

The ESRC HIVE-PED Seminar Series

Higher Vocational Education and Pedagogy

Professor Jill Jameson
Centre for Leadership and Enterprise
Faculty of Education and Health
University of Greenwich

ESRC HIVE-PED Co-Investigators:
Professor Patrick Ainley, University of Greenwich; Professor
Ann-Marie Bathmaker, University of Birmingham; Professor
Kevin Orr, University of Huddersfield and Dr Natasha Kersh,
UCL Institute of Education.

ESRC HIVE-PED Greenwich Research Team: Hugh Joslin,
Sharon Smith, Nadine Crawford-Piper.



UNIVERSITY
of
GREENWICH



The ESRC HIVE-PED

Higher Vocational Education and Pedagogy



The ESRC-funded Higher Vocational Education and Pedagogy (HIVE-PED) research seminar series has organised and delivered nine expert seminars and two conferences during 2013-16, with a focus on research findings on parity, progression and social mobility in England, but including also comparative international perspectives.

The ESRC seminars project is led by Professor Jill Jameson of the University of Greenwich Centre for Leadership and Enterprise in the Faculty of Education and Health.

Professor Jameson is supported by HIVE-PED researchers Hugh Joslin and Sharon Smith, and Co-Investigators Professor Patrick Ainley of Greenwich, Professor Ann-Marie Bathmaker, University of Birmingham, Professor Kevin Orr, Huddersfield University, and Dr Natasha Kersh, UCL Institute of Education, University College London.

What's an 'ESRC HIVE-PED' when it's at home? You may well ask. Well, it's not a beehive on a bicycle or even a hired pedometer! It is, in fact, a three year UK educational research seminars project funded by the Economic and Social Research Council (ESRC) on Higher Vocational Education and Pedagogy (HIVE-PED).

The ESRC Higher Vocational Education and Pedagogy (HIVE-PED) seminar series has organised

and delivered nine expert research seminars and two conferences during 2013-16, with a focus on parity, progression and social mobility in England. Events have been co-organised and delivered by the University of Greenwich with the Universities of Birmingham, Huddersfield, Wolverhampton, Birkbeck, University of London, the ULC Institute of Education, King's College London, City & Guilds, Linking London and London Councils.

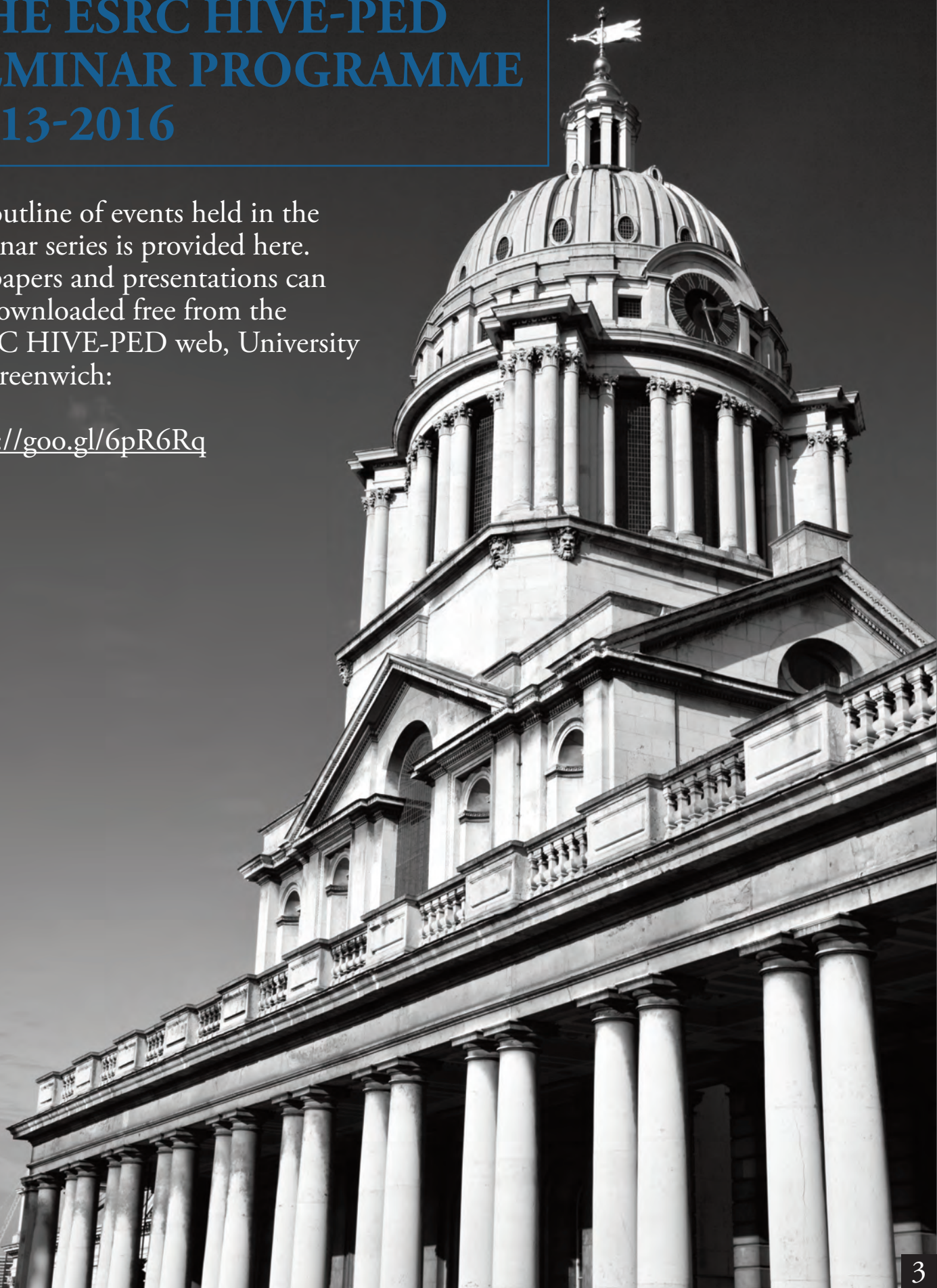
The HIVE-PED partnership includes professorial, academic, policy-making and user representatives from the UK nations, European and international partners, including colleagues from the USA, Canada, Australia, and South Africa. The academic strategic planning group chaired by Professor Jill Jameson includes academics from the UCL Institute of Education, the University of Birmingham, the University of Huddersfield, Birkbeck, King's College London and Southampton, Sheffield, Warwick and Wolverhampton Universities.

The consultative steering group includes Further, Higher and Skills government Department for Business, Innovation and Skills representatives, members from the Association of Colleges, Linking London, London Councils, UVAC, the Education and Training Foundation (formerly LSIS), The Learning and Work Institute (formerly NIACE), City and Guilds and Second Wave Youth Arts. The seminars build on prior research identified in the ESRC LLAKES and TLRP projects, on research reports from HEPI, HEFCE, SRHE, CEDEFOP and elsewhere from UK, European and international partners.

THE ESRC HIVE-PED SEMINAR PROGRAMME 2013-2016

An outline of events held in the seminar series is provided here. All papers and presentations can be downloaded free from the ESRC HIVE-PED web, University of Greenwich:

<http://goo.gl/6pR6Rq>



CONFERENCE JOURNEYS TO HIGHER EDUCATION

BIS Conference Centre, London: 4 October 2013

Organiser: The HIVE-PED team, University of Greenwich

Focus: Progression to higher education of apprentices and FE students from London colleges



PRESENTATIONS

Professor Joy Carter, Vice Chancellor, University of Winchester

Sharon Smith and Hugh Joslin, University of Greenwich

Natasha Chopra, BIS/DFE Apprenticeships Policy Unit

Sarah Benioff, National Apprenticeships Service

Professor Alison Fuller, UCL Institute of Education

Sue Betts, Linking London

Yolande Burgess, London Councils Young People's Education and Skills

Caroline Neville, Association of Colleges

Professor Jill Jameson, University of Greenwich.

SEMINAR 1. HIGHER VOCATIONAL EDUCATION

University of Greenwich: 28 February 2014

Organiser: The HIVE-PED team, University of Greenwich

Focus: Higher Vocational Education

PRESENTATIONS

Professor Jill Jameson and Hugh Joslin, University of Greenwich

Debi Hayes, GSM London

Professor Gareth Parry, University of Sheffield

Dr Suzie Dent, Higher Education Statistics Agency (HESA)

Sharon Smith, University of Greenwich

Professor Patrick Ainley, University of Greenwich

Dr Martin Allen.

SEMINAR 2. PARITY, PROGRESSION AND SOCIAL MOBILITY: CRITICAL ISSUES FOR HIGHER VOCATIONAL PATHWAYS

University of Birmingham: 23 June 2014

Organiser: Professor Ann-Marie Bathmaker, University of Birmingham

Focus: International perspectives: vocational education pathways

PRESENTATIONS

Professor Ann-Marie Bathmaker, University of Birmingham

Professor Jill Jameson, University of Greenwich

Dr Kevin Orr, University of Huddersfield

Professor Leesa Wheelahan, University of Toronto, Canada

Professor Debra Bragg, University of Illinois, USA.

SEMINAR 3. APPRENTICESHIPS AND PROGRESSION

University of Greenwich: 10 October 2014

Organiser: The HIVE-PED team, University of Greenwich

Focus: Apprentices, progression and vocational pathways

PRESENTATIONS

Professor Jill Jameson, University of Greenwich

Alison Morris, UK Commission for Employment and Skills (UKCES)

Hugh Joslin and Sharon Smith University of Greenwich

Professor Alison Fuller, UCL Institute of Education.

SEMINAR 4. CRAFTY WORK: RE-FORMING, RE-MAKING & RE-THINKING VOCATIONAL & TECHNICAL EDUCATION 2010-15

University of Greenwich: 6 March 2015

Organiser: Tony Forster, City and Guilds, London

Focus: Vocational pedagogy

PRESENTATIONS

Professor Jill Jameson, University of Greenwich

Professor Bill Lucas, University of Winchester

Tony Forster, City and Guilds.

SEMINAR 5. INTERNATIONAL PERSPECTIVES ON POLICY, PEDAGOGY AND PRACTICE IN HIGHER VOCATIONAL EDUCATION

University of Huddersfield: 30 October 2015

Organiser: Professor Kevin Orr, University of Huddersfield

Focus: Differing conceptions of vocational education in Denmark, Finland and the UK

PRESENTATIONS

Maarit Virolainen, University of Jyväskylä, Finland

Christian Helms Jørgensen, Roskilde University

Professor Christopher Winch, King's College, London

Professor James Avis, University of Huddersfield.

SEMINAR 6. ADULT LEARNING IN A TIME OF AUSTERITY

University of Wolverhampton: 12 February 2016

Organiser: Professor Alan Tuckett, University of Wolverhampton

Focus: Disappearing vocational learning opportunities for adults

PRESENTATIONS

Professor Alan Tuckett, University of Wolverhampton

Professor Jill Jameson, University of Greenwich

Professor Geoff Layer, Vice Chancellor, University of Wolverhampton

Professor Katarina Popovic, University of Belgrade and Secretary General International Council for Adult Education

Professor Maria Slowey, Dublin City University

Professor John Field, University of Stirling, Universität Köln

SEMINAR 7. PROGRESSION IN LONDON

University of Greenwich: 4 March 2016

Organiser: Sue Betts, Linking London, Birkbeck College

Focus: Recent research evidence on London-wide progression

PRESENTATIONS

Sue Betts, Linking London, Birkbeck, University of London

Professor Jill Jameson, University of Greenwich

Hugh Joslin, University of Greenwich

Gary Tindell, University of East London

Professor Ken Spours, UCL Institute of Education

Yolande Burgess, London Councils

SEMINAR 8. THE ACADEMIC/VOCATIONAL DIVIDE

UCL Institute of Education, University of London: 13 May 2016

Organiser: Dr Natasha Kersh, UCL Institute of Education

Focus: The divide between vocational and academic pathways

PRESENTATIONS

Professor Karen Evans, UCL Institute of Education

Professor Jill Jameson, University of Greenwich

Dr Natasha Kersh, UCL Institute of Education

Dr Michaela Brockman, University of Southampton;

Dr Ann Lahiff, UCL Institute of Education

Dr Hubert Ertl, University of Oxford

Prof Steven McIntosh, University of Sheffield

SEMINAR 9. POLICY COLLOQUIUM: HIGHER VOCATIONAL EDUCATION

King's College London: 29 June 2016

Organiser: Dr Camille Kandiko Howson, King's College London

Focus: Policy on Higher Vocational Education and Pedagogy

PRESENTATIONS

Professor Jill Jameson, University of Greenwich

Dr Camille Kandiko Howson, King's College London

Professor Alison Wolf, Baroness Wolf of Dulwich, King's College London

Professor Stephen Tee, Bournemouth University

Nick Davy, Association of Colleges

Mike Potter, CBE, Guildford College Group.

CLOSING CONFERENCE

ESRC HIVE-PED ROUND-UP

University of Greenwich: 30 September 2016

Organiser: HIVE-PED Team, University of Greenwich

Focus: Overview of the ESRC HIVE-PED Seminar Series

PRESENTATIONS

Professor Jill Jameson, University of Greenwich

Professor Ann-Marie Bathmaker, University of Birmingham

Professor Kevin Orr, University of Huddersfield

Professor Patrick Ainley, University of Greenwich

Dr Natasha Kersh, UCL Institute of Education.

UNIVERSITY OF GREENWICH HIVE-PED TEAM RESEARCH

The ESRC HIVE-PED seminars are linked with research into progression to higher education for 'non-traditional' entrants. The HIVE-PED research team from the University of Greenwich's Centre for Leadership and Enterprise in the Faculty of Education and Health includes Professor Jill Jameson, Sharon Smith, Hugh Joslin, and Nadine Crawford-Piper. Three research reports on progression to higher education by the team were published in 2015 and can be downloaded using the hyperlinks.

**RESEARCH BY THE
HIVE-PED TEAM**



PROGRESSION OF COLLEGE STUDENTS IN ENGLAND TO HIGHER EDUCATION BIS RESEARCH PAPER 239

‘SECOND CHANCE’ EDUCATION VITAL

This research paper published by BIS (2015) investigated student progression to higher education from all Further Education and Sixth Form Colleges in England. It found that colleges provide a vital ‘second chance’ to enter higher education for students who do not achieve their potential at school.

The study tracked 1.8 million+ students from colleges in England between 2008-12. It found that nearly 795,500 (43%) of these students entered higher education. Of these, nearly 87,000 were low achievers at school who had not achieved five GCSEs grade A* to C (including English and Maths) and, further, that 41% came from areas of the country classified as educationally disadvantaged.

The researchers also found that, when tracked over a maximum of five years, nearly 50% of college students progress to higher education, although this varies by age. Younger students progressed at much higher rates in the years up to 2012 when higher education fees were increased, after which there was a significant drop for this age group.

COLLEGE AND SCHOOL STUDENTS ACHIEVE SIMILAR SUCCESSES IN HE

College students achieve degree level success at similar rates to the national average for all students, including those from schools. 75% of college students who were tracked achieved a first degree (77% is the national average) and 62% of them achieved a First or Upper Second Class Honours degree (compared to a 64% national average).

Taking the demographic background of these students into account, this is evidence of the success of further education and sixth form colleges in opening up new opportunities for social mobility.

PROGRESSION OF APPRENTICES TO HIGHER EDUCATION 2ND COHORT UPDATE BIS RESEARCH PAPER 240

This third report in a series published by BIS investigates the progression to higher education of advanced level apprentices in England, showing that nearly 20% of apprentices progress to higher education over time, many progressing several years after completing apprenticeships. Success rates in higher education are good for apprentices who progress: 75% of apprentices who start a First degree finish with an HE qualification and 69% going on to first degrees achieve a First or Upper Second Class Honours degree (compared to a 64% national average). Apprenticeships also provide opportunities for social mobility, with 22% of advanced level apprentices coming from the most educationally disadvantaged areas in the country.

PROGRESSION OF COLLEGE STUDENTS IN LONDON TO HIGHER EDUCATION

This report was funded by Linking London, London Councils, King’s College London and SOAS. It investigates the progression of students to Higher Education from London’s 50 FE and Sixth Form Colleges, identifying that 77% of the level 3 London college students tracked came from areas of disadvantage, using the Income Deprivation Affecting Children Index (IDACI), and that 61% of them came from Black and Minority Ethnic Groups.

LONDON FURTHER EDUCATION IS SIGNIFICANT FOR SOCIAL MOBILITY

When tracked over five years, 55% of the London college students in the study progressed to higher education, a higher rate than the national average. Of the London college students who did not achieve five GCSEs (including Maths and English) in school, 52% progressed to higher education, with 59% of those who went on to a First degree achieving this and 34% of them attaining First or Upper Second Class Honours degrees. These figures show that London FE and sixth form colleges are providing an important second chance for lower achieving school leavers. The report reveals the significant role that the further education sector has in London as a mechanism for social mobility.

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