HE perspectives on 14-19 reform

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A turbulent landscape for HE

- Demographics
- Pre-HE qualifications and curricula
- Patterns of demand and underlying drivers
- Changes in admissions processes
- Information, advice and guidance
- Competition

What HE says it wants of the education system

- Students with better 'generic' skills and no need of 'remedial' support
- Students with more experience of in-depth, extended study
- Less 'atomised' and more synoptic assessment
- More help with differentiation
- Qualifications and curriculum designed with their needs in mind ie better articulation between HE and pre-HE curricula
- Help to widen participation

The Higher Education Engagement Strategy

- Universities and colleges of HE, have a very strong pull effect and influence strongly the choices that 14-19 year olds make
- The more HEIs understand, the more likely they will be to reach early conclusions on acceptability
- Balance needs to be right: first cohorts will be small, therefore concern about some institutions not seeing many students with new qualifications
- Need to encourage schools and colleges to use local networks to spread the message
- Encouraging HEIs to provide colleagues in schools and colleges with something positive to say at Autumn parents evenings

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Benefits cited by HE for being involved

- Develop contacts and enhance reputation locally and regionally
- Contribute to recruitment
- Contribute to widening participation
- Provide relevant focus and experience for undergraduate and post graduate students
- Foster close working relationships between staff
- Communicate IAG to feeder institutions
- Influence preparation for HE

HE engagement: is it working?

- Emerging statements on UCAS website
  - ~ 160 institution statements
  - ~ 11,000 course level statements
- Prospectus statements
- Indications from research projects
  - Awareness increasing
  - Awareness of diplomas is higher than of other reforms eg A-levels
- Still a need to encourage admissions personnel in institutions to engage teachers in HE
- Emergence of different models of engagement
- 79 institutions are members of diploma consortia
- Plenty of opportunities to do more

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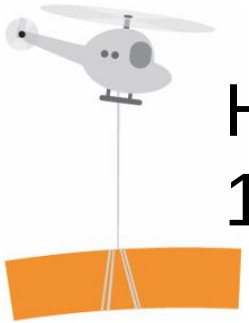

How HE is helping to implement the 14-19 reforms….

- Higher education engagement strategy
- Strong support being shown at ‘strategic’ and practical levels for the new Diplomas
- Involvement at a local level in 14-19 partnerships
- Providing admissions statements at an early stage
- Wide range of engagement examples
- Benefits will include higher attainment, better preparation for university in ‘generic’ skills, wider participation

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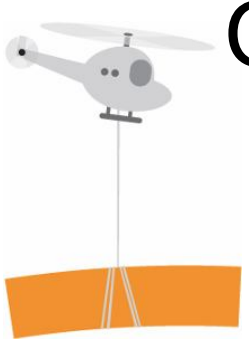

Opportunities for HE engagement

- Curriculum design
- Extended Projects: resources, mentoring and supervision
- Information and guidance – course level requirements
- Progression agreements – Life Long Learning Networks
- Delivery – particularly high level
- Continuous professional development for teachers eg. Teaching of research methods, how to supervise research projects
- Mentoring – students and staff
- Assessment and quality assurance

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Engagement examples: Creative and Media Diploma

- Trinity Laban – admissions to specialist music and dance colleges
- University of Sunderland – CPD modules
- University of Teesside – Bridging Module
- Bournemouth Media School – MA
- Thames Valley Uni. – Extended Project
- Central School of Speech and Drama –

  celebration of applied learning – 3 July Embassy Theatre, London
- UKADIA / NALN – communication, web site development
- Nottingham Trent Uni. & New College Nottingham – bridging module with CPD

Early reactions to Diplomas:

- There is a higher level of awareness to the introduction of Diplomas, but still more work to do to raise awareness at all levels
- Many positive statements of acceptability already posted on the UCAS website
- Many like the idea of a mixture of theoretical and applied learning
- Tariff announcement has helped understanding of level of diplomas
- Are likely to want to see qualifications such as A-levels as additional learning especially where there is a specific subject requirement for entry
- Many are getting involved in delivery in their local areas
- Enthusiasm about Phase 4 diplomas, especially Science

Early reactions to A-level changes:

- General enthusiasm but not all are aware yet
- Pleased with introduction of greater stretch and challenge
- Agree the A* grade will help with differentiation at the top end
- A few may use the A* in conditional offers, but policies only just emerging
- In first year or two most likely to be used as differentiator at results time
- Some confusion about differing numbers of units between A-level subjects
- Admissions tutors will be wary of A* predictions in early years

Early reactions to Extended Projects :

- general enthusiasm
- likely to be useful indicator of motivation and potential
- potentially useful for differentiating between applicants at both offer stage and clearing

Want to know more about:

- Assessment criteria
- How will be delivered
- Example projects from pilot phases
- How can ensure that students gain maximum benefit from the experience

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Being optimistic:

- The reforms will deliver better prepared students to higher education:
  - Knowledge
  - Skills
  - Motivation
- The reforms will allow greater differentiation between students
- Diplomas will become a ‘standard’ route into HE
- Diplomas will be the preferred entry route to some programmes

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