



Higher Education Funding Council for England

hefce



NEON summer symposium

Sarah Howls

University of Wolverhampton

25 June 2014

National strategy for access and student success

HEFCE and OFFA were asked to:

‘develop a shared strategy for promoting access and maximising the impact of the investment made by the Government, the Council and institutions’

Letter to OFFA and HEFCE from Vince Cable, Secretary of State for Business, Innovation and Skills, and David Willetts, Minister for Universities and Science, May 2012



Lifecycle approach



Developed by HEFCE in 2001 and fundamental to successful participation in and through higher education

HEFCE's priorities

How we will support successful participation in HE

- National Networks for Collaborative Outreach (NNCO)
- Review of provision and support for disabled students
- Student retention
- Degree attainment and progression
- Postgraduate participation

Review of provision and support for disabled students

Will involve two research studies:

1. Research to understand the nature, level and cost of institutional provision for students with severe to moderate mental health conditions and/or complex physical impairments in higher education
2. Research into support for students with specific learning difficulties (SpLDs) and the effect on learning outcomes

Disabled students in HE

Some key facts

- Mental health and social/communicative impairments (such as autism) have doubled since 2008-09.
- Number of UK accepted applicants declaring a disability increased from 23,772 in 2008-09 to 34,625 in 2013-14
- Numbers of students receiving DSA increased from 36,000 in 2007-08 to 47,000 in 2011-12.
- Disabled entrants are more likely than non-disabled entrants to no longer be in HE after their first year of study.
- Disabled students are less satisfied in five out of seven question categories of the National Student Survey.

See www.ucas.com/data-analysis/data-resources/data-tables/disability

Source: Student Loans Company (SLC)

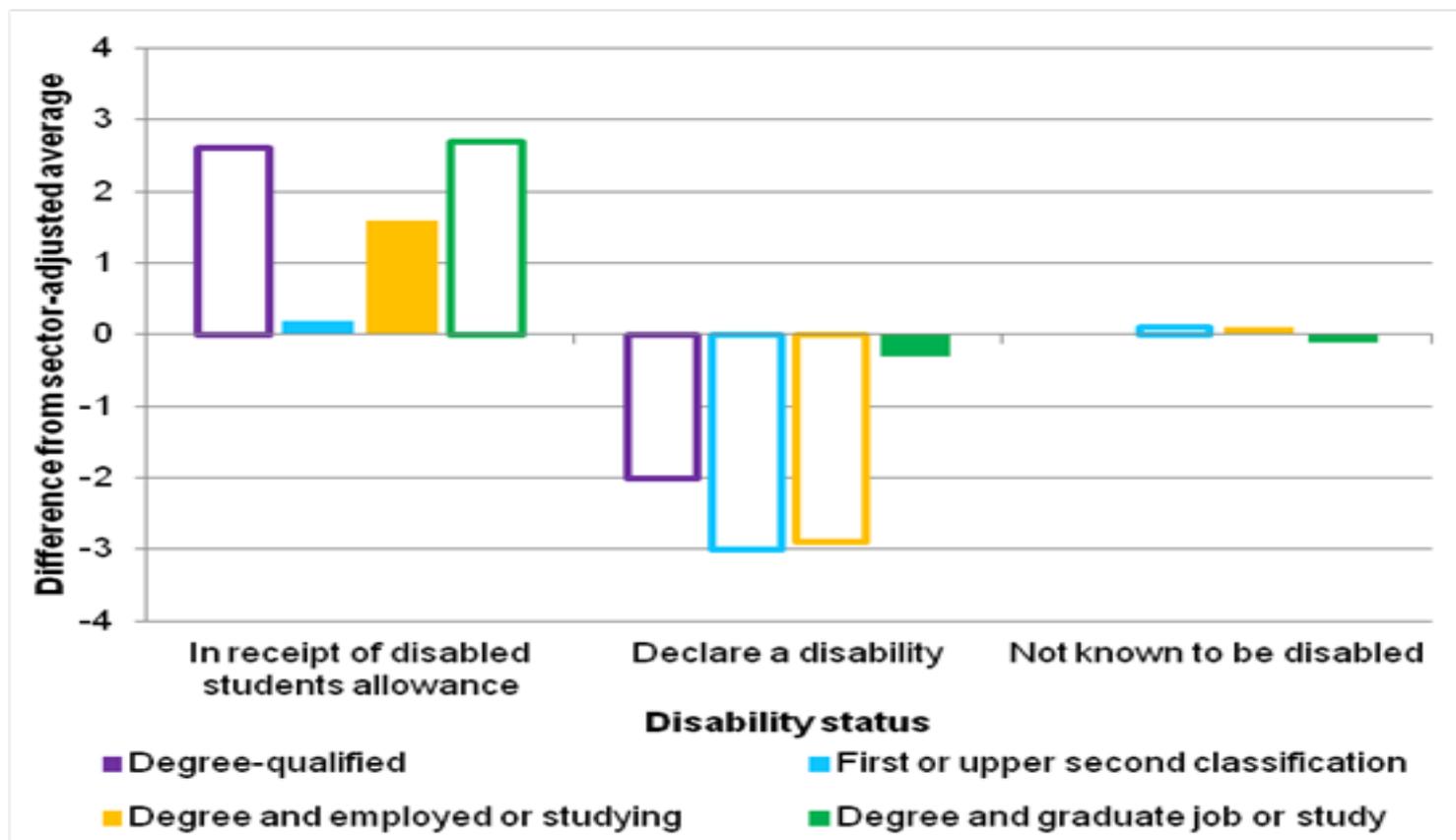
Source: HESA UKPIs 2010-11 <http://www.hesa.ac.uk/content/view/2379/#dsa>

National Student Survey: Findings and trends 2006 to 2010 (HEFCE, 2011)

<http://www.hefce.ac.uk/pubs/year/2011/201111/name,63902,en.html>

Qualification and progression outcomes for disabled students

Percentage point difference of the outcome from the sector-adjusted average for the four outcomes, by disability status



What evidence we need to get (1)

To inform advice to Govt and our own policy for disabled students

Study 1: Severe to moderate mental health problems

- Institutional funding and support
- External agencies
- In-house vs external support
- Agency relationships
- Resourcing and support decisions
- Balance of funding in DSA
- Key pressure points/challenges

What evidence we need to get (2)

To inform advice to Govt and our own policy for disabled students

Study 2: Students with SpLDs

- Key issues in the provision of support
- Models of support
- Level, type and funding of support
- Relationship between support and learning outcomes

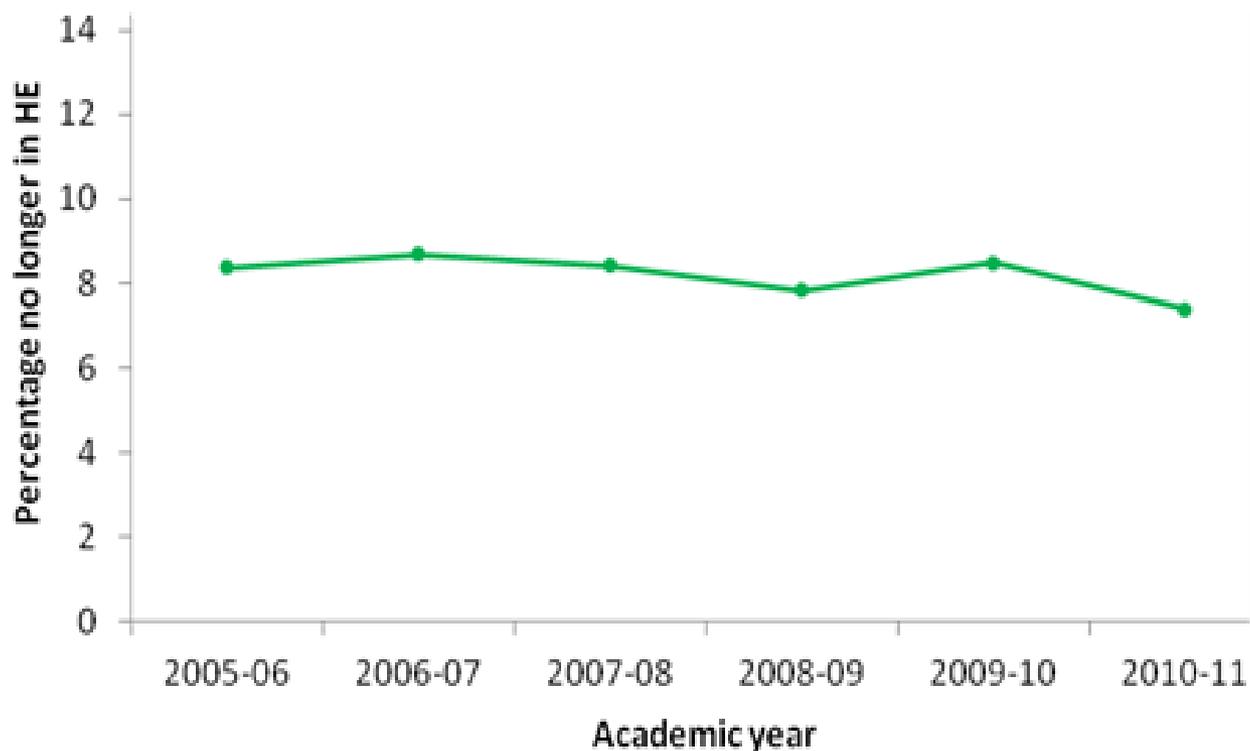
Student success and progression

Widening participation has to be about successful participation and successful participation means addressing student difference

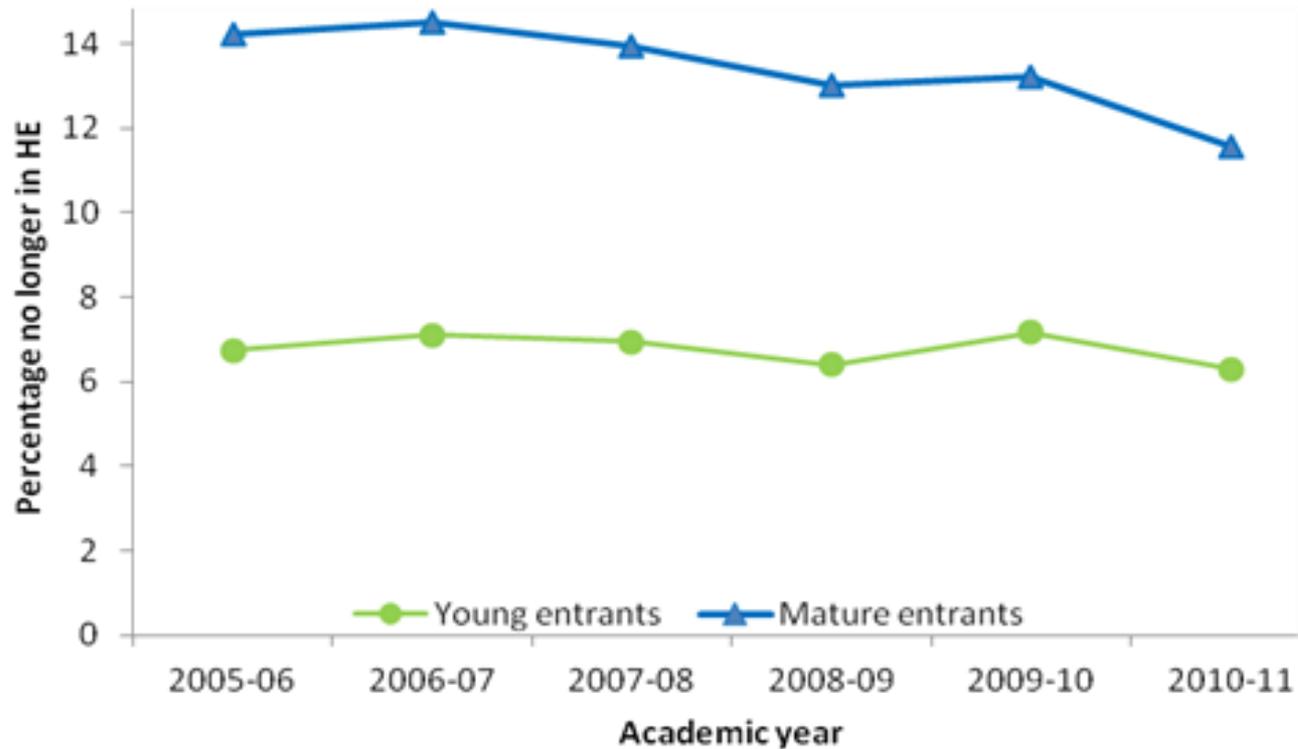


Proportion of entrants who were no longer in HE after one year, from 2005-06 to 2010-11

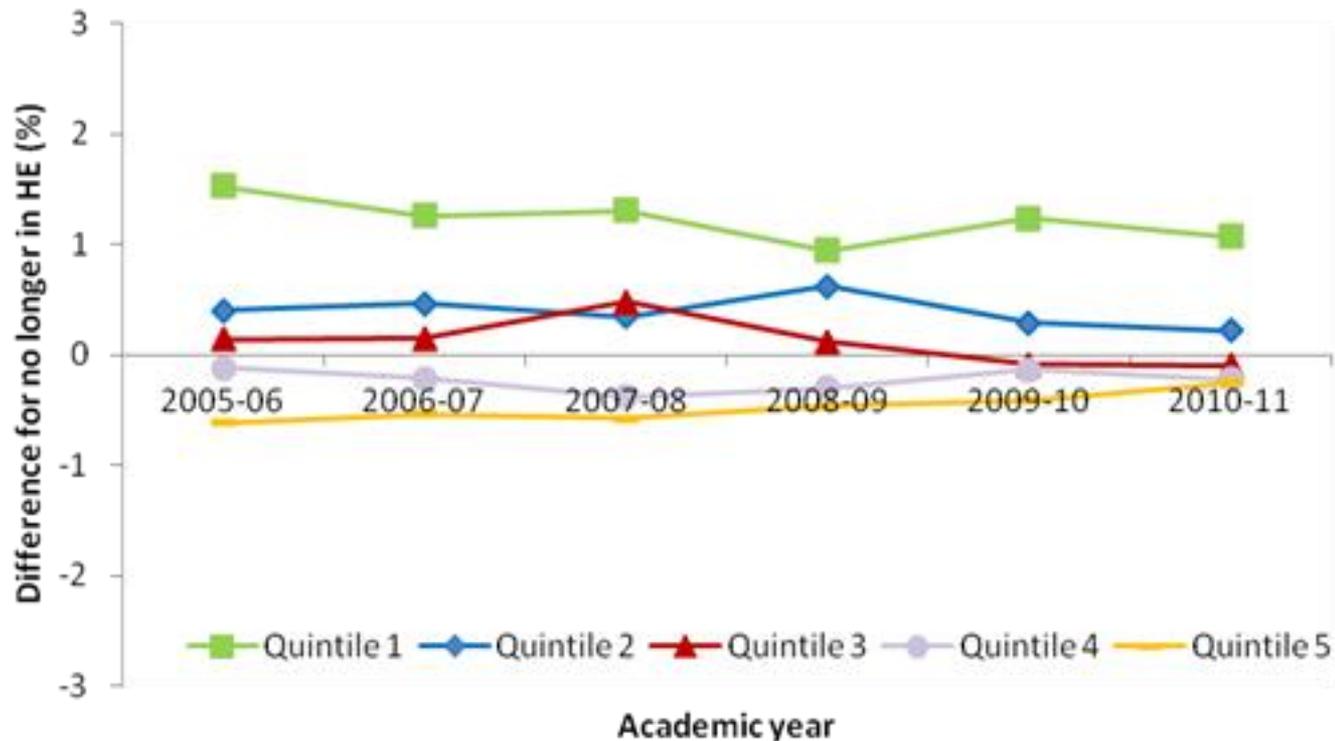
Source: 'Non-continuation rates at English HEIs: Trends for entrants 2005-06 to 2010-11, HEFCE 2013/17



Proportion of entrants who are no longer in HE after one year, by age on entry



Difference between the proportion of young entrants who are no longer in HE after one year, and benchmark proportion, by POLAR3 classification



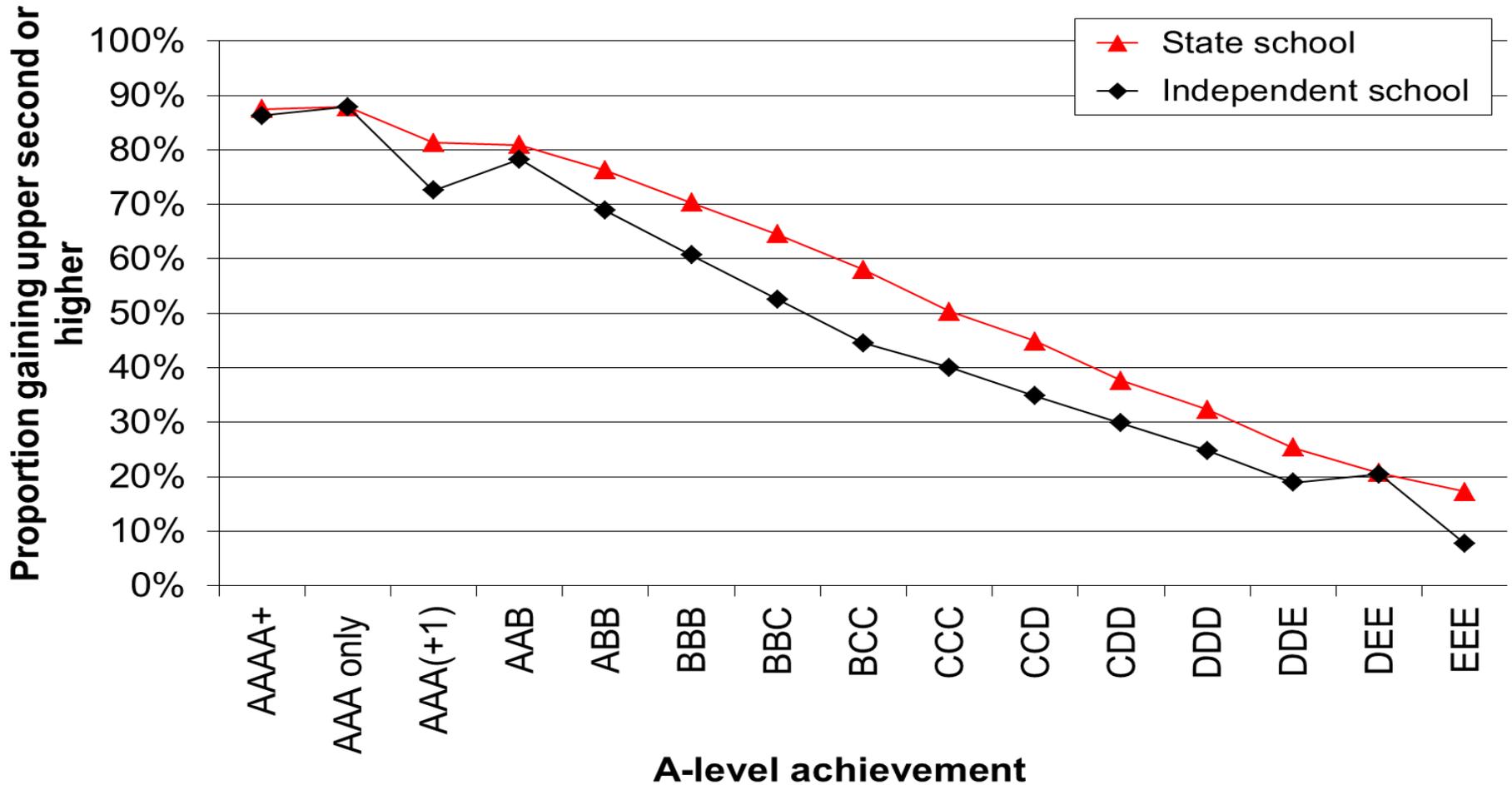
Getting on

*Looking at attainment
and progression*

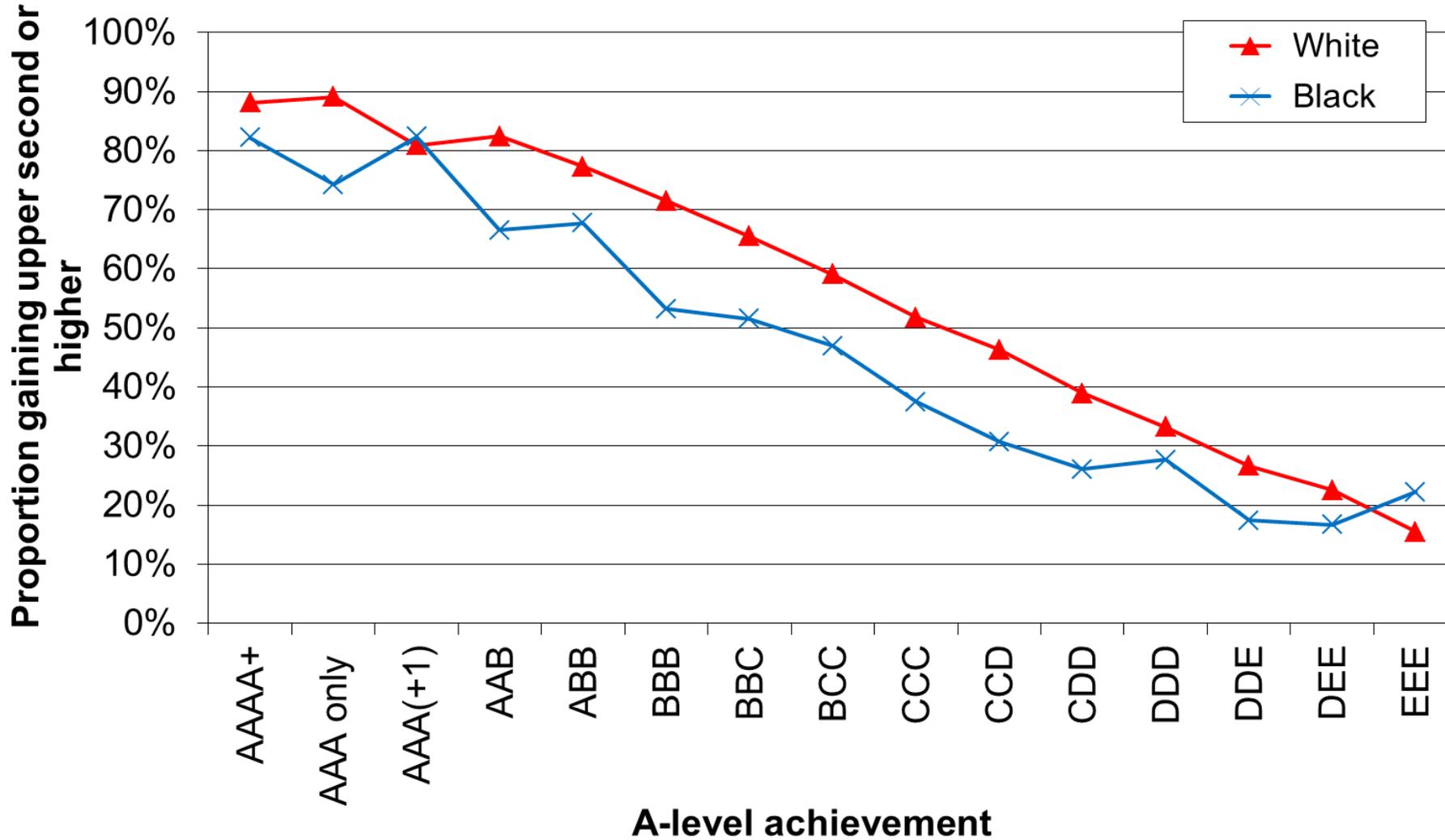


Degree outcomes for state and independent

Source: 'Differences in degree outcomes: key findings', HEFCE 2014/03



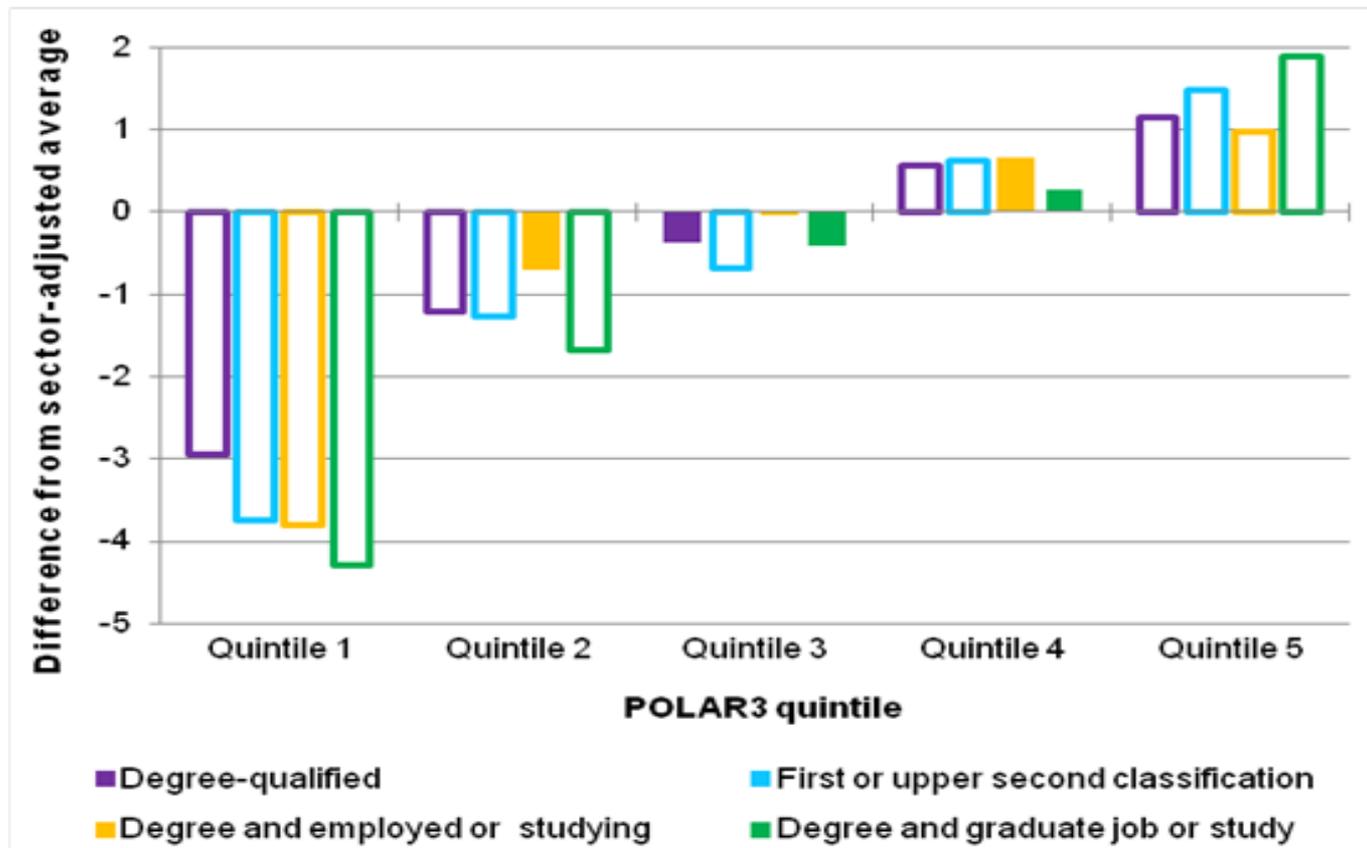
Different ethnicities - different outcomes



Qualification and progression outcomes across POLAR quintiles

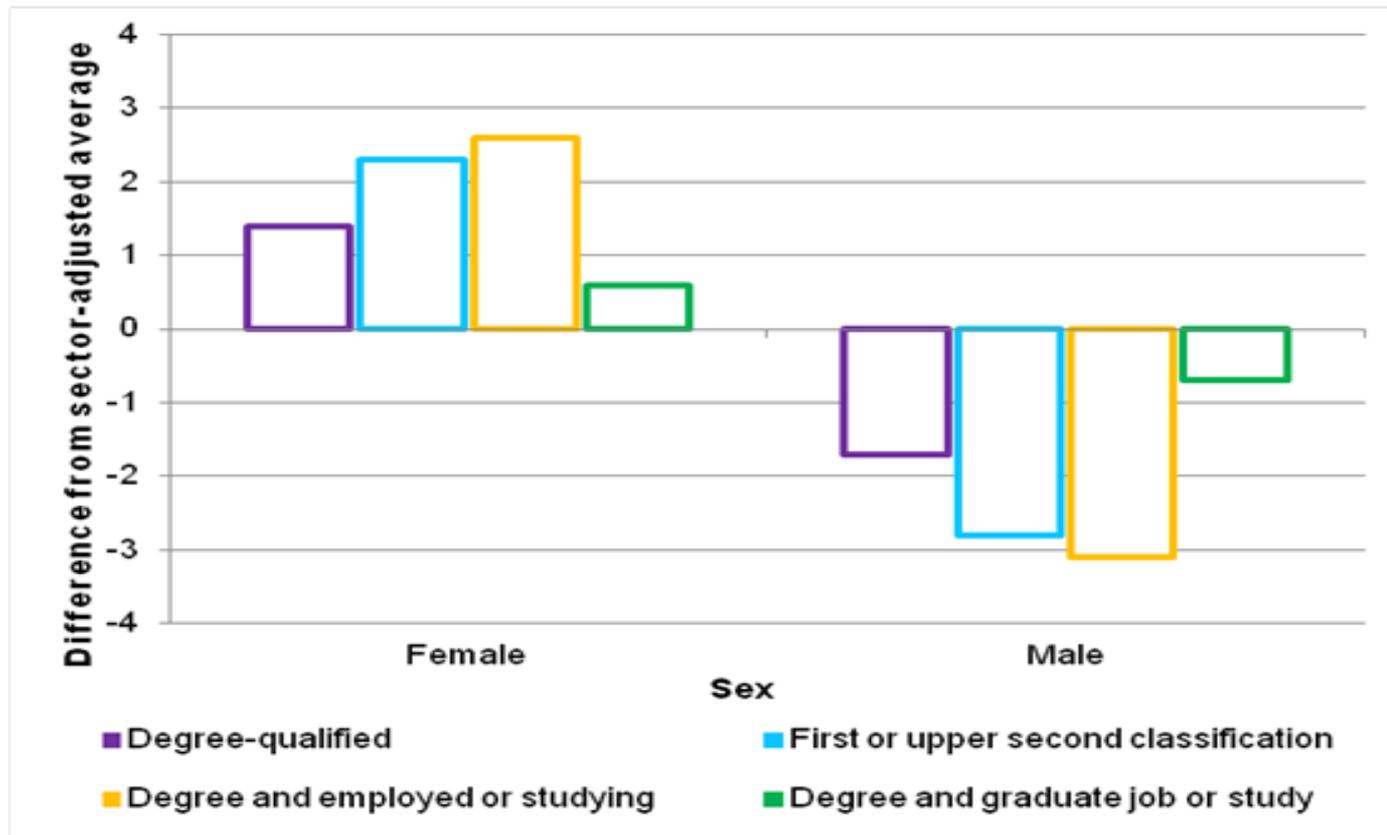
Percentage point difference of the outcome from the sector-adjusted average for each of the four outcomes, split by POLAR3 quintile

Source: 'Higher Education and beyond: outcomes from full-time first degree study', HEFCE 2013/15



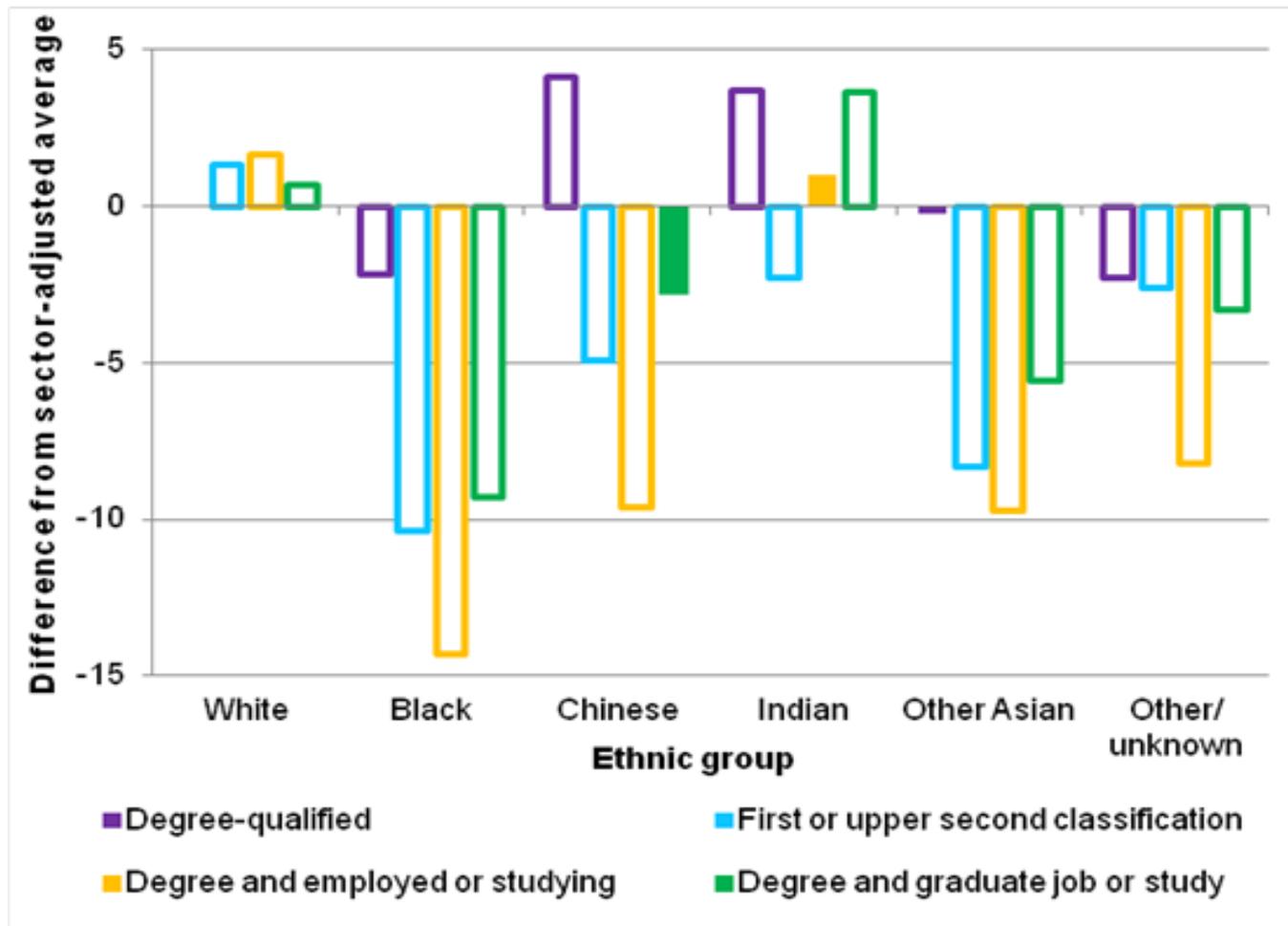
Qualification and progression outcomes for men and women

Percentage point difference of the outcome from the sector-adjusted average for each of the four outcomes, split by sex



Qualification and progression outcomes for ethnic minority groups

Percentage point difference of the outcome from the sector-adjusted average for all four outcomes, split by ethnicity



Addressing differential outcomes

Will require long term action

Build on work already done

- Commission a critical review of existing research, knowledge and practice
- Use review to inform development of HEFCE support programme
- Full analytical programme to continue to build and update the evidence base and measure progress
- Continue to provide HEFCE SO allocation (£275m to support retention and success in 2014-15)

Moving on

Postgraduate access



Why support progression to PG

1 – Taught postgraduate education is important to universities, but also to:

- students; employers; the economy and society

2 – There are distortions in the market that may not be the public interest:

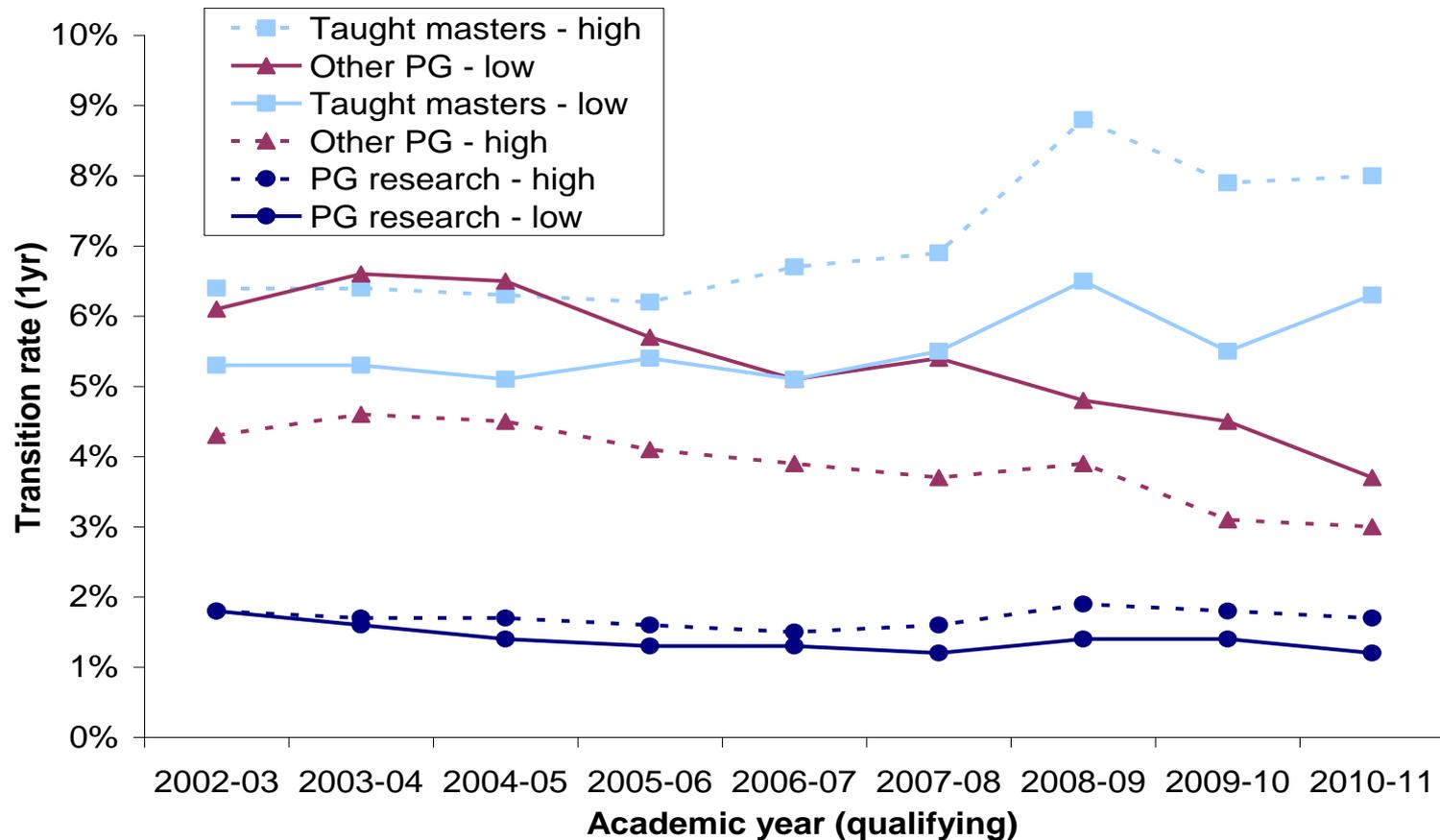
- student characteristics
 - socio-economic background; home vs overseas
- university incentives
 - pgt relative to ug, integrated masters and pgr
- employer investment
 - specialist and conversion masters

3 – This could be compounded by the impact of higher debt at undergraduate level for graduates from 2015

4 - There are interventions government could make to address this, e.g. by risk sharing with:

- students; banks; employers; universities

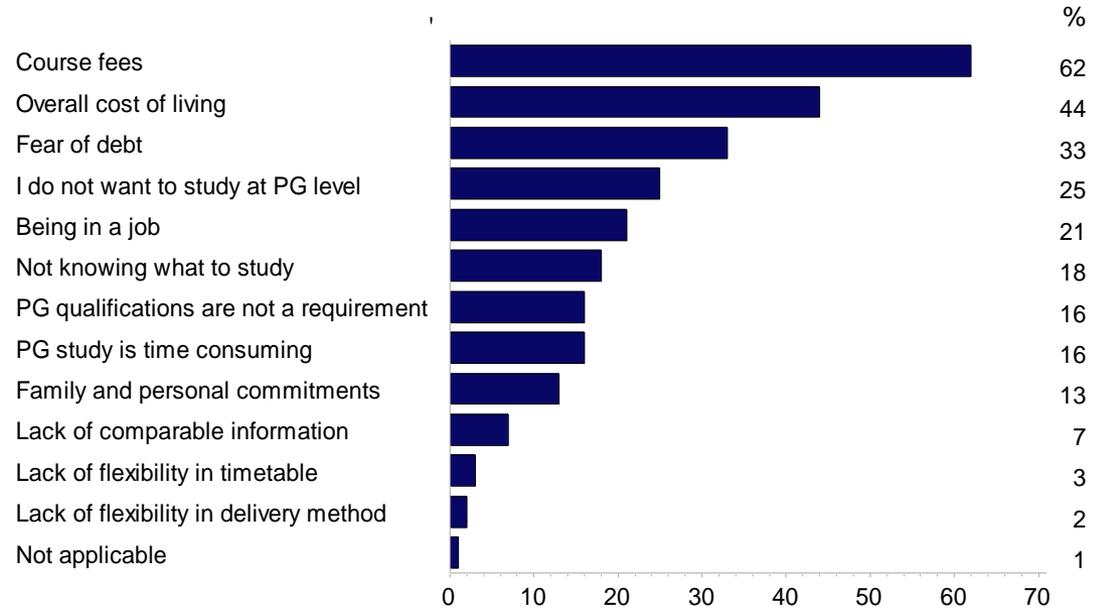
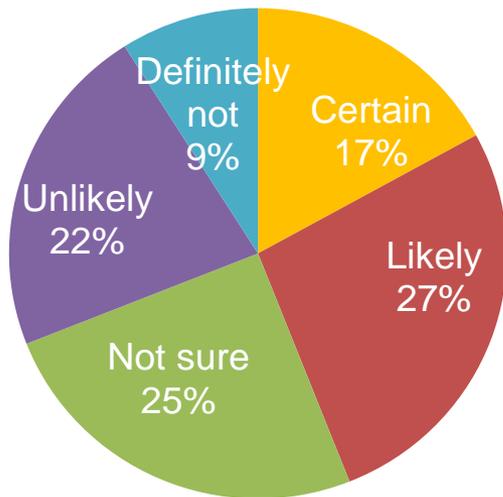
PG progression: POLAR





IAGS 2013: what factors put you off studying at PG level? (students who were neither 'certain' nor 'likely')

IAGS 2013: how likely are you to progress to pg study?



Postgraduate Support Scheme (1)

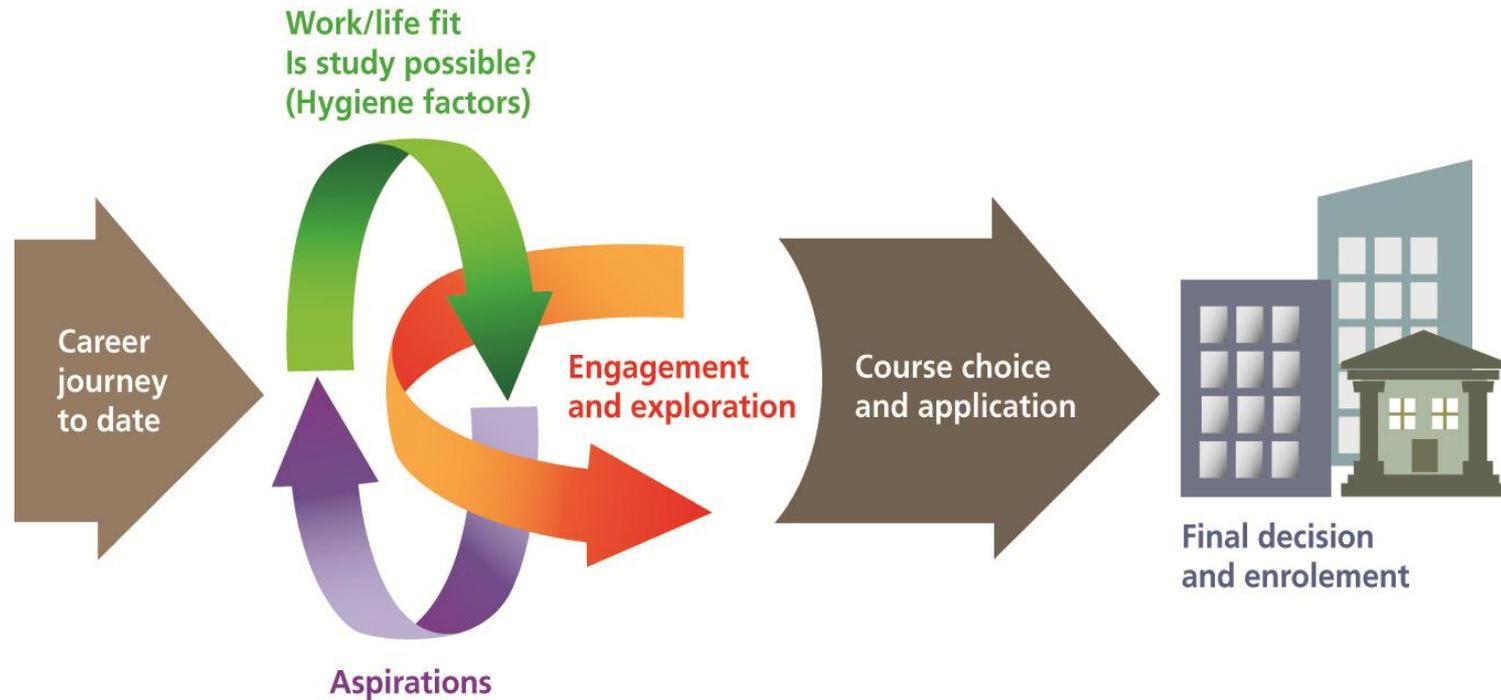
- Pilot activities to stimulate taught postgraduate education
- Panel chaired by Professor Chris Brink selected 20 proposals for £25m funding, involving 40 universities and 1,700 students
- Projects cover a range of subjects, types of institution and sectors of the economy
- Activities include:
 - studentships, bursaries and loans
 - measures to raise aspiration among current undergraduates and people in work
 - curricula changes responding to student and employer imperatives
 - co-funding with employers

Postgraduate information needs

A UK-wide initiative to understand and meet postgraduate taught information needs



A model for PG decision making



And finally? ‘it’s the evidence stupid!’

- Higher Education Access Tracker
- Developing an outcomes framework
- Data analysis and national research

Most important is:

EVALUATION

EVALUATION

EVALUATION



Thank you for listening

s.howls@hefce.ac.uk



How to find out more

e-mail hefce@hefce.ac.uk

Twitter <http://twitter.com/hefce>

web-site www.hefce.ac.uk

admin-hefce e-mail distribution list
HEFCE update, our monthly e-newsletter