



UNIVERSITY OF LEEDS

# **Access to healthcare:** mature student progression to healthcare programmes in HE



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# Executive summary

This research project explores the appetite amongst stakeholders for the development of a resource to support mature learners (Access to HE Diploma students) aiming for a career as a healthcare professional. Most such students seek to satisfy entry requirements for healthcare degree programmes by studying for an Access to HE Diploma. This research therefore focused on this qualification, collecting and collating data from a number of sources and stakeholders associated with current and former Access to HE Diploma students, henceforth referred to as Access Diploma students.

## RESEARCH QUESTIONS & APPROACH

■ In order to explore the Access Diploma student journey from further to higher education, our project work sought to address a number of central questions, including:

- What is the experience of Access Diploma students progressing through the system and moving onto HE provision?
- What online or virtual provision is available to support Access Diploma students?
- What is the format and coverage of online or virtual provision available to support Access Diploma students?
- Which HE institutions currently provide good support for Access Diploma students and how is this achieved?
- What level of support is provided by FE providers for Access Diploma students wishing to pursue healthcare-related advanced study?
- What regional or national support mechanisms exist to enable Access Diploma students to progress to advanced study in healthcare-related areas?
- What are the barriers to progression for Access Diploma students?
- What are the enablers to progression for Access Diploma students?

We conducted focus groups with both University students and FE College students. The University students were studying for a degree in Nursing or Radiography and had satisfied University entry requirements with an Access to HE Diploma. We refer to them as former Access Diploma students. The current Access students mentioned had not yet made the transition to HE.

## POLICY CONTEXT

■ What are now termed Access to HE Diploma Courses had their origins in the adult education tradition of programmes designed for those with few acknowledged qualifications. They had a structure and approach to delivery which was less formal than traditional courses of study, allowing learners to study at their own pace and accommodate other commitments such as family responsibilities and work. As programmes have developed and evolved, provision within Access Diploma courses has grown from limited, localised arrangements in the late 1970s, to widely recognised and legitimate routes into higher education for thousands of learners.

■ Access Diploma courses now provide an alternative route into University for mature learners who do not have the more traditional sixth form or vocational qualifications, allowing them to prepare for and gain entry to degrees and other HE-level programmes.

■ The Access to Higher Education Diploma is a full Level 3 qualification. It is an approved alternative to 'A' levels to help adults enter higher education. It is regulated by the Quality Assurance Agency for Higher Education (QAA).

## ACKNOWLEDGEMENTS:

This report would not have been possible without the contribution made by current and former Access to HE Diploma students in completing our survey and electing to participate in focus group sessions. We are also grateful for the support provided by partner Colleges and Course/Programme tutors, as well as insights provided by staff at Certa (the Access Validating Agency for the Yorkshire and Humber region).

Cover photograph: Shenika Francis

■ The Access Diploma can be taken full time over 1 year, or part time over 2 or more years. It can be studied through day time or evening classes or by distance learning. It consists of 60 credits worth of modules. On completion, there is no overall qualification grade. Instead, 45 of the credits (exclusively Level 3 modules) are awarded a pass, merit or distinction grade. There are 15 credits of study skills modules that can be taken at level 2 or 3 that are not graded, and are used to ease the learner back into the education system.

### **THE EXPERIENCE OF ACCESS DIPLOMA STUDENTS PROGRESSING THROUGH THE SYSTEM**

■ As part of our focus group with former Access Diploma students we asked them to reflect upon their experiences of moving through further education and onto their degree programmes of study at the University of Leeds. Compared with current Access Diploma students, former Access Diploma students showed greater awareness that their learning journey involved not just theory but also particular values, behaviours and clinical competencies associated with becoming a healthcare professional.

■ Managing workload and coping with study at higher education level was a common concern for current Access Diploma students. Other concerns included 'fitting in' with University life, provision for those with specific educational need (such as dyslexia), and confidence issues.

■ Some current Access Diploma students acknowledged that gaining entry into Higher Education was not the end of their study skills journey, and there were concerns about when and how to continue this development whilst at University.

### **CAREERS SUPPORT WHILST STUDYING ACCESS TO HE DIPLOMA**

■ There appears to have been an improvement in the availability of pre-HE careers information or support. In comparison with former Access Diploma students, more current Access Diploma students reported receiving such support. Comments received in relation to this question indicate that the types of support were broadly similar for both groups - much of it coming from College tutors, Student Union advisers, University open days and various websites (including UCAS).

### **WHICH HE INSTITUTIONS CURRENTLY PROVIDE GOOD SUPPORT FOR ACCESS DIPLOMA STUDENTS**

■ In terms of who provides good pre-entry advice to potential applicants, the University of Bradford and the University of Leeds were the most-cited institutions by current Access Diploma students in our survey work.

■ A number of those participating in our current Access Diploma student focus group indicated that there was a general lack of clarity in terms of what was required of them in order to be offered a place on a healthcare-related degree programme.

■ There was a general view amongst our group of current Access Diploma students, that guidance and general open day support was overly targeted towards younger (traditional A-level) applicants.

■ Most of the participants in our focus group with former Access Diploma students reported that their expectations of university support had been fulfilled or exceeded.

### **ONLINE OR VIRTUAL PROVISION CURRENTLY AVAILABLE TO SUPPORT ACCESS DIPLOMA STUDENTS**

■ In our focus group work with former Access Diploma students, we asked them to specify any online resourcing they found useful. In terms of online careers information, advice and guidance (IAG) resources, there appeared to be nothing available specifically aimed at adult returners.

### **WHAT LEVEL OF SUPPORT IS PROVIDED BY FE PROVIDERS FOR ACCESS DIPLOMA STUDENTS**

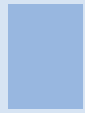
■ All the School of Healthcare students in the former Access Diploma student focus groups spoke very highly of their experience of an Access to HE Diploma. It had prepared them well for embarking on study at HE, particularly with regard to learning to organise their own studies, meet academic deadlines, write essays, and use references.

■ Progression from FE to HE could have been easier for a student with learning disabilities if these had been addressed at College.

### **REGIONAL/NATIONAL SUPPORT MECHANISMS THAT ENABLE ACCESS DIPLOMA STUDENTS TO PROGRESS TO ADVANCED STUDY IN HEALTHCARE PROGRAMMES**

■ As part of this research work, data were collected from Certa (the Access Diploma awarding organisation in Yorkshire and the Humber) in relation to the performance of Access Diploma students, and their progression on to HE institutions.

■ In our discussions with colleagues from Certa they indicated that admissions tutors, in healthcare-related areas, should all have a knowledge and understanding of Access Diploma programmes. This should include knowing about its form, structure and content - including what work goes into the development and support for Access Diploma provision, and what is required of the students.



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# Introduction

This research project explores the appetite amongst stakeholders for the development of a resource to support mature learners (Access Diploma students) aiming for a health-related career. This included collecting and collating data from a number of sources and stakeholders associated with Access to HE Diploma students.

## RESEARCH QUESTIONS AND APPROACH

In order to explore the Access Diploma student journey from further to higher education, our project work sought to address a number of central questions, including:

- What is the experience of Access Diploma students progressing through the system and moving onto HE provision?
- What online or virtual provision is available to support Access Diploma students?
- What is the format and coverage of online or virtual provision available to support Access Diploma students?
- Which HE institutions currently provide good support for Access Diploma students and how is this achieved?
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- What regional or national support mechanisms exist to enable Access Diploma students to progress to advanced study in healthcare-related areas?
- What are the barriers to progression for Access Diploma students?
- What are the enablers to progression for Access Diploma students?

To answer the above questions, a multi-staged research design was developed, collecting data from a variety of sources and stakeholders involved in the Access Diploma student journey from FE to HE. Five strands to the research work were implemented, as follows:

1. Literature review of current offering to support Access Diploma students.
2. Survey of current Access Diploma students.
3. Survey of former Access Diploma students.
4. Interviews with FE/College providers.
5. Regional policy view via interview with local validating body for Access Provision (Open College Networking for West Yorkshire).

## Access to Higher Education Diplomas - national figures

Data collected by the Quality Assurance Agency for Higher Education indicates that:

- Over three-quarters (77%) of those achieving an Access to HE Diploma qualification progress on to Higher Education.
- 121 Higher Education providers recruited Access to HE students (2013-2014 figures).
- Across the UK, there are 330 providers of Access to Higher Education Diplomas (of which 83% were Further Education Colleges, 5% were providers in community-based settings).
- Over half of Access to HE Diploma Courses are in health-related subjects.

Adapted from Quality Assurance Agency for Higher Education (2015) Access to Higher Education: Courses and Students 2013-14. Gloucester: QAA

## Literature review

This stage of the research work involved a meta-analysis of published material relating to the Access Diploma student journey, as well as a review of localised provision available from HE and FE providers.

Specific data sources consulted during our review included the online databases Web of Knowledge via EBSCO and the British Education Index. Grey literature produced by, among others, the Quality Assurance Agency for Higher Education (QAA) and the Department for Education, was also included in a search of freely available online literature. The Journal of Widening Participation and Lifelong Learning and the Journal of Further and Higher Education were also specifically covered in the search. The literature element of our work informed the 'Background and policy context' section of our report and also supported our interpretation and analysis of our own research data.

### Transition from Further Education to Higher Education

The overarching theme running through a great deal of the literature we consulted is that of identity and belonging (Brooks, 2012; Chapman, 2012). Many reference sources make links between the learning and transition from non-HE to HE student, while others talk about isolation and risk in terms of fitting in (Brine and Waller, 2004; Bowen, Lloyd and Thomas, 2003). Although most recognise a need for targeted, specialised provision for adults returning to education, few articulate well why this should be a priority for higher education as a whole. There is a developmental theme underlying some of the articles and reports that are specifically about access programmes, as opposed to other progression routes, and that is about the effects of government and policy on the teaching methods and development of access programmes and how the ideology has changed from “helping people” return to learn to coaching them and preparing them for university study (particularly Access to HE Diploma learners) (Bowl and Whitelaw, 2010).

### The push for greater access

Although terminology may change and adapt, much of the material consulted indicated that, on the whole, poorer students tend to pick vocational subjects and opt for a “less traditionally academic” route than their peers. Common themes driving choice for such students tended to include self-esteem issues and poor performance at GCSEs (Fuller and MacFadyen, 2012; Jones, 2006). As a result of limited access for certain socio-economic groups, Access Diploma provision has recently changed to include much clearer pathway routes into social work and allied health professions (resulting in 1119 Access to HE Diploma Courses available across the UK in 2013-14) (QAA 2015).

### Access to Higher Education Diploma

The Access to Higher Education Diploma is a full Level 3 qualification. It is an approved alternative to ‘A’ levels to help adults enter higher education. It is regulated by the Quality Assurance Agency for Higher Education (QAA).

The diploma can be taken full time over 1 year, or part time over 2 or more years. It can be studied through day time or evening classes or by distance learning. It consists of 60 credits worth of modules. On completion, there is no overall qualification grade. Instead, 45 of the credits (exclusively Level 3 modules) are awarded a pass, merit or distinction grade. There are 15 credits of study skills modules that can be taken at level 2 or 3 that are not graded, and are used to ease the learner back into the education system. The graded modules include a reading unit, an academic writing skills unit and a subject-specific unit appropriate for the Diploma progression route. There are a number of subject areas available to study, each associated with different university courses.

- Agriculture, Horticulture and Animal Care
- Arts, Media and Publishing
- Business, Administration and Law
- Construction, Planning and the Built Environment
- Education and Training
- Engineering and Manufacturing Technologies
- Health, Public Services and Care
- History, Philosophy and Theology
- Information and Communication Technology
- Languages, Literature and Culture
- Leisure, Travel and Tourism
- Retail and Commercial Enterprise
- Science and Mathematics
- Social Sciences

The title of the diploma may vary by FE college, but the groups of modules studied will be the same, or similar. Many of the pathways are vocational in nature, for example the health diplomas are most often taken by those wishing to study nursing.

The first courses for an Access to HE Diploma were established in the 1970s. Initially the qualification didn't attract grades, but was given a pass/fail result. This made it very difficult for higher education institutions to make quick decisions or make offers to applicants. Many institutions either required an extensive interview or disregarded the qualification, and subsequently the applicant, altogether. This was far from ideal. In 2010/11 the qualification was reformed to introduce module grading of pass/merit/distinction. Further reforms of the qualification were implemented in September 2014. These included a reduction in the number of modules available from over 6000 to around 1000. There was also greater standardisation of module titles. In addition modules were re-designed to be worth 3, 6 or 9 credits rather than any number of credits. Finally, grading was restricted to 45 credits at level 3 rather than all 60 credits.

As a result of these reforms, the Access to HE Diploma qualification not only provides an adequate preparation for higher education but also has become more robust, rigorous and transparent.

Hilary Steel, Pathways and Qualifications Officer,  
University of Leeds, April 2015

However, although clarity of entry entitlement and pathway has emerged as a result of recent Access to Diploma changes, concerns have been raised by some providers over the ability of HE providers to offer intensive outreach with their increasingly limited resource. A particular focus for some institutions have been the relatively low completion rates of those engaged, as participants, in such outreach schemes (Allen, 2010). Nevertheless, for most HE providers non-traditional students are fast becoming the norm on health profession degree courses. As a result: "learning and teaching methods should develop further to reflect the diversity of present-day learners" (Chipperfield, 2012: 349).

#### Integration of former Access to HE Diploma students

The success of alternative schemes to improve access among disadvantaged groups vary from institution to institution. They are usually dependant on the social and cultural background of the individuals and location (Bowen, Lloyd and Thomas, 2003).

Research from the USA suggests that one of the most important predictors of persistence in medical education is the extent to which students become integrated into the institutions at which they study (Tinto, 1998). This social integration operates across a number of scales, including the extent to which students feel they 'belong' to the institution (Cabrera et al., 1999), and the extent to which they can develop more proximal affiliations in terms of belonging to smaller social networks within the institution (Hurtado and Carter, 1997).



### Performance of former Access to HE Diploma students

Progression to Higher Education is a strong driver for the majority of Access to HE Diploma students. Over three quarters (77%) who achieve an Access Diploma go on Higher Education (Fragoso et al, 2013; Quality Assurance Agency for Higher Education, 2015). In addition, those mature learners with an Access Diploma are more likely to progress to Higher Education than those with comparable A-Level qualifications (Hinsliff-Smith et al, 2012; Hughes, 2012).

### Survey of current and former Access Diploma students

We collected survey data (via an online data collection instrument) from 66 current access students and 62 former Access Diploma students. We worked with local providers of Access to HE Diploma courses in the West Yorkshire sub-region to assist with promoting our online survey to their students. Our survey instruments were designed using SurveyMonkey and were subsequently analysed using standard quantitative data analysis software.

### Focus groups with current and former Access Diploma students

To supplement the data we collected through our online survey work, we also conducted focus groups with one large group of current Access Diploma students (10 participants) and three smaller groups of former Access Diploma students (a total of 8 students). Respondents who had completed our surveys were invited to participate in one of our focus groups. Focus groups were held at Leeds City College, Horsforth Campus (current Access Diploma students), and the University of Leeds (former Access Diploma students). Each session was audio-recorded and the discussions transcribed for qualitative analysis.

### Access Diploma applications to the University of Leeds 2012 - 2014

In order to gain a greater understanding of University recruitment from Access Diploma programmes the Lifelong Learning Centre at the University of Leeds undertook a research exercise, analysing centrally held student data covering the number of applications, offers made and conversions from this cohort. Key findings included:

- 3.2% of applications to the University of Leeds are from Access Diploma applicants.
- Over the past 3 years, the percentage of Access Diploma applications that were made offers by the University has increased from 22% to 29% (this is compared to 60% for A-level applicants).
- Most Access Diploma applications are made to the School of Healthcare in the Faculty of Medicine and Health (M&H); there is a noticeable tendency for Access Diploma applicants to apply to programmes that have a more definable career path, e.g. healthcare, rather than broader areas such as the arts.
- In 2014 63% of Access Diploma applicants applied to Medicine and Health, followed by ESSL 9%, Arts 8% and Engineering 6%.
- In relation to the number of Access Diploma applications received, the Faculty of Engineering makes the highest proportion of offers, LUBS makes the fewest offers.

Adapted from reporting produced by Jo Pattison and Lindsay Fraser, Lifelong Learning Centre, University of Leeds, April 2015.

### **Interviews with FE and HE tutors**

To fully explore the areas of interest identified in our research questions, it was important to seek views and interpretations of FE tutors (working with current Access Diploma students) and HE tutors (working with former Access Diploma students). Their views on progression opportunities and current support for Access Diploma students added considerable value to the work. We therefore collected interview data from one Access Diploma course tutor and two HE-based tutors working with former Access Diploma students.

### **Regional policy view**

Finally, we have been able to collect valuable regional and national policy views and perspectives from the Chief Executive Officer for Certa (the Access validating agency for Yorkshire and the Humber).

### **STRUCTURE OF THIS REPORT**

Our report has been structured around addressing the central questions determined at the outset of the research work. We have drawn data from our various strands in order to 'answer' particular points of interest.

### **BACKGROUND & POLICY CONTEXT**

What are now termed Access to HE Diploma courses had their origins in the adult education tradition of programmes designed for those with few acknowledged qualifications. They had a structure and approach to delivery which was less formal than traditional courses of study, allowing learners to study at their own pace and accommodate other commitments such as family responsibilities and work. As programmes have developed and evolved, provision within Access Diploma courses has grown from limited, localised arrangements in the late 1970s, to widely recognised and legitimate routes into higher education for thousands of learners. Access Diploma courses now provide an alternative route into University for mature learners who do not have the more traditional sixth form or vocational qualifications, allowing them to prepare for and gain entry to degrees and other HE-level programmes. Access Diploma courses are also used by well-qualified individuals wanting a change of career and needing an appropriate preparation for relevant degree-level study for this new career.

The most recent data, published by the Quality Assurance Agency for Higher Education (2014) indicated that there are 43,155 individuals studying towards an Access Diploma, and 19,225 Access Diploma graduates entering higher education programmes in England and Wales (QAA, 2014: 3). In addition, recently available data from UCAS indicates that 68% of applicants holding Access Diplomas are accepted by Universities and Colleges (representing 5% of all acceptances) (UCAS, 2013-2014).

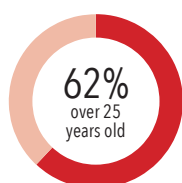
# Research findings

## CURRENT AND FORMER ACCESS STUDENTS

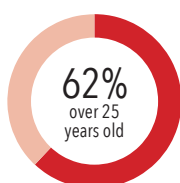
We surveyed Access Diploma students, studying at Colleges local to the University of Leeds (n=66), as well as former Access Diploma students, undertaking healthcare-related degree programmes at the University of Leeds (n=62). Working with these two groups allowed us to collect rich contextual information relating to their experience of progressing through the FE/HE education system.

To add depth to the data collected via our online surveys, we also carried out one large focus group with current Access Diploma students and three smaller focus group sessions with former Access Diploma students.

Demographic data captured through our survey indicates that in both of our respondent groups, mature learners were clearly represented - and were slightly older than the figure provided by nationally collected Access Diploma student data (National data published by the Quality Assurance Agency (QAA) for Higher Education (2014) indicated that 49% of current Access Diploma students were 25 years of age or older).

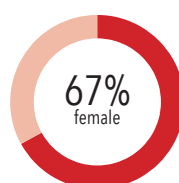


Current Access Diploma students surveyed

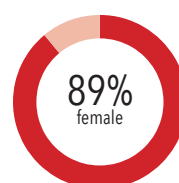


Former Access Diploma students surveyed

We also noted the gender split of our respondent groups and compared these to the nationally collected dataset from QAA. Whilst current Access Diploma students map well onto this (73% of Access Diploma students nationally are female), our data from former Access Diploma students indicates a much larger proportion of female students.

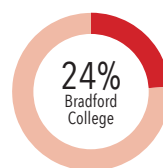
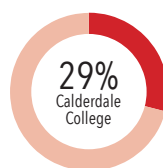
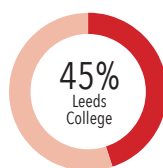


Current Access Diploma students surveyed



Former Access Diploma students surveyed

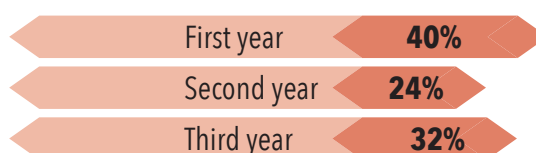
We targeted our data collection efforts around a cluster of local FE Colleges - as such returns were particularly high from Bradford, Calderdale and Leeds City College.



Survey returns: Current Access Diploma students

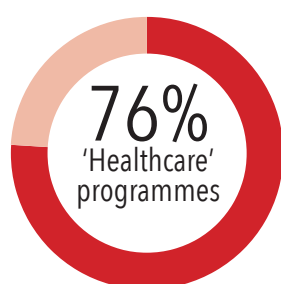
We asked our former Access Diploma students where they had studied for their Access Diploma qualification and received responses that indicated a more diverse range of institutions had been attended. 18% (11) had studied at Leeds City College, but others attended a wide range of FE and HE Colleges, including 8% (5) who had progressed via the University of Leeds' alternative provision.

Survey returns from former Access Diploma students were spread across the three substantive years of a typical degree programme, with 40% of responses (25) stating that they were in year one of their programme of study at the University of Leeds.



Survey returns: Former Access Diploma students year of study

We asked former Access Diploma students to indicate the Access to HE programme they studied towards before joining the University of Leeds, and most had undertaken healthcare-related programmes.

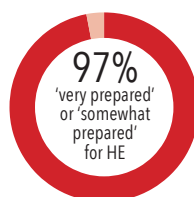


Former Access Diploma students: Access Diploma programme undertaken prior to joining the University of Leeds

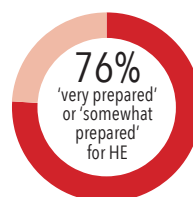
## CURRENT EXPERIENCE OF ACCESS DIPLOMA STUDENTS PROGRESSING THROUGH THE SYSTEM

As part of our focus group with former Access Diploma students we asked them to reflect upon their experiences of moving through further education and onto their degree programmes of study at the University of Leeds. All the students had made considerable efforts to find out about the career and to gain relevant experience. Most had made a considered career choice based upon information and experience gained over years. For seven of them, there was nothing about the University course and the future career that they wished they had known before they started their degree. One student (the youngest) felt unprepared for the clinical placements and would have liked to have been able to gain more shadowing experience in a clinical environment whilst doing her Access to HE Diploma. The students had found the NHS website a useful source of information and advice. Universities also provided a lot of information including through Open Days. Students had sought help from friends and family (especially where the people were health professionals). They all reported receiving helpful and relevant careers support from the tutors of their Access to HE Diploma.

We were interested in how prepared students were for higher education and how well informed or worried about they were. Almost all current Access Diploma students indicated that they were 'prepared' for higher education study, compared to just over three-quarters of former Access Diploma students. Such a difference may be as a result of more detailed preparation towards progression, but could also present a more realistic indicator (given the benefit of hindsight) of former Access Diploma students.



Current Access Diploma students surveyed



Former Access Diploma students surveyed

Just over half of former Access Diploma students (52%) reported to us, in our survey, that they were informed about the support that would be available to them when they joined University.

Over one third (38%) of current Access Diploma students indicated that they were concerned or worried about aspects of higher education study.

Managing workload and coping with study at higher education level was a common concern for current Access students. Other concerns included 'fitting in' with University life, provision for those with specific educational need (such as dyslexia), and confidence issues.

*"... I have been out of education for 14 years so my concern is confidence, will I be academic enough to produce excellent work whilst at Uni."* Current Access to HE Diploma student.

*"[I am concerned about] How similar/dissimilar it might be to work on the access course. Whether the next step up in difficulty is one I can manage."* Current Access to HE Diploma student.

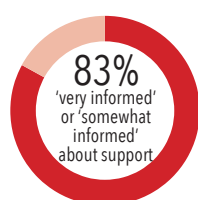


Some respondents acknowledged that gaining entry into Higher Education was not the end of their study skills journey, and there were concerns about when and how to continue this development whilst at University.

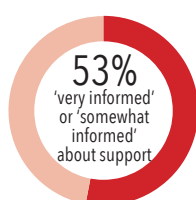
*"[I am concerned about] Self-guided learning in some of the more complicated modules."*  
Current Access to HE Diploma student.

*"Although I feel ready for HE I am concerned with developing further skills during HE."*  
Current Access to HE Diploma student.

Most current Access Diploma students felt at least somewhat informed about support available to them whilst at University. Former Access Diploma students were less well informed. A key reason for this change might be the current availability of guidance and support from a wide range of sources for current Access Diploma students including college tutors, University open days, electronic literature produced by providers (both HE and FE).



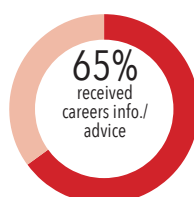
Current Access Diploma students surveyed



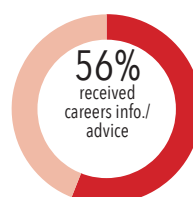
Former Access Diploma students surveyed

## CAREERS SUPPORT WHILST STUDYING ACCESS TO HE DIPLOMA

More current Access Diploma students had received careers information or support whilst on their Access Diploma course, than former Access Diploma students. Comments received in relation to this question indicate that the types of support were broadly similar for both groups - much of it coming from College tutors, Student Union advisers, University open days and various websites (including UCAS).



Current Access Diploma students surveyed



Former Access Diploma students surveyed

*"[Careers information, advice or guidance provided by] College tutors and tutors on University open days."* Former Access to HE Diploma Student.

*"[Careers information, advice or guidance provided by] A weekly session with a tutor to the whole group. We wrote a personal statement for the UCAS form."* Former Access to HE Diploma Student.

*"[Careers information, advice or guidance provided by] Meeting at Leeds City College student services in regards to my personal statement."* Former Access to HE Diploma Student.

*"[Careers information, advice or guidance provided by] Informal discussion with course lecturers, formal presentations from careers tams and visits from University teams."* Former Access to HE Diploma Student.

## WHICH HE INSTITUTIONS CURRENTLY PROVIDE GOOD SUPPORT FOR ACCESS DIPLOMA STUDENTS

In terms of who provides good pre-entry advice to potential applicants, the University of Bradford and the University of Leeds were the most-cited institutions by current Access Diploma students in our survey work. The University of Bradford was also perceived by over half of current Access Diploma student respondents as providing useful other forms of progression support. Whilst this provides very positive feedback to local Universities, we were keen to explore in our more detailed focus group work, areas for development or enhancement in University provision for Access to HE Diploma students. We therefore concentrated some of our lines of enquiry upon the specific areas of support for progression, requirements, and expectations of or from University.

### Support for progression to University

Whilst support was generally positive at College for our current Access Diploma student focus group participants, online or web-based support from some local HE institutions was variable. Some institutions provided clear information on support and entry requirements, whilst at others the information was inconsistent.

*"I didn't have to contact Coventry University, or Surrey - because the information I needed was on their website. Whereas with Leeds University, I came to two open days and I spoke with someone in the Biology Department and I was getting pointed all over the place. And for people who aren't that familiar with Leeds, to get pointed across campus is quite difficult ... with many other institutions, the information you need is clearly on their website."* Current Access to HE Diploma Student.

## Entry requirements and the University 'offer'

A number of those participating in our current Access Diploma student focus group indicated that there was a general lack of clarity in terms of what was required of them in order to be offered a place on a healthcare-related degree programme. This was particularly so at University open days where many academics and admissions tutors "don't talk about the requirements of Access provision", stated one Access Diploma student.

Others highlighted that they were often given conflicting advice from tutors and other academics at the same open day events.

*"... there's a lack of consistency between different professors and lecturers. One will say they expect one thing from access and the other will say something completely different."* Current Access to HE Diploma Student.

*"... oh yeah, I can talk to one lecturer, turn around for five minutes, talk to another lecturer, and I'll get a completely different answer on what I need to get in order to gain access to University."* Current Access to HE Diploma Student.

## Specific support for Access to Diploma students

There was a general view amongst our group of current Access Diploma students, that guidance and general open day support was overly targeted towards younger (traditional A-level) applicants. This was demonstrated, claimed a number of respondents, in the comments they received from open day organisers and facilitators.

*"... It is pretty dis-heartening at an open day for a facilitator or tutor to turn round and say (as they did to me): 'where's your mum and dad?' - I'm 26!"* Current Access to HE Diploma Student.

Others had similar experiences at University open days, where assumptions were made about Access Diploma students being the accompanying parents of potential applicants.

*"... in some presentations that I experienced, the presenters were saying things like: 'parents your child is going to be safe here, so please don't worry about them'. I wasn't interested in all of that - I just wanted to know about the course and what it could offer me."* Current Access to HE Diploma Student.

A number of potential solutions to the limited focus and support for Access Diploma students at open days, were put forward by focus group participants. One common suggestion was to ensure that someone with experience and understanding of working with former Access Diploma students was present at open day events where current Access Diploma students may present themselves.

*"... at general open days have a place where you can go where there is someone who knows about Access and knows about it across all the Faculties that are relevant to that particular open day ... I'm not expecting them to know the qualification inside out but you need someone who knows a little about it and how it works."* Current Access to HE Diploma Student.

One other suggestion put forward by some current Access Diploma students was to organise and host specific open day events for mature learners and/or Access Diploma students. This would enable the specific and important issues for Access Diploma students to be raised and discussed amongst potential applicants with similar backgrounds.

*"... we are all serious [Access students] about the subjects we have chosen ... when you sit in an open day with the younger ones - it's not their fault - but they discuss material things and what they got up to at the weekend - it's all very boring for us. We didn't come to the University to listen to that, it's not very important to us at an open day."* Current Access to HE Diploma Student.

## **Expectations of University**

Most of the participants in our focus group with former Access Diploma students reported that their expectations of university support had been fulfilled or exceeded. One student however had been disappointed and felt she didn't get enough academic support. Several had been warned by FE tutors that university study required more independence than was the case for the Access Diploma course. Two of the students had been dismayed by the low mark they'd received in their first university assignment having achieved distinctions in their Access Diploma course. Several complained that there was a lack of consistency between different university academics concerning what they wanted from the students and the amount of help they were prepared to provide. Students had to learn how to write for that tutor.

Current Access Diploma students, in their focus group session, believe that they are prepared for University provision having immersed themselves in an academically-demanding Access to HE Diploma Course. However, some felt that their commitment and hard work throughout the Access Diploma programme was simply reduced to an arbitrary grading which offered limited comparison to its A-level counterpart.

*"... my personal view is that our Access Course is more aligned to the style of learning at a University - rather than rote learning you do on A-level courses. This prepares you much better for the step into University - I don't think the Universities understand that, they just look at the grades."* Current Access to HE Diploma Student.

*"... with our [Access] exams we have to think things through and we get prepared through the year for these - when I did AS-levels a few years ago I just felt like you got given a textbook and were spoonfed the material in order to remember it."* Current Access to HE Diploma Student.

Several participants from our former Access Diploma student focus groups reported proactively seeking out help e.g. with critical analysis and writing in more depth. One student found it unhelpful to be signposted to online help or Skills@Library and would have liked one-to-one feedback from the tutor on how to improve her written work. One student reported doing 'phenomenally well' on placement but struggling with the academic side.

### **ONLINE OR VIRTUAL PROVISION CURRENTLY AVAILABLE TO SUPPORT ACCESS DIPLOMA STUDENTS**

In our focus group work with former Access Diploma students, we asked them to specify any online resourcing they found useful. In terms of online careers information, advice and guidance (IAG) resources, there appeared to be nothing specifically available aimed at adult returners. Certainly the students had no awareness of anything targeted at adults. Most advice seems to have come from tutors rather than careers staff in colleges.

Participants in both of our focus groups (former and current Access Diploma students) indicated that they had accessed and used University websites as an online resource to determine access requirements and support on courses of interest. Some had also compared the information available to that provided by other professional bodies/organisations in order to gain a more rounded picture of the support available to them.

*"I used the standard University websites as well as the Radiography Society and NHS websites to help me to identify suitable courses and provision. What I found, though, was that they weren't really related to Access provision, they were more general in nature."* Former Access to HE Diploma Student.

*"Coventry [University] has a page for Access students ... you eventually land on a page (dependant upon which subject you are interested in) and you are given the name and number of someone you can ring to discuss the specific you need to get onto, say, Chemistry ... that felt quite good when I was considering Coventry."* Current Access to HE Diploma Student.

### **WHAT LEVEL OF SUPPORT IS PROVIDED BY FE PROVIDERS FOR ACCESS DIPLOMA STUDENTS**

All the School of Healthcare students in the former Access Diploma student focus groups spoke very highly of their experience of an Access to HE Diploma. It had been useful, they had felt well-supported by their tutors (including receiving one-to-one feedback on assignments), and had become friends with their fellow students. They had found the course intense. It had prepared them well for embarking on study at HE, particularly with regard to learning to organise their own studies, meet academic deadlines, write essays, and use references. Two students mentioned that the Access to HE Diploma had provided a good foundation for the sort of group-working experience and communication skills that were needed for their university course.

### **Preparation for higher education and work experience**

One of the students within our former Access Diploma student focus groups reported that her Access Diploma had included a 2-week period for students to gain shadowing experience of the clinical environment. This opportunity would have been welcomed by the student who had felt unprepared for the placements.



### **Disability support for learners in FE**

Progression from FE to HE could have been easier for a student with learning disabilities if these had been addressed at College. It wasn't until she was at University that the conditions were diagnosed and she accessed appropriate support with skills and finance.

### **Financial information and support**

Finance was a major issue. Spending 4 years as a student was only affordable for some of the students if they gave up their independence and lived with their parents. One student had struggled to find out whether he would be eligible for a bursary as he already had a degree. (He did receive one).

### **Childcare support**

Several of those who were parents required help with child care (e.g. from family members). For one student remaining close to family support meant she spent 2 hours per day commuting between home and University. Student parents had to be disciplined about studying when the children were in bed or in childcare. There were comments that they regretted being unable to spend as much time with their children as they would like. However, having children motivated them to persevere.

### **REGIONAL/NATIONAL SUPPORT MECHANISMS THAT ENABLE ACCESS DIPLOMA STUDENTS TO PROGRESS TO ADVANCED STUDY IN HEALTHCARE PROGRAMMES**

Access to HE Diploma programmes are quality assured nationally by a network of validating organisations often referred to as AVAs (Access Validating Agencies). These AVAs are licensed by the Quality Assurance Agency (QAA), to develop, approve and certificate Access to Higher Education Diplomas.

Within the North Yorkshire and Humber region, the AVA is Certa, whose operating base is Wakefield. Certa works with all Access Diploma providers across the region to promote provision and ensure quality. The organisation also acts as a liaison point between course providers and progression route institutions.

### **The 'currency' of an Access Diploma**

As part of this research work, data were collected from Certa in relation to the performance of Access Diploma students, and their progression on to HE institutions. Certa's Chief Executive Officer (Julie Knowles) told us that despite Access Diploma provision being in existence for over three decades, there were still issues and concerns about its currency, place and importance in University admissions. Post-1992 institutions (also known as the former Polytechnics) have a strong tradition and history of supporting engagement with higher education, irrespective of background or the possession of traditional qualifications. Although this type and level of support for non-traditional learners has been lacking in older Universities, Certa and other regional and national policy-makers are beginning to put forward pressures to change the situation. In our discussions with colleagues from Certa they indicated that admissions tutors, in healthcare-related areas, should all have a knowledge and understanding of Access to HE Diplomas. This should include knowing about its form, structure and content - including what work goes into the development and support for Access Diploma provision, and what's required of the students.

*"We spend a lot of time with HE departments explaining what Access is about, we work across a great number of Universities. The message is getting through - but Access is still not universally understood by the HE community."*  
Chief Executive Officer, Certa, Access Validating Agency, North Yorkshire and Humber.

### **Access 'champions'**

The localised nature of Access Diploma provision has often enabled relationships to develop between providers and progression (HE) institutions. This works particularly well in those institutions where admissions tutors fully understand the Access Diploma programme and act as experts within their own University environment on the format, content, coverage of provision. Certa believe that, suitably supported and nurtured, these relationships can lead to some admissions tutors becoming Access to HE Diploma 'champions'.

*"... when we have those champions it is so positive. We really want to keep them informed of what we are doing because they are our greatest advocates and supporters in some Universities. It's often much better, or more effective internally, for an admissions tutor to say positive things about an Access Course than for us to say it. It can secure buy-in and support across the institution much more quickly."*  
Chief Executive Officer, Certa, Access Validating Agency, North Yorkshire and Humber.

# Concluding remarks

## **PROGRESSION FROM FURTHER TO HIGHER EDUCATION**

Our work, and review of available data, indicates that progression to healthcare programmes for mature learners can be a difficult journey to undertake. Some respondents told us that there was a general lack of clarity in terms of what was required of them in order for offers to be made on healthcare-related programmes. Additionally, for some learners, information on progression opportunities has been limited, fragmentary and contradictory in nature.

## **UNIVERSITY EXPERIENCE/OPEN DAYS**

Mature learners have considerable experience of visiting HE providers across the region (and beyond) prior to completing their Access Diploma programmes. Feedback on visits was generally positive although some commented that the concentration of effort towards certain potential student groups (traditional A level students) by HE providers led some to believe that applications from mature learners were not widely encouraged by Universities. It may be beneficial for HE providers, therefore, to think more carefully about support requirements of mature learners when developing or devising experience of open-days at institutions.

## **SUPPORT AVAILABLE**

Feedback we received throughout this research work suggests to us that information and support for progression (from FE to HE) could be more detailed and structured. One option for this would be the development of an easily accessible and cost-effective resource (positioned from a HE perspective) that demystified the process of progression and provided factually based information on entry requirements, financial information, study and other support available at University.

## **ONLINE SUPPORT**

Despite intensive efforts, we were unable to identify structured online content available to support mature learners in their journey from further to higher education. Material that is available tends to have been produced and managed by Colleges to support learners up to the point they complete their Access Diploma programmes. We believe that our research evidence indicates that mature learners would benefit from tailored online resources to support their learning journey from further to higher education.

## **CHANGING LANDSCAPE – THE UCAS TARIFF SYSTEM**

Our review of available literature, and our consultation with partners and policy-makers makes clear that support for Access Diploma and mature learners is inconsistent across the HE sector. The introduction by UCAS of the new tariff system for entry to HE (September 2017) attempts to make the currency of Access Diplomas more transparent by attaching tariff points to the qualification. However, Access Diploma providers, tutors and learners have expressed concern to us that the new system could place additional pressures on Admissions Tutors in Universities to increase entry requirements (with points scores beyond the reach of Access Diploma learners), in line with their pursuit of the 'best' students. Movements towards this approach may prove to be counter to the widening participation policies and commitments of some Universities (including the University of Leeds).



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# Survey results:

## Former Access Students

1. Please tick here to indicate that you have read the 'Participant Information' sheet linked above.

Answer Options	Response Count	Response Percent
Yes I have viewed the 'Participant information'	62	100%
Total responses	62	100%
No response	0	0%

2. What is your gender?

Answer Options	Response Count	Response Percent
Female	55	89%
Male	7	11%
Total responses	62	100%
No response	0	0%

3. What is your age?

Answer Options	Response Count	Response Percent
Up to 19 years old	5	8%
20 to 24 years old	18	29%
25 to 29 years old	11	18%
30 to 34 years old	9	15%
35 to 39 years old	8	13%
40 years old or more	10	16%
Total responses	61	98%
No response	1	2%

4. Which University degree are you studying for?

Answer Options	Response Count	Response Percent
Child Nursing	7	11%
Adult Nursing	20	32%
Mental Health Nursing	3	5%
Midwifery	13	21%
Diagnostic Imaging Radiography	9	15%
Healthcare Science Audiology	0	0%
Healthcare Science Cardiac Physiology	0	0%
Social Work	4	6%
Other (please specify)	3	5%
Total responses	59	95%
No response	3	5%

5. In which year of your degree are you?

Answer Options	Response Count	Response Percent
First year	25	40%
Second year	15	24%
Third year	20	32%
Fourth year	1	2%
Fifth year	0	0%
Total responses	61	98%
No response	1	2%



6. Which institution did you study with for your Access to HE Diploma?

Answer Options	Response Count	Response Percent
Bradford College	2	3%
Calderdale College	2	3%
Craven College	0	0%
Kirklees College	3	5%
Leeds City College	11	18%
Leeds College of Art	0	0%
Wakefield College	5	8%
Other (please specify)	30	48%
Total responses	53	85%
No response	9	15%

6. Which institution did you study with for your Access to HE Diploma?

(Other responses)

- Stockport College
- Canterbury College
- Leeds University
- Barnsley College
- Barnsley college
- Distance Learning Centre
- Sunderland College
- North Lindsey College, Scunthorpe
- Grantham College
- BarnsleyCollege
- University of Leeds
- Derwentside College, Consett, Co Durham
- University of Leeds
- Leeds University
- Open university
- Nw College Durham
- Harrogate College
- Middlesbrough
- Feversham College
- Tresham College of Further and Higher Education
- Burnley College
- Horsforth Site
- Solihul college
- Selby college
- Barnsley college

- University of Leeds
- Life long learning - university of Leeds
- South Cheshire College
- Distance Learning Centre
- Barnsley technical college

7. What Access to HE Programme did you study?

Answer Options	Response Count	Response Percent
Art and Design	0	0%
Business	0	0%
Computing	0	0%
Contemporary Dance	0	0%
Education Professions	0	0%
Engineering	0	0%
Health and Social Care Professions	2	3%
Health Profession	6	10%
Health Science Professions	9	15%
Healthcare Professions	14	23%
Human Science	1	2%
Humanities and Social Sciences	1	2%
Law	0	0%
Science	2	3%
Social Sciences	0	0%
Other (please specify)	19	31%
Total responses	54	87%
No response	8	13%

7. What Access to HE Programme did you study?

(Other responses)

- Health Science and Applied Science
- Nursing and other health related subjects
- nursing and midwifery
- Access to higher education
- Nursing & Healthcare
- Audiology
- Interdisciplinary Science Foundation
- Sociology

- interdisciplinary studies
- Level diploma in health and social and an introduction to healthcare
- Science and Health
- Health Sciences
- Nursing and Midwifery
- Health Science
- social work
- Nursing and allied health
- Nursing and midwifery
- Midwifery
- Nursing and other Health Professions

#### 8. How prepared were you for HE study?

Answer Options	Response count	Response percent
Very prepared	21	34%
Somewhat prepared	26	42%
Not very prepared	5	8%
Not at all prepared	2	3%
Total responses	54	87%
No response	8	13%
Average	1.78	

#### 9. Before you started your degree how informed were you about the support available to you at university for your degree studies?

Answer Options	Response count	Response percent
Very informed	7	11%
Somewhat informed	26	42%
Not very informed	18	29%
Not at all informed	3	5%
Total responses	54	87%
No response	8	13%
Average	2.31	

#### 10. Did you receive careers information, advice or guidance whilst on your Access Course?

Answer Options	Response Count	Response Percent
Yes	35	56%
No	20	32%
Total responses	55	89%
No response	7	11%

#### 11. Please tell us who provided this careers information, advice or guidance and what format it took.

- UCAS application advice
- lecture
- The in house careers advisor, I told her I wanted to go into nursing and she advised me to do access foundation (5 gcse's) followed by access health science. they also looked over my personal statement.
- One of the lectures discussed career options if I chose adult nursing
- Multiple times through the year our tutor would sit with us and discuss our future. If it is still what we want to, why we want to do and now we have our views changed since the last meetings. they were extremely 'hands on' in making sure we were on track in being able to meet the University's offers.
- Was within the college environment
- tutors at college
- college tutors for study skills and attending talks provided by college
- College Tutors and tutors on University open days.
- Tutors within skills sessions
- Cheryl hyne and tony bryan. Informal chat and lessons
- Support with UCAS application process.
- Strong links with university of Bradford, trips to visit and speak to staff and students."
- Lifelong Learning Centre
- Leeds University, via phone , email and letters by post
- The university, induction day
- Informal information provided by lecturers. A guest speaker from Finance dept at Teeside university.
- A weekly session with a tutor to the whole group. We wrote a personal statement for the UCAS form.
- careers when i visited them on advice on my university application and also mock interviewing.

- Several one-to-one sessions lasting 30mins-1hour with careers advisors at the college. Assisted with writing personal statements, application process and advice.
- Given talk from careers adviser
- Tutors as I started
- Academic lead took career advice, in form of a tutorial and personal feedback.
- We had various talks from university lecturers and students. We received advice from student finance.
- midwifery dept at university of leeds
- Careers adviser at the college
- Tutor lead tutorials and guest tutorials from universities

12. Which Universities currently provide good pre-entry careers information and advice for Access students wishing to progress to HE study?

Answer Options	Response Count	Response Percent
University of Bradford	12	19%
University of Huddersfield	14	23%
Leeds Beckett University	4	6%
University of Leeds	35	56%
Leeds Trinity University	0	0%
Other (please specify)	11	18%
Total responses	42	68%
No response	20	32%

12. Which Universities currently provide good pre-entry careers information and advice for Access students wishing to progress to HE study?  
(Other responses)

- Salford University, Liverpool University
- Leeds and Huddersfield are the only ones I am aware of
- Most just say what grades you need, with not a lot else.
- Hadn't looked at the other universities
- not sure
- Also attended sheffield university. Was so long ago it is hard to say if any were better than others. Dont even think i went to see any of them when attending open days.
- I don't know
- Unknown to me

- I had to call the university of Leeds to confirm I could apply for the social work degree as the website was unclear whether the course accepted my access to he qualification.
- No idea, didn't request any
- Sheffield Hallam University

13. Which universities are currently good providers of other forms of progression support for Access students wishing to progress to HE study?

Answer Options	Response Count	Response Percent
University of Bradford	8	13%
University of Huddersfield	7	11%
Leeds Beckett University	1	2%
University of Leeds	24	39%
Leeds Trinity University	1	2%
Other (please specify)	9	15%
Total responses	36	58%
No response	26	42%

13. Which universities are currently good providers of other forms of progression support for Access students wishing to progress to HE study?  
(Other responses)

- I have no knowledge of this
- Not sure what support provided by any.
- not sure
- As above. I think the title careers makes people think of jobs and when you are just starting out on a course its not the first thing you are thinking of, its nearer the end when you need help with completing CV's, mock interviews, what jobs or courses are available.
- I don't know
- Unknown to me
- Don't know
- No idea, didn't request any
- sheffield Hallam University

# Survey results:

## Current Access Students

1. Please tick here to indicate that you have read the 'Participant Information' sheet linked above.

Answer Options	Response Count	Response Percent
Yes I have viewed the 'Participant information'	66	100%
Total responses	66	100%
No response	0	0%

2. What is your gender?

Answer Options	Response Count	Response Percent
Female	44	67%
Male	22	33%
Total responses	66	100%
No response	0	0%

3. What is your age?

Answer Options	Response Count	Response Percent
Up to 19 years old	1	2%
20 to 24 years old	25	38%
25 to 29 years old	19	29%
30 to 34 years old	7	11%
35 to 39 years old	5	8%
40 years old or more	9	14%
Total responses	66	100%
No response	0	0%

4. Which institution are you currently studying with?

Answer Options	Response Count	Response Percent
Bradford College	16	24%
Calderdale College	19	29%
Craven College	0	0%
Kirklees College	0	0%
Leeds City College	30	45%
Leeds College of Art	0	0%
Wakefield College	1	2%
Other (please specify)	0	0%
Total responses	66	100%
No response	0	0%

5. What Access Programme are you studying?

Answer Options	Response Count	Response Percent
Art and Design	0	0%
Business	0	0%
Computing	0	0%
Contemporary Dance	0	0%
Education Professions	1	2%
Engineering	0	0%
Health and Social Care Professions	0	0%
Health Profession	12	18%
Health Science Professions	11	17%
Healthcare Professions	5	8%
Human Science	0	0%
Humanities and Social Sciences	6	9%
Law	0	0%
Science	30	45%
Social Sciences	0	0%
Other (please specify)	1	2%
Total responses	66	100%
No response	0	0%

6. Are you interested in studying a healthcare-related degree programme at HE level?

Answer Options	Response Count	Response Percent
Yes	51	77%
No	14	21%
Total responses	65	98%
No response	1	2%

7. How prepared are you for HE study?

Answer Options	Response Count	Response Percent
Very prepared	36	55%
Somewhat prepared	28	42%
Not very prepared	1	2%
Not at all prepared	0	0%
Total responses	65	98%
No response	1	2%
Rating Average	1.46	

8. Are you worried or concerned about any aspect of HE study?

Answer Options	Response Count	Response Percent
Yes	25	38%
No	39	59%
Total responses	64	97%
No response	2	3%

9. Please tell us about any concerns you have about HE study.

- The structure isn't there throughout and feels very unstable at times
- being able to afford to study HE and before doing the access course I have been out of education for 14 years so my concern is confidence, will be academic enough to produce excellent work whilst at uni
- How similar/dissimilar it might be to work on the access course. Whether the next step up in difficulty is one I can manage.
- Being able to handle the workload, and not getting the help I need with my dyslexia.

- That my access course will not have prepared me; That my disability will impact my studies; That my degree will not actually improve my career prospects as much as desired.
- Self-guided learning in some of the more complicated modules.
- That the work load will be heavy
- Style of teaching from certain teachers
- Being out of education for along time.
- Hoping I have enough basic learning.
- No concerns with the Uni or course, just anticipation/nerves to start.
- Main concern is the acceptance by universities of access course for the subject I would like to pursue at university (Dentistry)
- Essay writing what a case study involves
- Although I feel ready for HE I am concerned with developing further skills during HE
- Worrying about fitting family life around university. Worrying about managing the work load.
- dyslexia support and money worries
- Starting and fitting in
- Having the time to study at home
- About extra study groups should be allocated.
- University places, ACTUALLY getting the course you want to pursue.
- Feeling out of my depth, being overwhelmed with work.
- Mostly that the work load and expectation will be much higher than the Diploma course. Also that I will be feel behind in regard to other students.

10. How informed are you about the support that will be available to you at university for your degree studies?

Answer Options	Response Count	Response Percent
Very informed	14	21%
Somewhat informed	41	62%
Not very informed	7	11%
Not at all informed	1	2%
Total responses	63	95%
No response	3	5%
Rating Average	1.92	



11. Have you received careers information, advice or guidance whilst on your Access Course?

Answer Options	Response Count	Response Percent
Yes	43	65%
No	21	32%
Total responses	64	97%
No response	2	3%

12. Please tell us who provided this careers information, advice or guidance and what format it took.  
Found out myself from previous HE study.

- Student union at college via presentation
- It's been very minimal and only happened briefly duringucas application
- We only had one talk about a different course we could go on too if we did t get into uni nothing else
- Have only had one lady come in to talk to us from the university on one day.
- UCAS @ Bradford college emailed personal statement they made changes to improve & sent it back
- My tutor, casual conversation.
- Visits from university of Bradford representatives and from Bradford College HE course tutors
- Student services
- Meeting at Leeds city college student services in regards to my personal statement.
- College
- Open days letters emails
- leeds city college
- Advice hub
- Biology teacher Dr Annie Carr, academic skills tutor Rosie Ratcliffe
- leeds city college
- career advisers at Leeds
- Informal discussions other course lecturers, formal presentations from careers teams and visits from university teams
- University of York, letters, booklets etc.
- Leeds city college, Leeds Beckett University
- leeds beckett, emails and welcome letter
- no one
- Tutor within tutorials
- We've had talks about different career prospects, professionals from the University of Leeds and Bradford came to inform us.

- Helen
- Tutor
- college and careers
- Healthcare Professionals because i got a lot of information from a local Pharmacist and i did a lot of research as well.
- college
- Career advisers in college, subject tutors and healthcare professionals.
- Student Advice - Leeds City College
- Tutor gave brief information
- Tutor - verbal guidance
- Student services
- Tutor
- Tutors, students from universities held talks and presentations along with questions and answers.
- tutors, fellow students, suppoer staff
- Tutors, previous students. Informal and within college lessons
- My tutor, during my individual tutorials.

13. Which Universities currently provide good pre-entry careers information and advice for Access students wishing to progress to HE study?

Answer Options	Response Count	Response Percent
University of Bradford	38	58%
University of Huddersfield	24	36%
Leeds Beckett University	16	24%
University of Leeds	20	30%
Leeds Trinity University	4	6%
Other (please specify)	13	20%
Total responses	57	86%
No response	9	14%

13. Which Universities currently provide good pre-entry careers information and advice for Access students wishing to progress to HE study?  
(Other responses)

- Only applied to Sheffield Hallam
- University of Manchester
- Essex University. Newcastle University
- University of York
- Sheffield university and Liverpool university
- St Margaret's University Edinburgh
- University of York
- University of Liverpool, University of Bristol, Royal Veterinary College (RVC)
- University of Exeter
- University of York
- University of East Anglia, unsure about the rest.
- Salford
- Salford

- University of Exeter
- University of York
- Salford

14. Which universities are currently good providers of other forms of progression support for Access students wishing to progress to HE study?

Answer Options	Response Count	Response Percent
University of Bradford	34	52%
University of Huddersfield	23	35%
Leeds Beckett University	17	26%
University of Leeds	17	26%
Leeds Trinity University	6	9%
Other (please specify)	9	14%
Total responses	51	77%
No response	15	23%

14. Which universities are currently good providers of other forms of progression support for Access students wishing to progress to HE study?  
(Other responses)

- Only applied to Sheffield Hallam
- I don't know
- University of Manchester. MMU
- Essex University
- Sheffield and Liverpool
- University of Liverpool, University of Bristol, Royal Veterinary College (RVC)

