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Presentation

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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

	<i>2006/07</i>	<i>2007/08</i>	<i>Total</i>
<i>ASN allocation</i>	119	358	477
<i>ASNs recruited</i>	100	TBC	TBC

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

	<i>Proposals submitted</i>	<i>Proposals approved</i>	<i>Funding allocated</i>
<i>Round 1</i>	13	11	£100K
<i>Round 2</i>	26	15	£110K
<i>Round 3</i>	28	16	£150K

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

	<i>Provider to Provider</i>	<i>Work-based</i>	<i>Open</i>	<i>Consortium and Partnership</i>	<i>Totals</i>
ASN related	37	2	1	1	40
Development Fund related	21	2	1	1	25
Other	6	-	-	-	6

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**

A Step Change in Lifelong Learning

www.move.ac.uk