



**Evaluation of seven Higher Education Academy
research skills workshops conducted in
academic years 2009/10 and 2010/11.**

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Executive Summary

Introduction

In 2009 and again in 2010, the Higher Education Academy's HE in FE Enhancement programme commissioned a suite of research skills workshops in response to a wide variety of needs and drivers. The workshops were designed to provide knowledge, examples and resources to support managers and practitioners, primarily from the FE sector, in developing their institutional and personal research and scholarly activities.

Participation

In total, 230 people from 99 organisations attended the seven workshops over the two years. Of the attendees, 79% in phase 1 and 78% in phase 2 were from Further Education Colleges, while universities (such as the Universities of Birmingham, Bristol, Chester, Derby, Lancaster, Kingston, Teesside and Thames Valley), agencies and quangos (e.g. JISC, QAA, LLUK) were also represented.

Evaluation feedback

Phase 1; event evaluation

- 81% of participants reported extremely positive experiences, with feedback such as: *"On the whole a thought-provoking day, with some good experiences from colleagues working within FE"* and *"A very useful event which I think will have both personal and institutional impact"* being typical of the comments received.
- All sessions were identified as useful by participants, and the input from FECs being particularly appreciated. Speakers such as Trish Woods (South Devon College) were cited as inspirational and Ronan O'Beirne (Bradford College) regarded as providing useful advice in relation to the benefits and impacts of research to his college.
- Reflective comments demonstrated how these events had raised the profile of research and scholarly activity associated with HE in FE; e.g., *"more going on in FE than I was aware of"*.
- Participants followed up information provided at the events, with a high number joining the HEA's mailing lists or inviting event speakers to their colleges, providing evidence of a sustained legacy in to the future.
- Participants identified some potential improvements for future events and where appropriate, these were acted upon. For example, attendees stated

that additional information on obtaining funding was a much needed topic following the first event and, therefore, this was included as a dedicated session in following workshops.

Phase 2; event evaluation

- 91% of participants rated the quality and standards of the delivery and knowledge / information the highest scores.
- 87% of participants rated the content (the issues / topics covered within sessions and quality of information / materials) the highest scores.
- Comments provided by participants supported the very high quantitative values awarded to the workshops; such as *“All visiting speakers were excellent, interesting and inspiring, good powerpoints”, “ ... for me it gelled really well and was delivered by informed and well organized staff and illustrated by well chosen and successful 'case-studies”, “Overall a big thank you to everyone who contributed to the event. It was a high quality experience and well worth the seven hours travel time to attend” and “Great day all around, very interesting to hear how other organisations support research”*
- Longer term impacts, both for the individual and their institutions, were also highlighted in comments provided by participants, such as; *“Overall I found the day extremely helpful for my own practice and will disseminate the information back to my college. It was also good to network and speak to others in the same position. Thank You!”, “Splendid day - informative and inspiring rather than daunting - came away feeling I wish I had attended such an event earlier in my career”, “Investigate the potential in integrating scholarly activity into CPD possibilities at my college - along with my boss who attended the 'manager' strand and personally try to use the process ideas to develop an investigation into widening participation in our 'catchment' area with our partner HEI”, and “Disseminate information to other like-minded colleagues and begin looking at the options for our institution to become actively involved in research”.*
- There were some that could see the link between research / scholarly activity and the educational benefits, such as *“The importance of doing research and the impact on education”, “Just how vital this is to ensure that HE students in FE colleges are getting the education they deserve” and “...promote research as 'the' tool for CPD and subject area development”.*

- Hosting venues (96%), pre-event administration (93%) and administration on the day (92%) were also all extremely highly rated by participants.

Phase 1; impact evaluation

- This reiterated the excellent reception the workshops had previously received, and also the impact they had upon participants' future practice. Of the respondents, 86% identified individual impacts in terms of enhancing individual skills and confidence in this area and raising awareness of the HEA. Institutional impacts, such as informing colleges' policies / practices relating to support for scholarly activity and research especially regarding IQER. However, there was evidence that the level of institutional impact varied. Potentially, this was dependent upon the participant's role within the college, as those in managerial positions had a greater likelihood of being able to implement changes to practices and processes following their attendance at the workshops.
- Since the events, 94% of participants had directly contacted the HEA / Subject Centres or visited the HEA website to view resources or explore funding options. Also 25% had passed HEA details on to their colleagues.
- Time was identified as the single barrier that prevented implementation of ideas / learning. This was not unanticipated as this is a major barrier for many initiatives within the FE sector.

Introduction

During two academic years, 2009/10 and 2010/11, the HE in FE Enhancement programme at the Higher Education Academy (HEA) commissioned the development and delivery of a set of workshops to improve knowledge, understanding and up-skilling around scholarly activity and research skills. The commission responded to an initial idea by Dr Angus Carpenter, manager of the Research Centre at City College Norwich, which was then further developed and organised by Dr Carpenter in partnership with Dr Becky Turner (University of Plymouth). These workshops and their materials were primarily, but not exclusively, developed for Further Education College (FEC) staff delivering HE in FE but also to enable FEC staff to respond to a number of external (e.g. IQER, FDAP and Hefce's HE strategies) and internal drivers (e.g. IfL requirements, institutional CPD, personal development) affecting college managers and practitioners. In delivering these workshops the expertise and experience of a number of practitioners, researchers and agencies were drawn upon, ensuring these days were current and relevant to the needs of the sector. The activities were also to raise the profile of the Higher Education Academy within this sector and the assistance it offered more generally to FEC staff. The measures of impact and associated information / data collected from these workshops have been presented to the HEA within this report.

Parallel workshop strands were designed, each for either managers and / or practitioners. These workshops were the first to be conducted in this way and were orientated at the issue of up-skilling FEC practitioners and managers in all issues to do with research / scholarly activity at a broadly national coverage. Presented within this report are evaluation and impact data collected from phase 1 (conducted in year 2009/10) and phase 2 (conducted in year 2010/11), with each phase being presented within its own section in the report; firstly phase 1 (section 1) and secondly phase 2 (section 2).

Section 1.

Rationale for Phase 1 (workshops held in 2009/10)

In 2009, the Higher Education Academy commissioned three research skills workshops; to be held in the North, Midlands and South England. The first of these was conducted at Stockport College on the 4th December 2009. The second took place on the 25th March at the Engineering Subject Centre, Loughborough University, while the third took place on the 11th June at City of Bristol College. This section of the report was to collect and review, firstly, the developments and learning points of having conducted these HEA research skills workshops and, secondly, the impacts on the participants who attended the workshops and, if possible, their institutions.

Methods

Each workshop received its own event evaluation shortly after being held, which was conducted by HEA's events team. This was followed up with an e-survey from the Research Centre (RC), City College Norwich, which due to the lengthy periods of time between having conducted the workshop, its HEA evaluation and completing the RC e-survey provided a longitudinal approach to the data collected and its impact. This longitudinal data sought to provide details for the bottom-line impact resulting from having attended these workshops.

Stage 1:

This first stage collated and reviewed the organisations represented / attendee positions together with a review of the initial HEA event evaluations (which mostly used a five point, Likert scale; 1 = not useful to 5 = very useful); and collected any informal comments and post event institutional follow-ups resulting from the workshop.

Stage 2:

The second stage of the evaluation was the RC e-survey that was distributed by the HEA to participants. The survey explored and identified the main learning points for participants, the application of learning points / processes or experiences within their

institutions, where changes needed to be made to the structure and / or content of the day for future events whilst also seeking ideas / topics to be addressed in the future.

The scoring scale used was a 6 point, forced-Likert scale, which allowed for scores to be divided into three groupings (1/ 'poors', 2/ 'averages', 3/ 'goods') for reporting purposes.

Stage 3:

Within the RC e-survey, respondents were requested to provide longitudinal impact data on issues / topics that were learnt at a workshop and had been implemented, or were envisaged to be, either at the individual and / or institutional scale.

Results:

Stage 1; HEA event evaluation review

Representatives from a total of 63 organisations (listed in Appendix A – combined list of phase 1 and 2) were reported across the three workshop events. The majority of organisations represented were Further Education Colleges (FEC) (n = 50, 79%) but also represented were universities (n = 6, 10%) and agencies / quangos (n = 7, 11%). In total, 102 people attended the three sessions (Stockport, 42; Loughborough, 28; and Bristol, 32) with those attending from an FEC split approximately 50:50 between managers / directors versus lecturers / practitioners.

Using the reported event evaluation scores and feedback supplied by HEA for each workshop, either slight modifications or wholesale changes were made to sessions or presenters by the organisers (Appendix B presents session scores for individual events). For example, a change made by the organisers after reflecting on the Stockport evaluation data / experience was the separation of the 'Nuts & Bolts: methods & money' session in to two separate sessions. This was undertaken because of the large amount of information / content being provided within a single session being deemed too great; hence, it was divided into two discrete sessions 'Nuts & Bolts (1): Methods' and 'Nuts & Bolts (2): Funding'. Also comments were received from participants stating that information on funding was important to both

managers and practitioners, thus, this was to be made a joint workshop session. Another change made to the schedule based on feedback data and experiences from the event was the replacement of the 'Panel Q&A' session (Table 1), which concomitantly provided the space for the newly created 'Nuts and Bolts (2): Funding' session. However, overall the quantitative evaluation data demonstrated that the vast majority (81%) of participants reported extremely positive experiences (grading sessions at 4 or 5), while just 6% reported any degree of negative experience (scoring grades 1 or 2) at the days (Fig. 1).

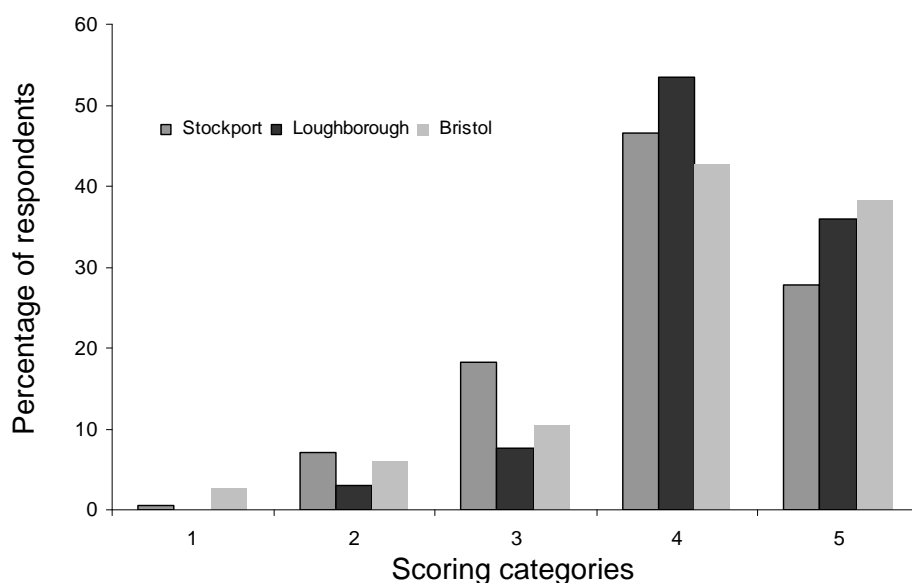


Figure 1. The distribution of evaluative scores across the three workshop events as reported in HEA event evaluations.

These percentages showed that, in terms of individual sessions delivered, the 'Nuts and Bolts (1): Methods' provided the highest positive experience, followed by the sessions entitled 'Benefits and Impacts' and 'Dissemination' (Table 1).

HEA evaluation scores were grouped into three main categories; 'support factors', 'sessions delivered' and 'overview', the data for which have been presented in Figure 2. These data show that the lowest score of grade 1 was only recorded in three sessions. However, the overall strength of opinion provided by participants for these events was firmly skewed towards a highly positive experience.

Table 1. The averaged percentage for each individual session delivered across the three workshop events during the academic year 2009 / 10.

| Session title | Grouped category scores(%) | | |
|-------------------------------|----------------------------|----------------|---------------|
| | 1&2 (poor) | 3 (neutral) | 4&5 (good) |
| What is scholarly activity | 0 | 17 | 83 |
| Building a research ethos | 11 | 14 | 75 |
| Nuts & Bolts: methods & money | 0 | 20 | 80 |
| Nuts & Bolts: Methods(1) | 0 | 0 | 100 |
| Project management | 14 | 21 | 66 |
| Dissemination | 4 | 11 | 86 |
| Benefits & Impacts | 4 | 8 | 88 |
| Nuts & Bolts: Funding(2) | 9 | 9 | 82 |
| Panel Q&A | 21 | 21 | 58 |
| HEA subject centre support | 10 | 10 | 80 |

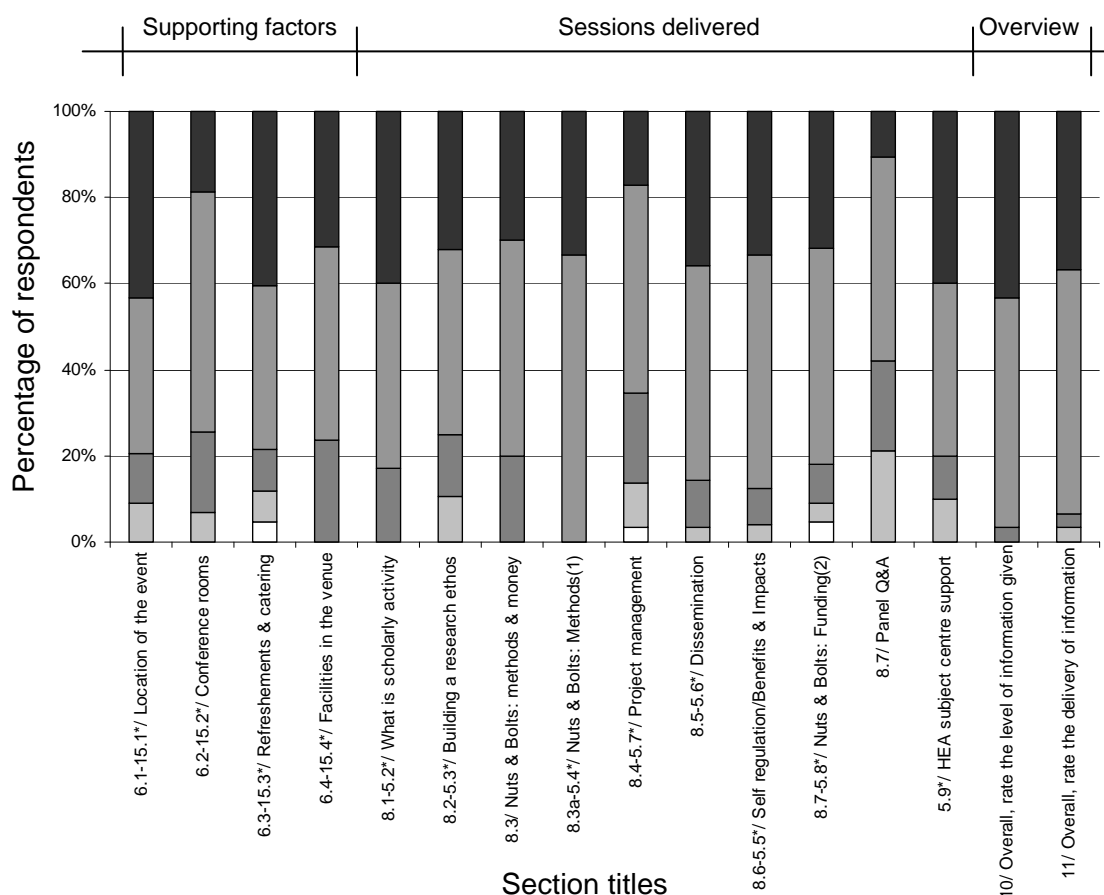


Figure 2. The averaged percentage recorded for logistic support, overall perception and each session conducted during the three workshop events held in the academic year 2009 / 10. The scoring scale follows that of the HEA; 1 (white = 'not useful at all') through to 5 (black = 'very useful').

This quantitative data, which highlighted how positively the participants had rated the workshops, was further supported by qualitative data collected (ie, comments provided by participants). The following were typical examples of those provided by attendees (see Appendix C for the full list):

“Overall a very stimulating event”

“A very well presented and enjoyable day with lots of effective documentary support and a good networking event. Thank you”

“On the whole a thought-provoking day, with some good experiences from colleagues working within FE.”

“A very useful event which I think will have both personal and institutional impact.”

The HEA evaluation survey asked specific questions, which have been presented in turn here with a sample of the participants quotes given in response to these questions.

The participants were asked to ‘*Comment on the sessions delivered*’, which recorded 21 responses from across all three events. These were mostly highly positive (53%), such as the following comments that were typical of those given:

“The detailed Bradford college research presentation very engaging and well delivered”

“All very interesting and useful, the next step is having the time to do it especially if you teach on both HE & FE with a full FE time table!”

“Although I understand the reasoning behind a two-tier approach to the sessions - in fact the practitioner sessions were most relevant to me - it would have been useful to extend the scope of the joint activities”

“Becky Turner was excellent and the sessions were all useful and well presented. The focus was more firmly on research than wider scholarly activity and the wider view in general may have been valuable”

The question, ‘*What was the most valuable session to you and why*’ recorded 30 responses from participants at the first and second events. All were positive (100%), of which the following were typical of the comments given:

“All of the sessions provided valuable content”

“Ronan and Angus sessions were very interesting; food for thought and useful guidance to disseminate to colleagues”

“The speaker, Trish Woods. Clear, concise, took lots away”

“Very good first-hand account of research / funding issues and practicalities in HE in FE”

The question, *'How could this event be improved'* recorded 19 responses from participants at the first and second events. All were constructive, with the following being typical of those cited:

"Opportunity for delegates to have greater access to parallel sessions"

"Not all sessions interactive - encourage more participant involvement"

"... don't guess at what sessions people should be in by their titles - a lot were wrong"

"Turned out to be quite intense - the content could almost be justified as running over two days"

'Give one piece of information that you have taken away from the day' recorded 27 responses from participants at the first and second events, such as the following:

"More going on in HE in FE than I was aware of - we need to do more to foster links / maybe by encouraging collaborative projects between HE in FE institutions / providers"

"To value my existing practice - gaining professional recognition by applying for funding and by applying for the FHEA"

"I am now aware of the range of external support out there for FE lecturers and I want my colleagues to know about this"

"Information on funding and support networks for HE in FE"

The third event had slightly different questions, such as *'What were the most useful aspects of the event for you re ideas or practices'*, which recorded 19 responses. The following comments were typical of those given:

"Understanding the aspects of scholarly activity that are beyond the traditional Masters and PHD approach adopted by many colleges and universities"

"Practical nuts and bolts sessions were very useful - the 'how to get started and where to go' approach."

"Learning what type of scholarly activity other colleges were engaged in. Using what I heard to formulate ideas for action and change within my own college, e.g., developing a VRE, proposing a new research project"

"Being able to take away whole books of examples of reports and projects. Networking with useful people, eg the chap from JISC."

Secondly, *'What were the least useful aspects of the event for you'* recorded 12 responses from participants at the third event. However, not all were negatively

couched as three were actually highly positive statements indicating that participants found this difficult to answer (see Appendix C for full list). For example, the following statements were typical of those provided but the second and fourth could be viewed positively:

"The afternoon funding became a bit hard to follow after a while - still useful but maybe the format could have been easier - maybe more interactive or not so 'dry'"

"It was really sad that fewer people were not there to benefit from this training opportunity."

"The session on project management"

"none - a well-balanced programme; one of the most useful meetings I've been to in a while!"

Finally, regarding to post event actions, there were several indirect actions that happened as a result of having attended the workshop. For example, participants had requested to join the HEA's mailing list or had invited speakers from workshops to their own events or other attendees had sought to establish groups to run post these workshops, thus, providing a sustained legacy to the HEA events. A sample of which has been presented in Table 2.

Table 2. Examples of follow up events/activities to the three workshop events held during the academic year 2009 / 10.

Example list of presentations:

| | | |
|--------------|-------------------------|-----------------------------|
| Al Carpenter | presentation (05/07/11) | Bradford College |
| Al Carpenter | presentation (06/05/11) | Liverpool Community College |
| B Turner | presentation (05/05/10) | Hartpury College |
| B Turner | presentation (30/06/10) | Warwickshire College |

Percentage of attendees signing up to HEA mailing list at event:

| | |
|--------------|-----|
| Stockport | 54% |
| Loughborough | 50% |
| Bristol | 43% |

Involvement requested post event:

| | |
|---|----------------------------|
| All attendees invited to follow up HE in FE network group | Hilary Thomas, RSC N. West |
| All attendees invited to follow up HE in FE network group | Evan Dickerson, RSC London |

Stage 2; RC e-survey results - longitudinal data

Across the three workshops, the levels of feedback were fairly even in number (Table 3), and considering the timescales involved should be viewed very positively. Timescales ranged from a maximum of 10 months to a minimum of 4 months post the workshop event and answering the follow-up RC e-survey. Of participants responding to the RC e-survey, Stockport recorded the highest value with 58% of participants responding, while Bristol recorded 38% and Loughborough 32%. The event that scored the highest 'extremely good' was Loughborough, which was able to build upon the experiences from the Stockport event. However, for all three events, the combined 'good' and 'extremely good' categories were the dominant scores, ranging from 73% to 86% of respondents' scores, which highlighted how well all the workshops were received (Table 3).

Table 3. The HEA research skills workshop session scores for each event.

| | <i>E.P</i> | <i>Poor</i> | <i>BA</i> | <i>AA</i> | <i>Good</i> | <i>E.G</i> | <i>total</i> |
|---|------------|-------------|-----------|-----------|-------------|------------|--------------|
| <i>Stockport (n respondents = 10):</i> | | | | | | | |
| <i>What is Scholarly activity?</i> | 0 | 0 | 0 | 0 | 5 | 1 | = 6 |
| <i>Nuts & Bolts: Methods & money</i> | 0 | 0 | 0 | 1 | 5 | 0 | = 6 |
| <i>Dissemination</i> | 0 | 0 | 0 | 0 | 6 | 0 | = 6 |
| <i>Building a research ethos</i> | 0 | 0 | 0 | 2 | 4 | 0 | = 6 |
| <i>Project management</i> | 0 | 1 | 1 | 1 | 1 | 0 | = 4 |
| <i>Benefits & impacts</i> | 0 | 0 | 0 | 1 | 5 | 0 | = 5 |
| <i>Question & answer session</i> | 0 | 0 | 0 | 1 | 5 | 0 | = 6 |
| % of maximum score (39) | 0 | 3 | 3 | 15 | 79 | 3 | |
| <i>Loughborough (n respondents = 7):</i> | | | | | | | |
| <i>What is Scholarly activity?</i> | 0 | 0 | 0 | 2 | 3 | 2 | = 7 |
| <i>Nuts & Bolts (1): Methods</i> | 0 | 0 | 1 | 1 | 3 | 2 | = 7 |
| <i>Dissemination</i> | 0 | 0 | 1 | 1 | 3 | 2 | = 7 |
| <i>Building a research ethos</i> | 0 | 0 | 0 | 2 | 3 | 1 | = 6 |
| <i>Benefits & impacts</i> | 0 | 0 | 0 | 2 | 3 | 1 | = 6 |
| <i>Project management</i> | 0 | 0 | 0 | 1 | 4 | 2 | = 7 |
| <i>Nuts & Bolts (2): Funding</i> | 0 | 0 | 0 | 1 | 3 | 2 | = 6 |
| <i>HEA/Subject Centre support</i> | 0 | 0 | 0 | 2 | 3 | 1 | = 6 |
| % of maximum score (45) | 0 | 0 | 4 | 22 | 49 | 24 | |
| <i>Bristol (n respondents = 8):</i> | | | | | | | |
| <i>What is Scholarly activity?</i> | 0 | 0 | 0 | 0 | 4 | 1 | = 5 |
| <i>Nuts & Bolts (1): Methods</i> | 0 | 0 | 0 | 0 | 3 | 2 | = 5 |
| <i>Dissemination</i> | 0 | 0 | 0 | 1 | 2 | 1 | = 4 |
| <i>Building a research ethos</i> | 0 | 0 | 0 | 0 | 4 | 0 | = 4 |
| <i>Benefits & Impacts</i> | 0 | 0 | 0 | 0 | 3 | 1 | = 4 |
| <i>Project management</i> | 0 | 0 | 1 | 0 | 3 | 0 | = 4 |
| <i>Nuts & Bolts (2): Funding</i> | 0 | 0 | 1 | 0 | 3 | 0 | = 4 |
| <i>HEA/Subject Centre support</i> | 0 | 0 | 0 | 1 | 2 | 0 | = 3 |
| % of maximum score (28) | 0 | 0 | 7 | 7 | 71 | 14 | |

*EP = exceptionally poor; BA = below average;
AA = above average; EG = exceptionally good*

In response to the question asking whether attending the HEA workshop had any impact on their practice, of the 21 respondents nearly 86% said 'Yes' it had had a positive impact on their practice. Respondents provided comments on how these impacts were realised (Appendix D has full list), which were themed in to the following categories (listed in no specific order):

- 1/ informing college policy, planning or practice
- 2/ confirming or reaffirming support and confidence to the individual
- 3/ providing clarity, with examples, on the scholarly activity definition debate
- 4/ information on what HEA does and its funding
- 5/ highlighted for some how lacking their institution was in terms of planning, policy and practice

For example, the following were typical of the comments made (the full list can be viewed in Appendix D):

- "...contributed theory and ideas to research at our college..."* [theme 1]
- "... informed future developments within my own college..."* [theme 1]
- "...given an increase to the legitimacy of my personal research..."* [theme 2]
- "...feel more confident in my abilities..."* [theme 2]
- "...revised the college's definition of scholarly activity for staff..."* [theme 3]
- "Clarified what SA is..."* [theme 3]
- "...wider knowledge of HEA work..."* [theme 4]
- "...better informed about sources of funding..."* [theme 4]
- "Short comings of our institution..."* [theme 5]
- "...individuals really just have to do everything themselves in colleges due to lack of support..."* [theme 5]

There was a single barrier repeatedly cited by participants that prevented them from implementing ideas and their learning from the workshops; this was time, which should come as no surprise given that this was a major barrier for many initiatives within the Further Education (FE) sector (Anderson *et al.*, 2003; Mason *et al.*, 2010).

When questioned about whether attending the HEA's research skills workshop had had any impact on how their institution operated, 53% responded 'Yes' with 43% 'No'. It was possible that these percentages reflected the differing role of the participants; managers you would expect have a greater likelihood of being able to instigate institutional change whereas practitioners were more likely to influence their

own practice only, an issue Anderson *et al.* (2003) highlighted too. However, it should also be noted that some of the examples cited previously for an individual impact that were themed under ‘informing college policy, planning or practice’ could just as easily have been applied here at the college scale too. The statements provided by respondents in answer to the question included the following (see full list in Appendix E):

“...shifted emphasis of internal research network ...”

“...[institutional] scholarly activity audit...”

“...preparation for IQER...”

“...informed the scholarly activity process...”

“...more HE course leaders know about SA...”

“...[informed institutional] policy ...”

Time restriction (50%) was again the respondents’ main barrier to the implementation of lessons learnt or examples given at the workshops. A second barrier reported was senior management at the college being non-supportive (25%), while non-supportive line manager was also reported among ‘other’ aspects that were individual to specific institutions.

These ‘other’ aspects also fitted more closely with the responses provided in reply to the question ‘Are discussions currently happening within the institution regarding the planning to introduce a topic / issue covered at the workshop?’ Most of the participants’ responses to this question indicated that current activities were being undertaken, which included either:

1/ we’re reviewing current practices and thus information would feed in to the discussions post the review

2/ current activities were precluding them from being able to give the time and thinking to introducing any learnings

Some of the statements cited in response to this question were as follows:

“We may change practice once we have reviewed current levels of activity”

“Some lack of confidence, but that would easily be overcome with the right support”

“Modifying current practice where necessary.”

“But only those that were already underway prior to the event”

“...support activities via the Research and Scholarly activity network”

“Development of scholarly activity, funding issues related”

“We are so busy with IQER we haven't time for anything else”

In regard to the direct contact or correspondence with HEA and / or its subject centres post the workshop events, over 94% of individuals visited the website direct and over 88% viewed resources to be found on it. Nearly 71% went on to make personal contact with the HEA while nearly half of the participants were going on to explore funding options and nearly a quarter passed HEA details on to colleagues directly.

Workshop participants were asked, given their experience, how could these workshops, potentially, be improved. The respondents' statements ranged from those simply feeding back a very positive experience to those requesting workshops to take place more often and being advertised more openly to suggesting follow-up days that focussed on a single issue, such as writing funding proposals and data collection, analysis and presentation, etc., to directing examples and activities encountered during the day more towards to the HE in FE setting per se (the general sense appeared to be a reduction on the research emphasis and increase on scholarly activity).

Section 2.

Rationale for Phase 2 (workshops held in 2010/11)

In the academic year 2010/11 and following the success of the previous year's workshops, the Higher Education Academy's HE in FE Enhancement team commissioned a further four research skills workshops. The workshops were again lead and organised by Dr Angus Carpenter (City College Norwich) and Dr Becky Turner (University of Plymouth). These four events took place at Newcastle College (19th Nov. 2010), Kingston College (26th Nov. 2010), Llandrillo College (15th Dec. 2010) and Birmingham Metropolitan College (24th May 2011). Presented within this section of the report were the evaluation scores provided by participants following each of the four events.

Methods

A different, RC e-survey, designed and developed by Dr Angus Carpenter, Research Centre manager at City College Norwich, and distributed by the HEA events team to each attendee a few days after the workshop having taken place. Participants had a three week opening within which to complete the survey and provide their thoughts / opinions on the event. The survey consisted of 12 questions, some using a 4 point, force-Likert scale (questions 2 – 6) while the remaining questions (7-12) were for open text responses. The same survey structure / question configuration was sent to all attendees at all four events.

The 12 questions asked in the survey were as follows:

- Q1. How did you learn about the event?
- Q2. How satisfied were you with administration prior to the event with the following
- Q3. How satisfied were you with administration on the day of the event?
- Q4. How satisfied were you with venue?
- Q5. For the sessions you attended (leave blank those sessions you did not attend),
how satisfied were you with the CONTENT?
- Q6. For the sessions you attended (leave blank those sessions you did not attend),
how satisfied were you with the overall DELIVERY?

- Q7. Which were the most valuable sessions to you and why?
- Q8. Please give one piece of information that you have taken away from the day?
- Q9. How could the event have been improved?
- Q10. What are the main things you will do as a consequence of attending this event?
- Q11. Do you have any suggestions for future activity relating to this topic?
- Q12. Please feel free to give any other comments/thoughts/opinions about this event?

Where 'other' was used the respondent was asked to specify this. Whether the respondent was answering an 'other' box or answering an open text question, the same event coding was used. These were as follows: 1= Newcastle College, 2 = Kingston College, 3 = Llandrillo College and 4 = Birmingham Metropolitan College.

Results:

Stage 3; RC e-survey event evaluation review

Representatives from a total of 58 organisations (listed in Appendix A – combined list of phase 1 and 2) were reported attending the four workshop events. The majority of organisations represented were Further Education Colleges (FEC) (n = 45, 78%) but also represented were universities (n = 3, 5%) and agencies / quangos (n = 9, 16%). In total, 128 people attended the four sessions (Newcastle College, 26; Kingston College, 36; Coleg LLandrillo, 43, and Birmingham Metropolitan College, 23).

In response to question 1 regarding how attendees heard about the event, data provided by participants indicates being a 'member of a group email' was the most popular way of being informed (29%), followed by information sourced from the HEA's website directly or an HEA flyer (both 18% respectively) (Table 4).

In regard to how well people considered the pre-event administration, such as ease of booking, joining instructions, etc (question 2), overall the majority of respondents were overwhelmingly positive, with 63% scoring the highest possible score, 4, followed by 30% scoring 3 (Table 5) compared with just 1% scoring for the lowest possible score of 1. Appendix G contains the raw data of respondents' scores to questions 2 – 6.

Table 4. How attendees found out about the HEA research skills workshop events conducted in 2010/11.

| | NC | KC | LC | BMC | total | % |
|---------------------------|----|----|----|-----|-------|----|
| HEA website | 3 | 2 | 3 | 1 | 9 | 18 |
| HEA Briefing | 1 | 2 | 1 | 0 | 4 | 8 |
| HEA workshop flyer/poster | 4 | 2 | 0 | 3 | 9 | 18 |
| Word of mouth | 3 | 0 | 3 | 0 | 6 | 12 |
| Member group email | 5 | 3 | 2 | 4 | 14 | 29 |
| Other | 4 | 2 | 0 | 1 | 7 | 14 |

(NC = Newcastle College; KC = Kingston College; LC = Llandrillo College; BMC = Birmingham Metropolitan College)

Table 5. How attendees rated their pre-event administration experience for the HEA research skills workshop events conducted in 2010/11.

| Categories in answer to Q2 | Scores (as %) | | | |
|--|---------------|---|----|----|
| | 1 | 2 | 3 | 4 |
| Finding information about the event | 0 | 4 | 42 | 54 |
| Ease of booking on the the event | 0 | 8 | 29 | 63 |
| Confirmation of attendance | 2 | 0 | 27 | 71 |
| Joining instructions supplied | 0 | 8 | 29 | 63 |
| Venue directions and travel arrangements | 4 | 8 | 24 | 64 |

The qualitative data provided by attendees did raise one main issue that being the lack of on-site directions / information, which was summed up by one attendee when they stated the following:

“Not knowing the campus I ended up at the wrong place and no one knew anything about it”

The administration provided on the day (question 3) also recorded high satisfaction from attendees, with overall the two highest scores, 4 and 3, receiving a combined total of nearly 92% (Table 6).

Table 6. How attendees rated their administration experience on the day of the event for the HEA research skills workshop events conducted in 2010/11.

| Categories in answer to Q3 | Scores (as %) | | | |
|---------------------------------------|---------------|----|----|----|
| | 1 | 2 | 3 | 4 |
| Signage/directions | 4 | 2 | 43 | 51 |
| Registration/signing-in process | 0 | 10 | 29 | 61 |
| Clarity on structure of day | 0 | 4 | 37 | 59 |
| Supporting information / publications | 0 | 6 | 37 | 58 |
| Handouts | 4 | 13 | 46 | 38 |

The comments provided by attendees (see Appendix F for full list) highlighted strongly that participants would have liked the handouts to the powerpoint presentations, although some did mention that they were yet to try and find these resources on HEA's website:

"I would have liked the powerpoint hand outs on the day"

"Would have liked to have had the powerpoints automatically sent to our email address before the event as I like to print them off and make notes on them"

In regard to how well participants rated the venues used to host these four events (question 4), the majority (61% overall) of participants scored the venues the highest possible score of 4, compared to 0.6% recorded for the lowest score of 1 by attendees (Table 7)

Table 7. How attendees rated the host venues for the HEA research skills workshop events conducted in 2010/11.

| Categories in answer to Q4 | Scores (as %) | | | |
|--|---------------|---|----|----|
| | 1 | 2 | 3 | 4 |
| Location of the venue | 0 | 4 | 31 | 65 |
| Room size | 0 | 0 | 31 | 69 |
| Room temperature | 0 | 4 | 37 | 60 |
| Room layout (accessability) | 2 | 6 | 35 | 58 |
| Room furniture | 0 | 4 | 33 | 63 |
| Room facilities (wi-fi, lighting, etc) | 0 | 4 | 40 | 56 |
| General venue access | 0 | 2 | 38 | 60 |
| Venue catering | 4 | 4 | 31 | 61 |
| Supporting facilities (toilets, stairs, lift, etc) | 0 | 4 | 37 | 59 |

Questions 5 and 6 centred on standards, suitability and quality of both the issues / materials (referred to as 'content') that participants received at these workshops and the competency / level of knowledge with which they were delivered and discussed (referred to as 'delivery').

For question 5 addressing the suitability of the 'content' delivered at the four workshops, 87% of participants ranked the content the highest (4) or second highest (3) scores. Figure 3 presents the rating scores for each session delivered at the workshops individually.

For question 6 assessing the quality of content 'delivery' at the four workshops, 91% of participants rated the delivery the highest (4) or second highest (3) scores. Figure 4 presents the 'delivery' rating scores for each session individually.

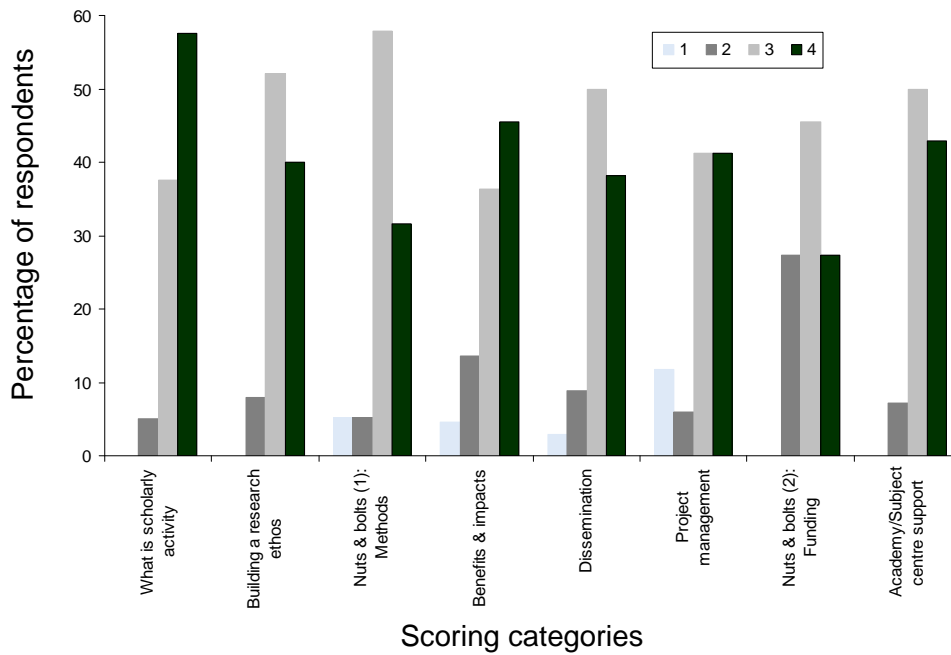


Figure 3. Averaged percentage scores recorded by attendees for the quality of the content for each session delivered to practitioners and managers at the four workshop events conducted in the academic year 2010/11. The four point, forced-Likert scale scoring is as follows; 1 (white = 'not useful') through to 4 (black = 'very useful').

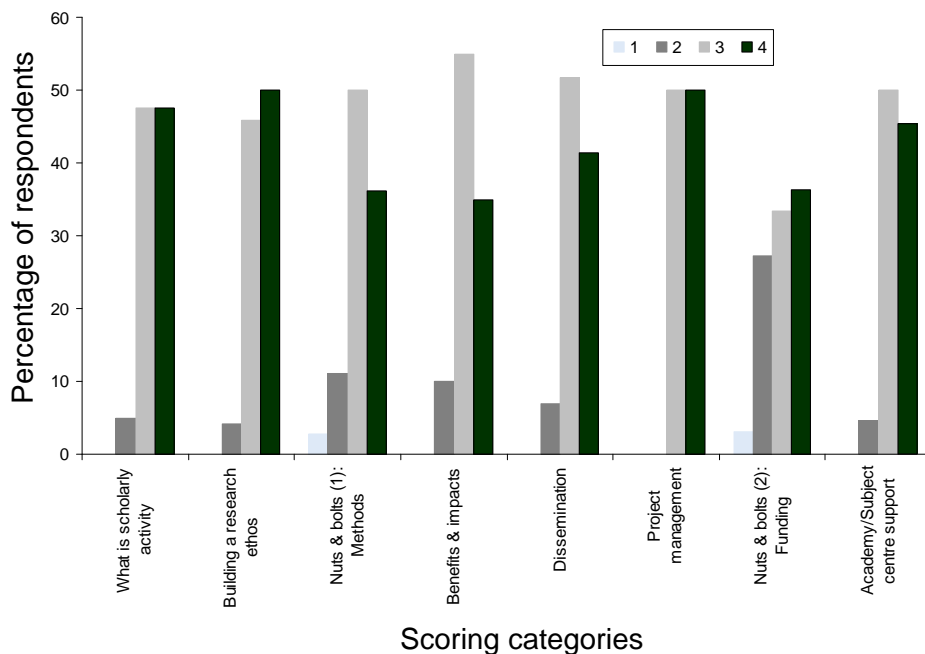


Figure 4. Averaged percentage scores recorded by attendees for the quality of the delivery for content presented in each session delivered to practitioners and managers at the four workshop events conducted in the academic year 2010/11. The four point, forced-Likert scale scoring is as follows; 1 (white = 'not useful at all') through to 4 (black = 'very useful').

When participants were asked 'which was the most valuable session for them' from each workshop event, it was highly rewarding for the organisers to see that all sessions had received 'nominations' as the best session. This endorsed the suitability and quality of each session and 12% of respondents stated that "All sessions" were best. However, 'What is scholarly activity' (40%) followed by 'Nuts & Bolts (1): Methods', 'Nuts & Bolts (2): Funding', and 'Research Ethos' (all receiving 12% respectively) were the individually top scoring sessions.

Many of the comments provided by participants in support of their 'nominations' were exceedingly complimentary and / or timely, as the following quotes indicated (see full list in Appendix H):

"All of it was valuable as we are about to embark on a partnership with HE and part of that partnership means that we have to engage in both research and scholarly activity in a formal way"

"All visiting speakers were excellent, interesting and inspiring, good powerpoints"

Asked to give examples of one piece of information or significant learning point that they had taken away from the day, participants provided some very thoughtful and incisive comments (see Appendix I for complete list). These comments could often be assigned to a more general theme, such as the following: 1/ personal attributes, such as improved self confidence and reignited enthusiasm for conducting research, to keep learning and self reflecting / evaluating; 2/ the need for organisation and to be realistic but 'not un-ambitious', and 3/ to value the importance of research and that it is better to work in collaboration rather than isolation and one must disseminate findings.

There were many highly thoughtful and very pertinent comments provided by participants to these workshops of which the following were just a few (see Appendix I for the complete list):

"The importance of doing research and the impact on education"

"Encouraged to go away and find my own funding to back current research"

"That there is support in the form of the HEA and the subject centres and that we can use this resource"

Participants were asked what they would do next as a consequence of having attended a workshop. A wide range of responses were provided around 9 main themes. The majority of participants (24%) cited issues around conducting / completing their own research activities, such as a master or engaging with a research project. Another main theme was taking suggestions / ideas garnered from the day back in to their institution (21%), such as getting management involved, integrating research in to CPD activities and establishing a research unit or internal network.

Again, there were many thoughtful and realistic objectives stated by participants following these workshops of which the following were just a few (see Appendix J for the complete list):

“Investigate the potential in integrating scholarly activity into CPD possibilities at my college - along with my boss who attended the 'manager' strand and personally try to use the process ideas to develop an investigation into widening participation in our 'catchment' area with our partner HEI.”

“Write our research and scholarly activity response to the University partner because now I have a much better understanding of how this can work in FE”

“Feel more confident and a greater understanding of the process to get involved in research”

The final three questions asked 1/ how could the event be improved, 2/ suggestions for future activities, and 3/ any further comment / thoughts / opinions that attendees wished to make. In regard to the question ‘how could workshops be improved’ (question 9) the comments repeated earlier statements about handouts being available on the day but also raised an issue over the location of events and a wish for a greater number of FEC based, practical examples to be presented (complete list in Appendix M). However, comments to this question also included statements from participants that endorsed the topics and quality of the day, such as the following:

“I thought it was well pitched and had variety in topics and presenters and activities. Thought it was most useful and informative. The only way I would suggest was to have had the presentation slides available to write on during the presentations.”

“I have no useful ideas - for me it gelled really well and was delivered by informed and well organized staff and illustrated by well chosen and successful 'case-studies”

"The content was very good. The only improvement would have been through greater numbers in attendance, but this is not in the control of the organisers"

In response to 'suggestions for future developments' (question 11), participants offered a variety of ideas but the majority were themed around the setting up of networks (see full list in Appendix K), either within a single institution or between institutions. Alternatively, networks could be set-up based upon subject / discipline areas. The following statements were typical of those given:

"Something on managing / advising on the much smaller-scale scholarly activity - the sort that is only a step above CPD"

"Perhaps info on writing a proposal / bidding for funding and how to raise your chances of getting some money - thought this session, at the end of the day, needed more time"

"Yes, could we have a follow on and share own research practice"

Finally, participants were asked to give their summary thoughts / comments / opinions regarding their experience of the workshops. Nearly all of these were positive, the following statements being indicative of those given (full list provided in Appendix L):

"It was useful to hear about other colleges experience in how they went about funding and organising staff development. This came from the floor and it was good that the presenters and organisers were flexible enough to incorporate this most useful information. Overall, a big thank you to everyone who contributed to the event. It was a high quality experience and well worth the seven hours travel time to attend!"

"Splendid day - informative and inspiring rather than daunting - came away feeling I wish I had attended such an event earlier in my career..."

"Overall I found the day extremely helpful for my own practice and will disseminate the information back to my college. It was also good to network and speak to others in the same position. Thank You"

Recommendations for future activities:

- HEA to continue to hold similar workshops in the future, but advertise more openly and allow individuals to move between sessions more easily
- Also, in addition, to develop and conduct future workshops that are dedicated to specific subject areas / topics, such as bid writing, project management, data (collection / analysis / presentation), written and oral dissemination skills, etc
- Hold an annual, 'follow-on' event that seeks to bring attendees together to refresh / update skills and exchange experiences
- Develop a specific networking system that allows attendees to be supported in the future, receive information regarding the issues covered at workshops, facilitate collaborations and allow individuals to contribute with their knowledge and experiences

Appendix A

The organisations represented at the Higher Education Academy workshops conducted in the academic years 2009/10 and 2010/11.

| | |
|---|--------------------------------------|
| Accrington & Rossendale College | Lowestoft College |
| AchieveAbility | Loughborough College |
| Acton & West London College | Mid-Cheshire College |
| Amersham & Wycombe College | Myerscough College |
| Askham Bryan College | New College Nottingham |
| Association of Colleges in the Eastern Region | Newcastle College |
| Barnet College | Newham College |
| Blackpool and the Fylde College | Northbrook College |
| Blackpool School of Art & Design | North Devon College |
| Bournemouth & Poole College | Otley College |
| Birmingham Metropolitan College | Pearson Education |
| Bishop Auckland College | PETROC |
| Bradford College | Plumpton College |
| Bridgwater College | QAA |
| Bromley College of Further & Higher Education | Relate Institute |
| Bury College | Richmond-upon-Thames College |
| Calderdale College | RSC London |
| Cirencester College | RSC West Midlands |
| City and Islington College | Ruskin College |
| City College Norwich | Somerset College of Art & Technology |
| City College Plymouth | South Cheshire College |
| City of Bristol College | South Devon College |
| City of Sunderland College | South Essex College |
| Cleveland College | Sparsholt College Hampshire |
| Colchester Institute | Stafford College |
| Craven College | Stockport College |
| Gloucestershire College | Strode College |
| Grimsby Institute of Further & Higher Education | Teesside University |
| Coleg Llandrillo Cymru | The Manchester College |
| Derby College | Thames Valley University |
| Dudley College of Technology | The Higher Education Academy |
| Ealing, Hammersmith & West London College | Trafford College |
| East Durham College | Truro & Penwith College |
| Engineering Subject Centre | University of Birmingham |
| Escalate | University of Bristol |
| Great Yarmouth College | University of Chester |
| Grimsby Institute | University of Derby |
| Hartpury College | University of Lancaster |
| Halesowen College | University of Plymouth |
| Havering College of Further & Higher Education | Warrington Collegiate Institute |
| Hereford Regional College | Warwickshire College |
| Highlands College | West Cheshire College |
| JISC RSC | West Hert's College |
| Kidderminster College | West Nottinghamshire College |
| Kingston College | West Thames College |
| Kingston University | Wigan & Leigh College |
| Leeds City College | Wiltshire College |
| Liverpool Community College | Wirral Metropolitan College |
| Liverpool Institute | Yale College |
| LLUK | |

Appendix B

The HEA event evaluation scores for each session conducted in the academic year 2009/10.

| Venue | Stockport | | | | | Loughborough | | | | | Bristol* | | | | | total | | | | |
|--|-----------|---|---|----|---|--------------|---|---|---|---|----------|---|---|---|----|-------|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | | | | | |
| Scoring grade | | | | | | | | | | | | | | | | | | | | |
| 6.1-15.1*/ Location of the event | 0 | 1 | 2 | 8 | 9 | 0 | 0 | 1 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| 6.2-15.2*/ Conference rooms | 0 | 2 | 7 | 9 | 1 | 0 | 0 | 1 | 8 | 2 | 0 | 1 | 0 | 7 | 5 | 0 | 0 | 0 | 0 | 13 |
| 6.3-15.3*/ Refreshments & catering | 1 | 2 | 2 | 7 | 6 | 0 | 1 | 0 | 4 | 6 | 1 | 0 | 2 | 5 | 13 | 0 | 0 | 0 | 0 | 5 |
| 6.4-15.4*/ Facilities in the venue | 0 | 0 | 4 | 8 | 3 | 0 | 0 | 1 | 6 | 4 | 0 | 0 | 4 | 3 | 12 | 0 | 0 | 0 | 0 | 5 |
| 8.1-5.2*/ What is scholarly activity | 0 | 0 | 4 | 8 | 4 | 0 | 0 | 1 | 3 | 5 | 0 | 0 | 1 | 4 | 10 | 0 | 0 | 0 | 0 | 5 |
| 8.2-5.3*/ Building a research ethos | 0 | 1 | 3 | 4 | 6 | 0 | 1 | 1 | 4 | 1 | 0 | 1 | 0 | 4 | 7 | 0 | 0 | 0 | 0 | 2 |
| 8.3/ Nuts & Bolts: methods & money | 0 | 0 | 2 | 5 | 3 | 0 | 0 | 0 | 4 | 2 | 0 | 0 | 0 | 4 | 6 | 0 | 0 | 0 | 0 | 2 |
| 8.3a-5.4*/ Nuts & Bolts: Methods(1) | 0 | 2 | 3 | 5 | 3 | 0 | 0 | 0 | 7 | 2 | 0 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 6 |
| 8.4-5.7*/ Project management | 0 | 1 | 2 | 8 | 4 | 0 | 0 | 0 | 4 | 3 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 6 |
| 8.5-5.6*/ Dissemination | 0 | 1 | 2 | 8 | 4 | 0 | 0 | 0 | 4 | 3 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 6 |
| 8.6-5.5*/ Self regulation/Benefits & Impacts | 0 | 1 | 2 | 2 | 4 | 0 | 0 | 0 | 7 | 1 | 0 | 0 | 0 | 4 | 3 | 0 | 0 | 0 | 0 | 7 |
| 8.7-5.8*/ Nuts & Bolts: Funding(2) | 0 | 3 | 3 | 4 | 1 | 0 | 0 | 1 | 6 | 3 | 0 | 1 | 1 | 5 | 4 | 1 | 1 | 1 | 1 | 12 |
| 5.9*/ HEA subject centre support | 0 | 0 | 1 | 12 | 6 | 0 | 0 | 0 | 4 | 7 | 0 | 0 | 0 | 4 | 10 | 0 | 1 | 1 | 1 | 10 |
| 10/ Overall, rate the level of information given | 0 | 1 | 1 | 12 | 5 | 0 | 0 | 0 | 5 | 6 | 0 | 0 | 0 | 5 | 11 | 0 | 0 | 0 | 0 | 11 |
| 11/ Overall, rate the delivery of information | 0 | 1 | 1 | 12 | 5 | 0 | 0 | 0 | 5 | 6 | 0 | 0 | 0 | 5 | 11 | 0 | 0 | 0 | 0 | 11 |

Appendix C

Participants' comments given on each workshop (1=Stockport, 2=Loughborough, 3=Bristol) delivered in the academic year 2009/10.

| Comments on the sessions delivered: | |
|--|---|
| 1 | the detailed Bradford college research presentation very engaging and well delivered |
| 1 | enjoyed the SOUL Record as a mentoring tool session, although I appreciate Angus delivered very briefly = more time for this one would have been great |
| 1 | It would be good to determine the 'level' of who takes up the course so that it can be pitched at the right level. The intro felt quite patronising, but that may be due to the point above. The later speakers were very good. |
| 1 | First session provided a good level of discussion and proved useful in focussing on the meaning of scholarly activity, especially in relation to HE in FE. |
| 1 | Project Management workshop - the first speaker assumed that all present had a level of prior knowledge and experience that many present did not appear to have, ie familiarisation with managing projects and knowledge of Prince 2 Project Management methodology. |
| 1 | The second speaker gave a very good resume of issues related to actual projects with an FE College base |
| 1 | Workshop 3 gave good insight into research within an FE College. |
| 1 | Although I understand the reasoning behind a two-tier approach to the sessions - in fact the practitioner sessions were most relevant to me= it would have been useful to extend the scope of the joint activities. Perhaps the panel Q&A could have been longer and earlier. |
| 1 | As a practitioner wanting to make progress, it is also important to understand and discuss the institutional framework and approach to research and scholarly activity in an FE environment. |
| 2 | Panel q&a was cut short because of train times etc. Not a big issue and I would not want the other sessions shortened to make more time for this |
| 3 | Possibly the most useful conference day I have attended since I moved into HE teaching. Truly a great day of sharing and discussion. I will be attending again to get more from the management perspective. |
| 3 | Becky Turner was excellent and the sessions were all useful and well presented. The focus was more firmly on research than wider scholarly activity and the wider view in general may have been valuable |
| 3 | Excellent sessions. Informative and useful in that they provided strategies that will assist me apply for further funding for projects. Useful to have up to date information from Tony about the range of projects that are funded |
| 3 | All very interesting and useful, the next step is having the time to do it especially if you teach on both HE & FE with a full FE time table!! |
| 3 | I felt the session on What is scholarly activity should have been generic, as I had to choose to miss out Buildign a research ethos. |
| 3 | Sorry had to leave at lunch time. Very useful sessions |
| 3 | I felt that some of the sessions were inappropriate for the audience. Project management may be useful but is not essential for developing a research ethos or even helping managers to develop a startegy to enhance scholarly activity within their institutions |
| 3 | Going through the mechanics of how to write a fuding bid was not useful. I have written may of these before. This may have been better for the practitoners rather than the managers |
| 3 | The morning was excellent, exploring ideas and networking. |
| The most valuable session to you and why: | |
| 1 | Building a research ethos and presentation by Bradford College. |
| 1 | All of the sessions provided valuable content |
| 1 | Self regulation - two excellent projects outlined, possible links to explore with colleagues |
| 1 | The first one for managers on developing a culture of scholarly activity |
| 1 | methods |
| 1 | Dissemination, because there was useful advice on getting published and recognition of scholarly activity generally |
| 1 | The session delivered by Ronan from Bradford college - it was useful to see how another college had actually gone about developing a research ethos. |
| 1 | Ronan and Angus sessions were very interesting= food for thought and useful guidance to disseminate to colleagues |
| 1 | The speaker, Trish Woods. Clear, concise, took lots away. |
| 1 | The sessions were all good but the session on dissemination was informative and gave some very useful ideas for practice. |
| 1 | It was good to hear personal accounts from two of the guest speakers this was very inspirational |

Appendix C cont.

| | |
|--|---|
| 1 | QAA - because it stimulated discussion not because it was particularly informative in fact it was not but it raised questions and was a good |
| 1 | What is Scholarly Activity - Discussion of this and presentation by Trish Woods from South Devon College. |
| 1 | Trish demonstrated how practitioners in FE can engage in research with the help of external bodies and funding in spite of the lack of support initially from her FE institution. As a lecturer also working in Art & Design I could relate to the subject and the difficulties associated with research and the teaching of vocational art and design programmes |
| 1 | Dissemination was also interesting - Julie Osborn's talk on how she developed her research project with help from a range of bodies including |
| 1 | Help-CETL was very good. |
| 1 | Session 1 as this helped in defining scholarly activity and provided a good level of discussion and provided a start point for further consideration of scholarly activity within my own college |
| 1 | Nuts & bolts: methods and money: |
| 1 | Very good first-hand account of research / funding issues and practicalities in HE in FE. |
| 1 | We were motivated to think about quantifying and extending our own practice / scholarly activity / research. |
| 1 | We were encouraged to value this work as part of our roles in HE in FE and to develop ways of implementing research initiatives in our own institutions. |
| 1 | The support network was identified, sign-posted and discussed |
| 1 | Funding sources and advice on how to do bids. |
| 2 | The issue of funding is by far the biggest barrier to getting any research going in my college. |
| 2 | Jim's (?) session on the benefits, based on retention/success rates at his college= this provided a viable argument to take back to - often dubious - management! |
| 2 | Dissemination - we were in a small group and the leader was very motivational |
| 2 | Neil's session on funding opportunities |
| 2 | Nuts and bolts |
| 2 | Benefits and Impacts because the stories of the two FECs building a research ethos and infrastructure from the ground up reflects the position |
| How could this event be improved? | |
| 1 | Not the easiest venue to get to |
| 1 | Oppportunity for delgates to have greater access to parallel sessions |
| 1 | Not all sessions interactive - encouage more participant involvement |
| 1 | Larger venue, and copies of slides in advance. WEould be good to hold one in the south-east as I had to travel quite a way. |
| 1 | Perhaps have some input from a representative of the FE sector, such as the AoC? |
| 1 | May be more on the definition of Scholarly activity would give the audience more in-depth into the subject. |
| 1 | Unfortunately I did not engage with the first speaker at the 11.10 session - perhaps would have been better if a copy of the PPT could have been distributed = time taken to note the content rather than focus on it= very little interaction with audience in this session. |
| 1 | Session arrangements/timing/breaks well organised thank you. |
| 1 | Also don't guess at what sessions people should be in by their titles - a lot were wrong. |
| 1 | Perhaps to recognise that participants may have been at different stages in their unbderstanding and practice of scholarship and reserach and have some more tailored approach. Some of the input, although well presented and discussed was quite basic and was re-cap rather than development |
| 1 | Practitioners and managers having some joint seesions. |
| 1 | focused agenda |
| 1 | Room layout - slightly bigger rooms, less bulky chairs. |
| 1 | Tried to cover alot of ground in one session - perhaps more discussion looking at the differences between research and scholarly activity. |
| 1 | Ensure that speakers do not assume prior knowledge of attendees. Focus on the development of scholarly activity in general, not linked necessarily to FDAP, since this is not relevant to all attendees |
| 1 | perhaps there could have been better integration of the two tiers (practitioner and management), with further Q&A. |
| 1 | A lot of material seemed more appropriate to colleges with large HE provision. We only have about 400FTE, so some of it was "out of our league" |
| 2 | Turned out to be quite intense - the content could almost be justified as running over two days. |
| 2 | Building a Research Ethos could perhaps have been more of a structured discussion than a list of what scholarly activity might mean. |

Appendix C cont.

| | |
|--|--|
| Give one piece of information that you have taken away from the day: | |
| 1 | My institution has a valuable and well-supported research ethos in comparison |
| 1 | Opportunities to develop academic / research journal at College. |
| 1 | The importance of scholarly activity |
| 1 | More going on in HE in FE than I was aware of - we need to do more to foster links / maybe by encouraging collaborative projects between HE in FE institutions / providers |
| 1 | Importance of management buying in to developing a culture for scholarly activity |
| 1 | information concerning grants |
| 1 | Information on funding and support networks for HE in FE |
| 1 | I found the Dissemination session very useful to develop my Scholarly Activity. |
| 1 | Good literature to take away from HEA |
| 1 | Need to follow up on Boyer model - excellent opportunity to network with others and confirm thinking on scholarly activity/IQER experience of those who have undergone the process |
| 1 | Research is self driven and nothing to do with your college per se. |
| 1 | The need to put your artefacts of scholarship out there and the means to do this, traditional and otherwise. |
| 1 | Don't be afraid of applying for funding to support scholarly activity....they can only say no! |
| 1 | We are not alone! |
| 1 | The management culture in FE has to change and be more supportive of practitioners who wish to undertake scholarly activity and research. |
| 1 | We need time to do it and acknowledgement of the range and variety of research and scholarly potential within FE lecturers and practitioners. |
| 1 | I am now aware of the range of external support out there for FE lecturers and I want my colleagues to know about this. |
| 1 | Although research is a 'sub-set of scholarly activity, it does appear to be one of its main forms and hence, we need to consider methods to develop this. |
| 1 | Also, very useful info regarding the use of 'Soul Record' as a mentoring tool. |
| 1 | To value my existing practice - gaining professional recognition by applying for funding and by applying for the FHEA. |
| 2 | The list of funding sources. |
| 2 | The range of activities which could constitute 'scholarly activity' and the probable need to find an alternative description (e.g. 'action research') |
| 2 | when in a vocational environment= the linking of such activity to tangible cost benefits in the long run. |
| 2 | Professional Recognition procedures for existing HE in FE staff |
| 2 | Start small and approach subject centre first |
| 2 | Definitions of scholarly activity within the context of HE in FE |
| 2 | That scholarly activity is not so easily defined and so can include many things |
| What were the most useful aspects of the event for you re ideas or practices? | |
| 3 | Understanding the aspects of scholarly activity that are beyond the traditional Masters and PHD approach adopted by many colleges and universities |
| 3 | case studies from Bristol of how research had been carried out there and their learnings |
| 3 | chance to meet colleagues and network |
| 3 | concrete practical advice on funding and project management - the "how" |
| 3 | Practical nuts and bolts sessions were very useful - the 'how to get started and where to go' approach. |
| 3 | Learning what type of scholarly activity other colleges were engaged in. Using what I heard to formulate ideas for action and change within my own college, e.g., developing a VRE, proposing a new research project |
| 3 | Discussion with other participants. |
| 3 | Awareness of specific roles/ways of developing funding |
| 3 | Development of knowledge of scholarly activity |
| 3 | Dissemination, nuts and bolts and defining scholarly activity |
| 3 | I only attended 2 sessions but there were really valuable. It is helpful to gain support and encouragement to carry out research within FE and this event inspired me to carry on with this work |
| 3 | Confirmation by my peers as to what can be and is scholarly |
| 3 | All |
| 3 | Being able to take away whole books of examples of reports and projects. Networking with useful people, eg the chap from JISC. |
| 3 | Awareness of the barrier re 'being taken seriously' |
| 3 | Ideas for specific projects which relate to our portfolio |
| 3 | informatin about web-based collaboration tools |
| 3 | Hearing successfull strategies at the two colleges. |
| 3 | All of the morning I found stimulating and practical. |

Appendix C cont.

What were the least useful aspects of the event for you?

- 3 Currently struggling to think of one.
- 3 Julie Osborn's personal reflections were interesting but less useful than other input.
- 3 The session on project management.
- 3 The afternoon funding became a bit hard to follow after a while - still useful but maybe the format could have been easier - maybe more interactive or not so 'dry'
- 3 Cannot remember the last speaker apologies
- 3 It was really sad that fewer people were not there to benefit from this training opportunity.
- 3 The underlining parameter that written and research projects are still seen as paramount scholarly activities.
- 3 none - a well-balanced programme= one of the most useful meetings I've been to in a while!
- 3 Project management
- 3 How to write a bid for funding
- 3 Project Mgt, was informative but not what I was expecting from the event,.
- 3 How to apply for funding could have been covered with a good handout, or a practical exercise.

Appendix D

Participants comments that were given to support the types of impact on practice made within FECs from having attended the HEA workshop.

- Disseminated to our HE Course Leaders
- Improved networks
- Taken part in SARAD project in conjunction with Blackpool College
- Revised the college's definition of scholarly activity for staff
- Recognising course writing/rewriting as scholarly activity
- Structuring research questions and design
- It informed future developments within my own college
- given an increase to the 'legitimacy' of my personal research and college wide initiatives
- transferred ideas into practice
- Policy paper and exemplars
- Networking with colleagues across the region
- Working to develop a scholarly activity ethos amongst staff
- I am better informed about sources of funding,
- provided ideas and resources to develop plans from
- Provided a framework to identify what scholarly activity already goes on in the institutions ESP. Colleges
- Greater awareness of the need for scholarly activity
- Contributed theory and ideas to research at our College
- Established wider knowledge of HEA work
- Focus on scholarly activity within HE Audit
- Managing and monitoring the scholarly activity
- Planning effective dissemination and considering hard and soft impacts
- Gave examples of good practice
- Any event like this gives confidence on where we should be heading as HE in FE
- Dialogue with colleagues
- Raised awareness of scholarly activities
- Encouragement for own scholarly activity
- Feel more confident in my abilities to conduct worthwhile studies
- Being able to explain to colleagues the benefits, especially in terms of funding covering staff time
- Contributed to report on SA presented to our Directorate
- Made connections with JISC NW
- Being aware of what happens in terms of scholarly activity at other, similar institutions.
- Widening the concept of scholarship to enable more HE in FE staff to begin to engage in scholarship to support their work.
- Made useful contacts!
- The need to involve the Governing Board, to gain buy in and also senior executive management to understand impact on student learning
- Clarified what SA is
- Shortcomings in our institution (ie College) that scholarly activity is not a priority, nor is sufficient time allocated to it, nor are staff encouraged to pursue it
- Limited support for Colleges, when people want to 'go it alone' - individuals really just have to do everything themselves in colleges due to lack of support (not uncommon in other FECs)

Appendix E

Participants comments that were given to support the ways in which impact had been made at the institution scale post having attended the HEA workshop.

- More HE Course Leaders know about SA
- Shifted emphasis of internal research network
- Scholarly activity audited as part of annual HE audit
- Stockport College where I work hosted one of these events and has informed the scholarly activity process
- Foregrounded research more; it is now a much more talked-about subject
- Preparation for IQER
- Policy
- Heightened activity to capture existing (and encourage further) scholarly activity within the institution
- I am better able to project a more professional approach
- I disseminated ideas and have worked with HECL about what they can do next
- staff development focus on HE Audit
- HE in FE needs all it can get...
- College is being included in conferences etc (through my research) = raising profile
- College has taken part in SARAD pilot

Appendix F

Comments provided by attendees in regard to their experience of the 'on-the-day' administration provided at the HEA research skills workshops conducted in 2010/11:

| |
|---|
| I would have liked the power point hand outs on the day |
| Would have liked to have had the powerpoints automatically sent to our email address before the event as I like to print them off and make notes on them. Also sustainability is fine in theory but when you are coming to a one off training event its important that the body of material is available to have on the day and to be able to use it and digest it. It makes for a more satisfying learning experience. |
| Powerpoint presentations promised on the HEA site - a 'hot-link' to this would be useful..? I haven't had the time to look for them yet so don't know if they are easy to locate or not..? |
| not enough copies on the day |
| Would have been useful to have handouts of power points. |
| Handouts/presentations were not provided but were to be made available on the website - I did look but these are not clearly signposted and I could not easily locate supporting materials and presentations. Are they there? - maybe its me..? |
| Having problems finding the handouts etc on the web-site and they were not distributed at the time so it's essential to do so |
| It was a shame that the practitioners missed one of the very interesting 'Management' sessions on the study carried out at Kingston College amongst the various HE Business Programmes. This might have been more relevant to practitioners than the Dissemination session |
| There didn't appear to be any signage & as i came in at the first entrance I came to I was no where near Reception so I had to ask directions to there & then ask again at reception. |

Appendix G

The raw data showing the scores for questions 2 – 6 provided by participants in response to the phase 2 workshops.

Q.2

| NC | | | | KC | | | | LC | | | | BMC | | | |
|----|---|---|----|----|---|---|---|----|---|---|---|-----|---|---|---|
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 0 | 0 | 7 | 12 | 0 | 1 | 9 | 4 | 0 | 0 | 5 | 6 | 0 | 1 | 1 | 6 |
| 0 | 2 | 4 | 13 | 0 | 0 | 6 | 7 | 0 | 0 | 3 | 8 | 0 | 2 | 2 | 4 |
| 0 | 0 | 3 | 16 | 1 | 0 | 4 | 8 | 0 | 0 | 3 | 8 | 0 | 0 | 4 | 4 |
| 0 | 1 | 4 | 14 | 0 | 3 | 4 | 7 | 0 | 0 | 4 | 7 | 0 | 0 | 3 | 5 |
| 1 | 2 | 6 | 10 | 1 | 2 | 2 | 8 | 0 | 0 | 2 | 8 | 0 | 0 | 2 | 6 |

Q.3

| NC | | | | KC | | | | LC | | | | BMC | | | |
|----|---|----|----|----|---|----|---|----|---|---|---|-----|---|---|---|
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1 | 1 | 6 | 11 | 1 | 0 | 10 | 3 | 0 | 0 | 2 | 8 | 0 | 0 | 4 | 4 |
| 0 | 1 | 3 | 14 | 0 | 3 | 6 | 5 | 0 | 0 | 4 | 7 | 0 | 1 | 2 | 5 |
| 0 | 0 | 7 | 11 | 0 | 2 | 5 | 7 | 0 | 0 | 3 | 8 | 0 | 0 | 4 | 4 |
| 0 | 0 | 7 | 12 | 0 | 3 | 6 | 5 | 0 | 0 | 5 | 6 | 0 | 0 | 1 | 7 |
| 1 | 1 | 10 | 6 | 1 | 3 | 5 | 4 | 0 | 2 | 4 | 4 | 0 | 0 | 3 | 4 |

Q.4

| NC (n=19) | | | | KC (n=14) | | | | LC (n=11) | | | | BMC (n=8) | | | |
|-----------|---|---|----|-----------|---|---|---|-----------|---|---|---|-----------|---|---|---|
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 0 | 1 | 6 | 12 | 0 | 1 | 7 | 6 | 0 | 0 | 3 | 8 | 0 | 0 | 0 | 8 |
| 0 | 0 | 5 | 14 | 0 | 0 | 7 | 7 | 0 | 0 | 4 | 7 | 0 | 0 | 0 | 8 |
| 0 | 1 | 7 | 11 | 0 | 0 | 8 | 6 | 0 | 1 | 3 | 7 | 0 | 0 | 1 | 7 |
| 0 | 0 | 8 | 11 | 0 | 1 | 7 | 6 | 1 | 2 | 2 | 6 | 0 | 0 | 1 | 7 |
| 0 | 0 | 6 | 13 | 0 | 0 | 8 | 6 | 0 | 2 | 3 | 6 | 0 | 0 | 0 | 8 |
| 0 | 1 | 7 | 11 | 0 | 0 | 9 | 5 | 0 | 1 | 4 | 6 | 0 | 0 | 1 | 7 |
| 0 | 0 | 8 | 11 | 0 | 1 | 7 | 6 | 0 | 0 | 4 | 7 | 0 | 0 | 1 | 7 |
| 0 | 0 | 7 | 11 | 2 | 2 | 7 | 3 | 0 | 0 | 2 | 9 | 0 | 0 | 0 | 8 |
| 0 | 0 | 6 | 12 | 0 | 2 | 7 | 5 | 0 | 0 | 6 | 5 | 0 | 0 | 0 | 8 |

Q.5

| NC (n=17) | | | | KC (n=13) | | | | LC (n=11) | | | | BMC (n=8) | | | |
|-----------|---|---|----|-----------|---|---|---|-----------|---|---|---|-----------|---|---|---|
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 0 | 0 | 3 | 11 | 0 | 0 | 6 | 4 | 0 | 1 | 5 | 2 | 0 | 1 | 1 | 6 |
| 0 | 1 | 3 | 3 | 0 | 0 | 8 | 2 | 0 | 1 | 1 | 4 | 0 | 0 | 1 | 1 |
| 0 | 1 | 9 | 5 | 1 | 0 | 6 | 1 | 1 | 0 | 5 | 2 | 0 | 1 | 2 | 4 |
| 0 | 1 | 4 | 3 | 1 | 1 | 2 | 2 | 0 | 1 | 2 | 3 | 0 | 0 | 0 | 2 |
| 0 | 1 | 8 | 5 | 0 | 0 | 3 | 3 | 1 | 1 | 4 | 2 | 0 | 1 | 2 | 3 |
| 0 | 1 | 1 | 3 | 1 | 0 | 5 | 2 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 0 |
| 0 | 3 | 7 | 4 | 0 | 4 | 3 | 2 | 0 | 0 | 4 | 1 | 0 | 2 | 1 | 2 |
| 0 | 0 | 4 | 4 | 0 | 1 | 4 | 3 | 0 | 0 | 4 | 3 | 0 | 1 | 2 | 2 |

Q.6

| NC (n=17) | | | | KC (n=13) | | | | LC (n=11) | | | | BMC (n=8) | | | |
|-----------|---|---|---|-----------|---|---|---|-----------|---|---|---|-----------|---|---|---|
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 0 | 1 | 5 | 8 | 0 | 0 | 6 | 5 | 0 | 0 | 5 | 2 | 0 | 1 | 3 | 4 |
| 0 | 1 | 4 | 2 | 0 | 0 | 5 | 5 | 0 | 0 | 1 | 4 | 0 | 0 | 1 | 1 |
| 0 | 1 | 7 | 6 | 1 | 1 | 2 | 4 | 0 | 0 | 5 | 2 | 0 | 2 | 4 | 1 |
| 0 | 1 | 4 | 2 | 0 | 1 | 4 | 1 | 0 | 0 | 2 | 3 | 0 | 0 | 1 | 1 |
| 0 | 0 | 6 | 6 | 0 | 0 | 1 | 4 | 0 | 1 | 4 | 1 | 0 | 1 | 4 | 1 |
| 0 | 0 | 1 | 1 | 0 | 0 | 4 | 3 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 |
| 0 | 3 | 6 | 5 | 1 | 3 | 1 | 4 | 0 | 1 | 1 | 2 | 0 | 2 | 3 | 1 |
| 0 | 0 | 3 | 2 | 0 | 0 | 4 | 4 | 0 | 0 | 2 | 4 | 0 | 1 | 2 | 0 |

Appendix H

The comments given by participants at the phase 2 workshops indicating their most beneficial session attended during the day.

Q7

Which were the most valuable sessions to you and why?

- 1 Nuts and bolts 1
- 1 All of it was valuable as we are about to embark on a partnership with HE and part of that partnership means that we have to engage in both research and scholarly activity in a formal way.
- 1 Dissemination because of the discussion about just how much is going on out there that I knew nothing about
- 1 Nut and bolts 1 - encouraging regarding progress my College has made
- 1 Getting to grips with what is Scholarly Activity
- 1 Nuts and Bolts- funding
- 1 What is Scholarly Activity - because it demonstrated how this could involve creative practice (through the work of a Jeweller/Silversmith) and not just be text-based or educational all the time.
- 1 What is Scholarly Activity - for me this really broadened out the purposes of scholarly activity and think about how it might work best in our largely FE work-setting - maybe 'blue-sky' is best left to the Red Bricks and matters pertaining to practice, student access and experience and collaborative work with other colleges in our partnerships may be more fruitful for us
- 1 What is Scholarly activity Trish quite inspirational
- 1 funding streams- amazed at how many streams available
- 1 The session with Ronan O'Beirne.
- 1 all
- 1 What is scholarly activity presentation
- 1 All were useful in there own ways.
- 2 Only attended one
- 2 Building an ethos -
- 2 Building a research ethos
- 2 Project Management because of the personal account and the general advice and guidance
- 2 What is Scholarly Activity - due to clarity of different activities
- 2 What is scholarly activity
- 2 Building a research ethos
- 2 What is scholarly activity - it was informative and developmental
- 2 What is a scholarly activity - interesting and informative.
- 3 What is scholarly activity?' which helped me clarify the concept of scholarly activity
- 3 What scholarly activity is
- 3 methods
- 4 SA
- 4 Dissemination of material
- 4 All visiting speakers were excellent, interesting and inspiring, good powerpoints
- 4 What is Scholarly Activity? Session was informative and inspirational.
- 4 Funding - how to get it and where from
- 4 Research ethos
- 4 Realising the potential of development sessions
- 4 Links to funding
- 4 Research information and techniques

Appendix I

The comments given by participants at the phase 2 workshops identifying the most valuable piece of information learnt on the day.

Q8

Please give one piece of information that you have taken away from the day?

- 1 The importance of doing research and the impact on education
- 1 That there is support in the form of the HEA and the subject centres and that we can use this resource.
- 1 Ideas about where to get published.
- 1 That we are fairly unique as an FE College, working with local Universities and contributing to subject specific research - event was centred largely around pedagogic research, which we do, but also undertake research with underpins our curriculum.
- 1 Funding is not necessarily essential to engage in scholarly activity.
- 1 The fact that practical project do get funding as well - see above - and its not all just about written academia. Also some improved confidence in the process and my own ability... 'if they can... why not?' etc.
- 1 Two pieces really - you need to be organized and realistic (but not unambitious)
- 1 Keep learning and don't be afraid to share research it is worth it
- 1 Encouraged to go away and find my own funding to back current research
- 1 The day gave me an opportunity to focus my thoughts on SA.
- 1 The realisation that own specialism can be applied to scholarly activity and the fact that it is not all theoretical
- 1 The fact that pewter can be utilised in contemporary jewellery and effectively coloured.
- 1 That anyone can do it.
- 2 Research is possible in FE College
- 2 The concept of setting up a dedicated research unit
- 2 Info on funding
- 2 The ease of researching and the importance of disseminating information to others
- 2 Mixed method of research
- 2 How to structure a research project
- 2 That we are going in the right direction on this subject and we have the confidence and ability to integrate the scholarship agenda and its implications effectively into our work
- 2 Interesting to see how other institutions manage research. I was also impressed with the case study from Kingston College.
- 2 How to start and where to publish; networking opportunities.
- 3 That scholarly activity can be carried out by everyone
- 3 How to plan research
- 3 making research relevant and not just for the sake of research
- 4 Broaden definitions of what is SA
- 4 How to contribute with your own research
- 4 research is not done in isolating but in collaboration
- 4 Just how vital this is to ensure that HE students in FE colleges are getting the education they deserve.
- 4 Development is necessary to keep yourself motivated

Appendix J

The comments given by participants at the phase 2 workshops identifying what participants were planning to do after the workshops with information garnered from the days.

Q10

What are the main things you will do as a consequence of attending this event?

- 1 Spend more time applying research to the range of activities we do.
- 1 Write our research and scholarly activity response to the University partner because now I have a much better understanding of how this can work in FE
- 1 Talk in my institution about the desirability of getting involved in scholarly activities.
- 1 Continue as we are - with renewed vigour
- 1 Look into doing some research
- 1 Value the scholarly activity that I engage in with peers and colleagues.
- 1 Explore the funding opportunities and consider making some submissions that might help develop my creative practice.
- 1 Investigate the potential in integrating scholarly activity into CPD possibilities at my college - along with my boss who attended the 'manager' strand and personally try to use the process ideas to develop an investigation into widening participation in our 'catchment' area with our partner HEI.
- 1 hopefully start a Masters
- 1 Take it back to my organisation a/ to the management and b/ to support my own learners in individual research c/ to complete my own research
- 1 In my own organisation links needed between projects, staff development and the HE Scheme to monitor what is happening already.
- 1 start to research for my chosen activity
- 1 Explore funding opportunities myself, but concerned that these will 'dry up' very soon under the current economic climate and government regime.
- 1 Look towards completing research.
- 2 Propose a research unit
- 2 Research
- 2 Consider my own research and how I will approach a mixed methodology of research
- 2 Disseminate research methodologies to colleagues. Try to follow up links to powerpoints and web resources. Use information to inform college policy.
- 2 Keep going with the strategy that we are developing and implementing.
- 2 I will start putting my existed research projects together to be able to send to a few journals; find about funding available at my FE College; promote research as 'the' tool for CPD and subject area development.
- 3 Investigate scholarly activity more
- 3 Look at research for the future
- 3 complete masters qual
- 4 Disseminate via similar events to HE in FE staff at college Invite partners from HEI to share research
- 4 start to look for research opportunities
- 4 feel more confident and a greater understanding of the process to get involved in research
- 4 Disseminate information to other like-minded colleagues and begin looking at the options for our institution to become actively involved in research.
- 4 Think about scholarly activity within my department and how we can complete such activities

Appendix K

In regards to suggestions for future activity relating to the phase 2 workshops participants gave the following statements.

Q11

Do you have any suggestions for future activity relating to this topic?

- 1 Perhaps a follow up on. 'How is the research going for you?'
- 1 More of this type of work and in Scotland!
- 1 No
- 1 Set up a regional HE in FE network - meet perhaps twice per year.
- 1 Not sure if it would be possible, but it would be good to be more subject specific and bring together interested parties from the same or similar disciplines - especially in creative practice (ADM).
- 1 I think the final activity we did generating a kind-of research proposal was useful but itself might be the basis a larger session...?
- 1 workshop activity with smaller groups of staff
- 1 The focus was very much on how to accredit actual research already taking place and the examples were in the main linked to delivery rather than content. Future activities could acknowledge and work more with this, e.g. research from projects: closing the loop?
- 1 the practical application of the activities and examples
- 1 Present more 'real' project work from art & design practitioners. There seemed to me to be too much emphasis on 'research' that explored pedagogy in detail (teachers looking at teachers, looking at teachers... enough already!)
- 2 Something on managing/advising on the much smaller-scale scholarly activity - the sort that is only a step above CPD
- 2 perhaps info on writing a proposal/bidding for funding and how to raise your chances of getting some money - thought this session, at the end of the day, needed more time
- 2 Teaching strategies for HE in an FE environment and enhancing the HE experience within the FEI's
- 2 Yes Could we have a follow on and share own research practice
- 4 Whether there may the possibility of getting subject specialist groups together from FE organisations to open up the possibility of collaborative research projects between institutions.

Appendix L

Regarding any other comments / thoughts/ opinions the following statements were given following their engagement in phase 2 workshops.

Q12

Please feel free to give any other comments/thoughts/opinions about this event?

- 1 It was useful to hear about other colleges experience in how they went about funding and organising staff development. This came from the floor and it was good that the presenters and organisers were flexible enough to incorporate this most useful information. Overall a big thank you to everyone who contributed to the event. It was a high quality experience and well worth the seven hours travel time to attend!
- 1 Well organised and presented activity
- 1 Don't know if we were running out of time but it became rather 'rushed' towards the end - especially in the final presentation(s) Nuts and Bolts (2)... Personally found the 'activity' in this less useful... and started to get concerned that some people might become 'serial funding writers', applying for funding because it was there rather than to support their personal/creative development.
- 1 Splendid day - informative and inspiring rather than daunting - came away feeling I wish I had attended such an event earlier in my career.

Also remembered the research event I couldn't recall in the session was linked to LSDA Q-Projects....

- 1 really enjoyed it and wish we had a Becky in our area
- 1 Great day all around, very interesting to hear how other organisations support research.

Hope to get to the next one thank you

- 1 It was useful to have the time to focus on this area.
- 1 Some elements too rushed and the 'workshop activity' seemed to be of limited value or use - especially the final workshop session on funding.
- 2 Really useful - especially for those starting out
- 2 Overall I found the day extremely helpful for my own practice and will disseminate the information back to my college. It was also good to network and speak to others in the same position. Thank You
- 3 Would have liked information in supporting others in research as that is something often asked of us
- 4 Personally it was good for my own CPD

Appendix M

Participants gave the following statements as possible ways of improving future workshops following the phase 2 workshops.

Q9

How could the event have been improved?

- 1 Having handouts on the day
- 1 I thought it was well pitched and had variety in topics and presenters and activities. Thought it was most useful and informative. The only way I would suggest was to have had the presentation slides available to write on during the presentations.
- 1 I disagree with a comment made that attending a conference without presenting is a waste of time - after all I did not present at this event! Much scholarly activity can be obtained simply by attending - although to present is important.
- 1 Have more examples of practical/creative projects to help inspire and motivate practitioners.
- 1 I have no useful ideas - for me it gelled really well and was delivered by informed and well organized staff and illustrated by well chosen and successful 'case-studies'
- 1 Angus' delivery is very fast and would have liked it be to a little slower and more explanation
- 1 The session in the afternoon when a tutor from Newcastle College presented his research and talked about its benefits was not very useful.
- 1 Possible location being in the centre of the country
- 1 More emphasis on practical research and supporting the development of such activities
- 1 Directions clearer. More information / time on funding options.
- 2 London is always so tricky to get to & expensive to stay in
- 2 ? Warm food would be very welcome as I didn't get home until nearly 10 pm
- 2 Handouts could have been provided on the day of the workshops to supplement own notes
- 2 More interaction and a chance to discuss further with facilitators following session
- 2 Delivery on some of the sessions made them impossible to follow, and handouts were not provided. As much of the material and methodology was new to me, I may just as well have gone to the website and read it afterwards. The group sessions were sometimes uncomfortable.
- 2 The event had very ambitious agendas for two different groups. In my view it did not meet its full potential because of the wide remits and the differing levels of experience and expectations that colleagues brought to the event. Clearer targeting of participants may have helped to address this issue.
- 2 The group busy-work in the afternoon funding session was a group work too far. I would have been much happier to have had the info without the games.
- 2 More time for activities and reflection; a few presentations were too fast.
- 3 Would have liked a few case studies to review
- 3 Room layout and consideration to how research can benefit the organisation
- 4 More examples of HE in FE research -Trish was inspirational
- 4 More activities
- 4 some of the session far to long consideration of the participants experience when it came to group activities, a need to mix to knowledge/skills to enable all participants to get the most out of the sessions. Key speakers covered the aims of the sessions without the need for input from one of the team
- 4 The content was very good. The only improvement would have been through greater numbers in attendance, but this is not in the control of the organisers.
- 4 It was difficult if you wanted to attend 2 classes at the same time