecturers like?</p> <p>STUDENT RESOURCE</p>
<p>Who can I talk to if I have problems?</p> <p>STUDENT RESOURCE</p>	<p>How will I get my voice heard once I am a student?</p> <p>STUDENT RESOURCE</p>	<p>What do I do if I run out of funds?</p> <p>STUDENT RESOURCE</p>	<p>I'm too old to be a student</p> <p>STUDENT RESOURCE</p>



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