The ESRC HIVE-PED Seminar Series
Higher Vocational Education and Pedagogy

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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 Czawford-Piper.
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.
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
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.

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 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, King’s College London
Professor James Avis, University of Huddersfield
Professor Stephen Tee, Bournemouth University
David Corke, 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 Ewart Keep, University of Oxford
Professor Chris Winch, Kings College London
Professor Anne-Mariie 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.

www.gre.ac.uk/eduhea/research/groups/cle/research/hiveped
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.