

HE in FECs

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Foundation Degree Forward

Aims



- To raise awareness of / share perspectives on FECs contribution to HE
- To consider the priorities for HE in FECs in the light of the Leitch agenda
 - Foundation degrees
- To consider the implications for your college

The basics

- Funding
- Partnerships
- Quality
- Staff and resources



Funding

- HEFCE
 - Direct funding – “prescribed”
 - Indirect funding
 - Franchise
 - Consortia
- LSC
 - “non-prescribed”
- NHS
- Student fees
- Employer contributions

Partnerships



- Validation arrangements – HEIs / Edexcel
- Formally constituted partnerships with indirect funding agreements
- HEFCE recognised consortia
- Associate college relationships
- Foundation Degrees
- Lifelong Learning Networks with progression agreements

Quality



- Quality Assurance Agency for Higher Education <http://www.qaa.ac.uk/>
 - Integrated quality and enhancement review (IQER) is a review method specially devised for higher education in further education colleges (HE in FECs) in England
 - Implemented 08 – 09
 - Developmental engagement, summative review

Staffing and resources 1



- Recognition by FEC management of the particular requirements for staff teaching at HE level including
 - time for preparation
 - time for subject updating
 - time for ensuring the currency knowledge of relevant employment sectors

Staffing and resources 2



- Appropriate qualifications for staff delivering HE in FECs
- The nature of scholarly activity that is appropriate to staff delivering HE in FECs
- The scale and type of learning resources that can be perceived as sufficient to allow students to achieve the learning outcomes

HE in FE strategy



- HEFCE – a requirement for funding
- IQER – expectation
- A strategic approach to the management and co-ordination of HE in FECs

FEC's contribution 1



Traditionally – a learner focus:

- widening participation and diversity
- supportive of students with diverse educational backgrounds
- additional support to increase confidence and assist retention
- local and easy access to HE

Now

- Employer / employment

FEC's contribution 2



- Higher level learning and skills
 - Internal progression
 - Local and regional communities
 - Employers / workforce development
- A high quality, distinctive learning experience
- Successful participation by all who can benefit

Responding to Leitch



- Making HE more attractive to employers and employees through workplace learning and workforce development
- Working with agencies such as RDAs and SSCs
- Foundation degrees

A new approach.....



“If we are to create a more inclusive society and unlock the potential of our workforce, we must also increase the number of routes into and through higher education.....we need to create a continuum of learning where people can expect to move in and out of education throughout their lives. At the centre of this new approach will be the new **Foundation degree**.....”

David Blunkett, Secretary of State for Education, 2000

Foundation degrees...



- Integrate academic and work-based learning and equip learners with the knowledge, understanding and skills relevant to their employment
- Are designed in partnership with employers and usually delivered by colleges and universities, and by training providers
- Are equal to the first two years of an Honours degree
- Are breaking down distinctions between part-time and full-time study

Foundation degrees are delivered differently



- “Well, one of the first things that attracted me to enrol was because it was work-based, and because it was different, and it was part-time..”
- “I applied for university several years ago but....it didn't fit in with my personal circumstances. I saw the Fd advertised and realised that it fits with my life. It is funded by my employer – I couldn't consider studying without my employer's support.”

Delivery

- Tutorials
- web-based learning packages
- directed research
- work-based project
- learning logs
- peer work
- independent study

Assessment

- technical reports
- time constrained assessment
- presentations
- work based observations
- research projects

Foundation degrees are work-focused



- “...all the assignments are work-based and usually I just go into work and I just do my job but I didn’t realise there was so much to it until I started doing this degree...”
- “The Fd is really helping me in my job. I’m taking on more responsibility and I’m more confident about what I do”

Foundation degrees move people on



- “..brilliant..much more confident in myself and more educated really....it’s good for me as well as for my self-esteem...”
- “I want to work in management but before the Fd came along I couldn’t get over the “graduate” barrier. I know where I want to be and the Fd will help me to get there.”
- “I use the Fd in my work and personal life. I have learnt planning skills and critical analysis. I read more.”

Foundation degrees – January 2007



- Total of **2896** Fd courses
- **2193** (76%) of these are currently running
- **703** new courses in development
- **78%** Fd courses are delivered by FECs

- Priorities for HE in FECs ?
- Implications for your college strategy?



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Working for a degree of difference

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