

Conference Breakout Session Feedback - The quality and style of HE in FE learning spaces and facilities

Session	Breakout Title
1	<p>How effective in supporting the quality and style of HE in FE is HEFCE capital funding?</p> <p><u>Feedback ideas, issues or questions</u></p> <ul style="list-style-type: none"> • HE in FE capital spend venture. • Collaboration – not same roles. E.g. space norms - IQER • Partnerships working costs • Not clarity passing on pro rata funds • Min funding then pro rata - who • LSC – impact on HE strategies • Link to HEFCE – publications – as indirect • Outside transparency • 110, 230

Session	Breakout Title
2	<p>What is the impact of University Centres on the quality and style of HE in FE?</p> <p><u>Feedback ideas, issues or questions</u></p> <ul style="list-style-type: none"> • FE assist to HE resources, not in all cases. Especially when resources scarce. • Key differentiation of HE provision: separate HE social space, study space, HE administration and student services. • Management structures: need HE / student and college involvement / unified • Specialist HE support required in LRC / IT / QA • Making HE students 'feel' different – university branding, ID cards • Staffing issues – ensure FE lecturers treat HE students differently – different mindset; different code of conduct; discipline

Session	Breakout Title
3	<p>What strategies can FECs delivering small to medium to amounts of HE adopt to ensure the quality and style of spaces and resources within the mainstream buildings of the college?</p> <p><u>Feedback ideas, issues or questions</u></p> <ul style="list-style-type: none"> • Students needs' very accurate to age, geography, FT/PT • Differentiation for all students wherever they are, physical spaces can make contribution. Also VCE – combinations of learning styles. • Different models include separate buildings, separate parts, collaborative events involving students sharing resources. • Business model = students (+ parents) expect value for money • What is a suitable HE space? Linked to what is HE? • Does have impact on student identity / belonging

Session	Breakout Title
4	<p>How far can technology enhanced/blended learning overcome issues of space and physical resources in the delivery of HE in FE?</p> <p><u>Feedback ideas, issues or questions</u></p> <ul style="list-style-type: none"> • Needs varying provision as no one size fits all • Obstacles, partnership and curriculum development policy • Need support for learners and staff in using online systems • Multi partnership means collaboration of staff who understand different systems • How much time do students want to spend in front of a computer? • Multi-platforms and varying provision may just be what students need to equip them for the world of work.

Session	Breakout Title
5	<p>What do work-based HE in FE students need in terms of space and resources in their employment setting?</p> <p><u>Feedback ideas, issues or questions</u></p> <ul style="list-style-type: none"> • Assess strategy to make clear what needed – easier with larger employers, more difficult with SMES. Change mindset around assessment. • Access IT 24 hours (at work) • Mobile opportunities e.g. bus • LTW different mode of study. Conventional, distance, LTW – 3 different L+T strategies. Assessment needs to meet needs of uni, employers, employees. • Need resources audit for employees. Access to resources in neighbourly colleges. • Need agreed understanding of WBL in HE – resources spin off from this. • At present understanding of WBL is not necessarily same in FE as HE. Resources can only be determined once common understanding established.