

The benefits of part-time study

***Part-time Higher Education: Access in
the new fees regime***

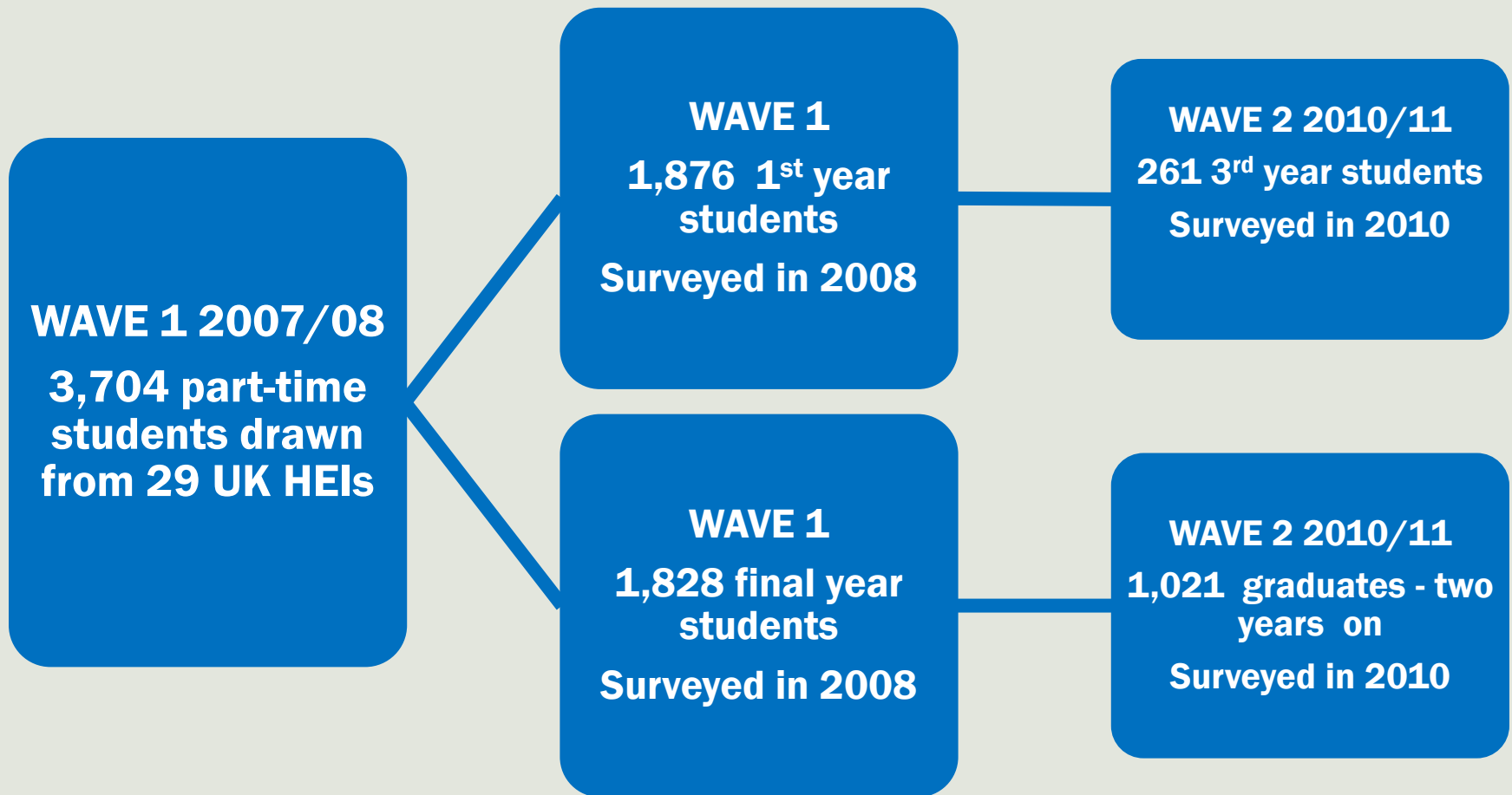
**UALL Annual General Meeting
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Aims of research

- **To collect data and investigate**
 - **students' career intentions and ambitions;**
 - **students' career development/learning and decision- making**
 - **the employment and training outcomes for part-time students;**
 - **the views of employers of part-time students; and**
 - **sources of student financial support.**

Futuretrack: Part-time



The part-time student journey: survey data at 4 points in time



Part-time UK undergraduates

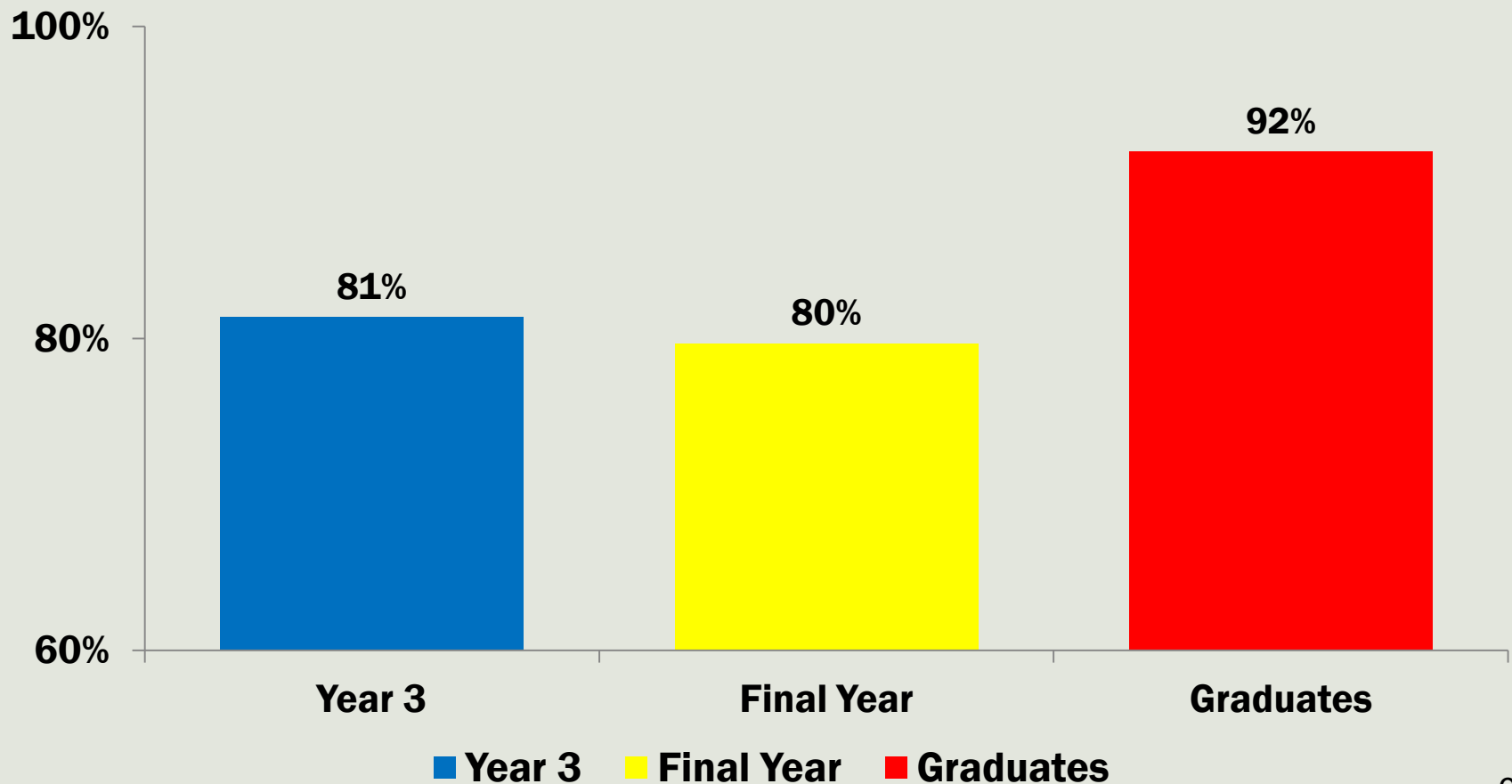
- **$\frac{1}{3}$ of all UK undergraduates study PT = over $\frac{1}{2}$ million students**
- **Much more likely to be older and to be female than full-time students and more heterogeneous**
- **Entry qualifications more diverse**
- **Qualification aims more diverse**
- **Concentrated in certain subjects**
- **Unequally distributed – concentrated in limited number of HEIs in certain regions**
- **81% employed, of which 78% had full-time jobs**

**Does part-time HE study help
meet the skills and
employability agenda?**

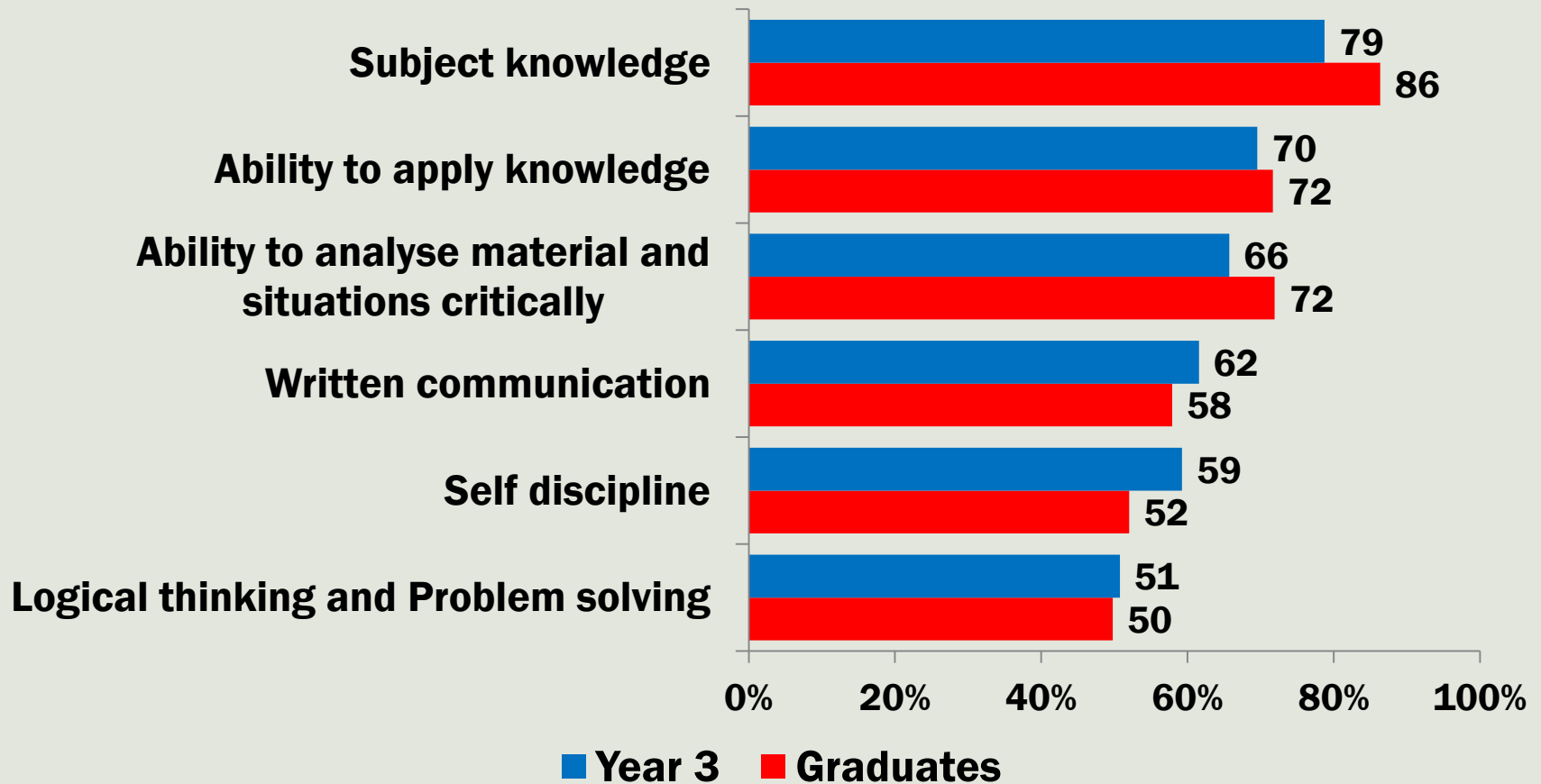
‘Skill acquisition which does not enhance employability, earnings, labour market progression or which does not bring other economic and social returns, is a waste of public and private resources.’ (UKCES, 2010 p.109).

Skills acquisition, utilisation and development

Did students and graduates use the skills they learnt on their course in their job?

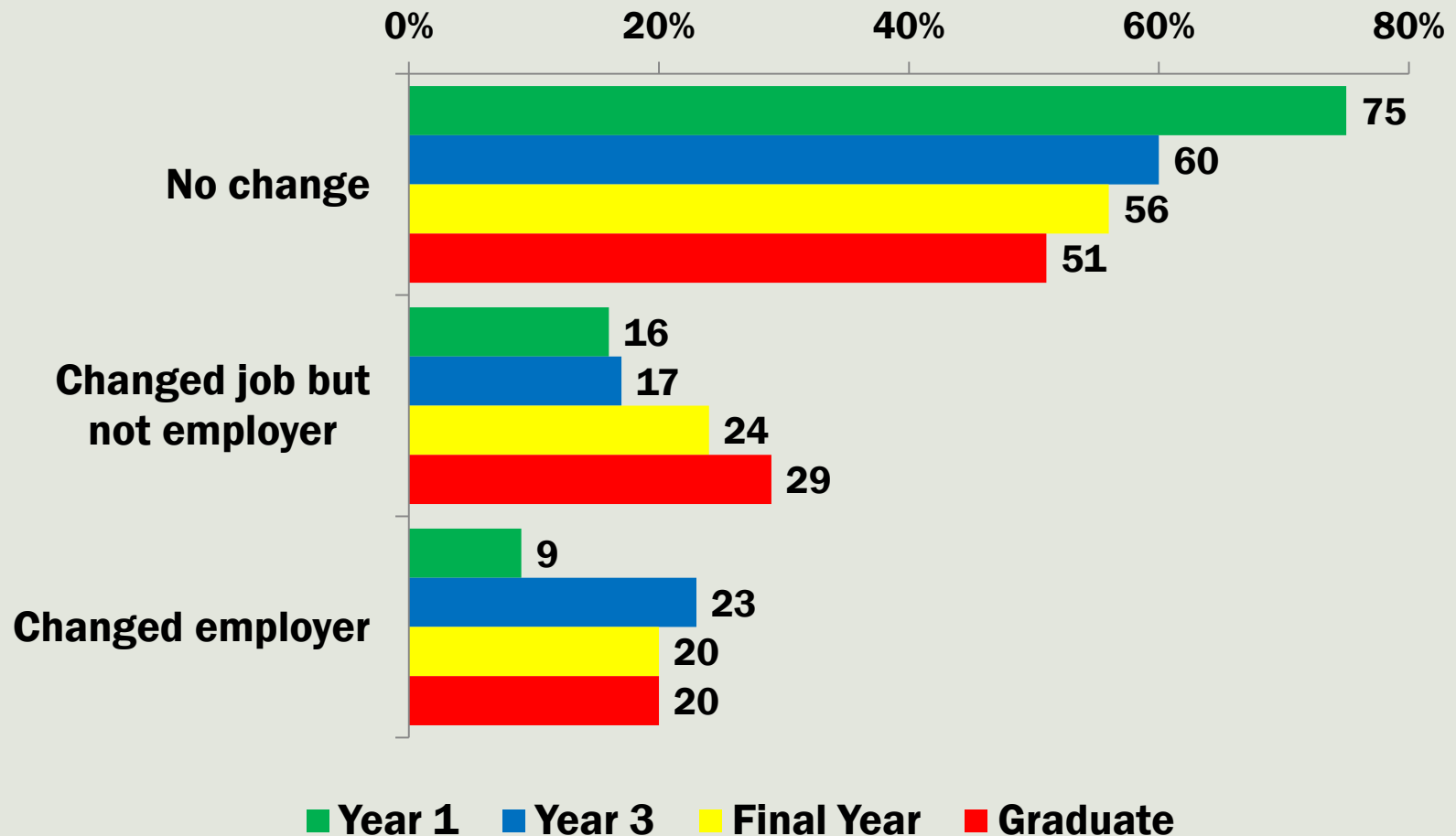


What skills did students and graduates learn on their course that they use in their job?

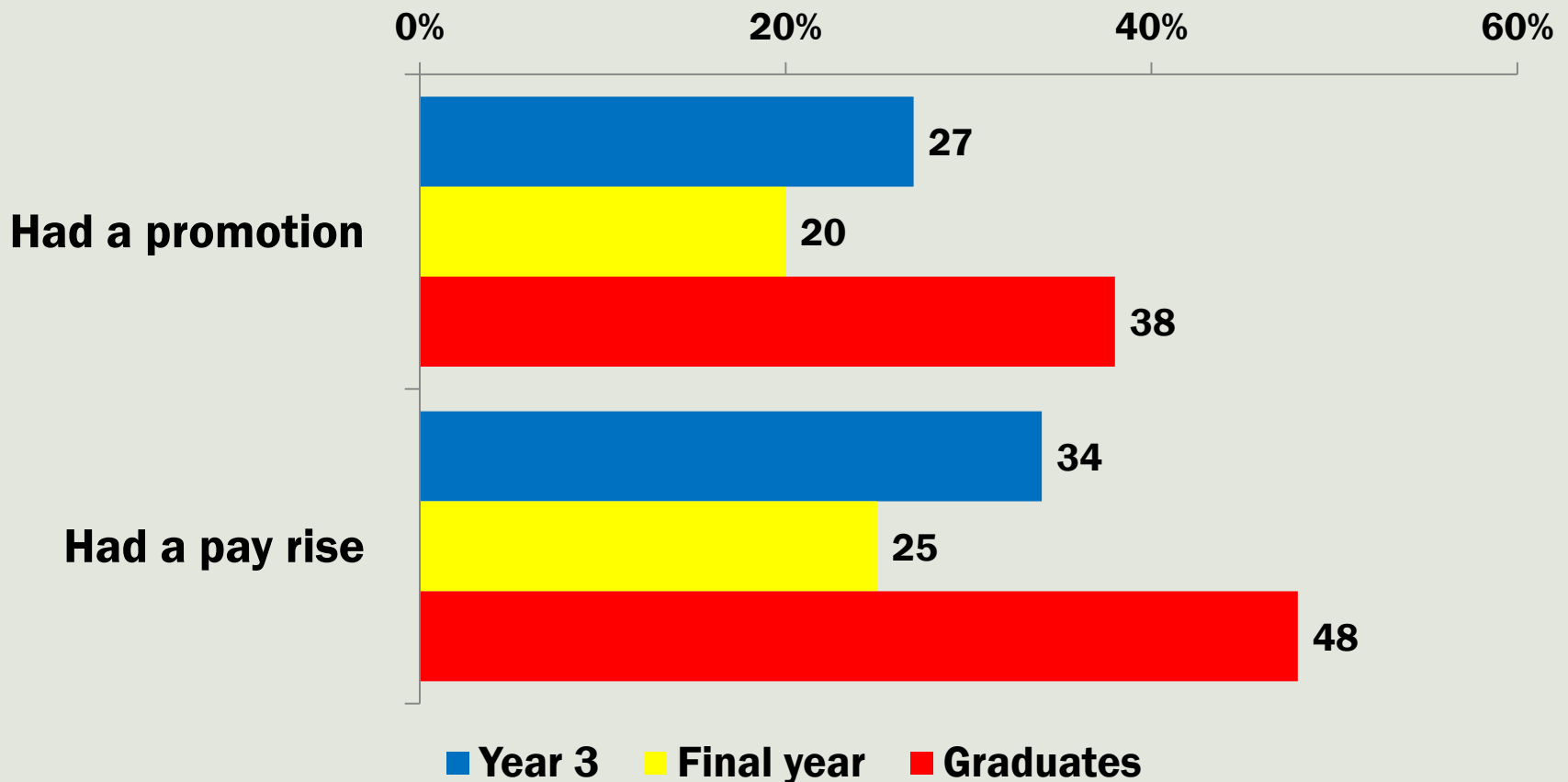


Labour market progression and earnings

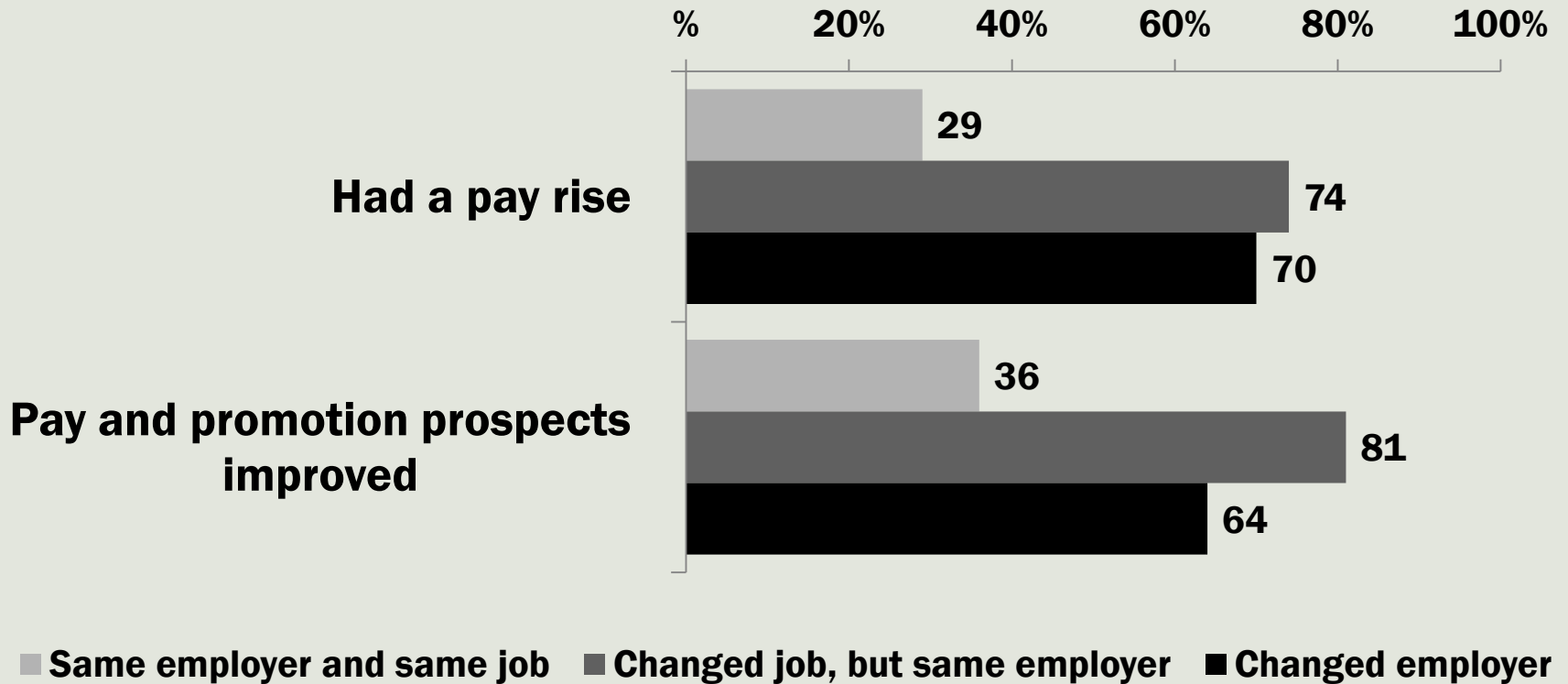
Did students and graduates change jobs?



Did students and graduates get a pay rise or promotion as a direct result of their course?

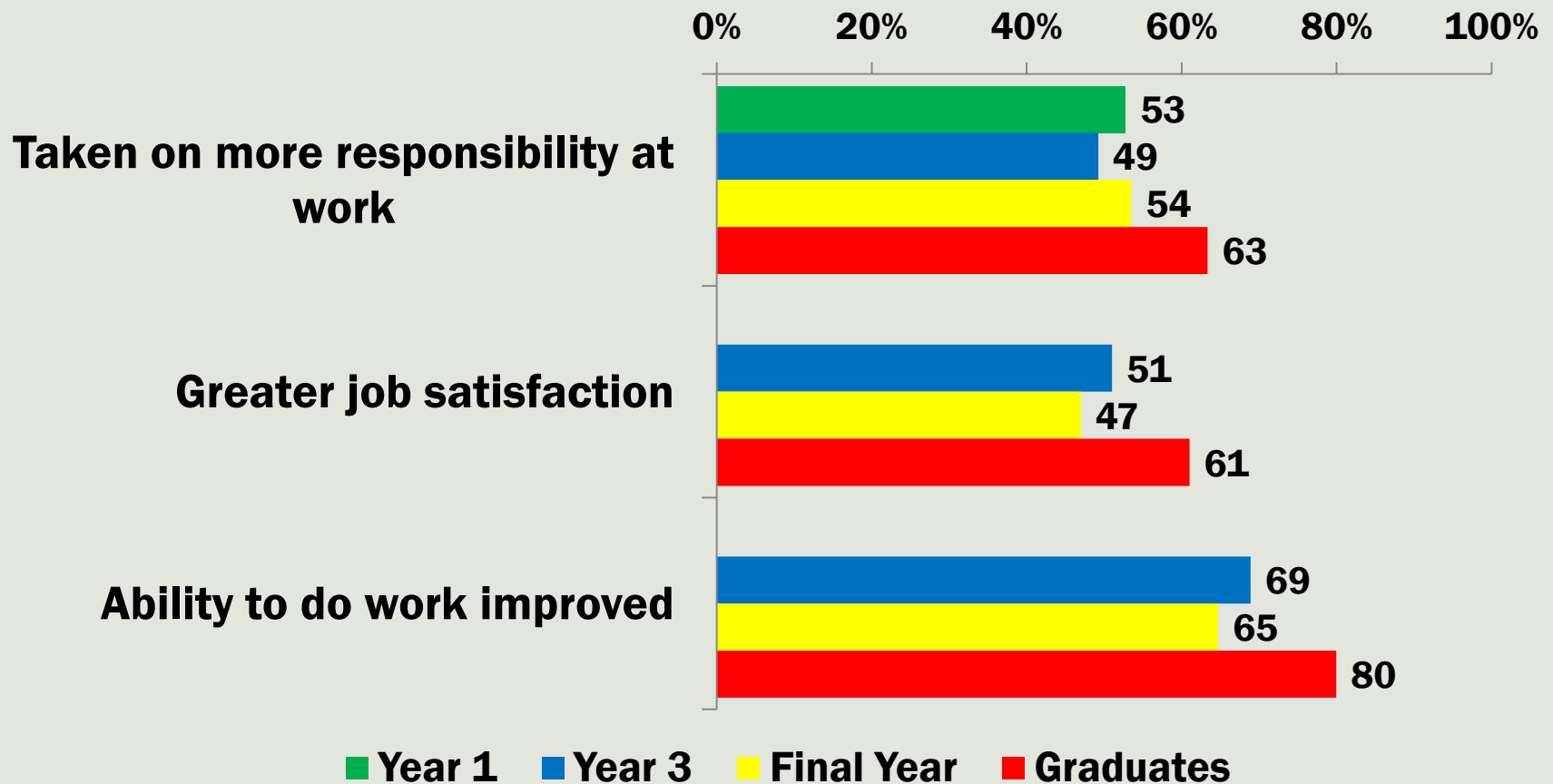


Which graduates were most likely to get a pay rise and to improve their prospects?

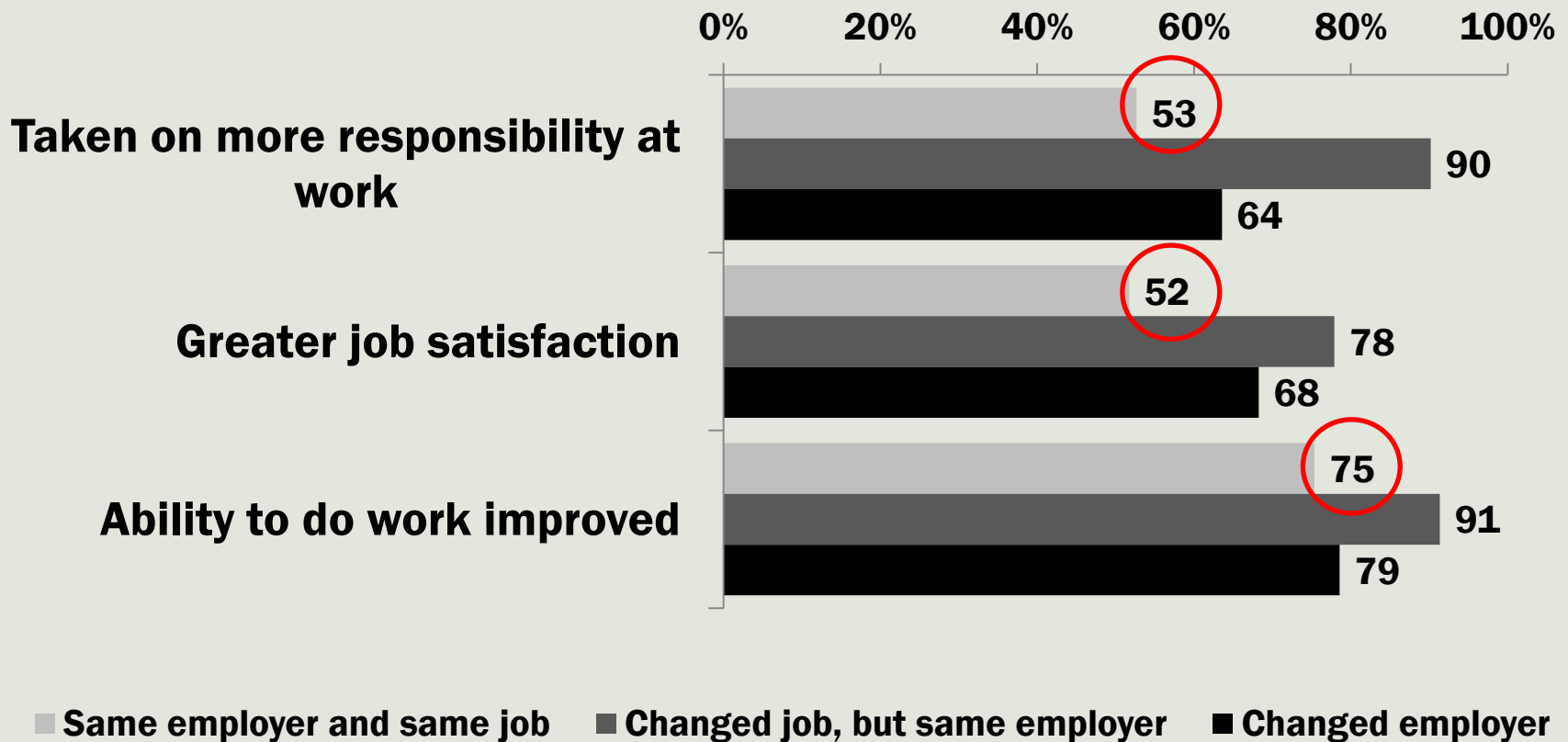


**Other economic returns to part-time
study – changes to students and
graduates' working lives and
attitudes to work**

Did students and graduates' working lives change as a direct result of their course?

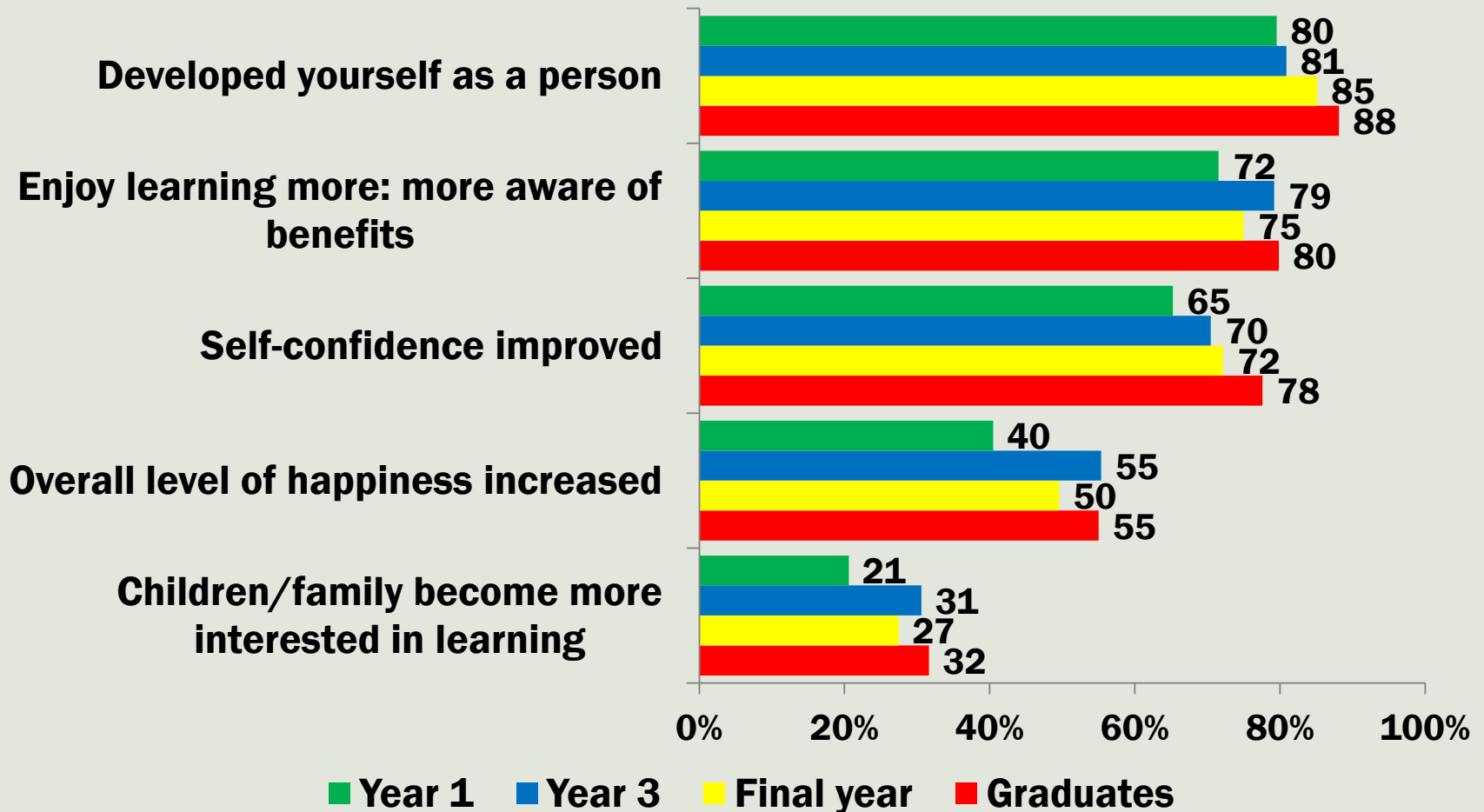


Which graduates were most likely to experience changes in their working lives?

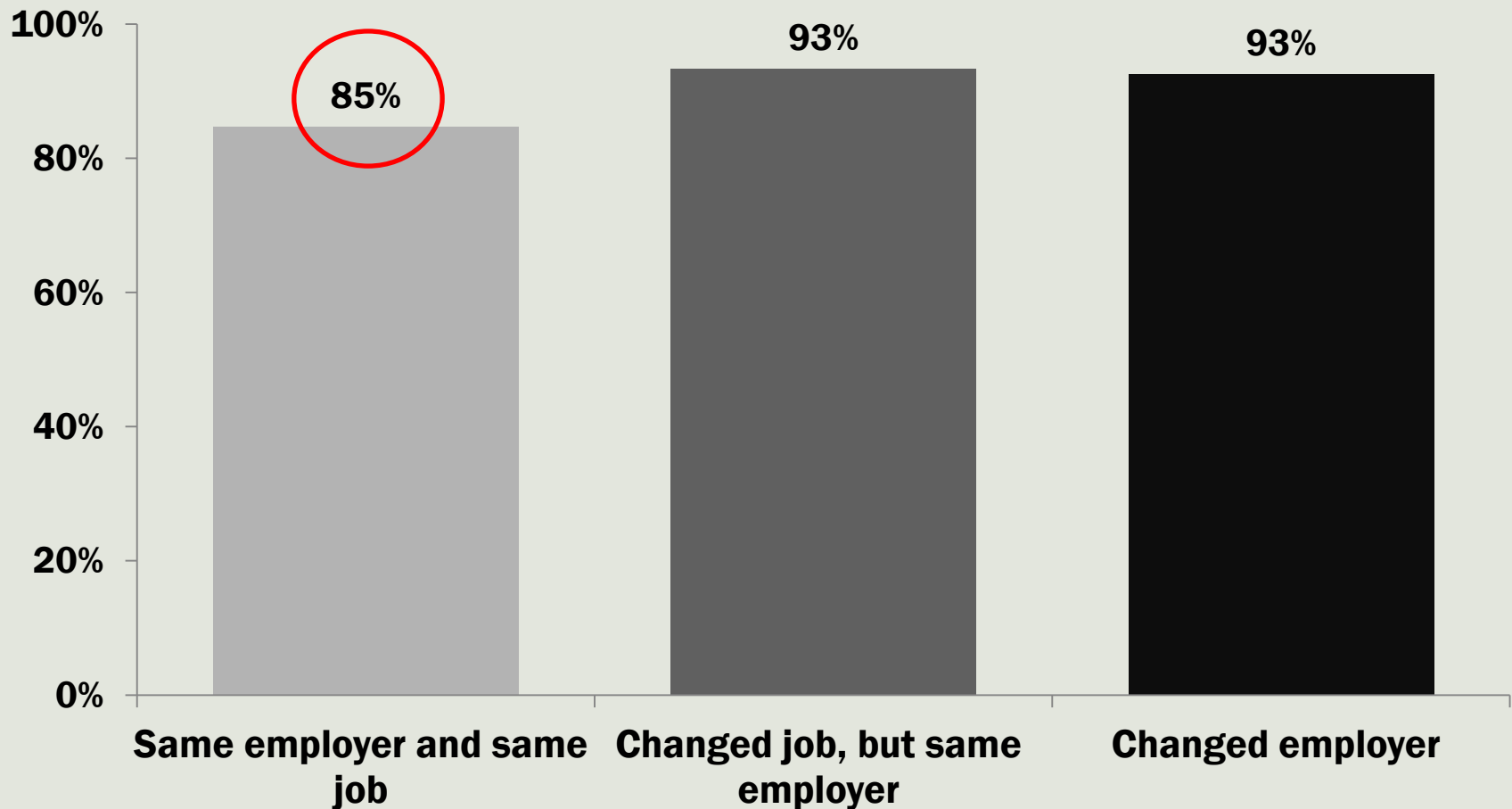


**Social returns to part-time study –
changes to students and graduates’
non-work aspects of their lives**

Did students and graduates' non-working lives change as a direct result of their course?



Which graduates were most likely to believe their “course helped me develop as a person”



‘Skill acquisition which does not enhance employability ✓, earnings, ✓ labour market progression ✓ or which does not bring other economic ✓ and social returns, ✓ is a waste of public and private resources.’ (UKCES, 2010 p.109).

References

- **Callender, C., Hopkin, R., and Wilkinson D. (2010)**
Futuretrack: part-time students career decision-making and career development of part-time higher education students HECSU, Manchester. 132 pp
- **Callender, C and Wilkinson, D (2012a) Futuretrack: Part-Time Higher Education Students - the benefits of part-time higher education after three years of study**
Manchester: HECSU. pp 93
- **Callender, C and Wilkinson, D (2012b) Futuretrack: Part-Time Higher Education Students Two Years After Graduating – The Impact of Learning Manchester: HECSU.**