Index

| A levels, 152, 160, 180 | Business of WP, 3, 188, 202-204 |
|--|--|
| Ability, 92, 106, 127, 200 | competing imperatives and |
| Academia, 199 | confounding dichotomies, |
| Academic Services teams, 84 | 189–191 |
| Access Agreements, 47–49, 60, 129 | first degree, 198–200 |
| Access and Participation Plan (APP), | lifelong learning entitlement |
| 33, 50, 82, 168 | and potential impact on |
| regulation, 196 | business of WP, 195 |
| review, 177–178 | mismatched agendas, 195-197 |
| Access courses, 42, 156 | new markets, 198 |
| Access inequality, 64, 202 | for new providers, 177–178 |
| Access practitioners, 81–82 | pay, 192–193 |
| Access to higher education, 80, 104 | policy developments, 191–192 |
| Access work, 32, 80, 87–88, 95 | shifting priorities, 193–195 |
| Adult Education Colleges, 2 | success, 197–198 |
| Advisory Group on Access and | Butler Act (see Education Act) |
| Participation (AGAP), 43 | · · · · · · · · · · · · · · · · · · · |
| Aimhigher programme, 21, 24, 28, 46, | Centralisation, 41 |
| 48, 104, 107–108 | CFE Research, 139 |
| Alternative providers, 13, 58, 63, 69, | Charities, 27, 31, 102, 115, 169 |
| 168, 173–177, 189, 203 | Choice-driven market, 28–30 |
| Aspiration, 46, 91, 94 | Collaboration, 31–33, 43, 87 |
| Augar Report, 14, 64, 71, 191–193, | Collaborative outreach, 44, 50 |
| 202 | National collaborative |
| | programmes, 104 |
| Barriers, 30, 95, 190 | Collaborative work across |
| Binary principle, 64 | institutional boundaries, |
| Binary system of universities, 42 | 87–88 |
| Black, Asian and minority ethnic | Colleges of Advanced Technology |
| undergraduates (BAME | (CATs), 5 |
| undergraduates), 175, 199 | Committee on Higher Education |
| Brazil, 171–172, 176 | (CHE), 41 |
| Brightside, 27, 31, 106, 108, 112 | Competition, 31–33, 40, 113–114 |
| Brilliant Club, 31, 106, 139–140 | Connectivity, 114–115 |
| Browne Review (2010), 26, 28–29, | Connectors, 105–107, 109 |
| 172–173 | Conservative government (s), 4, 6, 21, |
| Business as usual, 40 | 64, 198, 202 |
| historical efforts to widen access, | Conservative-Lib Dem Coalition |
| 40–51 | government, 28 |
| | |

| Datafication, 13, 150 | frameworks, 138–139 |
|---------------------------------------|---------------------------------------|
| Dearing Report, 7, 21–24, 43, 58, 85, | as functional approach to tracking |
| 188 | and monitoring, 125–126 |
| Dearing Review, 2–3, 8, 20, 172 | growth of evaluation products, |
| Degree awarding powers (DAP), 5, 7, | 135–140 |
| 50, 173, 192 | history, 124–132 |
| Department for Business, Innovation | practice, 126 |
| and Skills (DBIS), 48 | services, 136 |
| Department for Education (DfE), 6, | Evaluators, 107–108, 123, 131–135, |
| 148, 192 | 140–141 |
| Department for Education and | Evidence, 12, 14, 28, 43, 60, 87–88, |
| Employment (DfEE), 24 | 130, 132, 201 |
| Department for Education and Skills | Exame Nacional do Ensino Médio |
| (DfES), 24, 46, 60 | (ENEM), 171 |
| Differentiation, 3, 6, 10, 25, 27–28, | Exempt Charities, 5 |
| 31, 57–59, 61, 63, 67–69, | Expertise, 23, 102, 108–109, 134–135, |
| 135–136 | 200 |
| Disability Discrimination Act, 43 | |
| Disability statements, 43–44 | Fair access, 2–3, 20, 26, 47, 67, 188 |
| Dual economy of WP policy, 31–33 | Fee-distribution, 29 |
| Dual imperative, 4, 14, 70, 187, 190, | Foundation degrees, 45, 154, 195, |
| 200, 202 | 198 |
| Dual price mechanism, 193 | Funding, 111–113, 128 |
| | method, 44 |
| East Midlands WP Research and | Further and Higher Education Act |
| Evaluation Partnership | (1992), 5–6, 13, 42, 58, |
| (EMWREP), 137 | 149–150, 188 |
| Economic imperative, 20, 60, 80, 85, | Further education (FE), 2, 24, 148, |
| 93, 147, 148–150, 152, 154, | 169, 192 |
| 158–159, 161–162, 190, 197 | definitions and purposes, 148–149 |
| Education Act, 41, 148, 172 | economic vs. educational |
| Education Endowment Foundation | imperative, 149–150 |
| (EEF), 105, 201 | generation of creative, successful |
| Education Policy Institute, 133 | solutions, 154–160 |
| Educational imperative, 149–150, 152, | HE in, 154 |
| 154, 161, 163, 192, 196 | providers, 138 |
| English HE, 60, 62 | T levels, 152–153 |
| market, 4, 15, 188 | widening participation, 150–152 |
| supply and demand work in, 65–67 | Further Education Colleges (FECs), |
| Entry criteria permits, 47 | 2, 42, 87, 189 |
| Equality Act (2010), 26, 158 | |
| European Union (EU), 64 | Gifted and Talented strand of |
| Evaluation, 107 | Aimhigher, 28 |
| challenges of WP evaluation, | Globalisation, 4, 64, 85 |
| 132–135 | Government agencies, 49, 87, 102, |
| consultancy, 139–140 | 111 |

| Happiness industry, 94 | Institutional agendas, inability to |
|--|---|
| Higher education (HE), 2, 45, 80, | articulate, 87 |
| 104, 124, 148, 188 (see also | Institutional level, 10, 12, 59, 73, 102, |
| Further education (FE)) | 189–190, 195, 197 |
| expansion, 20 | Institutional policy agendas, 86 |
| in FE, 154 | Institutional responsibility, 20, 28, 30 |
| policy, 2, 8, 124 | International competitiveness, 71 |
| progression, 137 | IntoUniversity, 27, 31, 115 |
| regulation, 124 | |
| regulatory landscape in England, 168 | Key performance measures (KPMs), |
| sector, 61 | 34, 51, 176 |
| systems, 20, 57 | Knowledge exchange (KE), 2, 190 |
| teaching and learning in, 40 | |
| Higher Education Access Tracker | Latin America, 169–170 |
| service (HEAT service), 137 | Leadership, 115–117 |
| Higher Education Act (HEA), 10, | League tables, 10, 25, 33, 42, 72, 85, |
| 25–27, 46 | 150 |
| Higher Education and Research | Learning and Skills Council (LSC), |
| Act (HERA), 5, 33, 58, | 43, 46 |
| 173–175, 189 | Level playing field, 173–175 |
| Higher Education Funding Council for | 'Liberal arts' approach, 41 |
| England (HEFCE), 6, 23, | Lifelong learning entitlement and |
| 25, 27, 40, 42, 46, 60, 106, | potential impact on |
| 125, 190 | business of WP, 195 |
| Advisory Group, 43 | Lifelong Learning Networks, 46 |
| employees, 47 | Lifelong Loan Entitlement (LLE), |
| Strategic Plan 2000–2005, 61 | 198 |
| work, 45 | Local authorities (LAs), 5 |
| Higher education institutions (HEIs), | Low participation neighbourhoods |
| 7, 43, 83 | (LPNs), 93 |
| Higher Education Policy Institute | |
| (HEPI), 30, 108 | Market, 40 |
| Higher Education Policy Statement | mechanisms, 8 |
| and Reform, 192 | parameters, 59–60 |
| Higher Education Providers (HEPs), 21, | principles, 104 |
| 58, 80, 83, 102, 125, 168, 195 | Market failure, 33, 199 |
| hidden agendas of, 84–85 | Marketing, 84 |
| Higher Education Statistical Agency | Marketisation, 8–9, 64, 80, 126–128, |
| (HESA), 127, 137, 175 | 150 |
| Human capital, 2, 4–5, 8, 14–15, 22, | business, 25–27 |
| 30, 66, 86, 202, 204 | distinction and WP evaluation, |
| Hybrid organisations, 106 | 135–136 |
| | of education, 95 |
| Impetus, 104–105, 115 | Meritocratic/meritocracy, 6, 14 |
| Information technology systems | Meta-evaluation, 128–129 |
| (IT systems), 180 | Metrics in education, 148 |

| Mixed messages, 131–132 | Office for Fair Access (OFFA), 9, 25, |
|---------------------------------------|---------------------------------------|
| Monitoring, 131–132 | 40, 58, 104, 125, 190 |
| Morality in competitive market, 63–65 | funding and investment in, 69 |
| Multilevel policy process, 7–11 | guidance, 61 |
| | Office for Students (OfS), 9, 30, 33, |
| National Collaborative Outreach | 40, 58, 129, 168, 191 |
| Programme (NCOP), 21, | Open University (OU), 62–63 |
| 87, 104, 130, 200 | Operational level, 3 |
| National collaborative programmes, | Operationalisation and practice of |
| 104 | WP, 11–15 |
| National Committee of Inquiry | |
| into Higher Education | Paradigm war, 132 |
| (NCIHE), 23 | Participation, 5, 20, 32 |
| National Education Opportunities | Participation of local areas (POLAR), |
| Network (NEON), 95, 107 | 46, 92 |
| National Endowment for Science, | Performance-based funding (PBF), 4 |
| Technology and the Arts | Performative approach to education, |
| (NESTA), 108 | 128 |
| National Foundation for Educational | Philanthropy, 105 |
| Research (NFER), 139 | Policy, 19, 191 |
| National Networks for Collaborative | Policy churn, 124, 131, 135, 163 |
| Outreach scheme (NNCO | Policy development, 4, 7, 21, 33, 40, |
| scheme), 32, 88, 104, 130, | 50, 191–192 |
| 200 | Policy enactment, 3, 7, 82, 102 |
| National policy agendas, 85–86 | staircase, 3, 7, 40, 52, 189 |
| National programmes, 125 | Policy implementation, 7, 192 |
| National Strategy for Access and | Policymaking, 7 |
| Student Success, 31–32, 49, | Polytechnics, 2, 6, 8, 188 |
| 69, 108, 127, 190 | Polytechnics and Colleges Funding |
| Negotiation, 40 | Council (PCFC), 42 |
| Neoliberal market, 20 | Post-1992 universities, 7, 10 |
| Neoliberalism, 3, 147 | Post-crash austerity regime, 126 |
| Network for Evaluating and | Post-pandemic practices, 95–96 |
| Researching University | Postgraduate research (PGR), 199 |
| Participation Interventions | Postgraduate taught (PGT), 199 |
| (NERUPI), 138 | Practice |
| Networked governance, 107 | must/could/should of, 94-95 |
| Networks, 114–115 | in post-pandemic world, 95–96 |
| New College of the Humanities | Practitioners, 11–12, 59, 80, 83, 88, |
| (NCH), 13, 173 | 96 |
| New Labour government, 2, 24, 103 | Pragmatic experts, 108–109 |
| New providers, 13, 134, 48, 63, 168, | Pragmatic theory-driven approach, |
| 172, 184 | 129–132 |
| 'New public management', 4, 8, 22, | Pragmatism, 91–93 |
| 104–105, 188 | Pre-1992 universities, 28, 64, 92 |
| Non-prestigious institutions, 65 | Prestige, 60 |

Private higher education (PHE), 2, Social agendas, 86–87 13, 168 (see also Higher Social inequality, 171 education (HE)) Social justice, 190 business of WP for new providers, in competitive market, 63–65 Social mobility, 26, 188 177 - 178challenges in delivery, 179-181 individual responsibility for, 30 global PHE context, 169-171 and outside organisations, 31 institutional context, 178–179 and risk agenda, 69-71 level playing field, 173–175 Social Mobility Commission (SMC), plans for future development, 107 Social return on investment, 108 182-183 Social vitality, 150 private providers and WP, 175–177 Specialist Evidence Evaluation UK context, 171–173 WP work, 181-182 Research service (SEER Private providers, 175–177 service), 140 Private-sector, 4, 168, 175 Specialist providers, 42, 179 Privatisation, 8 Standardised tracking of outcomes with benchmarking Professionalisation of WP, 90–91 Progression framework, 130 and evaluation service Pupil premium, 92 (STROBE service), 138 Standards of evidence, 108 Quasi-markets, 65 Student ambassadors, 89, 95 Student Experience, 84 Student number controls (SNCs), 29 Raising aspirations, 24, 30 Randomised control trials (RCTs), Sub-degree qualifications, 24, 198, 129, 132-133 Real price differential, 65–66 Sutton Trust, 31, 104-105, 107 Realising Opportunities programme, 92 System differentiation, 58 Recruitment, 84 differentiated market and drive Regulation, 20, 33-34, 169 to widen participation, Regulatory growth, 58 60 - 61Research and development, 45 market parameters, 59–60 Resource Accounting Budget (RAB morality and social justice in competitive market, charge), 193 Resource dependency, 5 63 - 65Retention, 30, 44 risk and differentiation, 67–69 Retention and success, 58 social mobility and risk agenda, Return-on-investment analysis, 127 69 - 71Risk agenda, 69-71 supply and demand work in English HE, 65-67 Risk and differentiation, 67–69 Robbins Report, 5, 7–8, 41–42 Russell Group of research-intensive T levels, 152–153 universities, 42 Targeting, 91–93, 127, 131 Taught degree awarding powers

(TDAP), 172

Teach First/Teach for All, 105

Sector pushback, 133-134

Sectoral level, 9

| Teaching and Higher Education Act | Values, 95, 102, 117–120, 197 |
|---|---------------------------------------|
| 1998, 25 | Value for money, 12, 71, 125–129, |
| Teaching Excellence Framework | 131, 136, 141, 197 |
| (TEF), 31, 63 | Variable bursaries, 61 |
| The Bedford College Group (TBCG), | Variable fees, 28–30 |
| 148 | • |
| Theory of change, 130, 139 | Widening access, 22, 32, 43–45, 47, |
| Theory-driven evaluation, 131 | 49–50, 69, 183, 190, |
| Third sector organisations (TSOs), | 202–203 |
| 2, 21, 102, 104, 109, 189 | Widening participation (WP), 2, 20, |
| Third Sector Widening Participation | 40, 58, 80, 124, 150–152, |
| Organisations (TSWPOs), | 188 |
| 102, 194 | access practitioners, 82 |
| conditions of enactment, 109 | 'access to HE' to 'participation and |
| landscape, 103–105 | success in HE', 30–31 |
| research outline, 109–119 | activity within institutions, 23 |
| roles and functions, 105–109 | aspiration, 94 |
| Tracking, 125, 131–132, 141 | as business as usual for |
| products, 137–138 | institutions, 6–7 |
| Transforming Access and Student | as business as usual for state, 4–6 |
| Outcomes (TASO), 12, | challenges of WP evaluation, |
| 133, 200 | 132–135 |
| Trial-based designs, 134 | collaborative work across |
| Trials approach, 132 | institutional boundaries, |
| Tuition fees, 2, 7, 25–26, 29, 34, 58, | 87–88 |
| 61, 63, 65, 126–127, 136, | dilemmas of market, 91 |
| 172–173, 179 | dual economy of WP policy, 31–33 |
| , | enactment, 101 |
| UK Visas and Immigration (UKVI), | hidden agendas of HEPs, 84-85 |
| 175 | inability to articulate institutional |
| Uncertainty, 50, 52, 128 | agendas, 87 |
| Uni Connect programme, 21, 34, | individual responsibility for social |
| 87–88, 104, 200 | mobility, 30 |
| Unique learner number (ULN), 137 | institutional policy agendas, 86 |
| Universities Funding Council (UFC), | institutional responsibility, 28 |
| 42 | institutions in shaping practice, |
| Universities Grants Committee | 84 |
| (UGC), 5, 168–169 | linking policy to practice, 82–84 |
| University and College Union | marketisation business, 25-27 |
| (UCU), 149 | must/could/should of practice, |
| University Colleges Admission | 94–95 |
| Service (UCAS), 64, | as national concern, 23–25 |
| 137, 193 | national policy agendas, 85-86 |
| University of Buckingham, 168 | operationalising business of, |
| University title (UT), 42, 50, 173–174, | 11–15 |
| 192 | policies to practices, 80–81 |

policy context, 21–22
policy in development of English
competitive market, 3–4
policy regime, 168
politics of expansion, 22
practice in post-pandemic world,
95–96
practitioners, 88–90
private providers and, 175–177
professionalisation, 90–91
regulated, 33–34
sector, 27–28
social agendas, 86–87

social mobility and outside
organisations, 31
state WP intervention in context of
developing market, 7–11
strategies, 44
targeting and pragmatism, 91–93
variable fees and choice-driven
market, 28–30
Widening participation strategic
assessments (WPSAs), 126
Workers Educational Association, 41
Working-class people, 41
World War II (WWII), 171–172