

Degree or bust - maturation and saturation of the English HE system

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Degree or bust - the maturation and saturation of the English Higher Education system

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Employability

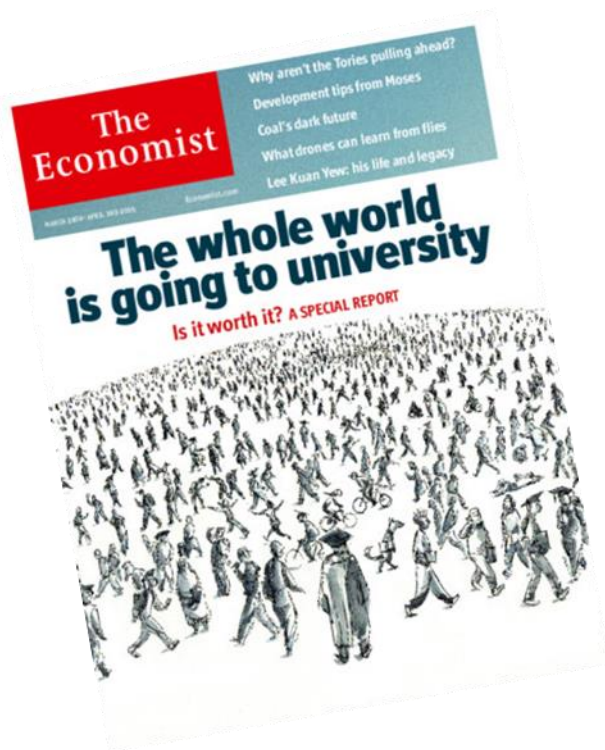
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Session Overview

- Global participation in HE
- Lessons learned from UK HE participation
 - a 20 year review
- Challenges and opportunities in a free market education system
- Lessons Learned

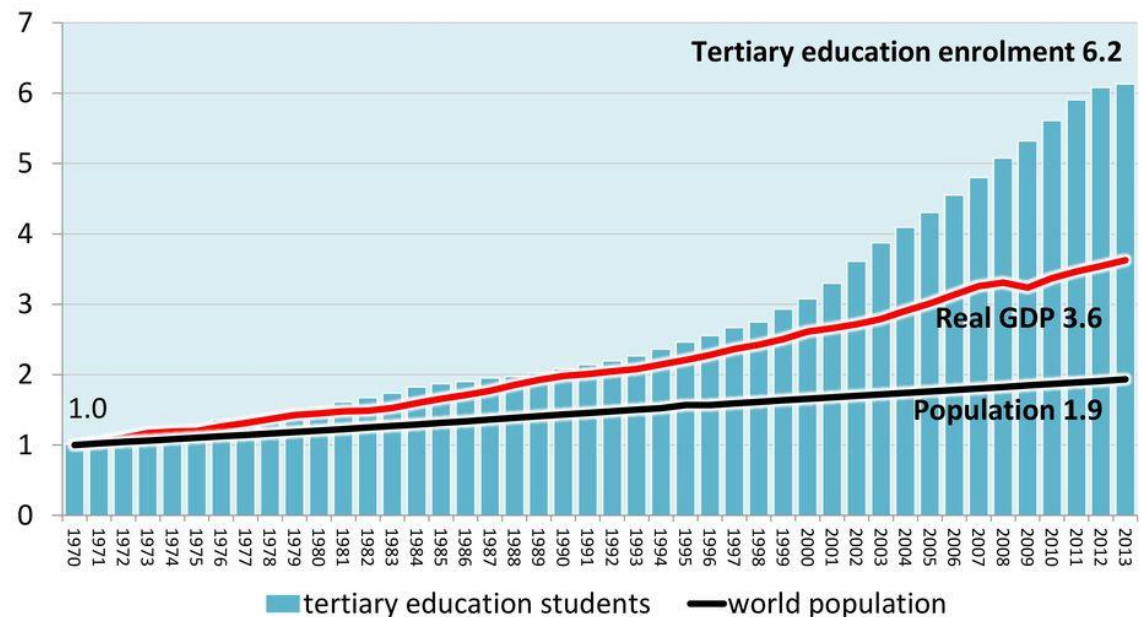
Skills, Employment and Education: A Changing Landscape





World GDP, population and tertiary enrolment, 1970-2013 (1970 = 1.0)

1970 = 1.0. Constant price GDP. Data from World Bank, UNESCO Institute of Statistics



Towards a common understanding

Higher Education Provider		
Level 8	Doctorate PhD	
Level 7	Master's MSc, MA, MPhil	
Level 6	<div>University Degree BA, BSc</div>	
Level 5		
Level 4		
	Foundation degree FdA, FdSc	HND HNC
Level 3	<div>A-level</div> <div>A2</div> <div>AS</div>	<div>L3 (Extended) Diploma</div> <div>National diploma</div> <div>National Certificate</div>
	School/ 6 th form	FE College

Long Cycle Equivalent-
Level 8

Short Cycle Equivalent-
Levels 6 & 7

Why short cycle provision matters

- Short Cycle (level 4/5) provision can support;
 - non-linear educational journeys e.g. learners stepping on and off according to needs and educational attainment.
 - social mobility e.g. those with L4/5 qualifications expected to earn 42% more than those qualified at L2 and 16% more than L3.
 - alternative pathways for part-time and mature learners i.e. there are approximately 20m adults in the UK without qualifications at L4 and above.
 - employer skills gaps e.g. in the UK there are 7.7m new roles expected in highly skilled occupations by 2024 (UKCES, 2018).

Degree (long cycle) or bust- participation rates

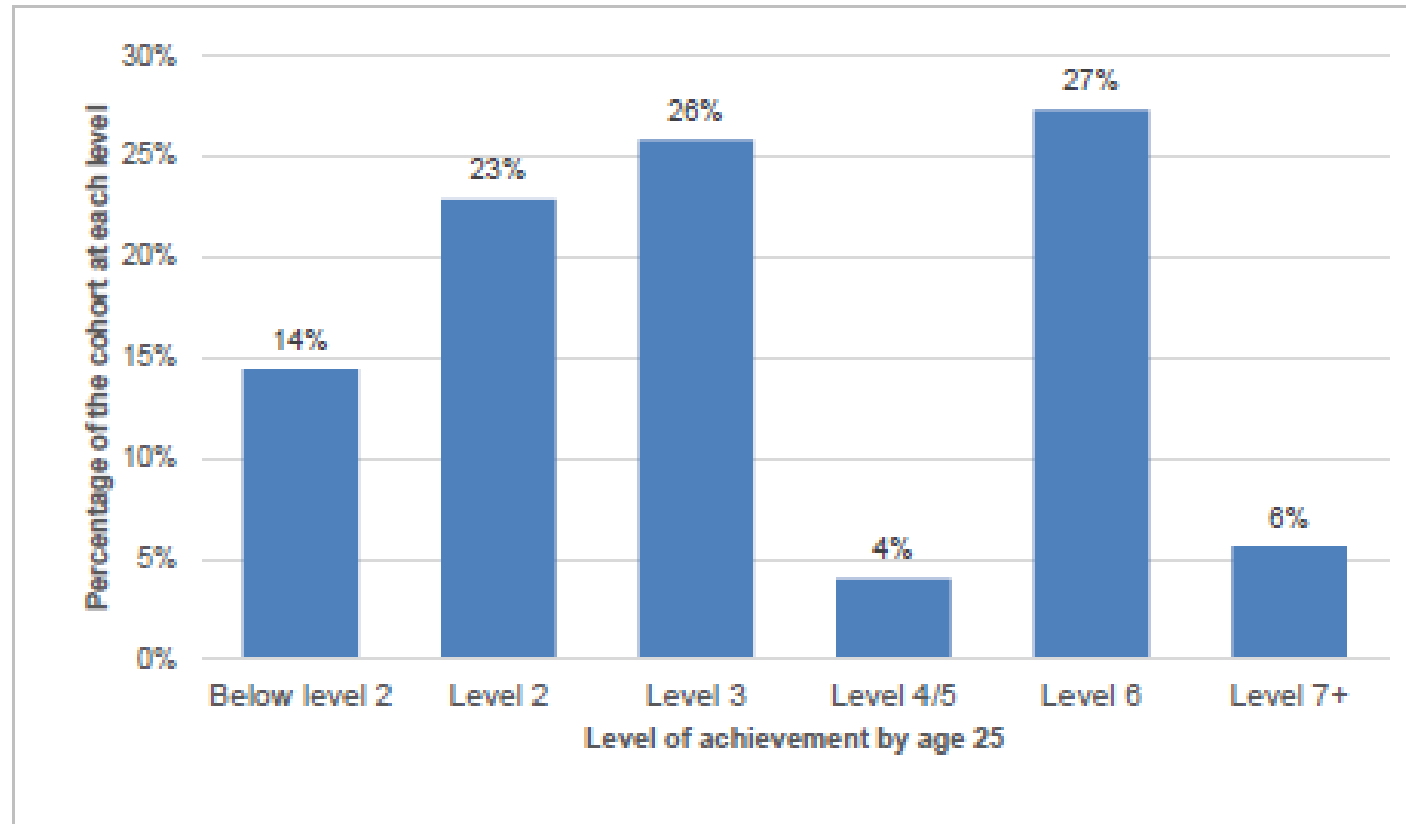


Figure 5: Highest Level achieved by age 25 – England, cohort that undertook GCSEs 2004/05

Source: Post 16 Education Pathways - cohort study of individuals who undertook GCSEs in 2004/05, DfE (2018)

Employers

Level 4/5 offer complex, fragmented and not understood

Provision not meeting needs and not willing to fund.

Use degrees as a signal for quality candidates

Learners

Level 4/5 offer complex, fragmented and not understood. Funding complex.

Funding is complex

High attaining candidates pursue Level 6.
Less able candidates stop at Level 3.

Providers

Prioritisation of resource aimed at traditional provision (estate and academic)

Funding can be lower and adds complexity to delivery.

Student Market opting for Level 6

National decline of short cycle provision

**Stats since
introduction of fees
(12/13-16/17)**

**Total decline by
75,720 from 190, 230
(40%)**

FDs declined 41%.

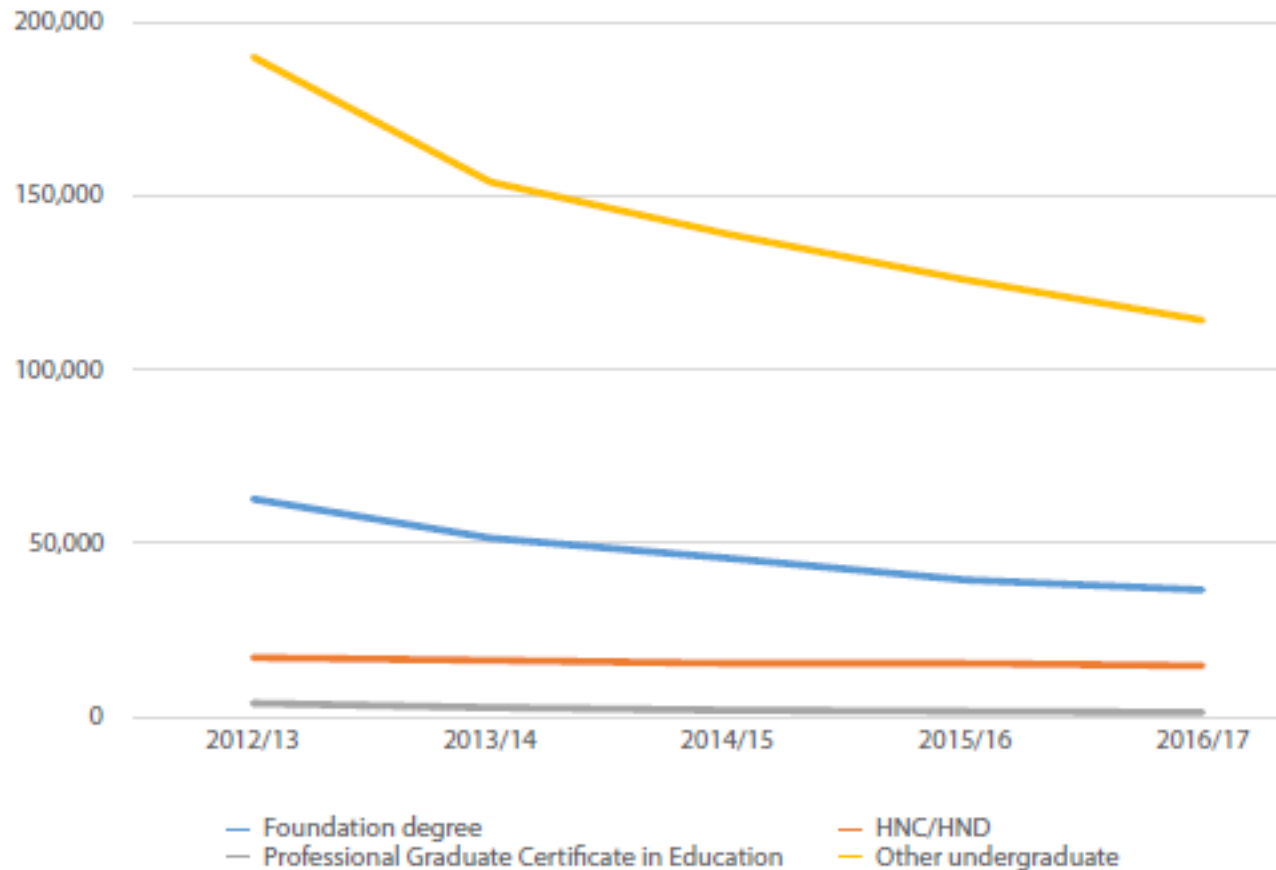
HNDs declined 13%.

***Number of mature
learners* i.e. those
most likely to enter at
L4/5.**

**413, 925 to 135, 755
(67%)**

**Learners over 30 - a
decline of 70%.**

Student enrolments in 'other undergraduates courses' 2012/13 to 2016/17³¹



Long cycle pushing out short cycle (full time)

Number Controls

98/99- Funding rates standardised HEIs. max recruitment set

02/12- 5%+- yny tolerance

12/13- Cap removed for AAB equivalent

08/12- Additional numbers for employer short cycle

13/14- Cap removed for ABB or equivalent

15/16- Cap abolished

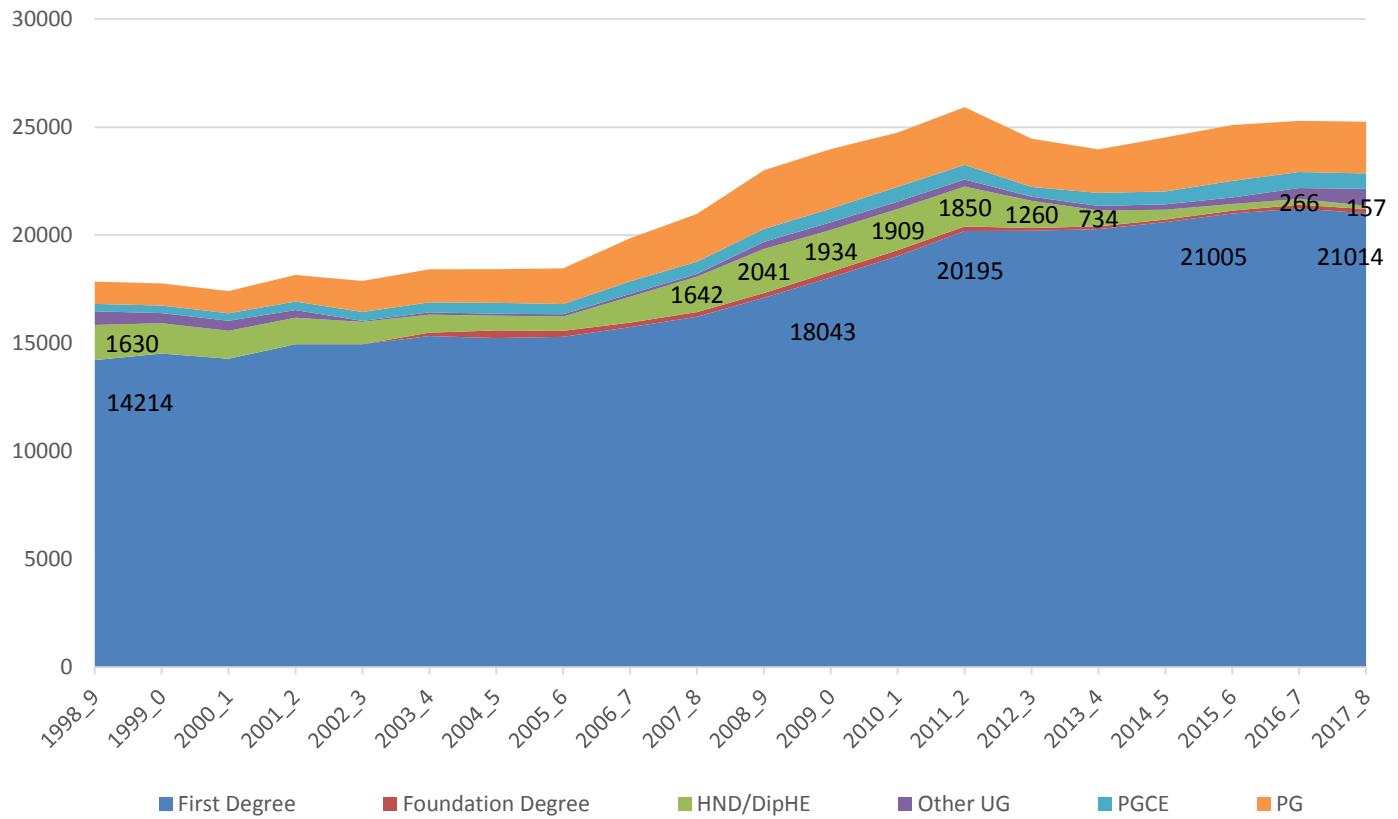
HE Fees

06/07- £3,000/year

10/11- £9,000/year

15/16- £9,250/year

Sheffield Hallam full-time portfolio over time



Decimation of part-time and mature market

Number Controls

98/99- Funding rates standardised HEIs. max recruitment set

02/12- 5%+- yny tolerance

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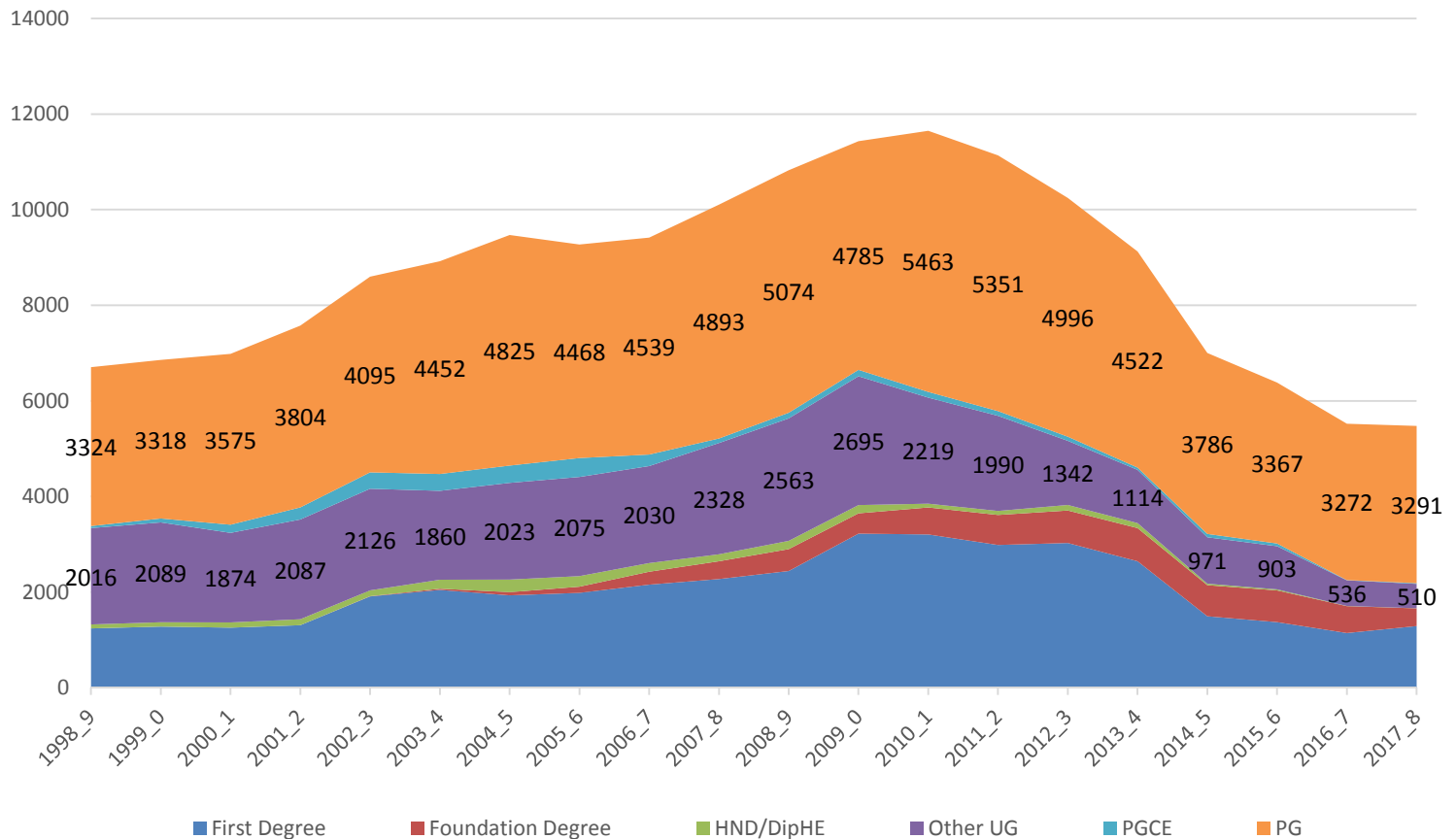
HE Fees

06/07- £3,000/year

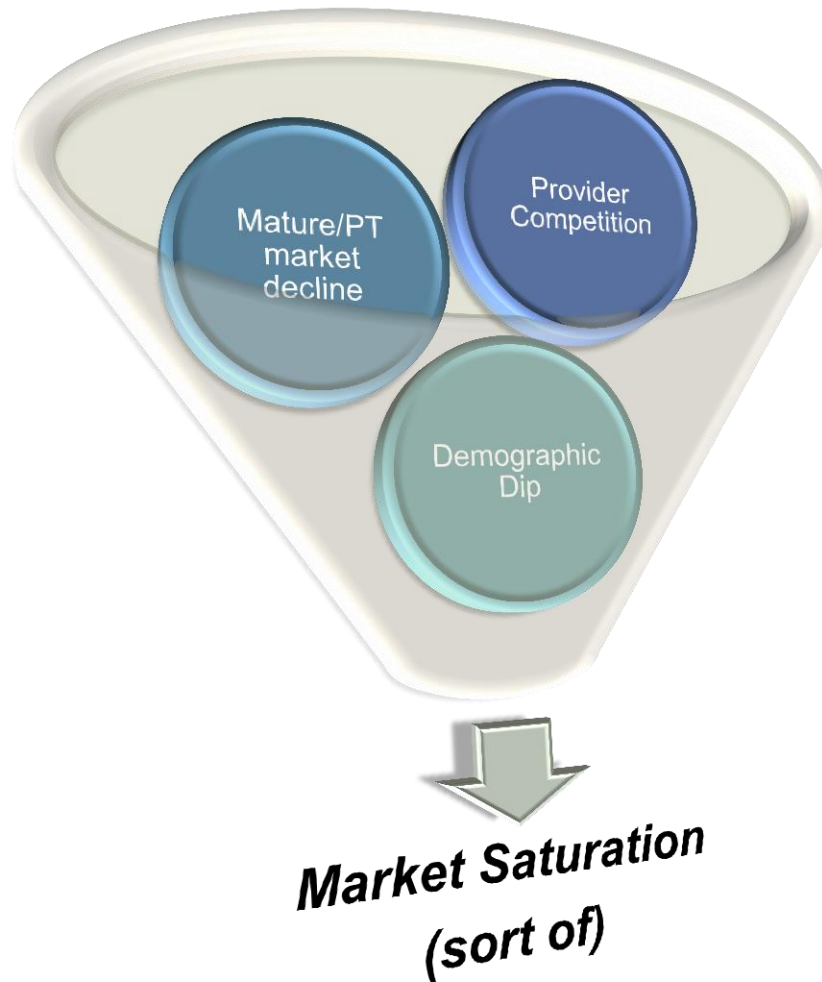
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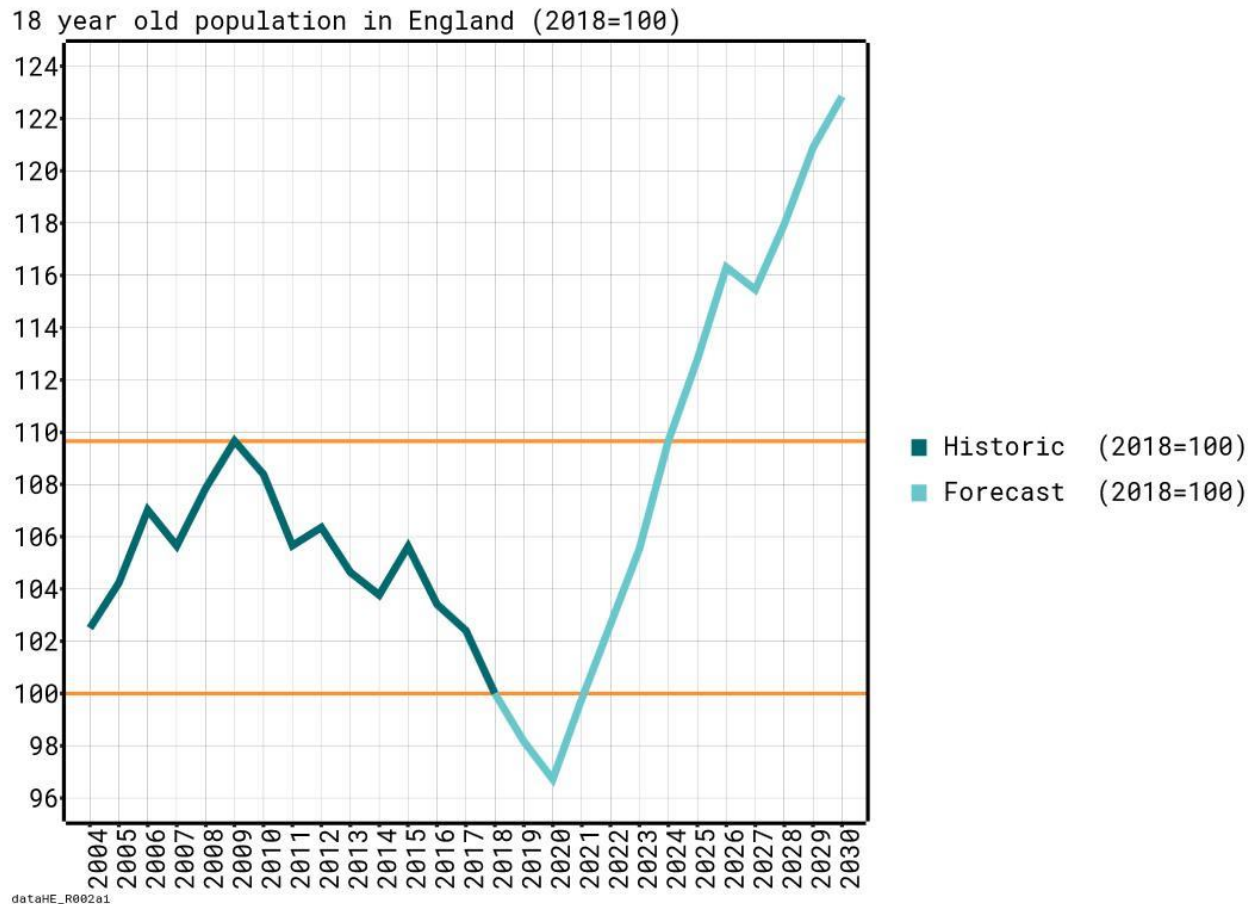
Sheffield Hallam part-time portfolio over time



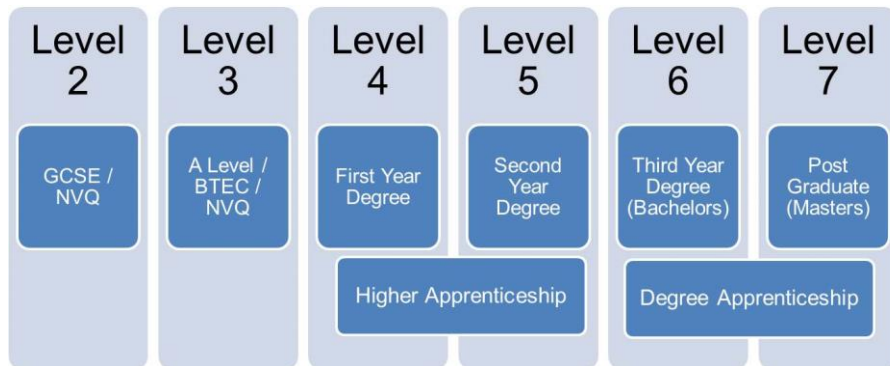
A maturing and saturated market



Future is bright but challenging



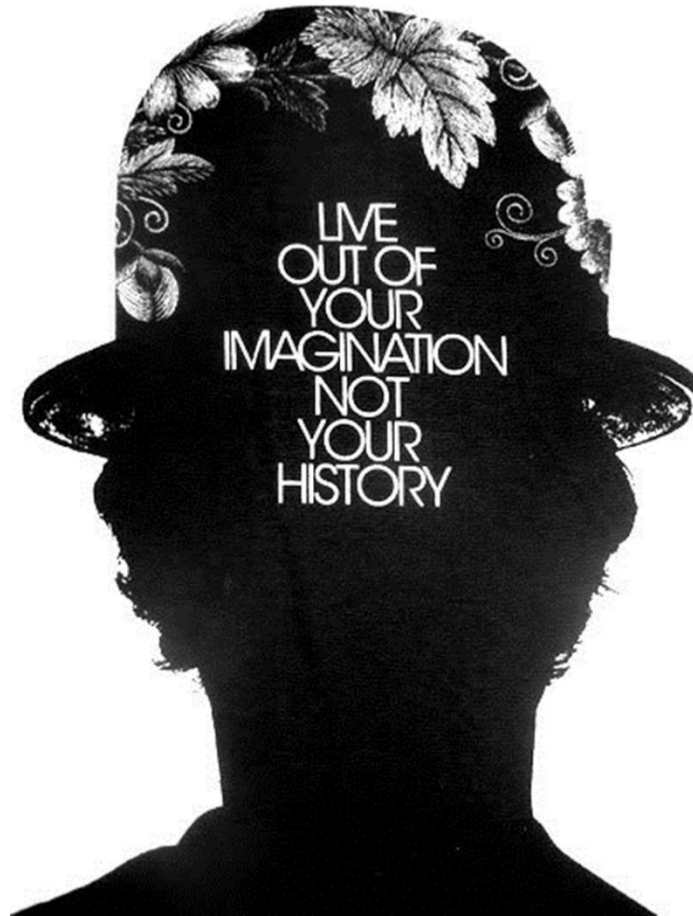
Higher or Degree Apprenticeships (HDA)- Sustained Renaissance?



- New route from 2015
- Funded by Apprenticeship Levy
- 80% on the job : 20% off the job
- Changing technical provision in HEIs (including Cambridge)
- Employer, apprentice and provider works together to develop knowledge, skills and behaviours

Lessons Learned

- Simple isn't always best
 - a mixed portfolio is complex, however it de-risks over reliance on one type of provision
- Lost capacity and capability
 - it is hard to go back to 'short cycle' provision once you've moved out
- Unintended consequences
 - After a period of apathy (by HE and FE) Level 4/5 is now a more contested than ever in the England; FE staking a significant claim for the space
- Branding and quality are vital
 - Short cycle degrees in England have been de-prioritised and therefore not seen as attractive by any stakeholder
- Employers drive innovation and change
 - HDA's have forced us to innovate and change whilst also bringing new opportunities for research and employability



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