

Putting widening access and improved retention at the heart of the institutional strategy

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The heart of the institutional strategy

“(Universities) are most successful in widening access where the impulse to do so flows from the essential character of the institution and is fully embedded in its core values. Universities are good at widening access when they clearly understand that this is one of the main things they are for. Universities are, in our view, agents of social transformation. Excellence in the generation of opportunity is, or should be, of equal importance with excellence in innovation and research, excellence in teaching and learning, excellence in employer engagement or excellence in international reputation.”

Ebdon and Kendall, *Unfinished Business in Widening Participation: the end of the beginning*, Learning and Skills Network, 2008

Achieving transformational change

- Embed the University in the community as an open, accessible centre of culture and knowledge and as a partner with the public services

Bringing the Tapestry Together, 2010

Achieving transformational change

- Bridge perceptual and attitudinal barriers between higher education, further education and school education in the minds of learners, their families and staff in educational institutions

Achieving transformational change

- Place the learner at the centre of all partnership planning and functioning with the aim of improving their life chances and giving opportunities to those who otherwise would not have them

Bringing the Tapestry Together, 2010

Widening access at the heart of the strategy...

- Mission, values, plan, widening participation strategy, partnership strategy, schools strategy, marketing, communications and recruitment strategy, education strategy, Access Agreement

Widening access at the heart of the strategy...

- Strategic partnership, progression accords, central admissions – clear policies and practice

Widening access at the heart of the strategy...

- Systematic work with Aimhigher and its successor initiatives, targeting (learners, schools, colleges), Higher Education Progression Officers, work with vulnerable groups, volunteering, Associates, Student Ambassadors

Widening access at the heart of the strategy...

- Integration of WP into management structures, CMT, Academic Board, WP Board (OFFA, WPSA)

Retention


at the heart of the strategy...

- Office for the Student Experience
- Coaching, personal tutoring, mentoring
- Careers support, recruitment service
- HEAR and Bedfordshire EDGE
- NUS Charter for Personal Tutoring
- Associates working with current students
- Student Information Desks (SiD)

University admissions - Class of 2022



The Schools White Paper 2010



Education Act 2011

CHAPTER II CONTENTS

PART I
SCHOOL LEAVING CERTIFICATE

- 1 Free of charge early years provision

PART II
TEACHING

- 2 Power of members of staff at school to search pupils
- 3 Power of members of staff or further education institutions to search students
- 4 Exclusion of pupils from schools in England
- 5 Report of impairment to give notice of intention to pursue disciplinary
- 6 Right of duty to enter site of school or alternative premises

PART III
SCHOOL INFORMATION

Information of the General Teaching Council for England

- 7 Information of the General Teaching Council for England
- 8 Functions of Secretary of State in relation to teachers
- 9 Requirements for teachers in England in some particular cases
- 10 Information of the GTC's statutory provisions
- 11 Information of the GTC's consequential amendments
- 12 Information of the GTC's transfer schemes

Regarding teachers

- 13 Restrictions on reporting alleged offences by teachers



Skills, Skills, Skills

- **Coherent information** that increases the awareness of the needs of both individuals and employers to improve the performance of and participation in local provision.
- **Collaboration between partners** through fair and inclusive partnership arrangements, aligning the goals and resources of the local employment and skills systems and facilitating local flexibility.
- **Customer focus** that gives communities a voice to influence and engage to tackle local priorities effectively.

14-19 post-Wolf



“... how vocational education for 14- to 19-year-olds can be improved in order to promote successful progression into the labour market and into higher level education and training routes.”

John Hayes launches National Careers Service, 4th November 2011, Belfast

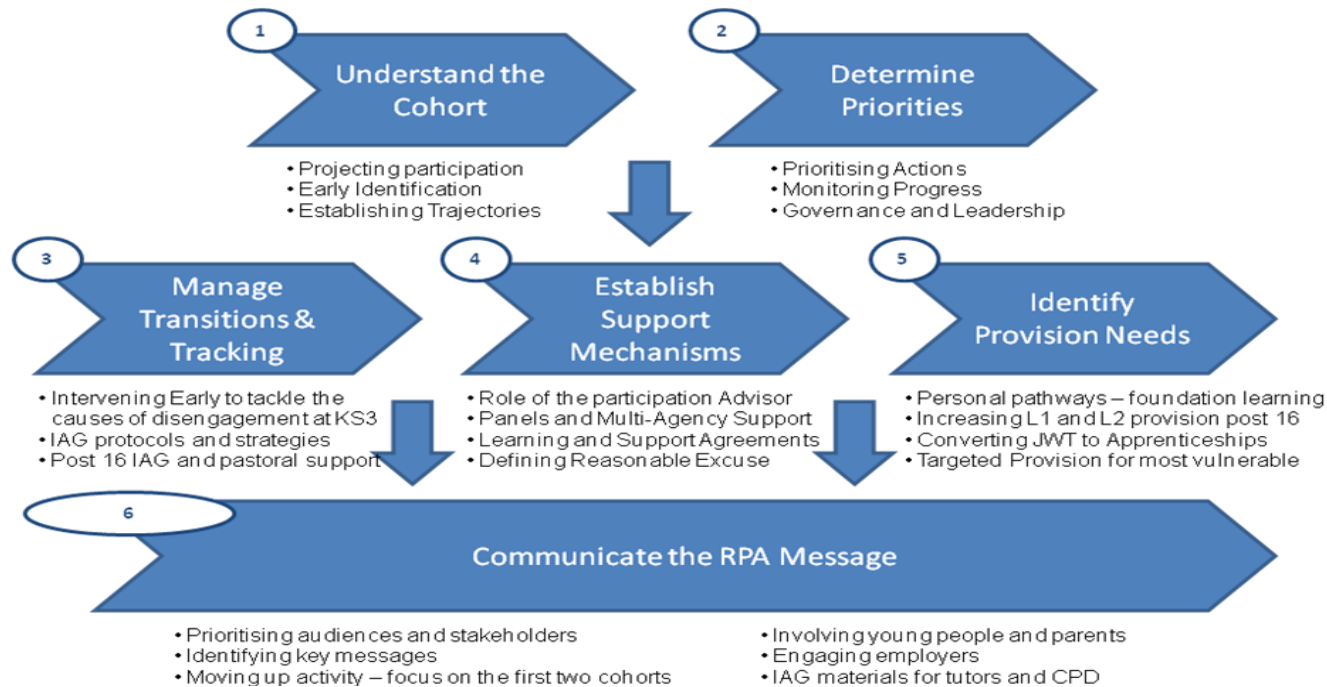


“Informed learners are empowered learners. The right guidance at the right time not only helps young people and adults to progress in learning, but also increases their confidence and motivation to succeed. Careers guidance is at the heart of increasing social mobility, and a vital part of the machinery of social justice.”

Delivering RPA – ‘Readiness Tool’

What is the tool for?

This tool is designed to assist local authorities and their partners in understanding their current state of readiness for delivering Raising the Participation Age from 2013/15.



October 2011/30

Core funding/operations

Invitation to bid



Responses must be e-mailed by
Friday 11 November 2011



Student number controls for 2012-13

This document: sets out our decisions on the setting of student number control limits for 2012-13; invites eligible institutions to bid for a share from the 'margin' of up to 20,000 places; provides guidance on this bidding process; and provides guidance to institutions specialising in the creative and performing arts on the choice available to them for their student number control limit.

**Invitation to bid for student
places**



Building a stronger
workforce for a
sustainable future



Crossing boundaries, breaking barriers

Year 9 'Aim4Uni' day in the University Management Centre



Today's students, tomorrow's students

'Student Shadowing' scheme for local sixth form students



Enhancing student information



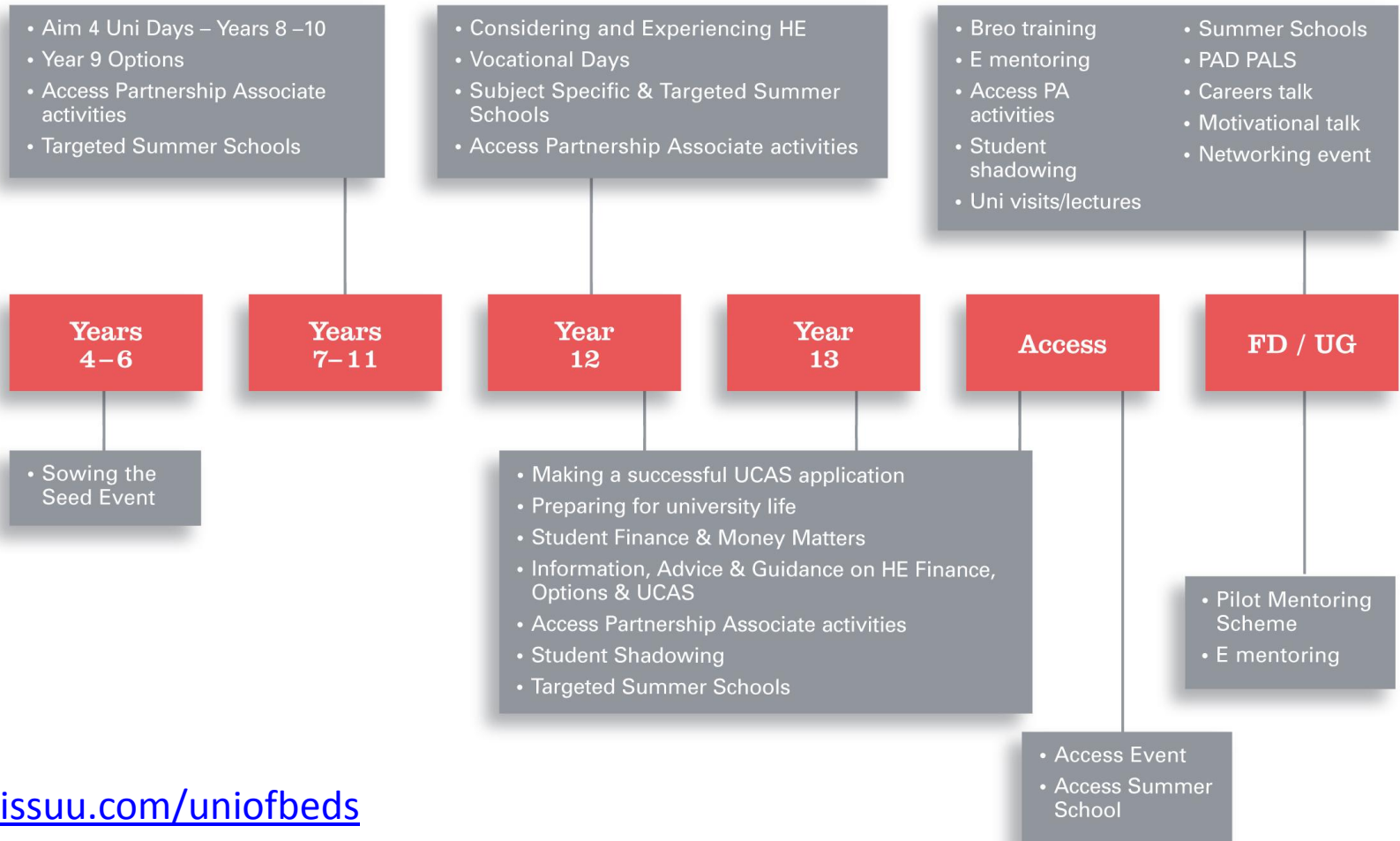
Developing the student experience



Intervening to promote employability



Access Partnership Programme



issuu.com/uniofbeds

The Class of 2022

