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Progression Accords
Additional Student Numbers and Development Funds

Darryll Bravenboer
Director: Creative and Cultural Industries
The role of Lifelong Learning Networks

- To make a step change in vocational progression
- Combine the strengths of a number of diverse institutions
- Provide support for learners on vocational pathways
- Bring greater clarity, coherence and certainty to progression opportunities
- Develop the curriculum as appropriate to facilitate progression
- Value vocational learning outcomes and provide opportunities for vocational learners to build on earlier learning
- Locate the progression strategy within a commitment to lifelong learning, ensuring that learners have access to a range of progression opportunities so that they can move between different kinds of vocational and academic programmes as their interests, needs and abilities develop.
Progression, progression, progression

- About 90% of those on A-level programmes enter higher education but only 40-50% of those qualifying at Level 3 in vocational subjects.

- We would expect all LLNs to collaborate with other stakeholders, and to establish guaranteed progression routes for vocational learners.

- At the heart of every network will be arrangements to facilitate progression. A network will, offer a guarantee to learners that they will be able to progress from any award offered by one of the partners to any other programme offered within the network that the learner is adequately prepared for, and can benefit from. HEFCE 12/2004
LLNs and Additional Student Numbers

- HEFCE ASN Allocation
  - ASNs and Strategic Development - for example UCS
  - Regional Managed Growth
  - The focus on Foundation Degrees
  - Lifelong Learning Network ASNs - Model 1 and 2
- LLN ASN Model 1
  - ASNs distributed to institutions to grow individual HEFCE contracts
  - HESES, HESA returned as usual - risk borne by the institution
- LLN ASN Model 2
  - ASNs distributed but with no initial change to individual HEFCE contracts
  - HESES, HESA returned by the LLN lead institution - risk borne by the LLN
Let many flowers bloom…

- We do not expect every network to be the same, and want to encourage innovative approaches to developing and supporting progression for vocational learners HEFCE 12/2004
- 28 Funded LLNs (normally for 3 years) - 2 emerging LLNs
- National LLNs - NALN, VETNET
- Regional LLNs - NEHSN, MOVE
- Trans-Regional - eg Creative Way
- Sub-Regional - eg Higher York LLN, Sussex Learning Network, Staffordshire, Shropshire, Stoke on Trent, Telford and the Wrekin LLN, Cheshire and Warrington LLN
- 13 different employment sectors
The MOVE context

- MOVE is a REGIONAL Lifelong Learning Network supported by:
  - The Association of the Universities of the East of England (AUEE) - 11 HEIs
  - The Association of Colleges of the Eastern Region (ACER) - 35 FECs
  - The East of England Development Agency (EEDA)
- MOVE is currently funded to promote vocational progression to and through higher education in the following employment sectors:
  - Creative and Cultural Industries
  - Health and Social Care
  - Sustainable Built Environment
  - Land-based Industries
- MOVE has substantive working relationships with associated Sector Skills Councils, FdF, AimHigher and other sector representative bodies on a regional basis.
MOVE Lifelong Learners

- Learners with vocational qualifications at Further Education level 3
  for example those who have studied BTEC National courses

- Learners qualifying via work-based learning routes
  for example where previous work experience and relevant work-based learning
  meets Higher Education entry requirements or is recognised as higher level
  learning

- Adult (over 21) ‘return to study’ learners (waged and unwaged) seeking entry
  into vocational programmes either directly or through Access to Higher
  Education courses
MOVE ASN Strategy

- MOVE ASN strategy
  - Model 2 to drive a step change in opportunities for vocational progression
  - MOVE bears the initial recruitment risk
- ASN Allocation Agreement
  - Details of programme to programme progression
  - Required MOVE Progression Accords
  - Specified numbers of guaranteed progression places
  - MOVE gathers the MOVE ASN learner data from LLN partner institutions
  - Lead HEI makes HESES/HESA returns
- ASNs ‘mainstreamed’ after two years
- HEFCE advice to HEIs and LLNs re Model 2
## MOVE ASN distribution

<table>
<thead>
<tr>
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<th>2006/07</th>
<th>2007/08</th>
<th>Total</th>
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<tr>
<td><strong>ASN allocation</strong></td>
<td>119</td>
<td>358</td>
<td>477</td>
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<td><strong>ASN recruitment</strong></td>
<td>100</td>
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<tr>
<td><strong>ASN recruits</strong></td>
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MOVE Development Fund

- Open to HEIs, FECs, private training providers, employer or sector representative bodies, employers and other relevant agencies
- Usually £10K unless - regional significance, multiple partners and co-funding
- Criteria for approval support the achievement of MOVE aims
  - The MOVE learner constituency
  - MOVE employment sectors
  - MOVE Progression Accords
- Development themes
  - Qualification match, progression through credit, curriculum change, bridges to HE, IAG
- Excludes - Capital, delivery, speculative market research
# Development Fund allocations

<table>
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<tr>
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<th>Proposals submitted</th>
<th>Proposals approved</th>
<th>Funding allocated</th>
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<tr>
<td>Round 1</td>
<td>13</td>
<td>11</td>
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<tr>
<td>Round 2</td>
<td>26</td>
<td>15</td>
<td>£110K</td>
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<tr>
<td>Round 3</td>
<td>28</td>
<td>16</td>
<td>£150K</td>
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Development Fund 4th round priorities

- Focus on areas of low participation as outlined in the draft Regional Economic Strategy (RES) including Information, Advice and Guidance proposals designed to encourage participation
- Cooperation and partnerships (including with SSCs and employers) in the area of Sustainable Built Environment
- Focus on progression through accreditation of level 3 programmes (especially in relation to work-based learning)
- Bridging and access processes
- Innovative approaches to progression through work-based learning
- Progression focused on the area of leadership, supervision and management
Progression Accords

- Principles
- Features
- Benefits
- Models
- Practice
Principles guiding MOVE Accords

- **Sign up** - identification of progression routes at institutional level does not in itself guarantee progression.

- **Buy in** - collaborative agreements at the level of the institution require active ‘buy in’ from those managing progression and recruitment at programme level.

- **Trust** - the barriers to vocational progression can include a lack of trust, awareness and recognition between ‘senders’ and ‘receivers’ of learners.

- ** Guarantees** - guaranteeing places for ‘categories of learners’ who are under represented in HE (as opposed to individual learners) is legitimate and in accordance with Schwartz principles of Fair Access to HE.

- **Sharing of practice** - designed to support vocational progression by ‘senders’ and ‘receivers’ will help to effect behavioral and cultural change.

- **Development** - as practice based bi-lateral Accords proliferate opportunities for multi-lateral and eventually network wide Accords will emerge.
Features of MOVE Progression Accords

- Provide **guaranteed places** for a given category of learners who meet entry requirements.
- Formal, detailed agreements between ‘**senders**’ and ‘**receivers**’ of learners progressing into and through HE.
- **Senders** may be FE colleges, companies providing work based learning, or other providers (individually or in consortia or partnerships).
- **Receivers** will be either HEIs or FECs offering HE courses or employers offering work based HE in partnership with an HEI.
- Accords require both partners to **actively support learners** through progression.
- Accords require **sign up** at both **programme to programme** level (by programme managers and work based equivalents) and by **Senior Institutional Managers**.
The benefits of MOVE Accords

- **For Learners**
  - Enhanced IAG about the higher education learning experience
  - Personalised focus on chosen vocational progression
  - Enhanced preparation for HE and higher level learning
  - Guaranteed progression opportunity
  - Local progression

- **For senders - FECs, Employers**
  - A marketing, recruiting and retention advantage – a formal link offering guaranteed progression
  - Confidence in the ‘match’ of HE programmes for learners
  - Collaboration and development work with HE colleagues and others

- **For receivers - HEIs and FECs delivering HE**
  - Planned and predictable recruitment to HE programmes
  - Confidence in the readiness of learners to participate in higher level learning
  - Collaboration and development work with FE colleagues and others
Progression Accord models

1 - Provider to Provider Accords

These may be between:

- **FEC (FE) and FEC (HE)** – internal/external progression
- **FEC (FE) and HEI**
- **HEI and HEI** – internal/external progression
- **Other L3 Provider and L4 Provider in FEC or HEI**
Progression Accord models

- 2 - Work-based Learning Accords
  These may be between:
  - Employer and FEC (HE) or HEI
  - Employer Representative Body and FEC (HE) or HEI
  - Trades Union/Association and FEC (HE) or HEI

- 3 - Open Accords
  These may be between:
  - A Category of Learner not progressing from formal education and FEC (HE) or an HEI
  - A Category of Learner progressing from non-specific employment and FEC (HE) or an HEI
Progression Accord models

- 4 - Consortium and Partnership Accords
  These may be between:
  - A formal or informal consortium or partnership of FECs (FE) and the same consortium of FECs (HE) – enabling progression within the consortium group
  - A formal or informal consortium or partnership of FECs (FE) and a single FEC (HE) or HEI enabling internal/external progression
  - An established FE/HE consortium and external progression partner(s)
  - A group of sector based companies or employers or a professional body/association/institute and a FEC (HE) or HEI or FE/HE consortium
Progression Accords in practice

- Progression routes formalised with LLN ASN distribution through PAs
- New FE to HE progression routes developed with LLN development funds or other support
- Formalising existing/established progression routes with no pre-existing guaranteed places or programme to programme support activities
- New workplace to HE progression routes developed with LLN funds or other support
- The evolution of Consortium and Partnership Accords based on existing practice
- 438 learners guaranteed places to date
## Progression Accords statistics

<table>
<thead>
<tr>
<th></th>
<th>Provider to Provider</th>
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<th>Consortium and Partnership</th>
<th>Totals</th>
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<tr>
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<td>2</td>
<td>1</td>
<td>1</td>
<td>25</td>
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<tr>
<td>Other</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
</tr>
</tbody>
</table>
Next steps…

- The need to **share best practice** in supporting vocational progression
- The need to focus on **monitoring** the implementation of Accords
- Development links with **Diplomas**
- Development links with **Apprenticeships**
- **Development links** with SSCs, professional bodies, enterprise hubs and other representative bodies
- Develop opportunities to continue to evolve **bi-lateral** Accords and **multi-lateral** Accords towards **network-wide** Accords whilst maintaining their core practice based features
- Develop links with evolving Accord practice and work towards the **regional credit framework**