

Do Management Practices Matter in Further Education?

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Improving college-based education is a central part of any strategy to increase the skills base, and with that both productivity and social mobility. Yet, little is known about what inputs drive performance in these types of institution. We evaluate the importance of management practices in the institutional setting of Further Education in the UK. We apply the World Management Survey methodology to colleges, with a focus on practices related to their provision for 16-19 year olds. We link this to administrative data on 40,000 learners, enabling us to evaluate how management practices are associated with educational outcomes of individuals. Value added regressions with extensive controls suggest that management practices do matter for student outcomes, especially for those from low-income backgrounds. Improving management practices may thus be a channel through which socio-economic inequalities can be reduced.