

Higher and Further

Steve Kendall, Associate Dean, Partnerships and Director of Widening Participation

Universities as agents of social transformation



- “(Universities) are most successful in widening access where the impulse to do so flows from the essential character of the institution and is fully embedded in its core values. Universities are good at widening access when they clearly understand that this is one of the main things they are for. Universities are, in our view, agents of social transformation. Excellence in the generation of opportunity is, or should be, of equal importance with excellence in innovation and research, excellence in teaching and learning, excellence in employer engagement or excellence in international reputation.”

Ebdon and Kendall, *Unfinished Business in Widening Participation: the end of the beginning*, Learning and Skills Network, 2008

“Aim wider, as well as higher”

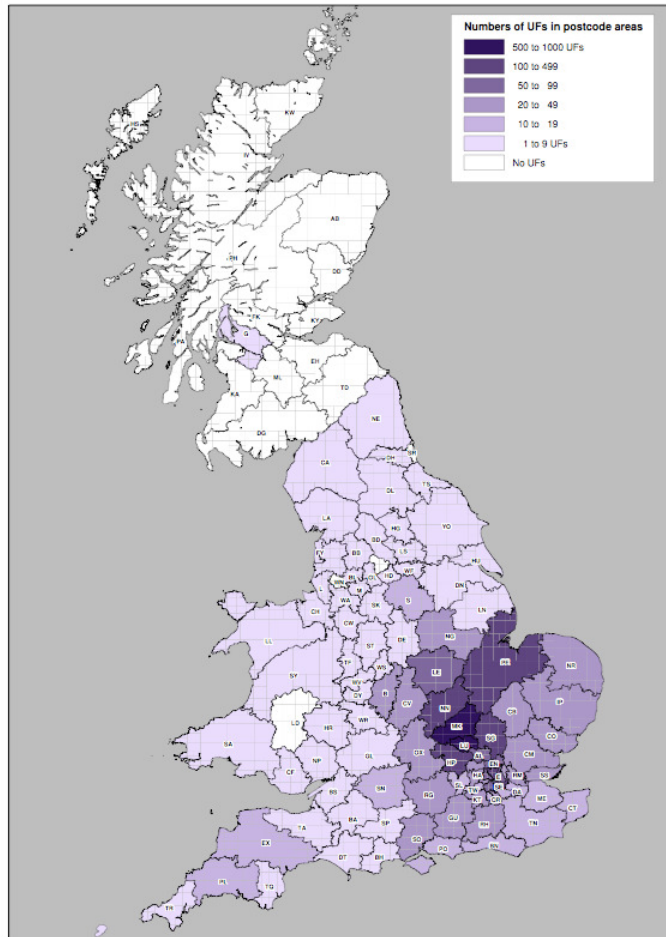


- **“In the coming months and years we will need to engage with a newly evolving agenda, requiring us to aim wider, as well as higher.”**
- **“... work with the newly unemployed, work with the disengaged, work to raise the skill levels of those in work, work to develop new learning opportunities and new forms of learning, work to enhance progression from apprenticeships ...”**
- **“... help to build the new workforce which will drive, in time, our regenerated economy.”**

*Prof. Les Ebdon, CBE, Vice Chancellor, University of Bedfordshire.
Speech to Aimhigher East of England annual conference,
Cambridge, June 2009*

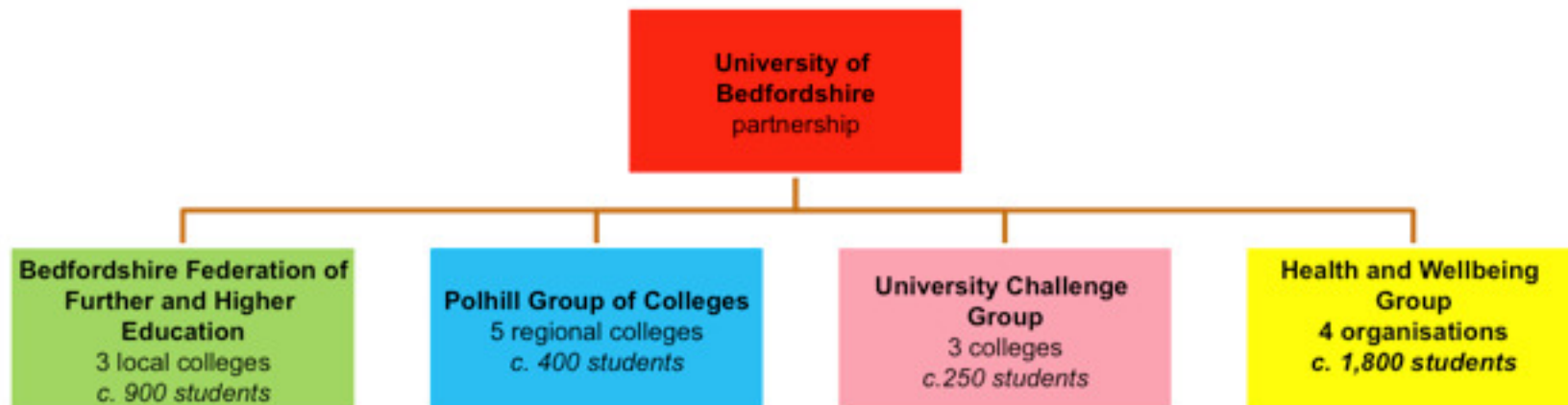
- Formed 2006 from merger of University of Luton and Bedford Campus of De Montfort University, Leicester
- Four faculties
- 20,000 students
- c. 3,500 Partnership students (2,400 PT, 1,100 FT)
- (Significant proportion of student population)

Strongly local patterns of recruitment



Map to show the numbers of UFs for 2009/10 by postcode area

Four strategic partnership groups



HEIs



- Recruitment cap
- Tuition fees
- Access agreements
- University Centres
- Changing geographies (LEPs, loss of regions)
- Internationalisation
- Growth of part-time

FE Colleges



- Apprenticeships
- Skills agenda
- University Technical Colleges
- Foundation degrees
- Academies
- Studio schools
- Diplomas

In the future 16+ learners will (I thought)



- still be in the **compulsory** phase of their education
- be used to **progression within pyramids of local educational provision** which include schools, colleges and universities in close association
- inhabit a **different landscape of agencies** funding and governing their studies (quality assurance, funding bodies, qualification and examination authorities)
- follow a **significantly different curriculum** within the college, including an expanded range of degree level qualifications (which they might begin to study before the age of 18)
- experience the **boundary between work and study** differently

And ...



- experience the boundary between college and university differently (with major elements of study making use of the university's resources (including its teaching staff))
- spend at least some of their study (and perhaps work) time in highly developed virtual environments such as the descendants of Second Life and Moodle
- face a significantly altered set of job prospects – if call centres will deploy intelligent machines to handle customer calls within ten years, then there will be fewer lower grade jobs and more competition for the better jobs
- face significantly higher tuition fees and much wider variation in fees and student support between universities

Opportunities for Higher and Further Partnerships



- The development of an 'all-through' curriculum from school, through college, to work and to university.
- The development of arrangements for student advice and guidance which reflect the delivery of this 'all-through' curriculum across sectors and partners.
- Government recognition of the need to develop and grow the workforce market
- The need to develop progression routes for those following Advanced Apprenticeships
- The need to develop programmes which are genuinely work-based.

Partnership : ways and means



- Partnership Office
- Higher Education Progression Officers (boundary spanners)
- Transition Learning Mentors
- Education Champions
- Student Ambassadors
- Aimhigher Associates
- Schools Partnership Group
- JDs of School of Education lecturers
- University involvement in 14 – 19 Partnerships
- Student Recruitment team

Successful collaboration



- Transparent strategic advantages from collaboration for all partners
- Strategic fit
- Senior manager endorsement of partnership working
- Representation appropriate to meetings' primary tasks
- Agreed lines of communication and named contacts
- Recognising and respecting differences in organisational and sectoral culture
- Systems to contain and resolve tensions
- Being patient: taking a long-term perspective

Challenges to resolve



- Simplifying collaborative links
 - Collaboration-seeking activities of centre, Faculties & Departments and partners can lack cohesion
 - Sharing information across the University
 - Sharing information across the partnerships
 - Overcoming different geographies
- Building capacity to collaborate
 - Rapid expansion and threat of breaking promises
 - Avoiding duplication and seeking synergy

HEPO

- "We all know the importance of WP, but through the HEPO role it allows me to understand and gain valuable knowledge of who in my local communities would benefit from the extensive opportunities HE opens up".
- "Through my role I have able to adopt a multi agency approach towards student support and transition by working within the FE colleges it has allowed me to outreach to young people to support them on their upward progression into HE"
- Roisin Kendall, Higher Education Progression Officer



Link tutor



"The Link Tutor role for me is more than a link, but a conduit for information. I've found the Link Tutor has a valuable chance to enable the best practice of each partner is shared with the other and I find my regular visits to UCMK inspiring."

Deena Ingham, Programme Leader
Journalism



- “Link tutors provide important communication channels between the University and partner colleges. This helps both parties to be kept informed of procedures, regulations and course progress, which in turn, underpins the pastoral and academic support for Foundation Degree students”.
- Tim Paine, Senior lecturer, Sports Therapy



Self awareness	Opportunity awareness	Aspirations	Results	Are you SOARing?
<p><i>An awareness of the distinctive characteristics that define the kind of person one is and wishes to become.</i></p> <p>In learning activities, interviews, work and life, students need to be aware of relevant past experiences, the strengths they bring to the task and what, overall, they want or need to achieve.</p> <p>To do this, students need to identify and build a Self-Man' for their</p>	<p><i>An awareness of the possibilities that exist, the demands they make and the rewards and satisfactions they can offer.</i></p> <p>Students need to learn optimally from opportunities within and outside the curriculum, develop requisite attributes and relate these to the changing world. For example, <i>employability is how individuals engage with opportunities, reflect and articulate their skills and experiences.</i></p>	<p><i>The ability to make realistic choices based on sound information - and the ability to match self with opportunity analytically, weighing up pros, cons, possibilities and consequences.</i></p> <p>Students need to generate, clarify, test, decide and plan to achieve aspirations, both for the present and future, in both the short and longer term.</p> <p>Students' aspirations need to be informed by</p>	<p><i>The ability to plan and take action to implement decisions and aspirations, especially at points of transition.</i></p> <p>Students need to demonstrate results to tutors and to employers or other selectors through self promotion, on paper (assessments, CVs, applications), and in person (at interviews and assessment centres).</p> <p><i>Start with the end in mind</i> is the second of Stephen Covey's <i>7 Habits of Highly Effective People</i>. Students own their goals and see relevance in curricula if their</p>	<p>SOAR elements should not be treated in isolation, and can start anywhere in the cycle: are you animating and contextualising the dynamic relationships between them to generate synergy and relevance for your students?</p> <p>Can you tailor this universal 'meta-model' within your subject, and have students personalise it?</p> <p>Are you integrating and presenting SOAR as a coherent and explicit process of development – either covered in single units, or as embedded skills and identity formation within a spiral curriculum, re-visiting and building on previous levels of work, until the final year of a study programme?</p> <p>Reflection and action are inbuilt in the SOAR process: e.g. students can use self-review tools and present outcomes verbally for peer assessment, and in writing for</p>

Higher and Further – contest or compact?



- Why work together?
 - integrity, consistency, values
 - widening participation, progression
 - higher skills, social justice, economic good sense
- What will we lose if we don't?
 - energy, clarity of purpose, the moment
 - coherence, public acceptance, sense

- We need to **transform** higher education so that
 - it fits into people's working lives
 - exploits the new communication channels
 - is delivered in partnership across sectors
 - is progressive (in both senses)
 - makes sense of the relationship between funding and time
 - is both accessible and desirable.