Foreword

Welcome to the Summer issue of the Bradford College Research Bulletin. With fundamental change taking place across most areas of research endeavour the picture for funding research in Universities and Colleges is, at best, uncertain. In this issue we look back at the first and very successful BAR Conference which was the vehicle through which our TQEF (Teaching Quality Enhancement Fund) researchers disseminated their findings. We were fortunate to attract guest speakers and to be able to facilitate a wider debate on a range of important aspects of research and practice.

It is perhaps a good opportunity for me to express my gratitude and thanks to all those staff who undertook and are currently involved in research activity; your efforts are very much appreciated and the success of the conference is very much down to interesting topics and research findings that were presented so professionally.

As we move forward to our third year of supporting research and scholarly activity in this format there will be many challenges that will need to be grappled with, most obviously securing funding. However one clear theme that has emerged over the last two years of research activity has been the very high levels of enthusiasm from researchers.

I hope that you enjoy this bulletin and if you are inspired by what you read and would like to explore the opportunities for improving the teaching, learning and assessment experience through your own research please make contact.

Ronan O’Beirne
Assistant Director for Learning Development and Research, Bradford College

We’d like to hear from you about...

the way your teaching and assessment strategies have been developed as a result of your scholarly activities.

All staff are involved in scholarly activity of one form or another. Sometimes without even realising it, even the things we hear or see on television and in the press make a contribution to our teaching. Turning these stimuli into ideas for teaching might well be considered scholarly activity.

Of course, there are many more formal activities which staff undertake via the CPD opportunities within the college, by collaborative working with colleagues and by attendance at meetings and conferences and networking with a wide range of groups and individuals.

We’d like to capture examples of changes which you have made, either to whole modules or to individual sessions. We’re collecting this information to help our TDAP reviewers gain a full understanding of the lively academic development across the college.

Similarly we’d like to have ONE specific example of curriculum development you have been involved in during the past two academic years. What has been your part in the development of a course or module?

Please email tdap@bradfordcollege.ac.uk and provide us with the following details:

1. A specific example of a change to your teaching (content or strategy) or assessment as a result of scholarly activity. Name the module and describe the change and scholarly activity which was the stimulus for you.

2. Provide the name of a course (and module(s) of the course) to which you made a contribution in terms of curriculum development.

The tdap mailbox has been specifically set up for this purpose and will be used by Pam Jarvis and myself only for the purposes of collating a report. The mailbox is not accessed by the TDAP reviewers.

One other way in which we’d like to hear from you is my completing the requests for evaluations which come to you after you’ve participated in one of the college’s staff development events. Please do complete these – again they are helping us provide additional evidence.

Many thanks for all your help and contributions.

Barry Miller
TDAP Lead
Current Awareness: keeping up-to-date with research

Keeping up-to-date with recent developments in your subject area is vital for anyone undertaking research, but where do you start?

Bradford College Library subscribes to a number of electronic databases which provide current awareness alerting services. They provide a way of keeping you up-to-date with developments within your subject area with very little effort and time on your part.

There are different forms of alerts such as tables of contents of new journal issues or saved database searches. These alerts may also be delivered in a number of ways, for example by email notification or an RSS feed. You will need to register and setup your alerts.

If you are accessing a particular journal we subscribe to online, you can register your details so that you are automatically sent the table of contents (TOC) by email as new issues are published or in some cases pre-publication.

If you subscribe to the journal in full text then you will also be able to link from the email to the full text of the articles. A full list of our journal titles is given in the A-Z list of journal titles. Cambridge Journals Online, Oxford Journals Online, SAGE Journals Online, Taylor and Francis (Infoworld) and Emerald all provide Table of Contents (TOC) alerting services.

If you want to find out what has been published on a particular subject in journals and conference papers you can search one of the abstracting and indexing databases the Library subscribes to. A number of these databases allow you to save your search (you usually need to register) and then set it to run automatically on a scheduled basis. The results of these searches are then sent to you by email and in some cases by RSS feed. [In some cases you may need to run the search manually.] Where the database also provides full text you will be able to access the article from a link in the email.

CSA Illumina which includes the abstracting and indexing databases ASSIA, DAAI and BHI provide a saved search alert function “Alert Me” with delivery methods being by email or RSS feed.

EBSCOhost, which includes SocINDEX with Full Text, Psychology and Behavioral Sciences Collection and Computer Source, offers a Search Alert feature with automatic notification of new results for a saved search being sent either by email or RSS feed. These databases also provide access to the full text of the majority of journals that they index.

Emerald’s My Profile provides a current awareness service enabling you to set up TOC Alerts and Saved Search Alerts, the results are then sent by email with links to the full text of the articles.

ZETOC is a major Table of Contents service provided by the British Library. You can set up Zetoc Alerts for both TOC’s and searches.

ticTOCs is a scholarly Table of Contents service providing access to the most recent tables of contents of over 11,000 journals which you can export to an RSS reader or save on the ticTOC site.

For more information on accessing the databases and Journal Collections referred to in this article or how to register and set up alerts please contact Deborah Duffey, Electronic Resource Development Librarian.

The ‘Peer Groups’ – the facilitation and formation of Action Learning Sets within the HE Community of Bradford College

Dr Mark Joesbury

Introduction

Following the IQAER ‘Developmental engagement in assessment’ at Bradford College in November 2009, the Peer Learning Sets were formed across the HE Community the following February 2009, a fourth group was harmonised in October 2009 and a fifth had its inaugural meeting in March 2010. The following reports are based on the observations of their formation, attendance and involvement of staff, and the variety of their achievements.

Background

The Developmental engagement team identified ‘the embedding and sustaining of the Learning, Teaching and Assessment (LTA) Guidelines in the development of assessment’ as one of seven areas of good practice. These Guidelines had originally been produced by a cross-college working party of external colleagues as a strategy document entitled ‘Empowering Education’, and adopted by College Academic Planning Committee in April 2003.

The ‘Captains’ purpose of the strategy is to ‘Empower Empowerment’ underpinned by key elements (pillars) for realising Learner Empowerment and a ‘Foundation Stone’ of sufficient Quality Resources to secure implementation of the strategy. The ethos and values of ‘Empowering Education’ promotes the ideals of the autonomous reflective learner within the context of Lifelong Learning and the ‘adoption of participation’ agenda.

In preparation for the Summative Review and been (TQM) it was envisaged from within the IQR Support Team that the facilitation of Action Learning Sets (ALS) operating across the HE Community would provide potential to cascade ‘good practice’, address issues and challenges identified through the ‘themes’ of the Developmental Engagement; and provide staff opportunity in creative and innovative reflexive practice with the option for participants to gain a leadership qualification (SLM LS Certificate in Leadership).

For several years ALS have been an effective component of management development programmes delivered within the College. Based on the work of Revans (1981) and dovetailing with the writings of Argys and Schon (1978) on organisational development, Kolb’s (1984) experiential sequential learning ALS promote progression from teaching to learning (piller II) in that participants ‘engage in active learning’; develop as collaborative learners; and pursue ‘deep’ (double loop) learning.

Attendance and Involvement

In January 2009 three Presentations were arranged across the college campus to promote interest in this initiative with an introductory foreword provided by the Dean of HE. An open access ALS (peer group) resource page was provided on Moodle to stimulate interest. http://moodle.bradfordcollege.ac.uk/course/view.php?id=1621

The other groups adopted a ‘general’ theme approach. The first of these comprised of R. Wynne, T. Moore, M. Reed, P. Brookes and G. Griffiths, who were recently joined by J. George. This group has been particularly interested in improving communication processes and procedures with time spent discussing Mitigating Circumstance, Scholarly Activity, Dissertation Supervision, Assessment Feedback and Additional Learning Support.

The third group comprised of P. Spencer, A. Meek, J. Lister, D. Howard, B. Stafford, J. Toogood and S. Wagstaff and recently joined by W. Preston. This group has been exceptional in supporting the individual ‘issues’ of it’s members, with several awarded the ILM 5 Certificate in Leadership.

A fourth Group was formed in October 2009 to focus on PDP. This Group comprises R. Rooney, Z. Musaayi, S. Tione, L. Jackson, K. Aford, M. Binders, M. Wood, J. Lawrence, R. Layden, P. Jarvis and M. Joesbury. It provides a platform where participants can share module handbooks and schemes of work; and explain the rationale in the context of their programme. The intention is to identify barriers, supported by resources which can be placed on the Moodle site with an explanatory narrative as to their potential use.

A fifth Group commenced on 25th March 2010 with ‘Moodle’ being the specific focus of attention. The inaugural meeting was attended by T. Gildersweere, B. Snowdon, D. Duffy, M. Frank, G. Lawrence, R. Layden, P. Jarvis and M. Joesbury. It has been particularly interested in improving communication processes and procedures with time spent discussing Mitigating Circumstance, Scholarly Activity, Dissertation Supervision, Assessment Feedback and Additional Learning Support.

In Conclusion

The IQR process provided a useful window of opportunity to promote ‘action learning and distance learning’ as part of staff development within the HE community. The facilitation and evaluation of the Peer Groups will continue as part of the TLU (HE) role following the disbANDING of the IQR Support Team. For more information on Action Learning Sets please contact the author.


**BAR CONFERENCE**

**Conference Introduction and Welcome**

- **Mike Harwood**
  Executive Director, Teaching, Learning and Curriculum, Bradford College

- **Ronan O’Beirne**
  Assistant Director, Learning Development and Research, Bradford College

- **Marian Brooks-Sardinha**
  Public Services, Sport, Leisure and Hospitality, Bradford College

- **Malcolm Smith**
  School of Teaching, Health and Care, Bradford College

- **Gill Kirkup**
  Head of the Research Data and Policy Team and the UKRC

**Presentation:**
Using Research to develop and support policy

**After Dinner Speaker**

- **Joolz Denby**
- **Adam Mannis**
  UK Resource Centre for Women in Science, Engineering and Technology

**UK Centre for Materials Education, part of the Higher Education Academy**

**Keynote Speaker:**
Implementing Change: a Bradford College case study

**Conference Dinner Entertainment**

- **Charles James**
  Bradford Law School, Bradford College

- **Katrina Denison**
  School of Business and Management, Bradford College

- **Dave Howard**
  School of Teaching, Health and Care, Bradford College

- **Gill Kirkup**
  Head of the Research Data and Policy Team and the UKRC

**Conference Dinner**

**Conference Dinner**

- **Presentation:**
  Formative or futile?

- **Presentation:**
  Improving progression potential

- **Presentation:**
  Policy, Research and Practice

**Workshop:**
Using Moodle in Recording Assessment Decisions

**Workshop:**

- **Using critical incident analysis in peer review**

- **Using an e-Portfolio to Support Peer Groups**

- **Using assessment strategies that benefit all learners**

**Workshop:**

- **Towards a model for inclusive education in initial Teacher Training**

- **Using critical incident analysis in peer review**

- **Impact does the use of e-portfolios have on the quality of teaching and learning?**

**Conference Dinner**

**Conference Dinner**

- **Presentation:**
  Assignment feedback: formative or futile?

- **Presentation:**
  Improving progression potential

- **Presentation:**
  Using research to develop and support policy

**Conference Dinner**

**Conference Dinner**

- **Presentation:**
  Assessment Strategies that benefit all learners

- **Presentation:**
  Towards a model for inclusive education in initial Teacher Training

**Conference Dinner**

**Conference Dinner**

- **Presentation:**
  Using critical incident analysis in peer review

- **Presentation:**
  Using research to develop and support policy

**Conference Dinner**

**Conference Dinner**

- **Presentation:**
  Assignment feedback: formative or futile?

- **Presentation:**
  Improving progression potential
Joolz Denby is full of surprises but she hasn’t taken shit! However, we did enlist her services as a guest speaker as part of a lively cultural and artistic programme designed to enhance the academic agenda at the BAR (Bradford Action Research) Conference hosted by Bradford College on 19th and 20th November 2009. We wanted delegates to relax and recharge their batteries, as well as make the most of network opportunities, between two days of intense activity involving our latest research developments on aspects of teaching, learning and assessment, so an evening of amusing treats was held at the National Media Museum.

VIP guests, including the Deputy Lord Mayor, Councillor Naveeda Ikram and her husband, Saqib Salam Shah, joined delegates to watch a special performance of song, dance and drama given by our talented Performing Arts students at a drinks reception in the Experience TV Gallery.

After a delicious dinner in the Kodak gallery, Dean of Higher Education, David Smith, bravely tackled the thorny task of introducing Joolz, a woman whose portfolio is so extensive that she defies easy description as well as convention.

Joolz Denby
Guest Speaker at the BAR Conference

Expressing her thanks for the invitation to address the delegates, Joolz explained that she viewed all her ‘fields of endeavours’ just as being an artist and the different ways I express my creativity. She emphasised the significant and increasing contribution of creative industries to the national economy, before recalling her own education, which included more than one spell as a Bradford College student. She disclosed that she had started a Dip HE thirty years earlier but that she never completed any HE course that she enrolled on, distracted by gang membership and an early marriage.

I am the pupil from hell; the worst in your class, who is not listening. I would be doodling in my rough book or gazing into space. I felt my education had nothing to do with real life. I went to a very strange school in Harrogate where I was taught how to get out of a lumino sine, how to write a cheque and we went on a school trip shopping in Paris! When I was eleven, an English teacher took some rough books away that had poetry in and sent them to Ted Hughes. He wrote to me criticising my work. I was annoying, strange and had my head packed with ideas but that teacher did not condemn me for my difference. She understood my daydreaming was functioning not digesting. It was part of my becoming an artist.

My mother worked full-time and father worked away on oil rigs so my nana brought me up. My mother worked full-time and father worked away on oil rigs so my nana brought me up. I was working within the music industry really living. I worked within the music industry and constantly told, ‘do this … do that’. I was told off and called a Bolshevik. I was thrilled! They expected me to suggest a computer or some other technological piece of kit. I have to do all the housework so I want a maid to let me daydream! I can’t do this when I am working. If I am tattooing I make an error I mess up someone’s life. But for a novel I need time to think. Everyone is constantly subjected to noise, for instance, by mobile phones, which have eroded the space between personal and public life. We need these spaces. There are generations of people not knowing how to think because they have had their creativity stifled. We need to distinguish between kids being inattentive on purpose and those actually thinking.

Joolz told how she attended a conference where everyone was asked what would make their life better. ‘When I suggested a maid I was told off and called a Bolshevik. I was thrilled! They expected me to suggest a computer or some other technological piece of kit. I have to do all the housework so I want a maid to let me daydream! I can’t do this when I am working. If I am tattooing I make an error I mess up someone’s life. But for a novel I need time to think. Everyone is constantly subjected to noise, for instance, by mobile phones, which have eroded the space between personal and public life. We need these spaces. There are generations of people not knowing how to think because they have had their creativity stifled. We need to distinguish between kids being inattentive on purpose and those actually thinking.

Creativity is a very broad church. My old father in law was a master carpenter who could make the most beautiful things. I told him he was an artist. We sometimes restrict the meaning of creativity but we have got to find out what it is to do a thing properly and well. That is the craft of an artisan. I am wearing earrings made by an artisan carver and jeweller, depicting goddesses who sleep and dream the world. We owe it to our children to allow and encourage them to dream their world in peace.

Joolz had promised an ‘interaction and event, not a talk’ and she certainly lived up to this, as delegates enjoyed a very spirited debate with her to round off the evening.
Nigel opened the session by talking about Becta and its role in the use of technology in the British education system and the contexts and methods for the organisation’s work.

The work carried out by Becta includes National Surveys of post-school sectors, which include FE Colleges, Adult and Community Learning and Work Based Learning. In 2008-09 they found, in FE Colleges, that:

- Staff ICT skills seen as improving substantially in the past year by both managers and staff.
- but only 65% of practitioners are using these skills for e-learning.
- Infrastructure meets or exceeds current learning or teaching demands in 90% of colleges.
- Significant progress seen in the provision of assistive devices for learners with special needs.
- 60% of colleges have regular reviews of technology investment.
- Learning platforms are installed in more than 90% of colleges.

The findings of the survey have been developed into a range of key questions to help Becta design the most appropriate way forward to achieving its aims.

Some of Nigel’s work has focussed on how Becta can make research more personal, or as his presentation called it, Making Research Real. He spoke about issues that were identified by research projects and about the challenges faced by practitioners and managers in understanding how their findings might influence practice, processes and learners. These questions led him to consider that there are two sides to research; finding out about reality and exploring the new.

In a review of Becta’s experience, Nigel spoke about research activity linking local and national work with national agencies having input such as funding, dissemination of findings and provision of research media for the sector. The links enable colleges to support and acknowledge communities of practice, promote research in a variety of ways and disseminate research activity to staff, learners and other stakeholders.

Barriers to the success of research work have been identified - along with the major factor of time, Nigel mentioned barriers relating to dissemination of findings, poor take up of research findings by organisations, funding limitations and perceptions that research is a specialist activity and needs to be presented in highly formalised publications using specialist vocabularies/jargon. Nigel also spoke about research in the college environment being in a supportive context, despite the many barriers discussed.

In closing the session, Nigel offered some advice for researchers in the college environment:

- Take time to find out about research and policy, as these frame almost every aspect of our work.
- Use the resources available to you, if there is little in your place of work look to external agencies and peer support groups.
- Use the opportunities for discussion and review to air your questions and discuss how you might investigate them.
- Try to identify colleagues who have similar questions and find out if you can collaborate.
- Identify potential sources for funding for any work.
- Look for places to publish your work – think about how you can make it accessible to the widest possible audience both within your place of work and outside.

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Richard Hall

Problem based learning in an integrated e-learning environment

This project will focus on the evaluation of student-centred teaching strategies in which students collaboratively solve problems and reflect on their experiences. The development and increasing availability of online collaborative resources has opened up the possibilities for incorporating problem based learning within an integrated e-learning environment. This includes the delivery, support, administration and assessment of a course.

The key areas of focus will be:

- The delivery of problem based learning for HE courses being delivered in FE institutions.
- Investigating commercially available online resources to support problem based learning.
- The discovery of the strengths and weaknesses associated with using an integrated e-learning environment to deliver problem based learning.

This project will enhance the quality of teaching in HE by:

- Recommending strategies for implementing the use of HE online learning software in an FE setting.
- Recommending specific software packages to reduce duplication of effort across College.
- Disseminating the best practice in problem based learning to widen participation of students creating a positive experience.
- Proposing an assessment strategy that allows students to evidence knowledge appropriate to a given grading taxonomy and allows for differentiation within a collaborative submission.

Kate Breeze

Developing inter-community and inter-cultural dialogue through International links

The focus for this project will be to participate in the Global Xchange programme to Nigeria (Sept – Dec 2009). The purpose of the programme is to work with community leaders and people who work with young people to develop an inter-community and inter-cultural dialogue to promote the participation of young people in making a positive difference in their community. The programme aims to recruit 15 people from Bradford to take part and be paired with a counterpart from Nigeria.

The key areas that will be explored will be:

- How Bradford College can develop the quality of our teaching of global issues in relevant curriculum areas.
- How Bradford College can develop students’ critical learning including challenging stereotypes and assumptions and exploring the mutual issues and connections.
- How Bradford College can develop opportunities for students to participate in International volunteering and fieldwork opportunities to further their learning and development of professional skills.
- How Bradford College can develop effective networks for mutual learning and development of best practice with partners from other global communities.

This research will enhance the quality of teaching in HE by:

- The development of critical debate and the development and dissemination of resources.
- Building an active and sustainable network both locally and globally to support our curriculum development.
- Providing staff and students with the opportunity to work alongside colleagues from Nigeria and discuss and debate global and professional issues.
- Developing students’ awareness of critical skills in challenging stereotypes and perceptions of other global communities.
- Developing links with partners in the voluntary and statutory sectors across Bradford to strengthen our work with young people around participation and social cohesion.
- Developing students’ awareness of volunteering opportunities open to them to enhance their skills and experience.
- Exploring the possibilities of developing fieldwork opportunities in Nigeria with partner organisations.
Andrea Wilde

**How to improve student engagement with Personal Development Plan (PDP) research via e-learning, online resources and online feedback**

This project aims to closely link the PDP modules with the practical modules so that the students fulfil their learning outcomes in a more efficient manner whilst providing the students with a more practical approach to their PDP modules. Therefore the PDP modules are less theoretical.

**This will enable the students to:**

- Become more evaluative of their current practical work.
- Research the context of their work, the market place and competitors.
- Research potential destinations on progression for themselves.
- Know how to present and promote their work and themselves upon graduation.

This project will examine ways to engage students more fully with the research required of them by creating more interactive tasks via e-learning in both written and image based work. It will follow the traditional cycle of planning, acting, observing and reflecting from which a revised plan is formulated. It is intended that comparative experiment be carried out in the following areas:

- What happens if students are given a research task in class via handouts with some source supplied and are asked to carry out the paper based research in class?
- What happens if all the supplied sources are linked to Moodle but also to find and upload their sources onto Moodle and students are then required to share and comment on the sources found by fellow students?
- What happens if no sources are given and marks are purely given for sources found and information gathered from those sources and shared between the students via the forum?

The project will also look at how students on blended learning courses use Moodle compared with those taught in the classroom. And also how Moodle can facilitate feedback from formative assessment.

**The project will enhance the quality of HE teaching by:**

- Contributing to the knowledge of how to facilitate deep learning via e-learning in addition to other methods of learning, specifically to the fields of PDP, Art and Design and assessment via e-learning.
- It will increase the variety of teaching and learning experiences within PDP for Design Degrees and allow greater autonomy and flexibility of study time on those courses.

Jim Hordern

**Making better use of the part time employment experiences of HE students projects in the workplace**

This project will investigate the potential benefits of incorporating student part time employment experience into their studies. Something which is often overlooked with indifference. This will be achieved through a range of approaches including developing project based modules and assessment strategies. These approaches could act as vehicles for accreditation of employment skills and experience. Also reflection on employment experiences should be integrated with case studies and theoretical input to enable students to contextualise their experiences and develop these skills. There may be significant benefits for the student in terms of recognising the potential transferable skills to that of the workplace.

**The following areas will be undertaken:**

- Desk research reviewing previous work that has aimed to make use of the part time employment experiences of undergraduates in an educational context.
- A brief survey undertaken with a sample of HE students at Bradford College investigating employment experiences and skills developed in the workplace.
- Interviews with a sample of HE students currently in employment to obtain more detailed data regarding employment experiences and awareness of learning and skills development at work.
- The development of a series of project based teaching and assessment strategies that aim to make better use of part time employment experiences.
- Workshops gathering ideas through the collective experience of colleagues at Bradford College.
- Reports written summarising key outputs from research activity and workshop dialogue with colleagues.

**This project will enhance the quality of teaching in HE by:**

- Providing robust learning and assessment strategies which will make better use of student experiences.
- Providing students with the necessary tools to better realise their potential in the workplace.
- Developing learning around project based assessment which will produce a high quality outcome.
- Providing staff with the tools to support students in project based assessment.
- Utilising collective staff knowledge allowing trials of new techniques and ideas.
- Developing a toolkit for staff to realise the potential of students undertaking part time employment in a positive manner.
- Strengthening the staff collective understanding of the importance of student employment experience and how that may be incorporated into student learning and assessment.
Malcolm Smith

Developing e-portfolios as a central aspect to a student’s Personal Development and Planning (PDP)

This project aims to develop the use of e-portfolios within Teacher Education in order to enhance both teaching and learning. It intends to build on the work already completed within the Department of Teacher Education on the Mahara e-portfolio system to undergraduate Initial Teacher Education (ITE) students. The project will develop the integration of the e-portfolio with the PDP to form a cohesive structure within which students will work. This includes the development of a “study buddy” system by which the e-portfolio will be the conduit by which the process will take place. The project will concentrate on first year undergraduates.

Key developmental areas are:

- The use of the e-portfolio to develop a culture of peer review specifically related to classroom practice with the students sharing their work.
- The use of formative assessment to develop the practice of critical reflection so essential for professional practice.
- To develop the process of planning for the integration of the e-portfolio throughout the student’s undergraduate programme.

This will enhance the quality of teaching in HE by:

- Developing the confidence and skills in the use of ICT by colleagues which will lead to the development of greater media rich programmes.
- Providing a more learner-centred approach within programmes of study
- Integrating two aspects of PDP in order to reduce duplication of time and effort
- Giving students a greater responsibility for their own PDP in a flexible format where they can better reflect on their achievements
- The use of formative assessment to enable more effective teaching and learning.
- Increasing flexibility within teaching and learning to enable a more personalised curriculum.
- The development of effective communities of learning.
- Enhancing the avenues of the scholarly communication through Web 2.0 technologies.
- Enhancing the concept of lifelong learning.
- Implementing and exploiting the social aspects of learning effectively.

Tamsin Spain

Exploring the use of role models in IT

Little formal research has been done on the use and effectiveness of female role models from industry, within the curriculum, although there has been much discussion on the topic. Through our work with women in atypical careers, we have found that role models and mentors can make a significant difference to a woman’s career progression.

We will explore the following areas:

- Is the IT department already using workplace role models in its teaching, and if so, how?
- What are student and staff views of role models?
- What do students want from role models? Is there a difference between male and female student needs?
- What do staff want from role models? What are the practical issues in using role models as part of the curriculum?
- What effect do role models have on students’ development and learning?
- How can role models benefit lecturers when used as part of the curriculum?
- What are the most effective ways of facilitating students’ access to role models?

The UKRC will facilitate the project and identify and engage suitable female role models from industry. Role models will be sought through local companies and through our online searchable facility – ‘GetSET Women’.

We are keen for staff to take ownership of the project so that the work we do this year can be continued in the future. Therefore we will involve them at each stage of the project and endeavour to mainstream the successes of this project.

Using role models as part of the curriculum will:

- Enhance the learning environment and support lecturers in demonstrating different career paths.
- Add a new dimension to HE teaching and bring the curriculum to life.
- Increase students’ interest in and commitment to their subject.
- Bring relevance to the classroom by showing the application of learning in the workplace.
Assia Hussain

Developing teaching strategies to enhance the progression of ESOL learners on to HE courses and boost the successful completion of their HE qualification

The aim of this project is to look at widening the participation of non-traditional learners on HE courses at College and develop strategies to enable those learners to successfully complete their qualification. The project will focus on ESOL students and the typical courses that they progress to.

Key areas of investigation are:
• To investigate the factors which encourage or discourage ESOL students regarding HE courses.
• To investigate the kinds of HE courses that ESOL students might progress to.
• To investigate how ESOL students might contribute to the British economy on completion of an HE course.
• To investigate the barriers that ESOL students face on entry to/during HE courses and how that might be overcome.
• To compare Bradford College with a similar college in order to gain perspective.

This project will enhance the quality of teaching in HE by:
• Helping to increase retention from non-traditional HE entrants, thus providing a richer experience for all HE students.
• Increasing the positive experience of ESOL students.
• Making recommendations across College to support ESOL students more effectively on HE courses.

Brian Hindmarch

Comparative studies of teaching typography (specific to the Netherlands)

The aim of this project is to compare and contrast the way in which teaching strategies vary to students being taught in a language which is not their first language from the unique perspective of teaching in the secondary language. Also to look at their best practice in teaching art and design with the intention of incorporating that into teaching and learning at Bradford College.

The project will enhance the quality of teaching in HE by:
• Sharing best practice gained from an internationally renowned institution.
• Applying the experience of teaching overseas in order to enrich teaching at Bradford College.
• Sharing firsthand knowledge of Dutch design in order to inspire Bradford College students.
A day in the life of a keynote speaker

I was pleased to receive a request from the organisers of the 2nd International Conference on Governance, Fraud, Ethics and Social Responsibility to act as one of their keynote speakers. As well as myself, there were two UK professors from the Cass Business School and Nottingham Trent University respectively, as other keynote speakers. In addition, prominent international academics and practitioners from numerous countries ranging from Japan to India and the US submitted papers to the conference. The conference was held in the largest island off Istanbul (Buyukada AKA Prince Island). A ninety minute ferry trip costing approximately £1.50 took passengers from Istanbul to the island.

As a marketing (and CSR) specialist, I concentrated on the theme of putting ethics and CSR into practice. Despite a great deal of theorising and conceptualising about CSR, can it really be implemented by organisations? Due to its popularity, CSR is used extensively by organisations in the private and public sector (including governments) for purely marketing purposes, and sadly at times it is a mere window dressing exercise. Analogous to environmentalism and ecological policies where a great deal of ‘green-washing’ occurs, CSR policies are invariably used by some firms as a smokescreen behind which to hide from public gaze and criticism. The code of ethics of Enron apparently ran to 64 pages, and we all know what happened to it!

One of the benefits of attending international conferences, as well as publicising Bradford College, is the exchange of information, knowledge and learning about how other academics carry out research. Furthermore, it facilitates collaboration between academics at universities and colleges and forges international links which at times leads to Erasmus agreements and student recruitment.

Khosro S Jahdi

Staff engaged in TQEF research 2009-2010

Kate Breeze, Richard Hall, Brian Hindmarch, Jim Hordern, Assia Hussain, Malcolm Smith, Tamsin Spain, Andrea Wilde.

Edited by Ronan O’Beirne
Contact: r.o’beirne@bradfordcollege.ac.uk
Design: Gordon Yates
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Round Britain – spreading the word on our good practice

Recently I travelled to the Engineering Centre for Excellence in Teaching and Learning (engCETL) at Loughborough University to speak at the Higher Education Academy’s Scholarly Activity Workshop. This was the second in a series of three events, at which I was invited to speak, the first was at Stockport College and the third will be at Bristol College. The events run by Angus Carpenter, Research Centre Manager at City College Norwich and Becky Turner, Educational Researcher at the University of Plymouth.

The aim of the series of workshops is to ‘develop and enhance the practice and management of scholarly activity and research within Further Education Colleges’. Barbara Edwards from the QAA opened the proceedings looking at the challenges of building a research ethos.

My presentation looked at the development of the research agenda across Bradford College giving examples from our TQEF cohort of projects, explaining our use of our home-grown virtual research environment, outlining our use of research support staff such as academic liaison librarians, and of course talking about the 2009 BAR conference. It was well received at both workshops with a lot of people asking questions both in the session and later throughout the day.

Other presentations included a well constructed assessment of scholarly activity and its benefits by Jim Logan from Blackpool and the Fylde College; aspects of research project management and most interestingly how to attract funding from a range of different agencies delivered by Angus Carpenter and Neil Witt, Head of Technology Enhanced Learning again at University of Plymouth. Becky Turner, helped by Phil Lester of the Higher Education Academy, looked at the support that is provided by Regional Support Centres, and also Phil outlined the HEA’s professional recognition scheme of associates, fellows and senior fellows. The issue of linking with the Institute for Learning, raised by an audience question, was also discussed.

Ronan O’Beirne