

Diverse pathways into and through HE

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NEON Summit
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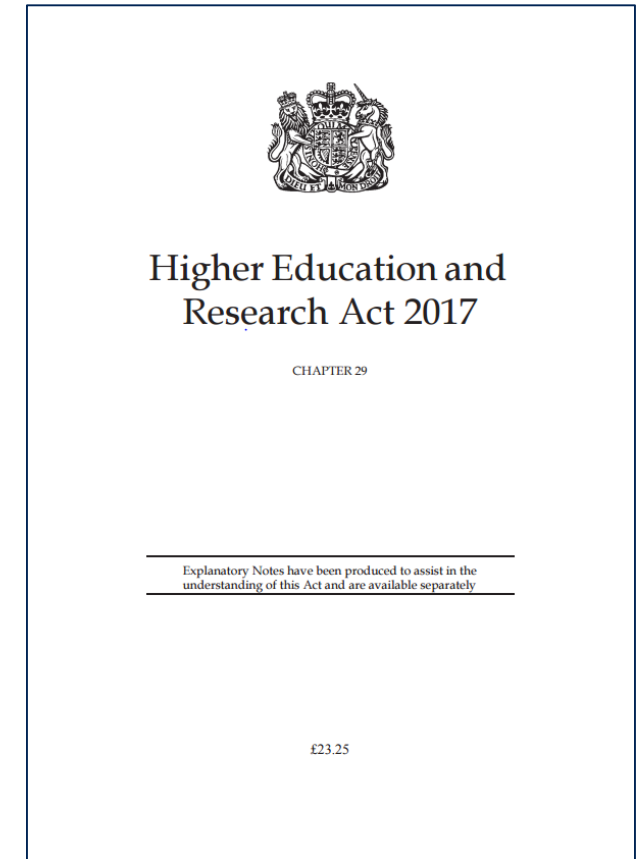
Office for
Students



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OfS duties in HERA 2017

- (a) protect the institutional autonomy of English HE providers
- (b) promote quality, and greater choice and opportunities for students, in the provision of HE
- (c) encourage competition between English HE providers in connection with the provision of HE where that competition is in the interests of students and employers, while also having regard to the benefits for students and employers resulting from collaboration between such providers
- (d) promote value for money in the provision of HE
- (e) promote equality of opportunity in connection with access to and participation in HE**
- (f) use the OfS's resources in an efficient, effective and economic way
- (g) regulatory activities should be—
 - (i) transparent, accountable, proportionate and consistent, and
 - (ii) targeted only at cases in which action is needed.



OfS Objectives

Every student, whatever their background, has a fulfilling experience of higher education that enriches their lives and careers.

Participation

Objective 1

All students, from all backgrounds, with the ability and desire to undertake higher education, are supported to access, succeed in, and progress from higher education.

Experience

Objective 2

All students, from all backgrounds, receive a high quality academic experience, and their interests are protected while they study or in the event of provider, campus or course closure.

Outcomes

Objective 3

All students, from all backgrounds, are able to progress into employment, further study, and fulfilling lives, and their qualifications hold their value over time.

Value for money

Objective 4

All students, from all backgrounds, receive value for money.

Diverse pathways to HE

A levels

Apprenticeships

B Tech

A level + B Tech

T-levels

Foundation
year

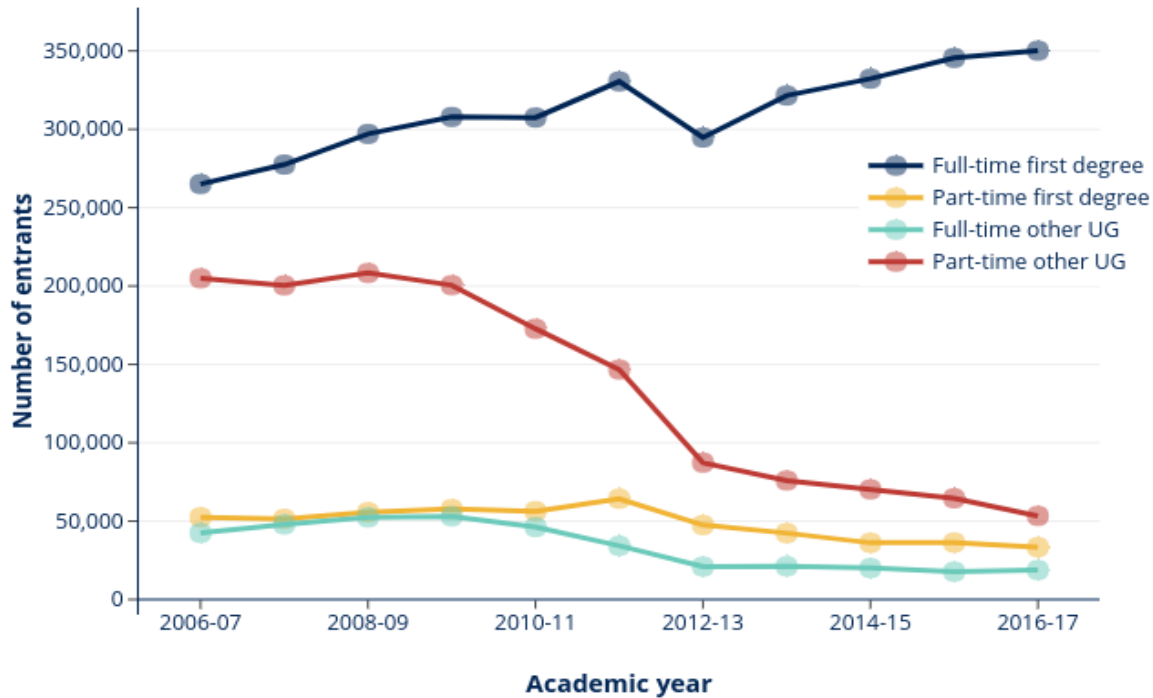
Cert/Dip HE

Higher
Nationals



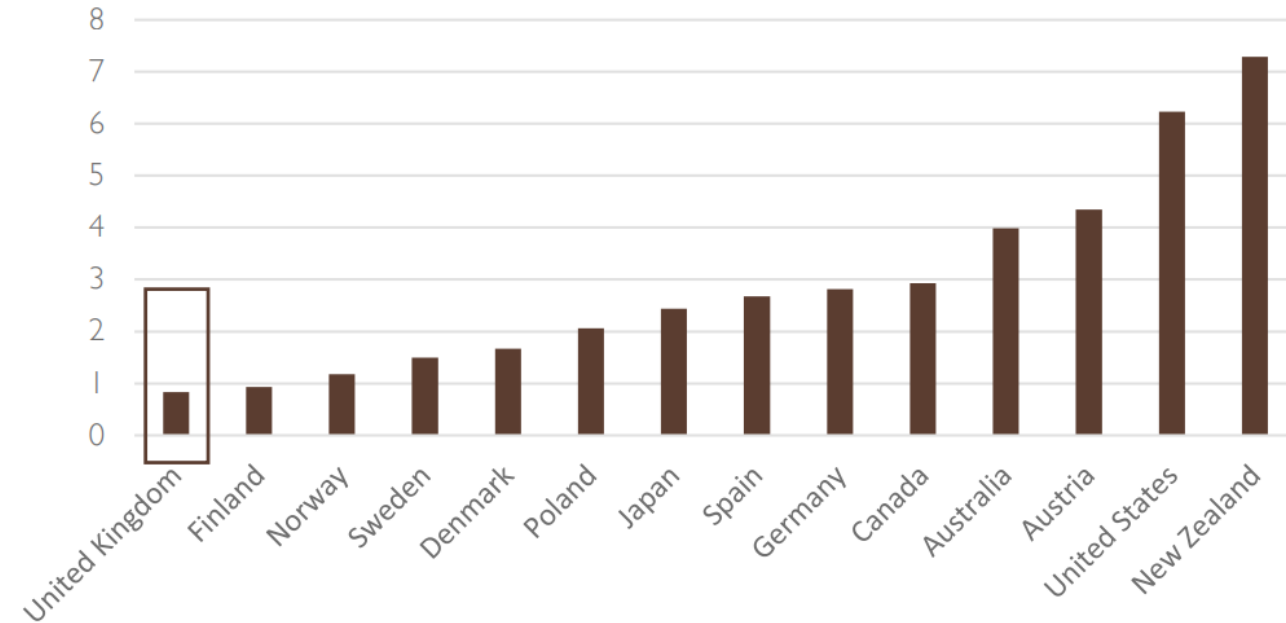
Alternative routes

Level of UG study since 2006-07



Source: HESA student record UK-domiciled students at English institutions only

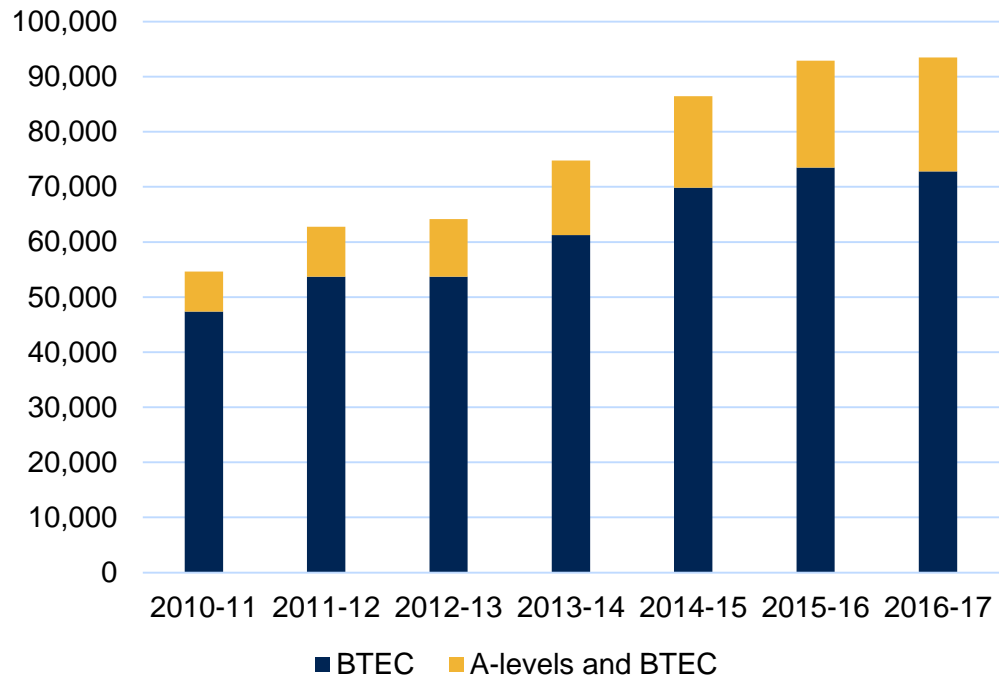
Number of people graduating in 2015 from level 4 and 5 equivalent programmes per thousand in the population



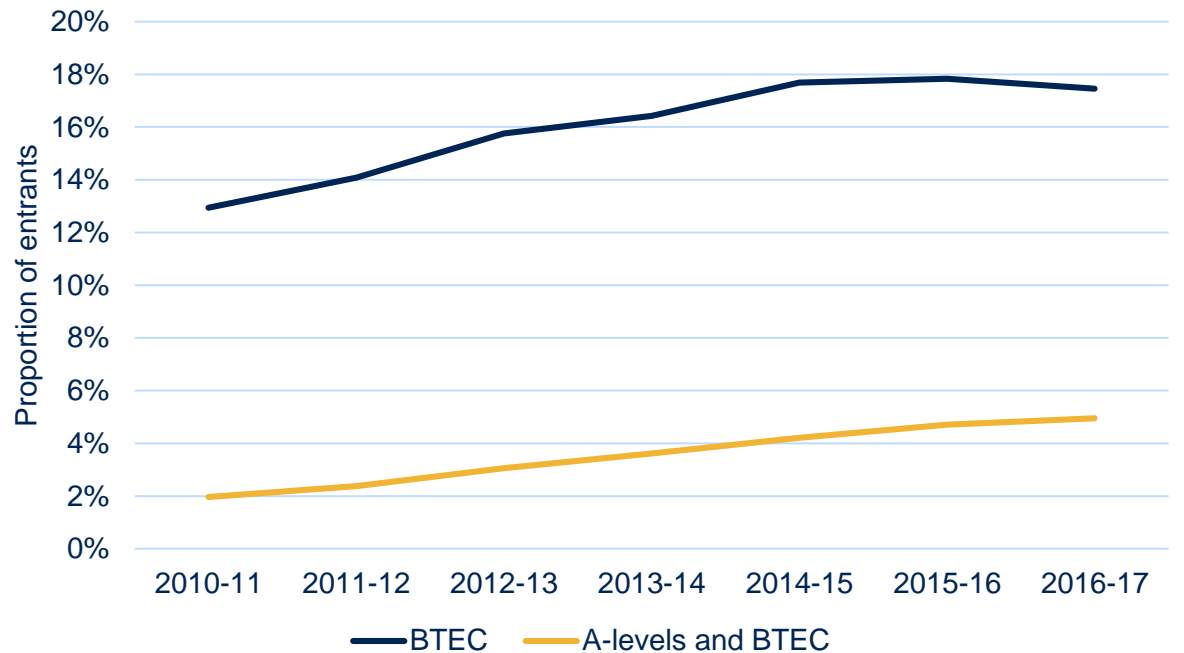
Source: OECD education database. Comparator countries where data were available. <http://www.gatsby.org.uk/uploads/education/the-missing-middle-higher-technical-education-in-england.pdf>

BTEC pre-entry qualification

UK-domiciled full-time undergraduate entrants at English higher education providers



UK-domiciled full-time undergraduate entrants at English higher education providers



Level 4 & 5 reforms - HTQs

Higher Technical Qualifications will provide a natural progression route for young people taking new T Levels from 2020 or A Levels (Level 3) enabling them to take the next step up and gain higher technical skills in key subjects like STEM

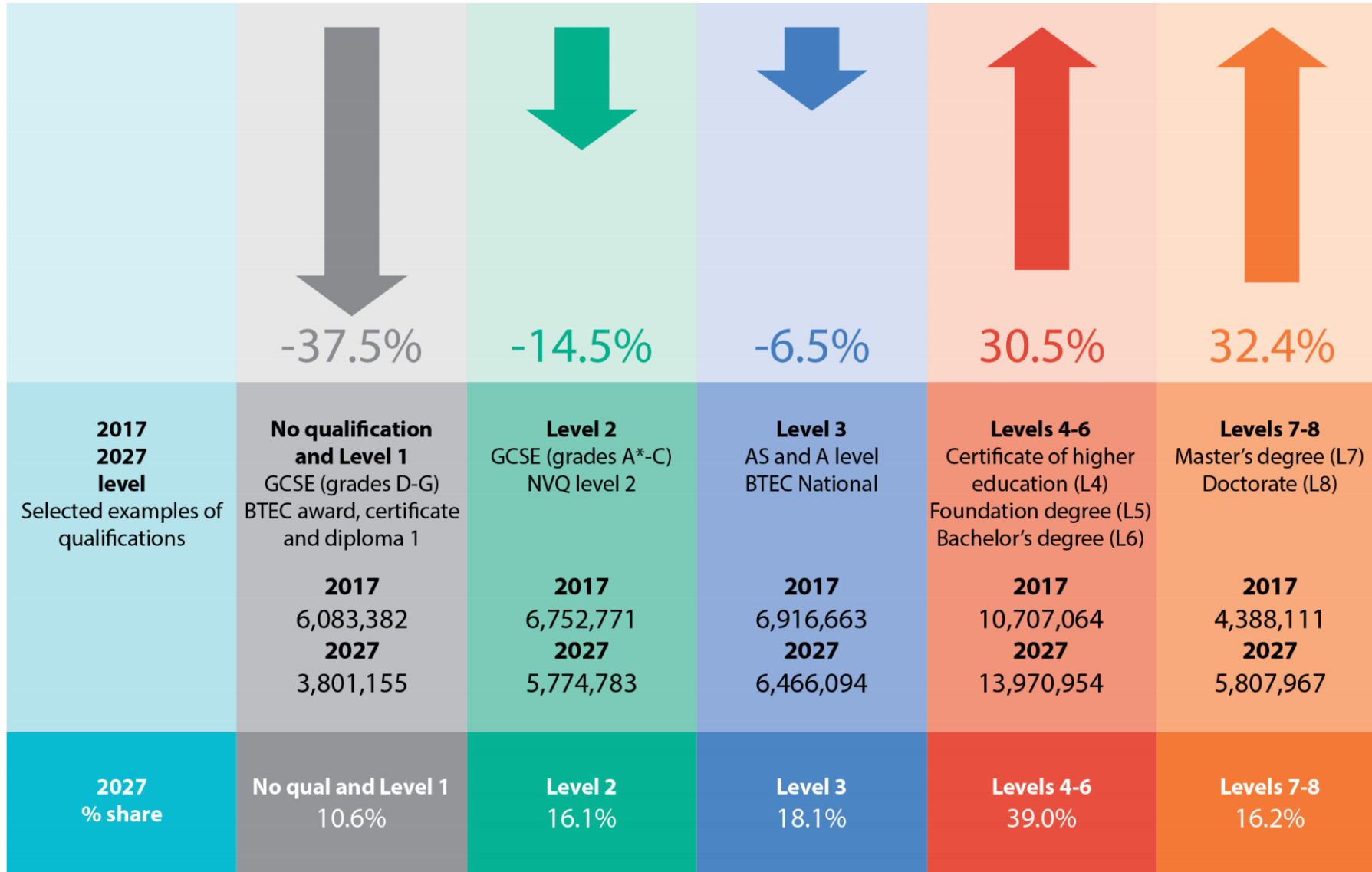
The OfS is engaging with the Department for Education on the roll-out of the first qualifications



Higher technical education: the current system and the case for change

July 2019

Figure 5.4: Qualification profile of workforce, 2017-2027



Source: Working Futures, 2020, 'Working Futures 2017-2027: Long-run labour market and skills projections for the UK

Progression through HE-FE Partnerships

Local Grads challenge competition - HE-FE collaboration

Coventry University

The project at Coventry University is working with Scarborough Sixth Form College in order ensure that suitable pathways have been built to develop the supply of new students into health and social care related degrees. This is one part of an innovative pathway which travels from before application to University through to successful graduate level employment with key local partners and will build the supply line of future graduates into the local area.

Teesside University

Teesside University have been working with a range of local colleges to facilitate access to employability insight days for students before they come to the university, so that students will better understand the implication of their course choice in career planning. In addition to this, they have produced a number of case studies and careers guides focusing on opportunities within the local labour markets.



Mature students

- Mature students are more likely to have non-traditional qualifications
- More likely to be from under-represented groups
- Are more likely to have commitments and responsibilities outside of their studies, such as caring responsibilities and employment
- Are more likely to face other barriers to an inclusive experience
- There has been a continuing decline in mature student numbers since 2010-11, particularly in part time
- 22% drop in mature student entrants between 2010-11 and 2018-19



OfS next steps

- Data analysis – identifying gaps in different ‘types’ of mature students
- Insight brief/ Insight event
- Increased IAG

Office for
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The logo for the Office for Students, featuring a dark blue square with a yellow square in the top right corner containing the letters 'OfS' in white.

OfS

Thank you for listening

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