

## Face Seminar

Professional support for tutors of vocational higher education courses within further education colleges

The presence of higher education in certain further education colleges is now well established. Courses tend to be predominantly vocational, and with a high proportion of first cycle degrees (HND, Foundation Degree) often within consortium arrangements with a local university. Students on such courses contribute substantially to widening participation targets. However they may also represent characteristics which feature in the concerns of those critical of massification<sup>1</sup>. The Professional role of the HE tutor is critical in creating a high quality learning environment for such students, but is frequently employed in an institution which has only recently started to develop HE quality protocols, and which is lacking in terms of a developed academic community. Tutors have described to me a sense of isolation, a heavy burden of teaching and, consequently, insufficient time for research and professional development.

The role of the vocational tutor, and of the vocational curriculum, are both in themselves interesting areas for investigation. Vocational knowledge is substantially generated within industry, rather than within the academy, and can be viewed as reversing the role of the university<sup>2</sup>. A joint research project between the Institute of Education and Edexcel (2008/9) focussed in part on the close iteration between learning and assessment with is a necessary part of practical and vocational learning. Both elements reflect a difference in the nature of vocational higher education which suggests the need for some innovation in quality management.

The Skills Commission has recently called for greater professional support in vocational education<sup>3</sup>. This report, welcomed by all three major political parties, is timely, but does not specifically address the complex issue of professional support for the tutor of vocational higher education within a further education context. This paper seeks to explore the concerns that such tutors have, and possible areas for the development of professional practice.

**Not conditions of service – except in so far as..... & why in FE**

**Not nature of the learner – Why in FE**

---

<sup>1</sup> **The mcdonaldization of Higher Education** edited by Dennis Hayes and Robin Wynyard. Westport, CT, and London: Bergin and Garvey, 2002.

<sup>2</sup> Delanty, G. 2001 *Challenging Knowledge: The University in the Knowledge Society* Buckingham: Open University Press.

<sup>3</sup> Teacher Training in vocational Education, The Skills Commission, 2010

**Maybe nature of the subject – work based etc**

**Not research, maybe access to research**

**About professional support**

## **An Inquiry by the Skills Commission into Teacher Training in Vocational Education**

**Rebecca Turner**

My role is to run the Award Holder Scheme which provides HE in FE lecturing and support staff opportunities to engage with scholarly activity and research and/or undertaken personal/professional updating. This involves providing ongoing support and guidance for Award Holders whilst they undertake their work.

Our strategy is built on the premise that we should recognise and reward those who have contributed to the development of the UPC Partnership and are going to continue to do so.

The CETL will, with the support of FE management, recognise and reward excellent staff. There are three main strategies in place to achieve this aim:

1. Through CETL Fellowships and CPD Awards which seek to redress the problem of providing appropriate rewards and recognition for teachers of *HE in FE*. These staff are employed on FE contracts and their HE teaching contribution is not easily rewarded within current contractual arrangements. Award holders will not only receive funding through this arrangement, but will also have enhanced opportunities for professional development and future enhanced prospects of promotion. To find out more, please follow the links on this site to the [Award Holder Scheme](#).
2. Through work on a range of CETL funded research and development projects that aim to take forward the strategic priorities of UPC. To find out more, please follow the links on this site to the [Development Activities](#) .
3. The two approaches outlined above are supported by work to support the creation and development of technologically supported, subject based and thematic [Communities of Practice](#). This work helps build peer to peer recognition as well as recognition within and across institutions. To find out more, please follow the links on this site to the [UPC Knowledge Management](#) and to [Communities of Practice](#).

## **Communities of Practice**

The HELP CETL aims to inspire teaching and learning communities to research and reflect on their practice and to share & disseminate knowledge and experience as well as share resources, within the South West region and beyond. The HE in FE context within UPC involves working across a dispersed regional partnership and beyond. The aim is to facilitate the creation of dynamic and effective physical and virtual communities to enable greater communication and collaboration across physical and academic

boundaries. Communities of Practice (CoPs) will be supported to develop and or emerge from new and existing networks or groups.

It is hoped that the emerging CoPs will provide guidance, support and development opportunities to members, participants and others. One key type of emerging CoP are the UPC Subject Forums. Subject Forums were established by UPC, following a model at the University of Wisconsin Colleges where colleagues come together across a regional HE partnership to take forward their subject based or focused agenda.

As well as Subject Forums, other groups or networks have a key role in developing, supporting, evaluating and disseminating their own and others good practice. Initial work has been underway to facilitate the establishment or development of CoPs focusing on:

- *HELP CETL  
Award Holders*
- *Blended  
Learning*
- *Work Based  
Learning*
- *Retention,  
Progression &  
Transition*
- *Subject  
Forums and  
over time a  
CoP*
- *Interdisciplina  
ry Trading  
Zone*
- *HE in FE  
Partnership  
Theory into  
Practice*
- *HE in FE  
Partnership  
Management  
& Leadership*

Over the next few months work by HELP CoP developers will be enhanced by an initiative to underpin the work and development of physical CoPs with the deployment of virtual Community of Practice and Knowledge Management ICT tools and systems. The CoP development work being undertaken by the CETL is building on work already started within UPC to create Subject Forums. The development of these forums was influenced by the work of the Carnegie Foundation for the Advancement of Teaching and Learning, the University of Wisconsin's 'distributed teaching academy' and the research of Schulman, Lave, Wenger and Huber among others. The CoP development and support, including the use of technology to underpin this was identified as innovative and therefore is a key risk to be managed in delivering on the HELP CETL vision.

The [Knowledge Exchange Network](#), more informally known as KEN, is a Knowledge Management System that has been developed to facilitate the building and development of communities in the virtual domain.

# Knowledge Management

## **People, Knowledge & Conversations connected in a Community of Practice Environment**

The UPC [Knowledge Exchange Network](#) is a Knowledge Management tool that is being developed by the HELP CETL to support the development work of the UPC Faculty at a regional and national level.

The HELP CETL work plan is designed to support the creation of the national exemplar of excellence in HE in FE provision; using funds to:

- invest in developing staff and teaching expertise;
- provide uniformly high quality student learning opportunities and infrastructure across the region;
- inspire teaching and learning communities to research their practices, to share and disseminate;
- work with other national and international HE in FE consortia.

## **What is the HELP CETL?**

**The Higher Education Learning Partnerships Centre for Excellence in Teaching and**

**Learning is part of a national network of 74 CETLs which are funded by HEFCE to**

reward excellence in learning and teaching and to promote educational research.

The HELP CETL will be funded £500,000 for each of the next five years [2005-2010]

to support HE in FE development. The HELP CETL is built on the existing excellence of

the University of Plymouth Colleges [UPC] partnership within the South West region.

The UPC Faculty was established in 2003 and supports a network of nineteen colleges.

The HELP CETL is comprised of a team of three full time staff and seven part time

secondments from University of Plymouth and University of Plymouth Colleges

[UPC] based at the University of Plymouth. The team provides core research, strategic and academic support, but the HELP CETL is predominantly made-up of college staff and other participants from the HE in FE community.

**What is Knowledge Management?**

Knowledge Management is the explicit and systematic management of knowledge

and its associated processes of creation, organisation, dissemination, use and exploitation.

Within UPC there is a vast amount of knowledge and expertise held by a range of

academics and learning and teaching support staff who are in different geographic

location and are disconnected from other practitioners. The HELP CETL will create

new knowledge and ideas and these need to be discussed, shared and disseminated

across the network.

**What is a Knowledge Management System?**

**Knowledge Management System [KMS] is an IT solution for managing knowledge in**

**organisations; supporting creation, capture, storage and dissemination of expertise**

**and knowledge.**

**The HELP CETL has invested in the Tomoye Ecco software product. This will be**

**used to help build successful communities; to share information and knowledge**

**and discuss common goals, good practice and gather information about common**

**interests - otherwise known as “communities of practice”.**

**What is a Community of Practice?**

**Communities of Practice [CoP] are groups of people who share a concern, set of**

**problems, task or a sense of purpose. As (often) informal groups of experts, CoP**

**serve to connect individuals in self-organising, cross boundary communities. A**

**CoP evolves from a group or working party through sharing a way of thinking and**

**practicising beyond focusing on issues or problems. The characteristic of a CoP is also**

**contingent on and reflective of, the members’s interests and engagement.**

**Communities of Practice complement existing structures by promoting collaboration, information exchange, and the sharing of good practice across boundaries of time, distance, and organisational hierarchies.**

**Knowledge exchange network**

**KEN Communities as at November 2008**

**At this time there are 39 Communities on KEN. You can only see these if you are a KEN**

**member. To help you decide if you want to join KEN we have listed open communities and**

**their status below.**

**Academic Support Open for membership applications Mark Stone**

**AdvAance Project Open for membership applications Pete Watton**

**APC(E)L Open for membership applications Harriet Dismore**

**Art & Design Open for membership applications Christopher Groucutt**

**Award Holders Open for membership applications Liz McKenzie**

**Blended Learning Open for membership applications Julie Swain**

**CETLs National Student Network Open for membership applications  
Jacqueline Rumbold**

**CETT - Centre for Excellence in Teacher Training Open for membership  
applications Mark Glasson**

**Critical & Contextual studies (Art & Design) Open for membership applications  
Esther Dudley**

**Education Open for membership applications Mark Glasson**

**Education for Sustainable Development Open for membership applications  
Harriet Sjerps-Jones**

**HE Administrators Open for membership applications Ewa Thompson**

**HEA HE in FE group Open for membership applications Ian Lindsay**

**Learning Development Open for membership applications John Hilsdon**

**Library & Information Services Open for membership applications Ruth  
Charlton**

**Marketing (UPC) Open for membership applications Shiona Biggin**

**Mathematics in Computing Open for membership applications Jane Sansbury**

**Personal Development Planning Open for membership applications Sue  
Atkinson**

**Public Services Open for membership applications VACANT**

**Research into Practice Open for membership applications Harriet Dismore**

**Sport Open for membership applications Mark Hardwick**

**Staff Developers Open for membership applications Claire Gray**

**Subject Forum Chairs Open for membership applications Christopher Groucutt**

**Technology Open for membership applications Chris Sturley**

**Tourism, Hospitality & Heritage Open for membership applications Paul Brunt**

**UPC / HELP CETL Editorial Group Open for membership applications Jo Matthews**

**UPC Repository Project Open for membership applications Neil Witt**

**UsPaCe Project Open for membership applications Neil Witt**

**UPC Administrators Open for membership applications Ewa Thompson**

**WBL & Employer Engagement Open for membership applications Martin Rowe**

**Page 2 of 2**

**2. The communities listed below are still in the planning or development stages.**

**If you wish to be involved please make contact with Mark Stone (m2stone@plymouth.ac.uk).**

**ALPs In the planning stage Adrian Lee**

**Art & Design: Media In the planning stage Andy Lancaster**

**Art & Design: Performance In the planning stage TBC**

**Business Subject Forum In the planning stage TBC**

**Health & Social Care Subject Forum In the planning stage TBC**

**HELP CETL Development Activity Leaders In development Mark Stone**

**Science Subject Forum In the planning stage Malcolm Findlay**

**Social Science Subject Forum In the planning stage Nick Davy**

**Student Progression In the planning stage TBC**

**UPC Careers & Advisory Services In development Janet Gardiner**

**UPC SU Officers In the planning stage Kassie Bath**

**UPC Technical managers In the planning stage Neil Witt**

## Higher Education Academy

### Higher Education in Further Education (HE in FE)

The Higher Education in Further Education (HE in FE) Enhancement Programme supports further education colleges offering higher education programmes.

Our Main Aim is to support colleges of further education offering programmes of higher education by:

- improving levels of communication and awareness within the HE in FE sector.
- assisting colleges to draw on expertise from the Academy's subject centres
- gathering, developing and disseminating examples of effective practice of teaching, learning and assessment within the sector.
- supporting scholarly activity in and around the area of HE in FE
- supporting and informing the professional development and recognition of staff in the sector providing a forum for policy debate and response

We support college staff and managers through regular events, workshops and briefings dedicated to HE in FE.

Working closely with other agencies and academic subject specialists, we provide a supportive, informative service promoting awareness and professional development across the sector.

[Skip to content.](#)



Search  >

- [Home >](#)
- [resources >](#)

- [resources by topic >](#)
- [HE in FE >](#)
- HE in FE - useful publications

## • **Social Policy and Social Work Subject Centre**

- Working together with educators, practice communities, and organisations to promote and enhance the student learning experience



### **HE in FE**

PALATINE has developed in increasing interest in, and support for, the learning and teaching of higher education performing arts subjects in further education colleges.

The work of [Jo Richler](#), our Adviser for HE in FE, has extended and developed our links with those colleagues and institutions delivering and managing HE in FE. Amongst a number of activities, Jo has created and collected a number of reports and documents relating to HE in FE including a database of all HE dance, drama and music related courses in the FE sector including HNCs, HNDs, and Foundation Degrees (see below),

PALATINE is also keen to establish a PALATINE contact in every college delivering HE performing arts subjects, and to encourage colleagues working in HE in FE to join our e-mail lists so that they can receive information from us.

We have also recently launched the [PALATINE HE in FE](#) network, open to all colleagues working in HE in FE.

- Information and computer sciences
- Escalate
- C-SAP is the Higher Education Academy Subject Network for Sociology, Anthropology, Politics

## HE in FE - useful publications

[2007](#)

### **The British Journal of Higher Education in Further Education (BJHEinFE)**

An online publication, launched on 1 November 2007 by the HELP CETL, that aims to meet the needs of those working

in the HE in FE sector, which is rapidly expanding due to the growing numbers of foundation degrees delivered in FE colleges.

The journal – which is free to users and will give them open access to all its content - will be a useful resource for a wide range of researchers, policy-makers, practitioners and other professionals involved in education or development in communities across the sector.

[www.bjheinfo.org](http://www.bjheinfo.org)

#### **The Department for Children, Schools and Families, July 2007**

[HE Newsletter Summer Term 2007](#)

This new government department has produced this newsletter to inform colleagues working in higher education about developments regarding 14-19 reforms.

#### **The Higher Education Academy, 2007**

The Academy's Teaching and Learning Group commissioned a DVD of student interviews on their perception of assessment and feedback on the range of HE courses delivered in further education colleges. An abridged version of the film is available for [download](#). [Contact d.flint@brighton.ac.uk](mailto:d.flint@brighton.ac.uk) for a copy of the DVD.

#### **Higher Education Funding Council for England (HEFCE). 2007/03 [Foundation degrees: key statistics 2001-02 to 2006-07](#) (web only)**

This report describes key characteristics of foundation degree programmes and students. It covers the trends in student numbers, the characteristics of programmes, attributes of students, students' feedback, progression rates, progression to further study and employment outcomes, and support from employers.

#### **The Higher Education Academy, 2007**

[Directory of HE in FE in England](#)

This sets out to provide a comprehensive list of organisations, networks and consortia with an interest in higher education delivered in further education colleges.

2006

#### **Gary Hargreaves, The Higher Education Academy. December 2006**

[An Introduction to Assessment](#)

This introduction to the Good Practice Guide (below) reflects current advice, trends, issues and innovations in assessment, and gives an indication of the range and diversity of assessment practices and materials.

**Rodney Ranzetta, The Higher Education Academy. December 2006**

**[Good Practice in the Assessment of NQF BTEC Higher Nationals](#)**

This report, based on an analysis of 104 external examiners reports, visits to 5 further education colleges and information from Edexcel's Senior Subject Examiners, gives an insight into college assessment procedures and provides examples of effective practice.

**Managing Higher Education in Colleges**

Author(s) / Editor (s): Gareth Parry, Anne Thompson and Penny Blackie

Publisher / distributor details: Continuum

Publication / release date: November 2006

ISBN number: 978 08264 8864 6

Price: £22.99

[Download review by Philip Cowan, Harlow College](#)

**Quality Assurance Agency (QAA). 2006.**

**[Learning from higher education in further education colleges in England 2003-05.](#)**

This reports on the findings of 105 reviews of higher education delivered in further education colleges with a view to identifying and disseminating good practice as well assisting institutions in the development provision. Subject areas covered by the report include art, design, communications, media, film and television studies.

**Higher Education Academy. September 2006.**

**[Producing an HE strategy - A guide for governors, senior / executive staff and HE managers in FE colleges](#)**

This brief guide is based on examples of effective practice drawn from further education colleges.

**Higher Education Academy. 2006.**

**[Managing Examination / Assessment Boards - A Guide for Higher Education Managers in Further Education Colleges.](#)**

**Higher Education Academy. June 2006.**

**[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. June 2006.**

**[Scholarly Activity in the context of HE in FE](#)**

HEFCE

## Higher education in further education colleges

We recognise that further education colleges (FECs) are important providers of higher education (HE) courses, and we support them to develop strategic HE activity. This work aims to help them build on strengths, develop distinctive provision, respond to local demand, develop education and training in higher-level skills, widen participation, and increase the accessibility of HE.

### Policy and development

We have asked colleges to submit [HE strategies](#) and have provided guidance about our expectations of an FEC's HE strategy.

In order to support the development of good practice, we are funding several [projects](#) about leadership, management, governance.

### Key facts about HE in FECs

- In 2006-07 108,000 students based on headcount undertook HEFCE-funded HE programmes in FECs.
- Almost 60 per cent of students studied foundation degrees and sub-degree programmes such as HNC and HNDs.
- While 49 per cent of students were part-time, a majority of students doing first degrees and foundation degrees were full-time.
- The number of students at FECs enrolled on HE courses varies considerably - 115 colleges with less than 200 students based on headcount, and 21 with more than 1,000 based on headcount out of a total of 284.
- Much of this provision - 48 per cent based on headcount - is funded indirectly through an HEI.

HE centres are important to the development of locally based HE, supporting progression from further education to HE, and within HE (for example foundation degree to degree). The majority of HE centres with funding allocated are co-located with FECs.

### Further information

- [Further information and publications about HE in FECs](#)
- [Integrated Quality and Enhancement Review](#) is the process by which the Quality Assurance Agency for Higher Education reviews the management of standards and quality of HE in FECs.
- Since 2008 FECs have been included in the [National Students Survey](#).
- [Supporting higher education in further education colleges: policy, practice and principles](#) contains information on policy context and strategy and good practice guidance, with examples from 60 institutions and organisations.

- The [Higher Education Academy](#) has a programme that supports FECs providing HE.

For further information please contact Ruth Tucker, tel 0117 931 7367, e-mail [r.tucker@hefce.ac.uk](mailto:r.tucker@hefce.ac.uk).

- **Higher Education Learning Partnerships (HELP) Centre for Excellence in Teaching and Learning**

The University of Plymouth and its regional FEC partners have developed an extensive programme of themed activities and investigations. This has enhanced successful partnerships between further and higher education, and helped to share good practice across partnerships in other regions.

[Higher Education Learning Partnerships](#)

- **Leadership, management and strategy for higher education in further education colleges: an expert programme for senior managers**

This project offers support for colleges in developing or refining an HE strategy and in leadership, management and delivery of higher education, improving staff satisfaction and the student experience. The first stage of the project involved a series of strategic seminars for college principals in early 2009. In the second stage, the project will produce staff development materials.

[Leadership, management and strategy for HE in FECs](#)

- **'The ability to deliver' – a case study on models of governance in existing and proposed University Centres**

This project is reviewing the effectiveness of governance and management arrangements in partnerships between further and higher education at HE centres. It aims to identify and develop good practice in inter-organisational and partnership working.

['The Ability to Deliver'](#)

Association for collaborative provision: Staffordshire. The purpose of the ACP is to promote the collaborative working of institutions for the delivery of HE in FE. The ACP also aims to represent the interests of collaborative provision of HE in FE to policy makers and to work consultatively with other representative bodies within the sector. Membership of the ACP is open to Higher Education Institutions involved in collaborative provision along with their Further Education partners.

## **Leadership, management and strategy for higher education in further education colleges: an expert programme for senior managers**

This project will develop and provide an expert programme for senior managers of further education colleges offering higher education.

Over an 18 month period, it is proposed to build on and progress developments in the changing landscape of HE in FECs through collaborative partnerships. Seminars will be used to engage senior staff and governors in order to identify and share strategy and practice. In a second stage, these outcomes will be used to inform the production and test and trial of staff development resources for future use by colleges and partnerships.

This project is funded by HEFCE through its Leadership, Governance and Management Fund.

This website is being continuously updated as materials are added. Some sections may be under construction when you access them.

## HE in FE projects

JISC has funded a number of projects to implement, pilot and evaluate a range of technologies with learners in the HE in FE context. These projects will all be piloting existing technologies, with an emphasis on evaluating the learners experience of the implementation.

This programme has now completed. The final reports from each project are available from the project pages, and a summary report of the whole programme is available from the bottom of the page.

### *Funded projects*

<b>Lead institution</b>	<b>Project name</b>	<b>Summary</b>
Bradford College	<a href="#">SPaCE-FD</a> <sup>1</sup> Supporting Personalised and Collaborative E-learning - in Foundation Degrees	Exploring the use of ELGG and Moodle to support Foundation Degree students in the workplace. Looking to create a recording system for APEL and PDP.
Gateshead College	<a href="#">ComPort</a> <sup>2</sup> A Comparative Study of e-Portfolio Implementation in WBL	Exploring different approaches to e-portfolios / PDP to support learners in the workplace. Using four different e-portfolio systems across four colleges for different courses.
Sheffield College	<a href="#">Widening participation through e-Learning</a> <sup>3</sup>	Creating the infrastructure for the development and delivery of a new course in eCommunications.
Kingston College	<a href="#">KASTANET</a> <sup>4</sup> Kingston Access to Science Teaching Across New and Emerging Technologies	Exploring the use of mobile technologies and social software to support e-administration, content delivery, collaboration and assessment on a Science Degree Foundation programme.
Hull College	<a href="#">HELPP</a> <sup>5</sup> Higher Education Learning Portfolio for	Exploring the use of ELGG and Moodle to embed reflection and support students on work placements on a

	Placements	Foundation Degree in Software Design and Development.
Derby College	TEA <sup>6</sup> Tri-party EAssessment and personalised learning	Exploring personalised e-assessment and reporting to meet the needs of part-time work-based learners on an HND/C in Engineering, working with the employer (Rolls Royce).
Leicester College	WoLF <sup>7</sup> Pocket PCs to Support Portfolio Development of Work-Based Learning in Further Education	Exploring the use of pocket PCs by teaching assistants to help them reflect and collect evidence for training, and the integration of the devices into two institutional VLE systems.
University of Glamorgan	WALES <sup>8</sup> Work-based Access to Learning through E-Services	Exploring the use of social software and mobile technologies to support learners in the workplace on an online foundation degree.
University of Wales Institute Cardiff	HE in FE eAssessment in Wales <sup>9</sup>	Exploring and developing the role of e-assessment in enhancing the student experience.

## Perceptions of plagiarism:

### An HE in FE case study

Dr Fiona Duggan

JISC Plagiarism Advisory Service

Rosalyn Mazey

City College, Norwich

He in FE project

03 June 2010 17:27

The value distinction between Higher and Further Education is "outdated" and bad for the economy, according to Vince Cable, Secretary of State for Business, Innovation and Skills (BIS).

Speaking at the Cass Business School in London today, Mr Cable told how his Department will play a central role in improving links between education and the economy.

"Bringing HE, skills and enterprise together under the one departmental roof is central to the 'BIS dividend'," he said.

"My priorities are an increased emphasis on lifelong learning, stripping out some of the bureaucracy around FE and making sure that the outdated value distinction between blue collar Apprenticeships, and Further Education on one hand and university on the other is disposed of for good.

"In the last few weeks I found scope within my Department to refocus £200 million in capital spending in FE colleges and 50,000 extra Apprenticeships. Indeed, it is shocking that we only have 250,000 apprenticeships to start with

## **The British Journal of Higher Education in Further Education is in abeyance**

The BJHEinFE was to be an online journal that aimed to strengthen links between research and practice related to delivering HE in FE.

Our work over the last year to promote the BJHEinFE has borne out that such a publication would undoubtedly have a readership. However, in the highly pressurised environment of HE in FE, the time needed to write for the Journal is proving to be in short supply. Perhaps it is an idea before its time?

For this reason, and to allow the HELP CETL team time to complete on other pressing activities it has been decided to put the BJHEinFE on hold.

The situation will be reviewed at the end of 2009, when the HELP team will be working through mechanisms to embed and sustain the CETL's work after the end of the funding from HEFCE.