



**Universal Access and Dual Regimes of Further and Higher Education
(The FurtherHigher Project)**

*A study funded by the ESRC through its Teaching and Learning Research
Programme
(RES-139-25-0245)*

WORKING PAPER 7

DESIGN, METHODOLOGY AND METHODS

Ann-Marie Bathmaker, Greg Brooks, Gareth Parry and David Smith

Contact:

Karen Kitchen
Project Secretary
School of Education
University of Sheffield
Sheffield S10 2JA

0114 222 8093
k.kitchen@sheffield.ac.uk

Project Website: www.sheffield.ac.uk/furtherhigher



Universal Access and Dual Regimes of Further and Higher Education

(The FurtherHigher Project)

Our working papers

This is one of a series of working papers reporting the methods, findings and implications of a study of *Universal Access and Dual Regimes of Further and Higher Education* (The FurtherHigher Project). Each is authored by one or more individuals on behalf of the project team. The working papers, along with copies of presentations and publications, can be downloaded from the project website at www.sheffield.ac.uk/furtherhigher

Our project

The research was one of seven projects on widening participation in higher education funded by the Economic and Social Research Council (ESRC) through its Teaching and Learning Research Programme (TLRP). Information about each study, including Research Briefings on our own and other projects, can be accessed at www.tlrp.org. The FurtherHigher Project was based at the University of Sheffield and undertaken between February 2006 and July 2008.

Our objective

We investigated the influence of a division between further and higher education on strategies to widen participation in English undergraduate education. Such a division was intended to concentrate higher education in one sector and further education in another sector, each with their own institutions and separate funding and regulatory bodies. However, government policy in recent years has looked to expand higher education in the further education sector. We examined whether sector separation advanced or inhibited a broadening of participation.

Our approach

We looked at policy and practice at three levels. At the system level, policy interviews and statistical studies were combined with international and contextual commentaries. At the institutional level, we employed case studies to develop a typology of further-higher organisational forms. At the level of courses and students, detailed fieldwork was carried out in four partner further-higher establishments to elucidate features of progression.

Our project team

Ann-Marie Bathmaker (Director), Greg Brooks (Director), Diane Burns, Maxine Burton, David Dale, Cate Goodlad, Liz Halford, Karen Kitchen, Sammy Rashid, Andy Roberts, Gareth Parry (Director), David Smith (Director), Will Thomas, Anne Thompson, Val Thompson.

Design, Methodology and Methods in the FurtherHigher Project

Ann-Marie Bathmaker (University of the West of England)

Greg Brooks (University of Sheffield)

Gareth Parry (University of Sheffield)

David Smith (University of Leeds)

Compiled and edited by Greg Brooks from materials supplied by Ann-Marie Bathmaker, Gareth Parry, Sammy Rashid and David Smith.

Introduction

The research for the FurtherHigher Project was based on a three-level design and employed a combination of qualitative and quantitative methods of data collection. At the macro level, documentary studies, statistical analyses and policy interviews were combined with international and contextual commentaries commissioned from leading scholars. At the meso level, case studies of further and higher education institutions informed a typology of dual-sector and mixed-economy organisations. At the micro level, fieldwork with students and students in four partner institutions investigated progression and transition between further and higher education and between short-cycle higher education and the bachelor degree. The project was undertaken between February 2006 and July 2008.

This Working Paper gives a full description of the approaches and methods used in the study, and is organised in five sections corresponding to various parts of the project:

1. International and contextual studies
2. Policy studies
3. Statistical studies
4. Organisational studies
5. Fieldwork studies

These headings are also the titles of Working Papers 1 to 5. Working Paper 6 presents a summary of findings and implications, under that title.

1. International and Contextual Studies

Research for this part of the project involved two main activities. First, the commissioning of international papers giving a country perspective on contemporary English two-sector arrangements alongside domestic papers offering a critical reflection on English developments. Second, the review and analysis of a wide range of documentary sources and academic literatures to inform the production of a long source paper on the two-sector system of further and higher education in England. The source paper was the basis for the international and country commentaries commissioned from leading scholars in Australia, Canada, Scotland, the United States and England.

Commissioned papers and commentaries

In order to bring international evidence to bear on an understanding of two-sector structures in England, the project commissioned papers from scholars in four analogous national and state systems:

Australia: Dr Gavin Moodie, Griffiths University

Canada: Professor Glen Jones, University of Toronto

Scotland: Professor Jim Gallacher, Glasgow Caledonian University

United States: Professor Kevin Dougherty, Columbia University.

In addition, two papers were commissioned from scholars of further education and higher education in England:

Further education: Mr Geoff Stanton

Higher education: Professor Sir Peter Scott, Kingston University.

Following distribution of the source paper on the English two-sector system, the authors were asked to comment on features of this case, including the role played by sectors and the contribution made by dual-sector organisations and settings to access, participation and progression. The international and country papers were commissioned in two stages, with a short scholarly paper submitted in 2008 followed by a full paper to be submitted in 2009. The full papers would be prepared for publication in a special issue of the journal *Higher*

Education Quarterly in late 2009 (Volume 63, Number 4). A copy of the letter of invitation to prepare these papers is reproduced on the following pages.

Analysis of documentary, statistical and scholarly sources for the source paper

The desk and library research for the project source paper drew on the analysis of more than 400 policy documents and statistical sources, supplemented by a review of relevant academic literatures. In the case of policy papers, these included published and unpublished documents by sector organisations and government departments over the period from 1988 to 2008.

Similarly, statistical material was assembled from published and unpublished sources, including that collected by the funding councils and the national data collection bodies.

Scholarly studies were selected and reviewed where they contributed to historical, contextual and theoretical understanding.

Copy of invitation letter for commissioned papers



Invitation to Prepare a Short Scholarly Paper

Invitation

This is an invitation to contribute a short scholarly paper that will provide a commentary on some of the emerging findings of the ESRC-funded study *Universal Access and Dual Regimes of Further and Higher Education* (The FurtherHigher Project). This project is an investigation of the influence of the division between further and higher education on strategies to widen participation in undergraduate education in England. In particular, we examine the role of colleges and universities that combine the teaching of further and higher education (sometimes styled ‘mixed-economy’ or ‘dual-sector’ organisations). More information can be found on the project website: www.sheffield.ac.uk/furtherhigher

We will commission a series of short papers from leading scholars to provide, either:

- a country perspective (Australia, Canada, Scotland and United States) on contemporary English policies, patterns and directions, combining a blend of comparison and commentary; or
- a critical reflection on English developments, ambitions and assumptions, offering additional emphases, interpretations and insights or pointing to different frameworks of analysis and understanding.

We will provide a project paper on the English situation and ask authors to comment on aspects of this case, including the role played by sectors and the contribution made by dual-sector organisations and settings to access, participation and progression.

The context for considering these matters is the effort of governments over the last ten years to change the pattern of supply and demand for higher education in England. We call this policy enterprise ‘The English Experiment’. In our project paper, we outline the main phases and elements in this policy experiment and consider the place of dual-sector colleges and universities.

The English Experiment

Among the reform measures associated with this policy push are:

- funded growth at levels below the bachelor degree
- a new short-cycle work-focused qualification (the foundation degree)
- a larger role for further education colleges
- higher education and ‘high level skills’ targeted at the workforce
- employer involvement in course design, delivery and funding.

Drawing on evidence and experience referenced to their own or other systems, authors are asked to give specific attention to the role of vocational, community and further education colleges in higher education, especially whether and how they serve as open-access, multi-level and transfer institutions. In some systems, this role is large and long-established. In others, such as England, the college contribution is contested and insecure. In some jurisdictions, comprehensive universities perform these broad functions alongside, or in association with, short-cycle colleges.

We deliberately restricted our country examples to broadly analogous (anglophone) post-secondary systems and where there is an academic division of labour between further and higher education or two-year and four-year institutions. However, we also invite references to similar or parallel developments in other systems.

Contributors

Seven contributors have agreed to author papers:

Kevin Dougherty (Columbia University)

Jim Gallacher (Glasgow Caledonian University)

Glen Jones (University of Toronto)

Gavin Moodie (Griffith University)

Peter Scott (Kingston University)

Geoff Stanton

Timetable and outputs

This will be a two-stage process, with a short scholarly paper submitted in 2008 followed by a subsequent full paper submitted in 2009.

Stage one

Following receipt of the project paper, authors are asked to submit a short scholarly paper of around 2500 words (ten pages) with full referencing. Given the tight timescale for the short paper, we expect a preliminary commentary and initial reflections at this stage, albeit with standard layout and referencing. Clearly, capturing a country perspective in just ten pages is a tall order (especially where there are differences between states and provinces) but the subsequent full paper will, we trust, give you the time and scope to tackle this.

Along with the paper provided by us, each contribution will be collected together in a single project working paper under the provisional title 'Further Higher Education: International and Comparative Perspectives'. This will comprise one of six produced at the conclusion of our study and placed on the project website. We also expect to place each of the six papers on the website of a relevant national body, such as the Higher Education Academy.

Stage two

On receipt of the short papers, we will distribute them among authors and invite them to develop a full paper. This will be for publication in a special issue of the journal *Higher Education Quarterly* in late 2009 (Volume 63, Number 4). Agreement has been secured for the special issue and we will provide further information on length, format and editorial arrangements. The timetable for submission and publication of full papers is as follows:

30 April 2009	Full papers submitted to Gareth Parry
20 May 2009	Papers passed to <i>Higher Education Quarterly</i>
25 May 2009	Papers out to review

17 June 2009 Requests to authors for revision
01 July 2009 Revised papers received from authors for copy editing
22 September 2009 Publication and despatch.

Referencing

For both the short and full papers please follow the style guide for *Higher Education Quarterly*.

Professor Gareth Parry
University of Sheffield
Revised April 2008

2. Policy Studies

Alongside the documentary and literature reviews undertaken to inform the source paper for the international and country studies (see above), the research on policy formation for the two-sector system of further and higher education in England involved 18 interviews. Fifteen interviews were conducted with past and present leaders and senior and other officers in the two-sector bodies. Another three interviews were completed with people who had been senior officials in government departments at the time of the 1988 Education Reform Act and the 1992 Further and Higher Education Act.

All the former chief executives of the Further Education Funding Council and the Learning and Skills Council were interviewed. The present head of the Learning and Skills Council was represented by a senior officer and interviewed in that capacity. All the chief executives of the Polytechnics and Colleges Funding Council and the Higher Education Funding Council for England were interviewed, including the present chief executive of the latter.

The full list of those interviewed was as follows:

- Mr Richard Bird, Deputy Secretary, Department of Education and Science
- Mr Tony Clark, Department of Education and Science and Department for Education
- Professor Sir Graeme Davies, Chief Executive, Higher Education Funding Council for England
- Mr Roger Dawe, Director General, Department for Education and Employment
- Professor David Eastwood, Higher Education Funding Council for England
- Professor Sir Brian Fender, Chief Executive, Higher Education Funding Council for England
- Mr John Harwood, Chief Executive, Learning and Skills Council
- Ms Madeleine King, Further Education Funding Council and Learning and Skills Council
- Mr Roger McClure, Polytechnics and Colleges Funding Council and Further Education Funding Council
- Professor Sir David Melville, Chief Executive, Further Education Funding Council
- Ms Sarah Millett, Learning and Skills Council

- Professor Sir Howard Newby, Chief Executive, Higher Education Funding Council for England
- Ms Janet Ryland, Learning and Skills Council
- Dr John Selby, Higher Education Funding Council for England
- Ms Wendy Staples, Higher Education Funding Council for England
- Sir William Stubbs, Chief Executive, Polytechnics and Colleges Funding Council and Further Education Funding Council
- Mr Kevin Whitston, Higher Education Funding Council for England
- Mr Rob Wye, Learning and Skills Council.

Purpose of the interviews

The main purpose of these interviews was to elicit views on:

1. the rationale for a two-sector system of further and higher education in England
2. the relationships between sector bodies and how these were managed and conducted
3. the nature, responsibility and development of policy for higher education in further education colleges and further education in higher education establishments
4. the significance of these arrangements for widening participation in higher education and for progression within and between further and higher education.

Conduct of the interviews

Professor Gareth Parry conducted all the interviews face-to-face between February 2007 and September 2008. Each lasted between 90 minutes and two hours. Respondents were sent a letter identifying the areas for questions and discussion, in line with the four themes identified above. The balance of questions and themes varied according to the position of the interviewee and the time of their appointment.

Two enclosures were included in the letter: a summary of the main strands in the research project; and a note on the themes and protocols for interviews. Included in the latter was the level of confidentiality that would apply to all interviews in the reporting of interview material. In quoting from respondents, all such material would be anonymised unless there

was explicit agreement to quote directly. The two enclosures are reproduced at the end of this section.

All interviews but one were recorded and transcribed. Copies of transcriptions were sent to participants to enable them to check and verify the accuracy of the transcription. The transcriptions were read systematically to capture understandings, explanations and reflections on the core questions posed in the interview as well as to identify new spheres of interest and lines of thinking.

Copy of outline of project sent to interviewees

Universal Access and Dual Regimes of Further and Higher Education

A two-year study funded by the ESRC within its Teaching and Learning Research Programme (2006-08)

This is a study of the impact of a division between further and higher education on strategies to widen participation in English undergraduate education. It is based at the University of Sheffield and undertaken in collaboration with two further education colleges and two higher education institutions.

There are four strands to the research:

1. A study of the evolution and operation of sectors in post-compulsory education, including their rationales and relationships and their policy, funding and quality arrangements (led by Professor Gareth Parry)
2. A statistical study of the movement of students between further and higher education, including that within dual-sector and mixed-economy institutions as well as between further education colleges and higher education establishments (led by Professor Greg Brooks)
3. An examination of types of dual-sector and mixed-economy institutions, including their management, organisation and operation as well as their partnerships and networks (led by Dr David Smith)

4. An investigation of student transitions and transfers between levels three and four and between levels five and six in four partner institutions (led by Professor Ann-Marie Bathmaker).

Further information is available on the project website

(www.shef.ac.uk/education/furtherhigher/) and from the project secretary, Karen Kitchen (0114 222 8093).

Copy of project themes and protocols sent to interviewees



Universal Access and Dual Regimes of Further and Higher Education

Themes and protocols for interviews on the evolution and operation of sectors in post-compulsory education

Interviews will expect to address some or all of the following themes and questions:

- What was the rationale for the reform of sectors in the 1988 Education Reform Act and how did this impact on higher education in further education colleges and further education in higher education institutions?
- How did the 1992 Further and Higher Education Act define the role of the further education and the higher education sectors it created, and how were relationships between the two sectors understood and conducted?
- Why did the report of the national committee of inquiry into higher education recommend a special mission for further education colleges in sub-degree undergraduate education, and how was this regarded by the sector bodies and their institutions?
- Why did the 2000 Learning and Skills Act preserve a separation between the higher education sector and the rest of post-compulsory education and training?

- Is the current division of the post-compulsory system into two sectors fit for purpose and how might it change?

The main aim of the interviews is to understand the evolution, purpose and operation of sectors in the English post-secondary system and to assess the impact of this division on efforts to expand participation in undergraduate education.

Protocols governing the research and its reporting

This statement is concerned with how the research will be conducted, including confidentiality and ethical issues.

As for the whole project, this strand of the research will be conducted in accordance with the Ethical Guidelines for Educational Research set down by the British Educational Research Association (www.bera.ac.uk/publications/guides.php).

To explore these themes we will conduct formal face-to-face interviews with those in senior positions in sector bodies and government departments at various times over this period.

Interviews will normally be conducted by Professor Gareth Parry and they will be expected to last for around ninety minutes.

We would ask that you consent to the interview being recorded using a cassette or disk recorder. The information recorded may be transcribed under strict rules of confidentiality. Transcribed interviews will be sent to participants to enable them to check and verify the accuracy of the transcription.

An important part of this process is the level of confidentiality that would apply to all interviews in the reporting of interview material. While we would wish to quote extensively from our respondents, all such quotes will be anonymised unless there is explicit agreement to quote directly.

Copies of this statement will be made available to participants prior to interview. Interviews will be conducted only where the participant agrees to proceed on the terms indicated in this statement.

Contact details

Professor Gareth Parry,
School of Education,
University of Sheffield,
Sheffield S10 2JA,
United Kingdom

Telephone: +44 (0) 114 222 8101

Fax: +44 (0) 114 222 8087

E-mail: g.w.parry@sheffield.ac.uk

Project secretary: Karen Kitchen

Telephone: + 44 (0) 114 222 8093

E-mail: k.kitchen@sheffield.ac.uk

Project web address:

www.shef.ac.uk/education/furtherhigher/

3. Statistical Studies

Outline

Data sources

Data limitations

Assumptions/decisions

Other data

Data cleaning

Method

Note on inability to compare data with another TLRP project on widening participation

Data sources

The first task was to examine the data that we would use for the project.

The data analysis made use of the package SPSS (Statistical Package for the Social Sciences). Most of the data were already in the SPSS format and the rest were easily transferred to this format.

We had access to data from the Learning and Skills Council (LSC), which is “responsible for planning and funding high quality education and training for everyone in England other than those in universities”. Their files contained:

- ILRs (Individual Learner Records) for all learners who enrolled at Colleges of Further Educations (including Sixth Form Colleges) – we refer to these collectively as ‘FECs’. The ILRs are, however, organised in terms of learning aims rather than individuals
- Aims files for FE and HE
- LAD (Learning Aims Database)

for the academic years 1998/99 to 2005/06 inclusive.

The LAD contains information on each course that could be taken and recorded on the ILR. There is a LAD for every year of the ILR, and each has around 90,000 qualifications.

We were familiar with LSC data from several previous projects. However, we needed to investigate the HE side of the datasets and understand how they related to data from the Higher Education Statistics Agency (HESA), which is the official agency for the collection, analysis and dissemination of quantitative information about higher education.

We received data originating from HESA from the Higher Education Funding Council for England (HEFCE) which “distributes public money for teaching and research to universities and colleges”. These files contained learning aims for:

- Students completing or due to complete a Level 3 learning aim in Higher Education Institutions (HEIs) in 2003/04 (FE finishes)
- Students starting a Higher Education course in 2004/05 and 2005/06 (HE starts).

HEFCE also supplied a file (created by them) which provided unique IDs for all students in the Learning and Skills sector for academic years 1998/99-2005/06. We needed this in order to be able to identify individuals within the datasets supplied by LSC.

An initial test file was sent, in order for us to understand the structure of the data. We engaged with HEFCE in an iterative process and they were extremely helpful with data support. After we fully understood the various issues we obtained the full data mentioned above.

The HESA data contain information on students registered at HEIs, including those franchised to FECs. However, this does not include usually students directly registered for HE courses with FECs – this information comes from the LSC data.

The unique student IDs were created by HEFCE and cross over both the LSC and the HESA datasets, allowing us to identify students moving between the two types of institution. HEFCE have spent several years developing this file using a technique called “fuzzy matching” which uses variables such as date of birth, home post code and ethnicity to identify individuals. Their program to do this (which is run using the SAS statistical package) takes about 2 days to run. Without this code we would have been unable to complete the quantitative part of the project because we would not have been able to track individuals from level 3 to levels 4, 5 or higher. However, the ‘unique’ IDs are not 100% foolproof, and one of the conditions of our having access to them was to point out any anomalies. We did find some IDs with multiple records (which clearly were not the same person), which we flagged to HEFCE, but this was a minor problem.

Other data files within the LSC umbrella were examined, namely Work Based Learning (WBL), Adult and Community Learning (ACL) and Ufi (University for Industry). HEFCE do

not have unique IDs set up for these streams, so identifying individuals relies on the internal LSC student codes, which are not necessarily the same for the same student within a particular institution and certainly not the same for any student who studies at more than one institution. Because of the impossibility of identifying individuals within these datasets we confined our analyses to the LSC data on FECs – but this is in any case by far the largest of the sectors.

Data limitations

A dialogue with a colleague at HEFCE was set up early in the project; this colleague has supported us with the HESA data and in some cases given advice on the LSC data.

However, on the LSC side, support for data queries/problems was limited. An LSC officer told us a few months after a meeting with GB, AMB and SR:

In addition, at the meeting we had with Greg ... we agreed that the time LSC staff could spend answering queries would unfortunately be limited, if at all possible. The data team have raised a concern that the number of queries has become more frequent. I have endorsed [my colleague's] commitment to ensuring [you] have access to the data that is required for research projects, but we do have limited resource to deal with queries around the data once it's been released - especially around the older years' data sets.

We met with the data manager at a neighbouring institution to talk about how they collected the data that goes into the ILR. The following points came out of this dialogue:

- The ILR data go through quality control and a series of validations for each variable and also many combinations of variables; this is a very big job for each college. If any of the validations fail, the data are submitted to the LSC. The college will then have to look into what the problems are. This is a full-time job all year round. Usually, for part of the year, two years of ILR data are being worked on at the same time. The onus is on the college to sort out the problems because they need to get all students enrolled onto the ILR so as to obtain the funding. LSC has drawn attention in some cases in the past to a small number of fields which have a higher than expected number of 'Not knowns'.
- The data manager told us:

If I were to summarise, it would be to say that ILR data is comprehensively validated and, until recently, subject to rigorous external audit to ensure that it is fit for the core purposes, particularly for claiming funding and reporting success. There were some high profile cases in the '90s where that may not

have been the case, but they were even then highly exceptional and the tightening up which followed means that there is now no reason to doubt the validity of the data. If there ever were any wider issues they would be to do with completeness or timeliness, not fundamental accuracy. Even there, the issues would be marginal, not general. There continues to be an external audit, funded by LSC, to confirm learner existence and eligibility for LSC funding. Problems arise, however, when we try to use the data for purposes for which it was not designed. The ILR data is complex and the rules are very specific to ensure that it is fit for its specific purpose, but don't always translate into everyday understanding. For example, your query about durations: if you are using {Actual end date} minus {Start date}, then you will be seeing learners who withdrew part way through the course – we are required to record their date of last attendance as the Actual end date. Once more, this is just me speculating, and I would need to see the data to have more of an understanding.

- LAD is not totally reliable: there are various missing/unknown codes where the LSC has not allocated a level or does not know a level.
- The framework for allocating a course to a LAD code is that the lecturers or team managers for a subject area will create a module, then try to allocate it to an existing LAD code. If a course has, say, changed slightly, there is a possibility that it will not have been updated on the LAD.
- Colleges can only use approved qualifications provided by approved awarding bodies; the only issue is being sure that the precise code used is correct, since in many cases there will be alternatives. In a very small number of cases colleges will be working with bodies such as the open college to create new qualifications. The open college will be responsible for initial approval and then submitting to QCA.
- Some outcomes/results of courses will not be on the file or up-to-date.

Both the HESA data and the HE data in the LSC datasets have a field that identifies Social Occupation Code (SOC). This is based on the occupation of the student or their parent(s). This would help us identify the background of the student. However, when examining this field for both files, we found that it was not filled in very often. As an example, for the 2004/05 HESA file of HE aims, approximately 85% of the field was blank, and for the ILR HE data for the same year approximately 90% of the records were blank. In the “Other Data” section we discuss alternative data sources.

Assumptions/decisions

The main aims of the statistical work were to (1) characterise the students arriving in higher education in 2004/05 and 2005/06; (2) look for people studying Level 3 (L3) qualifications

(A-levels and equivalent qualifications) and then track them into subsequent years, looking to see if they had started a HE course. For the second aim, it was decided to use the academic year 2003/04 as the base year for L3 qualifications and then search for those starting HE in the years 2004/05 and 2005/06. This was because our analyses needed to be as up-to-date as possible, but (1) 2005/06 was the latest year for which we had HE entry data; (2) we needed to analyse two years of HE entry data to allow for students taking a gap year or re-sits; (3) we therefore had to locate students finishing Level 3 courses in 2003/04.

Decisions then needed to be made regarding different aspects of the data. The assumptions and/or decisions made were:

- Who should be included in the base L3 population?
 - All those with a L3 qualification ending, or due to end, in the academic year 2003/04 (in the ILR there are two dates, actual end date and expected end date; where the actual end date was missing we used expected end date). We were interested in anyone finishing (or due to finish) a L3 course no matter what the outcome.
 - Should we eliminate those who were already doing or had already completed any HE course in the past? To do this we would have needed to re-extract the ILR data and also ask for a separate extract of the HESA data. It was therefore decided to leave the base L3 population as it is.
 - A small number of students (48) who were domiciled and completing a L3 learning aim in England in 2003/04 were then found to have moved out of England and started an HE course at FECs in 2004/05 or 2005/06. We removed them from the dataset.

- Double Counting (L3):
 - What should we do about people who appeared in both the HESA and ILR datasets at L3? It was decided to leave the duplicates in the HESA data and eliminate them from the ILR data.

- Allocation of L3 courses:
 - We allocated L3 courses from the ILR to categories by examining the Learning Aims Database (LAD) for L3 qualifications taken in 2003/04, and applied the same categories to L3 courses taken by students registered in HEIs. To do this, GP and SR sat in front of the LAD spreadsheet, looking at each course separately and making decisions on where a course should sit. The categories are:
 - A/A2/AS/IB level
 - AVCE Double Award
 - AVCE Single Award

- ASVCE
 - BTEC National Diploma
 - BTEC National Certificate
 - BTEC National Award
 - BTEC Advanced Award
 - Advanced GNVQ (including GNVQ/NVQ)
 - NVQ
 - Access Courses
 - Advanced Diplomas and Diplomas
 - Advanced Certificates and Certificates
 - City and Guilds
 - Coaching, Assessor and Teaching qualifications
 - Performance Arts qualifications
 - Other professional and vocational qualifications
 - Key Skills & Related Modules
 - Unitisation awards
 - National Open College Network Credits
 - Non-externally certified other provision
 - Progression Awards.
- Length of L3 courses:
 - We examined the 1,453,533 L3 learning aims from the ILR to look at length of course. The results are shown in the following table:

**Length of course defined by (end date – start date) using Level 3 aims
finishing in 03/04**

course length band

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-1.00	839	.1	.1	.1
	.00	22490	1.5	1.6	1.6
	2.00	22623	1.6	1.6	3.2
	3.00	38570	2.7	2.7	5.9
	4.00	148805	10.2	10.3	16.2
	5.00	146717	10.1	10.2	26.4
	6.00	912260	62.8	63.3	89.7
	7.00	141625	9.7	9.8	99.5
	8.00	7159	.5	.5	100.0
	Total	1441088	99.1	100.0	
Missing	System	12445	.9		
Total		1453533	100.0		

The key to the coding is as follows:

- -1 = start date after end date
 - 0 = start date and end date are the same (1 day course???)
 - 2 = 1 day to 7 days difference
 - 3 = 8 days to 4 weeks difference
 - 4 = 4 weeks to 3 months difference
 - 5 = 3 months to 6 months difference
 - 6 = 6 months to a year
 - 7 = 1 to 2 years
 - 8 = 2+ years
- As can be seen there were some very short courses. We investigated a subset of these courses (those who were “attending”, containing 1,369,239 aims).
 - We had 1,369,239 aims, 1,357,056 of which had non-missing end dates.
 - Looking at all providers, not one provider had more than 1% of the total number of aims.
 - By examining the 754 aims that had negative length, we found that just 9 colleges accounted for 32% of these. In contrast the same 9 colleges represented 4% of the total aims.
 - Similarly, when we examined the 14,398 aims that were 1 day in length, we found that 8 colleges accounted for 35% of these. Again the same 8 colleges represented 3% of the total aims.

- For lengths between 1 day and 1 week (18,852 aims), 10 colleges accounted for 34% of these. Again the same 10 colleges represented 3% of the total aims.
 - There is obviously something about the data collection strategy of the colleges involved that has caused them to account for so many of these short courses. A project just on this aspect could be instigated and we could have investigated in more detail, but we decided to keep all these as “real” aims. The possibility of people doing retakes and not actually attending the whole course, for instance, could account for a lot of short courses.
- Categorisation of Further Education Colleges:
 - Based on the L3 population for 2003/04, we decided to use the following categories:
 1. General FE + Tertiary
 2. Specialist colleges (Art & Design and PA, Land Based, Adult Education)
 - grouped together and separately
 3. Sixth Form Colleges
 4. Other
 - We initially only had the 2004/05 definitions for the categories but late in the project received (via a contact in DIUS) the 2003/04 definitions, on which the above are based.
- Age-group categories for the analysis. It was decided to go with 6 categories:
 - 20 and under
 - 21-30
 - 31-40
 - 41-50
 - 51-59
 - 60+
- How do we define HE in the ILRs?
 - HEFCE’s definition: “Our usual definition of HE (in a broad sense) are those courses marked as A_ENGLEV = 'H' or A_NOTION in ('4','5','H'). So normally on the N/A's if they weren't marked as A_ENGLEV = 'H' then we would consider them to be non-HE.”
 - DIUS contact’s definition: “I’ve encountered 2 definitions of HE:
 - Anything at level 4 or above - other variables which might help are a_nvqlev and a_notlv2
 - Anything funded by HEFCE (or eligible) - A11A and A11B will help here.”

- For previous work we had used definitions from the LAD, having been told that (for *Skills for Life* variables) the codes on the full ILR were unreliable. Therefore we decided to adopt the same policy. The decision was to define HE by when Notional NVQ Level is 4, 5 or “H” or, when level is missing (for whatever reason), then where FE/HE indicator is “HE”. This, also, was checked with our IT contact at a neighbouring institution.
- For HE qualifications, we used “starts” in academic year, not “results” or “achievements” as some of these are missing from the databases.
- We categorised the HE courses on the ILRs using the 2004/05 and 2005/06 LADs:
 - PG Degree
 - PGD/C
 - PGCE
 - UG Bachelors
 - Foundation Degree
 - HND
 - HNC
 - DipHE
 - CertHE
 - Other HE
 - NVQ
- We categorised HE courses in HEIs in a slightly different way:
 - PG Degree
 - PGD/C
 - PGCE
 - PG Professional (institutional credits)
 - UG Bachelors
 - Foundation Degree
 - HND
 - HNC
 - DipHE
 - CertHE
 - UG Professional (institutional credits)

- GP categorised the HE institutions based on the names of institutions in 2004/05 (some names will have changed in 2005/06) based on seven categories (following Tight 2007):
 - Old universities (pre-1992)
 - Component parts of the University of London
 - New universities (designated in 1992 and 1993)
 - “New” new universities (designated since 2003)
 - Multi-faculty higher education colleges
 - Specialist higher education colleges
 - Open University

- We kept the OU separate in many of the analyses.

- Franchised HE students:
 - For those registered with HEIs we were able to identify (from the HESA data) those with any element of franchising, however small.
 - For those registered at FECs we were able to identify (from the ILRs) only those students receiving more than 50% of teaching at another institution. We were not able to identify those receiving less than 50% of teaching at another institution.
 - Therefore to be consistent we classified as ‘franchised HE students’ those in both datasets receiving more than 50% of teaching at another institution.

- Double Counting (HE):
 - What should we do about people who appeared in both the HESA and ILR datasets at HE level?
 - For HE also it was decided to keep them in the HESA data, but to pay attention to the location of study (including partly franchised) in future analyses.

Data cleaning

This section contains an audit of how the data files were cleaned, and in doing so shows how for some stages we can quantify the amount of data we lost in going from learning aims to individual students, for the various populations that we were interested in.

- Start with Aims files (both HESA and ILR).
- Extract:

- 03/04 Finishing Level 3: Individuals
- 04/05 and 05/06 Starting HE: Individuals

We were only interested in students domiciled in England. The ILRs contained some domiciled elsewhere, so we deleted them. For the HESA data we requested the files with only English-domiciled students.

- Deriving L3 FEC Population 03/04
 - ILR file had 9,304,916 aims
 - 8,612,657 had actual end dates in 03/04 or had no actual end date but were due to end in 03/04 (we may miss some relevant records due to missing/wrong dates)
 - 8,595,083 had an LAD entry for course (some missing may be L3)
 - 1,489,763 were Level 3 aims (1,819,708 N/A or not known, some of which could in theory be L3).
 - 1,474,392 had unique HEFCE IDs
 - 1,453,533 domiciled in England
 - This represented 727,437 individuals (for those with more than one level 3 aim, the highest one from the 22 ordered categories above was selected)
 - 854 were also in HESA L3 database, leaving 726,583.

- Deriving L3 HEI Population 03/04
 - HESA file had 95,568 aims
 - 95,311 had LAD record for the course
 - 18,509 were Level 3 aims (24,900 N/A or not known)
 - 18,389 had a unique HEFCE ID
 - 15,443 individuals.

- Deriving HE FEC Population 04/05
 - ILR file had 9,189,702 aims
 - 8,483,345 had start dates in 04/05
 - 8,311,805 domiciled in England
 - 108,353 were HE aims
 - 107,612 had unique HEFCE IDs
 - This represented 96,198 individuals
 - 6,409 were also in HESA database, leaving 89,789.

- Deriving HE HEI Population 04/05
 - HESA file had 680,784 aims
 - 659,631 had unique HEFCE IDs
 - 638,271 individuals.

- Deriving HE FEC Population 05/06
 - ILR file had 8,396,503 aims
 - 7,694,631 had start dates in 05/06
 - 7,535,580 domiciled in England
 - 105,905 were HE aims
 - 104,049 had unique HEFCE IDs
 - This represented 91,921 individuals
 - 6,651 were also in HESA 05/06 starts database, leaving 85,270 in FEC population.

- Deriving HE HEI Population 05/06
 - HESA file had 720,426 aims
 - 695,802 had unique HEFCE IDs
 - 674,393 individuals.

Did these figures match with published/official figures? We ran the HESA figures past HEFCE and they had no objections to them.

Other data

Additional ILR data from alternative sources to the LSC:

- DIUS supplied us with definitions of types of college for the FECs in the ILR for 03/04 and 04/05 (we were able to access the 05/06 definitions from the LSC but nothing before).

- Postcode-based information as a measure of background/social class:
 - Neither the HESA dataset nor the ILRs contain a reliable indication of individuals' social class, yet this is obviously a variable of considerable relevance to this project and especially to the statistical analyses.

- HEFCE derived measures of participation rates in HE by postcode. There are two measures (both quotations are from the POLAR website):
 - 1) “based on the HE participation rates of people who were aged 18 between 2000 and 2004 and entered a HE course in a UK higher education institution or GB further education college, aged 18 or 19, between academic years 2000-01 and 2005-06”
 - 2) “Quintiles based on the proportion of HE-qualified adults (POLAR2): The widening participation widening access funding method also uses a classification of areas that is based on the proportion of HE-qualified adults in an area. In this case 2001 Census Area Statistics wards are ranked by the proportion of people aged 16-74 reported as holding a HE qualification in the 2001 Census (Key Statistics Table 13). Like POLAR2, this classification is reported as five quintiles – each representing 20 per cent of the adult population – from ‘1’ (those areas with the lowest proportions of HE-qualified adults) to ‘5’ (those areas with the highest proportions of HE-qualified adults). Although not part of the new young participation results, this classification is included in these files to support its use in the funding allocations. Census output is Crown copyright and is reproduced with the permission of the Controller of HMSO and the Queen’s Printer for Scotland (Source: 2001 Census; Key Statistics).”

- From a University of Sheffield colleague we obtained postcode information based on updated census information, namely SEC, ethnicity and the Index of Multiple Deprivation (the explanation that follows is from Communities and Local Government website):

The ID2004 are measures of deprivation for every Super Output Area (lower layer) and local authority area in England. Separate Indices at SOA level are provided for each of the seven domains of deprivation (Income, Employment, Health deprivation and Disability, Education Skills and Training, Barriers to Housing and Services, Crime, the Living Environment). This allows all 32,482 SOAs to be ranked according to how deprived they are relative to each other. This information is then brought together into one overall Index of Multiple Deprivation 2004 (IMD2004). There are also two supplementary Indices, the Income Deprivation Affecting Children Index (IDAC) and the Income Deprivation Affecting Older People Index (IDAOP).

- The deficiencies in both the ILR and HESA datasets in identifying a social class/background variable led us to use these alternative measures above. This is not ideal as the measures are at an aggregated level, but they do give an indication of backgrounds within the geographic areas from which students originate.

- The postcode that is used to identify the student in the ILR is the “home postcode”. There are two other postcodes on the database, “current postcode” and “delivery location postcode”. We used “home postcode” as this best identifies the background of the student. We use this for the HESA data too.

There are some invalid or missing postcodes and some postcodes which are based in Scotland or other countries even though the “country of domicile” is England. When performing any analysis using these measures we therefore lost a few more records. For example for the 05/06 HE HESA file we lost 22,265 of the 674,393 records.

Method

- Base population for the characterisation of the student body was those domiciled in England and entering higher education in 2004/05 and 2005/06.
- Base population for the analysis of transfer into HE is those individuals finishing or due to finish a L3 qualification in 03/04.
- Look for individuals (using HEFCE’s unique id) starting an HE aim in 04/05 and, if not found, look again in 05/06.
- Therefore we have 8 possible “routes”:
 - FE in FE (03/04) to HE in FE (04/05)
 - FE in FE (03/04) to HE in HE (04/05)
 - FE in HE (03/04) to HE in FE (04/05)
 - FE in HE (03/04) to HE in HE (04/05)
 - FE in FE (03/04) to HE in FE (05/06)
 - FE in FE (03/04) to HE in HE (05/06)
 - FE in HE (03/04) to HE in FE (05/06)
 - FE in HE (03/04) to HE in HE (05/06)
- The first step was to find the total number of people who moved between the eight categories above.
- For the HE classification we first examined the numbers in terms of where the student was registered, and we were able to split out the OU and franchised students (see the chart in the “results” section).
- We were then able to examine the numbers based on where the student was studying (rather than registered). As spelt out in the assumptions/decisions section, the ILR and HESA files record this slightly differently and consequently we adopted the (fixed) ILR definition of ‘franchised’ as more than 50% of teaching being in another institution. We could have been more flexible with the HESA data as we had the actual proportion of time spent in another institution as one of the variables, but we could not have another definition for the ILR, so used the same for both.
- We produced transfer rates (numbers and proportions) of people finishing L3 in 03/04 and going on to study in HE in 04/05 or 05/06. At this point we combined the ‘entry’ data for 04/05 and 05/06, thus giving four main ‘routes’ from FE to HE.

- Analysis of the numbers transferring was also carried out against two measures of social background, using the data from the census (from our Sheffield colleague) and the POLAR2 classifications from HEFCE. Within this analysis we distinguished categories and some subcategories of FE College.
- We looked into the possibility of comparing our findings with those from the sibling widening participation project led by Anna Vignoles (see next section).

Note on inability to compare data with another TLRP project on widening participation

The main focus of the quantitative strand of the FurtherHigher project was on the students who completed (or were due to complete) a Level 3 learning aim in FE at the end of academic year 2003/04. The cohort of young people studied by the sibling project run by Anna Vignoles at IoE were also due to complete their A-Levels, etc., at the same point. It was therefore logical for us to ask whether we could compare some of our findings with theirs.

This note is, unfortunately, an explanation of why this hope was dashed.

First we had to establish exactly where our two samples did and did not overlap:

- The FurtherHigher sample covered all students of whatever age completing a L3 learning aim, and therefore a much wider age-range than the Vignoles cohort, but we were able to separate out within our sample all and only the students within it who had dates of birth within the same range as the Vignoles sample, namely 1/9/85-31/8/86.
- Our analyses were based on the LSC's ILR database for FE, and therefore contained only students who completed their L3 learning aims within FE; by definition (because the LSC does not fund school sixth forms) the ILRs contain no information on students in school sixth forms.
- However, the Vignoles study did have access to the 'KS5' (= age 18) achievements of all the young people in their cohort, both in school sixth forms and FE.

In theory, therefore, we might have been able to do parallel analyses of the FE students in both datasets in order to cross-check our findings, and then compare the FE students with those in school sixth forms in terms of rates of transition to HE. We investigated this possibility in some detail – Anna Vignoles and colleagues kindly made details of their dataset available for this purpose – but came up against an insuperable obstacle: the data in the ILRs and in the Vignoles study dataset differ in such a way that they cannot be compared, and there is no way of obtaining data that can be compared:

- The ILRs are based on learning aims, and do not record examination passes.
- The Vignoles study dataset records examination passes, and contains no information on learning aims.
- The DCSF/DIUS databases from which the Vignoles study dataset is derived similarly contain no information on learning aims.

Therefore the hoped-for comparative analyses could not be carried out.

The results of such analyses would have been of considerable interest (to answer such questions as ‘What are the rates of transition to HE of young people who have embarked on different ‘KS5’ courses of study?’). We can only conclude this note by recommending that policy-makers consider how the obstacle we encountered can be overcome in future by modifying the forms of data that are gathered by central government and arms-length agencies.

Acknowledgements

- HEFCE (Mark Gittoes): provided HESA data, Unique IDs for students across LSC and HESA databases data, and support on the data provided.
- DIUS (Department for Innovation, Universities and Skills), FE Data and Analysis Unit: provided FEC categories and some advice on HE identification in ILR.
- LSC and then its privatised section, XANSA, provided ILR data.
- University of Sheffield, ICOSS, GIS Laboratory (Robin Smith): provided us with postcode-based proxies for social class.
- A member of staff at a neighbouring institution: provided background information on the creation of ILRs.
- Anna Vignoles and colleagues: provided data from the TLRP project on widening participation project which she directed.

4. Organisational Studies

Background

The organisational strand of the research analysed different types of dual-sector and mixed-economy institutions, including their management, organisation and operation, as well as their partnership networks. The research explored the impact of the continuing division of English tertiary education into two separate sectors, the changing orientations of institutions to the boundary between them and the implications for widening participation strategies.

The aim was to produce a set of robust and detailed portraits of institutional types within dual regimes of FE and HE. These were developed not merely in terms of descriptions of particular institutions but through a critical examination of a series of institutional case studies. Taking an institutional and problem-oriented approach, each case study explored the rationales for organisational configurations, missions and strategies. Approaches to widening participation strategies were considered as part of this framework.

Data collection

The evidence base comprised a combination of interviews and documentary analysis to enable a critical examination of the case study institutions. In-depth interviews with both chief and second tier executives (normally the Director of HE or equivalent) in each case site institution formed the core element of the institutional case studies. Several institutions had more complex operating structures, and where appropriate we also sought interviews with senior colleagues responsible for separate or associated sites.

The focus on the senior leadership is justified on the basis of their formal responsibilities for developing and implementing institutional strategies. It was assumed they were those who in institutional terms ‘know the score’ (Selznick 1953: 249). As corporate actors they hold responsibilities to the governing body for ‘real’ decisions and for carrying them out.¹ They are in effect informed participants who are best placed to explain the rationales behind, and significance of, institutional vision, mission and strategies.

¹ Though we recognise that, from Bourdieu’s perspective, position-takings also reflect a ‘quasi-mechanical’ element that occurs semi-independently of agents-actors in the field (Bourdieu 1993: 59).

The participants were invited to present their own accounts of why their institution engaged in both FE and HE, how these encounters are rationalised and organized and with what consequences in terms of operating across the terrain of two separate sectors. Particular attention was paid to the place and significance of widening participation in each institution. However, the intention was to locate this phenomenon within a broader understanding of institutional position-taking, identity and image, and to tease out the significance of being dual-sector in orientation and disposition.

The interview data were to be supplemented by analysis of institutional documentation and other policy data. These included a combination of publicly available materials (web-site and other printed documents) and unpublished corporate planning documents wherever these could be made available. However, narrative inquiry was at the heart of the research. The aim was to enable participants to describe institutional events and ideas from their own perspectives and experiences.

This approach maximised opportunities to gather a series of personal accounts or stories of institutional life. These would form the basis of a series of institutional narratives that would be analysed in order to interpret and re-present grounded case study perspectives on how institutions position themselves in relation to dual regimes of FE and HE. Although these accounts would be based on the voice of the participants, the case studies would reflect the significance of institutional place, temporality and the social practice of executive leadership (Clandinin and Connelly 2006).

Whilst we were clear that our in-depth interviews should aim to illuminate and understand institutional life from the participants' own perspectives, we were also conscious of the desirability of achieving some consistency across the case studies. To facilitate this we decided to use interview schedules lightly structured around a common set of research themes:

- The influence of being a mixed-economy institution on organizational and management models – to include an exploration of how arrangements are integrated as well as its spatial configurations
- Challenges posed by being involved with both FE and HE – in terms of integration, governance and management
- The evolution and strategic considerations behind becoming (and maintaining or changing) mixed-economy status – the added value, opportunities, constraints

- Transitions between sectors (where this has occurred) – the rationale for and impact of changes
- Assessment of having FE and HE together – the success factors that enhance activity; obstacles and challenges
- Recent trends and future directions for mixed-economy institutions.

These themes required sensitive handling according to context and confidentiality in each of the case sites. However, the presence of the themes was designed to guide attention to the core purposes of the interviews in relation to our broader research questions.

Conduct of the research

The research was conducted according to advice contained in the then current BERA *Revised Ethical Guidelines for Educational Research and Good Practice on Educational Research Writing*. Prior to visits respondents were sent a statement providing a brief outline of how the research would be conducted and setting out the project commitment to confidentiality and ethical issues. They were also sent copies of the indicative interview themes and asked to consent to taking part in a semi-structured interview lasting approximately one hour, the interview to be recorded using a cassette or disk recorder.²

An important part of this process was the level of confidentiality applied to all interviews in the reporting process. Information recorded was transcribed under strict rules of confidentiality. The intention was to be able to quote extensively from respondents, since their experiences and opinions were to build a key part of the evidence base. However, assurances were provided that quotes would be anonymised (unless there was explicit agreement to quote directly). Interviews were conducted only where the participants agreed to proceed on the terms indicated.

Case sites – coverage and selection rationales

The research was designed to extend the in-depth micro-level explorations of the four ‘partner’ FE/HE institutions (see working paper 2). These institutions reflected an emerging typology of organisational forms in dual-sector regimes. Each represented an exemplar of four different trajectories and characteristics in relation to the provision of FHE environments:

- A. *Southleigh University*: an HEI extended through merger with FE Colleges to provide both HE and FE

² In practice many interviews were of longer duration than one hour.

- B. *Citygate College*: an HE College (HEC) recently transferred from specialist FE provider but with a long history of offering HE and FE
- C. *Northgreen College*: a large federal FE College predominantly focused on FE provision but with selective extension into HE
- D. *East Heath College*: an FE College offering separated HE and FE and restructuring or decoupling into distinct HE and FE entities.

Initial interviewing took place in these partner institutions. The aim was not merely to test and refine the interview themes but to reflect and locate some of the emerging findings from the on-going work derived from the fieldwork studies with staff and students in terms of organisational rationales. However, we also wanted to extend the opportunities for analytical linkages across the meta-, meso- and micro-levels of the research to a wider, though lighter touch, set of case studies.

The original design envisaged conducting a questionnaire survey designed to collect wider data on the scale, shape and spread of organizational arrangements/activity. However, consultations with representatives of dual-sector institutions and other expert advisors suggested that the sector would not be in a position to supply sufficiently robust or detailed evidence in response to this method.

In the light of this we decided to proceed with a second phase of case studies in six selected English colleges.³ The additional six case sites were selected through a deliberative process designed to capture a range of characteristics found across the English population of dual-sector providers⁴ and further develop the typology above. These included institutional type and size, the type of funding and number of partnerships, and organizational configuration, as well as a reasonable regional spread that would include urban/rural exemplars.

The case sites were similar to each other in the important respect that they were all dual-sector institutions providing both further and higher education. However, they were also selected to reflect the asymmetries between institutions in the field arising from differences in organisational sizes, shapes and forms, their directions of change and their institutional

³ An opportunity also arose to discuss insights derived from the English empirical work through interviews with senior leaders in an Australian dual-sector institution.

⁴ That is, those institutions offering both FE and HE drawn from the population of the current statutory FE College sector comprising approximately 250 General Further Education Colleges (GFECs); 50 Tertiary Colleges; 22 Specialist Colleges; and 16 Specialist Designated Institutions. For our purposes, sixth form colleges (c.100) were not included in this population. For further information on this population and its institutional types see Foster (2005) Appendix 1.

characters or identities. Although not intended as a statistically representative sample of the sector, we are confident that they do capture some of the key distinguishing characteristics of institutional types and organizational forms. Table 1 below presents the main distinguishing characteristics of the final selection of case sites.⁵

The combined evidence from the case-study institutions will enable further reflection on the policy commentaries on the English dual-sector experience, the outcomes of the statistical analysis of national data sets (including earlier studies of indirect funding agreements and HEI-FEC partnership arrangements), and the detailed longitudinal studies of students and staffs in the four partner dual-sector organizations.

References

Bourdieu, P. (1993) *The field of cultural production: essays on art and literature*, edited and introduced by Randal Johnson. Cambridge: Polity Press.

Clandinin, D. J. and Connelly, F.M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass.

Foster, A. (2005) *Realising the Potential. A review of the future role of further education colleges*. London: DfES.

Selznick, P. (1953) *TVA and the Grass Roots. A Study in the Sociology of Formal Organization*. Berkley and Los Angeles, CA: University of California Press.

⁵ We would like to acknowledge the contribution of Anne Thompson to the design, scope and collection of the data presented in Table 1 as well as the selection of the case study institutions.

Table 1: Case site institutions

For footnotes see following page

Case Site	Institution	Sector and type	FECs HE headcount 2005/06 ⁱ	Learner numbers 2005/06 (k) ⁱⁱ	HEFCE direct funding (£m) ⁱⁱⁱ	Number of partnerships		Selection rationale	Other comments	No. of interviews
						Funding ^{iv}	Validation ^v			
1	Southleigh University	HE Uni	N/a	Band 4	Band 5	6	6	A dual-sector HEI with University status	Merger as a route to dual-sector status	3
2	Citygate College	HE HEC	N/a	Information not available	Band 4	0	1 ^{vi}	Specialist provider located administratively in HE with direct funding and continuing FE provision	Transfer from FE to HE sector	2
3	Northgreen College	FE GFEC	Band 2 (Medium)	Band 5	Band 2	0	1 plus Edexcel	A large institution with a federal structure and close ties to local HE partner	Although a 'medium' provider of HE, this is a large FE College with a small proportion of HE to FE	6
4	East Heath College	FE GFEC	Band 3 (large)	Band 3	Band 4	0	1	An institution that had decided to decouple its FE and HE	A college with a strategy of decoupling and transfer through formal separation of HE from FE	3
5	Haleoak College	FE GFEC	Band 2 (medium)	Band 4	Band 1	3	3 plus Edexcel	Large GFEC with small direct HE funding	Promotes HE as non-intimidating environment (in a metropolis with many HEIs)	3
6	Greenton College	FE GFEC	Band 2 (medium)	Band 4	Band 2	Consortia and 1 franchise	4 plus Edexcel	Different partnership model	A funding partnership among co-located FE Colleges	2
7	Churchtown College	FE Specialist	Band 3 (large)	Band 2	Band 3	1	2 plus Edexcel	Direct HE funding with rural, land based focus. Comparison for other	Rural in location and focus but also includes wider range of other	2

Case Site	Institution	Sector and type	FECs HE headcount 2005/06 ⁱ	Learner numbers 2005/06 (k) ⁱⁱ	HEFCE direct funding (£m) ⁱⁱⁱ	Number of partnerships		Selection rationale	Other comments	No. of interviews
						Funding ^{iv}	Validation ^v			
								specialist models	provision including ITT	
8	Pirrmill Bay College	FE Specialist	Band 2 (medium)	Band 1	Band 1	1	1	Art and design, large franchise partnership	Changing from partnership to direct funding	2
9	Whiting College	FE GFEC	Band 3 (large)	Band 4	Band 2	5	5 plus Edexcel	Large mixed economy college	Seeking HE centre, reducing partnerships	2
10	Glaister College	FE GFEC	Band 2 (medium)	Band 3	Band 1	1	3 plus Edexcel	Medium GFEC with 'technical' college background		2
11	Ballivain University	HE Dual-sector	N/a	N/a	N/a	N/a	N/a	Australian university with designated dual-sector status	Strong TAFE and vocational orientation currently restructuring as part of new dual-sector strategy	5

ⁱ Three size bands were devised based on the amount of HEFCE funded provision (direct and indirect) by headcount within FE colleges: Band 1 (small) 1-199; Band 2 (medium) 200-899; Band 3 (large) 900 and over. Case study institutions based in the HE sector are not categorised. Data are from 2005-6 and taken from *Provision of higher education by location 2005/6* (2007/21). The figures for HE are only those for HEFCE funded provision; colleges have varying amounts of Non-prescribed HE funded by the LSC or by fees. In future HE strategies required by HEFCE will need to include NPHE.

ⁱⁱ LSC total learner numbers including non-funded. To preserve anonymity learner numbers are shown in five bands: Band 1 = under 2,000; Band 2 = 2,000-7,999; Band 3 = 8,000-14,999; Band 4 = 15,000-19,999; Band 5 = 20,000 or over. Source: <http://www.lsc.gov.uk/providers/Data/statistics/learner/KeyFacts.htm> Excel file *2005-06 FE learner numbers by Age Band* (July 2007) accessed 21.11.08

ⁱⁱⁱ To preserve anonymity direct funding is shown in five bands: Band 1 = under £1m; Band 2 = £1-1.99m; Band 3 = £2-4.99m; Band 4 = £5-9.99; Band 5 £10m or over. Data are for 2005/06 and taken from *Recurrent grants for 2005-6, final allocations, Annex B* (2005/43). The figure used is Total teaching.

^{iv} Funding partnership as franchise via an HEI or HEFCE funded consortium. For Southleigh University this shows franchising out to FECs.

^v Number of HEIs and Edexcel direct accreditation.

^{vi} The college did not have degree awarding powers.

5. Fieldwork Studies

Introduction: overview of institutional site studies

The FurtherHigher project included in-depth studies of four institutions and a total of 11 different qualification routes within those institutions. The aim of this part of the study was to examine how the boundary between further and higher education was experienced, mediated and managed by students and staff, and explored:

- different patterns of participation, progression and transfer for students of different backgrounds and for higher education in different locations;
- similarities and differences in the transitions experienced by students in each of the four partner institutions;
- understandings of the boundary between further and higher education, and its significance for teaching and learning.

The fieldwork in the four institutions included interviews with students, tutors and institutional managers, documentary analysis, and the collection of fieldwork observation records.

The fieldwork focused on two moments of transition for students: first, the move from study at level 3 in FE to HE study, and secondly, the move from two-year HE programmes to Bachelor degree study. This part of the study focused on the nature of the boundaries that may exist between FE and HE and between two-year HE programmes and the Bachelor degree, and how these boundaries were encountered, experienced and described by students and staff who moved between these zones.

The four institutions

The four institutions in the study were partners in the original proposal. Their agreement and support were secured and included in the submission for funding. The partnership agreement included the 'secondment' of a member of staff in each partner institution for one day per week to work as a research associate on the project. Funding for this secondment was included in the budget.

The institutions were chosen because they represented very different examples of institutions whose work included both FE and HE:

Northgreen Federal College: a large federal further education college, with its higher education linked to academic and vocational programmes at the further education levels and with a large access to higher education programme for adults;

East Heath College: a large provider of higher education in the further education sector that has organised its further and higher education into separate parts of the college with the intention of creating two independent organisations located in different sectors;

Citygate College: a specialist college that has recently moved from the further to the higher education sector, and which has courses from NVQ1 to postgraduate levels;

Southleigh University: a dual-sector university created by a merger with a large FE college, with campuses in three regional locations (the two most distant being about 20 miles apart), and a variety of partnerships with further education colleges and local schools.

Tables 1 and 2 summarise the FE and HE provision in each institution.

Table 1: FE provision in the four institutions

	NVQs	Broad vocational qualifications (e.g. BTEC National, AVCE)	A-levels	Access to HE	Comments
Southleigh University	✓	✓	✓	✓	
Citygate College	✓	✓	✓		Specialist provider, so range of subject areas is linked to specialist areas
East Heath College	✓	✓	✓	✓	
Northgreen Federal College	✓	✓	✓	✓	

Table 2: HE provision in the four institutions

	HNC/ HND	Foundation degrees	Bachelor degrees	Masters	Doctorates	Degree-awarding powers
Southleigh University	✓	✓	✓	✓	✓	Has degree-awarding powers
Citygate College	✓	✓	✓	✓		Gained degree-awarding powers in 2007. Will continue to award some degrees using local pre-1992 university
East Heath College	✓	✓	✓	✓		Degrees awarded by a local HEI (under an associate college agreement)
Northgreen Federal College	✓	✓				Runs programmes franchised by local HEI

Learning sites within the institutions

In order to examine the influence of sector separation on student transitions and aspects of learning and teaching, the fieldwork in the four partner institutions centred around small-scale longitudinal studies of full-time students at two points of transition:

- those moving from further education to higher education, either by remaining within the partner institution or by entering an HEI
- those moving from two-year undergraduate to Bachelor degree education, either by remaining in the partner institution or by entering an HEI.

In negotiation with senior managers in each institution, we identified 'learning sites' where we could gain access to students to participate in the study. For the FE/HE transitions, it was intended that each site would represent a different entry pathway or trajectory (A-level, AVCE, NVQ and Access). For the short-cycle/Bachelor degree transitions, the qualification route was either a Foundation degree or an HND. We hoped to find groups of students following the same subject within a particular qualification route, for example, the BTEC National in Health and Social Care at Citygate College, to enable us to focus not just on individual students, but to consider the learning sites in which they were studying and making

decisions about progression. These learning sites would also provide the basis for exploring the extent in practice of the links between FE and HE work in the four dual sector institutions.

We aimed to include one level 3 and one HE learning site in each institution (8 learning sites). Two more sites were added to the study, because two ESRC PhD students were attached to the project. A further (eleventh) site (the National Diploma in Business at East Heath College) was added because senior managers wished to know why there were so few (or no) transitions from this course to HE provision within the institution.

As part of the project we wanted to ensure that we gained access to at least some students making internal transitions, so we asked senior managers to identify courses where there were likely to be students who would stay within the same institution for their next stage of study.

However, in practice, it proved impossible to use clearly defined learning sites as the basis of our work, as shown in Tables 4 and 5. This was related to the difficulty of recruiting students who were likely to progress to HE and who were willing to participate in the study. As a result, level 3 art and design students at Southleigh University included two different design courses (3D Design and Photography), and HE Music Technology students at Southleigh University included students taking an FdSc and an HND at two different campuses. Access students from Northgreen College included students from four different Access subjects, taught at two geographical sites and in seven different groups.

Level 3 courses

Three different types of qualification route: broad, general vocational (AVCE and BTEC National), occupational (NVQ) and Access were included in the level 3 sample (see Table 3), but students taking A-levels were not included. A-level students were perhaps least likely to make internal transitions, but this route does represent a gap in the sample.

Table 3: The level 3 qualification routes included in the FurtherHigher Study

Sector	Institution	Level 3 qualification routes
HE	Southleigh University	Art and Design: BTEC National Diploma Photography and Multimedia BTEC National Diploma 3D Design
HE	Citygate College	BTEC National Diploma Health and Social Care NVQ Level 3 Advanced Food Preparation and Cooking
FE	East Heath College	BTEC National Diploma Sport BTEC National Diploma Business
FE	Northgreen Federal College	AVCE Health and Social Care Access to HE Black Access, Health Science, Humanities, Science

In Art and Design at Southleigh University there were two learning sites. Both were based at the Riverside Campus of the university, which was the campus with the majority of FE provision. Degree programmes in Photography/Media and 3D Design were offered at this campus, but in addition, a degree in Photography was also offered at the Greenbank campus of the university.

At Citygate College the BTEC National Health and Social Care provision was geared towards employment as much as towards higher education. The course was taught in what was considered to be the FE building, while degree-level provision was in the 'HE' building. Although the buildings were two minutes apart, this created a strong separation between the FE and HE provision.

The NVQ Advanced Food Preparation and Cooking at Citygate College was geared very much towards occupational training and preparation. Nevertheless, there were close links between all levels of provision in the area of food and culinary arts, because the same kitchens were used for practical work by all students, and the staff training students in the kitchens worked across different levels.

The two BTEC National programmes (Sport and Business) at East Heath College were both part of FE provision at the college, which was kept separate from HE provision. Staff in both

curriculum areas felt that there was a mismatch between their students’ goals and aspirations and the HE on offer at the college.

At Northgreen Federal College, the AVCE in Health and Social Care did not constitute one learning site. The AVCE was offered at three different campuses of the college. One of these campuses, the Peaks Centre, was run as a form of 6th form centre, while the other campuses were run as general FE.

Similarly, the Access to HE students Northgreen Federal College were not from one learning site. Access programmes were offered at three different campuses of Northgreen Federal College, in 13 different subjects. The students included in this study came from a number of different Access courses.

HE courses

The HE sample included both Foundation degrees and Higher National Diplomas (HND) – see Table 4. The four institutions were in the process of phasing out their HND provision and replacing it with Foundation degrees. At the time of the study, the two qualifications were not seen as alternative routes by the institutions, but represented the new or the old versions of a qualification route.

Table 4: The HE qualification routes included in the FurtherHigher Study

Sector	Institution	HE qualification routes
HE	Southleigh University	Music Technology: FdA Music Technology HND Music Technology
HE	Citygate College	FdSc Sports Therapy
FE	East Heath College	FdA Early Years
FE	Northgreen Federal College	HND in Fine Art, Graphic Design, Media Production, Travel and Tourism Management Foundation Degree Graphic Design Higher National Certificate in Business & Finance

Music Technology at Southleigh University consisted of two learning sites at different campuses of the university: the HND in Music Technology at Riverside, and the FdA in Music Technology at Greenbank. Initially it was intended to focus on the Riverside site, but very few students were recruited, so the study was extended to the parallel FdSc programme at the Greenbank Campus.

The FdSc Sports Therapy site at Citygate College was one of a limited number of similar courses nationally, geared towards training students for a career as Sports Therapists, with a small close-knit team of staff. The students on the course were all full-time students, who had a limited amount of practical work placement.

The FdA Early Years at East Heath College was one programme, run as a full-time course. However, students were expected to be in employment, with a required minimum number of hours per week, and they only attended one day a week at the college. The students were therefore more akin to day-release trainees than full-time students.

The HE students at Northgreen Federal College were drawn from a disparate range of courses. The courses in Art, Tourism and Business were run at the Rosham College campus. The Media Production and Graphic Design were run at the Asterthorpe College campus.

Student interviews

The aim of the interviews with students was to explore whether students perceived a boundary and difference between FE and HE study, and if so, how such boundaries were encountered, experienced and described by students as they made transitions.

The original intention in the project proposal was to follow 5 students in each learning site for just over a year, from an initial meeting before they moved on from their present course, to the completion of one year of the route to which they progressed.

It was intended to interview students at four points in their studies. For those moving from further education to higher education, this would be once at the end of the final year of further education-level study, twice in the first year of undergraduate study, and once at the beginning of the second year. For those moving from short-cycle to Bachelor undergraduate

education, this would be once at the end of the second year of short-cycle undergraduate study, twice in the following year of a Bachelor degree, and once at the beginning of the next year. Changes to the agreed budget for the project meant that the number of interviews was reduced to three, with the final interview being removed.

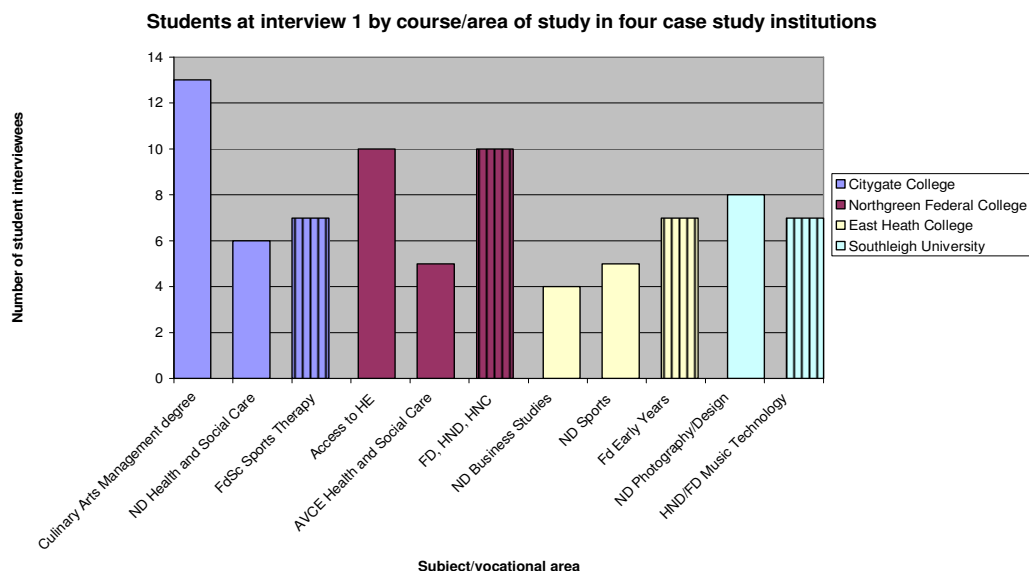
To allow for attrition during the year, the target was to recruit 10 students at the start of the fieldwork. The aim was also to recruit a student sample which was diverse in age, sex and socio-economic background. However, negotiations with institutions concerning access to students on courses meant that we were directed to particular courses, which affected the number of male and female students in the study (see below).

Once we had secured agreement at institutional level, we approached course tutors for their agreement to gain access to students. We then arranged to introduce the study to student groups, and to hand out a questionnaire which asked for student details and whether they were willing to participate in the study (see Appendix). We were dependent on how many volunteered to make any form of choice amongst the student sample possible. In practice, we had considerable difficulties in gaining access to sufficient students, and rather than selecting students to participate, a considerable amount of time was spent seeking out additional students to participate in the study. This included expanding the number of courses and groups from whom we sought students as explained earlier concerning learning sites.

In addition, we recruited some students just after (rather than before) they moved from one course of study to the next. This occurred with Music Technology students making 2-year/ Bachelor degree transitions at Southleigh University, because we were unable to gain access to students early enough in the term before they made a transition to form a viable number of participants. At Citygate College, we recruited students who were moving on to the degree in Culinary Arts Management (CAM) when they were on their introductory bridging programme.

Through these various means we were able to recruit the minimum target number of 5 students in every site except one (the National Diploma in Business Studies at East Heath College). We only succeeded in recruiting 10 students in three sites. Figure 1 shows the number of students that were recruited to the study in each of the different sites.

Figure 1: students recruited to the study by site/course studied



The total numbers of students recruited at the two different programme levels (level 3 FE and two-year HE programmes) in each institution are shown in Table 5.

Table 5: Number of interviewees by institution and level at interview 1

Institution	FE Level 3	HE 2- year
East Heath College	9	7
Northgreen Federal College	17	8
Southleigh University	8	7
Citygate College	19	7
Total	53	29

There were larger numbers of level 3 FE students in the Citygate College and Northgreen Federal College samples, because three areas of level 3 study were included rather than two. At East Heath College the level 3 sample remained small despite the inclusion of two different learning sites, because total student numbers in these sites were small.

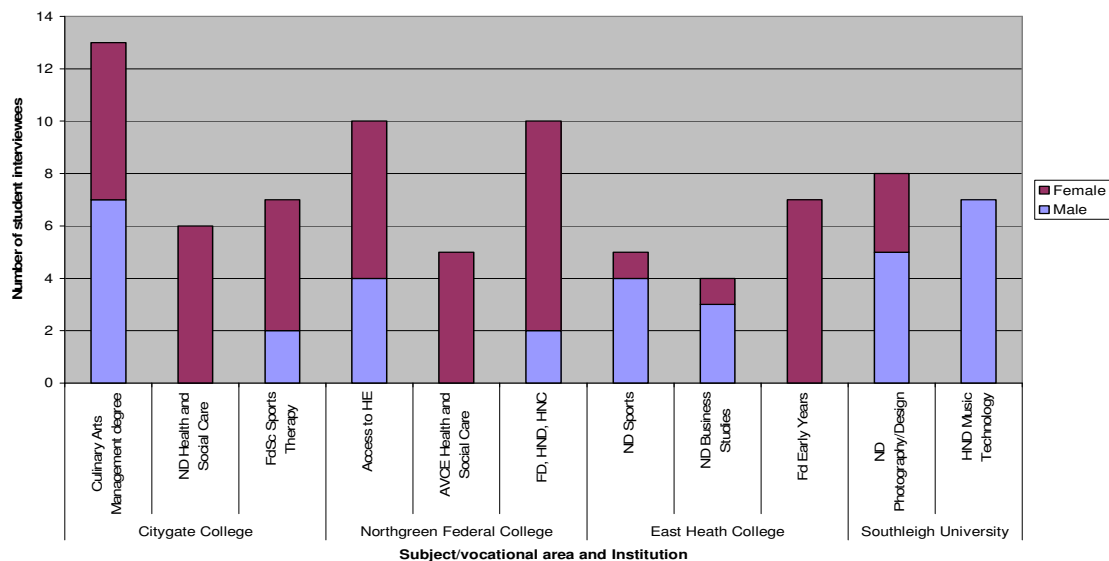
In total, 82 students were interviewed in the first sweep (at the point of transition), 68 in the second sweep (shortly after making a transition), and 58 in the final sweep (towards the end of the year after making a transition). Of the 82 students, 15 defined themselves as coming from a minority ethnic group, with the breakdown shown in Table 6. The remaining 67 students defined themselves as white.

Table 6: Ethnicity of minority students in the overall sample

Black	British Indian	British Pakistani	Mixed Race	Chinese
5	2	3	4	1

Of the 82 students, 48 were women and 34 were men. The ratio of women to men is a result of the courses that were included in the study, as shown in Figure 2. The chart is not only indicative of who was willing to participate in the study, but reflects gender patterns in the groups participating in these vocational and vocationally-related FE and HE programmes of study.

Figure 2: Gender breakdown of students recruited to study (shown by course/area of study in each institution)



All students were on full-time programmes, and those who intended to continue to study were planning to do so full-time.

Students who remained within the same institution, students who transferred to other institutions, and students who did not progress to higher education were included in the sample, though we actively sought to identify students likely to make internal transitions when seeking students to include in the study (with the exception of the National Diploma Business Studies students at East Heath College).

Interview schedules

Students were interviewed three times where possible, using an interview schedule at each interview (see appendices). The first interviews were planned to take place before students made the transition to their next phase of study (or in some cases before they left education). The second interviews were to take place during the first term/semester following transition, and the third and final interviews took place towards the end of the academic year following transition. In practice, adaptations had to be made to this planned schedule of interviews, particularly in relation to interview 1. In some cases, students were not recruited to the study in time to interview them prior to transition. Where this occurred, students were interviewed as early as possible following transition and the schedule for interview 1 was used and adapted, in conjunction with the schedule for interview 2.

The aims for each interview sweep are shown below.

Interview 1

- To gain an idea of the interviewee's background – family, friends, educational career – to give an insight into influences on decision-making
- To find out what studies the interviewee had been doing this year and what they thought of it, and how this led to decision-making for the future
- To find out what the interviewee's plans were for the next step, and how they perceived this – is it a 'transition', are they crossing a boundary, is it a 'big' thing, how do they feel about the future?

Interview 2

- To find out the interviewee's perceptions of transition (whatever route they had followed), and to use this moment of 'change' to get their perspective of 'doing studying', and what is involved in teaching, learning, assessment, support mechanisms
- To find out what had enabled and what had hindered that transition

- To find out what the interviewee was doing currently and how that compared with the previous year
- To find out what the interviewee's plans were for the future
- To get a sense of the interviewee's notions of being and self – their developing and changing 'identity/ies' and concepts of boundary.

Interview 3

- To find out the interviewee's perceptions of their year/final year in HE, and to get their perspective of 'doing studying', and their reflections on teaching, learning, assessment, support mechanisms
- To find out what had enabled and what had hindered students' experience of study
- To find out what the interviewee was doing currently and how that compared with the previous year
- To find out what the interviewee's plans were for the future
- To get a sense of the interviewee's notions of being and self – their developing and changing 'identity/ies' and concepts of boundary.

All face-to-face interviews were recorded and transcribed.

Staff interviews

Alongside student interviews, we undertook interviews with staff in all four institutions. The sample included:

- Senior managers with overall responsibility for the direction of the institution
- Strategic managers who had responsibilities for or worked at the interface between further and higher education
- Course lecturers involved in teaching students at both further and higher education levels.

The aim of the interviews was to gain understandings and insights into how teaching was organised, conceived and pursued in these different contexts, and the ways in which transitions might be encouraged and supported.

The number of interviews in each institution is shown in Table 7. The variation in numbers across institutions was related to differences in the various roles undertaken in the different institutions. In one institution we interviewed a designated transition manager for example, but this was not replicated across all four institutions. In one institution there were transitions

advisors, who were clearly relevant to the study, and were therefore included in the interviews.

Table 7: Summary of interviews with staff in each institution

Institution	Senior management	Strategic managers	Course lecturers	Additional interviews	Total
East Heath College	3	3	5		11
Northgreen Federal College	4	3	12	4 (Transitions advisors)	23
Citygate College	2	9	7	1 (Industry project manager)	19
Southleigh University	2	3	11		16

The aims of the staff interviews were as follows:

- To find out about the nature of FE and HE work in the institution and to explore whether they were understood differently, and if there were ‘boundaries’ between the two
- To find out about the management of the relationship between FE and HE in the institution
- To find out about involvement in and perceptions of student transitions and progression in relation to HE study
- To gather any specific comments they might offer about how they understood individuals’ movement in and between further and higher education
- To find out about the interviewee’s background – working career, educational career (as this might contribute to how they understood the issues we were interested in).

All face-to-face interviews were recorded and transcribed.

Institutional documentation and data

In each institution we gathered a range of documentation and data. These were intended to provide an overview of the HE and FE provision in the institution, and also a sense of how the institution understood its HE provision, particularly in relation to its FE provision. We looked, for example, at mission statements to see how these referred to HE and FE provision. We looked at whether management structures, committees and policy statements separated FE and HE, or whether they attempted to combine work across the sector division. We also asked

about conditions of service, and whether these were the same for all staff, or whether staff were designated 'HE' and 'FE' staff, and subject to different conditions. The following list shows the documentation gathered in each institution.

- Mission statement
- Snapshot self-description of institution – usually from the website
- Size, configuration and programme mix
- Student numbers – FE and HE, non-prescribed HE
- Transitions numbers – Annual numbers moving internally and externally between levels 3 and 4 and between levels 5 and 6, overall, and on the courses which we were focusing on
- HEFCE funding – if direct, current funding (HEIs and FECs) was determined from HEFCE website in Publications in 2006, document 2006/43. (We wanted to know how the HE provision was funded, directly, indirectly, through franchise – with whom?)
- Governance and Management. Institutions varied in committee structures, but usually the structure was described on the website, along with committee remits and papers from meetings (not always up to date). Since May 2006 FECs are no longer required by law to have an Academic Board but previously were. The remit of committees and the detail in which things are considered varied and a scan of the papers indicated which were the most useful
- Organisational chart of institution
- Corporation papers
- Academic Board (or equivalent)
- Quality and Planning committees of Corporation or Academic Board
- Management structure and organisation of the curriculum. Again, frequently available on the website
- Staff contracts, including different contracts for staff working in FE, HE, across both, as support staff
- Staff-student ratios on FE and HE courses
- Widening participation strategy
- Fees and Bursaries for students
- Policy on providing Access to HE courses
- Progression
- Any information and reports on monitoring and reporting process for progression. [Were reports on progression required and monitored at institutional level (e.g. Schools, Faculties, Academic Board) and reported to the Governing Body?]
- Teaching, learning and assessment strategy
- Quality assurance reports – available on QAA and Ofsted websites
- Fees and bursaries – set out in Access Agreement available on the OFFA website
- Partnerships – for validation and/or indirect funding.

We faced great difficulties in obtaining meaningful statistical data on students from institutions. Statistical data on students in FE and HE provision were collected separately, using different mechanisms and different databases. Data on student transitions were partial and they were not gathered in the same way either within or across institutions. When we looked at the data we did receive, the numbers did not always add up in the way that we had

expected them to, particularly with FE data (where learning aims rather than individual students are counted). The members of staff who worked with us in the four institutions were helpful, but we were clearly asking questions about student numbers that were not usually asked.

Data analysis

The preliminary data analysis of interviews was undertaken using Atlas Ti, a qualitative data analysis software package. We agreed in fieldwork team meetings on the coding to be used for the analysis. The interviews were then coded in Atlas by four members of the team. Three people coded the interviews for a course that they had taken responsibility for, whilst all other interviews were coded by one person. This allowed us to work together to ensure that we were happy with the coding and its application, whilst using the expertise of one member of the team to carry out the majority of the coding.

The coded interviews and other data gathered formed the basis of ‘site’ reports for each of the sites in the study. These were discussed in detail at fieldwork meetings; a common set of headings for the reports was agreed and used. Each institutional and site report was written by the member of the team who had been involved in the fieldwork at that institution. This meant that, in practice, we used our knowledge of the data, the interview transcripts, and coded data from Atlas in writing up reports.

Fieldwork team

The fieldwork team consisted of a fieldwork team director, four university-based researchers and four research associates, one based in each of the case study institutions. Two PhD students also formed part of the team, one of whom was also employed part-time as one of the university-based researchers.

Fieldwork team director

Ann-Marie Bathmaker

University-based researchers

Diane Burns

Maxine Burton (to August 2006)

Anne Thompson

Val Thompson (also PhD student)

Research associates

David Dale

Andy Roberts

Liz Halford

Will Thomas

PhD students

Cate Goodlad

Val Thompson

The team met regularly over the duration of the project (usually once every two months), and in addition were in regular email and telephone contact with each other. The team worked together in the development of the fieldwork, in the fieldwork analysis and in producing final reports on institutions and qualification route 'sites'.

Appendices

Appendix 1	Participant consent form
Appendix 2	Student introductory questionnaire
Appendix 3	Interview schedule for student interview 1
Appendix 4	Interview schedule for student interview 2
Appendix 5	Interview schedule for student interview 3
Appendix 6	Interview schedule for managers
Appendix 7	Interview schedule for teaching staff

Appendix 1: Participant consent form



The
University
Of
Sheffield.

The FurtherHigher Project
A study of further and higher education transitions

PARTICIPANT CONSENT FORM

1. I confirm that I have read and understand the information sheet for the above project and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason. There is no penalty of any kind for withdrawing .

3. I understand that my responses will be made anonymous. I give permission for other members of the research team to have access to my responses.

4. I agree to take part in the above project.

Name

Date

Signature

Researcher

Date

Signature

Copies: One copy for participant and one for Project Records

Participant identification number for this project:

Appendix 2: Student introductory questionnaire

THE FurtherHigher PROJECT INTRODUCTORY QUESTIONNAIRE
Please complete BOTH sides

Questionnaire #

YOUR SURNAME:

FIRST NAME:

A Information about your current studies

A1: What course/qualifications are you studying for?

A2: Were you doing an education or training course before this course? If so, what was it?

A3: If you were employed, what job were you doing before you started this course?

A4: What do you plan to do next (after this course finishes)? PLEASE CIRCLE

A4.1: Will you continue to study? YES NO DON'T KNOW

A4.2: If yes, what course have you applied for?

A4.3: Will you continue at this institution? YES NO DON'T KNOW

A4.4: If no, have you applied elsewhere? YES NO

A4.5: If yes, where have you applied?

B Information about your past educational career

B1: How old were you when you left school?

B2: What qualifications did you achieve at the end of school?

B3: What qualifications have you achieved since leaving school?

C Participation in the FurtherHigher project

Would you be prepared to participate in this research project? This will involve contact with the researchers over the coming year, including 3 interviews at various points.

PLEASE CIRCLE: YES NO NOT SURE

If you agree or might agree to participate please give contact details below:

TEL: EMAIL:

CONTACT ADDRESS

COLLEGE PERSONAL TUTOR'S NAME:

D Background information about you

We want to include a range of people in our study (women and men, people of different ages, from different ethnic origins etc). It would therefore be helpful if you would complete the following information about yourself. If there is information you do not wish to give, then do not fill in that section.

GENDER	Tick one
Male	
Female	

YEAR OF BIRTH	

ETHNIC ORIGIN	Tick one
11 White – British	
12 White – Irish	
13 White Scottish.	
14 Irish Traveller.	
19 Other White background.	
21 Black or Black British - Caribbean.	
22 Black or Black British - African.	
29 Other Black background.	
31 Asian or Asian British - Indian.	
32 Asian or Asian British - Pakistani.	
33 Asian or Asian British - Bangladeshi.	
34 Chinese.	
39 Other Asian background.	
41 Mixed - White and Black Caribbean.	
42 Mixed - White and Black African.	
43 Mixed - White and Asian.	
49 Other Mixed background.	
80 Other Ethnic background.	
90 Not known.	
98 Information refused.	

IS ENGLISH YOUR FIRST LANGUAGE?	Tick one
YES	
NO	

DO YOU CONSIDER YOURSELF TO BE A DISABLED PERSON?*	Tick one
YES	
NO	

** Under the Disability Discrimination Act, a disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities.*

If you are willing to participate, we will contact you within the next few weeks about the next stage of the project.

Many thanks for completing this questionnaire.

Appendix 3: Interview schedule for student interview 1

Arranging the interview

Make sure interviewee is happy with time and place

Ask interviewee to bring along any information or documents relevant to progression, moving on, transition, that they use or have on file.

You might want to tell the interviewee that you will record the interview or make notes, and you will ask them at the start if they are happy for you to record (but if you think this will put them off, then don't ask them in advance)

Have a contingency in case of cancellation

Take

- ✓ 2 copies of consent form, one for our records, one (blank) for them to keep
- ✓ project information sheet (as before)
- ✓ something with YOUR name and contact details – via Karen Kitchen or via University of Sheffield, or via your institution for institution-based RAs.
DO NOT give out any personal contact details

Main objectives for the interview

To get an idea of the interviewee's background – family, friends, educational career, which give an insight into influences on decision-making

To find out what studies the interviewee has been doing this year and what they thought of it, and how this has led to decision-making for future

To find out what the interviewee's plans are for the next step, and how they perceive this – is it a 'transition', are they crossing a boundary, is it a 'big' thing, how do they feel about the future?

NOTE: CONFIDENTIALITY

Please remember that all raw data collected are confidential to the FurtherHigher Project and should not be distributed to anyone else until they have been anonymised, and any wider distribution in any form has been agreed by the project.

Please advise interviewees that their interview data remains confidential in its 'raw' form, and will be anonymised in any reporting.

AFTER THE INTERVIEW

Send to Karen Kitchen

- 1) copy of recording
- 2) copy of biographical details sheet
- 3) completed transcription information sheet as word file (will go at top of transcription)
- 4) copy of signed consent form (hard copy – bring or send)

Interview schedule

1 How did you get to be here doing your current studies?

Prompts: at this institution, taking this subject

2 What did you do before?

Prompts: study, work, where, what

3 Tell me about your experience at school.

Prompts:

What school did you go to? What sort of school was it? Where was it? (geographical location – proximity to college where studying now)

What did you think of school?

When did you leave school?

What did you do between school and now? (how long was it between then and now)

Did school give you any expectations of what you would go on to (educational progression and/or career progression)

4 What do you plan to do next year?

5 Do you see it as a change from what you are doing this year?

Prompts: something new or different?

6 Are many of you on your course planning to do something similar to you next year?

7 How did you decide on what you are planning to do next?

8 Who helped?

Ask interviewee to make a list: who helped you or who you talked to, such as: Friends, family (who? – parent, sibling, uncle, aunt....), teachers, specialist careers advisors, learning mentors, support staff etc

Could you then put the list in order of importance – who was most helpful first

Ask about the list

9 Was being able to study in a further education college important to enable you to pursue higher education (rather than somewhere else)?

If you had not been able to study in a further education college, would you have considered higher education and followed the route you are following?

10 What have you had to do to prepare for next year/your next step?

Prompts:

e.g. UCAS forms, application forms, be told you are ‘allowed’ to apply for the next stage

Did you have help or advice?

Have you been involved in particular activities or projects to prepare you for your next step/next year? (e.g. Aimhigher)

Have you been given leaflets, brochures, forms etc related to moving on? (ask for copies)

11 What has helped you most with preparing for the next stage/next year?

12 What has been least helpful/got in the way, put you off preparing for the next stage?

13 What do people at home think of what you are doing now?
And what you plan to do?

14 Did any of them carry on with education after school?
And if so, who did

Prompts: mother, father, siblings, aunts, uncles
and what did they do?

15 How do you feel about next year?

Prompts:
Looking forward?
Hopes
Fears

16 What do you think studying will be like?

Prompts:
Do you expect the teaching and studying to be the same/similar/different?
Do you expect assessment to be the same/similar/different?

17 How do you see the future – what are your plans?

Prompts: How far ahead do you imagine and what does it look like?

18 Anything I have not asked that you think is important/relevant.

Appendix 4: Interview schedule for student interview 2

INTERVIEW 2 NOTE

We need consent forms again, and it's worth giving students our details again.
Please check student's contact details again.

Arranging the interview

Make sure interviewee is happy with time and place

TELEPHONE INTERVIEWS: if you find that face-to-face is not possible and you are going to interview by phone, you need to get recording equipment. Please contact Ann-Marie or Karen about this.

Ask interviewee to bring along any information or documents relevant to progression, moving on, transition, that they use or have on file.

Have a contingency in case of cancellation

Take

- ✓ 2 copies of consent form, one for our records, one (blank) for them to keep
- ✓ Copy of project newsletter
- ✓ something with YOUR name and contact details – via Karen Kitchen or via University of Sheffield, or via your institution for institution-based RAs.
DO NOT give out any personal contact details

Main objectives for the interview

To find out the interviewee's perceptions of transition (whatever route they have followed), and to use this moment of 'change' to get their perspective of 'doing studying', and what is involved in teaching, learning, assessment, support mechanisms

To find out what has enabled and what has hindered that transition

To find out about what the interviewee is doing now and how that compares with last year

To find out what the interviewee's plans are for the future

To get a sense of the interviewee's notions of being and self – their developing and changing 'identity/ies' and concepts of boundary

NOTE: CONFIDENTIALITY

Please remember that all raw data collected are confidential to the FurtherHigher Project and should not be distributed to anyone else until they have been anonymised, and any wider distribution in any form has been agreed by the project.

Please advise interviewees that their interview data remains confidential in its 'raw' form, and will be anonymised in any reporting.

AFTER THE INTERVIEW: Send to Karen Kitchen

- 1) copy of recording
- 2) copy of biographical details sheet (2nd interview version)
- 3) completed transcription information sheet as word file (will be separate document to the transcription)
- 4) copy of signed consent form (hard copy – bring or send)

Interview schedule: still in education

IMPORTANT: This interview follows on from interview 1. Use the interview 1 transcript to add questions/point/issues to pursue that are relevant to the individual.

1 Are you doing what you said you planned to do in your first interview? *Prompts:*
So does that mean that you are now at the same institution as last year, different?
Same site in institution or different?

2 Describe what has happened since we last met.
Prompts:
If necessary, prompt about finishing one course and moving on the new course.

3 What is studying like now compared to before?
ASK STUDENT TO GO THROUGH WHAT THE WEEK LOOKS LIKE AND WRITE DOWN A TIMETABLE TO DISCUSS THE FOLLOWING ISSUES AND TO GET A SENSE OF HOW THEIR TIME IS SPENT.

Prompts

3.1 *Describe what the curriculum is like now – that is, what you are studying.*
Is it similar or different to before?
e.g. more theory, less (or more) practical work

3.2 *Describe what the teaching is like now.*
Is it similar or different to before?
Are the staff the same (for internal) people? E.g. lecturers, tutors, ‘transition tutor’
Are the staff like the people who taught you last year?

3.3 *Describe what you have to do as a student/learner.*
Is what you do similar or different to before?
e.g. more self-directed

3.4 *Describe how you are being assessed.*
Is that similar or different to before?
e.g. more emphasis on examinations, rather than coursework, more stringent regulations re. submission dates, mitigation etc.

4 Is it what you expected?

Prompts:
Any surprises?
Any ‘shocks’?

5 Do you get support and help with your studies?

Prompts:
Personal tutor
Mentor (of any kind e.g. peer mentor, business mentor)
Study skills
Are these optional/compulsory/within the subject teaching?

6 What about financial support?

Prompts: *fees, bursaries?*

What has happened for 'continuing' level 5/6 students?

7 Do you see this course as very different to what you were doing last year or a continuation of the same?

8 Do you feel this college/university is the 'right' place to be?

Prompt: *why?*

9 Where are you living now and have you moved?

10 Do you have commitments alongside studying?

Prompts

Employment

Other activities

Looking after family

11 How important has this move/transition been in your life?

Prompts

Do you see it as a significant moment?

Do you feel that you have crossed a boundary?

Does it feel like a turning point?

Moved institutions

In HE part of institution

Have different friends etc?

**12 Do you see yourself as different to before, now you are on this course?
How does that show for you?**

13 What about friends now?

Prompts

Have you moved with friends?

Made new friends?

On your course?

14 What do people at home think?

of what you are doing now?

Of any future plans you have?

15 Looking back, what helped you most with preparing for what you are doing now?

16 And what has been less helpful?

17 Who has been important to you in helping make this transition?

Make a list in order of priority of who has been important to you in helping you make the transition to where you are now. This can be family friends, others, tutors on your old course, tutors on your new course.

Ask student to go through list and talk about the people on it.

18 How do you see the future – what are your plans?

Prompts: How far ahead do you imagine and what does it look like?

19 Anything I have not asked that you think is important/relevant.

20 If not asked at first interview, ask about family experience of education after school?

*Prompts: mother, father, siblings, aunts, uncles, etc
and what did they do?*

Interview schedule: NOT in education

IMPORTANT: This interview follows on from interview 1. Use the interview 1 transcript to add questions/point/issues to pursue that are relevant to the individual.

**1 Are you doing what you said you planned to do in your first interview? Prompts:
So where are you now and what are you doing?**

**2 How/why did you make the decision not to continue studying?
Are you planning to continue next year or in the future? (or ask later in Q12)**

3 Describe what has happened between when we last met, and the end of your course and now.

4 Has your course of study been useful for what you are doing now?

5 Do you think the previous course was the right one for you? If not why not?

6 Is what you are doing now, what you expected?

Prompts:

Any surprises?

Any 'shocks'?

7 Where are you living now and have you moved?

8 How important has this move/transition been in your life?

Prompts

Do you see it as a significant moment?

Do you feel that you have crossed a boundary?

Have different friends etc?

**9 Do you see yourself as different to before, now have left your course?
How does that show for you?**

10 What about friends now?

Prompts

Do you still have the same friends?

Made new friends?

At work?

11 What do people at home think?

of what you are doing now?

Of any future plans you have?

12 Looking back, what helped you most with preparing for what you are doing now?

13 And what has been less helpful?

14 How do you see the future – what are your plans?

Prompts:

How far ahead do you imagine and what does it look like?

Do you plan to return to studying?

15 Anything I have not asked that you think is important/relevant.

16 If not asked at first interview, ask about family experience of education after school?

*Prompts: mother, father, siblings, aunts, uncles, etc
and what did they do?*

Appendix 5: Interview schedule for student interview 3

INTERVIEW 3 NOTE

We need consent forms again, and it's worth giving students our details again.
Please check student's contact details again – for sending newsletters.

Arranging the interview

Make sure interviewee is happy with time and place

TELEPHONE INTERVIEWS: if you find that face-to-face is not possible and you are going to interview by phone, you need to get recording equipment. Please contact Ann-Marie or Karen about this.

Ask interviewee to bring along any information or documents relevant to progression, moving on, transition, that they use or have on file.

Have a contingency in case of cancellation

Take

- ✓ 2 copies of consent form, one for our records, one (blank) for them to keep
- ✓ Copy of project newsletter
- ✓ something with YOUR name and contact details – via Karen Kitchen or via University of Sheffield, or via your institution for institution-based RAs.
DO NOT give out any personal contact details

Main objectives for the interview

To find out the interviewee's perceptions of their year/final year in HE, and to get their perspective of 'doing studying', and their reflections on teaching, learning, assessment, support mechanisms

To find out what has enabled and what has hindered students' experience of study

To find out about what the interviewee is doing now and how that compares with last year

To find out what the interviewee's plans are for the future

To get a sense of the interviewee's notions of being and self – their developing and changing 'identity/ies' and concepts of boundary

NOTE: CONFIDENTIALITY

Please remember that all raw data collected are confidential to the FurtherHigher Project and should not be distributed to anyone else until they have been anonymised, and any wider distribution in any form has been agreed by the project.

Please advise interviewees that their interview data remains confidential in its 'raw' form, and will be anonymised in any reporting.

AFTER THE INTERVIEW: Send to Karen Kitchen

- 1) copy of recording
- 2) copy of biographical details sheet (3rd interview version)
- 3) completed transcription information sheet as word file (will be separate document to the transcription)
- 4) copy of signed consent form (hard copy – bring or send)

Interview schedule: still in education

IMPORTANT: This interview follows on from interview 1 and/or 2. Use the interview 1 and 2 transcripts to add questions/point/issues to pursue that are relevant to the individual.

1 Are you doing what you said you planned to do in your first interview? *Prompts:*
So does that mean that you are now at the same institution as last year, different?
Same site in institution or different?

2 Describe what has happened since we last met.
Prompts:
If necessary, prompt about finishing one course and moving on the new course.

3 Reflecting back on what studying has been like this year

CONSTRUCT A TIMETABLE

Ask student to go through what the week looks like and construct a timetable with them OR to look at the timetable produced in interview 2, and ask how/whether things have changed. Include all 7 days of the week, daytime and evening.

Find out if the interviewee has had commitments alongside studying, e.g.

Employment

Other activities

Looking after family

Prompts

3.1 *Describe what the curriculum has been like this year – that is, what you are studying.*
Is it similar or different to before?
e.g. more theory, less (or more) practical work

3.2 *Describe what the teaching has been like this year.*
Is it similar or different to before?
Are the staff the same (for internal) people? E.g. lecturers, tutors, ‘transition tutor’
Are the staff like the people who taught you last year?

3.3 *Describe what you have had to do as a student/learner.*
Is what you do similar or different to before?
e.g. more self-directed

3.4 *Describe how you have been assessed.*
Is that similar or different to before?
What feedback have you had? What form has feedback taken?
e.g. more emphasis on examinations, rather than coursework, more stringent regulations re. submission dates, mitigation etc.

4 Has studying been what you expected?

Prompts:

Any surprises?

Anything unexpected?

5 Have you used any support or help with your studies?

Prompts:

Personal tutor

Mentor (of any kind e.g. peer mentor, business mentor)

Study skills

Are these optional/compulsory/within the subject teaching?

6 Have you had financial support?

Has this worked out OK?

Prompts:

fees, bursaries?

ESP ASK: What has happened for 'continuing' level 5/6 students?

7 Do you see this course as very different to what you were doing last year or a continuation of the same?

Only for students who did not do interview 2

**8 What has been good about being at this institution?
What has been less good?**

9 Where are you living now and have you moved?

10 How important has where you are living been to your experience of HE?

11 How important has this last year been in your life?

Prompts

Do you see it as a significant year?

Do you feel that you have progressed/changed?

Does it feel like a turning point?

Moved institutions

In HE part of institution

Have different friends etc?

**12 Do you see yourself as different to before, now you are on this course?
How does that show for you?**

13 What about friends now?

Prompts

Made new friends?

On your course?

Same friends now?

14 If you had to described what it means to do HE to friends or others thinking about following a similar route, what would you tell them?

For Honours students, is it different to Fd level?

15 What do people at home think?

of what you have done this year?

Of any future plans you have?

16 What are your plans for the future?

Prompts:

next year

longer term

17 Who has helped you with thinking about your next step?

Make a list in order of priority of who has been important to you in helping you make the transition to where you are now. This can be family friends, others, tutors on your old course, tutors on your new course.

Ask student to go through list and talk about the people on it.

18 Anything I have not asked that you think is important/relevant.

19 Ensure that you have the information listed in the checklist.

Interview schedule: NOT in education

IMPORTANT: This interview follows on from interview 1. Use the interview 1 transcript to add questions/point/issues to pursue that are relevant to the individual.

1 Are you doing what you said you planned to do in your first interview? Prompts:
So where are you now and what are you doing?

2 How/why did you make the decision not to continue studying?
Are you planning to continue next year or in the future? (or ask later in Q12)

3 Describe what has happened between when we last met, and the end of your course and now.

4 Has your course of study been useful for what you are doing now?

5 Do you think the previous course was the right one for you? If not why not?

6 Is what you are doing now, what you expected?

Prompts:

Any surprises?

Any 'shocks'?

7 Where are you living now and have you moved?

8 How important has this move/transition been in your life?

Prompts

Do you see it as a significant moment?

Do you feel that you have crossed a boundary?

Have different friends etc?

9 Do you see yourself as different to before, now have left your course?
How does that show for you?

10 What about friends now?

Prompts

Do you still have the same friends?

Made new friends?

At work?

11 What do people at home think?

of what you are doing now?

Of any future plans you have?

12 Looking back, what helped you most with preparing for what you are doing now?

13 And what has been less helpful?

14 How do you see the future – what are your plans?

Prompts:

How far ahead do you imagine and what does it look like?

Do you plan to return to studying?

15 Anything I have not asked that you think is important/relevant.

16 If not asked at first interview, ask about family experience of education after school?

Prompts:

*mother, father, siblings, aunts, uncles, etc
and what did they do?*

Appendix 6: Interview schedule for managers

Arranging the interview

Make sure interviewee is happy with time and place

Ask interviewee to bring along any information or documents relevant to progression, moving on, transition, that they use or have on file.

You might want to tell the interviewee that you will record the interview or make notes, and you will ask them at the start if they are happy for you to record (but if you think this will put them off, then don't ask them in advance)

Have a contingency in case of cancellation

Take

- ✓ 2 copies of consent form, one for our records, one (blank) for them to keep
- ✓ project information sheet (as before)
- ✓ something with YOUR name and contact details – recommend this is via Karen Kitchen or via University of Sheffield, or via your institution for institution-based RAs. Do not recommend giving out personal contact details

Main objectives for the interview

- To find out about the nature of FE and HE work in the institution and to explore whether they are understood differently, and if there are 'boundaries' between the two.
- To find out about the management of the relationship between FE and HE in the institution
- To find out about involvement in and perceptions of student transitions and progression in relation to HE study
- To gather any specific comments they may offer about how they understand individuals' movement in and between further and higher education
- To find out about the interviewee's background – working career, educational career (as this may contribute to how they understand the issues we are interested in)

NOTE: CONFIDENTIALITY

Please remember that all raw data collected are confidential to the FurtherHigher Project and should not be distributed to anyone else until they have been anonymised, and any wider distribution in any form has been agreed by the project.

Please advise interviewees that their interview data remains confidential in its 'raw' form, and will be anonymised in any reporting.

AFTER THE INTERVIEW

Send to Karen Kitchen

- 1) copy of recording
- 2) copy of biographical details sheet
- 3) completed transcription information sheet as word file (will go at top of transcription)
- 4) copy of signed consent form (hard copy – bring or send)

Interview schedule

1 Tell me about your job, and what it involves

Prompts:

What is your job title

What is your job role (n.b. the interviewee may have several roles)

FE or HE or both?

What does your particular post/job role/area involve

How did you come to be in the post you have now

2 What do you see as the key management issues in your job in relation to Further and Higher education provision?

3 Does your role involve the management of student progression and transitions?

Prompts:

Specific activities

Ask for documents related to progression (get copies) e.g. leaflets, forms, policies etc

Events and activities that may be arranged

May be work outside institution

4 Who influences or determines the way you manage the area you are working in?

Prompts:

Are there outside factors that have a strong influence e.g. government funding; central gov policy directives; LSC

Internal factors - the college; you and your colleagues – who is in control?

5 Are there ‘expected’ ‘typical’ progression routes for your students?

n.b. QUESTION MAY NOT BE APPROPRIATE FOR ALL MANAGERS

Prompts:

are students expected to go on to HE, into work, to stay at this college, to go to the local university, to go to universities away from the local area? Are voc students expected to go on to voc courses, ac students on to academic courses?)

6 Is progression important?

Prompts:

How important is progression as part of what the college does? Are you monitored and measured on what students do next?

What counts as success?

What counts as disappointing?

What counts as not successful

Ask for specific examples/stories.

Have things changed in respect of this?

7 Does progression mean movement or change in your view?

Prompts:

Is there a marked ‘transition’?

Is there any expectation that students would stay within this institution as they progress, especially at qualification boundary points (end of level 3; level 5/6)?

- 8a** What helps students here to progress to the next stage?
8b What gets in the way of their progression?
8c Are there particular management issues in relation to this?

Prompts:

Is it different according to what level students are at?

FE, HE 4 and 5 (HND, Fd), HE 6 (3rd year)

The following questions are aimed at exploring whether there are differences in working on FE and HE courses

- 9** Are there different expectations related to teaching and learning for students at different levels?

Prompts: Does it differ according to level? And in what ways?

- 10** Are there different expectations related to assessment for students at different levels?

Prompts: Does it differ according to level? And in what ways?

- 11** What does support for students involve for students at different levels?

Prompts:

e.g. tutorial supervision, study support, key skills etc

Does it differ according to level?

- 12** How did you get to be here and now?
What is your 'educational' background or story?

- 13** Is there anything I not asked that you think is important/relevant?

Appendix 7: Interview schedule for teaching staff

Arranging the interview

Make sure interviewee is happy with time and place

Ask interviewee to bring along any information or documents relevant to progression, moving on, transition, that they use or have on file.

You might want to tell the interviewee that you will record the interview or make notes, and you will ask them at the start if they are happy for you to record (but if you think this will put them off, then don't ask them in advance)

Have a contingency in case of cancellation

Take

- ✓ 2 copies of consent form, one for our records, one (blank) for them to keep
- ✓ project information sheet (as before)
- ✓ something with YOUR name and contact details – recommend this is via Karen Kitchen or via University of Sheffield, or via your institution for institution-based RAs. Do not recommend giving out personal contact details

Main objectives for the interview

To find out about the nature of FE and HE work and to explore whether they are understood differently, and if there are 'boundaries' between the two.

To find out about involvement in and perceptions of student transitions and progression in relation to HE study

To gather any specific comments they may offer about how they understand individuals' movement in and between further and higher education

To find out about the interviewee's background – working career, educational career (as this may contribute to how they understand the issues we are interested in)

NOTE: CONFIDENTIALITY

Please remember that all raw data collected are confidential to the FurtherHigher Project and should not be distributed to anyone else until they have been anonymised, and any wider distribution in any form has been agreed by the project.

Please advise interviewees that their interview data remains confidential in its 'raw' form, and will be anonymised in any reporting.

AFTER THE INTERVIEW

Send to Karen Kitchen

- 1) copy of recording
- 2) copy of biographical details sheet
- 3) completed transcription information sheet as word file (will go at top of transcription)
- 4) copy of signed consent form (hard copy – bring or send)

Interview schedule

1 Tell me about your job, and what it involves

Prompts:

What is your job title/role (n.b. the interviewee may have several roles)

What does your particular post/job role/area involve

How did you come to be in the post you have now

Does your work/teaching involve working with 'FE' students? And what does that mean specifically for you?

Does your work/teaching involve working with 'HE' students? And what does that mean specifically for you?

How does your work fit into the college structure/hierarchy (how important is it, where you are in management structure etc)

2 Who influences or decides what goes on in your specialist area?

Prompts:

Are there outside factors that have a strong influence e.g. government funding; central gov policy directives; LSC

Internal factors - the college; you and your colleagues – who is in control?

3 What do you do in relation to supporting student progression/transitions?

Prompts:

Informal actions e.g. talking about it during teaching, tutorials etc – setting expectations

Ask also for documents related to progression (get copies) e.g. leaflets, forms, policies etc

Events and activities

4 Are there 'expected' 'typical' progression routes for your students?

Prompts:

are students expected to go on to HE, into work, to stay at this college, to go to the local university, to go to universities away from the local area? Are voc students expected to go on to voc courses, ac students on to academic courses?)

5 Is progression important?

Prompts:

Is it important that your students progress? Are you monitored and measured on what students do next?

What counts as success?

What counts as disappointing?

What counts as not successful

Ask for specific examples/stories.

Have things changed in respect of this?

6 Does progression mean movement or change in your view?

Prompts:

Is there a marked 'transition'?

Is there any expectation that students would stay within this institution as they progress, especially at qualification boundary points (end of level 3; level 5/6)?

7a What helps the students you work with to progress to the next stage?

7b What gets in the way of their progression?

Prompts:

Is it different according to what level students are at?

FE, HE 4 and 5 (HND, Fd), HE 6 (3rd year)

The following questions are aimed at exploring whether there are differences in working on FE and HE courses

8 What does teaching and learning look like with students you teach on particular courses?

Prompts: Does it differ according to level? And in what ways?

9 What does assessment involve with students you teach on particular courses?

Prompts: Does it differ according to level? And in what ways?

10 What does support for students involve for students you teach on particular courses?

Prompts:

e.g. tutorial supervision, study support, key skills etc

Does it differ according to level?

10 How did you get to be here and now?

What is your 'educational' background or story?

11 Is there anything I not asked that you think is important/relevant?