



Inspiring Individuals: teaching higher education in a further education college

Exploring the pedagogy of HE delivered in an FE setting

Madeleine King, John Widdowson

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Madeleine King
Co-ordinator, MEG

John Widdowson
Chair, MEG

1. Introduction

Higher Education (HE) in Further Education (FE) is described by those who deliver it as both distinctive and different from HE delivered in a more traditional university setting. It is said to draw on the positive experiences and training gained from teaching further education students in order to enhance the learning of HE students in colleges. This piece of research sets out to test the proposition that a different style of teaching and learning exists within the HE in FE sector. The research was undertaken within the Mixed Economy Group of colleges (MEG) and was funded by the Higher Education Academy (HEA).¹

2. Background

Students who pursue their HE in FE are more likely to be older than their university peers, to have qualifications other than A Levels as an entrance threshold, to live locally and to have both work and family commitments. Many live in areas associated with high levels of deprivation. HE in FE students are disproportionately drawn from widening participation post codes – 29% have such addresses compared to 20% studying in a university setting. Colleges make a large contribution to the pledges of successive governments to widen participation and improve social mobility.

The debate concerning the balance between research, scholarship and teaching within any provider of HE has gathered pace over recent years. Faced with increasing contributions to the cost of their HE, students (and also their parents/carers and their employers) have come to be more discerning about what their HE provider will offer them. For those entering straight from school, or after a period away from the job market, post-graduation employability is of increasing importance. Those in work but hoping to sustain their employment prospects with higher qualifications are also concerned to make a good investment of time and money. The “student experience of HE” is often coupled with the experience of young people living away from home. For many HE in FE students this is not a typical consequence of higher study, especially for mature students and those studying part-time. The HE in FE experience does not have these other factors to build on and is largely determined by the skills of subject tutors and the classroom facilities available to them. Our research suggests that both of these are highly-valued by students of all ages.

3. Key findings

Our findings are based in the responses of 559 staff who teach within some 30 colleges. Most are employed on a Full-time basis and teach full-time students but around a third of our sample are on part-time contracts. We found that respondents;

- Regarded teaching as their main purpose and have a clear identity as teaching professionals
- Were aware of their HE students as individuals and adopted a personalised learning approach wherever possible
- Regarded teaching HE in FE as requiring a range of approaches and techniques responding to the needs of the subject and the experience of the students
- Placed a high value on engaging the learners with industry-linked practical projects that were relevant to their studies and future careers. Theory was linked to practice
- Considered that in some colleges there were difficulties in establishing a distinctive HE culture against an FE culture shaped to respond to different needs
- Put high value on relevant CPD, defined here as including not only scholarship but professional and pedagogical updating

¹ It is important to note that this research is based on English college-based higher education and it is acknowledged that college-based higher education provision is different in Scotland, Wales and Northern Ireland.

4. Methodology

A questionnaire was drawn up in consultation with MEG teaching staff (See Annex 1). It was promoted among the 39 MEG member colleges and was available to a wider audience via the MEG website. A total of 559 individual responses were received. Some of these were from non-MEG colleges, thus providing a spread of responses from large providers of HE in FE (over 2,000 HE FTE) to colleges with medium and small volumes of HE. The views of staff in three specialist institutions added a land-based and art and design perspective. 34 respondents did not name their institution but 29 colleges were clearly named by staff completing the survey.

Only the final question enabled a free-response. The answers to this question (*Please add any further comments on your approaches to the delivery of HE which you feel may be helpful*) were then grouped under various themes and have been used to inform the statistical data drawn from the other sections. Text boxes have been used on those occasions when we have quoted some responses in full in order to illustrate particular findings.

The methodology assumed that all respondents were familiar with the Quality Assurance Agency's Code of Practice, with the Framework for Higher Education Qualifications and with the HEA's UK Professional Standards Framework.

5. Findings

A feature of HE in FE is that most of those teaching HE are employed on FE terms and conditions and are therefore regarded as teachers first and foremost. Previous research undertaken by MEG² has shown that relatively little time is available for traditional research or scholarly activity as defined by universities. When this is undertaken it is more likely to have a direct relationship with the delivery of the HE programme in the classroom than with blue skies research.

Who are the teachers?

Virtually all teachers possessed a recognised teaching qualification (93.5%). It is unclear from the small number remaining how many were new entrants or part-time staff. Of those with a teaching qualification, nearly three quarters were qualified in Post Compulsory Education. The remainder had qualifications from other educational sectors.

Of our sample, two thirds were employed as full-time teachers and they predominantly taught full-time students (over 71%).

What is taught?

Perhaps unsurprisingly, only a small proportion of the provision taught is at postgraduate level with a slightly larger proportion specialising in Teacher Training. The bulk of delivery is at sub degree level (Foundation degree or Higher National). A significant number also teach "Non-prescribed" higher education. This is in line with the expectation that much college provision will be at this level. However, a larger-than expected number of staff teach on full Honours provision. Research done previously by MEG strongly suggests that the vast majority of this provision will be in specific vocational disciplines.

²Eg Report on MEG survey on Research, Scholarship and Scholarly Activity. Greenwood M 2009

Who are the students?

In contrast to the national profile of HE in FE students³ the majority of students taught by our respondents were aged 18-25 years. This may be a function of the sample dealing mostly with full-time students, the majority of whom are drawn from this age group.

How are they taught?

Table 1 – Teaching methods used

Question 7: Teaching methods used? (5 Mostly - 1 Never)						
Answer options	1	2	3	4	5	Response count
Formal lecture	59	70	127	158	122	536
Group seminar	33	55	153	173	113	527
Individual tutorial	24	82	176	160	91	533
Student study groups	63	114	132	112	54	475
Practical activity	43	57	132	128	165	525
Work placement	182	78	74	68	61	463
Online	124	167	104	58	31	484
				answered question		559
				skipped question		0

I believe that my role is to prepare the student to perform adequately at a high level in their chosen area of work. I further believe that it is my role to get them to be able to form their own opinion and be able to justify their reasoning.⁴

All tutors in HE should facilitate learning as experts "on tap" and not "on top". All should read Malcolm Knowles book on the "Modern Practice of Adult Education" which distinguishes "Andragogy" from "Pedagogy" so that facilitators move from being "on top" (Secondary and FE to some extent) to being "on tap" (HE - levels 6 and especially level 7 and 8).

Teachers were asked to choose from a range of teaching approaches and to rank them in order of usage. As might be expected from courses which are largely vocational in nature, practical activity was rated highest,

³ Patterns of Further and Higher Education in colleges and universities in England: a statistical summary and technical commentary. Rashid et al. March 2011

⁴All of the text boxes contain quotes from the research respondents

being the preferred approach of just under 75% of respondents. The group seminar came a close second. Work placement was less regularly used as a learning approach, while online learning was the least popular by a significant margin.

We tend to use a variety of teaching methods and vary teaching style to suit the student group. Smaller class sizes allow us to be reactive and responsive to student needs - (individual and group). This also allows for more creative approaches to teaching & learning and also to assessments. Students are encouraged to conduct peer teaching and participate in group discussions and seminars, which they find rewarding. Also, I believe assessment feedback is more individual as we have a better understanding of how each student needs to develop. My experience of teaching HE in FE is hugely different from my experience of being a student in an HE establishment where I was one of many, with tutors not knowing our names.

Most of the questions I wanted to say - depends on which group I'm teaching - pedagogy changes significantly between "full-time just left school" undergraduates and PT intensive postgraduate course for middle and senior managers - and all ports in between.

As I lecture on a vocational course, the linking of classroom based learning with practice is integral to our teaching; the course is also formative in terms of developing the professional self, and the relationship between the lecturer and student is a crucial factor in this. A level of formal lecture is appropriate, but this is supplemented with group work to enable students to learn from each other's experiences and to reflect on themselves, their practice, their thinking, their ethics and values, and the links between theory and practice. Incorporating service user involvement is fundamental to enable students to gain this perspective.

The emphasis on practical activity appears to be in marked contrast with the low usage of work placements. This may be explained by approaches to assessment and learning which remain reliant on more traditionally accepted methods. These are difficult to deploy in a work place environment. There may also be a comparison to be drawn between the widely-understood approaches to teaching, learning and assessment in an academic environment and the greater challenges of maintaining academic rigour in a less well-controlled work situation.

The low reliance on online learning reflects the findings of the HEFCE Online Learning Task Force⁵. One recommendation of the OLTF was that:

“There needs to be a stronger understanding of the potential of web-enabled learning and the use of social media, greater prioritisation of teaching partnerships between technologists, learning support specialists and academics, and an end to the ‘not invented here’ syndrome. Mixed teams working together on the pedagogic and technological elements of online learning enable institutions to offer innovative, up-to-date, high-quality provision. Good practice must also be shared.”

(Interestingly, while the move towards online learning was seen as something which was to the institutions' strategic advantage, the suggestion did not meet with wholesale support from the students involved in the research. The report notes that students prefer to be given a choice about how they learn, and that some

⁵ Collaborate to compete: Seizing the opportunity of online learning for UK higher education. HEFCE, January 2011

subjects are more readily delivered through e-learning techniques than others.) Previous research by MEG for JISC ⁶ supported many of the HEFCE group's findings.

Many respondents referred to the vocational nature of their programmes and thus the importance of professional currency.

Table 2. Additional support needs

Answer options	1	2	3	4	5	Response count
Formal report/essay writing	25	50	105	192	170	542
Quantitative techniques	48	64	135	162	102	511
Research techniques	23	34	113	208	162	540
ICT/ILT	47	143	181	103	35	509
Study skills	24	55	150	196	117	542
Pastoral	46	100	174	122	88	530
					<i>answered question</i>	551
					<i>skipped question</i>	8

Often for PT students they have a good basis in the vocational side - and the skill in teaching is to introduce the level of academic skills that those in FT have automatically. Teaching FT is about getting them to apply their academic skills to the world of work to improve employability.

Engaging the learners with industry linked practical projects that they find relevant to their studies and future careers is most important.

High emphasis placed on contact within the particular profession the programme links to (Landscape mgt) and usage of sessional tutors who deliver "as they were doing the day before and the day after" the lesson to the students rather than always relying on an academic who may not have any association with the marketplace. Visits to meet practitioners and identify challenges and solutions - much better than reliance on purely desk study

Many HE in FE students are drawn from non-traditional academic backgrounds. Some have vocational qualifications while others have returned to study after having spent time in employment. As such, it might be expected that many such students will require additional help in mastering the academic and other skills necessary for success in higher qualifications.

⁶ *Creating a Virtual Faculty: Phase I: Current Arrangements and Future Options, January 2011*

The widening participation agenda re HE in FE colleges is well advanced here and students do come with sometimes poor academic backgrounds and sometimes are the first in their family to go to "Uni". This magnifies the additional support element that students need. Differentiation is also prominent in delivery and support strategies as we recruit nationally and overseas students too.

However at the end of the day our students emerge on a par with those who I have taught in HE, and examiner reports indicate achievement sometimes above sector norms due to small group sizes, great and easy access to top class facilities, committed staff who are largely also practitioners and / or research active etc.

On balance, as a creative faculty, students perform really well in practice based areas and additional support goes more into "academic" development. We can have up to 25% of students with dyslexia.

The majority of teachers identified research techniques as the leading area in which students need additional support. This is closely followed by formal report and essay writing and study skills. Both suggest a lack of familiarity with the skills demanded by academic study. Perhaps surprisingly, quantitative techniques are seen to be required less frequently. This could be a function of the composition of the sample which could include courses for which these skills were less in demand.

The Teaching and Learning culture central to FE delivery is beneficial to the study of Fine Art at HE level. The research culture now pervading Universities comes from a science model and is not necessarily appropriate to the study of Fine Art.

Student-staff distance is very short and as such this high degree of contact represents a very positive feature of the student relationship, which is highly valued by students.

I have witnessed a stronger focus on learner progression in HE in FE with work placements, industry focused assignments and real contacts being made for the benefit of the learners. In my experience this was missing at the HE establishment in which I worked, where learners were feeling very much unsupported in their quest for employment.

Two outcomes are surprising. It has long been said that one of the key features of HE in FE is the high level of individual student support made available. The survey results appear to place less reliance on this aspect of the HE in FE experience. This could be explained by greater use of specialist pastoral support services in some colleges rather than by academic tutors, or a reduction in the timetabled hours available for such work. The second is the low incidence of support needs for ICT/ILT. Given the low use of on-line learning methods, this may not be altogether surprising. It may also reflect a less imaginative use of ILT which confines itself to commonly used applications such as word processing packages which are now widely used and understood.

I teach photography skills to BA students and have observed that we have a high number of students with Dyslexia and other learning difficulties such as Asperger's Syndrome. Such students are often brilliant visually and can have advanced holistic ideas. Learning from them and noting the methods by which they learn best would help all students, especially in the area of creative problem solving and where we are pushing radical ideas forward such as sustainability. The use of helpful technology such as that employed within S.E.N. departments should be de-stigmatised for use within HE - some of those special needs students may go on to HE, and the technology (science) could be investigated (research) by Art and Design as part of the curriculum development (collaboration) between the Arts and Science depts.

I feel that adults expect a didactic approach to their course and will often be disappointed if they don't get it. In many instances they will not welcome 'group activities' or 'exercises' UNLESS they are directly relevant to assisting their learning of the subject and they are able to see the connection. Need to keep such things very 'on message' for them.

What are the characteristics of HE in FE?

The sample responses did not distinguish between Full and Part-time study and levels of study. The analysis which follows therefore of necessity presents an overview.

Our HE students progress to career employment opportunities because they have the skills to do things as well as the competence to develop. It is our duty and mission to promote the acquisition of skills demanded by employers.

In the context of largely vocational study, it is unsurprising that a premium is placed on the practical and vocational relevance of what is taught. Nearly three quarters of the sample surveyed placed this aspect of HE in FE delivery as their first priority.

We integrate assignments to reflect real world problems faced by engineers & mechanics in this area of work. I think to instill the drive to be creative and have the ability to think through problems as individuals or as a team is one of the primary goals in HE.

I try to mix my own personal experiences with that of the course formal requirement in order to get my point across. All my students come from an industrial background and I feel that my approach helps them to realise that I understand their position and desires while at the same time ensuring that no one slips through the net. I also add elements of technical progress to that required by the curriculum if I see the future of a particular element as dragging behind technical innovation and discovery.

After completing the foundation degree with us, many learners have progressed on to the final year of a B Eng Honours Degree at a local university. Reports from the university are that the technical knowledge and skills of these learners is exemplary.

A high proportion of teachers stated that their chosen methodologies shifted over the duration of the course from inductive to deductive approaches, which in turn suggests changes in methodology to reflect greater development of student-centred and independent learning. While they should not come as a surprise in any analysis of the learning journey at this level, it does tend to suggest that reliance on more formal techniques (and occasional references to “spoon feeding” facts) is not at the expense of more formative methods.

The approach to HE delivery in FE is one of the learner coming first, their needs being assessed and worked upon to aid the transition from FE to HE.

Non-traditional students appear to value a wide range of different approaches to place learning within their own social context. It is important to know your learners from the start (diagnostic assessment) and build in a range of formative assessment throughout.

I feel that giving the student the knowledge to then go and develop their own thinking is an essential part of HE teaching. Being the facilitator in the gaining of knowledge not the dictator of knowledge is key as dictation does not develop free thinkers – they won't develop themselves or the field they work in.

I realise that students who attend an HE in FE College and undertake vocational academic qualifications at a high level struggle with the academic nature of HE and do require a great deal of support. Delivery of HE tends to be by vocational specialists and some lack academic training themselves - the ideal would be a mix of academic and vocational staff, then the students would get the best of both worlds.

The blend of vocational and academic experiences of the majority of lecturers delivering HE in predominately FE institutions is the key to the perceived 'different' approach.

6. Emerging Themes

From the evidence supplied, it is difficult to conclude that a completely distinctive pedagogy for teaching HE in FE exists. Teaching staff identify the need to use a range of techniques and approaches contingent on the nature of the subject taught, the characteristics and progress of the students concerned and their expectations. Most HE in FE teachers have benefitted from teacher training but in most cases this was based on the FE curriculum with little contextualisation to HE. Most teachers designed their programmes so as to move from more traditional didactic methods to student-centred learning. The extent to which this was planned and met student expectations was less well evidenced.

Teachers valued their ability to use a range of techniques and recognised the need to engage in dialogue with students as to their understanding of both what was taught and how that was done. The focus on good teaching was seen as a strength and a matter of professional pride. Although some staff expressed concerns at the apparent lack of time and funding for traditional approaches to scholarship, effective teaching using a range of approaches remained at the heart of HE in FE.

(a) The expectations of students

There are issues caused by the shift of HE students towards being consumers. Some students do not wish to learn theory and see a degree as a vocational qualification. So students want to lean more towards practical classes. It's a constant battle to make theory relevant to practice.

From the comments of their teachers, HE in FE students appear to see a direct relationship between the qualifications they study and their prospects of employment. Combined with the need to provide support in areas such as “academic literacy,” this may in turn lead to a bias towards more didactic teaching. Staff have to spend time introducing and developing a skill set to enable students to deal with the higher level content of their courses.

HE in FE students expect to be taught well by a tutor with credible experience and knowledge both in the subject area and its practical applications. Given that students expect their teachers to possess good teaching skills and have up to date and credible knowledge of their professional field, it is unsurprising that college academic staff also value these attributes.

There is a strong commitment to Widening Participation, which in turn leads to an awareness that students drawn from this group need additional support if they are to succeed.

The majority of the students I teach would not have even considered the possibility of studying a degree programme - yet following their FdA the majority (in excess of 90%) go on to 'top-up' to a BA Honours qualification. Indeed a number have progressed further still and completed Masters programmes. Encouraging these students within a 'supportive' yet challenging learning environment assists their development and helps improve both their confidence and self-esteem

(b) The impact on staff of delivering HE in an FE setting

Any approach to delivering HE within an FE context is considerably influenced by the environment in which teaching takes place. One of the biggest issues for an HE lecturer is the development and continuity of an HE 'feel' for their students, something continually undermined by a shared FE campus. Clearly this is not an issue that can be addressed or alleviated easily, not least from a financial perspective, but environmental factors need to be seriously considered when examining the successful delivery of HE programmes within an FE infrastructure.

HE in FE supports the widening participation agenda and there is a strong emphasis on providing support for students to help them to succeed. Most of the courses have a vocational basis and important links are always made between theory and practice. Teaching staff are challenged, since FE institutions usually require the staff to undertake a similar teaching load to FE staff. But this is not equivalent to teaching in an HEI. The time for marking and the production of good quality feedback and feed forward, plus the time for supporting students is very high, creating large workloads for staff

What's important for me as a professional? Exploring teaching strategies that can be adapted to different pedagogical challenges that are presented over the delivery of our courses.

Many staff commented on the impact of FE delivery expectations on their approach to teaching HE programmes. These latter are required to meet HEI and QAA expectations. Previous research conducted by MEG⁷ had looked at the various approaches to HE delivery and concluded that FE colleges appeared to adopt one of two broad pathways. Large-volume providers (those with over 900 HE FTE) were more likely to organise their HE provision separately from their FE. These institutions took the view that, in HE terms, their level of critical mass warranted a separate system of organisation. Some also had a separate building for their HE programmes or at least a suite of rooms in one area of the college and it was more likely that their HE staff taught mainly or only HE. Small and medium-volume providers were more likely to maintain an integrated approach with HE programmes based in their departmental area. Staff were more likely to teach both FE and HE.

While a small number of colleges have moved towards a differentiated form of the generic FE teaching contract, the vast majority of HE in FE staff teach for at least 800 hours a year. Scholarly activity, rather than research, is undertaken and is predicated on enhancing the classroom experience as opposed to creating new knowledge. Staff teaching HE in FE are proud of their professional status and consider that their success in the classroom owes much to this training. However, several of our free responses suggest that the lack of time for anything other than professional updating is clearly still a topic of some debate.

⁷ Strategic options, Operational challenges. LSIS 2010

7. Comparisons with previous research in this area of HE

This perceived tension between FE terms and conditions and the delivery of HE has been explored by several researchers over the last decade or so. Each has tried to test either the quality of the product or the ability of FE staff to deliver it and most have tried to explore the “HE-ness” of a degree delivered in an FE setting. What remains striking is what one earlier researcher called “the extreme paucity of research and academic literature relating to HE in FE.”⁸ Much of what has been undertaken has focused on the staff perspective⁹ and in particular the impact of limited time for scholarly activity on the development of an HE culture. (However this is defined) In 2004 Harwood and Harwood¹⁰ conducted research among staff in 5 colleges which delivered HE in the South West of England. This small study is often quoted in support of a view which says that the two cultures are destined never to overlap and/or create a distinctive new form of HE. However, events have moved rapidly since the study was undertaken, with many more institutions providing HE in FE and significantly more provision being delivered by colleges with a large critical mass of HE. Most staff teaching HE in FE now possess a qualification higher than that which they teach and most HE programmes have a high standard of equipment and facilities – this was not the case in the Harwood and Harwood study.

Research by MEG in 2010¹¹ gathered the views of over 800 HE in FE students. Of greatest importance to them was getting a job at the end of their course. They saw this as being directly related to the teaching skills of their teachers and the extent to which they were up to date in their subject. It was not important to the students that staff were undertaking research.

The process of Integrated Quality Enhancement and Review (IQER) which is used by the Quality Assurance Agency to assure the standards of HE undertaken in FE has rarely commented on this issue. At the time of writing, only two colleges have generated concerns over the quality of their HE delivery, an outcome which compares favourably to that of the university sector.

8. Conclusions

This survey reflects the views of previous researchers that HE in FE is defined by its commitment to teaching and learning often evidenced by the high level of teaching hours. In addition, staff are qualified teachers and often have qualifications in their original profession or academic discipline. There is no evidence to suggest that a distinctive pedagogy is emerging within HE in FE, however: rather, the good practice found in FE is continued into higher-level study. Staff know their students and are able to motivate them to levels of retention and success that stand comparison with the best universities.

⁸ Jones, R *A Higher Education Ethos – A review of information and literature relating to the creation of an ethos of HE in the context of FE.* Higher Education Academy 2006

⁹ Eg Simmons J *Developing an HE culture in FE* “2006, Burkill et al “*Lecturing in higher education in further education settings.* 2008

¹⁰ *Higher Education in Further Education: delivering higher education in a further education context – a study of five south west colleges.* Journal of Further and Higher Education. 28 (2) 2004

¹¹ *ibid*

9. Recommendations for further research

Teacher training for HE in FE

Although virtually all teachers of HE in FE possess a teaching qualification specifically designed for the Post Compulsory phase, qualifications from other phases of education are also represented. This presents a potentially rich source of diverse practice and experience. However, with the growth of HE in FE consideration should be given to the design and content of teacher training qualifications which incorporate specific elements to meet the needs of HE in FE teachers. In contrast with their colleagues in HEIs, these teachers may also have to teach a timetable which includes FE students and courses. Greater flexibility in teaching qualifications to accommodate this should be a priority. This is especially relevant given the diverse range of techniques utilised by teachers of HE in FE.

Teaching Hons and sub degree courses – are there differences?

Although there was no compelling evidence produced in this survey, issues have been raised elsewhere as to the need for differentiated approaches when dealing with Honours degree courses compared with sub degree provision such as Foundation Degrees and Higher National.

Work place assessment

Most HE in FE courses are vocational in nature. The low incidence of work place assessment is therefore at first glance surprising. However, further exploration reveals the need to develop expertise and techniques in this important area. In particular methodologies may need to be developed which not only draw on work place experience for example projects devised by part-time students which relate to their jobs but also those which truly involve employers in developing and assessing the skills and knowledge they value.

Do part-time teachers have a distinctive contribution to make?

Although the sample for this exercise was mostly made up of full-time teachers, other studies reveal the wide spread use of part-time teachers in HE in FE these are often drawn from current practitioners in their field. Coupled with a renewed interest in the use of work placements, the role of such staff merits further investigation and development. In particular, a balance may need to be struck between currency of professional experience with teaching skills and awareness of academic standards.

Links with franchising universities

At the time this project was undertaken, roughly half of all MEG HE provision was indirectly funded. While the question did not arise directly from this study, further research could usefully be directed at the arrangements for staff development which are in place as a result of such partnerships. Previous research has suggested that while there are many mutually-beneficial such arrangements, this practice is not universal. We would be interested to see if there are examples of two-way exchanges with regards to teaching skills, given that a formal qualification is a condition of employment in one sector but not the other and subject-based research is an expectation in universities but not colleges.

Practice-based learning is more prevalent in a college setting, often reinforced by good access to industry standard equipment. University staff are as likely to benefit from focused CPD as their college-based peers: student retention in HE in FE, for example, is significantly higher than in many universities. The experience of shared discussion and debate over teaching and learning strategies may be of benefit to all parties, not just from university academics to college teachers.

Annex I

The questionnaire

1. Do you possess a teaching qualification?
2. Which teaching qualification do you possess?
 - City and Guilds
 - Certificate in Education (Primary)
 - Certificate in Education (Secondary)
 - Certificate in Education (Post Compulsory)
 - Bachelor of Arts (Training and Development)
 - Bachelor of Education
3. Do you teach part-time (PT) or full-time (FT)?
4. Are your students mainly part-time (PT) or full-time (FT)?
5. Please indicate on the following scale at which level you are engaged in HE delivery
 - Level 7 (Masters, Postgraduate)
 - Level 6 (BA, BSc)
 - Level 5 (FdA, FdSc)
 - Level 5 (HNC, HND)
 - Level 4 (non-prescribed)
 - Teacher Training (Initial)
6. Please indicate the approximate proportion of the age distribution of your HE students
 - 18 - 25 year olds
 - 25 years old and over
7. Which of the following teaching methods do you use?
 - Formal lecture
 - Group seminar
 - Individual tutorial
 - Student study groups
 - Practical activity
 - Work placement
 - Online

8. In your experience, please indicate the level of additional support generally necessary in HE delivery

- Formal report/essay writing
- Quantitative techniques
- Research techniques
- ICT/ILT
- Study skills
- Pastoral

9. Which of the following statements do you consider as the defining characteristics of a distinctive pedagogy of HE in FE delivery

- Inductive reasoning (eg generalisations based on individual instances)
- Deductive reasoning (eg conclusion necessarily follows from a set of premises or hypotheses)
- Inductive to deductive shift over course duration
- Practical vocational relevance and experience
- Restricted group size
- Emphasis primarily on direct contact with some directed study
- Direct contact to directed contact shift over course duration

10. Please add any further comments on your approaches to the delivery of higher education you feel may be helpful

11. Name of your institution

Annex 2

List of respondents

- Birmingham Metropolitan College
- Blackburn College
- Blackpool and the Fylde College
- Bradford College
- City College Norwich
- Croydon College
- Doncaster College
- Hadlow College
- Harrogate College
- Hull College (including Hull School of Art and Design)
- Grimsby Institute of FE and HE
- Guildford College (including Merrist Wood College)
- Newcastle College
- New College Durham
- New College Nottingham
- Northbrook College
- St Helens College
- Solihull College
- Somerset College of Art and Design
- South Tyneside College
- Stockport College
- City of Sunderland College
- The Manchester College
- Warwickshire College
- West Lancashire College
- Worcester College of Technology
- Yorkshire Coast College

- *Unknown (34 responses)*