

The British Journal of Higher Education in Further Education

Dr Neil Witt
HELP-CETL

The BJHEinFE

- Supported by the *Higher Education Learning Partnerships Centre for Excellence in Teaching and Learning* – HELP CETL
- Same team as SPAT project + various JISC projects.



www.help-cetl.ac.uk

HELP CETL

- One of 74 CETLs
- 80% internal work
 - 17 partner colleges ~ 8000 students
 - Major capital investment
 - Reward & recognition (60-100 staff)
 - Development activities ~ 60 projects
 - Based on a CoP model
 - Regional Videoconferencing
 - KMS + CoP system
 - Up to 750 members
- 20% external facing
 - Links with other project and networks
 - Links with national bodies
 - **BJHEinFE**

Why?

- In response to the needs HE in FE sector the HELP CETL has launched a new online journal, The British Journal of Higher Education in Further Education (BJHEinFE).

What?

- The Journal will provide opportunities for the exchange and development of knowledge and skills related to the delivery of HE in FE. Examples being:
 - finding effective methods of bringing HE and FE staff together to encourage FE students progression and retention;
 - and to bring staff from FE and HE together in order to ensure mutual understanding through curriculum and staff development

What?

- The BJHEinFE aims to strengthen links between research and practice related to delivering HE in FE.
- It is recognised that some practitioners may not have published work before and the BJHEinFE team welcome a contributor's first submission and will offer feedback, support and guidance to encourage contributors to publish.

Coverage?

The journal includes descriptive case studies about HE in FE, as well research articles evaluating such projects, developing policy or creating theory. Topics covered include, but are not limited to, the following areas:

- Community of Practice
- The use of ICT in Education
- Blended and eLearning
- Learning resources
- Student support services
- Professional development
- Research and dissemination
- Best practice in management
- Teacher education and training
- Curriculum, staff and institutional development
- Teaching and learning strategies and processes
- Transition issues
- Employer Engagement
- Work Based Learning
- Foundation Degrees
- Education for sustainable development
- National Policy
- International comparisons

Contents?

- The BJHEinFE contains:
 - invited papers section;
 - research papers section for academic, peer-reviewed submission;
 - studies from the field section for edited (but not peer reviewed) case studies, working papers, and other commentaries on relevant topics;
 - project sheets section for brief descriptions of relevant projects;
 - book/media review section for book, software and other media reviews;
 - conference reports;
 - student contributions.

The Editorial Board

- Dr Neil Witt HELP CETL, University of Plymouth
- Mark Stone HELP CETL, University of Plymouth
- Dr Anne McDermott HELP CETL, University of Plymouth
- Prof Peter John Thames Valley University
- Dr Colin Williams University of Plymouth Colleges, University of Plymouth
- Dr Ian Tunbridge Combined Universities of Cornwall
- Prof Mark Stiles Staffordshire University
- Jo Matthews Somerset College of Art and Design
- Mike Peters HELP CETL, Cornwall College
- Chris Smart HELP CETL, University of Plymouth
- Dr Aulay McKenzie University of Essex,
- Prof Chris Green Association for Collaborative Provision of HE in FE
- Prof Derek Longhurst Foundation Degree Forward
- Dr Leo Salter Cornwall College
- Prof Ed Sallis Highlands College, Jersey
- Maldwyn Buckland City College, Manchester
- Prof David Gray University of Derby, Buxton
- John Widdowson New College Durham
- Sue Burkill University of Plymouth
- Prof Les Ebdon University of Bedfordshire
- Ken Phillips University of Central Lancashire
- Colin Rainey Higher Education Academy
- Dr John Chudley Learning and Skills Council
- Dr Claire Guyer University of Ulster
- Dr Annette Pritchard University of Wales Institute, Cardiff
- Lisa Gray JISC

Where?

www.bjheinfe.org

Uses Open Journal Software and is free to access