

MIND THE GAP: AN EVALUATION OF JOINT PRACTICE DEVELOPMENT (JPD) BETWEEN FE AND HE TUTORS WITHIN ART AND DESIGN

Project Researchers
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to improve the mature students' experiences
of transition to HE

Access to HE and General Art and Design End of Year Show 2011



Access courses at LCA

□ **General Art & Design**

Level Two Diploma, no qualifications or portfolio needed

□ **Access to HE**

Level Three Diploma, students progress from GAD or enter via a portfolio interview. Two distinct courses provide daytime and evening provision

Access student profile

There is an exceptionally diverse range of age, educational and life experience which includes : -

- Students for whom English is their second, third or fourth language
- Students with health difficulties
- Students with a range of literacy difficulties
- Students with no qualifications through to students with degrees in other areas
- Students aged 17 - 70



Where do Access students progress to?

- BA and Foundation degrees, including highly competitive Art and Design courses
- MAs
- PGCEs
- Professional Community Arts Posts or Community Arts Projects

Aims of research project


- To document collaboration activities with HE courses
- To evaluate activities in relation to effectiveness and sustainability
- To improve delivery of Access course in relation to FE/HE transition

Objectives

- Access tutors and students to observe and report on HE studio critiques (crits)
- Access tutors and students report on discussions with HE tutors and HE students
- Access students report on portfolio sharing by HE students
- Evaluative judgments made about the above processes

Methodology

- The methodology is based on the case study approach. Bassey (1999) argues that this approach is very suitable for research in educational settings due to the complex nature of the context and interactions of people within that context.

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- Previously a research project had pointed out that critical rigour was seen by students as an area that could be developed.
 - This project also found that whilst Access students performed very well at degree level they were vulnerable to drop-out in the first year.

(Broadhead and Garland, 2011)

Why focus on studio critiques?



- To increase confidence in presenting own work
- To improve critical awareness when evaluating work
- To explore different studio critique formats
- To link studio critiques to the concept of assessment for learning (Dylan, 2009, p8).



Findings

- Students reported improved confidence about progressing to HE after observing the HE students' critique.
- The shift in focus away from the products the students produced to the processes demonstrated a difference of values between FE and HE staff.
- Access staff felt invigorated by seeing HE teaching practices
- JPD contributed to Access team discussion and development of their own critique practices
- JPD worked best with courses that already had some form of dialogue with the Access team

Impact of project

- The findings have provided additional ideas for improving critiques as formative assessment.
- Access students felt validated in choice of course and in their own readiness to progress
- More contact between FE and HE courses
- Increased motivation and engagement with professional development

- Example of Access to HE work
- A short film about a wet shave in a barber's shop projected through a mirror



Students engaged in critical evaluation of work

