

Framing pedagogic relations within the boundaries of Foundation Degree Sport and Coaching qualifications.

David Aldous¹ & Jane Freeman²

¹ David Aldous, PhD, Lecturer in Sport Pedagogy, Cardiff Metropolitan University, Email: daldous@cardiffmet.ac.uk

² Jane Freeman, Lecturer in Education, University of East Anglia, Email: J.Freeman@uea.ac.uk

Abstract:

Changes to the relations *between* sport-education and employment labour markets have resulted in the increasing diversity of how academic and vocational skills, knowledge and practices are valued *within* the micro-level of qualifications. The implications of this are particularly felt by Further Education (FE) sport lecturers in the United Kingdom, who are required to select, transform and transmit messages from both vocational education policy and the sport industry sectors. To illustrate the implications of these changing relations, the paper offers insight into the experiences of one FE sport-lecturer, Janet (all names are pseudonyms), who, as part of her professional development, engaged within a process of reflective practice that focused on her pedagogic interactions within a Foundation Degree in Sports Coaching (FdSC). Drawing upon a Bernsteinian informed analysis we illustrate how Janet attempted to use a range of pedagogical strategies to *frame* the selection, transmission and evaluation of academic skills. This process supported students to begin recognising the value of academic skills and assimilate these with the more established vocational skills within the FdSC qualification. The experiences of Janet are then used as a starting point from which to discuss how the possibilities of change to pedagogic relations within the FdSC may be encouraged, developed and enacted across the vocational sport-education sector. We suggest that institutions and stakeholders responsible for shaping Higher Education sport qualifications should consider how lecturers are supported in the framing of pedagogical relations that enable academic skills and practices to be integrated and valued within FdSC curricula.

Keywords: *Vocational Education; Foundation Degree Sport Coaching (FdSC); Bernstein; Framing; Pedagogic relations,*

The contested boundaries of UK vocational sport qualifications

In a similar light to global changes witnessed elsewhere in Vocational Education and Training (VET) and Further Education and Training (FET) cultures (Young and Gamble, 2006; Wheelahan, 2007; Lingfield, 2012), Further Education (FE) institutions in the United Kingdom now offer a plethora of vocational sport-qualifications (see DfES, 2006; Bathmaker & Avis, 2006; Quality Assurance Agency (QAA), 2010). These qualifications have evolved across a range of government and sectoral agendas to make,

a valuable contribution to the ladder of lifelong learning, attracting people from different starting points and providing opportunities for progression to an honours degree and further professional qualifications. (HEFCE, 2000, p.5)

One example of these vocational sport-qualifications is the Foundation Degree in Sport Coaching (FdSC). Crucial to the development of these Foundation Degree qualifications was the emphasis placed on a progressivist ideology (Fisher, 2003) in which the boundaries towards traditional scientific disciplines of sport education (e.g. biomechanics, physiology and psychology) were recontextualised across weakened classificatory boundaries (Wheelahan, 2010b) to address political agendas such as widening access (Isaacs, 2013) and enhanced links with the changing labour markets of Initial Teacher Training and the privatised sport and leisure industry (Sport England, 2010; Wolf, 2011; SkillsActive, 2010)³. However, in addressing the dual purpose of the FdSC qualifications, FE institutions continue to struggle in creating a cohesive and homogenous identity within the sport-education market - often mirroring what Gleeson (1999) has referred to as the 'cinderella' service of education. Following the thoughts of Bernstein (2004, p.212), this has led to a position in which government, FE, Higher Education (HE) and the wider sports-industry are,

engaged in a struggle over what should be transmitted, over the autonomy of transmission, over the conditions of service of those who transmit and over the procedures of evaluation of acquirers (Bernstein, 2004, p.212)

Such struggles have led to a situation where there remains continual contestation regarding the messages (what should be included) of vocational sport qualifications curricula and also how these messages should be transmitted and assessed through various forms of pedagogical relations. Such contestations are reflective of the Wolf report (2011), which highlights how within the UK 'too little account has been taken of the need to ensure that vocational courses are delivered with genuine professional expertise and high quality facilities' (p.105). In a similar light to previous research elsewhere (see Morais, 2001), there is a need to focus on how changes to the relations within and between education and sports-industry are reflected within the micro-level of specific Foundation Degree qualifications. Similarly, Singh

³ As outlined by EdExcel (2009) the annual contribution of the sport sector to the UK economy is over £8 billion, employing more than 36,000 employers and creating work for more than 600,000 full-time and part-time employees.

(2010, p.6), notes how ‘it is important to analyse the social context of policy change, and also the structuring of pedagogic communication through which this change is enacted’. This conceptual position is important as it offers a micro-perspective between not only what is relayed but how it is relayed and impacts on the pedagogical identities of both staff and student. In developing this focus, Bernstein’s sociological concept of framing becomes particularly useful.

The framing of pedagogic-relations within vocational education

Previously, sociologists from across a range of physical and educational contexts have utilised Bernstein’s principle of framing to illustrate how policy-level decisions influence the value of skills and knowledge and how these are selected, transmitted and acquired within particular curricula (see for example, Penney & Evans, 1999; Evans & Davies, 2004b; Evans et al., 2008; Morais, 2010; Author A, 2010). As Bernstein illustrates, the principle of framing refers,

to relations between transmitters and acquirers, where acquirers acquire the principle of legitimate communication. Framing is about *who* controls *what*. (Bernstein, 2000, p.12)

Bernstein’s concept of framing is particularly useful in focusing on the degree of control that communicators (teachers, lecturer or coach) or acquirers (students or athletes) possess over the subtle forms of selection, transmission (sequencing and pacing) and acquisition rules that frame pedagogical relationships (Lillis and Turner, 2001; Morais, 2002). In applying these principles to the context of current vocational sport-education, the strong emphasis placed on preparing students for transition into the sport-industry, necessitates that FdSC lecturers strongly frame the selection and evaluation of knowledge in relation to both educational (such as those outlined by the Quality Assurance Agency) and industry standards (such as those found within National Governing Body Coaching qualifications). Where the strong framing of relations exist, the locus of control and power over the selection and evaluation of knowledge lies with the lecturer. This control enables criteria to be made explicit to the learner who are then able to acquire the recognition and realisation rules necessary for knowledge acquisition (see Morais, 2001; Wheelahan, 2010).

Nevertheless, there are some elements of pedagogic relations within Foundation Degrees that illustrate a weakening of framing relations, particularly in the sequencing and pacing of knowledge transmission. As Bernstein (2000, p.13) notes where weak framing of relations are evident, ‘students are given more control over the learning process’. Within the context of vocational education, Gamble (2014) highlights how this weak framing over sequencing and pacing allows ‘apprentices to work at their own pace, and to make their own decisions about task realisation’ (p.63). Within the UK context, the weak pacing and sequencing of knowledge within the FdSC qualification is necessary in adhering to the progressive pedagogical rationale that encourages learners to ‘earn and learn’ and to ‘maintain progress towards their qualification alongside their work commitments’ (HEFCE, 2000 p. 10). While this may be celebrated

by policymakers, educators and stakeholders who advocate Fd curricula that are strongly aligned with professional sport and industry regulations, the weakening of sequencing and pacing relations does not necessarily lead to the effective acquisition of new skills and knowledge as it may cause the boundaries between different sets of knowledge to become overly opaque (Arnot and Reay, 2006; Gamble (2014).

The contestation over framing relations also has implications for FE sport-lecturers who are required to select and transmit a disparate set of instructional discourses (i.e. what content is selected and taught within this transmission) and assimilate these within a range of localised regulative discourses that reflect the morals, values and beliefs of an institution. This situation reflects the thoughts of Muller, (2000), Singh and Harris (2010), and Penney (2013), in considering FE sport-lecturers as *active mediators* in the framing of both progressive and regressive elements of vocational policy and wider sports industry discourses. The processes of mediation may be more pronounced within the context of FE, whose professional body is comprised of a diverse and enriched mixture of teacher-educators, coaches and individuals with historical connections to the sports-sector (see Aldous, 2012). As such, within the context of FE, the teaching of vocational sport qualifications is often a precarious balancing act of what Barnett (2006, p.154-155) refers to as ‘boundary crossing’ that requires FE sport-lecturers to have, ‘a degree of insight into the scope and nature of the ‘reservoir’ of disciplinary knowledges...as well as some of the realities of the workplace setting’.

Against this backdrop, the aim of the paper is to provide insights into the experiences of one FE sport-lecturer Janet (all names are pseudonyms), who engaged in a process of reflection to understand the pedagogic relations between herself and one class on the Foundation-Degree in Sports Coaching (FdSC) at Rural-East College (R-EC). Drawing upon the reflective diary extracts developed as part of her Masters studies, the paper highlights the challenges of attempting to reframe the selection, transmission and acquisition of academic skills within the FdSC programme. The experiences of Janet are then used as a starting point from which to discuss how the possibilities of change to pedagogic relations may be encouraged, developed and enacted across the vocational sport-education sector. Before illustrating how these ideas have informed our interpretations presented later in the paper, we outline the methodological framework and methods of data collection.

Data collection and analysis

The experiences of Janet illustrated within this paper constituted one element of her Masters dissertation aimed at understanding the pedagogical relations of vocational sport-education within the context of Further Education (FE). Echoing other studies that have used reflection to enhance professional practice (see Knowles et al, 2001; Bell et al, 2010) Janet wanted to capture the underlying pedagogical interactions and processes that facilitated lecturer-student relations that contributed to her professional development as both programme leader and tutor on the FdSC programme. To understand these aims, Janet embarked on a six-month case study of her pedagogical practices within the FdSC programme at Rural-East College. The focus on a singular case study enabled Janet to begin understanding how the classifi-

catory systems of FE and vocational sport were enacted through her framing of pedagogic relations within the qualification. Given the diverse and dynamic nature of the FE sport-education community it is acknowledged that one case study may not have direct transference to other FE lecturers in other institutions. Nevertheless, it was hoped that the use of a case study research design would enable enriched insight and provide microscopic detail of the framing of pedagogic relations that existed between Janet and the students. The value of singular case studies in this position are summarised by Flyvbjerg (2012) who notes how singular case studies may, “close in” on real-life situations *and test views directly* in relation to phenomena as they unfold in practice (p.235, author emphasis).

In a similar light to the valued forms of reflection established elsewhere in physical education and sport research (Macdonald & Tinning, 2003; Craig, 2009; Lamb et al, 2013; Huntley et al, 2014) the use of a reflective diary was adopted to provide insight into how Janet developed her pedagogic relations within the particular localities of the FdSC programme and college. Like those beyond the context of sport-education (see Elwood, 2012), this enabled Janet not to remain a mere subject of change but to develop a position by which she was able to play an active role in curricula, pedagogic and assessment development. As such, one of the central principles to the use of the reflective diary was that the act of reflection must be meaningful as well as grounded in-action (see Schön, 1983) and move beyond forms of reflection practice that are short-term and only concerned with technical efficiency. Accordingly, the use of the reflective diary within this study was used to facilitate a process of what Morrison (1996) illustrates as *reflection-on-action* during which Janet was able to ‘clarify, understand and interpret meanings, actions through engaging the theoretical underpinnings of the practice’ (Morrison, 1996, p.318). Engaging in this process allowed the insights into pedagogical relations to move beyond surface level reflection and enable Janet to engage in different and deeper levels of reflective development (see Zeichner and Liston, 1987; Lamb et al., 2013). The benefit of using the reflective diary in this manner mirrors the thoughts of Singh and Harris (2010, p. 260) who note how ‘institutional education research clearly demonstrates that teacher reflection and the sharing of professional knowledge with a strong focus on student learning outcomes, are highly effective in improving teacher knowledge’.

Following ethical approval, pedagogical interactions were documented between September 2010 and February 2011. As part of this process, descriptive exploratory comments of key events were recorded that highlighted how Janet selected and transmitted academic skills to the students. Similar to the thoughts of Bruner (1986, cited in Craig, 2009) additional reflections also documented the feelings of Janet regarding the consequences of attempting to transform the dynamic pedagogic relations between herself and the students. This interaction between embodied feelings and the structural elements of pedagogic relations reflects the thoughts of Bevan (1986, cited in Thomas, 1995, p.102) who suggest how ‘Facts and notions do not themselves interpret themselves, and nor do meanings, without the constructs of communication and transmission’. To avoid possible interference with the learning experience of students, journal diary entries were taken outside lesson times, preferably straight afterwards.

Following the principles outlined by Riessman (2008) and Sparkes and Smith (2014) a thematic analysis was used to identify and interpret the pedagogical interactions recorded by Janet. The flexibility afforded by thematic analysis enabled tentative theoretical connections to be made between Bernstein's concepts and Janet's feelings towards her professional and pedagogic practice (although invariably these were infused within the nexus of how pedagogic relations were framed). Key moments of pedagogical interaction were sorted and then coded to the selection, transmission (sequencing and pacing) and acquisition principles of framing. This process of immersion and refinement enabled interpretations not only of the strength of framing but also as to why these relationships may have existed and the consequences of these for the identity of Janet and her students. To assist in the development of plausible explanations, Janet would regular meet with her supervisor in order to discuss the pedagogical interactions included within the journal. His role within this process was to provide a theoretical and methodological sounding board, encouraging Janet to reflect and explore alternative interpretations of her experiences and the analysis of the data. As a result key findings were identified, some of which are presented here within the paper.

Findings

Context to the framing of pedagogic relations within the FdSC at Rural-East College

At the time of the data collection, the student body of the FdSC qualification was largely comprised of a number of 'internal' progression students who had previously completed vocational qualifications within the college⁴. While adhering to the political rhetoric of widening access, the porosity of the entry requirements enabled a range of what Gleeson (2010) has previously illustrated as the 'non-traditional' HE student. Additionally, the entry requirements of the FdSC qualification enabled such students to progress onto the FdSC with a diverse range of academic skills and qualifications including a range of Level One National Governing Body (NGB) qualifications. Such entry requirements were intended to,

respond to industry needs by offering individual development and learning in vocational and managerial skills that have been identified as important requirements for a rapidly restructuring and challenging industry and by setting standards for management skills.

[Rural-East Higher Education Handbook]

The focus towards the market-orientated pedagogies, which following the thoughts of Bernstein (2004, p.212-213), promoted the 'relevant skills, attitudes and technology' of the sport industry led to the FdSC having a number of interwoven agendas that focused around assisting in,

⁴ Students entering the FdSC via the internal-progression pathway had completed BTEC national diplomas. Whilst beyond the focus of the paper to discuss this qualification in detail, a major focus of this curricula was the emphasis placed on vocationally related assessment. As of 2010, the entry requirements of the FdSC, were 180 UCAS points

increasing the number of sports coaches and sports development officers... To give students the necessary theoretical and practical skills in order for them to progress into P.E. teaching... to continue to respond to an identified higher level skills shortage for the land based sector by providing a Level 4 and 5 qualification that addresses this shortage in significant areas... to enable students to complete and achieve at Level 5 and progress to Honours Degrees and further post-graduate study as appropriate... to offer a balance between knowledge in traditional vocational subjects and more generic, yet very transferable skills sought after by today's employers [Rural-East Higher Education Handbook]

As the extract indicates, the two year FdSC at Rural-East College was structured around the mixture of practical and theoretical sports coaching pedagogies alongside transferable employment skills that were applicable to a number of local and national education and sports-sector industries. However, whilst the entry requirements of the course required students to have acquired industry recognised qualifications, there was no explicit expectation that students begun the course with a portfolio of academic skills. As a consequence, many students progressing onto the FdSC qualification did so with little realisation as to the importance and value of academic skills,

One student in tutorials remarked that he believed that others in the group, especially those who have progressed from the FdSC N.D. Level 3, had thought that Foundation Degree would be the same sort of work! This made me very concerned because I had interviewed most of the internal progression students, met with them during a lunchtime and showed them an assignment from the course with the students essays and repeatedly said that there is very little practical involved. [Janet, Field notes, November 2010]

Consequently, FdSC students had to quickly transform pedagogical identities that were established within other qualifications delivered in the college and recognise and acquire new sets of academic and vocational practices specific to the FdSC. Thus, at the beginning of the FdSC, Janet recognised the need to integrate non-discipline specific academic skills with the vocational skills and knowledge established within other qualifications,

My teaching is going to have to cater for the whole range of experiences within the group which will be challenging and difficult... My initial reaction is to begin next week's Study Skills activities *very intense* so that everyone realises what the demands of the course are. However, I also need to be aware that if I'm too intense, my teaching may make too many students consider withdrawing! How do I get to a situation whereby all of the students enjoy learning the basic academic skills? [Janet Field Notes, Sept 2010, emphasis by author]

As a result, Janet considered what types of academic skills should be delivered and also ways in which these could be transmitted to provide explicit support for students in acquiring the practices and skills necessary for the qualification. Such a process of assimilation presented a number of challenges in how

academic knowledge and skills were selected and transmitted to the students.

Recognising the need for strongly framed selection pedagogies

In light of her concerns regarding the academic knowledge and practice of students and their expectations of the Foundation Degree, Janet began to strengthen the framing of pedagogic relations,

I spent some time explaining the requirements of the course and how they would have to work hard and commit themselves to the course. Having the right attitude is important, was my lesson! Not sure how much sunk in! I tried to install confidence in them but at the same time, pointing out the requirements of the course and *the way I expected them* to work and approach their studies. [Janet, Field notes, October 2010]

However, for students whose learning experience were previously based around the vocational pedagogies of other sport-qualifications, using strong framing principles at the beginning of the FdSC course presented a number of difficulties in allowing students to recognise the value of developing communication and academic skills as part of the qualification,

They appear to enjoy direct delivery rather than discussion in some cases, is this just their preferred learning style? Or is it lack of knowledge about note-taking in discussions? Reading round the interesting ideas that evolve from those discussions? Understanding that learning to discuss, debate and provide evidence for argument is a necessary skill to learn? Is this an area that needs more concentration – the ability to present and discuss information? How could I tackle this? [Janet, Field notes, October 2010]

Evident within the thoughts of Janet was the challenge of encouraging students to recognise and develop academic skills such as note-taking and reading and make them value these skills in relation to the practical pedagogies evident within some elements of the FdSC qualification. Thus, in order to get students to recognise and develop these skills, Janet continued to frame the sequencing and transmission of knowledge around sets of different instructional academic skills and practices,

The English in the majority of the essays is very poor, structure is poor, content is not too bad but there is consistently a low level of evidencing, no proof-reading and in some cases, sentences are not legible and do not make sense! The understanding of what was required was not there and many of the essays had not written up to the word count of 750 words. So, I feel that what I am doing in terms of working on basics, understanding the concepts, reading and writing skills in Study Skills is the right way to progress. There is a lot of hard work ahead if all of these students are to achieve! [Janet, Field notes, November 2010]

While this focus differentiated from the vocational pedagogies of the FdSC qualification that placed emphasis on corporeal practice, the strong framing of pedagogical transmission was necessary to enable students to recognise and acquire academic skills,

Do I need to make Study Skills and Research Process totally directed? The results of writing were what I had anticipated with some improvements and some glaring errors. It was interesting how they all listened to my criticism of their work *as I went to each of them* in the lesson. They all were attentive and made the effort to understand and write about the suggestions I made. Perhaps more individual sessions like this are needed at the start of the course and not leave it so long? [Janet, Field notes, November, 2010]

In part, the need for Janet to strengthen the transmission of knowledge and practice around sets of academic skills is indicative of the conflicting and opposing messages that exist between what Bernstein (2004) identifies as market-orientated vocational pedagogies that reflect discourses constructed to suit the changing sport labour market and the knowledge-orientated practices that are framed around more implicit academic discourses. As a consequence, Janet found this process of assimilation to become precarious, leading to a point in which both her and the students became increasingly frustrated,

Today I felt very disappointed with my efforts to improve the course. The group looked fed up – body language - , and one of the members of staff had not understood a message I sent. [Janet, Field notes, November 2010]

In an attempt to alleviate some of the student frustrations, Janet also started to increase the use of individual forms of support in the form of more one-one tutorials,

I sat with one student for a one-to-one who has been struggling over her essays and who was failing [the course]. She has been a good attender and despite having work outside of college, she does put in the effort. However, she said to me that she doesn't know why she is failing and doesn't understand how to write the essays. We sat together and she showed me her essay for Research Process – I helped her to improve the academic writing but she had really grasped a lot of what I was saying by the end of the tutorial. I think a confidence boost was required and hopefully she will start to progress and pass her next few assignments. [Jane, Field notes, February, 2011]

Whilst the need for the strong framing over the selection of academic skills is important, the data above highlights that central to the students ability to acquire these skills was providing a space from which Janet could explicitly communicate to students the importance of developing academic skills. This position reflects the thoughts of Muller and Hoadley (2010, p.166) who note how, 'It falls to the teacher to mark the boundary, positively or negatively, because of definition, the pupils have yet internalised it'.

Thus, in order to develop a space from which students were able to recognise the value of academic skills there needed to be a shift in the learning environment in which the selection of knowledge transmission remained strong but was transmitted through weaker framed small group activities,

I've been trying to create an atmosphere in which they feel that they can ask each other and discuss the work with each other. I have established the small group tutorials and although they are rather quiet at the moment, I hope that they will become discussion forums [Janet, Field notes, October 2010]

My approach has been a mixture of direct, formal delivery, discussion in pairs, small groups and research activities where I have stepped back and they have conducted the work themselves; taken responsibility. [Janet, Field notes, October 2010]

The advantages of weakening the sequencing and pacing of knowledge transmission lies in the ability for students to assimilate new skills in relation to the underlying regulative discourses that connect students with each other. Such mixing of pedagogic relations created positions in the learning environment in which students were encouraged to play a more active role within the sessions and become less reliant on Janet's instructional discourses in the acquisition of academic skills and knowledge. The importance of weakening the sequencing and pacing of knowledge transmission and skill development reflects the thoughts of Bevan (1986, cited in Thomas 1995, p.102) who notes how 'if there is no participation, there will be no understanding, because the language in this case will not convey the meaning'. Following Bevan, providing the space to recognise and understand the importance of academic skills, enabled students to also understand the importance of these in relation to their own learning experience within the FdSC programme,

My approach to Study Skills appears to be having the desired effect of highlighting their inadequacies. The students appear to be more concerned *about the way they write* and about presenting the information. They are acknowledging where they need to improve rather than assume that they know what to do. [Janet, Field notes, December 2010]

The explicit re-framing of relations that Janet undertook was a necessary process in order for the Foundation Degree students to be able to recognise, value and acquire many of the core academic skills and instructional discourses necessary for the academic components of the FdSC curricula. The evident mixing of pedagogic relations displayed by Janet, has been advocated by Morais, (2002) who notes how, 'mixed pedagogic practices of weak and strong classifications and framings, depending on given aspects of those practices, can lead students to acquire recognition of school contexts and realisation in those contexts' (p. 560). Such mixing is also supported by the thoughts of Barnett (2006) who notes how successful learning in vocational education (where success is judged on the acquisition of new skills and practices) depends to a great extent on the weak framing of pacing at the point of sequencing,

They need to know why they fail and how to improve, learning each time from the feedback. I've told the group that my role as a tutor is to take them from where they are now, whatever their level, and progress them as far as possible during this year. Finding the methods to do it is my challenge! [Janet, Field notes, January, 2011]

The interweaving of framing principles displayed by Janet that promoted academic skills challenges the emphasis placed within FdSC policy and curricula on developing industry valued pedagogies to meet specific requirements of the labour market. What was evident from Janet's experiences is that few students arrive on the FdSC already sufficiently versed in the 'expected' academic skills necessary for the FdSC qualification and Higher Education learning environments. Therefore, Janet's approach advocates the suggestion by other academics who highlight the need for vocational qualifications to be 'grounded in a broader academic education [in order to] have the necessary basic skills to progress freely' (Atkins, cited in the Wolf report, 2011, p.109). The paper now concludes by offering some interpretation of these findings in relation to the current context of vocational sport-qualifications.

Discussion

Contrasting to the advocacy of the need for vocational qualifications to place emphasis on the application of knowledge within the sports-industry (see SkillsActive, 2010), the reflections of Janet presented within the paper draw attention to the need for greater space and emphasis to be placed on ensuring forms of academic skill and practice are carefully selected and transmitted within FdSC qualifications. Janet's experience also highlights the need to use a mixture of pedagogical strategies so that students are given the support and space to recognise and value academic skills and practices. Placing emphasis on these types of academic practice shifts the framing of relations away from those traditionally valued within vocational sports-education and the types of knowledge that are culturally and pedagogically valued by both FE sport-lecturers, coaches and students alike. This shift is particularly important for vocational sport students, whose previous educational experiences have been largely shaped around vocational curricula where value is placed upon the transmission of knowledge through various forms of corporeal pedagogies. Accordingly, given the weak boundary relations that are currently indicative of the relations between qualifications and forms of employment in the sport-sector, the pedagogic relations Janet engaged with are a necessity if colleges are to adhere to the progressive principles of the Foundation Degree and ensure students are given the realistic opportunity to recognise and acquire skills (such as critical thinking and academic writing) that are transferable across a number of sectors, including the successful progression onto BSc or BA sport qualifications in Higher Education.

As the marketisation and emphasis placed on transition beyond the FdSC becomes more central to the policy of education institutions the challenges of reframing pedagogic relations around academic as well as vocational knowledge, skills and practice are likely to become more prominent in considering how qualifications are valued. As such, the findings presented provide a stimulation for a wider discussion within the 14-19 sport education sector on how students are prepared for the successful transition into forms of education and employment and how lecturers responsible for the framing of pedagogical rela-

tions within qualifications are supported in ensuring that academic knowledge and practices are assimilated and equally valued within FdSC curricula. Such considerations return to previous suggestions made elsewhere that future research regarding the nature of FE-HE relations and professional development, should be focused on

reimagining many of the hierarchical and horizontally organised practices, positions and relations across sets of different (yet interwoven) employment, educational and social contexts. (Aldous, Sparkes and Brown 2014, p.15)

Whilst the thoughts of Aldous et al, emphasised the need to consider the student voice in this re-imagination process, it is evident that much can be learned from the experiences of those lecturers, like Janet, who are responsible for the delivery of FdSC qualifications and the enactment of policy changes to vocational education. This is further acknowledged by the findings of Morais (2002, p.561) who notes how the framing of pedagogic relations is,

Dependent on teachers changing their pedagogic principles and ideology. Effective training of teachers [lecturers] that makes them aware of their meaning and effect of their actions, and gives them opportunity to change their practices, may also be expensive but would be more efficient than increasing indiscriminately the time allowed for acquisition. (Morais (2002, p.561)

As such, it is important that lecturers within the FE context are given the opportunity to reflect upon their role in recontextualising many of the messages evident within the changing landscape of sport-education in the 14-19 sector. Here, we echo the thoughts of Huntley et al (2014) and hope that we may begin to witness 'more individuals embracing reflective practice for personal and professional development regardless of the external drivers of policies and regulations' (p. 874). Without providing lecturers like Janet the space for professional development from which to develop practices and knowledges specific to the academic and vocational requirements of the FdSC, it is likely that current forms of pedagogic communication will continue to perpetuate rather than evolve the types of skills, knowledge and practices, contributing to the closure of what Bernstein (2004, p.213) refers to as 'personal and occupational possibilities' available to students undertaking the FdSC qualification. However, it is unrealistic for individual lecturers to make changes to the micro-level of the classroom without a wider shift in cultural and ideological perspectives regarding what pedagogies and knowledge are valued within sport-education at institutional and policy levels within and beyond the 14-19 sector; ones that recognise, celebrate and value a diverse range of subject knowledges transmitted within a variety of pedagogical practices.

Affording occupational possibilities from the FdSC qualification lies not in transforming 14-19 sport-education beyond its vocational remit but ensuring that greater focus is placed on considering ways in which FE sport-lecturers are supported in selecting and transmitting to students a wide range of academ-

ic and vocational skills and practices. A starting point for this process may include the creation of collaborative partnerships between FE, HE and industry stakeholders to develop ways in which both academic and vocational pedagogies are valued and discuss what specific support is needed for developing FE sport lecturers awareness of the pedagogical practices that enable them to transmit, communicate and transform academic and vocational knowledge and practice. This resonates with the thoughts of Singh et al (2010, p.4) who note how 'Teachers [and lecturers] also need toolkits that will assist them to systematically develop pedagogic models for ensuring that learners 'deploy the specialised knowledge' of schooling in ways that move from context dependency to context interdependency, across space and time, within a lesson and across a unit of work'. While we do not want to end this paper by sounding overly pessimistic, it is important to acknowledge that the current funding cuts facing Further Education and vocational education in the UK, make the possibility of collaboration and Singh et al's notion of the pedagogic toolkit even less realistic within the context of 14-19 UK sport-education. However, it is hoped that the experiences of Janet may, modestly, begin to encourage other lecturers and stakeholders involved within the 14-19 sport education sector to consider ways in which pedagogical changes can be implemented within the micro-level of the FdSC qualification.

Acknowledgements

We would like to thank both reviewers for their purposeful and constructive comments regarding earlier drafts of this paper.

Reference list

- Aldous, D., and Brown, D. (2010) Framing bodies of knowledge within the 'acoustics' of the school: exploring pedagogical transition through newly qualified Physical Education teacher experiences, *Sport Education and Society*, 15(4),411-429.
- Aldous, D. (2012). Understanding the complexity of the lived experiences of Foundation Degree sport lecturers within the context of Further Education. *Sport, Education and Society*, DOI: 10.1080/13573322.2012.674506
- Aldous, D., Sparkes, A.C., and Brown, D (2014) Trajectories towards failure: considerations regarding post-16 transitions within the UK Sport-Education sector, *Sport, Education and Society*, DOI: 10.1080/13573322.2014.890929
- Arnot, M., & Reay, D. (2006) *Power, pedagogic voices and pupil talk: the implications for pupil consultation in transformative practice*, in R. Moore., M. Arnot., J. Beck., & H. Daniels (eds), Knowledge, power and educational reform, London: Routledge.
- Barnett, M. (2006). *Vocational knowledge and vocational pedagogy*. In M. Young., & J. Gamble. (2006). Knowledge, curriculum and qualifications for South African Further Education, HSRC Press: Cape Town. pp.143-158
- Bathmaker, A.M., & Avis, J. (2005). Becoming a lecturer in further education in England: the construction of professional identity and the role of communities of practice. *Journal of Education for Teaching: International research and pedagogy*, 31(1), 47-62. <http://dx.doi.org/10.1080/02607470500043771>
- Bell, A., Mladenovic, R., & Segara, R. (2010). Supporting the reflective practice of tutors: what do tutors reflect on?, *Teaching in Higher Education*, 15(1),57-70. DOI: 10.1080/13562510903488139

- Bernstein, B. (2000). *Pedagogy, symbolic control and identity*. Boston: Rowman & Littlefield.
- Bernstein, B. (2004). Social class and pedagogic practice. In, S.J Ball (Ed.) *The routledgefalmer reader in sociology of education*. Abingdon: RoutledgeFalmer.
- Bevan, R. (1986). *A twig of evidence*. Worthing: Churchman.
- Bruner, J. (1986). *Actual minds, possible worlds*. Cambridge, MA: Havard University Press.
- Craig, C. (2009) Learning about reflection through exploring narrative inquiry, *Reflective Practice: International and Multidisciplinary Perspectives*, 10(1), 105-116, DOI: 10.1080/14623940802652920
- Department for Education and Skills (DfES) (2006). *Personalising Further Education: Developing a Vision*. Nottingham: Crown Copyright.
- Edexcel. (2009). *Sport: Level 3: BTEC National Specification*, Harlow: Pearson Education Limited.
- Elwood, J. (2012) Qualifications, examinations and assessment: views and perspectives of students in the 14-19 phase on policy and practice, *Cambridge journal of education*, 42(4),497-512.
- Flyvberg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*, 12(2), 219-245.
- Gamble, J. (2014) 'Approaching the sacred': directionality in the relation between curriculum and knowledge structure, *British Journal of sociology of education*, 35(1),56-72.
- Gleeson, D. (1999). Challenging tripartism: class and inequality in post-compulsory education policy. In J. Demaine (Ed.) *Education policy and contemporary politics*. Basingstoke: Macmillan. pp.129-152.
- HEFCE (2000). *Foundation Degree Prospectus*, HEFCE, Bristol.
- Huntley, E., Cropley, B., Gilbourne, D., Sparkes, A., and Knowles, Z. (2014) Reflecting back and forwards: an evaluation of peer-reviewed reflective practice research in sport, *Reflective Practice: International and Multidisciplinary Perspectives*, 15:6, 863-876, DOI: 10.1080/14623943.2014.969695
- Isaacs, T. (2013). The diploma qualification in England: an avoidable failure? *Journal of vocational education and training*, 65(2),277-290.
- Lillis, T., & Turner, J. (2001). Student writing in higher education: contemporary confusion, traditional concerns. *Teaching in Higher Education*, 6(1), 57–68.
- Lingfield, R. (2012). *Professionalism in Further Education: Final Report of the independent review panel*. London: Crown Copyright.
- Morais, A. (2002). Basil Bernstein at the micro-level of the classroom, *British Journal of Sociology of Education*, 23(4),559-569. DOI: 10.1080/0142569022000038413
- Muller, J. (2006). *Differentiation and progression in the curriculum*. In M Young, and J.Gamble (Eds.), *Knowledge, curriculum and qualifications for South African Further Education*. Cape Town: Human Sciences Research Council.
- Muller, J., and Hoadley, U. (2010) Pedagogy and Moral Order. In, Singh, P., Sadovnik, A.R., and Semel, S.F. (Eds.) *Toolkits, translation devices and conceptual accounts: Essays on Basil Bernstein's sociology of knowledge*, New York, Peter Lang.
- Lamb, P., Lane, K., and Aldous, D. (2013). Enhancing the spaces of reflection: A buddy peer-review process within physical education initial teacher education. *European Physical Education Review*, 19(1), 21-38

- Macdonald D and Tinning R (2003) Reflective practice goes public: Reflection, governmentality and post-modernity. In: Laker A (ed.) *The Future of Physical Education: Building a New Pedagogy*. London: Routledge, pp.82–101.
- Penney, D., Evans, J. (1999) *Politics, Policy and Practice in Physical Education*, London: Routledge.
- Penney, D. (2013) Points of tension and possibility: boundaries in and of physical education, *Sport Education and Society*, 18(1),6-20
- Quality Assurance Agency (QAA) (2010). *Foundation Degree qualification benchmark*. Gloucester: QAA.
- Riessman, K.C. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage Publications.
- Schön D. (1983). *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.
- SkillsActive UK (2010): *Advanced Apprenticeship in Sporting Excellence*: <http://www.skillsactive.com/aase>.
- Sparkes, A.C., and Smith, B. (2014). *Qualitative research methods in sport exercise and health: from process to product*. London: Routledge.
- Sport England. (2010). *The future of further education sport*. Derby: Association of Colleges.
- Singh, P., Sadovnik, A.R., and Semel, S.F. (2010). *Toolkits, translation devices and conceptual accounts: Essays on Basil Bernstein's sociology of knowledge*. New York: Peter Lang.
- Singh, P. and Harris, J. (2010). *Pedagogic translations*. In, Singh, P., Sadovnik, A.R., and Semel, S.F. (Eds.) *Toolkits, translation devices and conceptual accounts: Essays on Basil Bernstein's sociology of knowledge*, New York, Peter Lang.
- Close-Thomas, F.A. (1995) Connecting the macro and the micro perspectives: The significance of meaning, In A.R. Sadovnik (Ed.) *Knowledge and Pedagogy: The Sociology of Basil Bernstein* (pp. 97-11). Norwood, New Jersey: Ablex Publishing Corporation.
- University Colleges Admissions System (UCAS) (2015) Entry requirements: Tariff, retrieved 17th April, 2015, <https://www.ucas.com/ucas/undergraduate/getting-started/entry-requirements/tariff>
- Wheelahan, L. (2007). How competency-based training locks the working class out of powerful knowledge: a modified Bernsteinian analysis. *British Journal of Sociology of Education*. 28(5), 637–651
- Wheelahan, L. (2010a). *Why knowledge matters in curriculum: a social realist argument*. London Routledge.
- Wolf, A. (2011) Review of Vocational Education - The Wolf Report, London, DfEE Publications.
- Working Group on 14–19 Reform. (2004). *14–19 Curriculum and Qualifications Reform: Final Report of the Working Group on 14–19 Reform*. London: DfES.