The value of school engagement and school partnership working: review of the literature

Continuum

Contents

Introduction

This literature review has been conducted by Continuum, University of East London for James Cook University, Australia. The aim of the review is to examine the literature where there has been a specific reference to widening participation activities delivered in partnership between Higher Education Institutions (HEIs) and schools (including Further Education Colleges (FECs)). The literature review includes academic, policy and grey literature in the English language between 1996-2012. The literature review focuses on texts which discuss the *value* of school partnership working – literature that evaluates, reflects and reports on the impacts of school partnership working has been prioritised.

The review is structured as follows:

- **"Summary of key findings"** which brings together some of the themes and general observations emerging from the literature
- **"The 4As"** which contextualises the body of literature with regards to concepts of Aspiration, Achievability, Accessibility and Availability.
- **"School engagement and partnerships"** which summarises the literature with regards to working relationships between HEIs and schools (including FECs) and summarises 'lessons learned' which may be of interest to James Cook University
- **"Widening participation initiatives"** which summarises lessons learned and theoretical considerations of a number of activities including student ambassadors, mentors, masterclasses, taster days and online initiatives

Summary of key findings

- Governments have a dual goal of increasing the number of people going to university and widening participation to the groups of people who participate. Research indicates that to achieve these goals, engagement needs to begin (as early as possible) in the school years. A successful relationship between universities and schools is critical to this process
- With regard to the 4As, this review has revealed that much of the work conducted by HEIs in partnership with schools is aimed at aspiration-raising. Some activity is delivered with the aim to raise achievement. There is little HEI/school partnership working related to availability and accessibility.
- Much of the literature of interest to James Cook University comes from the UK experience, with a particular wealth of evaluations from the UK's Aimhigher programme. These evaluations indicate the value of partnership working between HEIs and schools.
- The reviewed literature indicates that partnership working with schools has a positive impact on widening participation. However, overall there is lack of robust longitudinal evidence about the impact of widening participation initiatives. Much of the literature calls for improved evaluation structures.
- When it comes to widening participation, cultural capital is significant - often the cultural capital of middle class applicants is more valuable than that of non-middle-class (often targeted) students to negotiate pathways to HE. The literature demonstrates that increasing cultural capital through school engagement activity can be a main vehicle for widening participation.

The 4As

Anderson and Vervoon (1983) identified four conditions of entry into higher education: aspiration, availability, accessibility and achievement. This framework helps us to understand some of the barriers students face in terms of institutional barriers. Gale et al (2010) understand widening participation activities in relation to the 4As as follows:

- Availability program types: the bond (guaranteeing availability); the pledge (committing to availability); the sponsored (reserving availability)
- Accessibility program types: access via philanthropy; access via example
- Achievement program types: targeting the talented; targeting the academic middle; targeting areas of national priority; targeting particular under-represented groups; targeting pedagogy (how we think about teaching); targeting the middle years (how we think about schooling)
- Aspiration program types: the exposé (aspiration inspired by knowledge); the taster (aspiration inspired by experience); the combo (aspiration inspired within collaborative networks).

The sections below discuss the literature in relation to aspiration, achievement and accessibility and availability. Focus has been given to the literature that explores universities working in partnership with schools, as requested in James Cook University's brief.

Aspiration

- **Policy is often based on aspiration - raising:** The most frequently cited programme outcome in Gale et al's (2010) research of Australian outreach activity was to influence aspiration towards higher education (p.6) and similarly, in the UK, the main thrust of the Dearing recommendations (Dearing, 2007) relating to widening participation were based on the premise that students from lower socio-economic groups were failing to access HE because of poor qualifications, low aspirations and flawed educational decision making : in other words, their weak representation was attributed to individual 'deficits'.   Latest policy continues to prioritise the need to raise academic aspirations amongst under-represented groups using the policy drivers of funding, targets and monitoring of key performance indicators.
- **Low socioeconomic status (SES) most commonly the main target for aspiration-raising**: Early intervention programmes tend to target students from low socio-economic backgrounds and most commonly in year 10 (roughly age 14-16) (Gale et al, 2010) and most of these programmes are about building/raising aspiration for university (ibid; Baxter, Tate and Hatt, 2007).
- **'Aspiration-raising' can be problematic:** For some, the 'aspiration' discourse has an underpinning ideology of individualism. As Armstrong and Cairnduff (2012) state, 'the idea that not having the aspiration to attend university implies low family aspirations is telling (indeed patronising)' (p.923). Sellar and Gale (2011) in Australia and Baxter et al (2007) in the UK have suggested that programmes aimed at 'raising aspirations' assume an aspiration deficit and subordinate the young people to middle-class norms. 'Aspiration raising strategies tend to focus on instilling desire for a particular end, rather than engaging more strongly with the situation of different groups and with questions of what matters for them' (Sellar and Gale, 2011: 117). They suggest a need for 'resourcing students to imagine alternative futures in open-ended ways' (2011: 130). Gale et al (2010) call for further research into this area due to an underlying assumption that those who do not consider university are somehow lacking aspiration (p.9). In their evaluation of Aimhigher, Cleaver et al (2003) note the fear amongst partners that aspiration-raising can lead to a sense of exclusion if attainment is not raised (p. 34).

Goyette (2008) suggests that expectations are better predictors of attainment than aspirations. Australian policy appears to talk more of 'expectations' rather than aspirations. For example, the Melbourne declaration on educational goals for young Australians (MCEETYA, 2009) included a commitment to 'encourage parents, carers, families, the broader community and young people themselves to hold high expectations for their educational outcomes' (ibid: 7). The key role of schools is to promote 'a culture of high expectations in schools' (ibid: 11).

- **The importance of 'role models' in aspiration-raising**: Activities where HE students come into contact with school students is considered in terms of 'aspiration raising' (Austin and Hatt, 2005). This is often in the context of 'role model' (ibid; HEFCE, 2003, Passy & Morris, 2010). Activities which utilise a 'role model' approach are discussed in more detail later in this report.

- **Learning from the Canadian model**: Canada has been described as having a very aspirational student body with almost all Canadian young people wanting to proceed to post-secondary education and university. It is noted (Learning Policy Directorate, 2004) that this can be partly explained by the schooling system which doesn't 'stream' young people into academic versus vocational pathways.

Achievement

- **Aspiration raising and achievement can be complementary:** There is an assumption that low aspirations leads to low achievement (Layer et al, 2002). There is some evidence to suggest that contemporary strategies stress the importance of achievement and progression by ensuring that students complete their studies (David, 2008: 7). For example, student ambassador programmes are credited with giving a sense that young people 'can achieve': the student ambassador scheme has helped in creating a positive image of university as an environment in which all can be achievers regardless of personal background' (Austin and Hatt, 2005: 5). And masterclasses are often aimed at improving young people's chances of achieving in their school work whilst simultaneously raising aspirations regarding progression to HE.

- **Australian initiatives between universities and schools:** Gale et al (2010a) note a number of initiatives aimed at improving achievement such as targeting the talented; targeting the academic middle; targeting areas of national priority; targeting under-represented groups; targeting pedagogy; targeting the middle years (p. 30-40) all of which are aimed at improving achievement of school students. There is little evidence of the impact of these initiatives (although case studies are documented in the literature). However, improved achievement is noted when 'whole school' approaches are supported with clear leadership (p.40).

- **The role of schools and teachers:** Achievement-raising activity is predominantly regarded as the role of teachers.   For example, in a study about the impact of student ambassador programmes, Austin and Hatt (2005) found student ambassadors worked on aspiration-raising activities while tutors worked on attainment (p.2). And Action on Access (2010) observe that under the Aimhigher programme, schools, FECs and local authorities prioritise learner attainment and HE providers are interested in recruitment and retention (p.5).

Accessibility

- **Knowledge is key to improving accessibility:** Contributing to an improved knowledge about the process of applying to HE can make the journey more accessible. Second to aspiration-raising, the most frequently cited programme outcome in Gale et al's (2010) research of Australian outreach activity was an increase in students understanding university and enrolment procedures (p.8). Thomas et al (2010) noted that working in partnership with

schools/colleges can contribute to universities 'feeling more accessible' (p.67). Giving school students a 'taster' of university is one activity type where HEIs and school partnership working is key. Access here can be understood in terms of sociocultural access (Gale, 2010a: 26). To improve accessibility, Bowes et al (2013) call for more effort to encourage students to make informed choices through initiatives such as .student ambassadors, media campaigns, taster days or soft selection methods that emphasise students making more informed choices, rather than the emphasis being on institutional selection.

- **Accessibility is not necessarily achieved by working with schools:** While most countries share the 'widening participation' mission, each country goes about achieving this in a different way. For example, Norway operates a free education system (to improve accessibility) with no tuition fees (Hodugenvha, 2013: 27) and school engagement is not central to their widening participation strategy.

Availability

- **Policy influence can improve the availability and accessibility of HE:** The Dearing report (UK) endorsed greater collaboration between providers as a means of widening participation and especially interventions which increased the flexibility and range of provision. In particular, it recommended that the expansion of HE should mainly be at sub-degree level with 'ladders and bridges' developed to encourage progression to full degree attainment.
- **Australian initiatives aimed at improving availability:** The Bond (advanced commitment by capable school students to take university places) and Sponsored places (universities make a number of places available for particular groups) are two types on intervention described in Gale et al (2010a: 18-20). There is little evidence on the impact of these sorts of initiatives and critics suggest that they are benefiting those who need them least (ibid: 21).
- **Availability activities do not always directly involve schools:** The literature review revealed few examples of how HEI's working in partnership with schools can lead to improved availability and accessibility.   As Gale et al (2010a) notes, there are few interventions in schooling up to Yea 11 that have strategic intent improving the availability of university places for students. In part, this is because place availability is often seen to be an issue in the post-compulsory years and even then is the responsibility of governments rather than universities (p.18).

School Engagement and Partnership Working

This section summarises lessons learned from the literature with regards to working in partnership with schools in contribution to the widening participation mission.

Early engagement

- **14-16 year olds are most commonly targeted:** Data suggests that 14-16 year olds are most commonly targeted with widening participation activities. Gale et al (2010) found that in Australia Year 10 (roughly ages 14-16) is the most commonly targeted year group and this drops for each year below, so that junior primary and pre-school receive the least attention. The same age (key stage 4, GCSE stage, roughly ages 14-16) in UK state schools emerges as an appropriate point for intervention (David, 2008:24).
- **Engagement at primary-school age** : Evidence suggests that interventions to improve participation rates need to occur well before the traditional point of entry into HE at 18 or 19 if the attainment of children from poorer, disadvantaged or working-class backgrounds is to be improved (Bowes et al, 2013, Moore et al, 2013, Gale et al, 2010).

    In Ireland, for example, engaging with primary school has been noted as an area of good practice. 'One institution[...]runs an extensive programme with forty designated disadvantaged

schools in its area, most of which are primary schools. The institution provides structured professional development and networking opportunities for teachers and principals, as well as supporting school-based curriculum enhancement projects and facilitating teachers to undertake research. The programme encourages schools to set specific goals for their projects and to monitor their achievement of the goals each year.' (HEA, 2006 in Keane, 2013: 52).

In the UK, the Aimhigher programme found that schools contribute little in terms of funding and staff time but are very keen to contribute. The literature suggests that students are more engaged and open to aspiration-raising activities at primary level. Work with primary schools typically involves visits to HEIs and Further Education Colleges, aspiration-raising in the class room and parents evenings. It was also suggested that it is easier to engage parents at the primary level. Between 0.2% and 7% of the Aimhigher Partnership budget was spent on work with primary schools. Recent evidence suggests how effective this work can be in raising aspirations and performance and helping overcome the 'negative drift' of age 11. Some participants felt that there was more space in the primary curriculum (when compared to secondary) for aspiration raising activity (Harley, 2009).

Teacher engagement

- **Teachers as advocates**: Research highlights the role of teachers in enabling or preventing young people progressing to HE. The literature about teacher education programmes identifies a range of ways in which they can contribute to preparing pre-service and new teachers as advocates for widening participation. Thomas et al (2012) calls to extend the role of teachers as advocates for widening participation and review teacher training to ensure they are adequately prepared for the role. The importance of engaging student teachers with schools is also recognised by the OECD in their 2005 report Teachers Matter: 'The trend towards establishing specific school and college or university partnerships that create linkages between teacher education coursework and school practice is gaining ground' (OECD, 2005 in Koerner and Harris, 2007: 361).
- **Professional development for teachers**: Some research (Gartland and Paczuska, 2007) suggests that often teachers' knowledge about HE is limited and out of date (p.109) suggesting a need to build capacity. Masterclasses may have a role to play in building teachers' capacity (see section 5.3 below). Professional development for teachers and lecturers to help them become more aware of and sensitive to cultural and social diversity is provided in many institutions, since classroom teachers have a great responsibility to facilitate their disadvantaged students' learning and promote social justice (Mills and Gale in Abbott-Chapman, 2011: 63).
- **Impact of widening participation activity on teachers**: Thomas et al (2010) found that relationships between Edge Hill University (in the UK) and schools has a positive impact on teachers – a FEC principal said it 'had an impact on teaching and teaching standards because it has fired up staff in their subject specialisms again, and created a culture that affects how staff teach' (p.44). Allard and Santoro (2008) found that good teachers continually interrogate their own assumptions about students in order to improve their teaching which gives students a voice and sense of control over their own destiny (in Abbot-Chapman, 2011: 63).

Building successful relationships between schools and HEIs

- Long term engagement with schools: Research has highlighted that an important characteristic of effective outreach programmes between universities and schools was that they tended to be long term (Gale et al, 2010; Moore et al 2013). Typically this included programs that begins with middle school students (roughly between ages 10 and 15). The idea that programmes

should be long term is reflected in expectations that the majority of programmes will last for at least five years and more programmes are reported to be funded for more than five years rather than less (Gale et al, 2010: 8). Thomas et al (2010) found that many of the links between Edge Hill University and schools were between 3-5 years (p.31). Gale et al (2010) found that a key characteristic of successful Australian outreach included collaboration between stakeholders at all stages of programme development and delivery (p.6).

- Building local knowledge: 'Local knowledge' involves building viable relationships with specific schools and their communities and learning about their understanding of the 'problem' as a preliminary step to designing interventions. This could include community consultations and engagement of staff who have local knowledge (Gale et al, 2010: 11). Moore et al (2013) also note the importance of reaching a wide range of 'influencers' including families, teachers, IAG providers and employers (p.xi).

- **Culture change**: It is important to note the significance of culture change amongst families, schools, teachers and universities if improved outcomes are to be achieved - and in some cases a culture shift within the HEI is required (HEFCE, 2001). To achieve this culture shift authors recommend that programmes start early in schooling. They also note that change models need to involve the whole schools rather than individual classroom projects to be fully effective. They should engage with the development of curriculum materials, work with school leadership and develop school-community partnerships. Implementing such programmes requires professional development of university staff and teachers (Gale et al, 2010: 11-12).

- **Valuing informal relationships**: Thomas et al (2010) found that many of the relationships between Edge Hill University and schools/colleges were based on informal links – for example, an EHU member of staff may be the parent of a student at a particular school. The research notes that such informal relationships are valued and work well (p. 40). Similarly, a third of respondents in the Thomas et al (2010) study found that personal relations was the most frequently cited attribute for contributing to a positive link between the HEI and the school/college.

- **Characteristics of successful relationships**: Barnes et al (2009) assert that sustained university-community relationships are marked by four primary characteristics: (1) they are grounded in meaningful research partnerships, (2) they focus on community capacity building; (3) they involve long-term relationships with communities and (4) they create collaborative networks in the community and the university. Thomas et al (2010) found that after personal contacts, the most frequently cited feature was that the partnership was mutually beneficial to both partners. Professionalism, good communication and investment in maintaining the relationship also featured as important factors (p.30-31).

The value of partnership working

- **A variety of impacts arise from partnership working**: Thomas et al (2010) found that a variety of impacts arise out of HEIs working in partnership with schools/colleges including: learner support; learner achievement; learner progression; school improvement; curriculum development; widening participation; governance (p. 64).

- **Benefits for HEIs**: A number of benefits have been identified (Thomas et al, 2010: 33-34) including improved understanding of the school and college sector (this is the most commonly cited benefit); professional development (e.g. allowing HEI staff to try new curriculum ideas); curriculum development - developing foundation degrees for example; research, data, collation and publication; personal gains and promoting the HEI.

- **Benefits for schools/colleges**: Curriculum development was the most commonly cited benefit with access to research expertise mentioned frequently; professional development for school/college staff; better understanding of the HE sector and progression support; school/college development and improvement.(Thomas et al, 2010: 35-36).

- **Impact on young people**: The impacts on young students are described in more detail below in Section 5 in relation to specific activities including Student Ambassador programmes, mentoring, masterclasses and taster days and online activities

Widening participation initiatives

This section looks at the literature in relation to activities delivered between universities and schools/FECS. This section explores the following activity types: student ambassadors; student mentors; master classes, taster days; transitional activities and online activities.

Student Ambassadors

- **What is a student ambassador?:** One of the central assumptions underpinning widening participation initiatives is that deprived groups need clear and detailed information about HE (DfEE, 2000). Student ambassador programmes are typically designed to reach young people in secondary schools and raise their awareness of HE options (Austin and Hatt, 2005: 3). Increasing the cultural capital of school students who do not have contact with people involved in HE is important for widening participation (Gartland and Paczuska, 2007) and student ambassador programmes are a useful mechanism to achieve this. An example of student ambassadors working in an isolated and deprived rural community is discussed by Austin and Hatt (2005).

- **Trust and cultural capital:** One of the reasons why ambassadors (and mentors) are credited with much success is their ability to transfer 'hot knowledge' (Ball and Vincent, 1998; Gartland and Paczuska, 2007; Austin and Hatt, 2005). Hot knowledge is trusted because it comes from informal and unofficial sources (unlike 'cold knowledge' with belongs to an institution). Working class families are more likely than their middle class counterparts to rely on such 'hot' (or 'grapevine') knowledge (Ball and Vincent, 1998). This trust needs to be earned and casual input is not enough. Long term engagement is also a major factor to contributing to this sense of trust so that ambassadors (and mentors) can demonstrate commitment (Gartland and Paczusaka, 2007:124-8).

- **Do they need to be 'like me'?** Some research suggests that if ambassadors are similar to the school students they work with (in relation to gender, ethnicity, socio-economic group etc) they are more likely to have an impact. Matching in terms of students' backgrounds seemed to have been important to students when ambassadors made limited visits. In the London South Bank University research, for example, it was notable that two female Bangladeshi students 'immediately trusted and absorbed the information provided by an ex student from their school: a Bangladeshi student who has grown up in their own community. The information provided [...] was contrastingly discounted when it came from a white male ambassador' (Gartland and Paczuska, 2007: 127).

  However, other research suggests that contact with ambassadors from different backgrounds to the student they interact with could actually be more beneficial – in a way, 'pushing' the student to interact with new people. This approach could facilitate students from lower socio-economic groups and from different ethnic groups in extending their views of which institutions are 'safe and familiar' (Ball et al, 2005: 96).

- **Valuing the informal structure of ambassador-student relationships:** Part of the success of the ambassador relationships appears to be in their comparative lack of structure and the students' freedom to choose to develop relationships further; anything that disturbs this may devalue the process. It is impossible to measure or structure these relationships in quantitative terms; there is a danger that in formalising the process, such as through intrusive formal

evaluation or accreditation, the real value of these relationships may be lost (Gartland and Paczuska, 2007: 130-131).

- **'Instrumental' benefits for students:** Research suggests that 'subject matching' of ambassadors appears to be significant in terms of how their input is valued by studentsand there was some disappointment if the ambassador did not have detailed knowledge about the relevant subject area   (Gartland and Paczuska, 2007: 122).   Students deemed successful ambassadors as those who help practically. For the students, there is an element of pragmatism or 'instrumentalism' (Archer and Yamashita, 2003; Gartland and Paczuska, 2007). Other recorded benefits include helping students achieve more ambitious results in their work; enabling students to identify themselves as potential university students; giving an insight into the work they would be expected to produce; providing information about the university; identifying suitable courses (Gartland and Paczuska, 2007: 119-121).
- **Habitus of student ambassadors:** When thinking about student ambassador programmes, Thomas (2010) notes that student ambassadors themselves feel valued by their institution, reinforcing their sense of belonging to an academic community.

Mentoring

- **What is mentoring?** Student mentors may work in a variety of different mentoring relationships: one-to-one, in groups and more recently via email (Paczuska, 204: 63).   In widening participation work and outreach activities, little distinction is made between mentors and ambassadors. The roles are often used interchangeably although where ambassador work is referred to separately it usually implies a less intense relationship than mentoring (Gartland and Paczuska, 2007: 111-112). For the purposes of this literature review, mentoring differs from Student Ambassador programmes because the engagement with school students is typically more intense and individual rather than a series of one-off events (for example, see Gartland and Pazcuska, 2007:111-112). The availability of a mentor provides a source of advice and guidance and can give the necessary boost to self esteem that is required to reduce the challenges of transition (Action on Access, 2006a: 17).
- **Supporting mentors leads to success:** Research suggests that schools that have good communication and support for mentors have a much higher retention rate for mentors. Schools that do not have a good support and communication structure do not retain their mentors. Universities that establish good programme structures and supports will also strengthen their relationships with community partners (Koerner and Harris, 2007: 357).
- **Cutting into curriculum time:** Thomas et al (2010) found that mentors can become a major link between the universities and schools (p.40) although there is some concern from Head Teachers that such programmes cut into curriculum time. Action on Access (2006a) also points out the importance of ensuring cover for classes missed and suggest scheduling the sessions on a different day each week to avoid students missing the same classes each week (p.20). Cleaver el al (2003) in their evaluation of Aimhigher also point out this concern (p.v and 34).
- **Similar background to students:** Mentors who had attended the same or a similar school were effective in offering academic support and acting as role models (Gale et al, 2010). This is also suggested above with regards to ambassadors (see section 5.1 above).
- **Importance of long-term involvement:** Research indicates the usefulness of having a long-term relationship with the same mentor, which gives them the confidence to discuss any concerns they may have more openly (Church and Kerrigan, 2010: 15).
- **Value of student mentoring programmes:** At the University of Oslo (Norway) a mentoring programme with Pakistani youth is thought to have impacted on recruitment (Bowes, 2013: 77). Church and Kerrigan (2010), in an Aimhigher (UK) evaluation note that 79% percent of students state that mentoring has helped motivate them to achieve their goals and 94% of respondents report that they are considering progression to HE. Dismore (2009) found that mentoring programme alleviated fears about what university would be like.

- **Problems with measuring the impact of mentoring programmes:** Paczuska (2004) discusses the reductionist quantitative approaches that are often taken to evaluation such schemes, 'overlooking the complex social processes at play in what is a human, not chemical, process'(p.67).

Masterclasses, taster days and other 'taster' activities

- **What are masterclasses and taster days?** Masterclasses are a set of activities aimed at raising achievement in schools and colleges, covering not only academic and vocational subjects but also critical thinking, research and other key skills necessary to succeed in higher education. Delivered by academics or experts in their field they stimulate and extend the interest and knowledge of young people in their subjects (Action on Access, 2006e). Masterclasses could be delivered either on university campus or in a school environment. Taster days aim to give potential students a 'feel' for what university is like and are usually delivered on university campus. They aim to 'demystify' HE (Church and Kerrigan, 2011)
- **One-off events are commonplace:** Many HEIs have a long tradition of providing one-off experiences, such as 'experience days' and other short-term learning activities for later year secondary school students to encourage their access to HE. In their review of school-based interventions focused on improving HE outcomes Gale et al (2010) found that Australian interventions were largely one-off events aimed at providing an experience of university for year 10 students.
- **Contributing to achievement:** Masterclasses are sometimes aimed at improving the chances of school students to achieve in GCSEs and/or A levels. A typical example would be a year 10 science event aimed at improving GCSE grades in science (Action on Access, 2006e: 29). Cleaver et al (2003) also note that out-of-hours study and revision activity was a popular part of the Aimhigher programme (p.v).
- **Part of a wider portfolio of activity:** The Action on Access report about masterclasses (2006e) shows that masterclasses are often part of a wider portfolio of activity including consultation with students and development of teaching materials. Some examples include working with Student Ambassador programmes (p.9, 17, 29) which also reaps the benefits of utilising potential role models. Church and Kerrigan (2010) also explain that HEI visitors are 'integral to the overall mentoring programme in terms of raising initial interest and awareness of university and guidance of the progression mentor thereafter' (p. 14).
- **Preaching to the converted?** James et al. note that while most 'agree that they think they would have a good time at university … very few consider [these sorts of activities] an important factor in determining their futures' (1999: 58).
- **A variety of delivery mechanisms:** Some innovative examples of such events are evident in the literature. Action of Access (2006e) documents the following innovative examples:
    - Visit to campus (Bournemouth University, UK) to give media students an opportunity to use the university TV studio.
    - Artists in Residence were invited to work in the grounds of Long Road Sixth Form College in Cambridge, UK.
    - Saturday schools for A level students to encourage them to achieve the grades they need for HE. Enrolled students have use of the university libraries. In order to compensate for loss of earning from a possible Saturday job, students are paid (p.15) an attendance allowance
- **Building capacity amongst teachers:** There is little direct evidence but it could be suggested that masterclasses also have a direct positive impact on teachers. One teacher, following a Science Day, stated that 'I've never done this myself' in relation to a particular experiment (Action on Access, 2006e: 30). Cleaver et al (2003) note that visits to HEIs as part of the

11

Almhigher programme also impacted on teachers, making them much more positive about the abilities of their students (p.33).

- **Little evidence of the impact:** Overall, there is little literature on masterclasses and their impact in a widening participation context compared to other initiatives such as student ambassadors and mentoring, but where it exists the feedback is positive – see, for example, a case study of a masterclass programme delivered by the University of Newcastle on Tyne, UK in the Appendix (Aciton on Access, 2006e).

Transitional support and responsive institutions

- **Support on arrival at HE:** Policy is increasingly concerned with student retention. Research suggests that disadvantaged students do better in universities which provide induction and orientation programmes at the beginning of the first year, and continuing study support throughout the degree or at least in the first year – ongoing pastoral support and study skills workshops, for example (Bowes et al, 2013; McInnis and James, 1995 in Abbott-Chapman, 2011: 64). Moore et al (2013) suggest that transition activities should be seen as part of a 'continuum that includes pre-entry activities and first year engagement' (p.v). Mentoring can be seen as key to smoothing this transition (Cleaver et al, 2003).
- **Responsive institutions:** Abbott-Chapman describes HEIs who are successful at widening participation as 'responsive' i.e. they consider and respond to the needs of the harder-to-reach students. Responsive institutions help to equip students with the skills, competencies and study expectations necessary to participate successfully in higher education (Abbott-Chapman, 2011:64). Responsive institutions also recognise and accommodate the competing demands on students of study, paid work and family commitments, through flexible delivery and timetabling arrangements (Centre for the Study of Higher Education, 2008).

The role of the internet

- **An emerging delivery mechanism:** There is little research into the impacts of online widening participation initiatives although Gale et al (2010) do note that some Australasian universities report it (p.10). The simplest online programmes provide information, including university information, notices of events and learning materials. More interactive programmes such as social networking sites, wikis and blogs are also noted. Gale et al suggest that more could be done to improve communication through such technology.
- **Online tools can add value to more 'traditional' widening participation activities:** Online support has added value to mentoring relationships and is regarded as 'pivotal' to the success of a disability mentoring programme in West Yorkshire, UK (Action on Access, 2006a:25)

Online delivery of courses could improve access and availability: Abbott-Chapman (2011) notes that the increased use of ICT can provide flexible distance learning, breaking free from physically located training and learning to increase opportunities for remote students. She also notes that the 'jury is still out' on how far flexible and on-line learning are widening higher education participation (p.65).

Appendix 1: Annotated bibliography

1. Abbott-Chapman, J. (2011) Making the most of the mosaic: facilitating post-school transitions to higher education of disadvantaged students Australian Educational Researcher, 38, 1: 57-71

The paper reviews issues for under-represented groups of students in HE particularly those of low socio-economic status. The paper argues that if the aims of the Bradley review are to be fulfilled, we need to understand the diverse range of student experiences. The paper suggests policies and strategies which improve higher education access, retention and course completion of disadvantaged students should focus on the three R's – student resilience, institutional responsiveness and policy reflexivity (p.58).

2. Action on Access (2010) Effective Partnerships, Action on Access

This document is the outcome of an informal review of the effectiveness of Aimhigher partnerships undertaken in the autumn of 2009. The review focusses on the management models of Aimhigher partnerships; strengths and key challenges of Aimhigher partnerships; the effectiveness of the brokerage provided by Aimhigher partnership and perceptions of partners about the 'added value' of Aimhigher partnerships.

3. Action on Access (2006) - selected booklets
    a. Policy that works: widening participation to higher education

This review aims to demonstrate the effectiveness of widening participation initiatives. The publication presents examples of widening participation work and reflects on 'what works from a variety of perspectives including participants, teachers and HE providers. Examples include Working Class Boys into HE; Disability Mentoring; Work Based Learning; and Working with Schools

> **Mini case study of Lego League:** Part of the Aimhigher programme, this project was a vehicle for introducing younger children to the concept of HE and raising the profile of engineering as a fun subject. Targeted at Year 5 and 6 (roughly between age 9 and 11) students in the areas in Loughborough with high level s of deprivation. Teams were restricted to 10 students per school. The Lego League final took place on University campus. During the project each school student was paired with an undergraduate. Each school who participated was given a Lego Mindstreams kit to be added to the schools resources (Action on Access, 2006a: 49).

13

b. Making a Difference: Dissemination of Practice The Impact of Aimhigher

Aimhigher Partnerships have developed websites; publish regular newsletters, case studies and reports; offer conferences and workshops; organise staff development to colleagues outside of Aimhigher; organise network meetings; and use regional and national opportunities to disseminate. These case studies demonstrate these and other more innovative or creative ideas.

c. Making a Difference: Engagement of Parents and Carers

Case studies in this report show the imaginative approaches of Aimhigher working with parents and carers of young people at all ages, in different contexts both in and outside schools and colleges, and with parents and carers of specific groups of young people – e.g. work with fathers and their sons, work with members of particular faith or community groups.

d. Making a Difference: Mentoring, Ambassadors and Student Associates

This report describes a number of activities under the Aimhigher programme that engage student ambassadors, mentors and/or associates

e. Making a Difference: Masterclasses and other attainment raising activity

Masterclasses an activity delivered by Aimhigher partnerships to help raise achievement in schools and colleges, covering not only academic and vocational subjects but also critical thinking, research and other key skills necessary to succeed in higher education. This booklet demonstrates some of the early impact of the Aimhigher programme. The criteria for a partnership case study to be included in this booklet were observation of practice, analysis of partnership plans and successful progress in reaching targets by the end of the first year of the programme.

> **Working in partnership with teachers to deliver masterclasses– a mini case study:**
> An example of a masterclass programme is described, delivered by the University of Newcastle upon Tyne (UK). The aim of the Masterclass Programme is to raise the aspirations and awareness of 13 – 18 year olds towards higher education. Academic staff involved in the delivery of the masterclasses are encouraged to meet teachers from local schools and colleges to ensure that the content of the sessions is relevant to the school curriculum and appropriate for the target audience. As a result, the masterclass programme also aims to promote attainment, challenge able students and introduce students to the teaching methods used in higher education. Of the Year 10 students who attended, 55% said they were more likely to apply to university as a result of participating in masterclasses. From those students who took part in the Year 13/final year college masterclass Programme in 2003, 63.5% went on to apply to study at Newcastle University, with approximately 50% of them applying for courses related to their masterclass subject. (Action on Access, 2006e: 26-27)

4. Armstrong, D., & Cairnduff, A. (2012) Inclusion in higher education: issues in university-school partnership International Journal of Inclusive Education, 16, 9: 917-928

This paper focuses on a school and community engagement programme in an Australian research-intensive university (The University of Sydney) whose recent history has been characterised more by its exclusivity than by an agenda of widening participation. The University of Sydney established a school engagement programme called compass – find your way to higher education in 2008. The programme was distinguished by its focus on social capital building (p.918). The Compass approach emphasises partnerships and the wider relationship between universities and communities.

Mini case study of Sydney-based Universities: Armstrong and Cairnduff explain the Compass approach which has 'learned lessons' of previous widening participation programmes:

"The Sydney-based metropolitan universities, like those in many other parts of the country, are coming together in partnership to work towards the goal of greater social inclusion. In doing so, we have early on decided that we want to avoid two thing: the first this the unhelpful and counter productive culture of competitiveness that is so easily encouraged [...] second, we are trying to avoid a 'hair tonic' model of engagement through which universities reach out to schools and communities with messages about the ways we can enhance growth and make them more attractive. [...]The partnerships we are building do not have universities at their centre (2012:923)"

---

5. Austin, M., & Hatt, S. (2005) The Messengers are the Message: A Study of the Effects of Employing Higher Education Student Ambassadors to Work with School Students. Widening Participation and Lifelong Learning, 7: 1

Empirical research shows that student ambassador programmes improve the quality of the education experience for both ambassadors and school students. The paper suggests that student ambassadors have role to play at all stages of the student life cycle.

Example of student ambassador programme: Austin and Hatt (2005) explore the example of a partnership working in a rural area where deprived communities were at considerable geographical distance from an HEI. Using data about school performance, rural isolation and social deprivation the widening participation team identified 12 partner schools. Teachers within the schools were then asked to identify students who had the ability to achieve at least 5 A*-C grades at GCSE but who would be unlikely to progress to HE without additional support. The study found that when ambassadors share their experiences with young people, the ambassadors are 'transmitting a message' that middle-class young people receive informally from friends and other family members. 'The

message is particularly powerful because it is coming from messengers who are talking from their own lived experience' (p.4). At the beginning of the programme only 31% indicated that they wanted to go to university, this increased to 82% after meeting the ambassadors and taking part in a taster event.

6. Baxter, A., Tate, J., & Hatt, S. (2007) From Policy to Practice: Pupils' responses to widening participation initiatives Higher Education Quarterly, 61, 3: 266-283

Using data from young people and teachers who have taken part in Aimhigher (in South West England) this paper examines the extent to which Aimhigher policy has accounted for aspirations of school students. The data shows a complex relationship between the ways young people talk about their aspirations in relation to policy rhetoric. The paper problematises the policy of 'aspiration raising' saying that this implies a 'deficit' amongst working class students. The study finds that schools offer activities to help students find out about university but do not always deliver information about alternative options. The report finds that students, teachers, parents and schools had a broadly positive experience of Aimhigher although there were some challenges with those students who were not selected to be part of Aimhigher activities .The young people involved regards Aimhigher activities as offering them a means of becoming better informed about HE and of exploring the extent to which HE can further their own career paths. Qualitative feedback on summer schools includes the following:

Rather than just going and talking to someone and them saying this is what it's like, you actually got to experience what it was like, like having your little room and going to the main site and sitting in the lecture. It was really good because you actually got to experience it. And then . . . we were like 'yeah I am going to go to a college (p.276)

7. Bradley, D., Noonan, P., Nugent, H. and Scales, B. (2008) Review of Australian Higher Education Final Report. Canberra: Department of Education, Employment and Workplace Relations.

Also known as the Bradley Report. This review makes a number of recommendations to ensure that Australian HE is set up to compete in a global HE economy. Recommendations are made to ensure an appropriate regulatory framework. With regards to widening participation these recommendations include the provision of sufficient funds to support adequate number of people to participate in HE and to ensure that the benefits of education are genuinely available to all. It is recommended that national targets for attainment of degree qualifications and for participation of low socio-economic status students will be set and institution-specific targets for participation and performance established and monitored.

The report discusses how well Australia is place to achieve higher levels of educational attainment and gives comparative data (p.18) and proposes a target that target 40 per cent of 25- to 34-

year-olds will have attained at least a bachelor-level qualification by 2020 (p.xiv). The report also recognises the role of schools in aspiration raising (p. xiv).

8. Church, E. and Kerrigan, M. (2010) Evaluation of the Aimhigher Lincolnshire and Rutla nd Progression Mentoring programme, Final report, Aimhigher in the East Midlands [accessed online http://www.heacademy.ac.uk/assets/documents/aim_higher/AHLR-Progression_Mentoring_Programme.pdf 12th December, 2013]

This report presents findings from an evaluation in the first year of an Aimhigher project building on research conducted with student mentors. This mentoring programme aimed to provide information, advice and guidance from a 'progression mentor' on both a one-to-one and group basis including email. The research suggests that these university taster days not only raise interest in and awareness of higher education, but are also an integral part of the recruitment process for the progression mentoring programme.

9. Cleaver, E., Holland, M., et al (2003) Evaluation of Aimhigher: The Partnerships' View Department for Education and Skills

This evaluation gives information on the Aimhigher programme including the structure, programme design and funding issues. Qualitative evidence suggests that the summer schools and HE visits made a positive impact on students and their partners. Aimhigher partnership coordinators found that outreach events should not be ad hoc but should be reinforced within school-based activities. The report also stresses the importance of transition activities and the significant role that ambassadors and mentors can play in this process. The evaluation is based on interviews with 42 partnership coordinators to understand the success of the Aimhigher programmes.

10. Dearing, R. S., & Garrick, R. S. (1997). Higher Education in the Learning Society. Hayes, National Committee of Inquiry into Higher Education.

Ninety-three recommendations are made in this report, the largest review of Higher Education in over 30 years. The report recommended a shift from grant funding to a tuition-fee system and also recommended 'sub degree' programmes. Dearing recommended that additional public funds should be allocated to institutions to enable them to develop links with schools in disadvantaged areas and whose pupils were unlikely to participate in HE.

11. Dept. for Education and Employment (DfEE) (2000) The Excellence Challenge: The Government's Proposals for Widening the Participation of Young People in Higher Education. DfEE, London.

The Excellence Challenge has four main strands. Firstly, it brings HEIs and FECs into the Excellence in Cities initiative to provide additional support for young people who have the ability to enter HE. Secondly, it increases funding to HEIs to reach out to more young people from disadvantaged backgrounds to enable them to recruit more admissions staff, ambassadors and run more open days and summer schools for young people and their teachers. Thirdly, it provides clearer information and better marketing of the route to HE for young people, with a particular focus o reaching families and communities who do not have a tradition of entering HE. And fourthly, pilots a new form of financial help for bright young people from disadvantaged backgrounds.

12. Gale, T., Hattam, R., Parker, S., Comber, B., Bills, D. and Tranter, D. (2010) Interventi ons
earlyin school as a means to improve higher education outcomes for disadvantaged (particularly low SES) students, Report commissioned by the Department of Education , Employment & Workplace Relations, Canberra, ACT: Commonwealth of Australia.

This report analyses findings from a survey of Australian universities' outreach work. The focus of the research is early intervention by universities in schools. 'Early' is defined as pre year 11 and intervention is defined as organised outreach activity. The research found that an important characteristic of effective programmes was that they tended to be long term. The report includes a Design and Evaluation Matrix for Outreach (DEMO) suggesting that effective outreach programmes have at least 5 characteristics, three strategies and 2 perspectives. These sorts of programmes are more likely to increase the number of disadvantaged students going on to higher education than otherwise would have been the case.

Ten characteristics of successful interventions have been identified and organised under ten headings. These are illustrated below:

Assembling resources	Engaging learners	Working together	Building confidence
People-rich	Recognition of difference	Collaboration	Communication and information
Financial-support and/or incentives	Enhanced academic curriculum	Cohort-based	Familiarisation/site experiences
Early, long-term, sustained	Research-driven		

13. Gale, T., Tranter, D., Bills, D., Hattman, R., and Comber, B. (2010a)
A review of the Australian and international literature
http://www.innovation.gov.au/highereducation/ResourcesAndPublications/Document s/ComponentA.pdf [accessed online 11th December 2013]

The review identifies the approaches that are likely to make a positive difference for disadvantaged students are those which foster higher participation and are characteristically: (i) collaborative; (ii) early, long-term and sustained; (iii) people-rich; (iv) cohort-based; (v) communicative and informative; (vi) experiential; (vii) cognisant of difference; (viii) academically challenging; and (ix) financially supportive

14. Gartland, C., & Paczuska, A. (2007) Student ambassadors, trust and HE choices Journal of Access Policy and Practice, 4, 2: 108-133

The paper is concerned with understanding the impact of group work (sometimes known as group mentoring) delivered by ambassadors that takes place over a number of weeks (rather than one-off). The findings are based on a small piece of qualitative research carried out for Aimhigher in south-east London. This paper considers the role of 'cultural capital' and the family in HE decision making processes. It argues that if ambassadors can earn the trust of young people they can become 'hot' sources of information about HE. The paper cautions that attempts to formalise these relationships (e.g. through introducing accreditation) could undermine their value.

15. Goyette, Kimberly (2008) College for Some to College for All: Social Background, Occupational Expectations, and Educational Expectations over Time Social Science Research 37, 2:461-84.

Based on the USA experience, analysis reveals that expectations are less likely to be linked to parental experiences than they were in 1980. This suggests that the expectation to go on to HE is increasingly becoming the norm. The paper also suggests that expectations are better predictors of attainment than aspirations. This is because expectations incorporate more self assessment of ability. Expectations refer to that education that the individual expects to achieve – this differs from aspirations which refer to what individuals hope to achieve.

16. Harley, P. (2009) Engagement with the Primary Sector, for Action on Access

This paper explores Aim Higher work with the Primary Schools. Work with primary schools typically involves visits to HEIs and Further Education Colleges, aspiration raising in the class room and parents evenings.

17. Harrison, T., & Shallcross, D. (2009) What should be expected of successful engagement between schools, colleges and universities? SSR, 91

This report describes how the Chemistry department at Bristol University arranges school group and teacher visits. Activities include aspiration raising days, lectures in school and competitions among others. This allows students the chance to work alongside under- and postgraduate student role models. The ideas and activities in the report could be applicable to other university science departments.

18. Hatt, S., Baxter, A., & Tate, J. (2008) The best government initiative in recent years. Teachers perceptions of the Aimhigher programme in the South West of England Journal of Further and Higher Education, 32, 2: 129-138

Reports on teachers' perceptions about the extent to which the Aimhigher programme has raised HE awareness, aspirations, attainment and student motivation in the South West of England. Responses point towards changes in motivation to study. Eight out of ten respondents considered Aimhigher was building learner confidence and self-esteem so that these young people came to believe that progression to HE was a realistic option.

19. Higher Education Funding Council for England (HEFCE) (2001) Strategies for Widening Participation in Higher Education: A Guide to Good Practice, Bristol, HEFCE

19

This guidance is aimed at sharing good practice in the set-up and delivery of widening participation initiatives based on the Aimhigher experiences. Examples of good practice include ensuring ownership of the strategy and communicating it well; setting strategic goals to help staff understand the rationale for activities; culture change may be required in some HEIs; and a number of other themes are discussed in the document.

20. Koerner, C. and Harris, J. (2007) Inspired learning: Creating engaged teaching and le arning environments for university and school students through university to school mentor programmes , International Education Journal, 8, 2: 354–64.

This paper includes a case study of a mentoring programme at Flinders University, Australia. Evidence suggests that mentoring programmes between Universities and Schools located in its local region can be a major form of community engagement. Flinders School of Education staff advocated promoting schools as 'Communities of Enquiry' to support the pre-service (student) teachers in their development.

21. Lewis, B. (2002) Widening Participation in Higher Education: The HEFCE Perspective on Policy and Progress Higher Education Quarterly, 56, 2: 204-219.

This article traces different phases in the evolution of widening participation policy and strategy in the UK, including HEFCE's response to the recommendations of the Dearing Report and the joint proposal with the Learning and Skills Council for a strengthening of partnerships between higher education, further education and schools. Policies discussed in the paper include funding supplements, strategic planning, special projects, national coordination teams, additional student numbers, national mentoring pilot programme, foundation degrees, summer schools, student support and 'partnerships for progression.'

22. Littlefair, D., & Noble, M (2001) Widening Participation in Higher Education through Raising Aspirations and Achievement: An Initial Analysis and Evaluation of the Meteor Programme. Middlesbrough, University of Teesside Centre for Lifelong Learning.

The Meteor Programme was aimed at raising aspirations of local school children starting at age 10. Students from the university act as mentors to the pupils and various activities are arranged on campus and in schools. The programme engages with students from year 6 to year 9 with a goal to give a sense that learning is fun. More than 90% of school pupils felt that they knew more about university life as a result of the programme. Schools in areas of most social deprivation awarded the highest scores to the programme.

> Mini case study of the Meteor Programme: The Meteor Programme (UK) engaged with Year 6 (roughly age 10 and 11) children and included a number of activities including visits to campus, schools, and a summer school where the children spent a week on campus working with the staff and students at the University. This culminated in a mini-graduation ceremony where pupils received the Meteor Award in the Town Hall, presented by the Vice-Chancellor in front of the Mayor. Parents were invited. The Summer School and mini-graduation led to some interesting feedback from students. On the Summer School comments included "I'd like to stay for six weeks"; "it's the best week I've ever had". And with regards to the mini-graduation certificated: "it was good to get to walk across the stage"; "I've framed my certificate on my bedroom wall"' "it's on the wall downstairs" etc.

23. Liverpool John Moores University (2003) Aspiration Raising is Enough: The New Myth of Widening Participation? Institutional Barriers to the Wider Participation of Non-Traditional Students in Higher Education. Liverpool, Liverpool John Moores University

Research arising from experiences a Liverpool John Moores University (UK) leads to a 'model' which ought to be in place if WP is to be tackled strategically.

This model includes:

- A **vision** of what WP means to the university in terms of its rationale and business goals, with WP being developed on an individual approach, rather than group categorisation
- Top management **commitment** to WP demonstrated by strategy, allocation of resources, clear accountability for deliver and identified organisational champions
- An **audit** of the current culture, systems and procedures, defining where changes are needed and what those changes are and the production of data to provide a baseline
- Clear objectives for implementation with set time scales, demonstrating the benefits to be obtained using a range of milestones
- The development of internal **systems** based on merits e.g. marketing, guidance admissions, course design, review and validation, learning and teaching support
- Effective **communication** to staff – appropriate staff development and sharing of good practises
- **Evaluation** built in from the beginning, rigorous, ongoing and referred back to the vision, objectives and goals, involving all parties using qualitative and quant indicators and fed back into planning (p.4)

24. Paczuksa, A. (2004) Learning communities: student mentoring as a 'site' for learning about higher education Journal of Access Policy and Practice, 2:1, 59-70

This paper summarises the experience of developing a range of student mentoring and ambassador schemes at London South Bank University under the banner of Learning Communities. The paper explores the impact of the 'student mentoring' scheme, a variety of activities carried out by university students in their local communities to widen participation. The describes how mentoring relationships may be regarded as 'sites' for learning about higher education. The paper concludes that more work is necessary to identify the processes which support mentoring relationships and in particular asks whether the formation of cultural capital (Bourdieu) may be influenced through such relationships in the educational sphere.

25. Passy, R., & Morris, M. (2010) Evaluation of Aimhigher: learner attainment and progression, final report, HEFCE

This study analyses quantitative data from 6 Aimhigher partnerships to assess the impact of Aimhigher activities on learner attainment. The study reveals a positive impact. Projects involving Learning Mentors and Aimhigher Associates are noted as having a positive impact on attainment and progression and these one-to-one relationships are regarded as critical to success.

26. Sellar, S., & Storan, J. (2013) 'There was something about aspiration': widening participation policy affects in England and Australia Journal of Adult and Continuing Education, 19 (2)

Based on document analysis and interviews with equity practitioners, this paper examines policy rhetoric in England and Australia around 'raising aspiration.' The paper explains how aspiration has become a 'keyword' and the enabled governments to reinvigorate the widening participation agenda. The paper discusses the challenges of showing outcomes for 'aspiration raising' and discusses alternative vocabularies such as 'building aspiration' which are associated with more sophisticated interpretations of the policy. The paper describes how outreach activity during this period has been based on partnerships between universities, schools and FE providers.

27. Thomas, L., with Ashley, M., Diamond, J., Grime, K., Farrelly, N., Murtagh, L., Richards, A. and Woolhouse, C. (2010) From projects to whole school/college higher education institution partnerships: Identifying the critical success factors under-pinning effective strategic partnerships, http://www.hefce.ac.uk/media/hefce/content/pubs/2010/rd0710/rd07_10edgehill.pdf [accessed: 10th December 2013]

Research funded by HEFCE finds that HEIs have a variety of approaches to working with schools along a continuum from informal contacts to strategic partnerships. The research explored links at Edge Hill University, UK with schools, colleges and academies. The report makes a number of recommendations to schools, colleges and HEIs to improve partnership working. The study includes a partnership model and tools for those HEIs who are seeking to develop links with schools and colleges. A 'reflective review' is included as a tool to support the development of more strategic partnerships between schools and colleges and HEIs (p.75).

28. Thomas, L., Bland, D. C., & Duckworth, V. (2012) Teachers as advocates for widening participation. Widening Participation and Lifelong Learning, 14, 2: 40-58.

This literature review explores the value of teacher education programmes in widening participation. It concludes that in most HEI's there is not enough collaboration with teacher's education.

Appendix 2: Extended bibliography

1. Abbott-Chapman, J. (2011) Making the most of the mosaic: facilitating post-school transitions to higher education of disadvantaged students Australian Educational Researcher, 38, 1: 57-71
2. Action on Access (2010) Effective Partnerships, Action on Access
3. Action on Access (2006) - selected booklets
    a. Policy that works: widening participation to higher education
    b. Making a Difference: Dissemination of Practice The Impact of Aimhigher
    c. Making a Difference: Engagement of Parents and Carers
    d. Making a Difference: Mentoring, Ambassadors and Student Associates
    e. Making a Difference: Masterclasses and other attainment raising activity
4. Anderson and Vervoorn (1983) Access to privilege: patterns of participation in Australian post-secondary education. Canberra: ANU Press
5. Archer, L. & Yamashita (2003) Knowing their limits? Identities, inequalities and inner city school leavers' post-16 aspirations' Journal of Education Policy, 18, 1: 53-69
6. Armstrong, D., & Cairnduff, A. (2012) Inclusion in higher education: issues in university-school partnership. International Journal of Inclusive Education, 16, 9: 917-928
7. Austin, M., & Hatt, S. (2005) The Messengers are the Message: A Study of the Effects of Employing Higher Education Student Ambassadors to Work with School Students. Widening Participation and Lifelong Learning, 7: 1
8. Ball, S. and Vincent, C. (1998) '"I heard it on the grapevine": "Hot" knowledge and school choice', British Journal of Sociology of Education, 19, 3: 377–400.
9. Ball, S., Reay, D., and David, M. E. (2005) Degrees of choice: social class, race and gender in Higher Education Stoke on Trent: Trentham Books
10. Baker, P., & Comfort, H. (2004) Responding to Learners' Voices: Resources for Widening Participation and Enabling Transition in FE and HE. Leicester, NIACE.
11. Barnes, J. E., Altimare, P., Farrell, R., Brown, C., Burnett, L., Gamblke and J. Davis (2009) Creating and sustaining authentic partnerships with community in a systemic model, Journal of Higher Education Outreach and Engagement, 13, 4: 15-29
12. Baxter, A., Tate, J., & Hatt, S. (2007) From Policy to Practice: Pupils' responses to widening participation initiatives Higher Education Quarterly, 61, 3: 266-283
13. Bowes, L., Thomas, L., Peck, L., and Nathwani, T. (2013) International Research on the Effectiveness of Widening Participation, Report to OFFA and HEFCE
14. Bradley, D., Noonan, P., Nugent, H. and Scales, B. (2008) Review of Australian Higher Education Final Report, Canberra: Department of Education, Employment and Workplace Relations.
15. Centre for the Study of Higher Education (2008) Participation and Equity: a review of the participation in higher education Melbourne: University of Melbourne
16. Church, E. and Kerrigan, M. (2010) Evaluation of the Aimhigher Lincolnshire and Rutland P rogression Mentoring programme, Final report, Aimhigher in the East Midlands.
17. Cleaver, E., Holland, M., et al (2003) Evaluation of Aimhigher: The Partnerships' View, DFES

18. David, M. (2008) Widening Participation in Higher Education: A Commentary by the Teaching and Learning Research Programme, Teaching and Learning Research Programme

19. Dearing, R. S., & Garrick, R. S. (1997) Higher Education in the Learning Society. Hayes, National Committee of Inquiry into Higher Education

20. Dept. for Education and Employment (DfEE) (2000) The Excellence Challenge: The Government's Proposals for Widening the Participation of Young People in Higher Education. DfEE, London

21. Dept. for Education and Skills (DfES) (2003) Widening Participation in Higher Education. London, DfES

22. Dismore, H. (2009) Widening Participation. What can we learn from young people? Widening participation and lifelong learning, 11, 1: 17-26

23. Gale, T., Hattam, R., Parker, S., Comber, B., Bills, D. and Tranter, D. (2010) Interventions early in school as a means to improve higher education outcomes for disadvantaged (particularly low SES) students, Report commissioned by the Department of Education, Employment & Workplace Relations, Canberra, ACT: Commonwealth of Australia

24. Gale, T., Tranter, D., Bills, D., Hattman, R., and Comber, B. (2010a) A review of the Australian and international literature http://www.innovation.gov.au/highereducation/ResourcesAndPublications/Documents/ComponentA.pdf [accessed online 11th December 2013]

25. Gartland, C., & Paczuska, A. (2007) Student ambassadors, trust and HE choices Journal of Access Policy and Practice, 4, 2: 108-133

26. Goyette, Kimberly (2008) College for Some to College for All: Social Background, Occupational Expectations, and Educational Expectations over Time Social Science Research 37, 2:461-84

27. Harley, P. (2009) Engagement with the Primary Sector, for Action on Access

28. Hatt, S., Baxter, A., & Tate, J. (2008) The best government initiative in recent years. Teachers perceptions of the Aimhigher programme in the South West of England Journal of Further and Higher Education, 32, 2: 129-138

29. Hatt, S., Baxter, A., and Tate, J. (2007) Measuring progress: An evaluative study of Aimhigher in the South West, 2003–6, Higher Education Quarterly, 61, 3: 284–305

30. Higher Education Funding Council for England (HEFCE) (2001) Strategies for Widening Participation in Higher Education: A Guide to Good Practice, Bristol, HEFCE

31. Higher Education Funding Council for England (HEFCE) (2003) Widening Participation Funded Projects. End of Programme report August 03/40, Hefce: Bristol

32. Hodugenvhan, E (2013) Norwegian Higher Education Report submitted to OFFA and HEFCE

33. James, R., J. Wyn, G. Baldwin, G. Hepworth, C. McInnis & A. Stephanou (1999) Rural and isolated students and their higher education choices: a re-examination of student location, socio-economic background, and educational advantage and disadvantage. Canberra: Commonwealth of Australia

34. Keane, E (2013) Widening Participation Ireland Higher Education Report submitted to OFFA and HEFCE

35. Koerner, C. and Harris, J. (2007) Inspired learning: Creating engaged teaching and learning environments for university and school students through university to school mentor programs, International Education Journal, 8, 2: 354–64

36. Layer, G., Srivastava, A. and Stuart, M. (2002) Achieving student success: An analysis of HEI widening participation strategies and the proposed impact on student success, Bradford, UK: University of Bradford

37. Learning Policy Directorate (2004) Aspirations for Canadian youth in higher education. Quebec: Strategic Policy & Planning

38. Leathwood, C., & Hayton, A. (2002) Educational Inequalities in the United Kingdom: A Critical Analysis of the Discourses and Policies of New Labour Australian, Journal of Education, 46(2): 138-153

39. Lewis, B. (2002) Widening Participation in Higher Education: The HEFCE Perspective on Policy and Progress Higher Education Quarterly, 56, 2: 204-219

40. Littlefair, D., & Noble, M. (2001) Widening Participation in Higher Education Through Raising Aspirations and Achievement: An Initial Analysis and Evaluation of the Meteor Programme. Middlesbrough, University of Teesside Centre for Lifelong Learning

41. Liverpool John Moores University (2003) Aspiration Raising is Enough: The New Myth of Widening Participation? Institutional Barriers to the Wider Participation of Non-Traditional Students in Higher Education. Liverpool, Liverpool John Moores University

42. McCarron, G. P. and Inkelas, K. K. (2006) The gap between educational aspirations and attainment for first-generation college students and the role of parental involvement. Journal of College Student Development 47(5), pp. 534–539

43. Ministerial Council on Education, Employment, Training and Youth Affairs (2008) Melbourne declaration on educational goals for young Australians, Carlton, VIC: Curriculum Corporation. , accessed online http://www.mceecdya.edu.au/verve/_resources/MCEETYA_Four_Year_Plan_(2009-2012).pdf [accessed 7th December]

44. Moore, J., Sanders, J., & Higham, L. (2013) Literature review of research into widening participation to higher education, Report to HEFCE and OFFA by ARC Network

45. Paczuksa, A. (2004) Learning communities: student mentoring as a 'site' for learning about higher education Journal of Access Policy and Practice, 2:1, 59-70

46. Passy, R., & Morris, M. (2010) Evaluation of Aimhigher: learner attainment and progression, final report, HEFCE

47. Scull, S. & Cuthill, M. (2010) Engaged outreach: using community engagement to facilitate access to higher education for people from low socio-economic backgrounds. Higher Education Research and Development, 29, 1: 59-74

48. Sellar, S., & Storan, J. (2013) 'There was something about aspiration': widening participation policy affects in England and Australia. Journal of Adult and Continuing Education, 19, 2

49. Sellar, S., Gale, T., and Parker, S., (2011) Appreciating aspiration in Australian higher education. Cambridge Journal of Education 14, 1: 37-52

50. Sellar, S., and Gale, T. (2011) Mobility, aspiration, voice: A new structure of feeling for student equity in higher education, Critical Studies in Education, 52, 2: 115–34.

51. Thomas, L., with Ashley, M., Diamond, J., Grime, K., Farrelly, N., Murtagh, L., Richards, A. and Woolhouse, C. (2010) From projects to whole school/college higher education institution partnerships: Identifying the critical success factors under-pinning effective strategic partnerships,http://www.hefce.ac.uk/media/hefce/content/pubs/2010/rd0710/rd07_10edgehill.pdf [accessed: 9th December 2013]

52. Thomas, L., Bland, D. C., & Duckworth, V. (2012) Teachers as advocates for widening participation. Widening Participation and Lifelong Learning, 14, 2: 40-58
53. Thomas, L., & Quinn, J. (2003). International Insights into Widening Participation: Supporting the Success of Under-Represented Groups in Tertiary Education: Final Report. Staffordshire, U.K., Staffordshire University Institute for Access Studies
54. Thomas (2002) Student retention in Higher Education: the role of institutional habitus. Journal of Educational Policy, 17, 4: 423-442