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Looking Further

a survey of the landscape of performing arts higher education in further education

Jo Richler

The Higher Education Academy

PALATINE Dance, Drama and Music

working together to enhance the student learning experience

THE AUTHOR

Jo Richler was PALATINE's Adviser for HE in FE from 2005 - 2008. Jo's work for PALATINE included mapping all HE in FE provision in the areas of dance, drama and music; advising on the new 14-19 Diplomas; and representing PALATINE at HE in FE events and meetings including Higher Education Academy and JISC organised events. Her recent work and research has focused on the management of change, with a specific focus on education and independent learning skills. Recognised as a leading voice and innovator in her field, she is a regular speaker at conferences and seminars. She is a Fellow of the Institute of IT Training and a Learning Resources consultant. Her HE in FE work includes projects with the EIAT consultancy on assessment (in conjunction with the Higher Education Academy). In 2004 Jo was awarded the *Learning Resources Manager of the Year* by the prestigious *World of Learning Awards*, and in 2005 she was short-listed for a *DfES Star Award* for Outstanding Achievement in the area of Innovative Practice and Inspiration.

PALATINE is the Higher Education Academy Subject Centre for Dance, Drama and Music.
Our role is to provide, for the performing arts communities in UK higher education, high quality information, expertise, and resources on good and innovative learning and teaching practices. We also promote and transfer such practices to enhance learning and teaching activity in the performing arts HE sector and to the wider higher education community.

LOOKING FURTHER
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Looking Further

> *We recognise that further education colleges (FECs) are important providers of higher education (HE) courses, and we support them to develop strategic HE activity.*
>
> <div align="right">Higher education in further education colleges
HEFCE website
http://www.hefce.ac.uk/learning/heinfe/</div>

Introduction

A few years ago, at the annual conference of the National Information and Learning Technologies Association (NILTA, an independent membership body representing the post-16 sector in the exploitation of ICT and e-learning), one of the keynote speakers was talking about the differences between higher education and further education. To illustrate those differences he projected two images on to the screen. The first image, representing higher education, was a soft-focus Victorian painting of a refined woman who was elegantly seated within a neo-classical gazebo gazing out over a romantically landscaped garden. The woman was clearly enjoying the opportunity of tranquil meditation. The next image, representing further education, was a stark, black and white graphic of a bleak and oppressive Victorian workhouse with a queue of the poor and the dispossessed waiting forlornly outside. The laughter of recognition that greeted the two images reflected the fact that, though an extreme portrayal, it summed up both the perception and, occasionally, the reality of the differences between the two sectors.

This PALATINE 'landscape survey', undertaken in 2009, focuses on an area of higher education provision that is playing an increasingly important role in the national strategy for higher education. The provision of Higher Education in Further Education (usually shortened to HE in FE) in institutions that are normally regarded as Further Education Colleges (FECs) has expanded dramatically in the last few years.

Though HE courses have been delivered in whole or, more usually, in part, in FE colleges for at least 20 years, the history of HE in FE is not an easy or popular research theme. There is a decided lack of primary documentation available, and that is in itself a symptom of the difficult relationship that further education has with the higher education sector.

> *FE/HE has also inherited a complex mix of legislative and terminological legacies, classifications and categorisations that can confuse an already ambiguous and anomalous situation… This makes comparisons between the sectors difficult and reduces the credibility and claims made about the distinctiveness of FE/HE because of a limited evidence base. Indeed, it could be argued that FE/HE is an under researched and under theorised area.*
>
> <div align="right">(Gourley, 2008)</div>

This report is divided into two main sections. The first, a relatively detailed overview of HE in FE, provides the context for the second part: the findings from the survey of performing arts HE in FE provision.

Jo Richler

List of acronyms

Inevitably a large number of acronyms appear in the text. Every effort has been made to ensure that the proper title is provided the first time each acronym appears.

ADM-HEA	Art Design Media Subject Centre of the Higher Education Academy
BIS	Department for Business, Innovation and Skills
BTEC	Business and Technology Education Council (now part of Edexcel)
CPD	Continuing Professional Development
CRB	Criminal Records Bureau
DCSF	Department for Children, Schools and Families
DfES	Department for Education and Skills (replaced by the Department for Children, Schools and Families (DCSF) in June 2007)
DIUS	Department for Innovation, Universities and Skills (replaced by the Department for Business, Innovation and Skills (BIS) in June 2009)
Edexcel	Edexcel, a Pearson company, is one of the UK's five examination boards
FDAP	Foundation Degree Awarding Powers
FEC	Further Education College
FEFC	Further Education Funding Council
FTE	Full-time equivalent
GCE	General Certificate of Education
HE	Higher Education
HEI	Higher Education Institution
HEFCE	Higher Education Funding Council for England
HEIFES	Higher Education in Further Education: Students Survey
HESA	Higher Education Statistics Agency
HESES	Higher Education Students Early Statistics Survey
HNC	Higher National Certificate
HND	Higher National Diploma
ICT	Information and Communication Technologies
ILO	Intended Learning Outcome
ILR	Individual Learning Record
IQER	Integrated Quality and Enhancement Review
JISC	Joint Information Systems Committee
LSC	Learning and Skills Council
NHS	National Health Service
NQF	National Qualifications Framework
NSS	National Student Survey
Ofsted	Office for Standards in Education, Children's Services and Skills
QA	Quality Assurance
QAA	Quality Assurance Agency for Higher Education
SSC	Sector Skills Council
TDAP	Taught Degree Awarding Powers
VLE	Virtual Learning Environment

PART ONE: HE in FE in context

1. History

In order to understand the present (and the possible future) it is often necessary to understand the past. The following is a brief contextualisation of HE in FE.

- The 1988 Education Reform Act removed from the remit of local education authorities the duty to secure provision for higher education in their area. Schedule 6 of the Act listed the courses of higher education that constituted HE provision. It included courses providing education at a higher level, which was defined as **above** GCE 'A' level or BTEC National.

- The Further and Higher Education Act of 1992 established the Further Education Funding Council (FEFC) and identified courses fundable in the FE sector. Under the 1992 Act, further education colleges were able to transfer to the HE sector if their full-time equivalents (FTEs) for HE were 55% or more of their total enrolment.

- In 1993, the schedule of prescribed courses was broadened for Wales with The Education (Prescribed Courses of Higher Education) (Wales) Regulations 1993.

- In 1998, this definition was applied to England. BTEC HNCs were added to the schedule, along with part-time courses of at least two years' duration leading to awards from institutions granted awarding powers by the Privy Council.

- The Learning and Skills Act of 2000 replaced the FEFC with the Learning and Skills Council (LSC), broadened the sector to include other providers and expanded their remit to include planning as well as funding. English further education colleges were offered an opportunity to provide 'prescribed' higher education with funding from the Higher Education Funding Council for England (HEFCE). This HE provision in the further education sector became known as 'HE in FECs' or 'HE in FE'.

- The Further Education and Training Act of 2007 introduced the potential for foundation degree awarding powers (FDAP) for colleges, awarded by the Privy Council.

  The volume of HE provision in colleges during the last decade is variously quoted as forming between 9 and 11 per cent of all higher education, based on HEFCE data (Higher Education Statistics Agency (HESA) and Individualised Learner Record (ILR)). Most general and specialist colleges provide higher education. In 2006-07, of the 387 further education colleges funded by the LSC (262 general/tertiary colleges, 23 specialist and 102 sixth form colleges), 286 were funded directly or indirectly by HEFCE.

  (HEFCE, 2009a)

Some HE courses, including many leading to higher level vocational qualifications, lead to awards from professional institutions or the major public examining bodies. Most of this non-prescribed higher education is funded by the Learning and Skills Council. Most HNC and HND provision is validated by Edexcel, but some Higher Nationals, as well as

all foundation degree, undergraduate and postgraduate courses, are offered almost entirely in partnerships with Higher Education Institutions (HEIs).

Both Foster (2005) and Leitch (2006), in major reports, focused on the acquisition of skills and vocational engagement through widening participation. It is this skill-based knowledge that is at the core of traditional HE in FE provision.

> *The review's recommendation is to exceed 40 per cent of the adult population with Level 4 or above skills, widening the drive to improve the UK's high skills to encompass the whole working age population (p 21).*
>
> *New ambitions for the amount and type of higher level skills will also depend, in part, on the FE sector, with a greater role in delivering employer facing learning at Levels 4 and 5, including Foundation degrees" (p 84).*
>
> <div align="right">(Leitch, 2006)</div>

According to Tom Bewick, Chief Executive of Creative & Cultural Skills, the Sector Skills Council for Advertising, Crafts, Cultural Heritage, Design, Music, and Performing, Literary and Visual Arts, one of the consequences of the government-commissioned and influential Leitch Report will be to 'accelerate the transition to demand-led skills in the creative industries'. (ADM-HEA, 2006).

Bewick's view is that universities, colleges and other training providers will be judged on their responsiveness to the needs of employers and how well they equip learners for jobs in the real world. But he also points out that it is a 'two-way street' and that employers will need to regard skills seriously and invest in training their workforce.

2. Statistics

Some key facts about higher education provision in further education colleges:

- in 200–07, over 108,000 students based on headcount at 284 colleges undertook HEFCE-funded HE programmes in FECs
- in 2006–07, there were over 30,000 HEFCE-funded students studying for an Edexcel award (Higher National Diplomas and Certificates) at 120 different colleges
- almost 60% of students studied foundation degrees and sub-degree programmes such as HNC and HND
- while 49% of students were part time, the majority of students doing first degrees and foundation degrees were full time
- the number of students at FECs enrolled on HE courses varies considerably: out of a total of 284, 115 colleges have fewer than 200 students, based on headcount, and 21 have more than 1,000, based on headcount
- the majority of provision (52% based on headcount) is funded directly through HEFCE
- 78% of Foundation Degree courses are delivered by FECs

<div align="center">(HEFCE website, http://www.hefce.ac.uk/learning/heinfe/)</div>

Foundation Degrees

The HEFCE Report *Foundation degrees Key statistics 2001–02 to 2007–08* (HEFCE, 2008) details that HEIs and FECs have reported that nearly 72,000 students were registered, or were expected to register, on foundation degree programmes in 2007–08. Over 40,000 entrants were reported for 2007-08 compared to 34,000 in 2006–07 and, even with no more growth in entries, they would expect total student numbers to rise to about 97,000 before 2010, as current cohorts move through their foundation degree programmes.

All subjects: Home foundation degree entrants in 2005–06 at HEIs and FECs in England

Institution		Full-time		Part-time		Total		% full-time
Reg.	Taught	Number	%	Number	%	Number	%	
HEI	HEI	5,920	35%	5,555	54%	11,475	43%	52%
HEI	HEI and FEC	275	2%	65	1%	340	1%	81%
HEI	FEC	6,400	38%	2,545	25%	8,945	33%	72%
FEC	FEC	4,145	25%	2,035	20%	6,180	23%	67%
Total		16,740	100%	10200	100%	26,940	100%	62%

Foundation degrees Key statistics 2001–02 to 2007–08 p14 (HEFCE 2008)

Of the 16,740 full-time students registered on Foundation Degrees, 3,635 (22%) were students on creative arts and design programmes. A further 350 students were studying part time (3% of all part-time numbers). The combined figure, 3,985 students, translates to 15% of all provision, of which 91% were registered on full-time programmes of study.

Creative and Performing Arts: Home foundation degree entrants in 2005–06 at HEIs and FECs in England

Subject	Full-time		Part-time		Total		% full-time
	Number	%	Number	%	Number	%	
Art and design	1,770	49%	225	64%	1,995	50%	89%
Performing arts	1,170	32%	65	18%	1,235	31%	95%
Other creative arts	690	19%	65	18%	755	19%	92%
Total	3,635	100%	350	100%	3,985	100%	91%

Foundation degrees Key statistics 2001–02 to 2007–08 p19 (HEFCE 2008)

Approximately half of the entrants (1,995) were studying art and design. Of these, only about 12% were on programmes described as 'fine art'. The remaining 1,765 entrants joined programmes in design studies. Whilst some of these programmes seem general in their content, some have course titles that indicate particular specialisms of interest to performing arts disciplines, such as 'Theatre Lighting Design and Practice'. This indicates that the overall number of students studying performing arts disciplines is higher than the 31% registered specifically for courses in performing arts.

3. Funding HE in FE: Different Models

HEFCE funds HE in FE colleges directly and indirectly, the latter normally through an HEI. Many colleges receive funding via both routes, and are sometimes in partnership with a number of HEIs. The key differential is determined by which organisation, HEI or FEC, claims the student numbers. These student numbers are based on the Higher Education Students Early Statistics Survey (HESES), an annual survey of higher education institutions with students on recognised higher education courses. The HESES return defines the funding because the allocation follows the student. FE colleges complete similar paperwork called the Higher Education in Further Education: Students Survey (HEIFES) which is an annual survey of further education colleges regarding students on recognised higher education courses. Its purpose is threefold:

- to provide an early indication of the number of students on recognised HE courses at further education colleges
- to enable HEFCE to monitor the achievement of annual funding agreement targets
- to inform the allocation of teaching funds for the next academic year

(HEFCE, 2009b)

Direct funding and/or Validated
(college is funded; college collects student fees)

An FEC that receives direct funding has a direct contract with HEFCE, which the college manages itself. It can set its own fees but, currently, it is required to have the curriculum validated by an awarding body, usually an HEI. The FEC has responsibility for the student numbers (HESES returns) and the quality of the provision and the student experience. However, the standards of the award are the responsibility of the awarding body. As of August 2008, there were 124 directly-funded FECs.

HEFCE will fund only certain types of full HE qualifications in directly funded FECs. These are:

- higher degrees (such as masters)
- postgraduate diplomas
- Postgraduate Certificates of Education
- first degrees (BA, BSc, BEd and foundation degrees)
- foundation degree bridging courses
- Higher National Diploma and Higher National Certificate
- Diploma in Higher Education
- Certificate in Education
- Diploma in Teaching in the Lifelong Learning Sector.

The HESES return determines the programme's staff and students' entitlement to the validating University's resources. This then dictates a different set of access permissions with regards to HEI e-resources and virtual learning environments (VLEs) or those resources requiring a licence. The licensing compliance issues are complex and, at best, students and FEC staff will be offered on-site campus 'walk-in' access to the validating HEI's resources. The exception rule, which means that an HEI may choose to shoulder the additional licensing costs, can lead to programmes gaining additional and enhanced

access. If the HEI is compliance uninformed or cost aversive then, at worst, students and staff will not have an entitlement to anything.

The origin of the licensing anomalies is uncertain but the solution has been delivered in two phases. The first phase gave limited entitlement to students through their association to the HE sector. The second phase extended limited licensing rights to their tutors and relevant library staff.

**Indirect funding and/or Franchised
(university is funded; university collects student fees)**

Indirect funding is where the student numbers belong to another institution, normally an HEI, and are sub-contracted to the FEC. The HEI retains responsibility for student numbers, the curriculum, the quality of the provision and the student experience. This responsibility includes providing on-site access to library resources such as books, journals and archive material. The HEI will be responsible for providing additional services and student support. In terms of access to HEI e-resources and VLEs, these students may be included in any licensing agreements but they will be entitled to similar but limited rights and permissions compared to those of an on-site, university-registered, campus student.

There is a need for a caveat here, as directly funded or indirectly funded categories are determined by programme of study. If the FEC is already franchised to an HEI as an indirectly funded provider, they can still run another programme of study, validated by the same HEI, as directly funded provision.

As indicated above, access to higher education online learning resources, for both students and staff, is a complex issue, and one that is determined by the type of funding received. There was a need to rectify the common situation in which teaching staff on an indirectly funded programme did not have access to the range of online subscription resources available to the students on the programme. A solution was negotiated by JISC and now provides licensing agreements that offer provision for FEC staff teaching on an indirectly funded programme to have access to a range of online subscription resources for the purpose of teaching students on that programme. Although this is an indicator of the complexity of permissions and definitions of access to resources, it does allow FEC staff (including Library staff who teach these students) legitimate free access to otherwise costly resources.

There are clearly serious concerns in relation to the equity of support and access to HEI e-resources between directly and indirectly funded FEC students. Other concerns may include, from the HEI perspective, the additional commitment of staff resources to administer and manage the different profiles of FEC students and staff and their entitlement to an HEI's portfolio of licensed resources.

Models of collaboration

There are many models of collaboration and partnership, some involving formal partnership agreements and others based on more informal arrangements. Since 1999, the number of colleges with small directly funded numbers has reduced, and an expansion of collaborative FE/HE partnerships has emerged across the country. HEFCE's review of higher education in FECs (HEFCE, 2006a), offered evidence of HEFCE's support and promotion of effective partnerships between colleges and universities and a wider range of stakeholders. HEFCE, as the funding body, and the Quality Assurance Agency (QAA), as the body responsible for the quality and standards

in higher education, have different definitions of partnership or collaborative arrangements.

HEFCE definition

An indirectly funded franchise partnership is one in which the student is attributed to the HEI for funding purposes but the course is wholly or partly delivered in the FEC.

QAA definition

The term collaborative provision is defined as education leading to an award, or to specific credit toward an award, of an awarding institution delivered and/or supported and/or assessed through an arrangement with a partner organisation.

(QAA, 2004a, para 13)

A college may choose to contract in to a number of partnership models involving different HEIs and FECs as well as Edexcel. At the other end of the scale, a college may have a single HEI partner and also be the only FEC partner of that HEI. The bar graph below shows the diversity of arrangements, with 85 colleges having one awarding body and, at the other extreme, 22 having between 6 and 10.

Partnership arrangements
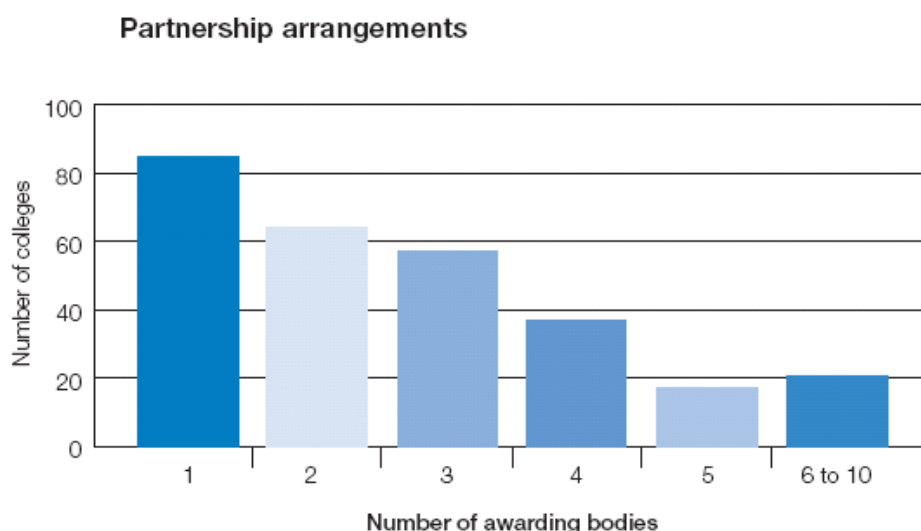
(HEFCE, 2009a)

The range of partnership arrangements

A range of partnership arrangements currently exists for FE colleges offering HE.

Partner Institutions
Partner Institutions are institutions where a range of validated HE programmes are offered on a franchise or collaborative basis or programmes are offered that, on completion, guarantee automatic progression to programmes at the HEI.

Associate College
An Associate College has an institutional agreement with an HEI and the relationship indicates a preference for the HEI's validating status.

Accredited College

In this arrangement a service framework has been established between the Accredited College and the validating HEI for ensuring that all functions delegated by the University are performed effectively and to the satisfaction of the HEI.

Affiliated Provision within a College

This is the smallest organisational unit within an FEC that is validated to run HEI provision. This can be, for example, a School within a Faculty. The affiliation process is a pre-requisite for partner institutions wishing to offer HE programmes or wishing to achieve automatic progression.

Progression Agreement

This is an agreement between an FEC and HEI whereby students who reach a previously determined level of achievement are guaranteed admission to a specified programme or range of programmes at the HEI.

4. Quality Assurance

Colleges have increasingly been adopting quality assurance processes that are suited to higher education. However, a number rely on a model designed for further education provision, which addresses the requirements of the Learning and Skills Council and Ofsted. This means that there is a lack of evidence specific to higher education which could be used to enhance higher education programmes.

(QAA, 2007a)

Quality assurance in HE in FE has been, and remains, a critical and contentious issue. Until recently (2009), only directly funded higher education in further education colleges in England engaged with a QAA subject-level review process called Academic Review. Indirectly funded provision was normally reviewed as part of the validating university's institutional audit procedures.

As from 2009, all HE in FE provision is subject to a new quality assurance framework called the Integrated Quality and Enhancement Review (IQER).

IQER is the new review method specifically devised by the QAA for higher education in further education colleges in England but does not apply to FECs in Wales or Northern Ireland. All HE provision (with the exception of research degrees at masters and doctoral levels) funded by HEFCE, whether directly or indirectly funded, will have to implement IQER. The process has now been implemented after running as a pilot in 15 colleges. The QAA objective is that FECs or non-HEIs (e.g. sixth form colleges) delivering publicly funded HE programmes will, by 2011–12, have engaged with the IQER process.

The key element of IQER is that it is a peer review, rather than an inspection process. It has been developed as an external review process comparable to the Institutional Audit used within HEIs. It is an approach which pulls together all the evidence from college inspections and other external reviews and provides evidence for future inspections. Most importantly, IQER recognises the differences and challenges that FECs bring to the mix and how that affects the environment in which they operate.

The IQER method is structured around three 'Core Themes': academic standards, quality of learning opportunities, and public information. Colleges are invited to develop 'lines of enquiry' to investigate each of the core themes. These are some typical questions from an actual IQER report:

Academic Standards:
How are responsibilities for managing and delivering higher education standards delegated within the management structure and what reporting arrangements are in place?

How does the College assure itself that it is fulfilling its obligations to ensure that the standards of higher education provision meet the requirements of validating partners and awarding bodies?

Quality of Learning Opportunity:
How are responsibilities for managing the quality of learning opportunities for higher education programmes delegated within the management structure and what reporting arrangements are in place?

How does the College assure itself that that it is fulfilling its obligations to its awarding bodies to ensure that students received appropriate learning opportunities?
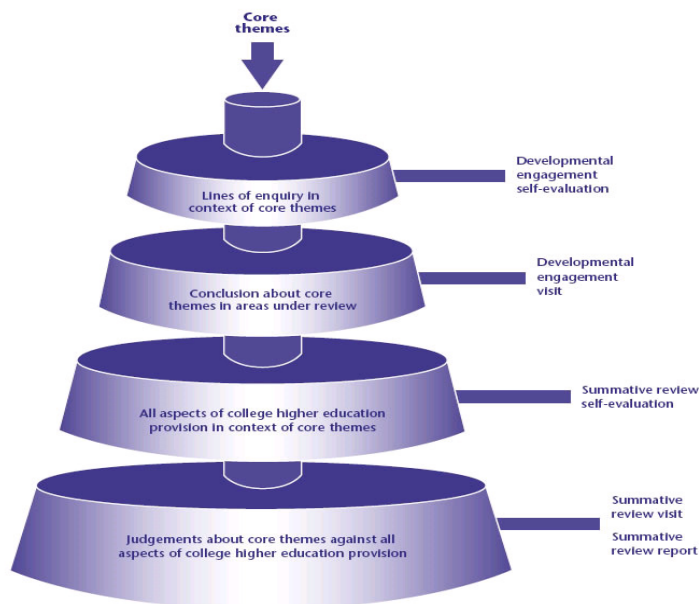
How does the College assure itself that students are supported effectively?

Public Information:
What arrangements does the College have in place to assure the accuracy and completeness of information the College has responsibility for publishing? How does the College know that these arrangements are effective?

(QAA, 2007b)

The IQER approach consists of two distinct phases or processes; developmental engagement (DE) and summative review (SR). Developmental engagement is the first phase and focuses on student assessment. DE identifies a college's good practice in its management and delivery of student assessment and there may be recommendations made for the improvement of these policies and procedures.

Core themes

Lines of enquiry in context of core themes — Developmental engagement self-evaluation

Conclusion about core themes in areas under review — Developmental engagement visit

All aspects of college higher education provision in context of core themes — Summative review self-evaluation

Judgements about core themes against all aspects of college higher education provision — Summative review visit / Summative review report

(QAA, 2008a)

The diagram above illustrates the IQER process. An important feature of the DE is that two of the four members of the DE team are Institutional Nominees appointed from the staff of the college under review. The findings of the DE team are accompanied by an action plan, which forms part of an unpublished report. The second phase, SR, occurs after the DE but allows for an appropriate period of time in which the college should implement the DE action plan. In the SR the college's responses to the DE action plan are evaluated. The SR is carried out by QAA reviewers without Institutional Nominees but with a member of the college staff acting as a Review Facilitator. On completion of the SR process, the unpublished DE report is amended to include the SR evaluation report and this new report is then published.

5. The Student Experience

In 2008, 23,336 directly funded higher education students (in England) on programmes delivered in 269 FE colleges were eligible to participate in the National Student Survey (NSS) for the first time. Although 261 colleges engaged in the process, the NSS only published findings on courses for which a minimum of 23 responses had been made, which had a direct impact on colleges offering HE programmes for small numbers of students. In other words, if there were only 20 students registered on a HE programme, even if all 20 completed the NSS, the numbers did not meet the minimum requirement of 23 respondents and therefore were not included.

At the final tally, 155 FECs participated in the NSS (QAA, 2009), which represents 59% of HE provision, and the respondent numbers of 12,776 represented 55% of the studentship.

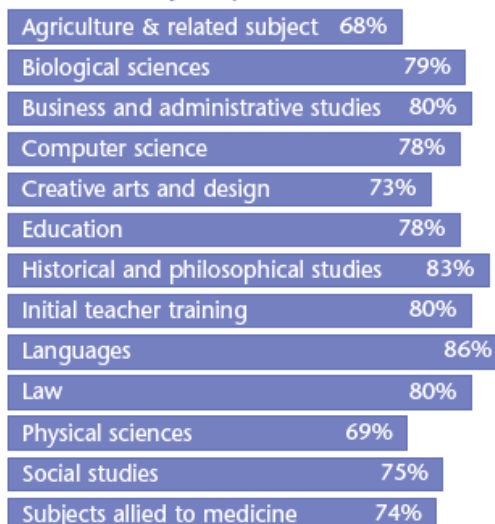The following tables present the QAA data sets:
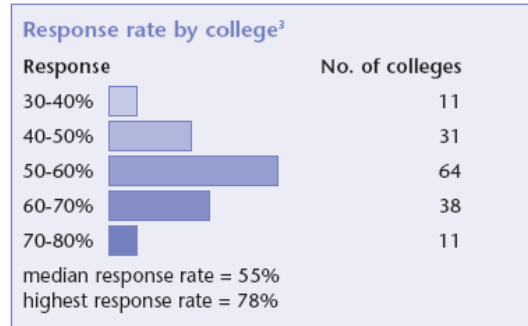
Key findings

In the survey of 2008[2]:

- 23,366 students studying a higher education award in a further education college were included in the survey

- 269 further education colleges where higher education programmes are delivered were included in the survey, and responses were received from 261 colleges

- 76 per cent of students on higher education programmes in further education colleges who took part in the National Student Survey agreed that, overall, they were satisfied with the quality of their course

- 12,776 students on higher education programmes in further education colleges responded to the National Student Survey, giving a response rate of 55 per cent, of which:
  - 43 per cent are male and 57 per cent are female
  - 16 per cent study part time
  - 84 per cent study full time.
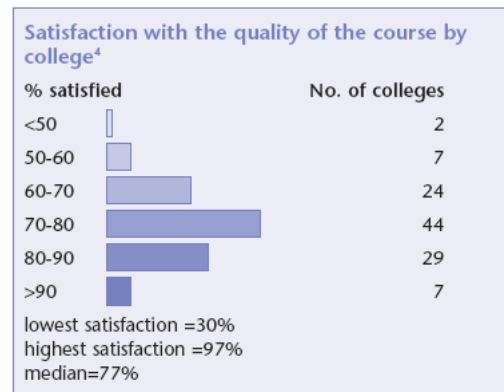
Note 2: All NHS students are excluded

Satisfaction by subject

Subject	Satisfaction
Agriculture & related subject	68%
Biological sciences	79%
Business and administrative studies	80%
Computer science	78%
Creative arts and design	73%
Education	78%
Historical and philosophical studies	83%
Initial teacher training	80%
Languages	86%
Law	80%
Physical sciences	69%
Social studies	75%
Subjects allied to medicine	74%

Response rate by college[3]

Response		No. of colleges
30-40%		11
40-50%		31
50-60%		64
60-70%		38
70-80%		11

median response rate = 55%
highest response rate = 78%

Note 3: response rates are included for colleges with 23 or more respondents

Satisfaction with the quality of the course by college[4]

% satisfied		No. of colleges
<50		2
50-60		7
60-70		24
70-80		44
80-90		29
>90		7

lowest satisfaction =30%
highest satisfaction =97%
median=77%

Note 4: response rates are included for colleges with 23 or more respondents and more than or equal to 50% response rate.

6. Scholarly activity

In its report 'Supporting higher education in further education colleges', HEFCE makes the following observations about scholarly activity:

> Colleges offering HE generally have a broader definition of what constitutes scholarly activity than HEIs. In FECs, scholarly activity is taken to cover any or all of the following:
>
> - keeping up to date with the subject
> - curriculum development, particularly foundation degrees, often with HEIs
> - curriculum development that involves research
> - updating ICT skills
> - taking higher qualifications – masters, doctorates and teaching qualifications
> - consultancy to industry and other agencies
> - industrial secondments or work shadowing
> - involvement with SSCs
> - research and publications
> - practitioner/applied research
> - personal development – action research and reading
> - attending staff development events within the college
> - attending conferences and workshops externally
>
> (HEFCE, 2009a, p143)

Scholarly activity has become a crucial and defining element as foundation degree granting status becomes a reality for some FECs. In November 2007, the proposed Further Education Bill signalled that some further education colleges would be able to award their own foundation degrees. The ensuing discussion and debate resulted in the development of foundation degree awarding powers (FDAP) guidance and criteria, drawing on the existing criteria for taught degree awarding powers (TDAP). In terms of quality assurance, applications will be tested using a process as robust as that adopted for TDAP.

However, in an interview for Times Higher Education (15 May 2008) with Bill Rammell, then Minister for Further and Higher Education at the now defunct Department for Innovation, Universities and Skills (DIUS), it was reported that:

> *Only 'very high quality' colleges would gain the powers, and there would be no threat to the reputation of foundation degrees, he insisted. 'I think it will provide a degree of competition – and I don't see that as a bad thing – but I also think there is plenty of business to go round.'*
>
> (THE, 2008)

HEFCE continues:

> Any college considering an application for FDAP will need to pay attention to criterion C1 of 'Applications for the grant of Foundation Degree-awarding powers: Guidance for applicant further education institutions in England' (BIS, 2008). This lists the evidence required for all teaching staff engaged in the delivery of HE programmes:
> - academic and/or professional expertise
> - engagement with the pedagogic development of their discipline

- knowledge and understanding of current scholarly developments in their discipline area at a level appropriate to a foundation degree and that directly informs and enhances their teaching
- staff development and appraisal opportunities aimed at enabling them to develop and enhance their professional competence and scholarship

While there are no generally agreed definitions, there appears to be a consensus about the distinction between scholarly activity as a broad collection of activities and the more narrow focus of research as described in higher education institutions.

(HEFCE, 2009a p143)

Another important factor in the decision to gain accrediting status is that FDAP accreditation, if it is granted, will cost £45,000, but FECs may have additional costs related to enabling them to demonstrate that the criteria are met.

> *Section 19 has not been without its controversies. Announced seemingly out of the blue in the build up to the Bill, it amends section 76 of the 1992 Act to enable the Privy Council to 'grant FE institutions in England the power to award only foundation degrees.' The case for this is threefold. First, that as the Minister said at the time, many colleges have earned the right to be able to award at this level of provision. Secondly, a large amount of this HE provision is now offered through colleges anyway so it seems sensible to formally endorse it. And thirdly, Leitch of course has just jacked up ambitions at this level, "by 2014, we will aim for 36% of adults to be qualified to level 4 and above, up from 29% in 2005." Such an ambition requires both sectors, FE and HE, to put their collective shoulders to the wheel.*

(Besley, 2007)

The recent news regarding the dismantling of DIUS and the establishment of the new super-department for Business, Innovation and Skills (BIS) may have a critical impact on some FECs' ambitions to take FDAP forward.

> *Sally Hunt, general secretary of the University and College Union, said: 'The prime minister spoke just last month about how he would not allow education to become a victim of the recession, yet he has axed the one remaining department that had the word universities, colleges or education in the title. With further and higher education being told to make huge savings, one has to wonder how the reorganising of a department that cost £9m to set up just two years ago fits in with those plans.'*

(The Guardian, 2009)

7. Resources

Learning resources is the least successful area with fewer commendable judgements than the other aspects and around twice as many approved judgements as for Student progression or for Teaching and learning. The most frequent reasons for approved judgements in Learning Resources include a lack of up-to-date facilities, a limited range of facilities, including books and journals, or restricted access to appropriate resources.

(QAA, 2007a, paragraph 11)

While a large number of learning resource centres have most of the characteristics listed above, there are some serious concerns in a few colleges. These include restricted opening hours, a noisy environment coupled with a lack of quiet study places, insufficient book or journal stock, with many texts being dated, and the inadequate management of the stock. These concerns have led to reviewers making a number of 'approved' judgements for learning resources, referred to in paragraph 11 above.

(QAA, 2007a, paragraph 60)

Learning resources to support higher education within the further education sector have in most cases, been viewed as the weakest element in the components needed for the successful delivery of HE programmes. No matter how much is spent on upgrading the profile and expanding the portfolio, FECs are still perceived as providing limited and inferior educational resources. In the 2004 QAA review of provision of HE in FE, 66% of FECs were considered to be successful in providing appropriate teaching and learning resources.

In August 2003 Phil Baty wrote in the Times Higher Education Supplement that, while the QAA described learning resources as 'commendable' in 96% of departments in old universities and in 65% of former polytechnics, it commended resources in only 28% of further education colleges.

By 2004, QAA cited in its *Academic review HE in FE (January 2002–July 2003)* a notable improvement of 11% in learning resources provision, indicating that 39% of the reviewed FECs were awarded the commendable status.
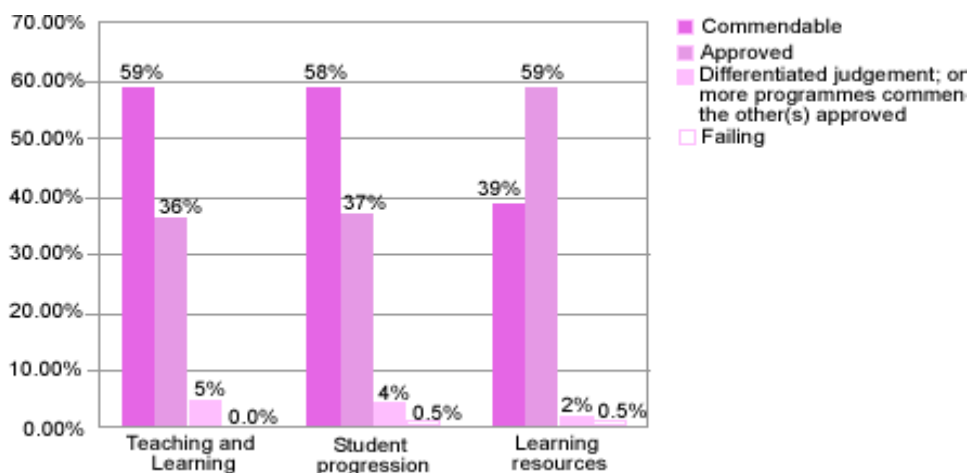

Table indicating results from *Academic review HE in FE (January 2002–July 2003)* (QAA 2004b)
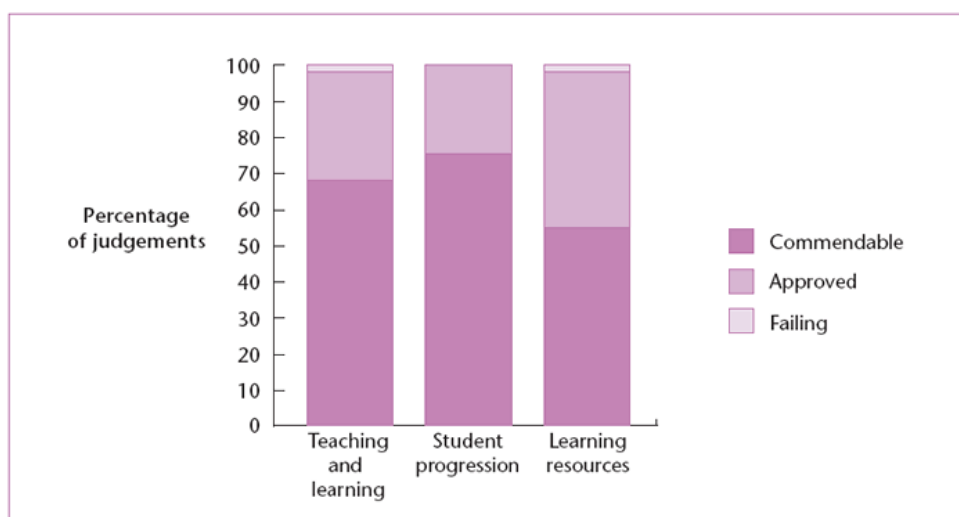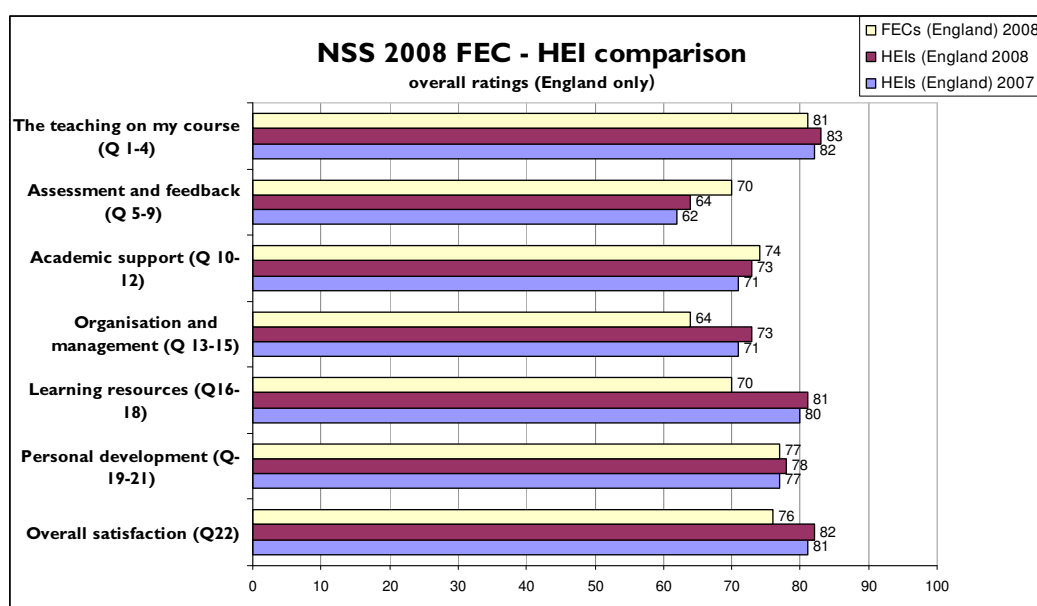
Table indicating results from *Learning from Academic review of higher education in further education colleges in England 2005–07* (QAA 2007a)

The next QAA report, *Learning from Academic review of higher education in further education colleges in England 2005–07* (QAA, 2008c) showed a further improvement of 16% with over 55% of FECs being given commendable status.

It is unfortunate that these marked progressions in enhancement and expansion of learning resources have achieved very little in changing the perceptions in HEIs of their FEC partners.

In the National Student Survey 2008, students attending English FECs with HE programmes indicated a further improvement by awarding 'Learning Resources' an overall rating of 70% (HEFCE, 2008b). Although a significant improvement on previous years, this still represented the largest 'gap' between provision in FECs and provision in HEIs (81%) in relation to the seven main areas covered in the NSS.

(Table based on NSS data in HEFCE, 2008b)

8. Assessment

HE in FE has a good record on methods of assessment, feedback, student support etc. The weaknesses lie in the areas of grading and the application of systems

Margaret Harrison and Jane Connolly
The Student Perspective
University of Gloucestershire

In a major review of HE in FE provision, *Learning from Academic review of higher education in further education colleges in England 2002–07* (2008) the QAA reported that student assessment remains an area in need of further enhancement in most colleges. The QAA report noted the good practice in relation to the link between intended learning outcomes and assessment methods, but was particularly concerned that feedback on student work was variable in terms of quality and quantity across different modules and/or programmes.

The QAA identified that a common problem in many colleges was the 'lack of clear information, for staff and/or students, on assessment criteria and marking schemes which leads to inconsistency of practice across programmes' (QAA, 2008c). One of the recommendations in the report was that, 'further development of clear assessment policies and procedures to ensure reliability and integrity of the assessment process would assist colleges in maintaining and enhancing the standards and quality of their higher education provision.'

In 2006, I had the opportunity to contribute to the Higher Education Academy publication, *An Introduction to Assessment HE in FE: Teaching and Learning* (Hargreaves, 2006). This piece of research reflected the then current practices and perceptions of 100 FE staff who taught on HE programmes.

Through workshops and assessment events, the staff who participated outlined their experiences of what constituted assessment and what did not.

What Assessment IS?	What Assessment IS NOT?
A measure of student learning	Not concrete
Compulsory	Not relevant to employer needs
A distribution of marks	Not a true reflection of all skills gained
A worry for students	Not always consistent
Evaluative of a learner	Not easy to define
Evaluative of a teacher/instructor	Not used well
Measurement	Not appropriate at times
Mapping	Not fun
Comparison	Not varied
Grading	Not understood by staff, students or management
Feedback (formative and summative)	
A closed loop – aid to further learning	
Questioning techniques	
A 'box ticking' exercise	

(Hargreaves, 2006, p 6)

In his 2006 publication *Good Practice in the Assessment of NQF BTEC Higher Nationals*, Rodney Ranzetta presented his analysis of 104 Edexcel examiner reports, information from senior subject examiners, and a number of visits to FE colleges. He created a profile of Higher National qualifications and their impact on assessment in FECs. The conclusions indicate that the standards and practice of assessment are, on the whole, satisfactory but there could be improvements. The good practices in assessment that Ranzetta identifies are:

- staff endeavouring, both in programme management and in the teaching of units, to make a good job of assessment, despite great pressure in terms of workloads and time available
- approximately 84% of programmes had satisfactory profiles
- some good examples of assessment related to real world situations
- programmes came out well in:
  - providing assignment briefs and clear grading schemes
  - feedback to learners
  - monitoring of assessment methodologies before setting assignments
  - monitoring of assessment decisions

(Ranzetta, 2006, p 8)

Ranzetta also identifies some problem areas:

- quality assurance arrangements for ensuring consistency of grades, giving good feedback to learners, monitoring the setting of assessment and monitoring the assessment decisions
- in too many colleges (15%) properly constituted assessment meetings were not being held
- almost half the external examiners (46%) did not report on the relevance of the assessments to practical situations, and over one quarter did not report on the fairness and consistency of assessment

(Ranzetta, 2006, p 8)

Tom Cantwell (2006) explores a number of interesting theories relating to assessing HE work in FECs. He cites the limited number of teaching staff available to assess students' work as having a critical impact on the assessment process. In FECs with small numbers of HE programmes and/or HE students and few teaching staff, the reality is that the programme or course leader not only writes and develops the course, but also recruits the students, has the responsibility of teaching the course, and is ultimately tasked with assessing the course. As HE in FE programmes do not automatically trigger workload remission, there is limited time available to complete the assessment cycle.

In addition to these responsibilities, some course leaders rarely receive training or guidance on the assessment of HE. To compound the problem, many FE colleges rely on a mixture of assessment methodologies and processes that range from proper academic boards to the individual, sometimes part-time, lecturer who is not paid to attend staff development sessions on assessment.

PART TWO:

HE in FE Performing Arts Landscape Survey

Introduction

Part Two of this report contains the results of the 'Landscape Survey' of performing arts HE in FE commissioned by PALATINE. The aim of the survey was to obtain a detailed picture of current practices and attitudes within the hitherto unmapped and untapped sector.

The survey was distributed, in March 2009, to PALATINE's 265 HE in FE contacts. These contacts had been established through PALATINE's work in the disciplines since 2000, and through a mapping exercise undertaken in 2005 to establish how further education colleges were involved in the delivery of HE provision in dance, drama and music.

Of the possible respondents, 83 (31%) responded, of whom 71 completed the full questionnaire of 16 questions. .The responses, according to self-identified subject/discipline, are as follows:

Responses by Discipline	
Acting	7
Dance	9
Drama	3
Music (including technology, events, media and performance, popular, sound production)	38
Performing Arts (including Theatre Arts)	16
Library staff	2
Other (including Art & Design, educational management, engineering & education, moving image, film, senior management)	8

Providers of a number of higher education qualifications were identified through the survey. The majority were Foundation Degrees (39) followed by undergraduate degrees (21) and BTEC Higher National Diplomas (19). There were two Postgraduate Masters courses, and one HE Access course.

Staff in 40 of the 100 institutions identified in PALATINE's mapping exercise responded to the survey, of which 2 were universities. The universities are included as the staff who replied to the survey teach across both HE and HE in FE sectors.

Main Themes

1. Time

67 respondents (82.7%) work full time, whilst 14 (17.3%) work part time and 2 did not reply. Of this time spent working, 29 (35.8%) are fully engaged on HE-only work. The other 52 (64.2%) divide their time between HE and FE work.

When asked how much time they spent teaching on higher education courses, 14 (17.3%) responded that they taught, on average, less than 5 hours per week on HE programmes. A further 16 (19.8%) respondents spent 5–10 hours per week teaching on HE programmes. 22 (27.2%) taught an average of 11–15 hours per week on HE programmes but the largest percentage of respondents (35.8%; 29 people) spent more than 15 hours per week teaching on HE programmes.

Full time or part time?
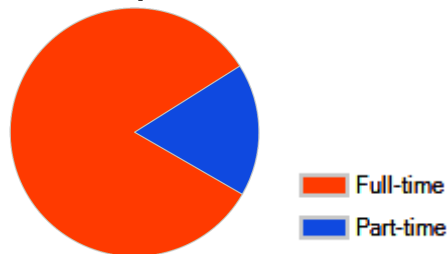
Time dedicated to HE in FE
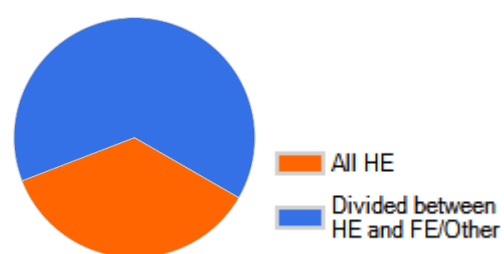
Hours per week teaching higher education
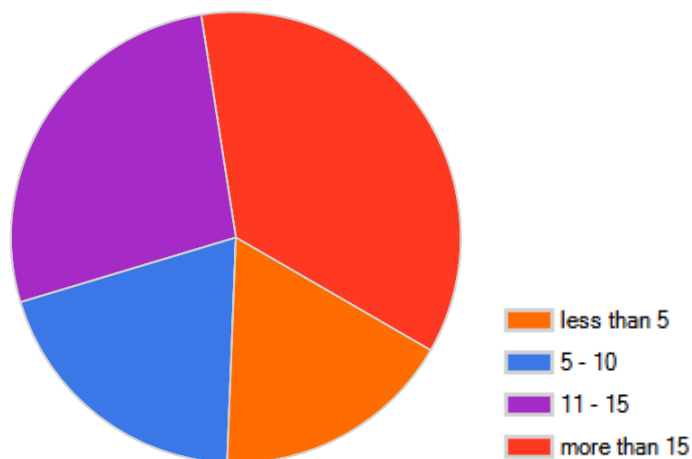
2. Research Profiles

> *The scholarly activities of staff are having a limited impact on curricula design and content and remain a matter to be addressed by many colleges.*
>
> (QAA, 2007a)

This section of the survey provided evidence that there is research activity within the HE in FE community, with 21.3% of respondents currently engaged in HE-focused research that is supported by their institution. Another 18.8% are undertaking research, but in their own time. It is particularly worth noting that 17.5% would like to engage in research activity but their institution does not support what is considered as HE research. Contrasting this position is the profile of HE in FE colleagues who are not currently engaged in research activity although their institution does support it. Perhaps the most telling statistic is that 20% of those who responded would like to undertake HE research but don't know how to start. This may well require further research in order to identify why respondents answered in this way, as the reasons for not knowing how to start may vary.

Research opportunities:
Which statement best describes your current situation?
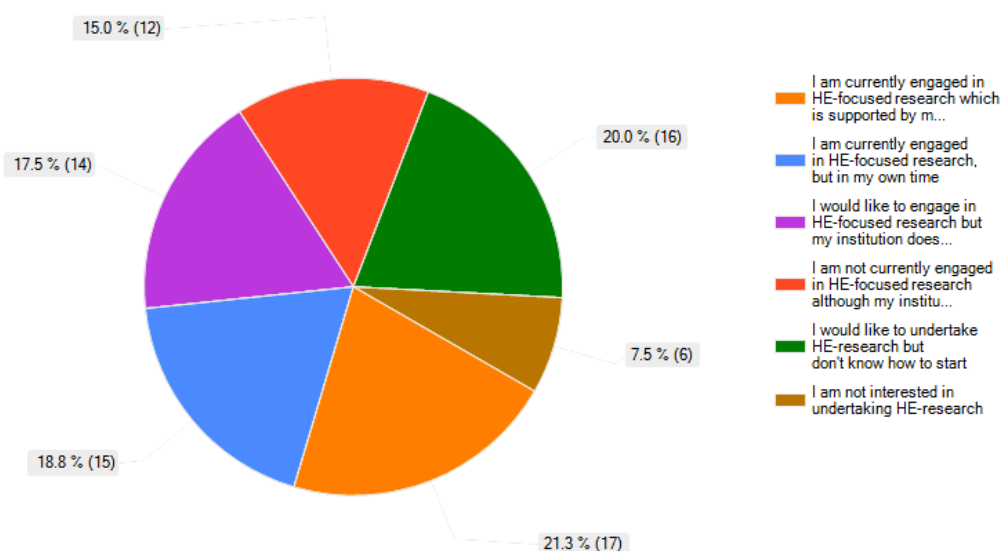
Comments on research

I am a composer for Musical Theatre but I can't see how that can be construed as research.

Have joined a group within the college looking into this.

I am currently finishing a Masters, which I'm doing in my own time. I'm starting a PhD in September, and going part time to do this. The college is being supportive about the transition.

The college is actively developing and supporting research activity.

My combined workload HE+FE is such that research time is almost impossible.
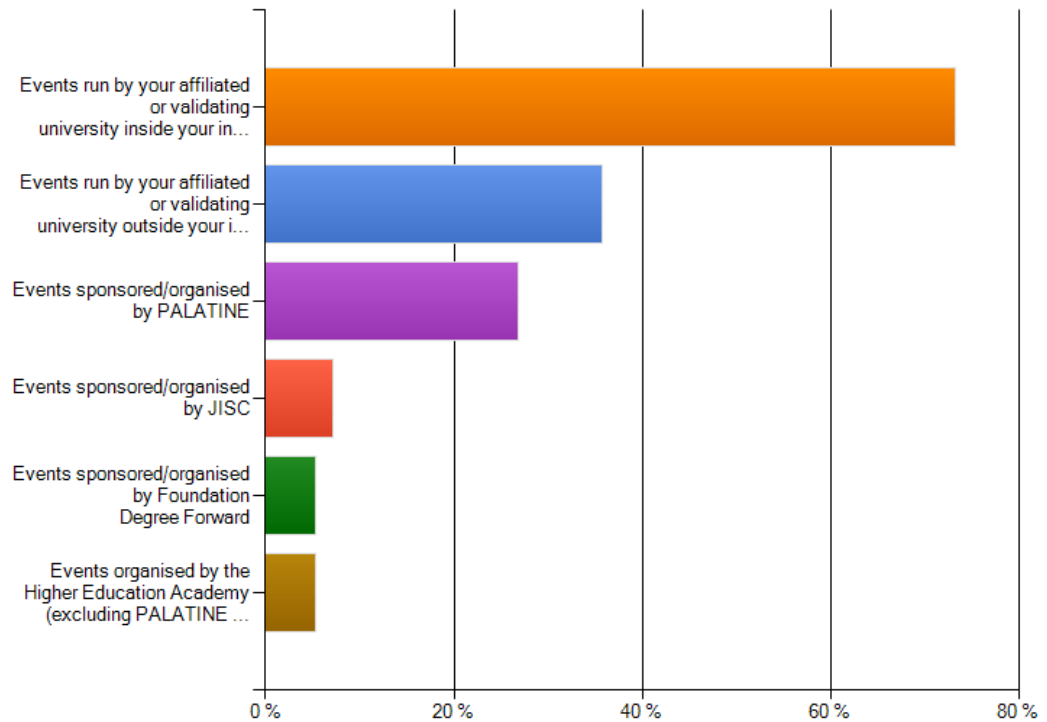
Has never been discussed at my institution.

3. Staff Development

The issue of staff development is one that causes the greatest concern for staff teaching HE in FECs. If they teach on provision that is directly funded, then the onus and responsibility to ensure access to appropriate staff development falls on the FEC. Conversely, if they teach on indirectly funded provision, then the responsibility shifts to the validating HEI. Also added to the mix is whether the staff development offered is accredited. Young (2008), in his study of staff development for HE in FE, highlighted the lack of flexibility that validating HEIs exhibit and how these institutions expect staff at partner FECs to attend events and programmes of development that are designed for staff delivering HE in HEIs. He points out that this approach does not take into account the differences that teaching HE in an FE environment presents. His research indicates that there is a significant issue relating to the lack of accredited courses specifically designed and delivered for academic staff who teach HE within the FE environment.
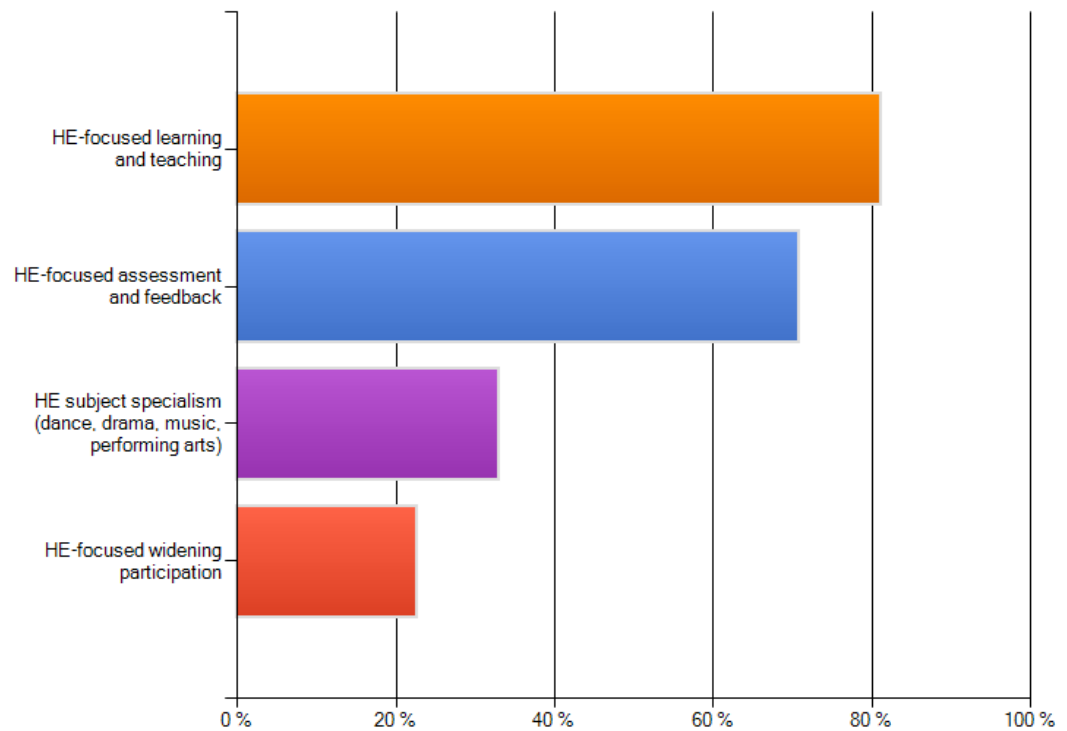
Young concludes that participation on a programme within a partner HEI can help to foster a wider appreciation of the elusive 'HE-ness' that FECs are forever trying to capture. What is missing is the reciprocal understanding and acceptance of 'FE-ness' and recognition of the value FECs add to HE provision.

Staff development events present a different set of issues as HE in FE staff are confronted with conflicting demands on their time: the time to undertake development opportunities and the time spent teaching as dictated by their FE contract. There is a third obstacle, which is aligned to costs and shrinking staff development budgets. These constraints are evidenced through the data collected through the landscape questionnaire. Whilst 41 (73%) attended events inside their FEC organised by their validating HEI, only 20 (36%) attended external events organised by their validating HEI. 15 (27%) respondents had attended a PALATINE-sponsored/organised event in the past year. JISC, Foundation Degree Forward and the Higher Education Academy shared 10 (17%) who had attended their events. It is worth noting that 100% of the respondents who answered this question, stated that they were members of the Institute for Learning (IfL), the professional body for teachers and trainers in further education and skills. One of the components of this membership is the mandatory requirement for all teachers to undertake 30 hours of CPD per annum. What the survey didn't ask was if they were able to fulfil this requirement.

Staff Development for HE (external events): Which of the following events have you attended within the last year?

Events run by your affiliated or validating university inside your in...	
Events run by your affiliated or validating university outside your i...	
Events sponsored/organised by PALATINE	
Events sponsored/organised by JISC	
Events sponsored/organised by Foundation Degree Forward	
Events organised by the Higher Education Academy (excluding PALATINE ...	

Staff Development for HE (internal):Which of the following have you attended at your college within the last TWO years?

HE-focused learning and teaching	
HE-focused assessment and feedback	
HE subject specialism (dance, drama, music, performing arts)	
HE-focused widening participation	

4. Teaching Hours

In a recent contractual negotiation between FECs and the University and College Union (UCU), agreements were reached in a majority of the colleges in the sector to limit working hours to 37 hours per week, and to limit teaching to between 800 and 850 hours per year, with a proposed weekly limit of 24 hours. There was recognition that, owing to the professional nature of the role, most lecturers chose to work in excess of this from time to time. The intention was that the contract be operated in a flexible and professional manner with a 'give and take' approach between lecturers and managers within certain prescribed parameters.

At one FEC, the HE in FE contract referred to a pro rata reduction of the 828 annual hours in recognition of any HE hours taught. The local arrangement was that 1.5 hours would be allocated for each 1 hour of HE on the timetable. In a guide for FE colleges and HE institutions entering into partnership it states that:

> *Conditions of service is a thorny issue. It is not necessarily that only FE colleagues consider that they are disadvantaged compared to their HE colleagues; HE lecturers may also complain that, within the partnership arrangements, there is no recognition for the time spent on networking and maintaining the QA systems. Some attempts have been made in some of the partnerships to identify the time required to undertake such responsibilities (usually for the Link or Liaison Tutor) and to include this in the annual work load. For the FE tutors, again, some attempts have been made to identify additional time that would be required to undertake scholarly activity (i.e. in addition to normal preparation) with a formula of, for example, 1.3 or 1.5 hours for each 1 hour of teaching at HE level, as well as time for meetings and undertaking the QA procedures.*

(LGM, 2006)

5. Numbers

Designing a question that best reflected the current practice in terms of numbers of staff responsible for delivering programmes of study was far from easy. There were substantial variants possible. From the information captured by the questionnaire, the findings show that most courses are delivered by between 1 to 3 full-time individuals, with a significant number of part-time staff working only part time on the course. However, 22% of the respondents indicated that they have no full-time staff teaching full time on the course. If this is the case, this may well be an area of concern in relation to sustainability and quality assurance.
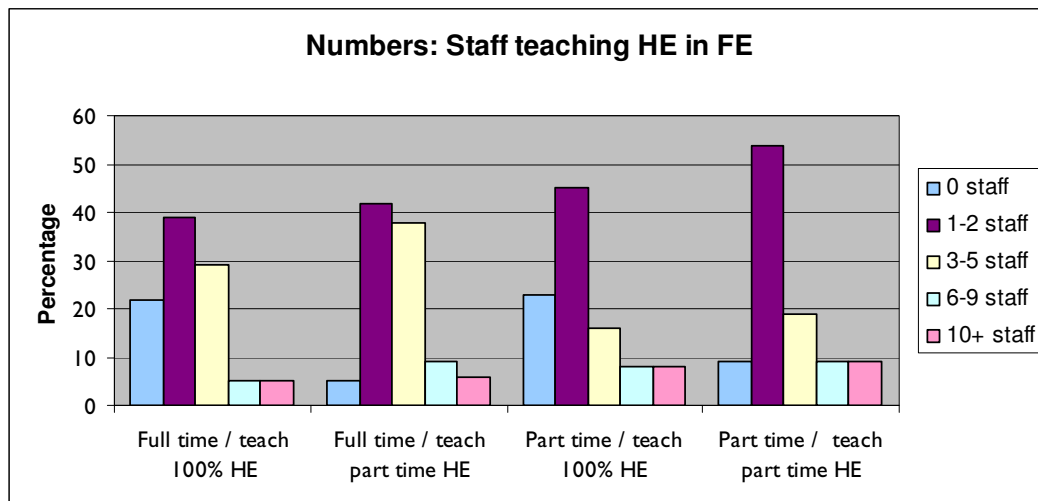
It should be noted that the numbers of part-time staff working part time on HE courses may be skewed in the case of music courses due to the tradition of employing specialist instrumental teachers for one-to-one or small group instrumental tuition.

Under the part-time category, 23% answered that there were no part-time people giving all of their part-time hours to delivering HE programmes. A further 46% responded that there were only 2 people or fewer working part time but dedicating all their hours to the programme. The last element of the question indicated that 55% were part-time but only taught a proportion of these hours on the course.

At the 'top' end of the spectrum:
- 5% had 10 people working full time and 100% on delivering the programme
- 7% had 10 people working full time but spent part-time hours on the course
- 8% had 10 people who worked part time but gave all these hours to the programme
- 9% answered that they had 10 people working part time but only giving a proportion of their time to the programme.

Administrative and technical support

The issue of administrative and technical support for courses is a difficult one to obtain precise information about. The centralisation and sharing of support services means that it is often problematic to ascertain the level of support for any one particular course or group of courses. Administrators and technicians may be employed full time by the institution, but their work may well be divided between several courses or even departments. However, anecdotal evidence from lecturers working in HE in FE

indicated that support was an issue, and the survey question was an attempt to obtain a picture of the current situation.

In the section asking for information regarding the numbers of administrative and technical staff directly supporting their programme, the main findings from 66 responses were, unsurprisingly, that 28 (42%) reported that they had no full-time or part-time administrative support, and 34 (52%) reported that they had no full-time or part-time technical support.

However, just over a third of respondents (37%) reported that they had one person providing full-time administrative support, and almost half of the respondents (47%) reported that they had one person providing part-time support. In relation to technical support, whilst half of the respondents reported no full-time technical support, 22% reported that they had one full-time technical support person, and 19% reported that they had 2 to 3 full-time technical support persons.

Administrative and technical support
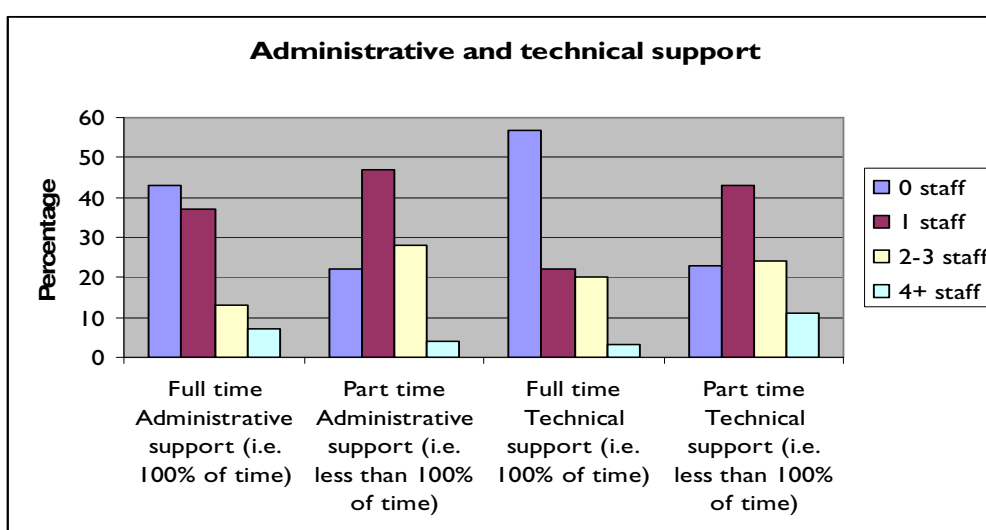
Comments on Numbers

We have 6 full-time programmes with 260 students, so staffing needs are extensive.

This varies across the range of HE Provision within my team.

There are large numbers of part-time specialist instrumental teachers on the course but very few full-time staff members.

Difficult to answer as staff teach on a variety of programmes across FE and HE so the above answers are somewhat misleading.

I do not have accurate information about staff hours.

6. Class Sizes

Of the 71 respondents who answered this question regarding the smallest class size, 23 had class sizes of 5 or fewer students. A further 19 had between 6–10 students, and for 26 colleagues, 11–20 students was the smallest class that they taught. Only 3 answered that the smallest class that they taught had 21–30 students.

Regarding the largest class sizes, the largest number of respondents (32) answered that their largest class was between 11–20 students. 22 colleagues had 21–30 students in their largest classes. The next set of numbers offers some interesting insights on class sizes, with 3 respondents having classes of 31–40 students; 4 respondents teaching their largest class with 41–50 students in it and 2 respondents having over 51 students in their largest class.

Class size: Excluding one-to-one tutorials, what are the smallest and largest class sizes you teach?
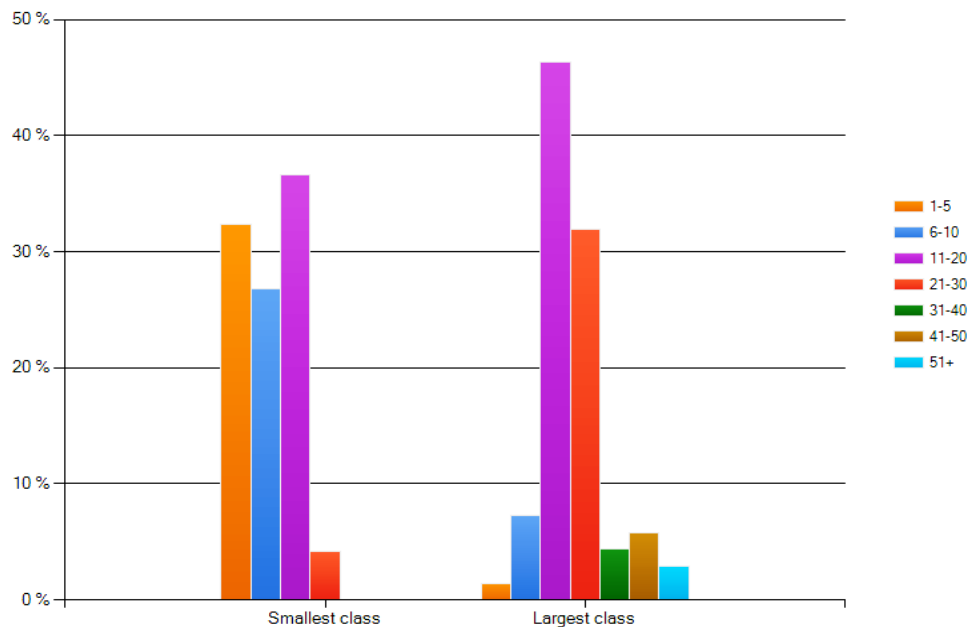
Comments on Class Size

Our largest specialist room holds a maximum of 13 students (but we do have 19 on FE courses).

Largest class is a lecture to the year group but this is followed up with smaller practical sessions.

There are many 1:1 instrumental lessons but also 60+ lectures.

Class sizes are a constant challenge on a vocational programme.

In some technical areas such as recording studios obviously the smaller the group the better.

7. Teaching methods

The majority of the 71 respondents who answered this question said that lectures (68.3%) and seminars (66.7%) were utilised to some extent. A further 61.4% used practical workshops to a large extent and a combined percentage of 77.9% utilised individual or small group tutorials to some or a large extent, with an additional 19.1% using this method all the time. What has appeared through the analysis of the data is that some colleagues (10%) never use seminars, 6.3% do not use lectures, 2.9% do not use practical workshops and another 2.9% do not use individual or small group tutorials.

The responses also reveal that a small but significant number of individuals only engage in a single form of teaching. 21% of the respondents only teach practical workshops and 19% only engage in individual or small group tutorials.

To what extent do you use the following styles of teaching?
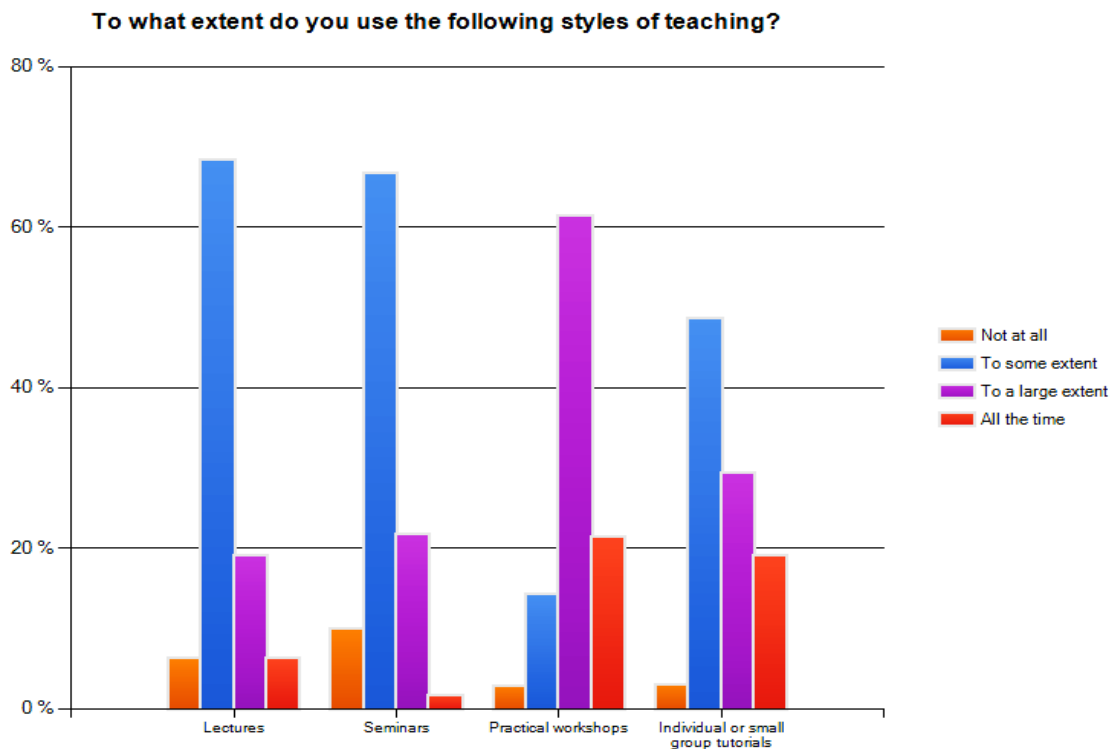
| Comments |
| --- |
| All theoretical and technical classes include a mixture of short lecture, demonstration, student exercises (e.g. by hand or on computer), discussion and practical work. |
| The subject I teach does not include practical activities. |
| Quite a large amount on 1-1 tutorial in all courses. |

8. Resources to support teaching

The chart below, showing the responses from 71 respondents, indicates that the traditional resource materials of books (71.4%), CDs (62.3%) and DVDs (56.3%) are still among the leaders in terms of usage and as preferred media to support teaching. Interestingly, general websites are rated by over 60% of respondents as being 'very important' and Internet media downloads (e.g. YouTube and podcasts) are rated by 53.6% of respondents as being 'very important'.

Journals, however, are rated by 53.6% of respondents as being only 'quite important', as are academic websites and subscription websites.

The statistics indicate a remarkably low perception of e-books. The new JISC e-books for FECs initiative (*e-books for FE Project, http://fe.jiscebooksproject.org/*) has the potential to persuade academic practitioners that the next five years could be very different in terms of accessing appropriate and subject specific e-books. Currently there are over 150 titles available to support the performing arts. Once these are embedded into the framework that supports curriculum delivery, and are signposted by academic staff in their reading lists, the perception and usage figures could well reflect the level currently offered by books.

Resources: How important are the following in supporting your teaching?
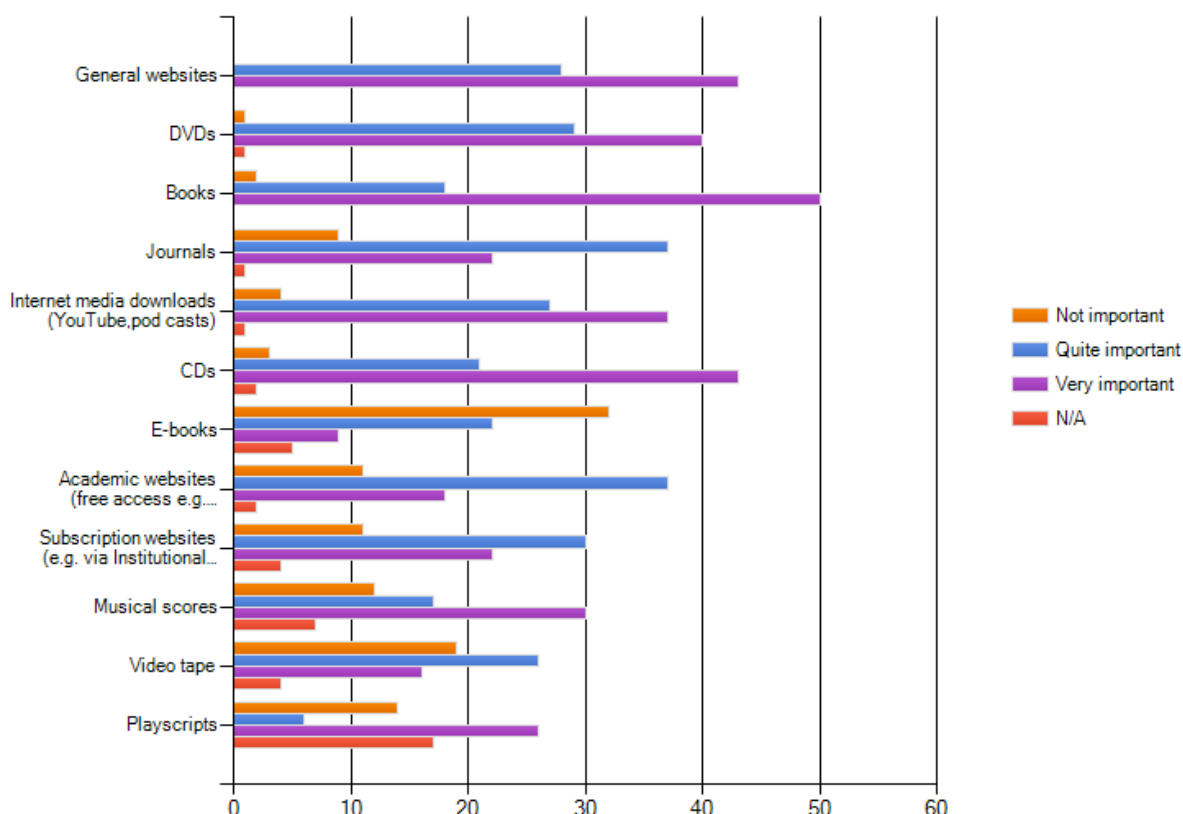
Where support for teaching existed in the form of learning resources, technical support or administrative support, respondents were asked to rate the level of support they received.

Please rate the level of support from the following for your teaching:
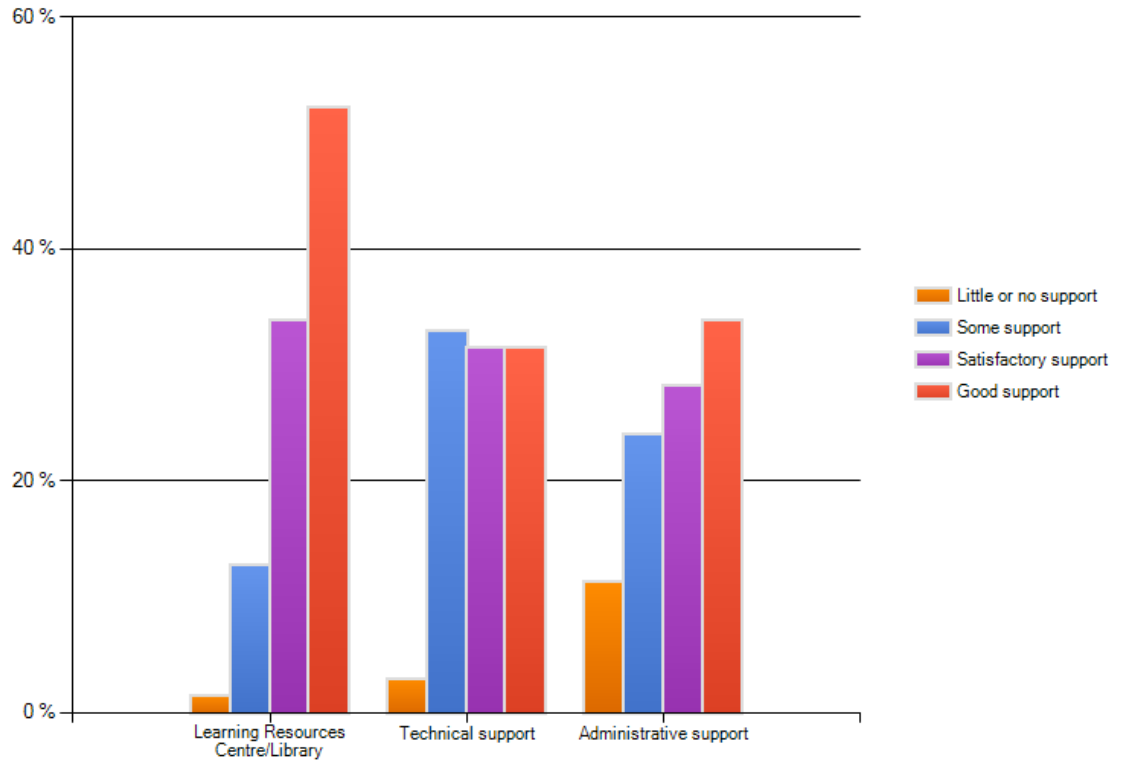

The figures present an interesting overview of levels of internal and external support given to teaching and learning. Of the 71 respondents who answered this question, 37 have given the highest accolade of good support to learning resources and library staff. The second largest number was given to administrative staff, with technical support coming in as a close third.

9. Virtual Learning Environments (VLEs)

Of the 69 respondents to this question, 58 (84.1%) answered that their colleges had a VLE whilst 11 (15.9%) answered that their college did not. From the 51 responses to the question as to what VLE was in use, 24 colleges were using Blackboard, 19 used Moodle and the remaining used independent or home grown alternatives such as the Colchester Institute Portal, an electronic information sharing and collaboration system.

If yes, to what extent do you as a lecturer use your VLE for the following? (Please answer all statements)
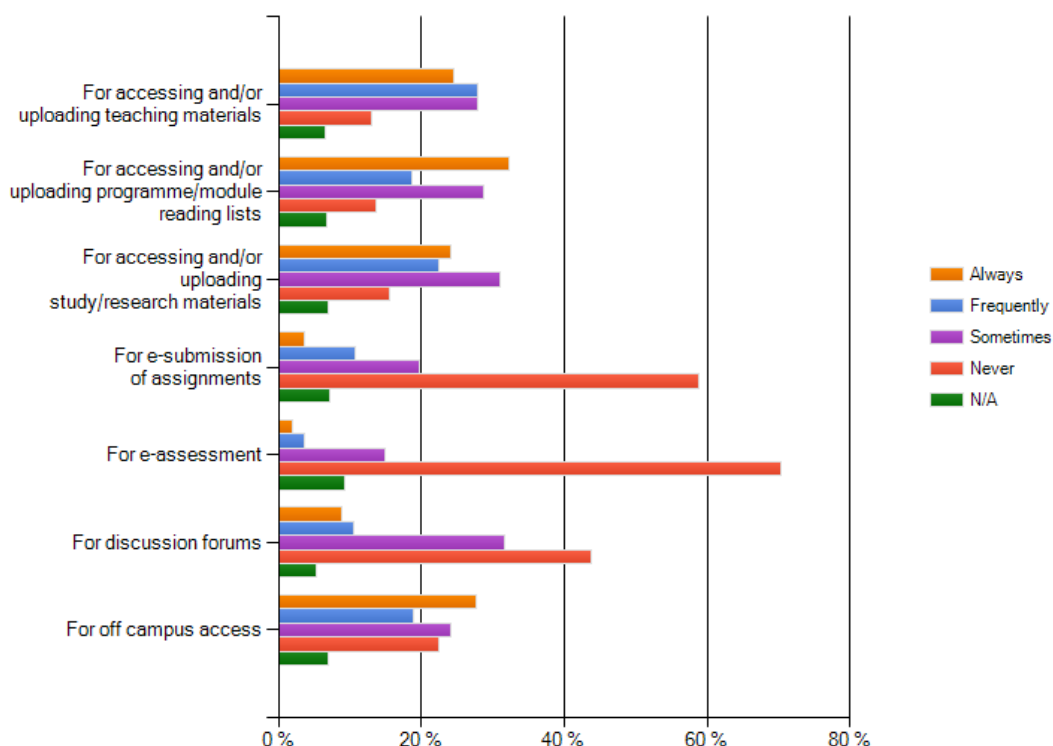
Comments

All work is submitted using iWeb as the e-portfolio. Material is delivered on memory sticks initially. Contact with students includes email and Facebook (for some). External hard drives also contain video and other files.

Portal is very slow to use off campus and does not have a fully functional role in teaching or assessing.

I'm just starting to use VLE more but do not wish it to become a substitute for students attending lessons or lectures.

I just use email and mobiles!

The last question in this section focused on access to the validating University's VLE and the 63 colleagues who responded have set both their employing colleges and the validating universities a challenge, as the statistics provide evidence of a significant lack of awareness of what services might be available. Although 23 people (37.1%) answered positively to having staff access to their validating University's VLE, 21 (33.9%) answered that they did not know if they had access. In terms of their students having access to the validating University's VLE and the resources that are placed there to support teaching and learning, 19 (30.6%) answered that their students did have access but a greater percentage (41.9%) indicated that they did not know if their students had access.

Finally, when prompted to comment on whether Library staff had access to the validating University's resources through the VLE, only 31.1% answered that they did. Considering the costs of resourcing formal teaching and learning, colleges need to find alternative means for supporting independent learning. Access to costly resources through the validation and affiliation process is the most efficient and effective model. Many universities err on the side of caution as few have the staff and staff hours to work through the complexities of the licensing agreements for e-resources.

Comments

We have no access to any facilities from the validating university.

Takes too long to set up by validating universities.

I haven't thought about this.

10. Space: teaching and learning

The highest rated spaces in relation to being fit for purpose were performance spaces (excellent 27%, good 31%, satisfactory, 20%). Equally well regarded were recording facilities (27% excellent, 30% good and 22% satisfactory).

Perhaps the most significant finding was that just over a third of respondents (37%) identified the need for dedicated HE spaces as a requirement but currently these spaces are non-existent. This figure represents social spaces, study spaces, library resources and IT suites. Currently a number of FECs are undertaking significant building projects which will include designated HE environments, although library and resource access will be difficult to sustain if services are replicated or fragmented. In terms of 'normal' teaching spaces i.e. classrooms, tutorial rooms, lecture theatres, rehearsal and practice rooms, the majority were rated as mainly satisfactory. It is perhaps worth noting that one of the QAA reviews of learning and teaching in HE in FE (2004) commented that whilst many colleges were developing dedicated HE facilities within the college or the learning resource centre, 'such dedicated facilities are not essential and they are unlikely to be viable in colleges with only modest numbers of HE students. The key to appropriate resourcing is a well-developed strategy that pays due attention to the learning resources needed to enable HE students to achieve the ILOs of their programmes.' (QAA, 2004b).

(Note: Respondents were not provided with a 'non-applicable' choice on the basis that having space to teach HE courses would only be 'non-applicable' if the respondent was not engaged in teaching HE courses. However, where respondents replied 'required but non-existent' there was no attempt, in this survey, to ascertain the level of requirement.)

Space: "fit for HE purpose"?Please rate the following spaces/resources
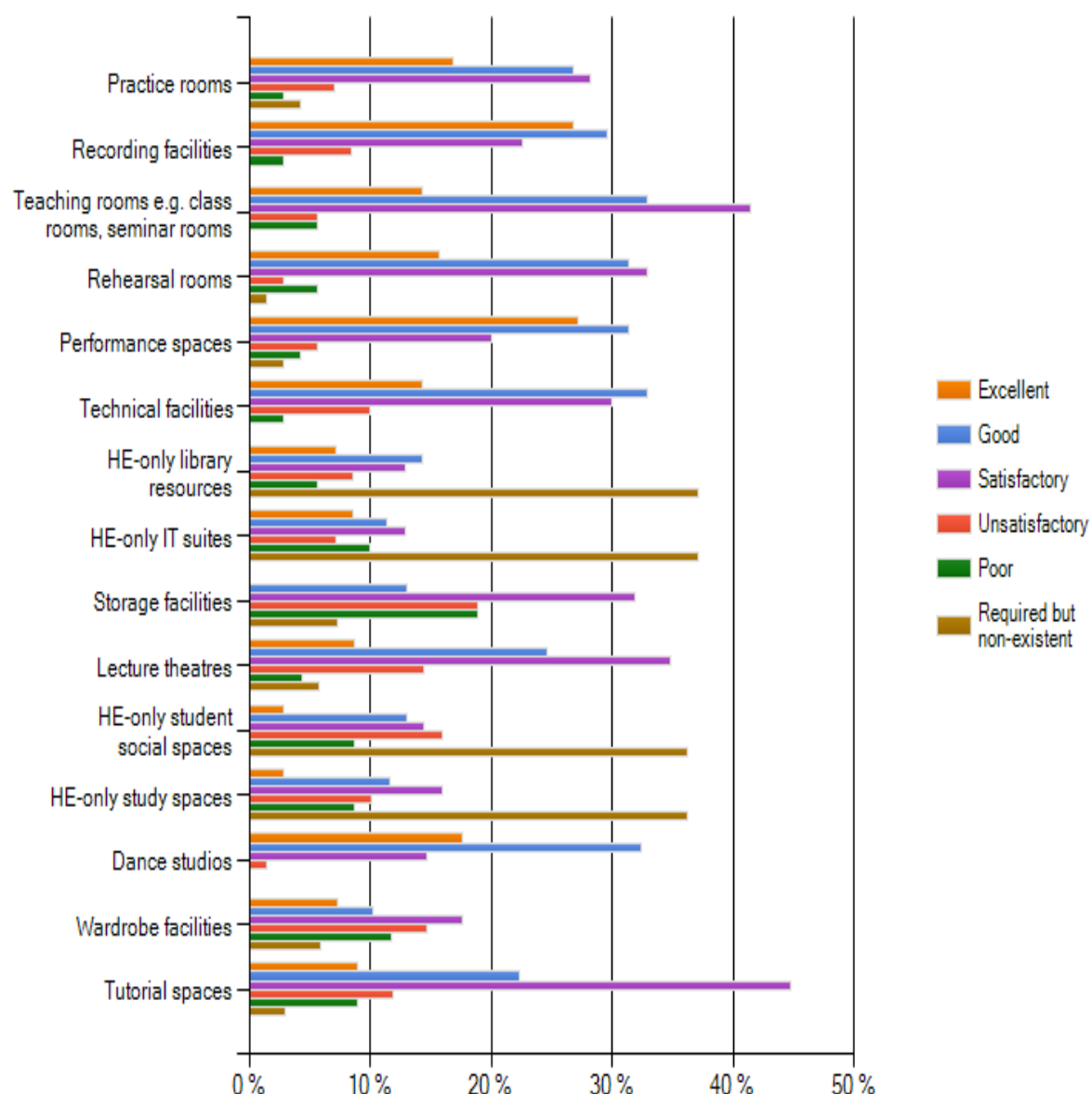
Comments on Space

There are no specific HE technical spaces and resources, so often the needs of different learning groups conflict. A set up that reflects the needs of HE students, who often need access to recording space unattended, and this access is often not there.

HE-only library resources are planned for development on a separate site within the next three years.

Great spaces but availability is poor. We have not been allocated sufficient space so there is no room to practice.

The FE College doesn't have the same social feel as a university campus. No bar. Although it does have an SU.

The building is an office block and so therefore fundamentally unsuitable to be a music college i.e. it has little or no soundproofing in rooms. Having said that, we make the best of it and in general, it works all right.

Answers reflect that we have a lack of appropriate accommodation for our HE provision and while we have some good facilities there is an overall lack of appropriate quality accommodation.

The HE students have to 'muck in' with the lower levels on all of these.
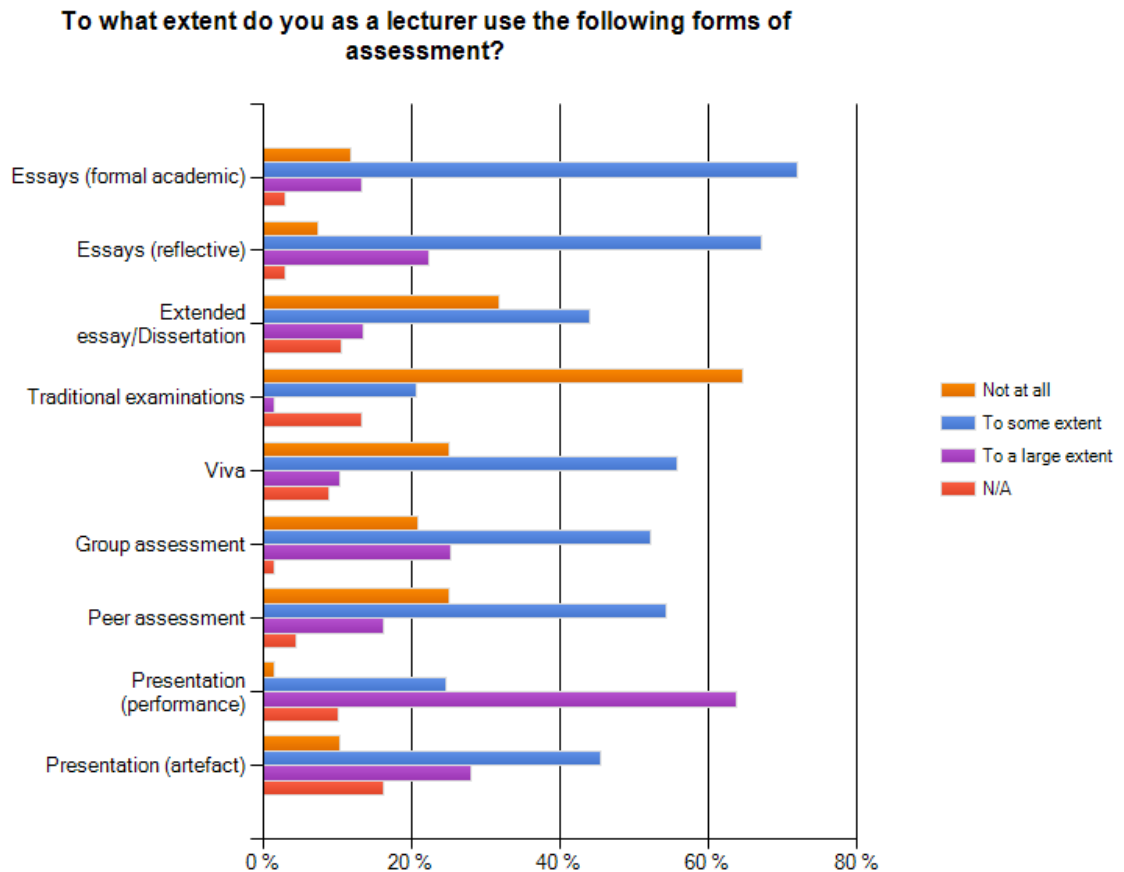
11. Assessment

From the 69 respondents who answered the question on concerns regarding assessment and feedback, plagiarism emerged as the issue which concerned most people, with 55 (79%) rating it as an area of concern. This was followed by 'providing useful and timely feedback' (71%), and 'ensuring validity, fairness and reliability of assessment' (64%). The three areas that received the highest rating as not being an issue were the linked areas of setting assignments (59%), monitoring assignments (54%), and applying assessment criteria (53%). Whilst there is clearly an ongoing concern with the validity, fairness and reliability of assessment, the actual implementation of assessment is not an issue for the majority of respondents.

In relation to three particular areas of assessment i.e. assessing groups, assessing live performance, and assessing writing, there is a similar ratio between 'concern' and it being 'not an issue'. In each case just over half of the respondents were concerned to some or a greater degree, and just under half considered it to be not an issue.

Assessment & Feedback: To what extent are the following of concern to you as a lecturer?
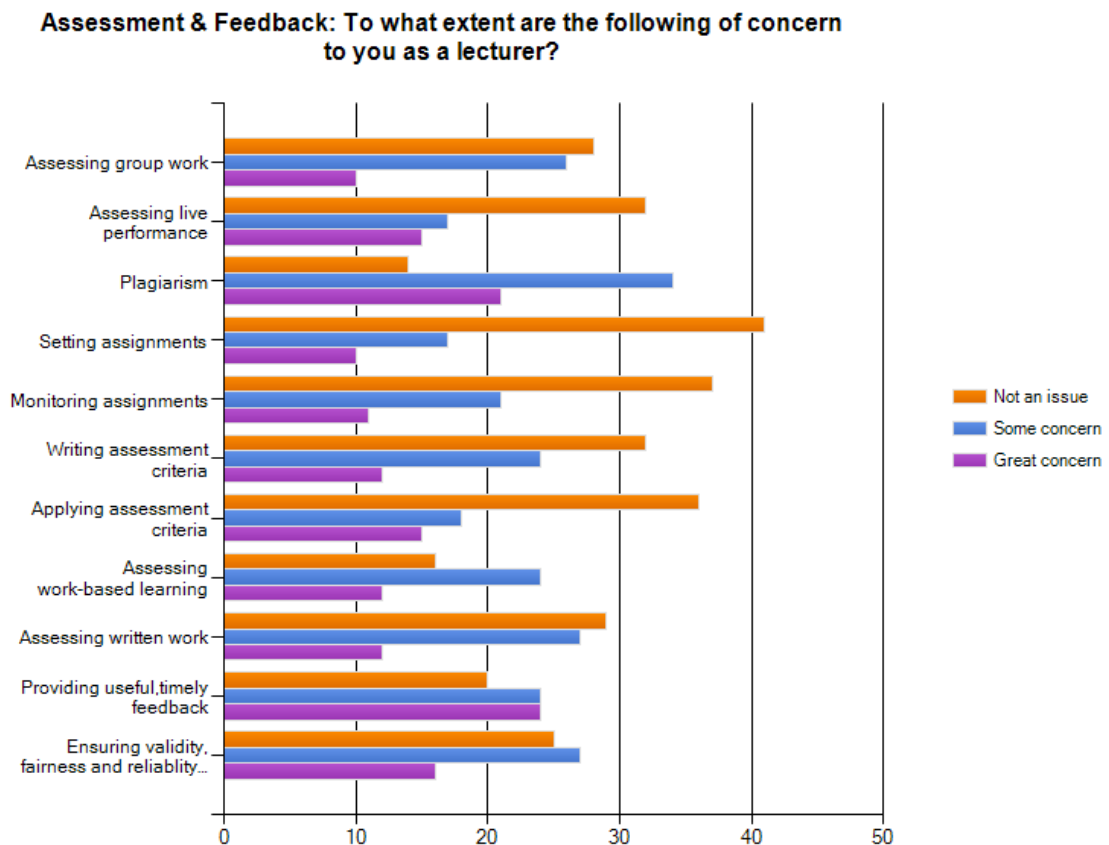
The second part of this question asked about the range of assessment methods used by the respondents. Interestingly, 44 (65%) never used traditional examinations but did utilise other conventional assessment methods such as formal academic essays (58 (85%)) or reflective essays (60 (90%)). Another set of responses focused on assessment methods that were less susceptible to plagiarism including 61 (88%) using presentation and performance, and 52 (78%) using group assessment.

To what extent do you as a lecturer use the following forms of assessment?

Comment - other forms of assessment

Reports.
Resource Portfolios.

Worksheets to assess library skills, e.g. locating print and electronic sources of information in and beyond the college library.

I use performances (a variety from gigs to workshops), video of activities (e.g. teaching) portfolios of written work, evaluations and one theory test.

Report writing.
Journal writing.

Portfolio Assessment.
Presentation (Verbal).

12. Inclusion

Inclusive education is concerned with the quest for equity, social justice, participation… It is about the removal of all forms of barriers of discrimination and oppression and it is about the well-being of all learners.

<div align="right">

Professor Len Barton
Emeritus Professor of Inclusive Education
University of London

</div>

Within certain education forums, inclusion is a shortcut term used to denote a wide range of issues. The list can include disability, social and economic disadvantage, and ethnicity as well as embracing the full widening participation agenda. FECs have been recognised as providing community cohesion and integration and many are exemplars in the diversity of their students and staff. In a report to HEFCE by the University of York, the Higher Education Academy and the Institute for Access Studies published in 2006, researchers defined three barriers to participation in HE:

- **Situational Barriers** e.g. direct and indirect costs; loss or lack of time; distance from a learning opportunity, created by an individual's personal circumstances.
- **Institutional Barriers** e.g. admissions procedures; timing and scale of provision; general lack of institutional flexibility created by the structure of available opportunities.
- **Dispositional Barriers** e.g. individual motivation and attitudes to learning possibly caused by a lack of suitable learning opportunities (e.g. for leisure or informally), or by poor previous educational experiences.

<div align="right">

(HEFCE, 2006b)

</div>

In relation to this question, 50 (73%) of the 69 respondents felt *that recruitment with integrity* was an issue that caused some or great concern. This phrase has been in circulation for many years and can sometimes be used to detract from the deeper issues of retention and achievement when viewed through the widening participation lens. The other issues that rated as being of some or great concern were:

- 44 (65%) adapting assessment methodologies to meet special or particular needs
- 42 (62%) implementing inclusive teaching and learning practices
- 39 (57%) adapting practice and environments to meet special or particular needs

It is worth noting that in relation to the three themes listed above, 36% chose 'not an issue' as their answer.

Inclusion: To what extent are the following of concern to you?

Legend:
- Not an issue
- Some concern
- Great concern

Categories:
- Recruiting with integrity
- Implementing inclusive teaching and learning practices
- Adapting practice and environments to meet special or particular needs
- Adapting assessment methodologies to meet special or particular needs

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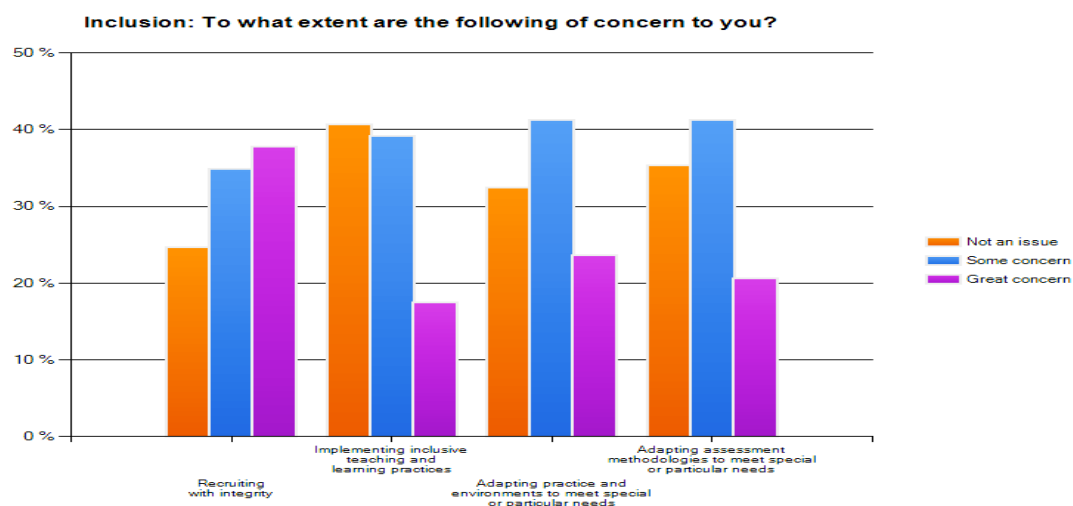
Comments - other concerns

Recruiting suitable students with pressures on numbers etc.

Far too much admin - we are required to teach 25 hours. I lead an FE course as well as teach on 2 HE courses. We are expected to use college electronic schemes of work, lesson plans etc. that take weeks to assemble but are of no practical help to the teacher; my preferred design is in Word not Excel. HE assessment is, thankfully, summative at the end of the year (formative assessment is ongoing) but it takes a lot of extra hours. Managing FE throughout the year is very time consuming. It's stressful leading 3 different types of course - not the teaching but the admin load. Although not an official HE course leader I undertake a large part of the course leadership.

Despite rigorous admissions procedures, we still have a wide range of abilities and needs amongst students which we differentiate and provide for as far as possible.

I am doing everything I can but my HE validating body is not providing Learning Support - I am doing it in my spare time.

# 13. Employability, enterprise and employee learning

The main findings from the 68 responses in this area are that performing arts colleagues are most concerned about access to professional placement opportunities (40% some concern, 28% great concern) followed by concerns around issues related to work-based learning and its impact on the student experience (49% some concern, 16% great concern), and then concerns in relation to risk-assessment for work placements (45% some concern, 12% great concern).

In relation to setting up and monitoring placements, 25 respondents reported that they were engaged in such activities, but only 8 of those received any remission in teaching hours.

Employability, enterprise and employee-learning: To what extent are the following of concern to you?
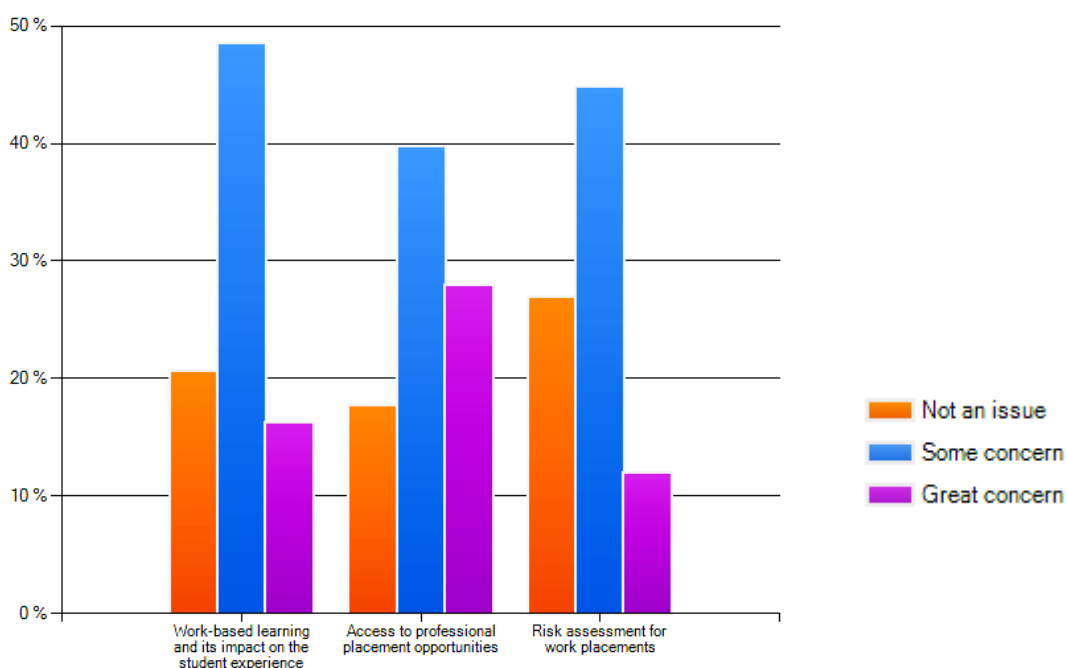
Do you set up and monitor placements?
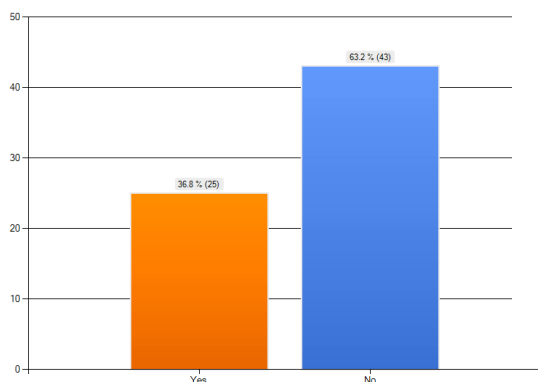
If 'Yes', do you get any remission from your normal timetable?
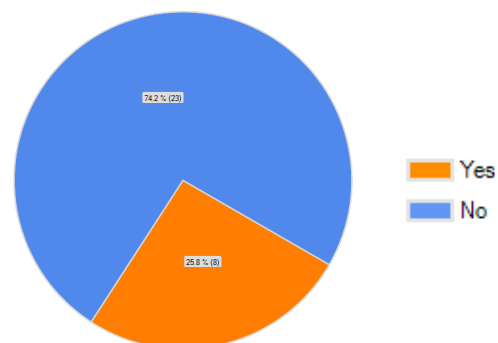
Comments

I have to visit the placements as a subject specialist rather than a business support/health and safety person.

Only just started 2 weeks ago so not much to report; only positive so far, although I could do with some legal advice e.g. CRB (criminal records bureau) check.

I include visits as part of the class contact hours.

30 hours to visit schools to check health and safety details. I've limited them to a 10-mile radius and have 17 in the group. This does not allow time to visit them during the placement.

All Programme leaders for HE courses have 2 hours per week for prep. HE hours also have an uplift of 0.3 per hour taught to give more time for prep, marking and liaising with validating university - exam boards etc.

Not officially - but I take the time in lieu of evening live performance work.

Students are expected to find work-based learning hours, which is quite risky.

14. The 14–19 Diploma Initiative

The development and implementation of the 14–19 Diploma has been a major initiative affecting schools and colleges. The Diploma in Creative and Media was one of the five diplomas to be developed in the first phase of the programme. The first courses started in 2008–09. The diploma programme was launched amidst a great wave of publicity and, it has to be admitted, a great deal of confusion as what precisely it was about, how it might be delivered and what its content might be.

The diploma is at pre-higher education level; successful completers of the diploma, at the Advanced level, will be applying to enter higher education in 2010–11. It was felt important that this survey ask some questions as to the level of awareness of the diploma programme and what, specifically, colleges were doing in the subject areas of the performing arts.

The main findings were that out of 68 replies, 25% of respondents were fully aware of the 14–19 Diploma initiative, and 63% were partially aware. 12% declared themselves unaware.

When asked what their own college was doing in relation to the 14–19 Diploma, 25% reported that they did not know. However a significant number of colleges were either currently delivering the 14–19 Creative and Media Diploma (28%) or planning to deliver it (33%). Another 9% were interested but currently had no plans to get involved and 5% declared that their college was not interested at all.
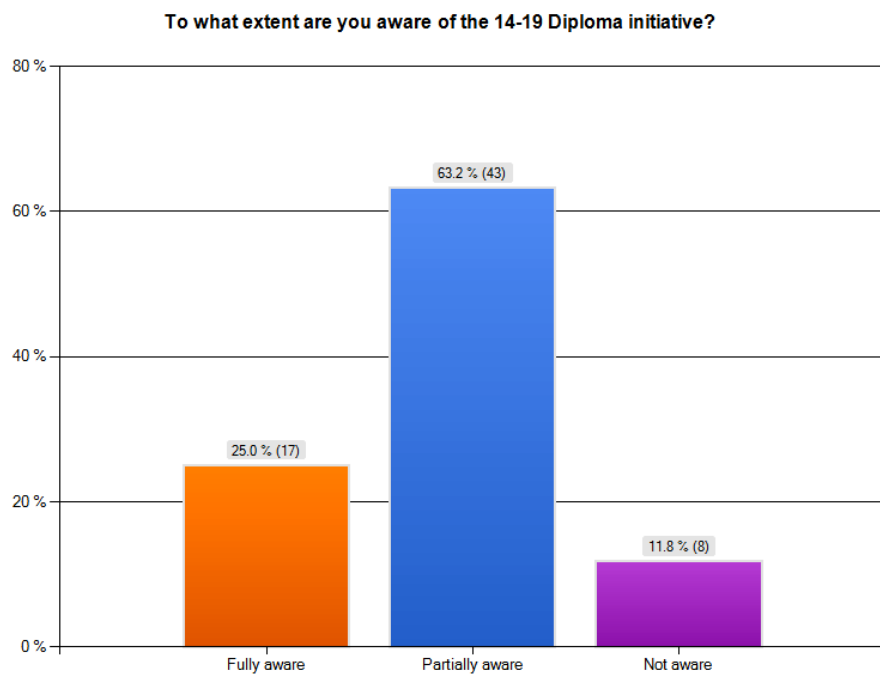
To what extent are you aware of the 14-19 Diploma initiative?

Your college and the 14-19 Creative and Media Diploma. Which statement best reflects the current situation?

Legend:
- We are currently delivering the 14-19 Creative and Media Diploma
- We are planning to deliver the 14-19 Creative and Media Diploma
- We are interested in the 14-19 Creative and Media Diploma but have no...
- We have decided not to get involved
- Don't know

Pie chart values:
- 9.1 % (6)
- 4.5 % (3)
- 33.3 % (22)
- 27.3 % (18)
- 25.8 % (17)
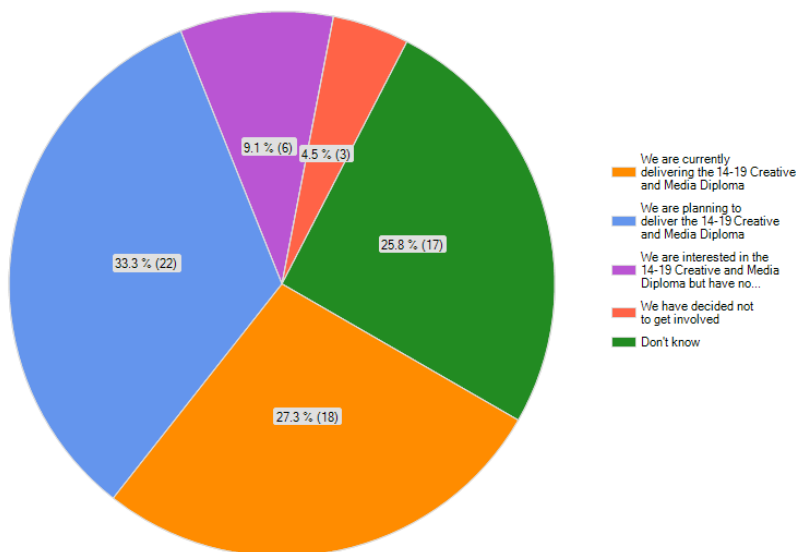
Comments on 14–19 Diplomas

Diluted Level 3 education, which will provide under-developed disciplines into HE.

Need more understandable, plain English, information.

The college tried to deliver this year but it did not recruit.

The college is in the process of reorganisation and the diploma provision is under discussion.

15. Professional Bodies

Regarding Professional Bodies, as noted earlier, 100% of respondents declared themselves to be members of the Institute for Learning (IfL). Since membership is mandatory, this is hardly surprising.

The IfL is the professional body for teachers, trainers, tutors and student teachers in the learning and skills sector. Currently there are 180,000 members. It aims to raise the status of teaching practitioners across the sector. The 2007 statutory regulations (DIUS, 2007) under the 'Success For All' (DfES, 2002) targets mean that teachers, trainers, tutors and student teachers in the learning and skills sector are required to register with the IfL. The reforms have two strands, defined through two separate but complementary sets of regulations:

- revised teaching qualifications for new teachers, including the introduction of licensed practitioner status and differentiating between full and associate teaching roles
- remaining in good standing as a teaching professional, including a mandatory requirement for all teachers to undertake 30 hours of CPD per year

Four respondents declared themselves to be either an Associate (2) or a Fellow (2) of the Higher Education Academy.

Other professional organisations that respondents declared membership of included: Chartered Institute of Library and Information Professionals, Musicians' Union, Institute for Broadcast Sound, Clarinet and Saxophone Society, and British Association of Symphonic Bands and Wind Ensembles. Though it is clear that a number of these are not actual 'professional bodies', they are perhaps regarded as such by some respondents.

Professional Bodies: Are you a member/fellow of the following? (Tick all that apply)
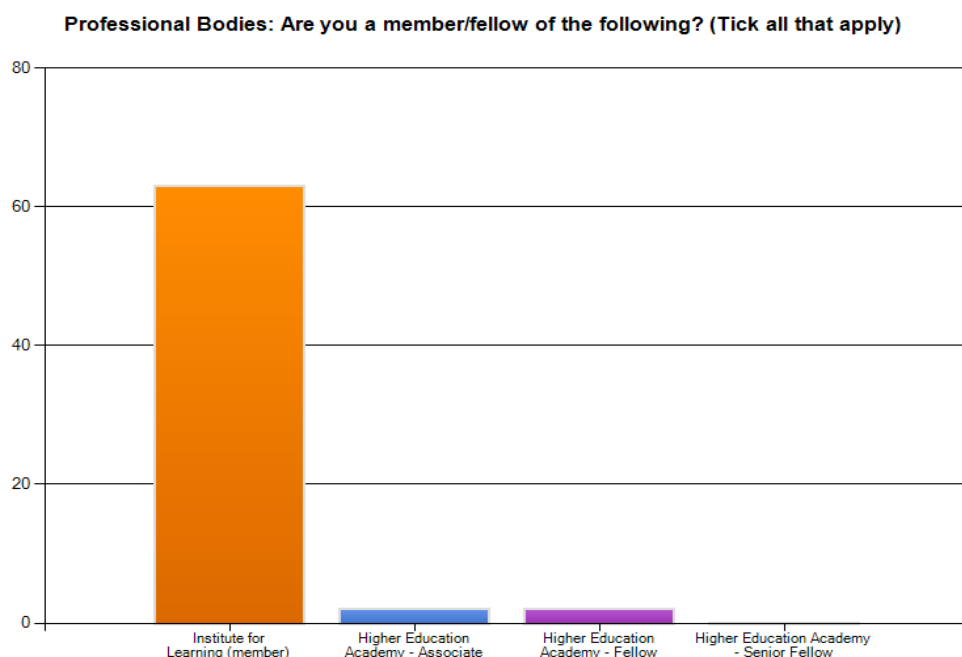
16. Sources of information

The main finding from this section was that the vast majority of respondents (85% of the 49 who answered the question) received information relating to their subject area directly from PALATINE.

1. Do you receive information - relating to your subject area - DIRECTLY from any of the following?		Response Percent	Response Count
PALATINE (the subject centre for dance,drama and music)		85.7%	42
Subject Association e-mail list (e.g. SCUDD, SCODHE, NAMHE)		18.4%	9
Academic e-mail/discussion lists (e.g. any Jiscmail list other than above)		20.4%	10
Other		18.4%	9
	If other, please specify		10
	answered question		49
	skipped question		36

If other, please specify	
1	Critical Theory Online
2	Pro Sound News, Sound on Sound
3	Dance agencies
4	Dance 4, Arts Council, Creative & Cultural Skills, QCA (Qualifications & Curriculum Authority), QAA (Quality Assurance Agency), Ofsted, Edexcel, BECTA, AQA (Assessment and Qualifications Alliance)
5	Theatre sites
6	ADSA (The Australasian Association for Theatre, Drama and Performance Studies) Australian Drama and Theatre
7	Royal Academy of Dance
8	NRCD (National Resource Centre for Dance)
9	Reflective Practice UK
10	Journals and institutions associated with sound – IOA (Institute of Acoustics), Organised Sound

17. Enabling and Constraining factors

The survey respondents were asked to list the enabling and constraining factors on their teaching in HE in FE. 37 respondents identified 53 enabling factors, and 46 respondents identified 76 constraining factors. These individual responses were grouped into broad category headings, and this produced the following findings:

Enabling factors
Two thirds of the responses fell into these seven categories (in descending order), with 'Good staff team' and 'Supportive management' representing a third of all responses:

1. Good staff team
2. Supportive management
3. Access to good ('fit for HE purpose') facilities
4. Good access to good resources
5. Good partnerships (internal and external)
6. Autonomy (in relation to teaching)
7. Personalised student support

Other categories were:

8. Continuity of student experience
9. Working with mixed age/experience groups
10. Using professional experience/engaging in professional practice
11. Good relationship with validating HEI
12. Good students
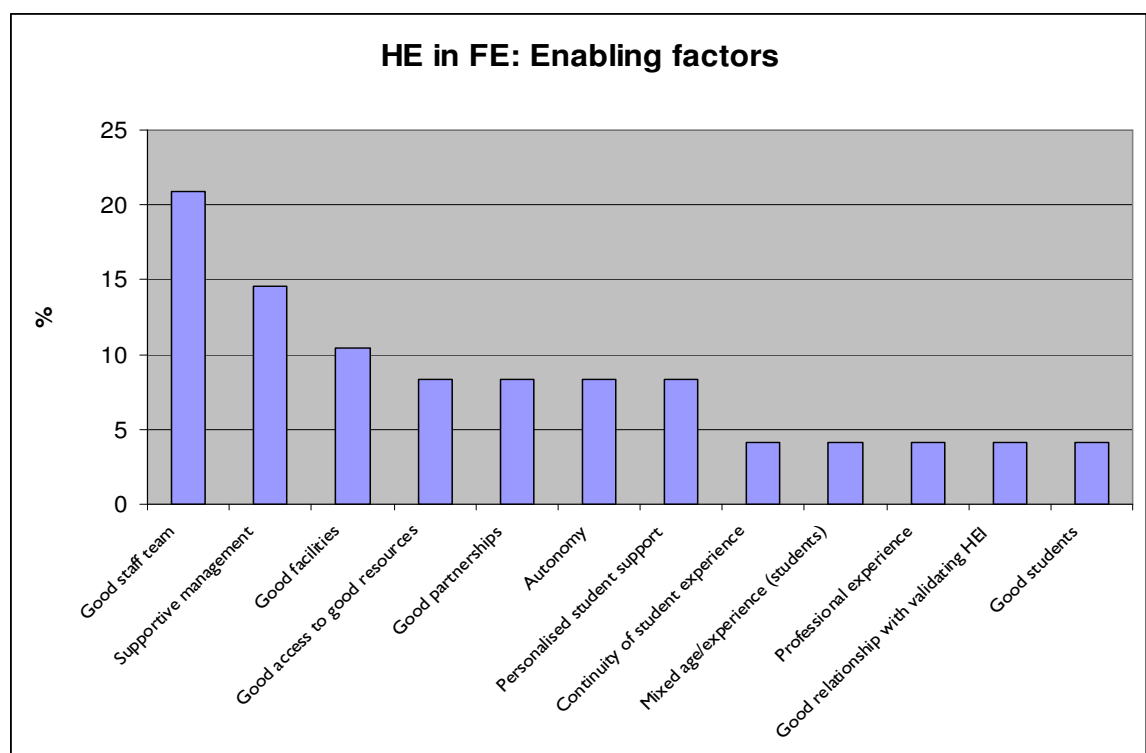
Constraining factors (in descending order)

1. Time (teaching and/or research)
2. Lack of HE 'fit for purpose' facilities
3. Lack of HE identity
4. Student numbers
5. Recruitment
6. Management
7. Resources
8. Management systems

The first two categories represented two thirds of the responses, and the first three categories represented over three quarters of the responses.

By far, the largest number of responses in relation to what respondents considered to be the constraining factors on their work in HE in FE related to 'Time'. However, when considered in more detail, these responses fell into three categories: teaching time (too much), research time (too little or non-existent), and a more general 'just not enough time'.

The following response is typical of a number of responses that fell into the 'Time' category:

> *No remission, no research time, no time for development such as learning new software or following own professional interests; little opportunity to gain further qualifications; much less pay than in an HE institution - although I am a course leader, I can never earn more than £33,000. Far too much admin of varying designs.*

The lack of what are considered to be facilities suitable for HE delivery is also identified as a major constraining factor. This can be linked to what a number of respondents identified as a 'lack of an HE identity'. Whilst a number of features of the FE environment are perceived as enabling factors, e.g. the continuity of the student experience and the ability to provide a more personal or personalised form of learning support, there is a clear demand for some form of differentiation – where it does not already exist – between the FE student experience and the HE student experience. Comments such as 'lack of dedicated HE space' and 'getting learners to see the difference between FE and HE at the same college when there are no social/study differences' were typical responses.


Other comments relating to the lack of an HE identity

It often feels that I find myself apologising for asking for my HE students to be treated with respect.

HE working practices are still not fully developed within the philosophy of the college.

Getting students in HE to mix with FE is not always easy.

The incongruity of FE and HE in terms of assessment, planning and delivery can be a constraint.

HE in FE: Constraining Factors
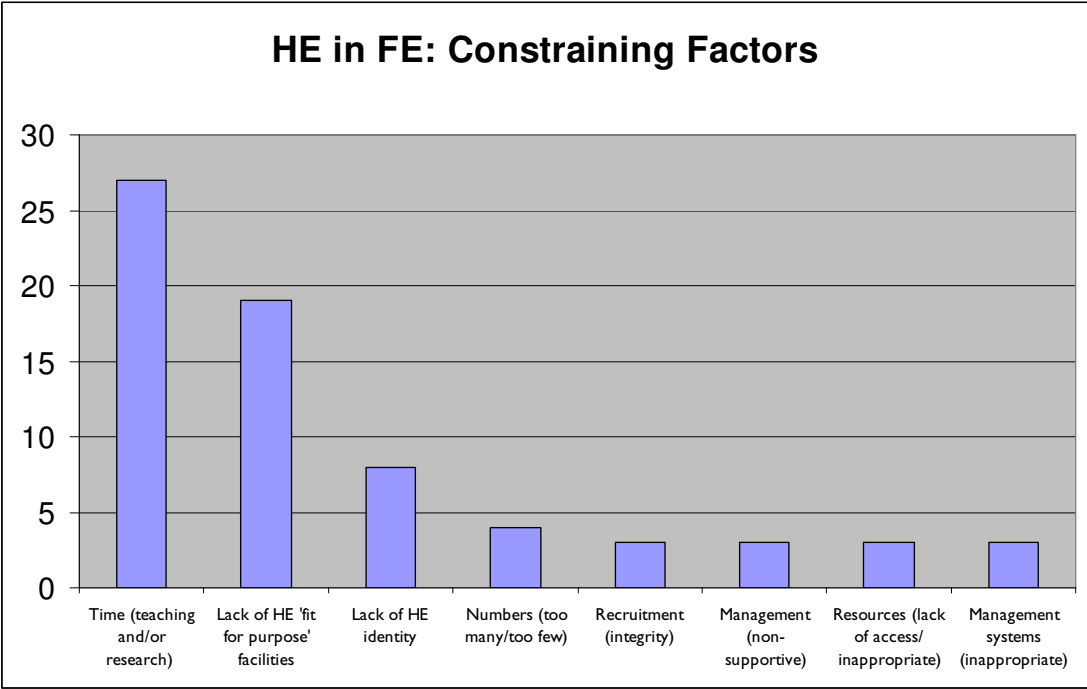
18. Concluding observations

- FECs are significant partners in delivering and providing HE programmes within a local environment. It is this position and the expertise in engaging with diverse groups of students that will enable FECs to help to achieve the Government's target for 50% of 18–30 year olds to be participating in some form of higher education by the year 2010.

- The 14–19 Diplomas will be a challenge for FECs already delivering HE performing arts programmes as this will increase pressure on existing limited resources that are currently shared between FE and HE provision. Also, changes to the 14–19 curriculum and qualifications will mean a review of HE admissions policies and entry requirements.

- Creating HE-only environments within FECs will continue to be an issue with students and staff. A number of FECs are in rebuild or new build programmes and these may not include designated HE teaching and learning spaces. Added to this situation is the standstill on many estates developments due to funding problems. In March 2009, 79 colleges with fully costed projects with planning permission were in construction suspension; only eight have been given the go-ahead, and 71 are uncertain as to the future of their building programme; a further 65 colleges were awaiting the results of deliberations; £5.7 billion had been promised but only £2.3 billion was actually made available. It has been estimated that the situation has cost colleges across the country £151 million. Also worth noting, is that colleges can only recover VAT spent as part of a new build or rebuild if all users are under the age of 18.

- HE Performing Arts offer students access to a rich portfolio of skills delivered in most cases, through the use of part-time lecturers and specialists. A healthy balance of full-time and part-time provision ensures that the students receive continuous support as well as maintaining the vision of the programme.

- There is no national agreement on teaching contract hours for lecturers in FE, and therefore the range is quite diverse. Most colleges work on a 37-hour week with between 800 and 850 teaching hours per annum, averaging out to 24 teaching hours per week. A number of colleges offer a pro rata reduction for staff teaching on HE programmes. The current arrangement is that 1.5 hours will be allocated for each hour of HE on the timetable.

- The issue of student fees for HE programmes delivered in FECs is one that is complex, with many local variations in order to make HE in FE more competitive and therefore, more attractive. Unlike fees within the university sector, there is no fixed fee platform and some FECs are able to offer bursaries to all HE students as part of a fee remission package. Research undertaken as part of this landscape report indicates tuition fee band ranging from £1285 for HND/C and £2000 for Foundation degrees to £3000 for BA Hons Theatre.

- Research activity and staff development through industrial placements are key differentials between FE staff delivering FE or HE provision. This HE sector entitlement is underdeveloped and has been viewed by teaching staff as required and essential but not deliverable due to time (spent teaching and on administrative tasks) and contractual constraints (lack of flexibility).

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APPENDIX: The Survey Questions

1. Introduction

Dear Colleague,

The provision of higher education courses within the FE sector has become an important feature of the higher education landscape. PALATINE's remit is to support and enhance learning and teaching in higher education performing arts (dance, drama and music). However, whilst there is a great deal of data and information about HE provision in universities, there is far less known about the provision of HE in FE in our sector.

PALATINE has already undertaken a certain amount of mapping of performing arts HE in FE, but there is a need for more detailed, richer information about what goes on, how and why – which is why we have developed the questionnaire.

The responses to the questionnaire will provide a great deal of useful information. That information will provide useful data about the HE in FE performing arts sector, and will be used to inform and enhance PALATINE's work supporting the sector.

The questionnaire is rather longer that our usual 'short, sharp' format. But the questions it asks are important, and we hope you will complete all the questions. (Note: The first two questions are mandatory)

If you need any further information please contact Jo Richler, PALATINE's HE in FE Adviser at j.richler@lancaster.ac.uk.

PLEASE NOTE: The closing date for the questionnaire is Friday 10 April 2009.

Thank you, in advance, for your support and your time.

Best wishes

Jo Richler
on behalf of PALATINE

~ ~ ~ ~ ~ ~ ~ ~ ~ ~
Jo Richler
Adviser for HE in FE
PALATINE
Higher Education Academy
Subject Centre for Dance, Drama, and Music
The Roundhouse
Lancaster University
Lancaster LA1 4YW

2. About you: Details

* 1. Personal details (*these will be confidential, and will not be given to any other person or party*)

Name	
Job Title	
Subject area(s)	
Course(s) title	
Level (i.e. HND, FD, Degree)	
Name of College	
Contact email	

3. About you: Time

* 1. Are you full-time or part-time?

  - ʝ𝘯 Full-time

  - ʝ𝘯 Part-time

* 2. How much of your teaching is dedicated to higher education?

  - ʝ𝘯 All HE

  - ʝ𝘯 Divided between HE and FE/Other

* 3. How many hours per week (on average) do you teach on a higher education course?

  - ʝ𝘯 less than 5

  - ʝ𝘯 5 - 10

  - ʝ𝘯 11 - 15

  - ʝ𝘯 more than 15

4. About you: Research

1. Research opportunities:
Which statement best describes your current situation?

- ⌨ I am currently engaged in HE-focused research which is supported by my institution

- ⌨ I am currently engaged in HE-focused research, but in my own time

- ⌨ I would like to engage in HE-focused research but my institution does not support HE research

- ⌨ I am not currently engaged in HE-focused research although my institution does support research activity

- ⌨ I would like to undertake HE-research but don't know how to start

- ⌨ I am not interested in undertaking HE-research

Any comment?

5. About you: Staff Development

1. Staff Development for HE (external events):
Which of the following events e.g. workshops,seminars, conferences, etc.)
have you attended within the last year?
(Tick all that apply)

- Events run by your affiliated or validating university inside your institution

- Events run by your affiliated or validating university outside your institution

- Events sponsored/organised by PALATINE

- Events sponsored/organised by JISC

- Events sponsored/organised by Foundation Degree Forward

- Events organised by the Higher Education Academy (excluding PALATINE events)

Other (please specify)

2. Staff Development for HE (internal):
Which of the following have you attended at your college within the last
TWO years?

- HE-focused learning and teaching

- HE-focused assessment and feedback

- HE-focused widening participation

- HE subject specialism (dance, drama, music, performing arts)

Other (please specify)

6. About you: Numbers

1. How many staff teach on the programme/course?

	0	1	2	3	4	5	6	7	8	9	10
Full-time but teach part-time on the course	○	○	○	○	○	○	○	○	○	○	○
Full-time (i.e. 100% on the course)	○	○	○	○	○	○	○	○	○	○	○
Part-time (i.e. 100% on the course)	○	○	○	○	○	○	○	○	○	○	○
Part-time but teach some of their part-time hours on the course	○	○	○	○	○	○	○	○	○	○	○

Other (please specify) and/or comment

2. How many members of staff directly support the programme/course?

	0	1	2	3	4	5	6	7
Full time Administrative support (i.e. 100% of time)	○	○	○	○	○	○	○	○
Part time Administrative support (i.e. less than 100% of time)	○	○	○	○	○	○	○	○
Full time Technical support (i.e. 100% of time)	○	○	○	○	○	○	○	○
Part time Technical support (i.e. less than 100% of time)	○	○	○	○	○	○	○	○

Other (please specify) and/or comment

3. Class size: Excluding one-to-one tutorials, what are the smallest and largest class sizes you teach?

	1-5	6-10	11-20	21-30	31-40	41-50	51+
Smallest class	○	○	○	○	○	○	○
Largest class	○	○	○	○	○	○	○

Any comment?

4. To what extent do you use the following styles of teaching?

	Not at all	To some extent	To a large extent	All the time
Lectures	jn	jn	jn	jn
Seminars	jn	jn	jn	jn
Practical workshops	jn	jn	jn	jn
Individual or small group tutorials	jn	jn	jn	jn

Other (please specify) and/or comment

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1. Resources:

How important are the following in supporting your teaching?

	Not important	Quite important	Very important	N/A
Journals	✴	✴	✴	✴
E-books	✴	✴	✴	✴
Books	✴	✴	✴	✴
Playscripts	✴	✴	✴	✴
Internet media downloads (YouTube,pod casts)	✴	✴	✴	✴
Musical scores	✴	✴	✴	✴
Academic websites (free access e.g. PALATINE, Intute, etc.)	✴	✴	✴	✴
General websites	✴	✴	✴	✴
Subscription websites (e.g. via Institutional subscription, Athens authentication)	✴	✴	✴	✴
DVDs	✴	✴	✴	✴
Video tape	✴	✴	✴	✴
CDs	✴	✴	✴	✴

2. Please rate the level of support from the following for your teaching?

	Little or no support	Some support	Satisfactory support	Good support	N/A
Learning Resources Centre/Library	✴	✴	✴	✴	✴
Technical support	✴	✴	✴	✴	✴
Administrative support	✴	✴	✴	✴	✴
Validating institution	✴	✴	✴	✴	✴

3. Virtual Learning Environments (VLE)

Does your college or institution have its own VLE

✴ No

✴ Yes

If yes, which one?

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4. If yes, to what extent do you as a lecturer use your VLE for the following? (Please answer all statements)

	Always	Frequently	Sometimes	Never	N/A
For accessing and/or uploading teaching materials	∈	∈	∈	∈	∈
For accessing and/or uploading programme/module reading lists	∈	∈	∈	∈	∈
For accessing and/or uploading study/research materials	∈	∈	∈	∈	∈
For e-submission of assignments	∈	∈	∈	∈	∈
For e-assessment	∈	∈	∈	∈	∈
For discussion forums	∈	∈	∈	∈	∈
For off campus access	∈	∈	∈	∈	∈

Other (please specify)

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5. Access to validating University's VLE:

	Yes	No	Don't know
I have access to the validating university's VLE	jη	jη	jη
My students have access to the validating university's VLE	jη	jη	jη
Library staff have access to the validating university's VLE	jη	jη	jη

Any comments?

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8. Space

1. Space: "fit for HE purpose"?
Please rate the following spaces/resources

	Excellent	Good	Satisfactory	Unsatisfactory	Poor	Required but non-existent	N/A
Teaching rooms e.g. class rooms, seminar rooms	jn	jn	jn	jn	jn	jn	jn
Rehearsal rooms	jn	jn	jn	jn	jn	jn	jn
Performance spaces	jn	jn	jn	jn	jn	jn	jn
Practice rooms	jn	jn	jn	jn	jn	jn	jn
Dance studios	jn	jn	jn	jn	jn	jn	jn
Wardrobe facilities	jn	jn	jn	jn	jn	jn	jn
Technical facilities	jn	jn	jn	jn	jn	jn	jn
Storage facilities	jn	jn	jn	jn	jn	jn	jn
Recording facilities	jn	jn	jn	jn	jn	jn	jn
Tutorial spaces	jn	jn	jn	jn	jn	jn	jn
Lecture theatres	jn	jn	jn	jn	jn	jn	jn
HE-only student social spaces	jn	jn	jn	jn	jn	jn	jn
HE-only study spaces	jn	jn	jn	jn	jn	jn	jn
HE-only library resources	jn	jn	jn	jn	jn	jn	jn
HE-only IT suites	jn	jn	jn	jn	jn	jn	jn

Any comment?

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9. HE Themes: Assessment and Feedback

1. Assessment & Feedback: To what extent are the following of concern to you as a lecturer?

	Not an issue	Some concern	Great concern	N/A
Assessing group work	◯	◯	◯	◯
Assessing live performance	◯	◯	◯	◯
Assessing work-based learning	◯	◯	◯	◯
Assessing written work	◯	◯	◯	◯
Plagiarism	◯	◯	◯	◯
Providing useful,timely feedback	◯	◯	◯	◯
Setting assignments	◯	◯	◯	◯
Monitoring assignments	◯	◯	◯	◯
Writing assessment criteria	◯	◯	◯	◯
Applying assessment criteria	◯	◯	◯	◯
Ensuring validity, fairness and reliablity of assessment	◯	◯	◯	◯

Are there other concerns that we haven't listed and/or any comment?

2. To what extent do you as a lecturer use the following forms of assessment?

	Not at all	To some extent	To a large extent	N/A
Essays (formal academic)	◯	◯	◯	◯
Essays (reflective)	◯	◯	◯	◯
Extended essay/Dissertation	◯	◯	◯	◯
Traditional examinations	◯	◯	◯	◯
Viva	◯	◯	◯	◯
Group assessment	◯	◯	◯	◯
Peer assessment	◯	◯	◯	◯
Presentation (performance)	◯	◯	◯	◯
Presentation (artefact)	◯	◯	◯	◯

Other (please specify)

1. Inclusion:

To what extent are the following of concern to you?

	Not an issue	Some concern	Great concern	N/A
Recruiting with integrity	jn	jn	jn	jn
Implementing inclusive teaching and learning practices	jn	jn	jn	jn
Adapting practice and environments to meet special or particular needs	jn	jn	jn	jn
Adapting assessment methodologies to meet special or particular needs	jn	jn	jn	jn

Are there other concerns that we haven't listed and/or any comment?

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1. Employability, enterprise and employee-learning:
To what extent are the following of concern to you?

	Not an issue	Some concern	Great concern	N/A
Work-based learning and its impact on the student experience	jn	jn	jn	jn
Access to professional placement opportunities	jn	jn	jn	jn
Risk assessment for work placements	jn	jn	jn	jn

Are there other concerns that we haven't listed and/or any comment?

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2. Do you set up and monitor placements?

jn Yes

jn No

Any comment?

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3. If 'Yes', do you get any remission from your normal timetable?

jn Yes

jn No

If 'Yes', how much and what type of tasks are you undertaking?

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12. 14-19 Diploma

1. To what extent are you aware of the 14-19 Diploma initiative?

ʄ Fully aware

ʄ Partially aware

ʄ Not aware

Any comment?

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2. Your college and the 14-19 Creative and Media Diploma. Which statement best reflects the current situation?

ʄ We are currently delivering the 14-19 Creative and Media Diploma

ʄ We are planning to deliver the 14-19 Creative and Media Diploma

ʄ We are interested in the 14-19 Creative and Media Diploma but have no plans currently

ʄ We have decided not to get involved

ʄ Don't know

Any comment?

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13. Professional Bodies

1. Professional Bodies:

Are you a member/fellow of the following?

(Tick all that apply)

- Higher Education Academy - Associate

- Higher Education Academy - Fellow

- Higher Education Academy - Senior Fellow

- Institute for Learning (member)

Other (please specify)

14. Sources of information

1. Do you receive information - relating to your subject area - DIRECTLY from any of the following?

- ∈ PALATINE (the subject centre for dance,drama and music)

- ∈ Subject Association e-mail list (e.g. SCUDD, SCODHE, NAMHE)

- ∈ Academic e-mail/discussion lists (e.g. any Jiscmail list other than above)

- ∈ Other

If other, please specify

15. Open Space: Enablers and Constraints

This is an opportunity for you to write about the things that either enable you to work well in HE in FE, or act as constraints on your work.

1. Please describe the enabling factors on your work in HE in FE.

2. Please describe the constraining factors on your work in HE in FE.

16. 2 final questions

1. Following on from this questionnaire we may wish to contact you to obtain further information/details about your responses. Are you be willing to be contacted? (We will not be offended if you say 'No')

jn Yes, I am willing to be contacted.

jn No, I would rather not be contacted.

2. We are also considering whether to establish a number of regional focus groups with a view to establish a network of HE in FE dance/drama/music practitioners. Would you be interested in joining one of these groups?

jn Yes

jn No

Any comment?

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17. Thank You

Thank you for taking the time to complete this questionnaire. Your responses will provide important and valuable information that will enhance our understanding of HE in FE dance, drama and music.

If you wish to check or amend any of your answers, use the 'Previous' button to go back. If you have completed the questionnaire and wish to submit it, press 'Done'.

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The Higher Education **Academy**

PALATINE
Dance, Drama and Music

working together to enhance the student learning experience