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NEW ENGINEERING

POWERING EDUCATION : ENRICHING LIVES

Innovating workforce development

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Higher Ambitions

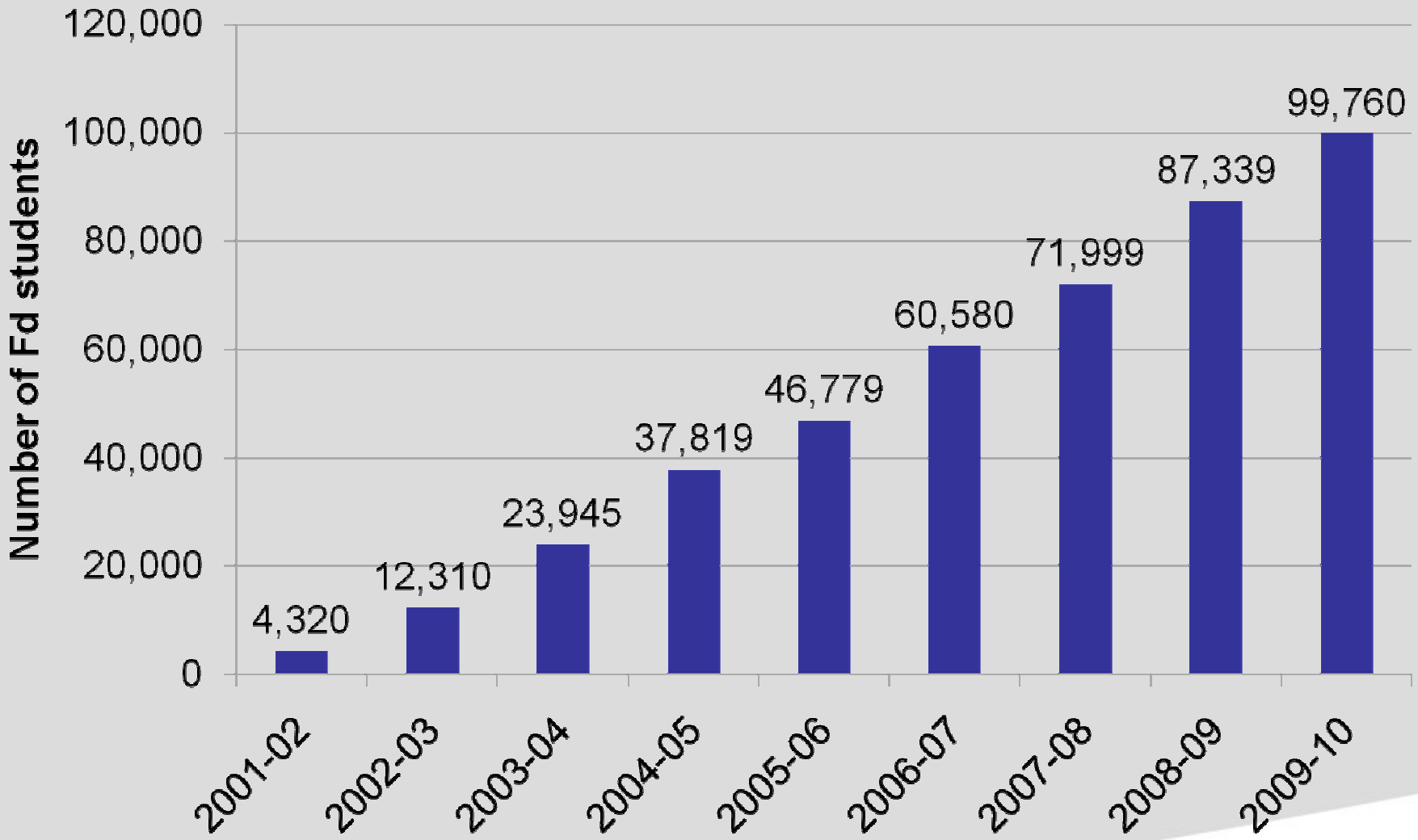
'We will give priority to growing a diverse range of models of higher education. These include options such as part-time and work-based courses aimed particularly at mature students or those from non-conventional backgrounds…We will also encourage the further expansion of the successful Foundation degree'

Higher Ambitions: The future of universities in a knowledge economy. BIS (2009)

A profile of Foundation degrees

- FT and PT modes
- Regional differences
- Sector differences
- Diversity and widening participation
- Employer support

National growth in Foundation degree student numbers



Who teaches Fd students?

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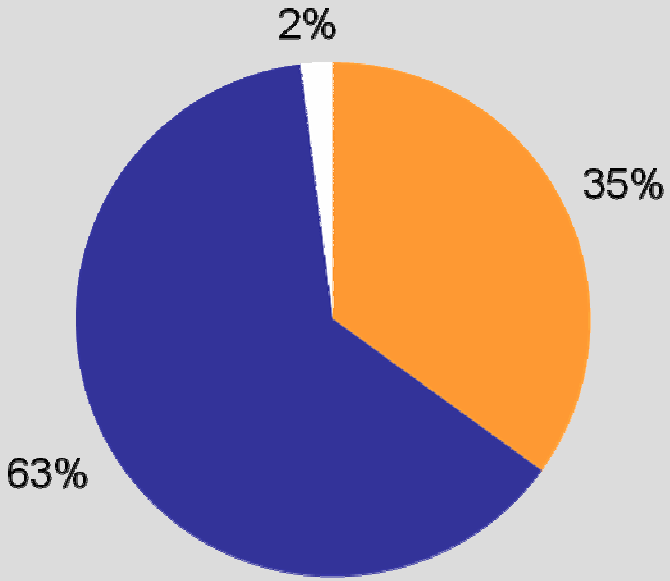
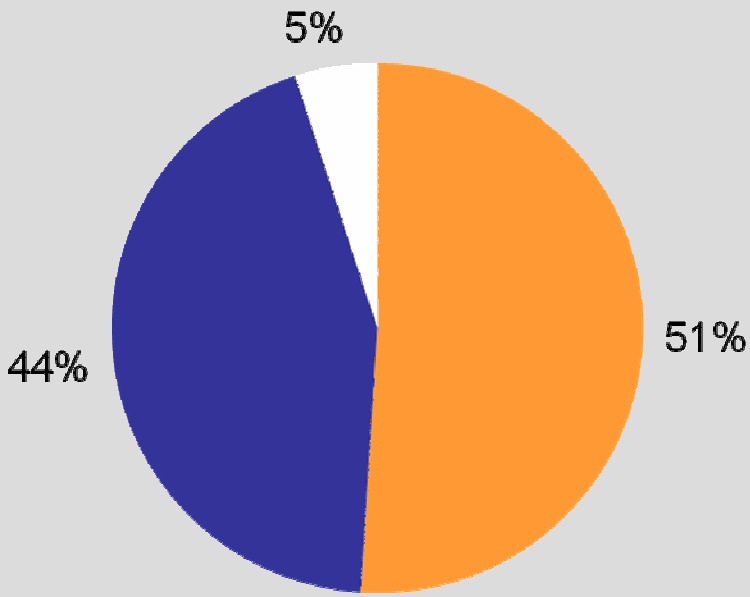
Full-time students

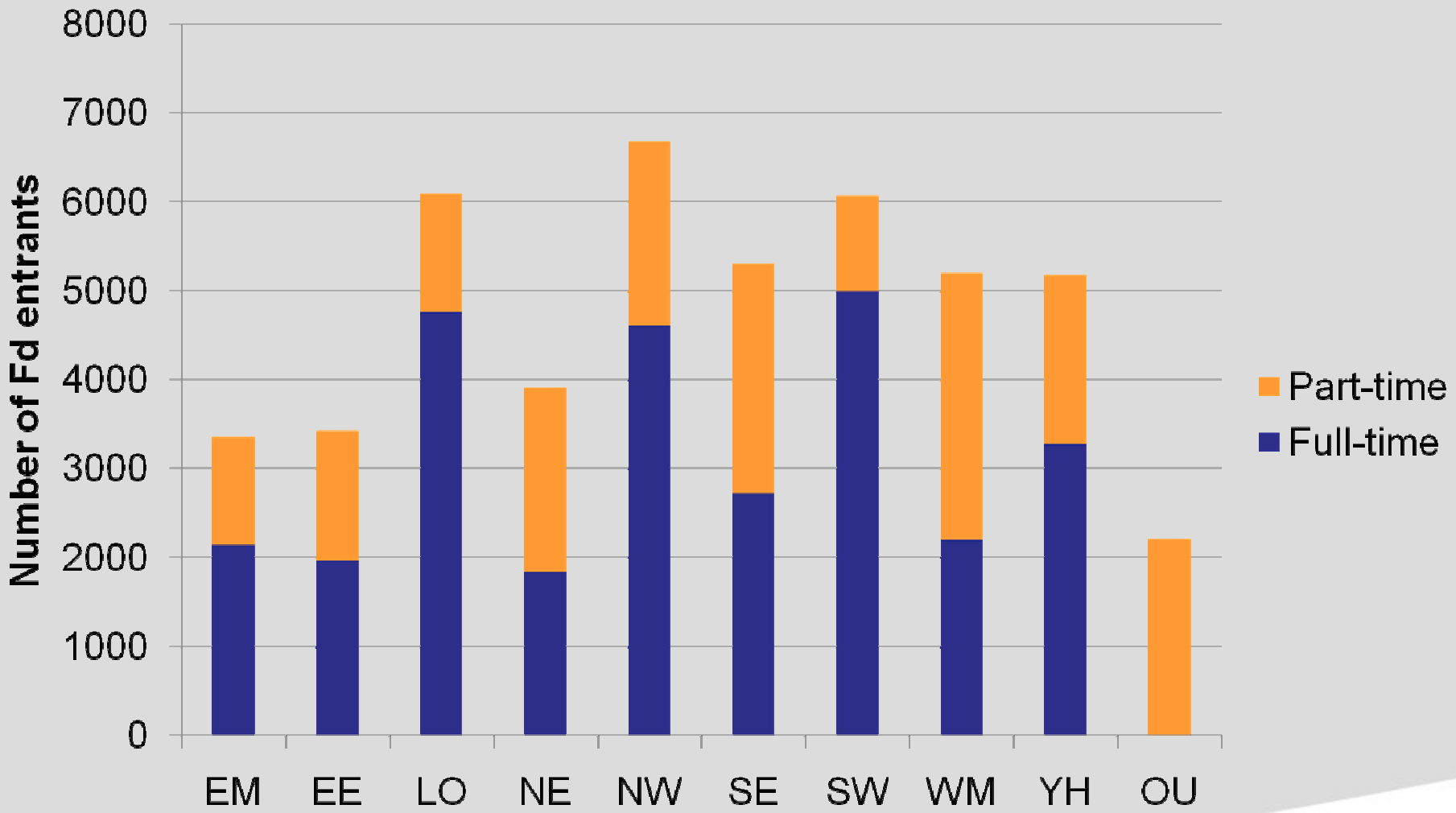


HEI
FEC
Joint

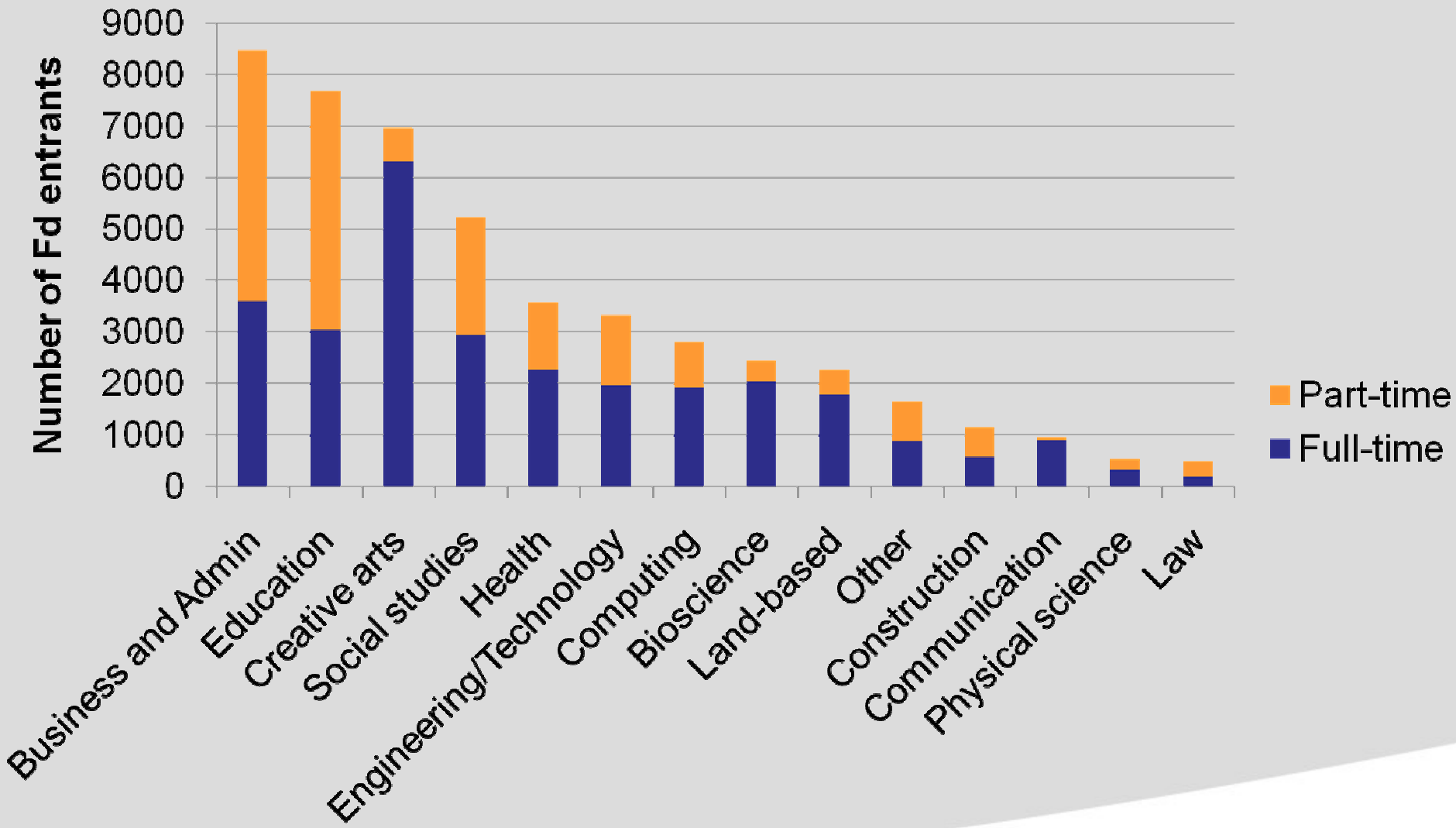
Part-time students



Entrants by region



Entrants by subject area



Widening access (Fd entrants)

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Institution type	Age group	% full-timers from low participation neighbourhoods	% part-timers from low participation neighbourhoods
FEC	Young	22%	21%
	Mature	24%	22%
HEI	Young	15%	16%
	Mature	16%	19%

Employer support

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For part-time Foundation degree students:

- 53% - employer very supportive
- Further 31% - employer quite supportive
- 41% - employer contribution to fees
- 52% - paid time off to study

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Working with local and national enterprise

Issues concerning regional research

'…many employers and providers do not view themselves exclusively in regional terms. For example, a regional assessment of market share is always likely to underplay the success of HEIs with a predominantly national (rather than regional) customer base…we identified that 13% of businesses used an HEI or FE college from outside their region to deliver higher level skills training. It is highly likely that some of the private training providers used were also from a different region. In addition, many employers have a base in more than one region. Over 40% of respondents to the CBI/Edexcel survey had sites across England.'

Using demand to shape supply: An assessment of the higher level skills needs of employers in England (report by CFE to HEFCE). HEFCE, 2009.

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"The Jewson Foundation degree is an industry first. We recognise that investing in our people, particularly in today's challenging economic climate, is essential if we are to maintain our position as the UK's leading builders' merchant and ensure that Jewson emerges from the recession ahead of its competitors."

Peter Hindle MBE, Managing Director of Jewson and Chief Executive of Saint-Gobain Building Distribution UK & Ireland

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"Foundation degrees offer good value for money. The cost of hiring a graduate is around £10,000 a piece, but then you have the two-year training programme on top. This way we get somebody on board, up and running, making a contribution, faster and at lower cost"

Peter Bennett, HR Director, Network Rail

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"They offer good value for money especially when you compare them to traditional development methods that industry would normally use…The real value is in harnessing the expertise of universities…a level of knowledge and expertise they have to offer, embraced within the specific needs of the students."

Andy Smyth, Funded Schemes Manager, TUI Travel

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"Students are already telling us how it meets their individual needs. The Foundation degree has been designed by business, for business, and Tesco is proud to be continuing to shape the future of training for the sector ."

David Potts, Retail and Logistics Director, Tesco

Business Operations Project

- A business support learning project sponsored by Advantage West Midlands.
- To address shortfalls identified in the WM Regional Economic Strategy
- “Learning through work” – understanding own businesses environment; preparation for imminent challenges
- Collaboration of 6 universities ,30> colleges and Group Training Associations.
- Led by a core project team facilitating appropriate providers.

Upskilling the current workforce

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Developing suitable approaches to meet the significant shortfall is not easy:

- Individual institutions are all developing their own programmes – but are not making the required impact
- Traditional academic structures are not suitable ?

- Individual businesses require different solutions to meet their own needs
- Businesses of different size in different sectors have the same needs
- Individual needs (small numbers per company)
- Release from the workplace is nearly impossible to achieve
- Helping individuals and employers to find what will suit them best

The right programme in the right place at the right time?

Economies of scale, collective expertise and flexible provision

Business Operations "Work Based" Development programmes

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Aimed at improving business and personal performance.

- Developed with the business

Intended for:

- people currently in work
- in intermediate operational business roles
- who do not have appropriate level 4+ qualifications
- multi-company, multi-sector

Involving:

- a model of "Right Sized" modules
- real workplace activity
- assessment includes real impact on the business
- can incorporate current and in-house training
- provides accredited awards

Who?

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Those in vital intermediate roles

Adult in work, looking for personal achievement

Individual wanting to improve their job performance

Developing employee looking for promotion or new role

Employee wanting to improve their employers standing

Current job holder needing knowledge update and qualification

Individual needing to prove their company's competence

Young person wanting to develop from level 3

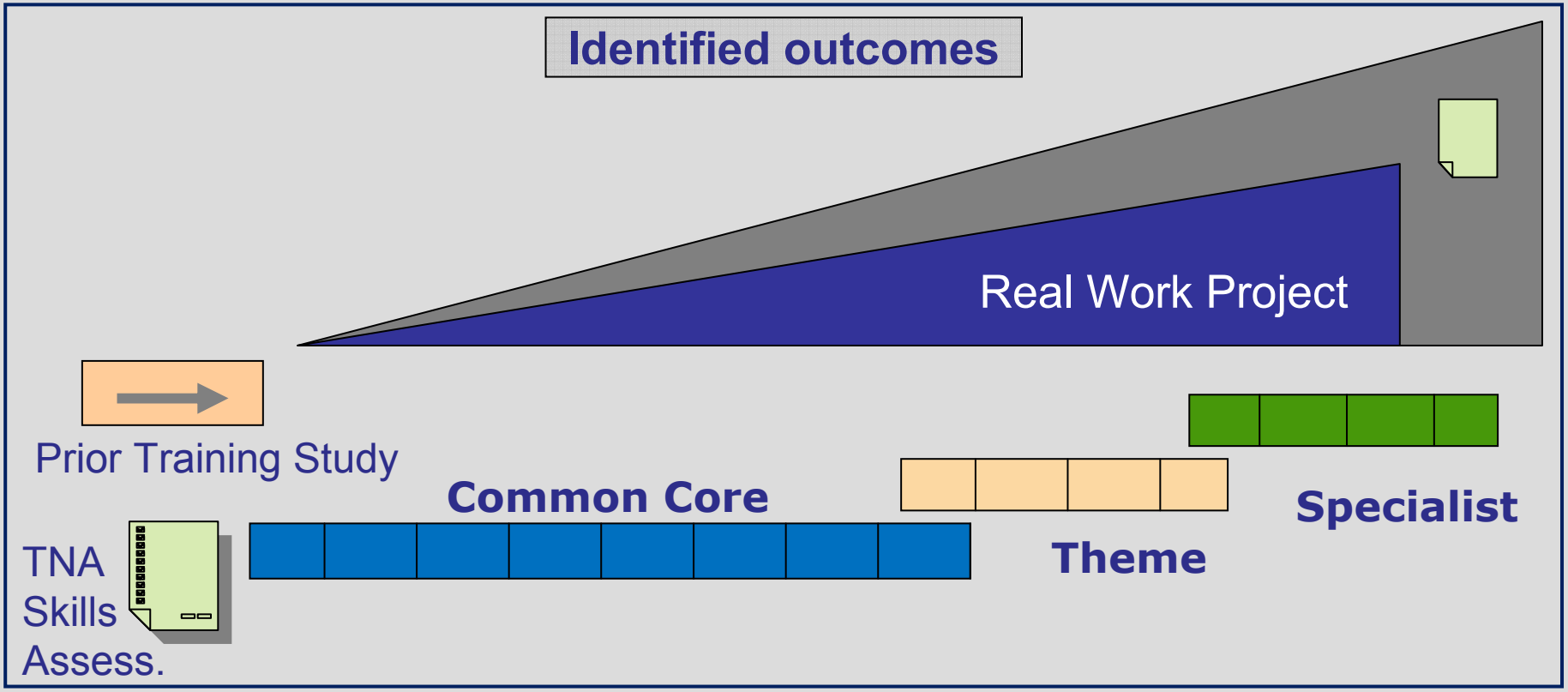
Qualified person needing to broaden their job related knowledge

Foundation Degree Learners are in work

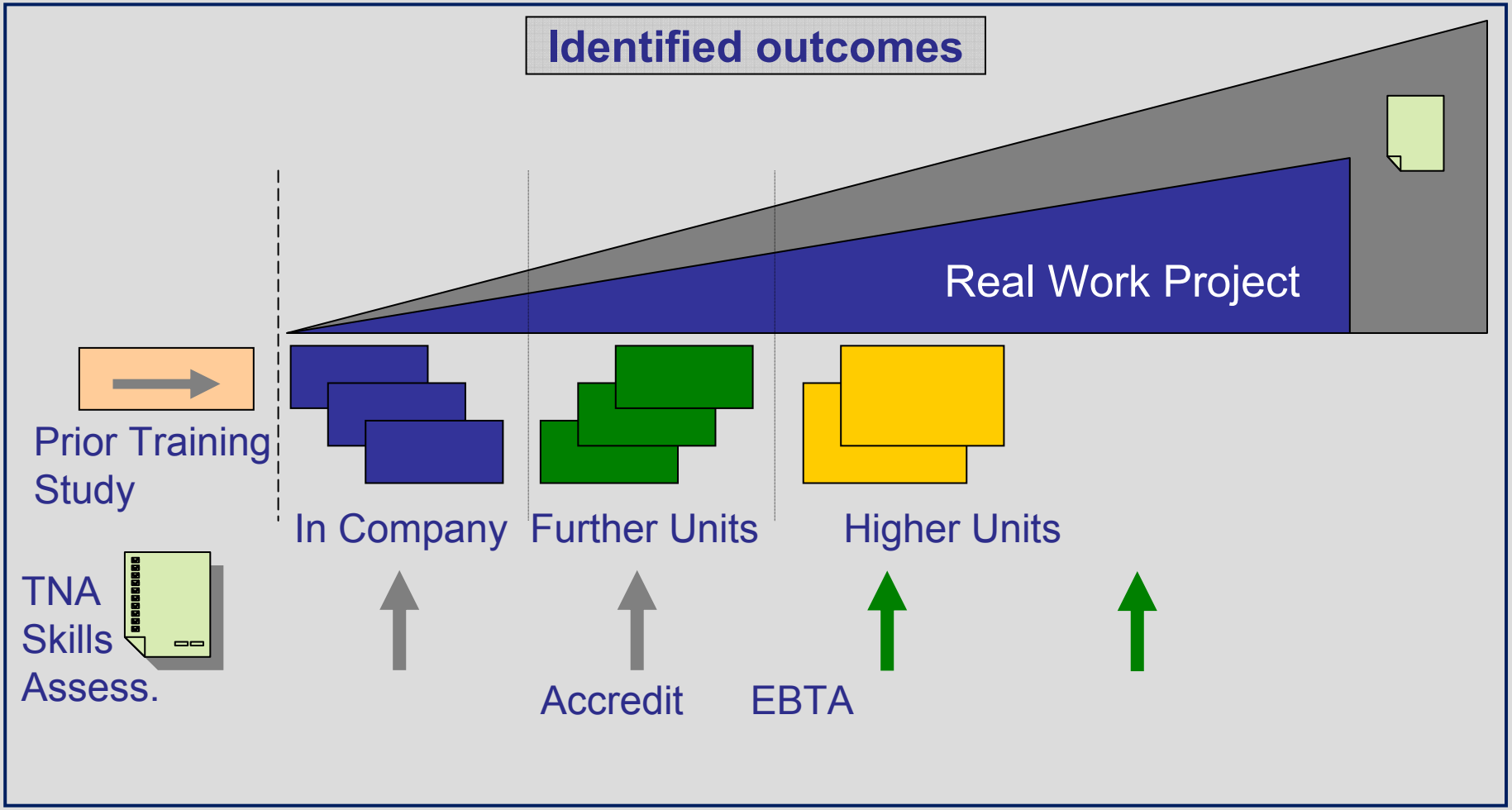
Foundation Degree Learners are in a hurry?

Foundation Degree Learners want a good foundation!

Foundation degree



“Right Size”


Identified outcomes
Real Work Project
Prior Training
Study
In Company
Further Units
Higher Units
TNA
Skills
Assess.
Accredit
EBTA

Flexibility

- Participants work and project activity to contribute to the process
- Minimal formal release time
- Facilitation and support for participants and their managers
- Utilisation of your business information, processes & strategy
- Input from your management team:
    - Programme design
    - Seminar sessions
    - Assessment & evaluation (including ROI)
- Incorporated activity can include the facilitation/development of others (leadership and coaching, project management etc)
- Can include activity with customers & suppliers

What is expected from partners

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University; College; Specialist Provider; Employer

- Validation and quality standards
- Real work problems for resolution / improvement
- Provision of learning structures and materials
- Active project participation
- Facilitation of learning process
- Measurement of effectiveness & performance improvement
- Appropriate “delivery” and student support
- Assessment
- Accreditation

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