

Title: Teaching Higher Education Programmes in Further Education Colleges: Whose Professional Teaching Standards?

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Abstract:

The session will

- a) present themes arising from work in progress
- b) enable participants to identify common experiences of, and possible responses to, the articulation of HE and FE
- c) consider the implications for participants' professional practice

Higher Education provision in Further Education Colleges has expanded rapidly in recent years, perceived by many Higher Education Institutions as crucial to their Widening Participation agenda. However for many Colleges, HE provision is relatively small, and falls outside many of the cultural and organisational norms governing mainstream FE provision. Staff in both sectors may be unaware of the diversity of ethos and expectations.

On both sides there are implicit differences in perception: the nature of learning and teaching; the role of the teacher; the scope of pedagogic activity. Different approaches to professional teaching standards further complicate this: the Higher Education Academy is developing a framework, while Further Education National Training Organisation standards are longer-established and, being detailed and mandatory, fulfil a different function.

This paper draws on our experience of developing a Postgraduate Certificate in Higher Education module entitled *HE in FE Teaching*. The paper describes Further Education College staff's experiences and reflections on their HE teaching, and draws on previous research on teacher identity¹. We consider how far professional teaching standards are context-dependent, and their potential benefits for teachers straddling the sectoral divide. We analyse the implications of mixed economy teaching at the policy level, and in relation to the practice and identity of FE teachers working at HE level.² Finally, we consider how staff developers can contribute productively to the debate for the benefit of the academic staff they work with.

In this session we will present the main themes arising from this work-in-progress and discuss with participants

- a) how typical our experience is
- b) how the issues have been, or could be, addressed in other institutions

¹ J. Malcolm and M. Zukas, "Looking glass worlds: pedagogy in further and higher education". *Research for the New Learning and Skills Sector*, Learning and Skills Development Agency, Research Network Conference, 2000.

² M. Zukas and J. Malcolm, "Pedagogies for lifelong learning: building bridges or building walls?". In R. Harrison, F. Reeve, A. Hanson and J. Clarke (Editors), *Supporting Lifelong Learning Vol. 1: Perspectives on Learning*, Routledge Falmer/Open University, 2002