Higher Education Progression Framework Guide

June 2008

Aimhigher...

Action on Access
The National Co-ordination Team
for Widening Participation

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Contents

Preface

Higher Education Progression Framework Guide

Action on Access was commissioned in 2007 by the HEFCE to develop some initial work on a framework for Aimhigher into a full-scale feasibility study which would inform both guidance for Aimhigher and the development by Aimhigher Partnerships of strategic and operational plans for 2008-2011. We are extremely grateful to Dave Coppock, Regional Aimhigher Manager for the East Midlands, who has led this work, to the six consultants and Partnerships who helped develop the Progression Framework and to the members of the Steering Group and others who helped shape it.

Although principally developed as guidance for Aimhigher Partnerships, the Progression Framework has received positive feedback from higher education institutions (HEIs). The widening participation (WP) community is already expressing interest as part of universities' own approaches to outreach work. In a recent speech John Denham said that the next phase in widening participation must be collaboration "to form deeper, longer-term relationships which last for years rather than days" and which are "based on shared aims and objectives that build systems, processes and structures for success that lasts". Universities engaging directly with schools in a sustained way can make use of the progression model approach to prepare students for higher education (HE), in particular, the priority groups identified in, 'Higher education outreach: targeting disadvantaged learners' guidance (HEFCE 2007/12). Equally importantly, HEI widening participation teams may wish to consider how their own outreach work links with Aimhigher progression model planning.

Rhiannon Evans
Director of Action on Access & Chair of the Higher Education Progression Framework Project Steering Group

Introduction

The Higher Education Progression Framework Guide was initially developed as guidance for Aimhigher Partnerships and it remains central to the next phase of Aimhigher. However, the Framework can be adapted for use by HEIs involved in developing school/college/learner/ HEI links as part of their own outreach work. In order to support this, the Framework remains developmental and will seek, in the future, to encompass widening participation interventions more generally. Consultation and dialogue will continue with Aimhigher partnerships, HEIs, schools and colleges, to ensure a full engagement of all the partners who have a role to play in the widening participation agenda. Framework is used in this document to denote the overarching concept and principles, whereas model denotes local interpretation and delivery. Feedback from stakeholders has indicated that the Framework is a useful tool which moves WP practice away from menus of activity to programmes planned by partners.

Dave Coppock
Regional Manager, Aimhigher East Midlands & Lead Consultant for the Higher Education Progression Framework Project

Executive Summary

Many Aimhigher partnerships are adopting a planned, integrated, sequential and progressive approach to raising aspirations and attainment, and improving progression for learners who have been identified in 'Higher education outreach: targeting disadvantaged learners' (HEFCE 2007/12). The Higher Education Progression Framework Feasibility Study has examined examples of this approach in order to identify best practice and offer guidance to encourage partnerships to move towards adopting a progression model method of delivery in the next phase of Aimhigher. The Guidance for Aimhigher 2008-11 (January 2008/05) recommends the development of progression models and the importance of associating transition-related learning outcomes and milestones with the various phases of education experienced by a learner. Strategic and operational plans will need to address the ways in which the partnership will develop co-ordinated programmes for learners with partner schools, colleges and HEIs.

The Feasibility Study Report will offer some guiding principles and characteristics to underpin further developments and these are summarised in this Guide. Also included is an exemplar higher education curriculum map which suggests that delivery needs to operate, as far as possible, like a transition curriculum to develop skills to facilitate both progression to, and success in, HE. The curriculum is based on specific learner outcomes (and associated activities to deliver these outcomes) relating to the stages of a learner journey towards HE. It is not intended to be prescriptive and other experiences might make an equivalent contribution to the learner journey and outcomes. In addition, it is the responsibility of schools and colleges to make the final decision about the final shape of their progression curriculum and the ways in which learners fit within it, since they are responsible for planning the curriculum for young people. The curriculum should be simple and easy to operate. What is important is that activities are sequenced in order to deliver identified learner outcomes at particular phases in that journey. As far as possible the schedule of activities and experiences should be personalised to enable learners to influence their own sequence of activity.

The example curriculum is designed for learners under 19 and suggests a three phase approach: an introductory phase prior to Year 10; a developmental phase around Years 10 and 11, and a consolidation phase for post-compulsory learners. As such the curriculum is very much school and college focused, and could be used to support key stages of the national curriculum. Learners aged 13-19 are a key target group for Aimhigher and the focus will remain on this group. However, it would be possible to develop a similar curriculum for other groups (adults re-entering education, apprentices or those in employment) which is not age- or phase-related and which could be delivered in a shorter timeframe. The learner outcomes could be adapted to meet the specific needs of these groups.

The Higher Education Progression Framework

The Vision

The Higher Education Progression Framework provides a set of principles and characteristics to guide partnerships and institutions in moving beyond one-off WP interventions to a sequence of experiences for learners within a sustained and planned programme "integrated with the activities of the wider learning community of schools and colleges"[1].

Core Principles

The Higher Education Progression Framework seeks to provide guidance based upon the core principles that any progression model should:

- be targeted at designated cohorts or individual learners (and their influencers), who will be supported throughout a clear learner-centred journey which adds value in terms of specific outcomes

- extend choice and ensure impartiality, most notably at key transition points

- deliver clusters of activity which are flexible, locally determined and learner focused, ensuring coherence across providers and adding value to the activities of partners, other frameworks and improvement plans

- seek to demonstrate a robust evidence base which evaluates the impact of a sequence of activities on progression and attainment and which articulates with local systems to track learners

- be cost effective.

Key Elements in Developing a Progression Model

There are a number of ways to plan and implement a progression model and the following is based upon an analysis of existing projects. Any partnership developing a progression model will need to consider many of the following issues. The issues are dealt with in greater detail in the report on the Feasibility Study, which is available on the Aimhigher pages of the Action on Access web site: www.actiononaccess.org

Strategy

- The quality and depth of the relationships between key partners are essential to success. A collective will to succeed should make a progression model meet the objective of a continuum of activities and support.

- Key stakeholder involvement in planning, implementation and delivery, ensuring Aimhigher adds value to other initiatives and, in return, ensuring others add value to Aimhigher.

- Gaining the strategic support of senior managers in schools and colleges and linking with school and college improvement strategies.

- Understanding and taking account of the wider learner community context (14-19 developments, Gifted and Talented and the Specialist Schools and Academies Trust's Higher Education-Related Learning Framework) and dovetailing with curriculum and guidance programmes.

- Engaging with parents/carers and learners.

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[1] Widening Participation: a review' report to the Minister of State for Higher Education and Lifelong Learning, HEFCE, November 2006, p.4,8.

Organisation

- Devolved or centralised structures offer different benefits in the adoption of progression models, but successful models depend upon the quality and depth of relationships, irrespective of the organisational and operational structures.

- There is a need for careful planning through regular meetings.

- Consideration must be given to the context in which Aimhigher delivery overlaps with local 14-19 arrangements.

Operation

- Staff must work closely with or in schools and colleges to ensure a coherent, flexible, personalised and enjoyable experience or journey.

- Learners, as well as their teachers, should be involved in planning programmes thus ensuring that learners perceive that they are on a progression 'journey'.

- Opportunities for self-reflection should be integrated.

- The model should be costed, and capacity and resource implications considered, in order to determine the size of the target cohort and the scope of the programme.

- Consideration should be given to securing a consistent school and college commitment to the framework in order to provide ongoing support for learners.

Learner Outcomes

- Particular attention should be given to the learning outcomes and learner needs.

- The programme must be sequential and progressive with a focus on the key transition points and identify the basic core offer and/or the additional support and activity available.

- Completion of the programme may be evidenced through an accreditation process which provides the learner with awards recognised by HEIs.

Evidence

- An evidence strategy which includes an evaluation of the whole as well as the constituent parts is important.

- Tracking procedures which plot activity profiles, attainment and progression are helpful and should be secured if possible through data sharing arrangements.

- Learner outcomes rather than activity should be the basis of evaluation.

The Higher Education Curriculum Map

It will remain up to the individual Aimhigher Partnerships to decide what the key components of a progression model will be. However, many partnerships have indicated that they would welcome an indicative set of learner outcomes that could be adapted locally in conjunction with the activities to deliver the outcomes. Partnerships have been asked to keep to a minimum the number of one-off projects and will be expected to produce plans which reflect an emphasis on sequenced experiences appropriate to learners on the programme.

These include:

- Campus visits

- Mentoring

- Subject enrichment, master classes or revision sessions

- HEI student ambassadors and Aimhigher Associates in school and college sessions and IAG events

- Summer Schools and HE-related residential experiences

- School-based interventions as part of a programme agreed with schools and colleges.

These activities (and others which can make a contribution to the learner journey to HE) will need to be sequenced in order to deliver the identified learner outcomes at particular phases. Activities can take place with differing intensity and character over the different phases (primary, early secondary, key-stages, post-compulsory, etc) of a progression curriculum and the interventions will need to reflect the changing needs and maturity of the learner. It is important to ensure that the activities are developed in such a way as to ensure that the identified learner outcomes (as well as programme outcomes) can be achieved.

Programmes will also need to be developed with an understanding of the key elements which need to underpin the whole learner journey. These include:

- Principles laid out in 'Every Child Matters' Green Paper DfES September 2003

- Fitting in with institutional curricula

- Impartial IAG

- Contributing to school and college progression measures

- Self-reflection.

The curriculum map that follows is just one example and is based around identified specific learning outcomes such as:

- The awareness of HE opportunities and a basic understanding of HE and its significance

- Experience of working in a HE environment and contact with HE staff and students

- Recognising the links between their current curriculum and study at HE level

- Understanding the different types of institutions and courses

- Making informed decisions and recognising that choices may influence career aspirations and options

- An understanding of their own learning styles

- Demonstrating and applying the skills required for study at HE level: critical thinking, independent learning, demonstrating that they can organise their own work, etc.

The curriculum example operates through a three phase approach: an introductory phase prior to Year 10[2], a developmental phase around Years 10 and 11 and a consolidation phase for those in post-compulsory education. A learner journey might be made up of some of the components of each phase as appropriate. Some of the activities and their learning outcomes can be developed over more than one phase, as shown in the table on the following pages. An important consideration is the ways in which the sequenced activities bring about the construction of a positive identity among the targeted cohort and the mechanisms for self-evaluation along the journey. Any Aimhigher progression curriculum at the local level must be easy to use for partners in schools and colleges and should also identify which organisation is leading on and delivering each element (e.g. school, HEI, Aimhigher Partnership or Local Authority). Progression models should be developed in such a way that they identify what all partners are contributing in terms of sequenced experiences or activities, and not just what Aimhigher partnerships are doing. The curriculum needs to distinguish between the way Aimhigher can contribute to specific learner outcomes and what the learner already does and achieves in school and college. Partners will be routinely contributing, for example, to informing young people about HE - for example in schools through the PSHE curriculum or through the HERL Framework in Specialist Schools and Academies. The DIUS Aimhigher "Get into higher education" teaching resources could be used by schools and colleges[3] to deliver their part of the Higher Education Framework. In addition, the outcomes could be discrete in themselves or could contribute to a wider (school/college) outcome.

The example provided on the following pages includes a final column which may be used to assess whether the learner outcomes have been met or how learners are able to demonstrate these outcomes.

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[2] Many partnerships recognise the importance of working with learners from an early age. This curriculum example supports the key target age group of 13-19. However, it could be adapted to incorporate working with younger learners in primary schools (or with adults in the community or the workplace).

[3] There is a separate resource for schools, which is suitable for 13-16 year olds (Get into Higher Education: Teaching materials for Years 9 to 11), and for FE, which is suitable for 16-19 year olds (Get into Higher Education: Tutors' resource materials). These are available online at www.teachernet.gov.uk/aimhigher or free copies can be ordered from DIUS by calling the Aimhigher hotline on 0800 587 8500 and quoting reference codes Teachers07 and/or Tutors07.

Conclusion

The interim report on the Progression Framework[4] was well received by both Aimhigher partnerships and by HEIs and partners developing school, college, learner or HEI links as part of widening participation. Although the initial study originated with Aimhigher partnerships, and is geared towards helping Aimhigher partnerships in the 2008-11 phase, the Framework remains developmental as it will encompass widening participation interventions more generally in the future.

The Framework is a timely development and one which provides an overarching structure within which deeper partner relationships can evolve. It can make a significant contribution in drawing strands together. However, there are some notes of caution and a number of issues to be addressed. One issue which institutions and partnerships are addressing is the need to reflect on the notion of breadth versus depth in terms of their programmes of activity. Another issue is the evaluation of the programmes in ways which provide evidence that the added value for the learner of combined elements, activities or coherent programmes is greater than the sum of the parts. These (and other) issues were articulated at the two consultative seminars held in early 2008 and will be investigated further as the development process continues.

In addition, widening participation practitioners have indicated the kind of staff development they anticipate would be required at local and national levels to support the development of progression models. It was felt that national events for planners and co-ordinators on, for example, implementation strategies to engage schools and identify what schools and colleges need, could be cascaded at a local level. Practitioners and planners would also welcome support from the DCSF in taking the higher education progression model forward with schools. Good practice might be extended beyond the existing guide and might include; matching outcomes to activities, a template outlining interventions at each stage, a manual with illustrative materials for different learner outcomes, a checklist for reviewing and evaluating, and further guidance for university, college and schools' use.

Recommendations

The work carried out through the feasibility project is only the beginning. Consultation and dialogue will continue with Aimhigher partnerships, universities, schools and colleges and the Progression Framework will evolve and develop.

The Steering Group therefore recommended the following actions so that refinements and changes are captured and issues and findings related to the implementation are logged and shared.

It recommended that:

- A group is set up under Action on Access to take an overview of developments, to gather evidence from plans and report progress and to gather case studies and disseminate good practice. Membership should include Aimhigher, university widening participation leads and LA and school representatives, including borough co-ordinators.

- The group would make periodic reports to appropriate HEFCE/DIUS groups or appropriate committees.

- The annual Aimhigher monitoring and evaluation reports should include reference to progress on the Higher Education Progression Framework.

- Action on Access should work with the Aimhigher National Communications Resource Team to ensure that their communication strategy includes branding of the Higher Education Progression Framework.

- HEIs, schools and colleges should be supported in the development of the Progression Framework for their outreach programme and be encouraged to adopt it, where appropriate.

- Resources for the ongoing development of the Higher Education Progression Framework should be recognised in the budget for the widening participation national co-ordination team as it goes forward.

[4] Progression Framework Feasibility Study Interim Report, Action on Access, January 2008.

Table: An Example Higher Education Curriculum Map

Introductory Phase: (e.g. Key Stages Two-Three)						
No.	Learner outcomes	Examples of associated activities	Description	Partners involved in delivery	Evidence and Evaluation	Examples of Evidence
1	An understanding of the concept of a 'progression journey'.	Launch events; mentoring; IAG.	Events and/or one-to-one guidance to ensure that the learner understands what a progression journey is - planned to support their progression and to develop the competences to succeed.	Local authorities; schools and colleges; Aimhigher/HE staff.	An ability to recall what a progression journey is and to begin to understand individual needs.	Activity evaluation; self-reflective log signed off by teacher/mentor/Associate.
2	An introduction to HE to raise aspirations and motivation.	Road Shows; HE visits/ACE days; Family/Carer Events; HE representation at Parents and Options Evenings.	An introduction to HE and experience of working in a HE environment and contact with HE staff, students and facilities. Challenging HE stereotypes, "it could be for people like me". Understanding issues around transition (primary to secondary, post-16 etc). Helping young people to explore their interests and links to the whole range of possibilities. Engaging parents/carers to dispel myths and allay fears and to motivate them to effectively support their child's progression to HE.	Aimhigher/HE staff; schools and colleges.	Raised awareness of HE and a consideration of 'is it for me?' Recognising individual abilities and limitations. Active participation in activities. Demonstrating a commitment to the opportunities HE presents. Differentiating between phases of education and planning for transition.	Activity evaluation and activity biographies; self-reflective log signed off by teacher/mentor/Associate. Professional judgement of teachers. Phased surveys of attitudinal change.
3	Introducing the language of HE.	HE visits, etc; Ambassadors/Associates in schools and colleges.	To familiarise pupils with some of the jargon related to HE.	Aimhigher/HE staff and students.	The ability to recall and explain the terms used in HE: honours degree; graduate; fresher; campus; foundation degree; BA/BSc; UCAS; gap year, etc.	Activity evaluation. End of phase questionnaire.
4	Recognition of the link between own curriculum and study at HE level and an increased interest in continuing to study.	HE Visits; Mentoring; Revision Workshops; Careers Guidance.	Understanding the link between hard work and opportunities. Development of techniques such as mind mapping and memory techniques to aid motivation and attainment. An introduction to the range of qualifications and careers and how educational decisions in school impact on opportunities and post-16 progression.	Schools and colleges; HE and Aimhigher staff; Connexions.	Systematic planning to problem solving. Comparing and relating opportunities and a commitment to planning for personal development.	Professional judgement of teachers. Learner self-reflective log signed off by teacher/mentor/AH Associate. End of phase questionnaire.

Developmental Phase: (e.g. Key Stages Three-Four)

No.	Learner outcomes	Examples of associated activities	Description	Partners involved in delivery	Evidence and Evaluation	Examples of Evidence
5	An understanding of different types of courses, institutions and progression routes.	HE visits; IAG; Summer Schools; Options support and post-16 choices.	Knowledge of how to access information about HE: recognition of choices available and making use of prospectuses, etc. Raised awareness of choosing options and variety of routes - the importance of making the right choices. Increased positive attitudes among learners in school, college or in work.	Aimhigher/ HEI staff; Connexions; etc.	Knowledge and comprehension of available resources and of the range of choices. Demonstration of understanding and of analysing/ plotting personal progression routes.	Professional judgement of teachers, IAG staff, etc. Attitudinal surveys.
6	An understanding of preferred learning styles and the improvement of skills to raise attainment (study, revision and exam skills, etc).	Study Skills Support workshops; Summer Schools.	Understanding learning styles and developing skills (note taking; developing topics and analysing findings; memory techniques; organising work better). This should contribute to improved attainment and subsequent progression at 16 and 18. Curriculum enrichment programmes/subject-specific HE visits linking school to HE curriculum - stretching skills and abilities. Working in HE environment with staff and students. Summer Schools to increase understanding of subjects, to improve skills to raise attainment, to build self-confidence, provide advice, etc.	Schools/ Colleges; Local Authorities; Connexions. Aimhigher staff can add value by linking learning styles and skills to higher level study.	Demonstrating the use and development of cognitive skills (recalling information; comprehending and interpreting information; application of what is learned; analysis and understanding; synthesising and problem-solving; questioning ideas, concepts, issues, evaluating and making judgements, etc).	ASDAN or other accreditation. Attainment data (actual against predictions). Professional judgement of teachers and others. Self-evaluation.
7	The ability to make an informed, autonomous and appropriate decision about the future.	Careers Guidance, IAG.	Making learners think about their future and linking this to their attainment and progression. Preparing students to make informed choices and to take appropriate steps to overcome barriers. Awareness of graduate employment trends.	Connexions; other IAG advisors; schools and colleges; Aimhigher and HE Staff.	Listening to others and gathering information from several sources to plan for potential outcomes. Making judgements and demonstrating what needs to be done to reach specific goals. Taking responsibility for their own 'outcomes'.	Professional judgement of guidance staff and teachers. Learner case studies and self-evaluation. End of phase questionnaires.

Developmental Phase: (e.g. Key Stages Three-Four) continued

No.	Learner outcomes	Examples of associated activities	Description	Partners involved in delivery	Evidence and Evaluation	Examples of Evidence
8	The development of a positive learner identity.	Campus visits; workshops; master classes; mentoring; IAG; Summer Schools; motivational theatre, etc.	Activities to ensure learners are confident in their ability. Increased understanding of range of subjects. Working with staff and students. Mentoring to support motivation and aspirations. Student shadowing to raise awareness of university life. Family events which motivate parents to support the learner, building upon events at the introductory phase. Theatre productions which impact on attitudes and self-confidence. Goal-setting and communication skills.	Aimhigher and HE staff; school and college; parents; etc.	Willingness to listen and participate. Taking responsibility for own involvement in Aimhigher. Valuing taking part. Evidence of recalling and understanding information. Showing signs of improved motivation and organisation/goal setting.	Judgement of teachers and self-evaluation of learners. End of phase questionnaires. Activity evaluations and activity biographies.
9	Preparedness for transition	Workshops and advice to support moving between phases and institutions.	Building upon the ability to make informed decisions to assist in transition planning and decision-making.	Schools and colleges; Aimhigher and HE staff; advisors; local authorities, etc.	The evidence needs to examine the manner in which a learner's enthusiasm, motivations and attitudes towards transition support longer-term goals.	End of phase questionnaires of learners and teachers. Professional judgements.

Consolidation Phase: (e.g. Post-Compulsory)

No.	Learner outcomes	Examples of associated activities	Description	Partners involved in delivery	Evidence and Evaluation	Examples of Evidence
10	An ability to demonstrate and apply the skills required for study at HE	Sixth-form inductions; HE visits; master classes; study skills support; Summer Schools; mentoring; etc.	Building upon the skills support in the earlier phase and developing the necessary skills to improve attainment and to prepare for success in HE. Curriculum support which contributes to raised attainment at the independent level this might include learning at the HE level to challenge and stretch abilities. Working on an individual level to address educational issues and raise motivation.	Schools/ colleges Aimhigher and HEI staff can add value by linking learning styles and skills to higher level study.	Demonstration of effective HE study skills (study skills, effective note taking, developing a topic, critical thinking, independent learning, problem solving, communication, etc). Demonstration of HE-related skills. Improved confidence.	ASDAN or other accreditation. Attainment data (actual against predicted). Learner case studies. Professional judgements.
11	The ability to make informed decisions which are related to career aspirations.	Careers Guidance/IAG; mentoring.	Comprehensive awareness of courses and the different types of higher education institutions. Promoting vocational pathways and encouraging vocational learners to consider HE. Mapping progression routes. Promoting Foundation Degrees.	Connexions; HE and Aimhigher Staff; schools and colleges	Listening to others and gathering information to plan for outcomes. Demonstrating what needs to be done to reach specific goals. Taking responsibility for their own 'outcomes'.	Professional judgement of guidance staff and teachers. Judgement of mentors/ Associates
12	Application to HE.	Application and transition support.	Using HE staff to cover application process; electronic applications; writing personal statements; preparing for interviews/admissions tests; making the most of open days.	HE staff involved in admission and Aimhigher staff	Demonstrating a preparedness for the applications process - how to prepare, what to include, what to say, etc.	Professional judgement of admissions staff.
13	Transition support. An understanding of HE finance, student life, etc.	Careers Guidance/IAG; mentoring; shadowing.	Workshops for learners and parents/carers on fees, bursaries, loans, grants, banks, budgeting, etc. Support for those not holding offers and advice on clearing and/or other options.	HE staff involved in support and welfare, students' unions, finance offices, etc. Aimhigher staff and support from Connexions, teachers, etc.	For successful applicants they should be able to demonstrate what they might do to successfully negotiate their initial term in HE. Unsuccessful applicants should develop a recovery plan exploring the options and the steps required for a revised outcome.	End of phase questionnaires. Learner self-reflective log and the judgement of staff. Evidence of recovery plan.

Glossary

ACE	Aiming for a College Education
ASDAN	Award Scheme Development and Accreditation Network
BA/BSc	Bachelor of Art/Bachelor of Science
DCSF	Department for Children, Schools and Families
DIUS	Department for Innovation, Universities and Skills
HE	Higher Education
HEFCE	Higher Education Funding Council for England
HEI	Higher Education Institution (including Further Education Colleges offering HE courses)
HERL	Higher Education-Related Learning framework (developed by the Specialist Schools and Academies Trust)
IAG	Information, Advice and Guidance
NCRT	National Communications Resource Team (Aimhigher)
PSHE	Personal, Social and Health Education
UCAS	Universities and Colleges Admission Service
WP	Widening Participation

Publications

from Action on Access

→ Embedding Success: Learning from Disability Projects in Higher Education, July 2008

→ Higher Education Progression Framework Guide, June 2008

→ University Admissions & Vocational Qualifications: Two Years On, June 2008

→ A Summary Guide to 14-19 Reform: Updated 2008, May 2008

→ Post-16 Education and Disabled Learners, January 2008.

→ Action On Access: Looking to the Future of Widening Participation, December 2007.

→ Disability: A Rough Guide for Widening Participation Practitioners, March 2007.

→ Policy That Works: Widening Participation to Higher Education. December 2006.

→ Progressing to Higher Education: Vocational Qualifications and Admissions, March 2006.

→ The Learner Perspective in Educational Transitions, February 2006.

→ A Summary Guide to 14 – 19 Reform, October 2005.

→ International Comparators of Widening Participation to and through Higher Education: Policy and Practice.

- Australian Universities, their Students and Social Equity, September 2005.
- South African Universities, New Developments and the Adult Population, September 2005.
- Canada: Widening Participation in Rural and Coastal Areas, September 2005.
- Higher Education in the USA, Student Fees, Financial Aid and Access, November 2005.
- Sweden, its Universities and Vocational Education, November 2005.

→ Working Together: Aimhigher Governance and Management, A Guide for Partnerships, September 2005.

→ Aimhigher and the Learning and Skills Council: Approaches to Joint Working, July 2005.

→ Making a Difference: The Impact of Aimhigher. A set of 10 case studies, June 2005.

→ Widening Participation: A Rough Guide for Higher Education Providers, April 2005.

→ Student Success in Higher Education, October 2004.