

What are the barriers to establishing effective Diploma progression pathways?

Darryll Bravenboer
Director

What are the issues?

- The risk of limited recognition of the Diploma as an equivalent entry qualification to HE

Ucas had found evidence of a "lack of knowledge and understanding" among some admissions officers about vocational qualifications, while many universities still failed to provide clear guidance to vocational applicants. - THE 19th October 2007

- Limited engagement in the development of Diplomas by the HE sector

Higher education's direct involvement in the Government's 14-19 diploma programme is "patchy and piecemeal"...There is little evidence of universities working with schools and colleges on the progression route from the new qualification to degree courses or of academics taking an active role in curriculum development or serving on working parties set up by diploma development partnerships - THE 15th May 2008

What are the issues?

- What experiences have you had in engaging with HEIs in the development of the Diploma?
- What experiences have you had in engaging with your local LLN in the development of the Diploma?
- What else can inhibit progression from the Diploma?

The MOVE context

- A fully regional LLN co-terminus with EEDA and EESCP
 - *Working in employment sector areas prioritised by EEDA*
- Working in partnership with regional employer and sector specific organisations
 - *Eg Strategic Health Authority, Arts Council East, Museums, Libraries and Archives East, Screen East, Construction Industry Council East...*
- Working in partnership with sector skills councils
- Working under the auspices of AUEE representing 11 HEIs
- Working in partnership with ACER representing 33 FECs
- **MOVE can operate as an impartial regional broker promoting the collective benefits of enhanced progression opportunities**

The MOVE approach

- To reposition the issue of WP and low progression of under-represented groups
 - *A move away from being 'a learner problem' to address issues in progression practice by education providers.*
- To steer cultural change and embed best practice in the planning, delivery and management of progression to HE through vocational (or applied) routes
- To integrate *progression* into institutional quality and planning procedures

The MOVE approach

- To operate at multiple institutional levels
 - *Senior management sign up to 'authorise' change - VCs, Principals*
 - *Sector specific Faculty/Department management to strategically plan and manage development and change*
 - *Programme tutors to develop and implement best practice*
- To develop **trust** relationships between those who manage progression across and between institutions/organisations

MOVE change mechanisms

- Progression Magnets
 - *Sector specific sub-regional networks - Faculty/Department Heads and employer/sector representative bodies*
- Additional Student Numbers (ASNs)
- Development funding
- Regional Credit Agreement
 - *Establishing common principles and shared practices in the recognition of credit*
- Information, Advice and Guidance
 - *MOVE website, Discover, Staff Development, IAG events*
- **Progression Accords** - P2P, WBL, Open, Apprenticeship and Diploma

What are MOVE Progression Accords?

- The key features of Progression Accords
 - *Formal agreements - between 'senders' and 'receivers' of learners*
 - *Guaranteed places*
 - *Equivalent entry requirements*
 - *Institutional/organisational 'sign-up' - senior management and tutor levels*
 - *Good practice in managing progression*
- Specific features of the Diploma Accord
 - *A statement of learning and progression that describes the specific requirements of progression to an identified HE course*
 - *HE and Diploma Consortia engagement in Diploma development*

The benefits of PAs for learners

- **General benefits for learners**
 - *Enhanced Information, Advice and Guidance about the higher education learning experience*
 - *Personalised focus on chosen vocational progression*
 - *Smooth progression through close and effective qualification match*
 - *Enhanced preparation for HE and higher-level learning*
 - *Guaranteed progression opportunity*
 - *Local progression*
- **Specific benefits for Diploma learners**
 - *Confidence in the recognition of the Diploma as an HE entry qualification*
 - *A programme that embeds progression to HE within its design*

The benefits for senders of learners to HE

- **General benefits for senders**
 - *A marketing, recruiting and retention advantage – a formal link offering guaranteed progression*
 - *A public statement about the commitment to lifelong learning and progression for learners*
 - *Confidence in the 'match' with the HE programmes to which learners progress*
 - *Collaboration and development work with HE colleagues and others*
- **Specific benefits for Diploma Consortia**
 - *Local/regional HEI/Consortia engagement in Diploma development*
 - *Local/regional recognition of the Diploma as an entry qualification*

The benefits for receivers of learners progressing to Higher Education

- **General benefits for HEI receivers**
 - *Planned and predictable recruitment to HE programmes*
 - *Confidence in the readiness of learners to participate in higher-level learning*
 - *Confidence in the 'match' and suitability of sending programmes*
 - *Collaboration and development work with FE colleagues and others*
- **Specific benefits for HEI receivers of Diploma learners**
 - *Specific input into the content and design of a qualifying programme*

HE engagement in practice 1

- HEFCE funded Construction and Built Environment Diploma Pathfinder
 - *The project aimed to ensure that progression routes from the Diploma to HE are identified*
 - *That HEIs understand the content of the diplomas and how they fit with their developing HE curricula*
 - *That MOVE Progression Accords are integrated into the development and delivery of the Diploma.*
- CBE Pathfinder partners
 - *2 Diploma Consortia - Open Opportunities, North Herts SAPG*
 - *4 HEIs - ARU, UoB, UEA, UCS*
 - *12 FECs, 3 SSCs, 2 PBs*

HE engagement in practice 1

- **MOVE's approach to CBE Diploma Pathfinder**
 - *Individual meetings with Consortia to gain support for the project and raise the profile of progression to HE*
- **Pathfinder network meetings**
 - *Introduction to the Diploma - Asset Skills*
 - *Identification of potential Diploma to HE progression pathways*
 - *Introduction to the role of Diploma PAs in formalising progression routes and embedding Consortia/HEI relationships*
 - *Consortia presentations of Diploma content*
 - *Discussion of specific PA detail eg Statement of Learning and progression*

HE engagement in practice 1

- **CBE Diploma Pathfinder achievements**
 - *Successfully engaged with HEIs, FECs and other key stakeholders*
 - *MOVE has joined the national C&BE Diploma HE Recognition Group*
 - *MOVE Diploma Progression Accord endorsed the national C&BE Diploma HE Recognition Group*
 - *Ensured that progression into HE from the Advanced Diploma is considered by both the Diploma Consortia and HEIs in the region*
 - *Reference made to MOVE Progression Accords in a number of Gateway 2 applications in the region*
 - *Signing of specific PAs between Consortia and partner HEIs*

HE engagement in practice 2

- **Creative and Media Diploma**
 - *MOVE represented on the HE Advisory Group of the national Creative and Media Diploma Development Partnership (DDP)*
 - *MOVE hosts C&M Diploma regional meetings*
 - *MOVE Progression Magnet meetings include specific inputs concerning the C&M Diploma in partnership with SSCs*
 - *MOVE brokers Diploma PAs between Consortia and HEIs*
 - *MOVE Development Fund made available to Diploma Consortia*
- NB: All lines of learning within MOVE sectors*

HE engagement in practice 2

- **C&M Diploma engagement achievements**
 - *Cambridge Area Partnership (CAP) successful in securing MOVE Development Funding - requiring Diploma PAs with identified HEI partners including Anglia Ruskin University*
 - *MOVE Cambridge Progression Magnet meeting focused on HE input to C&M Diploma content across two consortia - CAP and Huntingdonshire Secondary Education Partnership (HSEP)*
 - *MOVE brokered further collaborative working between CAP and Norwich University College of the Arts to implement Diploma PAs*

Group activity

- What activities would you schedule on an annual basis to embed effective engagement between Diploma Consortia and HEIs?
 - *Split into groups of 4-6*
 - *Discuss and agree two Progression Accord activities per term (ie six in total)*
 - *Elect a representative to feedback and explain the rationale for the group's agreed activities*

Further information

www.move.ac.uk