

Are big cross-sectoral changes coming? Higher and Further Education in England, 28 July 2020



00:27:58 Richard Blackwell: After many false dawns, are we now on the cusp of the re-invention of polytechnics, focussed mainly on levels 3, 4 and 5 provision? Richard Blackwell

00:28:06 Simon Marginson: Don't forget to ask your question early

00:36:13 Mike Ratcliffe: I'd be interested in the panel's view on the issue of level. There seems to be a wilful confusion in England between the things that happen in HE or FE institutions and things that are at FE or HE level – ie L3 or Level 4/5/6. That category mistake seems to cause a huge tangle – not least as that the gets confused with terms like technical education.

00:39:15 Simon Marginson: We have Mike Ratcliffe and Richard Blackwell on the call list. More names are welcome

00:39:35 Maia Chankseliani: Excellent talk, Ellen. 'System' is definitely missing in many contexts, including but not limited to England, America, and Australia, to name a few. What I find even more fascinating is the lack of 'systemness' in the academic work on tertiary education. We have clear divisions between those studying HE/universities and those studying VET/FE. There are different journals and different learned societies that reflect the divisions between HE and FE. Academics like yourself are rare. How do you think we can facilitate bringing the two together?

00:45:59 John Anchor: Should the policy priority in England be on improving the position of those who do NOT go to university, particularly those without 5 GCSEs, rather than reducing the numbers (or share) who do?

00:48:05 Nick Ratcliffe: While opportunities for adult learning remain limited, the working population will be reliant on their secondary education and any higher education to give them skills in the workplace. Is there evidence as to whether graduates are better able than non-graduates, to adapt to changes in the labour market - e.g. the advent of new technologies or businesses/industries?

00:52:12 David James: There are so many difficulties with the use of granular measures of graduate earnings, based as they are on simplistic and individualised 'human capital' assumptions. Could policymakers be persuaded to look at sector-level data instead? E.g. the creative industries are an immense export, vital for the UK economy!

01:07:50 Mike Ratcliffe: that's a key point - the English fascination with an associate degree - the attempts to get HND/DipHe/Foundation degree underway.

01:20:20 CGHE Webinars: Hi all, just a quick note that to get the latest CGHE research and hear about our upcoming webinars, you can join our mailing list here:

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01:20:51 CGHE Webinars: A recording of this webinar will be on the CGHE website tomorrow morning: <https://www.researchcghe.org/events/cghe-seminar/are-big-cross-sectoral-changes-coming-higher-and-further-education-in-england/>

01:21:46 Nick Ratcliffe: Graduate earnings have become important because the Whitehall Government wishes to see a return on its investment (through the Student Loan Book) in HE. An income contingent loan scheme means there will be a focus on UG courses whose graduates do not repay the full amount of their student loan.

01:29:26 David James: Many thanks - very good session.

01:29:43 Doria Abdullah: thanks everyone! great session

01:29:59 Cristina Carvalho: Very nice seminar! Thanks from Brazil!

01:30:12 Andrés Bernasconi: thanks for the webinar! very interesting!

01:31:07 Nick Ratcliffe: Thanks to everyone for their contributions.

01:31:07 Linh Nguyen: Thank you so much Ellen, Rachel, Gareth and Simon for your great insights, and many thanks others for your critical views.

01:31:14 Young-Hoon Koh: thank you very much for the great session!

01:31:18 Trif Victorița: Thank you!

01:31:24 Alfonso Cuesta: thank you