



Further and Higher Education In the UK

A Practitioner's View



Tempus



University College Birmingham

- * What we are:
- * A new University
- * A mixed economy provider
- * Vocational education and training focused
- * Teaching and learning intensive



Further and Higher Education in 2013

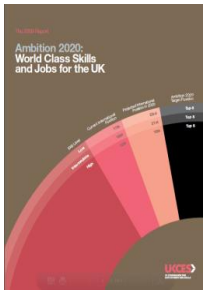
Political interest + Economic conditions

=

Period of significant change

What do we in the UK have now?

- * **402 FE colleges in the UK**
- * **163 HEI's in the UK**
- * **Number of learners in FE** **2011/12 = 4,264,900**
- * **Number of learners in HE** **2011/12 = 2,496,645**
- * **Number of learners in
Apprenticeships** **2011/12 = 520,600**
- * **The average NEET level** **2011/12 = 1,000,000+.**



Students at the Heart of the System (2011)

The Further Education and Training Act 2007

Ambition 2020 (UKCES 2009)

The Browne Review (2010)

The Wolf Report (2011)

New Industry New Jobs (2009)

The Education and Skills Act 2008

Leitch Review (2006)

Skills Investment Statement 2011-2014

Higher Ambitions (BIS 2009)

Skills Strategy (2009)

Education Act 2011

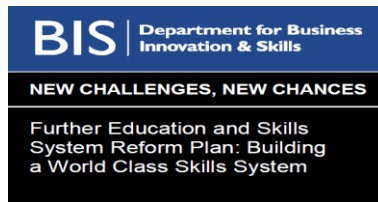
The Wilson Review (2012)



World Class Skills (2007)

Skills For Sustainable Growth (2011)

The Apprenticeships, Skills, Children and Learning Bill 2009



Building Engagement, Building Futures (2011)

New Challenges, New Chances (2010)



Further Education Policy

- * Higher level skills
- * Apprenticeships
- * Freeing colleges from central government control
- * Professionalization of teachers
- * Student loans for 24+
- * Local Enterprise Partnerships (LEP)

Further Education Environment

- * Competition
- * Financial instability
- * Mergers / Acquisitions / Collaboration
- * Moving into HE
- * Diversifying



Higher Education

Ideology:

- * Students = customers = competition = quality, efficiency, diversity and social mobility



Higher Education Environment

14 March 2013 Last updated at 12:22

Part-time student rate 'falls away'

* Competition



There has been a "dramatic decline" in the number of people studying for degrees in England on a part-time basis, a report says.

UK university applications down

Part-time student numbers fall

Willetts urges universities online

University funding falling by 12%

* Diversity

* Financial instability



* Mergers/Acquisitions/Collaboration/Innovation

University launches bold new initiative to attract brightest students

Posted on Friday 8th March 2013

The University of Birmingham has launched a bold and innovative new initiative to attract the very brightest students by making unconditional offers to a targeted group of high performing applicants.

The pilot initiative will see around 1200 unconditional offers being made to students applying to study one of 12 subjects from September 2013. The list of subjects, which ranges from maths to metallurgy and modern languages, reflects the broad range of disciplines on offer at Birmingham.



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29 March 2012 Last updated at 02:32



Most universities set to have fewer places

By Sean Coughlan

BBC News education correspondent

Most universities in England are going to have fewer places to offer students this year, as the funding changes in higher education are implemented.

The Higher Education Funding Council for England suggests that about three out of four universities could reduce places - some by more than 10%.

But there will be an increase in degree courses in further education colleges.



The transition from public funding to higher tuition fees is beginning to take effect in universities

Sector forced to play wild variations on a recruitment theme



24 January 2013

By [John Morgan](#)

Ucas data demonstrate wide-ranging impact of fees and funding changes. John Morgan reports

Some post-1992 universities appear to have been hit by a huge collapse in student demand under the new fees and funding system, while half of the Russell Group's English members have also lost undergraduate numbers.

Data released by the Universities and Colleges Admissions Service on 18 January reveal the full extent of shortfalls in undergraduate numbers by institution, showing that the government's reforms have produced often wild variations in recruitment.

The figures relate to acceptances, meaning actual enrolments could be different. They also include overseas students who applied via Ucas. However, the data do not include students who applied directly (via access courses, for example).

Some in the sector suggest that declining post-1992 university figures indicate that students from disadvantaged backgrounds are most likely to decide against higher education with higher fees.

London Metropolitan University (down 43 per cent from 2011-12 - see table attached) and the University of Bolton (down 25 per cent) experienced sharp falls after over-recruiting the previous year.

The changing context of vocational education and training

From	To
VET as second chance	VET as a driver for economic growth
Planning	Innovation
Lower level skills	Higher Education
FE Sector	Vocational ecosystem

Vocational Ecosystem



UK's struggle with vocational education

“Calls to end 'snobbery' plaguing vocational education”

The Guardian 18th June 2003

9 September 2010 Last updated at 16:20



Vocational education has 'lost its way', says Gove

By Heather Sharp
BBC News education reporter

Education Secretary Michael Gove has announced a review of vocational education in England, which he says "lost its way" under Labour.

Mr Gove said the last government had allowed an increase in "pseudo-academic" courses which had been used to boost league table figures.

He said he wanted to create "university technical colleges" specialising in practical skills.



The government wants vocational courses to be more 'hands on'

Will the British ever value vocational education as highly as the purely academic?

BBC 27th January 2001

Apprentices are 'derided' by teachers, Ofsted finds

FE news | Published in TES magazine on 13 April, 2012 | By: Joseph Lee

Do we value vocational skills?

Is going to university better than doing a vocational qualification or an apprenticeship? We asked four people their views



Janet Murray
guardian.co.uk, Monday 1 August 2011 19:15 BST
Article history



“Critics attack short vocational degrees”

BBC

15 February, 2000

Drop the 'mickey mouse' degrees says head of Royal Society of Chemistry

Telegraph 10th February 2010

Are vocational qualifications valuable?

BBC 31st January 2012

UCB Curriculum Strategy

- * Vocational
- * Teaching and learning focus
- * Growth in FE and HE
- * Diversify modes of delivery
- * Maintain and enhance quality
- * Collaboration with Independence



Consultancy Studies

- * Private consultancy reports on HE sector
 - * IBIS reports
 - * Maxxim reports
- * My findings: Richard Riley study

IBIS: Key Success Factors

Ability to develop courses in response to market needs

The skills and knowledge required of employees is constantly changing and universities must be able to rapidly alter their course content in order to respond to these needs. Also, technology offers new ways of effectively delivering courses.

Ability to raise revenue from additional sources

The ability to attract research funds, as well as revenue from corporations for research undertaken on their behalf is essential.

Ability to take advantage of government funding such as grants

Governments provide a range of funding programmes and higher education institutions that are able to successfully access these funds will benefit.

Having a good reputation

Important in attracting the top students and academics.

UNIVERSITIES CHALLENGED:

preparing for the future in uncertain Times

- * In this maxim survey of Higher Education institutions 85% of respondents said they had been involved in change programmes and over 90% cited **leadership alignment, clear lines of accountability or culture change** as the biggest challenges in delivering successful change
- * Ambition and Focus –**student experience** at the heart
- * Attracting and retaining students who are better informed and more concerned about **value-for-money**
- * **Differentiating** in an increasingly competitive environment
- * Building **resilience and readiness** for further changes

There is no doubt That Change is difficult in any Organisation, and Higher Education Faces Specific Challenges

- * Start at the top: The academic community will take its lead from the commitment that it sees from senior officers
- * Collaborate: The change programme needs a collaborative governance structure that truly brings together senior academics and professional services leaders, with clear accountabilities about who will deliver what
- * **Engage: Culture change is a real challenge and there are few shortcuts available. But there is one key to success: genuine engagement with the people who bring the university alive on a day-to-day basis, the people who represent the institution to students**

PAVE the way

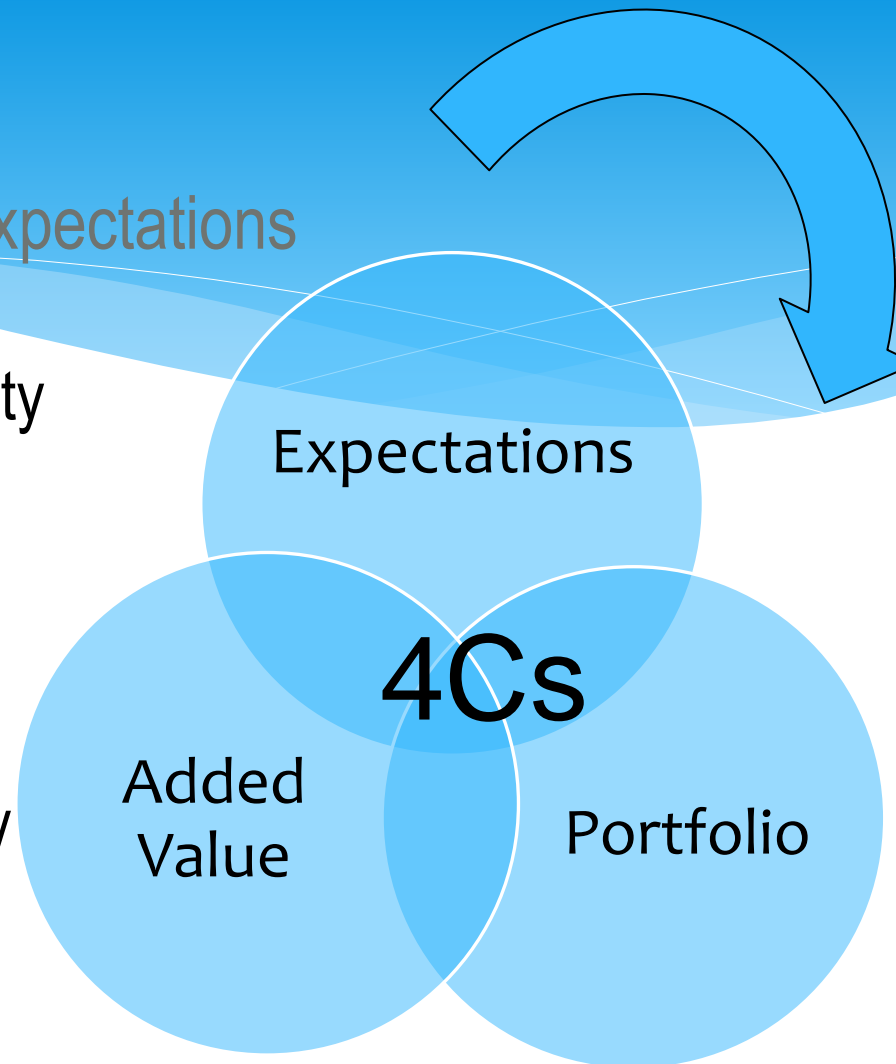
Portfolio, Added Value and Expectations

➤ **Cooperation** – responsibility

➤ **Coordination** – Added Value – capability

➤ **Collaboration** – Expectations – manage 2-way

Communication



Questions ...

- Is your team's portfolio and value add clear?
- How are you managing stakeholder expectations?
- Is performance influencing portfolio changes?
- Sustainability – not initiatives - integration but how?