

Geographic isolation from learning centres

Inadequate access to digital infrastructure, bandwidth, ICT

Past experiences of the student that restrict access or alienate them

Key barriers to education access

Family responsibilities or inability to take time off to study

Financial constraints

Lack of prerequisite qualifications to enter programmes

Discrimination on the basis of physical disability, gender, age, social class etc.

# Access Participation And Higher Education

**Tara Webster-Deakin**



## **Access Participation And Higher Education:**

**Participation in Higher Education** Anh T. Le, Paul W. Miller, 2005      **Collaborative Approaches to Widening Participation** Tara Webster-Deakin, 2026-03-18 Collaborative Approaches to Widening Participation WP offers a much needed look into how academic and professional university staff can work together to transform access and participation in higher education Using original empirical research and applying practical guidance it explores the challenges and opportunities of breaking down boundaries within universities demonstrating the transformative impact of sustained collaboration on fair access and participation Drawing on UK and global perspectives this book demonstrates how collaboratively designed WP interventions have provided enduring insights into undergraduate teaching and learning It introduces six pedagogic principles developed through this process which continue to shape academic practices The author illustrates how collaboration significantly enhances WP targets and outcomes while fostering stronger relationships between academic and professional staff through shared experiences and the co construction of knowledge By bridging the divide between policy and practice this book also examines action research as a powerful methodology for driving social justice equity and inclusion Essential reading for educators researchers and university staff this book is not only a call to action but also a roadmap for those seeking to create lasting change in higher education It challenges readers to rethink traditional approaches to access and participation advocating for a collaborative model that prioritises equity inclusion and the success of all students

**Public Interest in Higher Education** Ella M Sudduth, 2023-12-12 Public Interest in Higher Education explores the evolution of student activism on college campuses how students staff and faculty work together to identify collective problems they experience and what challenges they must face to determine the best solutions      *Access, Participation and Higher Education* Annette Hayton, Anna Paczuska, 2003-12-16 With issues such as student fees and high drop out rates still political hot potatoes this book is a timely and important survey of the real issues behind participation and non participation and is sure to be as controversial as it is useful      *Access, Participation and Higher Education* Annette Hayton, 2002 With issues such as student fees and high drop out rates still political hot potatoes this book is a timely and important survey of the real issues behind participation and non participation and is sure to be as controversial as it is useful

*Access, Choice and Participation in Higher Education. CEE DP 101* Stephen Gibbons, Anna Vignoles, 2009 Commuting or re location costs could be an important influence on students university choices and might even deter some from going to university The barriers presented by these costs may be high for lower income students and students for whom there are cultural incentives to remain in or close to the parental home If this is the case then the geographical accessibility of universities has an important bearing on differences in higher education choices for different income and ethnic groups and in turn on their earnings and life chances Existing evidence has shown that university places are not evenly spatially distributed in Britain Research has also found that non traditional students those from backgrounds in which higher

education participation is emerging cite the location of institutions as a factor affecting their decision to go in to higher education However it is easy to make the mistake of attributing behaviour to ethnicity gender or income when these behaviours are really due to other differences like academic achievement or home location which will have strong bearing on if and where students go to university In fact there is no large scale systematic evidence for the UK that shows that proximity to a university really matters for higher education participation or choice amongst universities or that it matters more for specific ethnic or income groups The authors research looks at these questions using administrative data on the population of school leavers and university entrants in England These data allow the authors to link the choices of students from different ethnic and income backgrounds to distances between home and university whilst accounting for schooling neighbourhood and other background characteristics Their key findings are 1 Universities are not evenly distributed around the country but 90% of locations have three institutions and 4000 first degree places within 100km 2 Non white ethnic groups and low income students actually live closer to their nearest three higher education institutions and closer to their nearest three high quality research institutions than their white and high income counterparts These facts suggest that disparities in geographical access are unlikely to be a source of disadvantage to ethnic minorities and poor students 3 Home to university distance has only a tiny influence on the probability of participation in higher education relative to achievement and other background factors Their statistical models imply that doubling the distance to the nearest institution would reduce the probability of white female participation by at most 4.5% in relative terms reducing the probability of participation at the mean from 28.4% to 27.1% For males the effect is only half that but there are no systematic differences by ethnic or income group 4 In contrast distance is the strongest factor influencing university choice amongst those who participate The probability that a student attends a specific university decreases by 8% 15% with each 10% increase in home to university distance This distance cost is observed for all ethnic and income groups but is highest for Pakistani and Bangladeshi girls and low income students and lowest for Black students and those from Professional backgrounds and 5 The influence of distance on choice of institution could make a difference to the type of higher education received by different demographic groups This is a moot point for ethnic minorities who have high participation rates at elite research intensive universities relative to whites but provides a potential explanation for lower participation rates amongst women and low income groups in top ranked research universities The findings therefore offer no support for the idea that improving the accessibility of higher education institutions is an effective route to raising participation However targeting the accessibility of higher quality institutions could increase uptake of high quality HE places amongst suitably qualified students from lower occupational status backgrounds Such policies might include action to reduce the role of distance distance learning but also policies to encourage higher status institutions to undertake outreach activities further afield In any case the authors find no evidence to suggest that such a policy need be gender or ethnically targeted One further important spatial implication from this work

is that the type and quality of higher education in which students enroll is in part governed by the type and quality of local institutions which in turn partly determines the skill composition of the local population Given this the local mix of institution types and quality could have a strong bearing on the quality and composition of the local human capital stock Contains 11 tables 4 figures and 23 footnotes *Transforming our World Through Design, Diversity and Education* Gerald Craddock, Cormac Doran, Larry McNutt, Dónal Rice, 2018-10-15 Good design is enabling and each and every one of us is a designer Universal Design is widely recognized an important concept that should be incorporated in all person centred policies The United Nations Convention on the Rights of Persons with Disabilities UNCRPD clearly stipulates that the most effective way of delivering on the promise of an inclusive society is through a Universal Design approach Sitting at the intersection of the fields of Higher Education and Universal Design this book presents papers delivered at the Universal Design and Higher Education in Transformation Congress UDHEIT2018 held in Dublin Ireland from 30 October to 2 November 2018 This event brings together key experts from industry education and government and non government organization sectors to share experiences and knowledge with all participants The 86 papers included here are grouped under 17 headings or themes ranging from education and digital learning through healthcare to engagement with industry and urban design Celebrating and integrating all that is good in design diversity and education this book will be a valuable resource for all those interested in the inspiring and empowering developments in both Universal Design and higher education **Higher Education Access and Choice for Latino Students** Patricia Perez, Miguel Ceja, 2015-04-10 Now the largest and fastest growing ethnic population in the U S Latino students face many challenges and complexities when it comes to college choice and access This edited volume provides much needed theoretical and empirical data on how the schooling experiences of Latino students shape their educational aspirations and access to higher education It explores how the individual and collective influence of the home school and policy shape the college decision making process This unique collection of original scholarly articles offers critical insight on educational pathways that will help families educators and policy makers intervene in ways that foster and sustain college access and participation for Latino students It considers destination preferences and enrollment selections elementary and secondary school experiences and intervention programs that shed light on how practitioners can promote participation and retention This multi conceptual multi methodological volume offers directions for future research programming and policy in Latino education *The Right to Higher Education* Penny Jane Burke, 2013-06-19 The landscape of higher education has undergone change and transformation in recent years partly as a result of diversification and massification However persistent patterns of under representation continue to perplex policy makers and practitioners raising questions about current strategies policies and approaches to widening participation Presenting a comprehensive review and critique of contemporary widening participation policy and practice Penny Jane Burke interrogates the underpinning assumptions values and perspectives shaping current concepts and understandings of

widening participation She draws on a range of perspectives within the field of the sociology of education including feminist post structuralism critical pedagogy and policy sociology to examine the ways in which wider societal inequalities and misrecognitions which are related to difference and diversity present particular challenges for the project to widen participation in higher education In particular the book focuses on the themes of difference and diversity to shed light on the operations of inequalities and the politics of access and participation both in terms of national and institutional policy and at the level of student and practitioner experience draws on the insights of the sociology of education to consider not only the patterns of under representation in higher education but also the politics of mis representation critiquing key discourses of widening participation interrogates assumptions behind WP policy and practice including assumptions about education being an unassailable good provides an analysis of the accounts and perspectives of students practitioners and policy makers through in depth interviews observations and reflective journal entries offers insights for future developments in the policy practice and strategies for widening participation The book will be of great use to all those working in and researching Higher Education

**University Access and Success** Merridy Wilson-Strydom,2015-02-11 The challenge of widening access and participation in higher education in a manner that ensures students are successful in their studies is a major issue globally and a significant research focus within higher education studies and higher education policy Similarly the challenge of under preparedness of students entering higher education has become increasingly pertinent as universities in both developed and developing countries struggle to improve their throughput rates in a context in which schooling no longer seems to provide sufficient preparation for entering university In this book Merridy Wilson Strydom applies the capabilities approach to better understand university access and participation and draws on a rich case study from South Africa to critically and innovatively explore the complex and contradictory terrain of access with success The book integrates quantitative and qualitative research with theory and practical application to provide a new framework for considering and improving the transition from school to university University Access and Success will appeal to academics and researchers in the field of higher education internationally The book also contributes to the growing body of international and comparative scholarship on the capabilities approach in higher education and will therefore be of value to higher education practitioners such as those working in the promotion of teaching and learning higher education quality assurance institutional research and student affairs

**Reviews of National Policies for Education The Future of Mexican Higher Education Promoting Quality and Equity** OECD,2019-01-10 This review of higher education policy in Mexico was requested by the Mexican Ministry of Education to take stock of progress since the last OECD review of the higher education system in Mexico published in 2008 and to support development of the new government s National Development Plan

[Contexts for Diversity and Gender Identities in Higher Education](#) Jaimie Hoffman,Patrick Blessinger,Mandla Makhanya,2018-09-17 This volume provides educators with a global understanding of the challenges associated with equity and inclusion in higher

education and it provides evidence based strategies for addressing the challenges associated with implementing equity and inclusion at higher education institutions around the world Technology-Enhanced Learning and the Virtual University Michael David Sankey, Henk Huijser, Rachel Fitzgerald, 2023-09-20 Since the first works on Higher Education Administration in the 1970s no comprehensive work in terms of purpose and scope of Higher Education has been published There have been important changes in people's aspirations vis vis higher education globally In parallel the higher education systems worldwide have been undergoing constant transformation in response to these aspirations From governments employers and prospective students and their parents the stakeholders in higher education system are now extremely varied paying close attention to the various aspects of higher education from infrastructure on campus safety and security to administration faculty and curricula The present series attempts to take into account the issues of importance to all the stakeholders Hence the series not only pays attention to the purpose and outcomes of higher education but also the economics surrounding higher education vis a vis marketization The nitty gritty of running and maintaining a university infrastructure impact of globalization and internationalization on delivery and demand of higher education the commoditization of research and changing paradigms of teaching and learning fall within the purview of the series The increasing competition from other entities to provide degrees certificates or other forms of credentials makes it important to have a work that brings all of the elements together to see how they actually interact and inter relate from a systems perspective The present series attempts to comprehensively attend to these issues and provide a complete reference resource to all those involved and interested in setting up of a Higher Education institution and its administration **Resolving Access/quality Tensions** Elizabeth Fisk Skinner, 1988 Educational Opportunity Alexander D. Singleton, 2010 Using innovative methodology this book presents a consolidated review and interpretation of interdisciplinary research which examines how best to represent the multiple dimensions of the social spatial and temporal processes that shape access to higher education It sets out some relevant aspects of the changing HE policy setting arena and presents a systematic framework for broadening participation and extending access in an era of variable fees International Encyclopedia of Education, 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic

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[Register of Educational Research in the United Kingdom, 1992-1995](#) National Foundation For Educational Research,1995 This latest volume of the Register of Educational Research in the United Kingdom lists all the major research projects being undertaken in Britain during the latter months of 1992 the whole of 1993 and 1994 and the early months of 1995 Each entry provides names and addresses of the researchers a detailed abstract the source and amount of the grant where applicable the length of the project and details of published material about the research

[Access to Higher Education](#) Anna Mountford-Zimdars,Neil Harrison,2016-11-18 How do we understand and explain who has access to higher education How do we make sense of persisting and new forms of inequality How can global national and institutional policymakers and practitioners make higher education more inclusive Access to Higher Education Theoretical perspectives and contemporary challenges seeks to update thinking on these questions combining new voices and emerging perspectives with established writers in the field This pioneering text highlights the contribution of social theory to issues of access to education with chapters introducing and drawing on the works of key interdisciplinary thinkers including Pierre Bourdieu Margaret Archer Amartya Sen and Herbert Simon It then moves to examines how theoretical perspectives can be applied to the contemporary challenges of forging more equal access with examples drawn from a wide range of contexts including the UK the US Australia South Africa and Japan Global in scope this book documents the shared nature of the access challenge in a period when higher education is growing rapidly but inequalities continue to be stark It concludes by proposing a new direction for research and a reassertion of the role of the researcher as a social activist for disconnected and disadvantaged groups equipped with the thinking tools needed to move the agenda forward Access to Higher Education is a rigorous text for the global research community with relevance to policymakers practitioners and postgraduate students interested in social justice and social policy It provides those with an academic interest in access and a commitment to enhancing policy with theoretical and practical ideas for moving the access agenda forward in their institutional regional or national contexts

*The Transformational Potential of Higher Education Inclusion* Jesús Humberto Pineda Olivieri,2017 In the field of higher education research one of the most fascinating observations is the consistent and permanent expansion of higher education systems worldwide since the end of the Second World War Undoubtedly the predominant approach to address these

developments has been through quantitative analysis as well as international comparisons The following work examines the particularities of the Venezuelan context with the aim of identifying specific features of this worldwide phenomenon in this South American case Through a combination of qualitative methods the author proposes a biographical approach for the study of higher education inclusion processes which takes into account the perspectives and experiences of those who have been targeted by an ambitious higher education expansion process The most distinctive feature of this work would be its methodological contribution to the field of higher education research One could also argue that the ethnographic account of the Bolivarian Missions of education in Chavez s Venezuela is both original and unprecedented Furthermore the writing approach bridges the interests of both academics practitioners of the field and members of the general public

Participation in Higher Education ,2007 The authors reanalyse data used by Le and Miller 2005 where it was found that students from low socioeconomic status SES backgrounds have lower university participation rates than those from higher SES backgrounds They utilise the concept of eligibility to attend university here defined by both possession of a valid ENTER score and the value of that score They find participation among those with similar eligibility to attend university does not vary by SES Conditional on their ENTER scores students from poor family backgrounds are as likely to attend university as those from better resourced families Hence they see little scope for equity based tuition scholarships to rectify differences in participation between these groups Instead they find that possession and the quality of ENTER scores eligibility does rise with SES Further analysis and policy targeting of the linkage between SES and ENTER scores is more likely to produce superior equity and access outcomes in higher education Author abstract

## Unveiling the Energy of Verbal Art: An Emotional Sojourn through **Access Participation And Higher Education**

In some sort of inundated with displays and the cacophony of instantaneous connection, the profound power and mental resonance of verbal beauty frequently diminish in to obscurity, eclipsed by the continuous onslaught of noise and distractions. However, nestled within the musical pages of **Access Participation And Higher Education**, a charming perform of fictional beauty that pulses with natural feelings, lies an unique journey waiting to be embarked upon. Published by a virtuoso wordsmith, this enchanting opus books readers on an emotional odyssey, lightly revealing the latent potential and profound impact stuck within the complex internet of language. Within the heart-wrenching expanse with this evocative examination, we will embark upon an introspective exploration of the book is main subjects, dissect their fascinating publishing style, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

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