

Office for
Students



OfS and the new environment for access and participation

Sarah Howls

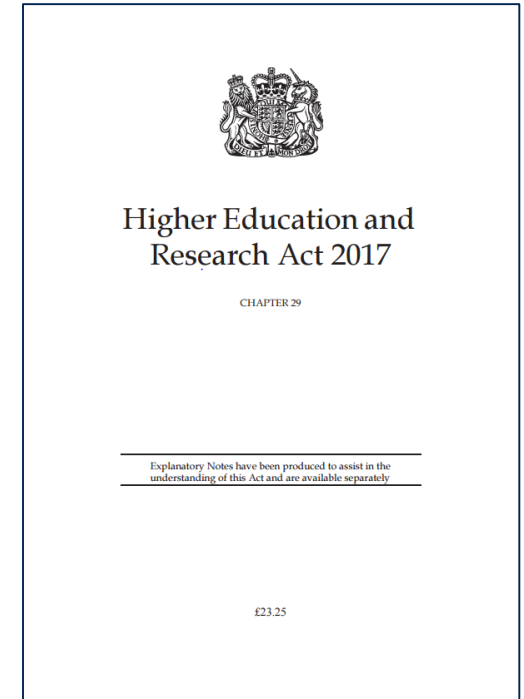
Head of Access and Participation funding and
programmes, OFS

June 2018

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OfS general duties in HERA 2017

- a) protect the institutional autonomy of English HE providers
- b) promote quality, and greater choice and opportunities for students, in the provision of HE
- c) encourage competition between English HE providers in connection with the provision of HE where that competition is in the interests of students and employers, while also having regard to the benefits for students and employers resulting from collaboration between such providers
- d) promote value for money in the provision of HE
- e) promote equality of opportunity in connection with access to and participation in HE
- f) use the OfS's resources in an efficient, effective and economic way
- g) regulatory activities should be—
 - (i) transparent, accountable, proportionate and consistent, and
 - (ii) targeted only at cases in which action is needed.



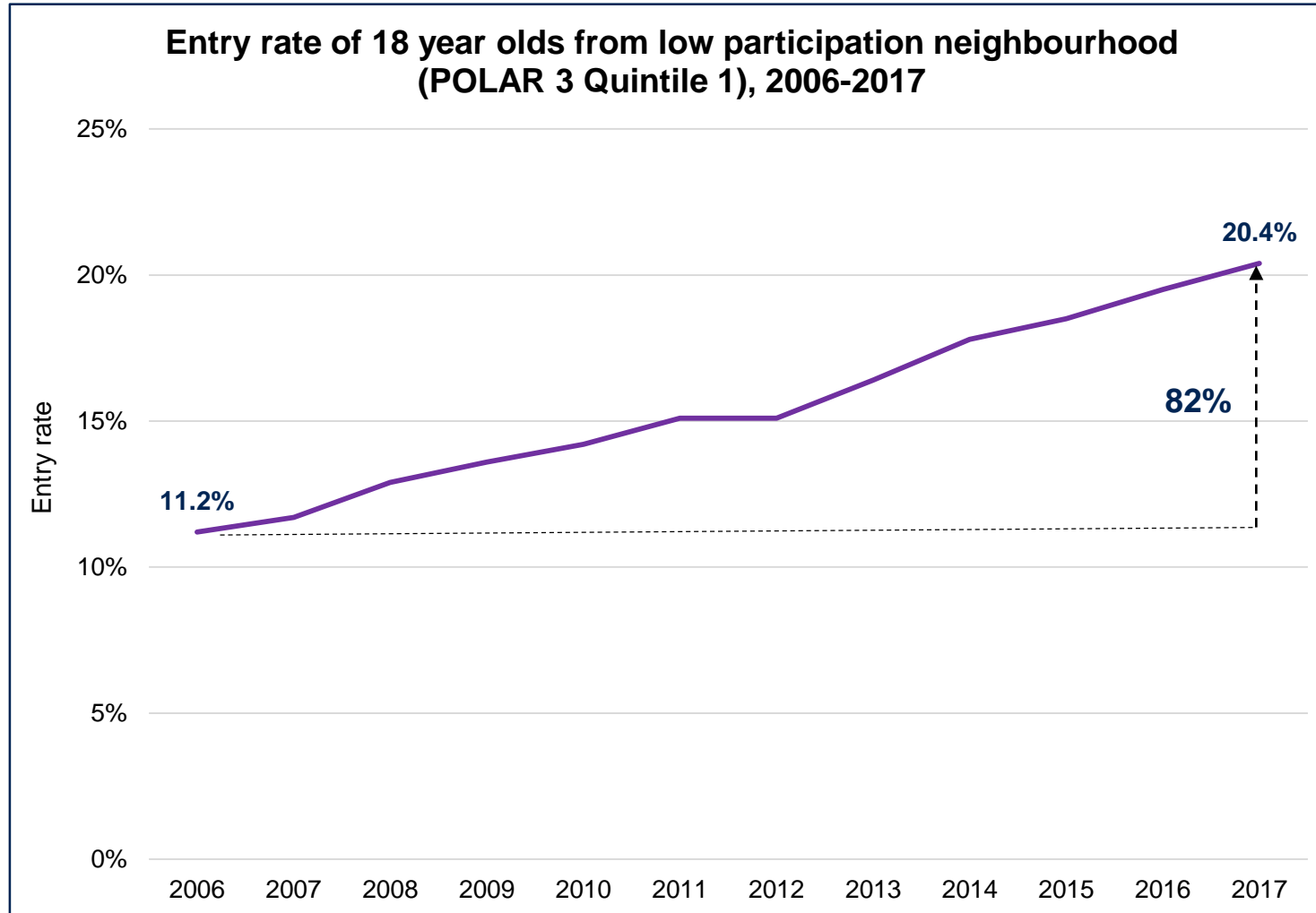
OfS Regulatory Framework objectives

All students, from all backgrounds, and with the ability and desire to undertake higher education:

- are supported to access, succeed in, and progress from, higher education;
- receive a high quality academic experience, and their interests are protected while they study or in the event of provider, campus or course closure;
- are able to progress into employment or further study, and their qualifications hold their value over time;
- receive value for money

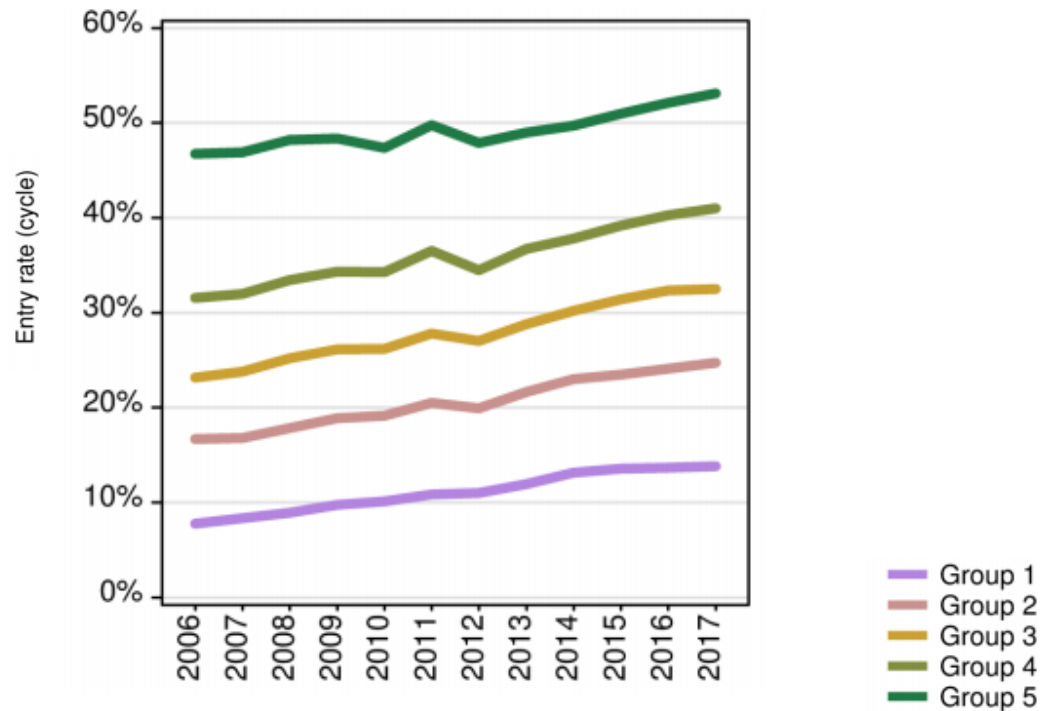


Access to HE - POLAR

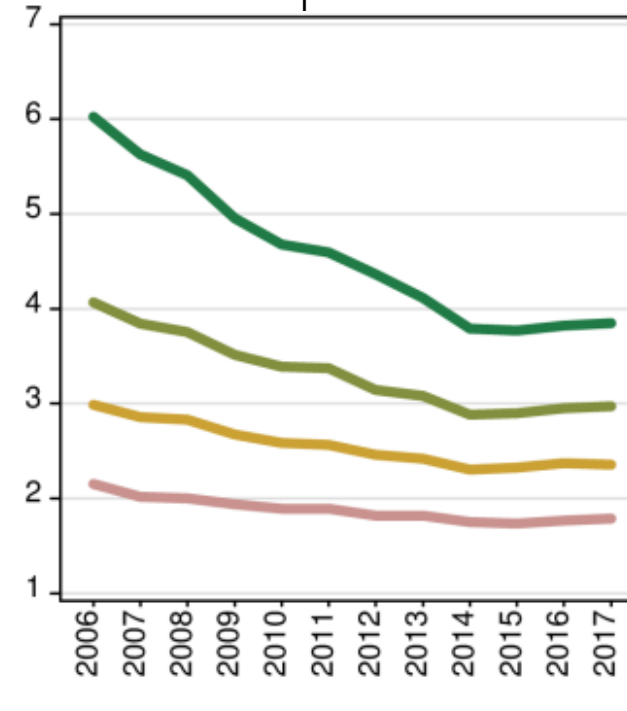


Access to HE - MEM

Entry rates for English 18 year old by multiple equality measure groups

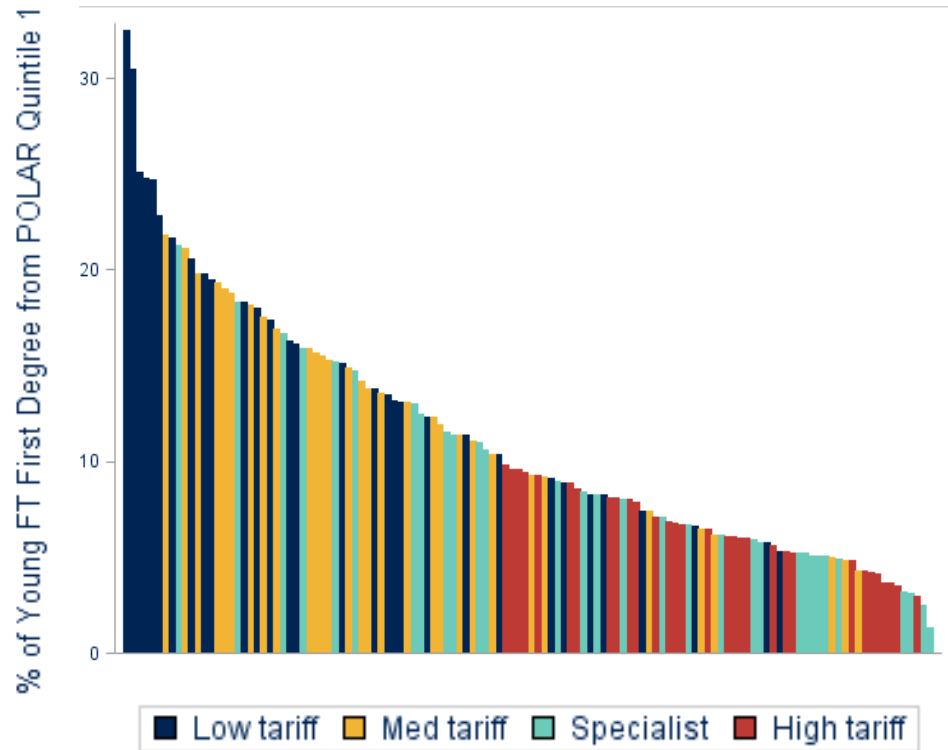


Ratio of 18 year old entry rate for MEM groups to 2 to 5 vs MEM group 1



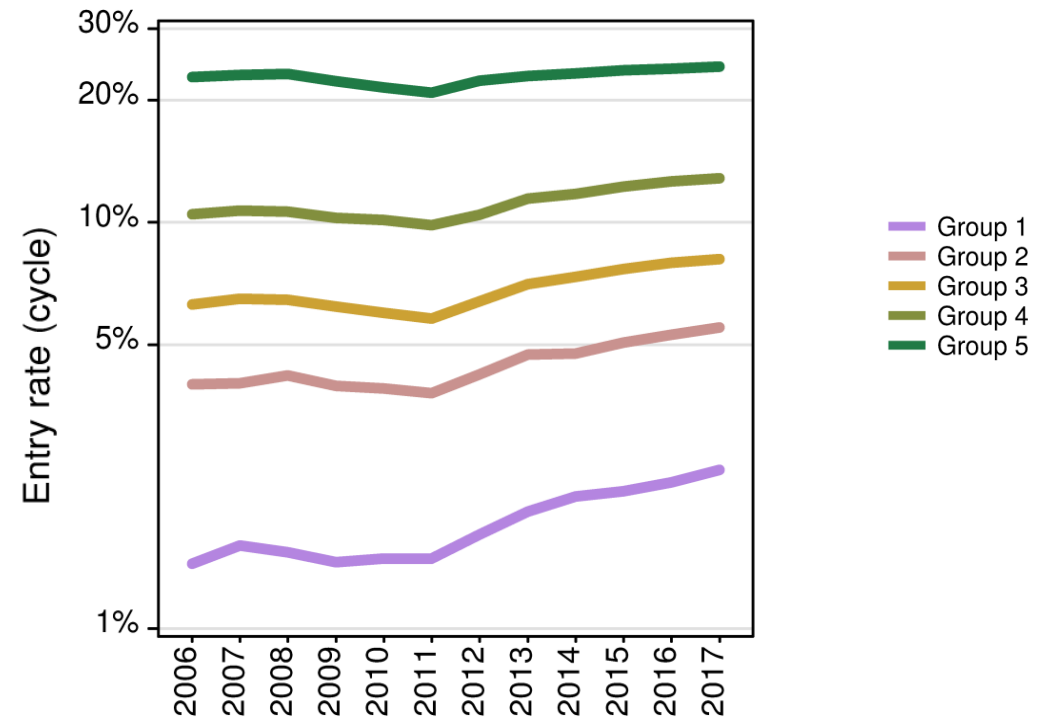
(group 5 = most likely to enter to HE)

Access to HE – HEP type



Source: Internal OfS(DFA) analysis of HESA Performance Indicators 2016-17

Entry rates for English 18 year old MEM groups to higher tariff providers



Choices and pathways



National Apprenticeship Service

UNISTATS

UCAS



Progress 8

Pupil premium



Office for Students



Attainment and admissions

‘In England there is a closer link between prior attainment and university admission...it is clear that universities are more academically selective and students are admitted more on the basis of their prior achievement than on the basis of other factors, such as their social background...the socio-economic gap in prior achievement is very large in England...so social background matters more for university admission’.

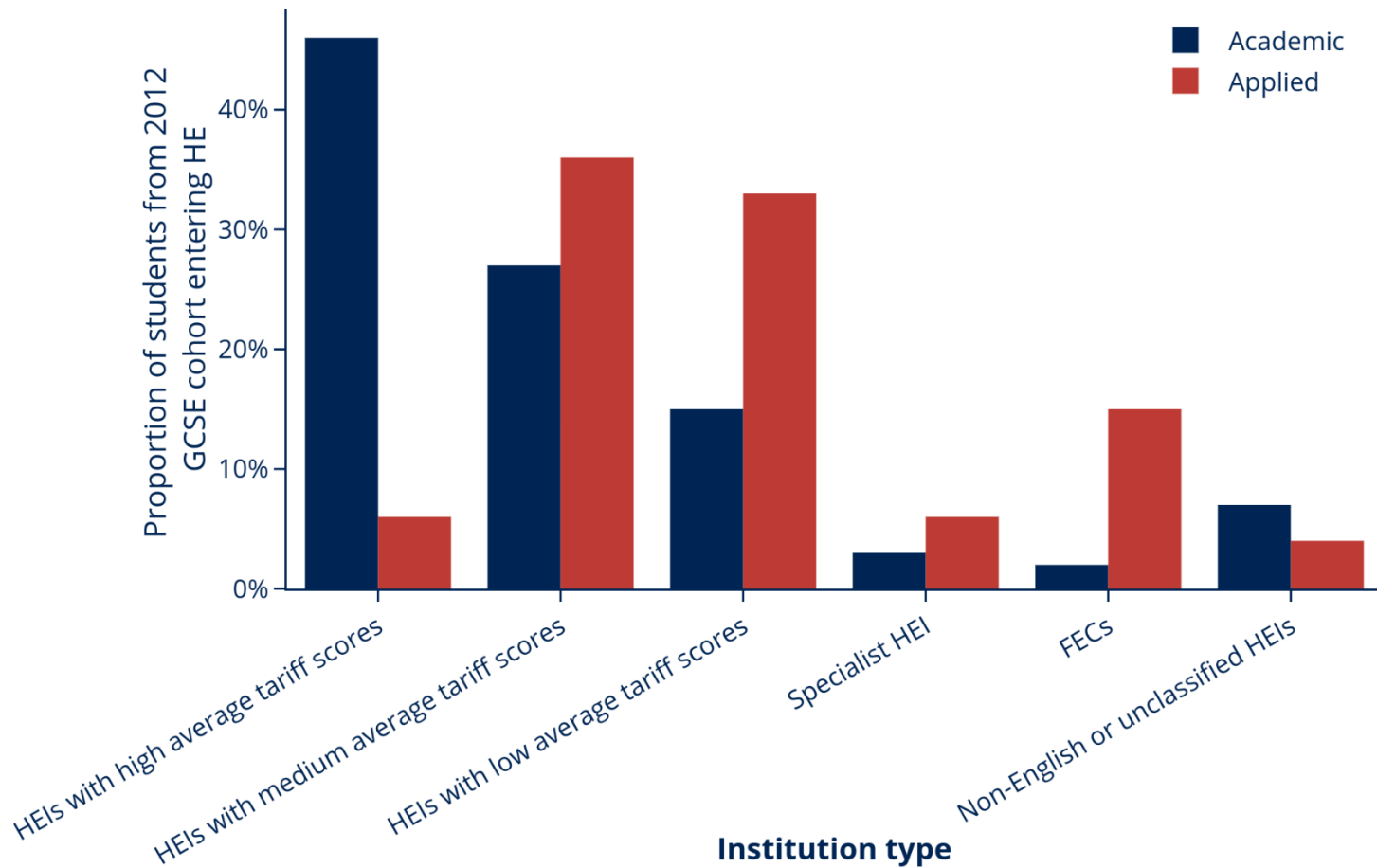
(Crawford, Dearden, Micklewright and Vignoles 2017)

‘A-level grades are not a measure of ability, and not an entirely objective measure of attainment, but can serve as an indicator of potential when judged with reference to the socio-economic context in which they were achieved...many universities now ask for A-level grades which far exceed the minimum required to do well at degree level’.

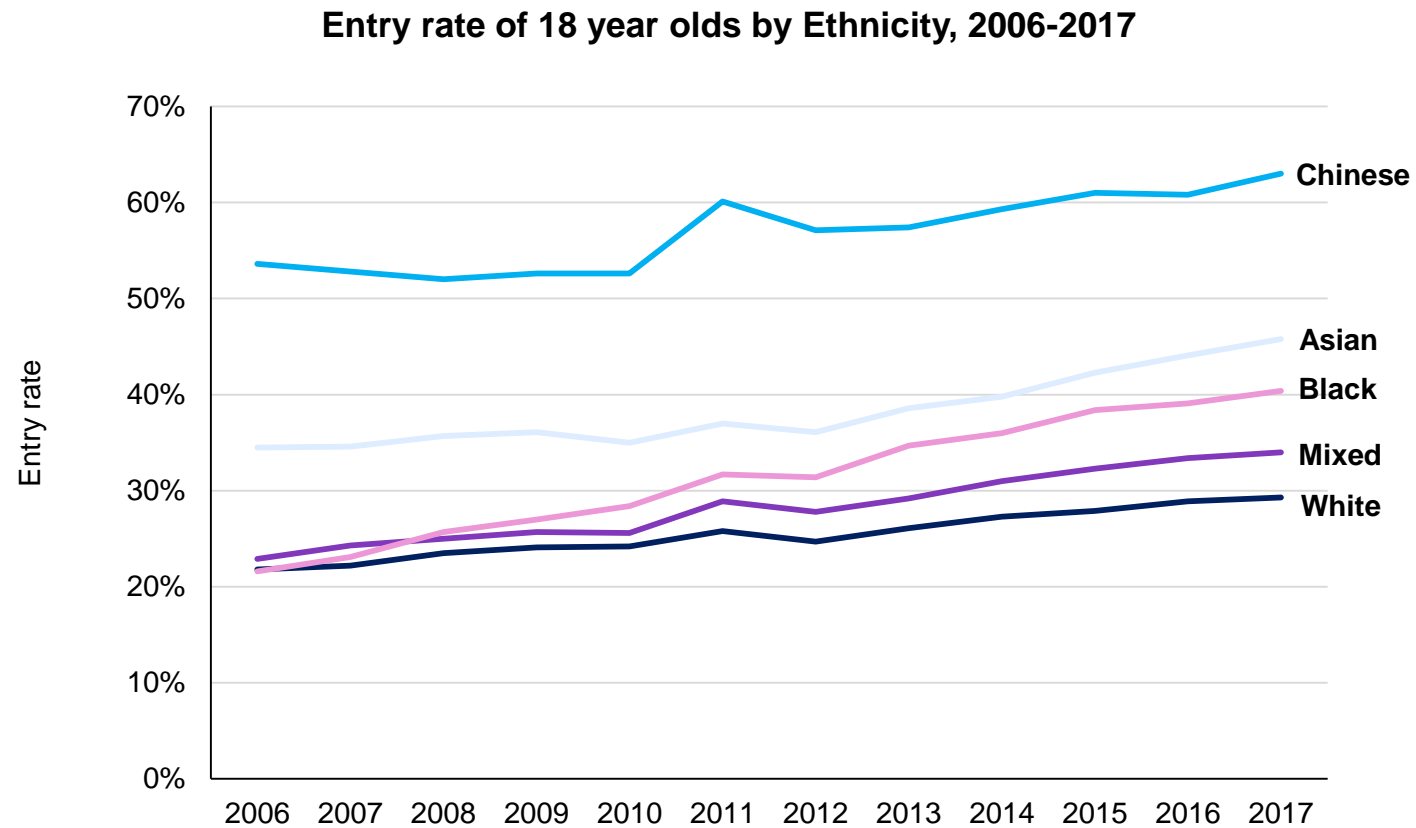
(Boliver, Gorard and Siddiqui 2017)

KS5 Pathways

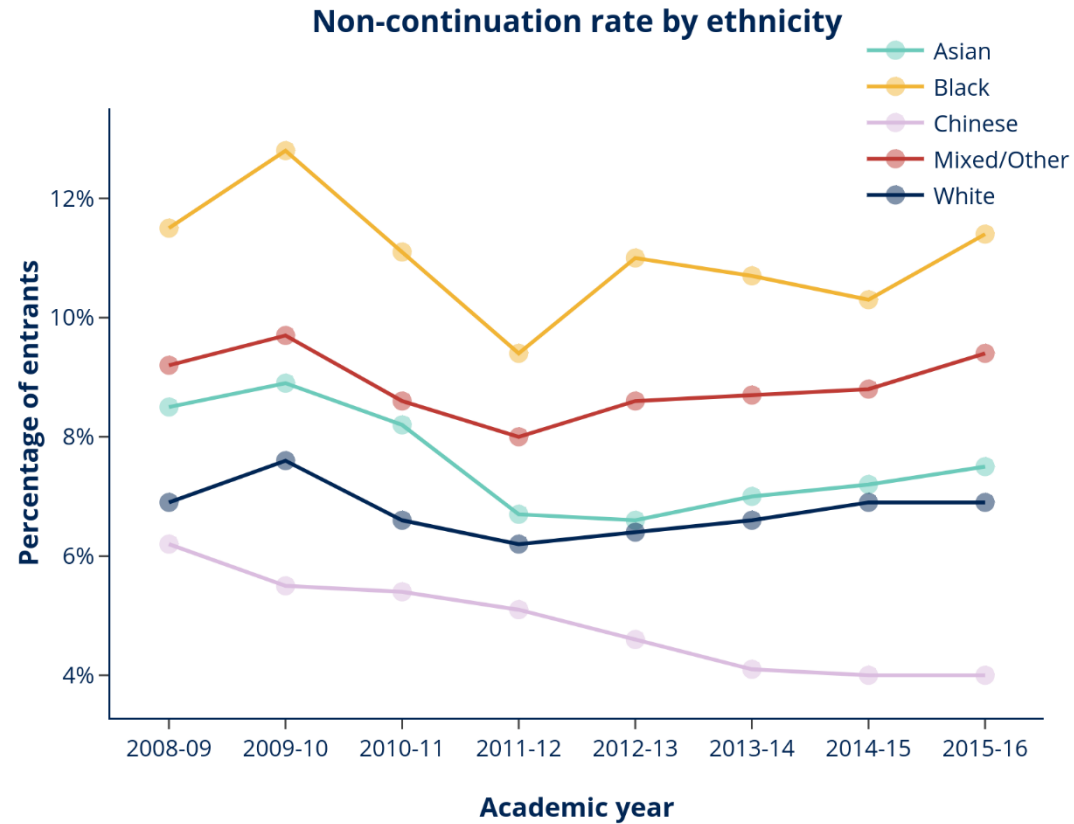
Key stage 5 applied and academic pathways into higher education:
Institution type



Access to HE - Ethnicity



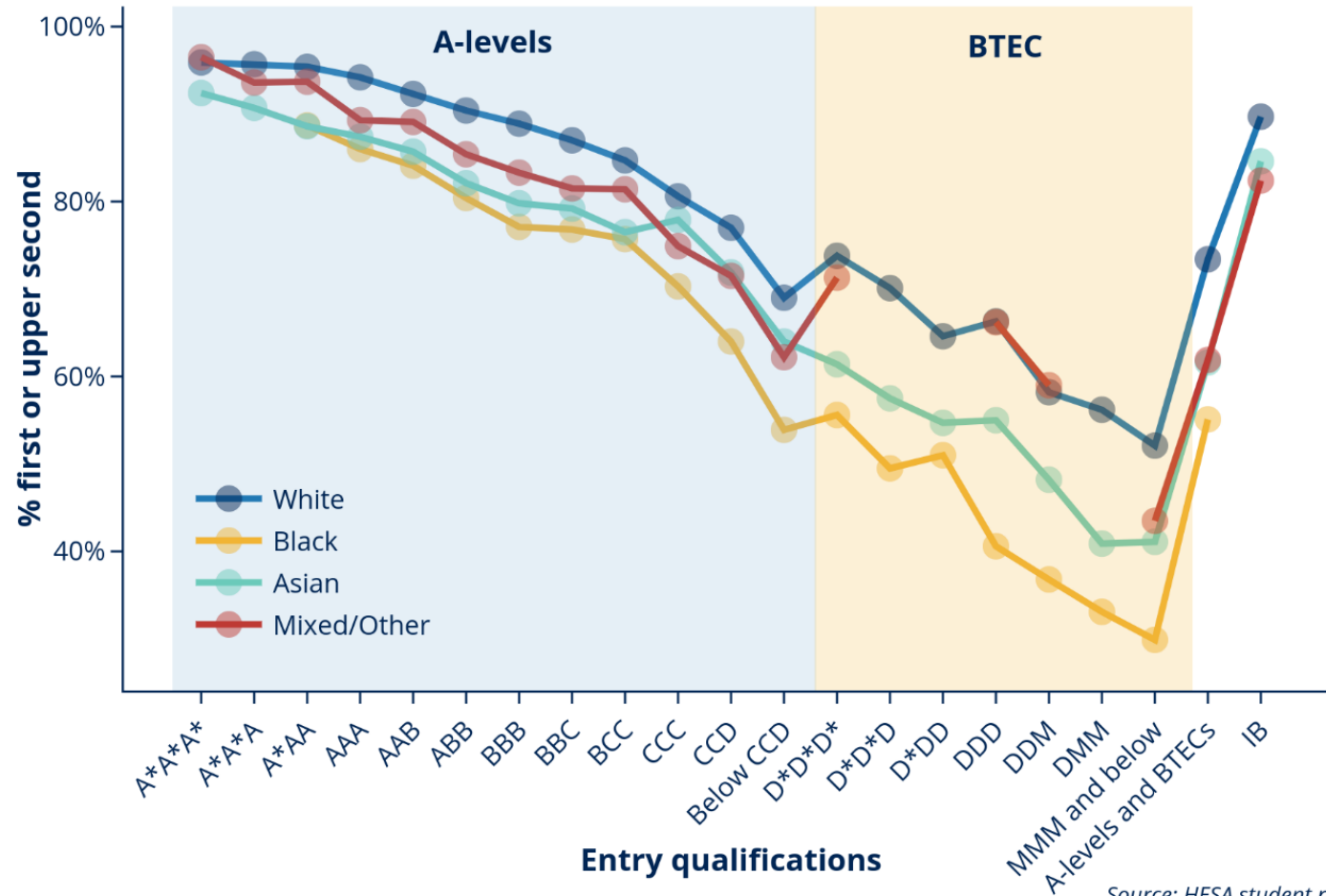
Non-continuation - Ethnicity



Source: HESA student record

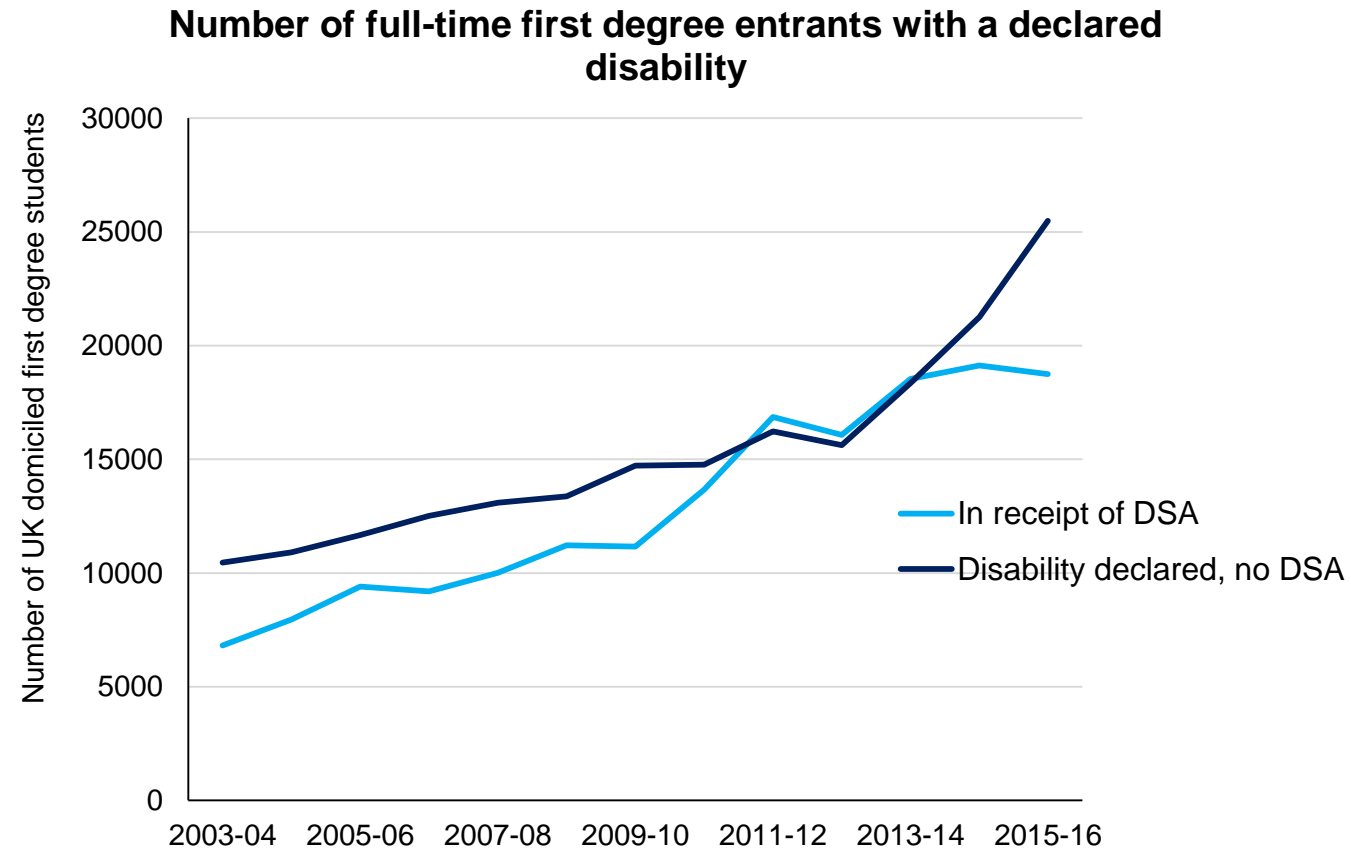
Attainment: Ethnicity

Graduate attainment by entry qualification and ethnicity

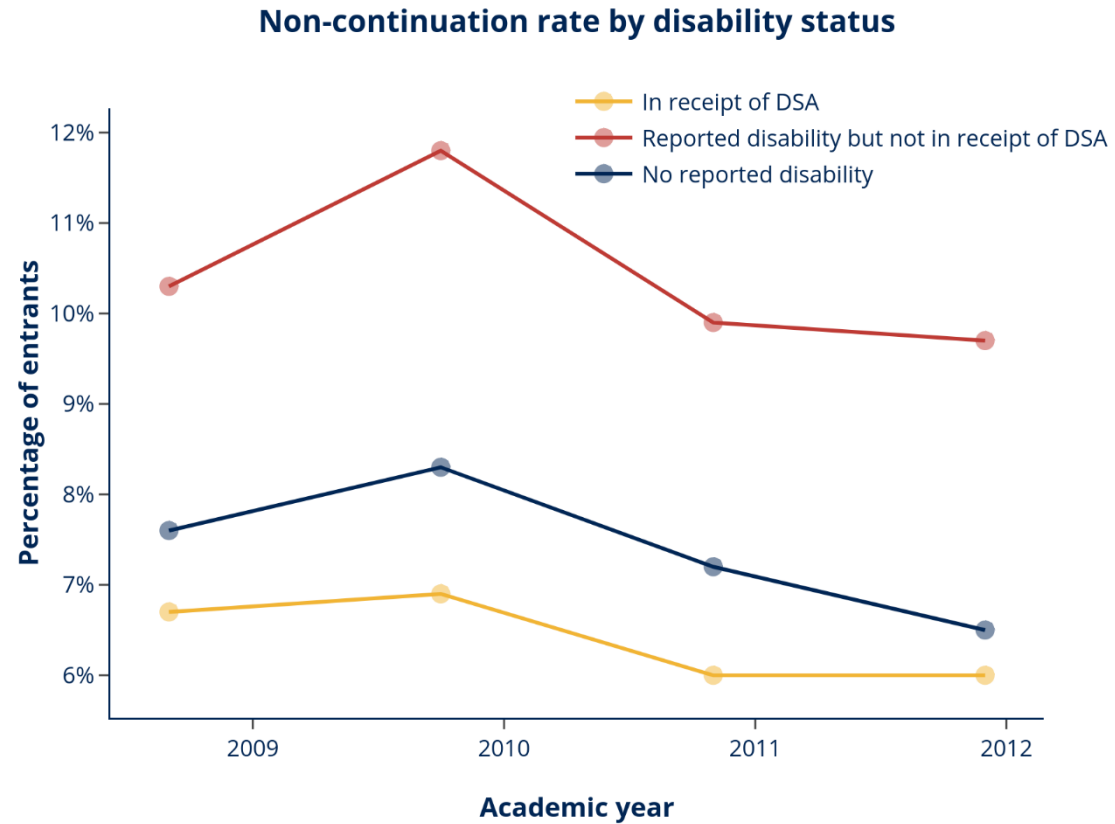


Source: HESA student record

Access to HE - Disability

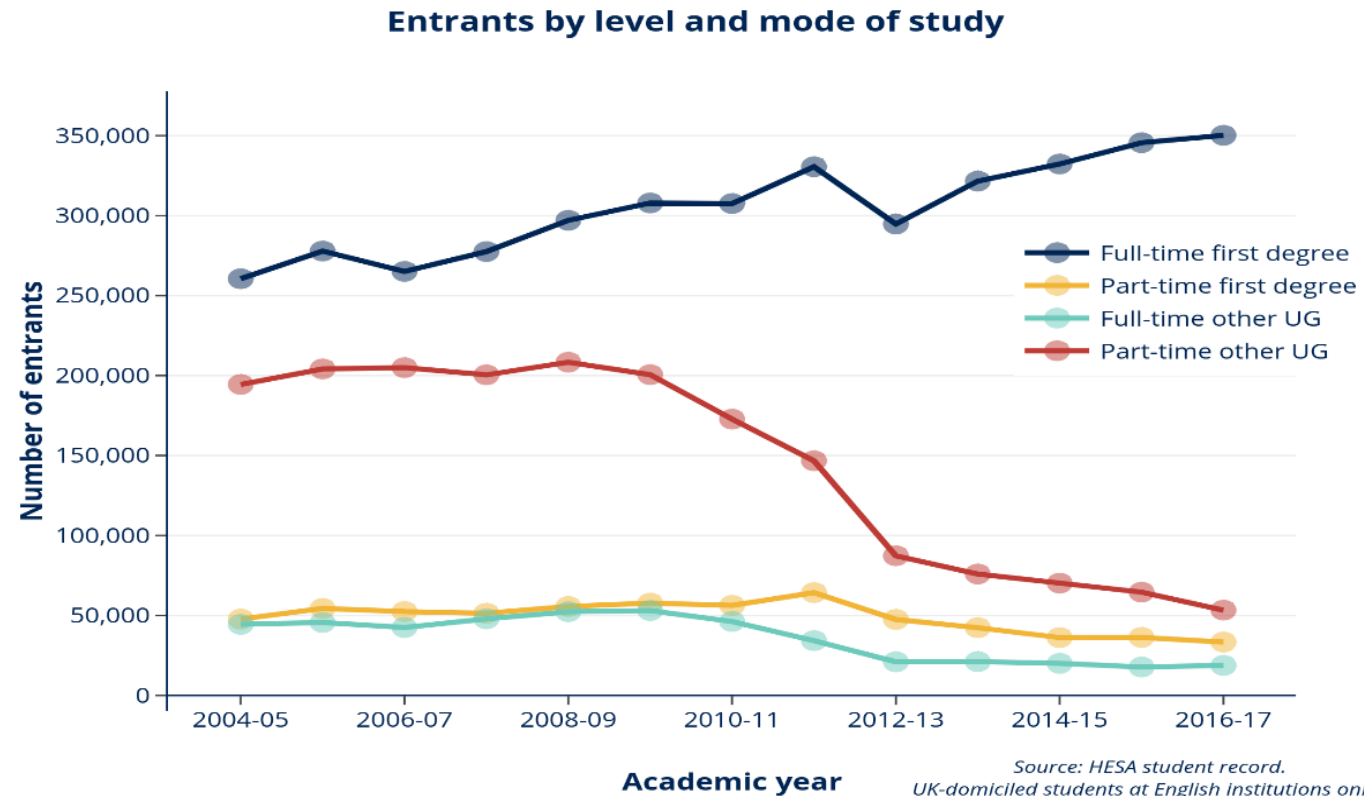


Non-continuation - Disability

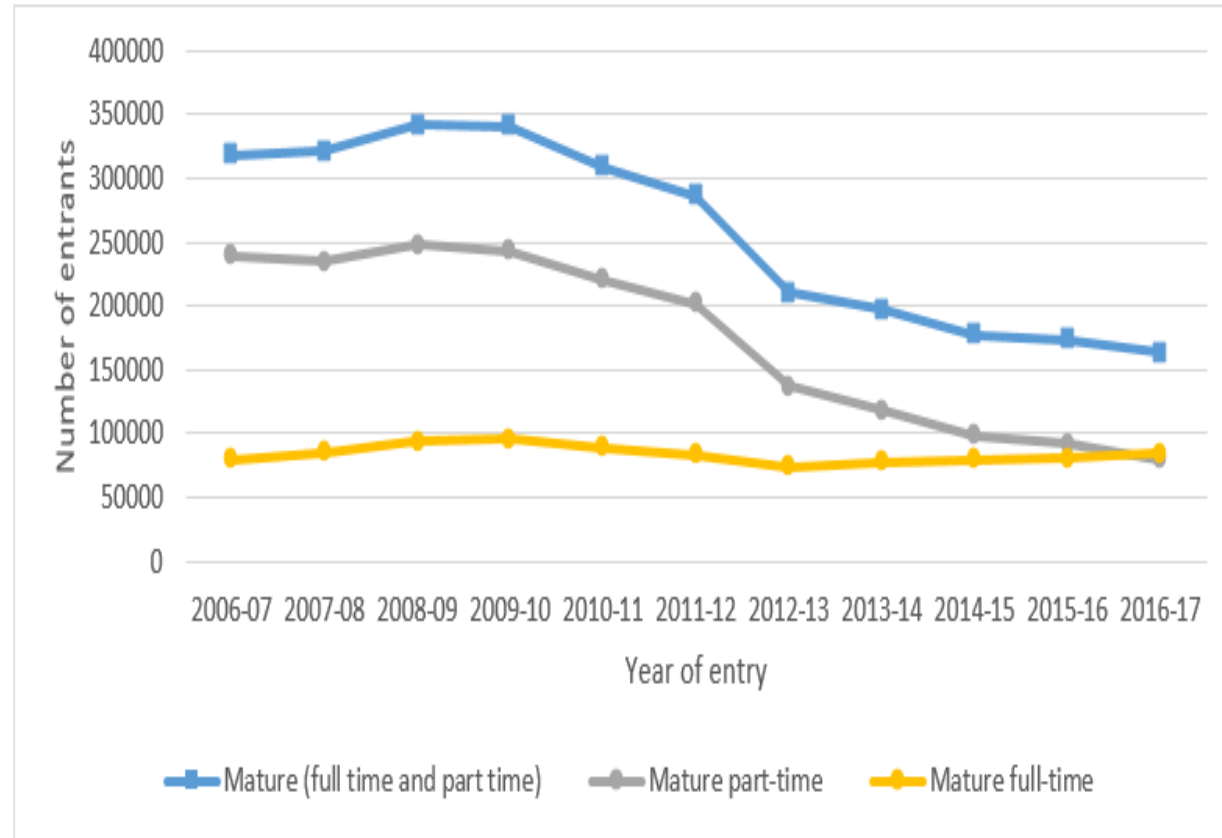


Source: HESA student record

Entry by mode and level

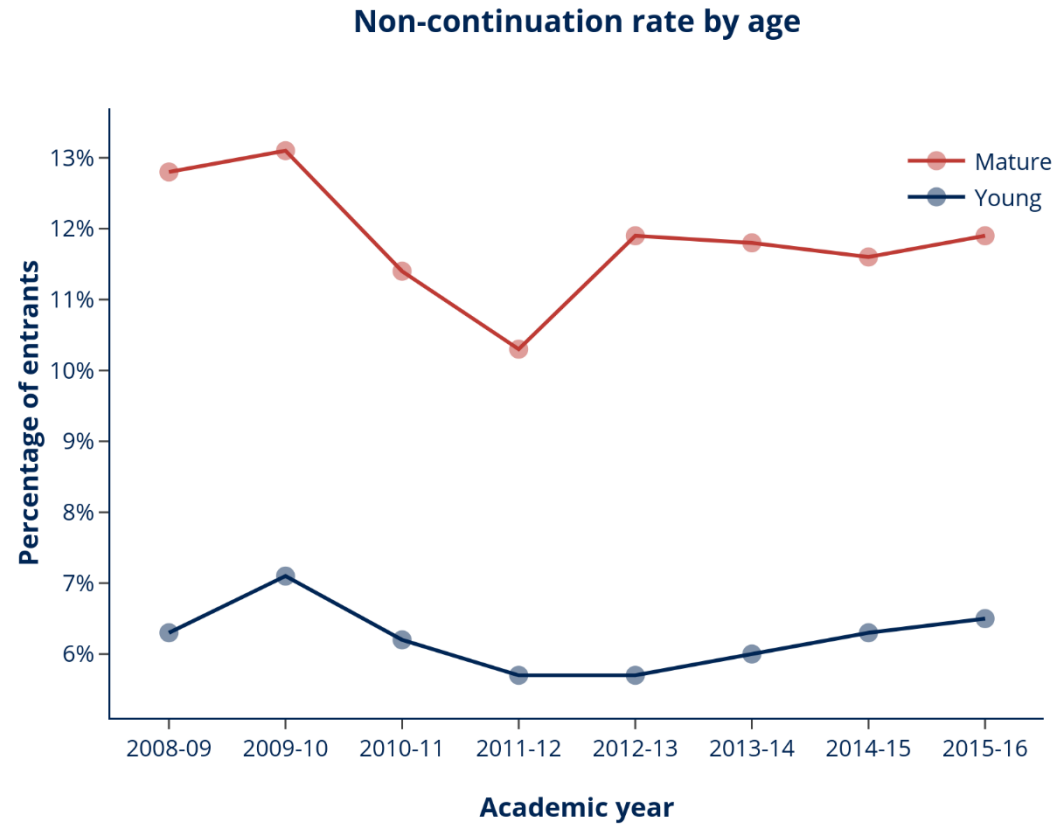


Access to HE - Age



Source: HESA student record

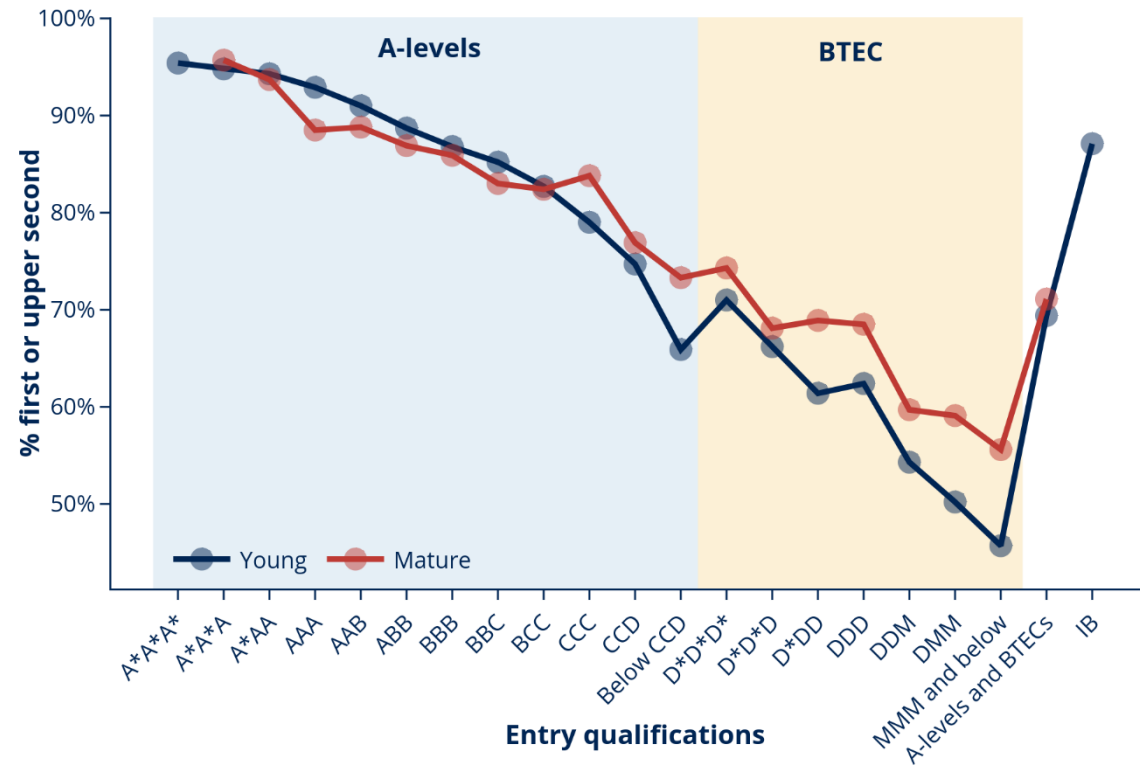
Non-continuation - Age



Source: HESA student record

Attainment - Age

Graduate attainment by entry qualification and age



Source: HESA student record

Our challenge

‘Our regulatory framework enables the Director for Fair Access and Participation to develop a bold new approach to supporting social mobility, and equality and diversity, through higher education. ...We will be radical and ambitious to make sure we deliver on the promise of higher education as an engine for social mobility, and a gateway to a better life for those who undertake it.’



Access and participation priorities

Access

- To increase the entry rates of students from underrepresented groups to higher education, in particular reducing the participation gaps for those from socio-economically disadvantaged backgrounds and at higher tariff providers, where they are widest.
- To reverse the decline in higher education participation by mature students from underrepresented groups.

Success

- To improve the non-continuation rates of students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, and to reduce the gaps between these groups and other students.
- To reduce the attainment gaps between students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, and those from other groups.

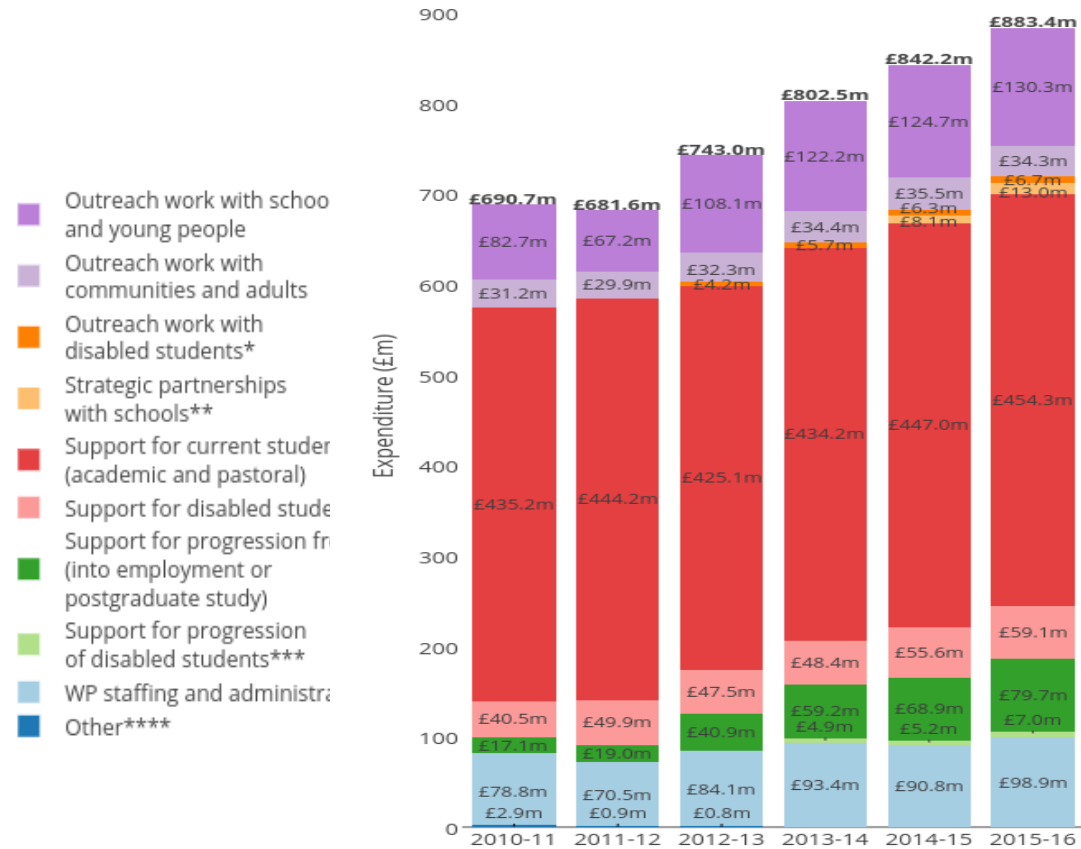
Progression

- To improve the rates of progression of students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, into graduate-level employment or further study, and to reduce the gaps between these groups and other students


Pressure on individual providers

- To demonstrate continuous, year-on-year improvement through access and participation plans to:
 - Reduce the gaps in access, success and progression for underrepresented groups among their own students
 - Improve practice, including through better evaluation and sustained engagement with schools from early years and with employers.
- A risk and outcomes based approach:
 - OfS can apply conditions where it identifies a higher level of risk to breach of the access and participation condition and penalties for breach of a condition, as well as refusing a plan

Targets & investment



- * Outreach work with disabled students was not collected separately before 2012-13.
- ** Strategic partnerships with schools was not collected separately before 2014-15.
- *** Support for progression of disabled students was not collected separately before 2013-14.
- **** Other expenditure category no longer collected after 2012-13.



Regulatory Notice 1

Access and participation plan
guidance for 2019-20

Reference Ofs 2018.03
Enquiries to registration@officeforstudents.org.uk
Date of publication 28 February 2018

Sector-wide support

- Improving information, advice and guidance for students
- Removing barriers to new providers and flexible provision
- Availability and use of more common and rigorous data and evidence
- Collaborative working between higher education providers and with schools and employers
- Sharing of innovative and effective practice.

Evidence & impact

What
Works
Network 

Office for
Students 

Regulatory Advice 6

Good practice advice on the
preparation of access and
participation plans for 2019-20

Reference OFS 2018.06

Enquiries to registration@officeforstudents.org.uk

Date of publication 28 February 2018

OfS toolkit: providers

- Access and participation plans
- Monitoring
- Transparency
- Registration conditions
- General ongoing and specific ongoing conditions
- Student protection plans
- Soft power with providers
- Enhanced monitoring or investigation
- Powers of entry and search
- Monetary penalties
- Suspension
- Deregistration
- Revocation of DAPs/UT

OfS toolkit: sector

- Agenda setting and lobbying power within the sector
- Thematic reviews and horizon scanning
- Targeted dissemination of evidence
- Student engagement
- Influence over/collaboration with other bodies
- Provision of information, advice and guidance
- Transparency
- Approach to funding
- Approach to registration
- Approach to validation
- Evidence and Impact Exchange

Key changes

- More focus on student success and progression.
- More focus on the outcomes achieved - in terms of reducing the gaps in access, success and progression.
- Better tools for the job, in terms of powers and levers beyond the plans.
- More support and direction on data, evidence and evaluation.
- Review during 2018 and further changes from 2020-21 for funding and plans

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Website www.officeforstudents.org.uk

monthly e-newsletter

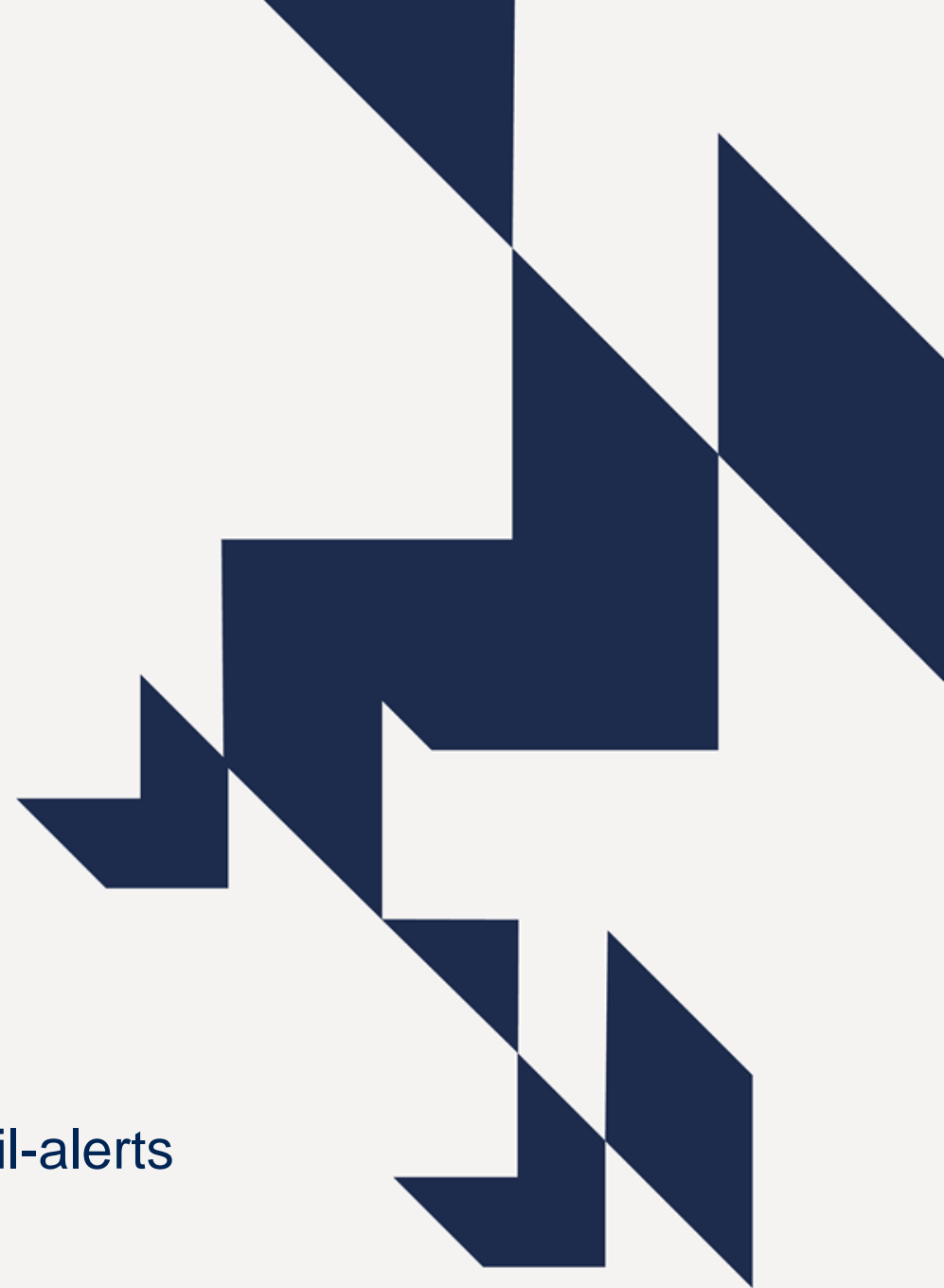
OfS alerts

OfS alerts for the Prevent duty

OfS alerts for charity regulation

You can join these at;

<https://www.officeforstudents.org.uk/sign-up-for-email-alerts>



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