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Evaluation of an in-service course in special educational needs in further education

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Abstract

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An Evaluation of an In-service course in Special Educational Needs in Further Education.

The intention of this study was to evaluate the second phase of a special needs in-service course. The evaluation was to investigate how far the stated course aims had been achieved in relation to course members, and the organisation.

Illuminative evaluation was used as a model to investigate the course. Kinder, Harland and Wootten's (1991) typology of effective INSET outcomes was used as a tool to analyse the data produced through illuminative evaluation.

The results showed that the course had achieved all outcomes in Kinder et al's typology, thus suggesting that it was a course of effective INSET which had achieved its stated aims. However for future INSET to be effective, the writer suggests, that outcomes related to the management of change need to be considered in the planning and evaluation of INSET programmes.

Acknowledgements

I declare that material contained in this thesis has not previously been submitted for a degree in Durham or any other University.

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Further Education Special Educational Needs In-Service Course

Introduction

The intention of this study is to evaluate the second phase of a Special Needs In-Service Course. The course is entitled Diploma/Certificate in Teaching Students with Special Needs in Further Education (Dip./Cert. S.E.N.F.E.). This is an award bearing course designed to meet the needs of Further Education colleges in the Northern Region and two specific groups of lecturers within them: i) S.E.N. Co-ordinators, ii) lecturers involved or interested in teaching students with S.E.N.

The course was developed against a background of enormous change. Recent legislation, specifically the Education Acts of 1988 and 1992, led to the decentralisation of financial management to colleges from Local Education Authorities. At the same time wider access for staff in the post compulsory sector was supported by the targeting of monies from Grants for Education Support and Training (G.E.S.T.) funding. Moreover the development and growth of special needs work within the post compulsory sector raised issues relating to appropriate curriculum, staff training and attitudes.

Phase I involved a group of Special Educational Needs (S.E.N.) cross college co-ordinators drawn from twenty of the Northern Region's Further Education (F.E.) colleges. Their role was to design a 90 hour certificate course (Cert. S.E.N.F.E.), and the supporting teaching materials, to be delivered in their own institutions to mainstream and special needs lecturers.

Phase II, the focus of this study, was the delivery of the Cert. S.E.N.F.E. to three cohorts of college lecturers over the two year period 1989-90. The Cert. S.E.N.F.E. comprised twenty-seven modules (See Appendix 1) designed to support lecturers in developing the attitudes and skills necessary to maximise the learning experiences and outcomes of students with S.E.N. within their classrooms. The writer of this study was a Special

Educational Needs Co-ordinator who had successfully completed phase I. A key feature of the course was that college staff undertaking the course could negotiate the order of modules, delivery and specific assignment criteria, thus ensuring relevance to their roles and organisational needs.

The aims of the study were to evaluate how far the stated Cert. S.E.N.F.E. course aims, as set out in the definitive course document, were achieved. (See Appendix 2). The definitive course document stated that.

Lecturers completing phase II

of the course will be able to demonstrate that they have:

a)   a sufficiently detailed awareness of students' development and progress in learning so as to be able to identify special educational needs as they first arise;

b)   the skills necessary to assess the personal and vocational aptitudes of special needs student;

c)   the ability to adapt teaching methods and curriculum materials to meet the needs of such students.

S.E.N. Co-ordinators completing both phases (Diploma)

of the course will be able to demonstrate that they have:

a)   an understanding of recent developments in the identification of special educational needs and effective practice in responding to them;

b)   management skills appropriate to the required role including aspects of the management of change;

c)   assisted in the production of specific materials for the staff development in phase II;

d)   the ability to implement the programme and evaluate its effectiveness;

e)   the skills and understanding necessary to make a contribution to the formulation and development of policy matters relating to S.E.N. in their own colleges.

A final strand in the evaluation of the course was its impact on the institution as a whole.

The evaluation aimed to explore the effectiveness of the inputs provided by the Cert. S.E.N.F.E. with particular reference to participating lecturers' perceptions of its impact and influence on their knowledge, skills and attitudes relating to S.E.N. curriculum design and delivery.

Over a two year period the evaluation endeavoured to:

a)   document the delivery of the course through lecturer and facilitator diaries;

b)   examine lecturers' views on the relevance of the course inputs to their perceived needs through assignments, interviews, formative and summative questionnaires;

c)   explore a and b in the context of management intentions and views on the efficacy of the INSET programme's design and implementation, through formative and summative questionnaires and interviews.

The writer chose evaluation, and in particular 'Illuminative Evaluation', as a methodology for this study, because she felt that this approach was best able to take

account of the interactions between the programme, Cert. S.E.N.F.E., the participants and their organisation. In coming to this view the writer was influenced by Hemphill (1970) and his analysis of the differences between research and evaluation.

Firstly, in evaluation Hemphill felt that the context of the study almost completely defined the problem for investigation, whereas in research the problem selection and definition were the responsibility of the researcher. It was certainly the case with the Cert. S.E.N.F.E. that the context of the study substantially defined the investigation.

Furthermore he argued that research hypotheses were usually derived by deduction from theories or by induction from an organised body of knowledge, whilst in evaluation precise hypotheses could rarely be generated. Again this argument mirrored the writer's study in so far as the outcomes of the study were not related to a deduced hypothesis but rather to an investigation of interactions between the programme, course participants and the college organisation.

Hemphill also suggested that research design involved the control and manipulation of variables, whilst evaluations had to be conducted in the presence of a multitude of variables which may have a bearing on the results, but which would be difficult to generalise to other situations. Again this view supported the study's investigation as it would be difficult, if not impossible, to replicate all the variables found in the context of the study and therefore difficult to generalise the findings to another college context.

Finally Hemphill argued that the researcher tried to limit her value judgements to those implicit in the selection of the problem. Whereas the evaluator, he felt, could not escape value judgement, both her own and those of the people involved in the study, in the definition of the problem; in the formulation of the generalisations to be tested; in the selection of variables for study and in the choice of data to be collected. Certainly the evaluator of the Cert. S.E.N.F.E. could not ignore her own value judgements as they were inherent in the materials produced to deliver the course. Also, ownership of the

programme had been facilitated by college managements' involvement from a very early stage. Negotiation was also a key feature of the programme's delivery.

Whilst the writer felt that none of the distinctions outlined by Hemphill were absolute, nevertheless the distinctions were useful in providing a framework for the development of a methodology for this study.

The writer also explored differing concepts of evaluation which will be discussed in the methodology section. 'Illuminative evaluation' therefore represented an approach that met, in the writer's view, the needs of this study's evaluation.

The following definition of illuminative evaluation summarised the writers evaluation requirements for this study.

> *The aims of illuminative evaluation are to study the innovatory programme: how it operates; how it is influenced by the various educational situations in which it is applied; what those directly concerned regard as its advantages and disadvantages; and how students' intellectual tasks and academic experience are most affected. It aims to discover and document what it is like to be participating in the scheme, whether as a teacher or student; and in addition, to discern and discuss the innovation's most significant features, recurring concomitants, and critical processes.* (Parlett and Hamilton, 1987, p.57)

Chapter I

Context of the Study

The course Dip./Cert. S.E.N.F.E. was developed during a two year period 1987-1989. The course development was informed by a variety of issues at national, regional and institutional level.

National Context

Within the national context there were two elements fundamental to the course's development (a) the changed nature of in-service education and (b) the proliferation of reports and legislation as they applied to S.E.N. students and post compulsory organisations.

a)   ### The Changed Nature of In-service Education

The 70's and 80's had been characterised by a growing recognition of the importance of in-service training for teachers. The James Report (D.E.S. 1972) identified three cycles in the training of school teachers:

1)   personal education;

2)   pre-service and induction;

3)   in-service education and training.

The report proposed a massive increase in opportunities for further training of teachers while they were employed in teaching. The James Report (1972) referred to the third cycle as:

> *the whole range of activities by which teachers*
> *can extend their personal education, develop their*
> *professional competence and improve their*
> *understanding of educational principles and*
> *techniques* (James Report, 1972, p.5.)

Also in 1972 the Advisory Committee on the Supply and Training of Teachers (A.C.S.E.T.) established a major sub-committee to consider in-service training for school teachers. It also created a further sub-committee to consider the training of further education lecturers who unlike school teachers, required no formal teaching qualifications before they were allowed to teach within the further education service. The consequence of this was that the majority of F.E. lecturers were not trained to teach and hence did not possess an initial teacher qualification. The sub-committee chaired by Norman Haycocks produced recommendations in 1977 relating to F.E. teacher training whilst lecturers were in-service. Haycocks recognised that initial and further training of lecturers was necessary for the development of an efficient teaching force, able to respond to the ever-changing pedagogical needs of the further education field.

It was important to appreciate the consequences of this for F.E. Lee (1990) reported in the Journal of Further and Higher Education that in 1979 only 45% of F.E. lecturers were trained, in so far as they had successfully completed a course of professional training approved by the Department of Education and Science (D.E.S.). This situation did not significantly improve in the intervening years as evidenced by the D.E.S.'s own 1990 figures on teacher education in F.E. Therefore a significant number of teachers undertaking the Cert. S.E.N.F.E. were qualified in the knowledge and skills of their specialist or vocational fields, but few had training in curriculum development techniques and the pedagogical skills which were necessary in this rapidly changing area of education.

Moreover the situation of teaching in further education was further complicated by the demographic down turn, and the changing nature of industry and employment, in the Northern Region. Because of falling rolls and the need to give all staff full time tables some lecturers found themselves teaching special needs students without having elected to do so, and without not only the skills and knowledge of the area of work, but also the motivation to do so. This

situation raised many problems that college management tried to address by targeting specific training from Grants for Education Support and Training (G.E.S.T.) toward helping fill the training gap.

The Advisory Committee on the Supply and Education of Teachers (A.C.S.E.T.) had published in 1984 its advice on teacher training and S.E.N. Among its specific suggestions relevant to F.E. were:

1. *That all F.E. lecturers should be prepared by means either of an initial training course or of an in-house training to recognise S.E.N. and to make an effective response,* (A.C.S.E.T. 1984 para 30 and 32);

2. *That a series of regional seminars organised on a national basis should be run to promote the development of material for awareness training on in-initial and in-house staff development programmes,* (A.C.S.E.T. 1984 para 31);

3. *That each institution should have a special needs co-ordinator who, if not already appropriately qualified, should be given an early opportunity to attend the equivalent of a one-term full-time course,* (A.C.S.E.T. 1984 para 33);

4. *That college staff involved in delivering provision for students with learning difficulties should possess some training in curriculum development,* (A.C.S.E.T. 1984 para 33);

5. *That the scale and nature of specialist courses required by F.E. teachers with specific responsibilities for S.E.N. students should be examined by the Local Education Authority (L.E.A.) and the regional advisory councils (R.A.C.s) in consultation with such networks as the Regional*

Curriculum Bases, the Accredited Centres and the National Bureau for Handicapped Students, (A.C.S.E.T. 1984 para 34);

6.   *That priority should be given to the running of a high level course of training to provide a core of experience in the handling of S.E.N. in the F.E. sector,* (A.C.S.E.T. 1084 para 35).

Following the publication of the A.C.S.E.T. Report the D.E.S. invited comments from those bodies and individuals likely to be affected by or affect the implementation of its recommendations.   Whilst respondents generally welcomed the report, a number referred to the Committee's own acknowledgement that the section relating to the F.E. sector tended to lack the comprehensiveness and authority of the main body of the text, which was largely concerned with schools.   There was strong endorsement of the proposal that active attention should therefore continue to be paid to the development of F.E. teacher training in the special needs area.

Further to the A.C.S.E.T. Report Her Majesty's Inspectorate (H.M.I.) set up a working group in February 1986.   The findings of the group were published under the title of <u>A Special Professionalism</u> (D.E.S. 1987).   The working group identified twelve broad categories of staff who would be expected to benefit from a variety of training opportunities:

1.   L.E.A. officers;

2.   County advisers, inspectors and staff development officers;

3.   Senior college managers;

4.   Staff with co-ordinating responsibilities of a general nature;

5.   Special needs co-ordinators/course tutors;

6.   Mainstream teaching staff with major special needs involvement;

7.   Mainstream teaching staff with some special needs involvement;

8.   Part-time teaching staff with special needs involvement;

9.   Teaching staff new to college from schools or other sectors;

10.   Mainstream staff with no direct special needs involvement;

11.   Ancillary and support staff;

12.   Teachers in initial training.

It was at categories 5, 6, 7, 8, 9 and 10 that the Cert. S.E.N.F.E. was specifically targeted.

Making INSET Work (D.E.S. 1978)   a report by a subcommittee of the government appointed Advisory Committee on the Supply and Training of Teachers (A.C.S.T.T.), sought to promote discussion of Continuing Professional Development (C.P.D.) issues.   Moreover, in the report the subcommittee encouraged teachers to send the results of their discussions to A.C.S.E.T. for further consideration. In the report schools were encouraged to:

•   identify their main needs;

•   decide on and implement a general programme;

•   evaluate the effectiveness of the programme.

Teachers were also encouraged, the report suggested to make a distinction between their current, classroom - related needs and needs associated with career development.   The document concluded by considering the management of INSET in individual schools, pointing to the need for a senior member of staff to be responsible for planning and co-ordination. This proposed model of INSET developed suggestions made by the James Report of 1972 in that it extended the three cycles of teacher education.

Using the Report as a base the government launched in 1982 the In-service Teacher Training Grant Scheme. The subsequent establishment of the scheme and the targeting of monies through National Priority funding allowed staff at all

levels within F.E. to increase their expertise and discuss curriculum and management issues relating to S.E.N. students in F.E. These Education Support Grants had a profound influence on the development and provision of in-service training. This view was supported by Her Majesty's Inspectorate (H.M.I.) in Education Observed 9, 1989:

> *The subsequent inclusion of special needs work in*
> *F.E. as a priority area in the L.E.A.T.G.S. has*
> *stimulated provision of in-service training in*
> *different areas across the country* (D.E.S.
> Education Observed 9 with Special Needs in F.E.
> 1989, p.17 para 56.)

At the same time the Further Education Unit (F.E.U.) in its publication Teaching Skills (1982) produced a model of 'Curriculum-led' staff development. It suggested three stages:

1.   identification of the skills required to teach the curriculum;

2.   identification of existing strengths of staff;

3.   identification of the existing strengths to be used as a basis for staff development.

This model, it could be argued, de-skills a professional in so far as it presupposes the curriculum to be taught defines the method of teaching. The writer however supports the view that this model did not de-skill professionals. In support of the view it should be noted that the F.E.U. had also been instrumental in developing curriculum using a process model, (See Appendix 3). These concurrent developments allowed staff to gain insights into matching teaching and learning strategies to learner needs. At the same time these models also helped staff to recognise the importance of evaluation and monitoring to the

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development of quality curriculum management. Specifically the F.E.U. supported S.E.N. staff development by initiating and publishing projects which ranged over the continuum of S.E.N. encountered in further education. The dissemination and analysis of these publications, it could be argued, led to the development of a rounded, reflective, professional; rather than one who was de-skilled.

b).   Reports and legislation

Over the past twenty years there have been significant changes in perceptions and attitudes towards students with S.E.N. Vocabulary has moved away from terms indicating labelling; disabling experience; passivity on part of the student; marginalisation of provision; low expectations and the notion of ineducability. The catalyst for these changes was the Warnock Report of 1978. Two important themes addressed by Warnock were: the importance of bringing parents as partners into the education of S.E.N. students; and the ending of labelling students according to their disability rather than identifying and meeting their learning needs. Integration into ordinary schools was also a concept that the report endorsed and it suggested that one in six students would at some time in their school careers be categorised as having S.E.N. In relation to this study Warnock also made recommendations about the nature of both initial and in-service training for lecturers in the post 16 sector. Further more Warnock suggested there should be a range of recognised qualifications in special education:

> *We recommend that a special education element*
> *should be included in all initial training courses*
> *for further education teachers both full and part-*
> *time courses.* (D.E.S.[a] The Warnock Report,
> 1978, p. 247 para 12.68)

Specifically in relation to the Cert. S.E.N.F.E. the report recommended:

> *that a one-year full-time course or its equivalent leading to a recognised qualification should be available to teachers in further education specialising in the teaching of students with special needs and that those who obtain the recognised qualification should received an additional payment.* (D.E.S.[b] The Warnock Report, 1978, p. 247 para 12.70)

Moreover the report felt that:

> *Our proposals for the future development of teacher training are therefore central to our report and should be acted on as quickly as possible.* (D.E.S.[c] The Warnock Report, 1978, p. 251 para 12.85)

The Cert. S.E.N.F.E. was, therefore, influenced in its design by the Warnock recommendations. However 1978 to 1989 was hardly 'acting as quickly as possible'. In the intervening eleven years before the development of the Cert S.E.N. F.E. legislation, H.M.I. and A.C.E.T. reports sought to find the mechanisms by which Warnock's recommendations could be put into place. By 1989, the college in this study had developed its initial provision for S.E.N. students largely in discrete courses and was actively seeking ways in which to integrate S.E.N. students from discrete groups into college wide provision, while promoting the philosophy that all staff were responsible for the learning and learners in their classrooms. Warnock also made recommendations affecting students in F.E. such as: improved career guidance; improved arrangements for the transition between school and college and continued support for education 16-19.

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The 1981 Education Act put the force of law to some of the Warnock proposals, however the act had little impact in the post compulsory sector of education. The reasons for this were that the 81 Act related largely to schools. For example the ending of support via a statement at 16 or 19 if a student remained within the school sector limited the successful transition of students into further education. Often, support for post 16 students in the writer's college was ad hoc, and largely dependant upon the relationship between the college and the limited resources of the Local Education Authority (L.E.A.). Swan et al stated:

> *The Act offers nothing to the majority of special needs*
>
> *children in ordinary schools and colleges... In my view it*
>
> *represents a lost opportunity to initiate bold long-term*
>
> *plans to increase resources for the genuine integration of*
>
> *the handicapped and the disadvantaged.* (Swann,
>
> Bookbinder and O'Hagan, 1984, p.9)

Certainly the omission of legislation focused on post compulsory and tertiary education allowed L.E.A.s and college managements opportunities to fund provision based on historical or financial decisions, rather than through policy and strategic planning. The 1988 Education Reform Act however referred explicitly to provision for students with S.E.N. in F.E.. Section 120 of the Act replaced Section 41 of the Education Act 1944 and outlined the responsibilities of L.E.A. in relation to F.E. It stated:

> *It shall be the duty of every local education authority to*
>
> *secure the provision for their area of adequate facilities*
>
> *for further education.* (D.E.S. Education Act 1988,
>
> Section 120 para 41)

> *In fulfilling that duty a local education authority shall*
>
> *also have regard to the requirements of persons over*

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compulsory school age who have learning difficulties.

(D.E.S. Education Act 1988, Section 120 para 10)

The 1988 Act also fundamentally changed F.E. by requiring L.E.A.s to delegate the responsibility and planning of F.E. to the colleges. Sections 151 and 152 of the Act also required that colleges of F.E. should reconstitute their governing bodies. In terms of students with S.E.N.:

> *The Secretary of State asks that particular consideration*
>
> *be given to the desirability of specifying that one governor*
>
> *should have experience relevant to those with special*
>
> *educational needs at least where colleges cater for*
>
> *significant numbers of such students.* (D.E.S. <u>Circular</u>
>
> <u>8/88, Education Reform Act 1988: Governance of</u>
>
> <u>Maintained Further and Higher Education Colleges</u>, para
>
> 23)

This new legislation supported by the Local Education Authority Training Grants Scheme (L.E.A.T.G.S.) created within the colleges an atmosphere of raised awareness to S.E.N. issues and also a new climate of responsibility on the colleges part to make provision for post 16 students with S.E.N. The H.M.I. Report entitled <u>A Special Professionalism</u> (1987) was therefore given closer scrutiny at a Regional level.

<u>The Regional Context</u>

Paragraph 34 of the A.C.S.E.T. report (1984) asked regional curriculum bases to survey the provision of in-service for S.E.N. in their areas. New College Durham in conjunction with the Northern Council for Further Education (N.C.F.E.) had undertaken a series of regional meetings, conferences and a survey which illuminated both the needs themselves and the preferred modes of In-Service training to meet them, (See Appendix 2 Definitive Course Document pages 2-4).

The review suggested that provision for S.E.N. in F.E. regionally was not adequate and that existing staff development channels were insufficient to redress the situation. The suggested inadequacies extended from the lack of overall provision available, to the range and variety of courses appropriate for, or available to, students with S.E.N. It also identified that whilst most further education institutions did have some identified S.E.N. staff who were both well experienced and highly skilled, there was a need to extend the skills of many staff who had some involvement with S.E.N. programmes. This was especially so in institutions which drew upon part-time lecturers to staff programmes, and which depended upon servicing from many departments as was commonly the case in F.E. colleges within the Northern Region.

As a result of collaboration between the N.C.F.E. and New College a series of consultation meetings were held and attended by representatives from L.E.A.s, Newcastle upon Tyne Polytechnic and colleges of F.E. across the region. The colleges were represented by both a member of senior management and the S.E.N. Co-ordinator. This represented a significant feature of the course Dip./Cert. S.E.N. as the clients (the S.E.N. co-ordinators) were engaged in the design process from its inception. It was at this stage that the writer became involved in the course.

During the regional consultation process the Department for Education and Science (D.E.S.) published its report A Special Professionalism (1987). The regional group therefore discussed the report and used its recommendations as a basis for the development of the initial proposal for the Dip/Cert S.E.N.F.E. A copy of the proposal is given in Appendix 2. At this stage Newcastle upon Tyne Polytechnic withdrew from the regional consultation meetings. The regional group having agreed the proposal in principle now turned to New College Durham and the University of Durham to validate its course proposal, (Appendix 2).

The senior managers of the region's colleges were then asked to nominate their S.E.N. Co-ordinators to undertake Phase I. The writer was selected to be part of the first cohort. After successful completion of Phase I the writer then organised Phase II within her own institution.

College Context

The writer's college was a newly formed tertiary college based on the north side of the river between the former Washington New Town and the North Sea. the college's newly established Management Hierarchy can be seen as figure 1.

The management hierarchy indicates the line management of the college. That is that team leaders reported and worked through Heads of School, who in turn reported to Heads of Faculty, who were responsible to the Principalship. There were in addition several Cross College Co-ordinators who were responsible directly to a Vice Principal.

In the case of S.E.N. Co-ordinator she was directly responsible to the Vice Principal curriculum whilst the S.E.N. provision and staffing was in the School of Communication Studies and Performing Arts.

Figure 1
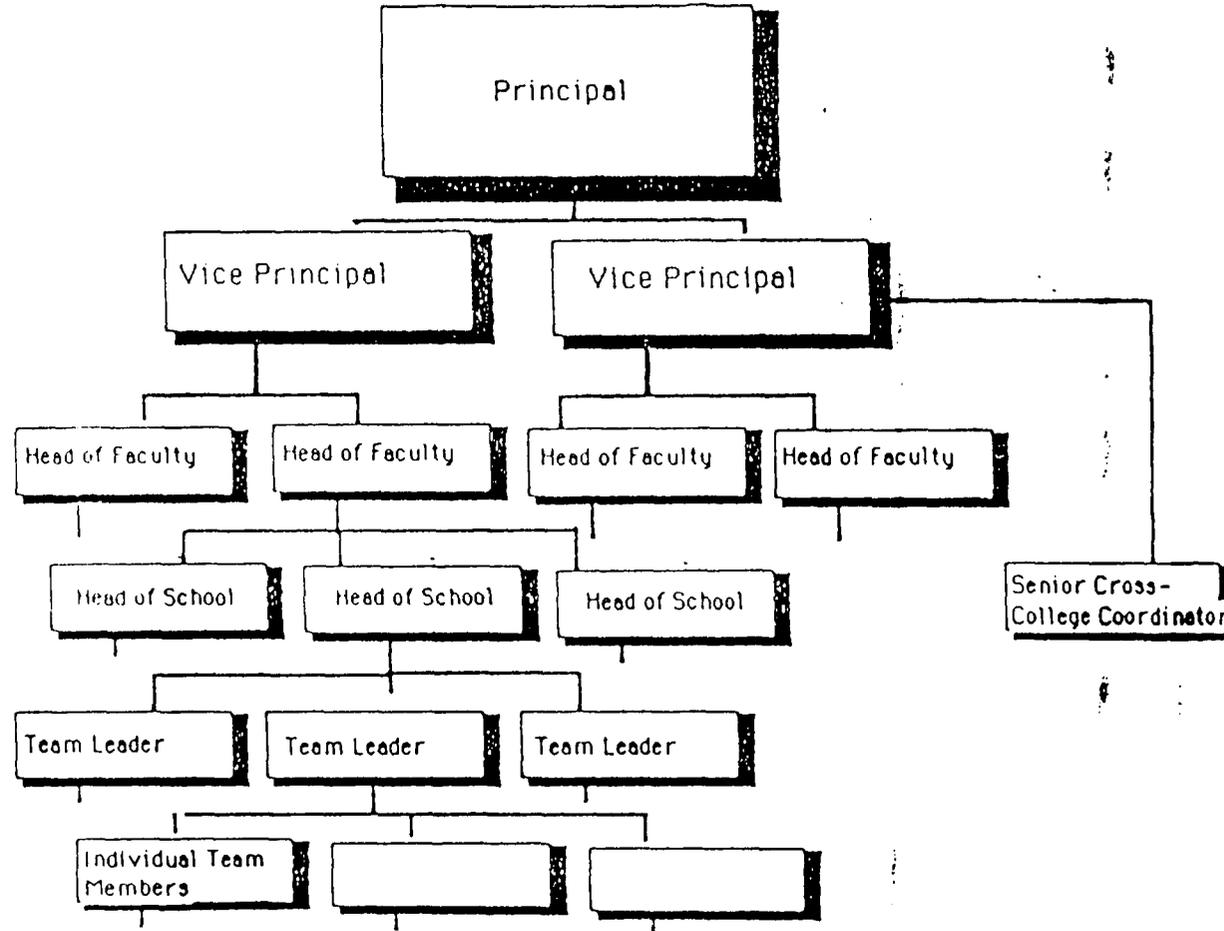
Teaching Establishment 1989-1990

Figure 2

	Est.	Principal	V.P.	BS + C	SS CA	CSPA	SCHT
Principal	1	1					
Vice Principal	2		2				
Head of Faculty	4			1	1	1	1
Principal Lecturer	1		1				
Senior Lecturer	29			4	7	4	4
Lecturer	174			35	37	55	52
T.V.E.I	1				1		
Part-time	41						
.5 Lecturer	2				1		
Total	254						

Key BS + C   Business and Professional Studies

       SS CA   Social Studies and Creative Arts

       CS PA   Communication Studies and Performing Arts

       SC HT   Science, Hotel and Catering Studies

       T.V.E.I   Technical Vocational Education Initiative.

Figure 2 demonstrates the staffing which made up the college establishment. The cross college co-ordinator posts were at the level of senior lecturer and included responsibility for:

a)   S.E.N. throughout the college;

b)   profiling;

c)   work-experience placement;

d)   open learning;

e)   marketing and information;

f)   Technical and Vocational Educational Initiative;

g)   Business and Technology Education Council (B.T.E.C.);

h)   Certificate of pre Vocational Education;

i)   careers guidance.

Twenty four of the forty one part time staff were also involved in teaching students with S.E.N.

Student Enrolment 1989-1990

Figure 3

Department	Full-time	Short F.T.	Day release	Non Day release	Evenings	Open-learning	Total no of students
B.S. + C	205	5	421	210	940	9	1790
S.S. + C.A.	251		406	128	244	0	1029
C.S.P.A.	248	2	81	586	456	0	1373
S.C.H.T.	170		134	96	0	0	400
General academic	1164		136	244	1308	211	3063
Total	2038	7	1178	1264	2948		7655

Figure 3 indicates the numbers of students enrolled in each school and across all modes of attendance. This college had no traditional industrial provision such as engineering, plumbing or construction, as this provision was made exclusively in the city's other tertiary college on the south side of the river.

This created within the college an imbalance of provision. As can be seen, 3,063 students were enrolled on G.C.S.E. or A level courses. The high status and importance that the college management placed on this provision can be seen in the faculty of Social Studies and Creative Arts where there were seven senior lecturers as opposed to four promoted staff in each of the other faculties.

The figure 3 also highlights the large numbers of G.C.S.E. and A level students under the category of general academic. The college's main areas of provision were in vocational preparation in catering and business and in the provision for G.C.S.E. and A level students. The ethos within the college was an academic one rather than the traditional vocational focus of F.E. colleges.

The S.E.N. team was placed within the faculty of Communication Studies and Performing Arts. Staffing composition is shown in Figure 4.

Composition of staff within the S.E.N. Team 1989

Figure 4

S.E.N.	Co-ordinator	S.L.	1
S.E.N.	Lecturer	L II	1
S.E.N.	Lecturer	Main Grade	9
S.E.N.	Part-time		24

The qualifications of the S.E.N. staff before the start of Phase II is shown in Figure 5

Qualifications of S.E.N. Team

Figure 5

Qualifications	Number of Staff
Teaching Certificate	28
Bachelor of Education	2
Bachelor of Art	1
Diploma in Professional Studies (learning difficulties)	3
Certificate in Counselling	2

The writer joined the college in 1979. At that time there were three full time staff and four part time staff teaching basic skills to adult learners. In the intervening ten years the team had grown, as can be seen by Figure 4, to eleven full time and twenty four part time staff. At the time of the tertiary re-organisation the S.E.N. team, although part of the School of Communication Studies and Performing Arts, was larger in staffing terms than two of the newly formed schools.

Figure 5 shows the qualifications of the S.E.N. team at the start of Phase II. Three staff had a Diploma in Professional Studies (learning difficulties) and one member of staff had a B.Ed. degree from Crewe and Alsager College the main focus of which had been

S.E.N. The levels of qualified and unqualified staff thus, mirrored the findings of New College, N.C.F.E. and A Special Professionalism (1987)

The provision for S.E.N. students within the college was diverse and comprised a range of courses including discrete part-time programmes for adults with learning difficulties; full-time courses for students with severe learning difficulties and students with physical disabilities; through to support for S.E.N. students undertaking main stream courses. A 1989-90 review of S.E.N. course provision outlined each course and numbers of students undertaking them, (See Appendix 4).

The review of S.E.N. course provision was prepared for the L.E.A.s tertiary inspector. Its purpose was to demonstrate the range and size of provision within the college. A similar exercise was also carried out at the sister college to the south of the river. However, there was so little provision in the sister college that it was decided by the L.E.A. to centre all the L.E.A.'s S.E.N. provision in 1989 at the writer's college, and to gradually improve access and courses in the sister college only through integration into the mainstream curriculum.

Outlined in the review were:

a)   levels of current course provision;

b)   numbers of mainstream staff teaching S.E.N. students;

c)   links to outside agencies;

d)   the extent to which S.E.N. students were able to access main stream courses.

At the time of the review discrete course provision was large, approximately two hundred students, whilst main stream provision was allowing access to only eight students. If the integration of students on discrete courses was to be made into mainstream provision then staff development for all staff to facilitate this move was essential. Senior management at the college recognised this need and fully supported the development of the Dip/Cert S.E.N.F.E.

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Chapter 2

A Review of Literature

The evaluation of the Cert. S.E.N.F.E. course investigated issues relevant to lecturers who completed both phase I and phase II of the course. The issues reflected the aims and objectives of the course and were related to:

- recent developments in S.E.N. in F.E.;

- the design, delivery and evaluation of in-service programmes;

- how to change classroom practice to meet S.E.N. learner needs.

The identification of the above issues led the writer to review that literature associated with the following:

- legislation and its impact on S.E.N. in F.E.;

- in-service programmes for S.E.N. in F.E.;

- evaluation of the effectiveness of in-service programmes.

a)   Legislation and its impact on S.E.N. in the post compulsory sector.

This section of the review seeks to investigate legislation relating to S.E.N. provision in F.E. and assess its impact on developing provision for S.E.N. students.

The 1944 Education Act

The 1944 Education Act provides a useful starting point for a review of S.E.N. provision in F.E.. Significantly the Act provided the first statutory basis for the provision of F.E. by L.E.A.s in England and Wales. The Act stated:

> *It shall be the duty of every local education authority to secure the provision for their area of adequate facilities for further education.* (D.E.S.[a] Education Act 1944, Section 41, para 1 p.5)

The Act also specifically included provision for S.E.N. students over compulsory school age. The Act stated:

> *In fulfilling that duty, a local education authority shall have regard to the requirements of persons over compulsory school age who have learning difficulties.* (D.E.S.[b] Education Act 19944, section 41, para 10)

Section 41 of the 1944 Education Act therefore established the first statutory link between S.E.N. and F.E. provision. It is interesting to note that with reference to S.E.N. students the Act required L.E.A.s to 'have regard' to 'the requirements' of people with learning difficulties. The 1944 Act did not offer a guarantee of the provision or the resources to encourage S.E.N. developments in F.E.

In 1981 the Further Education Unit (F.E.U.) published a review of current and completed research relating to the education of young people in the 14 - 19 age range with S.E.N. It reported that until the mid - 1970's there was little or no provision in F.E. colleges for young people with S.E.N. Some of the reasons for this lack of provision related to:

a)   low expectations of parents in terms of their young peoples' extended education;

b)   resources for young people with S.E.N. being placed in schools;

c)   no strategic planning related to S.E.N. in F.E. by the L.E.A.;

d)   limited provision developed within the colleges.

This situation was certainly mirrored by the writer's college in which by 1979 (the year the writer joined the college) there was part-time provision only for adults returning to education to improve their basic skills. The size of provision was 30 part-time students in a college of 5,000 students in a town of nearly one million population, which could certainly be described as 'little provision'. It would appear that most L.E.A.s had not greatly developed their post compulsory provision for S.E.N. students since the 1944 Act.

The writer suggests that this appears to have been a missed opportunity and a disservice to young people with S.E.N. who according to Pat Rowan's research (1979) were unlikely to have reached their learning ceiling by the age of sixteen. The further education sector, accustomed as it was to providing for a wide range of educational demand was ostensibly the most viable alternative to staying on at school. Indeed, perhaps with legislative and resource support it could have proved to be a growth area in provision for young people with S.E.N. However, although some L.E.A.s most notably Inner London L.E.A. and Derbyshire L.E.A. had developed their S.E.N. provision, on the whole the period 1944 to 1978 had not significantly improved S.E.N. provision in the post compulsory sector.

The Warnock Report 1978

The Warnock Committee reported on the education of handicapped children and young persons in 1978. Just as the 1944 Act gave the first statutory basis for F.E. so, the Warnock Report represented an initial commitment by government to review educational provision for handicapped students.

The Report stated:

> *Ours was the first committee of enquiry charged by any government of the United Kingdom to review educational provision for all handicapped children, whatever their handicap.* (D.E.S.[d] The Warnock Report, 1978 para 1.1 p.4)

The Report held that education had long term goals, therefore the review incorporated both school and post compulsory sectors. Special educational needs were seen as a continuum from minor and temporary needs to major and lasting ones. The report sought to establish the concept of special provision wherever it was made as additional to general education: not a separate or alternative provision. This provision was to be termed integration. Consequently all children were seen as having a basic right to education as enshrined in the 1944 Education Act. The 1944 terminology of categories such as blind or deaf were replaced by one of special need, and learning difficulty became a generic term for students with mild, moderate or severe problems.

The Report also estimated that one in five children would have a special need at some stage in their school career, and that one in six would at any given time. This emphasised the fact that all lecturers would have S.E.N. students in their classrooms throughout their careers.

Parents were also viewed as partners by the report, and for parents of school age children with S.E.N. a 'named person' was suggested who could be their point of contact, friend or even advocate. The 'named' person would normally be a teacher or representative from the L.E.A.. Such representation was not afforded to parents who chose to send their young people to the F.E. sector.

The assessment of special needs was seen as a five-stage process - initially the responsibility of the head teacher and the school: secondly involving an advisory 'expert' teacher; thirdly bringing in one or more other professionals; fourthly a multi professional assessment including the parents; and fifthly a formal assessment leading to a statement of a child's needs. Such assessment was linked to the need for good records at all levels, and to an annual review following the formal assessment of special needs. These recommendations however only applied to students in the school sector.

Perhaps the two most important recommendations of the report related to the integration of S.E.N. students into ordinary classrooms and the proportion of students in need during their school careers. Both these issues relate to school age and post school provision. Whilst the majority of Warnock's recommendations related to school provision the report did make eight specific recommendations relating to post school provision. These were:

a)   the co-ordinated development of the F.E. sector on a regional basis, with policies of individual authorities and colleges being well publicised. This was in recognition that the continuum of need required a concomitant variety of courses designed to meet those needs, and that such variety might not have been possible within small colleges or authorities.

b)   the creation of at least one special unit in a college in each region to fulfil the functions of providing special courses and supporting students with special needs who were following mainstream courses.

c)   the improvement of careers guidance. It was recommended that a teacher with special responsibility for careers guidance should be appointed in every special school which catered for older pupils.   Also, in every ordinary secondary school, careers teachers should be given additional training in understanding the career implications of different types of disability.

d)   provision over the statutory school leaving age should be available, and that financial support from L.E.A.s should be made available to post 16 students, through discretionary grants.

e)   L.E.A.s and careers services should play a greater part in promoting discussions with employers' and employees' organisations about how best to persuade employers to take on young people with disabilities.

f)   better counselling on personal relationships should be available to young people with S.E.N. from a variety of sources, including health and social services and voluntary groups.

g)   consideration to be given to the mobility and transport needs of young people with S.E.N..

h)   short in-service courses which covered S.E.N. issues to be provided and made available to all serving teachers in the next few years.

These recommendations did not have the force of law or resources to implement them.   However the writer would argue that they did provide an initial framework for the discussion and debate of S.E.N. issues in F.E..

The 1981 Education Act

The Education Act 1981 replaced section 33 and 34 of the Education Act 1944 as the central law governing special education. It came into force on April 1, 1983. The Act placed upon L.E.A.s the duty to secure provision for all students with S.E.N., and it also gave parents choice as to where that provision might be. Further the Act placed duties on school governors to secure S.E.N. provision in their schools.   The Act gave the force of law to many of Warnock's recommendations. The Act defined an S.E.N. student as:

A child has S.E.N. if he has a learning difficulty which calls for special educational provision to be made for him (D.E.S.[a] Education Act 1981, 1.1, p.29)

Integration was also given high priority in the Act:

It shall be the duty of the authority, to secure that children are educated in an ordinary school. (D.E.S.[b] Education Act 1981, 2.1, p.29).

However, there were conditions placed upon this. A child could be integrated into ordinary school as long as it was compatible with:

a)   *his receiving the special educational provision that he requires;*

b)   the provision of efficient instruction for the children with whom

he will be educated;

c)   the efficient use of resources.

(D.E.S.[c] Education Act 1981, S 2.4, p.29)

In terms of assessment the Act stated that:

L.E.A.s must identify and assess those children with S.E.N. which

call for the L.E.A. to determine the special educational provision

that should be made (D.E.S.[d] Education Act 1981, S.4 & 5,

p.29).

Further, L.E.A.s were required to determine the special educational provision that should be made for a child through a statement of her/his needs. The form and content of the statement should take into account the views, advice and evidence of a multi professional team and also include parents' views. Again, however, these requirements were only applied to students in the schools sector.

With reference to further education, the Act required that young people with S.E.N. would have their needs met if they remained within the schools sector and then only up to the year in which they were 19. However within section 3 of the Education Act, there was a clause which allowed for educational provision or a part of that provision to be made otherwise than in a school. These two sections of the Act, the writer suggests, had important implications for F.E.. Firstly the lack of reference to S.E.N. students in colleges, training schemes or other post 16 institutions hindered, in the writer's view, coherent development of programmes and resourcing within the F.E. sector.

In 1978 the Warnock Report summarised the then poor record of provision for students with S.E.N. in post compulsory education. It said:

Local education authorities have a duty, which is not widely recognised to provide for all young people who want continued full-time education between the ages of 16 and 19. (D.E.S.[e] <u>The Warnock Report</u>, 1978, p.171)

However, the Advisory Centre for Education (A.C.E.) reported in 1981 that only one third of L.E.A.s provided for mentally handicapped young people up to the age of 19.

Secondly, the opportunity to provide education 'otherwise' than in schools did, in the writer's view, offer opportunity for schools and colleges to co-operate and develop programmes which supported students in their transition from school to college, by providing link and taster courses. These courses often took the form of a whole or half day attendance at college, in a curriculum area not offered by a special school. Or, in the case of taster courses, a weeks attendance at college which acted as an induction to a mainstream, vocational or discrete course.

It could be argued that the 1981 Act did little in terms of its legislation to support S.E.N. students in F.E.. Indeed Panckhurst and McAllister (1980) observed:

Opportunity for further education may depend more on accident of location than on any other factor...

Curriculum was only variably accessible to students with special needs, since the provision of courses to meet varying special requirement was patchy. (Panckhurst and McAllister, 1980, p391)

Moreover Swan et al in <u>The New Laws on Special Education</u> (1984) argued that the 1981 Act was flawed even for school children by its: lack of clarity in the definition of need; by the possibility that need would be prescribed by existing provision; by the efficient and effective use of resources leading to segregation rather than integration and by the lack of resources to implement the legislation. Indeed H.M.I.. in <u>Education Observed 9</u> (1989) noted that:

> *although F.E. provision for students with special needs has increased considerably in recent years, many specific needs are still not met, and access may depend on where a student lives.* (D.E.S.[b] <u>Education Observed 9</u>, 1989, p.4)

The writer would argue that as H.M.I. were able to note a considerable increase in S.E.N. students in F.E., and also the Report <u>Catching Up</u>? Stowell, (1987) demonstrated an improved provision between 1981 - 1987, that the 1981 Act had had some impact on the F.E. sector. The changes in the F.E. sector that the Warnock Report 1978, and the subsequent Act of 1981 brought about, the writer suggests, were associated with a heightened awareness to S.E.N. student needs in F.E. which had to respond to those students who had been successfully integrated into mainstream schools as a result of legislation. The Act had also raised awareness levels in L.E.A.s, schools and colleges to S.E.N. students. The consequence of this in the L.E.A. in which this study took place was that special school link courses were encouraged and flourished. The effect on the college of this innovation was a changed environment where for the first time students with S.E.N. were visible on corridors and in refectories.

Jack Mansell, Chief Officer of the F.E.U. at the 1985 Annual Conference of SKILL, The National Bureau for Students with Disabilities (N.B.S.D.) stated that he thought:

the 1981 Education Act seems to have been interpreted more as a handbook of new definitions than as an agenda for real action.
(Mansell, 1986, p.30)

This observation may be true of the effects of direct legislation. However the writer would suggest that this is because of greater awareness to S.E.N. students' needs, and as a direct result of Warnock's recommendation to improve in-service provision. The F.E.U. had developed a staff training programme <u>From Coping to Confidence</u> (1987) designed for college based in-service training which had made an important contribution to enabling staff to design programmes to meet the needs of S.E.N. students in F.E..

In summary the writer would argue that although the 1981 Act failed to make either statutory provision for S.E.N. post 16 students in F.E. colleges or provide the resources to support its development, it did create a climate of raised awareness to the education of S.E.N. students. This was supported by the F.E.U. in its monitoring of the development of provision, and by the production of in-service materials to support lecturers designing courses.

The 1988 Education Reform Act

Legislation in 1988 was changing very quickly and it was changing in ways that affected many different aspects of S.E.N. students lives. The legislation that was likely to have profound effects on the provision of F.E., training and employment opportunities for people with special needs were the following Acts:

a)   Education Reform Act 1988;

b)   Social Security Act 1988;

c)   Employment Act 1988;

d)   Disabled Persons (Services, Consultation and Representation Act 1986).

Section 120 of the 1988 Education Reform Act replaced Section 41 of the Education Act 1944 and outlined the responsibilities of L.E.A.s in relation to F.E.. Moreover, subsections 11 and 12 defined 'learning difficulties', using the same definition as the 1981 Education Act. The 1988 Act contained fundamental changes for further education particularly in terms of organisation and roles critical to the design and resourcing of the curriculum. It also contained legislation that had far reaching consequences in schools, such as the implementation of the National Curriculum. However, for the purposes of this study the writer will investigate the 1988 Education Act in some detail for its impact on F.E., and will discuss the Social Security, Employment and Disabled Persons Acts to provide a context for developments in the F.E. sector.

The Act and its related Circulars and Regulations provided the structures to help ensure all young people and adults had equality of opportunity. Principally the 1988 Education Reform Act proposed:

a)   The introduction of Schemes of Planning and Delegation. This was principally the devolution of finance and financial responsibility from the L.E.A.s to the colleges. The scheme also required the colleges to produce strategic plans which demonstrated planning for S.E.N. students. The L.E.A. in the schemes also had to demonstrate the establishment of funding formulae that supported the development of S.E.N. provision;

b)   Changes to the governance of colleges. Sections 151 and 152 of the Act required that colleges of F.E. and higher education (H.E.) should reconstitute their governing bodies and outline requirements for their instruments of government. In terms of students with S.E.N., the Act asked that consideration be given to specifying that one governor should have experience relevant to those with S.E.N. at least where colleges catered for significant numbers of such students.

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The 1988 Act in section 120 stated:

> *It shall be the duty of every local education authority to secure the provision for their area of adequate facilities for further education... in fulfilling that duty a local education authority shall also have regard to the requirements of persons over compulsory school age who have learning difficulties.* (Cooper, 1989, p.9)

So at last legislation refers specifically to S.E.N. students, but L.E.A.s are only required to 'have regard to the requirements' of such students. The Act does not offer a guarantee. However Circular 8/88, Education Reform Act 1988: <u>Governance of Maintained Further and Higher Education Colleges</u> and Circular 9/88, Education Reform Act 1988: <u>Local Management of Further and Higher Education College: Planning and delegation schemes and articles of government</u> were instrumental in providing a framework for the implementation of the Act. They included several references to students with S.E.N.. Firstly, the Circular 9/88 related to governing colleges made specific reference to the appointment of a governor with responsibility for S.E.N. The second Circular relating to schemes of delegation made five references to provision for students with special needs detailing how funding formulae and weightings should be arranged to ensure that S.E.N. development could be supported.

The Education Reform Act of 1988, in the writer's view appeared to give more opportunities for the provision of S.E.N. in F.E.. Although the Act was vague, the Circulars provided a practical framework which was also supported by guidance from SKILL, the National Bureau for Disabled Students via its quarterly journal Educare.

The Disabled Persons Act, which was a private members Bill introduced into Parliament by Tom Clarke, was designed to smooth various transitions for people with disabilities and helped to provide greater opportunities for the development of S.E.N. provision.

The Social Services Act required an assessment of the needs of an individual and provided information about relevant services. The Act also required Social Services departments to liaise with L.E.A.s about a young person's needs prior to leaving school. This legislation improved provision in colleges for S.E.N. students by involving staff from colleges in the assessment of individuals. The assessment occurred around February / March in the year that students left school. This gave colleges prior knowledge of individual's needs and the time to develop programmes or acquire the equipment, perhaps communicators or stair lifts, to meet those needs. Further, the assessment of need also allowed for the development of co-operation between voluntary agencies, social services and education. For example the assessment of need allowed individuals the opportunity to develop programmes that could incorporate two days in college, two days at an adult training centre and one day work experience. This attention to meeting individual needs considerably widened S.E.N. students opportunities for education and employment.

The Employment Act 1988 made particular reference to disabled people and training. It specifically stated that in relation to the responsibilities of the proposed Training Commission it should:

> *include arrangements for encouraging increases in the opportunities for employment and training that are available to women and girls or to disabled persons.* (Cooper, 1989, p.10)

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This statement, whilst not a guarantee, was an enabling or encouraging phrase as it widened the opportunities for disabled students to experience training within colleges and private training schemes supported by the Training Commission as Youth Employment Schemes.

The Social Security Act 1988 also had implications for S.E.N. students. In particular it referred to benefits for young people between the ages of 16 - 18. The legislation removed social security benefits from students aged 16 - 18. The options open to this age group were to stay on in full-time education and have parents receive Child Benefit, or going on to a Youth Training Scheme (YTS) where they would receive an allowance. However young people with disabilities were excluded from this and continued to receive Severe Disablement Allowance (S.D.A.). This created problems for students with moderate learning difficulties as they did not qualify for S.D.A. and therefore had to chose between further education or a YTS scheme: the latter being in many cases too advanced for them. Students with moderate learning difficulties who came from poor backgrounds were therefore 'caught between a rock and a hard place', in so far as financially they were forced into YTS provision, whilst full-time provision in further education may have allowed them a prolonged period in education that Rowan (1980) had found to be beneficial for S.E.N. students.

In summary the writer suggests that the 1988 Reform Act and the associated legislation of 1986 and 1988 affected the basic areas of life related to education, training and employment for S.E.N. students these include:

a)   appropriate education;

b)   opportunities for training;

c)   opportunities for employment;

d)   sufficient funding for everyday costs and for training;

e)   the need to have special needs met.

The legislation offered both benefits and difficulties. Benefits in that provision was a duty of an L.E.A. and college governing bodies had to take cognisance of S.E.N. students and their curriculum. Benefits also in that the provision made in colleges was costed and funded, and education and training opportunities were available to S.E.N. students. Difficulties in that students were not always able to make educational judgements about the most appropriate provision due to the financial constraints legislation imposed. In so far as the Act still allowed L.E.A.s to have 'regard to' providing S.E.N. provision in F.E. some L.E.A.s and colleges would provide the minimum rather than the maximum provision.

However the legislation of the 1980's had created a climate which had encouraged further education to produce policies and codes of practice relating to the principle of equal opportunity. Moreover the F.E.U. had continued its support of S.E.N. students by producing a series of Special Needs Occasional Papers which covered all aspects of S.E.N. students in F.E., and <u>Planning FE Equal Opportunities for People with Disabilities or Special Educational Needs</u> a handbook for developing provision.

Indeed Wedell (1990) argued that findings from three Department for Education (D.F.E.) funded research projects, as well as from other research carried out since the 1981 Act demonstrated 'a good start' in implementing the following principles.

1)   *Special educational needs were no longer seen as caused solely by factors within the child. They were recognised as the outcome of the interaction between the strengths and weaknesses of the child and the resources and deficiencies of the child's environment.*

2)   *It was therefore not meaningful or even possible to draw a clear dividing line which separated the 'handicapped' from the 'non-handicapped'. S.E.N.s occur across a continuum of degree.*

3)   *All children were entitled to education.*

4)   *All schools had a responsibility to identify and meet childrens' S.E.N..* (Wedell, 1990, p.2)

Although Wedell was writing about S.E.N. in schools the writer would suggest that his principles equally could be applied to the F.E. sector in the late 1980's. His findings showed that the majority of L.E.A.s allocated a higher proportion of their funds to developing S.E.N. provision; that new in-service training had resulted in more schools and colleges adopting relevant whole school policies; and that many special schools were breaking out of their segregation by building links with ordinary schools and colleges. Changes in attitude, environment, public awareness and expectations, the writer argues, whilst not always directly linked to legislation were bringing about changes in F.E. related to S.E.N. students.

Legislation post 1988

The Further and Higher Education Act 1992 (F.H.E.) established colleges as Further Education Corporations (F.E.C.s). As with the 1988 Act the 1992 Act had fundamental implications for the management of S.E.N. in colleges. The writer would suggest that the 1992 Act represented opportunities for the development of S.E.N. provision in F.E.. The following are examples of opportunities presented by the 1992 Act to colleges of F.E..

1) Colleges became employers of their own staff. A direct result of this could be a commitment to the employment of disabled staff who could be seen as role models for S.E.N. students.

2) Colleges owned their buildings. This could lead to a commitment to the provision of buildings and facilities which make access easier for disabled students and staff.

3) College governors now made their own policy and were responsible for implementing policy decisions. This created opportunities for colleges to re-think equal opportunities and access policies in their management of the organisation.

4) Colleges were responsible for their own strategic planning. This allowed colleges to develop provision over a five year period and prioritise funding to facilitate S.E.N. developments.

5) Colleges had access to stable funding systems, in so far as they were not now caught in conflicts between local and central government.

6) Colleges could vary their spending annually in order to accommodate their funding, policy decisions and priorities.

7) The terms of the F.H.E. Act required colleges to make adequate further education provision thus obliging colleges to develop and maintain relationships with other agencies.

In order to manage the transfer from L.E.A. control of some 500 colleges, required by the 1992 Act, the Further Education Funding Council (F.E.F.C.) was established. The Act has given the council powers to fund a wide range of

activities in support of students with S.E.N. These include: mainstream and special courses; the provision of support services; placements in independent specialist colleges; special equipment; personal support and building adaptation. In fact section 19(3) of the Act gives colleges complementary powers to provide any facilities they consider necessary or desirable to meet the needs of students with learning difficulties and disabilities (S.L.D.D.). The terminology S.L.D.D. is used by the funding council in preference to S.E.N. The Council in its Circular 93/05 <u>Students with Learning Difficulties and Disabilities</u> clearly sets out its commitment to S.E.N. provision in F.E.. Moreover in his letter of Guidance to the F.E.F.C. the Secretary of State requested that the F.E.F.C. should:

a)   *aim to ensure that, as far as is consistent with its duties under sections 2 and 3, learning difficulties are no bar to access to further education;*

b)   *ensure that statemented students at sixth form colleges enjoy continuity of provision;*

c)   *obtain specialist advice where this is not available to it from within its own resources;*

d)   *ensure that adequate arrangements exist for assessing the needs of students with learning difficulties and disabilities and identifying appropriate provision;*

e)   *take account of the role of other agencies involved in the provision of advice and support to students, and encourage inter-agency collaboration;*

f)   *consider how to secure the support service required to meet needs in the new sector;*

g)   *when allocating funds to colleges, the F.E.F.C. should take account of the additional costs of making provision for such including any additional support that may be appropriate to enable the students to have access to the curriculum.*

(Hewitson-Ratcliffe, 1992, p.4)

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These specific references were to be placed in the broader context of: expansion of provision; an emphasis on college responsiveness and cost effectiveness; an emphasis on the quality of students' experience. This long, complex and challenging agenda for the F.E.F.C., William Stubbs (1992) argued, reflected the concerns that were expressed as the 1992 legislation went through parliament.

The writer would also argue, from her recent experience of training to become an F.E.F.C. inspector for S.L.D.D. and undertaking one college inspection, that the F.E.F.C.'s commitment to S.L.D.D. is not rhetoric but reality. The generic training for inspection consistently emphasised to all inspectors their responsibility for quality in all students learning. Moreover the writer's experience of inspecting S.L.D.D. provision in a college again demonstrated overall commitment to S.L.D.D. provision. A team of four inspectors, the writer being one, were together in the college for three days. During that time the other inspectors in the specialist areas of Maths, Business Studies and Catering, regularly brought to her attention S.L.D.D. issues they had observed in their curriculum areas.

<u>Summary</u>

Before the F.E.F.C. could discharge its responsibilities it sought an overall picture of college provision. It found that there was not one available. The F.E.F.C. therefore required all L.E.A.s, colleges and independent F.E. institutions in June 1992 to provide it with information relating to S.L.D.D. provision.

The responses came from 107 L.E.A.s, 458 colleges and 37 independent institutions. It showed approximately 100,000 students attending colleges who were considered to have S.L.D.D.. In addition, 1,700 students were placed at independent institutions.

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This level of provision demonstrates an increase from the 10,000 S.L.D.D. students in colleges reported by Stowell in 1987. At that time he also reported, more than 20% of further education colleges and more than 40% of higher education institutions had no S.L.D.D. students. There is therefore clear evidence, the writer suggests of growth and development in S.L.D.D. provision within the F.E. sector. Whether this enlarged provision can be directly linked to legislation, she would argue, is doubtful. Much legislation, for example the 81 Act, did not provide the resources or the legal right for S.L.D.D. in F.E. In real terms, the writer suggests, it is the 1992 Act which gives the most significant support for S.L.D.D. under the direction of the F.E.F.C..

It would however be foolish to suggest that legislation had no impact on developing provision. Certainly the Warnock Report 1978, the Fish Report 1985 and the 1988 Education Reform Act supported the principles of equal opportunity and entitlement. More specifically they created an atmosphere of raised awareness and slowly allowed informed L.E.A.s and college managements to develop policies, codes of practice and provision for S.L.D.D. in F.E..

Moreover, legislation supported changes in terminology. The use of the term 'the handicapped' has declined almost completely in F.E.. SKILL, the National Bureau for Disabled Students, the major voluntary sector voice for the disabled, changed its name from the National Bureau for Handicapped students to the National Bureau for Disabled students. The new funding council accepted the term S.L.D.D. in preference to S.E.N.. The writer would suggest that each time new terminology is discussed the level of awareness to S.L.D.D. issues is raised and attitudes begin to change. Currently some colleges are dismantling specialist units set up after Warnock's recommendations and instead are developing integrated learning support systems capable of providing for individual learning needs right across the college. Thus demonstrating that

Wedell's (1990) principles do indeed have 'a good start' and that the legislation of 1988 with its emphasis on individual assessment of need is having an impact.

The key question for the future, the writer argues is how will S.L.D.D. fare under the 1992 Act? What is emerging is that the F.E.F.C. is taking very seriously its responsibilities for students with S.L.D.D.. It has adopted a style of consultation and of informing the system about the Council's requirements by referring to these learners within almost every Council Circular, avoiding wherever possible separate discrete treatment. The days of simply raising awareness are certainly past.

The F.E.F.C. the writer argues also has a vision for the future of S.L.D.D.. In December 1992 it established a specialist committee to sit for up to three years with the following terms of reference:

> *Having regard to the Council's responsibility towards students*
> *with S.L.D.D. in England, to review the range and type of further*
> *education provision available, and to make recommendations as*
> *to how within the resources available to it the F.E.F.C. can, by*
> *working with colleges and others, best fulfil its responsibilities*
> *towards these students under the F and H.E. Act 1992.*
> (Vaughan Huxley, 1993, p.6)

There is now a general call for evidence from organisations, practitioners and students. This represents the largest review of S.L.D.D. provision in F.E. since the Warnock Report. The difference between the reviews is that the F.E.F.C. review will look exclusively at F.E..

In conclusion the writer supports the view that legislation alone has not provided the focus for development of S.E.N. in F.E. but also organisations such as the

F.E.U. and SKILL the N.B.D.S. have played an enormous role in raising awareness and influencing legislation. To borrow an analogy from Richard Stowell, a former Director of SKILL, we may describe special needs work as having progressed from childhood to spotty adolescence. The writer believes however, that the work has developed from being a spotty adolescent to a young adult and that with the continued support of F.E.F.C. and lecturers within colleges the work has the potential to become a mature adult.

b)   <u>In-service Programmes for S.E.N. in F.E.</u>

In this section of the review the study will investigate the development of In-service programmes for S.E.N. in F.E. and factors influencing that development.

The 1970's and 80's, the writer would suggest, saw the creation of a climate of professional opinion which afforded greater status to the in-service training of lecturers in further education than heretofore. The James Report (1972) referred to this as the third cycle of teacher education and defined it as:

> *the whole range of activities by which teachers can extend their personal education, develop their professional competence and improve their understanding of educational principles and techniques.* (D.E.S. James Report, 1972, p.5)

The Advisory Committee in the Supply and Training of Teachers (A.C.S.T.T.), in 1972 established a major sub-committee to consider in-service training which mainly focused on the training of school teachers. Another sub-committee was also created to consider the training of further education lecturers. F.E. lecturers, unlike school teachers, required no formal teaching qualification to work within the sector. Lee (1990) noted that in 1979 only 45% of F.E. were trained, in that they had successfully completed a course of professional training approved by

the D.E.S.. Therefore in-service training was directed at two disparate groups, namely those who had generic teaching qualifications and those who had not. This could make for difficulties in the design of programmes as there were differing levels of knowledge in relation to curriculum design and delivery in any given in-service activity. H.M.I. in 1989 also noted that across colleges, teachers have widespread training needs in working with students with special needs. There are needs for extension beyond awareness training and into development of the necessary teaching skills. (D.E.S.[c] Education Observed 9, 1989, p.34).

Thus demonstrating, the writer suggests, the continuing need for teacher training in F.E..

A joint working party of the Association of Colleges of Further and Higher Education (A.C.F.H.E.) and the Association of Principals in Technical Institutions (A.P.T.I.) was set up in 1973. It produced a report on in-service training in F.E.. The main purpose of the report was to draw to the attention of those concerned with the F.E. sector the need for in-service training. In response to the climate of that period the National Association of Teachers in Further and Higher Education (N.A.T.F.H.E.) published a policy statement in 1978 in which it suggested that many of the specific and long term problems facing further and higher education would have been reduced if there had been a systematic pattern of teacher education of the area.

This statement was made in the wake of the then Department of Education (D.E.S.), subsequently to become the Department for Education (D.F.E.), Circular 11/77 which had recommended the introduction of systematic arrangements for an increase in initial and post experience training for lecturers in F.E.. The F.E.U. (1981) produced Students with Special Needs in F.E. a review of current and completed research relating to young people in the 14 - 19

age range with S.E.N. in F.E.. In relation to in-service training they observed that the F.E. sector post Warnock reflected an increased allegiance to the principle of integration and had a teaching force that needed support in the areas of: identification of need; curriculum design; assessment and attitudinal change. The Report felt this support was particularly needed in F.E. as the trend towards integration was only just emerging.

The report noted that whilst F.E. for S.E.N. students appeared regularly on conference and short course programmes, there was little input from this area into the more substantive initial teacher training courses or into post training in-service programmes. Hutchinson (1980) and Panckhurst (1980) both argued for effective in-service training for F.E. staff. They felt that without such training, provision for S.E.N. in F.E. would remain fragmented, uneven in quality and lacking in a sense of purpose.

The Warnock Committee (1978) recommended that teachers with major responsibility for students with S.E.N. should take a one year full-time course, or its equivalent, leading to a recognised qualification. In paragraph 12.68 Warnock also recommended that all initial training courses should have an input oriented towards the needs of young people over 16. Panckhurst's 1980 study had also suggested that short courses to familiarise lecturers with students' special needs, and to suggest teaching methods which would help them integrate them into general classes, were more successful if organised on an in-house or local level.

The position the writer suggests had not substantially improved by 1989 when H.M.I. reported

> *In general, the F.E. system is aware of students with special*
> *needs but has not developed strategies for meeting them.*

National and regional events are occasional, and not always
appropriate for the kind of developmental work required.
(D.E.S.[a] Education Observed 9, 1989, p.17)

It was also noted in the report that very little was known about the current strategies for training ordinary lecturers to prepare them for accepting pupils with special needs into their classes. Moreover Bradley et al (1981) suggested that where S.E.N. In-service Education and Training (INSET) was organised for staff from all sectors of education emphasis tended to be placed on the school sector and many F.E. staff felt that they could benefit from more INSET provision aimed specifically at F.E..

It was against this background of growing need that in 1984 the Advisory Committee on the Supply and Education of Teachers (ACSET) published its advice to the Secretaries of State on teacher training and S.E.N.. Among the specific suggestions relevant to F.E. were:

1.   *that all F.E. teachers should be prepared, by means either of an*
        initial training course or of in-house training to recognise
        special educational needs and to make an effective response;
        (ACSET para 30 and 32)

2.   *that a series of regional seminars organised on a national basis*
        should run to promote the development of material for awareness
        training on initial courses and in-house staff development
        programmes; (ACSET para 31)

3.   *that each institution should have a special needs co-ordinator,*
        who is not already appropriately qualified, should be given an
        early opportunity to attend the equivalent of a one-term full-time
        course; (ACSET para 33)

4.   *that college staff involved in designing provision for students*
      with learning difficulties should possess some training in
      curriculum development; (ACSET para 33)

5.   *that staff with specific responsibility for students with S.E.N. in*
      F.E. should have full access to the specialist resources of the
      L.E.A. designed to assist in the meeting of S.E.N.; (ACSET para
      32-33)

6.   *that the scale and nature of specialist courses required by F.E.*
      lecturers with specific responsibilities for S.E.N. students should
      be examined by L.E.A.s and regional advisory councils in
      consultation with such networks as the Regional Curriculum
      Bases, the Accredited Centres and the National Bureaux for
      Handicapped Students; (ACSET para 34)

7.   *that priority be given to the running of a high level course of*
      training to provide a core of experience in the handling of S.E.N.
      in the F.E. sector. (ACSET para 35)

      (D.E.S. A 'Special Professionalism, 1987, p1 and 2)

Following discussions with invited bodies it was felt that the F.E. sections of the report lacked the comprehensiveness given to the schools sector. Therefore in February 1986 a working group was established by the DES whose remit was to examine the A.C.S.E.T. report of June 1984 and suggest ways to develop the F.E. system to meet the needs of S.E.N. students.

The working group examined the F.E. system in the context of the changing student population. At this time there were many young people in the F.E. sector who had not traditionally been catered for. For example the advent of the Youth Opportunities Programme (YOPS) a scheme which allowed 16 year olds the opportunity to have paid work placement and day release at college to undertake a vocational course. Also 'Taster' courses designed under the

Y.O.P.S. for students largely with moderate learning difficulties, who were unsure which vocational pathway to choose, offered thirteen weeks full-time placements in college to allow them to experience a variety of vocational areas. The college in this study made its first full time provision for S.E.N. students by providing such courses. Moreover the advent of the Certificate of Pre-vocational Education (C.P.V.E.) a full time two year course, was providing courses for students who would normally have gone straight into employment, if it had been available. C.P.V.E. courses allowed for individual needs to be built into individual programmes of study. This shift to an individualised and needs related curriculum, the writer would argue, led to a focus upon negotiated learning, profiling and skills-based methods of assessment. This focus expected the traditional role of the lecturer, as deliverer, to change to that of facilitator of learning, which required a new set of skills to include negotiation, guidance and sound record keeping to be acquired.

In relation to S.E.N. students in F.E. the lecturers needs and a range of training initiatives were identified by the Working Group and published in 1987 as the report A 'Special' Professionalism. The report identified twelve broad categories of staff who would be expected to benefit from a variety of training opportunities they were:

1.   L.E.A. officers;

2.   county advisers, inspectors and staff developers;

3.   senior college managers;

4.   staff with co-ordinating responsibility of a general nature;

5.   special needs co-ordinator / course tutors;

6.   mainstream teaching staff with special needs involvement;

7.   part-time teaching staff with special needs involvement;

8.   teaching staff new to college;

9.   mainstream teaching staff with no direct special needs involvement;

10.   ancillary and support staff;

11.   teachers in initial training;

12.   mainstream staff with major special needs involvement.

The report also produced outlines of a framework for in-service training (See figure 6)

Figure 6   **A framework for in-service training**

	LEVEL I	LEVEL II	LEVEL III
Qualification	Certificate in post-16 education of students with special needs	Diploma in post-16 education for students with special needs	MEd
Duration and Mode	1 term F/T or P/T equivalent including residential element	1 year F/T or P/T equivalent including residential elements	1 year F/T or P/T equivalent
Criterion for entry	Current experience in post-16 special needs though not necessarily qualified in respect of special educational needs or FE	Current experience with evidence of knowledge and skills equivalent to completion of Level I course plus Cert Ed/BEd/PGCE	Completion of Level II course or satisfactory evidence of having reached a comparable academic standard
Course Aims	Aims: (i) to increase the knowledge and professional competence of practitioners	Aims: i) to offer a theoretical basis for the work ii) to establish new structures that will advance special needs work and increase the confidence and ability of professionals to promote this iii) to develop a body of expertise that will be fed back and used as a resource for LEAs and colleges	Aims: i) to develop and advance through research the theoretical basis of 16+ special education ii) to explore new structures that will advance special needs work iii) to contribute to a body of knowledge suitable for dissemination throughout the field
Course components	Expanded version of Programme 4	Expanded versions of Programmes 5, 6 and 7	Research skills (taught element)
Individual study	Small-scale project (eg observation and recording on individual student or provision)	1 term action research project based in students' own college designed to develop current work	Research based thesis
Providers	RSA/CGLI registered centres	Regional consortia of institutions with one lead institution in each area	Existing HE staff plus joint supervision with special needs expert
Validating body	RSA/CGLI	CNAA/University	CNAA/University

Figure 7   **An interim framework for in-service training**

PROGRAMME CONTENT	POSSIBLE MODES OF DELIVERY				
	REGIONAL		LOCAL (within or between LEAs)		IN-HOUSE
	Conferences	Short courses	Conferences	Short courses	Short courses (including induction)
Programme 1. Awareness-raising for managers	i, ii, iii, iv		i, ii, iii, iv		
Programme 2. Awareness-raising for staff with no direct special needs involvement		.			x, xi
Programme 3. Awareness-raising and support for staff with some special needs involvement					vii, xi
Programme 4. Curriculum development and implementation (introductory)				vi	vi
Programme 5. Coordination of special needs work		v			
Programme 6. Staff development strategies		v			
Programme 7. Curriculum development and implementation		v			
Programme 8. The FE system				ix	ix

The above figure 7 represents a proposed in-service training model for award-bearing courses for staff involved in S.E.N. provision. It was noted in the report that elements covered in Programmes 1, 5, 6 and 7 of figure 7 formed one of the selected priority areas for G.E.S.T. funding in the financial year 1987/88. The Report 'very much hoped' that funding would also continue into 1988/89. This was, indeed, the case up until 1989/90.

The Local Education Authority Training Grants Schemes (L.E.A.T.G.S.) was described in DES Circular 6/86 and supported expenditure by L.E.A.s on in-service training for teachers and certain related groups of staff. In order to promote more systematic planning, and use of in-service training, expenditure incurred in relation to national priority areas was grant supported at a 70% rate. Expenditure incurred in relation to training provided in response to locally assessed needs and priorities was grant supported at a 50% rate. Janet Harland (1987) held the view that:

> *the effects of categorical funding acted as a substitute for legislation.* (Harland, 1987, p.127)

The writer would partially agree with this statement, in so far as it would appear that national and local priority funding encouraged and supported in-service training for S.E.N. in F.E.. However without the legislation there would not have been heightened awareness or discussion of the needs of S.E.N. students in F.E.. The writer would argue that priority funding was instrumental in providing lecturers with the skills they need to deliver appropriate programmes for S.E.N. students in F.E., and that without it, such courses as the focus of this study would not have been developed. This argument is also supported by H.M.I. findings noted in Education Observed 9 (1989) <u>Students with Special Needs in F.E.</u> as it observed:

> *The subsequent inclusion of special needs work in F.E. as a priority area in the L.E.A.T.G.S. has stimulated provision of in-service training in different areas across the country.* (D.E.S.[a] <u>Education Observed 9</u>, 1989, p.17)

National Priority funding was available to F.E. colleges until the F. and H.E. Act of 1992. Post incorporation there is no ear-marked funding for students with

S.L.D.D.. It is therefore the colleges themselves in co-operation with the F.E.F.C. who will now allocate funds to this area of work.

Currently the writer would argue F.E. faces enormous demands for change.

Pat Twyman at a lecture given at the 1985 National Conference of Skill, the National Bureau for Disabled Students, stated that:

> *F.E. provision in Britain has, since the war, been characterised by a high degree of turbulence, complexity and change.* (Twyman, 1985)

However Jenny Corbett (1993) observed that:

> *this period of the mid to late 1980's is viewed nostalgically by today's S.E.N. co-ordinators as the golden age of special needs in F.E.. Many of today's practitioners fear that the initiatives they have struggled for, the battles they have won and the status they have gained, may be threatened by the overwhelming process of change.* (Corbett, 1993, p.20).

On balance the writer agrees with Corbett, in that provision for S.E.N. students now has to exist in an environment where a market culture pervades all areas from primary to higher education. We do know from its literature that F.E.F.C. has made a solid commitment to S.E.N. work however the provision exists in a culture where budgets have been cut and teaching hours reduced. S.E.N. provision has often depended upon reliable part-time staff. With changes to new contracts for lecturers and increased weekly teaching duties many part-time staff have lost their employment: thus creating a vacuum of staff familiar with S.E.N.

work, and creating the need for S.E.N. in-service training for mainstream staff who may now be asked to deliver existing provision for the first time.

There is also concern noted by Corbett (1993) and supported by direct observation by the writer that S.E.N. provision does not always sit comfortably with a market model. It is often more cost-effective to run full-time discrete courses with specialist staff than to provide a varied choice which includes part-time courses designed to accommodate a wide and diverse range of student needs. If fewer and fewer pre-vocational options are being offered, as appears to be the case with many colleges closing construction, painting and decorating and engineering departments, this will limit choice to discrete provision of vocational courses which may have high entry requirements. If this happens and the evidence, so far only anecdotal, supports the argument that National Vocational Qualifications (N.V.Q.s) ask unrealistic levels of achievement, then this places students with learning difficulties out of reach of any form of qualification or progression. This may have the effect, the writer suggests, of pushing back S.E.N. students into a ghetto status.

The above represents some of the threats to S.L.D.D. provision in F.E.. However on a more positive note there are lecturers who will be ensuring that S.L.D.D. is a marketable commodity in their colleges. MacFarlane (1993) noted that in a response to the new role of corporate colleges under the 1992 F. and H.E. Act, there are challenging responsibilities for staff:

> *At a time of exceptionally rapid developments, leaders and managers are change agents who need to possess a wide range of process skills in research and planning, in problem solving and decision making, in motivating and communicating with people of all kinds within and outside the organisation. Interdependence is replacing compact mentalisation. In these*

situations initial qualifications, length of experience, rank and position are becoming less important.   The requirements are flexibility, adaptability and varied inter-personal and process skills. (MacFarlane, 1993, pp. 113 - 114)

The writer would agree with Macfarlane's comments and suggest that they represent part of the agenda for in-service training for staff in F.E. who will all at some point in their careers encounter S.L.D.D. students.

The challenges for S.L.D.D. in-service training post incorporation the writer would suggest are to convince college managements and Boards of Governors of the need to develop provision for S.L.D.D. students in F.E. and to support the provision with appropriate in-service training. This approach would need staff to lobby the Governor responsible for S.L.D.D. interests and to develop quality provision that is efficient and effective and is visible in the strategic plans of the colleges.

c)   Evaluation of the effectiveness of in-service programmes
       In this section of the literature review the writer will investigate the development of in-service evaluation, and discuss characteristics which research has suggested lead to effective in-service programmes.

Just as the 1944 Education Act provided the first statutory link between F.E. and S.L.D.D., so the McNair Report of 1944 provided a framework for the development of in-service teacher training. The report was commissioned by the Board of Education to:

investigate the present sources of supply and the methods of recruitment and training of teachers and youth leaders, and to

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report what principles should guide the Board in these matters in

the future. (Williams, 1993, p.7)

By 1971, following the recommendations of the McNair Report, there existed twenty three Area Training Organisations (A.T.O.S.), usually integral parts of universities, and these were charged with providing an integrated service for the education and training of teachers. At the time of the McNair Report, in-service teacher training was perceived in terms of teachers attending short refresher courses. However Eraut and Seaborne (1984) reported an expansion in in-service courses during the post-war years and emphasised the expansion in the programmes offered by A.T.O.S. and L.E.A.s. For example Hollins (1973) estimated that there were 7,800 in-service courses which were attended by more than 293,000 participants in the academic year 1966/1967.

Henderson (1978) argued that INSET was about seeking to improve the quality of education provided for children in schools. However Koerner (1963) referred to a lack of evidence to support the contention that INSET did indeed improve the quality of childrens' education.

Also Denmark and MacDonald (1967) when reviewing American literature concluded that evidence of evaluation of INSET programmes was lacking. In a UK survey by Henderson et al (1975) it was reported that of 1,044 separate in-service training events conducted by a variety of agencies in one A.T.O. over the three academic years 1968/69 to 70/71, indicated that for only 31 events was any attempt at evaluation reported. Finally the James Report 1973 noted little hard information existing to demonstrate what effects in-service training had on teaching or the teacher.

However the writer would argue that the apparent lack of evaluation of in-service provision started to be addressed in the early 1970's. There were several

factors which supported the development of evaluation for example the growth in INSET provision noted by Eraut and Seaborne (1984) and supported by the implementation of the James Report 1972 represented very large sums of money being provided by L.E.A.s to deliver programmes. Henderson (1978) estimated that in one A.T.O., which represented four L.E.A.s, that expenditure was £600,000 or about £70 per teacher per year. If this figure was typical of a national provision then approximately £30 million was spent on INSET provision nationally. Therefore the writer would suggest that a role for evaluation was to provide a measure of accountability for such a large expenditure of money.

The establishment of the Schools Council for Curriculum and Examinations in 1964 led to the development of a large number of teachers' centres, (544 by 1977 in England and Wales). It also stimulated the writer suggests L.E.A.s to establish strong teams of advisers with specialised phase and subject interests. Teachers' centres and teams of advisers provided much needed support for schools and individual teachers as they came to terms with the changes which followed government reports, the reorganisation of schools and changes in curriculum defined in terms of aims and objectives, content, teaching methods and student assessment. This developing INSET provision created the need for what Scriven (1967) described as formative and summative evaluation. Formative evaluation involved the evaluation of co-operative relationships in evaluation: in that formative evaluation provided important feedback to participants and providers of INSET into the processes of the course and the progress of teachers taking part in the delivery of the programme. Whilst summative feedback, taken at the end of the programme, provided feedback to the designers i.e. L.E.A.s and Teachers' centres of the worth of an INSET activity. Formative and summative evaluation on INSET programmes, which described, and, where relevant, measured personal and school outcomes, the writer argues, are of potential value to administrators who must justify the cost,

to the organisers, tutors and consultants engaged in training programmes and to the teachers who hope to profit from them.

Models of Evaluation

This section of the review will briefly discuss several models of evaluation with particular emphasis on illuminative evaluation around which this study's evaluation is focused.

Tyler (1949) proposed a model of evaluation which was based around the relationship between evaluation and the specification of instructional objectives. He argued for evaluation to be a systematic process of determining the extent to which educational objectives were achieved. The evaluation-by-objectives model of evaluation involved a five stage process:

1. identification of the objectives to be achieved;

2. definition of these objectives in terms of the behaviour which would characterise them;

3. development of appraisal instruments to study this behaviour;

4. examination of the data gathered in the light of norms by which the adequacy of the behaviour may be judged;

5. making final decisions regarding value in relation to the original objectives.

This model was one which was predominantly used in the 1960's. It was supported by the development of taxonomies of education objectives expressed in behavioural terms, notably those of Bloom (1956).

Despite the development of the behavioural objectives model of curriculum design and evaluation, notably by Popham (1969). Sullivan (1969) and McDonald-Ross (1973) identified a number of inherent weaknesses in Tyler's model, principally that no consistent view was available as to who should select

objectives or which objectives should be selected. Objectives which were precisely defined brought with them difficulties in measuring their outcomes. Not all curriculum developers agreed on the desirability of specifying objectives in advance. Eisner (1967) and Stenhouse (1971), argued that programmes should not be about reaching goals, but should be about the development of judgement, taste and the critical faculties. Such goals do not change, but the teacher is expected to become progressively more effective, and therefore they argued it was impossible at any given stage, to specify an appropriate criteria for assessing outcomes.

The writer would support the arguments of Stenhouse and Eisner in that in relation to in-service programmes, an activity may be designed to teach lecturers how to use a piece of computer software. This could be evaluated by specifying behavioural objectives and the associated performance criteria. However in an activity in which a group of teachers are identifying needs and planning curriculum to meet those needs, either in their classrooms or in a whole school context, then the writer would suggest that goal-oriented models are not appropriate as the outcomes of the activity cannot be prescribed or predicted. Yet, the writer would argue, that the activity is worthwhile and meaningful for teachers and their organisations.

The writer would therefore suggest that the work of Scriven (1971) with its concept of goal-free evaluation, and that of Parlett and Hamilton's (1972) illuminative evaluation provides a more informed framework for the evaluation of in-service programmes. The thinking behind this suggestion derives from, first of all, the goal-free approach to evaluation. In this model the evaluator can avoid being influenced by the specified goals of an activity, and can concentrate on the results accomplished by it. This allows for the evaluator to consider a wider range of outcomes than h/she might have considered possible if influenced by the specified outcomes for the activity. Scriven asks evaluators to assess the

effects of a programme against the needs of the participants, instead of the goals of the providers. In the context of in-service training the writer contends that this allows for a consideration of mismatches, for example between the needs of the participants and the designers of the activity. In the writer's experience it is common to find in the first session of any in-service activity that what the course provider is offering is not what the course participants think they are there for. In a recent evaluation of a 20 Day Geography programme at the University of Sunderland participants formative feedback identified that teachers expected to get 'tips for teachers' from the programme i.e. practical activities to take back to their classrooms. Whilst in fact what the course was designed to do was update the geographical knowledge of the participants. Once this mismatch had been identified a consensus for the rest of the programme was agreed. This demonstrates, the writer suggests, the importance of formative feedback and the value of being able to evaluate against participant needs.

The starting point for Parlett and Hamilton's concept of illuminative evaluation is different from that of Scriven in that they described goal-oriented evaluation as an aspect of quantitative evaluation in that it used experimental and statistical techniques. Illuminative evaluation by contrast derived its approach from the social-anthropological model, which used participant observation and interview strategies.

Parlett and Hamilton describe illuminative evaluation as relating the interaction of the 'instructional system' to the 'learning milieu'. By instructional system they meant the idealised specification of the in-service activity including for example, a set of pedagogic assumptions, a syllabus and details of teaching and learning strategies. By learning milieu they meant the social psychological and material environment in which teachers and in-service providers work together. Their chief concern was to relate changes in the learning milieu to the intellectual experiences of the learners.

Parlett and Hamilton argued that a general evaluation strategy which involved the evaluator in observation, enquiry and explanations allowed for a variety of different techniques appropriate to the nature of a particular evaluation problem to illuminate the problem from a variety of angles. The evaluator's task as they saw it, was to: unravel the complex scene they found; isolate its significant features; delineate cycles of cause and effect; understand relationships between organisational patterns and the responses of lecturers to it. This model of evaluation the writer would suggest offered the most useful framework for the evaluation of an in-service activity with specified aims and objectives which were: related to the interactions between lecturers; acquisition of knowledge; changes in lecturers attitudes; the context of organisational change and policy making.

INSET Effectiveness

This section of the review investigates researchers' attempts to unravel what constitutes effective INSET. The writer recalls a tutorial with Jack Gilliland in 1989 in which the search for a definition of effectiveness, in INSET was described by Gilliland as 'trying to unravel a Gordian knot'. To date researchers are still working towards a definition and the writer here presents some examples of how the Gordian knot may be unravelled.

The A.C.S.E.T. Report of 1984 set out the main purposes of INSET and drew attention to a number of developments which reinforced the need for different kinds of INSET. In particular, it pin-pointed the following goals for lecturers: curriculum development; subject updating; re-orientation and the development of new skills; professional and career development; and re-vitalisation. These goals would be met by various INSET activities including 'college-based and college-focused'; work experience; short, long and award-bearing courses. Following consideration by the D.E.S. and L.E.A.s a set of criteria for the effective delivery of INSET goals were developed:

1.   recognition of the part teachers play in identifying their training needs in relation to the objectives of the school and the L.E.A.;

2.   support of the headteacher and other staff;

3.   a coherent L.E.A. policy;

4.   precise targeting of provision;

5.   choice of appropriate form of INSET, whether school-based or externally based;

6.   choice of appropriate length of course and mode of attendance;

7.   practical focus;

8.   appropriate expertise on the part of the higher education institutions offering INSET;

9.   appropriate follow-up work in schools.

This set of criteria was developed with school INSET in mind. However the writer would suggest, that they equally applied to INSET in F.E. colleges and the report 1987' A Special Professionalism commissioned by ACSET led to the development of INSET activities shown in figure 6 for which the set of criteria for effective delivery pertain.

The literature investigating INSET effectiveness in F.E. is extremely sparse and largely takes the form of F.E.U. reports on individual projects. Therefore the writer of this study has used evidence of INSET effectiveness derived from

studies based in schools. The writer would argue that criteria for effectiveness identified in school-based studies also have relevance for F.E. INSET activities.

Steadman, Eraut, Fielding and Horton (1992) produced a Report for the D.F.E. entitled INSET Effectiveness. The report examined models for managing INSET at school/college level. Figure 8 demonstrates one such model.

Figure 8   **A cycle for managing INSET at school college level**

.COLLEGE/SCHOOL
POLICIES AND
DEVELOPMENT PLANS

LEA AND
NATIONAL
POLICIES

INSET
POLICY

SUMMATIVE
EVALUATION AND
REVIEW OF INSET

IDENTIFICATION
OF INSET NEEDS
AND PRIORITIES

MONITORING AND
FORMATIVE EVALUATION

IMPLEMENTATION
AND FOLLOW-UP
OF INSET

PLANNING AND DESIGN
OF INSET
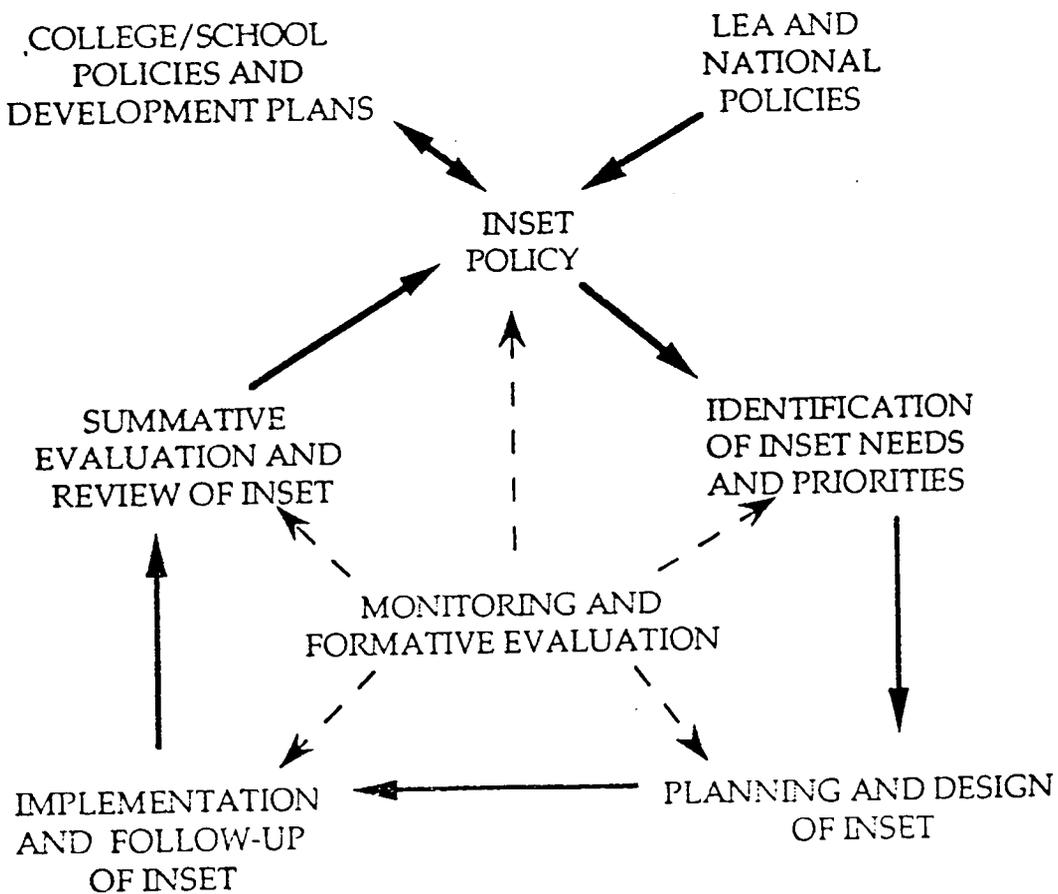
This model represents, in the writer's experience, the predominant model used in F.E. until the F and H.E. Act of 1992, which took the responsibility for INSET away from L.E.A.s and placed it with the F.E.F.C.. This model therefore represents the model used to develop INSET at the time of this study's evaluation.

Figure 9 represents a model identified by the Report of typical outcomes of INSET activities. This while deriving from schools could the writer argue by equally applicable to F.E. based INSET.

Figure 9   Outcomes of an In-service Course

TEACHERS'
KNOWLEDGE
SKILLS AND
ATTITUDES

INSET
COURSE

CLASSROOM ⟶ PUPIL
EFFECT FOR ⟵ LEARNING
PARTICIPANT
TEACHER

SCHOOL EFFECT
through
Curriculum Development
School-Based INSET
Informal Sharing

CLASSROOM ⟶ PUPIL
EFFECT FOR ⟵ LEARNING
OTHER
TEACHERS
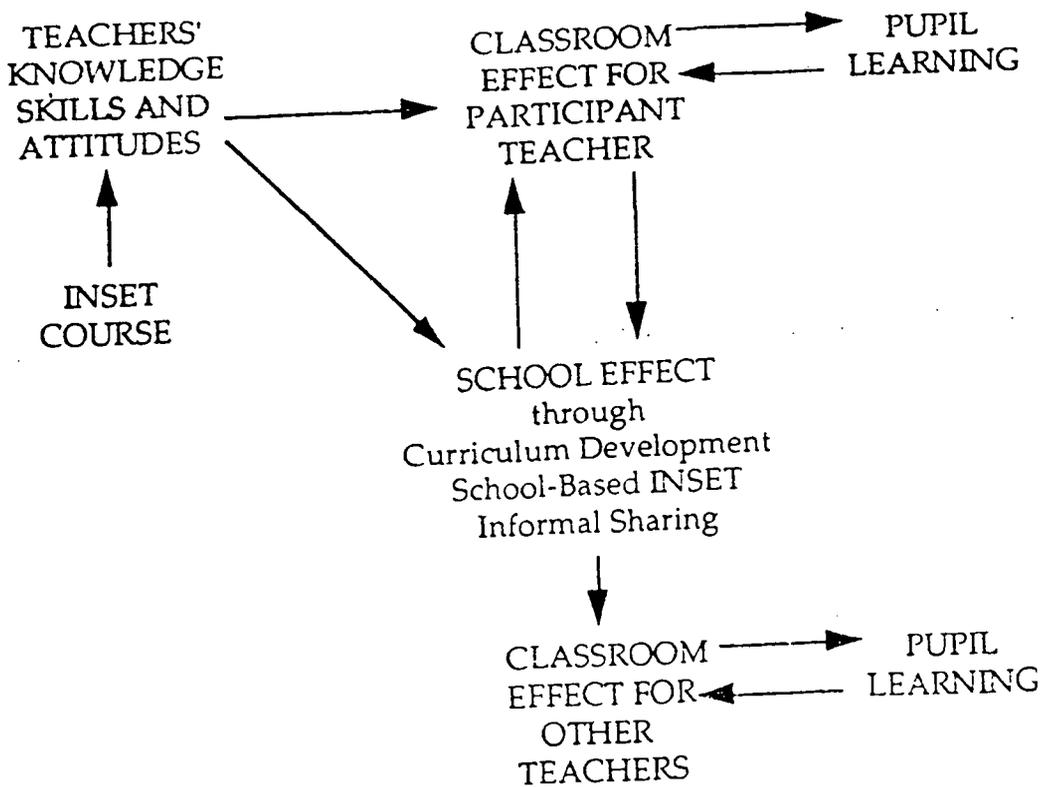
The writer would agree with the report when it argued that, changes in pupil learning do not depend only on the effectiveness of INSET and the control of other possibly interfering factors in the classroom: they also depended on the validity of the original assumption that the intended content and teaching approach would affect pupils learning in the intended manner; and that assumption might have originated in policy rather than the belief of the provider. The writer would suggest that this argument could be particularly true of F.E. S.E.N. INSET activities which were provided as a result of national priority funding and may not have been designed to meet the needs of specific institutions or lecturers, but rather made provision in line with programmes identified by a Special Professionalism which attracted priority funding.

The report also examined the Joyce and Showers (1980) model of INSET. This model they suggested had a good record of proven effectiveness in the United States, but its use they felt was limited by expense. Joyce and Showers (1980) described INSET outcomes under four categories:

1. general awareness of new skills;

2. organised knowledge of underlying concepts and theory;

3. learning new skills;

4. application on-the-job.

The report agreed with Kinder et al (1991) that the Joyce and Showers model was inadequate as a framework for making sense of the effectiveness of INSET. The researchers suggested that when analysing INSET effectiveness the nature and range of outcomes were more complex and broad ranging than those contained in the model advanced by Joyce and Showers. Both sets of researchers found evidence in their research which suggested that there were other outcomes which had been omitted from the Joyce and Showers classification. These were motivation and value orientation, which their research

had shown had a critical influence on teachers' practices in the classroom. The writer would suggest that the inclusion of motivation and value orientation outcomes are important in F.E. S.E.N. INSET because the course aims to encourage lecturers to take responsibility for all learners in their classrooms and also sets out to change attitudes.

Steadman et al's (1992) report suggested a reflective and analytical framework for considering the factors which promote the effectiveness of INSET. They suggested that:

Effectiveness was assessed by noting:

*   the closeness of fit between development aims (schools, group and individual) and identified INSET needs;

*   whether observed INSET activities related to intended outcomes;

*   whether events achieved their intended aims;

*   the range of actual outcomes and how these related to subsequent events.

Particular aims of the research were to study:

*   what combinations of different forms of INSET were most effective for achieving impact within schools and departments, and with individual teachers?

*   what kinds of school management context promoted effective INSET?

their conclusions were that:

*   Nationally defined developmental needs undergo a legitimisation process in which schools come to accept their priority and importance.

* A balance is required between the developmental needs of the school (as defined in the school development plan); of departments and functioning groups; and of individual teachers (where systems of staff development appraisal have much to offer).

INSET needs they argued needed to be defined on two levels:

a)   an appropriate focus, e.g. subject or area of concern;

b)   requirements for knowledge, skills or understanding, e.g. for deeper perspectives, intelligence gathering, advance planning and policy changes, pre-classroom preparation, or classroom action.

Effective INSET, the report suggested, would normally incorporate both education, which helps one decide what to do when faced with change, and training, which helps one to do what is necessary more consistently, effectively and efficiently.

Steadman et al (1992) felt that to make individual events effective INSET activities must match the intended outcomes and that available models of INSET provision and adult learning informed the design of INSET events.

Sequences of INSET events could be designed to give added effectiveness the researchers suggest by:

*   linking stages of early intelligence gathering, planning and preparation to classroom action;

*   providing support during attempts to implement change;

*   giving time for individuals to reflect purposefully on their attitudes, beliefs and practices;

*   allowing evaluative feedback from one event to shape the next.

Combinations of INSET experiences, for both groups and individual teachers, could contribute towards an effective mixture of practical know-how, understanding of curriculum issues, and ability to plan and prepare.

School management of INSET the report argued was improved by:

*   understanding how to link INSET into planned strategies for change;

*   systems of need assessment which include a balanced appraisal of whole school, group and individual teacher needs;

*   building appropriate sequences and combinations of INSET;

plus

*   planned internal dissemination/follow-up of INSET outcomes;

*   support during the learning period in which teachers attempt to put new ideas into practice;

*   evaluation which guided the selection and design of future INSET activities.

Evaluation of INSET events, the researchers argued, should attune to their position in a sequence, or their contribution to a combination of experiences, rather than expect classroom level effects from all types of event.

INSET, Steadman et al argued, took place within a network of professional exchange which speeded up the processes of mutual learning and adoption of new approaches. At present many of the professional linkages are made through L.E.A. centres, units or advisory and inspectorial staff. Changes to the present system would need to preserve the necessary functions of:

*   mediation of initiatives from central government;

*   giving a perspective on needs identification which is not solely school-based;

*   long course provision for the development of future school managers;
and

*   the provision of curricular, technical and other specialist expertise.

The research found much good practice in the design and provision of individual INSET events, but little good practice in the managing and planning of INSET. Future gains in the effectiveness of INSET they argued now need to be sought by giving attention to the systems for managing INSET and placing it within strategies for change. Many of Steadman et als' findings the writer suggests are relevant to the focus of this study and will be investigated in the chapter on the study's findings.

In a research project commissioned by Calderdale L.E.A., Kinder et al (1991) studied the long term effects of an Education Support Grant (E.S.T.) scheme in Primary Science and Technology. Although the research focus was in one sector of education and on one curriculum area, drawing out general implications for INSET planning and provision was intended by Calderdale L.E.A.. The writer of this study therefore suggests that the outcomes of Kinder et al's research are able to provide a general model of INSET outcomes applicable to S.E.N. INSET in F.E.. The researchers analysed all data for evidence of the effects of INSET on classroom practice, noting both positive and negative effects, and those which the providers had intended as well as those which they did not. A composite list of some 44 different kinds of statement on impact was yielded by the data which was then reduced to nine broad categories. The categories are summarised below.

1.   *Material and provisionary outcomes are the physical resources which result from participation in INSET activities (e.g. worksheets, equipment, handbooks). The research indicates such outcomes can have a positive and substantial influence on teachers' classroom practice. However, it*

suggests that ensuring an impact on practice usually requires other intermediary outcomes such as motivation and new knowledge and skills.

2. *Informational outcomes are defined as 'the state of being briefed or cognizant of background facts and news about curriculum and management developments, including their implications for practice'. It is distinct from new (knowledge and skills) which is intended to imply more critical and deeper understanding. The research raises the issue of the timing and neutrality of any INSET delivering informational outcomes, as well as its likely minimal impact on classroom practice.*

3. *New awareness (a term used often by teachers themselves) is defined as a perceptual or conceptual shift from previous assumptions of what constitutes the appropriate content and delivery of a particular curriculum area. For example, as a result of the ESG scheme, a teacher reported being aware that science is not about 'chemical formulae and test-tubes but about children investigating'. However, the research corroborates teachers' own assertions that changed awareness is no guarantee of changed practice. It generally required the presence of the fourth outcome - defined as 'value congruence'.*

4. *Value congruence outcomes refer to the personalized versions of curriculum and classroom management which inform a practitioner's teaching, and how far these 'individual codes of practice' come to coincide with INSET messages about 'good practice'. Thus, for example, teachers may be made aware of investigative group learning for science by listening to and seeing the advisory teachers at work, but whereas some might adopt the practice whole heartedly, others might still prefer whole-class delivery as the approach they remain comfortable with.*

Value congruence with the INSET message became a crucial factor in influencing the extent of subsequent classroom implementation.

5.	*Affective outcomes acknowledge there is an emotional experience inherent in any learning situation. The research revealed some examples of negative affective outcomes (e.g. teachers who felt demoralized by the INSET experience). It was found that initial positive affective outcomes could sometimes be short lived without a sense of accompanying enhanced expertise. Nevertheless, such outcomes may be a useful, and even necessary, precursor for changing practice.*

6.	*Motivational and attitudinal refer to enhanced enthusiasm and motivation to implement the ideas received during INSET experiences. For instance, a teacher may claim to fell 'inspired' by observing an advisory teacher's way of working and attempt to emulate it. Like affective outcomes, these attitudinal outcomes function as a particularly important pre-condition to developments in practice, but can also be short-lived or superficial if other outcomes - such as provisionary or new knowledge and skills - are not present. This point is especially pertinent to the 'mandated motivation' often underpinning the implementation of new National Curriculum subjects. However, the affective outcomes may function as particularly important precursors in impacting on practice.*

7.	*Knowledge and skills denotes deeper levels of understanding, critical reflexivity and theoretical rationales, with regard to both curriculum content (e.g. enhanced understanding of scientific concepts) and teaching/learning processes (e.g. the management of investigations).*

8.	*Institutional outcomes acknowledge that INSET can have an important collective impact on groups of teachers and their practice. The value of*

consensus, collaboration and mutual support when attempting curriculum innovation in the classroom is fairly obvious: school-based INSET or the work of school curriculum leaders was often targeted at achieving institutional outcomes.

9.   *Impact on practice recognizes the ultimate intention to bring about changes in practice, either directly (e.g. by supporting the transfer of new skills to the teacher's repertoire in the classroom) or through the indirect route of other outcomes mentioned above.*

(Kinder, Harland and Wootten, 1991, p.58 & 59)

The use of the model as an audit and evaluative tool, the writer suggests, raises the possibility that the model not only provides a structure for reflecting on what INSET actually does for teacher's practice, but that it also serves as a way of analysing what kinds of INSET outcomes will best meet an individual lecturer's and college's particular INSET needs. Harland and Kinder proposed that the model could contribute to the understanding of the effects of INSET and inform practice by providing a useful tool for:

1)   evaluating the outcomes of INSET;

2)   diagnosing individual professional development needs;

3)   planning a sustained and co-ordinated sequence of in-service activities and support in order to meet specific outcomes.

The writer would agree with the researchers and proposes to use their typology as a tool to evaluate the outcomes of the Cert. S.E.N.F.E. the focus of this study.

Chapter 3

Description of the Study

Background and Context

The design and delivery of the Cert. S.E.N.F.E. comprised two related phases. In order to understand how Phase II the focus of this study was implemented, it is also necessary to briefly describe Phase I and the relationship between the two phases.

Phase I of the Cert. S.E.N.F.E. was developed as a direct result of the A.C.S.E.T. Report June 1984 and the subsequent report Special Professionalism (HMSO 1987), which provided an F.E. S.E.N. focus to the A.C.S.E.T. Report. Following the 1987 Report eight programmes of in-service activity were suggested. Programme five provided the focus for Phase I of the Cert. S.E.N.F.E. as it was specifically designed for S.E.N. co-ordinators and programmes six and seven provided the focus for Phase II of the Cert. S.E.N.F.E. in that they were designed to meet the needs of lecturers in F.E. teaching students with S.E.N..

The intention of Phase I of the Cert. S.E.N.F.E. was as outlined in the course document were:

> *consequently, the intentions for the co-ordinators, who are involved in both phases, are those required to design and deliver an 'in house' course which will lead to accreditation.* (Course document, Appendix 2, p.14)

Phase I of the course had provided S.E.N. co-ordinators in colleges of F.E. with the opportunity to develop materials needed to deliver accredited staff development programmes. Phase II involved the in house delivery of the staff development programme to an identified cohort of students within the co-ordinators own college.

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Two institutions of Higher Education were involved with the programmes. One a University to validate the awards of Diploma and Certificate in S.E.N. in F.E. and secondly a college of Further and Higher Education (F and H.E.) which delivered Phase I and managed the delivery of Phase II.

The college of Further and Higher Education recognised that materials used in Phase II would need to be precise and offer a clear detailed framework for the week by week process of Phase II. The college therefore identified a tutor from its School of Post Experience Studies whose responsibility it was to:

a)   *act as a contact for the provision of resources;*

b)   *operate in close liaison with the co-ordinator during Phase I for the design and production of materials to be used in Phase II;*

c)   *assist with direct teaching inputs in Phase II;*

d)   *facilitate the recruitment and general acceptance of Phase II within the co-ordinator's own college of F.E.;*

e)   *assist with the monitoring and evaluation of Phase II.*

(Course document, Appendix 2, p.14)

In relation to the delivery of Phase II of the programme. The college of F and H.E. visited the course twice per term. Once to monitor progress and once to provide an input to the programme. Moreover all assignments were double marked by the college of F and H.E.

The structure of the course can be seen in figure 10.

Term I of Phase I was undertaken by fifteen S.E.N. co-ordinators from the Northern Region, each co-ordinator attended the F and H.E. Institution one day per week for two terms starting in January 1988.

Diagram To Show Outline Structure Of Course

Figure 10

PHASE I
Course members: S.E.N. Co-ordinators Location: H.E. Institution Timing: 24 days over two terms
TERM 1   CONTENT Recent developments in assessment and meeting special educational needs, and curriculum development. Techniques of course design and evaluation.
TERM 2   CONTENT Workshops devoted to the planning and production of course materials for Phase II.

PHASE II
Course members: Identified lecturers in co-ordinator's college Location: Co-ordinator's own college Timing: Three terms part-time (two hours per week)
TERM 1   CONTENT Current trends in S.E.N. needs. Techniques of identification and teaching students with special needs with the emphasis upon severe learning difficulties.
TERM 2   CONTENT Techniques of identification and teaching students with special educational needs with the emphasis upon approaches and provision for students with minor learning difficulties and prevocational education.
TERM 3   CONTENT Curriculum development for special educational needs with the emphasis upon the development of collaborative and support teaching approaches and curriculum innovations.

As can be seen from figure 10 the purpose of term one was to update S.E.N. co-ordinators in relation to five broad areas (see Appendix 1 p.35 & 36):

1)   Changing views of Special Educational Need;

2)   The nature of Special Educational Needs;

3)   Approaches to assessment;

4)   Teaching strategies;

5)   Management of change.

The updating was facilitated via seminars, lectures, workshops and group discussions. Tutorial support was provided to the deliverer of Phase II by the H.E. institution.

Term II incorporated workshops devoted to the planning and production of course materials for Phase II. The workshops were supported by course members working in pairs on individual modules, which were then brought to the whole group for discussion and redrafting.

The materials produced for Phase II were three books entitled 'Facilitators Manual'. Each manual contained suggested modules. The modules were designed as learning packages to be used by the co-ordinators in the delivery of Phase II. Each module included:

1)   title;

2)   aims and intentions;

3)   preparatory activities;

4)   materials to be used;

5)   a lesson outline including activities;

Module 3 can be found in Appendix 5. The complete range of modules can be seen in Appendix 1.

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Assessment of Phase II comprised five assessed pieces of work:

a)   *a case study of approximately 2,500 words, centred upon the learning difficulties experienced by a student, or students in their organisation;*

b)   *in relation to a selected curriculum area from her own teaching situation she has*

  i)   *stated the area of concern;*

  ii)   *analysed those institutional factors which bear directly upon the decision taken with regard to the teaching provision or programme in question;*

  iii)   *discussed theory and research;*

  iv)   *described and evaluated the effectiveness of the provision;*

  v)   *made recommendations for modification and future developments;*

c)   *the production of materials for Phase II;*

d)   *the development and delivery of Phase II in the co-ordinator's college;*

e)   *a report, of approximately 8,000 words, which evaluates the programme in the light of the needs of the institution.*

(Course document, Appendix 2, p.26-28)

All pieces of work were marked on a pass/fail or referral basis. The co-ordinators were deemed to have gained their Diploma when assignments for Phase II had been assessed as passes by the F and H.E. provider and the validating university. The writer of the study was awarded the Diploma in Special Educational Needs in F.E. in July 1989 in consequence of the successful completion of the first cohort of lecturers.

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Phase II

In consideration of Phase II the writer proposes to outline, in this section, the course members; content; delivery and assessment.

Three discrete cohorts of lecturers were examined in this study. They were drawn from across the college and consisted of full and part time staff with a variety of experiences in teaching as can be seen in table I

Course members were invited to join the course by the staff development officer via the college newsletter. All course members were volunteers but needed the agreement of their head of school to undertake the course.

The course members represented all schools within the college with the exception of Business Studies. The reason for the non participation of Business staff was the decision by the Head of School not to support their release from teaching on the grounds that the school was short-staffed and any teaching release would necessitate overtime payments to cover staff. All participating staff were involved in teaching students with S.E.N.. The involvement ranged from two hours per week in the case of recreation and leisure staff to twenty-one hours by staff in the S.E.N. team. A small cohort of part-time staff undertook the course as an evening class. This small group was made up of staff who had twelve hours per week teaching their subject specialism to S.E.N. students. The reason for the forming of such a small group was to enable part-time staff to undertake the course without losing salary due to loss of day time teaching and also to facilitate child minding arrangements, as all the course members of this group were women with families.

Table I

Cohort 1

Subject Specialism	School		Mode of employment	No. of staff	Year
Psychology	SS	CA	Full-time	1	1988-89
Sociology	SS	CA	Full-time	1	1988-89
Politics	SS	CA	Full-time	1	1988-89
Special Educational Needs	CS	PA	Full-time	3	1988-89
Special Educational Needs	CS	PA	Part-time	3	1988-89
Recreation & Leisure	CS	PA	Full-time	2	1988-89
Catering	SC	HT	Full-time	1	

Cohort 2

Subject Specialism	School		Mode of employment	No. of staff	Year
Dance	CS	PA	Full-time	1	1989-90
Music	CS	PA	Full-time	1	1989-90
Music	CS	PA	Part-time	2	1989-90
Recreation & Leisure	CS	PA	Full-time	1	1989-90
Special Educational Needs	CS	PA	Full-time	2	1989-90
Construction	Wearside College		Part-time	1	1989-90
Catering	South Tyneside College		Full-time	1	1989-90
Drama	CS	PA	Full-time	1	1989-90
Dance	CS	PA	Part-time	1	1989-90

Cohort 3

Subject Specialism	School		Mode of employment	No. of staff	Year
Maths	SC	HT	Part-time	2	1989-90
Computing	SC	HT	Part-time	1	1989-90
Art	CS	PA	Part-time	1	1989-90
Psychology	SS	CA	Part-time	1	1989-90
Communication	CS	PA	Part-time	1	1989-90
Special Educational Needs	Linked Secondary School		Full-time	1	1989-90

There was a wide range of teaching experience within the group as can be seen by Table 2.

Table 2

Years of Service in Education

0 - 5	5 - 10	10 - 15	15 - 20	20 - 30
14	10	1	2	2

The table shows that the majority of course members had five years or less teaching experience. There were however ten staff with between five and ten years experience, and five staff in the range of ten to thirty years experience. The experienced course members proved to be a great resource to the group. Not only were they an example to less experienced staff of how life long learning and reflection on teaching could improve practice, but they also proved to be very supportive towards less experienced colleagues. Moreover the fourteen staff with five years or less experience also became a support network for each other, for this group of staff the course acted as an induction to the organisation. This was particularly useful for the part-time staff for whom no formal induction to the organisation was available.

Course Content

The content of the Cert. S.E.N.F.E. comprised twenty-seven modules the titles of which are in Appendix 1. The content of the modules was designed to:

> *generate discussion of current issues in S.E.N., ... sessions will be aimed at introducing the group to practical approaches to meeting S.E.N.s.* (Course document, Appendix 2, p.42)

Each cohort negotiated the module titles and their sequence of delivery. The negotiated programmes can be seen in Appendix 6 cohort one, Appendix 7 cohort two, and

Appendix 8 cohort three. The first cohort's course reflected the fact that many staff in the group had five years or less teaching experience and that their initial concerns centred around issues related to the nature of S.E.N. and how students had arrived in college. During the course their emphasis changed in the second term to have a classroom focus and the third term related to curriculum planning and evaluation.

Cohort two did not start until January 1990 and therefore the modules had to be delivered over two terms rather than three. The pattern of delivery of modules was similar to the first cohort in its sequencing. However, issues such as work experience were also included thus reflecting the developing nature of F.E. curriculum in so far as S.E.N. students were given access to opportunities for work placements. The third cohort negotiated a programme which differed hardly at all from cohort two.

However, due to a variety of reasons including, staff illness, changed timetables and bad weather, the delivery of cohorts two and three fell behind schedule. Therefore, the course leader and the groups negotiated a three day full-time programme which incorporated the missed modules. This necessitated pulling cohorts two and three together for a three day programme. This however created opportunities for collaborative work between staff. The three day programme can be found in Appendix 9. It can be seen from the programme that course members interests focused on Reading skills. This was in response to parents of S.E.N. students specifically requesting that their young people with severe learning difficulties be given the opportunity to learn to read. Moreover the inclusion of the module on sexual awareness allowed staff to thoroughly debate the issue prior to its inclusion on the timetable in September 1990-91.

Course Delivery

The model of delivery of the Cert. S.E.N.F.E. was as noted in the course document 'a cascade model'. This is defined in the course document as;

A catalyst for both the extension of the concept of special

needs and appropriate changes in the further education

system. (Course document, 1988, p.13)

The model is characterised by its cost-effectiveness, maximum dissemination, and its pro-activeness in relation to an institution's needs. Cost effectiveness being assured by developing one individual in this case the S.E.N. co-ordinator who then passes on her knowledge gained to a larger group in her own institution. Thus allowing, the model suggests maximum dissemination. The dissemination stage however does depend on more than just the knowledge being passed on, the writer would argue that for dissemination to be successful the disseminator requires a range of inter personal and presentational skills in order that change can occur within the organisation.

Fourteen staff originally started in the first cohort of lecturers. Two staff withdrew during the first two weeks due to pressure of work. In the first cohort a member of senior management requested to attend the course but did not want to complete the assignment or obtain the certificate. The member of senior management was unable to attend any of the sessions due to pressure of work. However the Principal of the college did attend for formative feedback during the first cohort. A formal presentation of the work of the first cohort was also given at a full senior management meeting.

The room used, to deliver the course was well decorated and furnished as a classroom with desks and chairs. However, the tables were small and the room lent itself to the easy movement between small and large group settings. There was a carpet on the floor, and a flip chart and overhead projector available. Video recorders and tape recorders with associated technician support were also available.

The modules and order of their delivery were negotiated with each cohort of lecturers. The teaching and learning strategies used were varied. Lecturers experienced workshop approaches, lecture input, discussion groups, role play, simulation and brainstorming.

Where possible the S.E.N. co-ordinator tried to match the teaching strategies to the module content and to also negotiate with lecturers to encourage them to try in the safety of the course strategies with which they were unfamiliar. Visiting lecturers were also an essential part of the delivery in that for example the college's psychologist and careers officer were used, thus creating opportunities to clarify roles and identify external support agencies for S.E.N. students. Moreover one visit per module was arranged, these visits included feeder special schools, Northgate Hospital, community mental health centres and training agencies.

Assessment

For lecturers who followed Phase II of the course, these were there items of assessed work:

a)   *a case study, of approximately 2,000 words, which assessed the educational needs of an identified student;*

b)   *a case study of approximately 2,000 words, which offered a critique of the existing curricula for a student with S.E.N. and made proposals for appropriate changes in it;*

c)   *a report of a practical example of curriculum development carried out in respect of a student or students with special needs of approximately 3,000 words. This should include some wider appraisal of its success and a discussion of the wider implication for their teaching as a whole.*

(Course document, Appendix 2, p.29)

The course documentation allowed for collaborative pieces of work to be submitted by students. All work was marked on a pass, fail or referral basis.

In the case of the first cohort lecturers elected to write the final assignment as a collaborative piece of work. Group members worked in pairs to create chapters of a 'Handbook' <u>A Whole College Approach to S.E.N. in F.E.</u> which would be used by all staff to support their teaching of S.E.N. students. This can be seen in Appendix 12. In subsequent cohorts lecturers elected to work in pairs for some of their assignments.

The course leader marked all the assignments and then submitted them to the F and H.E. institution, where they were passed to an assessment board which in turn recommended to the validating university candidates for the award of Cert. S.E.N.F.E..

Also throughout the course, the course leader was monitored in her delivery of the course by twice termly visits of a tutor from the F and H.E. institution. This tutor also provided feedback on assignments to ensure that the course leader was maintaining standards across the course and that her feed back to course members on assignments was rigorous, supportive and helpful.

During the delivery to the cohorts II and III a full inspection of S.E.N. work within the college was undertaken by H.M.I. Their feedback to management and to the writer was also used in the evaluation of this study.

Chapter 4

Methodology, Approach, Methods,

Techniques and Evaluation Contexts

In this chapter the writer will discuss the philosophical basis for adopting an illuminative evaluation perspective and then describe in more detail the research methods and techniques and the evaluation contexts of the study.

One of the writer's difficulties in carrying out an evaluation of the Cert S.E.N.F.E. related specifically to value systems. In that the aims and objectives of the course were pre-specified and incorporated outcomes related to the identification of need in S.E.N. students and the design and delivery of programmes to meet those needs. There were also difficulties associated with attitudinal change and organisational change that were inherent in the programme's outcomes. As the writer had a vested interest in developing S.E.N. F.E. provision, through her position as S.E.N. co-ordinator, attempts at neutral evaluation would have at worst been dishonest, and at best have been simply incapable of exploring some of the more problematic issues faced by both lecturers and the evaluator of the course. Kirkup (1986) suggested that the writer was not alone in identifying this dilemma: when she stated:

> *because education is not a value free activity, and those of us involve in*
>
> *it: ...researchers and evaluators, subscribe to its values.* (Kirkup, 1986,
>
> p.68)

The writer, was therefore searching for an evaluation model which allowed the evaluator's commitment to the values of the educational programme to be recognised and taken into account.

Adelman and Alexander (1982) give the following general definition of educational evaluation:

the making of judgements about the worth and effectiveness of
educational intentions, processes and outcomes; about the relationship
between these; and about the resource, planning and implementation
frameworks for such ventures. (Adelman and Alexander, 1982, p.5)

In terms of this definition, the writer suggests that she required more from an evaluation than information about processes and outcomes. The writer felt that she wanted a closer understanding of the lecturer's experience of the course as well as an indication of how successful the evaluation was in measuring the delivered course against its original aims and objectives.

Suchman (1967) argued that evaluation was better described as 'evaluation research' with the major emphasis:

upon the noun 'research' and evaluative research refers to those
procedures for collecting and analyzing data which increase the
possibility for proving rather than asserting the worth of some social
activity. (Suchman, 1967, p.7)

The writer did not find this a useful model in that she suggests, that the evaluation of the Cert. S.E.N.F.E. was not about proving facts, but rather about illuminating a range of complex issues. The writer therefore found that the Illuminative Evaluation model which is described by Parlett and Hamilton (1987) as being concerned to:

study the innovative programme; how it operates; how it is influenced by
the various school situations in which it is applied; what those directly
concerned regard as its advantages and disadvantages; and how
student's intellectual tasks and academic experiences are most affected.
It attempts to discover and document what it is like to be participating in

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*the scheme, whether as a teacher or pupil; and in addition to discern
and discuss the innovation's most significant features, recurring
concomitants, and critical processes.* (Parlett and Hamilton, 1977, p.13)

provided the most useful evaluation model for this study. In that she was concerned to
study not only the outcomes of the course against its aims and objectives but also to
study the course processes.

Illuminative Evaluation

The term Illuminative Evaluation, was first drawn from the phrase Illuminative
Research as used by M.A. Trow (1970). However, it was to be Parlett and Hamilton
(1977) who developed the original terminology into an evaluation model.

Parlett and Hamilton (1977) argued that in educational research two distinct paradigms
could be discerned. Gilbert and Pope (1982) identified the characteristics of the two
paradigms as follows:

Paradigm 1	*Paradigm 2*
Traditional	*Non-Traditional*
Scientific	*Artistic*
Experimental	*Naturalistic*
Reductionist	*Holistic*
Prescriptive	*Descriptive*
Quantitative	*Qualitative*
Nomothetic	*Idiographic.*

J. Gilbert and M. Pope, <u>Making Use of Research into Teaching and Learning</u>, (1982),
p.12.

Cohen and Manion (1989) further suggested that the fundamental difference between the two research paradigms lay in the researchers view of the social world and her ability to explain or predict behaviour and phenomena in the social world. Guba (1978) expressed the differences between the two models as being between conventional paradigms and naturalistic paradigms. He argued, that conventional researchers tended to see the world as composed of variables to be controlled and measured. Whereas the naturalistic researcher looked at her study as an anthropologist might, by beginning to learn about a strange culture, by immersing herself in the investigation and permitting impressions to emerge. Guba suggested that as impressions were formed, the researcher then checked by means of triangulation i.e. testing one source against another until the researcher was satisfied that her interpretation was valid.

Parlett and Hamilton (1977) argued that the conventional paradigm or the agricultural-botany paradigm with its emphasis on pre-specified criteria which could be tested and experimented upon had some notable shortcomings which they summarised as follows.

They suggested educational situations were characterised by many relevant parameters. The agricultural-botany approach they felt called for major data collection which was expensive in time and resources. The researchers also argued that the model ran counter to need in that evaluation should take place before large scale implementation. Further they felt that attempts to simulate laboratory conditions by manipulating teachers and students was dubious ethically and led to gross administrative and personal inconvenience.

Parlett and Hamilton further criticised the agricultural-botany paradigm for its inability to recognise that change will occur during a period of evaluation. Such change they argued may have had positive or negative effects on the delivery of the programme. However using the agricultural-botany paradigm the changes could not be used to inform the evaluation in that they were not pre-specified outcomes. Further the researchers felt that traditional evaluations imposed artificial restrictions on the scope of

a study. For instance by seeking to impose quantitative information the researchers felt that data which was, subjective, anecdotal or impressionistic was ignored, when in fact it could have been used to explain findings, weight their importance and place them in context.

The writer of this study suggests she supports Parlett and Hamilton in their criticism of the agricultural and botany paradigm. In that in relation to the Cert. S.E.N.F.E. the evaluation could not apply laboratory conditions to the programme. For example all lecturers undertaking the course were self-selecting, the evaluator therefore had no control over that variable. Moreover content, delivery and assessment were negotiated with the lecturers thus making comparisons across the three cohorts difficult to measure, as their course experiences had been different.

The writer therefore found the illuminative evaluation model with its emphasis on; research enlightening the innovators and the academic community by clarifying the processes of the course and by helping the evaluator and other interested parties to identify which procedures or elements in the educational programme seemed to have been most effective, to be the most useful model for this study.

Central to the illuminative evaluation model is the relationship between the 'instructional system' and the 'learning milieu'. The 'instructional system' being characterised by the formalised plans and statements which relate to programmes, with reference to the Cert. S.E.N.F.E. these are found in the course document and in the three module study packs. Parlett and Hamilton argued that traditional evaluators interpret such documents in an instrumental way. That is they take no cognisance of the fact that an instructional system may undergo changes during its delivery. Such changes they argue significantly effect the interpretation of the instructional system and how it is evaluated. The researchers argued for a change from discussing the instructional system in abstract form to describing the details of its implementations in its context.

The learning milieu is characterised by the social-psychological and material environment in which lecturers and evaluators work together. Parlett and Hamilton argued that the learning milieu represented a network of cultural, social, institutional and psychological variables. These interacted they suggested in complicated ways to produce, in each programme a unique pattern of circumstances, pressures, customs, opinions and work styles which suffuse the teaching and learning that occur there. In relation to the Cert. S.E.N.F.E. the writer suggests that the evaluation needed to take into account lecturers' attitude, organisational policy, divers levels of understanding of curriculum design as well as preferred learning styles within the group.

The writer found illuminative evaluation a very useful model in so far as by acknowledging the diversity and complexity of the learning milieu as an essential pre-requisite for the evaluation of programmes all influences on the programme could be analysed for their impact on the programme. Parlett and Hamilton's argument, which the writer supports observed, that for research purposes the learning milieu and the instructional system could not be separated, as the introduction of an innovation sets off a chain reaction throughout the learning milieu. In turn these unintended consequences are likely to affect the innovation itself, changing its form and moderating its impact.

Whilst the writer of this study found much in illuminative evaluation to support the study's evaluation. She was also influenced by Gill Kirkup (1986) and her thoughts on the Feminist Evaluator.

The Feminist Evaluator

Kirkup used illuminative evaluation as a base from which to build her own model of evaluation. She criticised illuminative evaluation for the role it assigned to the evaluator. Kirkup argued that the evaluator could not be committed to producing a clear and fair report whilst at the same time being committed to the process or programme she is evaluating. House (1977) whose model of evaluation was that of argument rather than evaluation as proof of outcome supported Kirkup's argument when he stated:

People being evaluated do not want a neutral evaluator, one who is

unconcerned about the issues. Rather the evaluator must be seen as a

member of or bound to the group being evaluated. The evaluator must

be seen as caring, as interested, as responsive to the relevant arguments.

(House, 1977, p.8)

Whilst these researchers felt that illuminative evaluation created an ambiguous role for

the evaluator the writer in her reading of Parlett and Hamilton could find no real

evidence to support this argument as they consistently stated that their model was based

on the anthropological paradigm which argues for total involvement of the evaluator in

the society created by the programme.

However the writer could associate with the work of Kirkup (1986) when she identified

a major theme of feminism as being the slogan:

The personal is the political (Kirkup, 1986, p.71)

This philosophy denies any separation between individual experience and intellectual

theorising. It also has connections to the work of Habermas and the critical social

theorists. They argued that social enquiry cannot use the same method of enquiry as the

natural sciences. This was based on the position that social action depends on the

individual's understanding of her situation, an understanding which is not idiosyncratic,

but has inter subjective meanings which are part of the social context in which she

operates, and whose meanings embody value.

Two British feminists, Stanley and Wise (1983) developed this argument and suggested

that the evaluator was pivotal to the evaluation. The evaluator's experience, argued

Stanley and Wise, should be not only the core of the study but they also suggested the

evaluator should not attempt to explain other people's views of the world because she

risks misunderstanding them. These researchers would therefore have difficulty in accepting a man evaluating women, as they would argue a man could not possibly see the world from a female perspective.

Whilst the writer of this study would agree that social enquiry can more usefully use qualitative methods than quantitative. She would also agree that it is hard if not impossible to separate an individual's experiences from her intellectual theorising. However she should disagree with Stanley and Wise when they suggest that only women can understand women and men, only men. The writer feels in relation to the evaluation of the Cert. S.E.N.F.E. that it was impossible for her to ignore her own value systems, as they related to S.E.N. students and integration. However whilst the majority of the cohorts were female, the male lecturers attendance and input were invaluable to the course. Moreover there were times when attitudes to S.E.N. students were being discussed that the writer felt much more in tune with male colleagues attitudes than those expressed by some of the women in the groups.

The writer gained from the work of Forrester and Thorne, (1981) the model of an evaluator becoming a resource and a facilitator whose job it is to develop the skills and confidence of all collective members of the project and to provide whatever support services are necessary to enable them to achieve their goals. This enabling role the researchers argued lent itself to evaluation situations where the declared purpose was to inform action and policy. As the evaluation of the Cert. S.E.N.F.E. was partially to inform action and policy within the college the writer attempted to fulfil an enabling evaluator role to the three cohorts, through tutorial support, production of materials and liaison between schools.

Kirkup (1981) also emphasised the role of collaboration in relation to evaluation. The writer of the study found this to be a useful model and attempted to foster a collaborative ethos on the Cert. S.E.N.F.E. for instance at the beginning of each course, course aims were discussed and all participants including the writer were encouraged to

keep a weekly log of experiences on the course the writer emphasised that these logs would / could be used to inform the evaluation if course members agreed. Moreover feedback would be given following each session so that it could be discussed and a consensus on its accuracy be sought by the group. Thus ensuring the effects of changes to the programme could be recorded and their effects analysed. An example of module feedback may be seen in Appendix 10.

In summary the writer found illuminative evaluation to be a useful base model from which to work. She adapted the base model slightly to incorporate the rational provided by Stanley and Wise (1983) which argued for the consideration in evaluation of the evaluators personal and political values. Moreover the writer also attempted the incorporation in the evaluation of Forrester and Thome's (1981) view of the evaluator as an enabler. Finally she also attempted the incorporation of Kirkup's (1981) model of collaborative evaluation. The writer did however recognise the limitations inherent within the collaborative model in that a consideration of power relationships was recognised. For instance although there was considerable negotiation of assessment criteria, module content and delivery. Ultimately the evaluator as course leader had to assess assignments and in this role act as gatekeeper for the award of Cert. S.E.N.F.E.

Evaluation Reporting

Evaluation reports have many purposes the writer suggests. They may, contribute to decision making, or be used to delay difficult decisions, or support policy implementation or perhaps be instigated by the authority funding the project. However the writer would argue that in general the evaluator would address her report to:

a)   the program's participants;

b)   the program's sponsors, supervisory committee;

c)   interested outsiders (such as other researchers).

Each group will look to the evaluation report for help in making different decisions. For instance in relation to the Cert. S.E.N.F.E. course participants may be expecting the

report to identify and support their future S.E.N. in-service needs, whilst the management of the college may be expecting the report to provide evidence that mainstream staff are capable, as a result of completing the course of meeting S.E.N. students needs in their classrooms, therefore potentially making obsolete a discrete S.E.N. team within the college. Further the Staff Development Officer who provided funding for the course from within his budget may be seeking evidence from the evaluation of the cost effectiveness of the programme.

Parlett and Hamilton (1977) argued that the interests of all related groups cannot be met by one evaluation. Therefore they suggested that illuminative evaluation concentrated on the information-gathering rather than the decision-making aspects of evaluation. They argued that the evaluation should:

> *provide a comprehensive understanding of the complex reality. To sharpen discussion, disentangle complexities, isolate the significant from the trivial, and to raise the level of sophistication of debate.* (Parlett and Hamilton, 1977, p.24)

The writer would suggest that their description of illuminative evaluation matches the purposes of this study's evaluation. For in the case of this study there was no formal request for evaluation from either the college management or the staff development officer. However course participants were hoping the evaluation would support their identified future S.E.N. in-service needs. From the evaluator's perspective, she was hoping that by presenting an evaluation to senior college managers and the staff development officer that the level of debate relating to S.E.N. within the college would be raised. Moreover in presenting the evaluation as a thesis for the award of MA(Ed) the writer hoped the evaluation would be of interest to other researchers in this area.

In conclusion the writer felt that basing her evaluation within the illuminative evaluation model provided a methodology that most closely met the needs of the study.

Research Techniques and Contexts.

In this section the writer will describe the techniques used and relate them to the context of the evaluation.

Parlett and Hamilton (1977) described illuminative evaluation as a general research strategy. They argued that no method was used exclusively or in isolation. However as illuminative evaluation focused on an examination of the programme as an integral part of the learning milieu, there is, they suggest an emphasis on observation and on interviewing participants and interested parties. The research tools they suggest, are therefore, interview, questionnaires and observation. In relation to this study the writer used the following techniques:

1)   interview;

2)   field notes/diaries;

3)   questionnaire;

4)   diary records.

However triangulation of techniques was also considered.

Triangulation

Triangulation of evidence was used to moderate any distortions which occurred during the data gathering process. Triangulation involved the cross checking of material, not only interview and questionnaire material but also field notes, course documents, observations, informal conversations, Burgess (1982) refers to this methodology as 'structural corroboration'. The purpose of such triangulation was to provide validity of data. House (1977) describes this process, he argued that:

> *Validity is provided by cross checking different data sources and by testing perceptions against those of participants.* (House, 1977, pp.18-19)

Furthermore, the writer would argue that triangulation allowed issues and questions within the research to arise out of the people and situations being studied rather than from her own perceptions.

Various writers have employed other terms to describe triangulation, Burgess (1982) suggested 'multiple strategies'. Stacey (1992) specified 'combined operations' and Douglas (1976) proposed 'mixed strategies'. Within this study use was made of triangulation of multiple strategies of data collection, this included within methods and between methods as suggested by Burgess (1984) rather than the gathering of accounts of the same situation from three points of view as suggested by Elliott and Adelman (1973).

The multiple strategies of data collection included unstructured interviews, field notes of the evaluator for first cohort, participant diaries, continued involvement in the social experience of the formal course, feedback from tutors from the managing FHE institution, feedback from H.M.I., feedback on sessions, chance conversations and questionnaires. This was set against the aims and objectives as set out in the course document, and the assumptions implicit within it. The use of semi-structured interviews gave the writer the opportunity to interact with course members and members of senior management on an individual basis. However there were certain sensitive areas of information about informants which it was useful to gain access to and yet difficult to ask at the face-to-face level of an interview. This information was gained by a questionnaire which was intended to gain insights into course members' attitudes towards the concept of special educational need and the course processes.

1)   <u>Interviews</u>

As a research technique Cohen and Manion (1989) suggested that interviews served three purposes. Firstly as the principal means of data collection. Secondly by its use to test hypotheses or thirdly in conjunction with other methods in a research undertaking. For the purposes of this study the writer used interviews in conjunction with other methods in the investigation. Interviews were used summatively at the end of each course and the sample included course participants and the senior management of the college.

In relation to the type of interview used the writer reviewed Cohen and Manion's (1989) suggestion that interviews could be categorised as: structured; unstructured; non-directive and focused. She also researched Powney and Watt's (1987) views that interviews could be categorised as respondent and informant interviews. Powney and Watts argued that the major distinction between approaches to interviewing lay in the locus of control for what happened throughout the interviewing process. In their view respondent interviews were characterised by the locus of control remaining with the interviewer at all stages. This relates to structured and focused interviews described by Cohen and Manion (1989). Whilst informant interviews were characterised by the locus of control remaining with the informant. This interview technique could be related to Cohen and Manion's unstructured or non-directive interview.

In using interview as a technique the writer of this study was seeking access to information and events outside those which as an observer the evaluator might have. Moreover the writer in using this technique was seeking to illuminate historical events within the college, power struggles, and role relationships, all of which were outside the aims and objectives of the study but which had a bearing upon it. Interview also allowed course members to talk about their own practice thus giving the writer insights into their ideology.

The writer as an interviewer therefore had an agenda which could form the basis of a structure for an interview. Powney and Watts (1987) suggest the following statement describes such an agenda:

An interview initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by him on content specified by research objectives of systematic descriptions, prediction or explanation. (Powney and Watts, 1987, p.6)

However the writer did not only want to discuss her own agenda, but rather wanted to investigate course members views of the course, their opinions of the inputs and their perceptions of the effects of the course upon the college as an organisation. Therefore an open element was introduced to the interview situation. Thus allowing the writer as suggested by Robson (1993) to view interviews as offering:

the possibility of modifying one's line of enquiry, following up interesting responses and investigating underlying motives. (Robson, 1993, p.229)

In so far as the writer produced a question schedule and asked the same questions of each informant. However informants were also given the opportunity to elaborate on their answers by supplementary questions and at the end of the interview to add any further issues they wished to discuss. The technique that the writer adopted during interviews was therefore that of a semi structured interview.

<u>Sampling Procedure</u>

The process of sampling of data was initially outside my selection in so far as the three cohorts of course members were not selected by the writer. Moreover as previously stated negotiation of content, assessment and mode of delivery by each cohort ensured that each cohorts' experience of the course and its assessment and delivery varied. The writer therefore elected to sample interview four course members from each cohort. However the cohort of part-time staff was so small that it was agreed to interview the group as a whole. The interview took place at the end of each cohort.

A further sample to be interviewed came from the senior management team. This sample of Principal plus all Heads of Department was chosen for triangulation purposes, to cross check evidence from respondents, and to expose discrepancies. The writer felt it was important in an evaluation of the effectiveness of the course on the organisation and its formulation of policy, that perceptions of course members and senior management should be compared. Denscombe (1984) suggests that often respondents portray a picture of what they would like to see happening in their organisation, rather than what actually happens. The triangulation of evidence from course members and senior management gave the writer the opportunity to check out the realities of the respondents.

The interview data collected from course members was taped. However non of the senior management team would agree to being taped and one head of department refused to be interviewed. In fact whilst course members from all cohorts were interviewed senior management only agreed to be interviewed at the end of the first cohort. The reason they gave for their refusal to be interviewed at the end of the final two cohorts, was that they were heavily involved in a re-organisation of the college from departments into a matrix system.

It was the aspect of being able to examine respondents views of the course, their opinion of its effectiveness and the impact on the organisation, which was the usefulness of interviews in this investigation. Whilst respondents often needed to justify their actions and opinions during the course, they were not passive participants and their accounts varied, not deliberately but often because of the issue fading in their memory, differing priorities and more pressing concerns in their lives.

2) <u>Field notes and diaries</u>

To support the interactive process of the investigation a continuous record of events, conversations and observations were recorded by the writer in the form of a diary. As Burgess (1984) noted the process of taking field notes is riddled with decisions about when and what to record. It was not possible to record everything and some sampling of the above aspects must have occurred.

Burgess (1984) distinguishes between three types of field notes, substantive, methodological and analytic. Substantive field notes he argues consist of:

> *a continuous record of situations events and conversations in which the researcher participates. They are a record of the observations and interviews that are obtained by the researcher and of the content of documents.* (Burgess, 1984, p.167)

The decision about when to record was influenced by Burgess's description of methodological field notes. In that the writer wanted to record personal reflections on activities during the teaching sessions. Therefore the writer kept a diary after each teaching session in which she recorded her perceptions of how the session had been received and whether or not aims and objectives had been achieved. The writer also noted in the diary comments made by individuals and reflections on how long activities had taken and the effectiveness of teaching

strategies. On the occasions when the tutor from the F and H.E. institution was monitoring the programme her diary recordings could be triangulated with the tutors observations and comments. Further the diary notes also formed the basis for written formative feedback given to course members following each session. An example of session feedback may be found in Appendix 10.

The dimension of analytic field notes discussed by Burgess (1984) from which preliminary questions and the formulation of initial hypotheses may be made was not done in any formal sense. However the formative feedback given to course members was used to question the programme and its effectiveness / appropriateness. Further it was also used to identify issues to be investigated by the summative interviews and questionnaires.

Course members were also requested to keep a diary of their reflections upon, the course, its processes, its delivery and the group experience. It was emphasised that if they were willing the diaries would be used in the course's evaluation. Most course members did keep a regular diary. However at the end of the course not all course members were willing for their diaries to be analysed and used in the evaluation. The reasons given for this reluctance were, that the diaries had become very personal reflections on the course and other course members. Such personal reflections, course members felt could be damaging to other course members if put on public view. Also some course members were reluctant to voice publicly their personal views of the college as an organisation.

Whilst some of the course members diaries were not available to be analysed, some were used as aide memories in the interview situation, thus allowing valuable data to be recorded without the respondent being identified.

The use of diaries and field notes created a number of dilemmas for the writer. Firstly time was a key factor. As data recording must be accommodated

alongside, or in addition to all teaching commitments and college responsibilities. The evaluator and course members were therefore working against time constraints. Diaries were therefore not always filled in immediately after sessions. When they were completed retrospectively, there was a danger that data could be missed or misinterpreted. Thus emphasising the importance of triangulation.

Secondly as Platt (1981) noted when discussing the difficulties for a researcher interviewing her peers. Platt argued that interviewing peers required a much more complex approach than the traditional researcher interviewer relationship required. She suggested that when interviewing peers the interviewer no longer had the advantage of possessing superior knowledge or techniques. Equally she maintained that assumptions are made between the interviewer and respondent that certain issues do not need to be explained, as they are tacit between them. This she suggested could lead to gaps and misunderstandings appearing in the data. In relation to this study, course members expressed their unwillingness to criticise the course leader in a diary which would identify them. However questionnaires gave opportunities for honesty without identification.

Finally there was a dilemma for the writer which related to the recording in her diary conversations and discussions. The writer feels that whilst all material gathered during an investigation can assist in the analysis of the issues, there is a danger of the evaluator abusing what is essentially privileged access to events merely by being there. This not only may include membership of informal or social groups but also participation in meetings which have restricted access, like for example Boards of Governors meetings. However for the purposes of this evaluation the writer used only conversations from sessions which could be validated by all course members and discussions which could be later validated by written feedback as in the case of the tutor from the F. and H.E. institution

and the H.M.I. feedback. Therefore only data collected in these ways was used in order to avoid betrayal of trust and an abuse of access by the writer.

3)   Questionnaire

In a discussion of research techniques the interview and questionnaire are often discussed with a view to choosing one technique in place of another. In this study both interview and questionnaire were chosen as part of a multiple strategy of data collection. The reasons for choosing a semi-structured interview have already been discussed. Questionnaires were used triangulate and verify evidence gathered from interview data.

An advantage of the questionnaire is that it can guarantee confidentiality which may in turn elicit more truthful responses than would be obtained in a personal interview. Moreover as Henderson (1978) suggests questionnaires through the use of carefully planned questions can provide a greater degree of standardisation than is possible in an interview situation.

In this study a formative and summative questionnaire were used with the first cohort. The formative questionnaire was supplied by the F. and H.E. institution managing the course. This questionnaire was used by all the 12 S.E.N. co-ordinators delivering the programme and its purpose was to give feedback on the programme as a whole. However as a tool for evaluating the courses aims and objectives it was not a useful tool. Youngman (1986) suggests that the more structured a question, the easier it will be to analyse. The questions used in the formative questionnaire were not well structured and did not address the aims and objectives of the course. Therefore for the summative questionnaire a new questionnaire was designed by the writer.

The summative questionnaire was made up of a combination of structured questions relating to the aims and objectives of the course, and a set of open

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questions which allowed respondents to comment on issues they felt to be of importance. The questionnaire was piloted to four course members and checked for ambiguities, lack of clarity, omissions and time commitments. As a result of the pilot questionnaire several questions were split to give greater clarity. For example the writer had assumed a consensus of understanding between the course members and herself. However the question 'how successful' was the course, led to confusion. Respondents interpreted the question in terms of 'Did it meet the course aims?', 'Did it meet my personal objectives?', 'Have I got anything out of it that I can use in class next week?', 'Was it fun?', 'Did I make new friends?', 'Has it increased my chances of promotion?'. The question was therefore split to articulate exactly what was meant by the word successful. Walton (1974) and Taylor (1980) also found similar problems associated with terms such as 'useful' and evaluators and course members differing perceptions of the term.

The revised summative questionnaire was given at the end of the first cohort and also at the end of cohorts two and three. Response rates were 100% returned for cohort one and 70% returned for cohorts two and three. Walton (1974) when researching into response rates to in-service training questionnaires found response rates varied between 40% to 77% even when dealing with groups of no more than a few dozen. The writer was therefore pleased to have such a high response rate from course members.

A further questionnaire was also designed to elicit the views of the college's senior management. This was not piloted but had been redrafted in the light of course member's comments on their questionnaire. Of the twelve questionnaires sent to senior management, eight were returned completed, two were returned uncompleted due to lack of knowledge about the course, and two were not returned, thus representing a return rate of 66%. The writer had several purposes in designing a senior management questionnaire. Firstly she was

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seeking to compare perceptions of staff development needs in S.E.N. between course members and the senior management team. Secondly she was seeking to cross check interview data from course members with questionnaire data from senior management. Moyle (1973) and Lawn (1974) had both used the technique of comparing interview and questionnaire data. Their findings suggested that questionnaire data when examined against interview data did not always agree. The interview data having the benefit of being able to scrutinise more closely evidence from questionnaires. In such a way the writer was hoping to gain real insights into the attitudes and underpinning philosophies held by the senior management team by comparing and contrasting their interview and questionnaire data with that of course members. Moreover as the questionnaires were completed before the interviews with management. The writer was able to design an interview structure that allowed issues and themes to be explored.

Both management questionnaires and course members questionnaires were made into formative evaluation reports and presented to senior management. In the case of the questionnaire for cohort one, these were presented at the weekly senior management meeting where the Cert. S.E.N.F.E. had been made an agenda item. The evaluation report found in Appendix 11 was presented in conjunction with the document <u>Developing a Whole College Approach to S.E.N.</u> <u>students</u> (1989) which was the final collaborative assignment produced by the group and can be seen in Appendix 12. The evaluation report and the document were presented by two course members. The course leader was present but she felt it was important for senior management to see two mainstream lecturers supporting the development of S.E.N. work within the college. Thus demonstrating a wider skilled teaching force and hearing directly from course members their views on the Cert. S.E.N.F.E.. However the course leader as a participant observer did make notes in her field diary of comments and reactions to the presentation.

There was no such formal presentation for the evaluation report of cohorts two and three. The evaluation and analysis of course members questionnaires from cohort two and three was collated into one report; because both courses had been combined for the final modules of their delivery. The evaluation report from cohorts two and three may be found in Appendix 13. It should also be noted that for cohorts two and three there was no senior management questionnaire. Twelve questionnaires were sent to senior management but none were returned. This corresponds directly to the lack of interview data from management. As was previously mentioned the college was at this time undergoing a period of reorganisation and management had many divergent demands placed upon their time.

Observation

The writer of the study had intended to observe course members in their own classrooms. This did not happen as initially course members were reluctant to have an observer in their classroom when they felt they did not have the skills to deliver S.E.N. programmes. Moreover in the case of course members from the S.E.N. team it was felt that as much of the work was team taught observation was already undertaken. As the course progressed and course members would have been happy to have an observer in their classrooms, the course leader however could not be released from duties to undertake the observations. However the study was able to draw on data from classroom observations which was provided by a team of four H.M.I. who inspected S.E.N. provision at the college over a four day period in May 1990. This data came in the form of formal and informal debriefing sessions from H.M.I..

Chapter 5

Statement of Results

This chapter will describe the data collected using the multiple strategies approach. Data presented was collected using questionnaires, semi structured interviews, Course leaders field notes, feedback from the Higher Education Institution (H.E.I.) tutor and Her Majesty's Inspectorate.

During the delivery of the Cert. S.E.N.F.E. each cohort was given the same summative questionnaire. The questionnaire comprised closed responses and open ended questions. The return rate for cohort questionnaires was as follows:

1988-89	12 course members	12 returns = 100%
1989-90	17 course members	12 returns = 70/5%

Table 4 shows the curriculum areas represented by course members on cohort I

Table 3

Course members' curriculum areas cohort I

Special Needs	Food and Health	Business Studies	Craft	Recreation & Leisure	General Studies	Computing
6	1	0	0	2	3	0

Table 5 shows the curriculum areas represented by course members on cohorts II and III

Table 4

Course members' curriculum areas cohorts II and III

Special Needs	Food and Health	Business Studies	Craft	Recreation & Leisure	General Studies	Performance
4	1	3	1	2	6	4

The following tables show the results from each questionnaire and their correlation.

Key:
S.D : Strongly disagree
D : Disagree
U : Undecided
A : Agree
S.A. : Strongly agree.

Question 2. I undertook this course to:

Figure 11

a) Improve my knowledge of Special Educational Need Students.

Cohort I   **Cohort II and III**
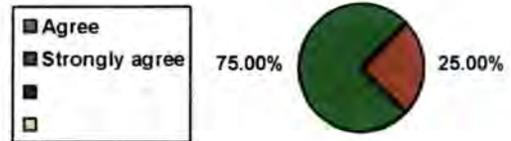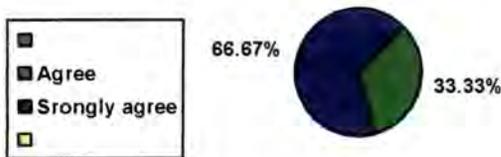
b) Teach special needs students on main stream courses.

Cohort I   **Cohort II and III**
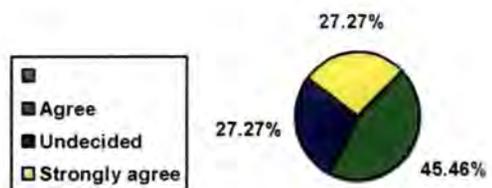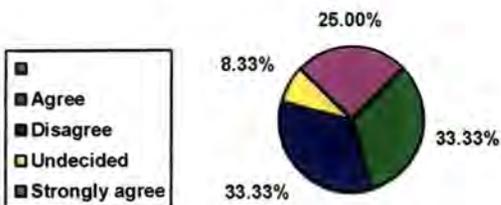
c)   Teach special needs students on discrete courses.
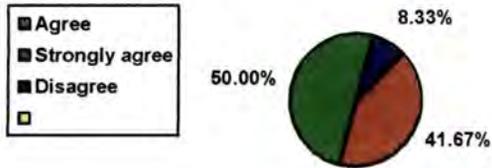
Cohort I   **Cohort II and III**
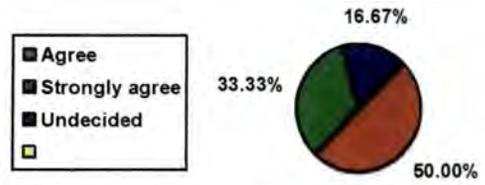
d)   Add to the expertise in my Department/School.
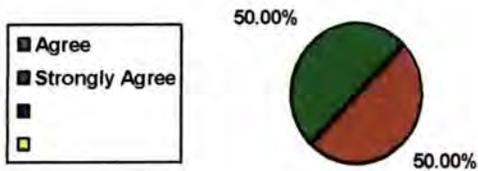
Cohort I   **Cohort II and III**
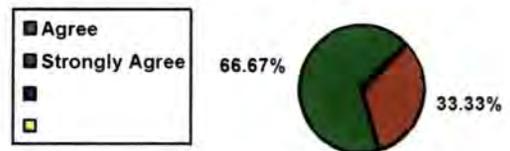
e)   Enhance my professional development.
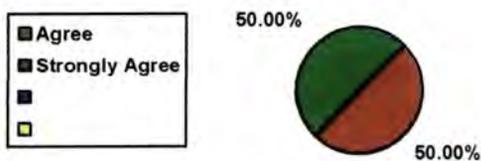
Cohort I   **Cohort II and III**
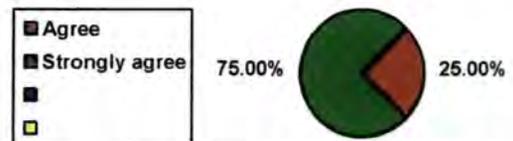
f) Gain a qualification in Special Needs.

Cohort I   **Cohort II and III**
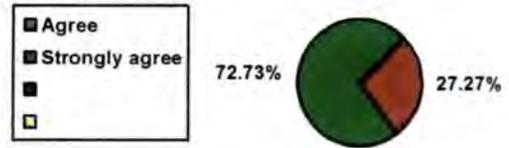
Question 3 I have found the course content to:

a) Meet my identified needs.
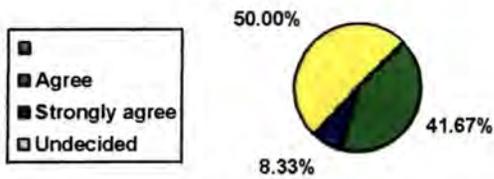
Cohort I   **Cohort II and III**
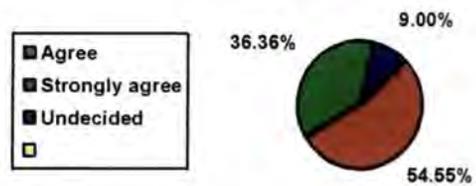
b) Improve my knowledge of SEN students.
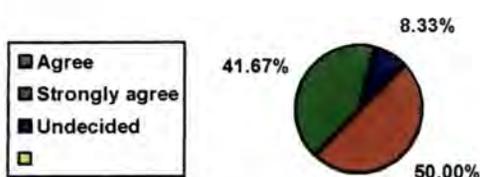
Cohort I   **Cohort II and III**
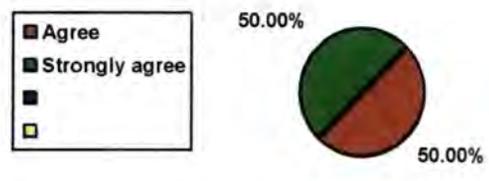
c) Improve my classroom teaching.
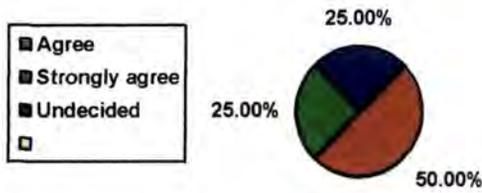
Cohort I   **Cohort II and III**
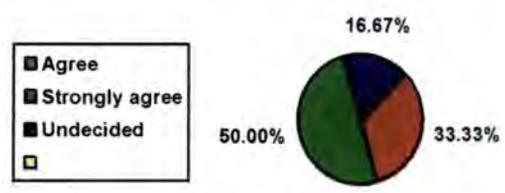
d) Change my teaching strategies.
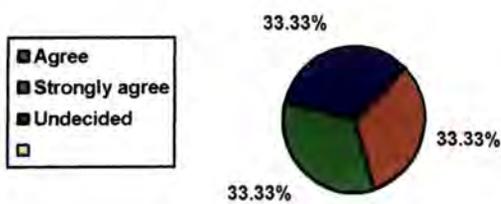
Cohort I   **Cohort II and III**
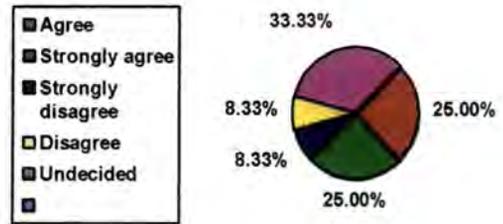
Question 4 I have found the following useful teaching strategies:

Figure 13

a) Small group work.
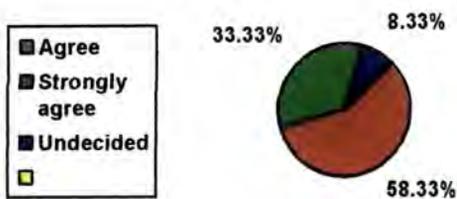
Cohort I   **Cohort II and III**
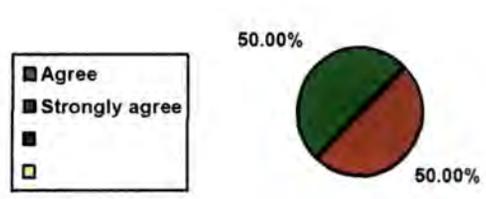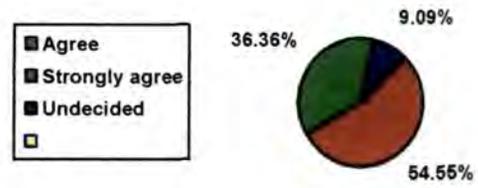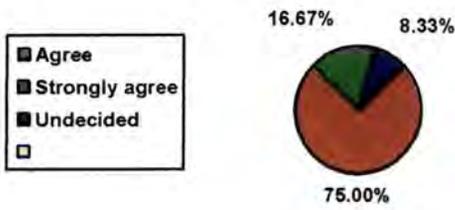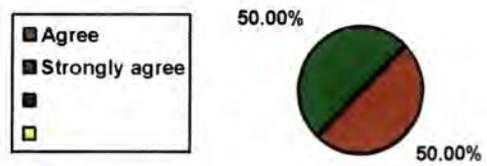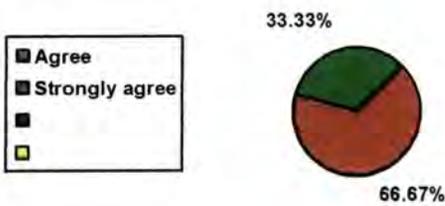
b) Large group work

Cohort I

8.33%   16.67%

- Agree
- Srongly agree
- Undecided
- □

75.00%

Cohort II and III

36.36%   9.09%

- Agree
- Strongly agree
- Undecided
- □

54.55%

c) Feedback.

Cohort I

16.67%   8.33%

- Agree
- Strongly agree
- Undecided
- □

75.00%

Cohort II and III

50.00%

- Agree
- Strongly agree
- ■
- □

50.00%

d) Discussion.

Cohort I

33.33%

- Agree
- Strongly agree
- ■
- □

66.67%

Cohort II and III

50.00%

- Agree
- Strongly agree
- ■
- □

50.00%

e) Role Play.

Cohort I

- ▣ Agree
- ▣ Strongly agree
- ■ Undecided
- ▢ Disagree
- ▣ Strongly disagree

8.33% 8.33%
33.33%
50.00%

Cohort II and III

- ▣ Agree
- ▣ Strongly agree
- ■ Undecided
- ▢ Disagree

18.10%
27.27%
27.27%
27.27%

f) Course tutor.

Cohort I

- ▣ Agree
- ■ Strongly agree
- ■ Undecided
- ▢

33.30%
8.40%
58.30%

Cohort II and III

- ▣ Agree
- ▣ Strongly agree
- ■ Undecided
- ▢ Disagree

9.09% 9.09%
18.18%
63.64%
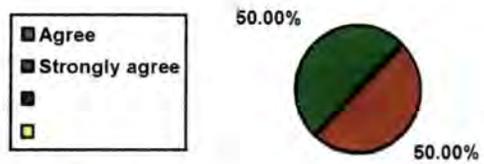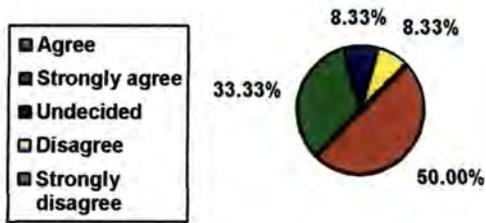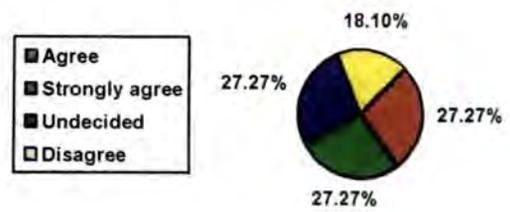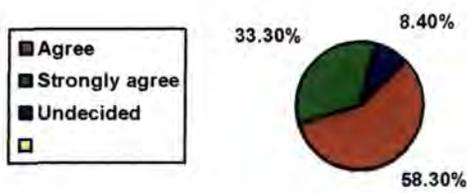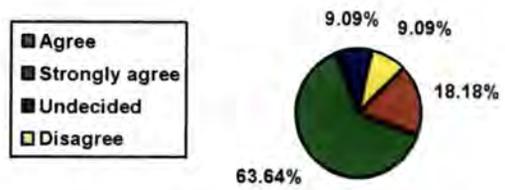
g) Visiting speaker inputs.

Cohort I

- ▣ Agree
- ▣ Strongly agree
- ■ Undecided
- ▢

33.33%
8.33%
58.33%

Cohort II and III

- ▣ Agree
- ▣ Strongly agree
- ■ Disagree
- ▢

50.00%
8.33%
46.67%

114
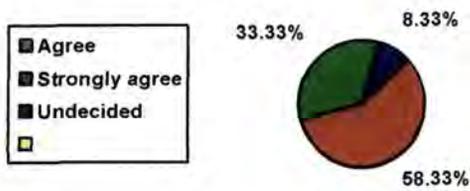
h)   Visits.

Cohort I   **Cohort II and III**
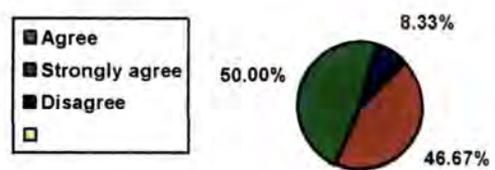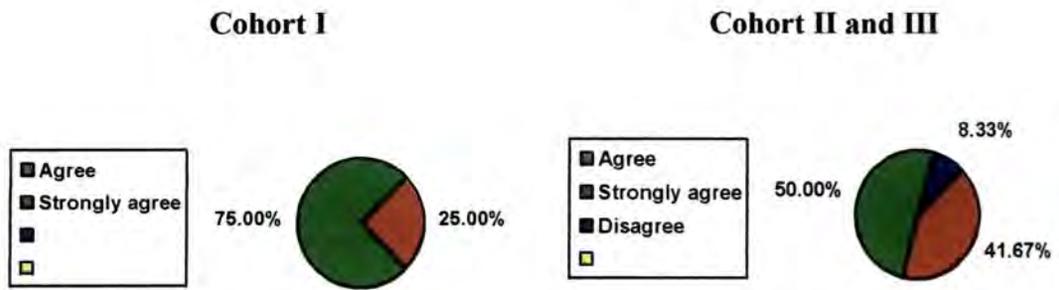
Question 5   The course has been 'fun'.

Cohort I   **Cohort II and III**
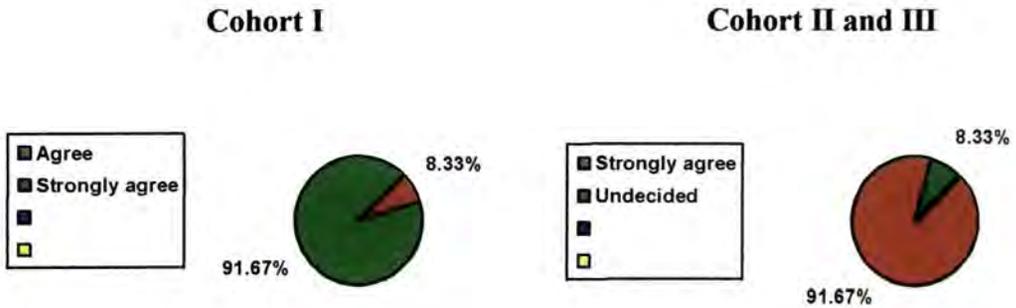
Question 6   I have felt a valued group member.

Cohort I   **Cohort II and III**
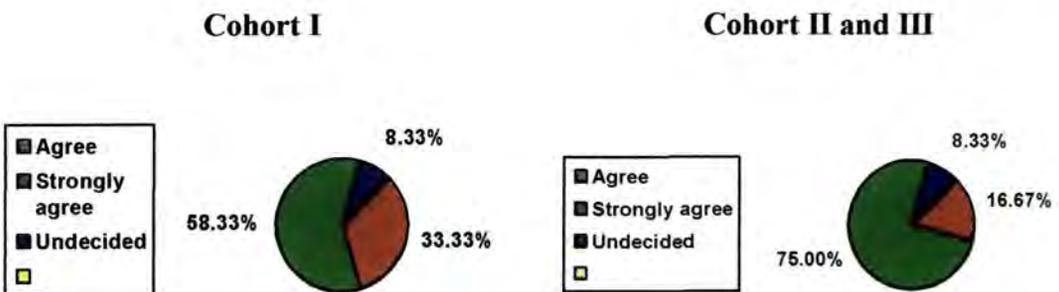
Question 7   I have felt my contributions to the group valued.

Figure 16

Cohort I   **Cohort II and III**
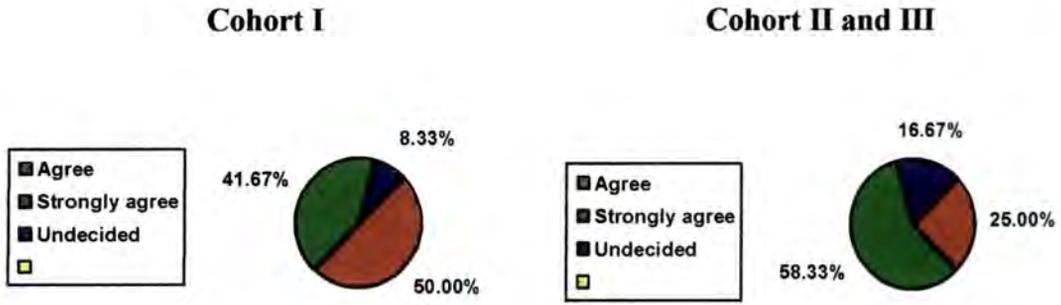
Question 8   I have felt all group members to be equally valued.

Figure 17

Cohort I   **Cohort II and III**
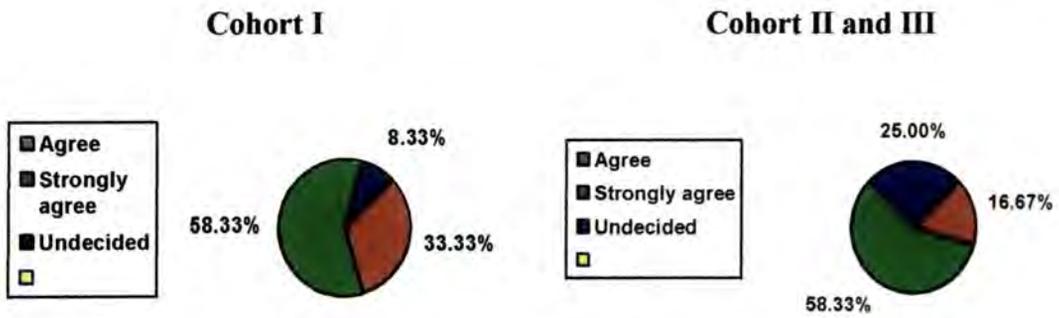
Question 9   I felt the group leader dominated discussion.

Figure 18

Cohort I   **Cohort II and III**

116
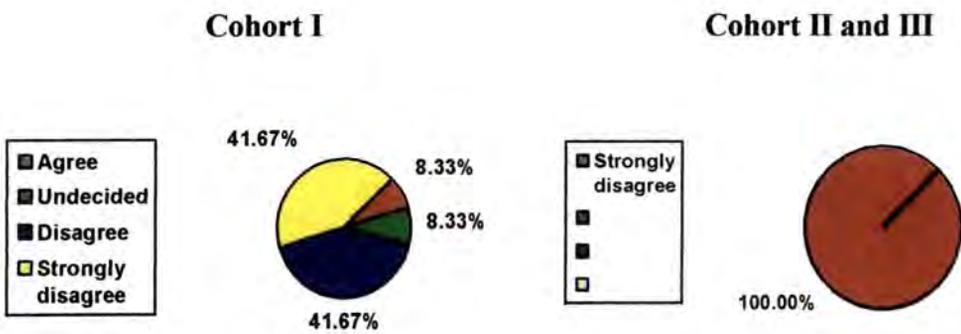
Question 10   I felt the course tutor asked as a facilitator.

Figure 19

Cohort I   **Cohort II and III**
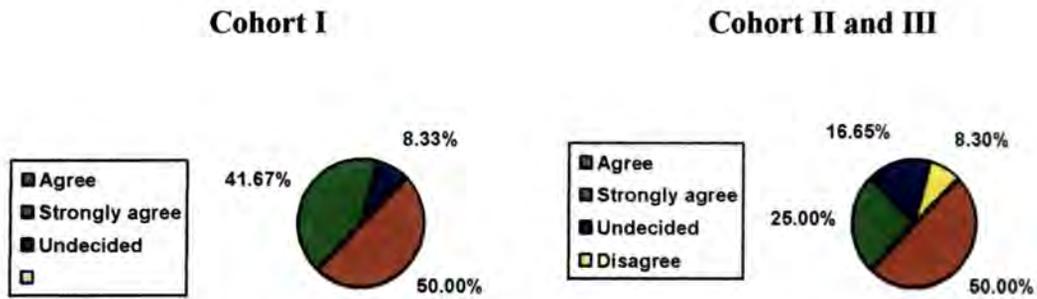
Question 11   I felt I had ownership of the course.

Figure 20

Cohort I   **Cohort II and III**
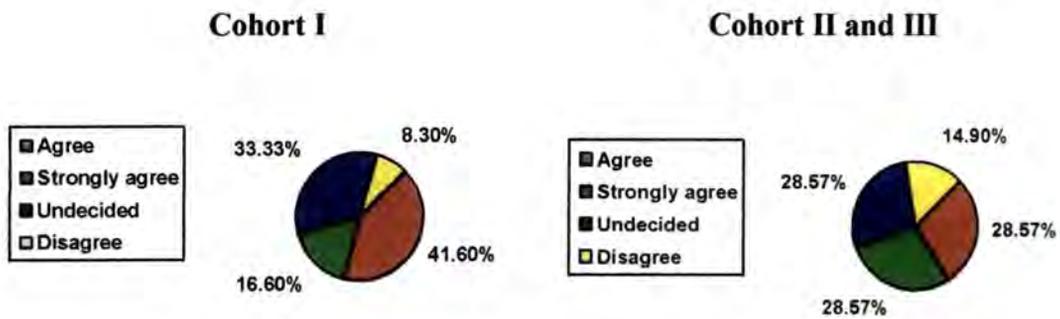
Question 12   As a result of completing the course:

Figure 21

a)   I feel able to take part in subsequent College based S.E.N. In-Service.

Cohort I   **Cohort II and III**

117
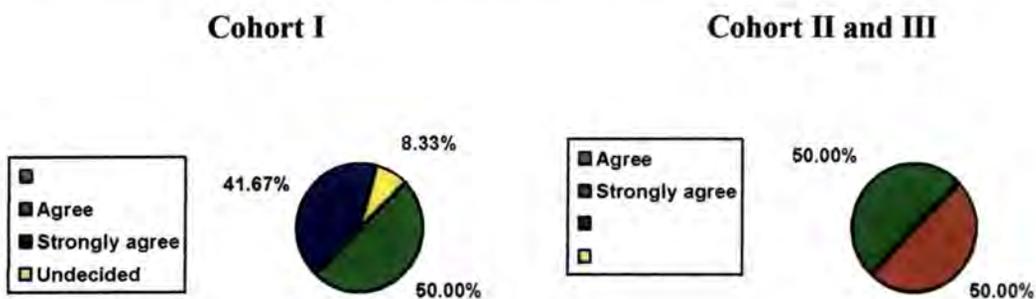
b)   I have developed different attitudes to S.E.N. teaching.
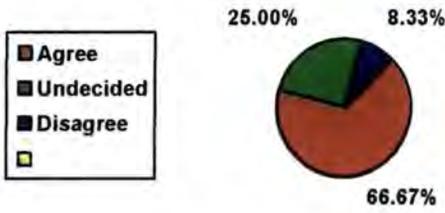
Cohort I   **Cohort II and III**
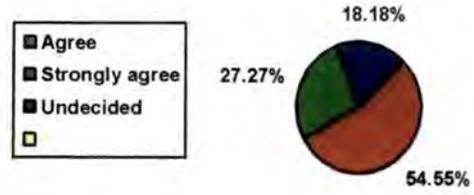
c)   I agree with social integration.
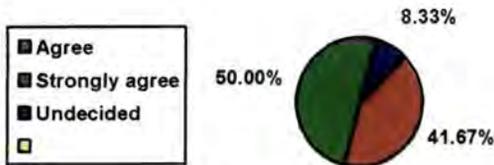
Cohort I   **Cohort II and III**
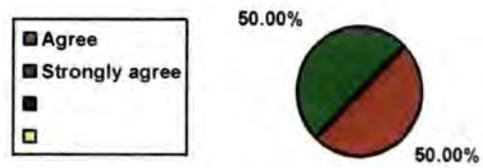
d)   I agree with functional integration.
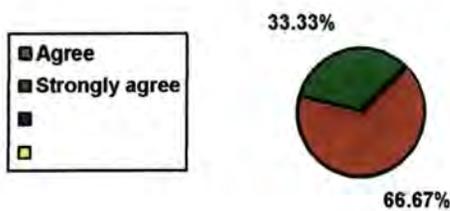
Cohort I   **Cohort II and III**
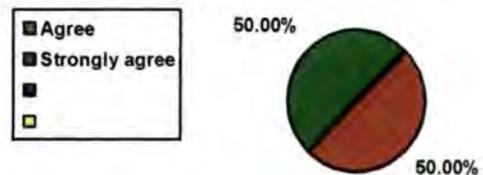
e)   I agree with the integration of physically handicapped students into mainstream
     courses.

Cohort I   Cohort II and III
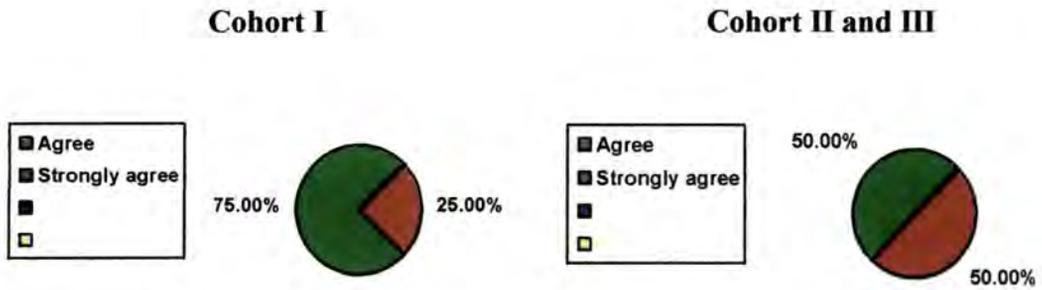
Question 13   I have found the 'cascade' or 'Trainer/training model of INSET'
                  successful.

Figure 22

Cohort I   Cohort II and III
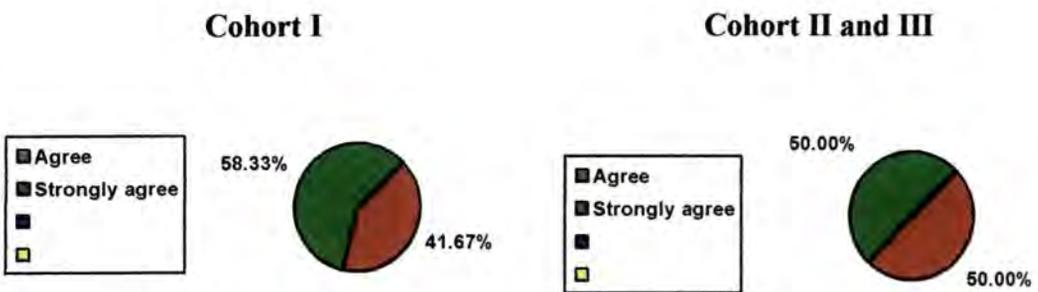
Cohort I Summative

Positive Comments

'I found the course very interesting and stimulating as it raised issues which I had not totally considered and extended the knowledge content.'

'The teaching resource pack was invaluable as a source of reference and information.'

'Course was most enjoyable and allowed me to develop my ideas on the subject concerned.'

'An excellent way of spending a Friday morning. Better taught than my M.Ed.'

'I felt that the assignments put things into perspective and helped relate theory to practice.'

'Made me think about what I was doing with the curriculum.'

'Felt the final assignment was very positive.'

'I found the course very enjoyable and interesting. So much so that I would like to take another course in S.E.N. at a later date.'

'I have really enjoyed the course. I felt it was very useful both in terms of getting to know people in college as well as widening expertise. Made a part-timer feel that I belong more.'

'Enjoyable, interesting and very informative.'

'The course was well delivered and the course tutor has the skill and expertise to make complex issues clear and easy to understand. It has definitely increased my knowledge and understanding of areas related to S.E.N..'

Negative Comments

'Having no special needs group at the moment ..... when much discussion moved towards S.E.N. students at the Redcar Centre, especially work involving the 'whole college approach was difficult.'

'Sometime we appeared to 'go around in circles' on various issues.'

'Not enough time.'

'Time went too quickly.'

Cohorts II and III

Positive Comments

'My confidence and knowledge of S.E.N. has improved greatly.'

'Well facilitated.'

'Sparked off ideas.'

'Well structured lecture programme.'

'Enhanced day to day work.'

'Good interactions.'

'Enjoyable and useful/improved team teaching.'

'Informative.'

'Good fun.'

'Openness.'

'Very Practical.'

'Good to meet other members of staff.'

'Sharing of ideas.'

'Sharing of fears.'

'Enjoyable and stimulating studies which were related to real situations.'

'Raised awareness to many Special Needs issues.'

'Re-examined what we were doing.'

'Studies benefit curriculum areas.'

'It has never been too much trouble to turn up.'

'Very interesting and enjoyable.'

Negative Comments

'No visits.'

'Start date was changed.'

'Needed better briefing for assignments.'

'A reading list pre-course would be useful.'

'Speakers could be of a more general nature.'

'Maybe more time spent relating to mainstream subjects.'

'Poor referencing in handbook.'

'More psychological input.'

Curriculum areas where more INSET was requested.
1.   Issues of integration of recreation and leisure across the college.
2.   Tutorials.
3.   Mainstream lecturers and S.E.N..
4.   Guidance.
5.   Counselling.
6.   Marketing.
7.   Teaching strategies for physical activities.
8.   Computers.
9.   Art Therapy.

Questionnaire data was also gathered from senior managers in the college at the end of cohort I. Of twelve questionnaires sent to senior managers eight were returned. This represented a 65% return.

Results of the senior management questionnaire, at the end of Cohort I were as follows:

Figure 23

SENIOR MANAGEMENT QUESTIONNAIRE

NEW COLLEGE DURHAM

ADVANCED DIPLOMA/CERTIFICATE IN TEACHING STUDENTS WITH SPECIAL NEEDS IN FURTHER EDUCATION

As part of the above course evaluation, it would be appreciated if you would answer the following questions.

Please indicate your response to the following statements with a tick.

	1 strongly disagree	2 disagree	3 undecided	4 agree	5 strongly agree
1. The purpose of College based special needs in-service programming is to:					
a. Equip staff with expertise in teaching SEN students.				37.5%	62.5%
b. To provide staff with an award bearing course.		12.5%		75%	12.5%
c. To change staff attitudes towards SEN students.			25%	50%	12.5%
d. To enhance the professional development of staff.				50%	50%
e. To meet the institutions staff development needs.	14.2%			71.2%	14.6%
f. To develop a programme of special needs College based in-service.		14.2%	14.2%	44.3%	28.2%
g. To provide materials relevant to teaching SEN students.			25%	50%	25%
h. To establish a nucleus of trained special needs staff.			37.5%	62.5%	

2. As a result of this course:

	1 strongly disagree	2 disagree	3 undecided	4 agree	5 strongly agree
a. Integration of physically handicapped students to mainstream courses will increase.			14.2%	71.3%	14.2%
b. Support in mainstream classes will be improved.				85.8%	14.2%
c. More staff will be able to teach SEN students.			14.2%	71.3%	14.2%
d. Special needs work within the College will have a raised ethos.				100%	
e. Special needs provision will be re-assessed.		14.2%	14.2%	44.3%	14.2%
f. Resource implications of SEN within the College will be raised.			28.7%	71.3%	
g. Staff development needs in SEN will be identified.			33.1%	50%	16.4%

CERTIFICATE IN TEACHING STUDENTS WITH
SPECIAL NEEDS IN FURTHER EDUCATION

End of course evaluation Management questionnaire

Open Comments

'Contact with staff during the year has shown me their enthusiasm'.
'I also feel the 'profile' of S.E.N. college wide seems to have been raised'.

'Is it confined to liberal studies?'.
'What about other departments?'.

'My answers to the above are suppositions. I confess to no direct knowledge of the course'.

'Individual special needs may be re-assessed'.

'The course may highlight the need for support staff, general changes in teaching/learning/assessment strategies of all staff as a result of weaknesses in admissions, tutoring, counselling etc.'

'Once a nucleus of trained S.E.N. staff is achieved other aspects become important'.

'Integration of handicapped students to mainstream courses will not automatically increase'.

'Special needs work within the college will have a changed ethos - not without other changes'.

'All staff should be aware of S.E.N. students'.

'Agreed a nucleus of expertise is needed but the rest should have some awareness/knowledge/training and if possible, experience of working with S.E.N. students.'

Of the twelve questionnaires sent to senior management, eight were returned completed, two were returned uncompleted due to lack of knowledge about course, and two were not returned.

An identical questionnaire was also sent to senior managers at the end of cohorts II and III. However, it received a nil response.

Interview Data Collected

Semi structured

Interviews were conducted by the writer with four course members, two from cohort one and two from cohorts two and three. The following interviews are reported using quotations directly from transcripts which can by found in Appendices 16 and 17. As Bentley and Watts (1986) suggests the use of quotations is a useful way of bringing the text alive, by allowing the participants to make cogent points and to make the study more believable.

Colleagues Interview Questions.

1.   What do you see as the purpose of a special needs in-service programme, such as the Certificate course? and did the course achieve its aims?

Yes the course achieved its aims and I learned a lot.

(Appendix 16)

The course raised awareness. Made people aware of the skills they already have.

Makes staff aware that they don't need special skills - same as any other teacher.

(Appendix 17)

Restart studying.

To make cross college staff more aware.

(Appendix 16)

2.   What do you feel the course did for you?

More confidence to do what you do.

Qualification.

Quite a lot actually.

Raised awareness to problem.

Making friends with others in other departments.

Introduced to a lot of literature.

Thorough knowledge of journals.

(Appendix 16)

Confirmed experience in other sectors, was transferable

(Appendix 17)

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3.   What are your feelings about the style in which the Certificate was delivered?
     Good because relaxed and informal never felt threatened.
     Collaborative assignments well constructed and balanced.
     Put own ideas into perspective.
     Time to reflect on practice.
     Broaden ideas and horizons.
     Being able to talk about and take an active role in learning process.
     Not constructive to set aside time for assignments.
     Needed more people from other organisations.
     Point less to deliver - can read a book.
     (Appendix 16)

     Variety, discussion.
     Never felt you were wrong.
     (Appendix 17)

4.   Why did you undertake the course?
     Qualification and motivation.
     (Appendix 16)

     Because new to F.E. and S.E.N..
     (Appendix 17)

5.   Do you have any comments about the course relating to how the group interacted?
     Interacted well.
     Good mixed group.
     Tended to be cliques of subject interest.
     (Appendix 16)

6.   Was there enough tutorial support and was the support given helpful?
     OK - adequate as I was in the S.E.N. team.
     Not as if talking to a tutor - talking to a colleague - easier to ask stupid question.
     Tutor had a vested interest in the course.
     To her it was more than just a job.
     (Appendix 16)

Good tutorial support, no set time, could ask anything any time.
Positive support worked from strengths.
Excellent.
(Appendix 17)

7.   What are your feelings about the course programme? i.e. its content, method of delivery, time scale?
      Course handbook a useful resource and reference.
      Not ever enough time.
      (Appendix 16)

      Method of delivery great.
      Time scale good - seemed to fly.
      Needed more on physical conditions.
      (Appendix 17)

8.   What do you feel is the ethos within the college towards S.E.N. students? Has it changed as a result of the course?
      Chipping away.
      Certain areas/personalities not going to change.
      Attitudes changing slowly.
      Appalling basically - in different ways.
      Our students don't merge into the background.
      Not taken seriously.
      Never get perfect provision.
      Senior management need to be more overtly supportive.
      (Appendix 16)

      Ethos is one of protection.
      Because of the course I am now working and changing main stream students attitudes towards S.E.N. students.
      (Appendix 17)

9.   How would you see the 'Whole College Approach' handbook being used?
      Copies issued to all staff and INSET around it with memo attached from senior management.
      (Appendix 16)

10   How do you see S.E.N. work in college developing?

Have put in money and supported staff.

Gill leaving - level and status of replacement crucial.

More integrated provision with support.

Getting rid of tag S.E.N..

(Appendix 16)

Need a new image for S.E.N. staff.

To produce guidelines of expectation of S.E.N. staff when supporting in mainstream.

(Appendix 17)

11.   What role do you see for yourself in S.E.N. work?

Not a clue, wait and see.

Expanding Information Technology provision.

Counselling network in mainstream.

Input to the tutorial system.

Significant role as change agent.

(Appendix 16)

12.   How do you see the integration of S.E.N. students on to mainstream courses being achieved in the college?

Can't see S.L.D. being integrated.

M.L.D. may be - need a lot of support.

Slowly but surely.

Needs senior management support.

(Appendix 16)

Raising awareness of mainstream staff.

(Appendix 17)

Three members of a senior management ream of twelve were also interviewed. This involved the Principal of the college and two heads of department.

Senior Management Questionnaire

1.   What do you see as the purpose of a special needs in-service programme, such as the Certificate course?

Raise awareness of all mainstream staff.

Could help focus on individual students and foster student centred learning.

Course is about education and creating change agents.

Create a more accepting environment.

Not to develop a super team but can develop ideas in an after care service.

Greater expertise to call on.

(Appendix 19)

2. Do you feel the course has achieved your aims?

Beginning to achieve aims.

Course is good have talked to a few who have done it - now have greater empathy and understanding.

Colleagues who haven't done the course - shows what still needs to be done.

Some people never come to terms.

Not achieved the aims of change agents.

Yes greater general awareness.

(Appendix 19)

3. Do you see any changes in special needs provision on a college wide basis that are attributable to the course?

Course leads people to be ready for student in mainstream.

Something missing in college.

Too many physical barriers.

Integration, maths workshops.

(Appendix 19)

4. What do you feel is the ethos in the college towards S.E.N. students? Has it changed as a result of the course?

Outwardly the world sympathetic - superficial.

In practice student behaviour in groups causes reinforcement of prejudice.

In general terms, staff would like to forget them. Particularly vocational departments.

Needs to be higher on college agenda.

There is some movement in staff.

Ethos of ignorance.

(Appendix 19)

5. How would you see the integration of S.E.N. students on to mainstream courses being achieved within the college?

Not integration for all.

Within the bounds of reason and in the interests of the young person.

Should not affect high quality education for all.

Through change in organisational structure.
(Appendix 19)

6.   How would you see the 'Whole College Approach' handbook being used?
        Like to see more attention being paid to analysis of needs before they come.
        Supported learning.
        As a catalyst.
        (Appendix 19)

7.   Which model of S.E.N. provision do you think is the most effective, discrete
        courses or supported learning?
        Want discrete courses to push into other courses.
        Discrete courses where necessary and the rest supported learning.
        (Appendix 19)

8.   How do you see S.E.N. provision developing in the college?
        Future ought to be to develop the provision.
        Real success is when students operate on their own in whatever limits their
        disadvantages allow them.
        Facilitation of learning is the college of the future.
        (Appendix 19)

9.   What role if any do you see for staff who have completed the Certificate?
        Evangelism.
        Creating networks.
        Cascade.
        In conversation with colleagues to convert.
        Choose them in support and specialist areas.
        (Appendix 19)

10.   What do you see as key management issues for S.E.N. in the institution?
        Opening of eyes - revelation.
        Individual profiles for students.
        Every teacher has a tutor role.
        Continuation of S.E.N. in all five centres.
        Concentration on buildings to give access.
        Integration into mainstream.
        Review of integration policy into total policy of L.E.A..
        See courses as progression in and out.
        Students properly advised.

Measure progress.
Value added.
Financial delegation.
S.E.N. provision to be seen in same light as all other provision.
Role of managers to be more creative.
(Appendix 19)

Interview data from members of the senior management team was only available at the end of cohort one. The reasons for only one set of management interviews was explored in the methodology chapter and related to college reorganisation and time constraints on he management.

Course Leader's field notes

The writer of the study kept a diary related to the delivery of the first cohort from October 1988 through to June 1989. The course leader's comments can be placed around the following themes:

Course leaders perceptions as a facilitator;

Course members' attitudes to S.E.N.;

Course members' perceptions of content and delivery.

Extracts from the diary can be found in Appendix 20.

During the first session course members commented to the course leader

*well done, what you are doing is really brave (*Appendix 20)

It felt really brave at the time to deliver content to my S.E.N. Team colleagues and to mainstream staff I hardly knew. It was perhaps one of the most professionally deskilling exercises I have ever undertaken. At the start of the module I was afraid I would not be able to meet courses members' needs. Initially ice breakers were used as not all colleagues knew each other. However at the end of the first session I did feel that I had achieved my intentions and felt generally positive about the start of the course. (See Appendix 20).

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As course leader the writer was also very uncertain about being observed by initially two tutors from the H.E.I. institution. (See Appendix 25). However their feedback shown in Appendix 21 was supportive and encouraging.

The writer felt that the course leader's role was to facilitate a collegial community. The writer tried to provide written feedback on each session. The intention of the feedback was to clarify the sessions outcomes and identify any future needs of the group or individuals in relation to session input. The session evaluation for 21.10.88 and its subsequent feedback to course members can be seen in Appendix 22. Issues for the course leader were often related to time constrains:

never enough time to fully develop ideas (Appendix 20)

Moreover group cohesion and valuing all group members was not always easy. Appendix 20 demonstrates difficulties in managing sessions related to attitudinal change. One course member stated:

I wouldn't want a handicapped child.
I find them offensive
(Appendix 20)

Such statements were clearly offensive to many group members. However during the session all course members' views were valued and it became clear to the writer that one course member was going to need a great deal of personal support if she was to remain on the course.

Towards the end of the first course all senior managers were invited to a course review. However only the Principal attended. (See notes in Appendix 23). However from this initial meeting it was agreed that the group would make a presentation at the regular bi

weekly senior management meeting. It was hard as course leader to hand over to the group responsibility for the management of the presentation as the writer felt that:

It was taking too much time and that it had

suddenly been seen as very important

(Appendix 20)

The presentation was very important to the group. However as course leader the writer was becoming increasingly concerned that modules and assignments would not be completed on time due to time being taken up with the presentation. Matching the course leader's aims to course members' aims was therefore not always an easy task. However the presentation on the 05.05.89 as seen in Appendix 23 describes the meeting from the writer's perspective, was also observed by the H.E.I. tutor whose comments are shown in Appendix 24 both evaluations report, the positive attitude of course members and the positive acceptance of the report by senior management.

The sessions were ably co-ordinated by Gill Reay who helped to create a

highly motivated and well informed group. The presentation to senior

college staff was effectively undertaken by the team and would appear to

be a substantial contribution to the college's activities.

An impressive exercise

(Harold Page, 1989, Appendix 24)

Feedback from the H.E.I.

Feedback from the H.E.I. tutor was available on observed teaching sessions, course members assignments and the course leader's assessments of assignments.

Appendix 25 shows H.E.I. tutor feedback on observed teaching sessions throughout the first cohort. Comments suggest that a wide range of teaching strategies were employed by the course leader:

The session on Individual Learning Programmes contained an effective coverage of relevant issues and was presented through a variety of approaches. (Harold Page, 1989, Appendix 25)

Moreover the tutor noted:

Active and informed participation by course members. (Harold Page, 1989, Appendix 25)

Further it was noted that sessions attempted to meet both institutional and individual needs:

Gill Reay who evidently had quickly established good working relations with group members (not all of whom were close colleagues). A well structured and presented session focusing on issues of college policy resulted.

A most impressive session

(Harold Page, 1989, Appendix 24)

The H.E.I. tutor noted that the course leader acted as a facilitator to the group as shown in Appendix 25. Also the tutor commented on the active participation and valuable comments generated by the group. The final observed teaching session noted that the course had been:

effectively orientated towards student and college needs. (Harold Page, 1989, Appendix 25)

H.E.I. feedback on assignments shown in Appendix 26 also commented on the knowledge of S.E.N. demonstrated by course members:

Course member: provides a study which effectively relates literature and curriculum practice. (Harold Page, 1989, Appendix 26)

Finally Appendix 27 shows H.E.I. tutor feedback to the course leader on her marking of the final assignment for cohort one. This feedback demonstrates the course members successful attempt to work collaboratively on their final assignment.

H.M.I. Feedback

H.M.I. visited S.E.N. provision at the college for two days in May 1990. Their feedback, which was based on observed teaching sessions of the Cert. S.E.N.F.E., course members observed teaching sessions, examination of records and assignments and meetings with lecturers. This feedback provided evidence of the Cert. S.E.N.F.E. meeting its aims and objectives, in so far as H.M.I. noted:

There was evidence of knowledge and skills development;

Evidence that staff had developed the tools to deliver individual learning programmes;

(H.M.I., 1990, Appendix 28)

Moreover H.M.I. also noted the course tutor:

provided an excellent example of a facilitator (H.M.I., 1990, Appendix 28)

The informal feedback was confirmed by formal H.M.I. reporting to the L.E.A. in 1991. Reporting H.M.I. Vivianne Blackburn noted an enormous amount of work being undertaken in the best interests of schools and colleges. H.M.I. also reported on In-service Education and Training (INSET) in the tertiary sector Inspectors found:

high quality INSET both during training events and in the classroom implementation sessions. The model of identifying needs with a team is working and the team leader is seen to be the key to good dissemination practice. (Robinson, 1991, p.1)

Data described in this chapter will be analysed in relation to course aims and objectives in the next chapter.

Chapter Six
Discussion of Findings

The intentions of this chapter are to investigate how far the stated aims and objectives of the Cert. S.E.N.F.E. have been achieved. The aims and objectives of the course can be found on pages 2 & 3 of this study and in Appendix 2. The chapter will also evaluate the chosen methodology used within the study.

In order to analyse data relevant to the aims and objectives of the course, the writer proposes to use an In-service Education and Training (INSET) typology of outcomes, developed by Kinder, Harland and Wootten (1991). Their model, or typology as they refer to it, was developed in connection with the National Foundation for Educational Research's (N.F.E.R.) evaluation of the long-term impact of one specific INSET/Education Support Grant (E.S.G.) programme, which had been sponsored by a Local Education Authority (L.E.A.).

The researchers formulated nine constituent areas to the typology these were:

1. Material and provisionary outcomes;

2. Informational outcomes;

3. New awareness;

4. Value congruence outcomes;

5. Affective outcomes;

6. Motivational and attitudinal outcomes;

7. Knowledge and skills;

8. Institutional outcomes;

9. Impact on practice.

Kinder, and Harland and Wootten (1991) also suggested a sequence of hierarchy for the nine outcomes. They also assumed that influencing classroom practice was the intended goal for INSET outcomes:

Figure 24

Hierarchy of outcomes which lead to effective INSET			
Programme of			
3 rd Order	Provisionary:	Information:	New Awareness
2 nd Order	Motivation:	Affective:	Institutional
Impact on Practice			

(Kinder, Harland and Wootten, 1991, p.58)

Kinder et al suggested that INSET experiences which focused on or were perceived as offering only third order outcomes were least likely to impact on practice, unless other higher order outcomes were also achieved or already existed. Moreover they emphasised the interdependency, or 'knock on effect', of some outcomes upon others, with the presence of the two first order outcomes ranking as the most likely to achieve a substantial impact on practice.

The writer of this study suggests that by analysing data from the Cert. S.E.N.F.E. using the typology suggested by Kinder et al (1991) and subsequently applying their proposed ordering of outcomes to the outcomes of the Cert. S.E.N.F.E. the reader of the study will be able to make a judgement as to how far the courses could be viewed as effective INSET.

1.   Material and provisionary outcomes

    Kinder et al (1991) suggest material and provisionary outcomes are the physical resources which result from INSET activities.

The researchers argued that such outcomes could have a positive and substantial influence on teachers' classroom practice. Phase One of the Cert. S.E.N.F.E. had supported the regional S.E.N. co-ordinators in the development of three course handbooks, containing lesson plans for each session, selected readings and articles to support session's input. An example from Module 3 'Attitudes to Students with Special Educational Needs' can be seen in the Appendix 5. Summative evaluation from cohort one 1988-1989 commented that:

The teaching resource pack was invaluable as a source of reference and information. (Appendix 11)

Interview data from cohort one also stated that:

The course handbook was a useful resource and a good reference (Appendix 16)

In the summative feedback questionnaires cohorts II and III made reference to the resources provided by the course leader as:

Poor referencing in handbook (Appendix 13)

This negative comment on the resource material provided did not seem to have had a negative outcome on the course as a whole, as cohorts II and III also comment in the summative questionnaire that:

my confidence and knowledge of S.E.N. has improved greatly.
Enjoyable and stimulating studies which were related to real situations.
Studies benefit curriculum areas. (Appendix 13).

These findings are also reported by Kinder et al when they suggested that ensuring an impact on practice usually required other intermediary outcomes such as motivation, and new knowledge and skills, to be present as a result of INSET.

Other resources which resulted from participation in the course were demonstrated by the production of the handbook (1989) 'A Whole College Approach to S.E.N. in F.E'. which can be seen in Appendix 12. The handbook, though produced as a collaborative final assignment by cohort one, was in fact a resource available throughout the college, to all lecturers, by its inclusion in the college's library stock.

Interview data from Senior Management referred to the handbook:

> *was produced by Staff - used by everyone and was catalystic in a sense.*
> (Appendix 19).

Course members also valued the handbook as a resource in that they wanted:

> *copies issued to all staff and INSET around it* (Appendix 16)

Lecturers from all cohorts noted the practical nature of the course and were encouraged to develop materials to be used in their classrooms both through their assignments and as a result of sessions. An example of materials produced after input can be seen in Appendix 30. Higher Education Institution (H.E.I.) tutor feedback on assignments shown in Appendix 26 also notes materials were produced by course members and used in their classrooms.

In examining the variety of sources of data outlined above, the writer would suggest that the physical resources which resulted from the Cert. S.E.N.F.E. did

have a positive and substantial influence, not only on lecturers' classroom practice, but also on the college as an organisation by providing materials which supported lecturers throughout the college in developing their provision for S.E.N. students.

2.   Informational Outcomes

Informational outcomes are defined by Kinder et al as:

> *the state of being briefed or cognisant of background facts and*
> *news about curriculum management developments including*
> *their implication for practice.* (Kinder, Harland and Wootten,*
> *1991, p.57)*

The researchers suggested these outcomes were distinct from new knowledge and skills which they argued implied more critical and deeper understanding. In relation to the Cert. S.E.N.F.E. this outcome corresponds to the course objective that S.E.N. co-ordinators completing both phases of the course will have:

> *an understanding of recent developments in the identification of*
> *special educational needs and effective practice in responding*
> *to them* (Course document, 1988, Appendix 2, p.14)

In order to develop and deliver modules for the Cert. S.E.N.F.E. the course leader investigated legislation and its impact on S.E.N. in the post compulsory sector. The information derived from the investigation was used to develop specifically modules:

1.   What is 'Special Needs?';

7.   The Law and Special Educational Needs;

8.   The D.H.S.S. and the Special Needs Student.

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The delivery of these modules allowed course members to be informed about legislation from 1944 to 1990, and to discuss its impact on S.E.N. provision in colleges of further education. This information about legislation was also used to examine the development of S.E.N. provision within the course members' own college. Indeed the modules relating to legislation provided background information and a framework through which the college's S.E.N. provision could be evaluated. This information was particularly useful in the development of the handbook (1989) 'A Whole College Approach', as it gave course members the information by which to judge S.E.N. developments in their own colleges.

Comments from a course member's diary also support the view that information was an important component of INSET:

> *Essential information very useful* (Course members diary Appendix 29)

Also summative feedback from questionnaires, for example:

> *The teaching resource pack was invaluable as a source of reference and information* (Appendix 11)

support the view that course members valued information as an important constituent of INSET. Moreover, valuing information as an INSET outcome supports the research of Steadman, Eraut, Fielding and Horton (1992). These researchers argued that the model of INSET proposed by Joyce and Showers (1980) which described INSET outcomes under four categories:

1.   general awareness of new skills;

2.   organised knowledge of underlying concepts and theory;

3.   learning new skills;

4.   application on-the-job.

was an inadequate framework for making sense of the effectiveness of INSET. Steadman et al (1992) recommended motivation and value orientation as additional outcomes necessary for effective INSET. The writer of this study would agree with both Kinder et al (1991) and Steadman et al (1992) in so far as she suggests that the Joyce and Showers (1980) model of INSET does not provide an adequate framework for INSET evaluation, in that it does not take cognisance of motivation. However Steadman et al's model also does not fully investigate the constituents of effective INSET. The writer of this study finds some data to support Kinder, Harland and Wootten's (1991) typology of INSET outcomes which includes the consideration of information as an ingredient in ensuring the effectiveness of INSET.

3.   New Awareness

New awareness is suggested by Kinder et al (1991) to be a perceptual or conceptual shift from previous assumptions of what constitutes the appropriate content and delivery of a particular curriculum area.

This outcome of new awareness relates to the course objective that course members in phase II should be able to demonstrate that they have:

> *a sufficiently detailed awareness of students' development and progress in learning, so as to be able to identify special educational needs as they first arrive.* (Course Document, 1988, Appendix 2)

Questionnaire data from cohort one showed that 66.6% of course members felt that they had developed different attitudes to S.E.N. teaching, whilst 25% were undecided and 8.3% disagreed. This finding was not altogether mirrored by cohort two in that 27.27% strongly agreed that their attitude to teaching S.E.N. had changed and that 54.55% agreed with the statement and 18.18% were

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undecided. Therefore overall in both cohorts, 74.21% of course members felt that they had developed different attitudes to S.E.N. teaching as a direct result of the course. 12.5% of course members were undecided on the issue and 4.2% disagreed with the statement. Correlation of the questionnaire data can be seen in Appendix 14 question 12b.

Summative comments from course members' questionnaires also indicated new awareness to S.E.N. teaching:

> *Raised awareness to many Special Needs Issues.*
>
> *Re-examined what we were doing.*
>
> (Appendix 13)

Interview data found in appendices 16 and 17 also supported the view that new awareness to S.E.N. teaching had been achieved.

Further evidence of new awareness of staff to S.E.N. issues came from management interviews:

> *... talked to a few who have done the course and found they have greater empathy. Yes staff are more aware. Yes greater conceptual awareness.*
> (Appendix 19)

The writer would therefore suggest that new awareness as an outcome of the Cert. S.E.N.F.E. was a significant feature not only for course members, but also for the organisation. However as H.M.I. reported in <u>Education Observed 9</u> 1989:

> *There are needs for extension beyond awareness training and into development of the necessary teaching skills.* (D.E.S., 1989, p.34).

This statement supports Kinder et al's view that whilst new awareness is an important component of effective INSET, for INSET to be truly effective it generally requires supporting outcomes from the typology, particularly that of value congruence.

4.   Value Congruence

The outcome of value congruence suggested Kinder et al (1991) refered to the personalised versions of curriculum and classroom management which inform a lecturer's teaching, and how far these 'individual codes of practice' came to coincide with the INSET's messages about good practice. Value congruence, argued the researchers, was a crucial factor in the manner of subsequent classroom implementation. Moreover Steadman et al (1992) also suggested that value orientation had shown itself to be a critical INSET factor which influenced teachers' practices in the classroom. It was therefore important to investigate within the study's data how far course members' ideas of good practice matched the messages the course was giving.

With reference to the Cert. S.E.N.F.E. Appendix 14 demonstrates the correlation of questionnaire data between cohorts one, two and three. Question 12b asked, how many course members had developed different attitudes to S.E.N. teaching. As already stated 74.21% of course members felt that they had changed their attitudes. If the responses to question 3c which asked how many lecturers had changed their teaching strategies as a result of the course, were compared to those of question 12b, it could be seen that 79.16% of course members felt that they had changed their teaching strategies as a result of the course.

Kinder, Harland and Wootten (1991) stressed that their typology reflected the intended aim of INSET to be changes in classroom practice. Whilst change in classroom practice was not an explicitly stated outcome for the Cert. S.E.N.F.E. 75% of cohort one, and 83.33% of cohorts two and three in questionnaire data,

found that the course had improved their classroom practice. Feedback from H.M.I. also noted that:

staff had developed the tools to deliver individual learning packages. Improved classroom teaching (Appendix 28)

Therefore the writer would suggest that improved classroom practice was achieved as an additional outcome of the Cert. S.E.N.F.E.

Kinder et al suggest that lecturers' 'individual codes of practice' come to coincide with INSET messages about 'good practice'. This the writer argues could also be termed 'change in attitude'. The summative questionnaire data found in appendices 11 and 13 demonstrates that 58% of cohort one and 50% of cohort two felt that their attitudes to S.E.N. students has changed. Kinder et al argued that new awareness was no guarantee of changed practice. However the writer would suggest that for over half the course members of the Cert. S.E.N.F.E. new awareness was accompanied by changes in classroom practice. This indicates, in her view, that the Cert. S.E.N.F.E. was effective in two related significant outcomes, those of new awareness and value congruence. These outcomes also match the intended outcomes of the report 'A Special Professionalism' in that it provided a course which:

increased the knowledge and professional competence of practitioners (D.E.S., 1987, p.26)

Whilst claiming a successful achievement of the outcome of changed attitudes the writer recalls her diary entry of 18/11/88:

Group were inhibited by the personal reaction of one group member to handicap. She said "I wouldn't want a handicapped child. I find them offensive." (Appendix 20)

Such a comment can also be viewed with questionnaire data that shows one third of all cohorts were undecided about changes to their attitude whilst 16.6% felt they had not changed at all. The writer would therefore suggest that a minority of course members had not achieved value congruence or changed practice. Whilst this is a disappointing outcome the writer feels that attitudes that have taken a life time to attain cannot always be changed by a one year part-time course.

5. Affective Outcomes

The above mentioned reference to a course member in the course leader's diary acknowledges, as does Kinder et al that there is an emotional experience inherent in any learning situation. Harland et al found that initial positive affective outcomes could sometimes be short lived, without a sense of accompanying enhanced expertise.

However data from summative questionnaires shown in Appendix 11 and 13 suggests that the majority of course members had experienced positive emotional effective outcomes from the course. 100% of course members had found the course to be 'fun'; whilst 91.67% of colleagues had felt valued as group members. As course members were not observed in classrooms by the course leader it would be impossible for the course leader to state conclusively that the positive affective outcomes had become a precursor for changed practice. However data collected does suggest that the course provided positive affective outcomes for most course members. This suggests that positive affective outcomes may be a significant feature in the evaluation of this study, in

so far as they also supported the groups' development and contributed to the social elements of the course.

6.   Motivational and Attitudinal Outcomes

Motivational and attitudinal outcomes suggested Kinder et al (1991) referred to enhanced enthusiasm and motivation to implement the ideas received during the INSET experience.   H.M.I. in their feedback (Appendix 28) noted a 'hike' in motivation.   Data from interviews and questionnaires (Appendices 11, 13 and 16) also indicated enthusiasm and motivation to try out ideas gained from individual sessions, demonstrating interest and motivation on the part of course members.

Steadman et al (1992) also suggested that motivation was a critical influence on teachers' classroom practices.   Whilst increased motivation was not a stated objective for the Cert. S.E.N.F.E. the writer would suggest that evidence of increased motivation was available from data collected in the evaluation shown in Appendices 11 and 13 and in the feedback from the H.E.I. tutor shown in Appendix 25.   All these sources of data highlight course members motivation to attend the course, and to develop college policy and materials such as the handbook 1989 'A Whole College Approach'.

Data collected demonstrates that whilst raised motivation was not a prescribed objective, it was, the writer would argue, a significant feature in delivering all course objectives as described in the course document in Appendix 2.

7.   Knowledge and Skills

The INSET typology of Kinder, Harland and Wootten (1991) indicated that knowledge and skills outcomes, referred to deep levels of understanding, critical thinking and theoretical underpinning with regard to both curriculum content,

teaching and learning processes. This outcome of effective INSET was relevant to all three stated objectives of the Cert. S.E.N.F.E. found in Appendix 2.

Data collected from summative questionnaires can be found in Appendix 11 and 13. The data suggested that course members had acquired new knowledge and skills. There was also evidence to suggest that course members felt able to relate new knowledge and skills to practice. The feelings of course members about their acquisition of new knowledge and skills and its implications for S.E.N. students were supported by data collected from the H.E.I. tutor who noted that course members' assignments demonstrated the application of theory to practice in well developed and argued ways. (Appendix 27)

The acquisition of new knowledge and skills was also seen as an important component of effective INSET by a variety of sources. H.M.I. 1989 in Education Observed 9 noted in relation to staff development for S.E.N. students that:

> *There are needs for extension beyond awareness training and into development of the necessary teaching skills.* (D.E.S., 1989, p.34)

Warnock (1978) also recommended that teachers with major responsibility for S.E.N. students should take a one year full-time course, leading to a recognised qualification. Further the Report 1987 A Special Professionalism also recommended an in-service training model designed to give a variety of individuals in L.E.A.s and colleges the knowledge and skills they needed to develop provision for S.E.N. students.

In relation to knowledge and skills outcomes on the Cert. S.E.N.F.E., the writer argues that data collected from course members and discussed in the above

section suggested that the courses aims and objectives were fulfilled and that colleagues undertaking the course did acquire new knowledge and skills. Further the writer would also suggest that she agrees with Kinder et al (1991) when they argued that knowledge and skills outcomes were necessary constituents of effective INSET.

8.   Institutional Outcomes

Institutional outcomes suggest Kinder, Harland and Wootten (1991) can have an important collective impact on groups of lecturers and their organisations. It was a stated objective of the Cert. S.E.N.F.E. that the impact of the course on the institution as a whole would form part of the course's evaluation.

In investigating the impact of the course on the organisation, the writer suggests that a comparison of questionnaire data from senior managers found in Appendix 11 with course members questionnaire data found in Appendices 11 and 13 provided interesting insights into organisational outcomes. Issues raised by this data correlation then need to be cross referenced to senior management interview data shown in Appendix 19 and course members interview data shown in Appendices 16 and 17 in order to validate emerging themes and issues. In this section of the study the writer will attempt an analysis of the above mentioned emerging themes and issues.

Data from the summative questionnaires of course members and senior management suggests that all agreed that the purpose of the Cert. S.E.N.F.E. was to equip staff with the expertise to teach S.E.N. students. Moreover 72.5% of senior managers hoped that the course would change staff attitudes to S.E.N. students. As previously stated this aim was achieved for 74.1% of course members.

However data from questionnaires showed 85.8% of senior managers felt that staff undertaking the course were meeting the institution's needs rather than their professional needs. Course members' interview data suggested that some lecturers were undertaking the course for their own professional development needs and did not wish to be seen as 'evangelical', or as change agents, by their colleagues or senior management. There could therefore, the writer suggests, be a conflict of interests between senior management and course members.

Further, 100% of senior managers in questionnaire stated that the ethos of the college would be changed by staff undertaking the course. As only 30 lecturers out of a possible 254 members of staff undertook the course, and not all of those wanted to be change agents, it was perhaps a little unrealistic of management to expect S.E.N. provision to have a changed ethos, from such a small cohort of staff.

Data from course members' interviews indicated that S.E.N. work within the college would develop, only with the support of senior management. However two members of senior management returned uncompleted questionnaires due to lack of interest and knowledge in S.E.N. issues. Some senior managers, in interview, indicated that resourcing of S.E.N. work was not a priority for them. Further, one senior manager felt that increased integration of S.E.N. students into mainstream courses would not necessarily follow from the course: whilst 100% of course members supported increased integration into mainstream courses by S.E.N. students.

Moreover, when contrasting the questionnaire data from senior management with the interview data from the Principal it is clear that differences in understanding exist. For example

My answers to the above are suppositions

I confess to no direct knowledge of the course.

Is it confined to liberal studies?

What about other departments?

(Appendix 11)

through changes in organisational structure, changes in S.E.N. provision

will occur. Assistant principal will have a whole college perspective.

(Appendix 19)

Such conflicting data, reflects Moyle (1973) and Lawns' (1974) arguement that when examining questionnaire data against interview data, findings do not always agree. From the above described data the writer would suggest that senior management and course members, whilst united on the course objective which aimed to give lecturers the skills needed to teach S.E.N. students , did not share a clear consensus about developing provision for S.E.N. students on mainstream courses. Nor were lecturers convinced that senior managers were whole heartedly supporting S.E.N. development in the college. This lack of conviction was well founded, given the lack of response from some managers and the uncertainty expressed by other managers in relation to the resourcing of S.E.N. provision and development within the college.

The evidence of institutional outcomes from questionnaire and interview data does, the writer suggests, also need to be viewed against data from course members diaries, H.E.I. tutor feedback and materials produced as a result of the course.

Course members diaries from the module college policy shown in Appendix 29 valued the development of a college policy to the institution. The 'course members' diary extract also highlighted the importance of the meeting with

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senior managers the purpose of which was to disseminate the handbook produced and evaluate the course. Feedback from the H.E.I. tutor shown in Appendix 24 also indicated the importance, to course members and the organisation, of the above mentioned meeting.

This data, the writer suggests, potentially limits the effectiveness of positive institutional outcomes. Humphrey (1987) in an examination of the principal's role in staff development identified features that a college-based staff development program required. These were:

* *the demonstrated commitment and enthusiasm of the principal and other senior staff;*

* *adequate resources for co-ordination and on going development and monitoring of programmes;*

* *access to expertise on the types of programs most appropriate for the particular groups or individuals in the college;*

* *identified enthusiasts and experts for targeted areas of high priority who can be utilised to stimulate interest amongst staff;*

* *a clear policy and procedural framework which is dynamic and able to adapt to change and which is openly communicated to staff*

(Humphrey, 1987, p.60)

The writer argues, having investigated the data from the Cert. S.E.N.F.E. in relation to the institutional outcomes, that although the principal demonstrated commitment (in that he came to meetings and his interview data evidenced his commitment to S.E.N. provision) the majority of the senior staff did not share his commitments, in that they were not prepared to commit adequate resources to S.E.N. provision, nor were they prepared to develop a clear policy for either S.E.N. provision or for the continued staff development to support it.

However the Cert. S.E.N.F.E. did have access to expertise in the delivery of the course through the course leader. The writer would suggest that the course was led by an identified enthusiast and that some, if not all, course members could also be classed as enthusiasts. Therefore, the writer suggests that the institutional outcomes for the Cert. Ed. F.E. were partially achieved, in that a college policy and handbook were developed and disseminated across the college. However lack of senior management support, and lack of clear policy on S.E.N. provision and staff development within the college, limited the effectiveness of the course.

9.   <u>Impact on Practice</u>

The outcome of effective INSET, argued Kinder et al, recognised the intention to bring about changes in practice, either directly by supporting the transfer of new skills to the lecturer's repertoire in the classroom or through the indirect route of other outcomes such as motivation and attitudinal change. As described in the study's findings, the course leader did not observe lecturers in their classrooms. Data relating to enhanced classroom performance therefore came from lecturers' questionnaire, interview responses and H.M.I. feedback. 79.16% of all course members felt that their classroom teaching had improved, whilst 10.33% were undecided. However, 50.2% of all course members felt they had changed their teaching strategies, whilst 33.3% were undecided and 8.3% disagreed with the statement.

Interview data from course members also indicated that classroom practices had changed as a result of the course. The writer suggests that as interview and questionnaire data correspond, then she would argue that the Cert. S.E.N.F.E. had had some impact on improving classroom practice, and could therefore be viewed as a positive outcome.

However as there was a discrepancy between the correlation of data between improved teaching and changed teaching practices; in that only 50% of all course members felt they had changed practice whilst 79.16% felt they had improved; the writer suggests a possible explanation for this data could be that the Cert. S.E.N.F.E. had, through the outcome of new knowledge and skills, enhanced course members confidence and motivation to try new teaching strategies in their classrooms. However the writer would also suggest that for only 50% of all course members was there value congruence. The lack of value congruence, (that is the ability to adapt a lecturer's view of good practice to that offered by the Cert. S.E.N.F.E. as good practice) limited course members' abilities or willingness to change their classroom practice.

The writer alternatively suggests that perhaps half of the course members were already good practitioners and therefore had no need to change their practice. A definitive explanation of this data is therefore not possible at this moment in time, and would need further investigation to clarify course members' intentions.

It could therefore, the writer suggests, be argued, that conclusive evidence from the Cert. S.E.N.F.E. as to the impact on practice was not demonstrated by data. Nevertheless there was some evidence to suggest that impact on practice had occurred and was a significant outcome of the Cert. S.E.N.F.E..

When defining their typology of INSET outcomes Kinder et al (1991) also proposed a hierarchy of those outcomes which they argued led to effective INSET. The writer of this study will now investigate the completed typology as it relates to the Cert. S.E.N.F.E. and Kinder, Harland and Wootten's hierarchy.

In their research Kinder et al (1991) put forward evidence relating to individual teachers who had undertaken INSET. In the case of the Cert. S.E.N.F.E. this will not be possible as all data collected was confidential and individuals were

not identified. However the writer proposes to present evidence from data collected which demonstrates the majority of course members' views. In so doing the writer suggests to the reader, that this will demonstrate evidence to suggest that effective INSET resulted from the Cert. S.E.N.F.E..

Figure 24 in this chapter shows Kinder et al's hierarchy of outcomes, when this is related to the Cert. S.E.N.F.E. the model in Figure 25 emerges.

Figure 25 demonstrates evidence of achieved outcomes from data collected from course members who completed the Cert. S.E.N.F.E.. The writer suggests that there is evidence of all nine outcomes researched by Kinder et al (1991). Moreover when the data is presented in the Kinder et al's (1991) hierarchy, the writer suggests that sufficient evidence is offered to argue that the Cert. S.E.N.F.E. fulfils the outcomes of effective INSET provision; in that the data displays the presence of the two first order outcomes that Harland et al ranks as being the most likely to achieve a substantial impact on practice.

The writer further suggests that in fulfilling Kinder et al's (1991) criteria, the Cert. S.E.N.F.E. also achieved its stated aims for Phase II of the course, in that it gave all course members:

a)   *a sufficiently detailed awareness of students' development and progress in learning so as to be able to identify special needs as they first arise;*

b)   *the skills necessary to assess the personal and vocational aptitudes of special needs students;*

c)   *the ability to adapt teaching methods and curriculum materials to meet the needs of such students.*

(Course document, 1988, Appendix 2)

Figure 25

The Cert. S.E.N.F.E. outcomes

: The Cert. S.E.N.F.E.		
3rd Order outcomes **Material and Provisionary** Printed Module/session guides Module feedback	**Information** Legislation updates Exploration of teaching and learning strategies	**New Awareness** 'I found the course very interesting and stimulating as it raised issues which I had not considered. (Appendix 11)
2nd Order **Motivation** 'The group sessions with input ..... has been the highlight of what has certainly been a worthwhile course.' (Appendix 11) 'Never too much trouble to turn up'	**Affective** 'Enjoyable, interesting and very informative' (Appendix 11)	**Institutional** College policy and Handbook 'A whole college Approach' produced
`1st Order **Value Congruence** Enhanced day to day work Openness Sharing of ideas Sharing of fears Improved Team teaching (Appendix 13)	**Knowledge and skills** Re-examined what we were doing. My confidence and knowledge of S.E.N. has improved greatly. (Appendix 13)	
Impact on Practice 79.16% of all course members felt their teaching had improved		

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The remaining sections of this chapter will investigate the following:

1.   the course objectives achieved in relation to the course leader;

2.   how effective was the chosen methodology in providing data for the study.

1.   <u>The Course Leader</u>

The course objectives in relation to the course leader were that she demonstrate:

a)   *an understanding of recent developments in the identification of special educational needs and effective practice in responding to them;*

b)   *management skills appropriate to the required role including aspects of the management of change;*

c)   *assisted in the production of specific material for the staff development in phase II;*

d)   *the ability to implement the programme and evaluate its effectiveness;*

e)   *the skills and understanding necessary to make a contribution to the formulation and development of policy matters relating to S.E.N. in her own college.*

(Course document, 1988, Appendix 2)

In relation to 'c' and 'd' the writer suggests that objective 'c' was achieved by the production of the three study manuals used in the course delivery. Objective 'd' by the award of Diploma S.E.N. in F.E. to the writer in September 1989. Part of the assessment of which was an evaluation report and evidence of effective delivery of the course submitted by the H.E.I. tutor.

In attempting to achieve objective 'a' the writer suggests that evidence presented in the previous section under informational outcomes demonstrates successful achievement of objective 'a'. However with hind sight the writer suggests that it was not until the literature review for this study was undertaken, did she fully appreciate the influences of legislation on the development of provision for S.E.N. students. Therefore when preparing materials for the Cert. S.E.N.F.E. phase II delivery, the writer argues that she

presented to course members facts and information about legislation without giving a broader contextual or political interpretation. This she suggests led the focus of the course to be on developing strategies to support S.E.N. students in the classroom. This focus can be seen in questionnaire question 4 when course members are asked to examine teaching strategies in detail.

Moreover the collaborative assignment by course members which produced the handbook 'A Whole College Approach' to S.E.N. students' also focused on the experience of S.E.N. students in a college. That is it examined admissions procedures, curriculum development, identification of need, assessment and physical access to buildings. However it did not discuss college policy or issues of legislation that had informed or supported provision.

The writer would therefore argue that although objective 'a' had been successfully achieved an opportunity was lost by the course leader, due to her lack of awareness to broader political and social aspects of influence on S.E.N. provision at that time.

Objective 'b' required the course leader to have management skills appropriate to the required role, including aspects of the management of change. This, the writer suggests, required of the course leader skills to manage the course, facilitate learning and understand the management of change.

Firstly the writer will investigate aspects of the management skills appropriate to the role of course leader. Forrester and Thome (1981) described a model of an evaluator who became a resource and a facilitator for the course: whose job it was to develop the skills and confidence of all course members of the project, and also to provide whatever support services were necessary to achieve their goals.

During the process of the Cert. S.E.N.F.E. the writer, as course leader attempted to act as the Forrester and Thome (1981) model suggested. In the five years before the

delivery of the Cert. S.E.N.F.E. the course leader had completed an Open University Bachelor of Art (B.A.), and a Certificate and Diploma in teaching students with S.E.N.. From the B.A. degree she had learned, and been convinced of, the teaching philosophies of Carl Rogers and Knowles. These philosophies valued negotiation, facilitation and adult learning as opposed to the teacher being responsible for all learning in the classroom. The course leader therefore approached the Cert. S.E.N.F.E. firmly committed to negotiation and facilitating learning.

Throughout the course, the course leader attempted to negotiate with, and support course members. This manifested itself in many forms; chats with colleagues on corridors; interfacing with senior management to raise the profile of the course; managing tense classroom sessions when attitudes to S.E.N. conflicted; negotiating collaborative assignments and trying to create a supportive learning environment. Evidence from a variety of sources would suggest that the course leader achieved her purpose of facilitating group learning. The following are examples of evidence to support this view. Course members diary states:

> *some group friction but resolved amicably. Good guidance from Gill:*
> (Appendix 29)

H.M.I. feedback observed that the course showed that:

> *There was evidence of meaningful negotiation and structured choice.*
> *The course tutor provided an excellent example of a facilitator.*
> (Appendix 28)

Moreover H.E.I. Tutor feedback from observed sessions noted:

> *Gill handled feedback well. A well prepared and conducted session*
> *which generated a high level of debate. Gill Reay was able to facilitate*

their approach to the topic so as to produce very constructive analysis of college policy on identification of need. The activities of the team in producing a S.E.N. booklet for Monkwearmouth College were very well co-ordinated and an enthusiastic and committed approach was evident. Ably co-ordinated by Gill Reay who had helped to create a highly motivated and informed group. (Appendix 25)

Further, collective summative course members questionnaires indicated the 83.3% of course members agreed that the course leader had acted as a facilitator whilst 12.47% were undecided and 4.1% disagreed. Also 91% of all course members felt that the course leader had not dominated the group discussions. However 4.1% were undecided and 4.1% disagreed. There were also positive outcomes from the questions which asked "had course members been valued, had all course members contributed equally and had individual contributions to the group been valued?". These outcomes can be seen in Appendix 14.

Kinder et al whilst recognising that all nine typological outcomes must be achieved if effective INSET is to have an impact, also recognised factors which limited the impact of INSET. These were:

- *non-availability of resources;*
- *lack of subject expertise and insufficient time to acquire it;*
- *constraints of classroom management;*
- *lack of 'value congruence' with INSET message;*
- *failure of the INSET experience to advance a teacher's existing state of knowledge and skills;*
- *initiative overload;*
- *lack of direct relevance to practice;*
- *a staffroom tradition sometimes antipathetic to INSET;*
- *insufficient support from outside agencies;*

• *a professional culture unused to discussing minutiae of classroom practice and interaction.*

(Kinder, Harland and Wootten, 1991, pp.78 & 79).

In relation to the Cert. S.E.N.F.E. the writer would suggest that factors which limited the effectiveness of the course were:

• insufficient support from outside agencies;

• lack of 'value congruence' with INSET message;

• initiative overload.

Lack of 'value congruence' has already been discussed in this chapter the writer will therefore discuss the other two factors.

Insufficient support from outside agencies

The evaluation reports in Appendices 11 and 13 and also interview data illustrated the need for further S.E.N. staff development. However the Further and Higher Education Act of 1992 gave colleges Corporate Status and consequently control over not only the financing of Staff development but also the identification of staff development needs. The Act also took the colleges out of L.E.A. control. As a direct consequence of these two circumstances staff development in F.E. has been minimal and subject to the interest of individual colleges. Organisations such as 'Skill', The National Bureau for Disabled Students has sought to maintain a national map of legislation and its impact on students with learning difficulties and disabilities. Little headway has been made to fully implement the Report 'A Special Professionalism' (1987). Likewise in the college which is the focus of this study no further S.E.N. staff development has been undertaken. Therefore the dissemination and support of 'good practice' in S.E.N.F.E. as identified by both management and course members, has not happened.

This depressing fact was also highlighted by Ruth Gee at an informal meeting of the Universities Council for the Education of Teachers, Post 16 Committee in January 1995.

At the meeting Ms Gee spoke of her concern that the majority of Staff development in the academic year 1994-85, undertaken by colleges had been to Support National Vocational Assessor qualification and Management training.

<u>Initiative overload</u>

The writer here does want to argue that the F.E. sector in the period 1992 onwards has undergone enormous changes:

- incorporation;

- national vocational qualifications;

- general national vocational qualifications;

- new contracts;

- training credits;

- market forces;

- league tables;

- Further Education Funding Council inspections;

- Changes to funding methodologies;

- the changing role of the lecturer.

The above, which probably represents only the tip of the iceberg, illustrate the initiative overload which F.E. lecturers are now experiencing.

The requirement to manage change, the writer suggests was not evident from data collection. Little data from any source in the study provided evidence related to the management of change. That is not to say that the writer was unaware of change process. Indeed the writer would agree with Michael Fullan (1993) when he described change:

Change is ubiquitous and relentless. (Fullan, 1993, p.vii)

It was also certainly part of the writer's intentions to try to change attitudes and provision for S.E.N. students within the college. However her knowledge of change

processes were limited to the ideas of fostering team building, valuing people, understanding the roles individuals played in group processes and linking these ideas to strategic planning which supported the change process. H.M.I. 1989 also noted that there was a need:

for teaching in team leadership. (D.E.S., 1989, p.34)

However Fullan (1993) in his book Change Forces presents a radical view of the process of change which the writer suggests makes her thinking about change during the delivery of the Cert. S.E.N.F.E. appear now to be woolly and embryonic. Fullan calls into question the view that vision and strategic planning, collegiality and consensus offer solutions to managing change. He argues that change should be viewed as

a journey of unknown destiny where problems are our friends
(Fullan, 1993, viii)

Further he suggests that change agents and leaders should be not be trusted. Not because they are duplicitous or incompetent, but because the change process is so complex and so fraught with unknowns and that individuals must be on guard and apply themselves to investigating and solving problems.

Fullan (1993) proposes eight basic lessons for a new model of change:

Figure 26   The Eight Basic Lessons of the New Paradigm of Change

Lesson One: *You can't mandate what matters;*

(The more complex the change the less you can force it)

Lesson Two: *Change is a Journey not a Blueprint;*

(Change is non-linear, loaded with uncertainty and excitement and is sometimes perverse)

Lesson Three: *Problems are our Friends;*

(Problems are inevitable and you can't learn without them)

Lesson Four: *Vision and Strategic Planning come later;*

(Premature visions and planning blind)

Lesson Five: *Individualism and collectivism must Have Equal Power;*

(There are no one-sided solutions to isolation and group thinking)

Lesson Six: *Neither Centralisation nor Decentralisation works;*

(Both top-down and bottom-up strategies are necessary)

Lesson Seven: *Connection with the wider Environment is Critical for Success;*

Lesson Eight: *Every person is a Change Agent;*

(Change is too important to leave to the experts, personal mind set and mastery is the ultimate protection)

(Fullan, 1993, p.21 and 22)

This model, the writer suggests challenges her concept of change as she perceived it whilst delivering the Cert. S.E.N.F.E.. Fullan's Lesson One challenges the view of the Cert. S.E.N.F.E. that policy making and changing the views of senior management to S.E.N. provision, which were part of the writer's objectives should not have been mandated by the course leader. Perhaps issues generated by course members should have been given greater attention. Also, government initiatives such as N.V.Q. have enormous impact on the work of F.E. but leave organisations powerless to influence the initiatives.

Lesson Four challenges the writer's view, that vision and strategic planning are strong forces in the implementation of change. The writer suggests that in relation to the Cert. S.E.N.F.E. policy and planning issues should not have had the priority in the course that they had. Rather curriculum development and impact on classroom practice should with hindsight have been given greater priority.

Finally Lesson Eight which regards every individual as a change agent challenges some course members views articulated in the study that individuals did not want to be perceived as change agents. Indeed the idea of all lecturers being change agents in order to have a personal mind set and mastery of their subject and professional life challenges the current situation lecturers find themselves in: particularly in relation to the changing role of lecturers in F.E. post the 1992 Education Act. In making this statement the writer is referring to changes in teaching and learning in F.E. brought about by the introduction National Vocational Qualifications (N.V.Q.) which effect not only teaching and learning strategies but also have implications for the contract of employment between the lecturer and the college. It is not relevant to the evaluation of this study to explore such issues further at this stage.

However it is relevant to this study, the writer suggests, that in the delivery of future INSET courses greater thought is given in the planning stage to allow greater insights into the management and processes of change. Indeed the writer asks the question,

'should future INSET contain input on change, and its management, that has equal importance with the subject of the INSET?' This question could perhaps be the subject of future studies into what constitutes effective INSET for example. Perhaps Kinder, Harland and Wootten's Typology may need to be expanded to include the management of change, as an outcome to be explored.

In respect of the evaluation of the Cert. S.E.N.F.E. The writer would suggest that the objective in the course aims Appendix 2 relating to the understanding of the management of change was not achieved.

2.   The Methodological limitations of the study

In chapter four of the study reasons for adopting an illuminative evaluation perspective were discussed. The evidence which the writer offered within the evaluation was based upon the three cohorts of lecturers to whom she delivered the Cert. S.E.N.F.E.. Much of the interview material in the investigation emerged from semi-structured individual interviews with four course members and four members of senior management. The total course membership was twenty seven and the total senior management team was twelve. A questionnaire was also used summatively for all course members and senior management. These sources gave valuable information about course processes, attitudes to S.E.N. provision and impact of the course on classroom practice. The evidence gathered from the above sources was triangulated by the writers own observations and field notes, H.E.I. tutor feedback, course member's diaries and H.M.I. feedback.

The limitations of the number of course members interviewed the writer acknowledges, but she would contend that the range and status of the interviewees gave access to data which illustrated perceptions which were representative of attitudes within the college.

In chapter four the writer also discussed distortions in study data which might arise due to lack of objectivity on the part of the researcher, from her over rapport with her

subjects, Gubba (1978). Moreover chapter four also discussed concerns related to the writer's value systems which might distort data, Kirkup (1986). Gubba (1978) also discussed observer bias and the distortions which may occur between the study data and the phenomena to which they related. The illuminative evaluation stance of this study acknowledges the subjective experience of both participants and the evaluator. The writer would suggest that any preconceptions which she may have held within this subjective experience were challenged by the data collected, as the process of the course and her involvement in it over two years, gave time for reflection and due consideration, sufficient to alter or modify any misinterpreted data.

Distortions in study data might, she suggests, arise out of a lack of objectivity on the part of the researcher from over rapport with her subjects argued Gubba (1978). Kirkup (1986) also discussed the difficulties for the evaluator in separating her individual experience from her intellectual theorising. Stanley and Wise (1981) developed Kirkup's argument by suggesting that the evaluator was pivotal to the evaluation and that she should not attempt to explain other people's views of the world as she risked misunderstanding them. However as the writer used only data which could be validated by several sources of evidence, she would therefore suggest that distortions due to her individual experience and intellectual theorising were minimised.

Forrester and Thorne (1981) discussed the model of evaluator as a resource and a facilitator, whose role it was to develop the skills and confidence of all course members and to provide whatever support services were necessary to the group. The writer would suggest that evidence presented in the study supports the view that in this role she was successful.

Central to the illuminative evaluation model of Parlett and Hamilton (1977) is the relationship between the 'instructional system' and the 'learning milieu'. As discussed in chapter four this model suggested a relationship between the plans and statements which related to programmes, and the social-psychological and material environment in which

the lecturers and the evaluator worked. The study aimed to gather data related to pressures, opinions and attitudes of course members which suffused the teaching and learning of the Cert. S.E.N.F.E. and monitor their interaction with the negotiated course programmes and study packs. The writer would suggest that interactions between the course's materials and course members, produced not only materials to be used in classrooms, but also materials which were disseminated to all lecturers within the college. Moreover the materials used in the course's delivery, the collected data suggests were also instrumental in supporting changed attitudes and classroom practice. Parlett and Hamilton (1977) argued that illuminative evaluation should provide data which aimed to:

> *provide a comprehensive understanding of the complex reality. To sharpen discussion, disentangle complexities, isolate the significant from the trivial, and to raise the level of sophistication of debate.* (Parlett and Hamilton, 1977, p.24)

The writer would suggest that whilst on balance those aims were achieved for course members, that in relation to senior management although discussion may have been sharpened, she did not find any real evidence of management's desire to disentangle complexities. Rather discussion with senior management was sharpened, but for a proportion of senior managers little was achieved beyond awareness raising and in some cases perhaps not even that.

In summary the writer would suggest that using illuminative evaluation as a model for this study, provided data which was concerned with information gathering rather than decision making aspects of evaluation.

The purpose of the evaluation was to provide a comprehensive understanding of the complex realities surrounding the programme. Although the course leader's intentions were to offer senior management information which would inform their decision

making about S.E.N. provision and lecturers' staff development needs, senior management did not request such information: the drive for dialogue came consistently from course members and the course leader.

Finally a weakness of the study the writer suggests is that the study could only provide interview and questionnaire data from cohort two and three, and that senior management data was not available on cohort two and three due to the college's re-organisation. The lack of such data however, could provide an insight into senior managers' attitudes to S.E.N. provision within the college. This issue will be further explored in the conclusion.

Chapter Seven

Conclusion and Issues

The intention of this study was to evaluate the second phase of a special needs in-service course in relation to its stated aims and objectives and its impact on the college as an organisation.

This conclusion will be divided into three sections. In the first section the writer will examine how far the stated course aims had been achieved. In the second she will explore outcomes which lead to effective INSET. Finally, the writer will suggest, in the light of the study's findings, recommendations for future S.E.N. INSET in F.E..

Evaluation of the Cert. S.E.N.F.E.

Evidence offered in chapter six applied Kinder et al's (1991) suggested typology of outcomes which produced effective INSET, to outcomes from the Cert. S.E.N.F.E.. The writer proposed the view that, Kinder et al's (1991) outcomes matched the aims and objectives for course members on the Cert. S.E.N.F.E.. Therefore as all nine of the outcomes were achieved, the writer suggested that the aims and objectives of the course had also have been achieved. Evidence which the writer offered in chapter six did in the writer's view match Kinder et al's (1991) outcomes. The aims and objectives for course members, the writer, therefore suggests were achieved and, that in relation to Harland, Kinder and Woottens' model the Cert. S.E.N.F.E. could be said to be an example of effective INSET.

Outcomes which lead to effective INSET

Whilst the Cert. S.E.N.F.E., the writer suggests, was effective in reaching its aims and objectives, how far it was effective in terms of changing lecturer's practice is inconclusive.

Henderson (1978) and Van Tulder et al (1988) both suggest that:

little is known about effective practices, designs and delivery systems in in-service education. (Van Tulder et al, 1988, p.210)

Moreover in the literature reviews relating to effective INSET, in the writer's view only Kinder et al's (1991) proposed a model that was rigorous and applicable to small scale INSET evaluations. Van Tulder et al (1988) produced 34 statements which they regarded as important features of effective INSET. Some of which matched the study's findings, in particular these were that:

*   INSET programmes should match college development plans;

*   INSET must meet the identified needs and problems of lecturers;

*   INSET is a form of adult learning and must utilise knowledge of adult learning theory;

*   INSET directed at acquiring or improving skills leads to better chances of implementing the desired changes;

*   INSET aimed at improving or acquiring skills is most likely to be successful if emphasis is placed on the concrete and practical;

*   Evaluation of INSET is important;

*   INSET should be college focused.

Sandra Humphrey (1987) writing about INSET in Australia also observed the importance of the support of senior management if INSET was to be successful. David Mackenzie (1988) also writing in Australia noted the importance of support for course members after the programme had finished. Perhaps, the writer suggests, Kinder et al's typology for future INSET evaluations could consider incorporating these issues.

Evidence provided by the study's evaluation supports the view, the writer suggests, that for course members the Cert. S.E.N.F.E. was effective in providing information, new

knowledge and skills which led to subsequent raised confidence and motivation in providing appropriate teaching and learning strategies for S.E.N. students in F.E.. However the course was not, in the writer's view successful in changing the ethos of the college towards S.E.N. students. Nor did the course have any noticeable or lasting impact on senior managers within the college.

Senior managers, the writer suggests, treated S.E.N. provision in the college, with the exception of the Principal (who wanted all students learning experiences to be equal), as a marginal activity and not really part of their core activities. This attitude can be seen particularly in resourcing issues, where managers saw no need to give thought to the resourcing of S.E.N. provision.

Recommendations for Future S.E.N.F.E. INSET

The model for the Cert. S.E.N.F.E. developed, the writer suggests from, INSET led by central government policy, informed by H.M.I. reports, supported by targeted monies which subsequently developed and delivered provision at regional and college level. This model H.M.I. reported in 1989 was starting to have an impact on improving S.E.N. provision in F.E.. In addition formal H.M.I. reporting on S.E.N. provision in the study's college noted that the course Cert. S.E.N.F.E. was an example of good practice for S.E.N. INSET.

However as Pat Twyman principal of Bournville College observed in a lecture at the Skill National Conference, observed 'turbulence, complexity and change' now seem to characterise not only the F.E. system but all areas of life. It is perhaps the management of such change, the writer suggests, that holds the key to future successful INSET. The thinking behind this proposal is as follows.

The writer suggests that the F. & H.E. Act of 1992, and the development of N.V.Q.s have fundamentally changed the nature of F.E.. These two factors impact on every area of student and lecturer experience, changing modes of attendance, teaching and

learning, working conditions, role relationships and training needs to fulfil new roles. Jenny Corbett (1992) wondered if the battles won by S.E.N. providers in the 1980's would be overwhelmed by the process of this change. The writer would suggest from evidence seen recently as an F.E.F.C. inspector that S.E.N. provision is not being overwhelmed. Evidence to support this statement comes from recent moves from the F.E.F.C. to undertake a fundamental review of all S.E.N. provision. Moreover many S.E.N. students are being offered, sometimes for the first time, opportunities to gain accreditation towards elements of National Vocational Qualification.

In the college which is the focus of this study a recent F.E.F.C. inspection (1994) awarded a grade I (the scale being 1-5, one being the highest) to the S.E.N. provision of the college. Thus evidencing that the current S.E.N. provision is broad, balanced and effective in meeting student needs. In order for such provision to continue to be effective the writer suggests that developing a 'Learning Society' is key to its success.

Issues of a learning society suggests Drucker (1992) represent:

a shift of gravity to the knowledge worker, (p5)

every enterprise has to become a learning institution and a teaching

institution. (Drucker, 1992, p.5 and 108)

In terms of S.E.N. F.E. INSET there should be, the writer suggests, an emphasis on an understanding of the nature of change and how it impacts on lecturers' professional lives as an important constituent of future INSET programmes. Issues such as should the INSET be college focused, award bearing, long, short, subject specific or generic, will the writer suggests be of secondary importance to equipping lecturers to understand and manage the changes that constantly challenge them.

As has been previously stated the writer proposed that the evaluation of the Cert. S.E.N.F.E. provides evidence that its stated aims were achieved. Recommendations for

future S.E.N. INSET therefore she suggests relate to ensuring that central government, and H.M.I. support for S.E.N. INSET are replaced by equally supporting structures in the future. The reviews of S.E.N. currently being undertaken by the F.E.F.C. will need to have financial resources tied to them if they are to have any impact on college provision. Otherwise there is the danger that just as the 1981 and 1988 Acts were limited in their effectiveness for S.E.N. in F.E. by having no financial resources allocated to them, so might the review be without adequate financing.

Further, staff development monies are now delegated directly to college management's and not prioritised in any way. There is therefore a danger that S.E.N. staff development will lose out to the institutions' other priorities of training staff to deliver programmes including the new Vocational Qualifications..

Finally the writer suggests that change, and its impact on the learner and society, need to be incorporated into S.E.N. INSET, in order that individual lecturers can meet the challenges of changed roles, organisations and environments. Michael Fullan states that:

> *Managing moral purpose and change agentry is at the heart of productive educational change.* (Fullan, 1993, p.8)

If the philosophies of Warnock and Fish, of equal opportunity, of access and provision are to be updated in the twentieth century, then the focus on education for all students must be maintained. In order to support this maintenance the writer suggests INSET which includes moral purpose and the changing of attitudes to S.E.N. students and input which not only gives new knowledge and skills to deliver S.E.N. provision but also input that develops individuals to manage change.

In order to maintain this focus the writer suggests that INSET for S.E.N. lecturers will play an important role. Future effective INSET the writer proposes must incorporate not

only new knowledge, skills and changed attitudes, but also moral purpose and the ability to understand change and its challenges.

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