



UNIVERSITY VOCATIONAL AWARDS COUNCIL

**UVAC: Championing  
Higher Vocational  
Learning, 1999-2005**

**Review**

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## The University Vocational Awards Council

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**UVAC** is a not-for-profit organisation set up in 1999 by the higher and further education sector. We provide an independent voice for higher education institutions (HEIs) and further education colleges (FECs) on higher vocational learning. Our mission is to champion vocational learning.

UVAC has a growing membership of over 100 universities, colleges and corporate members, including government agencies and employers from the public and private sectors.

### **We believe in:**

- the value of learning gained by people during their working lives
- the value of experiential and reflective learning
- the importance of meeting the higher vocational learning needs of individuals and employers.

### **To achieve our mission we:**

- work with our members and others to influence the quality and value of higher vocational learning
- validate and accredit through our membership higher vocational learning programmes – including Apprenticeships, Foundation Degrees and Personal Development Programmes
- research, provide information and organise events to support our mission
- support the recognition of prior learning and the national application of transferable credits between educational institutions
- work with educational institutions and employers to enhance graduate employability
- encourage the use of National Occupational Standards.

## Foreword

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This review charts the progress of the University Vocational Awards Council since its incorporation in 1999 with 26 members, supported by Edexcel. Today, UVAC represents around 90 higher education institutions (HEIs) and further education colleges (FECs). Supporting corporate members include the Association of Colleges, HE Academy, Learning and Skills Council, National Council for Work Experience, Qualifications and Curriculum Authority and Sector Skills Councils. We have enjoyed strategic relationships with City & Guilds as well as Edexcel for many years. We also have good industry links and work closely with companies including BP and GlaxoSmithKline.

With such backing UVAC has been able to advocate at the highest levels of learning and skills policy-making on behalf of its members. We have made strong contributions to the debates on graduate employability and the important role of higher education in delivering the national skills agenda. Uniquely spanning the HE and FE sectors enables us to bring unrivalled expertise and support to the drive for wider participation in HE, including opening up work-based progression routes.

A special strength of UVAC is that we support our words with action. We not only hold high-level conferences but also run practitioner events around the country that members and partners have found very helpful. Our research programmes have generated a raft of authoritative reports and guides on topics such as APEL, the use of National Occupational Standards and Apprenticeship progression.

Through quality marks we have provided accreditation for Graduate Apprenticeships, Foundation Degrees and organisations' professional development programmes. Those schemes are now part of a new, ground-breaking validating service, the NVC, set up by UVAC and partners. Through UVAC, the Department for Education and Skills is supporting the NVC to deliver validation services to the workforce.

Most recently we have laid the ground for a campaign to promote the value of higher practical learning in partnership with a substantial new foundation, Edge. Fifty institutions and partners have already pledged their support.

So UVAC has a full programme ahead. We look forward to representing and supporting the membership in 2006, and to welcoming new members on board.



Professor Simon Roodhouse  
Chief Executive, UVAC

## Setting the agenda: 1999-2001

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### Highlights

- UVAC established with Privy Council approval and 26 HEI members
- Professor Derek Fraser, Vice Chancellor, University of Teesside, appointed Chair
- Engaged with key partners in government and industry
- Contributed to Graduate Apprenticeship and Foundation Degree development
- Published first report – on the use of NVQs in HE, funded by DfEE
- Held successful annual conferences.

*'The creation of UVAC brought into sharp focus the need to incorporate within HE programmes a range of vocational skills which would assist students in the transition to the world of work. As the inaugural chairman I was greatly impressed by the innovative practice reflected within the UVAC membership. To promote and disseminate this good practice was one of the key drivers in the early history of the organisation.'* Professor Derek Fraser

UVAC underwent a long gestation before its incorporation in 1999. The concept of a higher education body to promote vocational learning was first mooted three years before by Paul Gibbs, head of higher education at Edexcel. The idea was driven initially by concern about HNDs and higher level NVQs. A group of HEIs came together as a steering group to commission work focused particularly on the potential of NVQs in HE.

The group paused in 1997, pending the outcome of the Dearing Review.<sup>1</sup> That seminal report, with its emphasis on widening participation and making HE more responsive to the world of work, laid the ground for major developments in higher vocational learning. This prompted the steering group to re-form with new impetus to develop the HE vocational agenda. There was a job to be done, and a new organisation was needed to do it.

But what sort of organisation was needed? A new awarding body? Professor Simon Roodhouse, a senior HE manager brought in to advise the steering group (and later to become UVAC's chief executive), advised against because the sector comprises many independent awarding bodies, that is, the universities themselves. Rather, he recommended that the new organisation should be an association with an advocacy function. So it would be, with the blessing of a growing group of partners – HEIs, the Department for Education, the Committee of Vice Chancellors and Principals, Edexcel, HEFCE and others – who provided letters of support for the new body.

UVAC was born, initially through registration as a company limited by guarantee. But as any 'new' or aspirant university will know, the title of "University" requires approval by no lesser body than the Privy Council. So does the designation of "Council". The great and good's approval of UVAC's impressive name was a significant, early success.

<sup>1</sup> *Higher Education in the Learning Society* National Committee of Inquiry into Higher Education, chaired by Sir Ron Dearing, HMSO, 1997

At incorporation UVAC had 26 members, all higher education institutions, with Professor Derek Fraser, Vice Chancellor of the University of Teesside, in the chair. UVAC's role was not only to lobby on behalf of its members. Crucially it was also established to find solutions to the issues it would raise. UVAC was, and remains, very concerned with providing practical assistance to members – hence the early priority given to facilitating the use of higher level NVQs. A series of 'one stop' NVQ centres was established in partnership with Edexcel, through which nearly 2,000 UVAC certificates had been awarded by 2002. UVAC's first publication in May 2000 was a report funded by the Department for Education on the use of NVQs in HE.

The NVQ programme tended to overshadow UVAC's broader and very active advocacy role in those early years. For it was a time of significant policy developments in higher vocational learning. Graduate Apprenticeships had been announced in the 1998 Green Paper<sup>2</sup> and UVAC was very involved from the start, not least because Professor Derek Fraser, UVAC's chair, chaired the Graduate Apprenticeship National Steering Group. The ground was laid for both establishing a UVAC network to facilitate Graduate Apprenticeship development and a UVAC quality mark to accredit GA programmes. An Education and Accreditation Committee under the chairmanship of Professor Robin Smith was established to steer development of this and other programmes.

The announcement of Foundation Degrees heralded another major strand of work for UVAC. The role of HE in the national skills agenda, reinforced by the findings and recommendations of National Skills Task Force<sup>3</sup>, increasingly became the binding theme for UVAC. The Council was quick to perceive the opportunity for HE to play a full part in the development of the UK workforce through flexible, innovative provision tailored to needs of learners and employers. From the first conference in 2000, UVAC's annual gatherings in York have been important platforms for developing this theme, with speeches and papers from ministers, senior officials, vice chancellors, academics and employers. Equally important were UVAC's platforms at other key events and conferences. The chairman and chief executive were very active in making presentations to audiences of government, HE, FE and employer representatives.

Behind the scenes UVAC was steadily developing and consolidating during these early years into an organisation with a permanent staff and predictable income. The board were very active in supporting a membership campaign and forging links with partners such as NTO National Council as well as with HE bodies.

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*'UVAC has fulfilled its original role of advocate very well and it has kept pace with the changing developments in education. It offers good and efficient networking, conferencing and lobbying support for Foundation degrees. It has supported calls from new universities for more work to be done on APEL and work-based learning and it has promoted Graduate Apprenticeships very successfully. It has provided important links between HE, FE, industry and various organisations connected with quality and standards. With the growing emphasis on skills development and interaction between academia and industry, it will continue to play an important part into the next decade as it has in the past.'*

Professor Les Hobson, Deputy Vice Chancellor, University of Glamorgan

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<sup>2</sup> *The Learning Age: a renaissance for a new Britain*, Green Paper, DfEE, 1998

<sup>3</sup> National Skills Task Force Final Report, HMSO, 2000

## Growing influence and operations: 2001-2003

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### Highlights

- Professor Leslie Wagner, Vice Chancellor of Leeds Metropolitan University, appointed Chair
- Intensified advocacy, both proactive and in response to government initiatives, particularly on Foundation Degrees and the Skills Strategy
- Established and ran the Graduate Apprenticeship National Network
- Increased and broadened membership to include FE colleges
- Held successful conferences and workshops
- Published a range of policy briefings, reports and guides.

*'The pioneers who founded UVAC in 1999 had the vision to see the essential role it would play in 21st Century higher education. By developing from accreditation to advocacy onto advice and finally application, and now combining all these roles, UVAC has become an indispensable part of the higher education family of organisations.'* Professor Leslie Wagner

During this period UVAC, now under the chairmanship of Professor Leslie Wagner, Vice Chancellor of Leeds Metropolitan University, grew both in influence on national policy and in its capacity to deliver hands-on support to members and partners.

UVAC's advocacy function was articulated in the publication of a policy statement, *Confidence in Practice*, which was supplemented by a series of information and policy briefings. Meetings were held with ministers and senior officials in government and the relevant agencies to put forward UVAC's views. These meetings increasingly addressed the HE role in the wider skills agenda and so included further education bodies and agencies such as the Learning and Skills Council. Strategic alliances were struck with the LSC, the Association of Colleges and the Mixed Economy Group (MEG) of colleges as well as the familiar HE bodies, including Universities UK.

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*'The relationship between UVAC and the MEG colleges has proved to be mutually beneficial. UVAC and its member HEIs are able to identify and discuss issues which affect progression to higher education, particularly via vocational pathways. Colleges benefit from having ready access to the latest thinking in the design and delivery of vocational higher education, which helps them to respond to the needs of employers and students.'* John Widdowson, Chair, Mixed Economy Group (MEG) of colleges; Principal, New College, Durham

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UVAC was very active during this period in responding to the stream of far-reaching policy consultations emanating from government. Robust responses to the HE and Skills Strategy White Papers<sup>4</sup> generated considerable press coverage and made their mark on policy. Notable movement of policy towards recognising the role of HE in workforce development was achieved by highlighting the absence of higher education from the proposed Skills Strategy.

<sup>4</sup> *The Future of Higher Education*, White Paper, 2003;  
*21st Century Skills: Realising Our Potential*, White Paper, 2003

Significant input was made to consultations on the development of Foundation Degrees through the Foundation Degree Task Force, which was led by Leslie Wagner, UVAC's chair. UVAC featured prominently in the Task Force's subsequent report<sup>5</sup>, particularly in the context of accreditation.

Accreditation became a key area of work during the period. UVAC quality marks were developed in 2002 for Graduate Apprenticeships and Foundation Degrees in partnership with Sector Skills Councils and the National Council for Work Experience. These were complemented in 2003 by the Professional Development Programme (PDP) quality mark providing a benchmark standard for work-based learning within organisations. The quality marks, based on criteria reflecting the expertise of UVAC and its partners, made an impact as more than 20 programmes achieved UVAC accreditation.<sup>6</sup>

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*'We are delighted to receive the Quality Mark recognition from UVAC. We feel that it is an endorsement by our university peers on the quality, management and relevance of our Foundation Degrees and confirmation of the effective collaboration with our further education college partners and local employers.'* Margaret Seiffert, Anglia Ruskin University

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*'We welcome UVAC accreditation of professional occupational standards to form part of the UCAS Continuing Professional Development Programme for admissions staff.'* Jill Johnson, Director of Outreach, UCAS

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Partners increasingly looked to UVAC as a resource for delivering initiatives. Supported by HEFCE, UVAC facilitated the development of Graduate Apprenticeships through the Graduate Apprenticeships National Network (GANN). Regular, well-attended GANN events were held at member institutions, bringing together HE managers and practitioners with Sector Skills Councils and other bodies involved in Graduate Apprenticeship. UVAC went on to carry out and publish a review of the Graduate Apprenticeship scheme for HEFCE.

With a membership now straddling the FE and HE sectors, and with corporate and associate members including employers and Sector Skills Councils, UVAC was gaining a deep understanding of the FE/HE interface, work-based learning and work-based progression.

Supported by a range of partners, UVAC embarked on a series of projects on the work-based theme. The DfES supported the production of a short guide to National Occupational Standards, NVQs and Apprenticeships for admissions tutors and registrars. Edexcel funded research and the subsequent report on the barriers to the take-up of higher level NVQs. Research started on an LSC-funded project on the use of National Occupational Standards (NOS) in HE programmes.

UVAC's annual conferences continued to attract a top line-up of speakers from government, academia and industry, with lively debates on topical subjects. The proceedings were recorded and subsequently published.<sup>7</sup>

<sup>5</sup> *Foundation Degree Task Force Report to Ministers, 2004*

<sup>6</sup> Details available at [www.uvac.ac.uk/030101.html](http://www.uvac.ac.uk/030101.html)

<sup>7</sup> A list of UVAC publications is on page 12.

## Consolidation and growth: 2003-2005

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### Highlights

- Professor David Melville, Vice Chancellor of the University of Kent, appointed Chair
- Substantial research and publication programmes supported by the LSC, Edexcel, LCCI Commercial Education Trust and QCA
- Energetic advocacy through high-level meetings and committee representation, and responses to white papers and reports, including Schwartz and Tomlinson, supported by consultations and increased media coverage
- Backed advocacy with action through a range of workshops, seminars and forums
- Held successful annual conferences and an international conference on apprenticeship
- Launched two major initiatives – the validation body, the NVC, and a campaign to promote the value of ‘learning by doing’ in HE.

*‘Building on its sound foundations UVAC has now come of age. Its essential focus on vocational Higher Education is now centre stage and UVAC is regarded as a major player by Government and its agencies. The creation of the NVC provides a service which is widely supported and meets clear needs.’*

Professor David Melville

Aided by Professor Melville’s experience as former Chief Executive of the Further Education Funding Council, UVAC further deepened relations with the FE sector in recognition of the significant amount of HE provision delivered by FE colleges. UVAC engaged particularly strongly with the Mixed Economy Group colleges, and we are exploring how we can support and develop the role and profile of MEG in higher education. The move is indicative of the significant and valued role of the FE sector within UVAC’s membership (listed on page 11).

The unique blend of HE and FE membership grew to around 90 members in England and Wales. Moves to extend UVAC’s reach to the whole of the UK bore fruit when the Association of Northern Ireland Colleges (ANIC) and the University of Glasgow came on board. By 2005 corporate members included the AoC, HE Academy, LSC, National Council for Work Experience, QCA and various Sector Skills Councils, including Lifelong Learning UK, the SSC for post-16 learning. Important strategic relationships with Edexcel and City & Guilds were maintained.

Through a variety of media – from face-to-face meetings with ministers and senior officials to by-lined articles in the press – UVAC made its case to policy-makers and influencers on behalf of members. Member representation on key committees provided direct input at the highest levels. David Melville was a member of the Tomlinson and Foster groups, and UVAC contributed at board level to the QCA committee on the Framework for Achievement. Increased media activity helped to get UVAC’s messages across through news releases and articles which generated coverage in the national press and journals.

Written UVAC responses, backed by press releases and articles, were made to the flow of white papers and reports. These included the Schwartz review on admissions, the Tomlinson 14-19 report and subsequent White Paper, the Skills White Papers, the Foster FE review and

QCA's draft Framework for Achievement.<sup>8</sup> Responses were informed by online consultations with members and, with Schwartz and the Framework for Achievement, by consultation events.

The period saw an unprecedented level of UVAC research activity and dissemination. Middlesex University's National Centre for Work Based Learning Partnerships was commissioned to examine the rhetoric and reality of the accreditation of prior experiential learning (APEL) in the UK. The results of this LSC-funded project were published and presented to the sector and partners at APEL forums in London and Cardiff.

The *Fit for Purpose* guide for HE practitioners on the use of National Occupational Standards, funded by the Learning and Skills Council, was complemented and academically underpinned by an Edexcel-sponsored report on the standards in the HE context. These reports, which drew substantially on the experience of UVAC members, paved the way to a large programme of further work on work-based progression in 2004-5. A major research focus was on the progression of work-based learners, including Advanced Apprentices, to HE, and the accreditation of higher work-based learning. A substantial contract with the Learning and Skills Council supported much of the work on progression. An analysis of the issues surrounding the progression of Advanced Apprentices to HE broke new ground in this important area and yielded a raft of recommendations. Another project developed a series of guides on progression for institutions, training providers, employers and others. A linked QCA-funded project on progression examined the role of the vocational qualifications system and the potential of the Framework for Achievement to overcome the barriers which currently impede the progression of vocational learners. LCCI Commercial Educational Trust sponsored important related work on the role of accreditation in integrating work-based learning within higher education, complementing the work of CIHE in this field.

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*'The UVAC guide on the nature of National Occupational Standards and their role in vocational qualifications and learning, specifically within the context of higher education, is an important piece of work and one which the LSC has been pleased to support.'* Caroline Neville, Regional Director, Learning and Skills Council

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*'SkillsActive has welcomed the opportunity to work closely with UVAC on promoting the use of National Occupational Standards and NVQs as tools to deliver Higher Education's demanding targets of widening participation and increasing graduate employability. UVAC has had a major impact on the development of closer working relationships between employers in our sector and Higher Education Institutions.'* John Thorpe, SkillsActive (SSC for active leisure industries)

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The research programme generated a raft of new UVAC publications, included in the publications list on page 12.

The November annual conferences continued to be the major events in the UVAC calendar. Speakers included ministers, vice chancellors, Dr Ken Boston, Chief Executive of QCA and Sir Mike Tomlinson. In early 2004 UVAC held its first international conference, on the subject of apprenticeship. The papers and discussions with academic experts from home and abroad were subsequently published.

<sup>8</sup> *Fair Admissions to Higher Education: Recommendations for Good Practice*. Report of Admissions to Higher Education Steering Group (Chairman: Prof. Steven Schwartz), 2004; *14-19 Curriculum and Qualifications Reform*. Final Report of the Working Group on 14-19 Reform (Chairman: Sir Mike Tomlinson), 2004; *A framework for achievement: recognising qualifications and skills in the 21st century*, QCA, 2004; *A review of the future role of further education colleges: Realising the Potential*, Sir Andrew Foster, 2005; *14-19 Education and Skills*, White Paper, DfES, 2005; *Skills: Getting on in business, getting on at work*, White Paper, DfES, 2005

Continuing its policy of backing advocacy with action, UVAC held well-attended forums on APEL in London and Cardiff, sponsored by Edexcel. Reports of the proceedings were posted on UVAC's website, which underwent a major re-haul in 2005. More hands-on support to members and partners was provided through *Fit for Purpose* workshops held in London, Bolton, Bristol and Newcastle on the use of National Occupational Standards.

A major new initiative to emerge during the period was the NVC, a partnership organisation made up of HEIs and UVAC. The new body was launched in 2005 with the signing of a three-year contract with Edexcel to validate BTEC Foundation Degrees.

Approved at an open consultation with UVAC members in 2004, the NVC was formed to provide a national vocational award service to meet the needs of vocational learning at the higher levels without conflicting with member interests. A range of additional services will include accreditation. Following the transfer of UVAC's established suite of quality marks to the NVC, the education and accreditation committee which oversaw the programme was wound up with thanks to committee members for their services.

The NVC attracted high-level support from a range of organisations including Edexcel. Importantly the DfES awarded a contract to UVAC, working with the NVC, to help take forward the Skills White Paper recommendation that HE should work with major employers to validate delivery of higher education training in the workplace. UVAC is working with BP and GlaxoSmithKline to explore how this can be achieved.

Another major initiative was the strategic partnership campaign formed with the Edge foundation to promote the value of 'learning by doing' in higher education. More than 50 universities, colleges and partner bodies pledged their support for the campaign in 2005.

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*'Edexcel looks forward to working with UVAC and the NVC to offer its BTEC Foundation Degrees. This complements the full range of BTECs and allows full progression for learners studying vocational qualifications from 14-19 and also adult learners and those studying for work-based qualifications. There are 10 sectors and 85 titles covered and there is already considerable interest shown by colleges around the country.'*

Rick Firth, BTEC Director, Edexcel

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*'UVAC is working with British Petroleum (BP) and GlaxoSmithKline (GSK) to develop systems and procedures that will enable internal company management, research and training programmes to be validated and accredited towards awarding a higher level qualification. This project will help meet a policy statement from our March Skills White Paper and my Department has agreed its support.'*

Bill Rammell MP, Minister of State,  
Department for Education and Skills

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*'We are excited about working with UVAC/ DfES to validate and accredit our in-house continuing education programme in chemistry and its application to the pharmaceutical industry. We believe that the GlaxoSmithKline in-house training programme is of a high standard and are delighted with the prospect that our staff will receive external recognition for their achievements and commitment to continuing education in a work environment. This builds on the success we have had regarding the award of the UVAC/NCWE Quality Mark for our industrial placement programme.'* Dave Allen, Vice President of Chemistry, GlaxoSmithKline

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*'The University has benefited considerably from its membership of UVAC. Its guidance on NVQs and other vocational awards has been helpful, it has facilitated contacts with employers, and its new NVC venture promises to be of considerable service to the sector as a whole.'*

Professor Les Ebdon, Vice Chancellor,  
University of Luton

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## Looking forward

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UVAC has a uniquely important role in supporting the sector through the vocational changing times ahead. We will, for example, develop the consortium approach by facilitating collective bidding by groups of HEIs to address common issues such as widening participation, engaging with employers, accrediting work-based learning and working with professional bodies. To support such initiatives we will investigate the potential of European funding sources.

We see real potential for validating to HE standards the many high-quality learning programmes of large employers in both the private and public sectors. Engaging with these programmes and recognising them through the award of HE credit and qualifications will be an important role of the NVC, along with the validation of BTEC Foundation Degrees and other awards. It is important to remember that NVC is an independent company associated with UVAC and will develop the offering over time. This combined with other consortia referred to earlier position UVAC as powerful on the national scene with regard to championing higher-level vocational learning.

Through research, publications, events and campaigns UVAC will continue to bring focused support to the development and delivery of higher vocational learning. This is underpinned by a clearly defined policy. Our campaign with Edge will help to raise awareness of the value of practical learning – that is, experiential and reflective engagement in the workplace and its increasing importance in the HE context as a means of developing the workforce.

We will continue to support the development of the Framework for Achievement so that it interlocks more successfully with HE quality assurance systems. This leads to an important debate around credit accumulation transfer and the application of the accreditation of prior learning. We will work closely with partners to ensure that there is a correlation between any systems designed by QCA and vocational higher education in our sector: in particular we continue to advocate the importance of National Occupational Standards as learning outcomes within the higher education vocational curriculum. In consultation with members we will closely monitor the impact of increased tuition fees, admissions and the new loan arrangements on part-time and work-based HE provision.

UVAC's influence and capacity are in direct proportion to its membership. We will therefore continue to develop our higher and further education membership base by promoting the benefits that are apparent in the achievements of UVAC highlighted in this review.

Above all else, we will continue to champion the importance of the higher education sector in contributing to and developing the higher-level skills agenda for the benefit of learners and the UK economy.

## UVAC Board members – past and present

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Kate Arter	Associate Dean, University of Hertfordshire
Prof. Roger Brown	Vice Chancellor, Southampton Solent University
Prof. Joy Carter	Pro Vice Chancellor, University of Glamorgan Vice Chancellor designate, University of Winchester
Prof. Geoffrey Crispin	Vice Chancellor, Thames Valley University
Dr Michael Daniel	Former Pro Rector, University College Northampton
Bob Faithorn	Former Pro Vice Chancellor, University of Derby
Prof. Derek Fraser	Former Vice Chancellor, University of Teesside
Prof. Ken Goulding	Deputy Vice Chancellor, Middlesex University
Prof. Graham Henderson	Vice Chancellor, University of Teesside
Prof. Leslie Hobson	Deputy Vice Chancellor, University of Glamorgan
Dr Peter Marsh	Pro Vice Chancellor, University of Bolton
Prof. David Melville	Vice Chancellor, University of Kent
John Mumford	Vice President, UK Region, BP Oil UK
Paul Nolan	Director, Institute of Lifelong Learning, Queen's University, Belfast
Cath Orange	Pro Vice Chancellor and Dean, Leeds Metropolitan University
Dr Barbara Page	Head of Academic and Employability Initiatives, London Metropolitan University
Simon Roodhouse	Chief Executive, UVAC
Prof. Robin Smith	Former Pro Vice Chancellor, Anglia Polytechnic University
Prof. Freda Tallantyre	Deputy Vice Chancellor, University of Derby
Mollie Temple	Vice Chancellor, University of Bolton
Prof. Leslie Wagner	Former Vice Chancellor, Leeds Metropolitan University

## UVAC Membership (at December 2005)

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### Full Members

Anglia Ruskin University  
 Aston University  
 Buckinghamshire Chilterns University College  
 Canterbury Christ Church University  
 City University, London  
 De Montfort University  
 Edge Hill College of Higher Education  
 Harper Adams University College  
 Lancaster University  
 Leeds Metropolitan University  
 Liverpool Hope University  
 London College of Management and IT  
 London Metropolitan University  
 London South Bank University  
 Middlesex University  
 Northumbria University  
 Queen's University, Belfast  
 Ravensbourne College of Design & Communication  
 Southampton Solent University  
 Staffordshire University  
 Thames Valley University  
 University College Northampton  
 University of Bolton  
 University of Brighton  
 University of Central Lancashire  
 University of Chester  
 University of Derby  
 University of Glamorgan  
 University of Glasgow  
 University of Gloucestershire  
 University of Greenwich  
 University of Hertfordshire  
 University of Kent  
 University of Luton  
 University of Sunderland  
 University of Teesside  
 University of Wales, Bangor  
 University of the West of England  
 University of Westminster  
 University of Wolverhampton

### Associate Members

Armagh College of Further & Higher Education  
 Barnsley College  
 Belfast Institute of Further & Higher Education  
 Birmingham College of Food, Tourism & Creative Studies  
 Blackpool & The Fylde College  
 Bradford College  
 Burnley College  
 Castlereagh College of Further & Higher Education  
 Causeway Institute of Further & Higher Education  
 City College Manchester  
 Croydon College  
 Doncaster College  
 East Antrim Institute of Further & Higher Education  
 East Down Institute of Further & Higher Education  
 East Tyrone College of Further & Higher Education  
 Farnborough College of Technology  
 Fermanagh College  
 Grimsby College  
 Havering College  
 Hull College  
 International University College Ltd (Sofia)  
 Leeds College of Art & Design  
 Limavady College of Further & Higher Education  
 Lisburn Institute of Further & Higher Education  
 Manchester College of Arts & Technology  
 Myerscough College  
 Nescot (NE Surrey College of Technology)  
 New College Durham  
 Newcastle College  
 Newry & Kilkeel Institute of Further & Higher Education  
 Northbrook College  
 North Down & Ards Institute of Further & Higher Education  
 North East Institute of Further & Higher Education  
 North West Institute of Further & Higher Education  
 Omagh College of Further Education

Plymouth College of Further Education  
 Solihull College  
 South Tyneside College  
 St Helen's College  
 Stockport College of Further & Higher Education  
 Suffolk College of Further & Higher Education  
 Tameside College  
 Upper Bann Institute of Further & Higher Education  
 Walsall College of Arts and Technology  
 Warwickshire College  
 Wakefield College  
 Wigan and Leigh College  
 Worcester College of Technology  
 York College  
 York St John College

### Corporate Members

Association of Colleges  
 Association of Media Practice Educators (AMPE)  
 Association of University Administrators  
 CITB – Construction Skills  
 Employers Organisation for Local Government  
 e-skills UK  
 GlaxoSmithKline plc  
 HE Academy  
 Learning and Skills Council – National (LSC)  
 Lifelong Learning UK  
 NCFE – National Awarding Body  
 National Council for Work Experience (NCWE)  
 National Skills Forum  
 NHS Institute for Innovation and Improvement  
 Qualifications and Curriculum Authority (QCA)  
 SkillsActive  
 Universities & Colleges Admissions Service (UCAS)  
 UK Skills

## UVAC Publications

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All downloadable at [www.uvac.ac.uk](http://www.uvac.ac.uk)

**From Apprenticeship to Higher Education:** A guide to developing work-based progression routes to higher education for Advanced Apprentices and other skilled staff and managers. By Adrian Anderson and David Hemsworth, 2005. Funded by the LSC.

**Higher Education for IT Professionals.** By Adrian Anderson and David Hemsworth, 2005. Funded by the LSC and e-skills UK.

**Higher Education for Active Leisure Sector Professionals.** By Adrian Anderson and David Hemsworth, 2005. Funded by the LSC and SkillsActive.

**Higher Education for Hairdressing and Beauty Sector Professionals.** By Adrian Anderson and David Hemsworth, 2005. Funded by the LSC.

**An Analysis of the Progression of Advanced Apprentices to Higher Education in England:** An investigation into the purposes, intentions and opportunities facing Advanced Apprentices as perceived by learners, employers and providers of higher education. By Vic Seddon, 2005. Funded by the LSC.

**Learner Progression into Higher Education: Key issues concerning learner progression through the vocational qualifications system.** By Bob Faithorn, 2005. Funded by QCA.

**Integrating Work Based Learning into Higher Education: A Guide to Good Practice.** By Lyn Brennan, 2005. Funded by LCCI Commercial Education Trust.

**Fit for Purpose – The use of National Occupational Standards in higher education to meet the needs of employment:** A generic guide for curriculum designer and deliverers. By Simon Roodhouse and David Hemsworth, 2004. Funded by the LSC.

**A higher education context for National Occupational Standards.** By Stephen Swailes, 2004. Funded by Edexcel.

**Bridging rhetoric and reality: Accreditation of prior experiential learning (APEL) in the UK.** By Jonathan Garnett, Derek Portwood and Carol Costley, 2004. Funded by the LSC.

**APEL National Forums: Recognising workplace learning and achievement as a tool to enhance the delivery of Foundation Degrees.** Summary of proceedings, 2004.

**Apprenticeship: An historical re-invention for a post industrial world.** Proceedings of the conference held by UVAC, 2004.

**Responding to Government expectations: Vocational education and training.** UVAC Annual Conference Proceedings, 2003. Published 2004.

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