Impact College Ltd t/a Impact International College

Review for Educational Oversight
by the Quality Assurance Agency
for Higher Education

May 2013

Key findings about Impact College Ltd t/a Impact International College

As a result of its Review for Educational Oversight carried out in May 2013, the QAA review team (the team) considers that there can be **limited confidence** in how the provider manages its stated responsibilities for the standards of the programmes it offers on behalf of the Association of Business Practitioners; BCS, The Chartered Institute for IT; Education for Business Managers and Administrators; and the Institute of Commercial Management.

The team also considers that there can be **confidence** in how the provider manages its stated responsibilities for the quality and enhancement of the learning opportunities it offers on behalf of these awarding organisations.

The team considers that reliance **can** be placed on the information that the provider produces for its intended audiences about the learning opportunities it offers.

Good practice

The team has identified the following **good practice**:

- students and staff share a close and highly supportive working relationship, which promotes good communication and enhances the student learning experience (paragraph 2.10).

Recommendations

The team has also identified a number of **recommendations** for the enhancement of the higher education provision.

The team considers that it is **essential** for the College to:

- establish a coherent and integrated quality assurance framework across the institution, taking full account of the UK Quality Code for Higher Education (paragraphs 1.2 to 1.6, 2.2 and 2.3).

The team considers that it is **advisable** for the College to:

- strengthen the central oversight of academic standards and quality by introducing clear and effective management and reporting responsibilities, structures and systems (paragraphs 1.1 to 1.3 and 2.1)
- produce and implement an overarching learning and teaching strategy (paragraph 2.4)
- put in place clear management procedures for the approval and evaluation of information, giving regard to the place of student opinion (paragraphs 3.5 and 3.7).

The team considers that it would be **desirable** for the provider to:

- continue with plans to develop a standardised procedure for the collection and use of student progression and retention data (paragraph 2.7)
- introduce a more systematic procedure for agreeing and responding to staff training needs (paragraph 2.11 and 2.12).

About this report

This report presents the findings of the [Review for Educational Oversight](#)[1] (REO) conducted at Impact College Ltd t/a Impact International College (the provider; the College), which is a privately funded provider of higher education. The purpose of the review is to provide public information about how the provider discharges its stated responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes of study that the provider delivers on behalf of the Association of Business Practitioners; BCS, The Chartered Institute for IT; Education for Business Managers and Administrators; and the Institute of Commercial Management. The review was carried out by Dr Tommie Anderson-Jaquest, Dr Colin Fryer and Mr Philip Price (reviewers) and Mr David Lewis (coordinator).

The review team conducted the review in agreement with the provider and in accordance with the [*Review for Educational Oversight: Handbook*](#).[2] Evidence in support of the review included a range of internal documentation, including policy; procedure and strategy statements; records of meetings; the results of student questionnaires; handbooks; statistical data; job descriptions; and curriculum and teaching material. The team looked at a sample of assessed student work, physical resources and held meetings with staff and students. External reports from verifiers and the Accreditation Services for International Colleges were also made available.

The review team also considered the provider's use of the relevant external reference points:

- UK Quality Code for Higher Education (and the Academic Infrastructure)
- Qualifications and Credit Framework for England and Northern Ireland
- Curriculum and assessment materials published by the awarding organisations.

Please note that if you are unfamiliar with any of the terms used in this report you can find them in the [Glossary](#).

Impact International College (the College) is a small provider of higher education in business, information technology, and health and social care. It is based on a single site in spacious, well-furnished accommodation near the centre of Reading. A new College mission includes the provision of a life-changing education within a caring and supportive environment. The College was established in 1999 and relocated to its present site in 2007. The higher education provision has been developed from an initial base of lower level programmes in information technology and English for Speakers of Other Languages. The College is organised into three academic departments: Business; Information Technology; and Health and Social Care. It has been accredited by the Accreditation Services for International Colleges since 2009.

At the time of the review, there were 63 higher education students (headcount). The recruitment is from a wide international base of 19 different countries, with over 60 per cent from Pakistan and the Philippines. There is close to an even balance of female and male students. The College has 11 academic staff, three of whom are full-time. The full-time staff are all heads of department, with two of them having additional college-wide responsibilities. Five of the other staff are hourly paid, with three, all on part-time contracts, involved in quality and support roles. There is additional administrative support amounting to 1.5 full-time equivalent staff.

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[1] www.qaa.ac.uk/educational-oversight
[2] www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx

At the time of the review, the provider offered the following higher education programmes, listed beneath their awarding organisations:

Association of Business Practitioners

These qualifications are regulated awards of the Association of Business Executives, administered by the Association of Business Practitioners

- level 7 Extended Diploma in Information Systems (6 students)
- level 7 Extended Diploma in Leadership and Management in the Health and Social Care Sector (9 students)

BCS, the Chartered Institute for IT

- level 6 Professional Graduate Diploma in IT (4 students)

Education for Business Managers and Administrators

- level 6 Graduate Diploma in Health and Social Care Management (15 students)

Institute of Commercial Management

- level 6 Graduate Diploma in Management Studies (29 students)

The provider's stated responsibilities

The College states that its delegated responsibilities vary significantly between the different awarding organisations, particularly with regard to academic standards. The widest range of responsibilities is devolved from the Association of Business Practitioners, and includes all aspects of assessment and its moderation. The College also has responsibility for the setting and first marking of assignments on Education for Business Managers and Administrators programmes. It has no formal input into curriculum design or development for any of the programmes it delivers. In relation to the quality of learning opportunities, the College has substantial responsibility for a range of student procedures, such as admissions, induction, tutorial support and opinion gathering. It is responsible for developing the teaching and assessment skills of its academic staff, and is expected to provide appropriate library and learning resources for students on Association of Business Practitioners and Institute of Commercial Management programmes. The College indicates that most other responsibilities are shared with its awarding organisations. These shared responsibilities include the provision of programme specifications, quality assurance, student appeals and information about learning opportunities.

Recent developments

The College is emerging from a period of major transition, including a change of ownership, which involved a group of the existing academic staff completing a buyout with the expressed purpose of helping students to complete their programmes. Following the buyout, the College made new, hourly paid appointments and changed senior staff roles. It has also created an Academic Board and a new combined post of Director of Studies and Quality Assurance Manager. The College is now looking at a range of potential recovery strategies. These include the need to diversify its recruitment base to include UK students and to develop new institutional partnerships.

Students' contribution to the review

Students on higher education programmes at the College were invited to present a submission to the review team. The submission was produced and sent at the same time as the College's self-evaluation. The College provided support by advising students on QAA and the review process. The student president coordinated the submission, assisted by a nominated representative from each academic department. This small team collected evidence using a series of student meetings and questionnaires. These activities were based around a set of core questions, broadly reflecting standards, quality and information on learning opportunities. During the preparation of the submission, students made regular reference to the QAA website and published guidance. The submission has been shared with the College and the wider student community. It was presented to student programme groups and posted to the College website. The submission has proved useful to the team in identifying matters to be discussed during the visit. Students were involved in the review in other ways. A representative attended a QAA briefing event, a large group were present at the preparatory meeting, and the reviewers met formally with a group of students during the visit.

Detailed findings about Impact College Ltd t/a Impact International College

1   Academic standards

How effectively does the College fulfil its responsibilities for the management of academic standards?

1.1   The College has a small senior management team as befits its size, however, responsibilities for the oversight of academic standards and quality are maintained informally and are insufficiently defined, both individually and collectively within the group. In the current structure, the Principal leads the management team and has overall responsibility for the College, as well as being a Head of Department. Within the management team, he is supported by the Director of Studies, who is also Quality Assurance Manager, and the other heads of department. However, there is insufficient evidence from published job descriptions, records of meetings and discussions with the senior staff to show that college-wide responsibilities are sufficiently defined or that the team is working effectively to provide a coherent institutional overview of standards. The management team displays very little understanding of the place of academic standards as part of the new role of Quality Assurance Manager or within the College's quality assurance procedures.

1.2   Heads of department have responsibility for managing programmes and assessment. They act as the point of contact for their respective awarding organisations and oversee programme delivery, including monitoring student progress, collating course grades and reporting to the Principal. However, there is no procedure for discussing this important data formally at College level. Staff report that these matters can be considered at the Academic Board or in the regular staff meetings. There is, however, nothing in the minutes of recent meetings made available to the team to offer assurance that these, or indeed any other matters directly related to the assurance of academic standards, are being formally discussed or acted upon.

1.3   The establishment of the College Academic Board is a valuable initiative, but the Board minutes show that it has yet to engage formally with its stated responsibility for maintaining academic standards. Overall, its published range of responsibilities is narrow, with little detail to guide its members and showing limited recognition of the College's responsibilities in relation to the expectations of the UK Quality Code for Higher Education (the Quality Code). The minutes make little reference to standards or to the student opinion that is regularly collected through feedback questionnaires. However, for those matters that are covered by the Board, actions and responsibilities are clearly recorded. The Academic Board is not operating as a key component within the academic management and quality assurance operations of the College. It is **advisable** that the College strengthens the central oversight of academic standards and quality by introducing clear and effective management and reporting responsibilities, structures and systems.

How effectively does the College make use of external reference points to manage academic standards?

1.4   The College has yet to consider the implications of the Quality Code in relation to academic standards, but it is making use of some relevant external reference points through its awarding organisations. The awarding organisations have responsibility for ensuring that award levels are appropriately mapped to the National Qualifications Framework and the Qualifications and Credit Framework. Programme specifications, or their syllabus outline equivalents, are provided directly by the awarding organisations and heads of department ensure that programmes are being delivered with the currently approved curricula. Students

are able to access programme specifications, learning outcomes and other programme information through the websites of the College and the relevant awarding organisation. The College has undertaken some limited checks of its procedures against the Quality Code's predecessor, the Academic Infrastructure, specifically the *Code of practice, Section 6: Assessment of students (September 2006)* and subject benchmark statements relevant to health and social care.

How does the College use external moderation, verification or examining to assure academic standards?

1.5   The College is operating a limited range of quality procedures, as described within its Quality Assurance Policy, but it is dependent on the awarding organisations to ensure standards and to highlight matters that might need attention. The College's own quality processes are disjointed and insufficient to ensure the proper oversight of academic standards. There is no formal structure in operation for the regular monitoring, evaluation and reporting of its academic programmes at institutional level. Some potentially useful monitoring information is collected, in the form of statistical data and student opinion. However, there is no active mechanism, such as annual monitoring and review at programme, department or College level, for using the information as a basis for critical evaluation and action planning. There is no review process which evaluates a range of programme information, including student achievement data, external verifier reports, feedback on teaching quality, learning resources, student support and staff development. There is no resulting analysis which is considered at a college-wide forum, such as the Academic Board, or as part of an overarching quality assurance framework. It is **essential** that the College establishes a coherent and integrated quality assurance framework across the institution, taking full account of the Quality Code.

1.6   The College is meeting its delegated responsibilities for assessment across the different programmes, supported by external verification from some of its awarding organisations. Where the College has responsibility for assessment design, programme teams operate internal verification mechanisms, although these are not systematically documented. Where the College has responsibility for summative assessment, marking is being undertaken satisfactorily. College assessors are using standardised criteria, usually without any weighting, and internal moderation or verification is being applied where required. The College is considering the introduction of a system of assessment standardisation meetings as a way of strengthening its assessment arrangements.

> The review team has **limited confidence** in the provider's management of its responsibilities for the standards of the programmes it offers on behalf of its awarding organisations.

2   Quality of learning opportunities

How effectively does the College fulfil its responsibilities for managing and enhancing the quality of learning opportunities?

2.1   The management of learning opportunities is generally effective, although it is undertaken at departmental level, with limited evidence of college-wide strategic planning. The management arrangements are broadly as described in paragraphs 1.1 to 1.3.

2.2   The College has published policies and procedures that are relevant to its management and enhancement of learning opportunities, but there is insufficient evidence to confirm that they are being used systematically to inform the management of the provision or quality assurance. Policy statements or equivalent were provided for recruitment, academic

progress monitoring, staff development, quality assurance, complaints and extenuating circumstances. However, it is not evident whether all are currently operational or how they might be accessed by staff or students. Some important policies are determined by the awarding organisations and are available through their websites. But the College did not provide evidence to show that its own policies are part of a common resource, such as an operations handbook or quality manual.

How effectively does the College make use of external reference points to manage and enhance learning opportunities?

2.3   The College has yet to consider the implications of the Quality Code for its policies and practices, or to begin mapping its substantial responsibilities for the quality of learning opportunities against the expectations of the Quality Code. It has previously engaged in a limited way with the Academic Infrastructure, as described in paragraph 1.4. Staff have little awareness of the Quality Code, or of the significance of Part B: Assuring and enhancing academic quality, for their delivery of the higher education programmes.

How does the College assure itself that the quality of teaching and learning is being maintained and enhanced?

2.4   Although the College has a number of mechanisms in place for assuring itself about the quality of learning and teaching, these are not brought together as part of a coherent strategy. There is no shared set of values or procedures to which all staff and students can refer or against which programme delivery might be monitored. It is **advisable** that the College produces and implements an overarching learning and teaching strategy.

2.5   Teaching staff are approved by the relevant awarding organisation and the College requires them to have, or acquire, a Preparing to Teach in the Lifelong Learning Sector or a higher qualification. Staff profiles confirm that all staff are well qualified academically. Teaching on all programmes is based on schemes of work that are approved by the Principal before implementation. There is a management-led process in place for the observation of teaching and the College is currently considering the introduction of a peer observation scheme.

2.6   Students report a high level of satisfaction with the quality of their learning and teaching. Those in health and social care are appreciative of the range of approaches being used on their programmes. The sample of assessed student work confirms that a range of formative assessments, with generally helpful feedback, is used to support student learning. The College has a standard questionnaire template for collecting student opinion, which includes the opportunity to evaluate the quality of teaching.

2.7   Student performance is monitored at departmental levels through tutorials and spreadsheets, based upon detailed and systematic individual records. However, the recording systems vary across the departments, which limits the College's ability to compare student achievement and progression between the academic programmes, and to identify overall trends. It is **desirable** that the College continues with plans to develop a standardised procedure for the collection and use of student progression and retention data.

How does the College assure itself that students are supported effectively?

2.8   The College has a range of procedures in place for the support of students, the effectiveness of which is monitored through student opinion questionnaires and meetings of student representatives. Procedures are in place for recruitment, admissions and induction, although there have been no recent intakes to use them. Academic support is centred on a system of personal tutors and recently introduced individual progress tutorials. Students

report that they can approach staff directly if they encounter problems with their study. They also confirm that they understand the plagiarism procedure, and that it is implemented consistently for coursework.

2.9   A centrally located Student Support Office provides general and pastoral support, including administrative support to help students meet the requirements of staying in the UK. Students have the use of a small recreational area on campus. The College is considering enhancing the present levels of support by making use of social media network sites and introducing 24-hour mobile phone support for when students are off campus.

2.10   Students and staff share a close and highly supportive working relationship, which promotes good communication, enhances the student learning experience and is **good practice**. This relationship is highly valued by students, particularly those in health and social care. It has helped sustain the quality of learning and teaching, as well as provide good informal support during a period of considerable change within the College. The students have been closely consulted and supported through critical changes of programme and awarding organisations. Students attest to the commitment and support of staff, citing it as important in helping them with their studies.

How effectively does the College develop its staff in order to improve student learning opportunities?

2.11   The College has a clear staff development policy statement, but there is insufficient evidence to confirm that it is being implemented fully. The policy differentiates between College responsibilities and those of individual staff for maintaining their own learning and development. It commits the College to ensuring a strategic and systematic approach when agreeing development activities, but such an approach is not evident in College records. Opportunities exist for staff to undertake additional teaching qualifications, and to share good practice in meetings and through informal discussions with colleagues. In 2012, staff also participated in a training event organised by the Association of Business Practitioners to raise awareness about its requirements. Currently, two members of staff are completing the Diploma in Teaching in the Lifelong Learning Sector, while some benefit from membership of the Institute for Learning.

2.12   Staff have completed training needs analysis forms, but the College has yet to determine how or whether these will be used to identify individual or institutional development needs. It is **desirable** to introduce a more systematic procedure for agreeing and responding to staff training needs.

How effectively does the College ensure that learning resources are accessible to students and sufficient to enable them to achieve the intended learning outcomes?

2.13   Overall, students have access to sufficient resources to enable them to achieve the learning outcomes for their programmes. Resource needs are discussed prior to the beginning of each term and the Principal decides priorities. There are sufficient academic staff, all of whom are appropriately qualified, to deliver the programmes. The College has ample, well-equipped classrooms and an extensive range of computer terminals. The College building is equipped with wireless internet access.

2.14   Students have the use of a small, unsupervised College library, with a modest book collection, but no lending facility. Students are encouraged to use local public libraries and some have access to a nearby university library. On the health and social care programmes, staff regularly supplement the library provision with their own specialist resources. Students attach particular value to the reading materials that staff post to a special drive on the

College website. Students report that the various means of accessing library materials provides them with adequate resources for their needs.

The review team has **confidence** that the provider is fulfilling its responsibilities for managing and enhancing the quality of the intended learning opportunities it provides for students.

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3   Information about learning opportunities

How effectively does the College communicate information about learning opportunities to students and other stakeholders?

3.1   The College has a suitable range of mechanisms to inform students and others of its learning opportunities. The website is informative, accurate and easy to navigate. Programme handbooks include information about programme specifications and assessment requirements, as well as the expectations of students and their entitlements. The content varies to reflect the agreement with each awarding organisation. Students have opportunities for printed and electronic information to be explained and added to during induction and in recently introduced individual tutorial meetings. The College publishes a staff handbook, which focuses largely on administrative and contractual matters.

3.2   A wide range of information is available electronically through the College web portal. Individual staff are responsible for uploading programme materials to the portal, which is populated with schemes of work, assessment requirements and lecture materials. Students appreciate the flexibility provided by having off-site access to the portal. Programme handbooks are supplemented by the general student handbook, which incorporates clear information on College academic policies and regulations, as well as helpful material on living in the UK.

3.3   Students confirm that the information provided for them by the College is accurate and trustworthy. The information available before arrival and during the interviewing stage, including that on the website and in the prospectus, provides an accurate picture of the College and its programmes. The programme handbooks contain sufficient information to support student learning. The many notice boards within the College are used effectively to give students regularly updated information about their programmes and general College matters.

3.4   The College has responded positively to issues that have affected student access to information. Students confirm that problems with the content of the portal, as well as accessing the portal using mobile technology, have been addressed satisfactorily.

How effective are the College arrangements for assuring that information about learning opportunities is fit for purpose, accessible and trustworthy?

3.5   The College management arrangements for ensuring the accuracy, accessibility and trustworthiness of information about learning opportunities are only partially effective. A range of processes is in place to produce and publish information, but it is not consistently clear who has responsibility for checking the information or what procedures are in place for monitoring or signing off materials. There is no policy statement on the management of public information. It is not clear from the records of meetings provided for the review that the senior management team consistently plays a formal role in overseeing the production of information published by the College.

3.6   A range of procedures is in place for developing and publishing information, although the College acknowledges that there are substantial differences in the range and quality of material uploaded to the portal. Information is benchmarked to College policies on data protection and a general statement on internal quality, although the latter is focused mainly on assessment. The Principal, with technician support, uploads all College information to the website and portal. The College expects individual teaching staff to upload learning materials to the portal in advance of each learning sessions, but this has yet to be achieved consistently.

3.7   The College does not systematically evaluate the information produced in its name or the processes used in its production. Nor is it evident that student opinion is systematically collected or considered in relation to the information published for their use. Some staff meetings have discussed the website and other information needs, but it does not appear as a formal requirement in the terms of reference of meetings or the job descriptions of senior staff. The College has yet to consider the Quality Code in its production of information. It is **advisable** for the College to put in place clear management procedures for the approval and evaluation of information, giving regard to the place of student opinion.

The team concludes that reliance **can** be placed on the information that the provider produces for its intended audiences about the learning opportunities it offers.

Action plan

The College was required to develop an action plan to follow up on good practice and address recommendations arising from the review. However, an action plan was not complete at the time of publication and the report is therefore published without one.

Action plan

About QAA

QAA is the Quality Assurance Agency for Higher Education. QAA's mission is to safeguard standards and improve the quality of UK higher education.

QAA's aims are to:

- meet students' needs and be valued by them
- safeguard standards in an increasingly diverse UK and international context
- drive improvements in UK higher education
- improve public understanding of higher education standards and quality.

QAA conducts reviews of higher education institutions and publishes reports on the findings. QAA also publishes a range of guidance documents to help safeguard standards and improve quality.

More information about the work of QAA is available at: www.qaa.ac.uk.

More detail about Review for Educational Oversight can be found at: www.qaa.ac.uk/educational-oversight.

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: www.qaa.ac.uk/aboutus/glossary. Formal definitions of key terms can be found in the *Review for Educational Oversight: Handbook*.[3]

Academic Infrastructure The core guidance developed and maintained by QAA in partnership with the UK higher education community and used by QAA and higher education providers until 2011-12 for quality assurance of UK higher education. It has since been replaced by the UK Quality Code for Higher Education (**Quality Code**).

academic quality A comprehensive term referring to how, and how well, higher education providers manage teaching and learning opportunities to help students progress and succeed.

academic standards The standards set and maintained by higher education providers for their courses and expected for their awards. See also **threshold academic standards**.

awarding body A UK higher education provider (typically a university) with the authority to award academic qualifications located on the **framework for higher education qualifications**, such as diplomas or degrees.

awarding organisation An organisation authorised to award a particular qualification; an organisation recognised by Ofqual to award Ofqual-regulated qualifications.

Code of practice *The Code of practice for the assurance of academic quality and standards in higher education*, published by QAA: a set of interrelated documents giving guidance for higher education institutions which formed the core element of the **Academic Infrastructure** (now superseded by the **Quality Code**).

designated body An organisation that has been formally appointed or recognised to perform a particular function. QAA has been recognised by UKBA as a designated body for the purpose of providing educational oversight.

differentiated judgements In a Review for Educational Oversight, separate judgements respectively for the provision validated by separate awarding bodies.

enhancement The process by which higher education providers systematically improve the quality of provision and the ways in which students' learning is supported. It is used as a technical term in QAA's audit and review processes.

feature of good practice A positive aspect of the way a higher education institution manages quality and standards, which may be seen as exemplary to others.

framework for higher education qualifications A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. QAA publishes the following frameworks: *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ) and *The framework for qualifications of higher education institutions in Scotland*.

highly trusted sponsor An education provider that the UK government trusts to admit migrant students from overseas, according to Tier 4 of the UK Border Agency's points-based

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[3] www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx

immigration system. Higher education providers wishing to obtain this status must undergo a successful review by QAA.

learning opportunities The provision made for students' learning, including planned study, teaching, assessment, academic and personal support, resources, and specialist facilities (such as libraries and information systems, laboratories or studios).

learning outcomes What a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

operational definition A formal definition of a term, which establishes exactly what QAA means when using it in reviews and reports.

programme An approved course of study that provides a coherent learning experience and normally leads to a qualification.

programme specifications Published statements about the intended **learning outcomes** of **programmes** of study, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

provider A UK degree-awarding body or any other organisation that offers courses of higher education on behalf of a separate **awarding body** or **organisation**. In the context of REO, the term means an independent college.

public information Information that is freely available to the public (sometimes referred to as being 'in the public domain').

Quality Code Short term for the UK Quality Code for Higher Education, which is being developed from 2011 to replace the **Academic Infrastructure** and will incorporate all its key elements along with additional topics and overarching themes.

reference points Statements and other publications that establish criteria against which performance can be measured. Internal reference points may be used by providers for purposes of self-regulation; external ones are used and accepted throughout the higher education community for the checking of standards and quality.

quality See **academic quality**.

subject benchmark statement A published statement that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject areas (mostly applying to bachelor's degrees), and explains what gives that particular discipline its coherence and identity.

threshold academic standards The minimum acceptable level of achievement that a student has to demonstrate to be eligible for an academic award. Threshold academic standards are set out in the national qualifications frameworks and **subject benchmark statements**. See also **academic standards**.

widening participation Increasing the involvement in higher education of people from a wider range of backgrounds.