

Widening access to higher education, rurality and social mobility

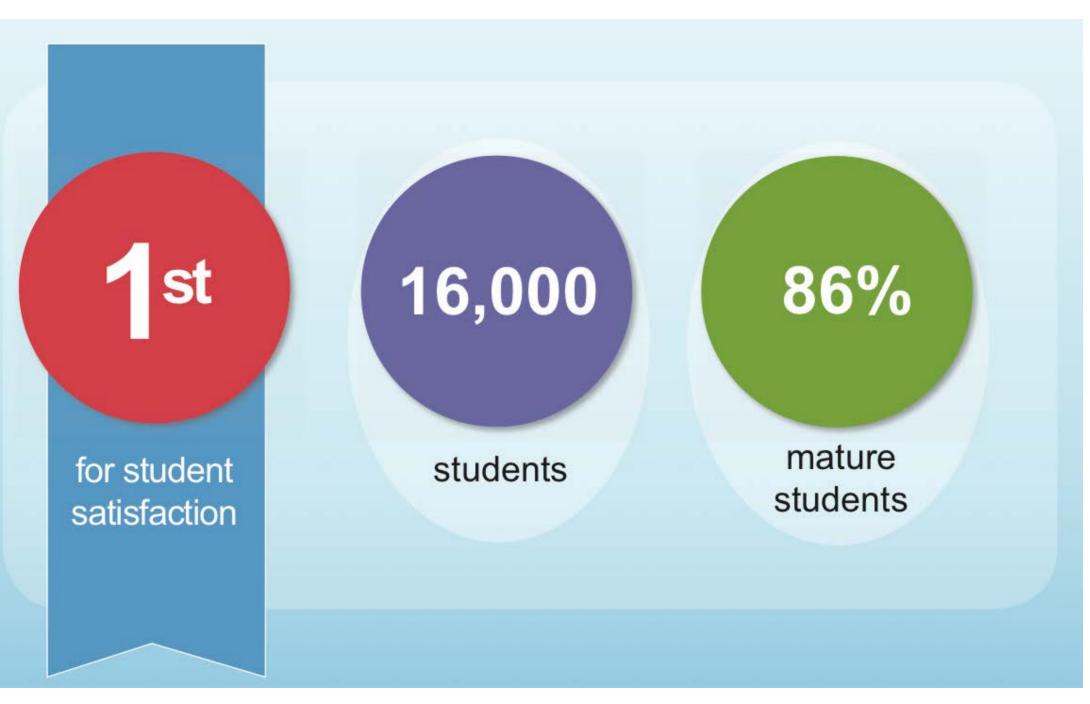
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Focus on mature, part-time and lifelong learning

Overview of the OU in Scotland

Some key issues from research



OU in Scotland students

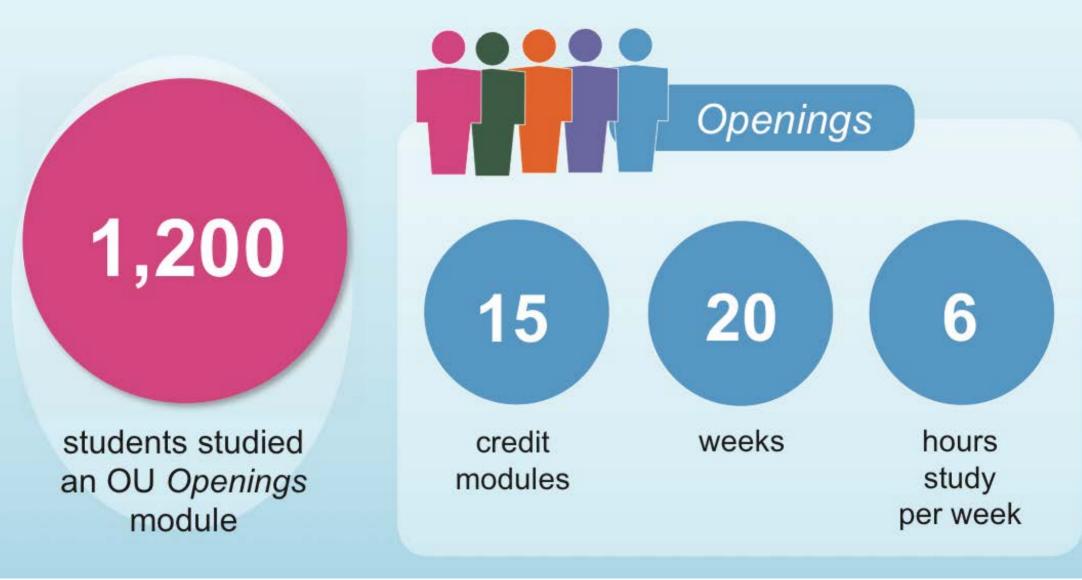
43%

25%

live in low-income households don't have standard university entrance qualifications from SIMD 20

17%

Transitions to formal learning



OU in Scotland students

43%

live in low-income households 25%

don't have standard university entrance qualifications

17%

from SIMD 20 **Rural Scotland**



Approximately 3500 students in rural Scotland

- Supported Open Learning
- high quality materials
- personal tutor
- adult learning pedagogy with emphasis on feedback (and forward) on assessment
- access to support services and online library

Context and connectedness



WP programme aims at long-term sustainability

Importance of multiple local partnerships with schools, colleges, third sector organisations, unions and employers

Dual identity student/partner

Research: WP and rurality



Two nations project - comparative study of HE policy and practice in rural Wales and rural Scotland

Based on literature review, interviews with key individual from across the sector

Key findings



Differential rates of access to the Internet across space and between social groups can lead to already excluded individuals becoming more excluded

While physical locations and connectivity are important, digital inclusion is about more than rural broadband

	Remote Rural	Accessible Rural	Rest of Scotland
Higher Education	35%	38%	36%
Further Education	21%	27%	28%
Training	2%	4%	6%
Employment	32%	18%	19%
Voluntary Work	1%	1%	0%
Activity Agreement	1%	0%	1%
Unemployed Seeking	7%	10%	10%
Unemployed Not Seeking	1%	1%	1%
Unknown	1%	0%	0%

Source: Destination of Leavers from Scottish Schools, 2010/2011

(Based on school leaver's home address and Scottish Government Urban Rural Classification, 2009-2010)

Key findings (2) From HEIs



•Frustration with short term project based approaches

- ...I mean the lack of continuity is the key factor... we'll run a successful course and do really well. And then, you know, because the funding's used up, you know, you get six enquiries because people have heard about it and you can't run it again, because it was just a pilot.
- •Focus on physical location and space although recognition of UHI and OU approaches
- •Recognition that successful widening access initiatives need to involve partnerships

Questions for discussion



- From your experience and/or institutional perspective are there particular issues for students who come from a rural background?
- How does your institution work with distance learners who live in rural Scotland.