Foundation Degrees
Central to FE-HE Collaboration

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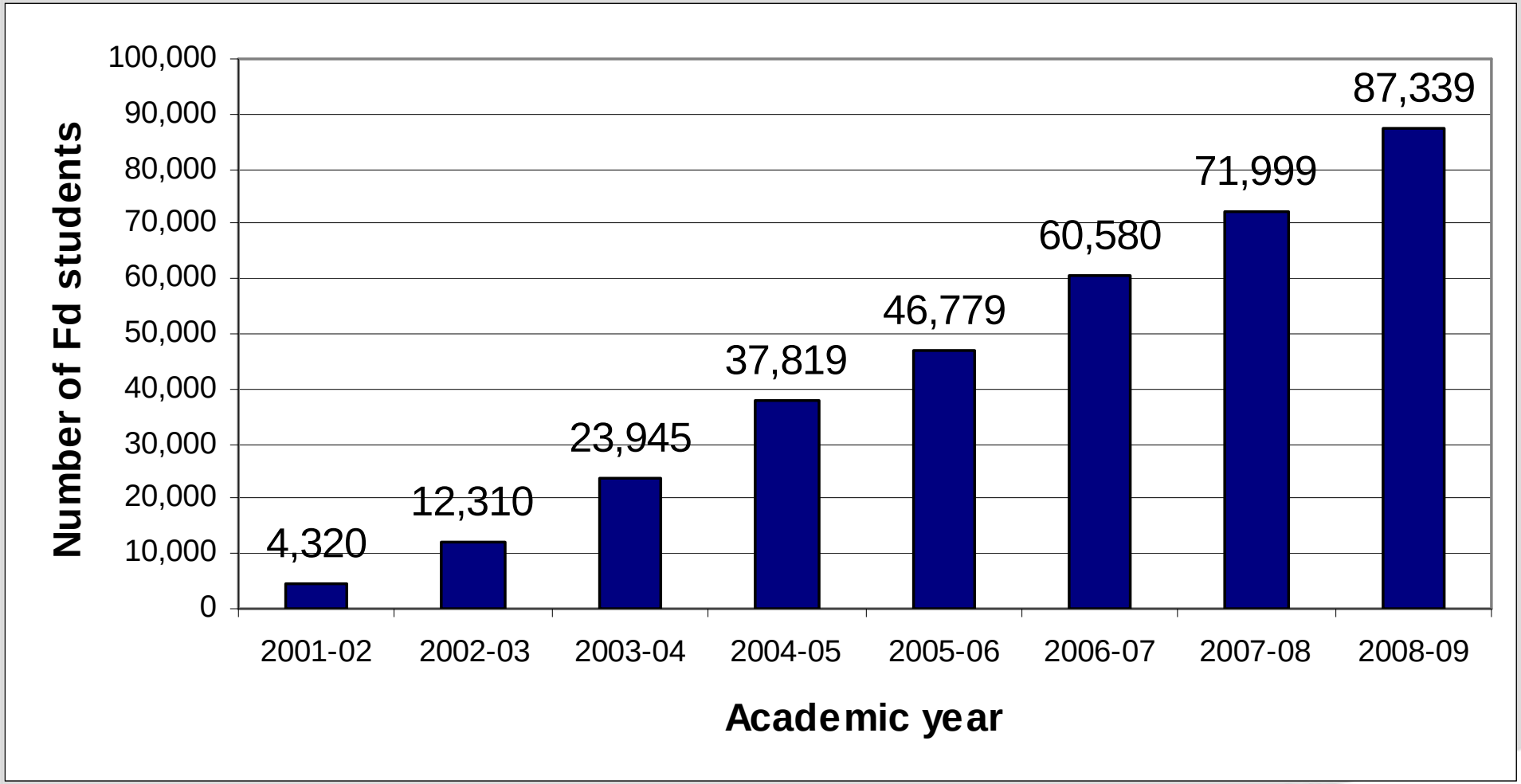
Founding principle of collaboration

While universities and higher education colleges with degree-awarding powers will award foundation degrees, the successful delivery of these programmes ***depends on the active involvement of several other partners****. For this reason we have put a* ***consortia-based approach*** *at the heart of our initial prototype phase. Besides the degree-awarding body, employer representatives and the institutions delivering the foundation degree will be an integral part of any* ***consortium****. It is anticipated that further education colleges will play a large role in delivering this qualification since they have strong links with local employers and easy accessibility to potential learners.*

2000 HEFCE Prospectus

National growth in Foundation degree student numbers



HEIs and FECs in England involved with Fd provision

Academic year	% of Pre-92 HEIs	% of Post-92 HEIs	% of FECs
2001-02	26%	46%	12%
2002-03	25%	57%	22%
2003-04	22%	71%	41%
2004-05	38%	80%	65%
2005-06	44%	85%	68%

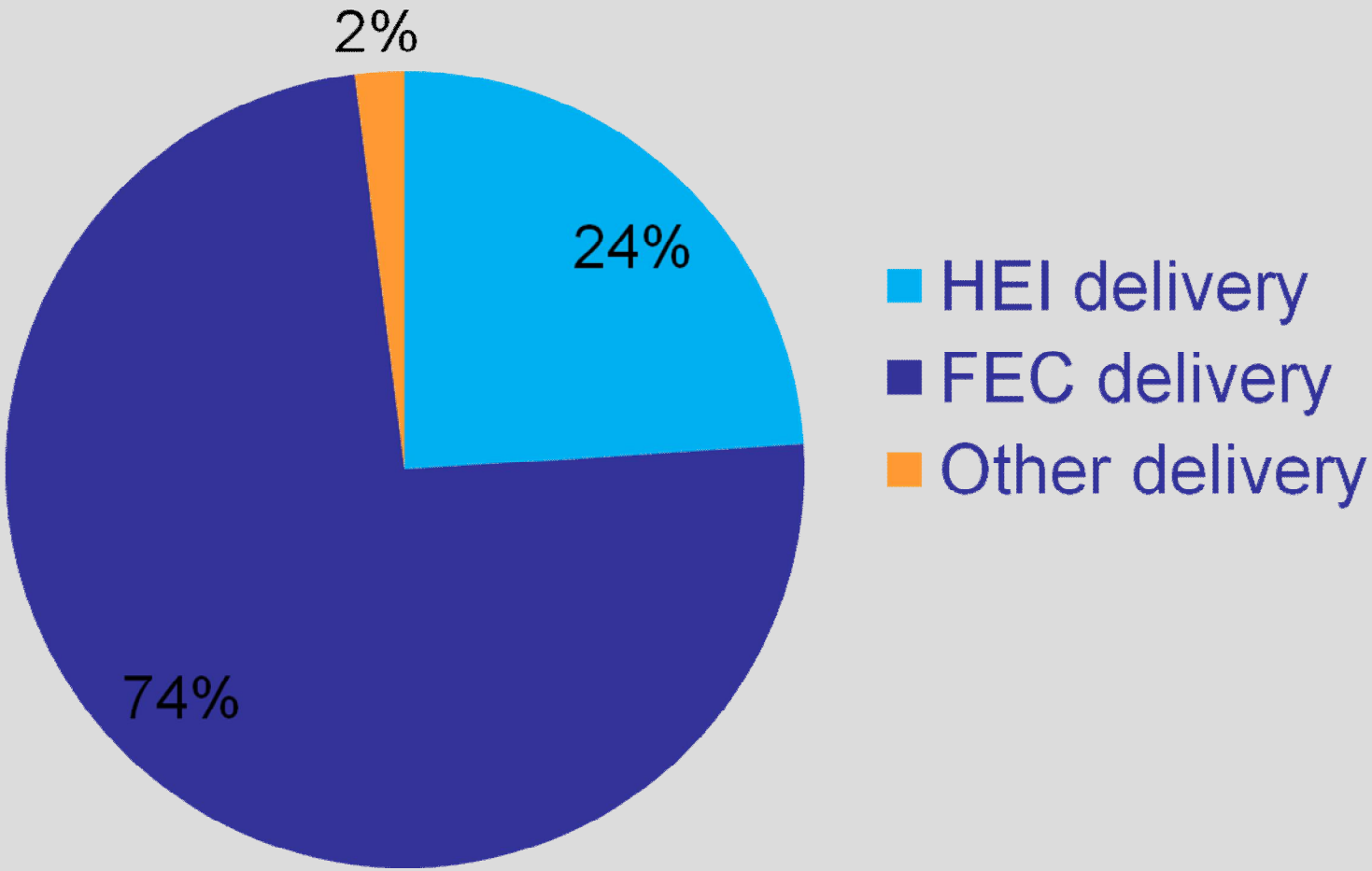
Source: Foundation degrees: key statistics 2001-02 to 2007-08 (HEFCE 2008), Table 3

Entrant numbers by institution type (2005-06)

Taught by	Number of students	% of students
HEI	11,475	43%
HEI and FEC	340	1%
FEC	15,125	56%
Total	**26,940**	

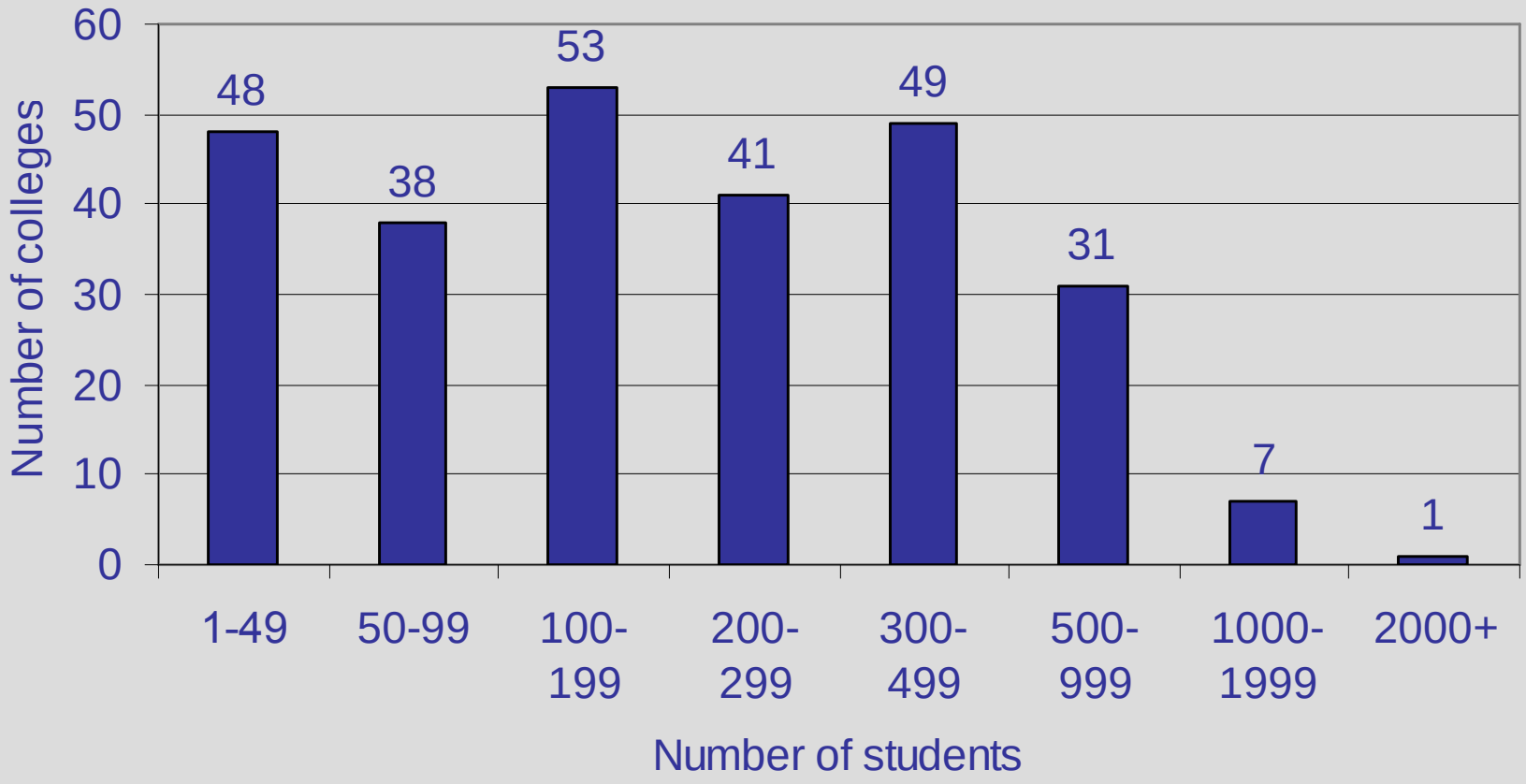
Source: adapted from Foundation degrees: key statistics 2001-02 to 2007-08 (HEFCE 2008)

Delivery of Fd courses



Source: ***fdf*** course database

HE students FTE equivalent by college

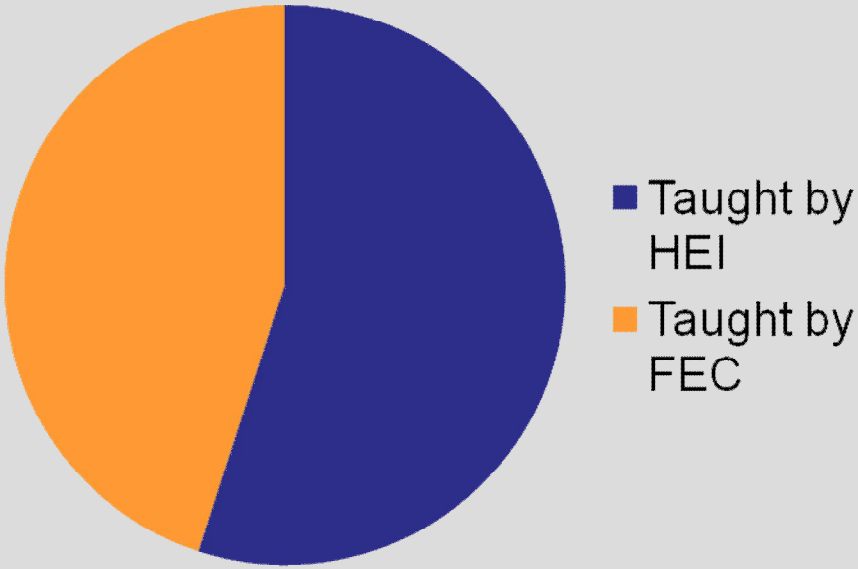


Source: Higher education in further education colleges in England (QAA, 2007)

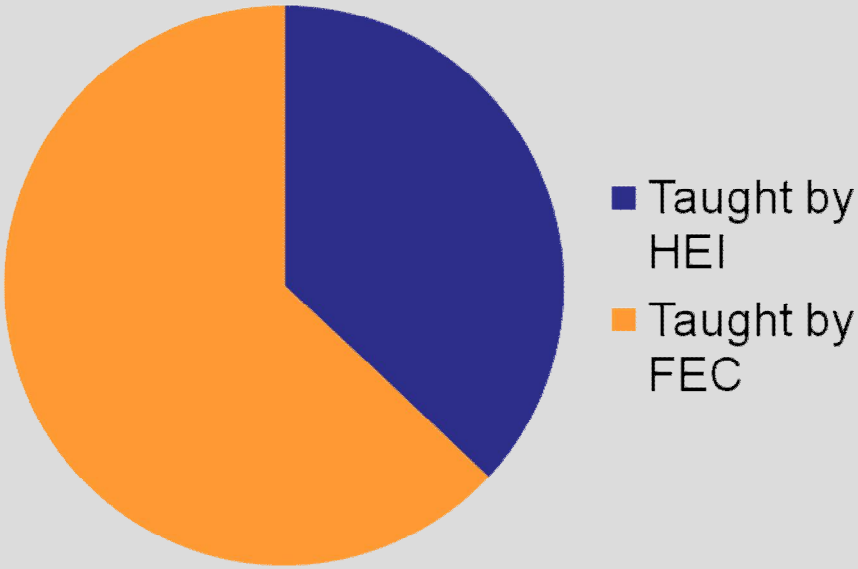
Who teaches Foundation degree students?

Innovating workforce development

Part-time



Full-time



Employers expectations of HE providers

- Strategic long term developments
- **Collaborative relationships between HE partners**
- **Collaborative relationships with other stakeholders**
- Consistent, but not prescriptive, national provision
- Alignment to national standards
- Delivery by staff with current industry knowledge
- Embraces employer expertise
- Values & maximises opportunities for work based learning
- Accredits employer based training
- Models of delivery that meet employers & learners needs
- Professional Client Management

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