

**From Access to Success: Closing the Knowledge Divide
(Higher education for under-represented groups in the market economy)**

PAPER ABSTRACTS

Parallel Paper Sessions 1: Monday 14th June: 16:30 – 17:30

Paper 1.1

Will a market driven economy impact adversely on students with disabilities participating in higher education? **Ms Stephanie Chard**, La Trobe University, Australia

The Australian Higher Education reforms of the late 1980s and early 1990s and the Federal Government's discussion paper *A fair chance for all: higher education that's within everyone's reach* has contributed positively to the increasing number of students with disabilities (SWD) undertaking higher education studies. This was followed by more than a decade of conservative Government, till 2007. The new Federal Government, has a strong focus on social justice and social inclusion reforms, and established a panel of experts under the leadership of Professor Denise Bradley to undertake a comprehensive review of higher education in Australia, commonly known as the "Bradley Review". The Bradley Review, amongst other things, identified that the number of students with disabilities participating in higher education had increased by 5,000 between 2002 and 2007 but support funds provided by the Government had not risen accordingly. The Review recommended that the Government increase its support to students with disabilities to \$20 million per year. The Government's response to the Bradley Review remains silent on this recommendation.

In Australia, under the *Disability Discrimination Act 1992*, education providers are required to provide reasonable adjustments for students with disabilities. Marketisation, managerialism, globalisation and employability are the current "buzz words" we are all faced with in the higher education sector. Many countries are facing increasing pressure to open up educational opportunities for students from under-represented groups. But what does this mean for students with disabilities? The workshop will discuss the conflict that arises when universities, as a provider of education, are under extreme pressure from the Government to meet the demands of the market economy and the rights of people with disabilities to undertake higher education.

This workshop will discuss the effect of the Australian Government reforms and the current funding level for students with disabilities in higher education and its relevance in the global village and market place, by inviting discussion from participants about their experience in their own countries and how we might support each other in the provision of truly equitable higher education.

Paper 1.2

Feeding the roots of lifelong learning: embedding critical reflection in skills-based programmes
Dr Liz Marr, Mr John Rose-Adams, Open University, UK

Evidence suggests that students from under-represented groups in universities undertake higher level study to enhance their career prospects and are more likely to seek out vocational courses. The UK government's current policy for higher education emphasises the need for higher level study to meet the skills needs of a knowledge economy. It thus advocates Foundation degree routes, work-based learning, fast-track degrees and part time provision as alternatives to full time, three year courses. It might be argued, however, that these developments are likely to result in a diversified sector in which research intensive institutions limit their teaching to an elite few who can afford access to 'higher education' and the critical thinking and creativity which is integral to it and teaching-only universities deliver skills and competences for work.

Fears that under-represented groups are further marginalised by these processes obscure a more insidious problem – an assumption that such students are 'judgemental dopes' incapable of reflection and reacting to learning in a positive way. One disadvantaged group in particular stands out - those young and adult learners taking vocational qualifications at Further Education or Community colleges. They are encouraged to apply to universities, if at all, for Foundation Degrees (the UK's primary mode of delivering higher level vocational qualifications) or other work-based routes as ends in themselves, on the

assumption that they will already have internalised the norms which set limits to their aspiration. In other words, students from poor backgrounds may aspire to higher education, but only so high.

This paper argues that there is no inherent incompatibility between skills for employment and the transferrable skills of problem solving, creativity and critical thinking. Furthermore in a global economy, transferrable skills need to take account of international contexts and ways of working which in turn require greater reflexivity, self- and inter-cultural awareness. Using a range of examples such as engaging students as co-researchers and co-producers of content or developing 'shell' awards which allow learners to bring their own experience into their learning, it will argue that a skills-based reflexive curricula is not just desirable but also achievable.

Paper 1.3

A competence-based curriculum for a multicultural student body – Mountain Forestry Masters at BOKU- a case study **Cordula Lenkh**, University of Natural Resources & Applied Sciences, Austria

Mountainous regions are ecologically fragile, but critical sources for resources like water and biodiversity. Over-proportional ratios of people in mountain regions live below the poverty line. Global change poses severe threats particularly to these regions. Access to education is poor in mountain regions on a worldwide scale. Acknowledging the strong leverage of mountain regions for poverty alleviation, based on a long tradition in sustainable management of mountain forests in Austria and building on experiences gained from research on sustainable use of mountain forests in many regions of the world, BOKU University started a Master course in mountain forestry in 2002.

The curriculum aims to provide a focused and specialised education in managing mountain forest resources with a global perspective, to teach students to recognise and solve problems occurring in forest management and conservation in mountain regions, and to strengthen interdisciplinary approaches to mountain forestry, integrating aspects of engineering, socio-economics, natural sciences and other subject specific fields in mountain forest management. Particularly for studies with and a focus on developing countries, questions of brain drain are critical. So far, more than 90 percent of the graduates of the mountain forestry curriculum are working in their home country in the field they were trained for.

In order to reflect the potential of a competence based curriculum, its contribution to sustainable management and conservation is reflected using the example of two major source countries of students. Bhutan and Ethiopia were selected for this purpose because of their contrasting threats to the ecosystem and approaches to conservation and because they are major source countries of mountain forestry students. A detailed career analysis of mountain forestry alumni in these two countries is presented and lessons learned in the course of implementation of the curriculum are presented.

Parallel Paper Sessions 2: Tuesday 15th June: 10:30 – 11:30

Paper 2.1

Near Peer Recruiting: Increasing Access by Incorporating Students and Recent Graduates in the Admissions Process **Dr Nicole Hurd, Ms. Jennifer Cox Bell**, National College Advising Corps, USA

This interactive session will focus on ways in which current undergraduates and recent college graduates can assist in efforts to get more low-income, first generation, and underrepresented students into higher education. The National College Advising Corps (NCAC) seeks to bring talented, enthusiastic advisers to every community that wants them and to every student who needs them. Through a nationwide consortium of colleges and universities, the corps aims to increase the number of low-income, first-generation, and underrepresented students entering and completing higher education. By placing recent graduates of partner institutions as college advisers in low-income high schools and community colleges, our programs work in communities across the country to provide the advising and encouragement that students need to navigate college admissions.

We will discuss ways in which peer advisers can help students with test preparation, admissions and financial aid processes, and encourage successful matriculation and retention during their service. We will also discuss ways in which the model can be used in a variety of contexts and provide an overview of our evaluation and results to date.

Paper 2.2

Engaging the Hearts and Minds: An action research approach to racial inequalities in higher education
Ms Ruth Mieschbuehler, University of Derby, UK

Racial inequalities, which occur across the UK higher education sector, have despite longstanding legislative requirements attracted surprisingly little attention. The University of Derby's recent Widening Participation Report has highlighted an attainment gap between white and minority ethnic students of 23% points and it decided to tackle this.

The buzzword amongst UK academics trying to address racial inequalities is inclusive education. It is quoted in module handbooks, in annual monitoring reports and accepted across the field as good teaching practice. Yet every researcher and practitioner concerned with equity, diversity and inclusion knows how challenging it is to engage academics beyond the rhetoric. But without a profound and sustained commitment, which engages the hearts and minds of academics, racial inequalities will not disappear.

With this in mind, the study adopts a participatory action research approach to explore the relationship between academic practice and minority ethnic students' attainments and to engage academics in racial equality measures. The virtue of participatory action research is that it empowers research participants as agents of change and triggers a profound commitment through a prolonged involvement in a research process which is directly relevant to the participant's everyday practice. The attempt to explore racial inequalities and collaboratively devise interventions through participatory action research is an unconventional approach in the UK higher education sector but it has proved itself in the international cooperation field and is therefore well worth exploring.

The research project is in its infancy and will report on initial findings which defined the research focus. But more than that, this session offers a discussion around participatory action research in higher education and its potential:

- a) to explore the relationship between academic practice and minority ethnic students' attainments;
- b) to engage academics in racial equality measures; and
- c) to tackle racial inequalities within an increasingly market-oriented higher education sector.

What remains to be seen is whether participatory action research can replicate the success it enjoyed in the international cooperation field by reducing racial disparities in the UK higher education sector.

Paper 2.3

Lack of Skilled Workers and Equity in Education: The astonishing effects of demographic change in Germany
Mrs Hannah Leichsenring, CHE Consult, Germany

The lack of skilled and academically qualified workers in Germany's economy today will become a tremendous problem in the future: a 2009 prognosis indicated that shortages in the academically educated workforce alone will cause a €1.2 billion loss in the GDP by 2020. But economic problems tend to be followed by social changes, if not changes in mind-set. In this case, the lack of skilled workers already has an impact on how the public discusses education, and suddenly, after decades of public discussion on unfair selection processes and social division by education, things begin to change – first and foremost on an institutional level. Schools and HEIs start to develop their own ways to deal with these challenges.

This situation is the point of departure for a 2.5 year project that CHE Consult undertakes together with eight HEIs, with the financial support of the Bertelsmann Foundation. Its goal is to develop surveying and monitoring tools that allow HEIs to act according to their strategy, to implement measures and analyse their impact. The institutions need to take into account that their student body is in fact diverse and needs to be treated according to individual needs.

The paper will present three of the HEIs in the project: The Technical University of Munich, a technically oriented university which describes itself as "The Entrepreneurial University" and gained the status of an "Excellence University" on that self-concept. The University of Applied Sciences in Zittau/Görlitz, also a technically oriented institution but situated in a geographically remote area that is already very much affected by the demographic change. And the University of Applied Sciences Hamm-Lippstadt, a newly founded institution whose rationale is to secure academically educated workers for the regional companies in the coming years.

The paper will explain the challenges that demographic change poses for these three HEI, their strategies to deal with them – and why from their point of view a diversity approach towards students seems the right way to go. In our project, we encourage the institutions to identify those who are especially important for them due to external (regional economy and demographic development) and internal (disciplinary setup, reputation, institutional strategy) conditions.

Paper 2.4

Tap-ing into the labour market: the experiences of Irish non-traditional graduates

Ms Carmel Carroll, Ms Lisa Coady, Trinity College Dublin, Ireland

Over the last two decades research has investigated the barriers to progression and retention of non-traditional groups in higher education. This body of research has been central to developing widening participation programmes both in Ireland and the wider international context. This paper presents findings from a longitudinal study undertaken between 2007 and 2009 which explored 'What Happened Next?' for non-traditional graduates of Trinity College Dublin. The study encompassed a three-phased approach incorporating a survey design with both quantitative and qualitative research methods.

The paper provides an overview of the rationale for widening participation in Ireland, considering developments in access to higher education vis-à-vis economic and educational trends within the Irish context. An overview of national and international literature which considers the experiences of non-traditional graduates will also be presented. Specifically the paper will detail the employment and further study experiences of 240 non-traditional graduates, who graduated from Trinity College between 2001 and 2007. The paper will consider the experiences of these graduates both in higher education and in the labour market, comparative to those of traditional college graduates. Furthermore, the graduates' experiences post-graduation will be examined with reference to the discourse of employability. In conclusion, strategies developed within the higher education and employment sector aimed at overcoming labour market disadvantage will be discussed and their applicability to programme development within the widening participation arena considered.

The findings indicate some difficulties were experienced by graduates in accessing graduate-level employment. To the contrary of other research conducted in this field however, there is little evidence that Trinity graduates experience widespread disadvantage in the labour market. Rather, the data demonstrate the complexity of participants' reasoning for seeking to enter higher education. The findings also highlight that what participants gained from higher education was a heightened sense of what they want from their professional lives, and a clear understanding of the merits of further study. The graduates also appear to have developed a strong understanding of the attributes that enhance graduate employability.

Paper 2.5

Enabling education: adding value in an enterprise culture

Dr Chris Klinger, Dr Neil Murray, University of South Australia, Australia

Higher education is increasingly about producing work-ready graduates able to meet the needs of a competitive market economy. In Australia and elsewhere, where there is now a very strong focus on widening participation, there are governmental and institutional imperatives to raise the educational profile of the populace in order for societies to compete effectively in the new globalised economy. However, traditional school-leaver entrants to higher education cannot satisfy the demand and HE institutions must look to other potential human resources.

Enabling/access education has a key role to play, both in responding to new economic demands and in meeting ideological equity and social justice imperatives. In providing a non-traditional pathway to higher education and preparing participants to be successful undergraduate students – and ultimately, work-ready professionals – then, by definition, enabling education is a key strategy in closing the gap between those who have access to knowledge and those who do not.

Students who undertake enabling education are richly diverse in terms of age and social, cultural, ethnic and educational backgrounds. In many cases, they are the first in their family to seek to enter university and they do so often in the face of considerable sociological and socio-economic obstacles. Recognizing that enabling/access education entails substantial human and financial investment, this paper reports on an ongoing research project that explores the views and value of challenges and opportunities offered by non-traditional pathways into higher education.

In particular, via focus groups and a thematic analysis protocol we report on students' perceptions concerning intellectual and personal dimensions that include the influences of age, gender, family,

socio-economic factors, life-experience, and prior educational circumstance. Initial findings provide strong indications that the process of undertaking enabling/access education adds value in terms of human, social and identity capital; moreover, for those who succeed in realizing their goals, the transformation in their lives, and in the lives of those they influence, can be profound. By extension, the impact of such transformation on global societies cannot be other than significant.

Parallel Paper Sessions 3 (combined papers) Tuesday 15th June: 14:00 – 15:30

Paper 3.1

This has two papers on foundation programmes to widen participation.

3.1.a. The University of Plymouth Colleges Partnership: success in delivering higher education to under-represented groups **Dr Harriet Dismore, Mr Mark Stone**, University of Plymouth, UK

The Foundation Degree was introduced in England in 2001 with a view to addressing two main government agendas: widening participation in higher education and improving higher level skills. Both of these agendas are in response to a set of policy drivers aiming to increase levels of employment. Like many other countries, England recognises that higher level skills are the key to greater social mobility and achieving higher productivity. The University of Plymouth Colleges Partnership brings together a University, colleges and leading employers in different economic sectors to design courses so that higher education is linked directly to economic need and employment opportunities.

The University of Plymouth Colleges (UPC) partnership is one of the largest partnerships in England, located in the South West region and supporting a network of 18 partner institutions. Partners are often located in remote areas and therefore offer students access to higher education that might otherwise prove too difficult. Reflecting the national trend, provision has grown to more than 10,000 students in 2009, approximately a third of the total number of students at the University of Plymouth. Those studying Foundation Degrees have the opportunity to progress to the University of Plymouth where they can complete a Bachelor's degree.

This unique partnership allows the University of Plymouth to segment the market. The Foundation Degree route enables under-represented groups of students with substantial industry experience to utilise and frame it within an academic context. Furthermore, the qualification attracts many older students who require the flexibility to study part-time and locally. The option of progressing to a full Degree award has also contributed to widening participation within higher education more broadly.

This paper will discuss three main issues that impact upon admissions procedures of the University of Plymouth partnership. These include geographical challenges, partnership working and the institutional policy framework that governs delivery of the Foundation Degree. In doing this, the paper will show how the partnership succeeds in benefiting under-represented groups within a market economy.

3.1.b. Firm foundations for the future in knowledge-based global economy: an Australian perspective on access education **Dr Chris Klinger**, University of South Australia, Australia

In a recent government review of Australian Higher Education, the urgent need was identified for Australia to increase the proportion of its population with a university degree. The review highlighted the critical importance of widening participation in higher education in order for Australia to remain competitive in a knowledge-based global economy. Such an imperative is hardly confined to Australia: internationally, a well-educated population is considered essential for the social and economic well-being of countries and individuals and in order to meet this need there has been a massive expansion in higher education. At a time when universities are being asked to increase participation levels, building demand for higher education will become crucial and 'second chance' opportunities will be increasingly important for those people who left school without qualifying for university entry.

In 2006, the University of South Australia (UniSA) established the Foundation Studies program as a key component of its equity mission, building on a long history of enabling/access, preparation and bridging programs at the University. While the social justice imperative remains prominent, the program is increasingly important in terms of the University's widening participation strategy, which is a key element in responding to global economic factors.

Here, the development of UniSA's approach and commitment to enabling education is outlined and students' participation is discussed in terms of access and equity, leading to a consideration of their performance both during and after their enabling education experience. Those who progress further gain

entry into an impressive array of undergraduate degree programs, in which their performance and retention rates compare favourably with those of students who enter university via any other means, whether as traditional school-leavers or as mature students entering via a special entry test.

This successful strategy in building capacity and increasing participation in higher education makes it apparent that socio-economic and educational disadvantage can be overcome and that 'second chance' does not in any way imply 'second rate'; indeed, many enabling/access students will go on to become some of their institution's highest achieving students and graduates, emphasising the value of investing in firm foundations for the future.

Paper 3.2

This has three papers, two on international comparative studies, and the third deals with the global achievement gap.

3.2.a. Learning style and culture differences – case studies of American, Albanian, Austrian, Japanese, Chinese and Croatian Students **Dr Violeta Vidacek-Hains**, University of Zagreb, Croatia (co-authors: V. Appatova; H. Prats; K. Takemura; L. An; J. Bushati; N. Berger; K. Pažur)

Effective learning environments (ELE) are determined by a complex range of psychological, pedagogical, technical, cultural, and pragmatic variables. Active participation of students is an important factor in creating ELE.

This research was conducted with students at six different universities. The core sample included students from the University of Cincinnati/Center for Access and Transition, Ohio, USA (N=255), Keio University, Japan (N=40), Northwest University, China (N= 150), Advising Information Students Center, University of Shkodra 'Luigj Gurakuqi', Albania (N=331), Karl Franzens University, Graz, Austria (N=83) and University of Zagreb/Faculty of Organization and Informatics, Croatia (N=126). Participation of students was anonymous and voluntary. This comparative research is the second part of a pilot study started in 2007 as a comparative study of different ELE factors evaluated by American and Croatian students.

Students emphasize two groups of factors, which play the most significant role in the success of their learning: (1) factors related to their learning styles (i.e. knowing their preferred learning styles, using various note taking systems and mnemonic techniques, implementing effective study skills, such as time management, test-taking strategies, and reading skills, as well as other effective learning tools such as defining short-term and long-term goals); and (2) written and oral communication skills.

The results of this international comparative study show similarities and differences across cultural boundaries in students' perceptions of the importance of various effective learning environment factors. Similarities in all six core samples of respondents include among others the fact that all students' assessment of ELE factors lie in the positive part of Likert's scale. Some cultural differences are observed in psychological and pedagogical aspects of interpreting communication and learning skills.

3.2.b. Global Education Practices for 21st Century Learning: What did we Learn?

Dr Brenda Marina, Dr Cindi Chance, Dr Russell Mays, Georgia Southern University, USA

As we embark upon a new decade, it is critical that educators across the globe and at all levels share effective policies and practices that have resulted in improved teaching and learning for the 21st century. Recent United States (US) documentaries such as *Two Million Minutes* and *Where we Stand*, call attention to the varied levels of education systems' effectiveness in the US, United Kingdom (UK), and China. This session will highlight preliminary findings from observations and interviews conducted in the United States (US), England, Wales, and China. The goal of our research project was to gather data relative to educational policies and practices and to identify 'best practices' in the US, UK, and China. Furthermore, the objectives for this study and for this session are: 1) To define and describe 'best practices' policies that have a positive impact on student achievement in general and for low income level students in particular; 2) To engage school and university leaders in cross-cultural discussions of effective secondary school policies and practices; and 3) To compare and contrast the effectiveness of major educational reform policies and practices that impact access to higher education from systems the US, the UK, and China. The observations and experiences of the educators and policymakers suggest a need for intentional and ongoing dialogue with persistent feedback and follow-up. This research study will continue and extend to other countries in the future.

3.2.c. Minding the Gap to Higher Education: What Educators and Leaders to Know Do!

Dr Brenda Marina, Georgia Southern University, USA

Everyday, educational organizations and institutions make unconscious contributions to inequalities in education through decision-making. This paper session will cause you to reflect upon the intersection of how you influence diversity in education and how diversity influences you. Additionally, it is my desire that this work incites serious and introspective thought about disparities associated with educational attainment. If we broaden our understanding by slightly reframing our understanding of the achievement gap to include the learning gap between students who are part of the privileged, dominant culture and students who are in the minority culture and are not privileged, we will find an achievement gap in other parts of the world. Our colleagues in other parts of the world report that they do have an achievement gap and this gap is described in the literature and mentioned at international conferences but, it is not commonly described as a global problem.

The skills required for success in a global economy are often different from the knowledge and skills that are taught in schools. If we understand global economics and care about our students, educational leaders at all levels must begin and continue the conversations that lead to practices that will help all students learn at a globally competitive standard; communication is absolutely critical. This paper does not provide all the answers, rather, it identifies and describes key issues and practices that merit the collective conversations of educational leaders. None of the issues can be analyzed in isolation but must be examined in the larger context of the forces shaping them. Thoughtful communication about how we manage inequality in educational attainment can change our experience with the world and the world's experience with each of us.

Paper 3.3

This has two papers on issues of equity and tuition fees, and attitudes to debt.

3.3.a. Safeguarding access to higher education for under-represented Groups: The Access Story in England **Mr Richard Smith**, The Office for Fair Access, England, UK

Since 2006, English universities and colleges have been able to charge students higher tuition fees up to £3,000 a year. When legislation was passed allowing this, there was widespread public and political concern that such high fees would;

- introduce further financial barriers for under-represented applicants
- reinforce and exacerbate existing social imbalances within higher education and,
- deter institutions from accepting 'costly' non-traditional entrants.

Consequentially, institutions wishing to charge higher fees are required to address these concerns. The Office for Fair Access (OFFA) was established to regulate plans – known as 'access agreements' – that commit institutions to invest some of their tuition fee income in 'access measures'. These measures predominantly take the form of bursaries and scholarships and, in many cases, outreach work in disadvantaged schools and communities. An independent public body, OFFA works collaboratively with universities and colleges, government and other public bodies to promote and safeguard fair access to higher education for low-income and other under-represented groups.

OFFA's presentation will first look at the development of access agreements. We will look at how higher fees have generated additional income and the variety of financial support put in place to ensure that under-represented students are not put off on financial grounds. In particular, we will explore which students are targeted through bursaries and scholarships, why these students are targeted, how students can claim the money they are entitled to, and the lessons learnt so far.

In the second part of the presentation we will draw upon the latest research and evidence to look at trends in the participation of under-represented students in England, and the impact that the 'market' in bursaries has had on these trends. We will include evidence from OFFA's submission to the current Independent Review of Higher Education Funding and Student Finance in England and also emerging findings from research commissioned from analysts in the Higher Education Funding Council for England. This research combines national applications data with OFFA data on institutional student support and selectivity of institutions, to investigate whether levels of support influence students' choice of institution.

3.3.b. How much is too much?

Ms Jo McNeill, Ms Joanne Moore, Ms Sally-Ann Halliday, Aimhigher Partnerships, England, UK

The government has recently announced a review of higher education funding in England, alongside the Higher Ambitions Strategy. The review is due to report in Autumn 2010. The review is likely to raise key questions about the balance between resourcing universities to deliver a high standard of higher education, and ensuring that an increase in the cost of university study does not penalise learners and

undermine key government objectives of promoting wider take-up of places by traditionally under-represented groups.

In order to inform the debate about university funding and specifically the issue of tuition fees, the Aimhigher partnerships in Greater Manchester, Greater Merseyside and West Yorkshire have undertaken quantitative and qualitative research with young people aged 16 to 20+ who might aspire to apply for a university place. These young people would be the first to be affected by any changes in the framework of tuition fees in England after 2010. The sample of young people included in the research included learners from non-traditional backgrounds meeting the criteria for participation in Aimhigher activities.

Much has been written about the barriers learners face as they seek to enter HE (Gorard et al 2006) and whilst some have written about educational, cultural, social and financial factors to HE for young people from under-represented groups (see for example Thomas (2001)), others have looked at the costs of HE as the key barrier to HE (see for example McGiveney (1993), Callender (2003)). This research aims to explore the extent to which the possibility of an increase in tuition fees would discourage young people from going onto HE and also look at the general attitudes of young people towards debt. It seeks to contribute to existing related research carried out by Aimhigher Partnerships elsewhere.

The findings reveal differences in levels of understanding of HE funding between groups of learners, and knowledge of scholarships and bursaries available. The findings highlight interesting issues around young people's attitudes to debt, acceptable levels of debt and managing debt, the perceived costs and benefits of HE study and the concepts of 'better' degrees and careers.

Paper 3.4

This has two papers on community based initiatives on widening access and participation.

3.4.a. Pathways to Education and access to post-secondary education in a mixed market economy: some good news from the community **Dr Stacey Young**, Pathways to Education Canada, Canada

As jurisdictions transition from elite to mass to universal post-secondary education (PSE) systems over the last 20 years, many have adopted market-like funding models coupled with elaborate access strategies. For example, as governments have relied on tuition fees to finance the large-scale expansion of PSE sectors, they have also developed initiatives intended to mitigate the exclusionary effects of moving to a higher fee regime (e.g., more elaborate student loan programs or outreach initiatives aimed at socially excluded populations).

However, not all interventions have been of government design. One particular community-based program has been highly effective in improving access to PSE for students from at-risk communities. Established in 2001 by the Regent Park (RP) Community Health Centre, the Pathways to Education program was designed to decrease the high drop-out rates among the community's youth. The oldest and largest public housing project in Canada, Regent Park is one of Toronto's most economically disadvantaged communities. Prior to the program's establishment, census data revealed that residents' median income was less than 60 per cent that of the rest of the City and 60 per cent of residents received some form of social assistance. As well, Regent Park is also one of the most multicultural communities in Toronto: Nearly 80 per cent of residents are visible minorities.

The results associated with the initial Pathways to Education sites are extremely positive. The remarkable results – including a 75 per cent reduction in drop-outs and a four-fold increase in the post-secondary education participation rates – are a testament to the capacity of thousands of Pathways young people and the communities in which they live. These results have led to high demand for this program across the country – by September 2010, there will be 11 sites established across Canada by 20014/15.

Following a brief review of marketization policies in the context of international higher education, as well as their corresponding adoption of access-related interventions, this paper will review the Pathways results in some detail as well as early learnings from implementation in new communities, as a commitment to continuous program improvement is one of the hallmarks of the Pathways model.

3.4.b. Widening access to the global stage: the critical value of enterprising intervention and The Summer Academy@Strathclyde **Mrs Christine Percival**, Ms Amanda McLeod, University of Strathclyde, UK

With European emphasis on increasing the human capital of a knowledge-based economy, it has been argued that universities should be looked to to produce the highest quality, work-ready innovators, skilled both in research and in the development of products and services contributing to their economy's competitive edge within an increasingly globalised marketplace.

As the manner of economic progress continues to change, the question should not be whether or not a widening access agenda has a role to play, therefore, but rather whether any country can afford not to invest more comprehensively. An access mission is not only commensurate with a free market ideology; on the most fundamental level it is critical, a case which will be argued through the examination of a successful widening access initiative developed and delivered by the University of Strathclyde. The Summer Academy@Strathclyde (S@S) began in 1999 and a paper outlining its ethos and potential benefits was delivered at the 9th EAN conference in 2000. In 2010, S@S celebrated its tenth year amidst a national shift in thinking about how education might best serve the vision of the UK as a major global player, and with a now data rich history of achievement in meeting the objectives set in 1999 to raise attainment and aspiration, the continuing relevance of the S@S model in supporting young people from non-traditional backgrounds serves as a positive exemplar of the way in which existing good practice can be built upon in the current economic climate.

In Scotland, the Lisbon Priorities have informed a new educational model which has as its heart the idea of cross-curricular knowledge creation and of agency; building blocks for innovation and enterprise which sit at the core of the S@S model. Although built to tackle widening access issues in the West of Scotland, the international transferability of S@S is evidenced in its replication; in Autònoma de Barcelona, Aveiro, Twente and Dortmund and this June for the first time in Södertörns. The value of the model has been recognised and provides real evidence of the potential in enterprise-based widening access interventions.

Parallel Paper Sessions 4 (combined papers) Tuesday 15th June: 15:45 – 17:15

Paper 4.1

This has two papers on technology as a learning tool.

4.1.a. Technology enhanced learning – opportunity for lifelong and enhancement of under-represented groups **Prof Blazenka Divjak, Renata Horvatek**, University of Zagreb, Croatia

Technology enhanced learning is an excellent tool for increasing learning opportunities for under-represented groups as well as for stimulating lifelong learning. In our presentation we will report on strategy for e-learning that was adopted at University of Zagreb 2007 and special measures that were meant to enhance under-represented groups' retention and integration of lifelong learning into the teaching and learning process at the University. Further we will analyze the implementation and results that are gained three years after the strategy was adopted and possible implication of these for the next planning period.

In the second part we will show a few case studies of implementation of blended learning and online learning at the Faculty of organization and informatics, University of Zagreb. Here we will put special emphasis on testing of pre-competences and attitudes towards particular subject. In the first phase of curriculum development, after the learning outcomes have been recognized, they are harmonized with students' pre-competences, teaching methods, student workload, continuous monitoring of students' achievements and their assessment, while taking into account different learning and motivation styles as well as their attitudes towards mathematics. Student performance in a particular study program depends on many factors but initially it is heavily influenced by background and pre-knowledge, and especially, the motivation for entering the study program. In that respect we will also address gender issue since in informatics women are heavily under-represented. One of the important characteristics of university education is reflection on learning and own progressing and it can also be supported by use of e-portfolio.

Additionally we will show example of online course that is primarily designed to meet the needs of adult or transition part-time students that have certain disadvantages comparing to the "regular" students". These disadvantages are: lack of time for attending organized classroom learning, problems with pre-knowledge requirements, difficulty in finding support for learning from teachers and from their peers etc. Most of these disadvantages can be mitigated by methodical e-learning implementation. Finally we will present the results of students' evaluation of e-courses. We will conclude with lessons learned slide and short guidelines for other participants who would like to implement blended learning into their institutions.

4.1.b. Creating a collaborative, constructivist, online environment to encourage success in student learning **Ms Audrey Cooke**, Curtin University of Technology, Australia

Curtin University of Technology commenced a Bachelor of Education (Primary) degree through Open Universities Australia (OAU) in 2009. In our first Study Period, four first year units were offered, covering psychology, curriculum, technology, and professional practice. These had a

combined enrolment of 908. By Study Period 4, the four first year units had a combined enrolment of 3810, representing an increase of more than 300% from the first study period.

Our aim is to provide a collaborative, constructivist, online environment that promotes discussion, peer collaboration, and a sense of community online, while delivering the content required for pre-service teachers. This focus is significantly affected by the students who are enrolled in the units, most of whom have enrolled in wholly online units as they are not able to attend a university campus, due to either distance or circumstance. Other students have enrolled in the units with the aim of passing the requisite two units to enable their application to enrol in the Bachelor of Education (Primary) degree, having not studied since high school, sometimes for up to two decades. These factors underscore the importance of our aim of creating a dynamic and constructivist centred online environment to enable all students to learn, and to achieve their goal of becoming primary school teachers.

The paper describes the steps that have been and are being taken to enable students to succeed in the collaborative, constructivist, online environment via peer collaboration, synchronous, and asynchronous discussion aimed at creating a vibrant and focussed learning community. Strategies include promoting a collegial environment through student to student interaction and support, providing resources and links to help students develop the essential skills for studying at university level, creating study mates groups to enable students to discuss and share their learning, and encouraging tutors to provide support for students through a conventional LMS but also through allocating and embedding technology that enables many forms of communication beyond the written word. We are already noting through results of student surveys on engagement and satisfaction with their units that these strategies are helping to support our students in their journey.

Paper 4.2

This has two papers providing an overview of higher education development in the US, and argue that it has stagnated and progressive reform is urgently needed.

4.2.a. Opportunity role reversals: Europe and United States

Mr Thomas Mortenson, Pell Institute for the Study of Higher Education, USA

Between 1862 and 1980 federal and state governments in the United States were moved to broaden participation in and attainment of higher education. These efforts were reflected in the laws enacted, programs created, funding provided, and results achieved. The federal government pursued a narrow role and states provided broader roles. Institutional systems were created, institutions added, and programs proliferated.

Then, quite suddenly around 1980, these efforts reversed. The federal government began to substitute loans for grants to aid students needing help pay for college, then gradually made these loans more costly to students. States began reducing their investment efforts in higher education and shifting the costs to students and their parents. Leading institutions took these signals to focus on enhancing their own status and wealth. The consequences of this policy reversal are now evident in our enrolment and educational attainment data. College participation rates stopped growing in the early 1990s, and educational attainment stagnated shortly thereafter. Expansion of degree attainment since 1980 has been largely limited to students born into affluence. Students from the bottom half of the family income distribution have been most adversely impacted by this policy reversal.

Meanwhile other countries decided to increase their human capital investments with resulting gains in higher education participation and attainment rates. Because of stagnation in the U.S. and growth in other countries, the ranking of the U.S. among OECD countries on the share of young adults with tertiary type-A degrees has dropped from second (to Norway) in 2001 to tied for seventh in 2007 (behind Norway, Netherlands, Korea, New Zealand, Denmark, and Finland, tied with Australia and Sweden). Continuing progress in other countries and lack thereof in the U.S. suggests further erosion in the U.S. ranking in future years.

(My ancestors left Europe for the U.S., mainly in the 1800s, because there was greater opportunity (to own land) in the U.S. than there was by remaining in Europe. The current meaning of opportunity is for higher education. The United States is becoming what Europe used to be, and Europe is becoming what the United States used to be.)

4.2.b. Education for the Post-Modern World Dr George Lowery, Roosevelt University, USA

The struggle for social justice in the American society accelerated for low –income and minority groups during the Civil Rights movement. It opened doors to allow equal opportunity in many areas of American life, particularly in education. This struggle was accomplished because the old system was immoral and unjust. In spite America’s claims of a democratic society, most institutional policy and practices perpetuated the powers of the upper-class. Efforts to change such policy and practices were met with strong resistance but equal educational opportunity prevailed and has expanded.

Unfortunately after fifty six years, we have not made enough progress to help eliminate the historical and growing achievement gap among poor and minority groups in greater US society. Current educational policy and practices claims to be addressing this issue by focusing on increasing accountability, research, and “best practices”. A concentration on such approaches may not be advantageous for those who have not been able to achieve due the lack of resources and extended support. Although the current focus may appear to be rational and equitable, it lacks historical perspective of the forces that have created the current unequal educational system. It is also a cynical approach to improve educational opportunity in our society. As noted by many” the cynic understands the facts but does not appreciate the values” that it effects. There has been a growth in upward mobility in America. But there are many individuals who still need support and deserve an opportunity to achieve at a higher level. The number poor and underserved in the US continues to grow.

Education policy must be responsive its all people in an increasing complex society. Will it continue address the issue of social justice policies which provides past disenfranchised groups the opportunity to aim high and achieve at highest possible level? Or are we beginning to define levels of ability, achievement, and opportunity that are based on a research and policy that creates “pigeonholes” for the poor?

Such narrowly focus date driven approach could result in returning past educational practices prior to the Brown vs. Board of Education in 1954. We need to develop educational opportunity strategies that are morally correct in creating successful pathways for all deserving students. Such educational policies must continue to support.

Paper 4.3

This has two papers dealing with higher education for adult learners, one on providing pre-entry support, the other on curriculum and course design.

4.3.a. Bridging the gap between town and gown – supporting a changing profile of adult learners

Ms Rhona McCormack, Ms Patricia-Anne Moore, University of Limerick, Ireland

The Downtown Centre is an information, guidance, and support centre for adults who wish to progress to higher education, particularly those who have not had an opportunity to do so in the past, and is a partnership initiative of four higher education institutions in the mid-west region in Ireland. This paper describes the experience of the Downtown Centre in connecting with local communities as a means of encouraging adult learners to access higher education in Limerick City – a city which is currently experiencing a significant level of social and physical regeneration, as well as growing unemployment due to a rapid economic downturn. The Centre was established in a time of plenty, when access initiatives were well resourced, but has encountered a rapidly changing economy leading to a growing diversity in both the profile and needs of adult learners seeking to return to higher education. The paper questions how higher education should strike the balance between supporting access students and supporting an increasing number of adult learners who require upskilling to meet market demands.

The paper will also reflect on the mainstreaming and sustainability of activities of project-funded initiatives such as the Downtown Centre. Identification of genuine “added-value” in the development and delivery of services is a key focus in this regard. One of the important issues raised in a recent evaluation of the Downtown Centre, in considering its future development, was how and whether it can strike a balance between the delivery of services and maintaining a focus on strategy and policy development, in an environment where the demand for access services is continually rising and where the profile of adult learners is changing. A question raised by the evaluators, which is pertinent to all access services and in particular to new initiatives is: “not whether there are pressing needs to enhance opportunities for access, but which aspects of these needs (an initiative) can most usefully address, and by what means.”

4.3.b. Curriculum for competence: vocation-focused learning for widening participation

Miss Sian Fiddimore, Ms Anthea Chan, Access to Industry, Scotland, UK

“Learning for All” reported that in Scotland, “People from lower socio-economic groups are less likely than the average to stay on in school and achieve, or to participate in higher education”. It is this disparity that Access to Industry (AI) aims to address.

AI was set up to support Higher/Further Education Institutions to fulfil their commitment to widening participation. Since 2005 alone, AI has helped over 1000 people from the hardest to reach groups, including recovering substance users, ex-offenders and young people leaving care, by creating vocation-focussed courses to access positive progression.

Access to Industry:

- Creates engaging and practical courses with a focus on flexible learning for future employment
- Advises teaching teams on curriculum design to respond to those with specific and general learning needs.
- Bridges the gap between community based learning and accredited learning at college/ university
- Uses professional and accessible marketing to engage students from the hardest to reach groups

In 2005 AI set up the HE Certificate in Creative Industries with three of Edinburgh’s biggest HEIs: the University of Edinburgh, Edinburgh Napier University and Queen Margaret University. This innovative programme allowed students with no qualifications to study and gain credits at all three institutions whilst completing two work placements with local creative industry employers. The programme focussed on practical modules such as film making and photography combined with theory based modules such as film studies and essay writing skills. This course has evolved and changed over time, and 50 students have enrolled on AI’s Creative Industries courses to date, with 53% progressing to employment or Higher Education so far.

This paper will examine the challenges and successes experienced in widening access within AI’s diverse portfolio of courses. It will consider the practical issues involved in curriculum design, recruitment, delivery, overcoming barriers, and student experience and demonstrate how AI’s approach to curriculum and course design is built on principles and practices that are easily replicable to other countries and contexts. These approaches are cost effective while still equipping socially and culturally diverse wider access students with the competencies they require for positive progression.

Parallel Paper Sessions 5: Wednesday 16th June: 10:35 – 11:35

Paper 5.1

Getting to post-secondary education: a Canadian perspective

Ms Adela Colhon, Ms Diana Wickham, Mr Dan Wise, YMCA of Greater Toronto, Canada

Increasing access to, and graduation from, post-secondary education in Canada is an important national priority. While an international leader in overall educational attainment; at current post-secondary participation rates, Canada will soon lack the highly skilled workers necessary to keep pace with retirement levels and meet anticipated growth demands of the increasingly knowledge-based and globalized economy.

In light of the extensive body of research on the impact of post-secondary education, and in keeping aligned with the YMCA mission to promote access to post-secondary education in Canada; the Canadian Post-Secondary Access Partnership (CPSAP) was created. The model that CPSAP has established across Canada has two main components: the Practitioners Network and the You Can Go centres (community – based delivery sites). The two components are closely interrelated and cover a wide spectrum of services to both practitioners and students.

While there are some notable community-based programs aimed at helping students graduate high school, CPSAP is unique in its focus on helping young people and adults gain access to go beyond high school to one of the various post secondary educational streams Canada has to offer.

This presentation will also include a description of two successful tools used by CPSAP:

- Gap Analysis Toolkit (tool used for determining the post-secondary access and success climate in the area being surveyed)

- Graduate Pursuit Game (tool used by practitioners to deliver the Post Secondary Education message to students)

The presentation will also provide an overview of the Canadian Post Secondary Education context for underrepresented students, challenges, best practices and successes. We are hoping that the presentation will inspire attendees to establish similar initiatives that will build community capacity, with the ultimate goal of achieving educational success.

Paper 5.2

Can equity in access to higher education be reconfigured within a practising enterprise/employability model? **Vanessa Fitzgerald, Judith Waterfield, Dr Jane Cavanagh**, University of Plymouth, UK

This workshop/paper will explore this question by offering practical ideas and illustrations taken from the University of Plymouth's (UK) attempts to date.

Access, equity and widening participation in HE has been one of the key missions of the University of Plymouth over a long timeframe with a large outreach portfolio impacting on student profile on course diversity and employability issues. The University changed its mission two years ago with ENTERPRISE as its most prominent focus. This is at a time when external contextual climate has also rapidly changed with all its accompanying economic, political and social challenges. The 3 most difficult challenges within access and widening participation focus on equality of opportunity for those from the lowest socio-economic groups, disabled learners and young people from the care system (Looked after Young People). Reconfiguring work to target these groups within both a "new" University enterprise/employability agenda and within an adverse wider economic climate is proving challenging! This workshop/paper will share approaches, successes, lessons learnt to date by exploring some practical examples. Facilitated by 3 University of Plymouth staff with extensive experience in working with each of the 3 key target groups, it will offer food for thought, the benefit of practical experience, thoughts for the future and also the benefit of what else we might have done with the luxury of hindsight! The workshop will also offer opportunities to comment on the examples given and share similar experience(s) within the group.

Paper 5.3

UBC Okanagan's Aboriginal Access Program: Opening doors to student and institutional success **Adrienne Vedan, Teresa Flanagan, Dr Grisel Garcia Perez**, UBC Okanagan, Canada

Funding constraints coupled with reduced enrolment predictions have caused significant pressure on tertiary educational institutions. At the same time, Canada's government has called on institutions to increase their service and programming to indigenous people, creating an environment in which the largest youth population in the country can, over the next decade or so, be trained to fill the shortage of skilled workers at all levels of Canadian society.

In 2007, UBC Okanagan launched the Aboriginal Access Studies Program (AASP) which allows Aboriginal students to register in university-level courses without enrolling in a degree program or undergoing the University's standard admission process. In other words, the program supports students by giving them the opportunity to experience university life, by giving them time to acquire or upgrade the skills they need to be successful in achieving their goals, and by assisting them in the selection of relevant post-secondary option courses for their intended target program. Although still in its early stages, the program has had an intake of approximately 24 Aboriginal students per year. The low numbers can be explained by the fact that there is an enormous gap between Aboriginal and non-Aboriginal high school graduate rates in British Columbia. Only 47% of Aboriginal students graduate from high school after starting grade 8 compared to 79% for non-Aboriginal students. Furthermore, only 8% of these Aboriginal graduates are university eligible. The situation becomes very similar when we compare international students with domestic students.

The objective of this paper is to report how successful AASP has been at UBC Okanagan and to present new pragmatic and realistic approaches our institution has taken to increase access for aboriginal students.

Paper 5.4

Time to deal with risks: recasting the access mission for the 21st century **Graeme Atherton**, Aimhigher WECAN London, England, UK

Higher Education (HE) participation has increased significantly in the past 15 years. Global tertiary education enrolment has doubled from 33m to 65m from 1998 to 2005. This expansion has been

particularly profound in emerging nations – the combined numbers of degree level students in China, India and Russia have more than trebled from 13.9 to over 45 million students. The consequences of these increases have been to reduce the earnings premium associated with HE qualifications in developed nations & as the trend accelerates introduce the possibility of ‘high skill-low wage’ futures undermining arguments for expanding access to HE on purely economic grounds. This paper will consider whether the rapid expansion of HE participation in developing and developed nations means a more sophisticated understanding of the access mission in the context of free market economies in the 21st century is needed. It will explore the relationship between HE participation and new ‘risks’ that at an individual & collective level pose challenges for inequality and inclusion. It is argued that the 21st century is characterised by ‘risk’ and individual/collective welfare is dependent on the ability to deal with such risks. These include the ability to engage with increasing technological penetration in work and personal life, community cohesion in more ethnically & religiously heterogeneous populations, lifestyle transformations associated with ecological change and increasing individual responsibility for health, social care and welfare outcomes. Evidence from across different countries will be outlined to illustrate that HE participation is uniquely positioned to address these risks. The paper argues it is crucial that a broader understanding of access to HE is developed based around its utility in addressing the whole range of challenges facing 21st century societies (including but not restricted to economic ones). This is essential as Higher Education’s role in providing ‘guaranteed’ premium employable outcomes may change profoundly in coming years. Access to Higher Education needs to be recast as a pre-requisite for everyday survival in a 21st century global free market economy where a wide range of risks are endemic and new forms of entrenched social division a danger.

Parallel Paper Sessions 6: Wednesday 16th June: 14:00 – 15:00

Paper 6.1

Access to Canada’s quasi-market higher education system: recent policy

interventions and innovations **Dr Dale Kirby**, Memorial University of Newfoundland, Canada

Under the Canadian constitution, authority over all levels of education, including that of higher education, rests with each of the 13 individual provinces and territories. The political economies and higher education policies in each of the individual Canadian jurisdictions varies, but the access reforms introduced in recent years collectively reveal a number of discernable common elements. In part, these reforms are indicative of the growing influence of market mechanisms in higher education access policy development. It should be noted, however, that compared to less restrained free markets, the Canadian higher education system is more appropriately described as a quasi-market system since the market forces at play are restricted by public policy and regulation.

Although Canada has one of the highest levels of per capita educational attainment in the world, student access continues to be one of the most dominant areas of higher education policy discourse in the country. While the social equity perspective continues to provide a compelling argument for expanded access to higher education, the issue of expanded access has gained considerable impetus in recent years as a result of changes in the make-up of the Canadian population and challenges to the national economy.

This presentation will draw upon current research about the challenges faced by groups of Canadians who experience difficulty in accessing higher learning opportunities including Aboriginal people, adult learners, individuals who have low-income backgrounds and/or parents with low educational attainment, people with disabilities, and people in rural communities. Notable gender inequities in participation will also be reviewed. This presentation will further explore a number of possibilities for increasing educational participation and attainment for those who have traditionally been excluded from the system. It will provide an overview of various student access reforms that have recently been put in place by governments at the national and provincial levels.

The analysis in this presentation will highlight that, while some of the access policy reforms introduced across Canada in recent years are indicative of the growing influence of marketization, the on-going mix of government regulation and market dynamics are characteristic of a quasi-market higher education system.

Paper 6.2

How under-represented students fare in the higher education marketplace: an alternate scenario

Ms Renee Hampton, Columbus State Community College; **Mr Jerry Thomas**, Southern Arkansas University, USA

Market-oriented higher education in the US does not favor students from underrepresented groups. Institutions that are focused on “rankings” and “bottom lines” compete for the highest paying “customers” and the most selective academic profiles, giving short shrift to students who matriculate with high financial need and those in need of supportive services. But what if the goals underlying the rankings were to change? What if higher education institutions were measured by how well they succeeded with low-income, first-generation and minority students?

In this alternate scenario, institutions would adopt systemic practices to attract and retain a diverse student body, and would promote them as they do the quality of their faculty and facilities. They would have ready models in the programs developed by the US government 40 years ago. Federally funded TRIO Programs have an ongoing commitment to aiding higher education access and success for underrepresented students and/or those from disadvantaged backgrounds. The programs are designed to help low-income and first-generation college students and individuals with disabilities progress through the academic pipeline from middle school to post-baccalaureate education.

Over 850,000 low-income, first-generation students and students with disabilities — from sixth grade through tertiary education— are served by more than 2,800 programs nationally. TRIO programs provide academic tutoring, personal counseling, mentoring, financial guidance, and other supports. Other support services programs have been “birthed” utilizing TRIO methodology.

Presenters will discuss TRIO programs at two US institutions and their significant impact on the ability of low-income, first-generation students and students with disabilities to earn a postsecondary degree. In addition, presenters will share Pell Institute data on effective practices for increasing enrollment and graduation rates among students from these underrepresented groups.

The first institution, Columbus State Community College in Columbus, OH, is a two-year public institution with a population of over 28,000 diverse students with a high immigrant population that currently houses three TRIO programs. The second institution, Southern Arkansas University in Magnolia, AR, is a four-year public institution with a population of over 3,140 diverse students that also sponsors three TRIO programs.

Paper 6.3

A curriculum embedded ‘General Care Framework’ to increase the accessibility of higher education

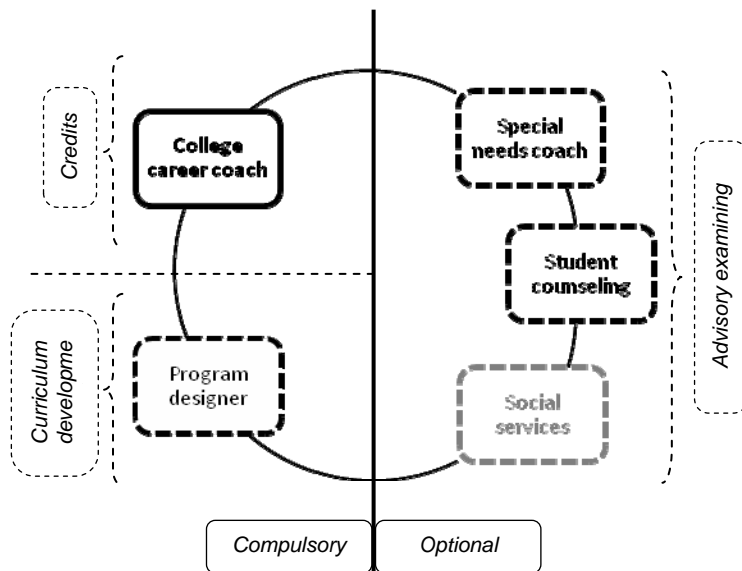
Ms Lobke Dedrie, Ms Regine van den Bogaerde, University College Arteveldehogeschool, Belgium

For a few years now, we notice an increasing number of students, mainly from two under-represented groups, viz. students with a disability and re-entrants. At the same time, we perceive that all students, pushed by the market-economy, feel a greater need for care and support during their competence development as well as in their way to independence. Therefore University College Arteveldehogeschool developed a *General Care Framework*, based on a dual track policy that puts forward ‘universal design for learning’ in combination with a target-group policy.

The framework we will present has two basic principles (see model below):

1. The framework is designed and supported by all levels of our organisation:
University College Arteveldehogeschool has a unique organisational structure. The study programmes work in close cooperation with a range of educational and administrative services, without interference of departments or faculties. As a consequence policy and practice are developed top-down and bottom-up at the same time.
2. The framework is embedded in the curriculum:
The compulsory part of the General Care Framework (left half of the model below) is the key to a care program embedded in the curriculum. In every study program the activities of the College career coach and the Program designer are geared to the profession-specific competences. Moreover these officers work in close relation with their own group of students. These choices have two advantages. Firstly, the employability of all students is enhanced. Secondly, whether or not a student is part of an under-represented group, she has access to care and support.

In our presentation we will focus on the compulsory part of the framework. We strongly believe that our policy, illustrated by this good practice, can be an inspiration for all higher education institutions: by decreasing barriers we increase the accessibility of higher education.



Model: General Care Framework, University College Arteveldehogeschool