End of Award Report:  
Transforming Learning Cultures in Further Education

Background

The Transforming Learning Cultures in FE (TLC) was ground-breaking, as no similar research had been done within the FE sector. The research drew on four main bodies of literature: situated learning (e.g. Lave and Wenger, 1991); the learning careers of young people (Bloomer and Hodkinson, 2000); the professionality of FE staff (Gleeson and Shain, 1999); and the conceptual frameworks developed by Bourdieu (Grenfell and James, 1998). We planned the research to establish the extent to which learning is cultural and relational.

Objectives

(i) To determine the nature of learning cultures and their impact upon students’ and teachers’ learning in FE.

Achieved.

(ii) To establish a theoretical base for understanding the inter-relationships between learning cultures, learning, and situational and motivational factors in FE.

Achieved.

(iii) To identify principles of procedure for the enhancement of learning cultures in order to improve student and teacher learning and achievement.

Achieved.

(iv) To determine the effectiveness, within prescribed limits, of different intervention strategies for the enhancement of learning cultures and the improvement of learning.

In the light of research evidence, this was expanded to cover the impact of interventions that undermined effective learning. Once that was done, this also was achieved.

(v) To set in place an enhanced and lasting practitioner-based research capability in FE.

This was largely unachieved, but the research revealed the cultural reasons for the failure (See ‘results’ below).

Methods

This project was methodologically innovative in three ways:
1) The large core research team of 14 included staff from FE colleges and universities.
2) The research combined qualitative and quantitative case study data in an iterative way.
3) The project developed ways of analysing vast quantities of data – over 600 interviews, over 150 observations, 16 tutor log books, 1043 returned questionnaires, numerous notes from meetings and workshops.

The research was a partnership between four universities and four FE colleges. Five university researchers were halftime, and four FE researchers were seconded for two days per week. With five project directors, this gave a core team of 14 who met regularly in residential workshops. This mixed team ensured that the research was within, not just about, FE. Partnership working added insights to the research process and subjected our findings to ongoing rigorous critical assessment.

We examined 16 FE learning sites in depth for a three-year period. One site was followed for one year and, because the tutor changed jobs was replaced by a site that was followed for two years, giving 17 in all. The sites were selected in consultation with the colleges and tutors. We sought to achieve a balanced cross-section rather than a representative sample. One tutor in each site worked as a participating tutor in the project, with paid remission of 2 hours per week. These tutors were regularly interviewed and kept personal log-books, which they shared with the research team. The sites were observed several times a year by different people, including tutors observing each other. Observations were unstructured to give general impressions of learning in the site. Six students were interviewed twice a year, in each site. For two year courses, this gave an overall sample of 12 students, because we picked up two cohorts. For 1 year courses, we followed 3 cohorts, with a sample of 18. For shorter courses, the sample was larger. All interviews were semi-structured. Twice a year we administered a questionnaire survey to all students in each learning site (see annex 1). Completion rates varied from site to site: in all but one, the response rate to initial questionnaires was greater than 80%; the rate for exit questionnaires varied from 48% to 72%. In two sites we abandoned survey work because of collection difficulties. In the entry-level drama course the students had to be helped to fill the answers in, and it became clear that there was no certainty that the answers accurately represented their perceptions. The other was an English for Speakers of Other Languages group, who found completing the questionnaire difficult and stressful. (Sampling and data collection are more fully explained in Hodkinson and James, 2003.)

The prime unit of analysis was the learning site. We began by building up detailed descriptive case studies of the learning culture in each site. In addition, we developed accounts of the learning careers of several students and tutors. In moving beyond the descriptions, we analysed each site against what we termed a learning cultures instrument (annex 2), and an interventions instrument (annex 3).

The use of these interpretative instruments allowed us to pull together a picture of similarities and differences between site learning cultures, and to make sense of the different types of intervention and the impacts they had on learning in each site. These two macro-analyses were interlocked (Hodkinson et al., 2005).
The quantitative data fed into these processes at all stages. It helped locate our sites in FE as a whole, to compare the views of our interviewees with the views of other students in the sites, to look for similarities and differences across the sites as a whole, and to identify change. This required a range of inferential techniques. For example, paired sample t tests were used to map change in scores over the period of students' engagement in a site and to compare students' initial expectations with the outcomes they felt they had achieved, Analysis of Variance (with post-hoc comparisons) was used to identify groups of sites such that sites within any one group were similar with respect to a given variable, but there were significant differences between the different groups. Cluster analysis was used to identify groups of students in the same way. The distribution of the different groups across the sites was then explored. Factor analysis was used to explore the dimensionality of the scales used in the questionnaire. The results of these inferential techniques were interpreted in a non-inferential way: the criterion of statistical significance was used simply to distinguish results worthy of further investigation from results that could be regarded as ‘noise’; statistical significance was not used to claim generalisability of the findings to a population. In other words, results were interpreted in the same way as our qualitative findings: they were assumed to relate to the particular sites and to the particular times at which the data were collected (This methodology and some of the results are discussed in Postlethwaite & Maull, 2003).

Almost 3 years into the project we modified the final stage. In the original bid, under pressure from the TLRP Steering Committee, we planned a final evaluative stage, returning to the sites to see if teaching interventions had been sustained. The constant pressure on tutors, the continually changing pressures on sites and the relational nature of learning in FE (see below), rendered this inappropriate. Instead, we conducted a genealogy of prevalent notions of learning and the improvement of learning in the UK FE sector, over the last 30 years. This entailed the critical examination of 343 published texts, mainly from the ‘grey’ policy and practice literature. This helped determine the extent to which our findings reflected the immediate contemporary state of FE, or were more deeply rooted in the traditions of the sector.

Results

Understanding Learning in FE

The research confirmed the cultural nature of learning in FE and allowed us to develop a new theory of learning cultures and learning (Hodkinson et al. (forthcoming) nominated publication 1). We distinguish a learning culture from a learning site, and any site where learning takes place can be understood to have a learning culture. We define a learning culture not as the environment in which people learn, but as the social practices through which people learn. Such practices are constituted by the actions, dispositions and interpretations of the participants, which means that learning cultures exist in and through communication and interaction. Cultures are (re)produced by individuals, just as much as individuals are (re)produced by cultures, but the degree to which individuals can influence the culture in which they participate is unequal. Cultures are both structured and structuring, and individuals’ actions are neither totally determined by the confines of a learning culture, nor are they totally free. This cultural understanding of learning draws attention to the significance of power inequalities in FE, in wider society and in individual learning sites. The theory permits the integration of individual and sociological views of learning, without either becoming subordinate to the other. Also,
this view of learning draws attention to the fact that what counts as good learning is socially constructed and contested. In every learning site we encountered multiple variations of learning, some of which would be widely judged to be beneficial, some of which would be widely judged to be harmful. Thus, it might be good that the nursery nurses were effective practitioners, but bad that they learnt to accept their position in highly gendered work with low status and low pay. In psychology, some were obviously successful. Others learned that they were incapable, and lost confidence. It therefore is important to make two different but related judgements about learning in any site – the first about value or desirability and the second about effectiveness.

A cultural understanding of learning implies that learning is not simply occurring in a social context, but is to be understood as a social practice. Such practices are influenced by factors inside and outside the actual site where learning takes place. In our context, these included the FE college as an organization, employer organizations with which there were formal or informal relations, awarding bodies, various quangos and the policies and actions of the DfES. Learning cultures are relational, so that no one factor is prime above all others.

Students and tutors learn through participation in the learning cultures of the sites where they belong. Their learning is formal and informal (Hodkinson and Colley, 2005). Put differently, through their engagement in learning, each student (or tutor) engages in a process of becoming. This is most obvious for fulltime students. Thus, a number of working class young women became nursery nurses (Colley, In Press). It can also be applied to part-time students – even those on the distance-learning basic computer skills course, who became more competent in IT through the course. Learning as becoming entails structure and agency, and Bourdieu’s concepts of habitus, capital and field helped make sense of our data.

Each learning site had a learning culture that was significantly different from the others. This was because the influencing factors and their interrelationships varied. These variations were often considerable. The practices of teaching and learning and the ideas about what counted as ‘good’ learning and ‘good’ teaching differed from site to site, as did the dispositions and intentions of students and tutors. Site learning cultures had differences in practices as well as in values. Consequently interventions that worked in one site might not be appropriate in another.

Learning sites can be grouped according to many different organizing criteria. One example is fulltime vocational sites, and nominated publication 2 (Colley et al., 2003) analyses these in terms of vocational habitus. It was also possible to identify some key aspects of learning culture that were common across the sample. Using these similarities, supported by the genealogy study, we were able to construct a picture of the learning culture of the FE sector as a whole. There are four key features:

(1) The central significance of the tutor in learning. However, there was considerable variation in tutor position. Some were more independent than others and had more social and/or cultural capital and room to manoeuvre. Some were teaching on courses that they had started themselves – others on courses of which they disapproved.

(2) Status and qualification hierarchies. FE (excluding sixth form colleges) has always dealt with students, young and old, looking for a second chance in education. Often
these are people for whom schooling has been problematic. These are often working class students and/or those from minority ethnic backgrounds. FE has developed a welcoming ethos and a set of practices to work with such students. However, it is this that leads to its relatively low status compared with school or HE, and this low status permits forms of funding and managerialism that are more extreme than in other education sectors. This status issue impacts on different courses in different ways, often risking detriment for those on lower status routes within the FE portfolio. This is more than the distinction between academic and vocational. There are significant hierarchies within and between vocational qualifications, which affect recruitment, progression and student and tutor identity.

(3) Learning in FE is pressured and destabilized by a combination of inadequate and unstable funding and a rigid audit regime, focused on retention, achievement and OFSTED inspection standards. The result is tutors who spend much of their time striving to protect the existing learning culture from external damage – such as dramatic reductions in class contact time, imposed register systems that do not fit with patterns of attendance and learning, and tensions between inclusion and high achievement rates. Dealing with this entailed extensive underground working (James and Diment, 2003), with many tutors routinely engaged in working well beyond their job descriptions, simply to keep classes afloat. Our evidence suggests that these pressures increased during the period of the research, with increasingly detrimental effects. Rather than improving learning, such managerial approaches threatened its quality, and tutors were running out of the energy and morale needed to resist them.

(4) Pressures to improve teaching and learning in FE are primarily externally driven, by concerns other than the nature of teaching and learning. Over the last 50 years, there have been repeated calls for the improvement of teaching and learning in FE to solve perceived social and moral problems among youth; the inadequacy of VET for employers; insufficient skill levels to ensure the nation’s global competitiveness; and the need for a cost-effective FE service. Beneath these different calls for improvement, lies a basic problem – the demand that the sector provides effective responses to some of the country’s major social, employment and economic needs, but with ever-decreasing resources.

**Tutor Interventions**

We focussed specific attention on actions taken to improve learning, particularly by tutors. The project distinguished between the everyday *mediating* and *enacting* of learning cultures, and deliberate *interventions* that tutors make. Our work with participating tutors included a series of deliberate attempts to bring about change in the learning culture. We distinguished three types of tutor intervention:

(1) *Interventions for improvement.* These were initiated in a wish to foster better learning, or to maximise student success. They ranged from changes to aspects of teaching to the reorganisation of whole courses. Their success depended in part upon whether they brought about a shift towards greater synergy between various elements of the learning culture.

(2) *Interventions to mitigate negative change.* These were more common than we expected. Typically, sets of strongly held professional values and practices came into conflict with new expectations or requirements (from college managers, funding arrangements, qualification bodies, other stakeholders). The
intervention was primarily aimed at maintaining practices, sometimes at considerable cost to the tutor.

(3) **Interventions for ‘exit’**. In the face of what they felt were intolerable or unsustainable circumstances, some tutors intervened to leave the college. Others sought and found new forms of professional sustenance outside college structures.

Tutor interventions of type (1) often brought about improvement, but there were also unintended consequences, and examples where pervasive aspects of learning cultures prevailed and tutor interventions had little effect. Some tutor interventions were informed by insights from research, including the TLC. However, our findings question some conventional thinking about the use of research by practitioners and also about the nature of improvement, to which we turn next.

**Improving Learning**

Learning cultures are often persistent and many of the determining influences are outside of the control of players within the education system. However, because learning cultures are partly constructed by people there is scope for some significant change through which improvements in learning can be brought about. Some of the improvements necessary in FE require wider issues of social inequality and restrictions of the labour market and employment practices to be addressed. In this project we concentrated on the potential for change inside FE.

We identified four possible drivers for the improvement of learning:

1). **Student interests**. What students in FE want and need is very varied, between and within particular courses. Their FE experience is not simply about passing qualifications and getting a good job – though these were goals for many. Students want to enjoy their learning, and to be able to balance their studies with other personal priorities, be that economic survival, supporting a family, doing an existing job, or sustaining a vibrant lifestyle. To operationalise this force for improvement requires the acknowledgment that sometimes students legitimately want things that policy does not support. It is also necessary to challenge student assumptions and expectations as part of the educative process.

2). **Tutors’ professionalism**. We found dedicated staff, determined to do an excellent job, often in difficult conditions (Gleeson et al., 2005). If this reservoir of tutor experience, altruism and professionalism were recognised and supported, major improvements in learning would follow. This would entail creating more space for tutor autonomy and collaboration, encouraging, rewarding, sustaining and supporting creativity, imagination and innovation, and providing better tutor learning opportunities, including challenging expectations and assumptions. Research done elsewhere in the TLRP on workplace learning is relevant. Tutors need more expansive learning environments at work, including opportunities to step outside the working context and engage with critical thinking – for example through engagement in research or other HE-linked courses and activities (Fuller and Unwin, 2003; Hodkinson and Hodkinson, 2005).

3). **Pedagogy**. Our data supports the view of teaching as an art rather than a technical craft. Though there are some obvious common features of good pedagogy that can be applied almost anywhere, the nature of that application differs significantly between different sites and their learning cultures. Often the good pedagogy we observed did not
completely fit the criteria set out for national standards and inspection, and what worked well for one tutor in one site might not have worked for a different tutor, or on a different site. A greater understanding of and support for excellent pedagogy that is particular to a tutor’s personal approach and professional judgement and that is sensitive to the nature of the particular learning culture, should be combined with staff development that encourages sharing of expertise.

4). Taking a Cultural View of Learning. Though pedagogy, tutor professionalism and student dispositions all strongly influence learning, they need to be considered together with the other factors listed earlier in relation to learning cultures as a whole. Recognising and acting upon this would open up the biggest improvements in learning of all. One finding is that sites where many of the cultural influences are broadly synergistic are likely to produce more effective learning.

Improving learning cultures requires actions by different types of players, including government and other national bodies, college managers (senior and middle), tutors (including the various types of paraprofessional), and ideally students themselves.

Significant changes to the management and funding of FE are vital if improvements are to be made. The sector requires stable and adequate funding, and a form of accountability that avoids the pernicious effects of the audit culture of low-trust accountability. Because of this, and because of the variability and complexity within and between FE learning cultures, it is necessary to develop ways to manage and monitor improvements that do not require either universal approaches or over-reliance on measured outputs. Our objective of producing Principles of Procedure proved to be particularly valuable. We have produced a set of such principles, organised for different potential actors, under four over-arching aims (Annex 4). Underpinning these lie six research-supported broader principles about improving learning in FE:

A). Improving learning entails more than increasing its effectiveness. It is important to supplement judgements about learning effectiveness with judgments about the value of learning, and to make issues of effectiveness subordinate to issues of value.

B). There are many different positive learning processes and outcomes, beyond the achievement of a qualification. Different groups and different individuals may appropriately value different things. There is a need to support a diversity of such positive learning, as well as recognising that learning can also be harmful.

C). Improving the effectiveness of learning entails modifying learning cultures, for example by increasing functional synergies and reducing dysfunctional tensions.

D). In enhancing learning cultures, ‘what works’ is often localised and context specific. Attempts to impose rigid standard procedures are often negative rather than positive in effect.
E). Because of D, improving learning in FE entails creating maximum space for localised initiative, creativity and professional judgement, and creating more synergistic cultures to support and reward such initiatives.

F). The improvement of learning requires a reflectively critical understanding at all levels of intervention: government, college, tutor and, where possible, student.

Research Capacity Building
Despite a strong college rhetoric of willingness to engage, we found little evidence of research influencing FE practice, and attempts to use the TLC to expand research capacity were largely ineffective, beyond the membership of the actual team. This is because the culture of FE, with its shortage of resources, constant major changes, and lack of professional space makes engagement with research very difficult. The colleges we worked with have been through mergers, major reorganisations, OFSTED Inspections and serious financial crises. Each of these rendered research activity marginal, though two colleges adopted practices as a direct result of TLC research. The four college-seconded part-time researchers were relatively senior people, working for us for two days a week. We expected this to assist in the penetration of TLC research in the colleges. Rather, it rendered these staff expensive and marginal, and three were made redundant.

Across the TLC, only one third of the tutors actively engaged in the project remain in teaching roles in the sector. Two left FE to move into sixth form provision, two have become full-time managers and are no longer teaching, five have either quit or been made redundant from FE, and five give accounts of themselves as marginalised and hoping to leave FE (Colley, et al. 2005). In research linked to the TLC, Goodrham (2005) shows how even those FE staff most committed to taking research seriously find themselves under extreme pressure. (His sample excluded TLC partner colleges, confirming the wider applicability of this finding.)

Thus, though the TLC had a major impact on the participating tutors and a lesser impact on a significant number of FE staff who read our materials or attended our numerous workshops and seminars, it has so far had little overall impact across the sector. However, the findings show how a greater research capacity and a greater engagement with research could be brought about. This requires some of the already identified changes needed to improve learning cultures in FE: spaces and reward for greater tutor professionalism, and a policy and funding context where managers can focus on improving learning, and ways in which research can help with that. TLC findings strongly suggest that research can best make an impact through tutor engagement in it. The still-dominant assumption that research discovers what works and that such findings should be universally applied by practitioners hinders the effective engagement with research in FE. This is because what works in one context will not work, or not work in the same way, in another. Tutors engage in practice through deeply held and value-laden dispositions. Effective tutor learning entails developing extending and challenging those dispositions, not bolting something new onto them. Research can play a part in helping professional tutors continue to learn.
Activities

The major activities of the project team centre upon engagement with users in the FE community. We have also fully participated in all TLRP events and activities. Links with other researchers beyond TLRP are developing fast. We actively participated in the Learning and Skills Research Network in many regions.

With Users

- 3 national dissemination days (London, Leeds, Wigan)
- 16 local & regional seminars and workshops, of various types
- meetings with DfES post-16 Standards Unit
- 67 workshops in partner colleges
- presentations and workshops in 4 non-partner colleges
- 4 keynote presentations to user/practitioner events
- a presentation in an ESRC conference for RDAs and regional policy makers
- a contribution to DfES seminar, organised by TLRP
- we were consulted on reforms to post-16 teacher training, by LLUK, and by the Foster review of FE
- contributor to ESRC pamphlet on 14 – 19 educational reform

With Academics

- 20 inputs to the TLRP events, including RCBN, annual conferences, thematic groups
- guest seminars in the universities of Edinburgh, Sheffield, Stirling & Plymouth, as well as within the four host universities
- Regular inputs to the LSDA national conferences, BERA and ECER

Outputs

One dataset of questionnaire returns, deposited in the data archive.

Significant publications include:

Academic

- A special issue of the Journal of Vocational Education and Training, vol 55, No. 4, 2003, Transforming Learning Cultures in Further Education. (7 papers)
- 5 other refereed journal articles either published or in press
- 32 academic conference papers (including ECER)
- 2 invited book chapters
- a special issue of Educational Review, due in 2007
- A Gateway book in the Routledge series, to be published 2006 (see annex 5, for outline)

Users

- 5 papers in professional conferences
- 3 papers in national professional journals
- The forthcoming Gateway book, which serves user as well as academic audiences
- 4 TLC Briefing Papers
- 1 TLRP project Briefing Paper
- Numerous inputs to local and regional practitioner newsletters and publications

**Impacts**

It is early yet for a major impact. However:

- City of Bristol College adopted some of our shadowing approaches as a central part of their quality enhancement programme
- We have been consulted by the DFES post-16 Standards Unit
- Following an invitation, we have made a contribution to the review of FE being conducted by Lord Foster
- There is widespread general interest in the research within parts of the FE sector.

**Future Research Priorities**

Our work has been used in conjunction with other research bids to the TLRP, in Phase III and in the recent Widening Participation to HE initiative. One project in Scotland is extending our work in relation to community education.

The cultural view of learning developed by the TLC could usefully be researched in relation to other formal educational contexts, such as schools or Higher Education. There is also much more research to be done to explore the implications of the TLC findings for supporting, managing and training teaching staff – in FE and elsewhere.

**Ethics**

The major ethical concern was predicted in the bid. We were interviewing students and tutors who normally worked together, so that they sometimes told us confidences about each other. This placed restrictions on sharing data with participating tutors, so as to preserve the anonymity of students. It is also why we could not anonymise the qualitative data sufficiently to place it in the qualidata archive.

**References**


ANNEX 1

Sample questionnaire

‘Initial questionnaires’ were issued to students at the start of their course. For students on courses that lasted a year or less, an ‘exit questionnaire’ was also issued at the end of their period of study. For students on a course that lasted two years, a second initial questionnaire was issued at the start of the second year, and an exit questionnaire was issued at the end of their period of study.

The following questionnaire is the one used with students in Cohorts 2 and 3 at the beginning of their course. It is annotated in blue to show how data were coded for entry into SPSS for analysis. Exit questionnaires asked similar questions, but in terms of what students felt had happened on their course, rather than what they expected to happen.

Demographic data (such as ethnicity) were not collected again on the exit questionnaires.
TRANSFORMING LEARNING CULTURES IN FURTHER EDUCATION

2002-2003 INITIAL QUESTIONNAIRE

Name ________________________________
Code number ________________________________

The questionnaires will only be looked at by members of the research team, for the purposes of the research.

Anything that we write on the basis of the information you give us will be presented in anonymised form. We will take care to ensure that you cannot be identified in our writing.

If you should wish to leave one or more questions blank, please feel free to do so.

In the main questionnaire you are identified ONLY by your code number. For most of the time, for example while we are analysing the questionnaires, we will only use the code number to identify your answers.

We need to know who you are, only so that we can look at your answers to this questionnaire in relation to the answers you give to a second questionnaire that we will ask you to complete at the end of your course.

PLEASE FILL IN THIS SHEET AND DETACH IT FROM THE REST OF THE QUESTIONNAIRE. It will be collected in separately, and stored separately from your questionnaire.

PLEASE DO THIS NOW.

These sheets are the only way to link your name to your code number. They will only be used by the University-based research team responsible for the questionnaire study.
Did you answer a questionnaire from this project last year?  
Yes (1)  No (0) 

SECTION A - YOUR PROGRAMME OF STUDY

1. **Are you studying full time or part time?** Please tick the appropriate box:
   - Full-time (1)
   - Part-time (2)

Generally, how many hours do you study per week?  
(Please tell us the **total** hours spent on **all the courses** you are studying at the moment.)
(hours entered. If a range given, mean entered)

2. **What do you expect to get out of your course?**

Last year, when we asked students like you what they expected to get out of their course, they said things that we have listed below. For each of the following statements, please think how it applies to you and your course. Please circle the number under the column that best describes your view. There are no correct answers. The best answers are those that honestly reflect your feelings.

<table>
<thead>
<tr>
<th>I expect….</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 I will enjoy the experience</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.2 I will gain more confidence around people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.3 I will get a good education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.4 I will get useful qualifications</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.5 I will get relevant job experience</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.6 I will get quality time to myself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.7 I will feel better about myself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.8 I will get a better understanding of the subject</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.9 I will use the course to get accepted on another course and continue my studies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.10 I will improve my work prospects (eg get a job, or get a new job, or get promotion)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.11</td>
<td>I will develop my brain</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------</td>
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<td>---</td>
</tr>
</tbody>
</table>

*(indicated number entered)* Continued on next page....
### 2. Expectations

<table>
<thead>
<tr>
<th>I expect....</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.12 I will get a better understanding of the relevant workplace</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.13 I will do better in life</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.14 I will make friends</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.15 I will be creative</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.16 I will learn key skills like communications or computing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

*(indicated number entered)*

### 3. The reasons why you have chosen to do this course.

Please will you tell us about your reasons for choosing this particular course to study. There are no wrong or right answers. Please circle the number in the column that best describes your feelings.

<table>
<thead>
<tr>
<th>I am doing this course because:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 I have wanted to study this subject for a long time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.2 I feel I have just drifted onto this course</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.3 I need it for work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.4 It means I get financial support, eg EMA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.5 I've always enjoyed the subject</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.6 I was successful in the subject at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.7 It keeps my options open</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.8 It will extend my knowledge</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.9 I find it personally satisfying</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.10 I will get a qualification</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
3.11 I was unsure what else to do

3.12 I need it for the next stage in my studies

3.13 I was told it was a good thing

(indicated number entered)

SECTION B - YOUR PLACE OF STUDY

4. Where is your course based?
   college (1)
   workplace (2)
   elsewhere (eg at home) (9)

The following questions, 4.1, 4.2 and 4.3, are about this place where your course is based.

4.1. What do you like about this place as a place for learning?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

4.2 What do you dislike about this place as a place for learning?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

4.3. Overall, how do you feel about this place as a place for learning?
(Please circle the most appropriate word in the boxes below)

| Very happy (5) | Happy (4) | Neutral (3) | Unhappy (2) | Very Unhappy (1) |
SECTION C - THINGS YOU FEEL MIGHT AFFECT YOUR STUDIES

Last year, when we asked students like you what they thought might affect their studies, they said things we have listed below. Please circle the number under the column that best describes your view, based on your experience of your course so far.

5.1 Time spent travelling

| I spend a significant amount of time travelling to study. | Yes (1) | No (0) |

If you answered "yes": If "yes, enter circled numbers, if no, enter three more (0)

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I find this travel stressful</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I enjoy travelling to study</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>This travelling makes it hard for me to study</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

5.2 Looking after myself (eg doing my laundry, cooking)

| I have to look after myself (cooking, etc) | Yes (1) | No (0) |

If you answered "yes": If "yes, enter circled numbers, if no, enter three more (0)

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking after myself is no problem</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Looking after myself makes it hard for me to study</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Looking after myself makes me feel good about myself</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

5.3 Having a job

| I have a job | Yes (1) | No (0) |

If you answered "yes": If "yes, enter circled numbers, if no, enter five more (0)

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having a job helps me feel good about myself</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Having a job teaches me new skills | 1 | 2 | 3 | 4 |
--- | --- | --- | --- | --- |
Having a job makes it hard for me to study | 1 | 2 | 3 | 4 |
I need the money to finish my course | 1 | 2 | 3 | 4 |
Having a job is part of my course | 1 | 2 | 3 | 4 |

**5.4 My teacher** *(indicated numbers entered)*

| | Strongly disagree | Disagree | Agree | Strongly agree |
--- | --- | --- | --- | --- |
My teacher makes the subject come alive for me | 1 | 2 | 3 | 4 |
My teacher knows what he/she is talking about because he/she has done it for real | 1 | 2 | 3 | 4 |
My teacher has a lot of knowledge | 1 | 2 | 3 | 4 |
My teacher cares about me as a student | 1 | 2 | 3 | 4 |
My teacher helps me learn effectively | 1 | 2 | 3 | 4 |
I get a fair share of my teacher's time | 1 | 2 | 3 | 4 |

**5.5 Fellow students** *(indicated numbers entered)*

| | Strongly disagree | Disagree | Agree | Strongly agree |
--- | --- | --- | --- | --- |
I feel I have a lot in common with the other students on my course | 1 | 2 | 3 | 4 |
I am learning from my fellow students as well as from the tutor | 1 | 2 | 3 | 4 |
Some students on my course make it difficult for me to learn | 1 | 2 | 3 | 4 |

**5.6 The way the class works** *(indicated numbers entered)*

| | Strongly disagree | Disagree | Agree | Strongly agree |
--- | --- | --- | --- | --- |
There is a relaxed atmosphere in the class | 1 | 2 | 3 | 4 |
It is easy to work hard in class | 1 | 2 | 3 | 4 |
On this course the class generally works well together. | 1 | 2 | 3 | 4 |
On this course we work as individuals | 1 | 2 | 3 | 4

### 5.7 Links with other parts of my life (indicated numbers entered)

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>People give me practical help so that I can do the course</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>People give me emotional support so that I can do the course</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I am learning from other people outside the course as well as from my tutor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I feel the course is an important part of my life</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### 5.8 Personal issues (e.g. caring for children/elderly relatives; relationships)

<table>
<thead>
<tr>
<th>For me, personal issues… (indicated number entered)</th>
<th>..support my studies..</th>
<th>..have no impact</th>
<th>..disrupt my studies..</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>..a lot</td>
<td>..a little</td>
<td>..a little</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### 5.9 My social life

<table>
<thead>
<tr>
<th>My social life…. (indicated number entered)</th>
<th>..supports my studies..</th>
<th>..has no impact</th>
<th>..disrupts my studies..</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>..a lot</td>
<td>..a little</td>
<td>..a little</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### 5.10 What other things do you think will affect your studies this year?

If there are other things that you think will affect your studies please list them here. For each one, please tick a box to show whether they will have a helpful or harmful effect.

| Other things that will affect my studies are… | Very helpful effect | Helpful effect | Harmful effect | Very harmful effect |
SECTION D - YOUR VIEWS ON WAYS OF LEARNING ON YOUR COURSE

6 The following questions are concerned with how you are learning on your course
For each statement, please tick one box that best describes your view.

On this course ...... (indicated numbers entered)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Almost Never</th>
<th>Occasionally</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1) I get the chance to talk to other students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.2) Other students explain their ideas to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.3) It's OK for me to complain about activities that are confusing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.4) I help the tutor to plan what I am going to learn</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.5) I help the tutor to decide which activities are best for me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.6) I explain my ideas to other students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.7) I help the tutor to plan which activities I do</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.8) I ask other students to explain their ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.9) It's OK for me to ask the tutor 'why do I have to learn this?'</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.10) It's OK for me to express my opinion</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.11) Other students ask me to explain my ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.12) I help the tutor to assess my learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.13) It's OK for me to question the way I am being taught</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.14) I talk with other students about how to solve problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
### SECTION E - YOUR VIEWS ON WAYS YOU SHOULD LEARN ON YOUR COURSE

7 The following questions are concerned with how you think you should learn on your course. For each statement, please tick one box that best describes your view.

**On this course** ...... *(indicated numbers entered)*

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1) ..<em>I should</em> get the chance to talk to other students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.2) ..<em>other students should</em> explain their ideas to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.3) ..<em>it should be OK for me to complain about activities that are confusing</em></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.4) ..<em>I should</em> help the tutor to plan what I am going to learn</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.5) ..<em>I should</em> help the tutor to decide which activities are best for me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.6) ..<em>I should explain my ideas to other students</em></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.7) .. <em>I should</em> help the tutor to plan which activities I do</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.8) ..<em>I should be able to ask other students to explain their ideas</em></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.9) ..<em>it should be OK for me to ask the tutor ‘why do I have to learn this?’</em></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.10) ..<em>it should be OK for me to express my opinion</em></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.11) ..<em>other students should be able to ask me to explain my ideas</em></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.12) ..<em>I should</em> help the tutor to assess my learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.13) ..<em>it should be OK for me to question the way I am being taught</em></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
6.14) I *should* be able to talk with other students about how to solve problems

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>
SECTION F - ABOUT YOURSELF

We would like to know a few other things about you. Please remember that the information that you supply here is confidential to the research team and will not be shared with anyone else in the College or outside, in any way that would enable you to be identified.

7) Gender Please tick the appropriate box

Female (1) ? Male (2) ?

8) Age Please indicate your age ……..yrs (indicated numbers entered)

9) Employment situation:

9.1 We would like to know about any work you are doing. Please tick the boxes that describe any work you are doing.

<table>
<thead>
<tr>
<th>If &quot;I don't do this kind of work, then enter (0) and (0) for related to course</th>
<th>Please tick one box on each row</th>
<th>If you do this kind of work, is it related to your course?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I don't do this kind of work</td>
<td>I do this part time</td>
</tr>
<tr>
<td>Unpaid work</td>
<td>Caring for children or relatives</td>
<td>(0)</td>
</tr>
<tr>
<td>Voluntary work</td>
<td>(0)</td>
<td>(1)</td>
</tr>
<tr>
<td>Paid work</td>
<td>Informal work (eg babysitting, gardening)</td>
<td>(0)</td>
</tr>
<tr>
<td>Formal work (eg in a shop, office, factory etc)</td>
<td>(0)</td>
<td>(1)</td>
</tr>
</tbody>
</table>

9.2) If you do any of these kinds of work, roughly how many hours do you spend on it each week?) (enter number of hours. If a range given, enter mean) ……………..hrs

10) Ethnicity Please tick the box(es) that you feel most appropriately describe your ethnic background, OR write what you consider to be your ethnicity .

<table>
<thead>
<tr>
<th>Bangladeshi</th>
<th>Chinese</th>
<th>Indian</th>
<th>Pakistani</th>
<th>Other Asian</th>
<th>Black African Heritage</th>
<th>Black Caribbean Heritage</th>
<th>Black other</th>
<th>White Irish</th>
<th>White British</th>
<th>White other European</th>
<th>White other</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
<td>(6)</td>
<td>(7)</td>
<td>(8)</td>
<td>(9)</td>
<td>(10)</td>
<td>(11)</td>
<td>(12)</td>
</tr>
</tbody>
</table>
OR (13)
I describe my ethnicity as.................................................................

11) Personal Accommodation  Please tick one box to show what accommodation you are living in while you are following your course…

   Living in shared accommodation (other friends/students) (1) ?
   Living on my own (2) ?
   Living in my parents’ or guardians’ home (3) ?
   Living with my partner (4) ?
   Living in other accommodation (please specify)......................... ....? (5)

12) Responsibilities

Do you look after…..
   ..a child/children Yes (1) ? No (0) ?
   ..elderly relative(s) Yes (1) ? No (0) ?
   ..other dependants Yes (1) ? No (0) ?

13) Prior experience

What were you doing in the May/June before the start of your course? Please tick all boxes that apply  (enter 1 for ticked box, 0 for unticked box)

   Being a carer (paid or unpaid) ?
   In part-time education ?
   In full-time education ?
   Registered unemployed ?
   Unemployed but not registered ?
   In full-time employment ?
   In part-time employment ?
   On a gap year ?
   Other (please give details) ? .......................................................
14.1) When were you last involved in an education or training course of any kind?  
Please tick **one** box

<table>
<thead>
<tr>
<th>Last year, (1)</th>
<th>(1)</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-5 years ago, (2)</td>
<td>(2)</td>
<td>?</td>
</tr>
<tr>
<td>6-9 years ago, (3)</td>
<td>(3)</td>
<td>?</td>
</tr>
<tr>
<td>10 or more years ago (4)</td>
<td>(4)</td>
<td>?</td>
</tr>
</tbody>
</table>

**What was this most recent experience of education or training?** 
Please tick all boxes that apply (enter 1 for ticked box, 0 for unticked box)

<table>
<thead>
<tr>
<th>School</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job-based training</td>
<td>?</td>
</tr>
<tr>
<td>FE college</td>
<td>?</td>
</tr>
<tr>
<td>Adult education</td>
<td>?</td>
</tr>
<tr>
<td>University</td>
<td>?</td>
</tr>
<tr>
<td>Evening classes</td>
<td>?</td>
</tr>
<tr>
<td>Distance learning</td>
<td>?</td>
</tr>
<tr>
<td>Other (please give details)</td>
<td>?</td>
</tr>
</tbody>
</table>

14.2) **Were you working towards a qualification?**  
Yes (1) ?  
No (0) ?

14.3) **If yes, what was that qualification?**  
.........................

15. **About the qualifications of your parents.**

Please tick the box in each column that applies.

<table>
<thead>
<tr>
<th>15.1) Did your parents (step parents) obtain any GCEs or CSEs or equivalent?</th>
<th>Father (Stepfather)</th>
<th>Mother (Stepmother)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>No</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Not sure</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

*(Yes: 1, No: 0, Not sure: 9)*
15.2) Did your parents (step parents) obtain one or more A levels or equivalent?  

<table>
<thead>
<tr>
<th></th>
<th>Father (Stepfather)</th>
<th>Mother (Stepmother)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>No</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Not sure</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

(Yes: 1, No: 0, Not sure: 9)

15.3) Did your parents (step parents) obtain a degree or equivalent?  

<table>
<thead>
<tr>
<th></th>
<th>Father (Stepfather)</th>
<th>Mother (Stepmother)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>No</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Not sure</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

(Yes: 1, No: 0, Not sure: 9)

16) Please tell us *anything else that you would like to say about your learning.*

Thank you for your help.
Please return this form to the person who is organising the session

Data Protection Act:
The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. As such, the information contained on the attached questionnaire will be processed in accordance with the University's registration and current data protection legislation. The information is required in connection with a study to develop understanding of learning in FE and to identify, implement and evaluate ways in which learning can be improved. Returned questionnaires will be confidential to the research team and will not be disclosed to any unauthorised third parties. Reports based on this data will be in anonymised form.
ANNEX 2

The Analysing Learning Cultures Instrument

This is an Instrument for analysing learning cultures. The Instrument has two purposes:

- To explore ways of drawing wider lessons from our individual cases
- To give some clear indicators of possible transformations of learning cultures.

The Instrument has four parts:

- An analysis of convergences and divergences found in each site
- An analysis of balance (or lack of it) within each site
- An overview of each site, linked with summary strengths and weaknesses of the existing learning culture
- An analysis of possible ways in which the culture of each site might be transformed, setting out the costs and benefits of each approach.

Introduction

The concept of learning culture is a means of understanding a learning site, not the site itself. A learning culture should be understood as constituted by the actions, interpretations and dispositions of those who participate in it, or who influence it. (Participation, in this sense, includes many who are beyond the normal boundaries of the site, but whose practices contribute to it. The identity of such participants may vary from site to site. They may include college managers, OFSTED inspectors, LSC managers, government policy makers, and TLC researchers). These actions, interpretations and dispositions are always interrelated to wider practices beyond the site concerned, such as national funding and inspection practices, and college management practices. They are grounded in the unequal social positions occupied by individuals and social groups. Participants’ actions, interpretations and dispositions are partly structured by the learning culture in which they participate, and those cultures are structured by the dispositions, interpretations and actions of participants. Cultures persist even though individual participants come and go. The longitudinal nature of the TLC allows us to examine this, eg when we compare different cohorts of students.

In using the Instrument, it is important to look more broadly than just within each site. We also need to consider the relationships between site cultures and wider college cultures and procedures; nationals systems of say, inspection and funding of FE, and between all of those, and wider social, political and economic factors that impinge on learning practices of students or tutors. A learning culture may mean different things to different participants, or groups of participants. Also, unequal power relations within or around any learning culture influences the horizons for action and influence of participants, and means that some participants will be more influential than others, in the relational processes and practices of the site.
Though most of the analysis will rightly focus on the learning of students, in some sites there are significant issues around the learning of tutors. Include this as a sub-theme in the analysis, where relevant.

In applying the Instrument to any site, look for brevity, rather than excessive detail. In practice, we found that about 2 sides each on each of the first three sections, and 1 side for the final section on transformations, was about right. For a site that is already known fairly well, the analysis took roughly one day to complete.

**Convergence and Divergence**

In this part of the analysis, examine the convergence and or divergence within and between the following perspectives:

1) **Dispositions, Interpretations and Actions.**

Here we are concerned with the extent to which the dispositions, interpretations and actions of students and tutors (and others, where relevant) are convergent or in tension with each other. Part of this concerns the convergence and/or divergence between students and where relevant between tutors, as well as between students and tutors. Four things should be remembered:

- ‘dispositions’ is a sociological term, expressing the ways in which wider structural concerns, including gender, class and ethnicity, are represented through individuals, as well as apparently more individual attitudes towards learning, the site, other students and the tutors (or vice versa). It subsumes many factors that psychologists chose to separate out, such as motivation or locus of control.
- There are always power inequalities within sites, and convergence and/or divergence are partly a result of the operation of those power differentials.
- Actions and interactions are not separate from dispositions, and should not be overlooked. Actions and dispositions help construct any learning culture.
- Dispositions and actions both entail making interpretations of the learning culture, and of the actions and dispositions of other participants. Interpretations can be explicit and discursive, or tacit and practical.

2) **Attributes of In/formality**

Here, the concern is with a very wide range of factors which can be part of learning in many situations. Often in the literature, they are labelled as the characteristics of either formal or informal (non-formal) learning separately. Recent research (Colley et al., 2003) suggests that formal and informal learning are NOT distinct from each other. Rather, many of the characteristics that are commonly attributed to either formal or informal learning, by various writers and speakers, are actually present to a varied extent in all learning situations. The question, therefore, is to examine the extent to which the attributes of in/formality present in any learning site are convergent and mutually supportive or are divergent, acting in tension with each other. One short-hand way of thinking about this issue, is to juxtapose the official, discursive forms of curriculum and intentional learning (formal) with the hidden curriculum and practices (informal). As a heuristic to consider this issue, Colley et al. suggested four groups, or aspects, of these attributes of in/formality in learning. These are:
• Learning processes
• Location and setting
• The content of learning
• The purposes of learning.

What are the costs and benefits from whatever convergences or divergences that can be identified in each learning culture? These may vary from the perspectives of different participants.

Balance

Convergence and divergence alone are an inadequate label for the complexities of a learning culture. The second part of the instrument tests out a parallel notion of ‘balance’. The argument here is that learning in any site is influenced by the balance between three sets of opposite tendencies. Too much of any one may impede successful learning. The ‘optimum’ balance is likely to vary from site to site, and may vary from the perspective of different participants in the same site. The three pairs of opposites are:

1) Inclusion - Exclusion
In all learning cultures, some students are excluded and others are included. To what extent are some students excluded from or marginalised within the culture being analysed? Are there degrees of inclusion/exclusion, for example were some students only turn up for part of the time, or turn up but do not fully buy into or participate with the normal practices of the culture? What is the balance between the interests of individual students (especially students who are ‘different’ from the group norms) and those of the group and site as a whole?

2) Challenge/perturbation/conflict/dynamism/risk - Stability/safety/routine
All these factors are likely to be present in all sites, but what are the specifics, and what is the nature of the balance between them? Literature suggests that both sides are important in contributing to learning. Please consider as many of these different but inter-related factors as seem relevant in each culture. Again, remember that the balance may vary from participant to participant, but in this analysis we are looking for a short overview of issues.

3) Expansiveness - Restrictiveness
This idea comes from work by Fuller and Unwin (In Press) in relation to workplace learning. An expansive learning environment is one where there are wide-ranging opportunities to learn. A restrictive one is where opportunities are narrow and limited. They argue that for workplace learning, expansive is better. Our alternative suggestion, at least for college courses, is that balance is more significant. A learning environment can be either too
expansive or too restrictive. What is the balance in each site? Again, this balance may vary from participant to participant.

For all three ‘balance’ dimensions, we need to know:

- What are the strengths and weaknesses of existing balances in each site?
- What impact does those balances have on learning of students and tutors?
- Based upon the evidence we have got, to what extent would learning be likely to improve, if the balance were changed? What changes, if any, would be most likely to result in improved learning, and for whom?

N.B. It is important to consider all three scales with regard to factors outside the actual site, as well as within it. For example, risk, exclusion and restriction might come as much from college organisation, examination board specifications, or from wider social values and available cultural, social and economic capital, as from the characteristics of the site itself.

Overview

In this section, it is necessary to pull together an overall picture of the learning culture of the site, drawing on the different parts of the two sections. This is partly a matter of pulling together interrelationships between the different parts of the analysis. In part, it concerns prioritising the issues/factors that matter most in this culture. This should make clear the relational nature of learning and learning cultures.

Following the overview, it is helpful to list, as bullet points, what seem to be the main strengths and weaknesses of the site culture. Sometimes, of course, the same factor will appear in both lists, and what are strengths for some participants, may be weaknesses for others.

Devote some space in the overview to the culture of learning for the tutor(s) concerned.

Possible Transformations

The overview analysis, and the list of strengths and weaknesses, should make it possible to identify possible strategies for cultural change. When this is done, the following principles are important:

- Do not restrict your analysis only to activities that can be actioned by the tutors or students. Often, changes by college, examination board, Government or others are more important.
- Look for combined actions by several agents/agencies, that might be needed to support possible transformations.
• Do not be put off if some of the changes you think important seem politically unachievable, in the current context. Part of our role, as researchers, is to point out where such wider factors inhibit desired actions or outcomes.
• Try to identify, briefly, some of the main costs and benefits of any possible transformation, including costs and benefits to whom.
• If relevant, include possible transformations of the learning culture for tutors.

References
Annex 3

Interventions and intervening events
An analytical tool for use across the sites

Background
This ‘analytical tool’ was developed and refined over three of the whole-team workshops. It was designed to assist us with narrative analysis and comparison between diverse learning sites.

The five ‘nodes’ of the analytical tool

A. Nature, origins and impetus?
If the tutor decides to do something differently, to what is the decision attributed by him/her? Is it on the back of experience, or tutor values, or official/unofficial feedback from students or managers or others? Thrown up by external pressures? Is it imminent in the situation, i.e. ready and waiting to happen? There’s lots of scope here for ideas like ‘alignment’ (where someone tries to achieve a closer fit between student backgrounds/expectations and college provision) and individual or collective attempts to gain some greater harmony or synergy between one thing and something else. Concepts like field, disposition and habitus may be useful (what does ‘developing a more appropriate course for this type of student’ actually mean?), but so may social psychological ideas about motivation (such as ‘cognitive dissonance’) or about how the self is positioned as more or less in control (e.g. ‘locus of control’). If we think of tutors as learners, remember that the trigger for expansive learning is contradiction or disparity arising from an activity (see the brief Michael Young piece on Engeström we shared at an earlier workshop – Young, 2001). Some learning cultures may be more ‘nailed down’, less open to change in some respect. Interactionist notions of the self, self and others may also be helpful.

B. Situated rationale/justification?
What are the reasons given by the persons most directly involved for the intervention? How many different reasons are there, and by whom are they given? Are they private or public? Do they appear to belong to the tutor only, or can they be seen as shared in the immediate or wider relevant social group? What ‘order’ of rationale or justification is there (e.g. personal, professional, educational, financial, managerial, corporate, ethical, etc?) and what focus (e.g. is it pedagogical, strategic, communicative)? Is a particular intervention related to college or sector policy that has a technical-rational justification (e.g. ‘improvement’, ‘efficiency’, ‘service’ or ‘progress’), albeit translated into a local form? More controversially, for example, is a change in (say) tutorial arrangements given justification on the grounds that it will protect student interests in the face of damaging institutional developments? Who gives these justifications, and why might that be?
C. Outcomes and consequences
Is there a discernable effect? Who says so? Would it be impossible to tell if there was? Are there intended and unintended consequences of the intervention? Will any effects show up in conventional measurements (e.g. retention and achievement) or will they be more subtle, or of a different order? Is it possible to check different perceptions of the same event or series of events? Are the consequences ones for tutors, students, the organisation, others – or some combination of these? Are they one-offs, or sustained in the site? Are there ‘transferable’ elements in the eyes of the people involved? If there is change, how fundamental is it, and for whom? Are there transformations at the level of individuals, groups, cultures? How significant is tutor intervention in relation to other intervening events? How much difference can the tutor make? If there is improvement, then improvement according to whom and by what criteria? How does power figure in relation to the intervention? Does it challenge or reproduce existing power structures?

D. Key contextual matters
It is worth trying to say how much change there is ‘anyway’ in a particular setting. The very notion of intervention implies a backdrop of other things that are not subjected to the same degree of deliberate change – so we need to address this. What makes it an intervention? Does the sheer variety of culture and practice mean that one intervention in one place is a commonplace practice in another? As researchers, are we justified in singling something out as an intervention (to put this another way, how does it differ from the constant, everyday adjustments made?) How difficult is it for the tutor to make intervention x in a particular setting (ie we must have a relational view of this). How is change seen in the particular context, and is this felt through peer pressure? For example, is pedagogical innovation seen as fancy, progressive nonsense or as the ongoing responsibility of the committed professional? Who has ‘power over change’ in the particular setting?

E. Model of change
Does the tutor, the manager (or the students) hold a specific model of change? How is change seen in the particular site, and in the college? If there are notions of change in circulation, how do they focus on individuals (and individual responsibilities) or on the organisation? Is there a ‘rhetoric’ and a ‘reality’ of change? Does the organisation claim that change is rational - measured, incremental proactive - whilst some tutors claim they are in constant, chaotic, reactive change? The ‘change literature’ contains many theories of change. Kezar (2001) puts these into six categories, namely: evolutionary; teleological (rational); life cycle; dialectical/political; social cognition; cultural. Kezar reminds us that each has different assumptions about such things as how and why change occurs and its outcomes. However, many writers draw eclectically from across these categories of theory (p. 2). Finally, Kezar suggests that in relation to higher education at least, ‘…organizational change can best be explained through political, social-cognition, and cultural models’ (p. 2).

References
ANNEX 4

The Principles of Procedure for Improving Learning in FE

Introduction

In making recommendations for improving learning in FE the TLC project faced two dilemmas. The first is that our research clearly shows that what counts as good learning varies from site to site, so that what works in one site may be inappropriate in another. Secondly, the way of understanding learning as the engagement in cultural practices is at odds with dominant aspects of the current policy and management culture in FE. This judges learning success against pre-specified outcomes – retention and achievement. The findings do not provide any ways in which those outcomes can be universally improved. Rather, they challenge the very idea that learning success in FE can be captured through measured outputs in this way. In order to operationalise these findings, we need a different approach. This takes us back to a debate, in the early 1970s, around what was then termed the ‘aims and objectives’ movement of curriculum development.

Stenhouse (1977) contrasted two forms of managing development, in relation to curriculum design. They were the objectives model, where clear and identifiable outcomes could be safely predicted in advance, and the process model, where outcomes were less predictable, and where several different outcomes could all be legitimate. We take this distinction and apply it to management approaches to the improvement of learning in FE, in a different context from that where Stenhouse was working, and in a modified manner. The dominant form of learning management at the moment is a version of the objectives model. The TLC research shows that, in the context of shortage of resources, it often makes things worse. Our data is consistent with the view that learning outcomes can be varied, that they are often not distinct from the process of learning, that what counts as a suitable outcome is contested, and that many learning outcomes are likely to be judged undesirable. It follows that a process model of management may be more appropriate.

In a process model, rather than specifying the expected outcomes, we specify ongoing approaches to improving learning. That is, we specify the desired processes which, if followed, are more rather than less likely to bring about the types of improvement that are sought. This is done through linking overall aims to more specific principles of procedure. The TLC evidence suggests two different ways of constructing a table of aims and principles of procedure. The first focuses on four drivers for learning improvement: student dispositions and agency, tutor professionalism, pedagogy and cultural enrichment. The second way to classify aims and principles is through the different players who can take action. This list includes students, tutors, college management and national government and government agencies. In England, this would include the DfES, the LSC, OFSTED, FENTO the QCA and a realm of lead examining bodies. There are different ways in which these two approaches can be combined. What we have chosen to do, following the sense of our research evidence, is to arrange aims in relation to each potential driver for improvement, and then cluster principles of procedure within each aim, according to the key players who need to take action. In some cases the same principle occurs for more than one aim, and/or for more than one player. In each category, we commence with principles at the national level, then examine college management, then tutors and finally students. This is because
actions lower down the hierarchy are to a very large extent dependent upon a suitable policy and funding climate, established from above. Of course, the multitudes of players involved in learning in FE do not fall neatly into four categories. Rather, we are using those categories of policy maker, manager, tutor and student to illustrate the range of types of action needed. In practice, what can actually be done will depend upon the specific circumstances of a player’s position and role. Thus, officers of a particular awarding body have very different scope for action compared with a senior civil servant or a member of the LSC Board. Similarly, college managers vary in level and range of responsibility, and many of them are also tutors. By tutor, we include any member of staff with responsibility for working with students, including the growing army of paraprofessionals.

In understanding the principles of procedure, two things should be kept in mind. The first is that issues of learning value and learning effectiveness are contested and contestable. This means that applying these principles of procedure is itself a contested process. Put differently, operationalising these principles entails abandoning the view that learning and the improvement of learning, are merely technical matters. Secondly, operationalisation has to be seen as the art of the possible. The principles are not set out as a blueprint for some unattainable idealised state. However, this does not mean that applying the principles is an inherently conservative act. Rather, for them to be effective, many aspects of the status quo must be challenged.

1. Maximising Student Agency

Aim1: To recognise different and changing student interests in learning, and to maximise their opportunities to contribute to their own learning

Principles of Procedure
Government and national bodies should
Within the constraints of the social, economic and political context:

1.1 continually recognise varied and diverse reasons for studying in FE, within and between different courses, as well as and instead of achieving the target qualification. This principle should guide approaches to inspection and funding, as well as guidelines for management.

1.2 recognise and support the differing interests, aptitudes and approaches of students within and between courses. There are clear implications here for issues such as group size and teacher contact time, as well as the acceptance of varied outcomes, including for some students, leaving a course early. This principle should guide inspection, funding, curriculum design and assessment, as well as approaches to management.

1.3 encourage colleges and tutors to recognise and support varied and changing student dispositions, even within a single course.

1.4 encourage colleges and tutors to make sympathetic judgements about the value of diverse student dispositions and interests in learning.

In our view, taking these principles seriously entails major shifts to the management, inspection and especially resourcing of the FE sector. Catering effectively for diverse student dispositions requires time, expertise, space and support.
**College Management**
Within the parameters of current national policy, management, inspection and funding, and of our own dispositions and resources: college managers should:

1.5 continually recognise varied and diverse reasons for studying in FE, within and between different courses, as well as or instead of achieving the target qualification. This recognition should be reflected in management and monitoring approaches.

1.6 encourage tutors and course teams to recognise and support the differing and changing interests and aptitudes of students, in all classes that they teach.

1.7 encourage tutors and course teams to make sympathetic judgements about value of diverse student dispositions and interests in learning.

1.8 provide adequate resources, including time, for the creative and innovative practices of tutors to support diverse and changing student dispositions. There are implications here for contact time and tutor workloads.

**Tutors**
Within the constraints of existing national and college specific approaches to management, inspection and funding, and of our own dispositions and resources, tutors should:

1.9 make efforts to discover and understand the diverse and changing interests and dispositions of students we teach, including those that differ from qualification achievement.

1.10 make sympathetic judgements about the range of learning processes and outcomes that can be legitimately valued and supported.

1.11 support a wide range of different acceptable dispositions and interests, including helping students for whom the target qualification is not the major concern.

1.12 recognise and address potentially negative effects of learning on students, and work to minimise them.

1.13 encourage students to be proactive, creative and innovative in advancing their own learning, and encourage students to engage critically with their expectations.

**Students**
Within the constraints of the college and course, and of other parts of our lives, students should:

1.14 recognise and articulate the positive things that we can realistically hope to get from the course, and monitor changes in those hopes.

1.15 look for ways to maximise the chances of realising those hopes, through our own actions, through relations with other students, and through engagement with the tutor.

1.16 Be creative and innovative in advancing my own learning, as well as that of others.

1.17 Consider the appropriateness of our hopes and actions in relation to other students and to tutors.

**2. Maximising Tutor Professionalism**

**Aim 2: To recognise different tutor approaches to teaching and learning, and maximise the opportunities for increased tutor professionalism and creativity.**

**Principles of Procedure**
**Government and national bodies**
Within the constraints of the social, economic and political context, government and national bodies should:
2.1 recognise, support and enhance the professionalism and creativity of all FE teaching and management staff, regardless of seniority or status.
2.2 develop policies, with management, inspection and funding regimes that recognise and reward tutor professionalism, creativity and innovation. This should include the recognition that professionalism centres upon expert judgment making, and that different professionals work in different learning contexts and in different ways.
2.3 develop policies, approaches and structures that maximise the potential for tutor autonomy, combined with opportunities to learn, to share and to be constructively challenged. Challenges should cover value and purpose, as well as effectiveness.
2.4 provide adequate resources and space for professional work by tutors, together with medium term stability of structures, policies, regulation and funding, to encourage professionals to take a strategic view of their work.

**College Management**
Within the parameters of current national policy, management, inspection and funding, and of our own dispositions and resources, college managers should:

2.5 recognise and support diverse forms of tutor professionalism, creativity and innovation, arising from differences in tutor disposition and the contexts in which they work.
2.6 reward tutor professionalism based on creativity, innovation and expert judgment making.
2.7 provide expansive working environments, where tutors can enhance their professionalism and creativity through mutual learning, exchanging experiences and meeting constructive challenges.
2.8 recognise, develop, support and reward professionalism, creativity, innovation and judgement making in all teaching and management staff, including part-timers, contract staff and teaching technicians.

**Tutors**
Within the constraints of existing national and college specific approaches to management, inspection and funding, and of our own dispositions and resources, tutors should:

2.9 recognise, develop and challenge our own approaches to teaching and management, including our developing views about what good learning is, in ways that work for us. These might include personal reflection on practice; sharing ideas with and learning from others; seeking new challenges and going on courses.
2.10 Find ways to develop and increase our creativity, imagination, innovation and the quality of our professional judgements.
2.11 recognise and support differing forms of professionalism in our colleagues and contribute to their development. Work with colleagues to establish a climate of professional learning, creativity, improvement and refined judgement making.

**Students**
It is unlikely that many students will be interested in or able to engage with the enhancement of tutor professionalism. However, where this is feasible there are principles to guide them:

2.12 help tutors understand the strengths and weaknesses of their teaching, where they are receptive to such inputs.
2.13 Respond creatively to learning opportunities and teacher activity
2.14 be politely assertive, if aspects of the learning experience fall short of our needs, whilst striving to understand the constraints within which we and the tutors have to work.
2.15 Do not expect all tutors to work in the same ways, whilst expecting and encouraging each one to do what they can to improve our learning.

3. Improving Pedagogy
Of the four drivers of potential learning improvement, this is the one that already gets most attention. In what follows, therefore, we have concentrated on a small number of more macro principles of procedure, rather than following so many others in trying to pin down the detail of good teaching approaches. This is because the TLC research shows that effective pedagogy varies significantly from learning culture to learning culture, and from tutor to tutor.

Aim: To improve the value and effectiveness of learning, through the pedagogic practices of tutors

Principles of Procedure
Government and national bodies
Within the constraints of the social, economic and political context, we should:

3.1 recognise that pedagogy involves value judgments and creativity as well as techniques, and develop systems to encourage and support the identification of a wide range of learning outcomes and processes, together with judgements about their worth, at local as well as at national levels.
3.2 facilitate debate about what forms ‘good’ learning can take, and construct policies and management structures to recognise and encourage diverse forms of good learning (outcomes and processes), whilst supporting colleges and staff in minimising less positive forms of learning.
3.3 recognise and support pedagogic practices that enhance and maintain a values-driven and effective learning culture in any learning site (see below). This entails widening the currently accepted range of ‘good’ pedagogical approaches, and recognising that what works for one tutor in one site may not work for another, in a different site.
3.4 recognise and support tutors in developing pedagogic practices that are creative, innovative and appropriate given their dispositions and the learning culture of the sites where they work.

College Management
Within the parameters of current national policy, management, inspection and funding, and of our own dispositions and resources, we should:

3.5 recognise and help staff to recognise the importance of evaluating the value and purposes of learning, as well as its effectiveness. This entails accepting that in any learning site there will be multiple learning processes and outcomes, rather than a single one (such as achieving qualification success).
3.6 support tutors and managers in understanding the learning cultures of the sites where they teach, and in identifying ways in which they could creatively further enhance the positive aspects of those cultures.
3.7 develop and support a reflectively creative and critical approach to pedagogy, in opposition to views that teaching consists of a battery of universal standard techniques.

3.8 develop and support expansive working environments, where tutors can improve their pedagogy through mutual learning, exchanging experiences and meeting constructive challenges.

3.9 develop reward structures for tutors who are innovative, critical and reflective practitioners.

**Tutors**

Within the constraints of existing national and college specific approaches to management, inspection and funding, and of our own dispositions and resources, we should:

3.10 identify and evaluate the range of learning processes and outcomes in any site. This entails recognising a range of positive outcomes, and that some learning can be harmful.

3.11 develop a creative and reflectively critical approach to our own pedagogy, which takes a broad view of what we do and what we should strive to achieve. This may usefully entail seeing pedagogy as concerned with maintaining and enhancing positive learning cultures.

3.12 work with colleagues to establish expansive learning environments for our mutual benefit. Where practicable, this would usefully entail working together to continually improve our practices, and to share judgement making.

3.13 Where practicable, work to engage students in the processes of learning in a site. This may include encouraging them to take creative pedagogic actions for the benefit of themselves and the group.

**Students**

Students often engage in informal pedagogic activities, which can help themselves and others. Where it is possible to engage them in explicit acceptance of this role, there are principles which could guide student actions:

3.14 look for ways to be creative and innovative in supporting our own learning processes, and those of fellow students in the group.

3.15 critically reflect on the learning of ourselves and of our fellow students, and of the parts we play in enhancing or inhibiting such learning.

4. **Enhancing positive aspects of a learning culture**

This is the most significant finding of the TLC research. It entails seeing the learning culture of a site as complex, relational, and greater than the sum of the parts.

Aim: to enhance the appropriateness and effectiveness of learning cultures in FE, and to maximise positive and opposed to negative learning processes and outcomes.

All the Principles of Procedure already listed contribute to this aim. What follows are important additional principles.

**Principles of Procedure**

**Government and national bodies**

Within the constraints of the social, economic and political context, we should:
4.1 recognise that the impact of policy, management, funding and inspection approaches can have negative as well as positive effects on learning, and critically evaluate current and future approaches from this perspective.

4.2 develop policies and management, funding and inspection approaches that enhance the learning culture of the FE sector as a whole, and encourage further enhancement at college and teaching group levels.

4.3 recognise the impact of wider social and economic structures and processes on learning in FE, and develop policies to minimise the harmful effects of social inequalities and status hierarchies.

4.4 encourage local responsibility and decision making about learning, and provide the space, stable funding and support for that to take place, and for the quality of local management to be improved.

4.5 address and minimise dysfunctional tensions and contradictions between the factors that impact upon learning in FE.

4.6 recognise and support a range of acceptable learning processes and outcomes, reflecting the diversity of local experiences and of student needs.

College Management
Within the parameters of current national policy, management, inspection and funding, and of our own dispositions and resources, we should:

4.7 recognise that management approaches can have negative as well as positive effects upon learning, and critically evaluate current and future approaches from that perspective.

4.8 develop policies and management approaches that enhance the learning culture of the college as a whole, and encourage further enhancement by teaching groups and individual tutors.

4.9 encourage and facilitate local responsibility and decision making about learning, involving creativity, imagination, innovation and professional judgment. Provide the space, stable funding and support for that to take place, within teams and by individual tutors.

4.10 address and minimise dysfunctional tensions and contradictions between the factors that impact upon learning in the college.

4.11 recognise and support a range of acceptable learning processes and outcomes, reflecting the diversity of specific course or group experiences and of student needs.

Tutors
Within the constraints of existing national and college specific approaches to management, inspection and funding, and of our own dispositions and resources, we should:

4.12 identify the key factors affecting learning in each learning site, looking for dysfunctional tensions, constructive synergies, and areas where we have the power to make constructive changes.

4.13 work to improve the effectiveness of learning by maximising positive synergies, and proactively and creatively influencing and mediating the learning culture.

4.14 recognise a range of positive and negative learning processes and outcomes in any learning culture, and work to maximise the former. There are likely to be implications for recruitment and student support, as well as pedagogy.
4.15 work collaboratively with colleagues, to enhance the learning cultures in the range sites where we all teach, and to influence the learning culture of the college.

**Students**
Individually and collectively, students have a major impact on the learning culture of any site. Where it is possible to engage them actively in the process of culture enhancement, this principle, supported by 3.14 and 3.15 can guide that engagement:

4.16 work collaboratively with fellow students and tutors to enhance the culture for learning in the sites where we study, for ourselves and for other students.

**Reference**
**ANNEX 5**

Proposal For Gateway Book

**Title**  IMPROVING LEARNING CULTURES IN FURTHER EDUCATION

**Authorship**  to be decided; co-ordination of the writing of the book lies with Prof David James and Prof Gert Biesta, with contributions from all team members

**Length**  65,000 words maximum

**Rationale**
The overall aim of the Transforming Learning Cultures in Further Education (TLC) project is to deepen understanding of the complexities of teaching and learning in Further Education through the lens of a cultural approach of learning, in order to make clear how learning cultures in Further Education can be improved. The purpose of the book is to provide an overview of the project and its main findings. The focus will be on the transformation of learning cultures in Further Education. The book will be organised around the following three questions:

1. What do learning cultures in FE look like and how do they transform over time?
2. How do learning cultures transform people (students, tutors)?
3. How can people (tutors, managers, policy makers, but also students) transform learning cultures for the better (the question of improvement)?

**Structure of the book**

Title page  
Series preface  
Contents page  
Acknowledgements  

**PART 1 WHAT ARE THE ISSUES?**  (ca. 10,000 words)

1. Introduction to the TLC project and the book  
2. An outline of the theoretical framework

**PART 2 WHAT DOES THE RESEARCH TELL US?**  (ca. 45,000 words)

*What are learning cultures in FE and how do they change?*

3. Learning cultures across the sector  
4. Learning cultures across sites

*How do learning cultures transform people?*

5. The practices of learning  
6. The learning of practices

*How can learning cultures be improved?*

7. Managing, mediating and mitigating learning cultures  
8. Policy, professionality and transformation

**PART 3 WHAT ARE THE OVERALL IMPLICATIONS?**  (ca. 5,000 words)

**METHODOLOGICAL APPENDIX**  (ca. 5,000 words)
Chapter 1 Introduction to the TLC project and the book
This chapter will provide an introduction to the project and to the book. It will contain a brief account of the research aims and the research process, with cross-referencing to the methodological appendix. It will situate the TLC project within wider discussions about the improvement of teaching and learning in FE, and will describe the specific way in which the TLC project aims to contribute to these discussions. An important point to make is that the TLC project does not simply provide new answers to ‘old’ questions (such as ‘How should FE tutors teach?’ or ‘What is best practice in FE?’). The project rather asks new and different questions about the improvement of teaching and learning in FE, questions which acknowledge the complex, social character of learning cultures in FE.

Chapter 2 An outline of the theoretical framework
This chapter introduces the cultural approach. It provides an overview of the main literature on learning and discusses the ways in which a cultural approach differs from mainstream theories of learning. It introduces the idea of a learning culture as the practice through which people learn, and discusses in detail the social, embodied and practical character of learning. It introduces key theoretical notions (such as the learning field, and the idea of ‘habitus’) and makes clear what the benefits of a cultural view of learning are. The chapter also indicates the implications of a cultural approach for research on learning (again cross referencing to the methodological appendix).

PART 2 WHAT DOES THE RESEARCH TELL US? (ca. 45,000 words)

What are learning cultures in FE and how do they change?
We start our presentation of the findings with a characterisation of learning cultures in FE, both across the sector and across different sites.

Chapter 3 Learning cultures across the sector
This chapter will provide an introduction to FE as a sector, and will do so both from a more historical and a more contemporary perspective. It will briefly describe the history of FE as a sector, and will show how FE as a sector seems to be characterised by almost continuous change. In this way the chapter aims to give the reader an idea of the nature of FE as a sector, thereby helping to understand the (changing) context in which attempts to improve teaching and learning in FE have to take place.

Chapter 4 Learning cultures across sites
The TLC project has made a detailed study of 16 different ‘learning sites’ across the FE sector. In this chapter we will present an account of similarities and differences across sites and groups of sites, in order to get a more detailed understanding of the characteristics of learning cultures in FE. This chapter is based on a comprehensive cross-site analysis of the data of the project, and will make use of a heuristic ‘instrument’ for the analysis and characterisation of learning cultures that was developed in the project.

How do learning cultures transform people?
One of the key findings of the project concerns the impact of learning cultures on students and tutors – and other ‘actors’ involved. The purpose of this section is to provide an understanding of how people change as a result of their participation in particular learning cultures (including how people change as a result of changing learning cultures). The section focuses, in other words, on the transformational ‘power’ of learning cultures. The section is partly about the ways in which learning cultures ‘facilitate’ learning, i.e., about the different ways in which particular ‘configurations’ of learning cultures make learning possible (or sometimes difficult or impossible). The section is also about the socialisation that goes on as a result of participation in particular learning cultures.

Chapter 5 The practices of learning
This chapter documents the ways in which learning is constituted, defined and/or practised as a result of particular ‘configurations’ of learning cultures. It shows, in other words, what sort of learning is and is not possible within particular learning cultures. The focus here is on student learning.

Chapter 6 The learning of practices
This chapter focuses on the socialisation aspects of learning: the ways in which people change as a result of their participation in learning cultures. The chapter deals with such notions as learner identity, vocational identity, and learning careers. It also pays attention to the ways in which tutor identity changes as a result of the particular configuration of learning cultures.

How can learning cultures be improved?
This section is about the question how learning cultures can be transformed and who might be able to do so, both at the level of concrete educational action (i.e., the work of tutors) and at the level of wider management and policy developments as ways to transform learning cultures. Against the idea that all attempts to improve teaching and learning will generate improvement, the chapters in this section will show a more ambivalent picture, one which shows that even the best intentions do not always produce the best results. Both chapters in this section deal with questions of power – who is in a position to transform learning cultures – and also what crucial normative questions about what is desirable, what constitutes ‘improvement’, and who has a say in answering such questions. Given the reader audience, a key question in this section will be how ‘actors’ in FE can make a difference.

Chapter 7 Managing, mediating and mitigating learning cultures
This chapter discusses the improvement of teaching and learning mainly at the level of tutor and student ‘interventions’. How can or do students, tutors and perhaps managers effect change in learning cultures? What is the scope for tutor action in particular? How can a cultural approach help tutors and other actors to better understand the scope for change and improvement?

Chapter 8 Policy, professionality and transformation
In this chapter we discuss the improvement of teaching and learning in FE at the level of policy-driven change and document in what ways such initiatives might result in improvement of
teaching and learning in FE. Rather than focusing on tutor- and student-led interventions, this chapter looks at ‘intervening events’ and discusses their impact on learning cultures.

PART 3 WHAT ARE THE OVERALL IMPLICATIONS? (ca. 5,000 words)
In this part we summarise the main findings and outcomes of the project in a way that makes it clear how the approach taken in the TLC project can help practitioners at all different levels of the FE system to work on the improvement of teaching and learning in FE. The chapter will bring together the main findings presented in part 2 of the book, and will link them to the theoretical approach outlined in part 1, in order to make clear how a cultural understanding of learning might make a difference for the everyday practice and policy in further education.

METHODOLOGICAL APPENDIX (ca. 5,000 words)
The appendix will cover aims, overarching design, time-scale, sample details, data-collection procedures, major features of analysis, key warrant arguments, etc. These details will provide sufficient information to enable readers and reviewers to assess the scientific basis of the work.

Other features of the book
The TLC project has generated a wealth of rich case studies about practices in Further Education. We want to use materials from these case studies in order to write a book that is close to FE practice and is recognisable for those working in or close to FE. Each chapter in part 2 of the book will therefore contain a case-based key story (about 1,000 words) which demonstrates some of the key ideas and findings of the particular chapter.

The TLC project has made use of a particular understanding of learning. We will provide an introduction and overview of our theoretical approach in chapter 2. We will also include 2 different kinds of boxes throughout the text:
(1) theoretical or conceptual boxes in which we provide short definitions/explanations of key concepts such as habitus, disposition, mediation, doxa, learner identity, learning culture
(2) project jargon boxes that explain terms such as ‘learning site’ and ‘learning culture’

We envisage two other kinds of boxes:
(3) vignette boxes: short accounts of practices/actions extracted from the data/case studies
(4) reflection boxes, which offer insights into the roles, relationships and processes in the project

Process and planning
During the TLC project, team members have written a substantial amount of internal project documents, conference papers, journal articles and book-chapters. We have mapped existing publications against the overall structure of the book, and have identified the materials that are available for the writing of each of the chapters. For each chapter we have identified a lead author and a writing team who, together, are responsible for writing drafts of chapters, based on the overall outline of the book and available papers and documents. At a residential workshop in March 2005 the whole team has discussed outline texts for each of the chapters. From March until the end...
of the project writing teams have been working on further drafts of each of the chapters. James and Biesta are responsible for the editing of individual contributions and the production of the final manuscript. We expect to be able to submit the final version of the manuscript to the TLRP Directors’ Team in January 2006.