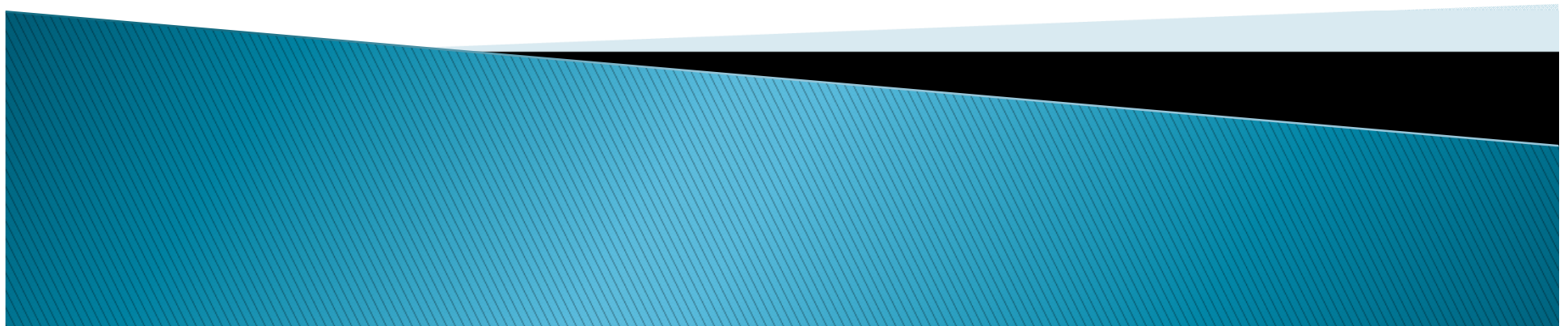
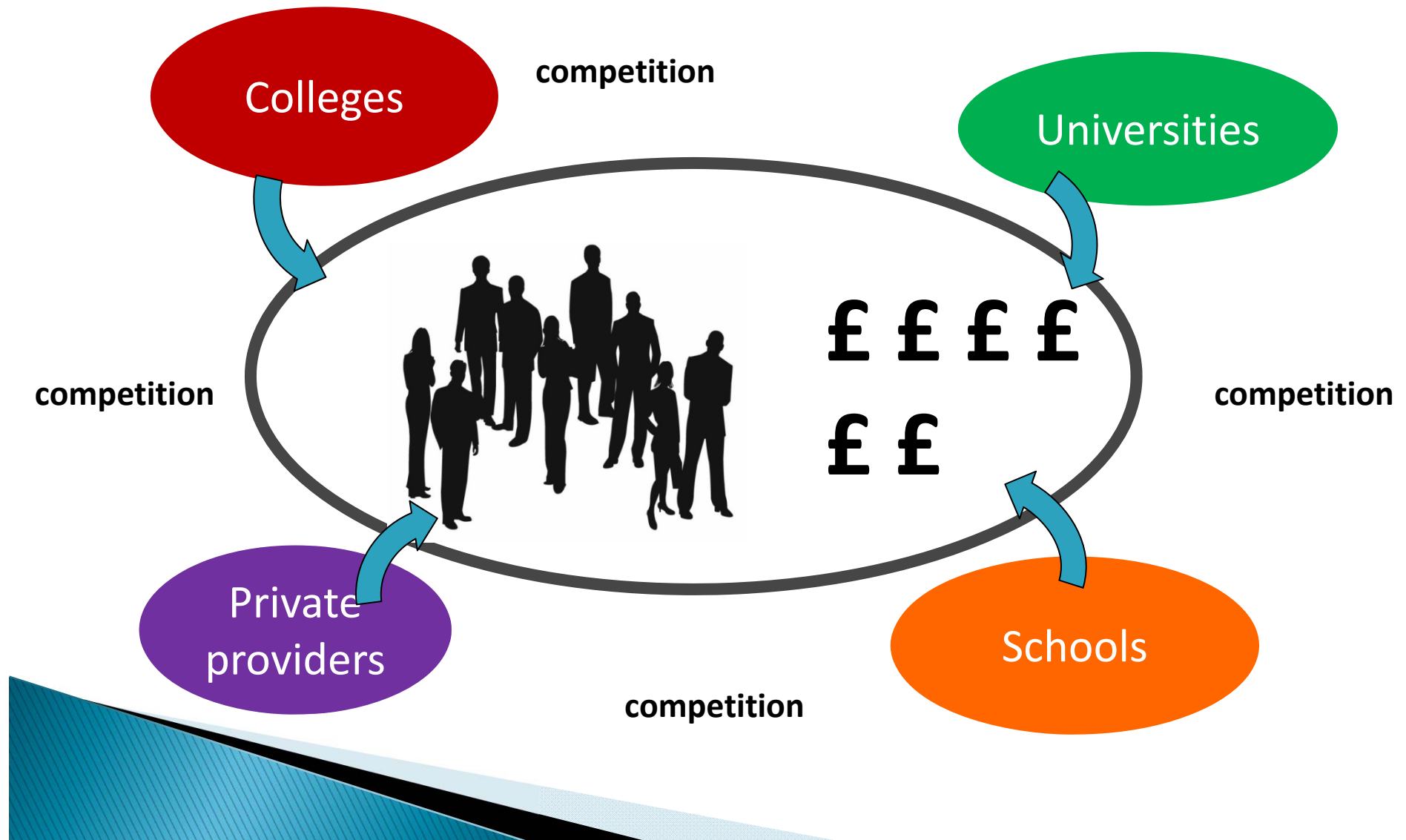


Back to the future; Changing Colleges, Transforming Lives

Dr David Collins



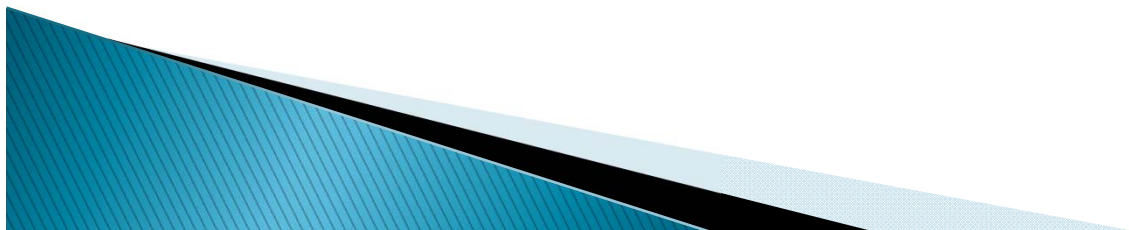
The Education Sector



The College Sector

Programmes primarily
for those aged

- ▶ 16–18 on full or part time courses
- ▶ 19+ on full or part time courses
- ▶ 19 + Higher Education
- ▶ 16–25 taking Apprenticeships



Vocational and Academic Provision



How Colleges are funded

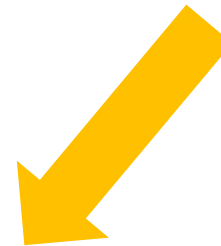
**Skills
Funding
Agency**




**Education
Funding
Agency**



hefce



**Between
50% and
80% of
college
funding
comes from
the
government**



19+



16-18

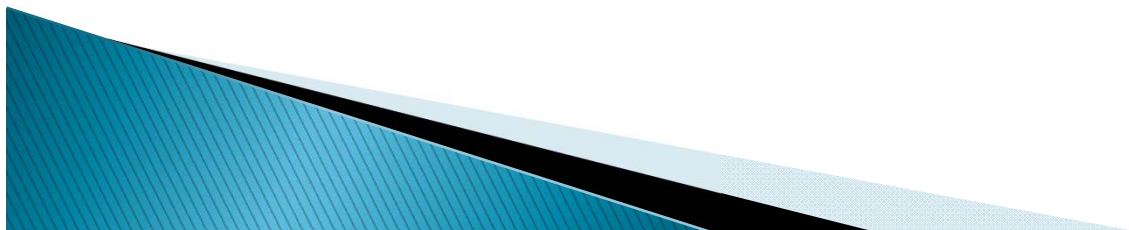


**University
level**



Key Components of the Quality System

- ▶ National examination bodies overseen by Ofqual (the regulator)
- ▶ Restricted number of funded qualifications
- ▶ Readily available benchmark data on outputs (Success rates)
- ▶ Teacher observation in all colleges
- ▶ Annual self assessment reports and quality improvement plans
- ▶ Ofsted inspections
- ▶ The FE Commissioner (Since 2013)

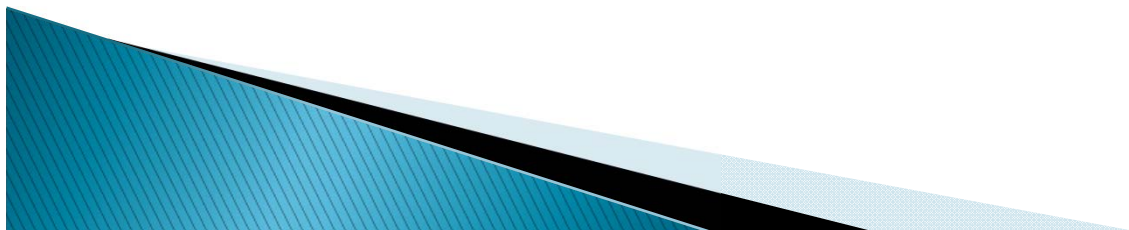


The Political and Economic Climate



State of the Nation

- Public sector finances are in a pretty poor state
- Employers and individuals are less willing to invest in their education and training
- At the same time, an investment in skills is seen as of fundamental importance to Britain's long term future



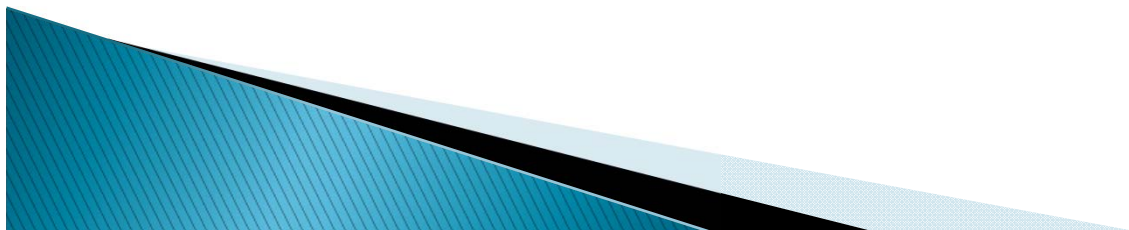
A largely unsettled outlook

- A debate as to what should be done where and where power and responsibility should lie (national, regional, local priorities)
- Schizophrenia as to the private or public role of colleges (Collaboration v Competition)
- A desire by the government to determine how programmes are delivered as well as the overall strategy



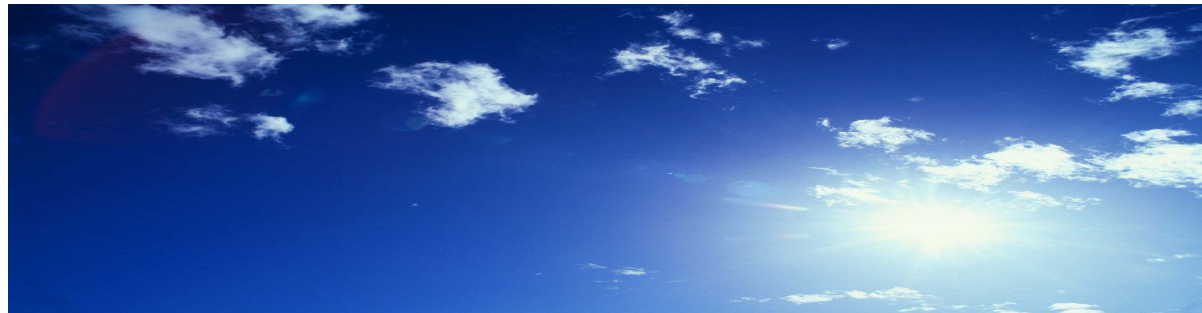
Changeable ?

- Work is contestable
- The Government is keen to introduce new providers to the market
- There will be a growth in Adult Apprenticeships for those aged 19–25 and 25 or over
- Employers may have their own in-house programmes
- There is to be a significantly increased emphasis on income generation by providers – from fees and full-cost activity



Long range forecast

- ▶ The impact of technology (on line learning?)
- ▶ Global competition for education?
- ▶ The emergence of major private providers (niche markets?)
- ▶ Mega Colleges v Core and Outsourcing models?
- ▶ More enforced collaborations?



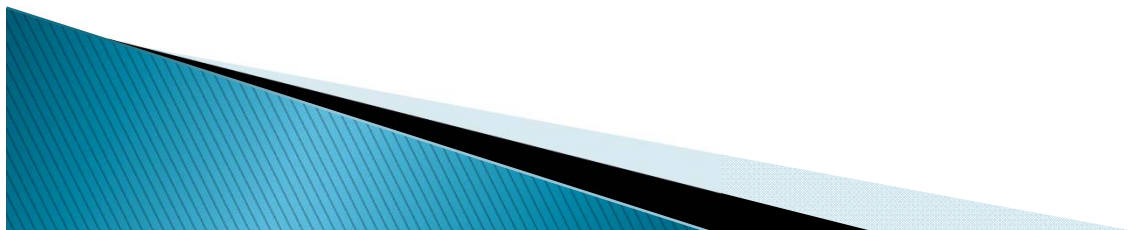
In summary

- ▶ A Conservative Government
- ▶ committed to developing skills as the key to economic growth
- ▶ in a time of austerity and restrictions on public finance and funding
- ▶ where Colleges are independent corporations
- ▶ that are able to do what they wish
- ▶ without any real Government control
- ▶ and where collaboration and competition are both encouraged!



The FE Commissioner

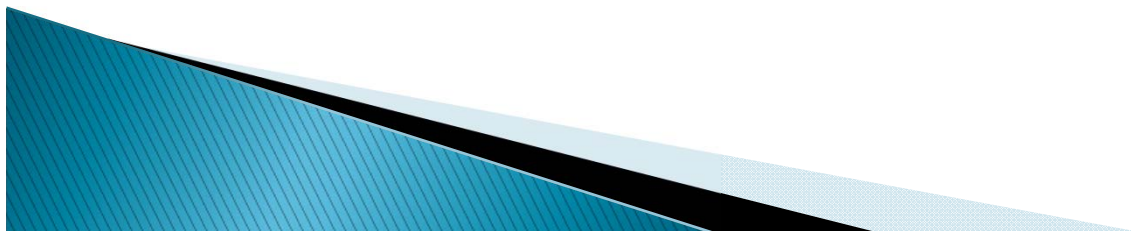
- ▶ A new post created in 2013
- ▶ responsible to the Minister for Skills
- ▶ with powers to intervene when colleges are considered to be inadequate in terms of their financial health or quality
- ▶ and advise the Minister on possible courses of action
- ▶ to remedy the situation





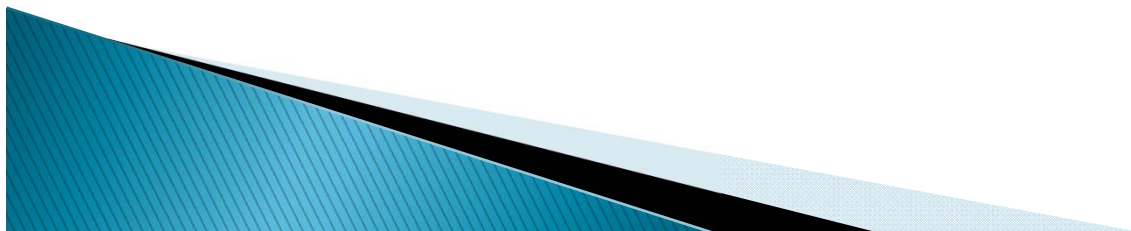
Possible Courses of Action

- ▶ Recommending changes to the way in which the college is run
- ▶ Removing/Replacing board members and/or senior staff
- ▶ Conducting a Structure and Prospects Appraisal
- ▶ Invoking 'Administered Status' restricting independent action
- ▶ Merging/Demerging or Closing the institution



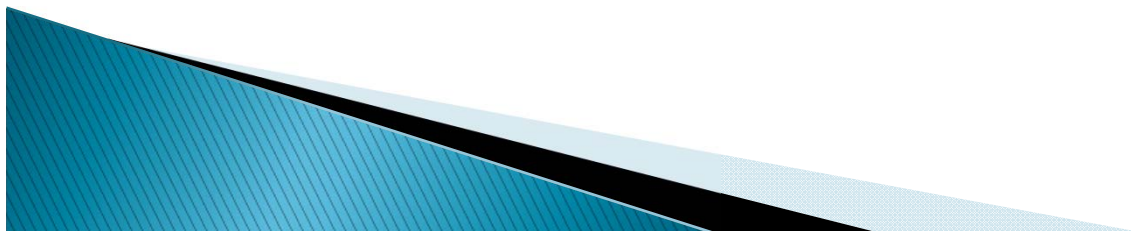
Reasons for Intervention

- ▶ A 'failed' Ofsted Inspection (Grade 4)
 - ▶ Programmes falling below minimum standards in terms of their success rates
 - ▶ Poor financial control
 - ▶ Inadequate financial health
-
- ▶ Concerned less with identifying problems and more with the reasons behind them and how to solve them



The Intervention Process

- Starts with a one week assessment involving the Commissioner and two advisers
- which provides advice and a full report to the Minister
- and a summary report with recommendations that is sent to the college
- followed by a response from the college
- and the publication of the summary on line (www.gov.uk)



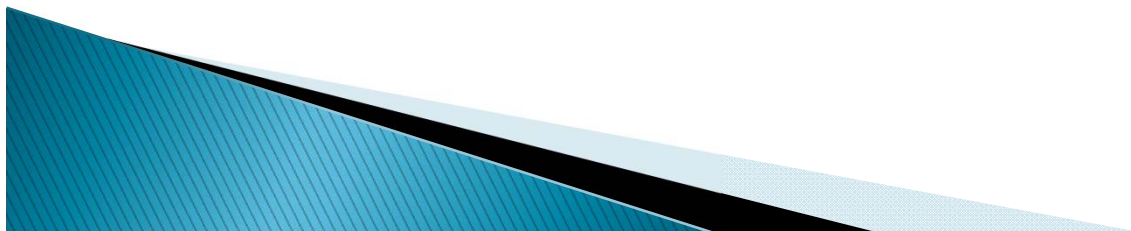
The Structure and Prospects Appraisal

- Carried out over a period of 3 months
- considering whether there are possibly better ways of providing programmes for learners and employers in the area
- involving extensive consultation with stakeholders and other providers
- leading to alternative proposals being brought to the Corporation Board
- and a recommendation being made to the Minister



The Story so Far

- ▶ 32 interventions (28 colleges and 4 local authorities)
- ▶ the majority of which are for financial reasons
- ▶ with 9 'signed off'
- ▶ and 9 nearing 'sign off'
- ▶ and 4 particularly difficult cases



Structural Outcomes

- One demerger
- Two mergers completed
- Four mergers underway
- Six Chair resignations
- Eight changes of Principal as a direct result of the intervention
- Twenty major changes of Board memberships
- X restructurings of management teams
- 24 colleges 'back on track'



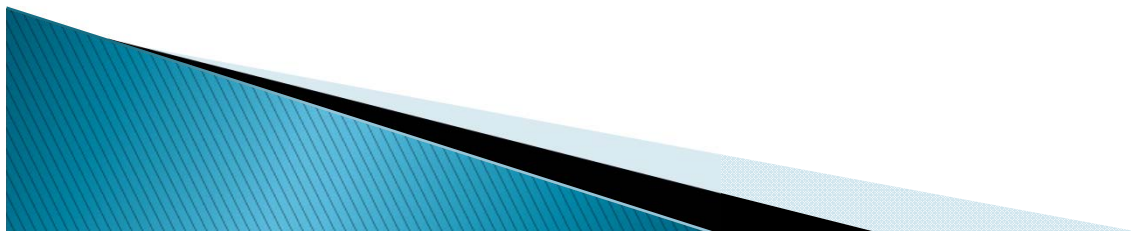
Key Issues

- ▶ Weaknesses in Boards in terms of their skills and the ability to challenge senior teams
- ▶ Poorly constructed management teams
- ▶ Lack of training/mentoring for new Principals
- ▶ Inability to deal with poor performance swiftly and effectively
- ▶ Allowing the college's core mission to drift



Quality Issues

- ▶ Insufficient attention to ensuring the right students are on the right course
- ▶ Poor teaching/learning acknowledged but not adequately addressed
- ▶ Lack of strategies to address student attendance and retention issues
- ▶ Weak monitoring of student progress
- ▶ Poor management information (e.g. lack of information with regard to student destinations)

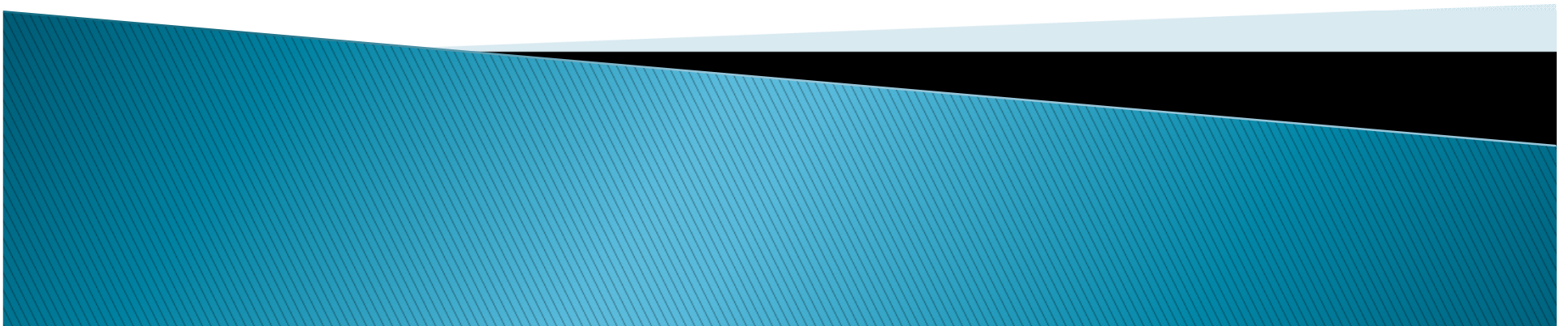


Finance

- ▶ Weak financial forecasting
- ▶ Not linking financial plans with curriculum plans
- ▶ Over-borrowing to meet new capital developments (Max recommended 40% of turnover)
- ▶ Lack of benchmarking against sector norms (e.g. % of turnover spent on staff costs Average 63% but reducing)
- ▶ Small class sizes and poor utilisation of staff

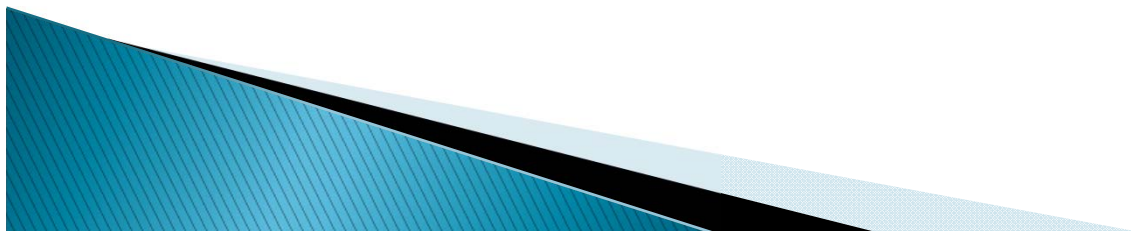


System Changes



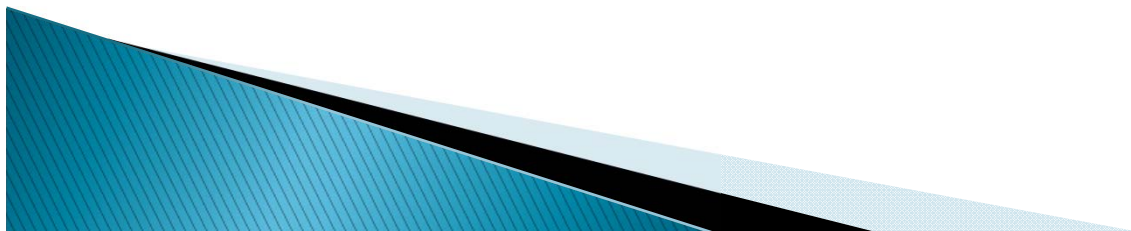
Changes of Emphases – On the way back...

- ▶ Apprenticeships
- ▶ Training levies (July 2015)
- ▶ Increased collaboration through area reviews (July 2015)
- ▶ Focus on English and Mathematics
- ▶ Polytechnics ? (More HE in FE)

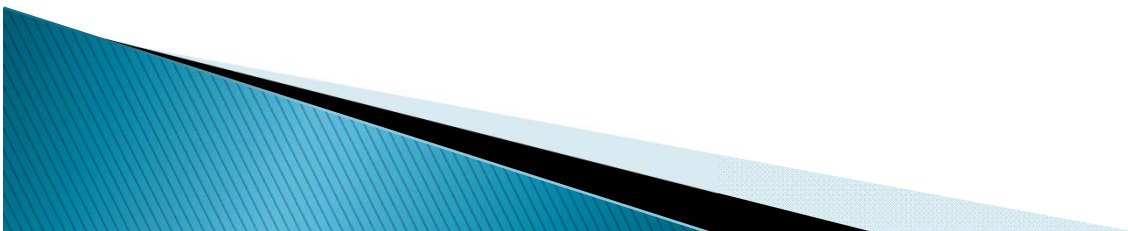


Still missing...

- ▶ Recognition of the need for lifelong learning (cuts in the adult skills budget) Night school?
- ▶ Training for Principals and Management Development Programmes
- ▶ Compulsory teacher training for college staff
- ▶ Good careers advice for those in school
- ▶ Any form of centralised planning



So where are we going?



Moving forward

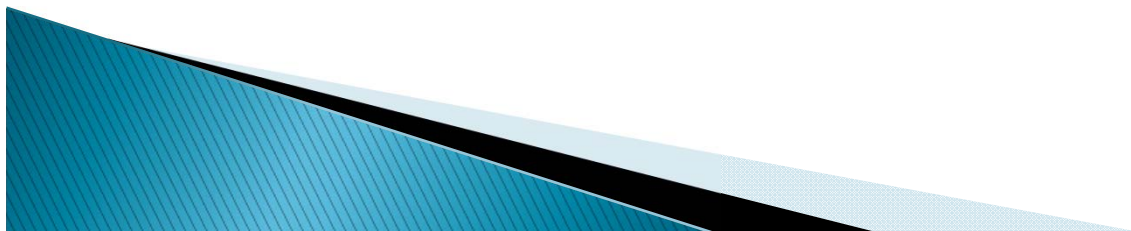
Redefining the role of the (FE) College

“Technical and professional education from levels 1 to 5 (degree level) to support local, regional and national economic needs”

Designating colleges as ‘Institutes of Technology’

Introducing national colleges in areas of specialism
(e.g. nuclear, gas and oil)

Encouraging (enforcing?) collaboration between colleges rather than competition



The Challenges

- ▶ The absence of an integrated approach to education and training across public sector institutions
- ▶ Competition between schools/colleges/universities
- ▶ The failure to adapt the curriculum to changing needs
- ▶ The weighting of funding to the young
- ▶ The low level status of vocational qualifications



Basic questions

- ▶ Do we need publicly funded colleges at all and if so what are they for?
- ▶ How long will they exist in their present form?
- ▶ How will they be affected by technology and a changing sense of place?
- ▶ Will they be replaced by vocational training “outlets”?
- ▶ And/or virtual campuses?



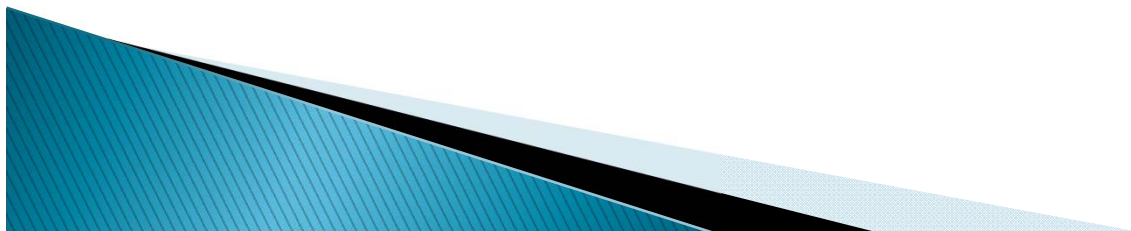
The 5–10 year term

- ▶ More specialisation
- ▶ Part-time provision replacing full time courses
- ▶ Increasing use of technology (integrated)
- ▶ More learning/less teaching
- ▶ More involvement of employers



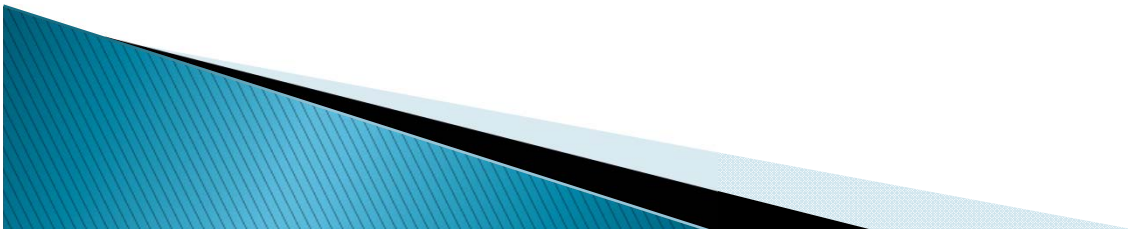
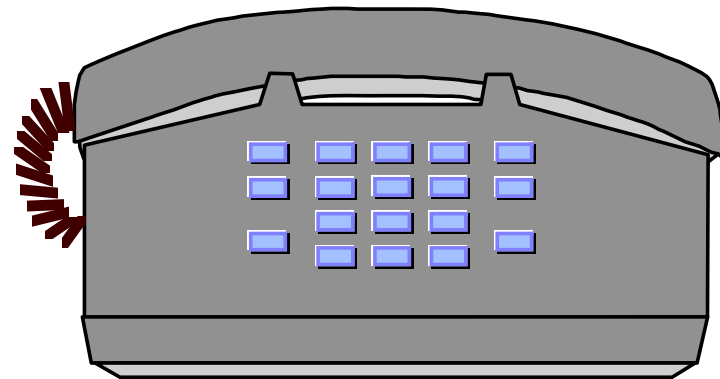
Staff adaptations

- ▶ Developing dual professionalism
- ▶ Learning to use the technology effectively
- ▶ Keeping updated with industry
- ▶ Being less of the teacher, more of the 'guide on the side'
- ▶ Becoming more involved in curriculum design for individuals rather than knowledge transfer to groups



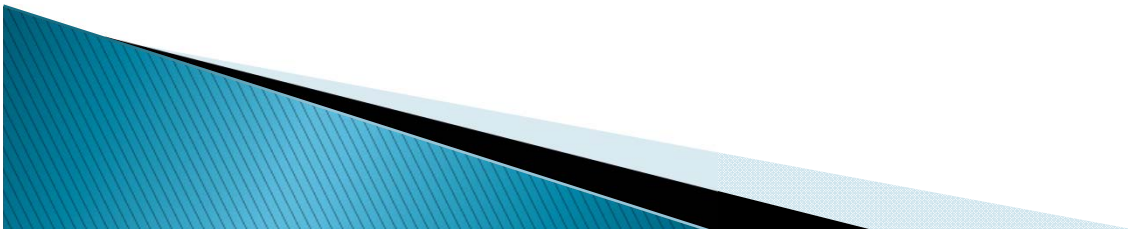
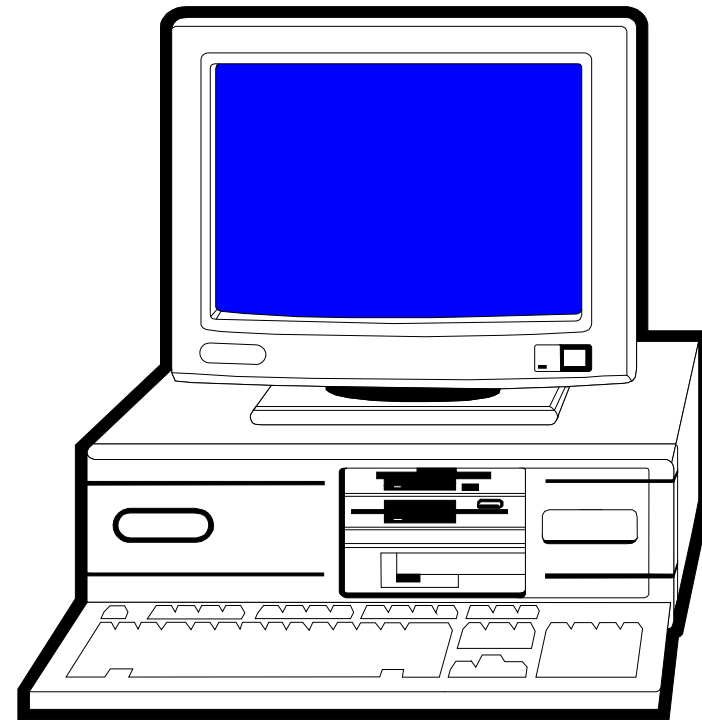
Looking further ahead

“This ‘telephone’ has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us”
Western Union memo
1876



Predicting the future

“Computers in the
future will weigh no
more than 1.5 tons.”
Popular Mechanics
1949



Beyond 10 years?

- ▶ Fewer in number
- ▶ Greater specialisation/less competitive
- ▶ Smaller campuses
- ▶ Increasing support for adults (a revival)
- ▶ Incentives for individuals to invest in their training



Surviving only if...

- ▶ The concept of public service triumphs over institutional survival
- ▶ We provide better targeted training for leaders, managers and staff
- ▶ New roles are invented to meet new needs (with new salaries)
- ▶ There is an increased focus on the learner and what he/she already knows and has access to
- ▶ We start looking beyond the immediate



Classroom Evolution ?



?

College run businesses



The World of the Teacher

- ▶ A loss of power, authority and control?
- ▶ A challenge with regard to what needs to be taught (Knowledge? Skills?)
- ▶ A different relationship with the student?
- ▶ A struggle to keep up to date? (the speed of the dissemination of new knowledge and the advance of technology)
- ▶ A different skills set and training need?



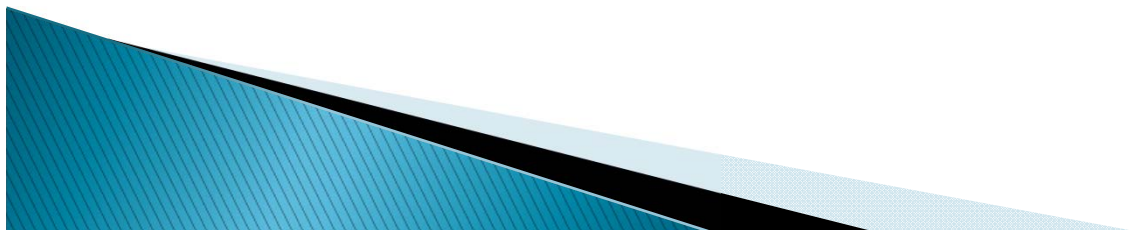
The World of the Student

- ▶ Free and easy access to knowledge on demand
- ▶ Technically increasingly competent in new ways of communication
- ▶ Able to challenge – with authority?
- ▶ Lost in a sea of opportunity surrounded by flotsam and jetsam ?
- ▶ Unconvinced by the value of “learning”?



The Way Ahead?

- ▶ The need for revolution – not evolution ?
- ▶ A new curriculum based on what is needed *now* – *and in the future*
- ▶ New models of delivery , with lifelong accessibility and support
- ▶ Embracing technological change – not trying to predict it or resist it
- ▶ Recruiting only the best as teachers and guides



Changing curriculum?

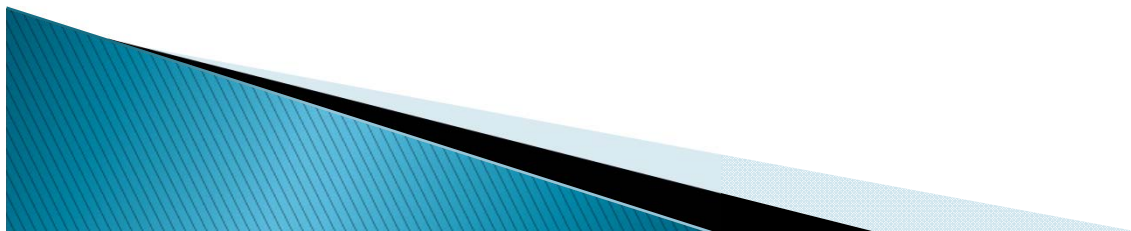
$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

$$\begin{aligned} y &= x^2 + 2x - 3 \\ \frac{-2 \pm \sqrt{(2)^2 - 4(1)(-3)}}{2(1)} \\ &\quad \downarrow \\ \frac{-2 \pm \sqrt{4 + 12}}{2} &\rightarrow \frac{-2 \pm \sqrt{16}}{2} \\ \frac{-2 \pm 4}{2} &\rightarrow \frac{-2+4}{2} \rightarrow \frac{2}{2} \rightarrow 1 \\ &\quad \searrow \\ &\quad \frac{-2-4}{2} \rightarrow \frac{-6}{2} \rightarrow -3 \end{aligned}$$

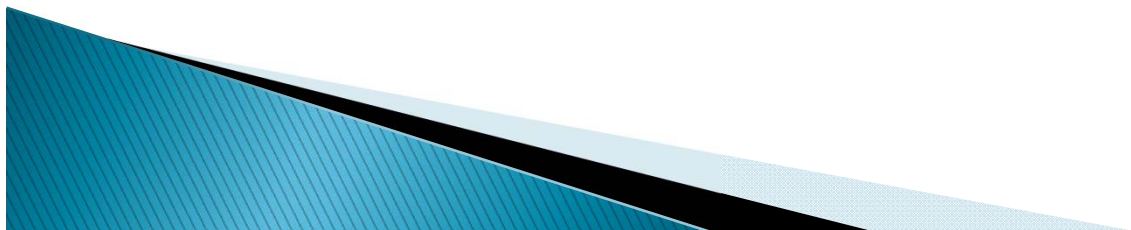
© mathscissors.com

The Impact of Technology

- ▶ Changing relationships
- ▶ Changing communications
- ▶ Changing the nature of work and play
- ▶ Changing how we live and think
- ▶ Changing where we are



Changing communications

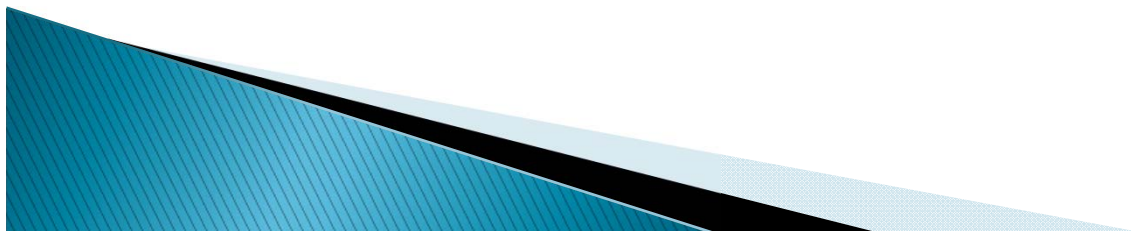


Changing professions

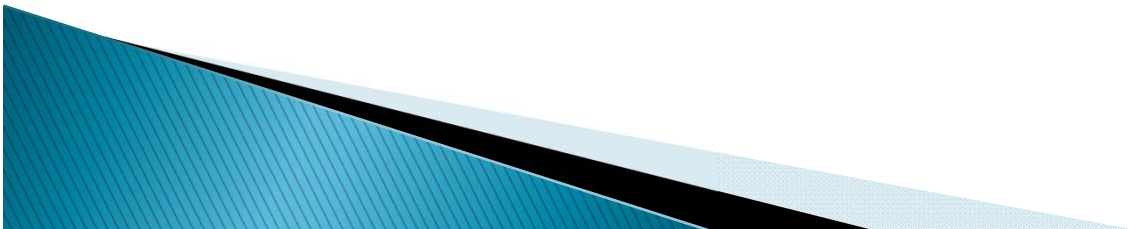


The Brave New College World?

- ▶ Developing new partnership arrangements with a variety of organisations
- ▶ Sharing resources and staff with industry
- ▶ Giving a greater emphasis to developing generic transferable skills (e.g. working in a team and the ability to problem solve)
- ▶ Encouraging “just in time” learning
- ▶ Preparing for life as we know it (and will know it?)



How fast do we want to evolve?



How will she develop her skills?



Back to the future; Changing Colleges, Transforming Lives

Dr David Collins

