AIMHIGHER GREATER MANCHESTER

RESEARCH REPORT PART 1

MAPPING FOUNDATION DEGREES

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FOUNDATION DEGREE RESEARCH REPORT

Acknowledgments

Any research report is only made possible by a range of practices which emerge during the research activity. Some of these are barriers to researching the effects of policies but the vast majority of these practices develop because course leaders, employees, students and employers are prepared to give their time and become involved in the project. In this case that meant over seventy individuals targeted as part of the project and whose voices are a central aspect of the case studies. I would like to thank them for their time, interest and energy.

There are also a considerable number of individuals whose contribution to the outcomes of the report are more indirect. These are mainly colleagues who have listened and commented and to whom I have listened to in Aimhigher and GMSA meetings. Such influences provide clarification of both practical and theoretical issues. However, many of the issues concerned with foundation degree development I owe to discussions with Brian Allan whose depth of knowledge on curriculum issues and assessment have had a strong influence on the report.

I wish to acknowledge the contribution that Komal Adris made to solving some of the problems in my methodology. Komal carried out a range of interviews in Bolton Institute and FECs which have contributed to the case studies. Without her contribution the report would have been much longer in the making. I regret not having sufficient time to explain in detail to her the theoretical perspective which informs the methodological practices of the report. Suffice to say here that a central concern of the report is the following:

> "The policies always work through actors' perceptions and choices, and whether people respond appropriately depends on many possible circumstances which are likely to vary between cases, and which researchers should try to identify." (Sayer, 2000: 23)

Aimhigher Foundation Degree Research Project

Report Summary

The Context of the research.

This project was funded by Greater Manchester Aimhigher as one aspect of its remit in relation to raising aspirations and attainment. Foundation degrees, as a new work related qualification, were provided nationally from 2001. In general, however, they were developed by individual departments in HEIs or by two or three colleges and a HEI and although there was collaboration in the bidding process for extra foundation degree numbers the knowledge of the state of play in the sub-region was contained in HESA press releases. HESA collects data from HEIs in November but publication of these takes some time. This research project was an attempt to detail what was going on out there in institutions and what exactly were the experiences of practitioners, employers and students of foundation degrees in the sub-region.

Key Findings

Foundation degrees in Greater Manchester are strongest in the Public Sector as they have become the vehicle for modernisation in education, health and local government. All three areas have workforce development needs related to Public Sector Agreements and the development of new roles and functions such as the Higher Level Teaching Assistant, Trainee Assistant Practitioner and the changing functions of a responsive local government.

Two types of data provide the basis of analysis in the mapping exercise. One is HESA data for 2001-04 and the second type of data is drawn from contact with HEIs and FECs through e-mail and interviews. This descriptive data provides the basis for some generalisations about Greater Manchester and the trend in foundation degree development in the sub-region.

The Public Sector accounts for 90% of foundation degrees in Greater Manchester.

Over 80% of those on foundation degrees in Greater Manchester are female. HESA (2004, PR 73) data indicate that 72% of enrolments nationally in 2002 were female.

On some full-time foundation degrees in Greater Manchester, such as Computing, over 90% of the students are male although the numbers are much smaller than in the work-based Public Sector foundation degrees.

There is some blurring of the boundaries between full-time and part-time modes of study.

Returns of data in relation to ethnicity were disappointing but the evidence indicates there are low numbers of ethnic minorities on foundation degrees in the Public Sector.

This is related to the existing workforce at the level of support worker in the NHS in Greater Manchester.

There are much higher percentages of Black people registered as nurses.

Within the Strategic Health Authority's workforce development plan there are moves to address this issue in relation to local recruitment.

HESA data for 2001 -2004

Some full-time foundation degrees have higher percentages of ethnic minorities enrolled on them. For example, the FdSc in Computer Science and FdSc in Internet Management and the FdA in Business and Finance.

There is strong evidence of widening participation although, at present, at age 30+ in the sub-region.

There is some evidence, although not strong, of SSC involvement with some FECs and HEIs in the sub-region.

There are two distinct models of foundation degree in Greater Manchester and these are **the work-based** foundation degree and **the work– focused** foundation degree.

Work-based foundation degrees in the Public Sector have, at present, different levels of capacity from work-based foundation degrees in the Private Sector.

Within the work-based foundation degree there are both full-time and part-time modes of study.

These are principally aimed at upskilling the existing workforce in the Public Sector because of Public Sector Agreements or in relation to statutory regulation such as in Dentistry.

Earn and learn is a critical aspect of these foundation degrees and provides a major motivation for employees.

Where the foundation degree is linked to a new role and remuneration this provides a critical edge to dispositions to learning as well.(See Strategic Health Authority case study)

Where employees see the possibility of professional status such as the HLTA or foundation degree

as a progression into teaching then this also provides incentives to learn. (See Early Years case study)

There is sound evidence of career progression both within the existing organisation and outside the organisation. (See Community Governance case study)

The Advanced Modern Apprenticeship would appear to be a natural progression into foundation degrees but evidence, so far limited, indicates learner 'burn out' after three years earning and learning.

The **work-focused** foundation degree is usually institutionally based and provides the qualification for entry into the labour market or onto an honours degree.

All work-focused foundation degrees have a significant aspect of employment (work placement) embedded in their design.

Some work-focused foundation degrees have to make use of simulation.

Some employees are using work-focused foundation degrees to change career. (See the FdSc in Forensic Science case study)

There is good evidence of the provision of blended learning approaches within the work-based case studies which are part-time.

Computer **M**ediated **C**ommunication needs to be used as one of a variety of learning opportunities rather than seen as a solution to part-time modes of study or distance learning.

Face to face or CMC response times are essential to maintaining student dispositions to learning.

Formal support in the form of mentoring or tutorials are central to the ability of both work-based and work-focused learners managing the skills and academic knowledge on foundation degrees.

Different types of mentoring need to be embedded within the foundation degree design.(See Community Governance and Health and Social Care case studies)

The collection of data relating to foundation degrees needs to be more systematic. This can be achieved through data managers or administrators in November of each year after they have made their HESA returns from registration. How this is organised needs to be taken up by GMSA.

Summary of Case Studies

Sections 2., 3. and **4.** of **Part 2** of the report provide qualitative data from interviews with course leaders, employers and students. In **Section 2.** there is a concentration on work-based foundation degrees in the Public Sector. This is followed by work-focused foundation degrees which are institutionally based and full-time in **Section 3.** Finally in **Section 4.** two part-time and a distance

learning foundation degree are the focus of interviews. These are all work-based but do not have the focus of workforce development as an aspect and therefore their capacity in terms of student numbers is quite small. This issue of recruitment to some of the foundation degrees in Greater Manchester requires both thought and strategic actions in relation to employers and SMEs in particular.

Public Sector Work-based Foundation Degree (model 1)

Workforce Development Approaches

Approach 1.

There is no single model of workforce development and the foundation degree but I have highlighted three approaches to their development. These three approaches do not exhaust the possibilities but they provide some insight into possible expansion. *Grow your own foundation degree* is the way the Greater Manchester Strategic Health Authority developed the foundation degree in Health and Social Care. They identified a need for employing and training local people which the Workforce Development Director took to two HEIs and the qualification was developed in conjunction with the Trusts and the SHA. This is a large education and training programme aimed at 2000 employees and has a range of innovative student support mechanisms and an evaluation process built in. The foundation degree has changed and been reshaped over the period 2002-2004.

Approach 2.

The Community Governance foundation degree was developed from the University of Salford in conjunction with seven local authorities. At the time this qualification was suited to the needs of the workforce which was undergoing a range of changes related to responsiveness and flexibility and community regeneration. Although it was collaborative the initiative came from within a HEI and this qualification had a range of support mechanisms built in such as workplace mentoring, tutorial support and CMC. Blended learning opportunities were a central aspect of this foundation degree which was studied over three years part-time.

Approach 3.

The third Public Sector foundation degree in the sub-region is in education and there are several of these in Greater Manchester, at Bolton Institute, MMU, Bury College, Holy Cross College, Salford College, Stockport College and since 2004 Hopwood Hall College. The main foundation degrees are in Early Years Practice and Classroom Support and are aimed mainly at LEAs, Schools and some Private Nurseries. The Early Years FdA in Bolton Institute is provided through FECs in the sub-region as well. MMU has also an Early Years foundation degree but, at present, this isn't provided through FECs in the sub-region.

The foundation degree in Early Years which is highlighted was developed by one person who went to a national conference and this form of development is used to highlight the potential for foundation degree development in education. Stockport College has been involved in providing higher education for a considerable length of time and the foundation degree in Early Years which was developed here was the sector endorsed one from Sure Start. In this case an individual as opposed to a department or faculty was the main driving force behind the development although the conditions for such a development exist within the culture of the college. It is recommended that more collaboration between HEIs and FECs in the sub-region in education takes place. At present, one HEI is working with FECs to address the obvious need in the Primary and Secondary Sectors for classroom support. There is evidence of demand in Bury, Wigan, Tameside and Manchester but the form of provision is critical. Consultation with LEAs and Head Teachers should work with school clusters to establish foundation degree provision in a central place such as a nominated school in a cluster.

The critical aspect of these work-based foundation degrees, related as they are to the government's policy on modernisation, is their shelf life. Once the existing workforce has passed through the foundation degree what next ? Individuals can choose to progress to top-up and there is more evidence from the Community Governance and Education that this is happening than Health. This is an individual choice related to lifelong learning which will boost the top-up degrees but the foundation degrees may decline quite significantly after 2007/8.

Foundation Degrees Work-based (model 2)

This section provides a summary of three examples of part-time foundation degrees which are different from the workforce development model above. The main difference between them, at present, is capacity since the three cited above dealt with large numbers of students and provided a number of solutions to spatial and social location. Only the Dental Technology foundation degree has some capacity to expand and only then by the provision of a distance learning mode. Both the Construction and the Textile foundation degrees have different problems to address and have provided solutions to these. These reflect the difficulties experienced by many of the foundation degrees which aren't related to workforce development or statutory regulation in establishing their reputation with both employees and employers. Although any foundation degree offers study by both modes only a few have managed to provide that, so for the moment these three are part-time. Two of these, the Textile and Dental Technology have distance learning as a part of their design. The Textile foundation degree is already operating this way and has had some success although problems from the student perspective remain. Both of these have potential and can be aided by GMSA in relation to learner support and blended learning.

There are some indicative points in terms of student support in relation to the whole area of Computer Mediated Communication and e-learning and there must be some expertise which can be called upon in the continued development of these foundation degrees. These foundation degrees have been labelled **work-based model 2** as they are similar to the Public Sector work-based model without having the initial capacity in terms of workforce for development. The Construction foundation degree

continues to grow and the student numbers in September 2004 now indicate that it is both a full-time and a part-time qualification. Given the state of recruitment in colleges onto foundation degrees in this area something is required which persuades the employers of the value of foundation degrees in this area. Very few Construction foundation degrees have recruited in the sub-region. (See Appendix 3)

Findings

Blended learning remains the key aspect of the success of students on work-based foundation degrees as it is a central aspect of part-time study.

Research on Computer Mediated Communication in higher education provides support for the use of blended learning and the embedding of responsive support system.

Informal support mechanisms and the learning inherent in these is as important for success.

Providing the conditions for the development of informal support may be all that can be done.

Mentoring on distance learning and part-time foundations degrees needs to be embedded and systematic rather than haphazard.

Statutory regulation in relation to Dentistry indicates a need for a distance learning model for foundation degrees because of the spatial location of small business and the limited number of HEIs which provide the qualification.

The existing practices of the foundation degree in textiles needs reviewing, evaluation and dissemination through GMSA as a potential distance learning model.

A review of enrolment on foundation degrees in Construction is required as employers appear to be supporting HNC/D programmes at present.

Work-Focused Foundation Degrees

All the above foundation degrees are **work-based**, in that the employees are already in work and they, or their employer or both want to raise their knowledge and skills level. The second type of foundation degree which I refer to as **work-focused** is the full-time foundation degree based in HEIs or FECs. The four cases provided are Business and Finance, Forensic Science, New Media Design and Computing/Internet Computing. Two of these are in colleges, and two are in a HEI and three of these have application through UCAS. Applications to the work-based foundation degrees are via employer or to the college and not through UCAS.

Work-Focused Findings

The Forensic Science foundation degree attracts local young people who want to change their employment situation.

Although the numbers are small this works in terms of student support and student initiation to higher education.

The organisation of the course in the second year helps to break down institutional barriers by embedding weekly visits to the HEI.

Entry to the Forensic Science Service is highly competitive and students are using the FdSc for a number of different employment opportunities in lab based work or as an entry to a teaching degree and to BSc Honours.

The New Media Design foundation degree provides the scope to work within the creative industries or to earn by freelancing on short contracts.

In the Computer Science and Internet Management foundation degrees at one HEI two thirds of the students continued to top-up.

In these foundation degrees work placements are arranged in the second year and is one quarter of the year. There is evidence of students picking up contracts in their vocational area during their studies.

The Forensic Science foundation degree could be further developed in one or two colleges within the sub-region and has potential for growth. The disadvantage is that the BSc Honours is offered at a HEI within the region but not the sub-region.

Both the Business and Finance and the Computer foundation degrees are reasonably strong and are already perceived as three year honours degree courses by the students.

Students are unsure of the exchange value of the FdA and the FdSc in these areas as employers know very little about them and a significant number from the Computer and Internet foundation degrees have opted to top-up to BSc honours.

New Media Design has the potential for growth and it is surprising that it hasn't developed more in each college.

This area, full-time foundation degrees are an obvious target for Aimhigher marketing events as genuine vocational pathways provided there is an emphasis on **'Learn to Earn'**. It needs to be emphasised that the skills from these are strong on employability through work placements in the industries or the chance to freelance using the skills and knowledge acquired. This is what makes them genuinely work-focused and provides an opportunity to enter the labour market in the chosen vocational area.

PART 1   Foundation Degree Mapping

1. Policy and Contextual Background

1.1   Foundation Degree Policy

1.2   SSCs and SSDA

1.3   Foundation Degree Characteristics

1.4   Greater Manchester

## 1.	Policy and Contextual Background

This is a report on an Aimhigher Research Project on the development of foundation degrees in Greater Manchester.   Aimhigher is a central aspect of this government's policy on participation in higher education. There is a government target to get fifty percent of 18-30 year olds into Higher Education by 2010 and the critical aspects driving this, for this government, are social justice and the knowledge economy. Aimhigher is a policy initiative which encompasses existing programmes such as Partnership for Progression and Excellence in Cities aimed at widening participation. In its widest sense Aimhigher is about finding ways to effect cultural change. The different strands are aimed at raising aspirations, increasing attainment and therefore increasing the likelihood of participation in further and higher education among under-represented groups. Since these are public monies channelled through bodies such as Higher Education Funding Council, (Hefce) the Learning and Skills Council, (LSC) and the DfES, Aimhigher is accompanied by a monitoring and evaluation process which ensures value for money and at the same time attempts to highlight good practice.

The initial focus of this research report will be on the policy background related to Aimhigher in general and foundation degrees in particular.   The development of Lifelong Learning Networks(LLNs) as indicated by Hefce (2004)[1] with a specific focus on vocational routes into higher education brings together foundation degrees, vocational pathways and existing agreements for progression between HEIs and FECs and a credit framework. Central to this view of a network is collaboration across key organisations within a region or a sub-region involving HEIs and FECs. Such collaborative exercises are related to policy concerns with the knowledge economy and the knowledge worker and the economic and skills functions of the various organisations involved. Although collaboration across individual education organisations has taken place there are strong policy drives for a more systematic approach which involves SSCs, the LSC and Regional Development Agencies. Such collaborative exercises are perceived as a way of effecting change across sectoral boundaries and of creating the conditions for systemic change by providing transparency and pathways for vocational learners and those already in employment. Such a network will, as the name suggests, contribute to the wider policy of lifelong learning.[2]

An example of this within the sub-region of Greater Manchester was the establishment of a Strategic Alliance (HEIs and FECs) as proposed by the University of Salford in 2003. The establishment of the GMSA was followed by a successful collaborative exercise between sub-regional HEIs and FECs in bidding for additional numbers for foundation degrees. The Centre for Higher Education Research and Information (CHERI) was commissioned by the Strategic Alliance Steering Group to carry out a feasibility study related to such an alliance. It was intended that a Strategic Alliance would offer a long-term view on sustainable measures needed to extend opportunities for higher education in the sub-region, and raise aspirations of potential learners (both young and mature adults) whilst seeking to

take account of regional and sub-regional agendas for economic regeneration. The feasibility report on the alliance carried out by CHERI gives a broad outline of the policy texts and practices which have underpinned this government's perspective on the learning society. Such a perspective draws on a wider European perspective on lifelong learning which is informed by aspects of human capital theory concerned with knowledge and employability in the context of globalisation.[3]

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The policy texts emanating from the collaborative working of the DfES, Department of Trade and Industry, the Treasury and the Government Office for the Regions all attempt to combine issues of globalisation and the knowledge economy with issues of social justice and equity. Foundation degrees themselves display aspects of these differing policy strands, since they focus on associate professional and technical skills gaps and are also aimed at people already in employment. This emphasis on knowledge and skills, as both an economic imperative, related to the global economy, and as a way of effecting a more socially just society can be traced to the work of the Commission for Social Justice[4] established by John Smith. The final report set out the groundwork for a national policy strategy to tackle the problems of economic under- performance, social division and malaise. This national strategy was added to by the influence of Hutton (1995)[5] and Giddens, in terms of the Third Way (1998), and his appointment as Director of LSE.[6]

The initial signals for this came in Brown (and Balls) (1997)[7] first budget which provided the groundwork for stability and a movement away from boom and bust. The policy for education and employability was indicated in the changed relationship between the State and its citizens in a movement away from the post-war settlement of the Welfare State. The function of the State, outlined in this budget, was not to provide full employment for its citizens but to provide the necessary opportunities for employability. This major shift was evidenced in the acceptance of the economic aspects of globalisation and the beginning of the New Deal. These views are also reflected in Balls' views on the new localism and regionalism, which involves devolving power and resources to these levels to stimulate innovation and change in centralised structures such as the welfare and local state. This is a key aspect of the policy of 'modernisation' of Public Services which links well with foundation degrees offered in the Public Sector in conjunction with workforce development.

1.1   Foundation Degree Policy

There is further evidence for this policy shift and the underpinning aspects of employability, social justice and modernisation in the development of foundation degrees. These were announced, in a symbolic gesture, at Greenwich by Blunkett in 2000, in a speech which was supposed to reflect key aspects of Crosland's announcement on Polytechnics in 1967. Both speeches were concerned with applied knowledge in changing times, and, just as in the White Heat of Technology era, with expanded opportunities for higher level skills and knowledge while providing opportunities for working class people. A key aspect of Blunkett's speech was the reference to expansion which would not be " more of the same". The reason for this reference to traditional undergraduate degrees was the evidence which was beginning to demonstrate that the expansion in higher education had had little effect on ratios of people from different social classes benefiting from such an expansion.

This was reiterated in the White Paper on higher education:

'.. we do not believe that expansion should mean 'more of the same'. There is a danger of higher education becoming an automatic step in the chain of education- almost a third stage of compulsory schooling. We do not favour expansion on the single template of the traditional three year honours degree.'[8]

The evidence for a work focused degree had been given credence among ministers from the skills gaps and from research which indicated the problematic nature of the educational system itself. Research evidence was given a more extensive evidence base in the work of the LSE. [9] While the case of Laura Spence had grabbed headlines and indicated aspects of elitism in parts of the higher education system, it was this longitudinal research which has been a critical issue in the development of foundation degrees as a policy instrument informed by modernisation, the knowledge economy and widening participation. The LSE research focused on differences in progression into higher education and addressed social class, wealth and ability. How meritocratic has the expanding higher education system been in the last twenty years ? The answer, from this research and from other research, was not a very positive answer. Another issue which came to the fore through the Youth Cohort Studies (YCS)[10] and which was a key aspect of my own research was the issue of locality and transition.

Payne (2002), in providing a summary of evidence for the Tomlinson Committee argued this:

> ' One area that has received comparatively little attention concerns the very large differences in post-16 participation rates in different parts of the country. There needs to be more investigation of the causes of this variation, including the impact of the local industrial structure, the nature and strength of local demand for labour and local cultural traditions. Other relevant factors might include the structure of post-16 provision in the locality, how far young people have to travel to the nearest university, and the extent to which higher education is associated with permanent out-migration.' [11]

While Payne (1998, 2002) pointed to regional and local variations in participation rates, longitudinal research by Blanden *et al.*(2002) and Galindo-Rueda and Vignoles (2003) indicated the degree to which class and wealth had determining effects in terms of intergenerational mobility. This research links closely to those aspects of inequality and social justice which have influenced the development of foundation degrees. Foundation degrees are also related to influential policy texts on employability, skills gaps, regional policy and the modernisation of public services.   All of these are related to this government's views of the knowledge economy, globalisation and choice.

The semi-skilled and unskilled manual employment which was an essential aspect of the post-war settlement around heavy industries is not returning in this era of a globalised economy. The speed and lightness with which **T**rans **N**ational **C**orporations (TNCs) can move capital to labour in China, India or Brazil means that the skill gaps which support a modern knowledge economy have become a priority for this government. That such skill gaps are related, in a large part, to the existing workforce means that employability and social justice have become linked in policy texts produced collaboratively by the DTI, DfES and Department for the Regions and given backing by the Treasury. In policy texts and in Parliamentary Committees the government has indicated that the key areas of skill gaps which makes the country less competitive are at the intermediate, craft and technician levels

referred to as the associate professional levels. Their argument is based on research by The Institute for Employment Studies (IES)[12] which points to a 970,000 growth in new jobs in these areas over the next decade. Both the Treasury and the DfES have been posing the problem of paying for education and training and their suggestion is that both the individual and British business have responsibilities in this area if *we* are to remain competitive in the global economy. If *we* don't educate and train our workforce it's not just the unskilled and semi-skilled employment which will out-sourced.

Therefore the function of foundation degrees as ***the main expansion route*** into higher education must be seen in relation to the Skills Strategy White Paper(2003) and its proposals for raising skill levels throughout the workforce. Two new sector skills bodies have been established, Sector Skills Councils and Sector Skills Development Agency. Therefore the policy initiative re foundation degrees is an attempt to address some of the aspects of the low skills equilibrium identified by Finegold.[13] The respective percentages of the workforce at intermediate levels (associate professional, apprenticeship, skilled craft and technician) indicated by the Skills Strategy (2003) is seen as follows:

Intermediate Qualifications of Workforces

UK 28%, France, 52% and Germany 65% [14]

The skills policy addresses the need to raise demand for skills by placing employers needs at the centre of the strategy. The Skills White Paper(2003) established both the SSCs and the SSDA as the critical devices for sector, regional and national strategic and operational development. The practices of this White Paper are to be repeated throughout the processes involved in skill development, and these are the development of collaborative working practices and this is indicated in the development of foundation degrees and the involvement of the TUC and the CBI in this policy. The key issue of double demand(in which employers and employees demand foundation degrees) is to be managed via the functions of the SSCs. Demand for foundation degrees needs to come from both employers and employees (mainly) in order that they continue to expand. This raises the issue of existing qualifications such as HNC/Ds which have a track record among employers and which may persist in specific sectors such as Construction. These issues are to be addressed by the SSDA which is initially funding seven SSCs to develop foundation degree frameworks.

1. 2   SCCs and SSDA

In October 2002 the DfES formally launched Skills for Business(SfB), a new network of employer-led Sector Skills Councils, supported and directed by the SSDA (Sector Skills Development Agency). The purpose of SfB is to bring employers more centre stage in articulating their skill needs and delivering skill-based productivity improvements that can enhance UK competitiveness and the effectiveness of public services. (www.ssda.org, 2004) There will be approximately twenty five new Sector Skills Councils which will replace the seventy three National Training Organisations.(20 at present)   The government sees their role as being critical for the leverage they want to give employers over the supply of training and skills. SSCs will operate partly as sector labour and skills research councils but also as leading sectoral employer voices working with LSCs, RDAs, HEIs, FECs and QCA. The latter in its role of reforming qualifications. The SSDA will ensure that the SCCs are established and will promote their development and monitor their performance. The benchmark for

the establishment of SSCs is a labour force of 500,000. The SSDA will assume a strategic role between the DfES and DTI and the funding bodies to promote the differing requirements of the skills sectors.

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The present number studying foundation degrees in October 2004 is, 37,500 people studying on foundation degrees and the Skills Strategy predicts a major expansion over the next five years.[15] This work focused degree will be the only HE expansion. This depends on *double* demand and the value of a foundation degree from both employer and individual perspective. The SSCs will play a critical role in this by developing sectoral frameworks for these qualifications in conjunction with sector employers.

However, in his evidence to the Select Committee Sir Howard Newby stated the following :

> " I think foundation degrees are developing rather well in the face of some of the skepticism which is apparent about them in some quarters. I think the real issue is engaging employers with foundation degrees. They have an absolute right to be involved in the design of the curriculum of foundation degrees and we have found the engagement of employers really rather patchy." [16]

In order to meet the target of 50% 18-30 year olds and drive forward foundation degrees, each of the government departments involved in the collaborative work on this Skills White Paper have recommended the same intentions on skills and training for their own workforces. The government views itself as the largest employer via the Public Sector and therefore the NHS, the Home Office, the Civil Service will all be involved in aspects of this strategy. In terms of foundation degrees this means that HEIs and FECs should look for partnerships from these organisations for the development of new foundation degrees, partly through the validation of some of the existing in- house training and staff development of such organisations. The foundation degree and the skills strategy outlined in the Skills White Paper (2003) intend to raise skill levels in the Public Sector and to 'modernise' it as well as the rest of the workforce.

The initial findings from Greater Manchester provide evidence for this strategy of support with the largest numbers of students coming from the Public Sector in three foundation degrees.   The involvement of Greater Manchester Strategic Health Authority with Bolton Institute and Manchester Metropolitan University in foundation degree development in Health and Social Care is an example of this.[17] Another example is the development of foundation degrees in Community Governance and a foundation degree for Elected Members by the University of Salford. While this does not mean that small employers and private businesses are not interested in foundation degrees it has implications for development as organisations such as the NHS, Local Authorities and Schools are all also involved in a process of workforce development related to Public Sector Agreements and modernisation. The capacity and planning processes of the large Public Sector employers have, initially, lent themselves to collaborative work on foundation degrees in Greater Manchester.   More recently, the Foundation Degree Taskforce reported to Ministers in September 2004 and indicated that expansion should reach 50,000 students by 2005/6 with the expectation of 100,000 by 2010. The next section deals with the main characteristics of foundation degrees.

1.3   Foundation Degree Characteristics

Foundation degrees were developed to provide people with the combination of technical skills, academic knowledge and transferable skills which, it is claimed, employers will demand in the future. Referred to in the White Paper as ' the main work-focused higher education qualification.'[18] They will also contribute to the ladder of lifelong learning since they will be useful for people from different starting points in their studies.(Robertson, 2002) There are examples, such as direct progression from a vocational course or from an Advanced Modern Apprenticeship, or of work based learning in the NHS, Local Government or Schools which reflect these aspects of foundation degrees but there are other principles underlying foundation degrees. They are also to be *flexible, innovative, and develop collaborative and partnership working*.

The large government departments in the Public Sector have encouraged their use through workforce development as the NHS, for example, has offered a foundation degree pathway for anyone who has worked within it for five years or more.[20] There is also some evidence of foundation degrees being routes into teaching qualifications although there is teacher union resistance to this if it attempts to undermine aspects of professionalisation. There has also been the suggestion that non-traditional higher education organizations such as Rover and KLM may be able to award foundation degrees in the future. The foundation degree is also seen as making a contribution to countering social exclusion since they will attract people from under-represented groups such as social classes IV and V. This was one of the reasons for establishing the foundation degree and at present, HESA data indicate that it is women in education and the Public Sector who are enrolling on foundation degrees.[21]

The foundation degree has identifiable core features.(Hefce 2000, QAA 2004) There is employer involvement in the design and review of foundation degree, a wide range of teaching and learning approaches, the development of application of skills in the workplace, a system of credit accumulation and transfer, a range of assessment approaches and a guaranteed progression onto an Honours Degree on completion. Some aspects of foundation degrees are seen as innovative and some of these issues are taken up in the research project. The issue of credit accumulation and transfer for both entry onto the foundation degree and for progression onto the top-up honours degree is such an issue. Employer involvement and particularly differences between large Public Sector employers, middle range and SMEs in the design and review of foundation degree is an emerging aspect of any research which suggests that different models of curriculum design will be one of the key ways to cope with small numbers of employees.

The learning and teaching strategies related to the foundation degree have been said to have the potential for innovation. For example, it has been indicated that part-time, modular, distance, web – based and full-time could be appropriate. Computer Mediated Communication has the potential for innovation in the use of a range of technological support which can add to the blended nature of the pedagogic practices in particular in work-based foundation degrees. This, too often, can promise to

engage the learner in independent study but requires processes which support learning in practice. The development of these processes are a critical element in the success of foundation degrees and there is evidence from the project of how the use of Practice Trainers and Mentoring are successful in supporting work-based study.
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QAA (2003) in a review of 3,089 students and 33 courses gave 30 of the foundation degree courses a good bill of health in relation to academic standards and the quality of learning opportunities and experience. The review indicated room for improvement in certain areas.[22] A central aspect of foundation degrees is work-based learning and as indicated by both the Taskforce (2004) and Forward(2004) the fdf journal, this requires considerable thought at the development and design stages to fully integrate 'the work and the study-based elements' It is seen as critical to have employer involvement in all aspects of the process from design and development through to aspects of assessment of work-based practices. Two other aspects of foundation degree design and development are seen as integral and these are flexibility in provision which takes account of the employment conditions of potential students and the functioning of consortia which are established to provide foundation degrees. A critical aspect of the latter is the transparency and equitable aspects of income for validation and teaching and learning. (Taskforce, 2004, Smith and Betts, 2003).[23]

These are the broad policy themes which have influenced the development of foundation degrees and a key reason why there may be tensions in their development. It may well be that the foundation degree is a hybrid aimed at boundary crossing between higher education and further education or that it's real function is to provide employers with a work focused degree or that it is really about redistribution and goes some way to salve the conscience of those who used to be committed to social justice when in Parliamentary opposition. In Greater Manchester, at least, specific foundation degrees have provided solutions to workforce development and Public Sector Agreements. They have enhanced the modernisation policy which is related to aspects of the knowledge economy. The next section sketches some aspects of the sub-region and provides data related to the socio-economic profile, participation in higher education and attainment at 16.

1.4   Greater Manchester

In this section I will sketch out some of aspects of the sub-region which is the object of the research project. While it is argued that these, the socio-economic characteristics, are a critical aspect of any research project only a sketch will be provided for reasons of resource but references to sociological and geographical influences will be indicated.   The ten boroughs have distinct differences in the ways they have developed socially but there are also significant similarities in terms of class and educational achievement and it these two which I focus on in relation to transition to post-compulsory education and training.

Greater Manchester incorporates the boroughs of Bolton, Bury, Oldham, Manchester, Rochdale, Salford, Stockport, Tameside, Trafford, and Wigan.

Figure 1.   The population of Greater Manchester at the 2001 Census was 2,482,000.

By 2001 the long term decline in Manchester City Centre's population had reversed and there were some signs of it becoming a place for new city centre lifestyles. Approximately 10% of the total working population of Greater Manchester is employed in the city centre. There are 1,077,347 people aged 16-74 in employment in Greater Manchester and the most common occupation is in clerical and secretarial which accounts for 13.6% while managers and administrators make up 13.3% of the occupational groups.(See **Appendix 2** Table 2.1) The service sector is the largest sector of employment in Greater Manchester which is approximately 80% of the employed population of Greater Manchester. Once again, however, this does not take account of the uneven nature of the

distribution of different occupational groups across the ten boroughs.

Two examples from **Appendix 2.** Table 2.1 and from Table 2.2 will help to explain this. In Trafford the occupational groups of Managerial and Senior Officials and Professional Occupations make up 30.7% of all occupations in Trafford, which is higher than the UK average of 26%. Yet in Wigan these two only make up 20%. If we turn our attention to Skilled trades and Plant and Machinery in Trafford the percentage of these two groups is 15% and 20% in the UK, but 26% in Wigan. That unevenness across the ten boroughs is given further evidence from Table 2.2 on the level of qualification in the different boroughs as detailed by the Census 2001. In terms of level of qualification for the employed 16-74 year olds in Trafford 24.5% of 16-74 year olds had no qualification and in Wigan it was 35.3% and in Oldham it was 37.6% of the same aged population. 24.3% of Trafford's 16-74 year olds had a level 4 or 5 qualification while in Wigan's it was only 13% who had a level 4/5 qualification. (See **Appendix 2** Table 2.2) There is a further illustration of the differential in terms of attainment in Table 2.3 which provides a summary of 2003 levels of attainment at 16 in the ten boroughs.

In terms of the ethnic minority communities of Greater Manchester there is a similar picture of unevenness with Manchester having ethnic minorities making up 19% of the total population. There are smaller concentrations of ethnic minority communities in Oldham, Rochdale, Bolton and Bury. In Oldham, (6.3%) Rochdale (7.7%) the main ethnic minority group is Pakistani and in Bolton the main ethnic minority group is Indian (7.3%). However, it must be kept in mind that almost half the ten boroughs have low concentrations of ethnic minorities. The white population of Wigan is 98.7%, Salford 96%, Stockport 95.6%, Tameside 94.6% Bury 94% and Trafford approximately 92%. (That such white populations can contain ethnic minority communities such as the Irish or Jewish or Italian is acknowledged but for the purposes of this report the concentration is on those salient aspects of race, religion and language which combine with aspects of class.)

Between 1998 and 2000 there was an overall increase in employment of 4.3% in Greater Manchester and this was related to a decline in female full-time and part-time employment and an increase in male part-time employment. Manchester has the highest gross average weekly wage £ 411.44 and Oldham has the lowest at £310.64. Stockport had the lowest level of unemployment 1.8% and Manchester the highest level 7.7%. (Nov. 2002) This is a sketch of some of the socio-economic indicators which are reflected in the Hefce Polar data related to participation in higher education.

Hefce Polar data (2003) indicates an uneveness across the ten boroughs in participation in higher education which reflects both edcuational attainment and aspects of socio-economic development. The highest participation rates are in Bury, Stockport and Trafford and the lowest in Salford, Rochdale and Wigan. This, to a large degree, is related to social class and attainment, although there are within class differences related to gender and ethnicity.(Archer *et al.*, 2002) Several boroughs still provide a significant number of semi-skilled manual jobs at 16 and although the wage levels of such employment only stands at 70% of thirty years ago (Savage, 2000) they still have appeal as they are bound up with identity in the form of masculinity and independence through the wage relation. This makes the issue of progression, as pursued by Aimhigher, somewhat narrow in its understanding of what is normally

referred to as transition in the sociological literature. This is only a sketch of Greater Manchester and anyone interested in a more detailed form of analysis based on the the following see the references. (Allen *at al.,* 1998, Massey, 1984, 1994 , Murgatroyd *et al.* 1985 and Amin *et al.*2003)

Participation Rates in Greater Manchester

The boroughs of Greater Manchester have some of the lowest participation rates in higher education in the country. In 1998 the average across Greater Manchester was 26% of those under 30 participating but with individual boroughs ranging from 17% to 37%. Across Greater Manchester there were 44 wards with less than 16% participation.
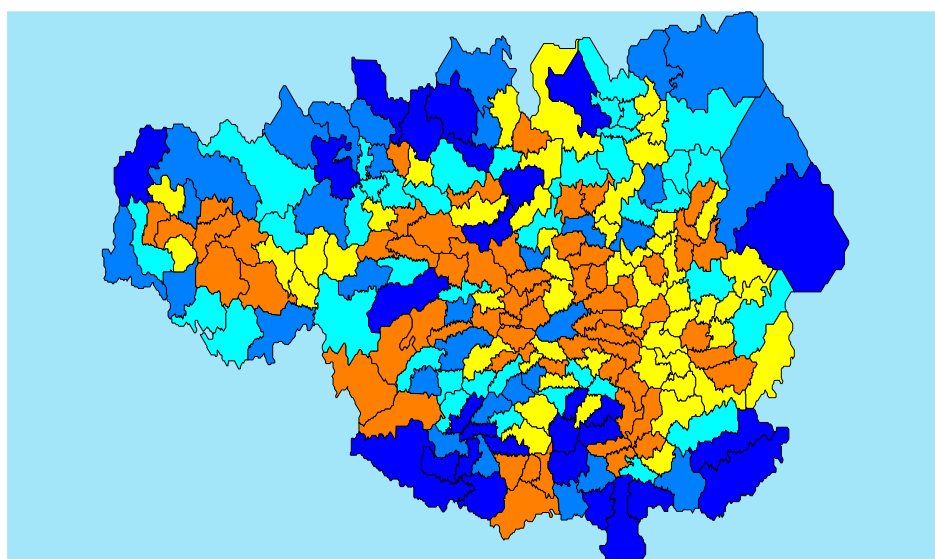
Percentage participation by ward	
Less than 16%	
16-24%	
24-32%	
32-43%	
43% or more	

Source: Hefce Polar Data 2003

In some wards of Greater Manchester there isn't a widening participation issue as there are already significant numbers of young people already participating in higher education. It is the issue of unevenness related to social class, culture and socio-economic development which is difficult to grasp. The transition from compulsory education to post-compulsory education, training and the labour market has become, for those from the middle classes, a stepping stone into higher education.
 (Blanden *et al*., 2002, Goldthorpe, 2003, and Galindo-Rueda and Vignoles, 2003.)
 For many, but not all, in the working class the transition is into the labour market or training. Such transitions, although related to attainment, are aspects of identity and culture and, as is the case in middle class transitions, can be understood as aspects of habitus. (Bourdieu, 1984) Young working class people make transitions which are purposive, meaningful and intelligent and since such actions and intentions are related to culture and identity they are social practices.

2. Foundation Degree Mapping Exercise

2.1   Methodology

2.2   Qualitative Sample

2.3   Foundation Degree Provision in Greater Manchester

2.1   Methodology

How do we understand the ways in which the policies I referred to in the previous section actually operate in practice ? The practitioner/course leader, as the gatekeeper within the organisation, was the first to be contacted in relation to the qualitative research since they would hold access to both the students and the employers. Interviews of these key people within HEIs/FECs focused on central aspects of their courses which covered design, implementation, collaboration, retention, achievement and assessment. The second set of interviews with students followed from the interview with the practitioner/programme leader as arrangements for meeting the students had to be negotiated at the end of the first interview.

Interviews with the students were conducted as semi-structured interviews on a range of themes such as motivation to study a foundation degree, assessment, communication, top-up, work based learning, future intentions. It was indicated that it might be necessary to return to follow up some issues which came out of the transcript. In several cases subsequent interviews were arranged either face to face or over the telephone with students/employees in September 2004. In one case, there were forty-two students on an Early Years foundation degree and a very general focus group interview was carried out as an initial stage to semi-structured interviews. A sample of six of the group from different LEAs was chosen for the semi-structured interviews. In almost all cases the transcripts of the interviews were returned to the interviewee for comments, clarification or alteration before the data analysis stage.

Interviews with employers have proved to be difficult, although there are a range of these in the research there has not been the engagement expected and this may be because of a variety of different reasons and circumstances. There were, however, some good examples of employer involvement. An Interview was carried out with the Project Director of the Greater Manchester Strategic Health Authority and this was an important interview as this employer has over 800 employees on the foundation degree and intends to provide 2000 by 2008. At the other end of the employer scale an interview was carried out at a textile mill, an SME, who had two employees on a foundation degree. Telephone and e-mail interviews were carried out with an Engineering firm who had three employees on a foundation degree and this, like many of the replies we got, was because of time constraints. The key person in an SME who usually has responsibility for staff development functions may well have other responsibilities and this makes contact difficult especially if an interview is involved.

This was the reason for the development of the e-mail survey contact. In the case of the foundation degree in Forensic Science for example the employer is the FSS directly the but indirectly the Home Office. Because the actual course only meets the FSS requirements at BSc Honours level the Course Leader at UCLan was contacted in relation to employers point of view.   This was complemented by three interviews with Personnel at Wetherby, Birmingham and London offices of the Forensic Science Services. The FSS has specific points of entry related to specific qualifications and the foundation degree doesn't exist on these as yet. One small mill whose staff development officer was also responsible for pay and other secretarial duties was unable to provide the time for an interview and answered questions over the phone. So a range of practices were used to engage employers in the project.

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2.2 Qualitative Research

Foundation Degree Sample

As there were over fifty foundation degrees in the sub-region of Greater Manchester decisions had to be made about which to target for interview. Of course, once this had been completed the course leader had to agree to become involved in the research and since this was a new qualification there was a certain degree of trepidation among colleagues involved in the management and teaching of the qualification. The initial sample from the fifty foundations degrees changed as the process developed and the final ten degrees which became the case studies are a mixture of agreement and enthusiasm, negotiation and pleading and just sheer luck. Included in these case studies are three of the HEIs in the sub-region, Bolton, Manchester Metropolitan University and Salford and five of the main FECs who offer higher education courses in further education, City College, Oldham College, North Trafford College, Stockport College and Wigan and Leigh College. MANCAT was involved in the case studies but has preferred to become involved in the second stage of the project with foundation degrees in Computing and Internet Management in 2005.

Table 1.   Foundation Degree Sample

Foundation Degree	Employees/students	Employer	Course Leader/Practitioner
Business and Finance	Two full-time students	No	One course leader
Community Governance	Six employees	Yes LA	One course leader
Construction	Two employees	Yes SME	Two course leaders
Education	Six employees	Yes, one school	Two course leaders
Forensic Science	Eight Students	Yes FSS	One course leader Two practitioners
Health and Social Care	Four employees	SHA yes	Two course leaders
Computer Science Internet Computing	Sixteen students	No, Work placement	One course leader

New Media	Two full-time students	No	One course leader
Textiles	Four employees	Yes SME	One course leader
Dental Technology	Not yet	Not yet	One course leader

In all we carried out fifty semi-structured interviews which varied in terms of time, from half and hour to an hour and a half and one focus group interview and questionnaire with sixteen FdSc top-up students in Computer Science. In terms of the range of foundation degrees we have covered the main sectors which are provided in the Greater Manchester sub-region. Interviews concerned three from the Public Sector, three foundation degrees aimed at full-time students, and four part-time foundation degrees. Interviews were concerned with themes which were identified from the research and those aspects of policy above.

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2.3   Foundation Degree Provision in Greater Manchester

The geographical focus for the research is the Greater Manchester sub-region. Greater Manchester has ten Metropolitan Boroughs and has a population of 2, 482,328 which is approximately 28% of the population of the North West. The 18-30 year old population which is a key focus of Aimhigher is 14.6% of the population. Within the sub-region the socio-economic development of the ten different Metropolitan Boroughs still displays much of the unevenness consistent with socio-economic development of the nineteenth and early twentieth centuries despite the fact that the longer term trend is towards homogenization.   Any widening participation project needs to take account of these socio-economic differences in relation to intended action whether that be in the educational or cultural field.

Table 2   Population of Greater Manchester

	Population	16-74 year olds	18-30 year olds
North West	6,729,764	4.8 million	
G. Manchester	2,482,328	1.78 million	14.6%

Source: Census 2001.

The metropolitan area of Greater Manchester is by far the most significant centre of population in the north-west with almost 2.5 million people in the city and the surrounding boroughs. (Hefce, 2003)
In terms of higher and further education, there are five HEIs and approximately sixteen FECs which provide higher education. As well as this there is a small concentration of Sixth Form Colleges, some of whom, provide higher education or Access courses.

The first aspect of the research project on Foundation Degrees was to map the provision in the sub-region. All the HEIs and FECs in the sub-region were contacted and asked to provide information on existing foundation degrees and foundation degrees under development for a 2005 start. They were asked to provide data on student numbers on existing courses and to provide these data by gender, ethnicity and disability. Very few of those contacted provided the data and again for a variety of reasons. The data for the most successful foundation degree provided by Bolton and MMU in conjunction with Greater Manchester SHA is complete and is provided in table 3.

Appendix 4. contains a list of the foundation degrees which enrolled in September 2003 and the numbers enrolled in September 2003 and 04 in Greater Manchester.   Some of these are new and others have been running for two years. I have indicated the specific foundation degree and how this can be studied, the top-up degree and validating institution in **Appendix 5**. This information has also been used to provide an Aimhigher Guide to foundation degrees in the sub-region in both booklet and web form. (www.fdgm4me.com) Two events have been organised to provide the information to school and college career advisers and Connexions staff and for year 11-13 young people.

2.4   HESA National Data

In this section I will draw out the key aspects of a HESA Press Release (PR73, 2004). This indicated that female mature students were dominating the enrolments on foundation degrees in September 2002. I will also draw on the HESA data from Greater Manchester foundation degree enrolments in September 2003.

HESA DATA Enrolments 2002-3

National Level Data

➢ 71 percent of first year students were 21 years or over.

➢ 72 percent of these students were female.

➢ 20 percent of first year students were 18-20.

➢ 21-29 year olds as the highest percentage of students (26%).

➢ 30-39 of students in 2003 (25%).

➢ education (20%) was the most popular subject.

➢ Social Studies (14%) and Administrative Studies (13%).

- ➢ 5,555 of first year students (63%) were women and 3,205 (37%) were men.

- ➢ 86% of first year students were white.

- ➢ 5% Black.

- ➢ 7% Asian.

- ➢ 3% from other ethnic minorities.

2.5 HESA DATA 2001-2003

Greater Manchester Foundation Degrees

The following provides the data for Greater Manchester available from HESA for the period 2001-2004. Both the HESA data and the project data gathering provide the basis for a sound analysis of the development of foundation degrees in the sub-region.

Foundation Degrees in Greater Manchester 2001-02

First Year Enrolments September 2001

The number of first year students on foundation degrees in Greater Manchester in 2001-02 was as follows. The courses were all at Manchester Metropolitan University. There was a total of 78 students of whom 67 were full-time and 11 were part-time. 46 of the foundation degree students were female and 32 were male. In terms of age the students in 2001-02 forty two of the students were 18-30 and thirty six were 30+. Over the next two years that age profile begins to change considerably with the Public Sector workforce development foundation degrees dominated by students aged 30+ being developed. The HESA data for 2002-03 and for 2003-04 have been broken down into a series of tables related to enrolment by gender, ethnicity and age. Application via UCAS to a foundation degree provides data on the socio-economic group from which the applicant comes but this only applies to a small number of foundation degrees in Greater Manchester since the majority of foundation degree students apply directly to the colleges in which they are studying or the HEI as is the case with Bolton Institute and Manchester Metropolitan University with Health and Social Care. HESA encourages

HEIs to complete the socio-economic group from students enrolled on courses but in practice this doesn't provide data which is robust.

Table 1. 2001 Student Ethnic Group

Ethnicity	
Black	4
Black African	1
Pakistani	2
Other Asian	1
Mixed /Other	5
Non-UK	4
Unknown	11
White	50
Total	78

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Foundation Degrees 2002-03 in Greater Manchester

First year enrolments September 2002

There were 583 first year foundation degree students in 2002-03 and 544 of these were full-time and 39 were part-time.

Table 2. HEI Foundation Degree Students (first year 2002 by HEI)

Bolton Institute of Higher Education	130
Manchester Metropolitan University	389
The University of Salford	64
	583

The number of first year students on foundation degrees in Greater Manchester in 2002-03 was 583 and MMU had almost 400 students. In terms of age the number of students 18-30 was

Table 3.   Age and Gender and First Year Enrolments 2002 – 03

Full-Time Enrolments

Female	Male	Age 18-30	Age 31+	Total
413	131	217	327	544
76%	24%	40%	60%	100%

Part-Time Enrolments

Female	Male	Age 18-30	Age 30+	

Table 4.   Ethnicity and First Year Enrolments 2002-03

Ethnic Group	Number	Percent
Bangladeshi	4	0.8
Black (includes)	22	3.6
African		
Caribbean		
Other		
Chinese	3	0.8
Other Asian	2	0.5
Indian	12	2.0
Mixed Race/Other	23	4.0
Pakistani	19	3.1
White	474	81.0
Unknown	21	3.4
Non UK	3	0.8
	583	100%

2.6   HESA DATA 2003-4 Greater Manchester

2.7 Foundation Degree Data September 2003

This first aspect of the research project was an attempt to gather data on foundation degree enrolments through e-mail contact with HEIs and FECs.   Since HESA data is published more than a year after enrolment one of the aims of the project was to gather recent date data from HEIs and FECs which would provide evidence of foundation degree development. This information could be used in a variety of ways by Aimhigher but it could also function to encourage collaboration between HEIs and FECs if it were accurate. However, the data returns from HEIs and FECs were good but not sufficient to be encouraging about collaboration. This is taken up in relation to the development of an evaluation tool for foundation degrees in the sub-region at a later stage.   The data returned are contained in **Appendices 4 and 5** with returns of student numbers and a list of foundation degrees and the top-up available within the sub-region.

The largest group of students studying a subject in Greater Manchester is in Health and Social Care, which has enrolled on foundation degrees since 2002. The second largest is Education which has students enrolled on Classroom Support and Early Years Practice as first year students in September 2002 and 2003. The third largest group of students is in Community Governance which is targeted at local authorities. The reasons for the strength in these are related to government policy on modernisation and workforce development since all three areas of the Public Sector are involved in this around Public Sector Agreements.

There is, however, a problem of definition again when part-time and full-time study are involved. Hefce indicates that a full –time student is anyone studying 20 hours per week over a twenty – four week period (480 hours) The NHS learners are full-time students even though they spend most of

their time in the workplace as they meet the criterion of 480 hours. This returns us to some of the tensions inherent in the underlying nature of foundation degrees since innovation, flexibility and work-based learning are all central to their development. This means that there are various models of foundation degree which are being developed in conjunction with employers to meet their changing workforce needs. Some of these models focus on learning at work with an emphasis on what QAA(2004) refer to as 'Earn and Learn'.

For the purposes of the data analysis three tables are provided from foundation degrees which provided the data requested. **Table 9**. Refers to the Strategic Health Authority's foundation degree in Health and Social Care which indicates the numbers on the course since it began in September 2002. The data for Manchester Metropolitan University's Health and Social Care contains the numbers for 2002-04. **Table 10.** Refers to the ethnicity of employees on the Health and social Care FdA but not all the data was returned since three FECs provide this course validated by Bolton Institute and there is a discrepancy between the total and the data received with ethnicity indicated. Table 11. Provides interesting data from Manchester Metropolitan University about the entry level qualification of students on the FdA in Health and Social Care. However, this was the only organisation to provide the data and I have left the question of entry to foundation degrees as it requires a research project all on its own. **Table 12.** Provides information on students who have enrolled on the three foundation degrees offered, at present, by the OU in the North-West

Table 9.   **Employees on the FdA in Health and Social Care 2002-04**

 Gender and Course Type

HEI	Fdeg	Total	F	M	FT/PT	Sept 04
Bolton	Health & Social Care 2002-03	111	99	12	FT	109
	Health and Social Care 2003-04	171	147	24	FT	
	H & SC Sept. 04	109	103	6		
		8	8	0	PT	8
		399	357	42		
MMU	Health and Social Care					
	2002-04 combined	519				
		519	454	65	FT	117 (04)
	Total	**918**	**811(88%)**	**107(12%)**		

Table 10.   Employees on FdA in Health and Social Care (Bolton and MMU)

Ethnicity 2002-04

Ethnic Group

Asian	11	1.5%
Black	30	4.0%
Mixed/other	25	3.5%
Unknown	14	2.0%
White	642	78%
Refused answer	100	12%
Total	822	100%

(The differences in the data between 918 as the total number of students and 822 on ethnicity relates to the returns which did not provide ethnicity but did provide gender. Several groups of students are taught through colleges in the sub-region on this foundation degree)

Table 11.   Qualification at Enrolment MMU 2002-04

FdA Health and Social Care

Main level of qualification
At entry

First degree	4	0.7%
A/AS, AVCE, Access	107	21%
NVQ level 3	174	33.5%
Level 2	172	33.1%
APL	62	11.7%
Total	519	100%

OU North -West Data

Enrolment February 2004

There are three foundation degrees provided but the data is related to the total number of student registered on these in the North – West.

Table 12. Gender OU Students

	Female	Male	Total
2004 year 1 students	67	4	71
2005 year 1 students	26	2	28

Table 13.   Ethnicity of OU Students

2004 year 1

Ethnic Group	Number
Asian	0
Other Asian	7
Not known	10
White (British)	48
Other White	1
Refused	5

2005 year 1

Ethnic Group

Asian	1
White	24
Not Known	3

Disabilities

2004 year 1 two students had disabilities
2005 year 1 two students had disabilities

Discussion

Several ethnic minority groupings have been collapsed into a broader definition, as the numbers were small, in the expectation of a clearer picture. The number refusing to answer is worrying as this would suggest that the percentage of the workforce on foundation degrees which is white is closer to 90%. The data makes sense if in terms of gender and class, as the tables related to gender above indicate there are a significant number of white working class women who choose caring as a sector of employment. On the other hand apart from Indians, smaller ethnic minority groups such as East African Asians and some within the Pakistani community, the majority of Asian and Black people from ethnic minorities are concentrated within the working class. That their numbers are small on the basis of this evidence is worrying since it would be expected that support work in the NHS was an obvious avenue for employment. If the numbers of registered nurses is taken into account there is a majority who are from ethnic minorities especially Afro-Caribbean and Chinese (UKCC, 2005) so

there appears to be a difference related to aspiration and professional status and aspects of family structure which are operating as much as institutional racism may be operating.

Differences in family structure might explain some of this, as Asian women are situated within extended family patterns rather than single or nuclear family roles. Another aspect may be that registered practice is the aim for those with higher level qualifications from working class backgrounds as the age structure of those on foundation degrees is towards age 25+. The data from MMU indicates that 15% of those on the Health foundation degree are under 25 and 85% are over 25 years of age. The data on qualification at the time of enrolment from MMU indicates that 54% of the employees had level 3 qualification from A/AS, AVCE, Access or NVQ related courses and 45% had qualifications at level 2 and skills from experience of working in the sector. The work based qualification NVQ 3, the level 2 and the APL account for 78% of the workforce suggesting a working class female workforce which is taken up in the case studies. In these there are examples of women returning to work in caring after family and domestic responsibilities or while they have these responsibilities.

The data gives a snapshot of what is available within Greater Manchester but there are certain key pieces of information missing which the HESA data provides. Some foundation degrees are extremely healthy, especially those that are part of the Public Sector and are involved in workforce development. The data provided from two of these Community Governance and Health and Social Care are evidence of this. Although not all the data was returned for foundation degrees in Education there is evidence of a growing strength in this area. From the returns in 2003 in a HEI (Bolton) a FEC (Stockport) and a Sixth Form College (Holy Cross) there are approximately 120 students over the period 2002-03. This is without Manchester Metropolitan University whose data will be available shortly.

In some other cases colleges and universities just haven't given the data and so collaboration around data may too soon a moment for what McNay(1995) refers to as the 'classic collegial academy:

> A relative lack of co-ordination; a relative absence of regulations; little linkage between the concerns of senior staff as managers and those involved in the key processes of teaching and learning; a lack of congruence between structure and activity; differences in methods, aims and even missions among different departments; little lateral interdependence among departments; infrequent inspection and the 'invisibility' of much that happens (McNay, 1995, 105).

The most successful method of data collection was contact with a manager in administration or data monitoring and this is recommended as an aspect of future evaluation. The data doesn't need to be widely disseminated but it does need to be analysed by a small group who are strategically placed within Aimhigher or GMSA. Of course there is the fear that such collaborative exercises may undermine the range of market advantage for a specific institution or department in a particular subject area.

2.7.1 Foundation Degrees Validated within the Sub-Region

The majority of foundation degrees are validated within the sub-region through Bolton Institute, Manchester Metropolitan University, The Open University and the University of Salford. Of the fifty individual foundation degrees offered in the Greater Manchester sub-region only six were offered outside sub-regional collaboration. At present, Liverpool Hope, John Moores and UCLan, Huddersfield and Sunderland are HEIs involved in the sub-region but the first three are regional HEIs which leaves only Sunderland and Huddersfield as the two involved in validation from outside the region. This aspect may change over the next few years depending on validation offered by such organisations as UVAC, FDF and BTEC, but with the development of Lifelong Learning Networks it appears as if the locally/regionally focused progression routes into higher education may well be established by practice. There is nothing which precludes colleges or HEIs operating outside their regional or local base in relation to foundation degrees but at present the evidence from this sub-region is of existing practices which support the idea of a LLN. This reflects the work that has gone into the FE/HE network and those HEIs who have associate college networks and years of practices around informal departmental collaboration. The systematic nature of such collaboration may prove to be more difficult to embed within collegial academic structures as indicated by the quotation from McNay(1995) above.

3.   Foundation Degree Design

This section deals with the different ways in which Foundation degrees have been designed within the sub-region and the evidence has been taken from three sources:

The initial mapping exercise,

The foundation degree proforma used in conjunction with Connexions to gather information for the Aimhigher Guide,

The interviews carried out with practitioners/programme leaders.

CIHE(2004) distinguishes between foundation degrees for those looking to use a vocational programme to enter the workplace and foundation degrees for those already in the workplace who wish to develop their knowledge and skills and I have labelled these work-focused and work-based. While this is useful as a broad distinguishing feature it may well prove to have more subtle nuances within both vocational entry route and the development of skills and knowledge career development route. It

may well be that some employees will use the foundation degree to move either upward within a business or organisation, as is envisaged, but others may use it to move sideways within large Public Sector organisations such as the NHS or Local Authority. It may well offer the opportunity to develop different skills from those presently used in employment, for example management skills or project related skills which provide for movement within an organisation.

However, there is also the possibility of the foundation degree providing a route out of present employment, since a significant proportion of those who achieve a foundation degree are progressing to the top-up and studying for a BA or BSc Honours. In some cases this is supported by the employer but in others it is perceived as an act or decision of the individual outside the needs of the organisation. The reason is because the foundation degree, although designed to meet the needs of employers and to modernise or raise the levels of knowledge and skills of the workforce, is also informed by lifelong learning policy and as such provides a progression to an honours degree as a top-up from 240 credits. I shall provide examples from the cases studies of how this is working in practice.

Foundation degrees have certain essential features that distinguish them from other qualifications and are supposed to appeal to a wide spectrum of learners at different starting points. The major distinction that is drawn in this report given the evidence at present is that between **work-based** foundation degrees and **work-focused** foundation degrees. In the future this distinction may disappear as the workforce development in the Public Sector is accomplished but the remaining distinction around a continuum of **Earn and Learn** will continue. At one end there will be part-time foundation degrees which will allow people in work to raise their skill and knowledge levels so that they may progress within their organisations or outside such an organisation. At the other end there will be **Learn and Earn** foundation degrees which will be institutionally based and allow mainly young people to achieve a qualification related to a vocational area within which they may have the opportunity to learn and in many cases to earn.

3.1   Essential Features of Foundation Degrees

➢ Foundation degrees have to have employer involvement in the design and regular review of programmes. This can be achieved by existing practices or by Sector Skills Councils and professional bodies.

➢ Foundation degrees should develop technical and work specific skills relevant to the specific sector and an central aspect of this is the development of key skills.

➢ Foundation degree students should demonstrate their skills and knowledge in the workplace and for those studying full-time this should be an appropriate work experience which is validated, assessed and recorded. Relevant work experience should be accredited via an APEL system.

➢ Foundation degrees will attract a minimum of 240 credits of which 120 should be at level 2. This will allow individual consortia to develop credit accumulation and transfer arrangements.

➢ There will be progression guaranteed to at least one honours degree but also within professional Qualifications or higher level NVQs

The majority of full-time foundation degrees offer six modules of study at level 1 and six modules of study at level 2 based on 240 credits (120 at level 2) with students studying three modules each Semester. Part-time foundation degrees offer four modules each year over three years. In almost all cases in Greater Manchester arrangements for progression to top-up follow the recommendations that progression to top-up should not exceed 1.3 years for a full-time student. For part-time students the period of study through top-up is five years. There is evidence of good practice in collaboration and innovation which includes the use of core modules by three colleges offering the same foundation degree, the involvement of Sector Skills Councils in development and the involvement of both Public Sector Employers and small business. At present there is an unevenness in the latter with the modernisation agenda of the Public Sector facilitating the development of foundation degrees in specific areas such as Health, Education and Local Government. In the next section some case studies of foundation degrees are presented as examples of the organisation of different subjects or areas, the use of work-based learning and blended learning, support mechanisms and progression.

3.2   Foundation Degrees Design and Development

Examples of Good Practice

In this section an example (in draft form) of the structure of foundation degrees and some examples of good practice in their design and development are provided. They are not intended to be exhaustive but instead to provide a range of ways in which development has progressed. There are, five core features that, taken together, make a foundation degree different from other qualifications and degrees. These are employer involvement, the development of skills understanding and knowledge, application of skills in the workplace, credit accumulation and transfer and progression within work and /or onto an honours degree. (www.fdf., QAA, 2004)

Foundation Degree Curriculum Structure

The following draft is offered as a way of conceptualising the main features of a foundation degree. It describes the key features from entry level through to level 6 the top-up to honours degree or to Continued Professional Development. It includes the core and pathway curricula credit values at levels 4 and 5, the learning contract, PDP and student transcript. The skill development module is included at level 4 and the work based learning module at level 5.

Greater Manchester Strategic Alliance (Draft Foundation Degree Framework)

Top-Up

↑

Student Transcript

↑

Level 5 (120 pts)
Work Based Learning (20pts)
Pathway Curriculum (100pts)

↑

Level 4 (120 pts)
Skill Development Module (20pts)
Core Curriculum (100pts)

Personal
Development
Plan

|

Learning
Contract

40

```
                              ↑

┌─────────────────────────────────────────────────┐
│ **Entry Level**                                 │
│                                                 │
│                                                 │
└─────────────────────────────────────────────────┘

┌─────────────────────────────────────────────────┐
│                                                 │
│ APL / APEL                                      │
│                                                 │
│ 1 A level or equivalent                         │
│                                                 │
│ Advanced Modern Apprenticeship                  │
│                                                 │
└─────────────────────────────────────────────────┘
```
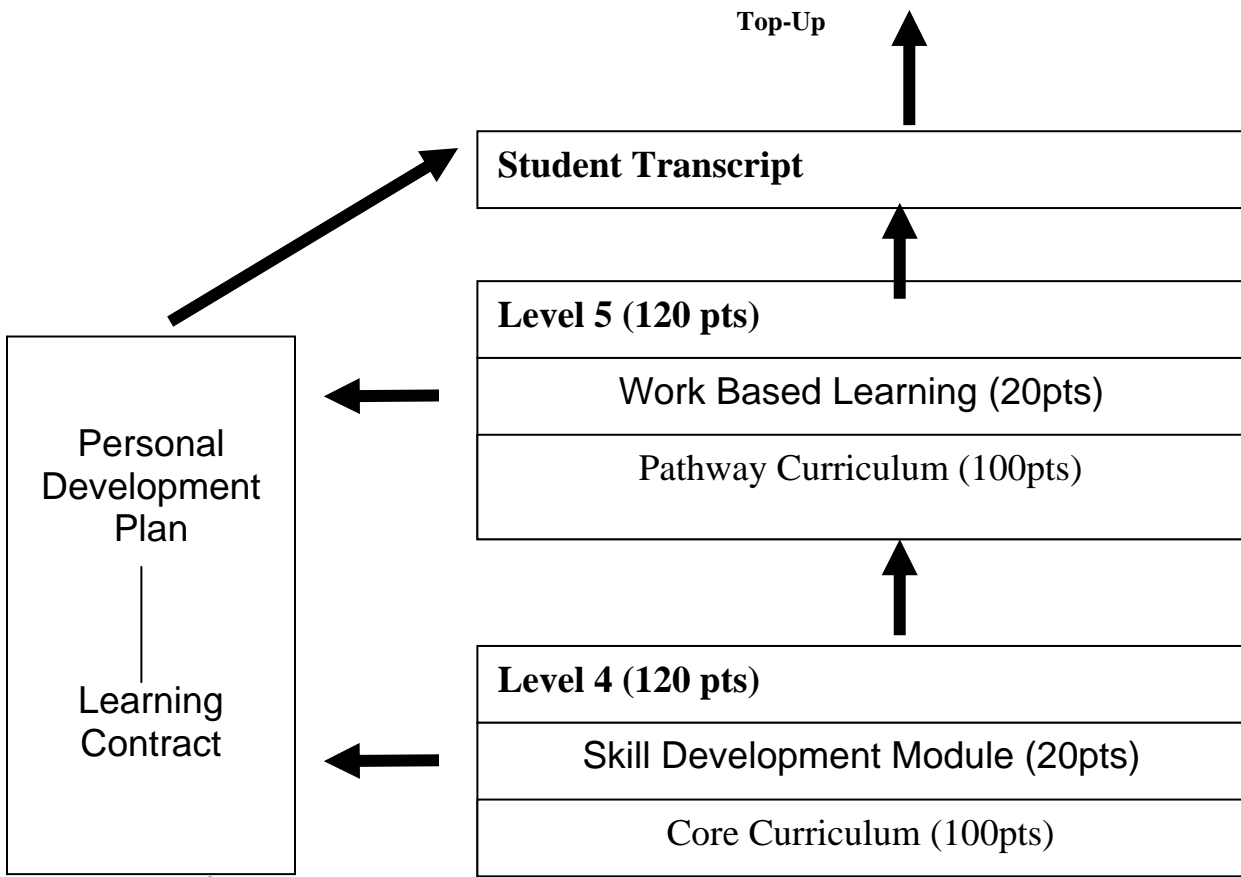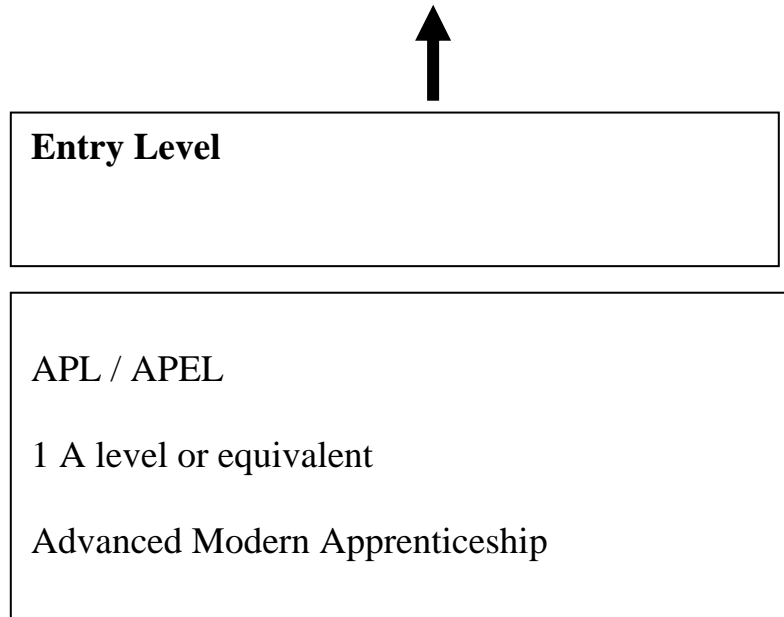
FdA New Media Design

An example of collaboration and innovation is the New Media Design foundation degree where three colleges and MMU collaborated on the development of a foundation degree and the progression to a BA (Hons) in Graphic Design.

Course Content

The programme equips its students with the skills, knowledge and experience to produce creative New Media designs, through the combination of graphic design, multimedia, moving image and radio. Delivered through projects, live briefs, competitions, work experience and work based learning using professionally relevant equipment and software. The programme is delivered in four semesters over two years.

Level 1

In Year 1, during the Introductory Semester, students are encouraged to develop a sound understanding of the design process,
creative thinking,
ideas generation,
problem solving,
communication skills and professional practice.
Semester 2 is the exploratory stage, which is an opportunity to develop and apply these skills creatively.

Level 2

The third Semester is the developmental stage when students are encouraged to develop relationships with industry. This is through work placement, working in teams, entering national competitions and completing a major live brief. The last semester of the programme culminates in a public exhibition of work. Students take responsibility for the negotiation and implementation of a major project, which will underpin their vocational ambition. Foundation Degrees are a new approach to the needs of industry being met by Higher Education.

This programme was developed with collaboration between FECs and a HEI as a central aspect of the design. The foundation degree in New Media Design is a two-year programme that has been developed in collaboration with employers in the Creative and New Media Industries of the North West Region. Offered at three colleges in Greater Manchester, (to be joined by Mid Cheshire College in 2004 - subject to validation), it has been validated by Manchester Metropolitan University.

Locally developed but nationally relevant the programme offers a strong link to employers and employment. Completed in two years of vocationally led study that also has an academic appropriate to Higher Education. Develops in the student an ability to personalise the programme as it develops, leading to a specialisation in an area of their choice. Assessment is continuous through practical and written assignments, with a public end-of-programme show. Students will be encouraged to develop personal links with employers through work experience and live briefs so that contact has been made before graduation. The skills being developed by this programme are in great demand within the cultural and creative industries and the involvement of local employers ensures that these skills have currency in the market place.

FdA Music and New Media Management

The FdA Music and New Media Management is an innovative foundation degree aimed at self employment in the business side of the music industry. The degree is based around the successful record label www.rfrecords.com at City College Campus. The work based practice involves event management, working on the record label, and the Sound Advice Tour www.soundadvicetour.co.uk In partnership with Radio1 and BPI. Employer involvement is mcr:music.

Course Details

The two year course provides students with essential skills and knowledge in key areas of the music business and new media industries, delivered largely through project work. Centred around the work of our international record label, rfrecords (www.rfrecords.com), you will also help run our collection of Rawfish Record Labels and co-ordinate live events and conferences. Project work and work placement will be an important element of the course.

 Modules:

Music & Production Analysis,
Artist & Product Development,
Event Management,
Music & New Media Industry Studies,
Entrepreneurial skills in the Arts, Music & New Media Technology,
Artist,
Project & Tour Management,
Business Affairs,
Professional Practice/Work Experience,
Self Directed Project and a range of options for furthering study.

Duration
19 hours a week for 30 weeks over two years.

Assessment
Continuous assessment based on assignments: essays, projects, presentations and written test.

Qualification
FdA Music & New Media Management

Progression
Students may gain employment in the music business, multimedia, broadcasting, or general media industries or choose to become project managers, artist managers, promoters, event managers. Successful students may also choose to progress on to the final year of an honours degree at the University of Salford, University of Westminster or other universities.

FdSc Textile Production

The foundation degrees in Textiles, Clothing and Footwear involved Bolton Institute, Leicester College and Skillsfast the Sector Skills Council for the Textiles, Clothing and Footwear industries. These are designed as work based learning with eight of the twelve modules as a core of all three courses. These courses are taught substantially by on-line tuition and involve the employee in the application of skills and knowledge in the workplace. Assessment is via work based learning and

again there is the use of a core modules for the three courses with different pathways to the foundation degree depending on which area is chosen.

Foundation Degree in Textile Production

Content

The Foundation Degree is module-based and involves studies in textile materials and processing, together with modules in a range of related subjects, including design and marketing. Emphasis is placed on the development of key skills in areas such as communication, teamworking, numeracy, problem solving and use of IT.

Level 1:	Level 2:
Modules	
Science and technology	Processing routes
Methods of manufacture	Business studies
Health and safety	Environmental issues
Marketing and the consumer	Product evaluation
Design principles	Product development
Textile supply chain	Personal development

Learning and assessment

This programme is delivered via work-based learning. It is anticipated that employers will take an active part in the delivery of the programme, and students are likely to have both a mentor from their own company and an academic mentor. Mentors will work with the student and monitor their progress throughout each module. In addition to their work-based learning, students will be expected to attend Bolton Institute for short blocks of study at the beginning and middle of each module. The modules on the course are mainly assessed on the basis of negotiated learning contracts, which set out how each individual student will achieve the learning outcomes of the module, and how they will be assessed in relation to these learning outcomes.

Foundation Degree in Community Governance

Community Governance is part-time over three years and for people working in local government. Local government as a significant employer has been involved in the design and support of this foundation degree and it has also been endorsed by North West Employers Organisation. This is the third largest foundation degree attracting approximately one hundred work based students. The programme encourages lifelong learning in the workplace and it enables local authority staff to gain the skills and knowledge essential for working in a more responsive and flexible local government. The underpinning philosophy is problem solving in the workplace and the qualification concentrates on providing the knowledge and skills and their practical application. Assignments are both individual and group based on activities that simulate real – life problems in local government.

FdA in Community Governance

Study over three years, four modules per year 120 credits at level 1 and 120 at level 2. Students attend local college and university two days per semester for workshops and lectures. There is also available Computer Mediated Communication in the form of an embedded e-mail forum and on line discussion boards.

Level 1 Modules

Independent Learning/Work-Based Learning
Introduction to Government and Community Governance
Performance Management
Creating a Flexible Workforce
Asset Building
Accountability

Level 2 Modules

Social Policy and Policy Making
Raising Standards
Social Inclusion
Community: Well-being, Planning and Development
Work-Based Project

Learning and Assessment

The foundation degree in Community Governance uses blended learning as a central aspect of the teaching and learning strategy. There are a range of approaches within this blended learning strategy which include lectures, tutorials, mentoring, e-mail forum and discussion boards.

Assessment is based on individual assignment and group based assignments which use case study analysis, written reports and presentations. Students also develop a Learning Portfolio and undertake A major work-based project in their last two semseters.

FdA Health and Social Care

A collaboration between Bolton and MMU in conjunction with the Greater Manchester Strategic Health Authority has resulted in a foundation degree in Health and Social Care. This is part of a developmental learning through work programme. This is an innovative and exciting programme which utilises work-based, e-learning and other flexible modes of education and training to develop Assistant Practitioner skills for health and social care. This programme therefore offers excellent career opportunities and accelerated routes through professional training. This is widening participation using work-based practice and a new role within the workforce.   Employees will attain 'Assistant Practitioner' status on completion of the programme. There is flexibility built into the foundation degree in relation to the needs of the employer and the needs of the employees. One aspect of this is the different approach each HEI used to design and develop the foundation degree in conjunction with the employer.

FdA in Health and Social Care at Bolton Institute

Duration

full-time two years

part-time two years and one term

Learning structure

One day release for study

Thirty-six weeks of study

Ten core modules

Choice of specialist modules, e.g. Teaching Assistant 0-3 years

Year 1 Core Modules	Year Core Two Modules
Communication and ICT	Planning Care Delivery
Principles of Care	Group Dynamics and Working in Teams
Legal and Ethical Issues	Collaborative Health and Social Care

Health and Safety
Introduction to Social Policy

Teaching, Learning and Assessment

This work-based course was established as a blended learning course and the structure of the teaching and learning was as follows:

Combination of face to face, distance and on-line learning (7.5 hours study time)

Practice Trainer enhances the understanding of theory and practice

Skills and competencies are assessed in the workplace by NVQ assessors

Underpinning knowledge assessed through a combination of written work, presentation

and seminar contributions and the submission of a portfolio of evidence.

FdA in Health and Social Care at Manchester Metropolitan University

 Two years full-time. Three years part-time

Phase 1 includes:
caring,
ethical practice,
principles of basic life support,
health and safety,
introduction to team working and team leadership,
investigating practice,
focus unit: educational and professional development

(as mandatory core) plus elective units.
You can exit here with a Certificate in Higher Education

Phase 2 includes:
ethical practice II
care planning (mandatory core)
elective units

You exit here with FdA in
Health & Social Care
plus Institute of Leadership and Management
Team Leader award

The five examples are provided as a way of detailing the different approaches which have been used And the incorporation of the five core features which make the foundation degree a distinctive qualification.

NOTES

[1]   Hefce Circular letter 12. (2004) See also The Colin Bell Memorial Lecture 'Doing widening participation: social inequality and access to higher education.'

[2]   For a more critical view concerned with collaborative working related to foundation degrees see Smith, R. and Betts, M. (2003) Partnerships and the Consortia Approach to United Kingdom Foundation Degrees: a case study of benefits and pitfalls, in the *Journal of Vocational Education and Training*, Vol. 5 No. 2, pp. 223-239.

[3]   CHERI (2003) Report of a feasibility study of the creation of a Greater Manchester Strategic Alliance, reported in in November.   (p.8.)

[4]   Commission on Social Justice was set up in 1992 and reported in 1994   Social Justice – Strategies for National Renewal, was published in October 1994. It has informed policy and debates around issues of social exclusion and lifelong learning over the last decade.

[5]   Hutton, W. (1995) The State We're In. In this Hutton argues for a much more socially responsible form of capitalism.

6   The Third Way (1998) Giddens was appointed Director of the LSE in 1997and comments on the role it plays in relation to government policy in Bryant, G. A. and Jary, D. (eds) (2001) *The Contemporary Giddens: Social Theory in a Globalizing Age.*

[7] Brown's first budget in 1997 was critical for several reasons. Firstly, he decided cautiously to stay within the fiscal limits that the Conservatives had set. Secondly, he devolved the power of interest rates to the Bank of England and thirdly, he accepted the effects of globalisation in changing the relationship between the State and citizens which had been a critical aspect of the post-war settlement around the development of the welfare state. The role of the state was no longer to commit itself to full-employment derived from economic policy influenced by Keynes, rather its role now was to provide opportunities for employability. His chief economic adviser was Ed Balls.

[8] DfES 2003 The Future of Higher Education (White Paper)CM5735 para. 5.8

9   Blanden, Jo; Goodman, A.; Gregg, P.; Machin, S. 'Changes in Intergenerational Mobility in Britain.' *Discussion Paper Series* Centre for the Economics of Education; Centre for Economic Performance CEE DP26 (2002).   See also
Blanden, Jo; Machin, S. 'Educational Inequality and the Expansion of UK Higher Education.'
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See also, Galindo-Rueda, Fernando; Vignoles, A. 'Class Ridden or Meritocratic? An Economic Analysis of Recent   Changes in Britain.' *Discussion Paper Series* Centre for the Economics of Education CEE DP32 (2003).

This issue has been taken up by the IPPR and see Goldthorpe, J.H. (2003) ' Outline of A Theory of Social Mobility' Revisited: The Increasingly Problematic Nature of Education. (paper prepared for the conference in honour of professor Tore Lindbekk, April, 2003.

10   Youth Cohort Studies. These topical reports are funded and published by the DfES but are written by independent   research companies using Youth cohort Study (YCS) data. Each covers specific topics of relevance to the contemporary policy environment or (more rarely) the design of the survey.

[11]   Payne, J. (2002) This is taken form her evidence compiled for the Tomlinson Committee.

[12]   IES(2002) and DfES Developing a National Skills Strategy: underlying evidence, paragraphs 50-55.

[13] Finegold, D. (1992) ……. argued that the problem with British Industry was specifically related to training and the inherent relationship of 'low skill' 'low trust' which prevailed in many sectors of British Industry.

[14] 21st Century Skills: Realising our Potential (White Paper) 2003 CM5810.

[15] Report of the Foundation Degree Taskforce (2004)
[16] Higher Education Select Committee (2003) para. 91 p.34.
[17] Evidence from mapping and from interviews with course leaders and Strategic Health Authority indicate 700 Health Care workers studying foundation degrees at Bolton and MMU with a total of 2000 expected to progress through this by 2008.

[18] DfES 2003 The Future of Higher Education (White Paper)CM5735 para. 5.8
:36.
[20] Ibid 3.19
21   Connell, T. (2003) Foundation Degrees in Languages and THES 2004.

22   QAA Overview (2003) Quality Assurance Agency for Higher Education, Overview Report on Foundation Degree Reviews.

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Appendix 1.

Higher Education Institutions and Further Education Colleges contacted.

Greater Manchester Higher Education Institutions and Further Education Colleges contacted for the mapping exercise. A sample of foundation degrees was used for the qualitative interviews.

HEIs

Bolton Institute
Manchester Metropolitan University
The Open University
The University of Salford

FECs
Ashton Sixth Form College
Bolton Community College
Bury College
City College
Holy Cross Sixth Form College
Hopwood Hall College
MANCAT
North Trafford College
Oldham College
Salford College
Stockport College
Tameside College
Wigan and Leigh College

FECs and Sixth Form Colleges (contacted involved mainly with in 16-19 curriculum)

Eccles College
Pendleton College
Loretto College
South Trafford College
Xavarian College

Sector Skills Councils (contacted by e-mail)

carla_harrison@skillfast-uk.org
pennyb@skillset.org
tony@mitc.co.uk
julie.cooper@euskills.co.uk
robert.allen@transfed.org
mckent@htf.org.uk
sue.hunter@psso.co.uk
pseager@cjnto.demo.co.uk
liz@psnto.org
ahearsum@proskills.org.uk
tom.caple@fsnto.org
richard.banks@topssengland.org.uk
jonathan.evans@skillsforhealth.org.uk
john.bowman@skillsforlogistics.org
lindsay.gillespie@summitskills.org.uk

pauline@studio7associates.co.uk

Employers Contacted for Interview

Greater Manchester Strategic Health Authority
Trafford Local Authority
Salford Local Authority
Wigan Local Authority
Butterstile Primary School Bury
Pertex Mills Ltd.
Medlock Construction Ltd.

Forensic Science Services London, Birmingham and Wetherby
(Telephone interview concerning the status of FdSc Forensic Science)
North West Employers Forum
TBA Textiles Rochdale
Parkin Fabrics
Morada International Blackburn
Johnston's Cashmere Elgin
Heathcoat Devon
Dr. Alison Jones UCLan
QRI Bradford
Scholl Oldham
O'Neills Belfast

Appendix 2

Table 2.1   Occupational Groups in the UK and Greater Manchester

Table 2.2   Level of Qualification in Greater Manchester

Table 2.3   Sub-regional Attainment at 16 2003.

Table 2.1   Occupational Groups in UK and Greater Manchester

16-74 years in employment UK 26, 575, 679

16-74 years in employment Greater Manchester 1, 077, 34

	Man. & Sen Off	Prof. Occup	Assoc & Tech	Admin & Secret	Skilled Trades	Pers Services	Sales /Ser	Plant/Mac	Elem.
UK	14.74%	11.13%	13.77%	13.31%	11.79%	6.93%	7.74%	8.6%	11.94%
GM	13.29	10.42	12.89	13.62	11.18	7.42	8.33	10.07	12.78
Bolton	13.76	9.76	12.18	12.78	11.86	7.45	8.96	11.08	12.17
Bury	15.18	10.82	13.92	13.94	10.37	7.26	8.64	9.08	10.79
Manchester	10.77	13.76	13.30	12.58	8.34	7.67	8.82	8.26	16.50
Oldham	12.53	8.04	11.60	13.59	13.41	7.21	7.28	12.13	14.21
Rochdale	12.97	8.84	11.82	12.89	12.04	7.84	7.72	11.72	14.52
Salford	12.18	9.12	12.42	15.07	10.57	8.06	8.62	9.87	14.08
Stockport	15.84	13.07	14.35	14.16	10.55	7.38	8.15	7.03	9.47
Tameside	11.91	6.94	11.62	14.58	13.57	7.56	8.50	12.98	12.34
Trafford	16.54	14.20	15.25	15.12	8.95	6.32	8.17	6.35	9.10
Wigan	11.88	7.97	12.02	12.44	13.00	7.45	8.22	13.06	13.96

Source: Census 2001

Table 2.2

Level of Qualifications in Greater Manchester

The target population is England = 37.6 million 16-74 year olds
The data for the N. W. = 4.8 million
The data for G. Manchester = 1.78million

Place	Population	%No qual	%L1	L2	L3	L4/5	Unkn
England	37.6 million	29.08	16.57	19.38	8.27	19.76	6.94
North West	4.8 million	31.89	16.71	19.43	7.75	17.17	7.05
G. Manchester	1.78 million	32.71	16.59	18.84	7.89	17.04	6.93
Bolton	185,700	33.27	17.02	19.21	7.09	15.84	7.56
Bury	129,000	29.22	17.05	20.89	7.41	17.96	7.48
Manchester	284,900	33.95	12.40	14.23	13.09	21.42	4.91
Oldham	152,000	37.69	17.51	17.87	6.09	12.92	7.91
Rochdale	145,000	36.12	17.26	18.90	6.46	13.70	7.55
Salford	155,300	35.52	16.36	18.57	8.22	14.40	6.93
Stockport	204,000	25.73	17.12	20.76	7.44	22.07	6.88
Tameside	152,300	35.16	19.30	20.17	6.81	11.43	7.75
Trafford	151,000	24.57	16.15	20.86	7.53	24.32	6.46
Wigan	220,000	35.34	18.40	19.98	5.93	12.92	7.43

Source: Census (2001)

The highest qualification achieved 16-74 correlates at a very general level with the percentage and types of occupation. Manchester appears polarized because of the percentage of people who have no qualification almost 34% which is higher than the region and the national percentage.
It also has the highest percentage with the L3-5 qualifications with almost 35% holding these qualifications. If we look at Manchester in terms of educational attainment we have 46% of Manchester's 16-74 year olds holding level one qualification or no qualification. Oldham(55%), Rochdale(53%), Salford (52%) Tameside (54%)and Wigan(54%) all have high percentages of 16-74 year olds with no qualification or level 1 qualification as the highest.

Table 2.3

Sub-Regional Attainment at 16

England   **A*- C 52.9%**   **No passes 5.2%**

Bolton	45.9%	4.3%
Bury	**53%**	**2.2%**
Manchester	39.6%	11.2%
Oldham	44.6%	6.1%
Rochdale	41.3%	5.8%
Salford	36.8%	5.1%
Stockport	**53.3%**	**5.1%**
Tameside	46.2%	5.1%
Trafford	**62.3%**	**2.4%**
Wigan & Leigh	50.7%	3.5%

Source: DfES website (2003)

The three tables point to the difficulties involved in any form of widening participation policy since there are differences within and between the ten boroughs in Greater Manchester. These differences are apparent in the percentages of the population in those boroughs which are middle class and working class. Certainly, this is related to longer term traditions within the boroughs where the major industries which became successively located there. At a very broad level between boroughs there are three boroughs which can be considered more middle class in relation to the main occupational groups.

A significant amount of research has eventually returned to the sociological problem of intergenerational mobility and has indicated that parental status or wealth are significant factors in both gaining entry to university and to entry into the Service Class thus laying to rest the view that the UK was or is a meritocratic society. This is indeed significant since the vast majority of organisations (including universities, colleges and schools) have spent resources on equal opportunities policies and a great deal of energy in attempting to implement practices which supported such policies.

Appendix 3.   Intensive and Extensive Methods

	INTENSIVE	EXTENSIVE
Research question	How does the process work in a particular case or a small number of cases? What did the agents actually do ?	What are the regularities common patterns, distinguishing features of a population ? How widely are certain characteristics or processes distributed or represented ?
Relations	Substantial relations of connection	Formal relations of similarity
Types of groups studied	Causal groups	Taxonomic groups
Type of account produced	Causal explanation of the production of certain objects or events, though not necessarily representative ones	Descriptive 'representative' generalizations, lacking in explanatory penetration
Typical methods	Study of individual agents in their causal contexts, interactive interviews, ethnography. Qualitative analysis	Large scale survey of population or representative sample, formal questionnaires, standardized interviews. Statistical analysis.
Limitations	Actual concrete patterns and contingent relations are unlikely to be 'representative', 'average' or, generalizable' to other contexts as they are necessary features of these objects	Although representative of a whole population, they are unlikely to be generalizable to other populations at different times and places. Problems of ecological fallacy in making inferences about individuals. Limited explanatory power
Appropriate tests	Corroboration	Replication

Sayer (1992:243)

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Appendix 4.

Foundation Degree Enrolments 2002-03* and 2004

HEI/FEC	Fdeg	Total	F	M	FT/PT	Sept 04
Bolton Institute	Health and Social Care 2002-3	111	99	12	FT	109 FT 8 PT
	2003-4	171	147	24	FT	
04 start	Architectural Technology	0				0
04 start	Building, Surveying and Property Management	0				0
04 start	Mechanical Engineering	0				0
04 start	Quantity Surveying and Commercial Management	0				0
04 start	Construction Management	0				0
04 start	Service Sector Management					
FECs	Early Childhood Studies	69				
	Textiles	8	5	3		
MMU						
	Enterprise Computing					
	Health & Social Care	519	454	65		519 FT
	Data 2002-04					
	Early Years Practice					
	Supporting Teaching and Learning					
	Applied Engineering	0	0	0	0	
04 start	Dental Technology					14
	Business and Management					

O.U. (north-west)	Early Years					
	Working with Young People					
	Information Technology					
Total only(2004)		71	67	4		28
Salford University						
	Community Governance	94	76	18	94 PT	
	Aerospace Engineering	12			12PT	
	Business & Finance	23	10	13	23 FT	21 FT
	Computer Science	44	3	41	44 FT	
	Applied Microbiology	8				9
04 start	3D Design					
04 start	Health and Physical Recreation	8				8
04 start	Graphic Design					
04 start	Hospitality and Management					0
05 start	Youth and Community					
04 start	Holistic Therapy					(30FT 2 PT) provided at colleges below
Bolton CC	Health and Social Care					0
	Building, Surveying and Property Management	0				0
	Architectural Technology	0				0
	Holistic Therapies					7FT
	Construction Management	0				0
Bury	Early Years					0
	Tourism and Leisure					0
	Community Performance					0
City College						
04 start	Music and New Media					22 FT
04 start	Community Governance					10 PT
	New Media Design	10			10 FT	16 FT
Holy Cross						
	Supporting Teaching & Learning	65	64	1	65 PT	28PT
04 start	Pastoral					17PT
Hopwood Hall						
04 start	Early Years					28
	New Media Design	5			5 FT	3

North Trafford College	Community Governance	9	7	2		0
	Teaching and Learning Support for Primary Classroom Assistants					16
	Network Computing					0
MANCAT	Enterprise Computing	10	1	9	FT9 PT 1	22
	Internet Management	11	9	2		44 PT
Oldham College						
Sept. 04	Business Management					0
Sept. 04	Business Management and IT					0
Sept. 04	Community Governance					0
	Computer and Network Administration					Included below
	Computing					29 (above included)
	Construction					11 FT 12 PT
	Health and Social Care					0
	Early Years	15			15 PT	16 PT
	Architectural Technology and Interior Design					7 FT
Salford College	Health and Social Care	27	25	2		15PT
	Community Governance	18	18	0		
Stockport College						
	Early Years	42	41	1	42 PT	28 PT
	Holistic Therapies 04					13 (12 FT, 1PT)
Tameside College	New Media Design					
	Engineering					0
Wigan and Leigh		12	10	2		8 FT
	Forensic Science	9	1	8		
	Environmental Management					14 PT
	Community Governance	37	27	10		0
	Holistic Therapies					11 (10FT, 1PT)

* Enrolment numbers by gender, ethnicity and disability were asked for by e-mail for September 2003 and for projects for existing and new course for September 2005. The data was returned in different forms and has been separated into 2002- 2003-2004. The 2004 data has been gleaned by telephone and face to face rather than e-mail and a recommendation relating to the collection of foundation degree data in the future has been made.

Table 4.1 Foundation Degrees Greater Manchester

(This table contains a list of the foundation degrees offered in Greater Manchester in September 2004. There is also a contact name for the (in many cases) the course leader. This should be useful for anyone who wants to develop a specific foundation degree.)

HEI/FEC	Fdeg	FT/PT	Top-up	HEI Val	Contact
Bolton Institute	Architectural Technology	FT/PT	BSc(Hons) Architectural Technology	Bolton	Alan Cornthwaite course leader AC5@bolton.ac.uk
	Building, Surveying & Property Management	FT/PT	BSc(Hons) Building Surveying & Property Management	Bolton	As above
	Quantity Surveying & Commercial Management	FT/PT	BSc(Hons) Quantity Surveying & Commercial Management	Bolton	As above
	Construction Management	FT/PT	BSc(Hons) Construction Management	Bolton	As above
	Early Years	PT	BA(Hons) Early Childhood Studies	Bolton	L. Dove l.dove@bolton.ac.uk
	Health and Social Care	FT	BA(Hons) Health Studies, Nursing, Social Work, Community St.	Bolton	Gladys Johnson 01204 9033757
	Textile Production	PT/FT	BSc (Hons) Textiles	Bolton	Dave Hill (Course Leader) Tel: 01204 903502 Fax: 01204 903103 e-mail: djh1@bolton.ac.uk
	Clothing	PT/FT	Not available	Bolton	As above
	Footwear	PT/FT		Bolton	As above
MMU (Manchester)	Engineering	FT/PT	BSc(Hons) Engineering	MMU	John McCann jmccann@mmu.ac.uk
	Enterprise Computing	FT	BSc(Hons) Applied	MMU	Department of Computing &

			Computing BSc(Hons) Computing		Mathematics 0161 247 1500 Keith Miller
	New Media Design	FT	BA(Hons) Graphic Design	MMU	Iain Roberts, i.d.roberts@mmu.ac.uk
	Dental Technology	PT	BSc (Hons) Dental Technology		Mark Gilbert m.s.gilbert@mmu.ac.uk
	Supporting Teaching and Learning	FT/PT	BA (Hons) Special Needs BA (Hons) Education		
	Early Years Practice	PT	BA (Hons) Early Childhood Studies	MMU	Sylvia Phillips
	Health and Social Care	FT	BA(Hons) Health & Social Care	MMU	d.skidmorehcs@mmu.ac.uk Dave Skidmore
(Cheshire)	Business and Management	PT	BA (Hons) Business Management	MMU	Joy Grant 0161 247 6378
Open University	Early Years	PT	BA or BA(Hons) or GTP or PGCE	OU	North-west@open.ac.uk Tel: 0161 998 7272
	Working with Young People	PT	BA or BA(Hons) Childhood and Youth Studies	OU	As above
	Information Technology	PT	BSc(Hons) Computing	OU	As above
Salford University	Business and Finance	FT	BSc(Hons) Business Finance	Salford	John Davenport
	Community Governance	PT	BSc (Hons) Regeneration	Salford	John Davenport j.a.Davenport@salford.ac.uk
	Allied Health	FT	BSc(Hons) Diagnostic Radiography, Occup. Therapy, Physio. & Podiatry	Salford	Rachel Martin r.e.martin@salford.ac.uk
	Computer Science	FT	BSc(Hons) Computer Science	Salford	Dr Gordon T. Laws g.t.laws@salford.ac.uk
	Internet Computing	FT	BSc(Hons) Internet Computing	Salford	Ken Paley k.paley@salford.ac.uk
	Applied Microbiology		BSc(Hons) Applied	Salford	Dr Paul Kowabnik

		FT/PT	Bioscience		St. Helens College pkowabnik@sthelens.ac.uk
	Aerospace Engineering		BSc(Hons) Aerospace Business Systems	Salford	Dr Tony Jones a.h.jones@salford.ac.uk
	Holistic Therapies		BSc(Hons) Exercise Science	Salford	Dr Tim Duerden t.duerden@salford.ac.uk
	Youth and Community		BSc(Hons) Urban Regeneration	Salford	Julia Lucas j.lucas@salford.ac.uk
	Graphic Design		BA(Hons) Graphic Design	Salford	j.pemberton-billing@salford.ac.uk
	3D Design		BA(Hons) 3D Design	Salford	j.pemberton-billing@salford.ac.uk
	Health and Physical Recreation		BSc(Hons) Exercise & Health Science	Salford	Paul Wilson p.s.wilson@salford.ac.uk
	Hospitality and Management		BA(Hons) Hospitality and Management	Salford	Tessa Gurney t.r.gurney@salford.ac.uk
Ashton Sixth Form	Community Governance	PT	BSc(Hons)	Salford	David Hiles dwh@asc.ac.uk
Bolton CC	Architectural Technology	FT/PT	BSc(Hons) Arch. Technology	Bolton	Steve Stryker 01204 453395 steve.stryker@bolton-community-college.ac.uk
	Building Surveying and Property Management	FT/PT	BSc(Hons) B.S. & P.M.	Bolton	As above
	Construction Management	FT/PT	BSc(Hons) Construction Management	Bolton	As above
Bury College	Community Performance	FT	BA(Hons) various	Bolton	Performing Arts Team 0161 280 8280
	Leisure and Tourism Management	FT	BA(Hons) Leisure & Management	Huddersfield	Leisure Teaching Team 0161 280 8280
	Early Years	PT	BA(Hons) Early Childhood Studies	Bolton	Early Years Teaching Team 0161 280 8280

City College	Community Governance	PT	BSc(Hons) Regeneration	Salford	Fiona Skeoch Higher Ed. officer 0161 611 7630
	New Media Design	FT	BA(Hons) New Media BSc(Hons) Media Technology	MMU Salford	As above
	Music and New Media Management	FT	BSc(Hons) Media Technology	Salford	As above
Holy Cross	Supporting Learning and Teaching	PT	BA(Hons) Inclusive Education	L Hope	Elizabeth King ejk@holycross.ac.uk 0161 762 4513
	Pastoral Skills	PT	As above	L Hope	As above
Hopwood Hall	New Media Design	FT/PT	BA(Hons) Graphic Design	MMU	Julian Smith Julian.smith@hopwood.ac.uk
	Early Years Practice	PT	BA (Hons)Early Years Practice	Bolton Institute	
MANCAT	Enterprise Computing	FT/PT	BSc(Hons) Applied Computing BSc(Hons) Computing	MMU	Stephen Hunt 0161 953 5995 ext. 4153
	Architectural Technology	FT/PT	BSc(Hons) Arch. Tech.	Bolton	Chris Holt 0161 223 1186 ext. 6540
	Building, Surveying & Property Management	FT/PT	BSc(Hons) B.S. & P.M.	Bolton	As above
	Quantity Surveying & Commercial Management	FT/PT	BSc(Hons) Q.S.& C.M.	Bolton	As above
	Construction Management	FT/PT	BSc(Hons) Construction Management	Bolton	As above
	Computer Network Management	PT	BSc (Hons) Computing	Open University	Phil Nickisson 0161 953 5995 ext. 4153
	Automotive Retail Management and Engineering		BSc(Hons) Motor Vehicle And Transport	Bolton	Dave Marsland/Kevin McCann 0161 953 5995 ext. 3433/3428

North Trafford College	Community Governance	PT	BSc(Hons) Regeneration	Salford	Geoff Appleton g.appleton@ntc.ac.uk
	Teaching and Learning Support for Primary Classroom Assistants	PT	BA(Hons) QTS in Primary Education (Edge Hill)	Lancaster	Claire Hollis 0161 886 7055
	Network Computing		BA/BSc(Hons) Computing Studies	Sunderland	Susan Bhatti 0161 886 7051
Oldham College	Construction	FT/PT	BSc(Hons) Construction Project Management BSc(Hons) Facilities Management	UCLan	Kevin Beal k.beal@oldham.ac.uk
	Early Years		BA (Hons) Early Childhood Studies/ITT	Bolton	Jacqueline Jones
	Health and Social Care	PT	BA (Hons) various see above Bolton Institute	Bolton	
	Architectural Technology and Interior Design	FT/PT	BSc(Hons) Design	UCLan	Janet Lay Janet.lay@oldham.ac.uk
	Computing	FT	BSc(Hons) Computing BSc(Hons) BIT BSc(Hons) Software Eng.	Oldham	Harry Aspinall Harry.aspinall@oldham.ac.uk
	Computer and Network Administration	FT	BSc(Hons) BIT	Oldham	As above
	Business Management	FT	BA(Hons) Business Management BA(Hons) Finance BA(Hons) Personnel	Oldham	As above
	Business Management with IT	FT	As above	Oldham	As above
	Business Information Technology	FT	BSc(Hons) BIT	Oldham	As above

Salford College	Community Governance	PT	BSc(Hons) Urban Regeneration	Salford	Ruth Potts Faculty Management 0161 702 8272
	Early Years	PT	BA (Hons) Early Childhood Studies- ITT	Bolton	Lynne Smith Faculty Professional Studies & Care Services 0161 702 8272
	Holistic Therapies	FT	BSc(Hons) Urban Regeneration	Salford	Sue Bond Faculty Hair and Beauty
	Health and Social Care	FT	BSc(Hons) various see Bolton HEI above	Bolton	Lynne Poole-Smith 0161 211 5047
Stockport College	Early Years	PT	BA(Hons) Early Childhood Studies	L JMoores	Amanda Davis Amanda.Davis@stockport.ac.uk
	Holistic Therapies	PT	BSc(Hons) Exercise Science	Salford	Duncan Crossland Duncan.crossland@stockport.ac.uk
	Construction	FT	BSc(Hons) Construction	Bolton	0161 958 3207 Technology Faculty
Tameside College	New Media Design		BA(Hons) New Media BSc(Hons) Media Technology	MMU Salford	Shelley Hardcastle Shelly.hardcastle@tameside .ac.uk
Wigan and Leigh College	Community Governance	PT	BSc(Hons) Urban Regeneration	Salford	Susan Myles 01942 761868
	Environmental Management & Science	FT	BSc(Hons) Environmental Management	UCLan	Sixth Form Arts and Care 01942 811979 David Mogg
	Forensic Science	FT	BSc(Hons) Forensic Science	UCLan	As above
	Early Years	PT	BA(Hons) Early Years, ITT	UCLan	Anita Warhurst a.warhurst@wigan-leigh.ac.uk
	Information Technology	FT	BA/BSc(Hons) Computing Studies at Wigan	Sunderland	Paul Molyneux p.molyneux@wigan-leigh.ac.uk
	Network Computing	FT	BA/BSc(Hons) Computing Studies at Wigan	Sunderland	As above
	Business	FT	BA(Hons) Business	UCLan	As above
	E-Business FT	FT	BA(Hons) E-Business	UCLan	As above
	Holistic Therapy	FT	BSc(Hons) Exercise Science	Salford	Bev Higham 01942 761600
	Youth Work	PT	BSc(Hons) Urban Regeneration	Salford	Maureen Hewitt 01924 761600