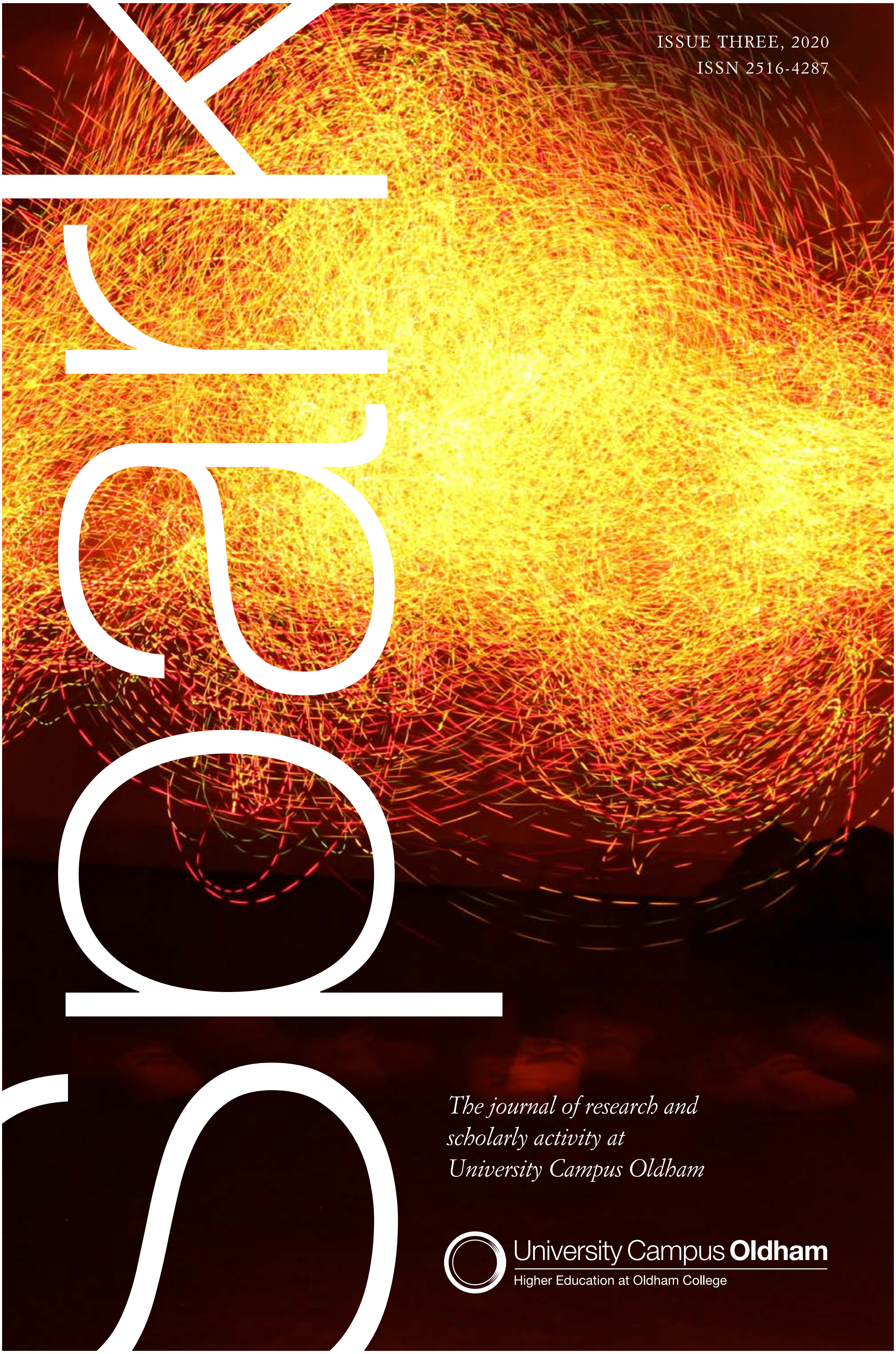

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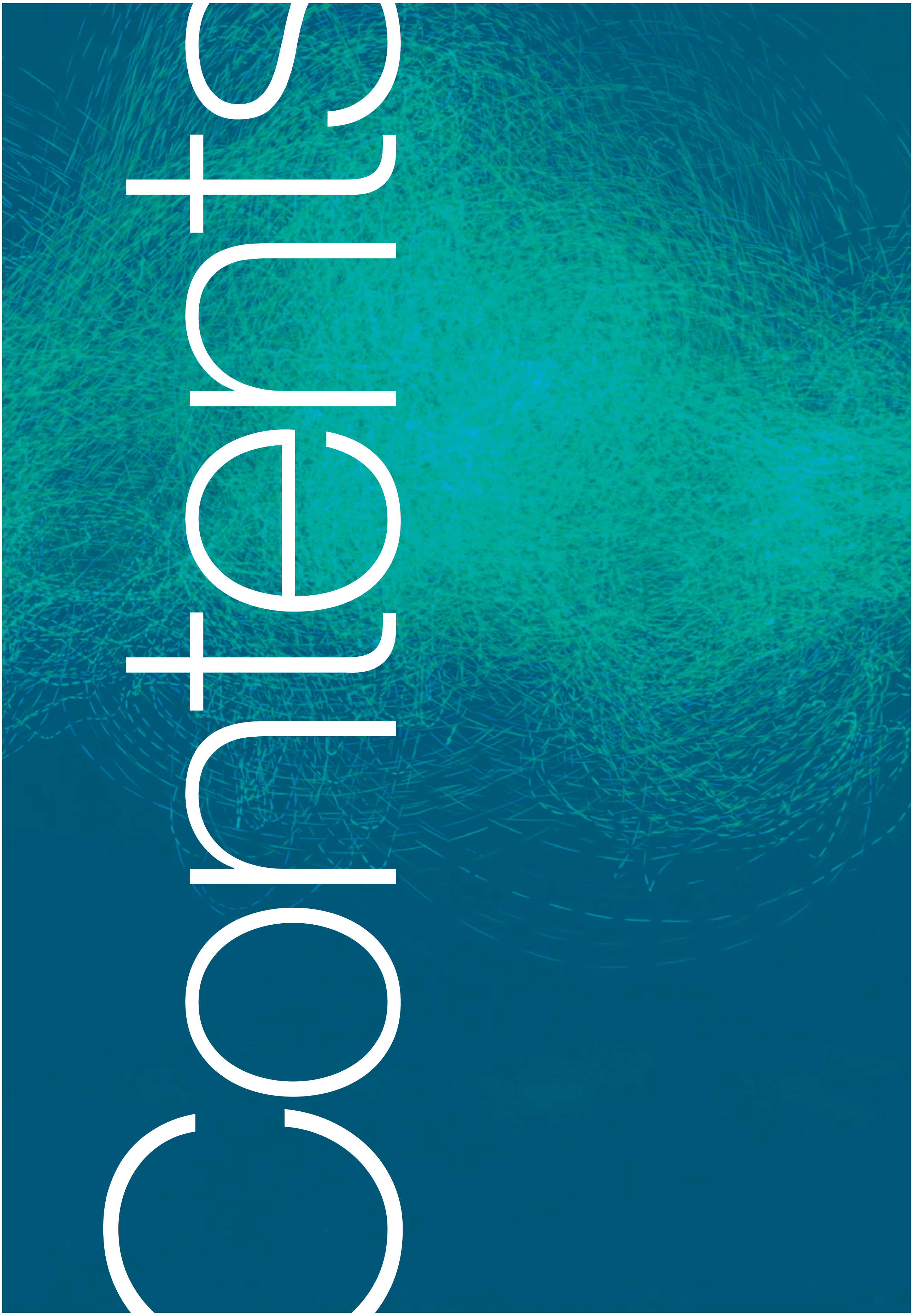
Higher Education at Oldham College

Contents



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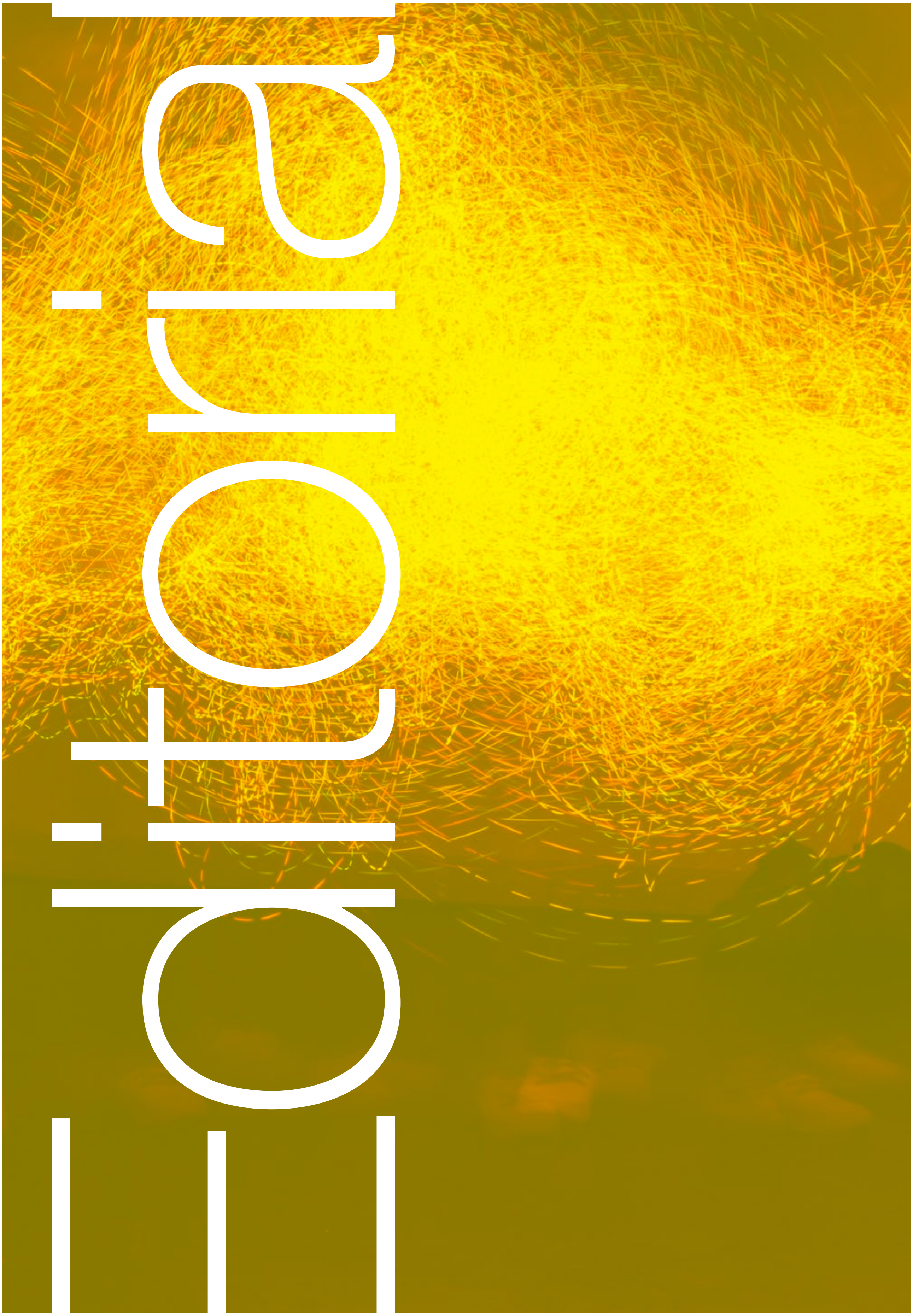

Editorial

Welcome to this 3rd issue of *Spark* which provides an insight into some of the research and scholarly activities undertaken at University Campus Oldham (UCO) over the last academic year. Within these pages you will find research carried out by staff and students at UCO as well as the work of visitors and contributors to our annual UCO Research Symposium. The papers, illustrations, and photographic evidence of creative projects presented here cover a wide range of subject specialist areas.

Following Oldham College's strategic plan (2019-24), which highlights the importance of Specialism and Reputation, High Performance, Digitalisation and Technology, and Community, you will find these elements running through this publication and our UCO Research Symposium.

At this year's symposium, we were fortunate to have Alan Tonge as our keynote speaker who presented aspects of his doctoral research exploring *Alternative Approaches to Sport Psychology*. Martin Lea has provided a brief overview of this contribution.

As part of the symposium, we were joined by Zeke Clough who documented the event in the form of his unique illustrations which capture the essence of each research paper / presentation. We have included Zeke's illustrations within this publication as they provide a complimentary visual overview of the main research ideas and how they were presented. You will also find photographic images of some of the Photography, Graphic Design, and Digital Art for 3D Games and Media students' work which was shared with attendees at the symposium.

Alongside these more visual contributions are the research papers and summaries: David Norris presents a paper on *Live Horror Theatre, Nostalgia and the Folkloric* which has since been developed into a chapter of a book; Mohammed Rahman presents a research report which was the result of a consultancy project carried out for a UK-based charity; Dave Fallon provides a literature review of the marketisation of UK Higher Education; Gail Frampton, Vikki Scholes, and Hannah Seat present an overview of their research into the importance and use of play within the Early Year's Higher Education curriculum; Michelle Whitehead provides some useful information on what an Educational Doctorate is; and Rachael Thompson and Katherine Seddon present their research which examines the impact of Academic Development Services on 1st year undergraduate students within a HE in FE environment.

We hope you enjoy learning more about the wide range of research activities undertaken at University Campus Oldham and we hope you will join us at our next annual UCO Research Symposium. If you would like to present your own research for publication or you would like to be involved in a research project, please get in touch.

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Business, Construction & Project Management

This report was written by Mohammed Alaur Rahman, Business student currently studying for PGCE.

Volunteer Engagement

1. Introduction

This report is based on a consultancy project completed for a charity based in the UK. The charity has two main branches in London and Manchester. They mainly work in some of the most remote areas of the world with dedicated partner organisations who help deliver their aid to the needy. They provide food, shelter, medical care, improvements in sanitation, orphan sponsorship and many other services. In the 2017 financial year, the charity had an income of £1,375,604 which was an increase of 102.6% from 2016; in that year the income was £679,104. This shows that the charity has substantially grown in a year, which could be related to the increase of unfortunate disasters in the world or improved operations.

What makes their service offering quite different from other charities in the UK is their 100% donation policy. This means that all the donations they receive, the beneficiaries will obtain 100% of the donation and the charity will not take a cut for any administrative costs as most charities do.

This report sets out the aim and objectives of the project based on SMART criteria. It will conduct a literature review investigating what scholars and writers have said around the topic. It will look at key theories to help define the potential issue and find solutions for it if needed. In this report, there will be a research methodology stating what sort of philosophy the research will be approached with. The consultant will conduct primary research and the data will be presented in the research findings section. Finally, the report will give general and specific recommendations on how the organisation can improve.

2. Research Problem

The Manchester branch has been in operation for just over 5 years and the issue this branch is facing is with their volunteer engagement. They have many volunteers on their roster but not all of them are giving their time to the charity's activities. The charity is still small in size, so still relies on volunteers to do the bulk of the work even though they have paid staff. The Fundraising Manager is concerned with this potential issue and has asked the consultant to see if their volunteer engagement could be a matter for the charity and give solutions if needed.

3. Aim & Objectives

This section looks at the overall aim of the project and gives SMART objectives as to how this could be achieved.

3.1 Aim

To investigate the level of volunteer participation in the charity as measured by their attendance at charity events.

3.2 Objectives

- Investigate the current state of volunteer engagement at the charity

- To apply Herzberg's Two-Factor Theory to ascertain whether it is a suitable measurement strategy for a charity
- To conclude and make recommendations

4. Literature Review

This section will look at what writers have said about certain theories and models that could be applicable to the charity in question. It will also look at volunteer engagement in literature and identify possible themes.

4.1 What is volunteerism?

Cambridge Dictionary (2018) defines volunteerism as 'the practice of doing work for good causes, without being paid for it'. Pilati and Hees (2011) defines it as 'any act that benefits a person or group, and it is considered [...] as a benefit of action and help'. Volunteering has a range of activities such as giving time to a charity; helping in a soup kitchen or even lending a person's expertise in specialist tasks.

Volunteering has become popular more than ever as BBC News (2016) claims there is a 'dramatic rise in 16 to 25-year-olds volunteering across the UK' because it gives a chance for people to gain 'new skills' and volunteers claim there is opportunity of 'having a good time and having fun'. Volunteering is truly an altruistic activity because volunteers 'make many social programs possible' and it helps fill in the void generated by 'devolution' (Haski-Leventhal and Cnaan, 2009). Without volunteer participation, many non-profit organisations would not be able to exist as the cost of human resources would be far too high to operate or it would be 'provided at higher costs to government, clients, and taxpayers' (Fisher and Ackerman, 1998).

4.2 Volunteer group types & Volunteer engagement

Volunteer group types

Haski-Leventhal and Cnaan (2009) realise that the study of understanding volunteerism is surprisingly 'underdeveloped' as the 'vast knowledge of group dynamics and group processes' have not been used to understand the motivators of volunteering. It is claimed that there is a shift to individualistic behaviour of volunteers but yet there is still a strong presence of 'volunteer peer group' who help new volunteers settle in and 'creating satisfaction' (Guzzo & Dickson, 1996, cited in Haski-Leventhal and Cnaan, 2009). These groups may help volunteers to even 'identify with the group, adopt group norms or even lead the group' as Haski-Leventhal and Cnaan (2009) emphasise 'understanding the role of group dynamics in volunteering may be an important tool'.

The four groups Haski-Leventhal and Cnaan (2009) propose that enhances volunteerism are:

- **Habitual volunteer group** - Where people volunteer for a continued amount of time and then become friends.
- **Dual-identity group** - Where people are already friends and volunteer as a group.
- **Training induced group** - When volunteers are trained at the inception, they naturally form a group on their own.
- **Provisional task group** - A group created for a one-off task.

Volunteer engagement

Vecina et al. (2012) also recognise that 'there is less information available regarding volunteer engagement' but assert that work engagement has been a big focus for organisations nowadays. The writers explain that it can be hypothesized that when volunteers feel engaged it is a mental state which is desirable just as employees. Vecina et al. (2012) insist that both paid work and voluntary work are very alike because volunteers still 'experience both the rewards and the costs present in all organisations' but can quit when they desire. Vecina et al. (2012) also stress that if businesses desire to engage employees then why are they not aspiring to engage volunteers as both workforces help an organisation achieve their goals simultaneously.

Vecina et al. (2012) based some of their work on the 'Three-Stage Model of Volunteers' Duration of Service' designed by Chacon et al. (2007). Both sets of authors agreed upon the three main stages, which are of 'particular importance' with volunteer engagement:

Volunteer Satisfaction - The motivations and expectations of the volunteers come face-to-face with 'organisational reality' (Vecina et al., 2012). At this stage, the volunteer experience has to be a 'positive' one against their expectations of the charity for satisfaction to occur (Chacon et al., 2007).
Organisational Commitment - Brickman (1987, p. 2) explains commitment is 'what makes a person assume or continue a course of action when difficulties or positive alternatives would lead them to give it up'. Especially to be committed to an organisation, one needs to have a 'strong sense of identification with a particular organisation' manifested in them the acceptance of the organisations' beliefs and values (Vecina et al., 2012). When there is organisational commitment from the volunteer, it can 'compensate' for the fluctuations in satisfaction (Vecina et al., 2012). Largely, commitment is the one separator between volunteering short-term and long-term.
Intention to Remain - This stage is the result of the previous two stages when continuous periods of volunteering occurs, 'the desire to remain in the long term' establishes in a volunteer (Vecina et al., 2012).

Chacon et al. (2007) reveal the main factor for volunteer engagement is the 'behavioural intention'. They say the 'intention to continue functions as a kind of catalyst capable of summarising the influence of different variables' (Chacon et al., 2007). Therefore, satisfaction and commitment are based on what the volunteer intends to do. The writers confirm this from the findings of their study of volunteers, saying that 'each type of intention is maximally related to service duration in the same period' and a volunteer will only work accordingly to how long they are willing to stay on in the charity (Chacon et al., 2007). Chacon et al. (2007) also discuss the relationship of satisfaction and organisational commitment where satisfaction is linked with the 'service in the short term' and organisational commitment is 'more relevant' in the medium to long term. When a volunteer starts in a charity they look for job satisfaction, when this is fulfilled then the volunteer becomes committed to the cause.

4.2.1 What is the relevance to the charity?

From these writers, it can be asserted that volunteer engagement is a mental state as volunteers could feel the benefits and the hardship endured in a paid job. Volunteer engagement means to be committed to a cause for a period of time. Their engagement at this particular non-profit is related to their **behavioural intention**; by understanding this intention, the charity will be able to know what sort of commitment volunteers are willing to give at events. Additionally, from this intention they are able to see how committed volunteers are to the charity. If a person only wants to volunteer just for the summer, it does not necessarily mean they would want to give time after this period as they could be busy later. Additionally, there is a need to identify if there are groups of volunteers working in the charity and identifying those group types mentioned by Haski-Leventhal and Cnaan (2009) would help charity managers know which volunteer works better, encouraging a better engaged working environment for new volunteers and the disengaged ones.

4.2.2 Evaluation of the three-factor structure of engagement

According to Salanova & Llorens (2008) the definition of work engagement is something which is still upcoming therefore it is still open for questioning. They claim that certain studies of the three-factor structure of engagement show an aspect of theoretical and practical inconsistencies as it still is not solidified into one definition. Shirom (2003) summarises that the three dimensions that are proposed has 'no theoretical basis for defining engagement'. Shirom (2003) says the more prominent concept is 'vigor'; physical strength, emotional energy, and cognitive liveliness. This author claims that understanding these three aspects could help a volunteer be engaged instead of the three-factor structure. Wefald & Downey (2009) undertook a study with students to find out about engagement, 'no empirical evidence was found to support this three-factor structure'. They concluded that engagement may not offer anything new that is not offered by satisfaction.

4.3 Frederick Herzberg's Two-Factor Theory

Herzberg 'investigated what motivated workers to give their best performance' (Cameron and Green, 2012, p. 27). He identified 'two different sets of factors affecting motivation and satisfaction' (Mullins, 2016, p. 48). According to Buchanan and Huczynski (2010, p. 280) the two sets were 'motivator factors and hygiene factors'.

Hygiene/Maintenance Factors
Mullins (2016, p. 244) explains when there is an absence of the hygiene or maintenance factors, it 'leads to employee dissatisfaction' as 'they are mostly to do with the context of the job'. The following factors are required for a person to **NOT** be dissatisfied by their job providing they are present (Mullins, 2016, p. 244):

- Company policy and procedures
- Level and quality of supervision
- Salary and status
- Interpersonal relations
- Working conditions

Overall, if these factors are present then an employee is not dissatisfied but does not necessarily feel satisfaction according to the theory as satisfaction is to do with the motivator factors. Mullins (2016, p. 232) separates that 'the opposite to dissatisfaction is not satisfaction but simply, no dissatisfaction'.

Motivator/Growth Factors
The motivator or growth factors are the 'desire to learn and develop' by an employee (Cameron and Green, 2012, p. 27). When these factors are existing then 'they tend to motivate the individual to superior effort and performance' as they are satisfied with their job but if they are not existing then there is no satisfaction at the job (Mullins, 2016, p. 244).

The motivator factors are (Mullins, 2016, p. 244):

- Achievement
- Recognition of good work
- The work itself
- Levels of responsibility
- Career advancement/job opportunity

4.3.1 Two-Factor Theory at the charity

The theory has not been used in a charity context before, therefore it remains a mystery if it will fit into this type of setting. By conducting this research project, it will give two outcomes; volunteer engagement at the charity and if the theory is suitable for charities.

Herzberg spoke about his theory in relation to a paid job context but this could still be applied to a charity because Sport England (2019) says the main difference between the two is the pay, the role expectations of both are similar. In essence, volunteering is unpaid work. If Herzberg's factors are existing in the subject charity it would give a good indicator if volunteers have no dissatisfaction and are satisfied. However, if there is a lack of the factors or if they are non-existent then it would be an indicator of low volunteer engagement as they may not be receiving what they need, resulting in not attending.

DeGraaf (1996) created a study between employees and volunteers in summer camps using Herzberg's theory to determine what motivates them. The study found that volunteers were concerned about working conditions similar to the paid staff in certain aspects of the role. Even though salary was a concern for paid staff, not all staff were concerned about this more than the working conditions. From this study, it shows that both types of workforces have similar concerns. Therefore, this theory can be used for the volunteers at the charity because it has been established that the volunteer workforce has similar needs to a paid workforce and the theory would still be able to pinpoint the level of engagement in the charity.

4.3.2 Evaluation of Herzberg's theory

Buchanan and Huczynski (2010, p. 279) warn that 'this work is about half a century old', consequently, could it be applied to charity in these times? Muller (2016, p. 232) adds that 'the theory has limited application to people in largely unskilled jobs' because it was created with skilled workers. The jobs the volunteers do are relatively easy and do not require specialist skills. Cameron and Green (2012, p. 27) allege, 'later research has not fully replicated his findings' and there are no studies based on this theory in the charity sector. Thus there is a portion of ambiguity for it to be used with volunteers. Moreover, no single theory of motivation perfectly explains human motivation' and in reality one theory would not be enough to truly understand the volunteer engagement in the charity (Muller, 2016, p. 244).

In the opposite, Bassett-Jones and Lloyd (2005, cited in Buchanan and Huczynski, 2010, p. 279) inform that 'recent research suggests that many employees still respond in ways that Herzberg's theory predicts'. Mullins (2016, p. 233) also agrees saying 'there is still evidence of support for the continuing relevance of the theory' because according to Crainer and Dearlove (2000, p. 361) it has helped many companies with creating their reward packages. By understanding volunteer motivation and maintenance factors, this charity could also look into intrinsic and extrinsic reward packages for their volunteers.

5. Research Methodology & Data Collection

The research methodology will be based on the research onion' (Saunders et al., 2016, p. 124). As the layers of the onion are peeled back, it will help get closer to the core of the onion to get to the findings. *Figure 1* (below) illustrates the choices of this projects' layers in the research.

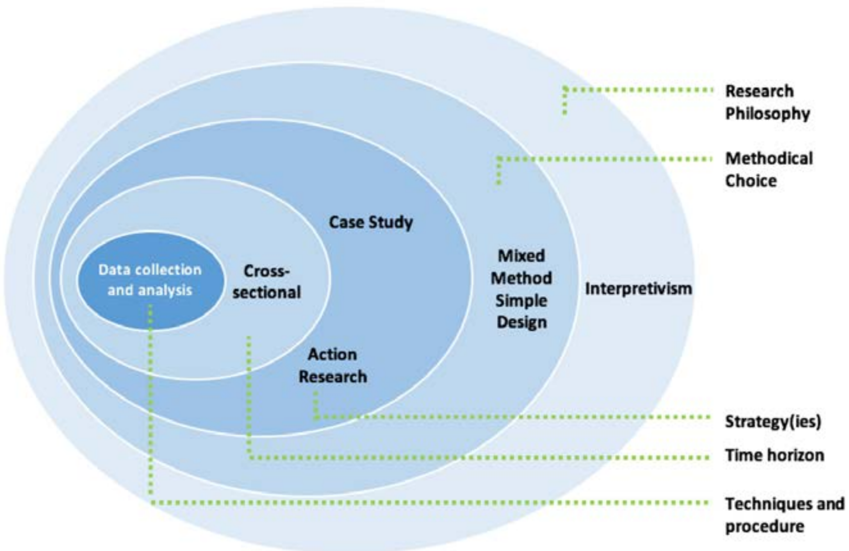

Figure 1: The layers of this project based on Saunders' Research Onion
(Adapted from Saunders and Tosey, 2012)

5.1 Research Philosophy

For this layer, the best research philosophy approach would be interpretivism. This has been chosen because an interpretivist researcher 'is more concerned with gathering rich insights into subjective meanings than providing law-like generalisations' as positivism does (Saunders and Tosey, 2012). As this project's aim is to examine volunteer participation, Saunders and Tosey (2012) explain that interpretivism 'focuses upon conducting research amongst people rather than upon objects'. Saunders et al. (2016, p. 141) say having this type of philosophy is 'highly appropriate in the case of business and management research' because business situations are complex and unique, and every situation needs to be interpreted with its' own merits without generalising.

5.2 Methodical Choice

The method for this project has been chosen to be 'mixed method simple design' (Saunders and Tosey, 2012). This has been chosen because the project will use both qualitative and quantitative data. It will interview three senior volunteers to get qualitative rich insight into the current position. Additionally, a questionnaire will be sent out to all registered volunteers to create quantitative statistical data. The questionnaire will be designed with questions related to the hygiene and motivation factors of Herzberg specifically asking about areas such as working conditions and others.

5.3 Strategy

After peeling another layer, the two strategies that would be used:

a) Action research - This has been chosen because the University of Derby (2017) clarifies that 'this strategy is concerned with addressing issues to find and implement solutions'. Greenwood and Levin (2007) say an action researcher 'works with members of an organisation, as a facilitator' to study their existing practices. In order for it to work, they conclude, members of an organisation have to cooperate with the researcher and be open to the findings. After conducting primary research, if problems have been discovered, this strategy will help to give practical solutions.

b) Case study - This has been chosen because the consultation is based on one charity. 'Case study research sets out to understand the dynamics of the topic being studied within its setting or context' so the context here is volunteer engagement (Saunders et al., 2016, p. 184). Yin (2014) asserts that a case study strategy is used when the parameters of the phenomenon and its' context is not clear. Hence this strategy will help to find the actual reality of the situation because there are concerns that the engagement could possibly be an issue.

5.4 Time Horizon

This layer will be of cross-sectional design because according to The University of Derby (2017) it can be used with both qualitative and quantitative research and it 'measures an aspect or behaviour of many groups or individuals and at a single point in time'. Saunders and Tosey (2012) coagulate this design with a case study strategy and surveys. In relation to the charity, their volunteer engagement could be in one position now but could change later, therefore this design will help build the current context for any future research. Moreover, due to the time constraints of this project from the client, this would be a more suitable choice.

5.5 Limitations

a) Mixed method design - The University of Derby (2017) warns that by combining methods, 'the limitations of each individual method can be offset and gaps of data can be filled or predicted'. Therefore, it is imperative that the researcher keeps this in mind when conducting the research to reduce the cross contamination encouraging a realistic picture.

b) Questionnaire - One of the negatives with questionnaires is that it takes time to gather a substantial rate of response, although they are an 'objective source of data' for reliability (Greetham, 2009, p. 199). The best solution is to get the management of the charity to really push volunteers to complete it because the researcher may not know all the participants.

c) **Interviews -** An undesirable quality of qualitative data is that results could be manipulated by the bias of researchers. McMillan and Weyers (2011, p. 111) insist this is due to the researchers 'subconscious decisions' and they are genuinely unaware this is happening. When the interviews are conducted this could also happen, so Saunders et al. (2016, p. 401) recommends 'providing participants with a list of themes before' because both parties are aware of what they are supposed to do and it would reduce bias.

d) **Ethical issues -** Generally, there are many research ethics that have been defined for projects. Here, the main ones that need to be considered is 'privacy to those taking part' as there is no collection of personal data which would be mentioned to all volunteers (Saunders et al., 2016, p. 243-4). The other is the 'avoidance of harm' as volunteers could mention something confidentially which needs to be channelled to help the charity but not jeopardise the volunteer's position (Saunders et al., 2016, p. 243-4).

5.6 Reliability & Validity

Reliability in research looks at 'replication and consistency', if the research can be consistently replicated at a later stage and the outcomes are similar then this research is deemed as reliable (Saunders et al., 2016, p. 202). This is something that needs to be kept in mind where it should be possible to conduct the same research at the charity in the future to see the state of the volunteers then.

Validity in research refers to the 'appropriateness' of: measures used, analysis of findings and the generalisation to the wider context (Saunders et al., 2016, p. 202). The researcher needs to be cautious if Herzberg theory will be appropriate to measure volunteer satisfaction. From all the research conducted in the literature review section, it has been proved that it will be a good fit for this project even though this theory has not been known to be tested in the charity context. When the findings are analysed. It also needs to be observed if the results are synthesised correctly according to the theory.

5.7 Sufficiency & Triangulation

Sufficiency is to have 'an adequate amount of something' (Oxford Dictionary, 2018). So this research project needs to have plenty of sources to reduce the gaps in the research. The research will also look at more than one source when talking about the same topic as this would cause triangulation if many authors are talking similarly then one can only presume this is correct. A questionnaire was sent out to 50 volunteers, from which 19 have responded. This seems like an adequate number to draw out conclusions but the limitation of this is that the number is far too less to make a general assumption across the entire charity. To counter this the rich insight from the interviews should be helpful to fill the void.

6. Analysis of Research Findings

This chapter will look at the findings from the primary research conducted with the volunteers and analyse the data against Herzberg's Two-Factor Theory. Please see '12.1 Appendix 1' for the questionnaire results and '12.2 Appendix 2' for the interview results.

6.1 Introduction to the volunteers

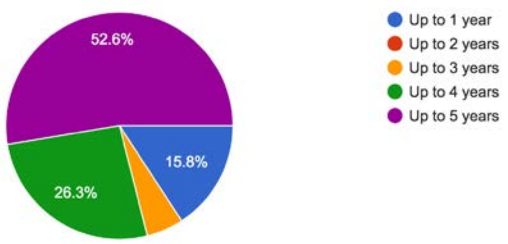

Figure 2: Volunteer Duration of Service (Adapted from 12.1 Appendix 1, Question 1)

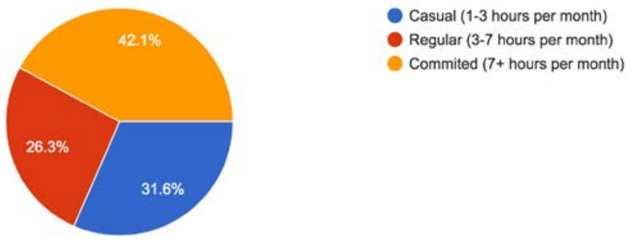

Figure 3: Levels of Volunteering (Adapted from 12.1 Appendix 1, Question 2)

Figure 2 (previous page) shows from the 19 respondents of the questionnaire, nearly 80% of respondents have been volunteering between 4 to 5 years. This highlights that these volunteers are here for the long term and they have been volunteering since the inception of the Manchester branch. *Figure 3* (above) clarifies of these 19 respondents 42.1% of volunteers are committed volunteers who give more than 7 hours per month for the charity. The second group are giving 3-7 hours per month with a percentage of 26.3%. Consequently, most of the respondents are involved and are giving time, the charity requires volunteers to give an average of 3-7 hours anyway, so 68.4% of respondents are on or above the required hours. Their **behavioural intention** was investigated and in summary, some of these volunteers responded with a range of answers saying the reason why they volunteer is because of the charity's governance strategy, or they were attracted by certain events or it was people related; where they wanted to help people and even make friends (Appendix 12.1, question 3).

6.2 Hygiene/Maintenance Factors

Hygiene Factors	Evidence	Discussion
Company policy and procedures	12. 1 Appendix 1 - Questions 4, 5 & 6 (Q4, Q5, & Q) 12.2 Appendix 2 - Question 6	• Appendix 1, Q4 - Asked how would the volunteers describe the management and policies. 52.6% said they were excellent, 42.1% said they were adequate and 5.3% said it was poor. • Appendix 1, Q5 - Asked them to explain their answer to Q4 (from Appendix 1); half of them they said they could see issues with the policies and especially feedback of how the beneficiaries benefitted was poor. • Appendix 1, Q6 - Asked if they volunteered because of the policies; 21.1% said no, 42.1% said maybe and 36.8% said yes. • Appendix 2, Q6 - 2 out of 3 interviewees said the policies could be better and the feedback needs to be improved. • The majority of volunteers said that the polices were either excellent or adequate but from it they said that the donation feedback was poor and needed improving. Nearly 2/3 of the volunteers showed that they do not volunteer because of the policies, which is alarming even though the charity has a big volunteer group as policies and governance in any organisation sets the foundation for productivity.
Level and quality of supervision	12. 1 Appendix 1 - Question 7 12.2 Appendix 2 - Question 7	• Appendix 1, Q7 - Volunteers were asked if their supervision was adequate for their role and 63.2% agreed. • Appendix 2, Q7 - From the 3 interviewees, 2 were in management roles so they did not need supervision as such and the remaining interviewee said that he has 'never had an appraisal session' or 'we never do feedback sessions'. • The answer from the interviewee gave more details to this question. This volunteer has been volunteering from the

		beginning, so he would know the historic growth of the branch, he said that appraisals have never been done with volunteers which shows a big problematic area as volunteers may not know how their performance is and what to improve on.
Salary and status	N/A	• There is no financial remuneration for volunteers
Interpersonal relations	12. 1 Appendix 1 - Questions 8 & 9 12.2 Appendix 2 - Question 8	• Appendix 1, Q8 - 89.5% volunteers (17 out of 19) volunteers said they felt they have developed their interpersonal relations with others. • Appendix 1, Q9 - They elaborated their answer to question 8 (from Appendix 1); the common theme from these answers were that there was a high social and fun aspect to volunteering. • Appendix 2, Q8 - Even the interviewees were unanimous to this that they have developed better as people and volunteering at the charity has helped them interpersonally. • It is evident that the charity has been successful in building the volunteers interpersonally, and their team building activities are working and should be continued.
Working conditions	12.1 Appendix 1 - Questions 10 & 19 12.2 Appendix 2 - Questions 5 & 9	• Appendix 1, Q10 – Volunteers were questioned about the working conditions at the charity; none said it was poor. 63.2% said it was excellent, 31.6% said it was good and 5.3% said it was adequate. • Appendix 1, Q19 - They were questioned if there are restrictions to giving more time, 17 out of 19 respondents said family and work are the main restricting factors. • Appendix 2, Q5 - The interviewees were asked if there are any limitations to volunteering, they said unanimously that there are no major restrictions but 2 said that it is the same volunteers working all the time and there has not been a recruitment drive for a while. • Appendix 2, Q9 - Interviewees were questioned as to how they would describe the working conditions**;** 2 said they have gone better as things are more organised since the beginning and management now tries to predict what could be needed before an event to help it run smoothly. 1 said currently it is very healthy and the work is 'very jovial' which helps the interviewee to conduct the role better. • It seems from the research that the working conditions are well if not excellent, as there are minimal internal barriers for volunteers to engage in the work. It seems that a major point 2 interviewees have identified is that there has not been a major recruitment drive for a while, resulting in maybe the volunteers feeling there is more pressure on them which could be reduced.

6.3 Motivator/Growth Factors

Motivator Factors	Evidence	Discussion
Achievement	12.1 Appendix 1 - Question 11 (Q11)	• Appendix 1, Q11 - 10 out of 19 volunteers were categorised saying they achieved friendship and the opportunity to do good work. 5 out of 19 said they have gained knowledge and insight into how charity works. • The results signpost that volunteers are gaining something from volunteering and not just the charity. It is positive to see that volunteers are making friends and are able to gain knowledge and skills along the way, making it an environment of not just work.
Recognition of good work	12.1 Appendix 1 - Question 12 12.2 Appendix 2 - Question 10	• Appendix 1, Q12 - respondents were quizzed if the organisation was recognising their good work; 68.4 % (13 respondents) answered yes, 21.1% (4 respondents) answered maybe and 10.5% (2 respondents) answered no. • Appendix 2, Q10 - 2 interviewees said the organisation is recognising their good work. 1 answered he does not need to be recognised but thinks it is a good idea for others to be recognised as it will to help morale. • 6 volunteers all together did not say a clear yes for recognising their effort, which shows maybe at least a 1/3 of the respondents felt that their work is getting overlooked especially when they are doing it without any remuneration. This is something management needs to look at, to reduce that percentage. • The 2 interviewees that said the charity is recognising their effort have already been promoted therefore they already feel recognised, which may not be a fair representation of the rest of the volunteers on this question.
The work itself	12.1 Appendix 1 - Questions 14 & 16 12.2 Appendix 2 - Questions 4 & 11	• Appendix 1, Q14 - 63.2% said the work was moderate in intensity, 36.8% said it was easy and no one said the work was difficult. • Appendix 1, Q16 - The respondents were asked if the role has developed their personal skills in organising and time keeping; 78.9% (15 respondent) responded with yes, 10.5% (2 respondent) responded with maybe and 10.5% (2 respondent) responded with no. • Appendix 2, Q4 - The interviewees were asked what was the most positive part of volunteering, they responded differently.
		One said that they are able to see the money travel from donation to recipient. Another said that they are able to meet people of different backgrounds. The last one said it is positive as they can help people in man-made and natural disasters. • Appendix 2, Q11 - The interviewees were then asked how they would describe the work entailed in the volunteer role. 1 said it was easy going, the other 2 in management roles said it could get stressful sometimes.

		• Most respondents said that the work was easy to moderate, exhibiting that they know what to do at events, which is a positive. The 2 interviewees that were in management roles exhibited that it could be stressful because naturally they would take on more pressure.
Levels of responsibility	12.1 Appendix 1 - Question 15 12.2 Appendix 2 - Question 12	• Appendix 1, Q15 - 78,9% (15 respondents) felt their level of responsibility was from medium to high. • Appendix 2, Q12 - 2 out of 3 interviewees said their level of responsibility was high because of them being in a management role. 1 out of 3 interviewees said that their level was low. • This is a very good sign as it shows they are taking the role seriously and are actually taking ownership of it but a minority of the volunteers still have their level as low. This could be due to the reason they cannot give enough time or they are not fully engaged with the charity and need to take more ownership.
Career advancement/job opportunity	12.1 Appendix 1 - Questions 17 & 18 12.2 Appendix 2 - Question 13	• Appendix 1, Q17 - Respondents were quizzed if volunteering at the organisation has increased their confidence at their workplace; 68.4% answered yes, 26.3% said maybe and 5.3% answered no. • Appendix 1, Q18 - The respondents that said yes to Question 17 (from Appendix 1), fell into two categories where they have either gained more confidence or gained better communication skills. • Appendix 2, Q13 - The interviewees were asked if the skills they have gained from the charity has helped them in their career. All 3 interviewees said no because they were in different fields so it has not helped in that way. • The results show to this category show that 3/4 of respondents felt it has helped them in their own workplace. The ones that said it has not, is not a major concern because they could be working for a complete different sector so the skills they gain in the charity may not be applicable to their job.

6.4 Final picture of the charity

Generally, the picture of the charity seems that the **maintenance factors** are present but there are some issues with them and may have not been fully developed. The policies have been described between excellent to adequate but the major flaw was with the feedback policy where the volunteers are saying the time scale of feedback needs to be quicker. Most volunteers have described their supervision being adequate but one interviewee explained a truer picture that there have not been any appraisal or supervision sessions at all. One important area that seems there is no need for improving, is their internal personal relation initiative as it is creating a bond and friendship between volunteers. Nearly all respondents agreed to this and it appears to be really well thought out. The working conditions is also good as volunteers said there are no major restrictions to work but volunteers are saying they need to take on more volunteers to make a better impact.

From the results, it shows that the **motivation factors** are highly present in the charity. This is because most respondents said they have gained knowledge of the charity sector and made many friends as an achievement. 2/3 of the volunteers felt that they were getting recognised of the hard work they do and the rest did not agree, which the charity needs to investigate further. They described the actual work to be moderately intense which means it is manageable and something that they can learn to do as they go along. The work itself has also helped develop transferable skills where they could use elsewhere, which could be another element of an achievement. The respondents even said that volunteering in the charity has helped them in their personal career development, where they have been able to use the same skills at work or even in other charity initiatives. They also took the level of responsibility of the work to be medium to high which means that they understand the seriousness of the role and understand how important it is raising money for the needy.

Overall, the evidence would suggest that the charity is delivering the motivator factors quite well but some of the maintenance factors need to be addressed, which could be where the issues lie. This is the reason why the charity manager has probably had concerns about volunteer engagement. The evidence suggests that most volunteers are engaged and their behavioural intention suggests they are committed to the charity. Truthfully speaking there were 19 questionnaire respondents and 3 interviewees only, which shows a respectful picture of the charity but the charity needs to speak to all the volunteers to really dig deep into it.

6.5 Overall use of the theory to the charity context

The theory itself looks like it is a very well fit for the charity context. Most of the factors of Herzberg's theory do go hand-in-hand with what the volunteers usually face in charities resembling a job. One of the factors that does not really fit is the salary, if they received this then they would become an employee, so it is irrelevant. Another factor surprisingly that changed the researcher's stance was career advancement or job opportunity because the interviewees said that it did not help them at all in their own jobs. This ought to be a factor where it would make them more confident to even go for promotions. On the other hand, the questionnaire respondents did say it has helped their confidence at their own jobs, so it seems this is a factor which is on the borderline and therefore needs more investigation to it.

7. Recommendations

From the analysis of the volunteer experiences and the literature review, the following recommendations have been given from the identifiable problems that have been encountered when conducting the research.

1. Intention to remain
It would be prudent to ask volunteers at the application stage, their intentions for volunteering and how long they would want to volunteer for. This would help the charity to map out what tasks they could allocate to that volunteer and understand their service capacity when conducting major events as this would help to know how many volunteers will attend.

2. Group types
If the charity identifies working groups according to Haski-Leventhal and Cnaan (2009) then it would help to place new volunteers or disengaged volunteers to the right group to help develop them and better engagement. This assessment would also help to understand the volunteer needs, resulting in the charity giving tailored help to really encourage their commitment.

3. Review and revise the feedback policy
Volunteers picked up on the concerns around feedback. This needs to be addressed because this a major component of any charity since donors could judge an organisation's integrity through it. Donors want to know exactly what the charity has done with their money. Without a good feedback system, future funding could take a hit if not addressed accordingly.

4. Volunteer appraisal sessions
According to one volunteer, there have not been any appraisal sessions for volunteers. From the charity's point of view, it could be due to participants being volunteers and not paid staff, which means it may not be appropriate for them to take them through this process. However, from the literature review it has been determined that volunteers also feel the same emotions as employees. Hence, it would be a practical idea if the charity was to implement a review system where the volunteers would be appraised every 3 months to find

positives and negatives. This would then help to build the volunteers and get their best performance. Nevertheless, in between the sessions, the charity has to monitor their progress so that the volunteer is kept on track.

5. Recruitment drive needed

It appears that the charity has not been recruiting regularly for a long period. The charity should recruit especially before busy periods and have a full training programme so that the new volunteers are equipped with the tools to fundraise and ease the pressure on existing volunteers. New volunteers would bring in new ideas that would positively help the charity. These volunteers would naturally let the charity access the networks and groups they come from to gain more exposure to their work to new audiences.

8. Conclusion

In conclusion, Herzberg's theory appears it is appropriate for charities. The majority of the factors are suitable for charities because in essence, the theory is based around human resources, therefore the nature of the business could change from for-profit to non-profit but the workforce is still the same.

After studying the volunteer engagement at the subject charity, it is very indicative that the volunteers are engaged but if the charity convalesces certain policies then the experience would be even better. One endeavour that needs to be commended is their team building activities and gatherings which are outstanding and maybe a lantern for attracting volunteers.

Overall this project sheds a lot of light on the non-profit sector and how management theories could be applied to it but for a greater understanding further studies could be done to see the correlation between business, management and the charity sector.

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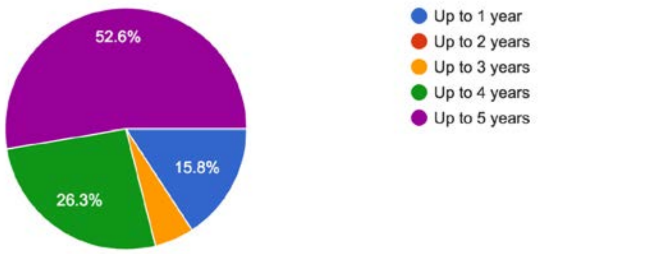
10. Appendices

10.1 Appendix 1 - Questionnaire Responses

Questionnaire Responses

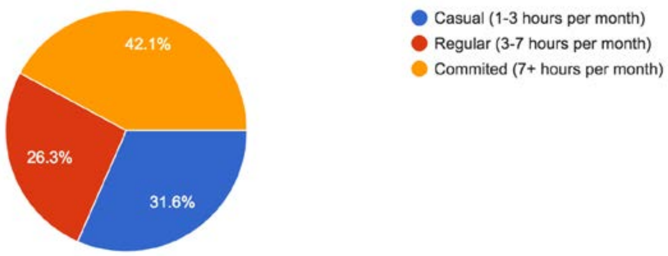
1. How long have you been volunteering at the charity?

19 responses



2. How would you describe your level of volunteering?

19 responses



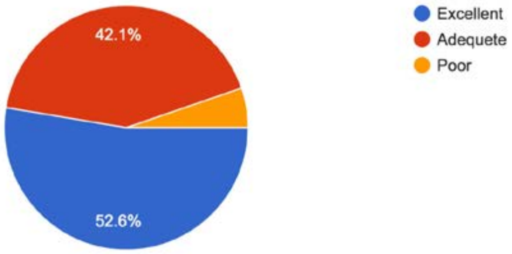
3. What made you get involved with the charity?

19 responses

- To help people
- Do good with my free time
- Unity convoy
- Ethics, values and policy
- Inspired to help the oppressed.
- Fundraising
- Raising for ambulance
- New projects
- The good work they do for the needy. Also the friendship with everyone with good clean hearts.
- Very humble hard working charity ran very well
- Help people
- The friendship and making a positive contribution to the lives of others.
- To gain intangible reward
- Change for good and do good
- Community and friendship

4. How would you describe the management and policies of the charity in general?

19 responses



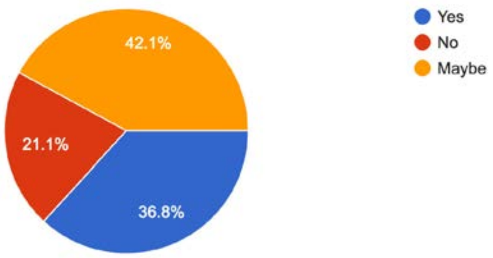
5. Please explain further your answer to question 4.

13 responses

- Some policies can be improved
- Organised charity but myself and friends felt excluded when it came to managing our own project especially in situations where we could have used their help.
- More communication between London and projects
- Some really positive people within the organisation which makes volunteering easy to get involved with
- Could improve
- More feedback on projects to gain trust of volunteers
- Feedback is poor
- I'm not aware of the policies
- There should be more opportunities for jobs in Manchester not just the same people for number of years.
- It's very well organised and everyone pulls together for a common cause
- Very clear policy
- Management are clear with their approach, policies are clear on the ethos.
- Management are easy going, understanding, approachable and the policies are clear to understand

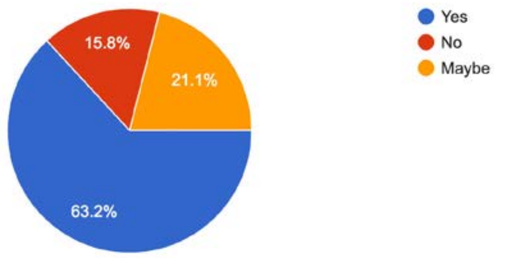
6. Are these policies a reason why you volunteer?

19 responses



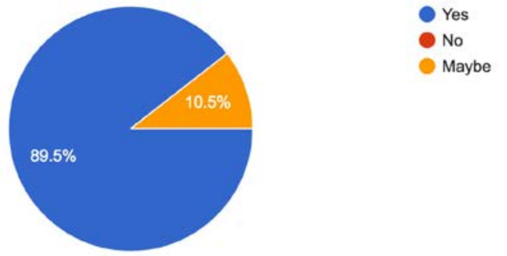
7. Is the level of supervision of your volunteering adequate?

19 responses



8. Do you feel that you have developed your interpersonal relationships with other volunteers?

19 responses



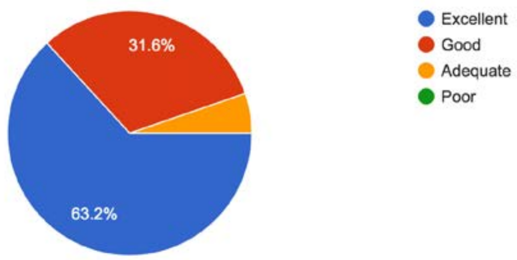
9. If yes, how have you developed your interpersonal relationships?

10 responses

- Becoming better at socialising and making friends
- Met a lot of cool volunteers and saw the amazing work they do and dedicate to
- More communication with the community and managing skills
- Definitely
- More Confident
- Just meet volunteers at football and food events. Different volunteers come on event days
- After the ride for rohingya I have developed friendship and brotherhood with all involved
- More team work
- I have become more confident in speaking and communicating my ideas to others.
- Joined the football whatsapp group

10. How would you describe the culture at the charity?

19 responses



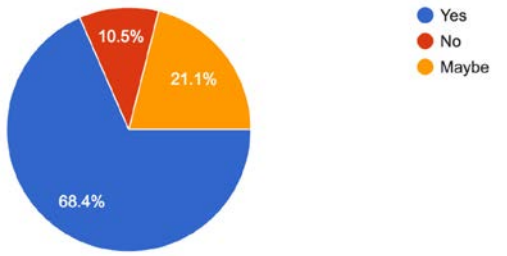
11. What have you achieved by volunteering personally?

19 responses

- Contentment
- Different perspective on life in helping others
- A few events
- Friendship and work
- Building Islamic knowledge and friendship
- Knowledge
- Engaged in good work. Awareness of current affairs
- Appreciation
- Time off from the wife
- Able to help the unfortunate
- Good brotherhood and help religiously.
- Greater sense of giving and working hard for others
- Grown
- I have gained an insight into what charities actually do and how they work.
- Changed my personality for the better and gained a lot of skills to further my career in other fields
- Confidence, brotherhood
- Good
- Importance of charity

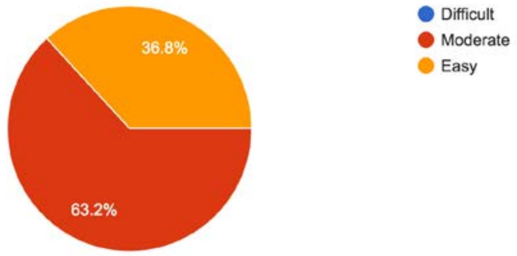
12. Do you feel the charity is recognising your good effort?

19 responses



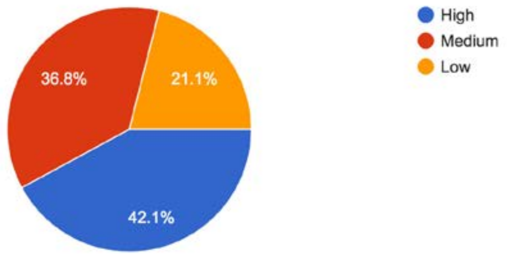
14. How would you describe the work entailed in the volunteer role?

19 responses



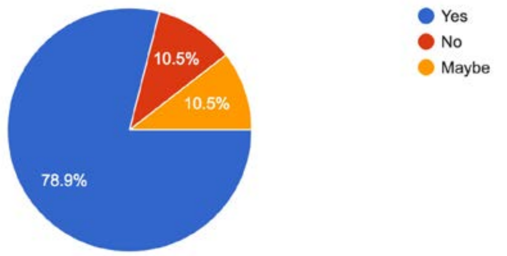
15. How would you describe your level of responsibility in the role?

19 responses



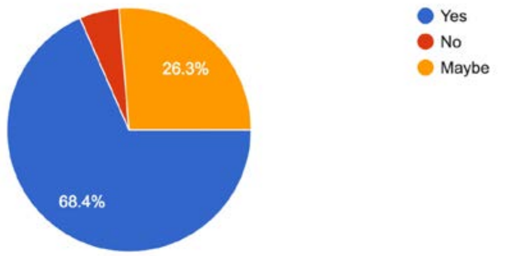
16. Do you feel the role has developed your personal skills?

19 responses



17. Do you feel volunteering for HAUK has increased your confidence at your workplace?

19 responses



18. If yes, please describe how?

10 responses

- I'm more confident in presenting and have more experience
- Working with others has become easier
- More communication with outsiders and gaining key communication skills
- Developing
- Confidence skills
- Hasn't made much difference as I've always been confident in my job
- Feel good factor
- More interaction
- I am not shy to meet new people
- Personal development

19. What factors do you feel is restricting you from giving more time?

19 responses

- Work
- No diverse things to do
- Hard to make time
- N/A
- Responsibilities.
- Other commitments
- Family
- Nothing
- Lack of communication
- Fulltime jobs
- Work related or family related restrictions
- No factors
- Family and work commitments
- Personal life
- Work
- Personal commitment

20. What suggestions would you give to improve the volunteer experience?

19 responses

- N/A
- Give volunteers more responsibility
- Offer ideas for groups to fundraise with and help them along the way
- Delegations
- I can’t really think of any as i see its all good
- More creative ideas.
- Delegations
- Pass
- I really don’t know. Ran out of ideas
- Better communication
- Give more opportunities to new people in new roles and see how they do. This will encourage people more to get involved and be excited about new projects.
- None at the moment
- More training
- Interactive group meetings with Manchester and London.
- More meetings / Food
- More volunteers
- Carry on volunteering get together

10.2 Appendix 2 - Interview Questions

Interview Responses

1. Full Name (3 responses)

- Volunteer A (SA)
- Volunteer B (JC)
- Volunteer C (TA)

2. What is your current role? (3 responses)

- **SA:** Fundraising Volunteer
- **JC:** Fundraising Officer (Volunteer)
- **TA:** Management Member (Volunteer)

3. How many years have you been volunteering? (3 responses)

- **SA:** 5 years
- **JC:** More than 5 years
- **TA:** 6 years

4. Which aspect do you feel is the most positive part of volunteering? (3 responses)

- **SA:** You get to see where the money is spent, where it is going and what it is spent. 100% definitely helps to get rid of the suspicion of charities. You get too see videos of where the money is going locally and internationally. Another good thing is if you want to do your own project there is not much restrictions but with guidelines, you can get help when needed for it. Management is approachable especially this branch.
- **JC:** Meeting new people from different backgrounds, race, religions. Enhanced my own personal skills which is public speaking and presentation skills.
- **TA:** Supporting people in places of oppression and not just from natural disasters.

5. Do you feel there are limitations to volunteering at the charity? (3 responses)

- **SA:** No limits from where I can see, you can go on delegations to see where the money is going. You can do whatever you want. Only one limitation is that the volunteer base has not expanded since I have started. We should have different age groups of volunteers especially the younger ones, now a youth side. We definitely need to be recycled; the older ones.
- **JC:** There is no restriction. you can do what want to do within boundaries. its made me a better person. Additionally, there's not enough volunteers and we are not recruiting as much, which we are in need of.
- **TA:** There is no limitations as such, as it's up to a personal how much time they want to give. But the limitation could be that being in the management that you want to get so much involved that you lose focus of strategy and also step on other volunteers.

6. How would you describe the governance and policies of the charity in general? (3 responses)

- **SA:** When I joined there was not much governance and no code of conduct. There was no training. I still do not know the complaint procedure. We need an introduction session. We need a code of conduct; what is allowed and what is not.
- **JC:** I lack in knowledge of the policies. the policies are not stringent and I do not know how easily they are accessible. For example, what is the policy for working alone in the office when there is money there? Two days ago I was asked about a reference but I did not know what's needed to provide this. I do not know most of the policies.

- **TA:** Some policies need updating. Governance wise, feedback needs to be improved as to where and how the money is spent and the timescale of the feedback needs to be quicker than what it is now. it should be weeks rather than months or even never.

7. How would describe your supervision? (3 responses)

- **SA:** I've never had an appraisal session especially. In events we have had supervision but depends on the supervisor. Smaller events can be less structured but bigger ones have better structure. Positive praise is good but negative can be difficult. We never do feedback sessions. We should have feedback sessions. We should have a briefing session before an event and a debriefing straight after the session. We cannot be doing it a week later as people will forget and the little stuff matter. We should be taking minutes at the debriefing.
- **JC:** I feel like the position of being an officer, I do not need it because of my role. supervision is minimal because I do not need it. However, I do know there is a manager if I need to go to.
- **TA:** I do not need supervision as I am part of the management team.

8. Do you feel the charity has developed your interpersonal relationships? (3 responses)

- **SA:** Definitely. I'm more confident. I'm more confident in organizing events. We have developed as people. It has helped us develop outside, helping our mosque and our community. I have organised other events where I have taken the skills from here.
- **JC:** Yes, I've got to know more people and of different age ranges. I do keep level of respect with younger volunteers. I'm not good with new people but it is not detrimental to the charity and it's just me.
- **TA:** Of course! For example, working in a team with different backgrounds, professions and experience has given me more confidence and I have learnt a lot of new things from different walks of life.

9. How would you describe the working conditions when volunteering? (3 responses)

- **SA:** The working conditions have gone a lot better. Before we had to get our own stuff like equipment. Now management try to predict what's needed before an event and get it.
- **JC:** Working condition is very healthy. It's very jovial but the work gets done. That's what makes me want to be around the volunteers and we have a laugh a lot. Working with younger volunteers it brings my younger self out and its fun.
- **TA:** It is to a good standard now but at the beginning it was not.

10. Do you feel the charity is recognising your efforts? (3 responses)

- **SA:** I'm not looking for recognition but it could be useful for other people. In big events the management does praise the volunteers which seems useful. It would be helpful for some.
- **JC:** In the short answer yes. I feel like a valued volunteer. I have been left with big responsibilities in the past when Juhel was away on holiday, and back in 2013 when the convoy happened I was left with the being in charge. I do not need to be told that I'm recognised as I know I am recognised.
- **TA:** If my effort was not recognised then I would not be where I am. I am getting even pressured from head office to be a trustee.

11. How would you describe the work entailed in the volunteer role? (3 responses)

- **SA:** It's hard as you want it to be. It's quite flexible. It's easy going. You can come in for a small time which is not a problem. That's why I am surprised why we do not have a lot of volunteers.
- **JC:** It can get stressful especially when you're solely leading an event. When I'm not leading I still feel responsible but I'm not burdened as much. Busy all the time, takes family time away. Every time I've

lead an event I said I will back down after it but that never happens! But after I get enthusiastic to come forward next time.
- **TA:** Depends what a person does and their skills. If you are hands-on then the work can be tiring, a burden sometimes. if it is a managerial position then it is relaxed.

12. How would you describe your level of responsibility in the role? (3 responses)

- **SA:** No too much. I just help when I can. Usually management sort it all out.
- **JC:** As I volunteer I do not feel I have a responsibility for other volunteers. But for fundraising I feel responsible for raising funds for the need of the time. This is because if I am not there to do it then, will there be someone else to do it or give this much time.
- **TA:** High level of responsibility. It involves a high level of trust within volunteers and donors.

13. Do you feel the skills that you have developed has helped you in your career development? (3 responses)

- **SA:** Professionally no, I'm in a different sector. But I have learnt how to organise events.
- **JC:** No because I am not career minded, if I wanted to be career minded, then it would have helped me.
- **TA:** No because career is totally different.


MARKETISATION PROCESS £ £ £
MSc STRATEGIC MANAGEMENT
£ MARKETISATION PROCESS £
HOW DO STUDENTS DESCRIBE THEMSELVES?
HOW LONG HAS MARKETISATION PROCESS GONE ON?
ARE WE A UNI OR A COLLEGE?
DAVE FALLON
THE MARKETISATION OF UK ~~FURTHER~~ HIGHER EDUCATION
HOW WILL FEE BE SPENT?
I'M BUYING MY FIRST AWARD!
DO THEY SEE THEMSELVES AS CUSTOMERS?
TUTOR!
LINK TO ECONOMIC GROWTH.
PRIOR TO 1800'S SEEN AS SOCIAL VALUE
NOW ABOUT ECONOMIC VALUE
STUDENT AS CUSTOMER
JUDGES
POLITICIANS ETC!
WHAT IS WELL PAID EMPLOYMENT?
BEST MEASURE OF HE EFFECTIVENESS ACCORDING TO STUDENTS!
CUSTOMER IS KING!
I PAID FOR A 1ST! WAA!
SORRY ONLY A 2.1!
STUDENTS SHOULD HAVE RIGHT TO COMPLAIN
I THINK £____
I THINK £____
REALISTIC OUTCOME OF DEGREE?
CAN APPEAL OUTCOME OF DEGREE.
ARE THESE FIGURES REALISTIC UPON ENTERING WORKPLACE?
WORK EXPERIENCE IMPORTANT!

This paper was presented by Dave Fallon, Director of HE Curriculum, at the UCO Research Symposium (July 2019).

The Marketisation of UK Higher Education

A Literature Review

The Historical Context

The earliest documented higher education teaching in the UK was in Oxford in 1096, making the University of Oxford the oldest higher education institution in the English-speaking world (British Council, 2013). At this point, and indeed for the following 850 years, the dominant philosophies regarding the purpose of higher education spanned the cultivation of intellect, expansion of knowledge, cultural value and social good (Newman 1851; O'Hear, 1987; Oakeshot, 1972; cited in Pring, 2001). In 1873, Newman encapsulated this philosophical purpose in his book 'The Idea of University' when he said *"It [higher education] educates the intellect to reason well in all matters, to reach out towards truth, and to grasp it."* (Newman, 1873, cited in Pring, n.d. pg 1).

Following the establishment of the University of Oxford in 1096, the University of Cambridge was founded in 1209. They remained the only universities in England (alongside St. Andrews in Scotland) until the 19th century, and fulfilled the purpose of educating the national elite (Anderson, 2016). From the mid-1800s, catalysed by the growth of major cities outside London following the industrial revolution (ibid, 2016), the expansion of the HE sector in the UK began in earnest. Throughout this time, the purpose of higher education remained largely the same as for the centuries before, although an increasingly vocational focus was apparent. Whilst the growth of HE provision slowed during the early twentieth century, it began again in earnest in the 1950s when the first 'modern' universities were established as the Government of the time sought to further democratise HE (ibid, 2016).

As early as 1945, the then Government had identified a link between poor national economic performance and the contribution of higher education (Brown & Carasso, 2013). This post-war period was heavily influenced by economic concerns alongside demands for the democratisation of education away from the social elite (Anderson, 2016). It was from the 1960s onwards, however, that the paradigm shift towards a marketised HE system really began (Brown and Carasso, 2013). The Science and Technology Act 1965 was the first Act of Parliament to recognise the economic importance of higher education (Brown and Carasso, 2013) and began a process to expose the sector to market forces, competition and consumer choice which was to continue for the next 50 years (Hemsley-Brown and Oplatka, 2006).

A key shift towards a marketised system was the removal of governmental financial support for international students in 1979 (Brown and Carasso, 2013). This catalyst preceded wide ranging policy changes from successive governments, all of which contributed towards the marketisation of the HE system. Governmental changes of critical importance included the 1991 Conservative policy enabling polytechnic colleges to become universities, and the 1997 Labour policy of introducing undergraduate tuition fees to be paid by the student themselves (ibid, 2013). These policies, amongst numerous others, were intended to lessen the power of the 'Donnish' institutions (Halsey, 1995, pg 1) and to create an intrinsic link between the work of HE providers in educating students, and the value that education created within the economy (Newman & Jahdi, 2009). McIllroy and Spencer (1988, cited in Newman & Jahdi, 2009, pg 2) summarised the changes succinctly, when they said:

"The traditional conservative University generated a knowledge broadly related to the radical and ideological concerns of the ruling elites, not the majority of its citizens. Within those ideological boundaries there existed a degree of intellectual autonomy and the possibilities of free and liberal higher education for a tiny minority. Now there is an attempt to relate Universities more narrowly to the material and ideological priorities of capitalism"

By the end of the 2000s, the process of marketising the UK HE sector was well underway (Wyness, 2013). Evans (2004, pg 3) identified that a shift had taken place, *"a shift from a collective world in which independent and critical thought was valued to a collective world in which universities are expected to fulfil not those values but those of the marketplace and the economy"*. There is a clear theme within much of the existing literature that identifies this paradigm shift as a bad thing; as an *"attack on traditional structures and values"* (Smith, 1989/2003, pg 1). Numerous authors (Brown and Carasso, 2013; Brown, 2015; Ridley, 2017; Nixon et al., 2018) identify problems caused by the marketisation of the sector, including issues such as rationalisation of courses, government and regulator intervention and a narrow focus on outcomes as key issues. However, some authors (Newman and Jahdi, 2009; Guilbault, 2016) discuss the potential value that marketisation has presented to a sector now worth billions of pounds and operating on a global scale.

The Growth of State Control

Salter and Tapper (1994) and Halsey (1995) both identify the growing State and reducing academic control over universities as key drivers behind the wide-ranging changes seen in UK higher education since the mid-20th century. Slaughter and Leslie (1997) refer to this process as the growth of academic capitalism and view the process of marketisation through a lens of negativity, associated with the loss of academic autonomy and an associated loss of cultural, educational and intrinsic social value. This negative perception of a supposed commoditisation of HE and the growth in state control is supported by numerous authors (Harvie, 2000; Larsen, 2011; Bermen, 2011). It is perhaps unsurprising, however, that in a sector which has a long heritage of autonomy and self-rule, the people involved in the sector day-to-day, may have a negative perception of any attempt to impose [in their view] controls over activities.

As already identified however, whilst the negative view of increasing state control may be the dominant one, it is not the only one. Rikap (2018) points out that whilst negative views exist, there are authors such as Clark (2015), who view the increasing marketisation of HE as a potential positive force, not least because of the financial autonomy that marketisation can facilitate. Newman and Jahdi (2009) and Guilbault (2016) both allude to their support for this view point, as they point to the financial value created within the HE sector since market forces were allowed to take hold. This opposing view of the term 'autonomy' is an interesting one, and it is a debate which has relevance to the core objectives of this thesis. Whilst historically, academic autonomy was viewed as the critical factor within higher education (Warnock, 1992), increasingly it is financial autonomy, and reduced reliance on state funding, which is of crucial importance.

The post-war demands for democratisation of higher education away from the social elite (Anderson, 2016) led to very significant growth in the sector. Government data identifies a HE participation rate of 3.4% in 1950, which rose to 33% by 2000 (Bolton, 2012). These percentages equate to a growth of over 300,000 students, from approximately 20,000 in 1950 to more than 350,000 in 2000. The most recent published data identifies a HE participation rate of 49% (Department for Education, 2016) meaning almost half of all 18-30 year olds in the UK now go to university. As the potential economic value of higher education was increasingly acknowledged by successive governments (Brown and Carasso, 2013), it follows that policy makers would seek to increase the availability of university level education for the wider population (Salter and Tapper, 1994). However, this growth they assert led to the inevitable increase in State oversight and control within the sector. They quote the 1972 Government White Paper *'Education: A Framework for Expansion'* as early evidence of the need for this State intervention:

> *"...its [higher education's] continued expansion as an investment in the nation's human talent in a time of rapid social change and technological development. If these economic, personal and social aims are to be realised, within the limits of available resources and competing priorities, both the purposes and the nature of higher education … must be critically and realistically examined. The continuously changing relationship between higher education and subsequent employment should be reflected both in the institutions and in individual choices.*
> (Department for Education and Skills, 1972, cited in Salter and Tapper, 1994, pg 16)

Until the 1960s, higher education was largely privately funded. This changed in 1960, following the report of the Anderson Committee which suggested a system of maintenance grants for all students (Dyhouse, 2007). This recommendation led to 70% of students funding their higher education by Government grant by 1963. The introduction of maintenance grants coincided with the rapid of expansion of the sector following the 1965 Science and Technology Act (Brown and Carasso, 2013), and when combined with the Government grants provided to Universities for research and teaching, saw the cost to the State of higher education begin to rise rapidly (Anderson, 2016). As the costs to the public purse grew, so too did Government oversight (Anderson, 2016). This was particularly true from the early 1980s as the Thatcher government begin to enact more market-oriented policies across varied sectors (Dyhouse, 2007). With such significant reliance on state funding, HE Providers were at the whim of changes to government policy (Anderson, 2016), caps on student numbers and prioritisation of research funding being just two examples which impacted HE providers. HEIs had succeeded in maintaining academic autonomy with minimal government interference, but they had little in the way of financial autonomy, as their access to finance was essentially government controlled (Anderson, 2016).

This situation extended until the late 1990s when the newly elected Labour Government enacted the Teaching and Higher Education Act (1998), which paved the way for the introduction of student tuition fees (Bolton, 2018). Whilst initially a student contribution of £1,000 towards the cost of their higher education, tuition fees would go on to increase nine-fold over the next 14 years, to their current limit of £9,250 per year (Bolton, 2018). This introduction of higher fees in 2012 essentially ended the direct government funding of higher education teaching, shifting the cost instead to the student (albeit funded initially by the public purse through a student loan) (Universities UK, 2016). It could be argued that this policy led to the increased financial autonomy of universities, as they were released from the enrolment caps previously introduced to limit the cost of higher education (Mitsopoulos and Pelagidis, 2008). However, it did not increase their academic autonomy. On the contrary government intervention in the delivery of higher education has continued to increase (Leadership Foundation for Higher Education, 2017), with the introduction of policies such as the Teaching Excellence Framework and Graduate Outcomes Survey as a means to measure and benchmark the quality of higher education.

State Control in the HE in FE Sector

The journey of state intervention experienced within the mainstream university sector is, however, very different from the experience of HE in FE providers. Whilst the process of marketisation and neoliberal reform has arguably also been applied to the FE sector (Whitty, 2000; Newman & Jahdi, 2009), it is true to say that the academic autonomy experienced within HE has never really been present within the HE in FE sector (Matthews, 2011). With the confines of the Ofsted inspection framework and the requirements of validating partners, HE in FE providers are arguably much more used to having less academic autonomy than universities themselves. The challenge facing most HE in FE providers now, is the combination of this reduced academic autonomy, alongside simultaneous falls in financial autonomy (Hodgson and Spours, 2017; Economic Affairs Committee, 2018). Whilst universities experienced a financial boom due to the 2012 increase in tuition fees, the overwhelming majority of HE in FE providers charge much less than the maximum fee, meaning they have not experienced this financial growth (Association of Colleges, 2013). Instead, they must shoulder the burden of increased regulatory costs, on largely the same or even fewer financial resources (Hodgson and Spours, 2017).

The Student-as-Customer

The myriad of funding and regulatory changes that have occurred within UK higher education since the 1960s have served not only to increase state control within the sector, but also to position the HE student themselves firmly as a customer (Brown and Carasso, 2013). The student-as-customer debate is one that attracts strong views from both within academia and outside (Finney and Finney, 2010). On one hand, some academics totally refute the notion that students should be treated as customers, whilst others see the fees students pay as an indicator of their status as consumers (Guilbault, 2016). In the 2011 White Paper ‘Higher Education: Students at the Heart of the System’ (Department for Business Innovation and Skills, 2011) the then Secretary of State clearly outlined the Government’s view of students as consumers, whom should be at the heart of HE provider’s planning and decision making.

Academic Perceptions of Students as Customers

As marketisation has taken hold, so HE providers have become like businesses, which must market themselves in order to attract fee paying students (Salter and Tapper, 2002). Green (2004, cited in Lomas, 2007) suggests that many traditional academics entered higher education with nobler motivations and find themselves struggling to come to terms with the modern reality that HE providers are now essentially large-scale service providers (Morley, 2003, cited in Lomas, 2007). Some authors (Emery et al., 2001; Molesworth et al., 2009) suggest this resistance may at least in part be due to a view that a customer orientation is incompatible with maintaining academic integrity. Lomas (2007) supports this view when he identifies that whilst recognition of students as consumers goes back to the 1997 Dearing Report, it was a notion that was largely refuted or ignored by the academic community until much more recently. Lomas (2007) goes on to assert that it was only from the mid-2000s that leaders within higher education began to adopt a more managerialistic approach, borrowed from the private sector, in treating students like customers. Guilbault (2016) cites two studies (Koris and Nokalainen, 2015; Mark, 2013) which support the importance of this approach, particularly since the introduction of top-up fees.

In research undertaken by Lomas (2007) a number of HE academics were surveyed in respect of their perceptions of students-as-customers. The research supported the notion that many frontline academic staff were somewhat against the concept of students-as-customers, whilst HE managers were more customer oriented (Lomas 2007). This is a view supported by Finney and Finney (2010) in their US study and also by Jabbar et al. (2017) in their UK study. Both studies identified that academic staff are often resistant to the student-as-customer concept for fear of an impact upon academic integrity, whilst managers - who are perhaps closer to the realities of costs and revenues - are more customer oriented. Guilbault (2016) crystallises the theme within the contemporary literature around the student-as-customer debate, by quoting work of Care and Cova (2003) in asserting that where a financial exchange takes place, a customer experience is produced. HE providers - including FE Colleges - should, Guilbault (2016) asserts, recognise the crucial importance of a customer orientation in their dealings with students.

Student Perceptions of Themselves as Customers

"Students certainly view themselves as customers" (Guilbault, 2016, pg 296). This statement is supported by other authors, such as Koris and Nokalainen (2015, cited in Guilbault, 2016) and Koris et al. (2015) in asserting that HE students do now view themselves as customers, and have certain expectations around the level of service they should receive. Koris and Nokalainen (2015), however, go on to state that this perception within HE students does not extend to every area of their experience. They identify that in areas such as feedback and classroom study, students see themselves as customers, but this perception does not extend to areas such as course design and academic rigour. However, this is a view which is contested by Finney and Finney (2010) as they suggest that students increasingly also feel an entitlement to certain grades and are more likely now to question academic judgement.

A UK study of undergraduate students undertaken by Universities UK (2017) identified that 47% of students viewed themselves as customers. This makes it difficult to draw conclusions from the study, but some authors (Koris et al., 2015; The Guardian, 2015; Xu et al., 2018;) point out that where students do identify themselves as customers, their perception is often most forceful in relation to their own success or failure. Nixon et al. (2018, pg 1) identify this as the *"narcissistic (dis)satisfaction"* - the propensity of students to vocalise their role as customers through the myriad of surveys and feedback methods they undertake. In an increasingly regulated sector, students can also formalise problems through institutional and independent complaints processes. The Office of the Independent Adjudicator (OIA) is the sector body responsible for investigating student complaints in the UK. Figures in their most recent annual report identify that whist student complaints are higher than a decade ago, they have fallen to 1,635, from a peak of 2,040 in 2014 (Office of the Independent Adjudicator, 2017).

The Implications of Treating Students as Customers

As identified above, the perception of the student-as-customer debate amongst academic staff is largely negative, whilst the number of students who view themselves as customers is evenly balanced. Jabbar et al. (2017) identify a number of negative implications of the treating students as customers, including a focus on binary data outputs such as the National Student Survey (NSS) and a negative effect on staff morale, due to pressure to perform well. This view is supported by several authors (Nixon and Scullion, 2009; Molesworth et al., 2009; Williams, 2013; Bunce et al., 2017) whom also identify other negative implications including risks to academic standards, potential dumbing-down, poorer attitudes to learning and increasing grade expectations.

The implications of the student-as-customer are not all negative however. Bunce et al. (2017) identify the rising standards of quality in relation to teaching, learning and assessment and higher quality facilities and services as positive outcomes. Tomlinson (2014) supports these points but also adds that student-customers are now more engaged in their learning, as they are financially invested in the outcome. Both Bunce (2017) and Tomlinson (2014) make key points of relevance to HE in FE providers, when they identify investment in facilities and resources as positive outcomes. HE in FE providers often score well in the NSS overall (Ryan, 2018), but it is often satisfaction with resources and facilities that falls below mainstream universities (Office for Students, 2018), indicating the challenge faced by FE colleges in investing in this area at the same level as universities.

Compliance and Consumer Protection

As Government policy has led to an increasingly marketised higher education sector (Angulo, 2016), it is perhaps unsurprising that an increasingly complex regulatory regime has also developed, with an increasing focus on ensuring fair competition and protecting the consumer's interests (Brown and Bekhradni, 2013). Since 2014, the Competition and Markets Authority (CMA) has existed to *"promote competition for the benefit of consumers, both within and outside the UK"* (Competition and Markets Authority, 2018). Whilst consumer protection action had been taken against higher education providers prior to the CMA being formed (Coughlan, 2004), it was the 2015 publication 'UK Higher Education Providers - Advice on Consumer Protection Law' (Competition and Markets Authority, 2015) that clearly outlined HE provider's responsibilities in relation to protecting the consumer rights of students.

The CMA guidance to HE providers places a number of requirements upon them in relation to the communications they have with students (Competition and Markets Authority, 2015). The sector regulator, the Office for Students, incorporates compliance with the CMA guidance into its registration process (Office for Students, 2018), and quality watchdog the Quality Assurance Agency reflects it through Part C of the Quality Code (Quality Assurance Agency, 2011). However, as early as 2012, well before the CMA existed, Palfreyman (2012) warned of the onerous requirements of compliance and governance facing HE providers, as the effects of marketisation and associated Governmental regulation took hold. In their report *Understanding Higher Education in Further Education Colleges*, Parry et al. (2012) identified that HE in FE students often identify themselves as university students, despite actually studying at a college. Their research indicated that the confusion was not related to any miss-selling on the part of any HE provider, but rather due to the perception of students around where HE courses are taught. The QAA (2011) guidance is clear on the requirements for transparent marketing, but HE in FE providers face a significant challenge in overcoming deep-seated perceptions amongst prospective students.

Whilst many universities invested heavily in preparing for compliance with the CMA guidance (Turner, 2016), some providers within the HE in FE sector lacked the resources, both human and financial, to invest fully in compliance (Forbes, 2016). This is a view identified by Feaster-Gee in (2014), when she identified the potential pitfalls for FE colleges in failing to be aware of and comply with CMA guidance. The implications of non-compliance can be significant, but Jamdar (2017) asserts that many universities are not yet fully compliant, such is the volume of work needed. Within the FE sector, this challenge can be even more significant. Whilst often smaller in size, the lack of dedicated compliance, marketing and legal teams means ensuring compliance often takes too long (Eversheds Sutherland, 2016). Whilst 53% of students do not view themselves as consumers (Universities UK, 2017), there has been a rise in student complaints (Office of the Independent Adjudicator, 2017) and in CMA enforcement action against HE providers (Havergal, 2016) over recent years. It is of critical importance therefore that HE providers, including FE Colleges pay due attention to matters of compliance, so as to avoid the potentially negative consequences of failure to do so.

The Effective Market; Price and Competition

As successive Governments have created an increasingly regulated and customer [student] oriented HE sector in the UK, so government policy has attempted to introduce and incentivise market forces within the sector. Brown (2011, pg 11, cited in Nedbalova et al, 2014, pg 179) defines the market as *"a means of social coordination whereby the supply and demand for a good, or a service are balanced through the price mechanism"*. Within the UK HE sector, price control was largely irrelevant prior to 1998 as the student did not pay for their course (Anderson, 2016). However, since the introduction of tuition fees, price has become a factor within the student decision making process (Galvin et al., 2015). In 2010, the Government introduced an increase of tuition fees to a maximum of £9,000 per year. At this point, the Department for Business, Innovation and Skills suggested that the majority of HE providers would charge £6,000, with only exceptional cases charging more (Department for Business, Innovation and Skills, 2010). The reality of course was that almost all universities increased fees to the maximum of £9,000 per year (Alcock, 2011).

The introduction of £9,000 fees had been intended to create competition between HE providers and increase choice for students (The Economist, 2017). However, it failed to do this (Alcock, 2011). If anything, it served to further reinforce the two-tier system of FE and HE created in the 1980s (Association of Colleges, 2013). Mainstream universities charged full fees, whilst HE in FE providers charged less, usually around £6,000 (ibid, 2013). In their report on the Higher Education Market (2017), the National Audit Office discuss the impact of this two-tier system, identifying the disproportionate effect on widening participation groups, as they were more likely to see high fees as a barrier to entering HE (National Audit Office, 2017). In the 2016 Higher Education and Research Act, the Government tried once again to increase competition in the market, this time by lowering barriers to entry, with a view to encourage new market entrants (Smith, 2017). These 'alternative providers' were to be encouraged by easier access to university title and degree awarding powers (Grayling, 2017) and whilst too little time has passed to effectively measure the success of the policy, there is no clear indication as yet that competition between providers has increased significantly.

The relevance of price and competition factors to HE in FE providers is two-fold. FE colleges primarily serve their immediate locality, with the vast majority of students commuting from home to study (Parry et al., 2012; Association of Colleges, 2013). They also serve a disproportionately large percentage of widening participation groups when compared to the wider HE sector (ibid, 2013). This means that their primary target market may be more sensitive to higher fees than traditional undergraduate students (Atherton et al., 2015). This, combined with usually smaller campuses and fewer specialist resources, means charging more than £6,000 per year is unusual (Association of Colleges, 2013). Revenue per student is therefore likely to be significantly lower in HE in FE providers, but they still face many of the same costs as universities. Parry et al. (2012) identify the differentiation provided by HE in FE providers in terms of student experience, course choice and delivery as key elements of student choice, and the crucial role played in the sector by HE in FE providers has been acknowledged by HEFCE and the QAA (Parry et al. 2012; Association of Colleges, 2013).

Despite this, it could be argued that HE in FE providers are at a competitive disadvantage, because they lack the resources to invest significantly in areas such as marketing (Eversheds Sutherland, 2016), whilst areas that were traditionally considered FE, such as Level 3 and apprenticeship courses, are increasingly being absorbed into universities (Belgutay, 2017). The challenge for HE in FE leaders is to balance the challenge of revenue generation with lower fees, whist controlling costs and also satisfying increasingly high student expectations around value for money (National Audit Office, 2017).

Summary

In critically analysing the existing literature relating to the marketisation of UK higher education, this literature review has sought to critically evaluate the effects of successive Governments' policies of marketisation on the HE and HE in FE sectors. The review of the literature indicates clearly that many authors in the field, such as Brown (2010; 2013), Finney & Finney (2010), Hemsley-Brown and Oplatka (2006), Salter and Tapper (1994; 2002) and Nixon et al. (2018) identify largely negative effects on HE institutions, but there is also some research which identifies positive outcomes, particularly for students themselves (Newman & Jahdi, 2009; Tomlinson, 2014; Bunce et al., 2017).

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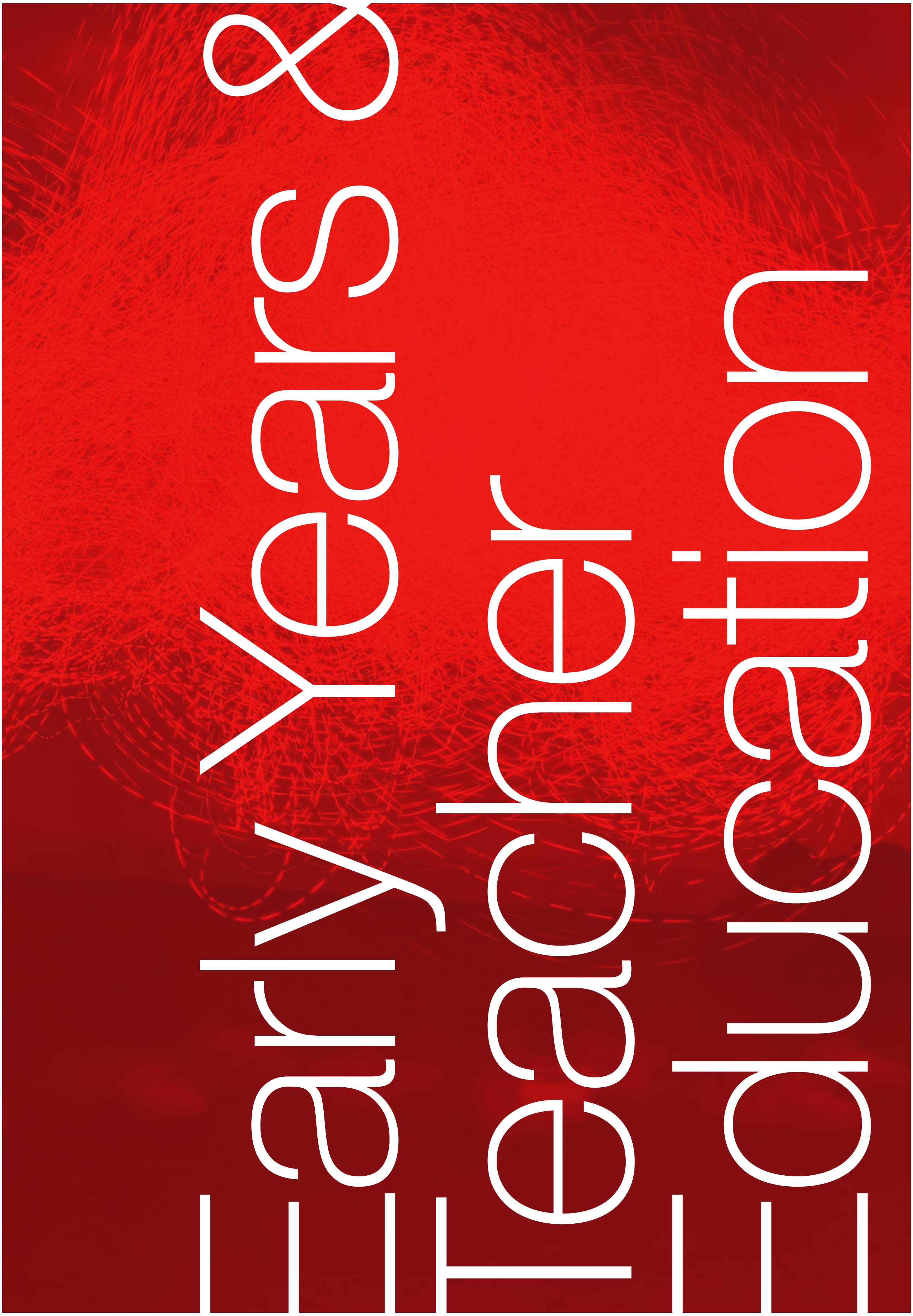
Spark



Early Years & Teacher Education

This paper was presented by Michelle Whitehead, Senior Lecturer in Teacher Education and Student Alumni Lead, at the UCO Research Symposium (July 2019).

What is a Doctor of Education (EdD)?

When studying at doctoral level, most people are familiar with the PhD, but what about the EdD? My presentation outlined the structure of the EdD course at the University of Huddersfield and discussed the benefits of taking this route. A Doctor of Education thesis is especially focused on professional practice and the advancement of knowledge about specific curriculum issues and /or problems to be solved. I am now four years into my EdD and throughout the presentation, I shared my thoughts and experiences of the course, in the hope that anyone considering doctoral study in the future could make informed choices.

The context for my research is that I worked as a GCSE English teacher for thirteen years, prior to starting at UCO in 2013. The GCSE English resit problem has been compounded by recent policy changes (DfE, 2019). Several of my PGCE students teach GCSE resit, hence my research in this area has particular value and currency. My EdD research is looking at the perceived impact of A Level students peer tutoring GCSE students at one FE college.

It is interesting to note that the first Doctor of Education course was taught at Harvard in 1921 (Walden University, 2019) and the University of Bristol was the first to offer the qualification in the UK in 1991 (University of Bristol, 2019). The Doctor of Education is a research degree for experienced educational professionals and is equivalent to the PhD. The purpose of the EdD is to specially focus on professional practice and the advancement of knowledge about specific curriculum issues and /or problems to be solved. Within the research, you must make an original contribution to research and study normally takes place for four to six years, part-time, alongside a teaching job.

In Huddersfield, the course is structured as outlined below. Phase one:

- **Year 1** (10 Saturday schools):
- Module 1 Educational Research Theory and Methodology (7500 words)
- Module 2 Evaluating Research Fields and Designs (7500 words)
- Module 3 Data Collection and Analysis (7500 words)
- **Year 2** (3 Saturday schools)
- Module 4 Developing Research proposals in Educational Enquiry (7500 words)

In phase two a supervisor is allocated and there are up to four further years to complete and write up the 50,000 word thesis. In Y3 you have to pass Progress Report 1, which is the submission of 3000 to 6000 words from any chapter of the thesis, plus 1 hour viva voce, with two colleagues from Huddersfield. There is another Progress Report in Y5, which follows the same format as in Y3. The purpose of these is to further ensure that the research is viable and has the potential for completion by Y6.

There are, of course, advantages and disadvantages associated with EdD studies. The qualification opens up opportunities for career advancement in Higher Education and because of how the course is structured, 30,000 words have been completed within sixteen months of starting the course. Additionally, you attend

Saturday sessions taught by experts in the field of education and this can further enhance the learning process. However, there are pressures when writing a 7500 word assignment every three months in Y1, as well as studying alongside a demanding day job.

Overall, the EdD is a qualification for those in teaching posts who are seeking to improve an area of their practice and/or the influences of policy, but it should aim to have a wider reach and be relatable to other contexts.

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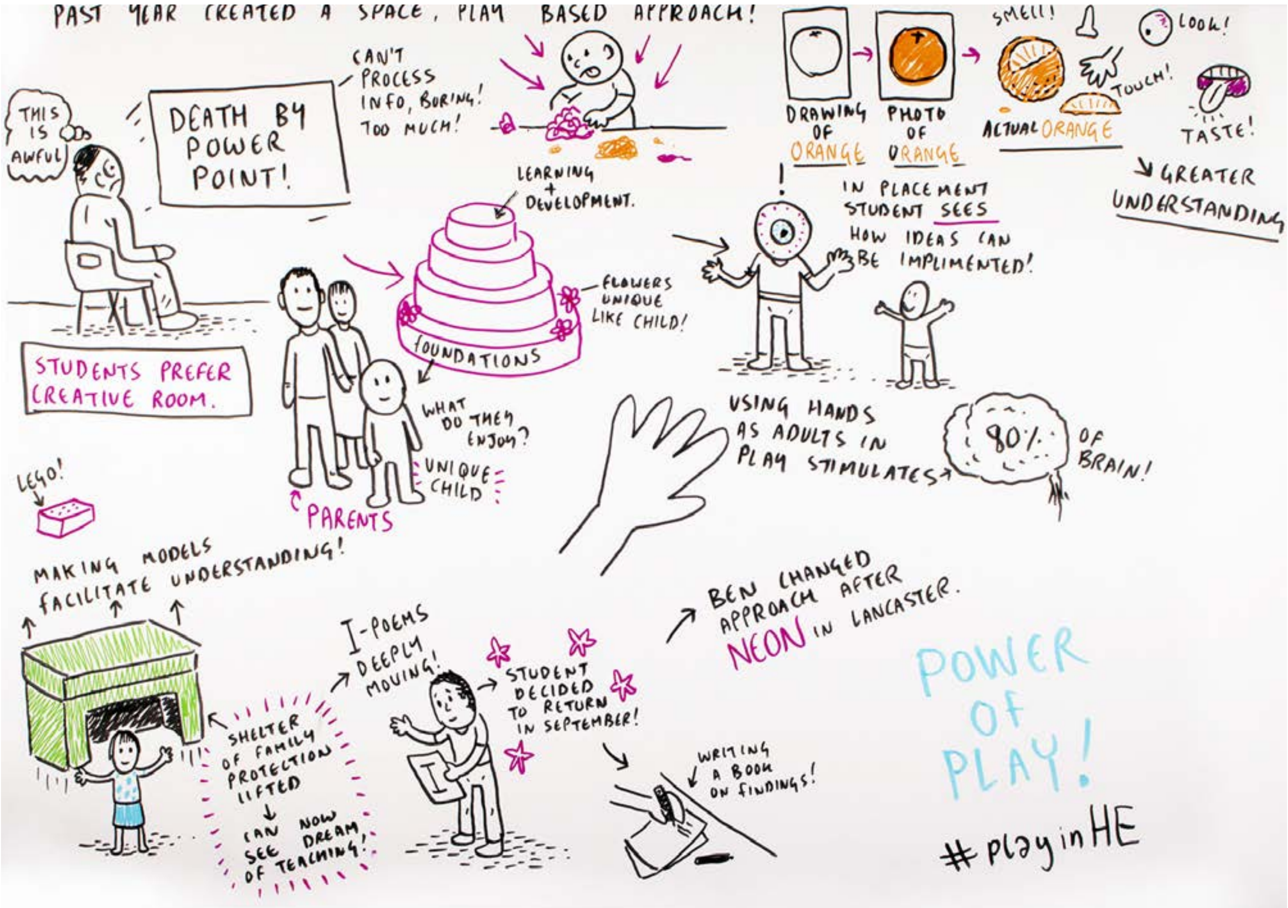
EdD
MICHELLE WHITEHEAD
EdD
— WHAT IS A DOCTOR OF EDUCATION? —
?
?
— IN EDUCATION 'TIL 18 OR 19.
— NEED TO GET QUALIFICATIONS!
PEER SUPPORT CAN HELP
USE PLETHORA OF EXPERTS
PURPOSE OF EdD
HARD TO CO-ORDINATE!
2ND PHASE. ASK FOR SPECIFIC SUPERVISOR
ALREADY RACKED UP WORDS, LESS TO WRITE!
SATURDAY MORNINGS, KEEP VARIED KEEP " AWAKE!!!
TIME MANAGEMENT DIFFICULT, FAMILY CAN GET IN WAY



PLAY IS ABOUT LEARNING! MAGICAL LEARNING ENVIRONMENT

This paper was presented by the BA (Hons) Early Years Team - Gail Frampton, Faculty Lead and Course Leader in Early Years; Hannah Seat, Lecturer in Early Years and Vikki Scholes, Lecturer in Early Years, at the UCO Research Symposium (July 2019).

The Power of Play in a Teaching Excellence Framework

"We don't stop playing because we grow old, we grow old because we stop playing"
George Bernard Shaw

Introduction: The Oldham Context

Figure 1.
Creating poetry and storytelling using story cubes

The University Campus Oldham (UCO) Early Years team's approach is informed by the Oldham Opportunity Area Delivery Plan 2017-2020, which is a promise to children and young people in Oldham to have the opportunities and support they deserve (DfE, 2017a). The Social Mobility Index compares the chances of a child from a disadvantaged background, comparing neighbourhood level data on economic, educational, health and social outcomes. In 2015, Oldham was ranked 34th out of 326 areas in England, with the 1st being the most deprived (DfE, 2017a). Whilst developing excellent approaches to teaching and learning, the nature of the student cohort and their own journey to accessing Higher Education (HE) provision must be acknowledged. Education in Oldham often reflects this data and the students who attend UCO often have this context in their own lived experience. Growing up in poverty for some children and young people is a reality in Oldham, fewer than half of the children eligible for free school meals achieved a good level of development (GLD) at the end of the Early Years Foundation Stage (DfE, 2017b). This trend can be seen from early years through to secondary schools with disadvantaged pupils making the least progress. With over a hundred languages spoken in Oldham the challenge to supporting language and literacy development is crucial. The Early Years team are striving to be part of the challenge to improve early years practice, but also improve the learning and teaching of our own students. Currently, a quarter of state funded schools in Oldham are rated 'requires improvement' or 'inadequate' by Ofsted (DfE, 2017a). If where a child grows up makes a difference, then UCO Early Years team wants our students to make a difference to early year's education regardless of where they live. We recognise the need to make a change for the future of the children in Oldham as, "if we teach today's students as we taught yesterdays, we rob them of tomorrow" (Dewey, 1916).

The Value of Play in Higher Education

Play and creativity are at the heart of our arts-based pedagogical approach and embedded throughout the BA (Hons) Early Years. Theories of constructivism suggest that students of all ages can learn more effectively by building external structures that they can actually share with other people. The Early Years teams' pedagogical approach is steeped in theory that enables students to develop skills for critical thinking in an innovative way. Through professional practice, students are encouraged to develop critical thinking skills based on four guiding principles of creative learning; Projects, Passion, Peers and Play whereby students work together, collaboratively sharing and building on each other's work (Resnick, 2017). A critical element of this experience is to engage in meaningful projects which take the theory to the settings and bring the learning from the setting back into the HE learning environment. The learning environment has been resigned to reflect and represent the practice of the sector, bringing teaching and learning to life at UCO, creating an inspiring space for students to practice their own creativity in learning and teaching through play. The environment has been developed as a carefully planned approach to the needs of Oldham's Children and to an improvement on understanding the role of play in learning and creative teaching.

Figure 2.
Representing 'professional love' through LEGO® serious play

Building on Kolb's theory of experiential learning, the curriculum is delivered with an understanding that in order to make sense of complex concepts and theories, the students must first engage with hands-on learning and experience to understand this (Aubrey and Riley, 2019). Through a process of active learning depicted in figure 2. 2, students are able to reflect, conclude and learn from their own concrete experiences Sessions are developed with opportunities for students to engage with hands on materials and objects. Sessions make use of poetry, story and drama alongside art and outdoor creative endeavours in order that quality practice in the HE environment mirrors that of the current frameworks for early years practice in the UK. The Characteristics of Effective Learning; playing and exploring, active learning and creating and thinking critically (DfE, 2017b) are underpinned during sessions, with a HE pedagogical approach which supports their playful and creative experiences within education and early years settings. Theories of constructivism suggests that students of all ages can learn more effectively by building external structures that they can actually share with other people. This pedagogical approach is steeped in theory that enables students to develop skills for critical thinking in innovative ways so that, as practitioners, their professional practice will enable children to develop critical thinking skills.

Figure 3.
3D model representing the themes of the Early Years Foundation stage

"The constructivist view is that learning is achieved through experiences and the integration of new knowledge with existing knowledge. The co-constructivist view extends this to allow that learning is achieved through the sharing of meanings, conceptions and understandings, within learning communities" (Nerantzi & James, 2019, p.43). As early years practitioners the teaching and learning approach assumes that if you are taught in a way that embraces play, hand knowledge, metaphor and story, you will in turn learn to teach in this way. It is a pedagogy of intelligent play that brings fun and creativity to the HE environment. Using your hands as adults in play has the same impact on the brain as when you use learning through play in the early years, 80% of your brain is engaged and "the idea of doing and experimenting rather that it being a passive experience (Aubrey & Riley, 2019, p.8) is valued alongside encouraging students to take risk and try new things through playful and creative methods (Resnick, 2017) making possible "the magic that is always present when individuals are active learners" (Hooks cited in Aubrey & Riley, 2019, p.175)

Student Feedback on our Pedagogical Approach

"Visual representations helped make links with practice"

"Having interactive sessions really bridged the gap between theory and practice"

"By having hands-on interactive sessions, I could understand lectures better"

"Interesting, inspiring and challenging!"

"When we had the lecture, I understood the principles of the EYFS but after we made the models I really understood them"

"The inspiring early years room used for lectures makes the modules a lot more interesting!"

The Research Project

The Early Years team is currently engaged in an ongoing qualitative arts-based life history research project with the Early Years students, which is intertwined with the pedagogical approach described above. Incorporated into the teaching sessions, the students were encouraged to design and build their own individual 3D models using recycled and sustainable materials; the aim was to create a model that represented their own life journey towards Higher Education. These life stories were then shared with peers within the supportive classroom environment, in order to create a sense of belonging and community of practice. Following this, the students completed a reflective written essay on the same theme as a summative assessment task. Students have since commented that this creative process of self-reflection allowed them to increase their own self-awareness and uncover the hidden parts of their lives. As Clover and Stalker (2007, p.1) point out, "working with and through the aesthetic dimension, educators have found an exciting and alternative way to make adults make sense of their worlds, create meaning in their lives and re-create a better world". Although each student's life story was distinct and individual, within the powerful and meaningful narratives there were clear recurring themes of factors influencing social mobility including relationships, gender roles, mental health, oppression, educational experiences and struggles, ethnicity and culture.

Figure 4.
3D model of self reflection

Through engaging in this creative process the students were able to evaluate and reflect on their own lives and it allowed us as Educators to understand their experiences on a deeper level. The next stage of the research is currently ongoing with a group of students who have agreed to be participants and this is inspired by the voice centred work of Carol Gilligan (1982). This will involve a process of adapting the reflective written essays and co-constructing these into I-Poems with the students. As Kara (2015) discusses, I-poems are created by highlighting each time the personal pronoun 'I' is used within a narrative and combining these I statements to create a poem. This can be a meaningful way of understanding the sense of self by foregrounding the voice they use to discuss themselves (Kara, 2015). The final aim of the research project is for the students I-poems to be published.

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Autism Pride 2019: Conference Summary

Hannah Seat, Early Years Lecturer at University Campus Oldham & Doctoral Scholarship Student at Leeds Beckett University.

Figure 1.
Hannah Seat and Vikki Scholes, Early Years lecturers

On 27th March 2019, the University Campus Oldham (UCO) Early Years Team hosted their inaugural conference, '*Autism Pride: Understanding the Lived Experience of Autism*'. The conference was well attended by over 100 delegates including Teachers, Lecturers, Charity CEOs, Social Workers, Midwives, SENDCos and Students from Oldham and across the North West. The conference speakers were from various Higher Education institutions including UCO, Sheffield Hallam University, The University of Huddersfield and charity organisation Autism for the Arts. The Guest Speakers presented seminars sessions and creative workshops with a focus on celebrating neurodiversity and understanding the lived experience of autism. In short, neurodiversity represents the wide variety of differences among humanity (Bertilsdotter Rosqvist, Stenning & Chown, 2020). "The neurodiversity movement advocates for the rights of neurodivergent people, applying a framework or approach that values the full spectra of differences and rights such as inclusion and autonomy" (Kapp, 2019, p.3).

The aim of the conference was to build authentic autism awareness, break down barriers and create an inclusive neurodiverse space. Conference Organiser, Hannah Seat has since secured a prestigious Doctoral Scholarship in the Carnegie School of Education at Leeds Beckett University, enabling her to work with the Centre of Excellence for Mental Health in Schools. The centre aims to "strengthen the mental health of the next generation by supporting schools to make a positive change at all levels of the UK's education system, hereby improving outcomes and life chances" (Leeds Beckett, 2020). Hannah's research aims to deconstruct the hegemonic and pathologizing discourses of autism, whilst contributing towards the understanding of the lived experiences of autistic women and trans* people.

Aaron Fletcher, Conor Fallon & Ronan Gallagher (UCO FdA Performance Students): 'The Lived Experience of Autism'

A key vision for the conference was to ensure that it created a space for autistic voices to be heard.
The event opened with a powerful and emotional performance, 'The Lived Experience of Autism' by UCO students Aaron Fletcher, Conor Fallon and Ronan Gallagher. They are all currently studying on the UCO FdA Performance course. Their performance shared meaningful stories, anecdotes, poetry and insights into their own personal lived experiences of autism. As Rose (2008, p.46) suggests, autistic life narratives "work at a connective emotional level to resist the pathologisation of difference". The conference subsequently

led to the formation of an Autism Pride group at UCO with a social justice agenda. This social group promotes inclusion and encourages the voices of autistic students to be heard.

Figure 2.
UCO FdA Performance Students with Tray Wilson, Performance Course Leader

My Friend Autism

*Autism has always been by my side, through times of dark and bright. Autism may leave me with self-doubt and overthinking situations when I am trying to sleep at night, and can even make my day harder and make me feel quite sh***…I mean… quite rubbish about myself.*

But Autism is mine, Autism cannot be replaced, Autism will never abandon me, even on days when I'm slow and feel to have finished last place. But you know what? My friend may not have a face, and you'll definitely not be able to find a trace, but Autism is ACE! Thanks to Autism, I am unique, I am different.

I can become so obsessed over the most random of things, may it be sensory or visually. For you, something so simple, for me … it is amazing! I am not, as a small minority of small-minded people put it 'normal'. You know, these very same people who believe Autism can be cured. We are all sure that there is no cure. I'm just another piece in the jigsaw just trying to fit in with my friend.

Aaron Fletcher (UCO FdA Performance Student)

Figure 3. 'Lived Experience of Autism' Illustration by Zeke Clough

Deborah Philip (University of Huddersfield): 'Walking through Treacle; The Lived Experience of Autism'

Figure 4.
Deborah Philip, University of Huddersfield

Deborah joined the University of Huddersfield in 2015 as Head of Division for Initial Teacher Education having previously taught in Further Education colleges (FE) for 15 years. She has also been an advocate for autistic people and their families for many years. Deborah has an autistic son, who has been an impetus for her research path and interest in autism. Deborah gave the conference keynote speech about her Doctoral research, with a focus on the academic and social success of autistic students. Throughout her session, Deborah shared some of the unexpected and emerging themes from her research, such as the connection with gender and sexuality.

Nadia Peters & Lorna Downer (Autism for the Arts): 'Creative Sensory Workshop'

Since 2014, Autism for the Arts have provided Autism Awareness Training, consultation services and support for arts and cultural organisations and venues. Co-founders Lorna Downer and Nadia Peters presented a creative and interactive sensory workshop with audience participation and discussion. They also shared examples of their work in supporting autistic children, young people and their families to access art galleries, theatres, museums.

Figure 5.
Lorna Downer & Nadia Peters (Autism for the Arts) with their students

Shona Davison (Sheffield Hallam University): 'The Pros and Cons of Autistic Parenthood'

Figure 6.
Shona Davison, Sheffield Hallam University

Following a successful career as a banking consultant Shona is now a mother to two autistic children, a home educator, autism educator and autistic advocate. She regularly writes about autism with publications in newspapers, online and in a forthcoming book about artistic parenthood. Her own autism diagnosis came when she was 38 and shortly after she became a student, studying MA in Autism at Sheffield Hallam University. Shona's seminar talk focused on her pioneering research into the pros and cons of autistic parenthood. Shona also has research interests in autistic parents home educating their autistic children and autistic well-being.

Zeke Clough: Conference Illustrator

The conference was captured visually by Zeke Clough who illustrated the sessions and workshops live as they took place. Zeke is an illustrator based in Todmorden, his love of comic strips and drawing has proved to be an effective way to communicate with his partner's autistic twin boys in a fun, humorous way. In recent years, Zeke has been commissioned to support delegates at a number of neurodiversity conferences. Zeke has also created comic strips as social stories to explain everyday situations to autistic children (Clough, 2020).

Figure 7.
Zeke Clough, Conference Illustrator

Reference List and Useful Links

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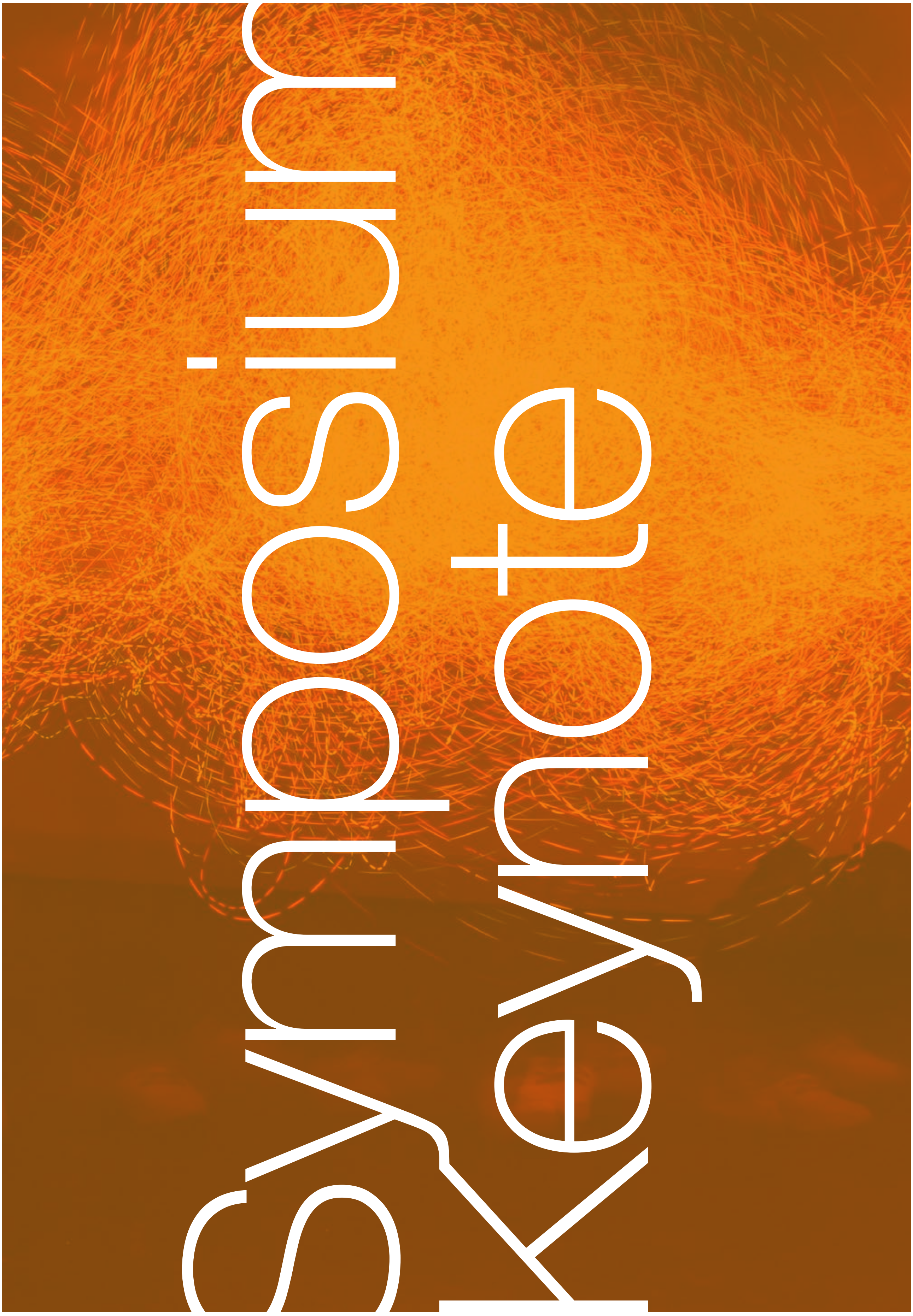
spark

Symposium Keynote



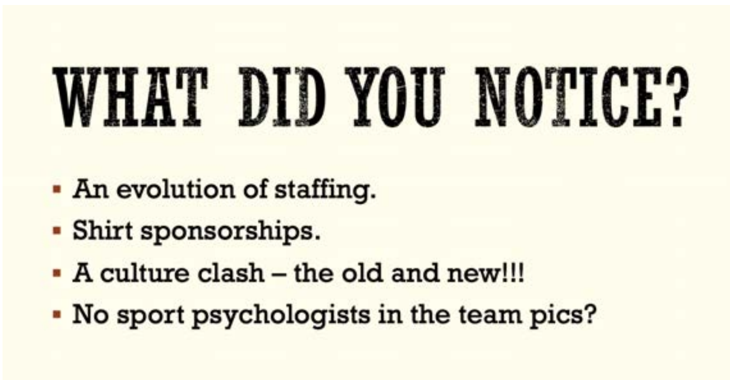
Alan Tonge, Sports Psychology Lecturer from University Campus of Football Business (UCFB) Etihad Campus and Liverpool John Moores University, was a keynote speaker at the UCO Research Symposium (July 2019).

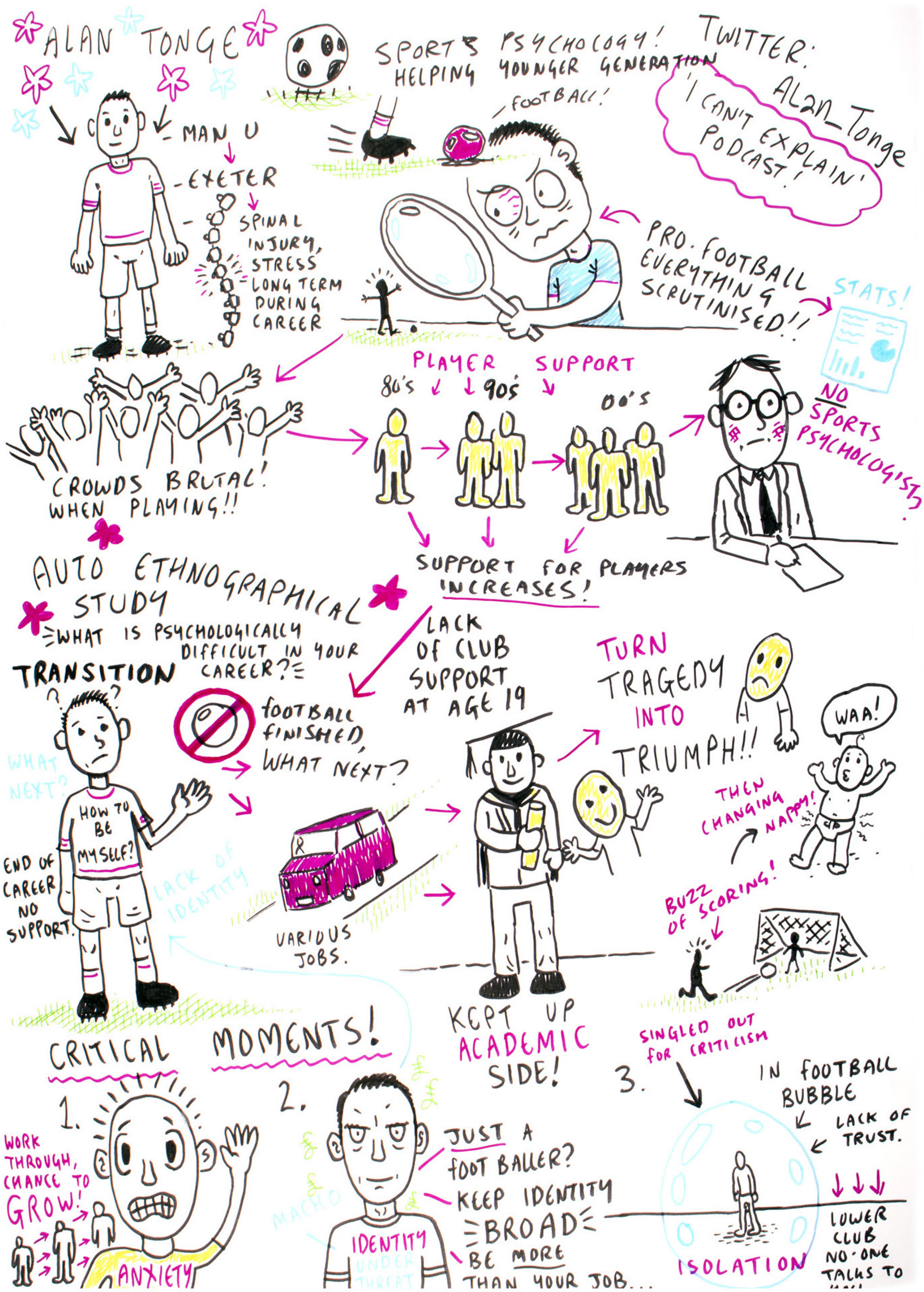
‘Thanks, but my mental skills are already quite good; can you offer anything else?’

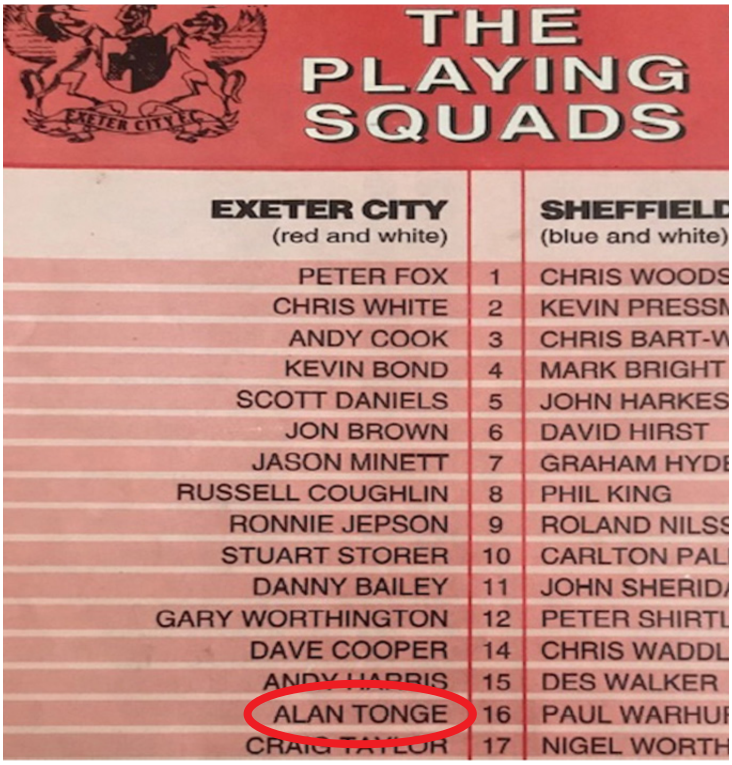
An alternative approach to sport psychology support within elite level UK professional football

For this year’s UCO Research Symposium, we welcomed sports psychology lecturer Alan Tonge from University Campus of Football Business (UCFB) Etihad campus and Liverpool John Moores University. Alan’s keynote covered his current PhD work and gave an insight into his interesting career from being a professional footballer at Manchester United to his current research and lecturing career. Alan’s work is both authentic and methodologically interesting as it draws upon the journey of a typical boyhood dream in the North West to play for one of its supreme football clubs whilst giving a practical explanation of research methodologies. In the keynote Alan uses ‘auto-ethnography’ (Sparkes 2003) to explain his studies using his own experiences of being a sportsman who unfortunately has their career ended early due to injury.
The highs of playing with elite players for your favourite team and the lows of having to accept that your sporting career is over enabled an informed view of the psychological journey of an elite sportsperson.
This story telling approach provided a compelling articulation of the value of understanding complex phenomena through an autobiographic lens, whilst also enabling a valid contribution to knowledge.
Staff and students found this stimulating as it drew upon localised experiences and provided an in-depth appraisal of methodological issues in research.

Martin Lea (Senior Lecturer in Teacher Education)


WHAT DID YOU NOTICE?
▪ An evolution of staffing.
▪ Shirt sponsorships.
▪ A culture clash – the old and new!!!
▪ No sport psychologists in the team pics?

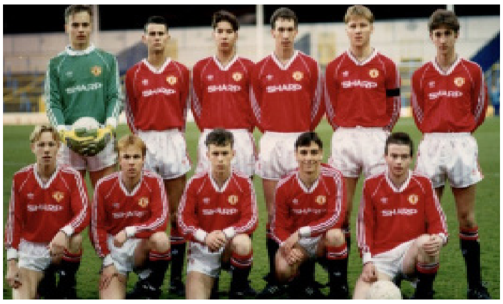

ALAN TONGE
SPORTS PSYCHOLOGY! HELPING YOUNGER GENERATION
TWITTER: Alan_Tonge
'I CAN'T EXPLAIN' PODCAST!
FOOTBALL!
MAN U
EXETER
SPINAL INJURY, STRESS LONG TERM DURING CAREER
PRO. FOOTBALL EVERYTHING SCRUTINISED!!
STATS!
CROWDS BRUTAL! WHEN PLAYING!!
PLAYER SUPPORT
80's 90's 00's
NO SPORTS PSYCHOLOGISTS.
SUPPORT FOR PLAYERS INCREASES!
AUTO ETHNOGRAPHICAL STUDY
WHAT IS PSYCHOLOGICALLY DIFFICULT IN YOUR CAREER?
LACK OF CLUB SUPPORT AT AGE 19
TRANSITION
FOOTBALL FINISHED, WHAT NEXT?
WHAT NEXT?
HOW TO BE MYSELF?
END OF CAREER NO SUPPORT.
LACK OF IDENTITY
VARIOUS JOBS.
TURN TRAGEDY INTO TRIUMPH!!
WAA!
THEN CHANGING NAPPY!
BUZZ OF SCORING!
KEPT UP ACADEMIC SIDE!
CRITICAL MOMENTS!
1.
WORK THROUGH, CHANCE TO GROW!
ANXIETY
2.
MACHO
JUST A FOOTBALLER?
KEEP IDENTITY BROAD
BE MORE THAN YOUR JOB...
IDENTITY UNDER THREAT
3.
SINGLED OUT FOR CRITICISM
IN FOOTBALL BUBBLE
LACK OF TRUST.
LOWER CLUB NO-ONE TALKS TO
ISOLATION



EXETER CITY FC

THE PLAYING SQUADS

EXETER CITY (red and white)		SHEFFIELD (blue and white)
PETER FOX	1	CHRIS WOODS
CHRIS WHITE	2	KEVIN PRESSM
ANDY COOK	3	CHRIS BART-W
KEVIN BOND	4	MARK BRIGHT
SCOTT DANIELS	5	JOHN HARKES
JON BROWN	6	DAVID HIRST
JASON MINETT	7	GRAHAM HYDE
RUSSELL COUGHLIN	8	PHIL KING
RONNIE JEPSON	9	ROLAND NILSS
STUART STORER	10	CARLTON PAL
DANNY BAILEY	11	JOHN SHERID
GARY WORTHINGTON	12	PETER SHIRTL
DAVE COOPER	14	CHRIS WADDL
~~ANDY HARRIS~~	15	DES WALKER
ALAN TONGE	16	PAUL WARHUR
~~CRAIG TAYLOR~~	17	NIGEL WORTH



Digital & Creative Industries

This paper was presented by David Norris, Lecturer in Performance, at the UCO Research Symposium (July 2019).

Live Horror Theatre, Nostalgia and the Folkloresque

That there is a crisis of identity in early 21st-century Britain has been a topic of discourse for writers from many areas of study. Books from *The Ministry of Nostalgia* by Owen Hatherley (2018) to *Authentocrats: Culture, Politics and the New Seriousness* by Joe Kennedy (2018) address the dynamics of Brexit and new forms of British nationalism, alongside debates surrounding the shunning of recent consensus cultural sentiments. Key to these dynamics include new re-writings of the mythology of contemporary and historic Britain, and what Sygmund Bauman in *Retrotopia* (2017) describes in marketing notes as a 'contemporary romance with the past'. There is an increasing ubiquitousness to the use of nostalgia, as identified by *Media and Nostalgia: Yearning for the Past, Present and Future* (2016), seemingly as a means of forging relationships between the individual and the nation state they are a part of. Much of this relationship is forged by dynamics relating to the use of historic imagery and with this, the appropriation of national mythologies and folklore.

Horror as a genre has a long-established relationship with representations of folk imagery. This includes narrative notes relating to witchcraft, the idea of the cult ritual and paganism. Folk horror has also risen as a distinct subgenre of horror in the last 50 years, and while it is increasingly subject to academic scrutiny, very little attention has been paid to the concept of folk horror as a live performance entity, with focus given considerably more to film, photography and literature.

As such live folk horror, and/or the use of folk and tradition within live horror performance, has not yet been subject to much academic scrutiny and I seek here to redress that imbalance. The evocation of folklore in a live environment has great potential to create strong emotional reactions, as does horror. Might it be possible that the affective responses associated with these feelings can firstly augment each other? And secondly can performances that use folklore or folkloric imagery in this way passively or actively create senses of affirmative national identity or a sense of collective sentiment similar to those associated with overtly nationalist celebrations?

Using a platform for describing live performances that employ the folkloresque – a word lifted from the work of Foster and Tolbert (2016). I argue that there are two distinct types of performance in the live folk horror genre: The nostalgia positive, which actively or passively evoke sentiments for a lost past and which affirm the audience's collectivity, and as such which may become aligned with a perceived conservative or traditionalist political agenda; and the nostalgia negative which is designed to make the audience question the nostalgic response and provide an experience that deliberately exposes them, and highlights to them the perceived potential damaging group dynamics caused by nostalgic affect.

In this chapter, I will explore how the personal and cultural identities of both the performer and spectator may be manipulated by the means in which live horror performances employ tradition or folklore.
I argue horror may be used as a tool for exploring those personal and cultural identities via the use of the folkloresque. This will focus in particular on the affective qualities associated with each of fear, folklore and nostalgia and the use of each as a means of instigating the other.

In order to explore the dynamics of these performances, it will be necessary to come to a working definition of, firstly, the term 'Live Folk Horror', and secondly, to identify means by which the folkloresque may be incorporated into horror performances.

The term 'Folk Horror' has recently entered academic discourse. Adam Scovell's comprehensive book summary of the chain of folk horror on film *Folk Horror: Hours Dreadful and Things Strange* (2018) includes a précis of the journey of the term into academic discourse. Used to describe forms of cinema and subsequently literature, the term dates back to an interview for Fangoria Magazine with MJ Simpson, the director of *The Blood On Satan's Claw* (Simpson, 1971), one of the three films that are considered to define the genre of folk horror (Scovell, 2018). Simpson's statement - that he was 'trying to make a folk horror film, I suppose' (Simpson, 2003) created a retroactive definition that was further reinforced by Mark Gatiss in his BBC4 documentary *A History of Horror* in which Gatiss used the term to explore the restrospectively-ascribed trilogy, (really three initially entirely unrelated films), of *Blood, The Wicker Man* (Hardy, 1973), and *Witchfinder General* (Reeves, 1968). According to Gatiss, Folk Horror films beginning with and often referenced against these three works 'shared a common obsession with the British landscape, its folklore and superstitions' (Gatiss, 2010). Following Gatiss' definition, the term has been accepted by the academic disciplines of film studies and literature as,

> "That which shares a common obsession with the British landscape, its folklore and superstitions"
>
> (Scovell, 2017, p11)

The folkloresque is a term associated originally with MD Foster as a development of both contemporary conceptions of pop culture, alongside Richard Dorson's 1950's polemic relating to 'fakelore'. Popular culture here is defined as "the culture of our everyday lives" (Tolbert, p5). To explore the use of the folkloresque in live folk horror and its usefulness at both evoking and exploring identity, I will be analyzing two live performances. The first performance is *Soulstice: A Twisted Tale of Two Seasons* written and directed by Jason Karl and produced by AtmosFear Scare Entertainment. This is a production in which I performed at Smithills Hall, Bolton in December 2014. The second performance I will address is *Story Beast: This is Bardcore* performed by John Henry Falle which I attended at the Udderbelly during the 2018 Edinburgh Festival. I have been granted access to the scripts for both performances and will refer to them here, by the permission of the artists.

Both of these performances can be described as live horror performance, both define themselves at least partially as such in their marketing and use recognisable horror themes and performance elements. However both performances ultimately eschew the basic rationale of horror, which is to scare or otherwise generate a fear, disgust or surprise response, in favour of an exploration of national identity. Neither performance can be fully defined as horror, yet both employ horror elements throughout. Indeed both performances can be seen to sit within what I will term as Live Folk Horror.

The historian Benedict Anderson described the forging of national identity in terms of that of developing "imagined communities" stating that "all communities larger than primordial villages of face-to-face contact (and perhaps even then) are imagined" (Anderson, 1983/2016, p.6) and that this imaginary community is kept together by – among other things - "creations of mass ceremonies and simultaneous imaginings" (Anderson, 1983/2016, p.26). It is perhaps these very mass ceremonies and simultaneous imaginings that are the building blocks of folkloric performance: Creating oral folklore then dynamically uses imagination to create a sense of what 'should' be as a means of keeping together a large-scale 'imagined' community together, by providing a sense of shared experience, true or otherwise in the form of shared narratives.

That constructing national identities via oral heritage is a cultural, nay, political statement can also be addressed by drawing on historians of nationalism. In the *Break up of Britain*, Tom Nairn argues that the narratives of nation-building serve the purpose of the power-holding class exerting control over the populous (Nairn 1982, p340):

I propose that one of the reasons that Live Folk Horror has the potential to be a potent genre for the exploration of identity is that horror and nostalgia and a folkloric affective response all share both a similar affective quality, and a similar aim of suspending disbelief in tangible reality so that the spectator can take part in a wider narrative

Tradition, Nostalgia and Nationhood

Performance based on oral traditions might then be considered as a form of heritage - ‘intangible heritage’ that represents a cultural statement. It is perhaps necessary, in developing a sense of Live Folk Horror, to add the qualifier that the format of the performance must display a cultural element. In portraying the elements of cinematic or literary Folk Horror, there is an element of performance rooted in tradition. Thus, any piece of Live Folk Horror must, by its very drawing on oral tradition, be making a cultural statement of some kind. What kind of cultural statement that is will be down to the artist, how they perceive that culture in both the past and present, and how they employ performance that draws on oral tradition within their performance.

The charms of nostalgia are that it is inherently an experiential affective emotion (Hamilton & Wagner, 2014) and as such has potential for commodification in Pine & Gilmore’s (1999) experience economy. Intangible Heritage, as UNESCO identifies, is exceptional at generating social cohesion and identity. And social cohesion and identity, as a part of the nostalgic emotion, produces positive sensations in the consumer/spectator.

> “Nostalgia increases current levels of positive affect, self-esteem and social connectedness - a sense of acceptance, inclusion, belonging.”
> (Jarratt and Gammon, 2016, p43)

Owen Hatherley argues in *The Ministry of Nostalgia* (2017) that the British public, faced with austerity politics of the post-2010 government has begun to form its own false history, and observes increased appeals to quasi-history. Jarrett and Gammon (2016) identify that reconnection with the past can enter a feedback loop with dissatisfaction with the present.

Soulstice and Nostalgia Positivity

I now provide a brief description of *Soulstice: A Twisted Tale of Two Seasons* (hereafter abbreviated to *Soulstice*) which is a performance that draws its format from ‘mumming’, a heritage performance format usually employed as a seasonal ritual performance or ceremony in various locations across Britain (Hannant, 2011, p15, p130, p151). *Soulstice* executes a standard mumming performance framework - that of the ‘hero combat’, one of three distinct mumming performances defined by Brody in his seminal text *The English Mummers and Their Plays* (Brody, 1980, pviii). In the hero-combat, mumming format is usually seen as an adaptation of Christian mythology. Brody argues that the two elements common to all mumming plays

> "that we can safely say all the hundreds of texts and fragments collected so far have in common. They are all seasonal and they all contain a death and Resurrection somewhere in the course of their action"
>
> (Brody, 1970, p3)

From the outset, the guiser's words are metatheatric, acknowledging the work of theatre as a play and making - within the text - an overt claim of the historic authenticity of the performance the spectators are about to witness,

> "In times long gone, and Christmas past.
> The Mummers magic spell was cast."

Not only is he overtly framing the piece of work as authentic, he does so in iambic tetrameter verse. This creates a dissonance: on the one hand the very fact the dialogue here is aware of itself shows techniques and language that overtly means this performance is contemporary and cannot realistically claim to be a legitimate piece of folklore. It is doing so while claiming exactly that AND while using a form of verse the audience will immediately associate with something alien and historic, as a means of convincing them of this authenticity as we are introduced to Robin Goodfellow, a representation of Spring and a personification of the folkloric "Green Man". From the first line of the show, *Soulstice* is simultaneously presented as contemporary and historic, as of-the-now and of-the-then, as a bit of holiday fun and as something that claims constantly for more weight.

After the arrival of these two protagonist characters, *Soulstice* continues to follow the format of the hero-combat play, bringing in the antagonist, Jack Frost. Once again, the semiotics of characters here are used to bring together a mixture of the legitimately folkloric with a popular culture variant that triggers aspects of familiarity and cultural connotations with the spectators.

As in the hero-combat play, Jack Frost challenges and then slays Robin Goodfellow. A further character, Doctor Dee, emerges from the audience and successfully revives Robin, completing the key elements to mark the performances as a mumming play under Brody's core definitions. The tale is resolved by the appearance of the siblings' father: Old Father Nick who arranges for each of the two seasons to reign over the land for half the year each.

The underlying rationale of *Soulstice* is a contemporary performance that draws upon the mumming framework in order to reappropriate the Christian mythology of the hero-combat play as a piece of Pagan mythology. Its success on this front is less the purpose of this investigation than its, perhaps unintended, parallel success in generating a folkloric affect that creates the positive sentiments that Jarrett & Gammon associated above with nostalgia, and due to the strong British pop culture and folk iconography employed in the piece, ebbs with a sense of communitarian nationalism

This is Bardcore And Nostalgia Negativity

Story Beast: This is Bardcore, (hereafter referred to as *Bardcore*), is a satirical stand up and variety show written and performed by Jerseyman and self-described 'folk-horror comedian', John Henry Falle. It was performed in a late-night slot at the Udderbelly, a location in the Edinburgh Festival associated with light entertainment and performances that can be viewed in a relatively informal manner.

Story Beast, described in marketing materials as a ‘drunk, trans-dimensional wizard’ (List UK, 2019) and in reality, a barely-characterised version of Falle himself. These elements include poetry; songs; audience games; practical demonstrations; storytelling anecdotes; and interaction between the Story Beast and a ‘transdimensional tree’ – a small white tree on stage covered in fairy lights that talks via the stage manager on a hand-mic.

Bardcore, like *Soulstice*, employs the folkloresque via the ‘cobbled together’ mixture of the legitimately fokloric, pop culture, and places where the two collide. One of the primary differences, however, is that *Bardcore* openly wears its ‘cobbled together’ nature on its sleeve, as it does the overt clashing of the folk with the popular. This is itself also conveyed in the marketing materials which includes the show tagline of “Comedy. Ritual. Absolute Bangers.” And the description that it is “A Folk horror show that’s Magick AF (sic)” (List UK. October, 2019). Both of these phrases are open in their dissonance and their ownership of the popular alongside the folkloric, compared with *Soulstice*, which hides its popular elements within traditional guises. This is very much reflected in this show’s various segments, of which the majority involve the bringing together of references to historic heritage with a piece of popular British childhood experience.

The atmosphere is dank, remote and, given the difficult-to-find location within the Underbelly, has a sense of cavernous isolation. This does not appear to be an accident, since other venues used by the performance have involved a certain amount of inconvenience or travel to get to. The effect of this is that of disruption, of making a journey away from the community outside and into a heterotopic space.

From the outset, Story Beast announces a future *Happening:* there are 55 minutes left until the world ends, and he will entertain us during these last moments. Falle uses songs, poetry and stand-up sections to deconstruct Britishness and national identity, using horror tropes and historic pop culture references to do so.

The second song of the show, *Whatever Happened*, is rich in imagery and affective qualities. The song hops between associations at great speed toying with the spectator’s personal memory, popular culture, contemporary politics and British literary, folkloric and political history. The song begins,

Whatever happened
To the country that I once knew?
Green and Pleasant Sceptered Isle
Real Ale and mutton stew

The first question posed places Britain in the past: from the outset there is an assumption that something has been lost. This idea directly conflates with both Tillis’ claims of the appeal of folk drama as ‘something that is lost never to truly be re-found’ (Tillis, 1999, p13), and nature of nostalgia itself, initially described by Johannes Hofer in 1688 as a sense of one’s lost homeland, now left behind and associated lost connection to the present (Boym, 2001, p3), and later taken as a form of affect by Wetherell (2012). It may also be interpreted alongside the mode of language often employed by the British right-wing press. Lowenthal (2015, pp.49-54) describes nostalgia as an irrational and unreasonable dynamic that employs sentimental emotions to create a sense of the past, while Boym (2001), Legg (2005) and Loveday (2014) all make arguments conflating nostalgia inherently with the right wing of politics. Brexit, alongside many British political dynamics post-2010, are often associated with language denoting a desire to return to a rarely-specfied past.

It is this very dynamic that is both proposed and mocked in the third line of the song, in which Story Beast deliberately mis-quotes two different literary references together. "Green and Sceptered Isle" is a familiar-sounding quote, but in actuality a splicing together of William Blake's 1808 poem *Jerusalem* and John of Gaunt's speech in Shakespeare's *Richard II* (2.1). This combines to create something that 'feels' authentic but is in fact a brutish misinterpretation of two works. Story Beast here plays a game with his spectators: creating deliberate dissonance between the audience's affective qualities (of feeling a nostalgic response) and cognitive qualities (of recognising and perhaps laughing at the amusing misuse of literature such as that by reactionaries

In terms of the approach of *Bardcore* to different histories, I will turn to the business scholar Barbara Stern who attempted to create a taxonomy for the different forms of nostalgia, the personal and the historic: personal nostalgia relating to the individual experience as a child or in younger years of the consumer/spectator, and historical nostalgia relating to a time longer ago that is unlikely to have been directly experienced by the consumer/spectator, but which has been passed down as an inherent truth about the community (Stern, 1992, pp.11-23). Historical nostalgia "expresses the desire to retreat from contemporary life by returning to a time in the distant past viewed as superior to the present" (Stern, 1992, p13), and she emphasizes the relative ease with which it is to sell/commodify products associated with historical nostalgia. *Bardcore*, on the other hand, notably emphasizes a preference for the personal, with the historic more conflated with the tropes of folk horror.

Falle is engaging in a radical version of nostalgia in performance, countering the conventional approach to nostalgia in performance of *Soulstice*. There is an ongoing debate in the scholarship of nostalgia as to whether nostalgia is, as argued above, an inherently conservative-leaning and reactionary form of affect, or whether a form of 'progressive' nostalgia can be created (Smith & Campbell, 2017, p.612). Blunt (2003) proposes that nostalgia has the potential to be 'productive' by instigating a more 'mobilised' approach to the affect. This category of nostalgia has been described as,

> "A particular and unashamedly overtly emotional way of remembering that actively and self-consciously aims to use the past to contextualize the achievements and gains of present day living and working conditions and to set a politically progressive agenda for the future"
>
> (Smith & Campbell 2017, p6.13)

Bardcore executes this regularly by the use of highlighting barbaric practices of the distant past in order to ironically mock more mawkishly sentimental reminiscences of the recent past. He also uses deliberately trivial emotive experiences, such as childhood games and eating activities, in order to make the 'nostalgic' side seem to be something that, itself, is not a fully formed or 'grown up' approach. Unlike the model of 'progressive nostalgia' above, though, *Bardcore* does not deny the notion of ironically looking at conventional nostalgic reactions. Instead, the performance revels in mocking the use of nostalgia as deployed by British Conservative and UKIP politicians in support of both Brexit and austerity politics as being the equivalent of supporting a time of 'burning unbelievers' and worshipping the sun.

Horror, Affect and Nostalgia

While "different bodies have different affective capacities" (Tolia-Kelly, 2016, p.213), these differences in tendencies by the spectator may also be manifest in the affective relationship with heritage and the past (Sather-Wagstaff,2016, p.18). Thus, appealing to nostalgia affectively may be somewhat unreliable. Horror may be perceived as somewhat more reliable. Both Reyes (2017) and Wilson (2018) have emphasized the affective nature of horror as a genre, with fear, the uncanny response, disgust, spectrality, all being fundamentally felt responses more than expressive emotions. This affective aspect of the genre of horror and the augmentation that a live environment, in which the body of the spectator is sharing the space with those uncanny representations, devilish and supernatural imagery and grotesque characters, only can enhance the affective tendencies of *Soulstice*.

Affect, therefore, becomes a shared attribute to both horror and nostalgia. Jarrett and Gammon (2016) emphasized the affective nature of the nostalgia response, and Sather-Wagstaff has emphasized the extent to which affect as a response with the *"potential to elicit embodied, physiological responses with very powerful effects"* (2016, p.12) is responsible for both the construction of memory and the access of embodied memories.

Affect can be a portal through which the body can make associations from one time in a personal history to another, and the stronger the affective response is, the stronger the connections between present and past can be. As a result, horror – a very strong affective response – can represent a bridge into the past, placing the spectator into a childlike, or heterotopic state in which they are made receptive to universal sensations such as nostalgia or the folk response. The eventual community responses and other positive sensations associated with nostalgia can, as a result, be felt more strongly and indeed more universally - as would be indicated by a nationalistic sentiment, making the inauthentic seem increasingly authentic and Anderson's 'imagined community' of national narrative become perceived as more legitimate.

The Folk Horror Chain, Live Theatre and Nationalism

In his seminal text on the subject, Adam Scovell's *Hours Dreadful and Things Strange*, Scovell describes what he calls the 'folk horror chain' (Scovell 2017, p.15). These are descriptive notes that he uses to conceive of the three originating films – which, after all, have significantly differing plots - as a 'trilogy'. The chain was reinforced as the central framework for folk horror at the *Folk Horror in the 21st Century* conference at Falmouth University (September 4-6, 2019), most notably by Dawn Keetly in the welcoming remarks to the event.

> "being more than simply for evocation but specifically to highlight connections and strong ties between cause and effect, idea and action, the summoning and the summoned."
>
> (ibid.)

It is a framework to describe and to produce a vocabulary for folk horror.

The chain may be summarized as

Landscape-Isolation-Skewed Belief Systems-Happening

The landscape of folk horror may be perceived, if not fully alive, at least as having a direct impact of some nature on the belief system of the community. In the case of film folk horror, this is the often-remote location of the film, such as Summersisle in the case of *The Wicker Man* (*Dir Hardy 2017*). However, in live folk horror there are a greater range of options as to how the totemic relationship between community and landscape may be evoked. For instance, abstract aspects of live performance means that living landscape may be literally characterized, as it is in *Soulstice*, where the land is a thinking and breathing entity. We also see this employed in *Bardcore* with the Story Beast being a wizard of nature and a sentient tree.

In terms of the belief system of the community, *Soulstice's* reappropriation of mumming to tell a pagan belief narrative is in keeping with folk horror movies in which 'good and natural' Christianity or secularity is faced with pagan forces that are portrayed as deeper and beyond the control of the protagonists. However, where the aforementioned movies use this belief system as a force of horror, *Soulstice* does so in a subversive manner - here it is the 'alternative' pagan re-reading that is portrayed as natural or 'authentic' as opposed to alien.

Bardcore, on the other hand, uses the belief system and landscape concept as the theme of 'Britishness' - imbuing the British Isles themselves with a spiritual quality that is as responsible for Blue Peter and David Attenborough as it is for mutton stew and green and pleasantness.

The second of the key elements in Scovells' "Folk Horror Chain" is Isolation,

> "The landscape must in some way isolate a key body of characters, whether it be just a handful of individuals or a small scale community"
> (ibid.)

Here we see one of the more distinct differences between film and theatrical folk horror. The community of the film is, naturally, a group of characters who are represented inside the action. On the other hand, the natural interpretation of the 'isolated community' in a theatre environment is the community who already HAS been isolated – the audience. We have already seen that both the case studies deliberately frame their openings in order to emphasise the isolated nature of the audiences at the beginning of the shows: The slow calling for room and marking out of the performance space at the beginning of *Soulstice*, and the distance that Story Beast generally asks the audience to travel into a cave-like environment at the beginning of *Bardcore*. Once isolated, that community may be removed from common understandings of social progress and recalibrate the relationship to their environment (the landscape of the previous link of the chain). Nostalgia, if that is to be generated by the community, is predominantly a social emotion (Zhou, Wildschut, Sedikides, Shi & Feng, 2012, p39) and as such the greater the sense that the audience is a community, the more potentially effective the folkloric or folkloresque elements are likely to be to induce the nostalgic affective response.

The third link in Scovell's Folk Horror chain is the skewed belief system, or shifted morals. This is the term given to the halting of social progress that has occurred due to the isolation and what replaces it. This is where nostalgia comes in in both performances. The fourth link is The Happening or Summoning that eventually results from the previous links of the chain. The tension that comes with the revival of *Soulstice* or the mock world ending of *Bardcore* can be seen as the culmination of these chains in our two case studies. But I will also highlight the inherent promise here for live explorations of nationhood already demonstrated by adherence to the chain. This framework, by placing the strong affective emotion of 'nostalgia' in the role of 'skewed belief system' in Scovell's folk horror chain, has the potential to be an illuminating manner of representing progressive OR regressive attitudes to nationhood on stage in a variety of means.

Conclusion

> "Nostalgia is not necessarily just about harking back to an idealised (and partly fictionalized) past, but can also be a critical intervention in the present that

> recognizes 'aspects of the past as the basis for renewal and satisfaction in the future', a form of questioning and challenging contemporary conditions and ideologies that is 'both melancholic and utopian"
>
> (May, 2017, p404)

Vanessa May in her essay *Belonging from Afar: Nostalgia, Time and Memory* summarises the use of nostalgia as an intervention in the present as a form of both satisfaction and as a means of challenging and questioning. I propose that Both *Soulstice* and *Bardcore* represent successful deployments of this idea with the use of Live Folk Horror as a platform, and propose that this niche genre of performance is a potentially bountiful site for exploration of contemporary identity and culture.

The links between 'false' authenticity, both in terms of nationhood and in terms of relation to the past, should have been clear over the course of this chapter, but the notion of 'narcissistic spectatorship' at the heard of the previous chapter is worthy of mentioning as well. Nostalgia is a 'self-relevant' emotion - one that is "about me" and has been found to be a closely aligned response not just to warmth, but to "pride and self-compassion" (Van Tilburg, Wilschut & Sedikides, 2016 p743). It may be that despite the community experience and the supposedly large-scale experience of a nationalist or communal sensation that nostalgia and national pride evoke, that it is ultimately a narcissistic goal, and that experiences catering - as with our notional nostalgia-positive right-leaning concept of live horror performance – can indeed also be aligned with this mode of contemporary spectatorship.

> "We're nostalgic. But we're not crazy"
>
> (Parfynov, 1995, cited in Oushakine, 2007, p.451)

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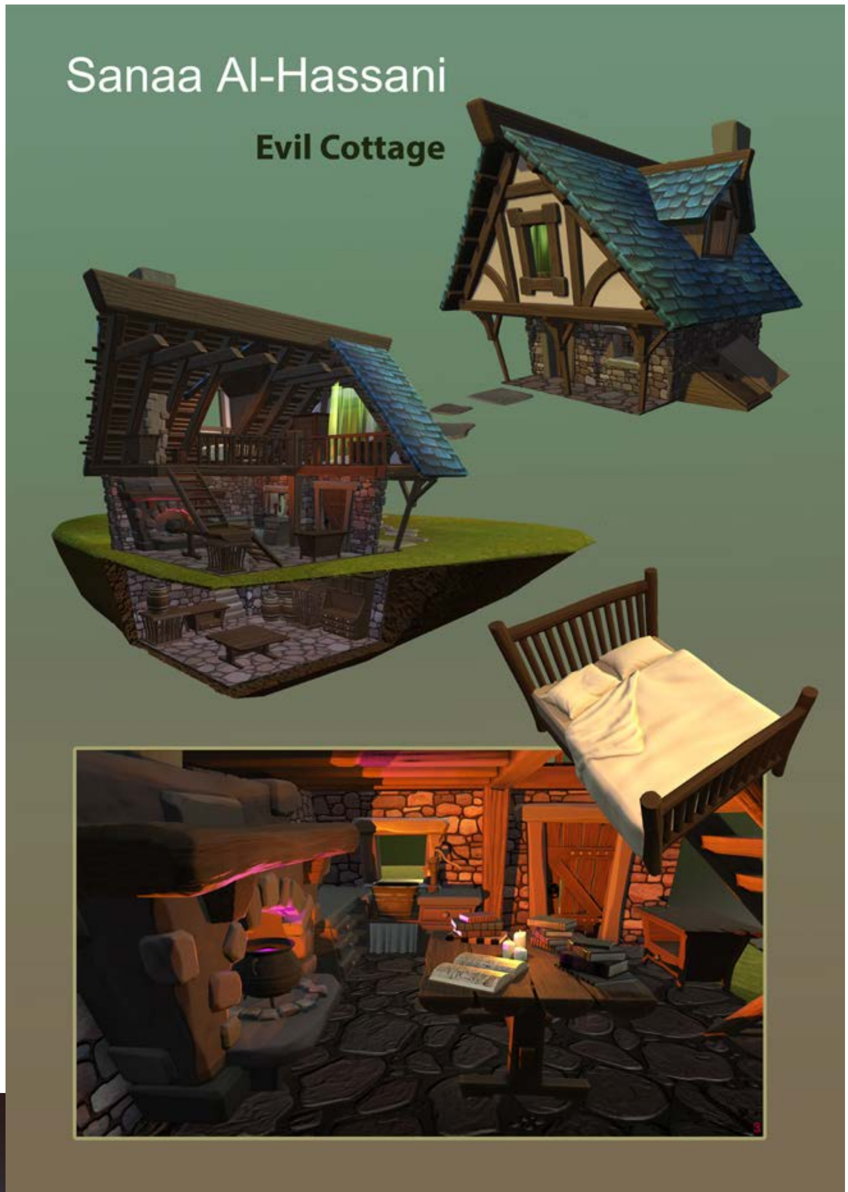
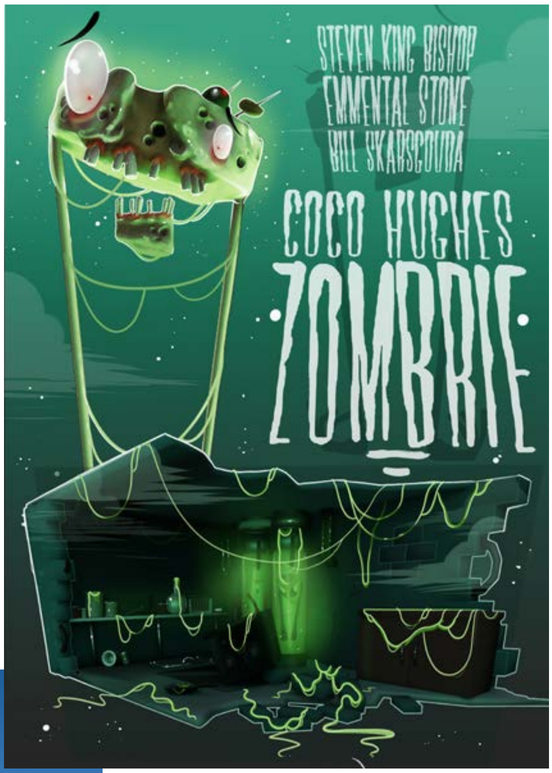
FOLK HORROR!
DAVID NORRIS
LIVE HORROR THEATRE
FOLK HORROR!
WHERE IS AUTHENTICITY?!
HERITAGE?
RURAL SETTING = NOSTALGIA
IMAGINED 30-40 YEARS AGO, BLISS!
PUT FARM IN NAME OF THINGS INCREASE TOURISM!
'ESCAPE TO RURAL PLACES
CONNECTED TO NATIONALISM
+
BREXIT?
SIMPLER TIMES?
LIKE SUN WORSHIP!
LOSS OF CHILDHOOD
RETROSPECTIVELY TERM APPLIED
WITCHFINDER GENERAL
WICKER MAN
BLOOD ON SATAN'S CLAW
GENERAL FOLKLORE
REAL RESEARCH!
HOKUM!
PERSONAL + HISTORICAL FOLKLORE
CRASH
TOGETHER!
MUMMER'S PLAY +
DEATH REBIRTH OF MAIN CHARACTER
CLASH!
UK HISTORY
PERSONAL HISTORY
DRUIDIC DANCING LIKE KIDS!

Spa
rk

Work by students on the BA (Hons) Digital Art for 3D Games and Media course, featured during the UCO Research Symposium (July 2019).

BA (Hons) Digital Art for 3D Games and Media End of Year Show 2019




STEVEN KING BISHOP
EMMENTAL STONE
BILL SKARSGOUDA
COCO HUGHES
ZOMBRIE


Jason Heginbotham
Oceanic Sushi Bar


Robbie Cowie
White Potato Zombie
Gastric Ghouls Project

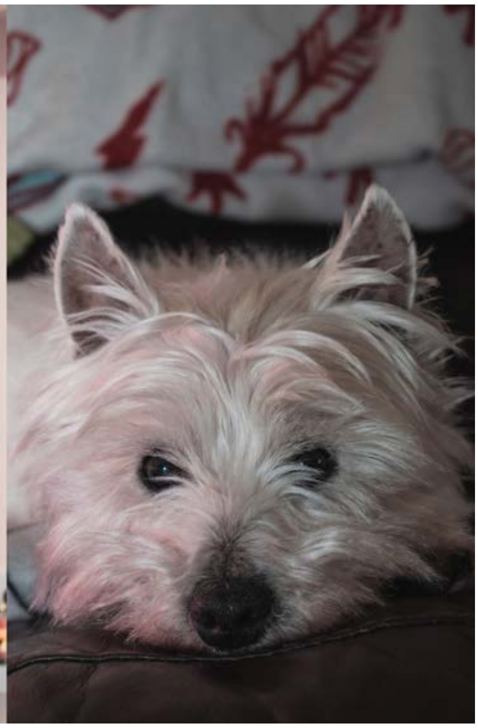
Work by students on the FdA Photography course, featured during the UCO Research Symposium (July 2019).

FdA Photography End of Year Show 2019

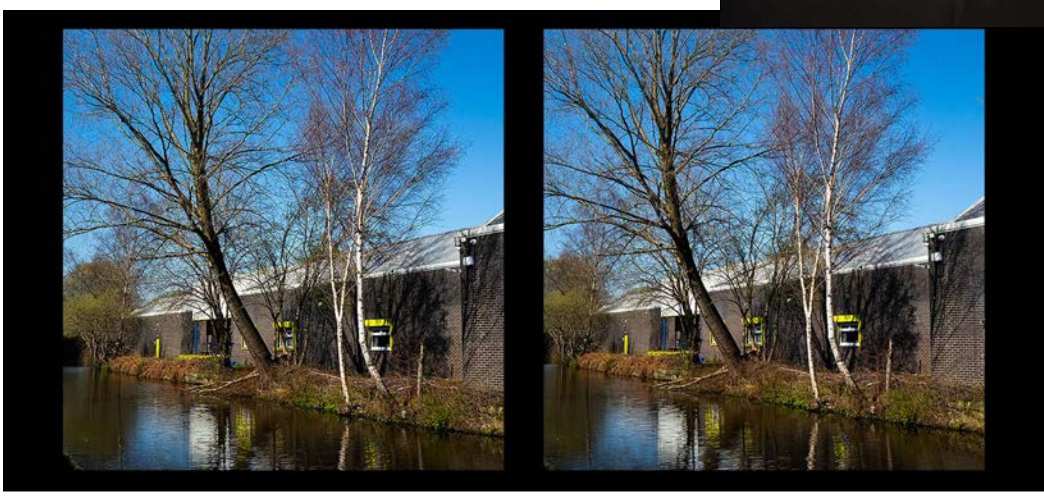
Abida Begum

Travis Jones

Hannah Wild



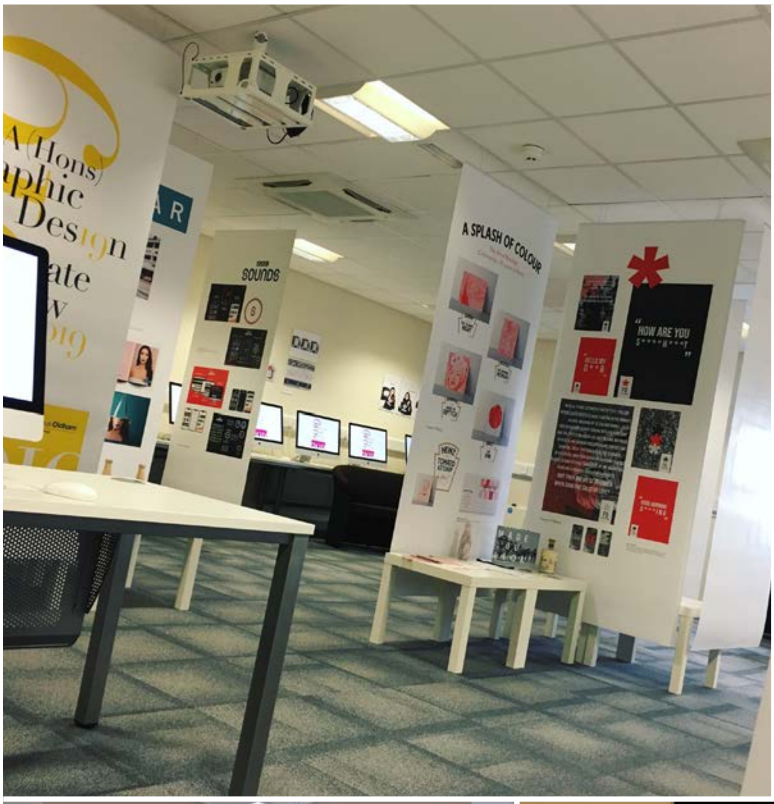
Sanjeeta Das

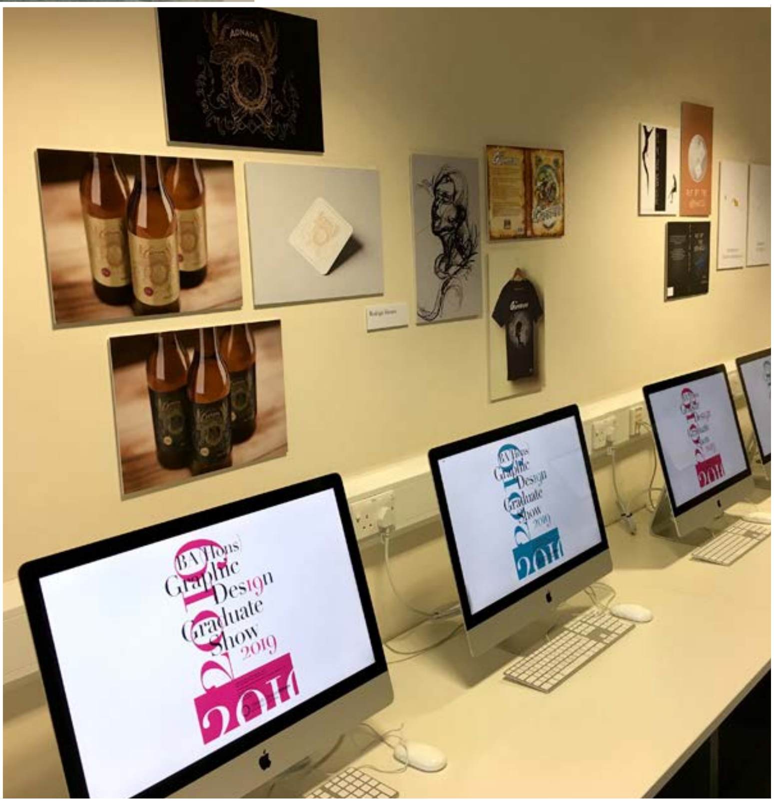


Ian Maluk

Work by students on the BA (Hons) Graphic Design course, featured during the UCO Research Symposium (July 2019).

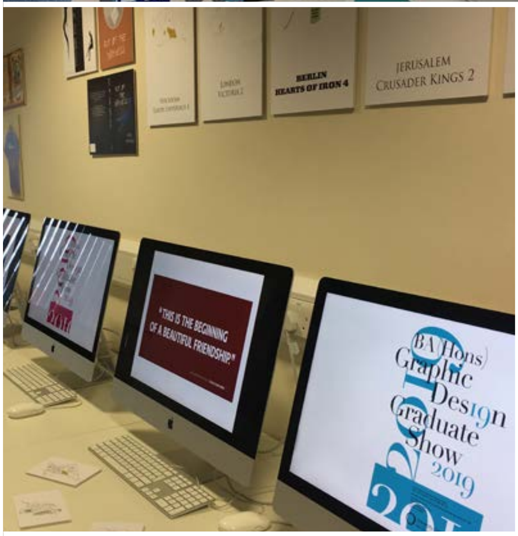
BA (Hons) Graphic Design Graduate Show 2019






BA (Hons)
Graphic
Design
HELLO MY
D**R
A SPLASH OF COLOUR
The Art of Ketchup
Celebrating 150 years of Heinz


BA (Hons) Graphic Design
Set Project
Briefs delivered by
Forepoint Ltd.


BERLIN
HEARTS OF IRON 4
JERUSALEM
CRUSADER KINGS 2
"THIS IS THE BEGINNING
OF A BEAUTIFUL FRIENDSHIP"
BA (Hons)
Graphic
Design
Graduate
Show
2019


A SPLASH OF COLOUR
HOW ARE YOU
S****H***T
HELLO MY
D**R
HEINZ
TOMATO
KETCHUP


OUTLOOP
YOU'RE STUCK
IN A
BA (Hons)
Graphic
Design
Graduate
Show
2019

Student Support

This paper was presented by Katherine Seddon, Head of Student Support and Wellbeing Services, and Rachael Thompson, Academic Lecturer, at the UCO Research Symposium (July 2019).

Steps to Success: Examining the Impacts of Academic Development Services on First Year Undergraduates Studying Within a HE in FE Environment

Abstract

The research aimed to investigate the impact of The Academic Development Services which is available to first year undergraduate students in The Higher Education Centre of a North West Further Education College. Through exploring the impact of this provision, as well as student perceptions and utilisation of the service, allowed for a detailed examination of how such support can be used to aid in student performance, retention and progression. Using mixed-methods, this small study highlights effective strategies that are currently implemented within the University Centre and demonstrates the significance of ensuring academic development services availability to increase student confidence and overall success.

Literature Review

When students begin higher education (HE), they bring with them a history of academic study. Consequently, this history can influence their emotions and perceived confidence around academic development (AD) (Putwain, Sander & Larkin, 2013) that may ultimately impact on their success. AD can be understood as a student's competence and ability to communicate their knowledge (Drew & Bingham, 2010), including skills related to essay writing, reading, critical thinking, presenting and note-taking (Hopkins & Reid, 2018). Within a cohort, a wide mixture of abilities and acquired understanding of AD can exist. This has increasingly become more prevalent and complex with the promotion of widening participation (WP) that seeks to increase the representation of non-traditional learners and those from disadvantaged backgrounds (Jones & Lau, 2010; Burke, 2012; Marshall, Nolan & Newton, 2016) within higher education institutions (HEIs). Such a mixture of learners can be argued to impact on the approaches and techniques used by practitioners within HEIs, along with emerging as possible barriers to students' achievement and learning (Kettley, 2007; Jones & Lau, 2010; Marshall et al., 2016; Vignoles & Murray, 2016).

Therefore, exploring the spectrum of AD that students possess when beginning their HE journey and intervention strategies that can be implemented to improve these skills, proves beneficial in understanding how student performance can be enhanced (MacVaugh, Auty, Jones, 2014). Furthermore, investigating how students perceive and access services that aim to support their development may further outline approaches that could enhance students' autotomy and recognition to receive support when struggling, thus improving retention rates (Cook & Lowe, 2003). This paper aims to explore the Academic Development Services (ADS) within a North-West further education college that delivers HE programmes to a student population typically created by learners from a WP background. That being said, before focussing on the tailored techniques and methods implemented within this specific institution, it is useful to review the current literature surrounding AD within the wider context of HE.

As already outlined, the breadth of knowledge and understanding that students possess when beginning HE study can extensively vary. However, so too can students' confidence in their academic abilities. Putwain et al. (2012) discuss the issues surrounding students' self-efficacy, to what extent students believe and feel confident in their own academic abilities, and how this can influence their academic development. Alongside this notion of belief in ability is the impact of emotions, and how negative experiences can hinder the self-efficacy of an individual (Pekrun, Goetz, Perry, Kramer, Hochstadt & Molfenter, 2004). In a WP college, it should be considered that students potentially carry varying emotions attached to their academic achievement, in particular those learners who are mature or returning to education after a significant time period (David et al., 2009; Chowdry, Dearden, Goodman & Vignoles, 2013). It can be suggested that a lack of confidence in abilities can ultimately impact on learners in a succession of ways but more importantly, as one may expect, on students' academic performance. Students who do not reach the expected standards needed to complete high-level academic work greatly become at risk of under-performing (Cook & Lowe, 2003).

Additionally, when examining why students decided to withdraw in their first year of study, Goldfinch and Hughes (2007) found a correlation between students' initial confidence and an inappropriate understanding of skills required for HE study. This implied relationship highlights how students feeling like they do not hold the required skills for the level of study they are undertaking, may be an explanation for why they withdraw as a 'lack of study and self-management skills is one of the common reasons given by students and staff to explain withdrawal or poor performance in first year at university' (Goldfinch & Hughes, 2007, p. 261). Alternatively, the opposite effect emerges for students who feel confident and withhold high levels of self-efficacy and knowledge of AD, performing well in their first year of academic study (Goldfinch & Hughes, 2007; Putwain, et al., 2013). Therefore, the impact of confidence and levels of ability on students' performance and achievement within HE seems quite transparent.

The effects of a lack of skills can further be outlined when analysing university dropout rates. In 2015-16, 7.4% of first year students did not return to their second year (Higher Education Statistics Agency, 2019). Additionally, in 2015, 6.8% of learners were reported to be re-sitting their first year (Higher Education Statistics Agency, 2019) further emphasising how students' AD can emerge as a barrier to academic performance, retention and progression. Hence, the question arises of what practitioners and institutions can do to overcome this barrier and support learners to succeed. MacVaugh, Jones & Auty (2014) illustrate the importance of instilling good AD early and highlighting to first year students the existence of support networks, thus providing a clearer understanding of HE study and aiding potential attainment. Creating an environment where discussion and teaching of AD happens, allows for the laying of building blocks, aligning with concepts proposed by Constructivist Theory that states students who can assimilate learning to their own experiences, will be able to build on prior knowledge and advance (Bruner, 1961). Nonetheless, it is crucial to recognise the importance of knowledge development and learning in relation to both AD and subject discipline, rather than perceiving the two as distinctive subject areas. This is especially crucial for lower ability learners who may have little or no previous academic experience and thus be more likely to withhold negative perceptions of academia (Ahmed, Taha, Al-Neel & Gaffar, 2018).

Developing students' AD frequently occurs through submission of assessments which often occurs at the end of semester one or the end of the first year. While this is typically common practice, in some cases, this can sometimes be too late for some students who struggle with their academic writing and communication. For some learners this can lead to referrals and potential unanswered questions of how to improve their work (Bailey, 2010). Nonetheless, the introduction of formative feedback, as well as early assessments, allows for students to receive feedback from their teachers more immediately and in relation to their current progress (McDowell, Montgomery & Sambell, 2013). In addition, using such assessment techniques can allow for early detection of potential disabilities that students may have like dyslexia (Hattie & Clarke, 2019), something which can be very beneficial in ensuring additional support is available if needed.

Nevertheless, considering the most effective way to deliver opportunities for AD development has been the subject of extensive research (Resnick, 2007; Goldfinch & Hughes, 2007; Jones, 2009; MacVaugh et al., 2014). Support for integrating AD has been promoted by MacVaugh et al., (2014) who found that students who attended a specifically designed module around the topic, out-performed those who had not. Further recommendations for creating directed modules (Dillon & Hodgkinson, 2002; Bailey, 2010), highlight the importance of students learning AD as an independent subject which could prove beneficial in overcoming some of the barriers students may face, lack of confidence in AD and understanding expectations of undergraduate study. Along with specific modules, an additional factor that may support students' AD is the provision of supplementary support services that specialise in AD.

Academic Development Services (ADS) exist in multiple HEIs, being designed to support and collaborate with learners to improve their academic abilities and ultimately, succeed in their chosen HE course (Birmingham City University, 2019; The University of Aberdeen, 2019; The University of Edinburgh, 2019; University Campus Oldham, 2019). The importance and effectiveness of these services has been investigated, with research reporting the importance and benefit of developing students' academic transferable skills (Hughes & Goldfinch, 2007; MacVaugh et al., 2014). This is no new strategy as McGivney (1996) illustrates how a lack of academic knowledge is often a factor that leads to the withdrawal of students from their studies, thus emphasising the need for such services to exist and further aid in the retention of students. The existence of ADS may be pivotal in encouraging and supporting students to be successful, offering another avenue for learners should they be struggling with the demands of HE.

This research revolves around the ADS which exist at the University Campus Oldham (UCO), exploring how such services support students who typically originate from a WP background. Currently at UCO, the ADS offer a range of opportunities for students to engage with their services including one-to-one tutorials, drop-in sessions, workshops and in-class sessions. In addition, numerous resources are made available to students, both online through the virtual learning environment Moodle and printed study guides that provide detailed guidance on key areas; referencing, critical thinking, structure and grammar for example. First year undergraduates are given additional assistance with an embedded Academic Skills Module (ASM). From weeks 2-8 of the first semester, students are expected to attend timetabled sessions that outline expectations of HE study, allowing them to become familiar with relevant AD they may need to implement, and build an initial relationship with the Academic Development Lecturers. Upon completion of the six weeks, individual feedback is collected and reviewed to capture the student voice, something which is recommended by MacVaugh et al. (2014).

Overall, this research investigates the significance and influence of ADS, while considering the service's importance to students. More specifically, the following objectives will be examined:

- To explore the overall impact of Academic Development Services on student outcomes and performance
- To investigate perceptions of academic skills and Academic Development Services held by students
- To examine the utilisation of Academic Development Services by students

Methodology

This research implemented a mixed method approach utilising data capture and the Interpretivist Paradigm to allow for an evidence-based understanding of students experiences of ADS, as well as allowing for previous knowledge of UCO to inform the interpretation of the findings (Klenke, 2008; Ling & Ling, 2017). It was thought that using mixed methods would successfully allow for the findings of the study to be understood within the context of UCO and possibly education as a whole (McChesney & Aldridge, 2019).

To collect the required data, both quantitative and qualitative was used, as well as allowing for the varying research objectives to be met and for triangulation of the findings (Denscombe, 2010; Crandell, Leeman, Sandelowski & Voils, 2012; Forbes & Heale, 2013). Using mixed methods further aids with overcoming limitations that exist within both approaches, thus providing the opportunity to gather results that relate to the world in which participants live, as well as the objectivity that emerges when using numerical data (Choy, 2014; Babbie, 2017).

Research Instruments & Recruitment

Two surveys were distributed at different time periods within the academic year to provide an initial understanding of students' experiences during the ASM and any lasting influences of this. It must be highlighted that some of the questions on these surveys are used specifically by the Academic Development Team at UCO to evaluate their services and gain feedback from students. Therefore, while most questions on the survey could be applied to other institutions, doing so must be done with caution and with some adjustments.

Academic Skills Module Feedback

The first survey distributed to students aimed to evaluate and explore their thoughts on the embedded ASM, being distributed at the end of the module within weeks 8-9 of the first semester. The survey asked students to record their attendance and contribution to the sessions, along with consideration of how useful the sessions were in improving their understanding of AD. Combining both closed questions, in which students rated their responses on a Likert scale from 1-10, as well as open questions, which required students to write down and explain their responses, allowed for a mixture of quantitative and qualitative data to be collected. An opportunity sampling technique was implemented to obtain a sample for the first survey, with students who were present during the very final ASM session being asked for their feedback.

Follow-Up

The second survey was distributed later in the academic year, being distributed within weeks 5-8 at the beginning of the second semester. Again, this survey included of a mixture of closed and open questions. Like the first survey, students were asked if they felt the sessions delivered in the ASM were of any benefit, but also asked students to consider if they had implemented any of the skills within their own work since delivery of the sessions had ended. Additionally, this survey provided the opportunity for students to self-report how confident they felt in their academic abilities before and after the taught sessions, as well as the importance they placed on AS within their work. A volunteer sampling method was used to recruit participants for this survey.

Analysis

Quantitative data was yielded from the closed responses that students provided. Data was entered into the Statistical Package for the Social Sciences (SPSS) version 24, with questions being converted into appropriate variables and responses coded for. Missing data was also coded for using '999'. Using SPSS, measures of central tendency and dispersion were calculated, along with the creation of appropriate graphs to display findings. Qualitative data was analysed using Thematic Analysis, thus allowing for themes and patterns to emerge from the data (Clarke & Braun, 2016). Once these themes were collated, the data was further colour coded to allow for identification of which course students were from.

Ethics

Before conducting any of the research or data collection, ethical approval was obtained from the Ethics Committee at UCO. Additional ethical guidance was sought from the Ethical Guidelines for Educational Research by the British Educational Research Association (2018) and the Code of Ethics and Conduct by the British Psychological Society (2018). Information, consent and debrief information was all created to ensure that students were fully aware of the research aims and could provide their full consent. All collected data was kept in accordance with General Data Protection Regulations, as well as being anonymous as we could not link responses back to any specific student.

Findings

In total, 12 courses took part in the ASM (see Table 1). For some courses, the sessions were delivered within their ADM or other taught subject module, while for one course the sessions were delivered solely within the Group Tutorial timeslots. A total of 192 first year students participated in the ASM, with 112 students (58%) completing the related feedback survey. In relation to the follow-up survey, a total of 43 first year students completed the survey amounting to a sample consisting of 22% of the overall first year cohort.

Table 1: Overview of First Year Sample for the Academic Skills Module Feedback Survey

Course	**Delivery Method**	**Frequency (%)**	**Attendance to Sessions (Group Size)**
Children and Young People (Part-time)	Academic Development Module	6 (5.4%)	90% (8)
Performance	Taught Module	7 (6.3%)	87% (8)
Digital Art and 3D Games Media	Taught Module	9 (8%)	90% (7)
Early Years	Academic Development Module	13 (11.6%)	90% (14)
Photography	Taught Module	4 (3.6%)	75% (8)
Graphic Design	Taught Module	5 (4.5%)	90% (7)
Children and Young People	Academic Development Module	34 (21.4%)	96% (31)
Health and Social Care	Academic Development Module	10 (8.9%)	70% (15)
Criminology	Group Tutorial	5 (4.5%)	19% (26)
Accounting and Financial Services	Academic Development Module	17 (15.2%)	81% (21)
Business Management	Academic Development Module	12 (10.7%)	82% (28)

Impact of Academic Development Services on learning

When considering how useful the sessions had been in improving students' understanding of academic writing, 98% (109) reported the sessions being either 'fairly useful', 'useful' or 'very useful' (Figure 1). A total of 31 students (28%) described how the sessions had been beneficial in improving their understanding and had allowed them to learn new skills, *'learnt numerous amount of new things'*. This proved especially important for mature students who were returning to education, '*After a long time out of education I found all of the sessions really helpful*'. On the other hand, 6 students (5%) disclosed that they did not find the sessions useful or learn anything new due to knowledge previously gained, *'I already achieve the standards that's taught in this lesson, I learned all this from college'*.

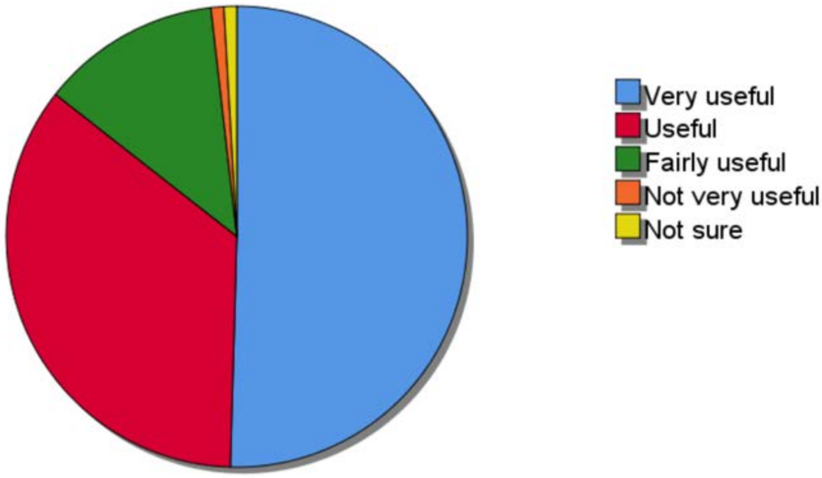


Figure 1: Pie Chart Displaying Students Rating of How Useful the Sessions Were

When examining the impact of the ASM on students' confidence, an increase in scores became apparent with the mean score rising from 2.70 to 4.19 (Figure 2). Students explained how taking part in the sessions and learning about the different elements related to academic writing, allowed them to become more confident in their own studies, *'I feel more confident on doing something now because after session with academic learning I know what to do'*. Furthermore, in the Follow-Up survey, a consensus existed that the input from ADS had increased students' grades with 95% (41 students), self-reporting that their grades had risen from accessing support provided by the Academic Development Team.

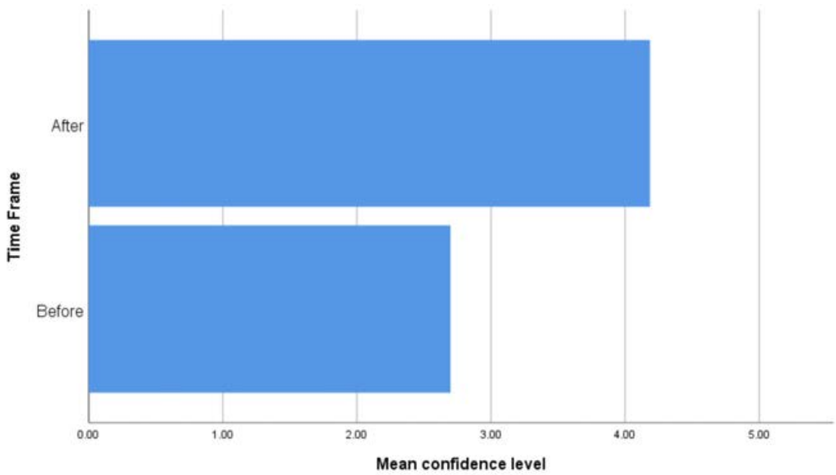


Figure 2: Students Rating of Confidence Before and After Participating in the Academic Skills Module

Perceptions of Academic Skills and the Academic Development Services

Exploring the findings from the ASM feedback, when documenting their interest in the sessions, students' responses were slightly mixed (Figure 3), but with 87% overall reporting a score of 7 or above. In regards to rating their level of contribution with the learning activities in the sessions, again scores were spread (Figure 4) but with 75% recording a score of 7 or above. These varied findings could be related to students' preference in how the sessions were taught (Figure 5), as a total of 55% (61) preferred an interactive workshop, while 9% (11) preferred a lecture followed by a seminar. Some students highlighted that they had no preference in relation to how the sessions were taught (34%) while 2% failed to answer the question thus resulting in missing data.

Figure 3: Pie Chart Displaying How Interested Students Were in the Academic Skills Module Sessions on a Scale of 1-10

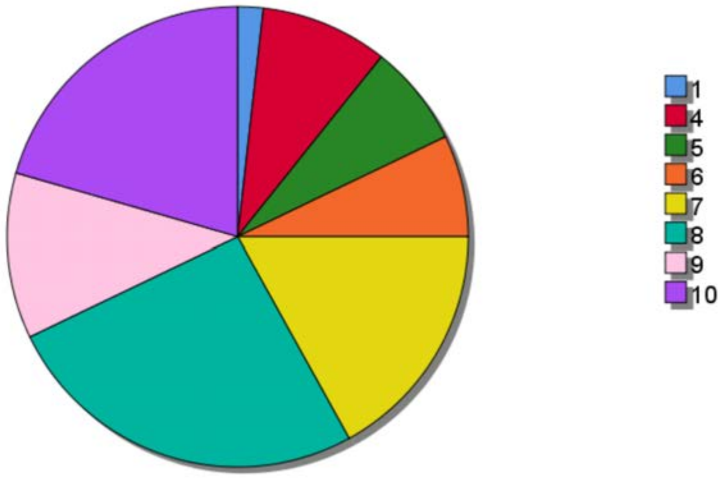


Figure 4: Pie Chart Displaying Student Self-Reported Level of Contribution to the Learning Activities in Academic Skills Module Sessions on a Scale of 1-10

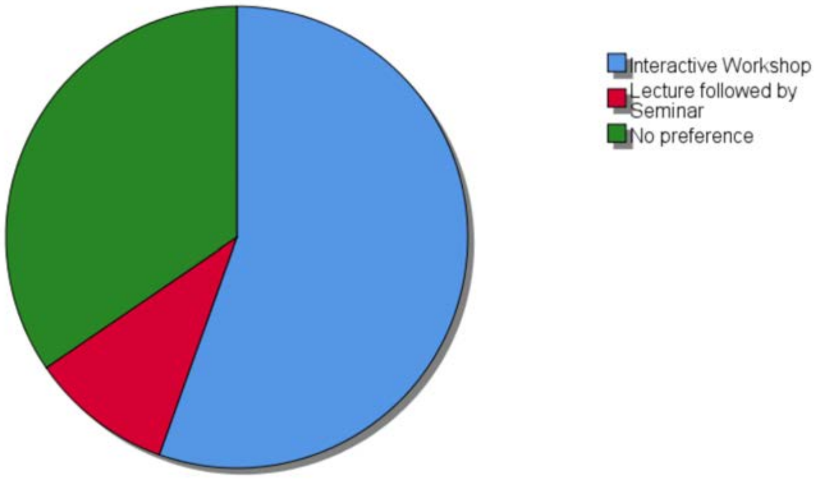


Figure 5: Pie Chart Displaying Student Preference in How the Academic Skills Module Sessions Were Taught

When investigating the ratings that students placed on certain AD in the Follow-Up survey (Table 2), students rated referencing as the most important, 4.70, while presenting skills received the lowest score, 4.21. Despite this, 8 students (19%) stated that they felt each of the skills were essential in their academic writing *'I feel they are all as equally important as they all make up the marking criteria'*. A total of 15 students (35%) indicated AD to be *'very important'* when asked within their subject discipline, how important AD are against their subject knowledge. Only 5% of students (2) believed AD to be *'not at all'* important against their subject knowledge, while unfortunately, 28% (12) of students failed to provide a response thus resulting in missing data. When asked to consider which AD that the Academic Development Team could support students with (Figure 6), the majority believed referencing (17%) to be the skill they could receive the most support with. However, only 5 students (12%) acknowledged that the Academic Development Team could support students with *'all of them'*.

Table 2: Students Rating of Academic Skill Importance

Skill	Mean	Standard Deviation
Referencing	4.70	.599
Structure	4.58	.763
Planning	4.63	.655
Presenting	4.21	.914
Proofreading	4.60	.695
Grammar	4.65	.613
Understanding Assignment Briefs	4.53	.797
Gathering Source Information	4.49	.768

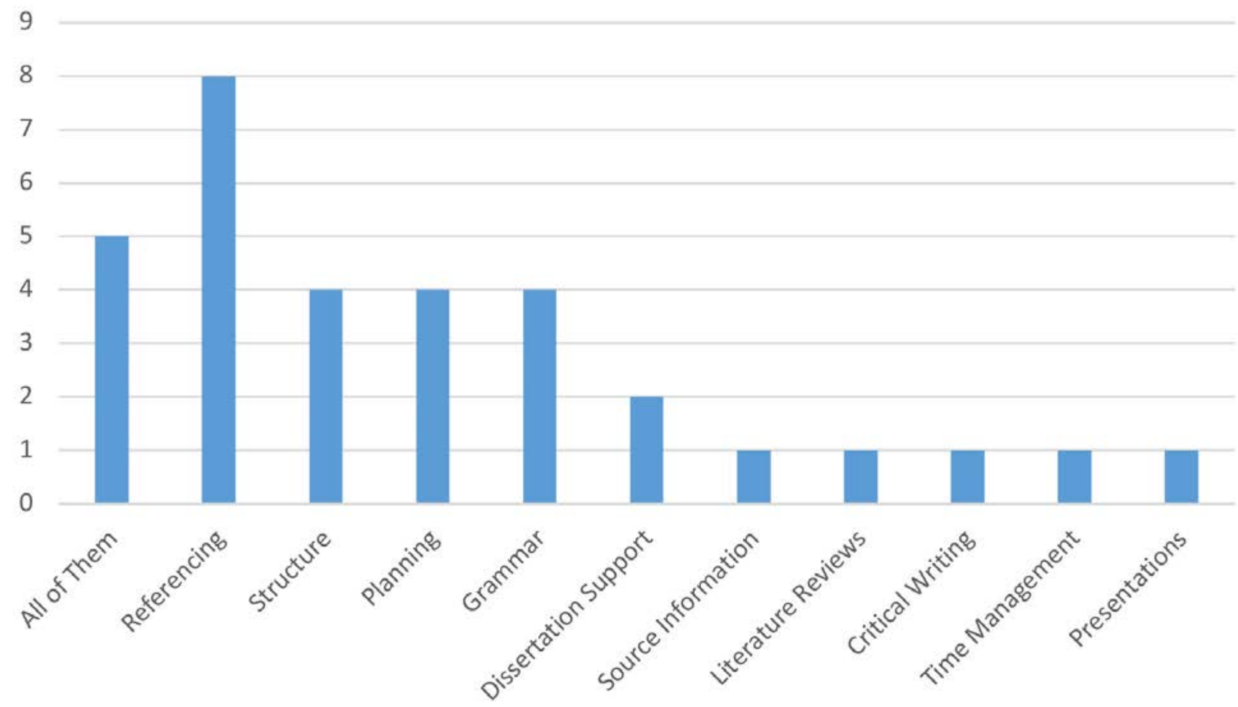


Figure 6: Students Reponses to What the Academic Development Team Can Support Them With

Utilisation of the Academic Development Services

Reviewing the ASM feedback survey, 75% (84) of students reported that they had attended all of the 5 of the sessions, along with only 10% (11) reporting that they had left one session early. Focusing on the Follow-Up survey and students' engagement with the material since the sessions (see Table 3), students engaged the most with the institution's virtual learning environment, Moodle, the most (91%). Where students had engaged the least, appeared to be the drop-in sessions (39%) which are offered on a weekly basis by the academic development team. When asking students to share how they had utilised academic skills in their work, responses were mixed with a total of 70% responding (30). A total of 4 students spoke specifically of how they plan their work, *'made me think more carefully about the researching and planning process'*, while a couple mentioned developing their academic language *'finding a better way to paraphrase and try to speak more academically'*. Other responses linked to using sentence starters, being less descriptive and more critical, as well as going on to book tutorials to receive further support from the Academic Development Team, *'One to one meetings to discuss structure and what the assignment is looking for'*. Nevertheless, 2 students (5%) replied with a simple *'No'* when providing their answer to whether they had utilised any academic skills within their work.

Table 3: Student Engagement with Materials from Academic Skills Module

Material Available	**Frequency (%)**
Moodle	39 (91%)
Academic Success Hub	23 (53%)
Drop-in Session	17 (39%)
Email	22 (51%)
Tutorial	29 (67%)
Notes from the Sessions	26 (60%)

Discussion

This research successfully investigated the impact, utilisation and perceptions of ADS within UCO. The findings highlight key concepts and impacts related to supporting first year undergraduate students.

Impact

A positive impact on students' confidence, abilities and performance when additional academic support given (MacVaugh et al., 2014) was highlighted. Confidence is widely discussed in terms of AD, exploring the impact of both overconfidence and lack of confidence, (Goldfinch & Hughes, 2007). Therefore, it is interesting to see this in the data, even though there is only a small percentage (2%) being acknowledged. Consequently, this could be due to the format of the questions asked on the feedback form, but it is good to see that students are associating support sessions with building their academic confidence. Confidence alone is an interesting area as students who have the confidence to ask questions and discuss academic issues are more likely to achieve intellectual development (Goldfinch & Hughes, 2007). Moreover, this can lead to improved employment aspects (Dillon &Hodgkinson, 2002) thus being beneficial to students beyond student life. That being said, Goldfinch and Hughes (2007) discuss the concept of some undergraduates being overconfident in their abilities and therefore not engaging in activities where improvement may be required. This was evident in a small number of the feedback forms as 6 students (5%) indicated that they already had sufficient skills for HE acquired from previous study, further indicating the academic development sessions were less useful compared to that of their peers' feedback. Future research could aim to explore how a combination of confidence and students' past academic experiences may impact on their success and overall achievement.

Utilisation

The results show attendance is a key to success in line with suggestions from existing literature (Cook & Rushton, 2008). Therefore, attendance can be highlighted as a potential key to student success. The development of AD is often seen as secondary to subject module input and subsequently, attendance can drop in any additional support sessions. Due to this, attendance of the ASM was monitored, and it was no surprise to find student attendance higher when sessions were delivered in validated modules, compared to Group Tutorials, 80% compared to 19%. Consequently, those students not attending Group Tutorial sessions, were not exposed to any initial additional AD. Here the argument is clear that when sessions related to AD are embedded and it is illustrated to students that the materials being delivered are relevant to upcoming academic assessments, there is a greater 'buy-in' from students (MacVaugh et al., 2014). Results also demonstrate that some students continued to access the materials available to them from the ADS. However, future research should seek to consider which method students prefer and yields the highest levels of engagement from them.

Perceptions

One of the clear benefits was the raised perception of ADS from the ASM with attendance for further one to one tutorial appointments increasing throughout the year. The ASM proved useful in building a rapport with the Academic Development Lecturers and ultimately becoming aware of how the service could support study. This is further reflected by the skills that students reported the ADS could aid them with. As Guiffrida (2006) explains, student integration can be key when retaining students and having a familiar face outside of the classroom can support with individual integration into an organisation as students start to consider the bigger picture of the institution. Hence, encouraging students to become familiar with AD support. In relation to the format of AD sessions, this study found no clear preference for the type of delivery for learning. That being said, obtaining a sample from a diverse WP student population subsequently brings with it possible complexities as students create a very diverse and varied student body, thus the variations and lack of preference may be expected.

Limitations

There are several limitations to the study. Firstly, the lack of baseline questionnaire around students' perceptions before the ASM would have allowed for a stronger comparison of student's thoughts on AD. Furthermore, the samples acquired were only made of a small percentage of the first undergraduate cohort at UCO and so conclusions implied from this research only give a snapshot view. Lastly, this research surrounded the ADS specific to UCO and so once again, attempting to apply the collected findings to other HEIs may prove difficult.

Conclusion

Examining the ASM and ADS available at UCO has highlighted the benefits of supporting first year undergraduate students with developing their AD. Embedding sessions that revolve around AD can increase attendance from learners and help in outlining expectations of HE study to students from a WP background. Thus, ultimately, having long term impacts as students come to learn where they can gain support when struggling. Having such services available, may also contribute to wider institution goals and strategies that aim to retain students and ensure they progress to their next year of study. It is important to also recognize how an initial introduction and overview of AD can increase students' confidence which may subsequently heighten their level of self-efficacy and elevate their level of success.

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Call for Papers

Call for Papers - UCO Research Symposium, June 2021

Our 6th UCO Research Symposium will take place on 30th June 2021 and as in previous years, we are looking for contributions from staff and final year students in order to share and showcase their research and scholarly activity. If you would like to take part, your contribution could be based on a professional activity or output, a published paper or a project in which you were recently involved.

Final year students are encouraged to present research from their dissertations or final year projects. You will benefit from sharing your research in a supportive environment with academic staff members and invited guests, gaining valuable experience of a symposium environment. This is a great opportunity to hone your presentation skills for higher levels of study and in preparation for the professional arena. Your work could also feature in in the next edition of *Spark*.

Please submit a proposal which includes the format through which you would like to present from the following options:

- A 5-minute/5-slide presentation as a snapshot of your work
- A 20-minute research paper
- A poster presentation
- Performance / media or visual presentation
- Workshop or interactive session (30 mins max.)

Following Oldham College's strategic plan 2019-24, we encourage contributions falling under the following headings:

- Specialism and reputation – where research focusses on subject specialist knowledge and development
- High performance – in terms of student engagement, pedagogical practices and curriculum development
- Digitalisation and technology – exploring the use and impact of digitalisation and technology
- Community – where research and scholarly activity has taken place with, or has had an impact on the local community of Oldham

Please send your idea/proposal to **tray.wilson@oldham.ac.uk**


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