

HE in FE: dual identities

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context

- presentation focus: dualities experienced by programme leaders/tutors delivering HE in FECs
- research into experiences of learners on Foundation degrees validated by the UWE Federation
- other studies: Harwood & Harwood, Foskett, Young (M), Young (P)

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professionalism

- Robson (2006) – 3 constituent ideas:
 - autonomy
 - professional knowledge
 - responsibility
- Professionalism...a framework for examining the myriad of contexts in which...teachers work, and a strategy for comparing and contrasting their experiences. Changes to nature of autonomy, knowledge, responsibility can alter the nature of teacher professionalism

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themes

- role
- experiences
- identities

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duality: role

experienced beginners

I'm faculty manager...I started off right at the beginning working with (UWE member of staff) on the idea of an Fd. I worked under her supervision, guidance, encouragement...

I'm curriculum manager of business and tourism as well...I developed most of the modules mainly on my own.

I thought we would be monitored, people in the classroom, much more checking...

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duality: role

expectations vs reality

we worked very closely last year, the validation was fantastic and a great experience, but it's all gone quiet with development now...

People like myself...it's very important we're involved in developing the programmes further because we know the students

servant of several/many masters

I am also involved in another FD from another university, and it functions slightly differently...

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duality: experiences:

positive

It's given me lots of opportunities to do things I'm not able to do when teaching professional courses...there's a lot of scope

We get support when we need it but are also left to use our professional judgement

The people I've worked with have been absolutely fantastic...I do feel they've been very encouraging

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duality: experiences

challenging

Development and validation were very stressful...I don't think they realised how much work that was for us

This year we've been really pushed logistically

We don't get any remission for delivering, assessing, co-ordinating HE so that is an issue, which is our issue, frustrating for the staff

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duality: experiences

challenging

We've been very anxious to make sure we comply with university regulations

We're a bit concerned whether we are delivering at the standards that are delivered at UWE

What's been most difficult for us is writing exams and coursework...I would really have appreciated sitting down with the UWE module leaders to talk through what works well

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duality: identity

'a bridge'

I feel we're a part of UWE, this is a little bit of UWE being delivered in the college and I'm the kind of bridge

When they've done their two years here and then they go on, I'm – or someone on the team – is an obvious link, maybe they do need someone to bridge that gap, the staff could be a wonderful link

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duality: identity

HEI as “awarding body”

It's like me delivering a programme under any other awarding body

HEI/FEC as “partners”

I do feel like we're a member of the team...when I go there now I'm recognised and I know people

but

I don't think I've ever been asked 'is there anything you've got you could perhaps offer our courses?'

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duality: identity

‘Do you think of yourself as working for UWE?’

‘do you know, I've never thought of that...that's really interesting...I guess I've been here so long I just see myself as working here...but yes...I am working for them you know, indirectly...I'm going to ask everybody else on the team what they think...’

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'shifting boundaries': new territory?

- 'shifting boundaries and shared interests...raise new questions about the relationship between FE/HE and those who teach in them'

(Robson)

- distinctive contributions, equal value?

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references

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