Engaging young people in Higher Education: Why it matters

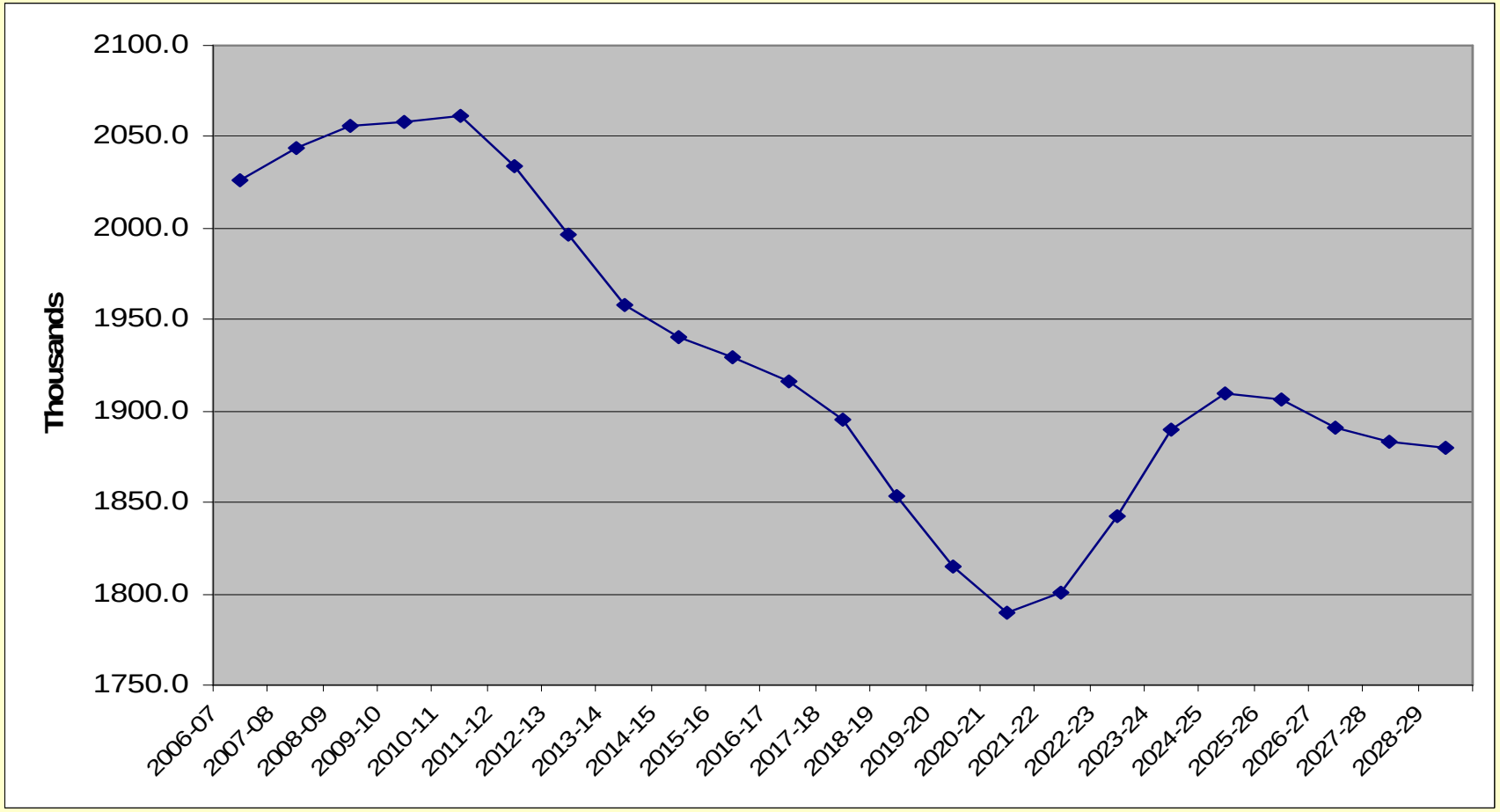
Deian Hopkin

LONDON SOUTH BANK UNIVERSITY

The future shape of HE

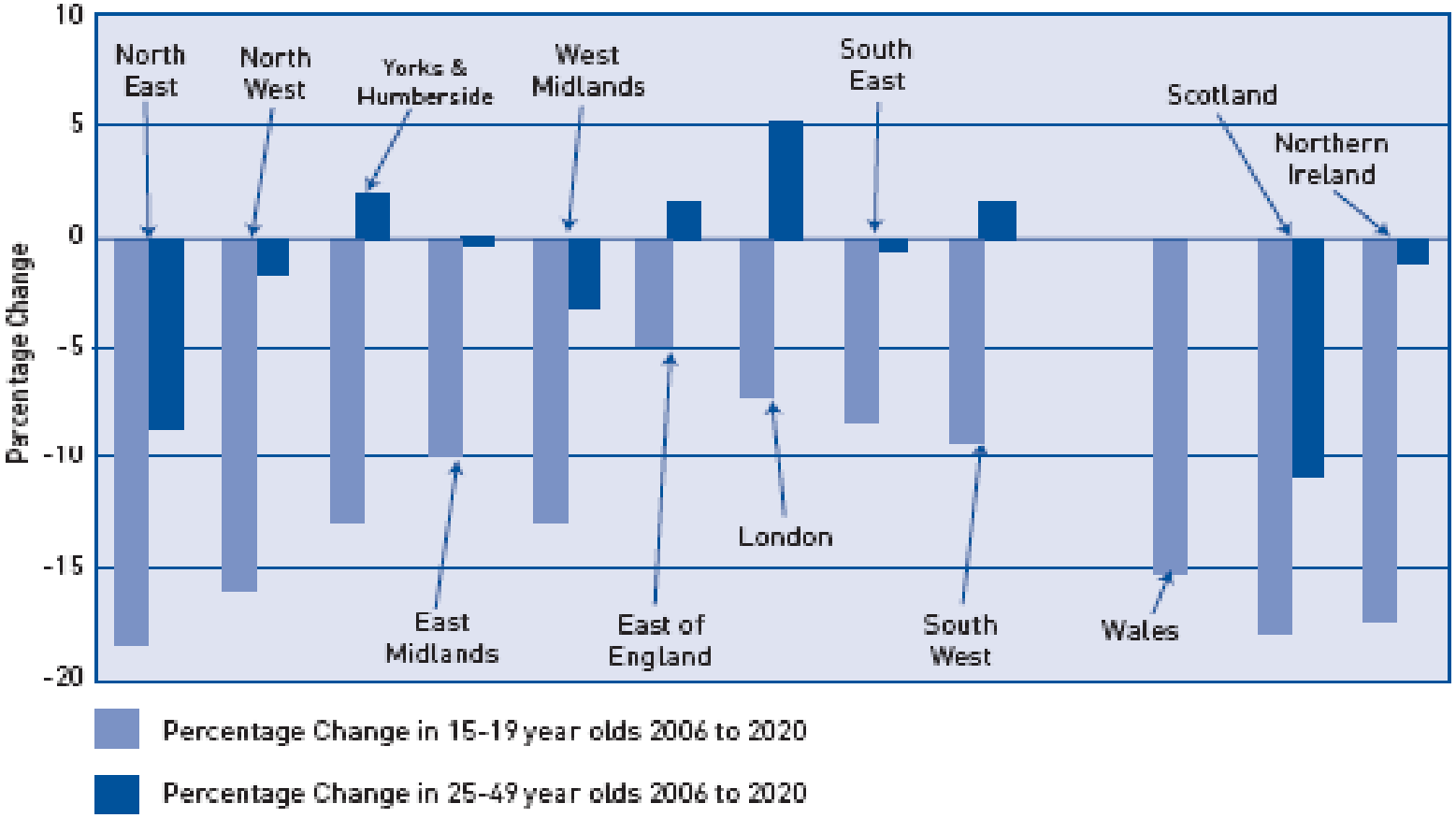
Research report
The future size and shape
higher education sector
threats and opportunitie
Submission
UK higher education in 2023:
A contribution to the DIUS
higher education debate
Universities UK
Celebrating 90 years
1918–2008

The declining 18 year old cohort



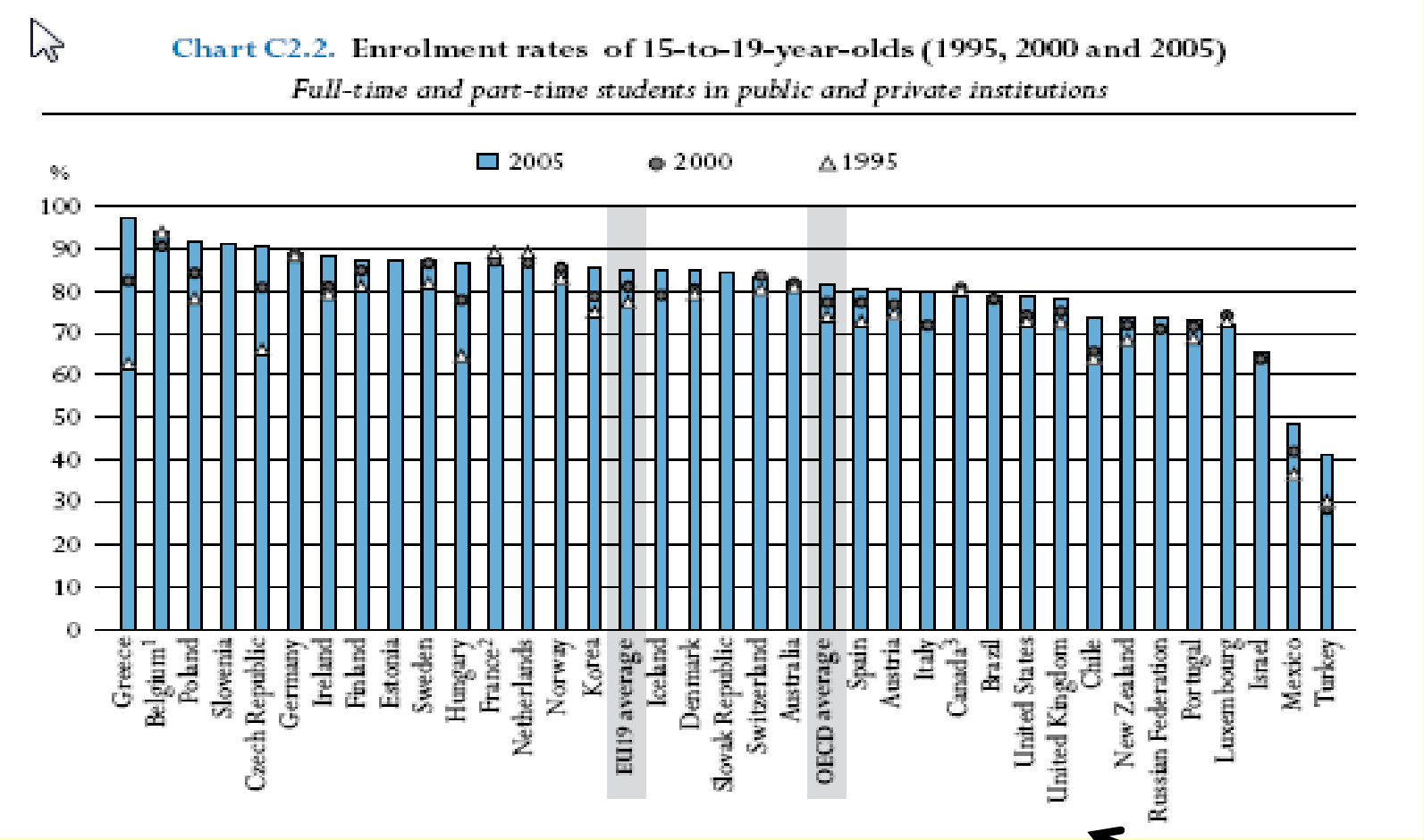
Source: HEPI, Demand for Higher Education to 2020 and beyond (2007); ONS and Government Actuary's Department (2005 based projections, published in August 2006), adjusted by DfES for academic years.

Regional demographic variations – 2006-20



Source: *ONS/GAD 2004-based projections*

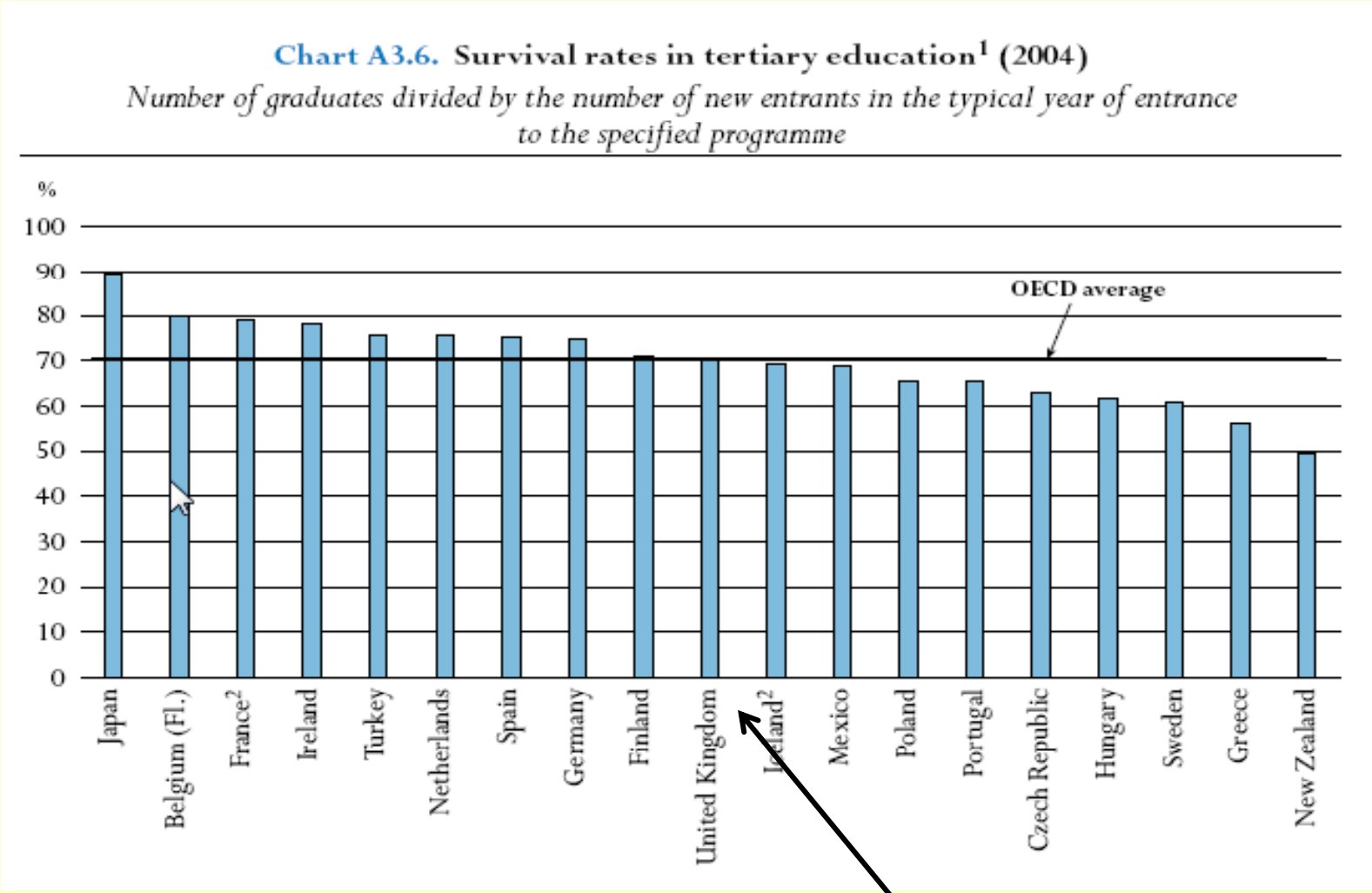
Enrolment rates 15-19 (1995-2005)



OECD 2007

UK

Survival rates in tertiary education

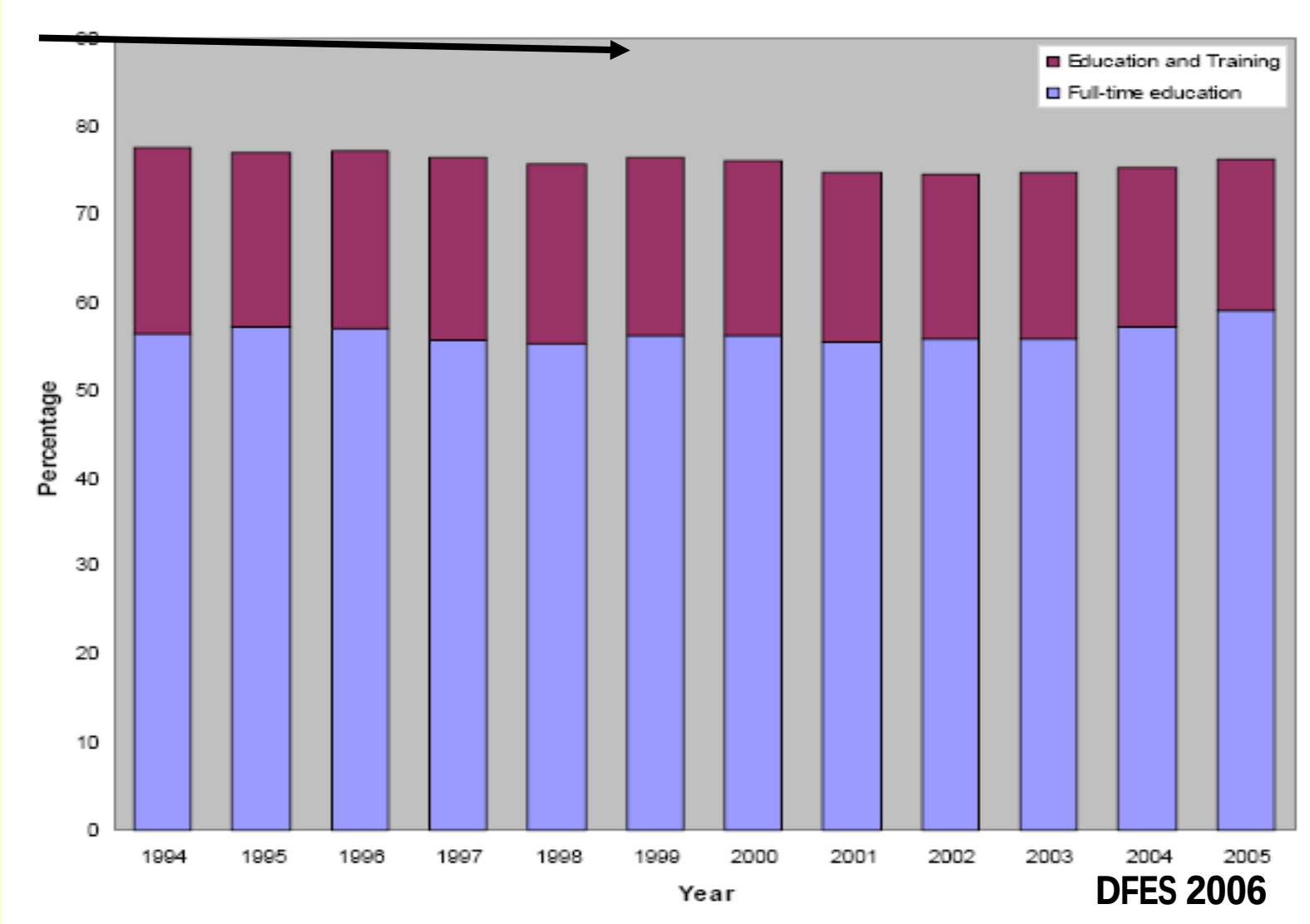


OECD 2007

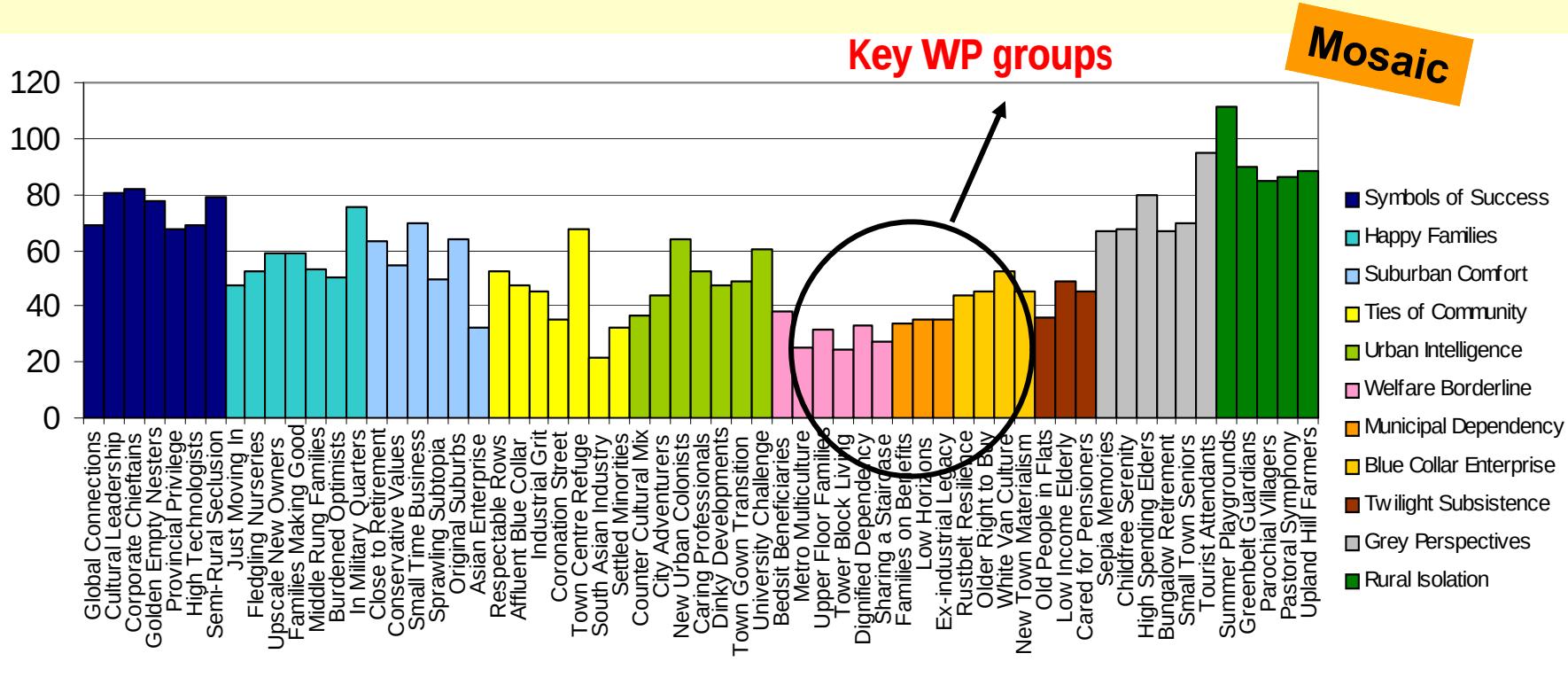
UK

Participation of 16-18 year olds in education and training

NEET



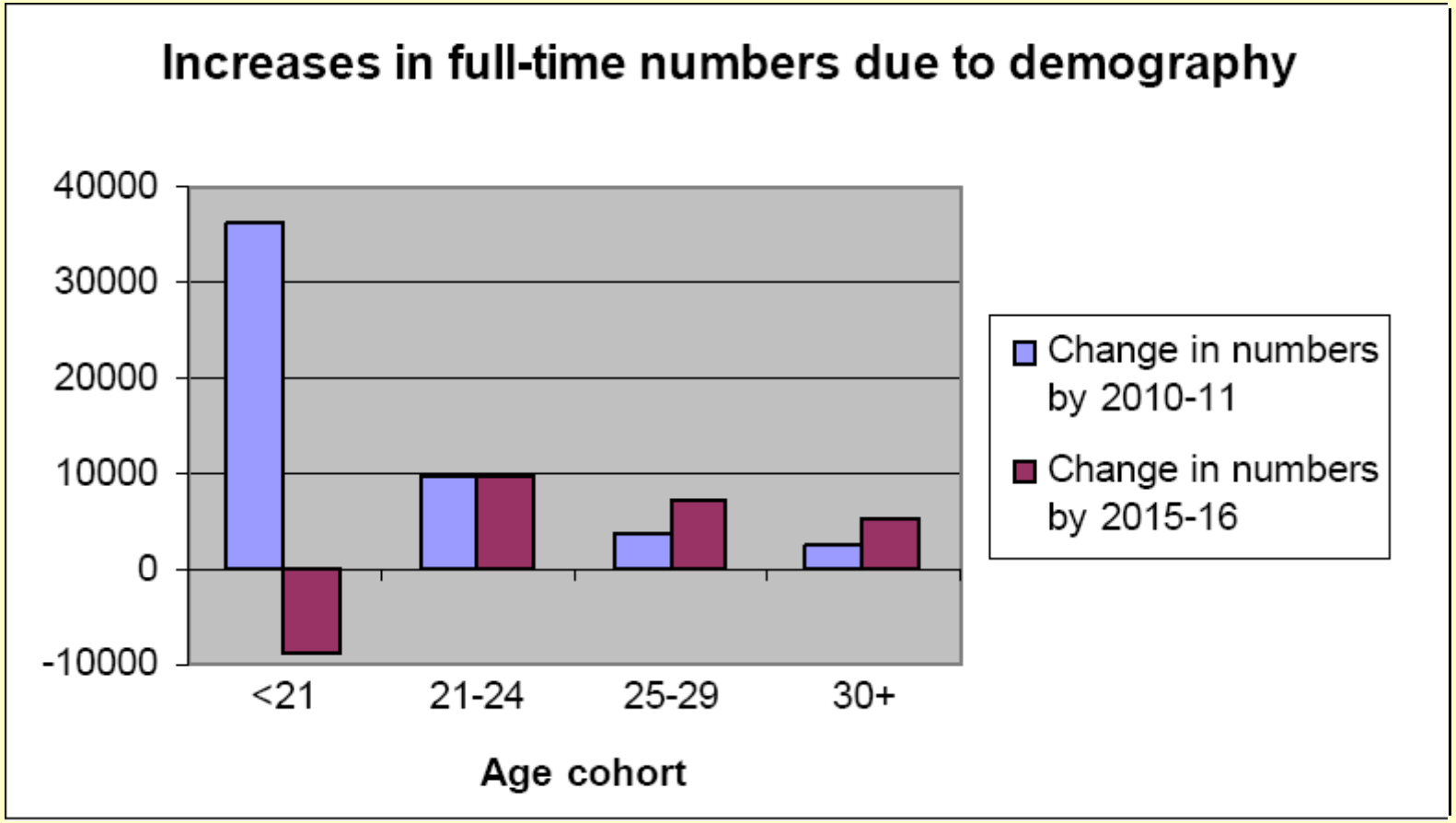
Average Distance from applicant home to accepting institution (2004)



UCAS

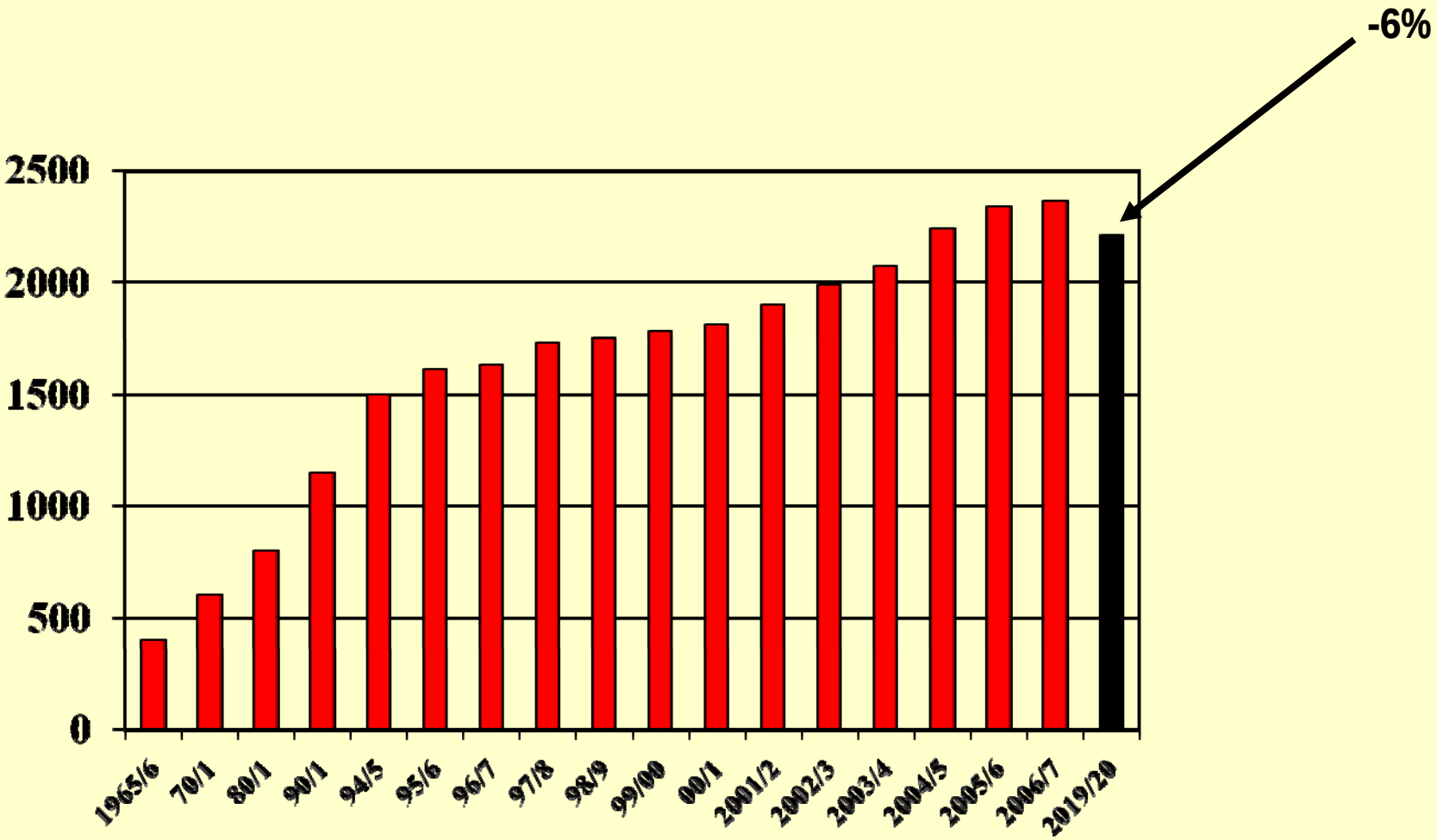
Alex Singleton, University College London: www.spatial-literacy.org

Projections of demand for HE



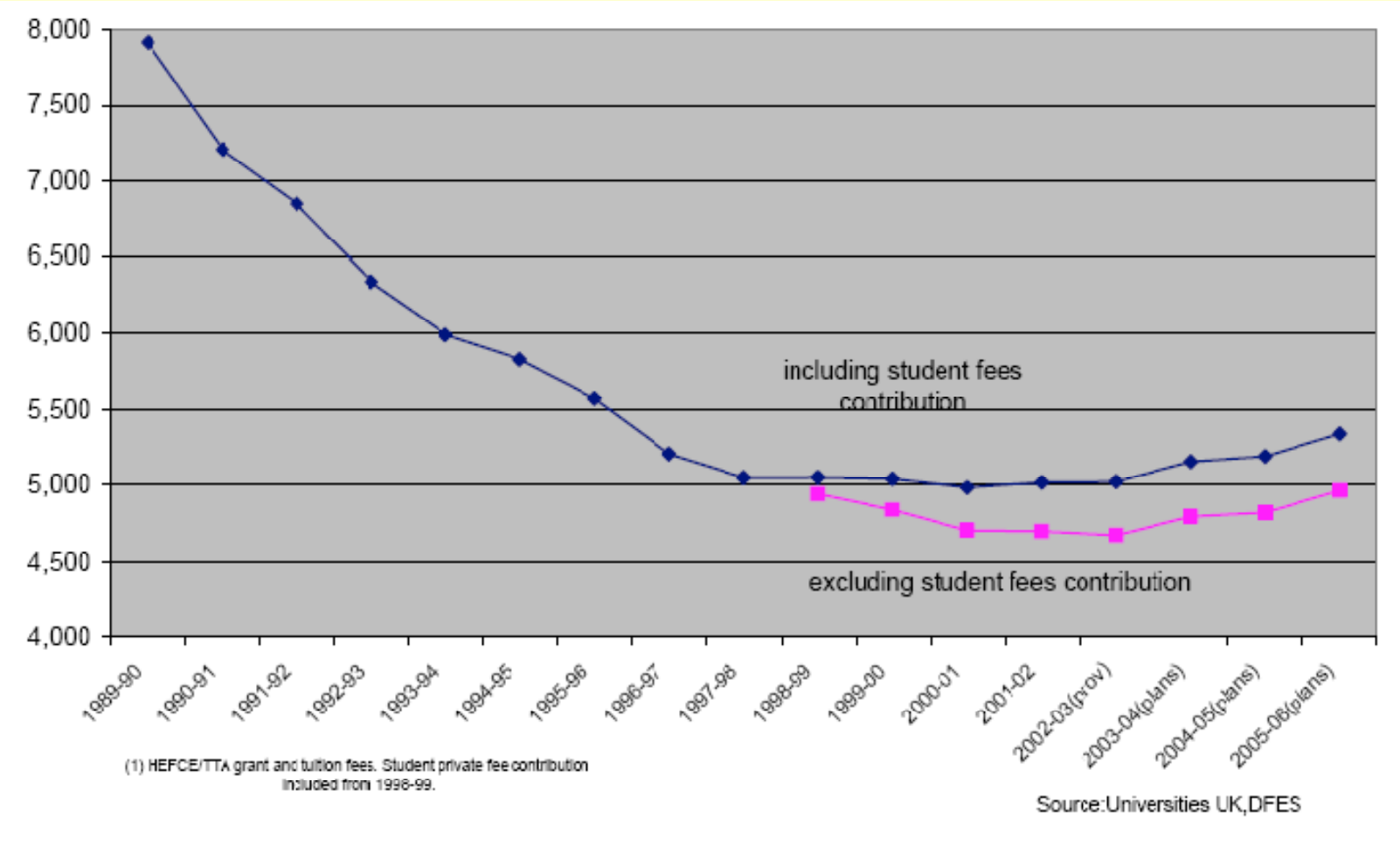
HEPI 2005

Growth in student numbers 1965-2006 and 2020 (thousands)



Source: Higher Education Statistical Agency

Funding Per student in England 1989-2006



?

14-19 Changes

The Government's aims

- **Getting young people to stay in learning now, getting them on the right courses, keeping them there, getting them to achieve –** Raising Attainment now

- **Reforming curriculum and qualifications so that more young people are motivated and engaged and so what they learn is a better preparation for life –** Curriculum and Qualifications Reform

- **Creating the infrastructure (professional development, providers, facilities, local partnerships and arrangements) capable of delivering the curriculum and qualifications entitlement –** 14-19 Local Delivery

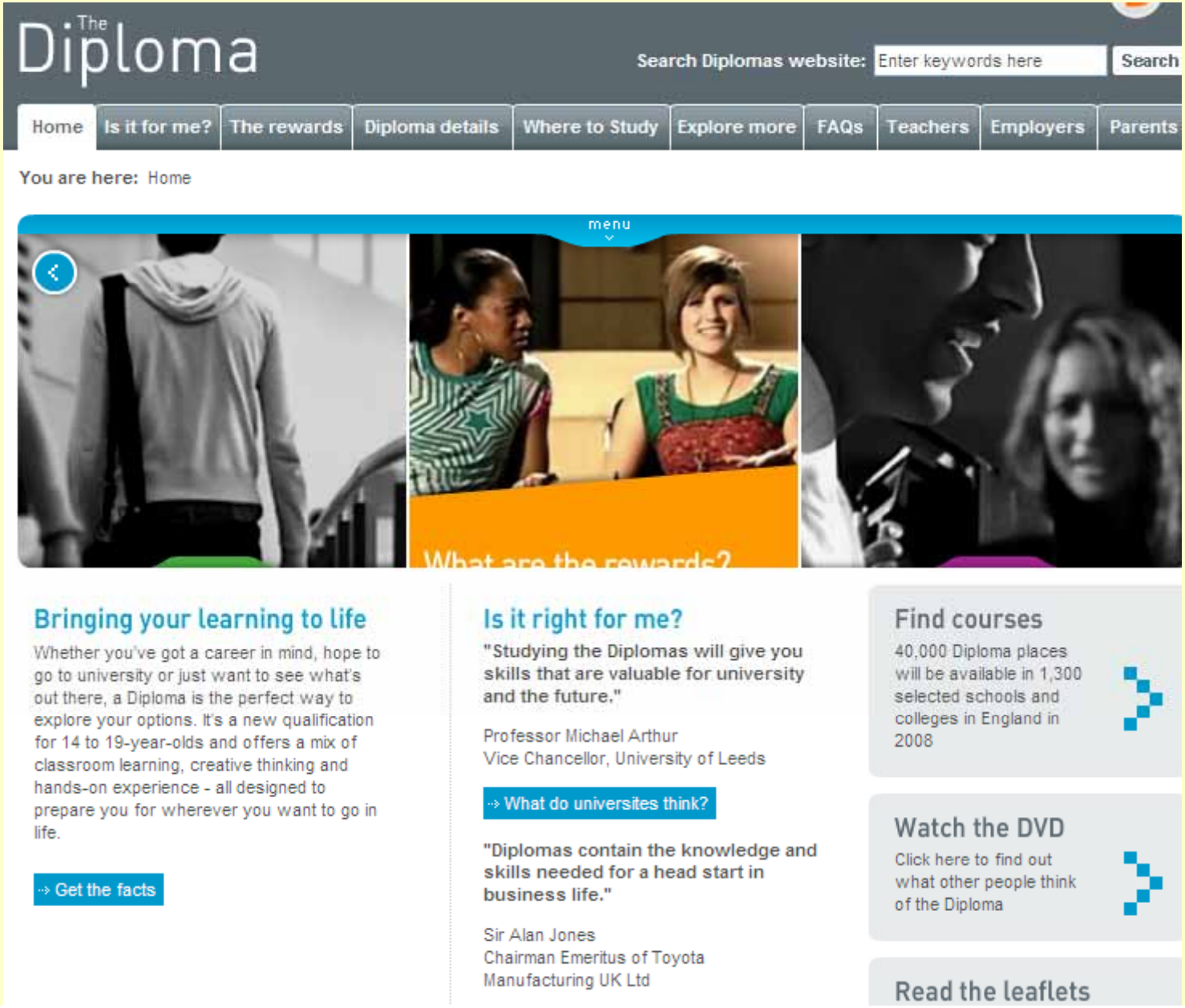
Some of the things HEIs have said they most want from curriculum and qualifications reform are…

- 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 changing landscape of provision in England

- 14-19 Diplomas
- Reformed / alternative A levels
- Apprenticeships
- Foundation Degrees
- Compressed degrees
- Employer-co-funded provision
- Private sector degree programmes

A different kind of learner



Apprenticeships

Opening doors to a better future

Apprenticeships

Be an Apprentice | Employers | Parents/Advisers | Types of Apprenticeships | About Us

Search Enter keyword Go

Home

Welcome to the Apprenticeships website.

This website is packed with information and videos on Apprenticeships.

So, whether you are an individual looking for an Apprenticeship, or an employer looking for an apprentice, there is a whole range of information here to help you decide if Apprenticeships are the right route for you.

To find out more choose from the sections at the top of the page.

Top Frequently Asked Questions by:

Apprentices | Employers | Parents

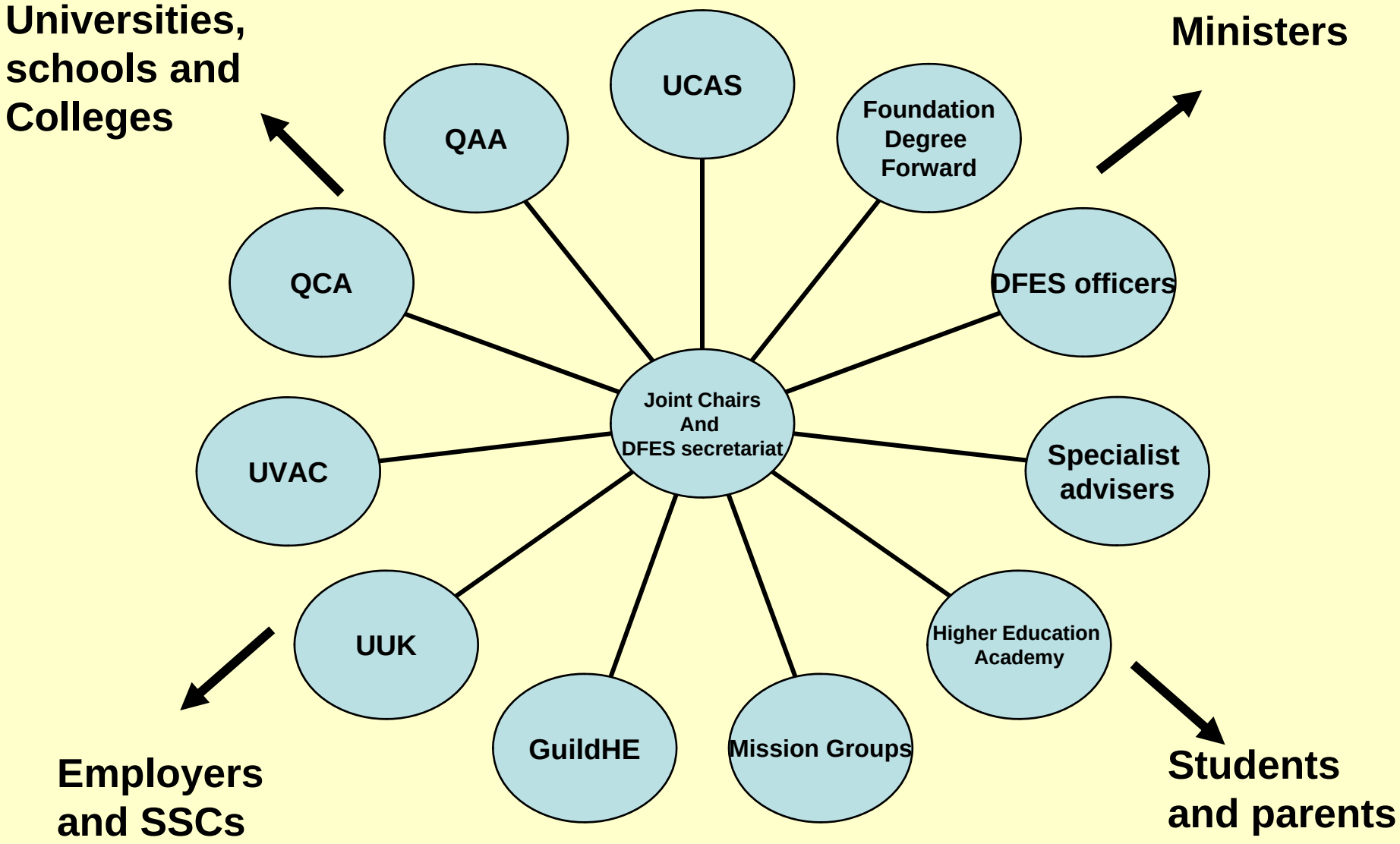
- How do Apprenticeships work?
- Am I eligible for an Apprenticeship?
- Do I have to pay anything to become an apprentice?
- How many Apprenticeships are available?

All Frequently Asked Questions »

What HEIs are currently doing:

- **Becoming better informed:**
    - **qualification content**
    - **Assessment criteria**
    - **Assessment methods**
    - **Grading criteria**
- **Mapping against own qualifications**
- **Becoming engaged in design especially additional and specialised learning**
- **Involvement in consortia**
- **Developing new progression routes.**
- **Substantial involvement in Phase 4 diplomas**

The HE Engagement Board



HE engagement: is it working?

- Emerging statements on UCAS website
  ~ 257 institution statements
  ~ 11,000 course level statements
- Prospectus statements
- Indications from research projects
  - Vice Chancellors more aware than admissions tutors/officers
  - Awareness of diplomas is higher than of other reforms eg A-levels
- Emergence of different models of engagement
- 79 institutions are members of diploma consortia
- Plenty of opportunities to do more

UCAS tariffs

- **The Principal and Generic Learning elements, which together constitute the Progression Diploma, will attract a maximum score of 300 points. This includes the stand-alone 60 points for the Project**

- **A further 120 points will be available for the top grade achieved in the Additional and Specialist Learning (ASL) which, when combined with Principal and Generic Learning, enables candidates to be awarded the Advanced Diploma and a combined total of 420 Tariff points.**

- **In other words, the top grade is equivalent to 3.5 A Levels.**

- **Extended Diploma adds a further 120 points adding up to 4.5 A levels**

Extended Project: Example titles from pilot phase

- **Why has MRSA proved so difficult to combat?**
- **The impact on human rights of the UK and US legal response to terrorism**
- **Metamorphosis of meaning: recycled objects in sculpture (*an exhibition*)**
- **Computer evidence in and out of court**
- **Chaotic systems and random numbers: randomness of the three body system**
- **An investigation into the aerodynamics of a Formula One car**
- **How does the location of a business affect the likelihood of success?**
- **An on-line products listing and ordering facility suitable for business (*a computer program*)**
- **Space Olympics: Space, created or evolved? (*group presentation at an international conference)***

Reactions

“The hard truth about “soft” subjects”

UNIVERSITY OF CAMBRIDGE

Undergraduate Admissions

The list below details the A level subjects that *together* provide a *less effective* preparation for our courses

A levels		IB
▪ Accounting ▪ Art and Design (see also **Architecture**) ▪ Business Studies (see also **Economics**) ▪ Communication Studies ▪ Dance ▪ Design and Technology (see also **Engineering**) ▪ Drama/Theatre Studies ▪ Film Studies ▪ Health and Social Care ▪ Home Economics	▪ Information and Communication Technology ▪ Leisure Studies ▪ Media Studies ▪ Music Technology ▪ Performance Studies ▪ Performing Arts ▪ Photography ▪ Physical Education ▪ Sports Studies ▪ Travel and Tourism	▪ Business and Management (see also **Economics**) ▪ Design and Technology (see also **Engineering**) ▪ Information Technology in a Global Society ▪ Theatre Arts ▪ Visual Arts

Any news is good news ?

Diplomas 'need overhaul to succeed'

Colleges should have more leeway to teach diplomas and more work needs to be done on the content, says college association head

Peter Kingston
guardian.co.uk, Tuesday November 18 2008 11.56 GMT

The government's flagship diplomas need major changes if they are to have a viable future, the nation's college heads were warned today.

Colleges must be granted the power to teach diplomas without having to form partnerships with schools, Dr David Collins, president of the Association of Colleges (AoC), told its annual conference.

Until this happens and the newcomers have proved themselves, older tried and tested post-16 qualifications must be kept going, he said.

"We support the new qualifications but there will need to be some significant adjustments if they are really to succeed on the scale that is envisaged," he said.

The cavalry arrives…..

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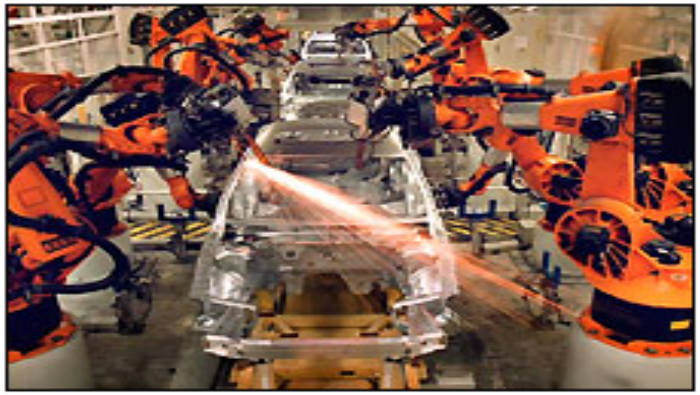
Oxbridge plans to accept Diploma

The universities of Oxford and Cambridge are to accept a Diploma qualification in their admissions.



Automated car factory: the engineering Diploma is opening doors

The engineering advanced Diploma will be accepted for engineering degree courses beginning in 2010.

Applicants will also need to have a physics A-level, but it will still be seen as a step forward for Diplomas.

Schools Minister Jim Knight said it showed that students taking the Diploma "will be able to study at any university they choose".

The Diploma qualifications are intended to provide both vocational and academic courses for teenagers.

Competing qualifications

The take-up of courses has been lower than expected - with only 11,500 students, aged 14 to 19, beginning the first wave of Diplomas this autumn.

The advanced level of the Diploma, so far taken by about 1,400 students, is intended to be an equivalent level of difficulty to A-

And the general opinion?

What do universities think about the 14-19 reforms?

"Young people studying the Diploma will gain skills that are valuable for university and for their future"
Michael Arthur - Vice Chancellor, Leeds University

"It is clear [Diplomas] will engage and stretch learners of all abilities and provide universities with students who will be able to present new skills and competencies"
Julian Skyrme – Head of Widening Participation, University of Manchester

"The new Diplomas combine both academic and vocational challenges that will be relevant to many young people of all abilities and will offer stimulating education that will prepare them well for the future and could support a wide range of further and higher education opportunities"
David Airey - Pro-vice Chancellor, University of Surrey

"The University (of Warwick) welcomes the Diplomas for their potential to extend opportunity to more young people, enabling them to take advantage of a high quality university education"
Nigel Thrift - Vice Chancellor, University of Warwick

"[Diplomas]…provide a valuable and different route into higher education, combining academic rigour with vocational practice…"
Philip Garrahan - Pro-vice Chancellor, Sheffield Hallam University

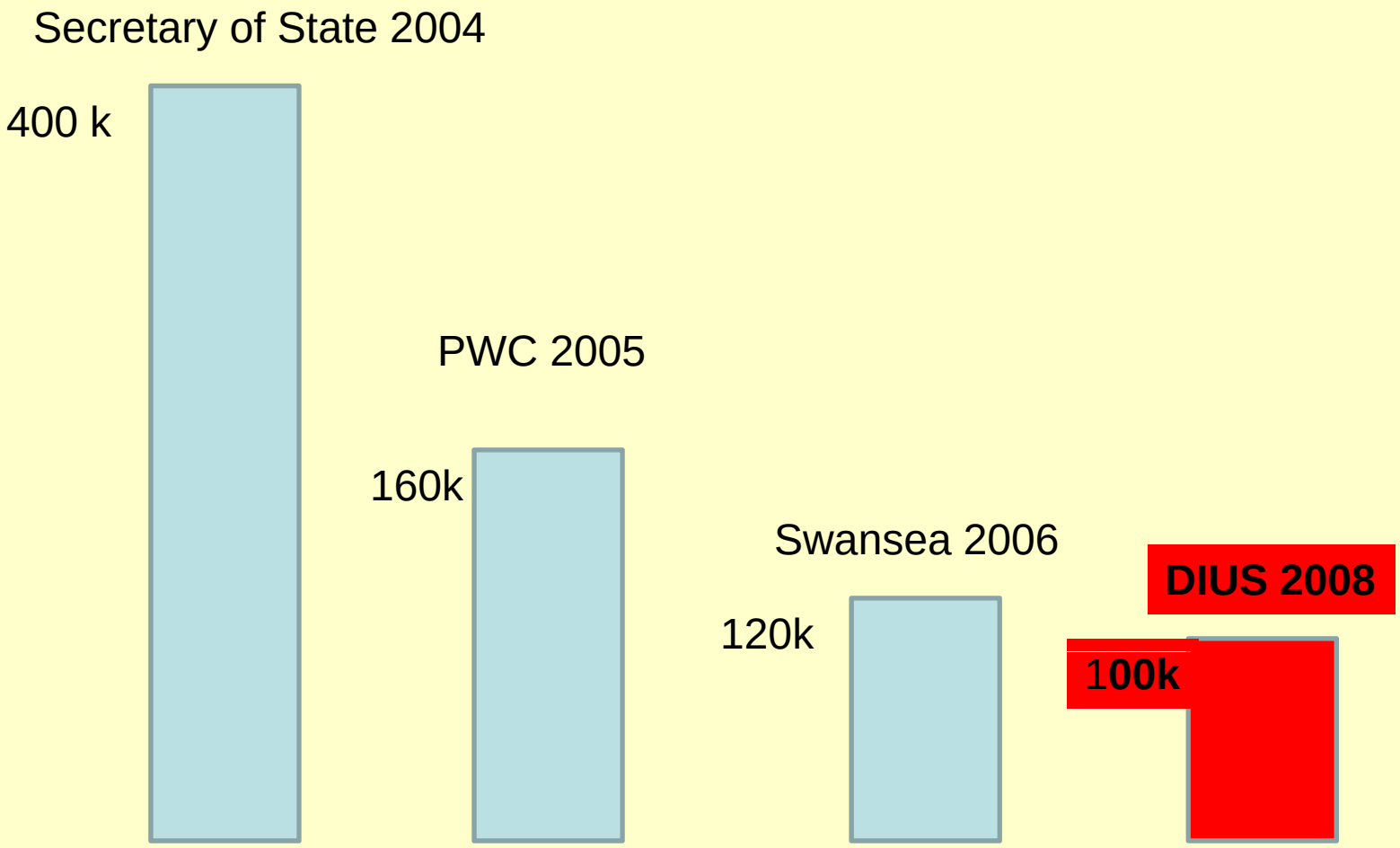
National Curriculum

department for children, schools and families

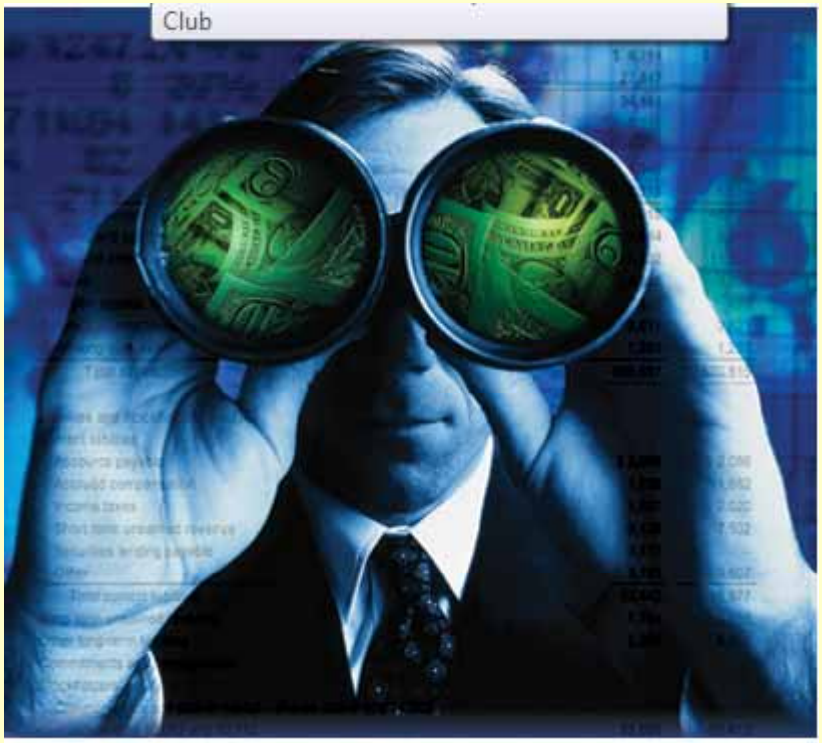
14-19 education and skills

The economic challenge

The financial estimate of a degree



The unexpected arrival



Downturn could scupper apprenticeship promises

Government will struggle to provide quality training to any qualified teenager that wants it, say MPs

Peter Kingston
guardian.co.uk, Friday December 5 2008 13.01 GMT
Article history

Will there be enough apprenticeships to go round? Photograph: Tony Stone/Getty

UK on brink of low-waged high-skilled economy

4 December 2008

By Rebecca Attwood

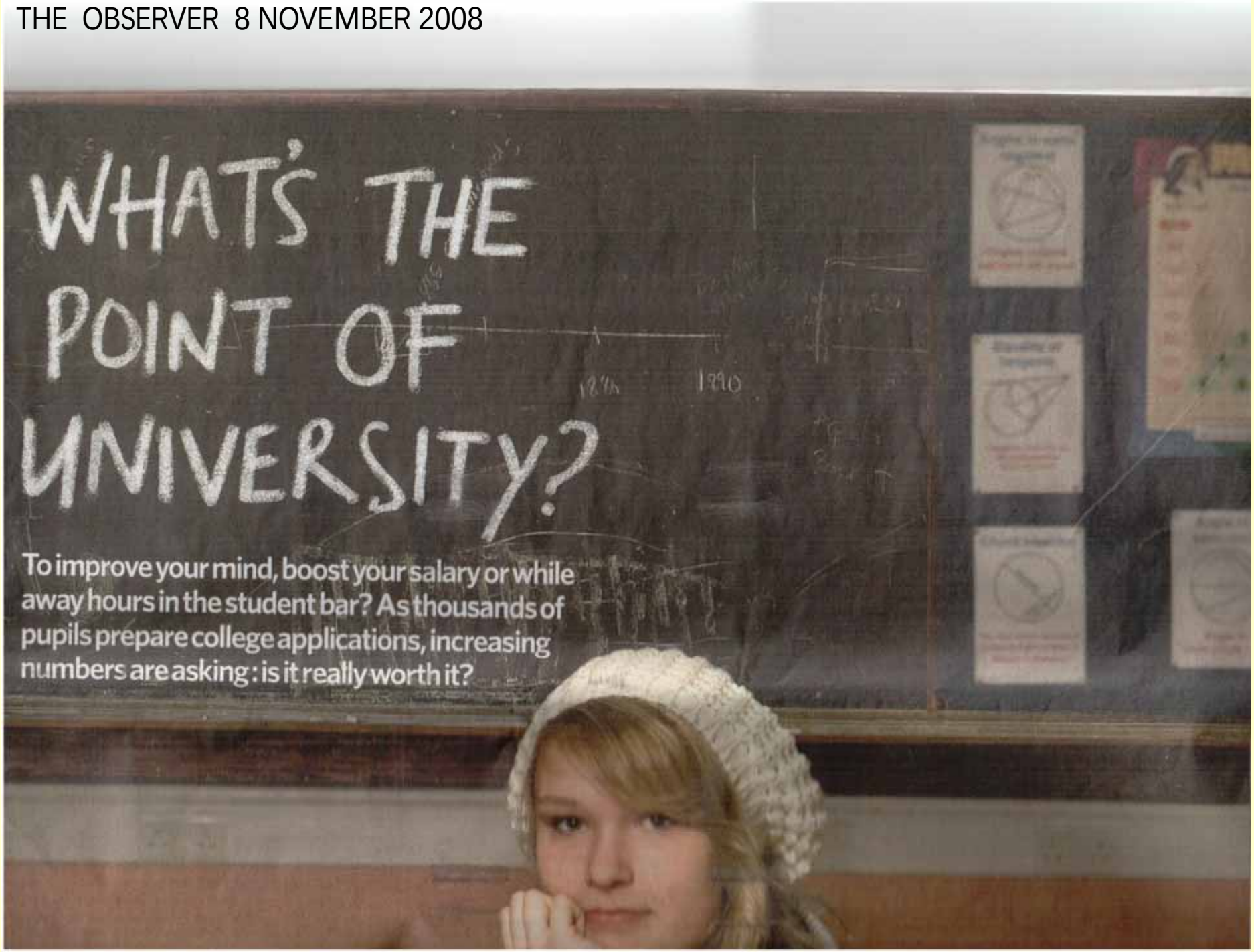
Higher education's role will spark debate as the returns on knowledge fall, writes Rebecca Attwood

UK graduates will struggle to reap a return on their investment in higher education, in salaries and career prospects, research suggests.

University student numbers around the world have doubled, and multinational companies are increasingly ready to recruit employees from countries that can deliver high-skilled labour at low cost, the authors of the seven-country Economic and Social Research Council-funded study warn.

They say their report, Education, Globalisation and the Knowledge Economy, raises fundamental questions about the future role of higher education.

THE OBSERVER 8 NOVEMBER 2008



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Legal self-help
Free finance brochures
In-depth guides to finance
Ask the experts
Newsletter
Online debt counselling

Community
Message boards
Feedback
Blogs
RSS

Student Money
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Why your degree is worthless

By Emma-Lou Montgomery

October 17 2007

Just graduated? Well congratulations.

But now welcome to the real world. And don't expect to be welcomed with any free goodies, complimentary drinks or open arms. The only thing you're about to get is a reality check.

Those last three years you idled away? They were probably a complete waste of time. Not only that, but they were a waste of time that has cost you a fortune. And one that you'll be working to pay off for years and years to come.

advertisement

Now, doesn't that make those days studying/lazing/drinking/whatever seem worthwhile?

Have your say: is university a waste of time and money?

A mountain of debt...
The sobering truth is that the majority of all new graduates leave university with a mountain of debt, and a poor chance of earning enough to pay it off for many years to come.

The National Union of Students estimates that some graduates could be left with debts,

AWARDS 2009
THE LEADERSHIP & MANAGEMENT
in association with the Leadership Foundation for Higher Education

‘University degree won’t get you a good job,’ v-c doesn’t warn

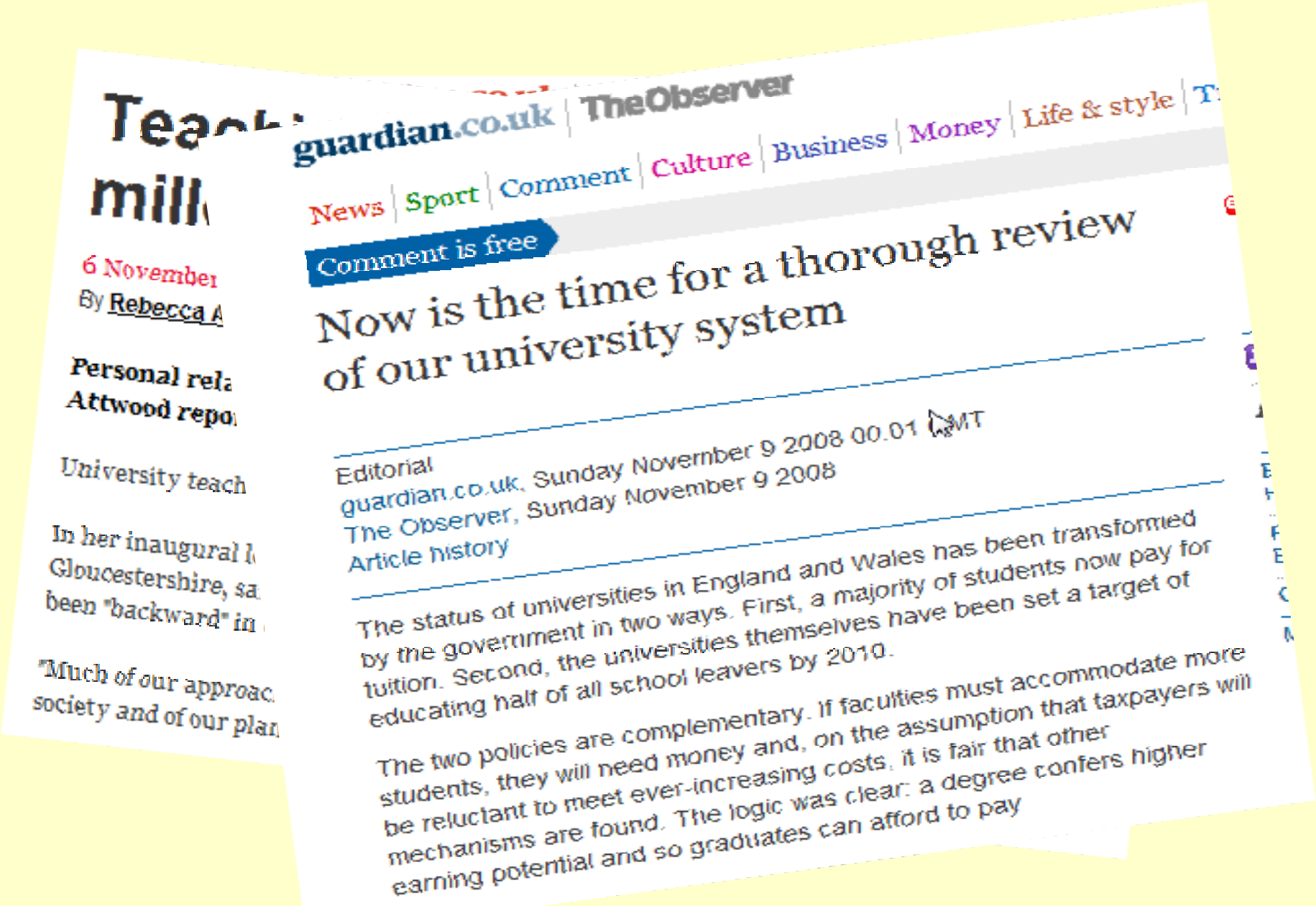
28 November 2008

Deian Hopkin is stung by his treatment at the hands of the national press

Politicians often claim to have been misrepresented in the press. Now I know what it feels like. I woke up one morning last week to find a flurry of publicity in which I was reported to have warned students that a “university degree won’t get you a good job”. It was even claimed that I had advocated variable tuition fees to reflect different graduate premiums and that I had suggested, in effect, that “more means poorer”, an implicit criticism of widening participation.

This all meant that, according to one paper, the Government was “duping” students, but it was the fact that a vice-chancellor was saying all this that attracted the most attention.

Should higher education change?



Teach
mill

6 November
By Rebecca A

Personal rela
Attwood repo

University teach

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been "backward" in

"Much of our approac
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guardian.co.uk | TheObserver

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Comment is free

Now is the time for a thorough review of our university system

Editorial
guardian.co.uk, Sunday November 9 2008 00.01 GMT
The Observer, Sunday November 9 2008
Article history

The status of universities in England and Wales has been transformed by the government in two ways. First, a majority of students now pay for tuition. Second, the universities themselves have been set a target of educating half of all school leavers by 2010.

The two policies are complementary. If faculties must accommodate more students, they will need money and, on the assumption that taxpayers will be reluctant to meet ever-increasing costs, it is fair that other mechanisms are found. The logic was clear: a degree confers higher earning potential and so graduates can afford to pay

A new role for HE?

guardian.co.uk

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News > Education > University funding

Ministers mull how universities could rescue economy

Government 'in market for ideas' on how higher education could respond to rising unemployment and economic decline

Anthea Lipsett
guardian.co.uk, Friday November 7 2008 16.27 GMT
Article history

Universities are to be presented as pivotal to improving the country's financial fortunes in the current economic climate by ministers later this month, despite the funding squeeze they face.

Ministers announced cuts to student grants and student numbers last month to fill a shortfall of £200m in the Department for Innovation, Universities and Skills' budget.

The universities secretary, John Denham, said he would have to make "incremental adjustments" to the department's £20bn budget and was on the way to making "£1.5bn of cash-releasing efficiency savings".

And what lies ahead?

THANK YOU

Presentation download at:

www.lsbu.ac.uk/about/VCsPresentations.shtml

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