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Review of higher education in further education institutions

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Research

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Review of higher education in further education institutions

Audience	Further education institutions; ColegauCymru; higher education institutions; Universities Wales; the Higher Education Funding Council for Wales; and interested parties in the further education and higher education sectors.
Overview	The review considered the delivery of higher education at Levels 4 and 5 in further education institutions in Wales. The remit was to make recommendations in response to employer needs and provide accessibility with clear progression pathways to higher education.
Action required	The audience is required to work with officials in the Department for Education and Skills to ensure there is full understanding of the rationale for the recommendations and to discuss how they can be progressed and implemented in the near future.
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Additional copies	This document can be accessed from the Welsh Government's website at www.gov.wales/educationandskills

Contents

Executive summary	2
Background	5
Benefits of FEIs delivering HE provision	7
Delivery arrangements	9
Aligning HE in FE delivery to the needs of the economy	12
Recommendations	13
Conclusion	19
Annex A: Understanding HE in FE in Wales	21
Annex B: Number of enrolments franchised in from HEIs and taught at FE institutions 2012/2013	25

Executive summary

Higher education (HE) and higher level skills are essential for Wales to compete internationally for future jobs. Both the Welsh Government's *Policy on higher education* and *Policy statement on skills* emphasise the changing needs of the economy alongside the increasing demand for highly skilled workers. There is a need to extend and prioritise those learning opportunities that allow individuals to develop higher skills at all levels and, in doing so, raise the value of vocational education and training as a route into higher learning. Universities and colleges need to support businesses in Wales in meeting these demands. There should be a more holistic and regional view of post-16 education in Wales, supported by stronger regional planning. Collaboration between higher and further education (FE) providers needs to be strengthened so that progression and even simultaneous study in both sectors can become a reality.

This review considers the role played by further education institutions (FEIs) in delivering intermediate HE at levels 4 and 5 (courses below the level of a first degree) and its contribution to employer-led, vocationally focused higher education. Universities deliver the majority of HE and their contribution is well recognised. However, it is the ability of many FEIs to deliver intermediate courses flexibly and locally, that contributes to widening access to HE and has the potential for expanding delivery.

This review contends that in order to maximise economic benefits, the system and structure for higher education delivered by FEIs is best achieved through collaborative working between the FE and HE sectors. The current system is recognised by both sectors as strategically weak; and there are opportunities to strengthen provision planning and ensure a more coherent, sustainable approach to delivery.

Cross-sector collaboration on a regional basis has the potential to deliver significant benefits, including the expansion of the range of programmes offered, improved progression routes and related economies of scale. It also allows for a more co-ordinated approach to working with industry.

The structure of delivery needs to support as far as possible productive HE and FE partnerships. Franchise provision has traditionally been in place to achieve this. To develop quality provision and seamless learning pathways, there is a need to intensify the interaction between the two sectors rather than weaken it.

Franchise arrangements play a crucial role in ensuring the quality of the HE offer. At the moment the majority of FEIs in Wales are not in a position to provide a broad HE offer without support from a local HEI in meeting quality assurance requirements. FEIs with relatively small HE provision may have insufficient volumes to ensure a HE experience and devote adequate resource to the HE offer; for example, continuing professional development of staff and learning resources, as well as having capacity to deal with statistical and other requirements placed on HE providers.

This is a time for consolidating provision, strengthening collaboration and building joint partnerships with industry. Part-time study remains important to the Welsh Government and this review acknowledges that there is potential for expanding the amount of HE in FE in the provision of part-time courses. The recommendations put forward by this review have the potential to improve regional coherence, learner progression and the stability of higher and further education working.

Recommendations

R1 HE in FE part-time delivery to be expanded in critical economic sectors.

R2 The Higher Education Funding Council for Wales (HEFCW) and ColegauCymru to meet with the Welsh Government to agree on how HE in FE delivery can be developed and expanded to meet the changing needs of the economy.

R3 HEFCW and ColegauCymru to work with Regional Skills Partnerships to ensure joint strategic planning of HE in FE delivery between HEIs and FEIs to support the expansion of delivery.

R4 The Welsh Government to consider how HEFCW's funding and quality assurance arrangements can support the development of HE in FE provision.

R5 HEFCW to consider strengthening guidance on franchise arrangements between colleges and universities to provide stability and support strategic planning between the HE and FE sectors.

Background

During the last 30 years the shape of HE delivery has changed dramatically. The establishment of post-'92 universities, and the demise of the employer-based sandwich degree programmes, have led to an increasing focus on undergraduate degree courses. The skills environment has also evolved. By 2020 Wales is expected to have undergone a restructuring of its skills base and jobs of the future will increasingly require higher skill levels.

Until 1966, there were more students studying HE level courses at FEIs compared to students attending university across the UK. The situation altered when, under the 1966 Higher Education White Paper, a number of FEIs were designated as 'polytechnics'. In the early 1990s these polytechnics were themselves re-designated as universities; a move designed to ensure that HE provision was firmly placed within the HE sector. Despite these changes, HE has remained an important part of the FEI offer, particularly in the delivery of Higher National Certificates (HNCs) Higher National Diplomas (HNDs) and Foundation Degrees.

Against this backdrop, HE in FE provision has grown steadily in Wales, albeit it tends to be neither the core business of FEIs or HEIs. The mergers of colleges in recent years have resulted in fewer but stronger FEIs, which are better placed to work strategically across regions and with HEIs. The majority of provision complements, rather than competes with provision in HEIs. As a sector it is fairly modest in size, albeit diverse in character. The majority of FEIs offer some higher education, usually in vocational subjects, mostly at levels below the Bachelor's Degree. These include HNDs and HNCs, higher level professional courses and Foundation Degrees. Higher Apprenticeships are also increasingly a key feature of the HE in FE offer, reflecting the Welsh Government's drive to expand routes into higher skills education, and particularly addressing the

shortage of skilled science, technology, engineering and maths (STEM) technicians.

HE in FE can provide student progression opportunities from level 3 programmes, support the local and regional HE skills offer, and meet the needs of specific skill sectors. The students themselves tend to be older, studying part-time and living in areas with lower than average rates of participation in HE.

This review considers the role played by FEIs in delivering intermediate higher education at levels 4 and 5 (courses below the level of the first degree) and their contribution to employer-led, vocationally focused HE. In particular it examines the benefits, the alignment of delivery to the changing needs of the economy and the different funding methods driving that delivery.

Benefits of FEIs delivering HE provision

Bridging the intermediate and technical skill gaps

Intermediate HE provision at levels 4 and 5 plays a crucial role in bridging the skills gap and supporting economic growth. HE in FEIs is focused on providing skills that are directly applicable in the workplace. With a lack of job-related and technical skills a consistent concern for employers across the UK¹, smaller as well as larger employers are able to engage with FEIs about future and current skill requirements and develop programmes that will meet their needs.

Foundation Degrees in particular offer considerable benefits to businesses; they are designed to meet the specific skill needs and can be delivered on a flexible basis; the majority of provision is part-time and delivered at convenient 'local' locations; and it can be 'roll-on roll-off', where there may be multiple starting points in the year.

Employer engagement and local access

Engaging employers in higher skills training has long been recognised as a key to improving economic performance. FEIs have a strong record in developing relations with local employers and developing programmes that meet higher level skill gaps and offering programmes with flexible study. Many employers recognise the vocational brand as belonging to FEIs at intermediate level.

HE in FE provision is also flexible enough to fit around people's lives. FEIs are able to connect with local employers and provide training that meets, sometimes, very specific requirements - requirements that are essential to help these businesses to grow. They are able to offer HE in areas where the nearest university is out of reach. The importance of this is reflected in research

¹ The UK Employment and Skills Almanac, UKCES (2010)

undertaken by the Institute for Employment Studies, which has shown that young people's preference is for HE to be delivered close to home².

Widening participation and social mobility

There are also considerable social benefits, particularly in terms of providing greater access to HE and thereby promoting social justice. According to research undertaken on behalf of the Panel on Fair Access to the Professions, young people from lower socio-economic groups are more than twice as likely to undertake vocational qualifications than young people with parents already in professional occupations³. Engaging employers and developing their workforce through level 4 and 5 provision, including opportunities for progression through technical to professional roles within a structured framework, supports social mobility. A strong collaborative approach between some FE and HE institutions is already maximising these benefits. For example, the HE-led initiative UHOVI⁴ has been developing higher skills levels, addressing the Welsh Government targets for the achievement of Level 4+ qualifications and, through this, the regeneration of the Heads of the Valleys region.

In the context of social mobility and widening participation, the relative cost of FE level 4 and 5 provision should also be considered. Currently, FEIs offer a more competitively priced HE provision compared to universities. They have a lower cost-base, which is largely the result of HE lecturers being on contracts of employment which reflect the working practices of the FE sector, whereas HEI staffing costs tend to be higher. Nonetheless, it should be recognised that the student experience of HE in FE is quite different to HE in HE. Learners are, for example, not always exposed to the full range of research-informed HE as the focus of FEIs is often more on teaching rather than research.

² University is Not Just for Young People, Institute for Employment Studies, p17 (2008)

³ Panel on Fair Access to the Professions. (July 2009), Unleashing Aspiration. Cabinet Office

⁴ <http://www.uhovi.ac.uk/>

Delivery arrangements

A detailed picture of the current delivery of HE and FE is provided at Annex A, *Understanding HE in FE in Wales*. This includes information on patterns of delivery, types of provision and participation by franchise and direct funded provision. This section sets out how the delivery mechanism for prescribed⁵ HE in FE provision operates, that is, franchise and direct funded provision. It is through these arrangements that collaboration between the HE and FE sectors is initially framed.

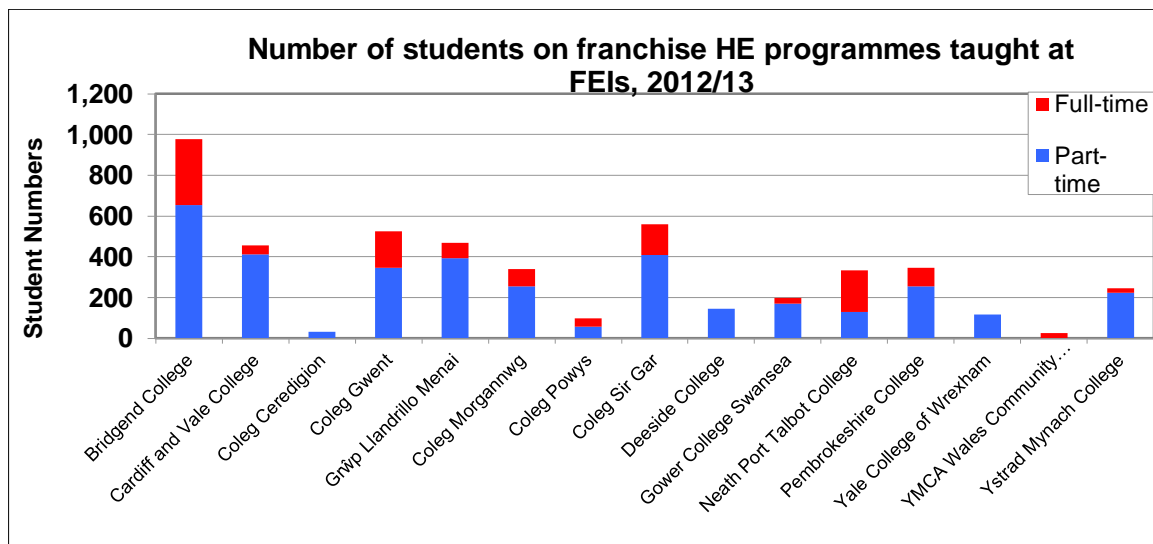


Figure 1 Source: Higher Education Statistics Agency (HESA) student record 2012/13

Franchise Arrangements

The majority of FEIs in Wales receive their funding for higher education through franchise arrangements with single or multiple HEI partners. HEIs have control over the student numbers, which are franchised to the FEI. The HEI retains

⁵ Prescribed HE in FE provision includes Higher National Certificates and Diplomas, Foundation Degrees, courses for the further training of teachers, first degrees, masters degrees and postgraduate diplomas and certificates.

responsibility for student numbers, the curriculum, the quality of the provision and the student experience. These franchises have often allowed Welsh HEIs to reach into so-called 'cold spots' where there is no higher education presence.

Franchising arrangements are negotiated individually between HE and FE institutions. Consequently, levels and types of services will differ, although the university partner will usually retain an element of the funding to cover the costs of administration, staff development, curriculum, and quality assurance. There may also be benefits in terms of student access to HE facilities, such as online resources, which cut down on the need to travel. The level of the fees charged by HEIs under franchise arrangements is an area of contention for the FE sector, particularly when fees vary between courses and universities.

In terms of the period of franchise arrangements, HEFCW's own expectations are that agreements should be for at least four to five years, with an expectation of continuation thereafter, if both parties so wish. This timeframe would allow FEIs to feel reasonably confident about building up their capacity to deliver the HE⁶ offer.

Currently, academic standards and quality assurance are maintained by the Quality Assurance Agency for Higher Education under the UK Quality Code for Higher Education⁷. Universities retain responsibility for assuring the quality of provision and teaching through franchise arrangements. The costs, negotiated and reviewed by both parties, recognise the different levels of need and services provided.

Overall, franchise arrangements present particular challenges for both universities and colleges. FEIs need to respond to universities in relation to planning, funding and data collection, and to the Welsh Government's

⁶ Guidance on partnership arrangements between Higher and Further Education Institutions, April 2006 (Circular W06/11HE): http://www.hefcw.ac.uk/publications/circulars/circulars_2006.aspx

⁷ Under the Higher Education (Wales) Bill quality assessment arrangements will be revised

Department for Education and Skills for their FE provision. There is also the issue of FEIs having to respond to two separate quality assurance and inspection regimes.

Direct Funding Arrangements

A small number of FEIs are currently granted funds directly by HEFCW. These FEIs are responsible for managing programme delivery, student numbers and the quality of the provision. The curriculum is validated by an awarding body or HEI (HNC/Ds are usually awarded under licence by a local HEI). The standard of the award is the responsibility of the HEI or awarding body.

In Wales four colleges currently receive direct funding from HEFCW; the basis of this is largely historical: Grŵp Llandrillo Menai, Gower College Swansea, Bridgend College and Grŵp NPTC.

No FEI in Wales has the power to award its own higher education qualifications. FEIs can apply for the powers to award their own Foundation Degrees, however the quality requirements and related cost means that few are in a position to take this forward. To date none have submitted an application.

Aligning HE in FE delivery to the needs of the economy

Overview

Both the Welsh Government's *Policy on higher education*⁸ and *Policy statement on skills*⁹ emphasise the changing needs of the economy alongside the increasing demand for highly skilled workers. Universities and colleges need to respond to these changes and support businesses in Wales in meeting these demands. To support the future economy, there needs to be a more holistic and regional view of post-16 education in Wales, supported by stronger regional planning. Collaboration between HE and FE providers needs to be strengthened, so that progression and even simultaneous study in both sectors can become a reality.

Individuals need to be offered the very best opportunities to undertake higher education across Wales, supported by seamless learning pathways through interaction between the HE and FE sectors. Where HE in FE is successful, university and college partnerships are based on a coherent approach to delivery, characterised by a shared mission between partners, clear progression routes and coherent employer engagement.

Joint strategic working between the HE and FE sectors in Wales should be intensified; provision should be developed and delivered that better aligns to current and future economic needs and provides clear pathways from both academic and vocational provision at level 3. Each of the following recommendations are aimed at achieving this objective.

⁸ Welsh Government, Policy statement on higher education (June 2013)
<http://wales.gov.uk/topics/educationandskills/highereducation/policy-statement/?lang=en>

⁹ Welsh Government, Policy statement on skills (July 2014)
<http://wales.gov.uk/topics/educationandskills/skillsandtraining/policy-statement-on-skills/?lang=en>

Recommendations

Expanding part-time HE in FE delivery

In his report on part-time HE, published by the Higher Education Policy Institute in March 2013, Professor David Maguire¹⁰ suggested that overall demand for part-time higher education was down, although the report found that England and Wales had twice the proportion of part-time students as the nearest comparator among the other 20 EU countries surveyed.

The report concluded that policies in England were having a serious and negative impact on demand for part-time HE. It suggested that there should be a unified approach to full and part-time study and that any future policies should be designed with the circumstances and requirements of the students in mind.

Following the publication of the report, latest estimates suggest that part-time enrolments in Wales have continued to fall, although not to the extent experienced in other countries. The Welsh Government has allocated funding to HEFCW to continue to subsidise the delivery costs of part-time courses, in the hope that HEFCW will continue to fund part-time provision at broadly current levels. It is hoped that HEIs will also exercise restraint in the setting of part-time tuition fees.

In order to ensure that part-time undergraduate students have sufficient funds to cover the full tuition fee, from 2014/15 eligible Welsh domiciled students studying at an intensity of over 25% of a full-time course have been able to access a non-means tested tuition fee loan from Student Finance Wales.

¹⁰ Higher Education Policy Institute, Flexible Learning: Wrapping Higher Education Around the Needs Of Part-Time Students (March 2013)

By continuing to keep part-time course fees low, and providing a non-means tested loan to support the costs of undergraduate study, the Welsh Government hopes to maintain or even increase the number of students that choose to study on a part-time basis in Wales. There are currently no plans to introduce a cap on the number of part-time students that institutions can recruit; the provision of loans and the unlimited recruitment of students present an opportunity to expand the provision of HE in FE.

In November 2013, Huw Lewis AM, the Minister for Education and Skills, announced a *Review of Higher Education Funding and Student Finance Arrangements in Wales*¹¹, to be chaired by Professor Sir Ian Diamond. The review is due to produce its first report in the autumn of 2015 and the final report containing recommendations by September 2016. A priority of the review includes strengthening part-time and postgraduate provision in Wales. Whilst many challenges lie ahead, HEIs and FEIs are urged to develop sustainable models for expanding part-time HE courses in collaboration with employers.

R1 HE in FE part-time delivery to be expanded in critical economic sectors.

Strengthening regional planning and collaboration

Coherent regional collaboration is required to provide improved points of access to HE and clearer progression pathways to HE from school, community, workplace, and FE. The *Policy statement on higher education* states that HEIs should work better together to plan delivery on a regional or collaborative basis where appropriate, whilst recognising the distinctive missions of different institutions. Collaboration has the potential to deliver significant benefits,

¹¹ <http://wales.gov.uk/about/cabinet/cabinetstatements/2014/hefinance/?lang=en>

including the expansion of the range of programmes offered, improved progression routes and related economies of scale. They also allow for a more co-ordinated approach to working with industry.

The *Policy statement* also states that there should be a co-ordinated and sustainable approach to the delivery of HE in FE which is firmly embedded in the regional strategic planning of HE. This review recommends a strategic approach to the development of HE in FE on a regional basis, based on collaboration between FEIs and HEIs - a partnership based on a shared mission.

Regional planning arrangements via Regional Skills Partnerships should be strengthened, to encourage universities and colleges to collaborate to expand HE in FE delivery and share resources. It would be beneficial for Regional Employment and Skills Plans to outline the approach to regional delivery of HE in FE. Partners need to build on and exploit their strengths and specialisms through the regional approach to planning, whilst recognising clear principles of demarcation between the sectors. The planning of delivery should reflect the varied structure of relationships between FEIs and HEIs in Wales, where many HEIs manage more than one franchise FEI partner and FEIs may well be managing their own range of HEIs.

Regional plans and strategies should also continue to support the development of Welsh-medium HE. This not only supports social justice for those who seek to learn through the medium of Welsh, but also carries potential economic benefit through wider access to workforce development, and business opportunities which exploit the potential offered by a bilingual environment.

HEFCW and ColegauCymru should continue to focus on developing greater regional coherence in the provision of HE in Wales. In particular, HEFCW should have regard to regional coherence when exercising its functions to allocate funding to providers of higher education. Furthermore, the Welsh Government

should consider how HEFCW's funding and quality assurance arrangements support the development of HE in FE provision.

The University of Wales Trinity Saint David (UWTSD) has led the development of a dual-sector university structure, a framework to enable collaboration with other education providers within the region to offer an integrated approach to curriculum planning and to strengthen progression routes. As part of this development, Coleg Sir Gâr and Coleg Ceredigion merged into the UWTSD Group in 2013/14. This approach should be expanded and deepened across Wales, not only through formal structures but in regional forms of meaningful collaboration. Sustainable collaboration rooted in the co-design of courses, a co-ordinated approach to employer engagement and joint planning is needed.

R2 HEFCW and ColegauCymru to meet with the Welsh Government to agree on how HE in FE delivery can be developed and expanded to meet the changing needs of the economy.

R3 HEFCW and ColegauCymru to work with Regional Skills Partnerships to ensure joint strategic planning of HE in FE delivery between HEIs and FEIs to support the expansion of delivery.

R4 The Welsh Government to consider how HEFCW's funding and quality assurance arrangements can support the development of HE in FE provision.

Strengthening franchise agreements

Currently, there are two forms of delivery arrangement for HE in FE in Wales: franchising and direct funding. Franchising is by far the most common means of delivering HE in FE and reflects the outcome of HEFCW's 2004 consultation on HE in FE¹². Franchise arrangements allow FEIs with relatively small HE in FE provision to meet quality assurance requirements. Franchise agreements may provide support in areas such as continuing professional development of FE staff, provision of learning resources and the capacity to deal with data and other requirements which would normally be placed on HE providers.

There also are four colleges funded directly by HEFCW, which is largely the outcome of historic arrangements in the HE and FE sectors. For three of these colleges, the numbers of learners benefiting from direct funding is very small.

Delivery arrangements for HE in FE, whether franchise or direct funding, have been the subject of much debate in the FE sector. There is a view that franchise arrangements may stifle dynamism and place unnecessary costs and requirements on the FE sector¹³. In particular, this places constraints on strategic planning due to the sometimes short-term nature of franchise arrangements, which are viewed by some in the FE sector as hindering responsiveness to employer need. The contention is that direct funding (either via HEFCW or the Welsh Government), would give FEIs a measure of independence enabling them to offer competitively priced programmes, which are more attractive to employers and learners. Conversely there are risks to expanding direct funding/allocation of provision, including creating an

¹² W04/60HE: Higher Education in Further Education Colleges. Outcome of Consultation (October 2004)

¹³ Vocational Value: The role of further education colleges in higher education, Policy Exchange (2011)

environment where some FEIs develop small HE portfolios with insufficient resources to assure quality.

Grŵp Llandrillo Menai is the largest recipient of direct HEFCW funding in Wales and the College has established strong partnerships with the University of Bangor and Glyndŵr University for the validation of its higher education courses. Transferring to a franchise approach would potentially destabilise this provision and partnership arrangements in the area.

Against this backdrop, it is recognised that delivery arrangements, whether franchise or direct, needs to be underpinned by joint strategic working between the sectors. Security of funding is a major concern for FEIs delivering HE under franchise arrangements. During the course of this review, FEIs expressed frustration at the sometimes fragile arrangements with university partners. Long-term commitment to the development of HE cannot flourish where FEIs are subject to unplanned fluctuations in the allocation of student numbers. The length of franchise arrangements makes it difficult for FEIs to strategically plan with confidence.

HEFCW guidance on this issue states that, 'HEIs should normally set agreements within a time period of at least four to five years, with an expectation of continuation thereafter, if both parties so wish, so that the FEI may feel reasonably confident about building up its capacity to deliver the HE provision concerned.' The expectation is to provide stability for planning.

R5 HEFCW to consider strengthening guidance on franchise arrangements between colleges and universities to provide stability and support strategic planning between the HE and FE sectors.

Conclusion

In many respects, universities and colleges are natural partners. They share similar missions and cultures. Both sectors understand the benefits of HE in FE provision and its importance to their respective missions. Some HE in FE partnerships have operated for many years, high levels of trust and mutual understanding have been established, and there is strong support for a collaborative approach to HE in FE delivery.

Collaboration between HE and FE providers needs to be strengthened and joint strategic planning between the HE and FE sectors should be intensified, particularly in the development of higher technical skills. FEIs have a long established expertise in the delivery of vocational provision and they should build on this combined expertise to co-design and develop technical programmes with employers and their partner universities.

In order to respond more flexibly to the higher level technical skills needs of individuals employed within local firms many FEIs favour more autonomy. This will allow them to grow the part-time level 4 and level 5 provision and support what could be described as an untapped market. Some indicate that they would prefer direct Welsh Government funding or allocation of student numbers for provision at levels 4 and 5, as opposed to delivery through franchise agreements with universities or receiving direct allocations from HEFCW.

The desire for this autonomous approach is largely based on the premise that the FE sector should be able to shape its own destiny and free itself of arrangements that the sector perceive as impacting negatively on planning and ultimately the stability of delivery. There are challenges in implementing this type of approach as we need to avoid unhelpful competition between providers at all costs.

The drive to expand routes into higher skills education, including developing the higher apprenticeship offer, requires FEIs and universities to work closer together to deliver programmes that benefit our economy. This is a time for consolidating provision, strengthening collaboration and building joint partnerships with industry.

Annex A: Understanding HE in FE in Wales

The review is focused on the delivery of higher skills qualifications at level 4 and 5 delivered by FE institutions in Wales. These qualifications are below the level of the standard Bachelor's Degree awarded by UK Universities.

Figure 1 below sets out HE qualifications by level.



HE qualifications by level	
Level 4	Higher National Certificates (HNC) and vocational equalisations at level 4, e.g. professional diplomas
Level 5	Foundation Degrees, Higher National Diplomas (HND), Certificates of HE and vocational qualifications at Level 3
Level 6	Bachelor's/Honour Degrees
Level 7	Master's Degree, Postgraduate Diploma / Certificate, Postgraduate Certificate in Education

Prescribed and non-prescribed provision

Understanding the difference between prescribed and non-prescribed provision is essential to understanding HE in FE. Prescribed higher education¹⁴ and the default term 'non-prescribed' HE determine what is within the remit of HEFCW or the Welsh Government.

Prescribed HE in FE provision includes HNCs and HNDs, Foundation Degrees, courses for the further training of teachers, first degrees, masters degrees and postgraduate diplomas and certificates. Higher Nationals are BTEC qualifications provided or licensed by Pearson, but are usually awarded under

¹⁴ Defined under the relevant education acts and statutory instruments: 1988 Education Reform Act; 1989 Education (Prescribed Courses of Higher Education) Regulations; The Education (Prescribed Courses of Higher Education) (Wales) Regulations 1993

licence by a HEI. All other prescribed higher education is validated by and awarded by a HEI.

Prescribed HE provided in the FE sector has become identified, in shorthand, as 'HE in FE'. FEIs remain responsible for their infrastructure and operations to the Welsh Government, but accountable for their use of funding and quality of provision (via a HEI as appropriate) to HEFCW, via the Quality Assurance Agency for Higher Education (QAA).

Non-prescribed HE comprises those qualifications not included in the regulations as prescribed. These qualifications remain within the remit of the Welsh Government. These courses are not accredited or delivered by universities and include professional qualifications and awards, which, in the main, are delivered on a part time basis to employed people aged 25 and over.

Non-prescribed HE courses are funded either directly through Welsh Government to FEIs, or directly by employers/individuals.

Individual qualifications include higher level professional awards in areas such as teaching, management, accountancy, marketing and other specialist subjects.

Examples of such qualifications include:

- CMI Level 5 Award in Management and Leadership
- AAT Level 4 Diploma in Accounting
- City & Guilds Level 5 Diploma in Leadership for Health and Social Care Services
- Internal Verifiers Training

Awarding bodies include: Pearson; City and Guilds, the Association of Accounting Technicians (AAT), the Chartered Institute of Marketing (CIM), and the Institute of Legal Executives (ILEX).

Research into HE in FE in England undertaken on behalf of the Department for Business, Innovation and Skills (BIS) indicates that FEIs do not appear to identify these students as HE students, but rather part-time students taking professional courses or engaging in work-based learning or continuing professional development¹⁵.

¹⁵ BIS Research Paper Number 69, Understanding Higher Education in Further Education College (June 2012)

Participation

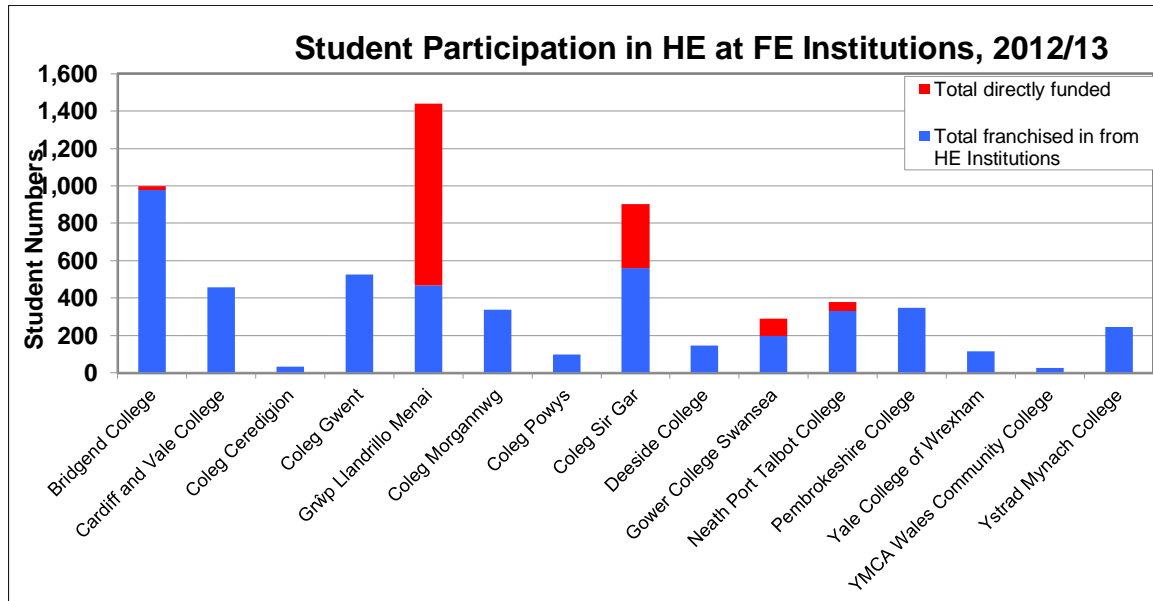


Figure 2 Source: End of Year Monitoring of Higher Education Enrolments (EYM) survey 2011/12 (directly funded) and 2012/13 HESA Student Record – standard registration population (franchised in)

Student progression

HE in FE plays an important role in learner progression. It is estimated that between 30-40% of all entrants to HEIs in Wales have progressed from FEIs in Wales¹⁶. The situation appears to be similar in England where approximately 37% of entrants are from English FEIs.

¹⁶ FE to HE Progression: Report to Welsh Government (March 2012)

Annex B: Number of enrolments franchised in from HEIs and taught at FE institutions 2012/2013

Numbers of enrolments franchised in from HEIs and taught at FE institutions 2012/13

Institution	Full-time	Part-time	Total franchised in from HE institutions
Bridgend College	325	655	980
Cardiff and Vale College	45	410	455
Coleg Ceredigion	*	35	35
Coleg Gwent	180	345	525
Grŵp Llandrillo Menai	75	395	465
Coleg Morgannwg	85	255	340
Coleg Powys	40	60	95
Coleg Sir Gar	150	410	560
Deeside College	*	145	145
Gower College Swansea	30	170	200
Neath Port Talbot College	200	130	330
Pembrokeshire College	90	255	345
Yale College of Wrexham	*	115	115
YMCA Wales Community College	25	*	25
Ystrad Mynach College	20	225	245
Total	1,265	3,605	4,865

Source: 2012/13 HESA Student Record - registration population - learner basis

(a) Excludes Merthyr Tydfil College (included under University of Glamorgan for statistical purposes).

(b) Numbers greater than 0 and less than 5 have been replaced by *. Other figures are rounded to the nearest 5 and there may be slight discrepancies between the sums of constituent items and the independently rounded totals.

Home and EU fundable completed enrolments for FEIs in Wales directly funded by HEFCW, 2012/13

Institution	Mode of Study	Level of Study	2012/13 EYM enrolments
Bridgend College	Full-time	Undergraduate	20
Coleg Sir Gâr	Full-time	Undergraduate	220
	Part-time	Undergraduate	125
Grŵp Llandrillo Menai	Full-time	Undergraduate	405
	Part-time	Undergraduate	570
Gower College Swansea	Part-time	Postgraduate	20
	Part-time	Undergraduate	70

Neath Port Talbot College	Full-time	Undergraduate	15
	Part-time	Undergraduate	30
Total			1,475

Source: HEFCW End of Year Monitoring
Survey2012/13

Note: this data includes assumed completed
enrolments

