

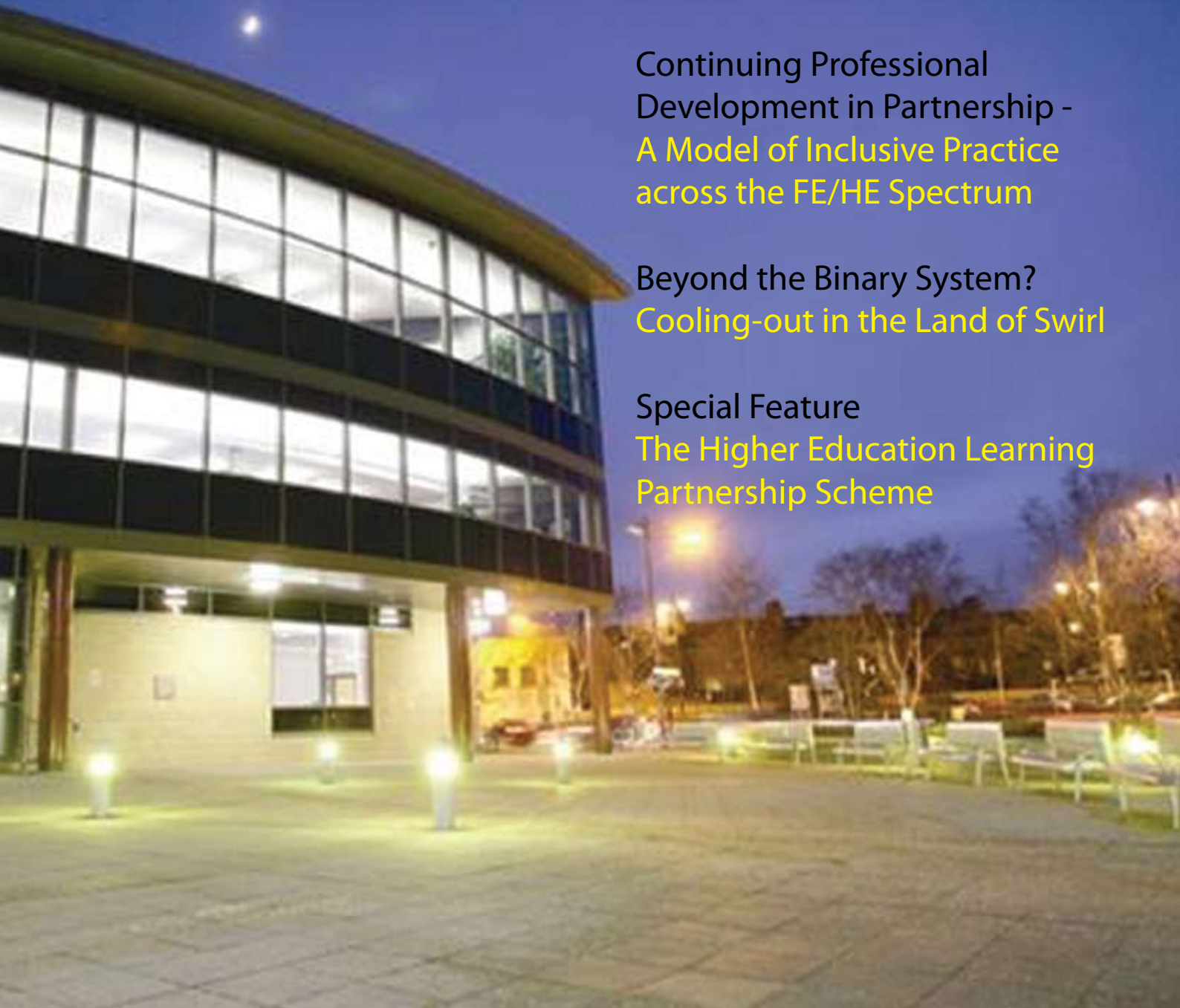
HE in FE Solid Foundations
for the Future

HE in FE Practitioner Research
and Scholarly Activity:
A need for action?

Continuing Professional
Development in Partnership -
**A Model of Inclusive Practice
across the FE/HE Spectrum**

Beyond the Binary System?
Cooling-out in the Land of Swirl

Special Feature
**The Higher Education Learning
Partnership Scheme**



Comments from the Chair

A warm welcome to this winter/spring edition of FACE to FACE the network's on-line journal.

The FACE monthly bulletin which is available to both members and non-members and which can be accessed via the FACE website or directly at <http://www.f-a-c-e.org.uk/news.html> provides readers with a variety of short news items and information on areas of interest to FACE members. This on-line journal in contrast, which we plan to produce at four monthly intervals is available to members only and offers a thematic based collection of longer articles providing a more detailed analysis and description of one or more key areas of policy or practice relating to access, participation or lifelong learning.

The theme for this edition is FE and HE and between them the various contributions provide a rich picture of some the key issues and questions with particular reference to HE in FE. As a multi-sector network with members from both FE and HE it is entirely appropriate therefore to produce an edition of FACE to FACE which focuses on this. The relationship between FE and HE is often characterised as being increasingly blurred although at the same time as more than one of the contributors in this edition point out HE in FE can raise a whole variety of issues to do with resourcing, research, widening participation to HE, teaching and learning and not least the student experience. These and similar issues are addressed in this edition.

A number of FE based FACE members have kindly made contributions to this edition and we are really grateful for these. We would also like more colleagues from FE to become FACE members and so please do encourage any colleagues who you think might be interested to go to the FACE website at www.f-a-c-e.ac.uk for more information on FACE membership.

Enjoy the journal.

John Storan
Chair



Editorial

Welcome to the 2009 spring edition of FACE to FACE. This will be the first of three editions planned for this year.

The papers in this edition are linked loosely around the theme of HE and FE partnerships. We begin with some thoughts from David Jenkins, Director of Educational Partnerships at Staffordshire University and a chief architect of the influential and long running Staffordshire University Regional Federation (SURF). In this paper David reflects on some of the pitfalls and successes of SURF particularly in relation to the early development of Foundation Degrees.

David's paper is followed by a paper from Jeff Brahman, Fiona Church, Carleen Osborne, Sarah Rawlinson and Lyn Senior who between them form a cross university CPD team at the University of Derby. The paper provides an overview of the team's involvement with a Higher Education Academy CPD pilot scheme. A point of difference from many HEI CPD schemes is that at the University of Derby the CPD framework is inclusive of all teaching staff, including FE practitioners, both internal to the institution and within partner organisations. The paper offers useful guidance for those organisations wishing to follow suit.

Next up is a paper from new executive member Nick Davey. Nick's paper focuses on practitioner research and scholarly activity in the context of HE in FE. There are many pertinent questions raised here which are relevant to all involved in partnership whether FE or HE. Nick makes some very useful points that should inform both our thinking and our actions around this often invisible area of the FE/HE interface.

Following on from Nick's paper is a special feature on the work of the Higher Education Partnership Centre of Excellence in Teaching and Learning based at the University of Plymouth. The Award Holder scheme on which much of these papers are based address many of the issues raised in Nick's paper. Becky Turner starts us off with a brief introduction to both HELP and the Award Holders Scheme. This is followed by reflections on the scheme from Lee Hurrell, Steve Rose and John Fitzsimons. Lee focuses on professional identity and becoming a member of a community of practice through research whilst Steve reflects on not only issues of identity for the HE in FE practitioner but also the many practical outcomes of involvement in HELP. John refrains from a post modernist/ neo-structuralist analysis of glam rockers The Mighty Plod's rebirth (for which we are all grateful...although their website address is thoughtfully provided) focussing instead on other opportunities new technologies offer and how HELP has supported their application in the South West.

Finally, just before that ever important conference announcement and details we have FACE to FACE stalwart Brian Spittle's take on the absence of a binary system in the USA and how they do things differently there.

As always, please let me know if there is anything you would like FACE to FACE to cover in the future, what are the important issues and themes we should be engaging with? And please remember to get in touch with ideas or finished pieces for the next issue my contact details are below

Pete Jones
Email: pete.jones@staffs.ac.uk

Issue **31**

National Issues

HE in FE Solid Foundations for the Future
David Jenkins

Continuing Professional Development in Partnership -
A Model of Inclusive Practice to Develop Excellence in
Teaching across the FE/HE Spectrum
Jeff Brahman, Fiona Church, Carleen Osborne,
Sarah Rawlinson and Lyn Senior

HE in FE Practitioner Research and Scholarly Activity:
A need for action?
Nick Davy

Special Feature

The Higher Education Learning Partnership Scheme

Introduction

Rebecca Turner

A Professional Identity in Crisis or a Resolution
through Research
Lee Hurrell

The HELP CETL and Me...
Steve Rose

HELP CETL and The Gene Genie
John Fitzsimons

International Perspectives

Beyond the Binary System?
Cooling-out in the Land of Swirl.
Brian Spittle

Forthcoming Events

FACE Annual Conference 2009



Contact us:

Items for the next edition of FACE to FACE should be sent to Pete Jones at Staffordshire University by 28th May 2009.



HE in FE – Solid Foundations for the Future

As Tony Blair's "Education, Education, Education" Government laid down the challenge of 50% of people up to the age of 30 experiencing higher education by 2010, there was much debate about whether and how this should be achieved. Was it ever sensible to draw such an arbitrary line at the age of 30 when some of the most valuable experiences of higher education this century have been through foundation degrees for people in different age groups?

This piece considers how HE in FE - seen through the work of SURF (Staffordshire University Regional Federation)- plays a significant role in providing opportunities for a new group of HE learners. SURF was established in 2000 as a HEFCE Recognised Funding Consortium reflecting much of HEFCE's proposed approach in "2000/54 HE in FE colleges; Indirectly funded partnerships: codes of practice for franchise and consortia arrangements" (HEFCE,2000).

SURF, comprising Staffordshire University and nine FE colleges in Staffordshire and Shropshire, co-ordinates the delivery of HE through FE colleges in a defined geographical area. In more pragmatic terms, learners are able to study for a HE award in locations where they live and/or work.

Reflecting on the nine years of SURF, the major success has been the emergence of foundation degrees as a new award with the valuable component of assessed work-based learning. In 2008/2009 there are 32 Fd titles attracting over 1200 students, the vast majority studying part-time. The role of Fds in the HE/FE interface gives a reminder of the informal quote I have heard several times over the past two years "Diplomas are the qualification that TVEI never had!" In a former life, TVEI (Technical and Vocational Education Initiative 1983 - 1995) made a significant, and certainly generously funded, attempt to make the 14-19 curriculum and qualifications more relevant to the world of work. Success was limited, due to a tension with the emerging National Curriculum and, certainly, a lack of credible

qualification alternatives to "O" levels/GCSE and "A" levels. By contrast, I would argue that Fds have provided a vocational HE route and award that have led to some employment sectors developing "a graduate level" that would not otherwise have been possible. The Fds Education (Teaching Assistants) and Early Childhood Studies have over 700 students across the SURF consortium in 2008/2009. On average, 50% of these students progress to respective honours degrees. The profile of a "typical" Fd Education (Teaching Assistants) student is part-time, 32 years of age, female, married, living and working within a few miles of the FE college delivering the award. One of the major benefits of SURF has been to function as a multi-lateral consortium. This means that the operation of the consortium is on a shared basis. Staffordshire University acts as the lead but student numbers can be moved between colleges to reflect patterns of recruitment. Similarly, any Fds, validated by Staffordshire University, can be offered by any of the colleges, subject to appropriate resourcing and teaching expertise. As a result, six of the colleges run the Fd Education (Teaching Assistants) and seven run the Fd Early Childhood Studies.

.....it was not always like this! Fds had a decidedly sticky start in SURF. The first one, the Fd in Project Management was an example of trying to run before you could walk. In autumn 2001, most SURF colleges embraced the new award and recruited healthy groups of students eager to undertake innovative ways of learning through a virtual learning environment. Over the first 12 months, a variety of circumstances including – firewalls, lack of HE teaching experience, immaturity of the consortium, affinity of colleges to HND and HNC – led to poor retention and, subsequently, the discontinuation of the award four years later. In 2002, a second Fd, in E-Business was launched with the dot.com bubble about to burst and no students were recruited!

Useful lessons were learnt – understand the market place, particularly the direction that the public sector is moving in,

be guided by employers who want Fds to upskill their staff, facilitate closer working between colleagues in colleges and at the University – at all levels. The last point may have been stretched somewhat as several key staff from colleges have been recruited by Staffordshire University to both work on Fds and become part of the SURF operation!

The pattern of Fds is now very mixed. As well as Education and Early Childhood Studies, Social Work and Youth Work have provided routes within the public sector, endorsed by professional bodies. By contrast, Fds in Complementary Therapies, Music Technology, Computing and Creative Industries provide individuals with the opportunity to gain a HE qualification in their chosen work-related area. Private sector employers have embraced Fds – JCB provide the Fd Manufacturing Technology for technical supervisors and BT have a suite of Fds for employees across the country, including telecommunications and customer care.

From the difficulties of the early Fds, a strong model has evolved through SURF with four strands: –

- the local student, usually part-time, using the place of employment for work-based assignments;
- teaching through a FE college in small groups, where students have often progressed from level 3 study;
- co-ordination, validation and on-going support from Staffordshire University;
- support from employers, often through the payment of fees or through the commissioning of Fds to meet business needs.

The emergence of LLNs (Lifelong Learning Networks) since 2004 has been welcome in terms of the funding that has been available to further develop Fds and other awards with a strong focus on vocational progression. However, local experience suggests that where consortia and partnerships are well-established, LLNs have the potential to de-stabilise existing arrangements. The strongest partnerships are probably those that have been created naturally from a joint, mutual need, rather than those created artificially from a national policy initiative, seeking complete geographic coverage.

What does the future hold? When SURF introduced Fds, it was with the assumption that they would have a short shelf life of perhaps five years, related to student/market demand. There is no evidence yet of length of shelf life – instead there are other issues. In the current economic

climate, will employers continue to support Fds? HEFCE has made a significant commitment to co-funded ASNs (Additional Student Numbers) in the expectation that employers will contribute to the funding. At the same time, the allocation of fully-funded ASNs for continued growth of HE in FE in 2009/2010 has been stalled. HNDs and HNCs have experienced national year on year declines in student enrolments since Fds were introduced in 2001 (this pattern is mirrored in SURF), yet they are still funded, valued in a number of employment sectors and generally supported as part of a mixed portfolio of HE awards in HE in FE arrangements.

Government has set a target of 100,000 Fd students by 2010. Current figures in excess of 70,000 suggest that this target will be met – unlike the 50% HE participation target even though Fds will make a contribution to it! A small number of FE colleges are now considering applying for Foundation Degree Awarding Powers – an opportunity created by the FE Training Bill in 2006. At the same time, the number of HE in FE partnerships joining ACP (the Association for Collaborative Provision of HE in FE) is increasing. The main *raison d'être* for all these partnerships is a collaborative approach to the development and delivery of Fds.

Ultimately, the value of Fds is with the students. From the “short-life” Fd in Project Management, six students from the initial cohort progressed to a degree in Business Management, three with first class honours and three with 2:1s. There is now a steady stream of Teaching Assistants using the Fd as a route to Qualified Teacher Status and the Fd in Early Childhood Studies has created fresh opportunities for staff working in both local authorities and private nurseries.

References

HEFCE (2000) Report 00/54 Higher education in further education colleges: Indirectly funded partnerships: codes of practice for franchise and consortia arrangements. http://www.hefce.ac.uk/pubs/hefce/2000/00_54.htm

David Jenkins is Director of Educational Partnerships at Staffordshire University

Continuing Professional Development in Partnership – a model of inclusive practice to develop excellence in teaching across the FE/HE spectrum

The authors of this paper are practitioners who work as part of a team or set of teams within an FE or HE environment. Often their work spans the FE/HE divide and involves working in partnership with other institutions. Although there are many ways to define 'Continuing Professional Development' or CPD this paper focuses on a definition which places CPD in the context of an individual's commitment to their professional development and maintenance of skills, subject knowledge and pedagogic expertise.

The HE sector as a whole has developed a set of professional teaching standards (The National Professional Standards HEA 2006). These are aimed at ensuring competence and professionalism in teaching and to allow those within the sector to achieve recognition of their skills and continuing development. We at the University of Derby were one of four institutions involved in a pilot scheme with the HEA, and last year we achieved HEA accreditation for our CPD framework.

The scheme was launched to staff in 2008, and consists of a framework which includes all academic and learning support related staff. By this we mean all staff whose role impacts directly on learning, teaching and assessment at the University. We are perhaps unusual in considering this to include staff working in partnership with the university (i.e. from partner colleagues and overseas partners) as well as those directly employed here.

The components of the Derby framework include:

- A CPD policy statement
- A set of CPD professional standards aligned with our internal strategic priorities (such as the revision of validation and revalidation procedures to promote the

Enhancement Agenda) and external developments by the HEA in particular

- An annual cycle involving planning, participating in and reviewing CPD activities; feeding in a record of the activity to the annual development review process, and supported by a well resourced e-tool.

Colleagues participating in the activity can therefore apply for HEA membership on the basis of their CPD record.

The framework is fully inclusive of all staff, whatever their level of development. It provides specific tailored activity for those staff new to teaching and a range of CPD activity for more experienced and senior staff. However, it is also recognised that much CPD activity is not related to formal staff development sessions, and a typology has been developed which clearly articulates this.

One unique feature of this framework is that at the University of Derby we provide both FE and HE programmes. A full range of FE provision is delivered via our campus in Buxton and HE is delivered across all 4 Faculties of the University. In addition, we operate partnerships with a range of both the FE and HE organisations at home and abroad. These partners are encouraged to access the full range of our CPD provision.

Below we outline some of the key features of this CPD activity and in particular highlight some of our work with partners – which our collaborative audit (December 2006) highlighted as an example of good practice. The audit team noted

'the close relationships that the University develops with its partner organisations at all levels through a wide variety of joint activities approached in a spirit of genuine partnership.'



Fiona Church



Lynn Senior



Jeff Braham



Carleen Osborne



Sarah Rawlinson

The report reflected our intention

'to develop strategic alliances and multi-layered partnerships and to promote opportunities for the exchange of students and staff and for joint scholarship and professional development'

University's Strategic Framework (2006 - 2009)

And, 'impressed by the variety of opportunities open to staff in partner organisations', made particular note of our 'care to ensure that teaching staff on collaborative programmes are appropriately qualified and experienced'

Finally it confirmed our view that partnership is regarded as a 'natural way of working' for the University.

The following case studies highlight some of the key CPD partnership initiatives and we believe provide some exemplars of good practice for the sector.

Exemplars of partnership working

At Derby we believe that we offer a comprehensive programme of staff development for partner institutions. This programme is mostly centrally coordinated, for example in the development and validation of Foundation degrees, combining staff development offered by faculties with academic support from central university functions such as Quality and Flexible Learning.

The programme has evolved in response to emerging issues, notably the expansion of the provision of HE in FE, the significant growth in the number of programmes we offer through partnerships, the growth of Foundation degrees and attendant vocationalism of the curriculum and our use of risk assessment in the validation and revalidation

process. The programme includes a variety of capacity-building workshops for new and existing partners including bespoke events to support the enhancement-led validation process.

We believe that the provision of staff development is imperative to ensure pedagogical coherence and programme integrity. Such interactions between the University and our partners ensure parity of student experience in terms of curriculum delivery learning and assessment. Given partners' experience in the delivery of vocational work based programmes, the focus of our staff development tends to be on academic underpinning and reflective practice.

1. Commitment to development

We put on a number of staff development events for new partners, for example an HE development day focusing on the differences between FE and HE and how staff can maximise learning opportunities for their HE learners within the local context of the College environment. The day includes interactive workshops focusing on Learning Teaching and Assessment and the learner experience, with programme specific curriculum input from colleagues.

In addition collaborative partner staff are made aware of the CPD opportunities available to them, as part of the university's partnership offer, including Learning through Work.

2. Bespoke programmes

Bespoke sessions are organised on request. So, when one of our partners was reviewing their system of peer observation of HE delivered in FE, we organised a visit day for a team of their staff to observe HE teaching at the University. They were able to observe a range of teaching

from across 3 faculties including a large lecture, a tutorial, a small group teaching session and some practical based activity.

The College staff found the day “very useful and well organised”. They particularly commented that our staff were extremely welcoming and supportive. The student tour led by an experienced student mentor from our Compact Scheme gave staff the opportunity to hear about an HE experience from the learner perspective. In addition they commented on the differences in teaching and learning styles to those they were used to in their FE setting. College staff considered the following points to be particularly useful in the delivery of lectures

- The use of language (level / subject specific) in the sessions was very pertinent to the level of learner.
- The depth of knowledge demonstrated by the lecturers was significant
- Good use of extended simulation
- The use of common assignments was effective.

Our own and partner staff teaching on shared programmes, and College HE managers attended another development day. Feedback from the day was positive with colleagues welcoming the opportunity to network, share good practice and focus on the key issues of implementing and evaluating PDP, HE quality systems and the new role of the University Partnership Office. The aim of the session was addressed fully in that good practice was highlighted; awareness was raised as to the importance of systems and procedures and, most importantly, partner college staff felt consulted in shaping the content of future staff development sessions.

One college had a number of new staff due to teach on Derby programmes. A bespoke session was held for these staff at the college to focus on teaching and assessing at level 4 & 5 and work based learning to ensure quality in teaching, learning and assessment. The session on ‘marking and moderation - sharing good practice’ has been offered a number of times both at partner institutions and at the university. Staff have positively welcomed the opportunity to mark an assignment and then work with university academics to reflect on the process – indeed, a number of our partner colleagues suggested it was “a real boost” to a function where they felt less confident.

3. Accredited E-learning provision

New partner staff are encouraged to take a credit bearing course that we have developed, which provides an insightful introduction to HE in FE including systems, procedures and processes.

The course was a response to a particular need. Many of the partnerships involved with the University of Derby Buxton are related to the delivery of Hairdressing and Beauty Therapy programmes. A record number of learners are studying these areas at FE level and further education colleges see opportunities to provide progression routes through Foundation degrees. However, a particular issue for many partner colleges is the lack of HE education experience in these subject teams both from a teaching perspective and also from a personal one. A high proportion of staff do not have a first degree and therefore have not experienced HE for themselves. One way to address the issue – particularly in relation to staff working at some distance from our campuses, was to develop a distance learning course.

This has now grown from a fairly specifically subject related one to a more general programme that any member of staff at a partner institution can access.

The course is available on CD-Rom with supporting materials. It uses the context of preparing for an approval event and at the end of it staff are asked to complete a series of questions that are commonly asked at such events.

The course aims to:

1. develop knowledge and understanding of the context within which higher education takes place
2. gain an understanding of the Quality Assurance procedures for HE
3. develop an understanding of teaching, learning and assessment in HE
4. evaluate one’s own practice.

It is designed to be used on an individual basis; however it has been used in a variety of ways by partners. In one partner college the CD-Rom has been used to support college staff development sessions and has brought accredited lecturers together to discuss the concepts covered. In another, ‘buddy groups’ have been formed so that lecturers can work together to complete the course.

The course is offered via the University's Learning Through Work programme. This allows staff to gain academic credit for their learning. The delivery methods enable staff to access and engage with the content at their own pace, and they can select an assessment that meets their needs (all are designed to meet the learning outcomes of the course) and provide evidence of how the outcomes were met.

There are six learning sessions within the programme:

1. The changing pattern of HE in the last 15 years. The role of the Quality Assurance Agency and the academic infrastructure. The use of subject benchmarks to inform curriculum development and validation processes and programme specifications. The Framework for HE. Learners are introduced to the Integrated Quality and Enhancement Review (IQER).
2. Approaches to learning and the six key principles of effective teaching in HE. Learners have an opportunity to reflect on their own practice.
3. Different approaches to teaching in HE. Effective lecturing, teaching and learning in small groups and the concept of seminars and tutorials.
4. Dissemination of Good practice. Assessment briefs, assessment criteria and marking schemes. Evaluation of current practice. Reviewing learner feedback and giving constructive feedback. A review of the University of Derby marking scheme.
5. The key roles and responsibilities of a module leader in the admission, enrolment and induction of learners; the development of the module handbook; the teaching, learning and assessment strategy; the academic development of the module and monitoring and evaluation.
6. Scholarly activity and the development of a research focus.

We encourage staff to complete the course to facilitate their nomination as an accredited lecturer of the University.

Teaching Fellows

The University Teaching Fellow network actively promotes our Learning Teaching and Assessment (LTA) strategy. Themed groups meet on a regular basis to drive the strategy. Currently thematic groups consist of Technology Enhanced Learning, PDP, Employability, Assessment, Foundation Degrees and CPD. There is also a newly formed Flexible Learning Network which is integrating into university wide structures.

For example, our Foundation degree Fellow leads a workshop at the annual Learning Teaching and Assessment conference, to which all our partners' staff are invited. The most recent workshop explored vocationally contextualised assessment, including the role of formative assessment as a feedback tool, to enable students to gain confidence during the early stages of their programme and consolidate learning prior to formal summative assessment.

New assessment models have been developed for 'new generation' courses such as the Foundation degree, (Sheehan (2006)). The workshop reviews how we assess, why we assess and the coherence between learning outcomes and innovative assessment practices.

Such workshops are also delivered as part of our central staff development programme, where colleagues find the opportunity to discuss the development of reflective practice in relationship to a particular academic function such as assessment extremely useful.

The addition of a new fellowship funded from our TQEF funds recognises the contribution made by our collaborative partners teaching on Derby programmes. This post further enhances the development of the CPD framework and links closely with the re-launch of the accredited lecturer scheme. It allows for a Teaching Fellow to be appointed from our partner colleges and the first appointment under the scheme has been able to report on the issues for partners in the use of Blackboard as our new online learning environment, and to create a handy Guide for colleagues operating in remote campus partnerships.

Foundation Degrees

A number of Foundation degrees are currently under development across the University in collaboration with new and existing partners. University of Derby awards fulfill the defining characteristics of Foundation degrees in that they are primarily demand side led. The challenge in this work is to bring employer/trainer colleagues and FE colleagues into the FD framework in a supported and coherent manner.

One example of excellent collaboration is provided by our Initial Teacher Training Team for the Lifelong Learning Sector (LLITT). We have developed a full suite of teacher training qualifications which are validated and endorsed against the professional standards set down by Standards

Verification UK (SVUK), the government body responsible for teaching training within this sector. These qualifications incorporated for the first time stand alone modules which can be used as CPD modules within their own right.

These developments and the option for existing, qualified staff to take additional modules have been driven by a series of Government and Professional Body Initiatives for example;

2007 FE Teachers' Registration and CPD Regulations - which consulted on the requirements for teachers within the Lifelong Learning Sector to register with the Professional Body and annually engage in at least 30 hours of CPD

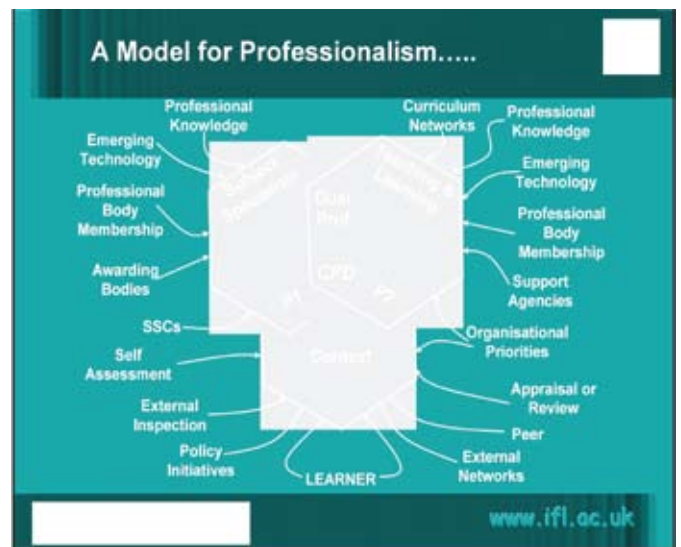
2007 FE Teachers' Qualifications Regulations - which consulted on the requirements for teacher training within the sector and the conferral of professional status from September 2007, linked to the requirement to engage in annual CPD

These regulations stated that from the 1st September 2007:

- every full-time teacher must complete a minimum of 30 hours CPD per annum

As part of the revalidation of our Initial Teacher Training for Lifelong Learning programmes, our team worked very closely with four of our collaborative partners in the FE sector (Derby College, South East Derbyshire College, Stephenson College and Loughborough College) to devise a programme that was not only fit for purpose but also met this CPD agenda.

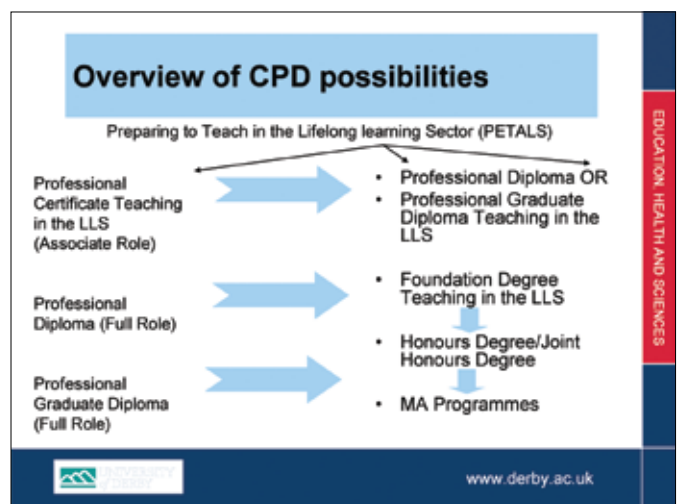
For people in a dual professional role, for example a teaching role, the P in CPD becomes much more important, in that we are not only updating professional knowledge as a practitioner in a particular discipline, but also teaching methods within our second discipline. This is further demonstrated in figure 1 where The Institute for Learning, the Professional Body for teachers in the Lifelong Learning Sector identify it as being a combination of Subject Specialism and Teaching and Learning set within the work context, and within those two areas suggest various topics that may be identified as CPD activities.



(Fig 1) Institute for Learning 2007

Within the teacher training programmes, all of the modules are stand alone 15 credit/ 30 hour modules. This enables staff who are already qualified to choose to update their skills or to choose from one of the option modules, which are new to the programme. This offering also encompasses the true spirit of partnership in that staff are encouraged to study at one of the other partner providers if that better suits their needs.

In addition progression routes have been built into all programmes to allow staff to raise their qualification base by continuing from level 5 teacher training through to level 7 and beyond. (Fig 2)



(fig 2)

We also support a Post Graduate Programme for Learning and Teaching for staff members entering HE directly

Staff from the Education area are currently in discussion with our Learning Through Work Team with a view to providing bespoke CPD for the partners, and meetings have been arranged with relevant university Heads of Subject to discuss the progression to undergraduate and post graduate programmes, with a specific direct entry tutor being identified within the Education Studies team to be the link and main contact.

Other initiatives that have been put in place include the provision of mentor training for all mentors across the partnership. This provides a networking opportunity with all mentors being given a Certificate of Attendance and directed to other, accredited mentoring opportunities.

One of the most exciting developments to come out of the partnerships in this area has been the introduction of a suite of Foundation degrees, which combine the theory and practice of Teaching in the Lifelong Learning Sector (TLLS) with subject knowledge at an appropriate level for staff new to teaching HE in FE. So TLLS pathways, in Skills for Life; (Literacy), Skills for Life; (ESOL), Public Services, Product Design and Mechanical and Manufacturing Engineering, were offered from September 2007. Five more subjects, Hair, Beauty and Spa, Skills for Life; (numeracy), Early Years and Construction underwent validation in 2008. This increasingly wide-ranging suite of programmes, based on a common core, allows staff within the lifelong learning sector, who are quite often recruited from industry without any academic qualifications but with a wealth of experience, to complete a teaching qualification, whilst at the same time gaining a subject qualification.

A further development which ensures that CPD remains at the heart of all practitioners in the sector is that the University of Derby, working with South Leicester College and with others of its partner colleges and other organisations, has been awarded a Centre for Excellence in Teacher Training.

The CPD framework and development of new collaborations

One of the most immediate advantages of linking the developing HE CPD framework with our collaborative partnership activity is the impact that such a link can have on the assessment of risk, either in relation to new partners or to new developments within existing relationships.

Risk assessment is a critical phase in the evaluation of new proposals for collaborative activity, and a key element of the risk assessment centres on the ability of faculty/staff in each partner (including our own) to support the proposed activity. Initial risk assessment takes account of the likely ability of partners and our own faculty at a structural and institutional level. It does not pay detailed attention to the specific requirements of a particular curriculum collaboration. At the programme approval stage, however, staff and resource implications are examined with a focus on the partnership ability to deliver the programme in question.

The commitment of both institutions to promote the use of the CPD framework to encourage and recognise the development activity undertaken by individuals can be a key positive in mitigating these standard areas of risk.

The structure of the CPD framework gives the opportunity to map specific development required to grow capability in very particular areas, thus enabling the proposing team to respond in a targeted way to any perceived or identified risk.

The fact that Derby has such a range of programmes within which the CPD chunks can be located, as defined elsewhere in this paper, is key to the ability of our framework to be responsive to individual needs, whether this be for a small bite sized learning object around assessment in Foundation degree work-based learning, or a full Postgraduate Diploma in Post-compulsory Learning and Teaching.

Many of the programmes which are plugged into the CPD framework are initial development opportunities, such as the certificate in Teaching in the Lifelong Learning Sector, or the Postgraduate Diploma in Learning and Teaching.

The real value added for the CPD framework is through the use of the University's Lifelong Learning framework, enabling us to recognise and record the value of granular learning, and so offer a more effective form of fit-for-purpose targeted development. Those elements of the CPD framework which are currently defined as stand alone elements could be combined in an almost infinite variety of ways - but by using the credit structure of the Lifelong Learning framework we can give the possibility of an external (and nationally recognised) tariff system, similar to the points system required for certain professional body

license renewals. This would provide a system that all educational providers will be familiar with to a lesser or greater extent.

Whereas many of the Staff Development opportunities discussed and described above are potentially part of wider programmes, much of the work done is independent of the CPD framework as it is currently defined.

We are looking to integration as a key further development of the coming years, to enable both our own staff and those in our partner institutions to see the relationship between the staff development activities which the approval process mandates, and their own professional development as reflected in a coherent framework.

The current developments in relation to Equivalent Level Qualification funding are still emergent; they may mean that once initial professional training is completed, then the need will grow for on-line, work-based partner-supported chunks of specific task or initiative focused learning and development – CPD in its more widely accepted sense.

In a negative sense this may restrict the funding available to support the delivery of same level professional development, beyond the initial license to practice. In a positive sense it may have the benefit of creating a series of self help and collegiate mechanisms; communities of practice across different partnerships, with devices such as Action Learning (professional development) Sets becoming a way of minimising direct input costs, and so maximising resource efficiency for the learning process, for both individual and institution.

Conclusion

Here at the University of Derby we will continue to develop our CPD framework for all staff against the Professional Teaching Standards. This firmly includes staff bridging the FE/HE interface within our own institution and for our partners' staff to support the growth of HE in FE. Good progress has been made to date and we are looking to take this further as an integral part of our overall CPD and staff development process. The Learning Through Work scheme offers a useful accreditation framework to provide meaningful qualifications for staff engaged in this type of teaching and can be used to meet the needs of both our own and our partners' staff. True collaboration and shared respect allows us to develop mutually beneficial

frameworks that can only add quality and value to both the FE and the HE that we offer independently of each other or in partnership.

References:

Institute for Learning (2007) <http://www.ifl.ac.uk>
Sheehan, C (2006) 'Foundation Degree Assessment Models', Researching Foundation degrees, fdf.

Authors:

Jeff Braham; Head, UK Academic Partnerships,
School of Flexible and Partnership Learning
Fiona Church; Dean,
Faculty of Business Computing and Law
Carleen Osborne; Teaching Fellow, School of Flexible
and Partnership Learning
Sarah Rawlinson; Subject Manager in Hospitality Beauty
and Spa, University of Derby Buxton
Lyn Senior; Assistant Subject Head: Lifelong Learning Initial
Teacher Training (LLITT), School of Education



HE in FE Practitioner Research and Scholarly Activity: A need for action?

I once asked the Principal of a college with one of the highest number of HE students in the country what she thought about her HE in FE practitioners undertaking research and scholarly activity (R&SA). She looked slightly non-plussed by the question and answered: it would need a business case! I decided not to continue with the interview, although I did recount the story to a senior member of HEFCE. He too looked non-plussed!

The Further Education sector now enrolls around 12% of all HE students on degree level study and attracts a significantly larger proportion of this total from disadvantaged and local to institute areas' than Higher Education Institutes (HEI) (LSC 2008, LSN 2008). The HE in FE sector is rightly proud of these achievements, but how far is it supporting its staff to meet the demands of HE teaching in a FE context?

This article is based on conversations with participants working in HE/FE partnerships and Post Compulsory Education and Training (PCET) Communities, the Higher Education Academy (HEA), HE in FE office and the work of the HELP CETL1, based at the University of Plymouth.

Background

One of the enduring issues in the HE in FE sector is that of initiating and maintaining a research and scholarly activity 'culture' within colleges providing HE. Various agencies – FEDA, LSDA, LSN, NERF, large HE/FE partnerships, the HEA Academy and fdf (see glossary) – have addressed the issue. For example, FEDA/LSDA established a network of regional FE and HE practitioner groups in the mid-nineteen-nineties to encourage practitioner research, often built on the research of PCET 'communities' and individuals' Masters and Doctoral studies, some still active. More recently, some HE/FE partnerships, ESCALATE, the HEA and some CETL have been active in practically promoting and supporting HE in FE practitioners. However, "at present there is a distinct dearth of academic research focusing on the issue of an HE ethos as it relates to the provision of HE in FE." (Jones 2006) The issue has perhaps gained more prominence over

the past seven years with an increase in HE in FE delivery sites, the proposed 'HE Centres' and the introduction of Foundation Degrees (FD) - 56% of new entrants in 2007 taught in the College sector (HEFCE 2008); and the qualification's demands for employer engagement and innovative delivery methods, particularly blended and work-based learning.

Further, the last 15 years have also seen the growing maturity of HE/FE partnerships, sometimes called consortiums, and improved funding for the FE sector. The issue is framed within wider debates around the nature of research and scholarly activity in the university sector, the relationship between research and teaching and the work carried out by NERF in the early part of the century exploring the development of a strategy for educational research. What then is the state of play for HE in FE practitioners?

It seems to me that several questions emerge:

1. Should R&SA somehow be 'different' in the sector in comparison to the University sector? Or, owing to the different culture and history of FE – localised and without a national planning and funding organisation until relatively recently – should the sector concentrate on particular areas of research such as its local community. Alternatively, one often hears senior FE managers complaining that they do not want their staff involved in 'research' that is not 'applied', practical and leads to measurable outcomes.
2. Owing to the less generous funding regime in FE how is it possible to release FE teachers teaching HE to undertake research and scholarly activity?
3. Further, considering the sector's long involvement in the delivery of HE why has no meaningful research and SA 'culture' emerged? Is this purely a result of the dominance of a few sources of funding, aimed at supporting examples of good research practice – particularly the RAE and HEFCE – or are there other forces at work?

4. Although there is a long history of HE delivery in the sector – 20% of HE enrolments in the early 1980s – why has there been no systematic attempt, as far as I am aware, to identify and quantify what R&SA actually takes place in the sector?

The first issue I would suggest is a 'red herring'; it is the same as asking -

how will research be different in Germany or South Korea? The answer of course is that it will be different in these countries as they are based in historical, economic and cultural conditions that are different from say, Finland and Japan. Research and scholarly activity will be different in the HE in FE sector for the same reasons, although it will follow the same epistemologically accepted 'rules'. It may well be more localised and aim to benefit more clearly the local community or the college; it may not depending on the research and scholarly activity aims and mission of the institution, its success in attracting research funding and indeed key individuals.

Second, the issue of funding and culture has possibly changed in the last ten years:

- The sector is now receiving more money per student from its funding council, albeit often tied to very clear priority targets such as the 16-19 age group and FE level 2 learners.
- The sector receives up to 15% more per HE student for its FD and disadvantaged area students, dependent on numbers from these areas. This could amount to an, 'extra' one million pounds for a college with over two thousand HE students.
- Some HEIs in large consortiums are now transferring resources to their partner colleges to develop academic communities that can include supporting FE in HE teaching staff undertaking R&SA. A good example is the work of the University of Plymouth and its HELP CETL; others include Staffordshire, Leeds Metro and Bedfordshire.

Other developments are at work:

- Many of the large 'mixed economy' colleges, either directly funded or part of a consortium, are now putting in place R&SA strategies that involve their HE in FE teachers engaging in research. These often include the organisation of HE Conferences devoted to 'HE issues' and in some cases more teacher-decided ways of using the staff development or SA days indicated in their contracts of employment. Some have established functioning Research Units, often, but not exclusively dedicated to local issues such as regeneration. Good examples could include Cornwall, Suffolk and some of the specialist mono-colleges that provide HE and FE.
- Many colleges with more enlightened managements are beginning to explore their HE in FE Teaching and Learning Strategies and developing more appropriate

pedagogies related to the delivery of degree level study. These strategies could be further developed by the introduction of more innovative approaches to blended learning. This means, particularly at HE levels 2 and 3, that teachers are not expected to 'teach' their HE students in the same 'student-centred' way that can characterise much FE teaching. These more suitable approaches allow the HE in FE practitioner more time to devote to scholarly activity, particularly subject updating and conference attendance.

- Further, many large colleges are now developing innovative approaches to improving the competitiveness and capacity of local companies and organisations and, in some cases helping their students set up small businesses, including the provision of incubator units (for example, Somerset College of Arts and Technology). Many of these types of activities involve elements of research, project management and consultancy. Other examples of this type of activity can include the establishment of design agencies and fully costed training companies involving research and consultancy. Much of this type of work could be characterised as Development and Research (D&R), coined by Morris, Stanton and NERF.
- Last, although not new, there are now extensive PCET HE/FE 'Communities' around the country that are encouraging FE teaching staff to take on higher-level academic qualifications and in some cases – for example Huddersfield – financially supporting HE in FE staff to undertake small-scale research projects.

In short, there is some evidence that research and scholarly activity is taking place, possibly at a level and quantity not previously seen in the sector.

The first point to note is that although there may have been a step change in R&SA in the sector in comparison to previously, it is not the case that R&SA or D&R has never been present. First, there is anecdotal and some harder evidence on various websites and the publications of organisations such as FEU/FEDA/LSDA, FEFC/LSC, EC-funded projects, that D&R has always had a place in the work of the sector. Second, however, the majority of this work has gone unrecorded and unreported by the formal research community and government agencies and departments. This is not surprising:

- Most of the R&SA, more appropriately D&R, which occurs in the sector, often does not involve engagement with established research communities or University based researchers. Interestingly, when based at a mixed economy college and leading a HEFCE-funded project on Graduate Apprenticeships Universities researching the same employment sector were completely uninterested in developing any links or sharing interim results or models.

- Many FE colleges for example have led on EC D&R projects in isolation from the English HEI sector, but perhaps with UK-based companies, voluntary agencies and in some cases, overseas Universities. Many colleges have also delivered research projects for the various Learning and Skills agencies – FEU, TEC, FEFC, LSC, LSDA etc. – but they are rarely seen or used outside the sector.
- Second, the history and culture of the sector, combined with its lack of engagement with University-based subject and research academic communities, means that it is not used or skilled in the ways of dissemination. First, it is often not part of the appropriate community and secondly, it is inexperienced in the ways of academic conference etiquette and publication.
 - Last, following on from these factors, its D&R activity has no 'voice' in the various Research and HE policy elites and is effectively marginalised in the scramble for research funds from the traditional funding agencies, apart from junior partners in action-based research.

These and other reasons mean that the sector's D&R activities are rarely reported in the places that matter and the claim in this paper that there has been some form of step jump change in R&SA in the sector is therefore unlikely to be recognised in the formal educational research communities or indeed within the HE policy community.

Summary

In the past ten years there has been an increase in HE students studying in FEC, albeit proportionally smaller than 30 years ago. Increasingly, HE in FE teachers are being asked to work more closely with employers, develop more innovative teaching and learning methods and in some cases teach a full HE timetable on a FE contract. Some colleges have responded to these demands, sometimes supported by their partner University; reduced class contact teaching time and encouraged small-scale research to inform higher-level teaching and pedagogy. However, although there is a tradition of development and research in the sector it is under reported and to some extent unrecognised and this reinforces the view that HE in FE practitioners do not need to undertake R&SA. This could be dangerous, especially if the present trend continues and a significant number of 'widening participation students' are located in the college sector, effectively receiving a second best experience? There is some evidence, particularly in large HE/FE consortiums, that there could be a step change in the amount of R&SA undertaken by HE in FE practitioners. However, there has been no overall systematic attempt to capture these activities and this invisibility will continue to underestimate the need for the HE in FE practitioner to undertake D&R/R&SA and provide the best possible service for often the most in need students.

It is time this part of the HE ethos in Colleges was addressed, as well as the introduction of college graduation ceremonies and new buildings dedicated for HE students.

Glossary

ESCALATE – HEA Subject Centre for Education
 Fdf – Foundation Degree Forward
 FEDA – Further Education Development Agency
 HELP CETL – Higher Education Learning Partnership Centre for Excellence in Teaching and Learning
 LSDA – Learning and Skills Development Agency
 LSN – Learning and Skills Network
 NERF – National Education Research Forum
 PCET – Post Compulsory Education and Training

References

- HEFCE (2008) May 2008/16 Key Issues Paper: Foundation degrees Key statistics 2001- 02 to 2007- 08. Higher Education Funding Council for England. Bristol
- Jones R (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, at www.theresearchcentre.co.uk/reports/he003.pdf accessed on 01/02/09
- LSN (2008) Unfinished business in widening participation. Learning and Skills Network. London
- LSC (2008) Further Education and the Delivery of Higher-level qualifications; Understanding the contribution of further education to the delivery of level 4 (higher) and professional qualifications – final report. Coventry
- Morris, A (2004) Modelling D & R Programmes: Initial exploration of features, NERF Working Paper 5.2 4. London
- NERF (2000) The Impact of Educational Research on Policy and Practice, NERF Working Group. London
- Stanton, G. (2006) D & R Programmes: concept and practice, NERF Working Papers 5.6. London
- Nick Davy is Head of Social and Health Care Studies at Westminster Kingsway College

1 The HELP CETL is the only CETL focussing entirely on HE in FE, mainly working with the University of Plymouth's partnership faculty.



The Higher Education Learning Partnerships (HELP) CETLs Award Holder Scheme

Dr Rebecca Turner (rebecca.turner@plymouth.ac.uk). The HELP CETL was established in 2005 as one of HEFCE's Centres of Excellence in Teaching and Learning (CETL). CETLs were established to reward excellent teaching practice and further invest in that practice to benefit students, teachers and institutions. With that in mind, the HELP CETL is building on the reputation of the University of Plymouth's partner college faculty (UPC) in supporting HE in FE in south west England. UPC is comprised of 20 partner institutions which provide over 300 HE courses to 7,000 FTE students with the support of 1800 lecturing and support staff. The HELP CETL has implemented a programme of investment, development and research to support this provision; for further details see www.help-cetl.ac.uk. A key aspect of the HELP CETL's work is the Award Holder Scheme, which provides UPC lecturing and support staff with funding for continuing professional development (CPD) and/or scholarly activity and research.

The Award Holder Scheme is in its fourth year and has enabled 67 staff from UPC to further their CPD and conduct scholarly activity and research. A diverse range of CPD activities have been undertaken, including course/conference attendance, industrial placements and institutional visits. Research and development projects have been undertaken in areas such as employer engagement, work based learning, e-learning and educational for sustainable development. Following their CPD or research activity Award Holders continue to be engaged with the HELP CETL and receive ongoing support to assist them with dissemination of their research. Those individuals who have completed their Awards have produced a range a teaching and learning resources, developed or amended their teaching practice and become part of a wider network of HE in FE practitioners. Presented below are the accounts written by three Award Holders of their research, the impact it has had on their personal and professional development and their teaching and learning.



A professional identity in crisis or a resolution through research?

This is a personal reflection and representation of the experience of delivering

Higher Education (HE) in a Further Education (FE) context. Like many of my colleagues the meeting of the two educational institutions has caused me to reconsider my professional identity. By way of attempting to resolve a crisis of identity I undertook a small research project and review of literature on professional identity. The outcome is a proposal that research can lead to a resolution of the crisis I found myself in.

The complexities of professional identity

In defining a "professional identity" there must be some recognition of the individual alongside the context or culture that individual is in. Ball (1972 cited in Day, 2006) describes "situated" or "substantiated" professional identities; first being an identity founded in where one finds oneself; created and maintained by that climate or culture. The second being one that is more autonomous and stands apart from the culture or climate of an organisation, and therefore can protect an individual from the changes which may undermine their identity as a professional.

Since the late 1990's the FE sector has undergone numerous changes through new government strategies such as establishment of the Ofsted inspectorate, the introduction of Foundation Degrees and thrust for greater engagement with employers. These changes have exerted an unprecedented influence and considerable impact on individual lecturer practitioners' working practices and job roles. Lecturers delivering HE in the FE climate may experience a vulnerability which Kelchtermans (1996 cited in Day, 2006) records as "engendered when professional identity and moral integrity are questioned either by policy changes or colleagues in the light of unrealistic expectations". Subsequently many lecturers have the need to seek or re create their professional identities. An identity which Day (2006) suggests "will be affected by external (policy) and internal (organisational) and personal experiences past and present, so is not always stable".

Stenhouse (1975) and Sockett (1976) both refer to Hoyle's two types of professionals; the "restricted or extended" professionals. The "restricted" professional is competent in classroom, subject centred, skilled, derives satisfaction from the personal relationships established and evaluates own performance in terms of students achievement. The "extended" professional has all of the above but other crucial aspects too. In addition the ability to take a wider contextual view, to participate in professional activities of a wider range, along with the creation of links between theory and practice with a commitment to evaluation modes and theory structures (Hoyle, 1972).

This extended professional approach triggered my HELP CETL research project as it focussed on the creation of a model for dialogue between the students and the employer to bring about a unique learning experience. It required true employer engagement in the Foundation Degree as the students' presence triggered interest in the Continuing Professional Development (CPD) opportunities through HE for the employers themselves. This might have been disruptive but has awakened employers to the possibility of HE experiences for themselves and contributed to my understanding of educational pedagogy.

The CPD offered in the FE context is frequently based on skills enhancement and not on an understanding of different concepts of education and the changing pedagogy that HE in FE lecturer practitioners are experiencing. This can contribute to a loss of confidence as "competence-based approaches lead to a de-professionalisation of the lecturers role" (Armitage, 2002; Keeley-Browne, 2007).

Higher Education in Further Education cultures
The foci of the HE institutions and FE institutions are different and so unsurprisingly the practitioner delivering HE in FE is caught without the support to meet what both institutions require. But this conflict area does not necessarily mean that the FE practitioner is in a Catch 22 situation as Stronach (2002 cited in Day 2006) describes the professional as "mobilising a complex of

occasional identities in response to shifting contexts” These constructions can occur in the space between their agency in a situation and institutional culture in which they work. McNiff (1998) suggests that practitioners may benefit considerably by taking a close critical look at their own practice.

Based on my experiences with action research and the impact it had on my own identity as an HE in FE practitioner, I believe the model of action research for such a practitioner offers a viable route to fulfil the requirements of ‘scholarly’ activity required by the HE institution and a pathway to a new identity. The Professional Standards Framework for Teaching and Supporting Learning in higher education speaks of the ‘ability to incorporate research, scholarship and/or professional practice’ (HE Academy, 2008)

I believe that action research can be a proactive, empowering and continual process which surely will invigorate practice. Alongside it will give the practitioner the reins to claiming an autonomous identity and to be a truly ‘extended’ professional. Action research can be undertaken with or without a unified understanding between the practitioner and institution in which she/he finds him/herself. The practitioner becomes a proactive agent for change within their college and so can bridge the gap between the two institutions they serve.

Reflection leads to research action

McNiff (1988) suggests that ‘by being aware and critical of their practice, teachers work more positively towards their own professional development’. By taking on the role as a researcher the FE practitioner takes on a different mind set and develops a ‘research mentality’ (McKernan, 1996). Perhaps this is a key to maintaining a professional identity within an institutional framework which may not necessarily match one’s own teaching role or understanding of educational pedagogy? Johns (2004) agrees citing Senge (1990) that a ‘contradiction is the creative tension that exists between our visions of practice and our current reality’.

I suggest that the HE in FE teaching/learning situation can become a ‘praxis’, a place where knowledge and practice where place where reflection is the mode of learning. The outcome of much research is change and if as Stenhouse (1975) said ‘teachers know teaching best’ then this puts the practitioner in a powerful place for change.

Joining the HELP CETL and becoming part of a Community of Practice

gave me the needed validity, rigour and expression of action research. Wenger suggests that the formation of communities is by those who ‘engage in a process of collective learning in a shared domain of human endeavour’. Stenhouse (1975 cited by Barlett & Burton, 2007) calls these ‘research communities’ an indication that

these could offer the all important critical appreciation of the findings; to ensure the action research is of value we need to have it peer reviewed. The process is self perpetuating and practitioners should be so motivated by what they discover that they take action.

What I experienced, along with my students, in the HELP CETL project was that I became a role model demonstrating the importance of action research and incorporating them into a community of practice as we reviewed the model of mentoring together. Together with this a new professional identity emerged, one in which I am comfortable situated in FE delivering HE

My proposal is that to maintain a professional identity the practitioner needs to be involved in research and scholarly activity, which can be undertaken with or without an understanding between the practitioner and the institution in which she/he finds himself. I suggest that it is the very nature of the practitioner being ‘professional’ that involves the practitioner in action research, the desire to improve and understand what it is they teach, how they and the students learn and what constitutes good educational practice. A commitment to a community of discourse/practice in which the practitioner can present their research findings for peer review is essential. This can be constructed with like-minded or role-like colleagues without the institutional acclaim.

Reference List

Armitage, A., Bryant, R., Dunnill, R., Hayes, D. & Renwick, M. (1999). *Teaching & Training in Post-Compulsory Education*. Open University Press, Berkshire.

Barlett, S. & Burton, D. (2007). *Introduction to Education Studies*. Sage, London.

Day, C., Kington, A., Stobart, G. & Sammons, P. (2006). The personal and professional selves of teachers: stable and unstable identities. *British Educational Research Journal*, 32, 601-616.

HELP CETL. Aims Available: www.help-cetl.ac.uk/ date accessed: 17th April 2008.

Higher Education Academy. Professional Standards Framework <http://www.heacademy.ac.uk/ourwork/policy/framework> date accessed: October 23rd 2008.

Hoyle, E. (1972). Educational Innovation and the role of the teacher. *Forum*, 14, 42-44.

Johns, C. (2004). *Becoming a Reflective Practitioner*. Blackwell, Oxford.

Keeley-Browne, L. (2007). *Training to Teach in the Learning and Skills Sector*. Pearson, Essex.

Mcniff, J. (1988). *Action Research Principles and Practice*. Routledge, London.

McKernan, J. (1996). *Curriculum Action Research*. Kogan Page, London.

Sockett, H. (1976). *Designing the curriculum*. Open books, London.

Stenhouse, L. (1975). *An Introduction to Curriculum Research and Development*. Heinemann, London.

Wenger, E. (1998) *Communities of Practice* Available: http://www.infed.org/biblio/communities_of_practice.htm accessed 11th April 2008.

Lee Hurrell is Programme Manager for the FD in Early Childhood Studies, North Devon College (lhurrell@ndevon.ac.uk)



The HELP CETL and me...

Working as an 'HE in FE' lecturer it is not very often that 'fame' (though sadly not fortune) comes knocking at the door in the guise of professional recognition and the opportunity to engage in something other than the everyday preparation of classes, teaching and the marking of assignments. As a consequence, I recall the day well back in 2005 when my Head of Division put a flyer from something called the 'HELP CETL' under my nose. He suggested that the funding call for research projects might be of interest and provide a means of promoting a culture of research within Somerset College.

I had been involved with the development and growth of HE at the college for a number of years and the HELP CETL initiative did indeed appear to be an exciting opportunity to work with the University in a much more active and cooperative way than hitherto. The HELP CETL clearly acknowledged the role and perhaps unique professional identity of the 'HE in FE' practitioner and appeared keen to raise the profile of these colleagues working within the partner colleges. Definitely worth filling the form in then!

For many years I have had an interest in learning technologies and how they might be used to provide students with new learning environments and an enhanced learning experience. Working as a teacher trainer for seven years at the college I had always enjoyed introducing my trainees and colleagues to a variety of technological marvels which I assured them would make everyone's lives much easier, and of course eliminate all that paper! Whilst everyone acknowledged the influence of the information and communications technologies (ICT) revolution on our everyday lives, there were few opportunities to engage with research which might capture the benefits, and indeed potential drawbacks, of engaging with these technologies in our everyday practice.

The benefits of research-informed teaching, particular when trialling innovative and often experimental approaches to teaching and learning are considerable but opportunities (and the funds) for undertaking such work, particularly within HE in FE have traditionally been scarce.

A successful bid for a HELP CETL CPD Award (2005-2006) enabled me to consolidate my interests in all things ICT and eLearning by undertaking an 'ITOL' qualification ('Implementing Teaching on Line') which extended my LeTTOL certificate ('Learning To Teach OnLine') and to commence an MEd in eLearning offered online by the University of Hull.

Vitaly, alongside my CPD the monies also supported a small research project which evaluated the impact on learners and teachers of new virtual learning environment (VLE). This initial evaluation provided interesting results, which through a HELP CETL Continuity Award, were built upon as the research was developed to identify specific skills required by teachers and learners in order to inform the professional development and learning skills of both parties.

Having been well and truly bitten by the externally-funded research bug, I approached the Higher Education Academy's Education Subject Centre (ESCalate) in a response to another call for research monies which might support the development of new learning methodologies using mobile computing and communications technologies m-Learning' ('mobile learning'). The bid was successful so now I had two projects running and urgently needed a home for 'Research and Development'. The college had a vacant room - Room 101! OK, so why couldn't good things come out of 101 instead of the usual connotation regarding its use? The Division of Technology 'Research and Development Unit' (RDU) was born and the well-equipped facility began to support a number of colleagues engaged in CPD activities and their own HE study. For them the RDU provided an outlet for dissemination of research and, most usefully, informing the practice of colleagues as they developed their expertise in using learning technologies and our burgeoning VLE.

What of the fame (though still no fortune)? The really great thing about being involved with the HELP CETL was a constant stream of encouragement to get involved with a series of dissemination events and the opportunity to

'publish!' This sounded like 'proper HE!' A few articles and presentations later another opportunity came along to take the m-Learning investigation to a new level. Along with two colleagues from the Division of Technology I shared a University of Plymouth Teaching Fellowship Award (2007-2008) which supported our aim of developing HE opportunities within the workplace by making use of a variety of learning technologies and communications platforms to create an 'extended learning environment'. This new environment would enable learners and teachers to make the most of the college's and University's e-Learning systems. A new Foundation Degree in Transport Planning and Engineering has just started, which in many ways, represents a culmination of practice expertise, particularly in eLearning methodologies, developed through the research activities supported by the HELP CETL, ESCalate and the University's Teaching Fellowship Award scheme.

The issue of the professional identity of the HE in FE teacher is a genuine and sometimes thorny issue - we teach HE but rarely feel part of the University who validate and verify our programmes and results. The HELP CETL has proved to be of immense value in providing colleagues with a greatly enhanced sense of their professional identity and integration with our parent University. The many opportunities to bid for new research monies, to publish and disseminate results and share in a community of practice created and sustained by the HELP CETL have lent motivation and new levels of confidence amongst teachers delivering HE within this particular Division of Somerset College. Working in this challenging area of delivering HE teachers often feel to be the poor relations of our University colleagues - initiatives such as the HELP CETL have brokered both mutual understanding of our respective practice and gone some way to enabling them to have some time in the spotlight - fame at last!

Related Publications

- Glass, L Kelly, C & Rose, S (2007) 'mLearning: Development and Delivery – creating opportunity and enterprise within the HE in FE Context', Bristol, HEA - ESCalate
- Glass, L Kelly, C & Rose, S (2008) 'No strings attached: Wireless Technology in Teaching and Learning', TFAS Final Report, University of Plymouth
- Rose, S (2007) 'e-Learning advantage: Professional Skills Development for Learners and Teachers in the Digital Age', Plymouth, HELP-CETL
- Rose, S (2008) 'Switch that phone on!– extending higher education opportunities for the iPod generation', ESCalate News, Issue 10, Spring 2008
- Rose, S (2008) 'Work-based Learning within an Extended Learning Environment (ELE) - promoting Higher Education opportunity with communications technologies', ESCalate News, Issue 12, Autumn 2008
- Swain, J Gray, C Stone, M & Rose, S (2008) 'Strategies to develop sustainable Blended Learning across a collaborative partnership delivering Higher Education in Further Education', Plymouth, HELP-CETL

Steve Rose is HE Lecturer in Computing, Somerset College (steve.rose@somerset.ac.uk)



HELP CETL and The Jean Genie. (Jean Genie, let yourself go...Bowie, 1972)

Glam Rock. Now that was worth waiting for. 1972 was a good year for it. David Bowie, Mud, Slade, and of course, The Mighty Plod. Who? No, not 'The Who' - who??

Well strange tales abound these days, driven on by unprecedented access to information in ever increasing detail. So much so, that even an obscure Glam Rock band from 1972 have found themselves popular in Japan, having released one (yes, one) track in 2002 on a compilation album (called "The Velvet Tin Mine"). It's now 2009 and my heroes, who have not played a note together since 1976, have been offered a recording deal (<http://www.themightyplod.com/>).

While I could dive into a postmodernist/neo structuralist analysis of this phenomenon, I will resist, in favour of a rather different take. I wish to make one point. Quite simply, this would never have happened in 1972...the reason? Access to information and entertainment was controlled and heavily mediated by institutions and their ownership of technology. What do I mean by controlled? I mean the audience (or the learners), could only access things in particular ways. Vinyl records, books, newspapers, journals, TV and film – all these media were subject to close control, so that there was a clear divide between those who produced, organised and disseminated, and those who consumed (known as "the punters" in the music business).

Now, in 2009, a rather different picture is emerging. We have Face book, we have You Tube. We have mobile phones that will take pictures, film videos and record sound. We have blogs, portals and more recently Google Docs, which effectively removes the need to own a copy of Windows to write and share documents. And into this heady mix comes video conferencing, a technology once so expensive that only the really big companies used it. Now, even small schools can afford it.

I was once advised by my business mentor that if you want to know what is going to happen, look for trend. There is a clear trend here. New technologies are increasing "punters"

freedom, especially in terms of how and when information can be accessed.

With this in mind, I have begun a study of the use of video conferencing for teaching and learning. What interested me was how learners could use it themselves, and whether it could help them to develop valuable perceptions and skills. I was particularly interested in those learners who are taking their degrees via a Further Education (FE) college rather than a university. One aspect of promotion for these courses is that they target students who may want to "stay local". This was stated as the main reason for taking an fdA qualification by 12% of learners in a survey of motivations and attitudes of foundation degree students (Hicks et al. 2008). I saw video conferencing as a way for them to explore new horizons.

Within distance education (of which video conferencing can be seen to be part) the work of Michael Moore offers a way of conceptualising the relationship between teacher and student without concentrating on the technologies involved. He describes the Theory of Transactional Distance as "the universe of teacher-learner relationships that exist when learners and instructors are separated by space and/or by time" (Moore:22)

Interestingly, this leads to a focus on the way dialogue, structure and learner autonomy interplay within any learning programme. Learner autonomy and motivation can increase in less structured systems, where interactivity allows for a negotiated approach to the outcomes. Within video conferencing two aspects may be considered: The interactivity offered by the conference and the need for structure to make the conference purposeful. His definition of transactional distances implied that structure and engagement could act against each other – so if I imposed my structure it could add more transactional distance. If I invited them (the learners) to develop the ideas through a collaborative project, especially where this involved other learners, they might respond by creating or using their own structures, and with greater motivation.

The video conferencing network that exists in FE colleges in South West England that provides HE in conjunction with the University of Plymouth was funded by HELP CETL. Video conferencing facilities have been installed in 18 of the 20 University of Plymouth's partner institutions. Basically, an interactive communications network has been established, that as well as linking institutions, offers the potential to reach the whole world. I think I need to read that again...did I just say the whole world?

So this means that students in the USA, (or Bagdad/Beijing/Barcelona) could link up with my HE students at Exeter College? We could meet via a video conference and set up a joint project? Perhaps a news project....? We could make news programmes (film them) and so could they. We could then arrange a conference screening with questions afterwards. Or we could film a band here and they could film a band there and we could share the screening. And we could invite a guest lecturer to talk about a topic that interests both groups; even if she/he was located in South America ...could we really do that??? Maybe some video ideas or information will be really interesting and the groups will want to explore their wider currency. You never know, some ideas and explorations might become a new form of TV, or a new form of Art. Who knows? The possibilities seem only bounded by our ability to think of them. This would enable my HE students to develop an awareness of how other learners approach their tasks, how they engage with their peers, and perhaps understand something of how life is beyond their own perceptions/college.

And maybe the experience of interacting in this way will help my students to develop (and appreciate the need for) organisation, clear communication, team working and using their initiative. Maybe they will want to apply these skills to other projects when they leave. Maybe they will gain a wider understanding of the world, appreciating how what they think and do can affect the lives of others thousands of miles away (hopefully in a good way). Maybe they will want to establish a community of practice that is bounded by similar perspectives and not geography.

At "real" conferences some of the most effective learning takes place via networking at lunch. Well, whilst we cannot have video conference lunch, we could develop the social aspect for the student groups by creating a closed Face book site with a discussion board. We could also create a closed You Tube site to share videos. We could create a Google Docs site with enclosed access to develop documents and share evaluations.

Well amazingly, this is exactly what I'm doing in my current HELP CETL funded study. I have to say that every day I stumble across another aspect of this that offers more possibilities, more learning opportunities, more adventures in cyberspace – and not just for my learners. For me as well.

A downside? Yes - copyright, ethical issues about ownership and exploitation rights, privacy, association with sites with a non-educational ethos. Possible abuses of the sites. The dangers of getting too close too commercial exploitation – or do I mean the real world?

To me the trend is clear. These technologies are in many ways in their infancy, but the baby is growing up fast. As it does so it offers some real advantages in developing a global awareness to go along with our global economy, and it may help to establish high level communications and team work skills among our learners.

In 1972 the only way to keep a record of the Plod sessions was on reel to reel tape, and with pen and paper. Fortunately someone had the forethought to keep the tapes, though they were nearly destroyed! Brief notes still exist of the chord structures and lyrics, with a scrapbook of photos from the era. Not so the outfits, which are now long gone, (and would never now fit anyway). All of this is now providing some cultural exchange with an audience in Japan, and none of this would be possible if we were still using the same technologies we used in 1972. Maybe this new technology is the real Jean Genie.

References

- Bowie, D. (1972). *The Jean Genie*. EMI, UK
- Hicks, H., Lintern, M., Dismore, H. & Saxton, H. (2008). *What do Foundation Degree graduates do?*, HELP CETL, University of Plymouth.
- Moore, M.G. (1993). *Theory of transactional distance* In: Keegan, D. (ed.) *Theoretical Principles of distance education*. Routledge: London and New York
- Mueller, C. (1997) *Transactional Distance*. Available from The Ultimate Online Encyclopaedia. [29 September 2009]
- The Mighty Plod [Online] <http://www.themightyplod.com/> [2nd January 2009]
- John Fitzsimons is Lecturer in Education and Media, Exeter College (JohnFitzsimons@exe-coll.ac.uk)



Beyond the Binary System? Cooling-out in the Land of Swirl

Brian Spittle

Assistant Vice President, Access and Attainment
DePaul University, Chicago

The United States never had a binary system of higher education. It prides itself, to a large extent rightly, on having developed a far more, open, dynamic and responsive approach. When it comes to college in America, as with so much else, surely there is something for everyone.

On the face of it, this indeed seems to be the case. Within the Chicago metropolitan area alone there are at least two world-class research universities, three or four reputable private and public universities, a couple of essentially open-access public universities, a number of small 'liberal arts' colleges, some denominationally based, more than a smattering of specialized undergraduate institutions (art, culinary, and theological to name but a few), and a dozen or more two-year colleges offering a wide range of sub-baccalaureate degrees and certifications. And this isn't to mention a substantial for-profit sector that includes everything from street corner beautician schools to accredited universities offering post-graduate degrees.

When Americans talk of 'college' they mean any or all of this. Yet despite the remarkable diversity of institutions, program offerings and experiences they often use the word as if there is an essential equivalency. While the federal government is careful to refer to the proportion of high school graduates who attend some form of additional education or training as the 'postsecondary' attendance rate, it is often referred to in popular and even professional circles as the 'college-going' rate. But this masks the fact that at least a third of these students are enrolling in two-year institutions, most typically public community colleges. I may be overreaching here but I wonder whether this involves a certain amount of rhetorical wishful thinking, not to mention sleight of hand. In this sense, 'college' becomes a convenient linguistic solvent when a near universal

aspiration seeks expression in a highly differentiated system of educational opportunity.

At a time when the boundaries between high school, two-year college and baccalaureate institutions are becoming increasingly blurred – at least one in three American high school students enroll in some form of advanced coursework that could earn them college credit -- our indicators and understanding of educational progression still seem surprisingly crude and incomplete. Federal statistics suggest that the high school graduation rate is approaching 90%, but there is no agreed measure of high school drop-out rates and many experts believe that the real graduation rate is much lower, especially for African-American and Latino students. And while nearly 70% of high school graduates attend some sort of college within a year, by no means all of them are qualified for baccalaureate college admission. This is reflected not just in the level of two-year college enrollments, which in good part accounts for the expansion of post-baccalaureate participation in the last half century, but also in the relatively high proportion of students who need 'remedial' coursework in baccalaureate institutions. By the same token, measures of inter-institutional transfer and baccalaureate attainment are notoriously unreflective of the complexity and fluidity of student enrollment behavior in the United States.

Few in the US now dispute that there needs to be a much better alignment of and articulation between the elementary, secondary and tertiary levels of education. While there is a strong tradition of local control of schools and no constitutional role for the federal government in higher education, policy-making both in Washington and the state capitols is now clearly heading in that direction.

Whether there is a parallel effort to better align the 'two-year' and 'four-year' college sectors remains to be seen. Two-year colleges have a long history in the United States. Formerly known as 'junior colleges' they were at one time explicitly geared to baccalaureate transfer. But

as they evolved into community colleges – especially after the Second World War – they assumed much broader institutional missions. Community colleges are rightly seen as a peculiarly American innovation and achievement. They perform a wide variety of functions including remedial education, technical training, occupational certification, lifelong learning and general education for baccalaureate transfer. Their impact on local workforce development and economic development, particularly in rural areas, is considerable. However, their role in expanding access to baccalaureate institutions has been more mixed.

In the heady days of community college expansion in the 1960s and 1970s, the aspiration was indeed that two-year colleges would play a significant role in expanding educational opportunity. With their local focus, typically open admission policies and highly affordable tuition (fees), this was and has remained an important goal. But while community college enrollments burgeoned in second half of the twentieth century, and while many students entered them with some level of aspiration to transfer and attain a bachelor's degree, relatively few of them actually achieved this goal. In his essay "The 'Cooling-out' Function in Higher Education" in 1960, Burton Clark argued that community colleges stood at a critical disjuncture in American democracy, that is, between the "encouragement to succeed and the realities of limited opportunity." In a society reluctant to place overt limits on educational opportunity, the community college provided a means to at once accommodate educational aspirations while dampening or at least diverting unrealistic expectations.

Clark's argument has been hotly debated but it still manages to cast a shadow over what was once known as the community college 'movement.' Community college students tend to be disproportionately drawn from low-income and first-generation college families, and to be students of color. Moreover, despite statewide and institutional initiatives to better articulate curricula and credit policies, transfer rates from community colleges to baccalaureate institutions remain fairly low. In any case, community colleges do not provide a realistic route to the most prestigious universities which typically admit very few transfer students.

It is a commonplace now to refer to the student 'swirl' in and around the American higher education system. We have known for some time that most American students attend more than one college before obtaining a bachelor's degree. And this is not necessarily a linear process. It is not uncommon for students at baccalaureate institutions, particularly in large urban areas, to enroll at more than one institution at the same time, at least during their first year or two. There is also a significant 'reverse transfer' phenomenon which includes students enrolling in community colleges after obtaining their bachelor's

degrees to improve their workplace skills and employability. But the fact remains that the strongest predictors of baccalaureate attainment – such as the intensity of the high school curriculum, and continuous enrollment term by term – run counter to the experience and behavior of too many students, especially those from low-income and first-generation college families.

That said, we know that institution-based graduation rates in the US understate true graduation rates once inter-college attendance is factored in, even though this is not the way official data are reported. And urban universities such as DePaul see transfer students as an important part of their overall enrollment strategy, especially when it comes to maintaining student access. Over 4,000 new undergraduates enroll at DePaul each September, nearly 40% of them having transferred from other institutions. Most of them have transferred from public community colleges in Illinois. Indeed, as community college enrollments tend to increase during times of economic hardship, it seems likely that this segment of our transfer population will grow over the next few years.

This then is the paradox. From the perspective of an urban university committed to student access such as DePaul, a robust transfer enrolment strategy becomes highly strategic. But this is very much an institution-specific strategy complemented by transfer agreements and dual admission policies negotiated with individual community colleges. There are also, as I have said, a number of broader statewide initiatives around two and four-year college 'articulation.' But in its infinite variety, the American higher education system does very little to help ensure that student 'swirl' becomes more purposeful and successful. Binary system it is not, but there is still plenty of 'cooling-out' going on.

FACE 2009 Towards a New Agenda for Lifelong Learning: Access, Diversity and Participation

1st - 3rd July 2009,
Staffordshire University

The Annual Forum for Access and Continuing Education (FACE) conference will be hosted by the Academic Development Institute and the Institute for Access Studies at Staffordshire University in Stoke-on-Trent .

Conference Themes

This conference will bring together the sometimes disparate and often closely integrated themes of access, diversity and participation in a bid to explore how these elements contribute to or possibly detract from a new agenda for lifelong learning.

Keynote Speakers include

Professor Christine King

Vice Chancellor Staffordshire University and leader of the DIUS commissioned report on part-time study

Professor Stephen Gorard

Chair in Education Research University of Birmingham and principal author of Overcoming the Barriers to Higher Education.

Dr Cheron Byfield

Co- founder and Chair Excel3, Director of Black Boys Can

Ms Barbara Waters

Chief Executive, SKILL

Professor Mike Osborne

Director of the Centre for Research and Development in Adult and Lifelong Learning, University of Glasgow and Co-director of the PASCAL Observatory

Conference Programme

Further information will be added to the programme as it becomes available.

Wednesday 1st July 2009

10.00 - 12.00 Arrival and registration, Exhibition, Networking
12.00 - 13.00 Lunch
13.00 - 13.30 Welcome and opening speeches
Professor John Storan, Chair of FACE

13.30 - 14.15 Professor Christine King, Vice Chancellor, Staffordshire University.
Keynote Speaker Professor Christine King, Vice Chancellor Staffordshire University.
14.15 - 15.00 Keynote Speaker Professor Stephen Gorard, Chair in Education Research, University of Birmingham.
15.00 - 15.30 Tea and networking
15.30 - 16.30 Outreach and Pre-HE Engagement Roundtable
Chair: Deirdre Lynskey, Aimhigher, Greater Merseyside
16.30-17.30 Paper/workshop Session (1)
19.00 Escalate welcome reception and exhibition
20.00 - 21.30 Informal Fork buffet
21.30 - late After Dinner Drinks and Music from the Outlandish Knights

Thursday 2nd July 2009

8.00 - 9.00 Breakfast
9.15 - 10.00 Keynote Speaker Ms Barbara Waters, Chief Executive, SKILL
10.15 - 11.15 Paper/ Workshop Session (2)
11.15 - 11.30 Tea and networking
11.30 - 12.30 Paper/ Workshop Session (3) concurrent with FE/ HE Interface Roundtable.
12.30 - 13.30 Lunch
13.25 - 13.30 FACE 2010-Conference Announcement
13.30 - 14.15 Keynote Speaker Doctor Cheron Byfield, Co- founder and Chair Excel3, Director of Black Boys Can
14.15 - 15.15 Paper/ Workshop session (4)
15-15 - 16.00 Tea and networking
16.00 - 17.00 Paper/ Workshop session (5) concurrent International Roundtable
17.00 - 18.00 FACE AGM
19.15 Onwards Coaches leave for Gala dinner at the Wedgwood Museum.
21.00 - Late Gala Dinner and Music from The Rachel Rimmer Band

Friday 3rd July 2009

8.00 - 9.00 Breakfast
9.25 - 9.30 FACE Research- Announcement - Graham Atherton
09.30 - 10.15 Keynote Speaker Professor Mike Osborne, Professor of Adult and Lifelong Learning, DACE, University of Glasgow.
10.15 - 10.45 Tea/Coffee and Networking
10.45 - 11.45 Paper/ Workshop Session (6)
11.45 - 12.45 Learning in the Wider Context Roundtable Discussion
12.45 - 13.00 Conference Close
13.00 - 14.00 Lunch

Call for Papers - Submission of Abstracts and Workshop Proposals

Papers and workshop presentations are sought on any or all of the conference themes. Papers and workshops should address the over-arching theme of a new agenda for lifelong learning. Given the inter-relation of the access, diversity and participation some papers will inevitably cover aspects of more than one of these and often other agendas as well. Papers and workshops that attempt to place the lifelong learning agenda within theoretical and policy contexts are particularly welcome as to are practitioner and case study based submissions.

Presentation

Paper presentations at the conference will be restricted to 20 minutes with 10 minutes for questions. Workshop sessions will run for no longer than 30 minutes.

Submission of Abstracts

Abstracts and workshop proposals can be submitted using the form at: www.staffs.ac.uk/faceconf/submissionform/

Publication

Conference presenters will be asked whether they wish to submit a full paper for publication in the FACE conference proceedings.

Fees and Registration - Costs to Delegates

FACE MEMBERS (Institutional/Individual) Fee

Full Conference Residential Package £495.00

Includes:

Full three day Conference Programme
Two Nights En-Suite Accommodation in the Clarice Cliff Halls of Residence
All Meals
Conference Dinner
Use of sports facilities

Full Conference Non-residential Package £450.00

Includes:

Full three day Conference Programme
All Meals
Conference Dinner
Use of sports facilities

Day Rate £125.00

Includes:

One day conference programme
Lunch
For day delegates wishing to attend the Gala Dinner there will be an additional charge of £65.00

NON-MEMBERS

Fee

Full Conference Residential Package £595.00

Includes:

Full three day Conference Programme
Two Nights En-Suite Accommodation in the Clarice Cliff Halls of Residence
All Meals
Conference Dinner
Use of sports facilities

Full Conference Non-residential Package £550.00

Includes:

Full three day Conference Programme
All Meals
Conference Dinner
Use of sports facilities

Day Rate £165.00

Includes:

One day conference programme
Lunch
For day delegates wishing to attend the Gala Dinner there will be an additional charge of £65.00

Registration can be made online using the form at www.staffs.ac.uk/faceconf/bookingform/

Who should attend?

- Principals and Vice Chancellors
- Staff in HE and FE
- Widening Participation Practitioners
- Aimhigher Officers and Partners
- School Liaison Officers
- Learning and Skills Councils
- Admissions Staff
- Learning Partnerships
- Funding and Research Councils
- Regional Development Agencies
- Lifelong Learning Networks
- Education Consultants
- Researchers
- Policy Makers

The Gala Dinner at the Wedgwood Museum

The Gala dinner will be hosted by Wedgwood Museum at Barlaston. The newly built museum opened in November 2008. Delegates will have ample opportunity to explore this new state of the art museum before dinner. Transport to and from Wedgwood will be provided. Find more information on the Wedgwood museum and visitors centre at Wedgwood Museum

FACE 2009 Gala Dinner

Musical entertainment will be provided by the Rachel Rimmer Band Acoustic Jazz

Wednesday Evening

Musical entertainment will be provided by "The Outlandish Knights"

Further details of the conference content, timetable and packages available can be found at <http://www.f-a-c-e.org.uk/conference2009.html>

FACE

The Organisation for Lifelong Learning



Membership

Details of FACE membership can be obtained from:
Jackie Leach, Tel: 0208 223 4936 and the FACE website

www.f-a-c-e.org.uk