

Widening Participation, Ensuring Progression/Retention: Towards Professionalism in Delivering Higher Education Management Programmes in the UK

Marcia Hazzard, Uzoechi Nwagbara

Department of Human Resource Management, Organisational Behaviour & Strategy, Greenwich School of Management London (GSM London), UK
e-mail: uzoechin@yahoo.com

Abstract

Widening participation in higher education (HE) in the United Kingdom at both undergraduate and graduate levels in management programmes is fraught with many challenges for professionals in order to ensure students' progression and retention as well as maintain professionalism. Given the harsh economic realities globally particularly in the UK with funding cuts and low participation of socially disadvantaged people in education, delivering (and developing) HE becomes more daunting for educational providers, managers and professionals in both private and public institutions. For the UK institutions to continually provide quality HE and to be successful in their bid to widen participation, this paper critically takes a look at the challenges professionals face in ensuring professionalism in the context of advancing employability skills, retention of students, motivating learners, maintaining standards and for the foremost part ensuring professionalism. The paper also considers opportunities that are derivable from maintaining professionalism including accruable socio-economic benefits. In achieving this aim, this paper leverages on documentary/archival source methodology to interrogate this issue. Drawing upon the framework of Thomas (2002), this paper critically extends this schema by exploring how professional challenges stemming from widening participation can be dealt with in a more nuanced manner for progression and retention of students. Thus, this paper attempts to provide a conceptual understanding of how challenges from widening participation can be confronted for more professionalism without compromising standards in delivering HE. The findings of the paper maintain that although widening participation is a daunting task in the wake of professional challenges surrounding it, this can be transcended if education providers, leaders and managers maintain professionalism.

Keywords: *professionalism; Higher education; widening participation; management programmes; Ensuring Progression/Retention*

JEL Classification: *I23*

Introduction

The history of HE in the UK dates back to the mediaeval period. Since then, the UK has been widely known as one of the countries in the world with worldwide acclaim in maintaining standards and professionalism in providing quality education. However, HE in the UK is

currently undergoing radical transformation basically on the heels of rapid significant changes in socio-cultural dynamics and harsh economic realities (Chowdry et al, 2013). This backdrop is reshaping how HE is funded given negative impacts that this situation creates for widening participation, ensuring progression of students and what Thomas (2002, p. 423) refers to as “increasing the diversity of the student intake” in the UK. To this end, the decision to study for higher education course within the UK is now harder than ever as well as poses complex challenges for education providers. The landscape of higher education has changed rapidly since the introduction of tuition fees in 1998. This move, under the then Labour government was introduced as a means of funding undergraduate to postgraduate study with fees up to £1000. Since then, under the incumbent coalition government in 2012, higher education tuition fees have risen to the range of £6000 to £9000 per course of study. The average cost of living for a student within the UK is around £1300 according to a recent study by the UK’s National Union of Students ([The Guardian, 2015](#)). These contextual factors have demonstrated a change in perception with regards to the pursuit of higher education, particularly at undergraduate level. Amidst this landscape, there is still commitment to widen the participation of socially disadvantaged groups within higher education, both from alternative education providers and some “traditionally” established institutions. Widening participation has been defined by UK government as a drive to increase the numbers of underrepresented groups within the higher education system with the aim of raising aspirations amongst these groups (Chowdry et al, 2013).

In times like the present, senior managers, academic leaders at both private and public institutions face multitude of challenges in their short-term, transitional and long-term plans and strategies. No matter the route considered, responding to the challenges shaped by changed HE landscape in the UK is an onerous one. This is at the heart of the Universities UK’s (UUK’s) “Long Term Strategy Network” (LTSN) that initiated a scenario development project in October 2010 through July 2011 to deal with this issue. This project along with others provides universities and colleges with great opportunities to identify issues that will have most significant effects on the delivery (and advancement) of HE in order to widen participation. These initiatives also provide a platform to gauge the future of HE and to make reasonable forecast in this direction.

Literature Review

First place to start is to define participation in the context of this paper. Participation means the extent to which sub-groups of adults (and young people) are represented across mixed various offerings of universities, colleges and courses offered (Tonks & Farr, 2003). This is what Taylor (2004) refers to as widening opportunities for those with “substantial disadvantage” (p. 40) in society to have access to HE. Widening participation thus is concerned with seeking a more representative cross-section of adults and young persons of socially disadvantaged groups in the colleges and universities as well as courses in both undergraduate and graduate programmes in the UK. According to Greenbank (2006) there continues to be low participation rates in HE within those from lower social groups/classes (see Tonks & Farr, 2003; Taylor, 2004; DfEE, 1998). For example, Trowler (2003) contends that 80 per cent of young people from high social class and professional backgrounds enter HE compared to only 10 per cent of the least skilled parents. This has prompted Cooke et al. (2004) to note that although student numbers have doubled in the last thirty years “the profile of the student body remained the same, with the vast majority of undergraduates coming from advantaged backgrounds” (p. 408).

Dating back to the 1960s, the above background raises concerns for the UK government about low participation rates amongst those from lower social class (Robbins Report, 1963). However, it was not until the Dearing Report (Dearing Report, 1997) that this matter was identified as a key priority. Dearing recommended that universities and colleges of HE should become actively

involved in improving educational decision-making processes as well as raising the aspiration levels of those from lower social classes. Dearing's recommendation was endorsed by the New Labour Government and led to the allocation of money for projects designed to address low aspiration levels and promote progression into higher education (DfEE, 1998). This also has propelled more funding for those institutions – private and public – recruiting students from “under-participating areas”. Stressing the need for widening participation and access to HE, has also been advocated by the publication of the 2003 white paper “The Future of Higher Education”. This important paper maintains that:

“Education must be a force for opportunity and social justice, not for the entrenchment of privilege. We must make certain that the opportunities that higher education brings are available to all those who have the potential to benefit from them, regardless of their background” (DfES, 2003, p. 67).

The white paper also contended that those responsible for admissions should be more professional by receiving training as well as ensuring that genuine potential and achievement should be identified to make fair decisions (DfES, 2003).

To this end, the government set up a steering committee to look at admission system and processes. The final report maintains that the admissions system should not compensate for social disadvantage, but it then argues that HE institutions have a responsibility to identify potential which “may not be fully demonstrated by examination results” (Schwartz, 2004b). By extrapolation, Schwartz is encouraging a holistic system of recruiting students in HE, which takes cognisance of all facets of an application, rather than the utilisation of a blanket system of compensation framed, for example, by social class and privilege. Widening participation strategy is aimed at the following social groups:

- People from low income groups;
- People from lower socio-economic groups;
- Under-represented groups;
- Low participation institutions, communities and neighbourhoods (Greenbank, 2006).

Given the above, the UK government is committed to engage with prospective socially disadvantaged group of students, their families and advisers in a variety of widening participation programmes including awareness raising projects, aspiration raising programmes and activities that are geared towards (prospective) students. These students include those from low socio-economic groups, first generation to consider HE, and mature students. Those attending schools of low progression are included as well as those living in low participation communities and neighbourhoods.

Widening Participation to higher education is a strategic priority for the UK (and Scottish governments) and the HE sector. This strategy is particularly focused on addressing the disparities and discrepancies in the take-up of higher education opportunities between disparate social classes and groups. This educational strategy is premised on encouraging those at the bottom of the pyramid to access HE. It is aimed at the following reasons:

- To prepare them for higher education;
- To ensure success on their programme of study;
- To improve their employment prospects;
- To open possibilities for postgraduate study;
- To give them opportunities to return to learning throughout their lives.

Widening participation is a challenging task. The context of retention and progression of students is coloured by issues of fees, usually resulting in personal debt and factors such as depression and ill health. A 2015 NUS survey revealed that 78% of students reported that they had suffered from depression within the last year (The Guardian, 2015). This factor poses substantial challenges for those educational institutions that are focusing on widening participation strategies. Education institutions must consider the reasons why students may

decide to withdraw themselves from study programmes and, more significantly, what factors constitute to their satisfactory progression and completion of their course. Substantial bodies of research (DfES, 2003, 1998; Taylor, 2004; Robbins Report, 1963; Schwartz, 2004a) have attempted to identify the key areas of focus that academic providers need to consider when addressing student progression, retention and for the foremost part professionalism in HE. In the subsequent section, an explanation is offered for the conceptual framework adopted in this paper.

Methodology

As opposed to traditional method of gathering data such as interview, questionnaire, focus group and participant observation among others, documentary/archival sources can be used to skirt around the dilemma regarding collecting primary data. It has been observed that when a researcher is faced with problem of collecting primary data, this can be navigated by sourcing secondary data, which can be “turned” into primary data (Cowton, 1998). In this paper, we leverage on documentary/archival data – secondary sources – to investigate professional challenges in widening participation and ensuring progression of students in management programmes in HE. Documentary sources enable researchers to “... gain access to communicators who may be unwilling or unable to be examined directly” (Bryman & Bell, 2007). Thus documentary approach is plausible as opposed to other inquiry techniques. In substantiating this claim, documentary approach is pursued in regards to specific cultural contexts in which documents emanating from documentary sources – literatures available – are produced (Saunders et al, 2012).

Also, documents – documentary sources – do not simply mirror, but also construct social reality and versions of occasions or contexts. As opined by Easterby-Smith et al (2008) the logic of documentary source is underpinned by the following:

- It ascertains if measures adopted will yield similar result in other contexts or occasions;
- It shows if similar observations will be reached by other observers or researchers.

This investigation will be done using qualitative approach: text will be used, not numerals. As argued by Denzin (1970) exploring people’s experiences and lived actualities via qualitative approach, rather than quantitative, creates “thick” resources that bring rich details and complex web of truths to bear. Qualitative method analyses these thick resources easily as it comes to terms with human sensibilities through words (Saunders et al, 2012).

Conceptual Framework – Ensuring Progression in HE Management Programmes

As stated from the preceding section, this paper appropriates (and extends) the logic of Thomas’s (2002) framework in order to rise above professional challenges that widening participation in HE poses. It is noteworthy to say that although Thomas’s model is framed by “institutional habitus” construct (Bourdieu & Passeron, 1977), which is the influence of a cultural group or social class on a person’s behaviour as it is mediated via an organisation such as HE institutions (Reay et al., 2001). Rather than go this philosophical route given the remit this paper, we take interest in the rationality of Thomas’s (2002) suggestions for high students’ retention (and progression) in HE. This paper therefore takes a cue from this model but extends it by specifically adding to the below suggestions in redrawing the map of professionalism in delivering higher education in the UK. Thomas (2002) identified the following areas of investigation:

- Academic preparedness;
- The academic experience/assessment;
- Institutional expectations and commitment;
- Academic and social match;
- Finance and employment;
- Family support and commitment;
- University support services.

These suggested areas of focus are of considerable interest for widening participation by educational managers and providers. These areas form the fulcrum on which the conceptual rubric of this paper rotates. These suggestions will be explained in turn.

Academic preparedness

As a widening participation provider, the institution must consider the whole range of tools available when diagnosing non-traditional entry levels to HE programmes of study. This notion is in consonance with Schwartz's (2004a) idea about using novel methods of assessment in recruiting students into HE to widen participation but not compromising standards. Notions of what constitutes the relevant skills, knowledge and/or experience need notable clarity to ensure that the appropriate learning programmes are selected, including whether there is a need for some pre-entry training and skills or development that is required (DfES, 2003).

The academic experience/assessment

As students begin to question the quality of the provision that they are paying for, education providers, in turn, need to consider the ways in which they engage their students within the curriculum. They need to ensure that courses are relevant and add value, particularly in addressing the "raising aspirations" objective, through focus on employability and relevance to individual need. With regards to assessment, providers must consider whether they are appropriate to academic level and relevant, as well as delivering the defined academic quality and standards.

Institutional expectations and commitment

Widening participation students are often exploring an educational environment they have never experienced before. The provider needs to ensure that they are constantly engaged with the agenda, providing robust interventions, such as personal tutoring and academic support. The "terms of engagement" between both provider and student needs continuing clarification and modification, with providers being clear on what they expect from students and students being able to articulate their engagement with these expectations. Initiatives, such as matriculation ceremonies and external engagements, can be crucial in engaging students from the outset.

Academic and social match

Thomas defined this as the "degree of academic and social integration" that a student has with their educational institution (Thomas, 2002). For a widening participation provider, this also means a greater emphasis on supporting the student to identify with and embrace student life and learning communities, which can be challenging to mature students that have left school for a while. In addition, this can be challenging for students who have little or no understanding of the bridge from tertiary to higher education. Providers must create an organisation and study culture that is, in many ways, unique and possibly more family in orientation, to provide that supportive transition to academic life.

Finance and employment

The concept of widening participation can often require students to undertake programmes of study within a context of financial constraints. Widening participation students are often

working alongside study and family/caring responsibilities. As a result, employability may take on a different meaning. Attendance can be sporadic. Providers need to consider flexible learning provision and mechanisms to ensure that students can keep up to date with studies even if they are not able to physically attend. This entails contemporary approach to learning such as embedded learning where, for example, new media (social media) resources can be used to encourage more inclusive learning and more attendance despite pressures from financial and employment issues.

Family support and commitment

This factor is very interdependent with that of finance and employment; however, there are also significant numbers of widening participation students who do not have the support systems that “traditional” students may have. There are high occurrences of homelessness and sometimes immensely chaotic domestic circumstances. Providers need to consider the ways in which they can detect issues such as this as early as possible and provide referral to relevant services where necessary. This process will be instrumental in ensuring students’ progression and retention (DfES, 2003).

University support services

There is, of course, the need to provide the usual support mechanisms that institutions regularly provide, such as finance, advisory and wellbeing services, however, with a widening participation student body there is also a need to refine the institution’s regulations and guidelines to ensure that they are clear and accessible to all. Students need to be clear about factors such as processes such as mitigating circumstances and interruption, and be able to seek timely assistance when they consider that they are not able to meet course requirements. Anecdotally, students may disengage with the institution because of domestic circumstances and have not sought guidance on understanding the relevant regulations.

Towards Professionalism in Delivering HE Management Programmes

In their prize-winning book, *Tinkering towards Utopia*, Tyack & Cuban (1995) asserted that teachers should be careful about what they teach, how they teach and why they teach. This also includes the impacts of what is taught in HE. In the following paragraphs attempt will be made to extend and refine Thomas’s (2002) suggestions for more retention and progression of students in HE management programmes. This will facilitate a rethinking of professional challenges posed by widening participation.

Maintaining community of leaders

Senge (1990) sees community of leaders as a relationship in education environment, and refers to this concept as “community of leaders and learners” that supports professionalism. Accordingly, this will bring about

“Leadership for meaning, leadership for problem solving, collegial leadership, leadership as shared responsibility, leadership that serves school purposes, leadership that is tough enough to demand a great deal from everyone, and leadership that is tender enough to encourage the heart – these are the images of leadership we need for schools as communities” (Sergiovanni, 1991, p. 3).

The above entails that educational leadership is collegial and involves all and sundry: students/learners and teachers. This is what Harris (2003) dubs “distributed leadership”. This is central to shared leadership that places power in the hands of all in a way that students contribute in the decision-making processes that affect them, for example, in designing curricula and scholarship advancement. In the context of socially disadvantaged students, ensuring professionalism in widening participation should take cognisance of how students can

be partners, not recipients of pre-conditioned modus operandi of learning and strategies. Healey & Jenkins (2007) consider this as inquiry-based approach to learning, which parallels Levy's (2007) "inquiry-based learning planner" hypothesis.

In furthering this, Leithwood & Louis (1998) are of the opinion that teachers should be aware of their responsibility in teaching environment in order to deliver on the expectations of school management as well as to perform their duties within the confines of best practice. In doing this, efforts should be made by teachers in HE to make learning environment supportive, professional and sustainable by leading exemplary behaviour that impacts on students and society in general in a positive way. Thus, teachers should see their behaviour as a potential means of moulding the behavioural and developmental process of students. Teachers should also see respecting students' opinions and point of view as a conduit to stimulate learning by making such environment participatory.

Understanding learning and teaching strategies for inclusive teaching/learning

In their book, *Better Learning through Structured Teaching: A Framework for the Gradual Release of Responsibility*, Fisher & Frey (2008) stated that actual "learning occurs through interaction with others, and when these interactions are intentional specific learning occurs" (p. 3). Learning and teaching strategies deal with various means through which teachers deliver their lessons/teaching/lecture in order to have appreciable positive impacts on the comprehension and reflection of students regarding what is being taught. This makes teaching/learning inclusive. The word "inclusive" here entails taking individual needs as well as differentiation (individuality) into consideration. Adult learners have varieties of barriers to learning, which should be put into consideration in relation to the strategy to be adopted for better, inclusive teaching/learning. Also, adults learn at different levels because of diverse barriers they have; their motivational levels also vary. Learning and teaching strategies are also important for teachers to cope with teaching/learning challenges (Merrow, 2001). Thus, given the fact that students learn in different styles and speed, professionals should put these issues into consideration particularly for mature students in HE. Some learners (students) have varied individual needs, so in ensuring their retention and progression, professionals have to ensure that teaching environment takes cognisance of people with learning disability such as dyslexia and familial pressures, among other challenging situations.

Creating a motivating learning environment

This aspect deals with identifying barriers to learning as well as creating motivating teaching/learning environment that might transcend these barriers (Singh & Manser, 2002). This basically entails managing learners' behaviour to motivate them realising that each student learns at different speed and style. Consequently, in their *A Teacher's Guide to Classroom Assessment: Understanding and Using Assessment to Improve Student Learning*, Butler & McMunn (2006) contend that appreciating the dynamics of different assessment techniques in relation to students' performance as well as differing levels of understanding, helps in making more effective teaching/learning. Motivation theories deal with strategies to understand what motivates learners given different individualities and dispositions. One of the most popular theories of motivation is Maslow's (1954) "hierarchy of needs" theory. This theory has five facets that are in this order: self-actualisation, self-esteem, love and belonging, safety and shelter, and physiological needs. By applying Abraham Maslow's theory, professionals have to make teaching inspirational and motivating so that students feel fulfilled coming to class – self-actualisation. This resonates with intrinsic aspect of motivation beyond external motivating factors such as university environment and others. This is because if inner needs are not met, life becomes boring, as life becomes boring, self-esteem is dissipated, which brings to the fore issue of not feeling belonged.

Professionalism in assessment criteria

Types and methods of assessing students are important in making sure teachers deliver their lessons effectively as well as ensuring that students are fully engaged in the process. There are basic ways of assessing students, which include the following:

- Pre-course assessment/interview;
- Initial assessment;
- Diagnostic assessment;
- Formative assessment;
- Summative assessment;
- Peer-assessment;
- Self-assessment;
- Written assessment;
- Informal assessment/observation.

No matter the method used, assessment is an empowering means of engagement as well as ascertaining students' level of comprehension. In his *Differentiated Assessment: How to Assess the Learning Potential of Every Student Grades*, Stefanakis (2011) illustrates that assessment is crucial in teaching and learning. In talking briefly about some of these methods of assessment, diagnostic assessment is usually carried out at the beginning of a course in order to find out a student's existing knowledge on the subject to be undertaken. This is essentially a traditional approach. Other non-traditional methods are however encouraged in widening participation. Unlike formative assessment that is on-going as well as involves feedback and informal and formal strategies, diagnostic assessment is usually done once (at the beginning of a course). Other assessment criteria should be considered not some of them given varieties of students in management programmes in HE. All assessment methods are necessary, but they are done at various times for different reasons. For example, while formative is on-going and involves feedback, summative assessment is usually done after a pedagogical exercise. They are however essential for teaching and learning.

Conclusion

From the foregoing, we have attempted to critically analyse various approaches to ensure progression and retention in HE in the UK without diminishing professional standards in widening participation. These approaches as we contend will necessitate more professional behaviour and practices in delivering management programmes at both undergraduate and graduate levels in HE amidst challenges from funding cuts, low participation rate by students from low social class and low retention and progression rates. Although this paper takes a cue from Thomas's (2002) framework, to make conceptual proposition, we have made effort to extend the frontiers of her argument and suggestions by prospecting for more ways to bring increased level of professionalism in HE via widening participation but not compromising standards and professionalism.

Clearly, the factors outlined in this paper are not just indicative of widening participation; they should be relevant to all higher educational institutions and other providers of public goods. The key point is that there are varying considerations to be made when providing learning for those whom are largely inexperienced in accessing and progressing in HE in the UK. However, by considering our argument above, education will become a driver of opportunity and social justice, which detracts from the rhetoric of entrenchment of privilege and class as well as privileging one class over another. We must therefore ensure that incalculable opportunities that higher education brings are open to all and sundry people, who have potential to advance themselves in society despite cultural, economic, political and social impediments. This proposition will see a reinvented HE in the UK.

References

1. Bourdieu, P. & Passeron, J. C. (1977). *Reproduction in Education, Society and Culture*. London: Sage.
2. Bryman, A. & Burgess, E. (2007). *Business Research Methods*. Oxford: Oxford University Press.
3. Butler, S. and McMunn, N. (2006). *A Teacher's Guide to Classroom Assessment: Understanding and Using Assessment to Improve Student Learning*. San Francisco: Jossey-Bass.
4. Chowdry, H., Crawford, C., Deardean, L., Goodman, A. & Vignoles, A. (2013) Widening participation in higher education: analysis using linked administrative data. *Journal of the Royal Statistical Society*, 176, pages 431-457.
5. Cooke, R., Barkham, M., Audin, K., Bradley, M. & Davy, J. (2004). How social class differences affect students' experience of university". *Journal of Further and Higher Education*, 28, 4, pp. 407-21.
6. Cowton, C. J. (1998). The use of secondary data in business ethics research. *Journal of Business Ethics*, 17, 4, pp. 423-434.
7. Dearing Report. (1997). *National Committee of Inquiry into Higher Education – Report of the National Committee*. Available at: www.leeds.ac.uk/educol/ncihe (Accessed 17 May 2016).
8. Denzin, N. (1970). *The Research Act in Sociology*. Chicago: Aldine
9. Easterby-Smith, M. Thorpe, R. & Lowe, A. (2008). *Management research: an introduction* (2nd Ed.) London: Sage.
10. DFES. (2003). *The Future of Higher Education, (White Paper), cm. 5735*. Norwich: Department for Education and Skills.
11. DFES. (1998). *Higher Education for the 21st Century: Response to the Dearing Report*. London: Department for Education and Employment.
12. Fisher, D. & Frey, N. (2008). *Better Learning through Structured Teaching: A Framework for the Gradual Release of Responsibility*. Alexandria: Association for Supervision and Curriculum Development.
13. Greenbank, P. (2006). Institutional admissions policies in higher education: A widening participation perspective. *International Journal of Educational Management*, 20, 4, pp. 249-260.
14. Harris, A. (2003). Introduction. "Challenging the Orthodoxy of School Leadership: Towards Alternative Theoretical Perspectives". *School Leadership and Management*, 23(2):125-128.
15. Healey, M. & Jenkins, A. (2007). Critiquing excellence: undergraduate research for all students. In: Skelton A (ed) *International perspectives on teaching excellence in higher education*. London: Routledge, pp. 117-132.
16. Leithwood, K. & Louis, K. (1998). *Organisational Learning in Schools*. Lisse: Sweets & Zeitlinger.
17. Levy, P. (2007). *Inquiry-based Learning Planner*. Sheffield: Centre for Inquiry-based Learning in the arts and Social Sciences of Sheffield.
18. Maslow, A. (1954). *Motivation and Personality*. New York: Harper & Row.
19. Merrow, J. (2001). *Choosing Excellence*. Lanham, MD: Scarecrow.
20. OECD. (2001). *New School Management Approaches*. Paris: OECD.
21. Reay, D., David, M. & Ball, S. (2001). Making a Difference? Institutional habituses and higher education choice. *Sociological Research Online*, 5, 4. Available online: <http://www.socresonline.org.uk/5/4/reay.html>. (Accessed 17th May 2016).
22. Robbins, L. (1963). *Higher Education: Report of a Committee*. London; Cmnd 2154, HMSO.
23. Saunders, M., Phillip, L., & Thornhill, A. (2009). *Research methods for business students*. (5th ed). Harlow: Pearson.
24. Schwartz, S. (2004a). *Fair Admissions to Higher Education: Draft Recommendations for*
25. *Consultation*. Nottingham: Department of Education and Skills.
26. Schwartz, S. (2004b). *Fair Admissions to Higher Education: Recommendations for Good Practice*. Nottingham: Department of Education and Skills.
27. Senge, P. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organisation*. London: Doubleday.
28. Singh, P & Manser, P. G. (2002). "Collegiality in Education: A Case Study". *South African Journal of Education*, 22(1): 56-64.
29. Sergiovanni, T. J. (1991). *The Principalship: A Reflective Practice Perspective*. Boston: Allyn and Bacon.
30. Stefanakis, E. H. (2011). *Differentiated Assessment: How to Assess the Learning Potential of Every Student Grades*. San Francisco: Jossey-Bass.

32. Taylor, M. (2004). Widening participation into for disabled student. *Education and Training*, 46, 1, pp. 40-48.
33. The Guardian. (2015). *Student mental health: a new model for universities*. [http. www.theguardian.com](http://www.theguardian.com) > Higher Education Network > Student experience. [Online]. (Accessed 18th May 2016).
34. Thomas, L. (2002). Student retention in higher education: the role of institutional habitus. *Journal of Educational Policy*, 17, 4, pp. 423-442.
35. Tonks, D. & Farr, M. (2003). Widening access and participation in the UK higher education. *International Journal of Educational Management*, 17, 1, pp. 26-36.
36. Trowler, P. (2003). *Education Policy*. London: Routledge.
37. Tyack, D., & Cuban, L. (1995). *Tinkering towards Utopia: A Century of Public School Reform*. Cambridge, Massachusetts: Harvard University Press.