# Partnership: Further and Higher

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# Two ways of posing the same question?

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- “How FE colleges can compete with universities”
- “HE in FE colleges: creating a sustainable model”

# Why?

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- "(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

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# Achieving transformational change

- Embed the University in the community as an open, accessible centre of culture and knowledge and as a partner with the public services

- Bridge perceptual and attitudinal barriers between higher education, further education and school education in the minds of learners, their families and staff in educational institutions

- Place the learner at the centre of all partnership planning and functioning with the aim of improving their life chances and giving opportunities to those who otherwise would not have them

Bringing the Tapestry Together, 2010

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# University of Bedfordshire Access Agreement

- Our key groups for widening access are:-
  - Learners from lower socio-economic groups
  - Learners from low participation neighbourhoods
  - BME groups which are under-represented
  - Vulnerable groups such as young people leaving care
  - Learners with disabilities

# HEFCE say FE = WP

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Percentage of entrants from low participation neighbourhoods

| Indicator | Population | Entrants registered at FECs | Entrants registered at HEIs |
|---|---|---|---|
| Widening participation | Young full-time first degree | **22.9** | **10.5** |
| | Young full-time other undergraduate | **21** | **16.1** |

Widening participation and non-continuation indicators for further education colleges: Overview of trends

HEFCE August 2012 | ref: 2012/20

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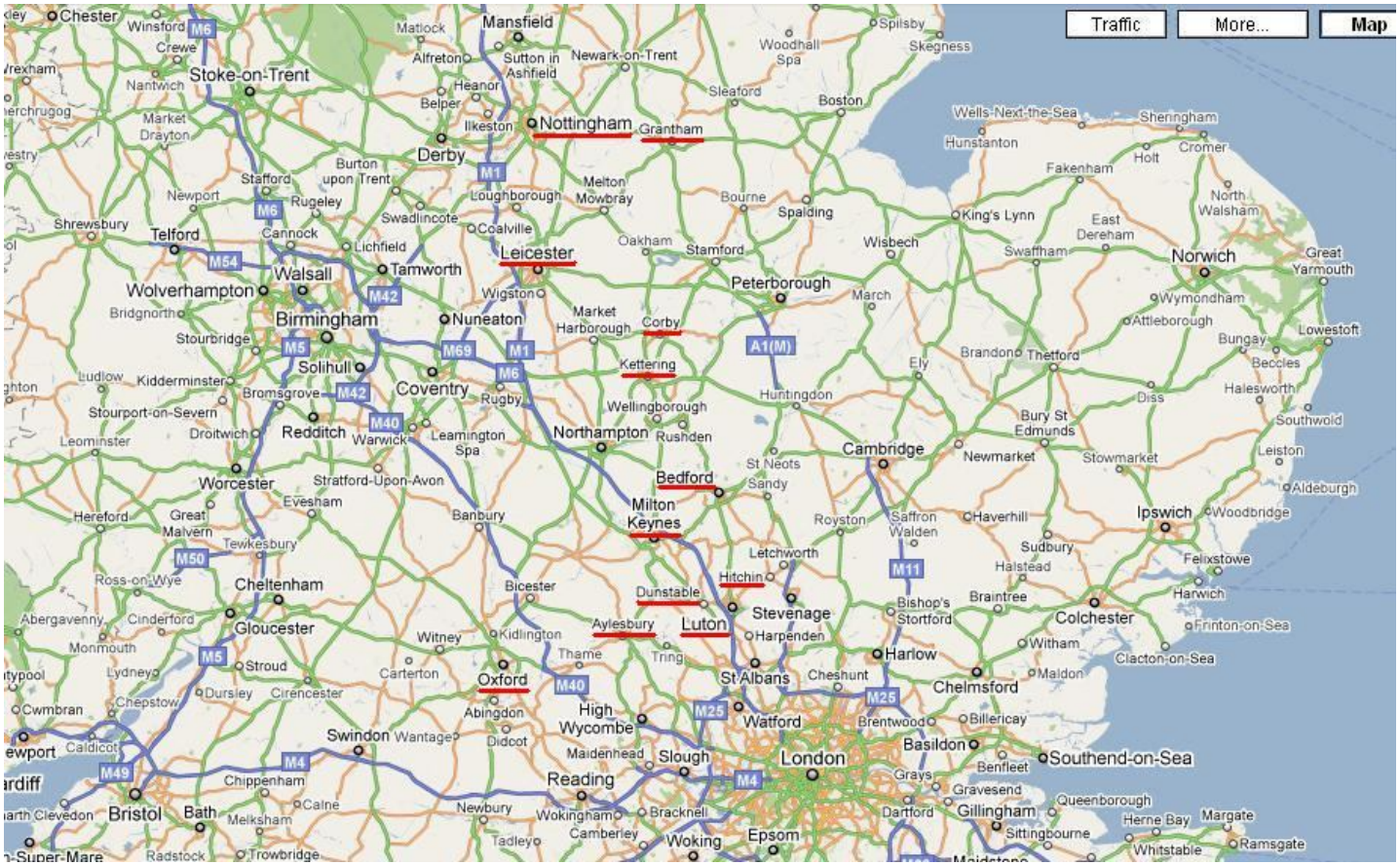
# Where?



October 2011/30
**Core funding/operations**
**Invitation to bid**

Responses must be e-mailed by
Friday 11 November 2011

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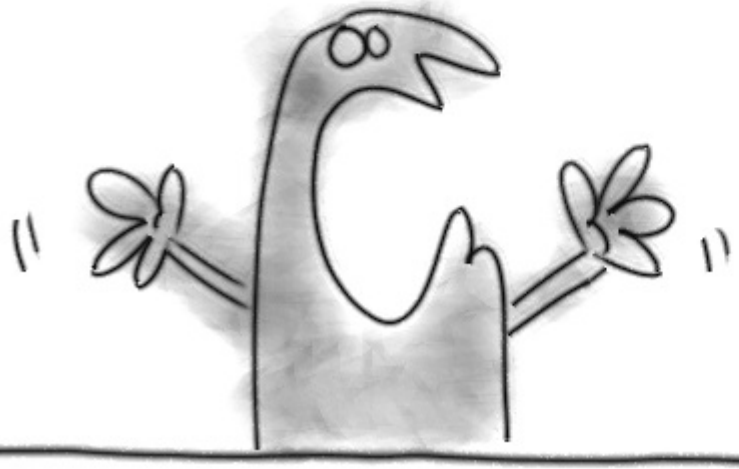
# Student number controls for 2012-13

This document: sets out our decisions on the setting of student number control limits for 2012-13; invites eligible institutions to bid for a share from the 'margin' of up to 20,000 places; provides guidance on this bidding process; and provides guidance to institutions specialising in the creative and performing arts on the choice available to them for their student number control limit.

## Invitation to bid for student places

# Now What?!!



# The Walk of Death

ST. SIMEON STYLITES, HERMIT OF THE PILLAR.

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# The impact of ‘core and margin’

| Before | After |
|---|---|
| 3,000 students | 3,000 students |
| 4 Active partnership networks | 4 Active partnership networks |
| 11 Active partners | 13 Active partners |
| 34 Academic awards | 34 Academic awards |

# Successful collaboration

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- 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

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- 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

# Further and Higher – contest or compact?

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- 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, our marbles