This seminar explores the costs and benefits of the shift in England to sub-contracting, or “franchising”, of the teaching of courses in higher education institutions to further education colleges, including the impact on students and teaching quality. It considers the lessons Australia can draw from the UK experience.
Franchising higher education in further education colleges: does it widen participation?

TAFE Directors Australia (TDA), National Centre for Student Equity in Higher Education (NCSEHE) and the LH Martin Institute jointly host an evening seminar with special guest speaker Professor Gareth Parry.

Overview

One of the distinctive features of the shift to mass higher education in England is ‘franchising’: the sub-contracting of the teaching of courses in higher education institutions to further education colleges. Franchising is becoming more widespread in Australia as universities sub-contract TAFE institutions and other VET providers to delivery their programs.

The introduction of ‘student-driven’ funding in higher education after 2012 will see the expansion of franchising as universities partner with VET to expand their share of the higher education market. There is great enthusiasm for franchising in Australia, however, there are risks as well as opportunities for all parties, and it is important that we learn from experience overseas. This presentation will outline the English experience of franchising and consider the implications for Australia.

Who should attend

This is a free seminar for senior managers in universities, TAFE institutions and other tertiary education institutions, and policy makers, peak bodies and researchers.

Location & dates

Friday, 8 October 2010
LH Martin Institute, 715 Swanston St Carlton, Victoria

This seminar will run from 4.00pm – 6.00pm, and will be followed by light refreshments.

Registration

This seminar is expected to attract considerable interest and pre-registration is essential. To register visit: www lhmartinstitute edu au
Key issues

– What are the costs and benefits of franchising to each party?
– Who is responsible for the quality of the student experience?
– Which types of courses and what kinds of students are involved?
– Is franchising about the democratisation of access or the diversion of demand into low-cost settings?
– What are the lessons of the last twenty years?
– What are the implications for tertiary education institutions in Australia?

Speaker

Gareth Parry
Professor of Education, University of Sheffield

He has held academic positions at Surrey, Warwick and City Universities and the University of London Institute of Education. The early part of his career was spent teaching in further education colleges and open college networks in London. He was a consultant to the Dearing committee of inquiry into higher education (1996-97) and the Foster review of further education colleges (2004-05).

In 2001 he was elected a Fellow of the Society for Research into Higher Education. In 2008, he was appointed to the Management Board of Foundation Degree Forward.

He led a two-year ESRC-funded study titled Universal Access and Dual Regimes of Further and Higher Education (the FurtherHigher Project): www.sheffield.ac.uk/furtherhigher. He is the author of numerous reports and articles on dual-sector provision in the UK and has researched franchising arrangements between further education colleges and universities.

About the LH Martin Institute

The LH Martin Institute for Higher Education Leadership and Management has been established to enhance tertiary education in Australia and New Zealand by providing a suite of programs and activities focused on institutional management and leadership within this sector. We are committed to developing the knowledge and skills of both current and aspiring leaders to ensure they meet their personal and organisational goals.

Our activities include postgraduate award programs, executive education programs, conferences, public seminars, research and consulting projects.

www.lhmartininstitute.edu.au

About the NCSEHE

Founded in 2008, the National Centre for Student Equity in Higher Education (NCSEHE) is a research centre funded by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) and hosted by the University of South Australia. The work of the National Centre informs student equity policy and practice in Australian higher education. If you would like to be notified of other NCSEHE events, email Dee.Farnell@unisa.edu.au.

The National Centre’s research is informed by three themes: aspiration, mobility, and voice. For more information on these themes, the National Centre and its feature-rich website, equity101, please visit:

www.equity101.info/content/national-centre-student-equity-higher-education

About TAFE Directors Australia

TAFE Directors Australia (TDA) is the peak national body representing Australia’s 59 public TAFE Institutes and university TAFE divisions, and the Australia-Pacific Technical College (APTC). TDA provides a national voice for the public vocational education and training (VET) sector.

Australia’s TAFE Institute network is the largest and most diverse tertiary education sector in Australia, with more than 1,300 locations across Central Business Districts (CBD), suburban, regional and remote locations. Many Institutes offer further services through the Asia-Pacific and other offshore regions. The core business of TDA is to support its member Institutes and advocate for quality skills in Australia.

www.tda.edu.au
Further information

Detailed information regarding the full range of LH Martin Institute programs is available on the Institute website:
www.lhmartininstitute.edu.au

The institute, in response to the needs of the sector, is continually developing and conducting new programs, research and other collaborative projects. To be kept informed we encourage you to subscribe online to receive the latest information via the Institute's monthly digital newsletter.

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Disclaimer

The information in this outline was correct at the time of printing. The LH Martin Institute reserves the right to make changes as appropriate.

As details may change, you are encouraged to visit the Institute's website or contact us for updated information.

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