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International Study concerning Post-initial Higher Education Opportunities

Dear Sir or Madam,

we would greatly value having your input on the following issues concerning post-initial higher education opportunities in the United Kingdom.

As you would know, 29 countries, amongst them Germany, have committed themselves to implementing the Bologna Process. These European countries have a clearly defined common goal, that is, to create a European space for higher education in order to enhance the employability and mobility of EU citizens and to increase the international competitiveness of European higher education by creating an overall convergence at the European level.

As one of the consequences, the higher education systems of several European countries are presently undergoing major changes such as the introduction of undergraduate and postgraduate levels, the elimination of remaining obstacles to the free mobility of students (as well as graduates, teachers, researchers and administrators) and the adoption of a common framework of readable and comparable degrees. Whilst doing so, these countries certainly stand to benefit from the experience of countries, such as the UK that have already carried out significant reforms in their higher education system.

The international comparative study we are conducting aims to give a representative overview of the structure and organisation of post-initial higher education opportunities in the United States of America and in Europe, including countries such as Austria, Finland, France as well as Great Britain and Germany. The study is being conducted within the framework of the German Association for University Continuing and Distance Education (DGWF) and has been commissioned by the Federal Ministry of Education and Research. The Institute for Professional Education and Training (f-bb) is a non-profit association that promotes vocational education and training through applied research.

As you might be aware of, the provision of continuing higher education in Germany and in certain other European countries is more distinct from the provision of general or initial higher education and the questions in the survey ought to be seen in light of this particular cultural perspective. We would be therefore also interested in your opinion and your experience concerning the distinction of mature students, particularly those who re-enter university after their initial higher education and a period of time spent in the workforce and first degree students. We would also like to know what trends you anticipate in the near future concerning the issues raised in the survey.

Thank you in advance in anticipation of your assistance.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Brigitte Geldermann', written in a cursive style.

Brigitte Geldermann
Manager Research Area Continuing Education
f-bb Forschungsinstitut Betriebliche Bildung

Questionnaire concerning the Development of Post-initial Higher Education Opportunities in Great Britain

Your Name: _____

Your Position: _____

University / College: _____

Institution:
(e.g. centre, faculty) _____

Telephone: _____

Email: _____



D G W F



A The forms, organisational structure and management of post-initial education opportunities for mature students¹ at your institution

A0 What learning opportunities do you provide for mature students, particularly for those who re-enter higher education?

	Please specify the courses or please give a link
Continuing Professional Development courses	
Short courses	
Summer schools	
Taster courses	
Training provision for local firms	
Open access courses / Access to Degrees Studies	
Non-credit bearing courses	
Full-time BA, MA, Diploma or Certificate of Higher Education, Ph.D. etc	
Part-time BA, MA, Diploma or Certificate of Higher Education, Ph.D. etc.	
Distance learning courses	
Which of these offerings are run in collaboration with companies?	
Other, please specify: _____	

¹ We regard mature students as students who have already obtained a first degree or an equivalent and who have returned to university or college to continue their studies“

A1 Organisation and legal framework

*A1.1 How is the provision for mature students particularly for those who re-enter higher education organised?
(Multiple answers are possible)*

- Academic institution /academic centre
 - Central university or FE college administration
 - Department within the central administration/ within the scope of work of the central administration
 - Staff department / Administrative department
 - Part of a faculty or of a department
 - Associated institute
 - An institution not associated with your university
 - Other,
Please specify: _____
- _____

A1.2 Are learning opportunities for mature students particularly for those who re-enter higher that are subject to fee or remuneration exclusively being offered by the aforementioned institution(s)?

- yes
- no

If „no“, then: which other organisational units of the university are offering learning opportunities for mature students which are subject to fee?

*A1.3 If there are part-time courses of study that are part of a the provision for mature students particularly for those who re-enter higher education and which are subject to fee at your university, then who is responsible for organising and managing them?
(Multiple answers are possible)*

- Institutes or centres for continuing education
- Faculties / departments
- At my university, there are no part-time courses of study that are subject to fee.
- Other,
Please specify: _____

A2 Management Structure

A2.1 Who manages the provision for mature students particularly of post-initial higher education opportunities... (Multiple answers are possible)

- An academic director (professor) with a teaching load reduction
- An academic director (professor) without a teaching load reduction
- A full-time manager
- A manager with additional responsibilities at the university
- Senior lecturers / lecturers
- Part-time teaching staff
- Other,

Please specify: _____

A2.2 The management of the provision for mature students particularly of post-initial provision is required to report to: (Multiple answers are possible)

- Central University or FE college administration (e.g. the officers, the presidency)
- The court
- The council
- The senate
- A board of management (e.g. faculty board)
- An advisory committee or a committee composed of faculty representatives
- Other,

Please specify: _____

A3 Teaching Staff

A3.1 Please estimate which percentage of the teaching staff is taking part in the provision for mature students particularly post-initial provision.

	In almost all of the offerings	In about three fourths of the offerings	In about half of the offerings	In about one fourth of the offerings	In only a few offerings
Professors at your own university or college					
Professors at other universities or colleges					
Senior lecturers, lecturers, teaching and research staff with a university degree at your university or college (personnel excluding professors and administrative staff)					
Senior lecturers, lecturers, teaching and research staff with a university degree at other universities or colleges (personnel excluding professors and administrative staff)					
External academic consultants/experts					
Professionals without a university degree					
Professionals with a university degree					
Freelance trainers without a university degree					
Freelance trainers with a university degree					

B Quality Assurance

B1.1 What types of measures are being taken to ensure the quality of your provision?

	In almost all of the offerings	In about three fourths of the offerings	In about half of the offerings	In about one fourth of the offerings	In only a few offerings
Course evaluations (e.g. to see how the participants enjoyed the offering through the use of points)					
Systematic course evaluations in the form of a questionnaire					
Tests to determine how much was learned					
Surveys conducted a bit after the course to determine how applicable the students have found the knowledge that they have learnt					
Analysis of the complaints of the participants					
Other, please specify: _____					

B1.2 Which organisational related systems of quality assurance do you use?

	In almost all of the offerings	In about three fourths of the offerings	In about half of the offerings	In about one fourth of the offerings	In only a few offerings
National Seal of Quality (e.g. QAA codes of practice) _____ (please specify)					
International Seal of Quality (e.g. IACET CEU)					
Accreditation through an institution of accreditation _____ (please specify)					
External Evaluations (e.g. through an external examiners) _____ (please specify)					
Other forms of organisational related quality assurance _____ (please specify)					

C Public Relations, Marketing Concepts, Advertising

C1.1 Which forms of marketing did you employ in 2005?

	In almost all of the offerings	In about three fourths of the offerings	In about half of the offerings	In about one fourth of the offerings	In only a few offerings
Printmedia advertising					
Banner ads in the Internet					
Leaflets					
Posters					
Direct mailing					
Advertisements on continuing education / mature student web portals					
Information about your provision on your own website					
Public relations work emphasizing your post-initial provision for mature students at your university or college					
Presentations at trade fairs					
Informational evenings on site at firms					
Alumni events					
Open Door Day					
Press relations, editorial contributions (e.g in a professional journal)					
Taster courses					
Other, please specify: _____					

C1.2 Who is primarily responsible for marketing the provision for mature students?

- The continuing education centre or unit itself
- The faculties/departments
- The press office of the university or college (or office for public relations)
- Co-operating partners
- Other

Please specify: _____

D The Financing of the Provision for Mature Students

D1.1 The planning and the development of the provision for mature students particularly for post-initial education opportunities are mainly determined by...

- the faculties/departments
- the budget of the centre for continuing education
- the budget of the university or college
- third-party funds and external funds
- fundraising (e.g. sponsoring, donating funds)
- cross-financing by means of tuition fees paid by participants
- other

Please specify: _____

D1.2 To what extent are the expenses for the provision for mature students in particular those who re-enter higher education covered by tuition fees and/or remuneration?

	always	mainly	rarely	never
Are the expenses associated with your provision covered by tuition fees and/or remuneration originating from this provision?				
Do tuition fees and/or remuneration originating from the provision for mature students cover the overhead costs of your institution?				
Are the overhead costs assumed by the university or college?				
Are the overhead costs that are assumed by the university or college covered by tuition fees and/or remuneration?				
Are the savings used for planning new provision obtained through tuition fees and/or remuneration originating from the provision?				
Are the expenses associated with your provision covered by the global budget for your department?				
Are the expenses associated with your provision covered by specific funding initiatives for continuing education, widening participation or lifelong learning?				

D1.3 As a rule, the calculating of the tuition fees/remuneration is the result of...

- the expenses associated with the provision
- the expenses associated with the provision in addition to overhead costs
- the real market price of tuition fees
- a mixed financial model

D1.4 The tuition fees/remuneration are fixed...

- by proceedings of the university or FE college administration (e.g. a remuneration policy)
- by the continuing education institution itself
- by the faculties/departments
- by others, _____ (please specify).

D1.5 In my opinion, the proceedings of the university or FE college administration for fixing the tuition fees and/or remuneration are in view of the requirements of the market...

- very adequate
- rather adequate
- rather inadequate
- totally inadequate

D1.6 When the tuition fees and/or remuneration are being determined, there are

- primarily difficulties in fixing the tuition fees and/or remuneration
 - primarily difficulties in granting tuition allowances and discounts
 - no difficulties
 - other difficulties
- please specify: _____

D1.7 Are instructors affiliated with your university or college paid remuneration for agreeing to teach course offerings?

- No.
- Yes, and on the basis of negotiations.
- Yes, and on the basis of a remuneration agreement of the university or college.
- Yes, and on the basis of (please specify): _____

D1.8 For agreeing to teach course offerings, the remuneration for instructors who are not affiliated with your university or college are...

- freely negotiated.
 - fixed on the basis of a remuneration agreement
 - other
- please specify: _____

D1.9 What is your opinion concerning the availability of capital appropriations for the planning and introduction of new provision for mature students particular those who re-enter higher education?

- Sufficient funds are always available
- Sufficient funds are mostly available
- Sufficient funds are sometimes available
- Sufficient funds are seldom or rarely available.

E Development Perspectives

E1.1 Despite the extensive debate over what the following concepts may in fact mean, lifelong learning and widening participation have become increasingly relevant issues and, as such, they have already lead to changes in the way higher education is organised in the UK. How do you think this new reality is going to affect your university/institution?

	very likely	rather likely	rather likely	very unlikely	this is already a common practice	I don't know
The provision of full-time , tuition based programmes for mature students leading to a bachelors degree will increase						
The provision of full-time , tuition based programmes for mature students leading to a master's degree will increase.						
The provision of part-time , tuition based programmes for mature students leading to a bachelors degree will increase						
The provision of part-time , tuition based programmes for mature students leading to a master's degree will increase.						
The provision of Continuing Professional Development Courses (CPD) will increase.						
The provision of non-credit bearing courses will in crease.						
Joint courses /work-based courses in cooperation with local companies for mature students will increase.						
The provision of short courses for mature students will increase.						
The provision of taster courses for mature students will increase.						
The provision of Open Access courses for mature students will increase.						
The provision of Distance learning for mature students will increase.						
Provision for mature students particularly for those who re-enter higher education will increasingly have credit points						
It will become easier to account for job-related and informally obtained skills and competencies in courses of study for mature students at the university/our institution.						
The research based provision for mature students will become increasingly important.						
The occupational relevancy of the provision for mature students will become a more important issue.						
The demand will increase for provision for mature students leading to a certificate or a degree.						

E1.2. What do you think about the following statements? Are these developments relevant to your institution?

	very likely	rather likely	rather likely	very unlikely	this is already a common practice	I don't know
The university or college is going to ask the departments and units involved in the provision of courses for mature students to completely cover their costs						
Our institution is going to be able to completely cover its own costs						

What other developments do you expect concerning the provision of learning opportunities for mature students at your university or college?

E1.3 Which of these developments have you already been able to observe at your university or college?

- The provision of full-time, tuition based bachelor degree programmes has increased.
- The provision of part-time, tuition based bachelor degree programmes has increased.

- The provision of full-time, tuition based master's degree programmes has increased.
- The provision of part-time, tuition based master's degree programmes has increased.

- The provision of full-time, tuition based Ph.D. programmes has increased.
- The provision of part-time, tuition based Ph.D. programmes has increased.

- The provision of courses for continuing professional development (CPD) has increased.
- The provision of short courses has increased.
- The provision of taster courses has increased.
- The provision of diplomas and certificates in higher education has increased.
- The provision run in collaboration with companies has increased.
- The provision run as distance learning courses has increased.
- Provision in continuing education / continuing professional development will increasingly have credit points.
- It will become easier to accredit job-related or informally obtained competencies/skills in courses of study at the university.
- None of the developments mentioned here.

What other developments can you already observe taking shape at your university or college? (e.g. use of APL, emphasis on overseas students)

E2 How do you widen participation at your institution? Are there any other initiatives apart from those mentioned above?

F General Information

F1.1 How many students are currently studying at your university or FE college?

_____ (the number of students)

F1.2 How many professors are currently teaching at your university or FE college?

_____ (the number of professors)

F1.3 How many senior lecturers, lecturers, teaching and research staff with a university degree are currently working at your university or FE college?

_____ (the number of such personnel)

F1.4 How many administrative and technical staff are currently working at your university or FE college?

_____ (the number of such personnel)

F1.5 How many mature students participate per year in post initial higher education provision? Has this number fallen, risen or remained constant in the last few years?

Type of Provision	The estimated number of participants per year	has risen in the last few years	has fallen in the last few years	has remained constant in the last few years
Provision with under 10 instruction hours				
Provision with more than 10 and up to 40 instruction hours				
Provision with more than 40 and up to 160 instruction hours				
Provision with more than 160 instruction hours lasting up to a year				
Provision with more than 160 instruction hours lasting more than one year				

F1.6 What types of personnel do your courses have at their disposal? Please indicate your estimates as full-time equivalents (e.g. 1.5 positions).

	Positions financed by the university or college budget	Positions financed by third-party funds and/or tuition fees/ remuneration
Professors and senior lecturers, staff in a leading position	_____ (Number)	_____ (Number)
Instructors, lecturers, teaching and research staff, research and teaching fellows, etc.	_____ (Number)	_____ (Number)
Postgraduate students/PhD students or post-docs (up to 40 hours per month)	_____ (Number)	_____ (Number)
Postgraduate students/PhD students or post-docs (more than 40 hours per month)	_____ (Number)	_____ (Number)
Administrative and technical staff (IT support, secretary etc.)	_____ (Number)	_____ (Number)

G Provision

G1 Length of the Provision

G1.1 How much of the total provision for mature students was or is taking place within the context of your institution in 2005? (Please estimate the approximate number.)

Type of Provision	Number
Provision with up to 10 instruction hours	
Provision with more than 10 and up to 40 instruction hours	
Provision with more than 40 and up to 160 instruction hours	
Provision with more than 160 instruction hours lasting up to a year	
Provision with more than 160 instruction hours lasting more than one year	

G1.2 In the past 3 years, the relationship between the short-term (i.e. provision with up to 40 instruction hours) and the long-term (more than 40 instruction hours) seminars has

- changed in favour of short-term provision.
- changed in favour of long-term provision.
- not changed.

G2 E-Learning

G2.1 How much of the total provision for 2005 took place or is taking place online or as a training session? How much of the provision combined online learning with training sessions (i.e. blended learning)?

Type of Provision	Online	Training Sessions	Blended Learning
Provision with up to 10 instruction hours	_____ (Number)	_____ (Number)	_____ (Number)
Provision with more than 10 and up to 40 instruction hours	_____ (Number)	_____ (Number)	_____ (Number)
Provision with more than 40 and up to 160 instruction hours	_____ (Number)	_____ (Number)	_____ (Number)
Provision with more than 160 instruction hours lasting up to a year	_____ (Number)	_____ (Number)	_____ (Number)
Provision with more than 160 instruction hours lasting more than one year	_____ (Number)	_____ (Number)	_____ (Number)

G2.2 Does your institution have an e-learning platform/Learning Management System (LMS) at its disposal?

- Yes, we have our own e-learning platform / LMS
- Yes, we use the university's or college's e-learning platform / LMS.
- Yes, we use an external e-learning platform / LMS.
- No, we do not have access to an e-learning platform / LMS.

If you are making use of a learning platform system (LMS), then which learning platform is being used by your institution?

G2.3 Are there any organisations that offer you support with the technical as well as didactical aspects of setting up and running online or e-learning/blended learning as part of your provision for mature students?

- No.
- Yes, a new office at the university or college has been created for this purpose.
- Yes, there are two or more central offices/institutions that work together in order to help us in this matter.
- Yes, there has been a merging of institutions into a central media office.
- Yes, we make use of outsourcing for this purpose.
- Yes, an inter-university centre or inter-college centre has been created for this purpose.
- Yes, an internal, coordinated university or college network has been created (decentralisation).
- Yes, other.
Please specify: _____

G3 Professional Orientation

G3.1 What mainly determines the thematic focus of your provision for mature students particularly those who re-enter higher education? (Multiple answers are possible)

- The academic specialities of the university or college.
- The expected demand of the labour market.
- Current issues in society.
- Opportunities for obtaining initial funding (*e.g. external funding, third-party funds, etc.*)
- Student demand
- Company demand
- Other.
Please specify: _____

G3.2 With regard to quantity, what are the three most important academic subjects and/or themes within the provision for mature students particularly those who re-enter higher education?

1. _____
2. _____
3. _____

G4 Academic and Occupational Orientation

G4.1 To what extent do the following statements concerning your provision hold true?

	In nearly all of the offering	In about three fourths of the offering	In about one half of the offering	In about one fourth of the offering	In only a few offering
Professors from the university or college are teaching					
The teaching staff possesses a university degree.					
The teaching staff does not posses any university degree.					
At least one member of the teaching staff has got a PhD.					
The offering was accredited.					
The offering is at least the equivalent standard of the foundational or BA degree.					
The participants have to write one or more assignments .					
The participants have to read primary texts in the field they are studying.					
The provision is aimed at a target group already possessing a university degree					

G4.2 To what extent do the following statements concerning your provision hold true?

	In nearly all the offerings	In about three fourths of the offerings	In about one half of the offerings	In about one fourth of the offerings	In only a few offerings
The provision is occupationally oriented.					
The occupational relevance is clear from didactic structure of the provision.					
The occupational relevance is clear from the content of the provision.					
The obligation of having professionals as instructors indicates the occupational relevance of the provision.					
The professional relevance is the result of other factors. Which ones?					

G5 Target Groups

G5.1 At which groups is your institution's short-term provision (i.e. provision with up to 40 instruction hours) being aimed?

	...more than two thirds of the short-term offerings	... about one third to two thirds of the short-term offerings	... less than one third of the short-term offerings	...none of the short-term offerings
People from specific professions with an academic background are being targeted by				
People from specific professions without any academic background are being targeted by				
Alumni and graduates of your own university or college are being targeted by				
Professors of your own university or college are being targeted by...				
Graduate students/post-docs/research assistants are being targeted by...				
Administrative staff at your university or college are being targeted by...				
Specific groups in society (e.g. handicapped people, migrant workers, children, youth) are being targeted by...				
Women in particular are being targeted by...				
A vast public with an academic background is being targeted by...				

G5.2 At which groups is your institution's long-term provision (i.e. provision with more than 40 instruction hours) being aimed?

	...more than two thirds of the long-term offerings	... about one third to two thirds of the long-term offerings	... less than one third of the long-term offerings	...none of the long-term offerings
People from specific professions with an academic background are being targeted by...				
People from specific professions without any academic background are being targeted by...				
Alumni and graduated of your own university or college are being targeted by...				
Professors of your own university or college are being targeted by...				
Research and teaching staff (graduate students/post-docs/research assistants, lecturers) are being targeted by...				
Administrative and technical staff at your university or college are being targeted by...				
Specific groups in society (e.g. handicapped people, migrant workers, children, youths) are being targeted by...				
Women in particular are being targeted by...				
A vast public with an academic background is being targeted by...				

K Co-operation

K1.1 The following forms of co-operation are utilised when planning and offering programs for mature students particularly those who re-enter higher education:

	In nearly all the offerings	In about three fourths of the offerings	In about half of the offerings	In about one fourth of the offerings	In only a few of the offerings
Co-operation with faculties/departments of your own university or college					
Co-operation with individual university or college professors					
Co-operation with other providers for higher education opportunities for mature students					
Co-operation with firms					
Co-operation with associations					
Co-operation with governmental institutions					
Co-operation with corporate universities or colleges					
Co-operation with other organisations/groups					
_____ (please specify)					