

Conference Breakout Session Feedback - The HE in FE experience and culture for staff

Session	Breakout Title
1	<p>Is teaching HE in FE any different from teaching FE?</p> <p><u>Feedback ideas, issues or questions</u></p> <ul style="list-style-type: none"> • The similarities outweigh differences. • Yes, the need to engage learners in process of learning, assessment and quality regimes plus inspection differences • Perceived difference is colleges [not sure of meaning] • Merge HEI / FEI [not sure of meaning] • Need community of practice [<i>a tool / approach but not sure of focus</i>] • One thing that wasn't mentioned was reflection [<i>not sure of the context / issue here</i>]

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2	<p>Do the quality mechanisms of HE in FE help to enhance practice and promote continuous improvement?</p> <p><u>Feedback ideas, issues or questions</u></p> <ul style="list-style-type: none"> • External QA systems: <ol style="list-style-type: none"> 1) Raise profile of HE within colleges 2) Improves awareness of academic infrastructure 3) Identifies strengths and areas for development • Challenges to HEI include getting external examiners to report issues with particular partners and how does an HEI ensure that all publicity material is correct (in practice) • Where an HEI has multiple links, the IQER methodology allows reviews to be coordinated. SURF is having a single meeting with all colleges present with Staffordshire Uni and reps from the QAA review team prior to the QAA undertaking separate reviews at each college.

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3	<p>Does a teacher of HE in FE have a distinctive professional identity?</p> <p><u>Feedback ideas, issues or questions</u></p> <ul style="list-style-type: none"> • Many FE staff enter FECs with vocation e.g. 'I am a plumber; I am a nurse', so professional identity as teacher is secondary of this. • Many hats are worn in FE so identities shift and fluctuate. • Many different titles given to us and given by ourselves, e.g. tutors, teachers, facilitators, lecturers. • High levels of pastoral care are needed in FE • There is more opportunity to define and discuss and develop identity in HE than FE. • Professional identity is also shifting in HEIs e.g. widening participation, administration.

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4	<p>In terms of professional development, what is expected of those who deliver and support HE in FE?</p> <p><u>Feedback ideas, issues or questions</u></p> <ul style="list-style-type: none"> • Professional development required to teach H E in FE: research and scholarship; HE delivery; academic infrastructure; qualifications; time • All institutions should be learning organisations for staff and students. • Co-ordination and alignment of calendars to support bespoke staff development • Igniting and maintaining a “buzz” through engagement with subject / learning/ student development/ feeling valued • Building confidence: HE → FE → HE 2 way e.g. HEI of FEC and FEC of HEI • Need for bridging modules [<i>not sure for whom or covering what issues</i>]

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6	<p>How can HEIs work more closely with partner colleges when inequalities in workload lead to increasing pressures on those who teach HE in FE?</p> <p><u>Feedback ideas, issues or questions</u></p> <ul style="list-style-type: none"> • Universities should take an ethical sourcing of staff hours - e.g. support staff in FECs teaching HE so they are not over pressured / exploited • Although there are disparities FE lecturers are used to working under these pressures and cope. • Different areas of the country have different models • A need for sharing good practice in approaches to teaching HE in FE • Consortium led collaborative approach to CPD provision is helpful • Needs to be national recognition of a comparable model