MOVE

Embedding best practice in HE progression from the Diploma

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What are the issues that affect progression to HE from the Diploma?

- The risk of limited recognition of the Diploma as an equivalent entry qualification to HE

  *Ucas had found evidence of a **"lack of knowledge and understanding"** among some admissions officers **about vocational qualifications**, while **many universities still failed to provide clear guidance to vocational applicants**. - THE 19th October 2007*

  'Research universities give diplomas a cool reception'

  *Only **half of the top universities in the UK** expect to **accept students with diplomas** when they make admissions decisions from 2010, a study has found.*

  The Guardian 23rd January 2008

What are the issues that affect progression to HE from the Diploma?

- Limited engagement in the development of Diplomas by the HE sector

  *The [1994 Group/DSCF] report found universities had had a **"less than desirable" level of involvement** in the new qualifications and **"much further work" was needed** for the reforms to meet the government's high expectations of them.*

  The Guardian 23rd January 2008

  ***Higher education's direct involvement** in the Government's 14-19 diploma programme is **"patchy and piecemeal"…**There is **little evidence of universities working with schools and colleges on the progression route** from the new qualification to degree courses **or of academics taking an active role in curriculum development** or serving on working parties set up by diploma development partnerships - THE 15th May 2008*

1994 Group 14-19 research report

- New Foundations, Enduring Values - *1994 Group and DCSF*

  It seems likely from evidence generated…that ***Diploma-holders*** *applying to* ***1994 Group (and Russell Group)*** *universities* ***will be accepted onto undergraduate courses*** *from 2010.*

  Senior managers in ***all nineteen [1994 Group] universities*** *identified undergraduate courses that, potentially,* ***could offer progression*** *from the content of one or more of the first five Diplomas, and a majority identified a potential match of one or more of their* ***undergraduate courses*** *to four of these five Diplomas*

The MOVE context

- A fully regional LLN co-terminus with EEDA and EESCP
  - *Working in employment sector areas prioritised by EEDA*
  - *Working in partnership with regional employer and sector specific organisations*
  - *Working in partnership with sector skills councils*
  - *Working under the auspices of AUEE representing 11 HEIs*
  - *Working in partnership with ACER representing 33 FECs*

- **MOVE can operate as an *impartial regional broker* promoting the collective benefits of enhanced progression opportunities**

The MOVE approach

- To operate at multiple institutional levels
  - *Senior management sign up to 'authorise' change - VCs, Principals*
  - *Sector specific Faculty/Department management to strategically plan and manage development and change*
  - *Programme tutors to develop and implement best practice*
- To develop **trust** relationships between those who manage progression across and between institutions/organisations
- To formalise progression practice through **Progression Accords**

The MOVE approach

- A regional focus for the dissemination of best practice
  - *MOVE represented on the HE Advisory Groups of national Diploma Development Partnerships (DDP)*
  - *MOVE hosts regional Diploma meetings and workshops in partnership with SSCs to bring together Consortia and HE*
- Regional development to promote HE progression
  - *MOVE Development Fund made available to Diploma Consortia*
  - *Progression routes from the Diploma to HE are identified*
  - *Promote HEIs understanding of Diplomas and how they fit with their developing HE curricula*
  - *Highlight progression into HE from the Advanced Diploma for both Diploma Consortia and HEIs in the region*

What are MOVE Progression Accords?

- The key features of Progression Accords
  - *Formal agreements - between 'senders' and 'receivers' of learners*
  - *Guaranteed places*
  - *Equivalent entry requirements*
  - *Institutional/organisational 'sign-up' - senior management and tutor levels*
  - *Good practice in managing progression*

- Specific features of the Diploma Accord
  - *A statement of learning and progression that describes the specific requirements of progression to an identified HE course*
  - *HE and Diploma Consortia engagement in Diploma development*

HE engagement in practice

- Creative and Media Diploma engagement example
  - *Cambridge Area Partnership (CAP) successful in securing MOVE Development Funding - requiring Diploma PAs with identified HEI partners including Anglia Ruskin University*
  - *MOVE Cambridge Progression Magnet meeting focused on HE input to C&M Diploma content across two consortia - CAP and Huntingdonshire Secondary Education Partnership (HSEP)*
  - *MOVE brokered further collaborative working between CAP and Norwich University College of the Arts to implement Diploma PAs*
  - *Progression Accords now signed guaranteeing places for Diploma learners on identified HE programmes*

Support for Diploma Progression Accords

- **Norwich University College of the Arts**

  *The University College is **actively involved** in the development of 14 -19 Specialist Diplomas and we expect them to be **an excellent preparation for specialist Higher Education** in arts, media and design subject areas.*

  *MOVE Diploma **Progression Accords are in place** and the University College therefore welcomes applications from students who are studying **for Diploma qualifications.***

Embedding Progression Accord Practice

- **Norwich University College of the Arts**
  - *The University College has worked closely with MOVE to **establish and embed good practice** that results from the implementation of Progression Accords at an institutional level.*
  - *Norwich University College of the Arts feel confident that Progression Accord's are now an accepted and **integrated part of the institutional 'culture'**.*
  - *The process of developing and maintaining progression Accords has enabled Norwich University College of the Arts to establish and disseminate good practice and significantly **enhance collaborative progression activity with regional partners**.*

1994 Group Statement of Support for Progression Accords

"The 1994 Group supports the implementation of Progression Accords as **an effective means to develop and maintain productive engagement** between FECs/Diploma Consortia and Universities.

Progression Accords provide a means to **initiate and embed good practice in the management of progression to HE** helping to ensure that Diploma and other FE learners are well prepared for the HE learning experience."

Further information

www.move.ac.uk

Progression Accords

Embedding best practice in progression to higher education

1994 group

Statement of Support for Progression Accords

*"Following the outcomes of the 1994 Group/DCSF Report on the 14-19 reforms **the 1994 Group supports the implementation of Progression Accords** as an effective means to develop and maintain productive engagement between FECs/Diploma Consortia and Universities. **Progression Accords provide a means to initiate and embed good practice** in the management of progression to HE helping to ensure that Diploma and other FE learners are well prepared for the HE learning experience."*

Swavesey Village College

Statement of Support for Progression Accords

"The main reason the progression accords are so important to us is so we can give clear and accurate guidance to our students. We need to demonstrate that a pathway exists all the way through school, further education, higher education and into careers. The progression accords are important to ensure all young people can look forward to an 'open road' of progression."

Why are Progression Accords important?

"The aim of LLNs is to guarantee progression** for learners on vocational programmes: to establish the same clarity, coherence and opportunity for these learners as is enjoyed by their counterparts following academic routes. **Progression accords** or agreements that put learners on vocational programmes on the same footing as students on academic programmes **are the way these objectives will be met."

(HEFCE: Lifelong Learning Networks: progress report and next steps, Spring 2005)

Developing best practice in progression

- The function of LLNs is primarily enhancing progression through vocational routes not widening participation
- Low progression through vocational routes is not a 'learner problem' but requires change in HE/FE practices
- LLNs should operate independently of provider institutions to enhance progression practice
- Progression routes are not the same as Progression Accords, which are designed to change practice
- Guaranteed places are unproblematic and a powerful mechanism to initiate cultural change in progression practice.
- Foundation degrees establish a precedent for embedding progression as a quality assurance matter.
- LLNs are the key to HE engagement in the Diploma.
- Embedding best practice requires change in the culture and the professional behaviour of staff, particularly those supporting vocational progression.
- Embedding best practice in progression requires HEIs and FECs to integrate it within teaching and learning strategies, quality monitoring and validation procedures
- Embedding of best practice in progression requires the public support of national sector representative bodies.
- Embedding best practice in progression requires clear guidance from national regulatory bodies such as QAA, QCA and OFFA

NORWICH UNIVERSITY COLLEGE OF THE ARTS

Embedding Progression Accords in HEI Practice

"Norwich University College of the Arts has worked closely with MOVE to establish and embed good practice that results from the implementation of Progression Accords at an institutional level. The University College feels confident that Progression Accord's are now an accepted and integrated part of the institutional 'culture'. The process of developing and maintaining Progression Accords has enabled the University College to establish and disseminate good practice and significantly enhance collaborative progression activity with regional partners."

C&BE Construction and the Built Environment Diploma

Statement of Support for Progression Accords

*"**The Construction and Built Environment Diploma Development Partnership confirm our support** for the work that MOVE has carried out on the **Diploma Progression Accord**. This should provide some assurance to learners undertaking the Advanced Diploma of gaining the necessary HE recognition."*

MOVE

Data from partner institutions in 2006/07 and 2007/08 indicates that where MOVE Progression Accords were in place 86% of guaranteed places were recruited in the first year and 100% of learners recruited successfully progressed to the second year of the programme. MOVE has brokered over 350 Progression Accords providing approximately 1400 guaranteed places for vocational learners in the East of England.