

Title: **Aligning Frameworks and Experience to Develop HE-ness: from training to student-centred learning**

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Abstract:

Session Learning Outcomes

By the end of the session delegates will have considered implications for developers in HE of establishing a Foundation Degree in partnership with an organisation with a well-established tradition of skills based practical training. Issues that will have been considered include developing from trainer to HE lecturer, designing an HE learning experience that includes development of practice and use of an educational programme to achieve culture change.

Session Outline

The workshop will use a case study to focus on the issues raised when developing a partnership programme that requires constructive alignment of HE and National Occupational Standards frameworks, staff development from trainer to HE lecturer perspectives and the need to meet expectations that the programme will contribute to significant culture change.

Many colleagues in HE will have been involved in developing programmes for public service professionals in health, social care and management. More recently a few will have become involved with proposals for significant change in the development of police officers able to work effectively with their local communities. The case study is a programme being designed by the Universities of Brighton, Sussex and Chichester, in partnership with Sussex Police, which will develop 300 new police officers each year through a Foundation Certificate. The team presenting the workshop include the academic developer from HE and some of the experienced police trainers who have led this culture change within policing. The workshop will focus on the issues that the team is facing in three significant areas:

- 1) how to develop 18 police trainers from their current FE/NVQ professional standards to become student-centred Associate Lecturers able to deliver an HE experience with appropriate professional standards;
- 2) how to accommodate the formal requirements of frameworks of academic and professional standards in a context of significant policy change;
- 3) how students and staff might manage the expectations that the programme will contribute to significant culture change.

We might also explore whether the anticipated tensions between the formality of the standards in the relevant frameworks and the aspirations of reforming approaches to policing in communities might be partially addressed by development of a collaborative research programme. (283 words)

Session Activities It is proposed to introduce the workshop with an overview of the philosophy informing this development with a very brief outline of the programme to set the context for discussion (15 mins). Delegates will then be asked to form three groups to explore each of the problematic issues (20 mins). At least one of this programme development team will join each group to facilitate the discussion and agree with the group how their thoughts will be shared with the other groups (10 mins). If the workshop is given a 90 min slot these times would be extended accordingly.

References

The workshop presenting team will produce a handout of key references and a brief paper setting out the context for each delegate.