Proposal Form

Proposals should be submitted electronically to the SEDA office at conferences@seda.ac.uk by Monday 4th November 2013.

Name(s) of presenters: EVE RAPLEY

Institution(s): UNIVERSITY OF BEDFORDSHIRE

Address for correspondence:

Tel: 07886 244894
E-mail: EVE.RAPLEY@BEDS.AC.UK

Title of proposal: Horses for courses or a grumble in the jungle? HE in FE student perceptions of the HE experience in a Landbased college

Format:

Poster session

Session Learning Outcomes
By the end of this session, delegates will be able to:

- HAVE GAINED INSIGHT INTO HE in FE STUDENT PERCEPTIONS OF THEIR EXPERIENCES OF STUDYING HE IN AN FE (LANDBASED) COLLEGE ENVIRONMENT
- BEGIN TO APPRECIATE THE UNDERLYING TENSIONS AND DIFFICULTIES THAT EXIST WHEN DELIVERING HE WITHIN AN FE COLLEGE
- CONSIDER THE CULTURAL DIMENSIONS OF FE AND HE AND HOW THEIR INTERPLAY CAN ADVERSELY AFFECT THE EXPERIENCE OF HE in FE STUDENTS

Session Outline (no more than 300 words)

The poster will present a summary of preliminary findings regarding the perceptions of the legitimacy and quality of the HE student experience through the lens of those studying Animal/Equine Studies Foundation Degrees and BSc degrees within a small, ostensibly FE Landbased college setting.

As part of a PhD study, research data was collected using two student focus groups. Empirical student perception data from Animal/Equine Studies students gathered
whilst discharging External Examiner duties at six English FE Landbased colleges from 2007-2013 was also included.

Despite FE college claims regarding the ‘supportive environment’ and ‘small classes’ being the USP for those studying HE in FE (as opposed to HE within the university sector), responses from Animal/Equine Studies students reported dissatisfaction with regard to the predominating FE culture, as well as concerns surrounding their HE status and the perception of others, as being bona fide HE students. Drawing on Bourdieu’s conceptual framework of habitus and field and notions of an institutional habitus, the HE in FE student experience is contextualised, together with recommendations for enriching HE in FE from the student perspective.

With an increasing push for more HE in FE provision, this study is timely and could help to inform the HE in FE experience for students across the UK.

**Session Activities and Approximate Timings**

Poster will have sections outlining background to study, a mini lit review, methodology, results and findings from the student focus groups and a discussion and recommendations section.

**References**

Aldous, D and Westrup, R. 2012. *Building knowledge across boundaries: Policy as lived experience within the FEHE context* Conference report. 11th June 2012 at the School of Education and Lifelong Learning, University of East Anglia.


Darko-Ampem, K. 2010. *HE in FE @ South Thames College - conference review* Partnerships for higher education in further education: the library perspective


Leahy, S.M. 2012. The barbarians at the gate. Playing the higher education game: observations from the periphery of the field *Journal of Further and Higher Education*, 36 (2).


Young, P. 2002. 'Scholarship is the word that dare not speak its name': Lecturers' experiences of teaching on a higher education programme in a further education college. *Journal of Further and Higher Education*, 26 (3). pp. 273-286.