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Richmond, Albert Edward Robson

How to cite:

Richmond, Albert Edward Robson (1991) *The integration of tertiary education within the framework of further education with special reference to the problems envisaged in the design and implementation of staff development programmes.*, Durham theses, Durham University. Available at Durham E-Theses Online: http://etheses.dur.ac.uk/6238/

Use policy

The Integration of Tertiary Education within the framework of

Further Education with special reference to the problems

envisaged in the design and implementation of Staff Develop-

ment Programmes.

ALBERT EDWARD ROBSON RICHMOND

Thesis submitted for the degree of Master of Arts in Educa-
tion, University of Durham, Department of Education.

1 2 APR 1991

A C K N O W L E D G E M E N T S

INTRODUCTION

At the present time "Education" and "Vocational Training" in the United Kingdom are undergoing radical re-organisation, both in curriculum development and teaching methodology. As a nation we have tended to extol the virtues of academic attainment whilst at the same time have paid scant attention to the training of skilled personnel. It is therefore no surprise that we find ourselves trailing in the wake of foreign competition, in both industrial output and commercial enterprise.

The newly formed "Training Agency" has a responsible task to redress this balance, it must provide new opportunities for school leavers, a wider variety of vocational courses to choose from and sufficient recompence to encourage young people to commit themselves to a vocational career.

Present education and training policies have their roots in the 1944 Education Act. It is evident too, that the influence of such eminent researchers as Spens[1], Norwood[2], Hadow[3] and Crowther[4] have, through their recommendations, helped to mould present educational policies being pursued in post 16 education.

The key to successful education and training lies in the formulation of relevant curricula, and continuous updating of them. Such curriculum development must take cognizance of changing technological developments as well as the needs of individual students.

This thesis examines two main themes, namely:-

1   The Tertiary system of Education and how to inte-
         grate it within the framework of Further Education
         and

2   The problems envisaged due to this integration, and
         the design and implementation of Staff development
         programmes.

Within the context of the former, comparative tertiary systems
at home and abroad are reviewed, albeit briefly, as a pointer
to changes which might be profitable in our own systems of
tertiary education.   Other factors examined include: compari-
sons of local systems of tertiary education: a survey of
"staff reactions" to the transition to the tertiary system
together with an appraisal of their views on staff development
programmes.

The re-organisation to accommodate the transition to tertiary
education within Colleges of Further Education of necessity
will effect all members of staff.   Most Local Education Au-
thorities have re-advertised all the posts in their colleges
under "new" conditions of service, and this policy has engen-
dered a degree of suspicion among members of staff.   In order
to promote the success of the newly introduced tertiary system
it is essential that the students interests are of priority in
the planning stages.   This will be easier to achieve if the
parties involved work in close harmony - in a convivial atmos-
phere and with a common purpose.

Teachers too must be involved, in both the curriculum planning

and selection of teaching strategies. The efficacy of tertiary education will be enhanced if all teachers are afforded the opportunity to take part in staff development programmes. Such programmes form a major component of this study and are regarded as priority "in-service training" activities by the present government.

In order that students are educated and trained to meet the needs of the 21st Century it is clear that radical changes are necessary in the present educational system – to this end tertiary education has been developed. It is hoped that by expanding the choice of subjects, using new teaching methods and new assessment procedures that the quality of education and training will be improved. If this premiss is upheld then hopefully students will find it somewhat easier to find gainful employment.

CONTENTS

INTRODUCTION

CHAPTER I

TOWARDS A TERTIARY SYSTEM OF EDUCATION

In order to understand the present system of "Education" and "Training" in the United Kingdom, of necessity one must examine the antecedents of current educational policies. Naturally a comprehensive study of the history of education is beyond the remit of this study but it would seem prudent to highlight important aspects of legislation resulting from a succession of Education Acts together with recommendations made by various august bodies, that have been appointed by governments, to identify problems within the educational system.

"Tertiary Education" is the product of such legislation and recommendations, it was conceived as a natural progression from 5th form into a world of young adults, in which students could develop their skills and abilities across a wider spectrum using modern teaching and learning methods supported by ample resources. It is somewhat difficult within the chronological development of education to identify a point in time which was the "embryo" of the tertiary system. However, because of the fact that tertiary education is a 20th Century development it would seem appropriate to commence with the most important legislation in education this century – the 1944 Education Act[5].

The Butler Act as it is known was to have far reaching effects on education and training in the UK. Because of the voluminous content only a selection of it, which has a direct bear-

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ing in the development of tertiary education has been considered. The Act proposed setting up a tripartite system, primary, secondary and further education and it is at the interface between secondary and further education, where problems developed in later years. An important milestone in the Act was the raising of the school leaving age to 15, which took place in 1947 and later to 16 in 1972[6] - this was recommended by Hadow in 1926 and again by Spens[7] in 1933.

Provision was made for children with special needs - L.E.A.s ought to provide education up to the age of 18 years on both full-time or part-time bases for these children. This ideology was to be applauded but did not fully materialize in many areas of the country[8]. Further the Act clearly stated the duties and responsibilities of parents to ensure that their children were educated in a manner suitable to their age, ability and aptitude.

This Act contained many of the recommendations made be Hadow and Crowther[9]. Sir Geoffrey Crowther was appointed by the Minster of Education to set up an investigation into the education of boys and girls between the ages of fifteen and eighteen - the group which nows embraces the tertiary education cohort of students. He reported back in July 1959[10]. Crowthers Report was to rival that of Hadow's. Many of his recommendations were concerned with curricula activities, especially related to the 6th form work.

He revealed in extensive demographic data, the wastage in education, only 12% of children were being educated in a full-

time or part-time basis at the age of 17 and this figure had dropped by 6% by the age of 21. Four points of interest emerged in this respect:

namely: 1 Secondary Modern Schools. Extended courses should be available ultimately for all 15 year olds but by 1965 for at least half of them. Where possible these courses should be in the schools attended by the pupils since the age of 11. Pupils in the lower half of the modern school range should have local or regional leaving certificates. External examinations should be avoided because of their warping effect on the curriculum, unless they too, are locally or regionally based.

This single statement contain the nuclei of much of what pertains today. Extending courses in the Secondary Modern Schools was a natural lead into TVEI and CPVE. The certification argument too, has born fruit – GCSE and more recently NVQ have been devised to ensure that most students can succeed in achieving a degree of success by examination. The second point relates to the development of County Colleges.

2 County Colleges. There should be part-time education in County Colleges for students up to the age of 18 who are not attending full-time courses in further or higher education. The Youth Service ought to be strengthened as an essential complement to County Colleges. Potential County College students should immediately be encouraged to take part in day release education. After the school leaving age has been raised County College attend-

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ance (in purpose built premises) should be compulsory in 1 or 2 areas, becoming nationally compulsory over a period of time.

County Colleges were an experiment doomed to failure. On 10th August 1917, the President Board of Education Mr H.A.L. Fisher made as one of his 6 proposals the statement that, "we desire to establish part-time continuation schools which every young person in the country shall be compelled to attend unless he or she is undergoing some suitable form of alternative instruction[11]". When the Act was passed in 1918 provision was made for "young persons" between the ages of 14-16 to attend day continuation schools for 320 hours in the year. Rugby has operated such a scheme of day release since the Act came into force, other authorities have worked such release on a voluntary basis.

In the Butler Education Act, section 43(i), it states:

"not later than 3 years after the date of the commencement of this Act, it shall be the duty of every L.E.A. to establish and maintain County Colleges, that is to say, centres approved by the Minister for providing for young persons who are not in full-time attendance at any school or other educational institution. Such further education including physical, practical and vocational training, as will enable them to develop their various aptitudes and capacities and will prepare them for the responsibilities of Citizenship."

There are nine sub sections in the Act relating to county colleges and to the various conditions concerning the duties of L.E.A.'s and compulsory attendance up to the age of 18. Under the County Colleges Order, 1947 it became the duty of every L.E.A. to establish and maintain county colleges - someday; but no date was specified.

The Crowther Report, in 1959, stated that the Minister should reaffirm his intention to implement at the earliest possible date the provision of compulsory part-time education for all young people of 16 and 17 who were not in full-time education; and it stated that it was a widespread lack of belief in this intention which has almost stopped the growth of all part-time release other than that which was essential for technical reasons.

The Central Advisory Council was particularly concerned over the loss of contact with the least skilled and the least able members of the community as soon as they left school, and with their resultant loss of moral. The Council finally recommended a phased introduction of county colleges by 3 stages: the progressive sequence of development would reach its final stage of compulsory part-time day education sometime in the 1970's[12].

In 1900 the Central Office of Information published its 3rd edition of the pamphlet "Education in Britain", the opening statement was particularly poignant,

> "It is intended that county colleges shall take
> their place within the environment of local colleges

of F.E. and that these local colleges may also
provide full-time vocational courses for young
people under 18, and part-time day and evening
courses and activities of all kinds, both vocational
and general[13]".

Thus the concept of county colleges was radically modified -
the F.E. sector was to carry the burden of developing courses
appropriate to the needs of the 16-18 age group and integrate
their educational programmes within the existing framework.
Perhaps the most redeeming feature associated with the County
Colleges enterprise was that , secondment for day release was
accepted by industry and commerce alike. In the White
Paper,"Educational Reconstruction ", 1943 it was clearly
emphasised that when the period of full-time compulsory educa-
tion had come to an end the young person would "continue under
educational influences up to 18 years of age", either as a
full-time or part-time student attending day release at a
young peoples college[14].

The transition from secondary grammar schools into the further
education sector was of major concern to the Crowther Commit-
tee, two short quotations show their views lucidly:

> "Our aim ..... is not to widen the gap between the
> grammar school 6th form and the technical
> colleges ..... but rather to knit them together in
> a comprehensive system of alternative provision for
> the many different varieties of human nature and
> individual ambitions" and secondly,

"In our view, it is important not only that there should be close co-operation between institutions on both sides of the line but also that the Education Authorities, Heads of Schools, and Principals of Colleges should all regard all forms of education catering for boys and girls of these ages, and especially those which provide full-time education, as being parts of one service, planned as such and deliberately setting out to feed one another".

This of course sounds simple; until one comes to consider that the two branches of the service operate under entirely different grant regulations, employ their teachers under different conditions of service and follow very different traditions.

In our educational system we have relied on the standards achieved at 6th form level to be the natural starting point for pursuing further and higher education qualifications. It is therefore, no wonder that so much attention has been devoted to the development of 6th form curricula. When did 6th form education begin? How did it develop? and what part, if any has it played in the development of tertiary education?

One would have to delve into history to find the real origin of the "secondary system of education" and the 6th form as we know it. In 1802 Peel's Factory Act required employers to make adequate provision to instruct their workers in the skills of reading, writing and arithmetic - for a period of at least 4 years during a 7 year apprenticeship. Such instruction in the 3 R's had to be included within the 12 hours which

made up the working day of these apprentices, and it was laid down that such a working day could not begin before 6.00 am and end not later than 9.00 pm. On 30th July 1883 Mr J Roebuck in a speech in the House of Commons asked the house to consider making it obligatory by law, "for every child from the age of about 6 years to 12 years to attend a school regularly"[15].

In 1895 The Bryce Commission was appointed to "consider what are the best methods of establishing a well organised system of secondary education in England[16].

The report highlighted the fact that there were at least 3 types of school involved in secondary education namely: "higher grade schools", "higher central school", "higher elementary schools". The Commission recommended the setting up of secondary schools and that these schools would be placed under the jurisdiction of the L.E.A.'s and in order to avoid unnecessary and wasteful competition between schools they should all be co-ordinated within any particular district. Further the Report recommended the establishment of one central education authority under a Minister of Education which would merge the functions and powers of the Education Department, the Science and Art Department, and the Charity Commission in respect of educational trusts and endowments. It was the Education Act of 1902 which eventually gave reality to the vision of the Bryce Commissioners. This Act established one authority for education which also had powers to provide training of teachers. Also within the Act provision was made to provide a direct route from elementary education to univer-

sity. The Act however made no distinction between secondary and technical education, it referred to them as, "education other than elementary".

The 1904 "Regulations", defined a secondary school as, "a day or Boarding School offering to each of its scholars up to and beyond the age of 16, a general, physical, moral and mental education given through a completely graded course of instruction of wider scope and more advanced degree than that given in elementary schools."[17] Further the "Regulations" went on to say "to achieve a sound general education a secondary school must offer a 4 year course, at least in a certain group of subjects, namely;

  1 English Language, Literature with Geography and History.

  2 At least one language other than English.

  3 Mathematics and Science, both theoretical and practical.

  4 Drawing.

A close examination of these recommendations reveals some common ground with the current proposals for tertiary education, for example, wider subject choice and graded course of instruction. Grammar School education within the secondary sector has been described as "elitist education," "preparatory education," and also "inadequate education."

Traditionally the grammar schools had educated, "to prepare students for university education." The grammar schools curriculum being somewhat of restricted code due to the entry

requirements to university. In the early 1900's gloomy comparisons were made between our system of education and that in Germany; particularly at the secondary level - which in turn affected the higher levels of attainment. A further problem was the competition between schools and universities for those aged 16-18 - matriculation was possible at 16 and entry to some universities could follow immediately. It was clear to the "schools" that universities were. doing their jobs. In 1911 The Board of Educations Consultative Committee produced a detailed survey of external examinations in secondary schools, and whilst acknowledging the good work done by various examination bodies, it deplored the "multiplicity of examinations," which so interfered with the schools work. A simple system of leaving certificates were to replace the variety of targets and qualifications. Thus we saw the beginning of "O" levels and "A" level examinations (originally called School and Higher School Certificates). This came about in 1917 having been delayed by the commencement of World War I.

Naturally many students from grammar schools did not go onto university - however these students were still much sought after by employers, especially if they possessed school or Higher Certificates. The Higher Certificate was a valuable servant, but a dangerous master, because it imposed on many an unsuitable heavy burden of academic work - this was especially true of these 6th formers not going on to some form of higher education.

It was. evident that the obvious characteristic of grammar school education was intense specialisation in a limited

choice of subjects. The common defence of specialisation was its contribution to the intellectual development of the 6th former.

It was this "English System," of study in depth, that other countries could not understand. The French and the Germans were promoting "liberal studies" and freedom of choice of study whilst we retained the traditional philosophy which was fast becoming outdated. Some extravagant claims were made for the grammar schools despite the drop out rate at school leaving age. By 1951 a quarter of all grammar school leavers were under 16 and the same proportion left without sitting the School Certificate Examination. The Central Advisory Committee was asked to investigate those factors influencing the school leaving age.

Sixth form numbers had risen slowly in the 1930's, more through a larger intake into grammar schools than from any steady trend to longer school life. One obvious reason for this rise was the post-war rise in the birth rate. The Crowther Report was written at the time when the number of 17 year olds staying on at school was about 35%. The number of students attending grammar schools had risen from 89,000[18] in 1947 to 136,000 in 1962 — other things being equal 6th forms were bound to grow.

The success of sixth form education is reflected in the number of pupils who manage to find gainful employment and also by the number who go on successfully to achieve merit in further and higher education.

Of those 18 year olds leaving Grammar Schools in 1965-66, 70% boys and 83% girls went on to some form of full-time further education. But enough were still leaving school to cause concern. In the early 50's employers rarely accepted "A" level as a foothold on the second rung of the ladder, nor indeed did they wish to pay more to students two years older than their "O" level counterparts. For the most part conditions upon entry to employment were the same for "O" or "A" levels.

Gradually this anomaly was eradicated and by late 1950's more and more employers were providing better structures of training and promotion for those with "A" level entry. This trend continued to the present day and we see that entry into the Civil Service, British Telecom, British Gas, and many more institutions, is accorded at a higher hierarchical level if one possesses "A" levels, in the appropriate subjects. Notwithstanding this fact Crowther showed that in 1959, 42% of the top ability group had left school at or before the age of 16, and striking though this trend may have been, less than half of the Grammar school leavers of 1966 had taken "A" level examinations and less than 1/5 had entered universities. The whole concept of the sixth form education was then under severe critical appraisal, as Robbins said, "There are so many whose entry into higher education depends greatly on how they have lived and been taught beforehand". What then was the reason for this high drop-out rate, and indeed was there major problems in the sixth form curriculum with regard to preparing young people for adult education, and work?

The sixth form curriculum was founded on the intensive study of a few subjects - and under pressure of competition for grants and scholarships one can appreciate why the reform of external examinations was in the air long before 1947. The Norwood Commission[19] suggested abolishing them altogether before the age of 18, and introducing two quite new separate sixth form examinations - one to select university scholars and one to provide a genuine leaving certificate. Whilst Norwoods ideas were not wholly adopted at least a new certificate emerged - "The General Certificate of Education". In speeches and circulars the flexibility and freedom associated with "O" "A" and Scholarship levels were expanded by the Minister of Education. Whilst the aims were admirable, they were soon betrayed. Technology was badly under-represented, and commercial subjects were low key in most curricula. But more importantly there was a decided swing away from pure and applied sciences.

This swing, naturally is of concern to the Government as well as the employers. In the 1950's well over 60% sixth form boys were specialising wholly in science and mathematics, and plans for university expansion assured that the swing would continue. Yet a swing back was visible in 1963. "A" level entries in these subjects were dropping and the second report of the Universities Central Council on Admissions (U.C.C.A.) spoke of empty places in departments of science and technology. Even when all the extenuating circumstances are admitted, the situation seems odd in a "technological society". It led the Council for Scientific Policy to commission a detailed investigation into the swing - the interim report, in 1965 was

reassuring. However three years later their final report was alarmist. It was apparent there was a severe shortage of graduate science and mathematics teachers. This was especially true in girls schools and reinforced the arts bias of sixth form girls. For example in the Summer of 1966, 60% "A" level entries in French and English were from girls compared with only 15% in science and mathematics. This pointed the finger at specialisation - narrow banded education, which tertiary education, hopefully, will rectify.

Specialisation then, perhaps, is the question to which we must address ourselves. When a pupil entered grammar school he became a specialist ..... the subjects of his serious intellectual study being confined to two or three at most. Crowther said, "this has been the normal pattern, rarely altered in boys' schools except by the large number taking 4 subjects at A - level - a practice usually condemned as making real study in depth impossible. Even sixth form girls general courses dwindled in the 1950's as early requirements for teaching and other occupations were raised. It is only in recent years that this pattern has been seriously questioned, and sixth form work became much more varied in scope. Such specialisation does not abound abroad, in the French baccalaureat a wide study choice is the emphasis, so that even in the last year at school the mathematician studies philosophy, a modern language, history and geography. The German gymnasium student, takes as many as nine subjects for the abitur which gives right of entry to a university. Russian secondary schools maintain a broad curriculum to the end and in the U.S.A. the idea of a general and balanced education continues

into the colleges. (Spoltan 1967). Writing in 1953, Eric James defended specialisation, because it allows some glimpses of real standards of achievement; and, "because the universities, as we know them assume a genuine standard of performance". Whereas Peterson (1960) said, "Specialisation has long been defended as having a special value which more superficial study could not possess, allowing sixth formers to learn something thoroughly enough to know what knowledge means, and giving an emotional stimulus to intellectual effort. But wide agreement on the dangers of carrying it too far. These dangers have become so apparent as to challenge the whole concept of "study in depth".

Have we, as a nation encouraged specialisation to excess? Indeed have we promoted specialisation at too early an age? Of the hundred grammar schools inspected in 1956-57, eighty had forced some choice between arts and science by the end of the third year in the interests of university entry. Once in the sixth form, the division into arts and sciences has usually been clear cut. Mathematics was increasingly necessary for economists, geography does something to span the gulf, and growing numbers were taking "mixed" courses. Even so these classes involved only 13% grammar school sixth formers in 1966, compared with 36% doing mathematics and science only, and 50% taking neither mathematics nor science.

Much of this pressure on the curriculum was due to the entry requirements of the universities, schools had long felt themselves at the mercy of the universities in the shaping of sixth form work.

Whilst few would argue with the universities in their quest for "good" candidates there was an ever growing need for a radical reform of grammar school curricula and indeed a rethink of the whole secondary sector curricula. The so called "search for a cultural balance" was being postulated and this had earlier been proposed in the Harvard Report on "General Education in a Free Society" (1946) in which it had been stated, "..... that half of a students time should be devoted to a common course in humanities, social studies and science". With the sixth form students so much under pressure from specialist work a great deal was left to the conscience of individual schools to broaden the curricula.

Crowther highlighted the need to promote general studies education, he said, "..... the more socially mixed intake into sixth forms has heightened anxiety about the neglect of general studies. Many may be losing precisely what their homes cannot supply, so that schools have an even greater responsibility for stimulating powers of self expression, appreciation of the arts and a taste for reading".

The years after the 1944 Education Act have been ones of continual changes to the character of sixth form education. By 1958 half of the technical schools had sixth forms and these were "feeding" the technical colleges as opposed to universities. In the summer examinations of 1966 there were well over 3000 "A" level candidates from secondary modern schools. Which shows clearly that the limits imposed in secondary modern schools had been exceeded - into the realms of the grammar schools curricula. It was evident too that

sixth form provision of this nature was totally uneconomical, a "new" and more radical approach was required in order to eradicate specialisation and promote a more effective generalised education. The Comprehensive System was developed to meet the challenge. The Spens[20] Report (1939) had examined the viability of multi-lateral schools (comprehensives), it further outlined the curriculum required in order to satisfy the needs of a comprehensive system of education. Basically the new schools would cover the total content covered by the existing tripartite system. In 1943 the Norwood[21] Report was published, the Norwood Report was based on the examination of secondary schools and examinations therein. Norwood recommended the setting up of the tripartite system of secondary modern, technical and grammar schools. Norwood attempted to justify this division based on classification of children into three distinct groups of learners, namely:

1 those interested in learning for its own sake - can reason, need to understand courses etc - which he interpreted as a grammar school student.

2 those whose interests lie in applied sciences and arts, who have insight into the intricacies of mechanisms - which he interpreted as technical students.

and

3 those who can deal easily with concrete things - can turn his mind to knowledge for immediate test of concept, principles, or practice - which he interpreted as a modern school student.

His ideas were classified as "pretentious nonsense" by Sir

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Cyril Burt[22], in the British Journal of Educational Psychology in which he said, "This view entirely reverses the facts as they are known to us ..... the proposed allocation of all children to different types of schools at the early age of eleven cannot provide a sound psychological solution". Faced with growing and widespread opposition the official element adopted a device which may have been calculated to spread confusion in the ranks of the opposition. The device, simple but effective, was to change the labels of the babies in their cradles. What the Labour movement had always advocated as "multi-lateral" schools were now officially called "comprehensive schools"; but the term multi-lateral was returned to describe a school with three entirely different streams - a tripartite system housed in one building or separate building on one site. Thus comprehensive education was established, but in what ways did it differ from the "old" tripartite system and indeed, what benefits would the pupils derive from it?

The comprehensive system has political and social as well as educational origins. Forms of this type of education were in existence before the end of the Second World War in various parts of the British Isles. By 1957/58, according to Crowther there were 61 comprehensive schools in England and Wales which by 1965 had grown to 289. In July 1965 the now famous Circular 10/65 was sent to all the various authorities concerned with secondary education. This stated that;

> "It is the Governments declared objective to end
> selection at 11+ and to eliminate separation in
> secondary education. The Government's policy has

been endorsed by the House of Commons in a motion passed on 21st January 1965,: "That this House, conscious of the need to raise educational standards at all levels , and regretting that the realisation of this objective is impeded by the separation of children into different types of secondary schools, notes with approval the effort of local Authorities to reorganise secondary education on comprehensive lines which will preserve all that is valuable in grammar school education for those children who now receive it and make it available to more children; recognises that the method and timing of such reorganisation should vary to meet local needs; and believes that the time is now ripe for a declaration of national policy".

The contents of this circular was greeted with a veritable uproar, particularly as it was quite obviously intended to provide the means whereby the Labour Government could indulge very effectively in some social engineering, and no effort was made to deny the fact. It is worth noting that at the Labour Party Conference in 1965 it was agreed that, "the education system could become genuinely comprehensive only if the practice of selection (ie - streaming) was actively discouraged."

The comprehensive system was intended, educationally, as an experiment in dispensing with tests and examinations except for diagnostic purposes within the school itself. The Crowther Report presented very clearly and concisely a description

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of the specialised functions of the comprehensive school, namely its educational and social functions. Through the medium of the comprehensive school there would be less waste of time or talent, and a large range of options could be provided - there ought to be something for nearly everybody. It would also act as a socially unifying force, bringing pupils together at an age when they would otherwise begin to draw apart. In such a school the range of pupils' backgrounds would closely correspond with the natural pattern of different social strata of employment. The report concluded that, "At present, then, the only sensible attitude comprehensive schools seems to us to be a non-dogmatic one that neither condemns them unheard nor regards them as a prescription for universal application[23]."

The development of the comprehensive system from its inception was slow moving - largely due to conflicting interests between those of the local L.E.As. and the Government. Erratic though these negotiations were, the government did have some interim success because by the autumn of 1967, 159 out of 194 L.E.As. had submitted schemes for setting up comprehensive education in response to Circular 10/65. Nevertheless various features of the intended reorganisation were less than satisfactory, and whilst not all of these can be blamed on the relationship between local and central government, some can. We have had approximately 26 years of comprehensive education - ample time to reflect on the success or otherwise of this venture.

In the period from 1965 to 1970 there was a steady growth in the numbers of L.E.As. who had set up comprehensive systems.

When Margaret Thatcher came to power in 1970, Circular 10/65 was withdrawn, only 10% of all secondary school children were in schools with an unselected intake. One third of secondary school pupils were in schools called "comprehensive", but those were still skimmed, sometimes by as much as the top 20% of their ability range. The comprehensives are still missing on average the top 5% of the ability range, and in 1974[24] despite rising numbers of schools this proportion was not changing.

Circular 10/65 failed because it ignored the obstacles created for the re-distribution of resources and power at local level. In the debates of 1964 Labour ducked the issue of re-distribution most obviously in relation to the neighbourhood school concept. As Benn and Simon pointed out, "the bulk of the population have always gone - and will continue to go in the forseeable future - to "neighbourhood" schools, the old elementary schools, and the sometimes not so new secondary modern schools and often the grammar schools". The community school ideal comes up against severist political obstacle in the inequality and class segregation of large urban areas, for here there is no balanced community mix, and the populations of such areas suffer, not merely from education depriviations, but from a shortage of many other types of resources. Comprehensive schools alone could not hope, and should never have been asked to solve such problems alone.

The Government, therefore, wisely encouraged research into various aspects of comprehensive education. The National Foundation for Educational Research conducted a survey about

the range of courses offered and about the ways in which comprehensive education is organised; it also undertook an investigation into the effects comprehensive education on staff, pupils and parents, the relation of schools to their communities, ways in which the needs of special groups of people are being met, the nature and the extent of extra curricula activities and problems of size[25].

The fate of the comprehensive school fits all too well the pattern of limited success shown by other post Second World War plans for social change towards greater equality; and new legislation which seeks merely a larger number of comprehensive schools without scrutinising the way they work will not promote the comprehensive principal[26]. But which comprehensive principle is applied here? Most comprehensives subscribe to the general aim of "equal opportunity" a means of breaking down the class barrier.

The first comprehensive schools were not an integral part of the post war egalitarian legislation programme. In that political climate a few child centred L.E.As. were able to press for the introduction of the schools; but this had to be through a loop hole (the failure to specify tripartitism) in the 1944 Education Act which had been kept open by egalitarians. Otherwise there was little demand for comprehensives because the 1944 Act had ended grammar school fees, reorganised the elementary schools and thus had temporarily satisfied the demands for the abolition of privilege. And so for the next 20 years Labour and Conservative Education Ministers have defended the attempts of local enthusiasts to absorb them

into comprehensive schemes.

In Scotland there was a mixed reaction to the introduction of comprehensive education - which they called, "the omnibus school". A report by the Scottish Advisory Council (1947) which appraised the tripartite system in England closed with the following statement, "..... the British nation cannot afford to neglect the latent talent of any of its children, whatever the depth of their parents purse or social status of their parents by adopting a system which pretends to discover what is undiscoverable at the age of 11 or 12, or 13 or even more, it is the virtue of the comprehensive school that it provides a continuous opportunity for every child, throughout the whole of his school course, to enjoy the kind of education for which he is at any stage in his development best suited".

The comprehensive system is still in a phase of development, it is continually asked to respond to changing demands on it by Industry, Commerce, parents and pupils. More recently the system has undergone even more radical reform to accommodate a smooth transition, for students, through from the secondary sector to the tertiary sector. Traditionally post 16 education has offered students several options.. They can enter the sixth form or stay on at school until the age of 18 or 19 in order to obtain the qualifications necessary for entry into higher education or a chosen career.

Because the change from school based education to further education can, for some, be traumatic it has been the policy of many authorities to integrate the work or school with the

choice of work at college.

During the late 1980's there has been a positive determination on the part of many L.E.As. to integrate their school and college education curricula - much of the work comes under the broad umbrella of "Linking Schools and Colleges" and in order that this strategy should be successful, careful planning and organisation is essential.

Link courses should figure as a topic for discussion in appraisals of 16+ systems of education. Typical examples of these courses are:

1 Computer studies to "A" levels.

2 " Specialised short courses" using college facilities or expertise.

3 A project technology centre located in a local Polytechnic which is used by a number of schools in the area.

Courses like these are linked to existing sixth form studies. Students, naturally, would normally take 3 "A" levels as part of their school course, the link course would supplement their study - offering better facilities in a mature environment.

As long ago as 1963 the Newson Report commented, "Active co-operation between schools and colleges will, however, be essential, and in some areas it might well prove an admirable arrangement to allow pupils to attend a local college for some part of their final year's programme in order to take advantage of special equipment and facilities. There is everything

to be said for extending the pupils experience beyond the school walls at this stage, and this is one promising way of doing it." Later on in the same document - ".....there could be a positive advantage where conditions and facilities are suitable for some pupils in attending a College of Further Education for some part of their course in the last year, thereby having a ready-made link for the future. This already happens in some areas, sometimes because of lack of adequate facilities in schools, but sometimes by deliberate policy. Where such arrangements are made they are much to be preferred on a group rather than on an individual basis."

More recent encouragement has not appeared in too many educational documents, and certainly in the document, "Education - A Framework for Expansion"* there appears to be no evidence that link courses are looked upon by officialdom as a permanent part of our long-term educational development.

Whilst the values of "Link Policies" are obvious and beneficial to students there are more important issues related to the, "choice of post 16 education and training" for school leavers.

This perennial "youth problem" is under constant review and debate. For the past decades it is a well documented phenomenon in most Western industrialised countries. But in spite of the growing attention devoted to youth concerns, of protective legal matters, of improving their general well-being, in many respects many young people today are experiencing greater difficulties in managing their transition to adulthood than

*H.M.S.O. 1974

their forebears.

This is perhaps, largely due to the pressures of modern life, lack of employment opportunities, high inflation and stress in general.

Some of the main factors aggravating the problem of young people, according to Sir Geoffrey Squires are;

1   the transition to adulthood has become a longer process for many young people. The period of youth is not only extended - but also in a certain way it is increasingly institutionalised. Rather than referring to transition, one now should speak of a,"new stage of young adulthood[27]."

2   the stage of young adulthood involves far greater tensions and dilemmas than in the past. The greater freedom of career choice resulting from social and geographic mobility and the variety of options at least formally available, imply a decision making process with greater risks and more uncertainty - even moreso in periods of economic recession.

3   in addition, no institution has a clear and fully accepted responsibility for following the welfare of persons through the stage of young adulthood[28]. At a time when the influence of the family - and often the school - is in decline, and when links with the labour market are increasingly difficult to establish, many young people lack an organised setting which can protect them, to which

they feel accountable and which can speak for them.

Thus we can see that the weakened position of young people in the labour market and the need to provide them with adequate routes and/or alternatives to employment lead public authorities to assume greater responsibility for all young people and not merely those who are catered for by the formal educational system. Most European countries have similar problems to ours with respect to post 16 education. Some of them have opted, or are planning, for compulsory education, on a part-time basis up to the age of 17 or 18. This has been for some time the policy in Austria, Germany and Switzerland; more recently Belgium and the Netherlands have adopted legislation in this sense[29].

Other countries have formally introduced the concept of a right to education at this stage. The idea of a youth guarantee, originally developed in the Nordic countries and has filtered through to France and eventually the U.K. "Youth guarantee" does not just imply affording facility but also grants to support the students. So much for the provision in Europe, but what provision is offered at home, both academic and vocational?

Pupils find themselves at the crossroads of life at the early age 16 - a time of momentous decisions which will have life-long effects on most. There is a "myth" of choice - factors which influence choice are beyond the control of pupils. The options vary from town to town and city to city. The overiding factor which controls choice is, employment. Pupils

have to gamble between long term employment prospects follow-
ing a course of study or taking any available job, of which
few have good prospects.

The Macfarlane Report[30] (1980), called for L.E.As. to con-
sider the pattern of provision for the 16 to 19 age group
across the school and further education sectors. The response
to this has been one of general abivalence. The traditional
route to university entrance has not been altered, however the
accreditation procedures have, and it is particularly inter-
esting to note that many universities are now following the
Open University's policy with respect to "units" or similar
components of accreditation.

In January 1982 the 16-19 age group comprised some 2,481,000
people. Of these 438,000 or 18% were staying on at school;
82,000 or 3% entered higher education including advanced
further education; 757,000 or 30% entered non-advanced further
education and the remaining 1,264,000 or 49% were either in
employment or unemployed. Of the unemployed which totalled
594,000 about 179,000 were on Youth Opportunities Programme
Schemes, some of which involved attendance at further educa-
tion colleges[31]. The demography reveals one very important
fact, only 3% of the students were entering higher education -
what is the reason for the very low figure? Is it supply and
demand, many universities still call for "A" level entry at
"A" and "B" level thus precluding some very able students. Is
it because the "youth" now have a different viewpoint on life
- they want material goods now and the competition to acquire
them is intense; is it because of apathy to the concept of

study - they can look around them and see successful peers who have undertaken no study whatsoever; or is it because the remuneration in most professional vocations is low and not commensurate with the training and study involved.

Whatever the reasons the fact remains that higher education is not attracting as many candidates as it ought.

What other avenues are open for post 16 education and training? Assuming a pupil does not wish to pursue a course of study leading to a degree or equivalent qualification the normal options include vocationally orientated education and training courses.

The White Paper, "A New Training Initiative" HMSO 1981 was heralded by the Secretary of State for Employment, Norman Tebbit as, "..... a new scheme which breaks entirely new ground in the training of young people in this country." But was this any different to the schemes in the early 1900's to rid the problem of juvenile unemployment. The so-called Juvenile Unemployment Centres, or "dole colleges." The 1964 Industrial Training Act is a milestone in the progress towards youth employment. It encompassed fine ideals, "seeking to ensure adequate supply of trained workers, to improve the quality of training at all levels and sharing the cost between the firms and the various Industrial Training Boards (I.T.Bs.). These Boards had the power to impose a levy on employers and give grants as and where they felt necessary. By 1971 youth employment had reached 55,000 according to the Employment Gazette (1972) but joint action by the I.T.Bs. and

the Department of Employment had absorbed these young people into skilled training programmes. But worse was to come, Cole and Skelton (1980) suggest that the "Oil Shock" of 1974 and its following wave of capital restructuring combined to produce a disproportionately high level of youth unemployment. This appears to have been common to all Western industrialised nations. Nelson (1980) indicating that unemployment to the age of 25 years rose by 49% in 1973/74 whereas unemployment for all ages in the same period rose by only 32%.

The M.S.C. (now the Training Agency) devoted its first two or three years to the development of manpower resources - by stimulating training for those in work or about to enter work. It was then overtaken by a massive growth in youth unemployment. The Labour government appointed Geoffrey Holland to investigate the situation and in his Report he suggested the setting up of the Youth Opportunities Programme (YOP), described as the first comprehensive national scheme for jobless school leavers and scheduled to last for 5 years. This programme was endorsed by the Government and commenced in September 1978.

Work preparation courses have developed apace in the U.K. - in fact it may well be argued that we have swamped the market with such courses. A recent British report characterised the vast and diverse range of courses and qualifications for the 16-19 year olds provided in the United Kingdom as a jungle[32]. The term is not used to criticise the diversity of provision; it rather points to the need for policy measures to enable public authorities, employers and in particular

young people to have a clearer overall picture of the array of options provided as a basis for internal choices and decisions.

Y.O.P. has consisted of two main forms of provision, known respectively as, "Work Preparation", and "Work Experience", the latter making up the bulk of the provision. Work Preparation courses have taken a number of forms and have been provided mainly on the employers' premises.

Y.O.Ps. achievements have been not inconsiderable and much of the credit is due to Sir Richard O'Brien, chairman of M.S.C., for six years, from 1976 to 1982. Presiding over the M.S.C. during its formative years, he was largely instrumental in maintaining good relationships with and securing the co-operation of employers and trade unions, and it was hoped that his successor, David Young, would be equally successful.

A succession of courses followed, sponsored by the Training Services division (T.S.D.), these included, Unified Vocational Preparation (U.V.P.), Training Opportunities Scheme (TOPS), Training Skills Programme (T.S.P.A.). U.V.P. did not cater for unemployed youngsters, but for young people at work not normally receiving education or training. TOPS on the other hand was originally designed for those aged 19 or over who have been at least three years away from full-time education, it was later extended to embrace a proportion of 16 year olds.

Perhaps the most important of the training programmes inaugurated was the Youth Training Scheme (Y.T.S.) - this scheme

emanated from the White Paper, "A New Training Initiative": A Programme for Action.

The new YTS was to build on the success of U.V.P. and was to promote the development of basic skills, practical competence and communication skills.

The aims of Y.T.S. were threefold, namely: -

1 to provide participants with a better start in working and adult life through an intergrated programme of training, education and work experience.

2 to provide for the participating employers a better equipped young work force.

and

3 to develop and maintain a more versatile, readily adaptable, highly motivated and productive work force.

To these ends the scheme was to be opened to at least 500,000 youngsters by 1984, to cover both unemployed and employed young people, including those who are undergoing the first year of apprenticeship and other forms of training, unless they decide to take jobs outside the programme.

In the autumn of 1982 the Youth Training Board was established as the natural supervisory body for the Y.T.S. Chaired by David Young, the M.S.C. Chairman, it consisted of seventeen members representative of industry, the unions, the local authorities and the education service. The Board was to be helped by an expert Advisory Group on Content and Standards

which would assist the setting and maintenance of training standards.

As we have seen, the conventional method of training the majority of our technicians and craftsmen has been by apprenticeship, especially in the engineering, public utility and construction industries[33]. The contribution of further education was by way of facilitating access to day release courses. The end product of such courses being qualifications such as; City & Guilds or R.S.A. certificates. However, there has been a marked decline of the number of apprenticeships during recent years as a direct result of industrial recession. In the 1960's, for example, 40% of 16 year old boys were leaving education to take up apprenticeships, but by 1980 this figure had halved[34].

In the M.S.C. document, "A New Training Initiative": An Agenda for Action: it was made clear that apprenticeship training needed to be modernised. By replacing "time serving" with training criteria. The condemnation of the traditional apprenticeship, however, was not unanimous, the Engineering Industry Training Board (E.I.T.B.), for example rejected the view held by the M.S.C. and maintained that much of what was relevant to the needs of trainees was in fact being taught.

Nevertheless it is evident that our apprenticeship schemes have some shortcomings and it was hoped that the governments intention, stated in the White Paper, of achieving by 1985, "recognised standards" for all the main craft, technician and professional skills to replace time serving and age restricted

apprenticeships[35] is realised. In the meantime we have much
to learn from what is taking place abroad, particularly in
West Germany, whose apprenticeship system has for many years
set an excellent example to much of the rest of Europe.

Western Germany produces more than twice the number of crafts-
men in the manufacturing industries and between two and three
times as many in agriculture, construction and miscellaneous
service industries, such as catering and hairdressing, as in
Britain[36]. However, the simple adoption by this country of
a system similar to that operating in West Germany is unreal-
istic as explained in chapter 3.

Among the major agencies for promoting industrial training in
the U.K. has been the Industrial Training Boards. Created as
a result of the recommendations in the 1964 Industrial Train-
ing Act, initially there were 23 of them representing the
cross section of industry in the U.K., all charged with the
same task of promoting quality of training, efficiency and
increased production.

It is obvious from this discourse that the M.S.C. (now the
Training Agency) has been, and is going to be, a powerful
influence in post 16 education and Training. Not only from
the pragmatic stance of provision of courses - but also on the
influence of the curricula in the secondary, tertiary and
further education sectors.

Education and training is all about choice, not mythical, but
"real choice" based on ones ability, aptitude, interest,

motivation, inspirations and needs. To facilitate "real choice" means we need to have an expanding market economy, more jobs and variety within them; better opportunities to progress to further and higher education together with a remuneration appropriate to the study involved. Such ideology may be difficult to attain or sustain but the premiss is something that young people would endear.

The initiative taken by the T.A. has produced repercussions throughout the secondary system of education, courses such as T.V.E.I., C.P.V.E. and the new certificates, N.V.Qs. are a direct result of its current education and training policies.

In November 1982 the Government introduced T.V.E.I. (Technical and Vocational Educational Initiative) with an offer to L.E.As. to submit pilot schemes for a 4-year school based vocationally biased curriculum for the 14-18 year olds to be funded by the M.S.C. T.V.E.I. is a curriculum development based on the world of work. The intention was that young people would acquire qualifications which will be of direct value at work. T.V.E.I. was an experiment - it is now reaching its cessation in many areas. The feedback from the pilot schemes was promising, "Training for Jobs" commented, "T.V.E.I. will be extended and developed and its progress evaluated for application more widely in schools and colleges."[37]

The impact of the "New Training Initiative"; the growth of new technologies; changes in industrial demand; youth unemployment leading to the need for better qualifications all call for a

re-examination of the traditional role of F.E. In an F.E.U. document, Jack Mansell comments, "The colleges of F.E. are beginning to survive the B.E.C. and T.E.C. and are now bracing themselves to withstand the onslaught of N.T.I., 17+ and other vocational preparation initiatives. The clientele of F.E. is on the verge of changing fundamentally[38]. One of the changes worthy of note was the introduction of C.P.V.E. (Certificate of Pre-Vocational Education). Known as the 17+ the C.P.V.E. does not consist of a set syllabus in the traditional sense of the word, but is a curriculum framework which represents alternatives for young people who may not be happy with the normal academic curriculum. It is a one year course for 16 year olds and offers students a variety of integrated vocational and general educational objectives, which will not only prepare them for a job, but will offer a qualification at an accepted national standard. It is hoped that this will provide a basis that could lead to national vocational qualifications at a higher level - if the student so wishes. The main intention of C.P.V.E. is to give a vocational bias to a balanced programme of general education. The aims are that this type of skills - based programme will provide the right kind of motivation for young people.

The programme target group is all 16 year olds, except those who have the potential and desire to pursue "A" level qualification.

In the Government White Paper, "A New Training Initiative" it states that, "..... there is a need for vocationally orientated courses of a more general kind. The Government intend to

secure development of a new pre-vocational examination for young people aged 17+ in schools and colleges ...... This will be designed particularly for those with modest examination achievements at 16+ who are not looking towards H.E. and are not yet ready for specific vocational education or training[39]."

A further consideration must be given to the relationship between C.P.V.E. and the Y.T.S. C.P.V.E. could be viewed as an educational alternative to Y.T.S., although inevitably there will be differences between an education based scheme with a limited work experience element and one which is predominately based in industry with only 13 weeks off-the-job training. However, as F.E.U. have noted, "the need ..... for those responsible for C.P.V.E. to collaborate with those concerned with the further education and training of the Y.T.S. so that common objectives may be covered by the same syllabus. The posibility of young people moving from one mode to another should not be ignored[40]. If we also consider the possibility of B.T.E.C. courses being a natural progression from C.P.V.E./Y.T.S., it can be seen that colleges will have to re-think their 16-18 curriculum in relationship to the schools. As there is no doubt that C.P.V.E., B.T.E.C., and Y.T.S. will all be part of normal advancement at local level for the immediate future.

The Macfarlane Report drew attention to seven different kinds of students for whom provision must be made, these are:
A) Students who leave full-time education at sixteen
   1 those who enter employment and receive no further

training.

2   those who enter employment and receive training leading to an educational or vocational qualification.

3   those without work.

B)   Students who continue full-time education

4   those staying on with a view to proceeding to higher education.

5   those seeking a vocational qualification to fit them to enter employment ..... at some stage up to 18.

6   those who do not wish to be committed to a specific vocational objective but who wish to continue their general education ..... and pre-employment preparation.

7   those who require remedial education to enhance their employment prospects[41].

Because of this set of wide ranging needs of students it would seem appropriate that colleges address the whole problem of curriculum development.   The need is evident for "balanced curricular activities" - including, vocational and general education and training.   As the Institute of Manpower Studies has commented, "It is clear that it would be shirking reality if any youth training programme pretended that employability was the only object ..... in some areas (unemployment) will be the rule rather than the exception.   Any scheme which avoids these issues will be seen as a "con".[42]

Whatever curriculum reconstruction is done, opportunities must be made available for transfer between courses - this was of prime consideration in the development of the tertiary system. Such flexibility can only materialise if students are allowed to develop wide ranging skills as they mature.

Professor Mark Blaug made the following sardonic comment, "the vast bulk of jobs in an industrial economy involve competencies that are acquired in the job in a few weeks and require not a given stock of knowledge of facts and concepts but the capacity to learn by doing ..... The truth of the matter is that most jobs ..... require about as much cognitive knowledge and motor skills as are used to drive a car."[*]

There is still a great deal to be achieved to "perfect" a curriculum that is all things to all students - we have moved towards this goal through T.V.E.I., C.P.V.E., Y.T.S., N.C.V.Q. and other recent educational initiatives but perhaps the one which will have the greatest impact, is the development of tertiary education. Tertiary Education is a product of the latter half of the 20th Century, by definition, according to F. Janes, "tertiary education is that stage of past compulsory education outside the higher education sector which provides the full and part-time education of students aged 16 and over."

Tertiary Colleges, then, differ from sixth form schools and colleges of further education. They still cater for the 16-19 age group and on the surface appear to have a similar role to that of, the grammar schools and technical colleges.

[*] H.M.S.O. 'Vocational F.E. Through The 90's'

What then constitutes the subtle differences between Tertiary Colleges and the rest?

In the 1960's the argument for a separate stage of post compulsory education and a separate tertiary constitution was taken up more widely, two advocates being prominent: Deryrk Mumford, then Principal of the Cambridgeshire College of Arts and Technology and Sir William (now Lord) Alexander, then secretary of the Association of Education Committees. In 1970 Mumford summarised the advantages for the 16-19 age group of what he called a Junior College (Tertiary) as follows:

1 all students who wish to continue their education beyond 16 would do so in the same institution.. Junior Colleges, therefore satisfy the principles of comprehensive education in a way no other system does.

2 The Junior College could provide in a most economic way possible a wide range of courses to cater for all ranges of ability and for the development of specific talents. It also allows, in a way no other system does, for ease of transfer between courses for students who, for one reason or another, make the wrong choice at the beginning.

3 with all students above the compulsory school leaving age, and attending voluntarily, it can provide the freer, more adult atmosphere to, and demanded by, young people of these age groups. With part-time students already at work and with staff experienced in the worlds of industry and commerce it would, unlike the academic sixth form

college, be outward looking to the world of work and also open ended to higher and adult education.

4   the mixture of academic and vocational work and of full-time and part-time courses would ensure a wide range of experience, qualifications and interests amongst staff and students. This variety has, in itself, great educational value and provides the best conditions for the wide range of extra - curricular activities and a vigorous corporate life.

5   it would probably be easier to staff than any other system. The wide range of work would often justify the employment of specialists who would not be fully utilised in any other system. The absence of lower level work would make posts in the Junior College more attractive than in all - through comprehensive schools to well qualified graduates with special interests.

6   it is more cost effective than any other system. Numbers can often be large enough to ensure that staff are used economically and waste arising from duplication of provision for the 16-19 age group in schools and F.E. is eliminated. Because the number of Junior Colleges would be smaller than the number of sixth forms in the all - through comprehensive system the provision in all colleges of good laboratories, workshops, studios, libraries and communal facilities would be economically justified[43].

Lord Alexander was the first to use the term "tertiary college". He argued that the growth of full and part-time educa-

tion since 1944 warranted a new stage in our provision, a stage of tertiary education which would replace the overlap between secondary and further education.

It can be argued that if the principle of comprehensive education is of major concern it should be maintained up to the age of 18. Therefore the secondary stage of education ought to be limited to the age of 16 ..... and there should be established tertiary colleges providing both full and part-time education from this stage to 18+[44].

It was this break at 18+ between tertiary colleges and higher education that brought disagreement between Alexander and Mumford. Mumford felt that it would be economically impossible in most areas to separate tertiary and higher education institutionally[45].

Whilst the new so called "Tertiary System" was not generally accepted the argument for "tertiary colleges" met a few receptive ears.

The first such college was established in Somerset in 1969 and others followed quickly on its heels, Exeter in 1970, North Devon in 1982, Bridgewater College in 1973 and many others.

The reason why L.E.As. were re-organising along these "tertiary lines" was in response to circular 10/65.

Yeovil College in Somerset became a trial ground for the new system, the parents, teachers, managers and governors agreed

to develop a secondary - tertiary system; this was accepted by the County Council in 1970 and ratified by the Secretary of State, Mrs M Thatcher, in 1971.

From the outset it was accepted that the tertiary system was "new" and therefore distinct from existing systems of education. One of the major attractions of the tertiary colleges and indeed of the sixth form college, its school counterpart, is that it offers a solution to the problem of the declining 16-19 population. As a consequence their numbers have grown considerably and in March 1987 the Standing Conference of Tertiary and Sixth Form Colleges listed 112 sixth form and 30 tertiary colleges. In all since 1979 proposals have gone to the D.E.S. from L.E.As. for no fewer than 40 sixth form colleges and 27 tertiary colleges.

Each of the first generation of tertiary colleges is producing changing attitudes and approaches as it explores and develops the potential afforded by the combination of secondary and further in the single institution...... a tertiary college developed from an existing college of further education ..... would develop fresh characteristics, modify its internal organisation (the departmental structure is not sacred), exploit the advantages conferred by size and resources, and in due course evolve into a new educational organisation[46].

Is the transition to tertiary education justified? This is best judged by examining the outcomes, both process and product that the student develops and attains.

Yeovil college - being one of the pioneers, can offer some demographic data which may yield the answer to the aforementioned question. The results of examinations over a period of five years shows conclusively that their tertiary college is in fact achieving the desired results. (see Fig. 1)

Fig. 1

PASS RATE	Local Grammar Schools.	1972-74	79%
	Tertiary College	1975-78	79%
	Tertiary College	1979	83%
	Technical College	1972-74	50%
	Tertiary College	1975-78	62%
	Tertiary College	1979	75%

Apart from this success Yeovil Tertiary College has won accolades in sport - culture - music - drama and a variety of vocational competitions. Is this success due largely to the new curriculum or other factors?

The curriculum of a tertiary college is the curriculum on offer in the state system to an entire age group. Of necessity it will have strong local bias. Tertiary Colleges must offer a complete range of courses which prepares young people for life in the adult world. Up until the "great debate" inaugurated by James Callaghan in 1976, sixth form curriculum was the perogative of a Schools Council, dominated by representative school teachers. The courses for the same age group in further education were never so teacher orientated. The oppresive degree to which the programmes of F.E. have been dictated by outside bodies, some of which have little claim to

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educational expertise and whose narrowness of outlook and restrictive interpretation of education has hindered the development of the college of further education as a corporate, cultural and ethical institution. Let us hope that the new tertiary colleges will have a much greater degree of freedom both in the development of curriculum and the teaching methodology to be employed.

The development of tertiary curricula reflects the changes in demand upon it, quite effectively. Tertiary courses offer programmes of study, departments serve the programmes, not vice versa. The tertiary college is a student orientated and not teacher orientated institution. However, its success will be, for the next decade, compared and contrasted with, the traditional sixth form performances in examinations. This judging by data available should be be of minimal concern. What is more important is - does the system match the "needs" of the students who actively participate in it?

The 1970's saw an increased awareness in educational and political circles that all was not well with the provision of education and training for the 16-19 age group. Numerous bodies have conducted research into the needs of and provision for this group - ranging from the Schools Council, "Sixth Form Survey (1970) to the "Sixth Form and Its Alternatives", published by the National Foundation for Educational Research in 1979. We have profited from such endeavours. Tertiary education is producing the desired results by collaboration with the T.A. and colleges of F.E. The role of the Tertiary College must also extend, to "facilitate provision for the child

with below average ability." Further its role must extend to creating opportunities for women - many of whom do not pursue courses in F.E.

Tertiary colleges now span a period of some twenty years, during this time radical reform has taken place both in educational policies and training procedures. The most recent legislation, "The Education Reform Act" of 1988 (ERA) will have significant effect on all sectors of the educational system in England and Wales. An aspect of state education which is largely ignored by the Act itself in the tertiary college. As we have seen the establishment of tertiary colleges as new institutions is perhaps one of the most significant educational developments of recent years. It has given educationalists, planners and managers an opportunity to provide a cohesive framework of education within a plethora of examinations and certifying bodies.

Two issues lie at the heart of reform of further education these are:

      1   delegation of powers from L.E.As. to individual colleges

      and

      2   the changing composition of governing bodies.

In addition, other reforms will affect colleges. Schools will have the right to opt out of L.E.A. control, and be funded directly from the D.E.S.[47]. The implementation of the National Curriculum too was envisaged to have an impact on the academic and vocational curriculum of colleges. Finally the

review of qualifications by the National Council for Vocational Qualifications (N.C.V.Q.) was anticipated to affect the way the vocational curriculum is developed and delivered.

There are five basic but inter-related considerations which help us to define a tertiary college: its students, its curriculum, its ethos, its structure and its place within the overall state education provision within the locality.

Not only does a tertiary college attempt to provide courses for a wide clientele - from finding a job - to returning from one, from university entrance to basic numeracy and literacy - it also seeks to offer a curriculum which might cross the traditional curricula boundaries; the academic and vocational.

The common dilemma which tertiary colleges seek to obviate, is defined by Maurice Holt, "a fundamental decision we have to make about education is whether it should transform the mind to equip us for independent judgement and rational action, or whether it should be directed towards practical skills for freedom, for tackling problems as yet unknown - and schooling as training for instrumental tasks as they are currently perceived[48].

In advocating a tertiary model, Judy Dean (et al) has argued that the sixth form college cannot provide the breadth of curriculum needed by students in the 1980's[49]. Ewart Taylor has written of "the integration of the best features of the earlier and separate traditions of the secondary school and the further education college[50].

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These examples of curriculum debate within the tertiary colleges illustrate that there is still no consensus - but this type of healthy debate will ultimately prove invaluable in the curriculum development for tertiary colleges.

Whilst the debate continues on curriculum, we must spare a thought for the students, especially those who need a continuum of education developed through from 14-18. A quote from "Education" 1986 will endorse this view, "the tertiary college, with its mix of academic, technological and vocational courses is ideally suited to deliver the last half of the 14-18 programme. The traditional sixth form is much less so, and the sixth form college has limitations without collaborative arrangements with a local F.E. College[51].

Tertiary colleges have been described as post-16 comprehensives, Fred Janes was adamant on this point when he said, "the tertiary college is ..... organised on comprehensive lines and, just as a comprehensive rejects division of its pupils into two artificial categories - grammar and modern - so the tertiary college should reject a similar classification into academic and vocational. In its place is the concept that each student is an individual and the aim of the college is to organise its resources as far as possible to provide for each student an individual programme of studies suited to his own level of attainment, ability, interests and career aspirations[52].

Finally it would seem appropriate to examine the reasons why L.E.As. have found tertiary colleges so appealing. L.E.As.

have been examining their post 16 provision for a number of reasons in recent years, not only because of falling roles but also because of other changes resulting from the new perspectives being placed upon education and training by central government, parents and students alike.

The declining numbers of 16-19 year olds, which has been illustrated by Melling[53] has brought pressure to bear on L.E.As. to re-appraise post-16 provision.. However, as Melling points out, one must view the demographic data in a broader economic context - which has been a major factor in the increasing number of post-16 reorganisations based upon the tertiary model.

Thus falling roles must be seen in a broader context relevant to the efficacy, efficiency and economic viability of the tertiary system. Tertiary education, like so many systems before it is a product of, "evolution to satisfy needs." As we have seen, these needs emanate from a variety of sources. Education and Training are the basis of the countries wealth, its strength and its culture. It is therefore, not surprising that so much importance is attached to radical reforms of the "system" - reform is a slow moving vehicle in the U.K. Partly due to the clash of party politics and partly due to our natural conservatism, resistance to change, fear of the unknown and a national tendancy to question the decision makers.

Therefore it is not surprising that it has taken some authorities 20 years to venture into the field of tertiary education. Chapter 2 examines one such authority, South Tyneside, where I

have worked for some considerable time.

The preceeding **discourse** shows the chronological development of our present system of tertiary education which is a central theme of this study. Concurrent with, and equally important, is the development of in-service training courses which will enable members of staff to teach efficiently and effectively in the "new" system. This so-called, in-service training is globally known as "Staff Development."

"Staff development" is not a new concept, from time immemorial teachers have updated their skills, knowledge and understanding. However the advent of tertiary education has, as a corollary, created new conditions of service for many members of staff.

As B.F.A. Tipton[54] pointed out, "Staff Development is now a firm part of the vocabulary of the educational practitioners world, and some adminstrators and teachers participate in one way or another in procedures arising out of formally constituted staff development schemes."

Staff development is now part of the curricula in the teaching of "educational administration" and it is an essential integrated component in college's forward planning.

Whilst staff development offers mobility by expanding the individuals skills and knowledge base, it is also an essential "on the job" training requisite. This is endorsed by the government, in the programmes they have initiated to this end.

In order to establish the "priority needs" of staff, I conducted a survey, (chapter 6),;the data collated and processed reveals clearly their aspirations and apprehensions related to their involvement in tertiary education. B.F. Tipton summarised staff development as, "a tool that can be used for quite different purposes. It can further individualism or solidarity, the crystallisation of an existing social structure or its re-organisation. The general ideological direction in which the society is moving is, of course, an important factor. But this in turn is related to quite specific matters at the grass roots and crucial amongst these is the stance of the unions."

Staff development may be needed for many reasons - to improve motivation, reduce stress, stimulate and build confidence. It should be seen as a desirable activity, and be made available to everyone. It emanates from the members, and ideally should be organised by an appointed Staff Development Officer.

Leithwood, et al (1987) suggest a two pronged attack on diagnosing "need for change." They suggest that first, needs are sensed by change agents, and some preparatory thinking done. Second, a formal assessment of need is made by a school (or college) improvement team.

Once needs are assessed, specific activities to meet these needs can be formulated. Throughout staff development programmes the staff need support from the college administration, as explained by Firestone and Corbett (1986:330).

> "Even with innovations that seem clear, people
> experience substantial ambiguity - along with feel-

ings of confusion and frustration, anger and exhaustion - when they begin to use new practices. Where implementation is successful, users go through a series of steps, including initial undifferentiated use and day-to-day coping, stepwise and disjointed use, initial co-ordination and consolidation of basic routines, co-ordinated practice and differential use, and finally refinement and extension. It may take up to 18 months for staff to achieve mastery levels."

Staff development is a personal experience, no standardised format will prove successful for the varied needs of any particular group. Many models of staff development have been tried and tested, for example: Experiential models, wherein through discussion staff can discover their needs, or the "reflective model", whereby staff can identify problems they have experienced and not resolved, or the skills model, which is based on practice and immediate feedback - a model which is recommended by Brookfield, 1986 and Joyce 1981. Participative learning is as necessary in staff development as it is in any learning activity. It is the form of participation to which Chapter 5 of this study is addressed.

CHAPTER 2

Tertiary Education on South Tyneside.

In July 1985 the South Tyneside Education Committee decided that with effect from September 1989 Tertiary Education would commence on the premises of the South Tyneside College. Their interpretation of the aims of tertiary education is as follows.

1 to establish as wide a range of courses as possible.

2 to extend breadth within course provision.

3 to increase variety of course provision by promoting new content and styles of teaching and learning.

4 to move away from the conventional division between vocational and non vocational, which often reveal themselves as a false dichotomy between further education as the supposed champions of the vocational and the school as the defenders of the non vocational approach.[1]

These aims of necessity require curriculum development within the new Tertiary College and as such the new curriculum must be designed to take cognizance of:

1 the 17 + C.P.V.E. examinations.

2 current developments in Y.T.S. and the new T.A.

3 changes in vocational courses within the framework of B.T.E.C. and R.S.A. together with changes in "O" and "A" level provision.

The new Tertiary System will use two colleges on South Tyneside, one in Hebburn, the other in South Shields. The College has an equivalent of some 5,000 full-time students and boasts playing fields and annexes at West Park and Wapping street.

Over the past two decades Marine Engineering and associated subjects formed the major part of the work of the College. However the recent decline in shipping and engineering has enforced the development of many new programmes of work. Growth has taken place in a wide range of disciplines including; Catering, Creative Studies, Art, Graphics, Computers, Business Studies and E.T. Courses.

Within South Tyneside Authority there are 14 secondary schools which cater for 11-18 year olds. Currently (1988) the sixth form entry is reducing, for example in 1984/5 there were 704 pupils in the six, 11-18 sixth forms and the demography shows there will probably be only 520 by the year 1991/2, a decrease of 33%.[2]

Naturally South Tyneside is very concerned with the "staying on" rate in the Borough. Figures show that the current "staying on" rate (1988) is as low as 33% compared with 52% in London. The Authority has responded positively to circular 10/65 on "education" and "training", and has developed a number of T.A. courses.

Preparations for the commencement of the Tertiary System are well under way, new Instruments and Articles of Government have been formulated, and the collegiate structure has been

redesigned into "Schools", and "Faculties", (see Appendices E and F).

The initial costing for the reorganisation including new buildings was estimated at £1,598,000 according to the Borough Estimators in their report.[3]

From the outset all residents residing in the tertiary catchment area have been continually informed as to the progress and envisaged problems.

The initial report to parents, "A Review of Tertiary Education and Advanced Further Education on South Tyneside", was distributed in November 1983. This report evoked various responses from both the public and private sector and it would seem appropriate to include some of the comments made at this stage.

The Careers Teachers Organisation.[4]

Presented a case against Tertiary Education as follows:

    1 it would have adverse negative psychological effects on students entering college.

    2 that current provision in schools did not equip students for study in college.

    3 that a new specialised system would be necessary to cope with counselling, pastoral care and other duties.

Whilst at first glance these points appear negative, most of

them could easily be resolved by careful planning and organisation.

The Parents Reaction to Re-organisation.

Parents voiced their concern for their childrens' welfare with respect to contiguity of their education and the trauma involved in moving into a new educational environment. The Authority, in an attempt to allay the fears expressed by parents decided to set up a series of "open forum" meetings at various schools in the Borough so that parents could obtain some direct answers from the "management."

The Head Teachers Association. [5]

In a letter to the South Tyneside Authority the Association aired its apprehensions related to the impending changes in the educational system. Their main points of concern were:

1 what would happen to their members in the event of the inevitable school closures?

2 Tertiary Education would decimate the secondary school sector.

3 could "A" level courses be run on a cost effective basis in the Tertiary College?

4 that the changeover was unnecessary, and the provision should have been made in the existing sixth form schools.

N.A.T.F.H.E. (6)

The most powerful Further and Higher Education union body had
this to say:

> 1   "we believe that genuine and viable Tertiary
> Education provision in South Tyneside is possible
> via a single site Tertiary College.
>
> 2   we believe that physical and financial resources
> available makes possible the introduction of a
> Tertiary College in a very short time scale, say one
> or two years.
>
> 3   we believe that the continuing uncertainty re-
> garding the future of Tertiary Education is destruc-
> tive and demoralising to schools and colleges, we
> would therefore urge an early political decision in
> principle for the introduction of a Tertiary Col-
> lege, within 3-5 years, and that all institutions be
> set on a converging course to that end."

National Union of Teachers. (7)

This union has many members both in schools and colleges and
their views are as follows:

> "we have long recognised the need to extend to all
> young people in the 16-18 age group the opportuni-
> ties for systematic continued education and train-
> ing."

Further the N.U.T. produced three classifications of young
people with special needs:

1   those in work

2   those in full-time education

3   those neither in work nor in full-time education

It was their view that a tertiary system should provide a
unified, universal, comprehensive and continuing system of
education and training for the one age group.

Further the union subscribed to the view that there cannot,
and should not, be a prescribed national pattern of provision
for the post 16 sector; but that education and training at
this level should be organised wherever possible to allow
choice of provision and to provide the fullest possible range
of educational opportunity.

Assistant Masters and Mistresses Association.[8]

In a letter to the South Tyneside Authority the Association
outlined three areas of concern related to the Tertiary Sys-
tem:

1   "A" level work is not a peripheral aspect of
education it is an essential part of the educational
process and should not be interrupted or disrupted.

2   The new system would necessitate the transfer of
some of the best teachers out of the secondary
sector into the college.

3   The promotion prospects of staff in secondary
schools would be adversely affected by the change to
the Tertiary System.

The staff reactions to the overall re-organisation were gener-

ally ambivalent, ranging from curiosity to open suspicion and from concern to apathy. This is perhaps natural when one is faced with fait accompli situations. It is also natural for the staff to feel apprehensive, insecure and wary; moreso when the proponents of change are painting such rosy pictures of the merits associated with the changes. According to Merfield who was the Principal of Exeter College in 1969, "..... the gains of Tertiary Systems out weigh the losses because there are social advantages of getting students together in a comprehensive college, academic and technical, full-time and part-time, adolescent and mature, local and foreign, whether out of town or oversees." His thoughts were echoed by Owen[9] (1970, 1972), Benn and Simon[10] (1972), and Mumford[11] (1970). This philosophy as applied to a comprehensive college could apply equally to a tertiary college. It is however, not really the sociological advantages which justify tertiary education, in a climate which engenders the application of a wide variety of teaching methodology, the use of ample resources, and freedom of choice, students should find the tertiary experience enjoyable.

The Tertiary System envisaged in South Tyneside College will integrate as many of the modern modes of learning into the schemes of work as possible, including:

1 open learning, open tech.

2 drop-in skills centre. (D.I.S.C.)

3 independent learning materials.

4 correspondence courses.

5 sports facilities.

6 music/drama/dance/choral and others.

7   resource centre.

8   clubs within the college.

9   self help groups.

10 open college.

These strategies show that students needs are being given priority. Other facilities such as pastoral care and counselling have been included in the scheme.

Fears have been voiced with respect to the loss of the humane and liberal side of the curriculum in the tertiary system. These are generally unfounded. Modern Tertiary Systems have taken cognizance of such concepts as, the development of social skills, moral codes, ethics, discipline, compassion and a wide variety of humane characteristics running parallel to the academic content[12]. The changeover to tertiary education is not a panacea for all concerned. Staff have voiced their concern and students too, are very apprehensive. In a survey by Smith (1974) among sixth formers and staff it was revealed that 30% of the students felt that tertiary education would be advantageous whereas only 3% of the staff felt the same.

This outline of the inception, and the development of tertiary education on South Tyneside is of necessity treated with brevity, many of the aspects will be enlarged on in the work related to staff development, since they are inextricably linked.

Tertiary systems in their embryonic stage are ostensibl.

designed to improve the choice and methodology of learning and teaching. However, the nature of these systems requires a multitude of concurrent problems to be resolved if the systems are to work. Some of the more important problems which have emerged are;

1 how to develop appropriate staff development programmes.

2 how to develop appropriate In-Service Programmes.

3 how to monitor the progress of the system in operation.

4 how to provide sound internal communication systems.

5 how to provide effective strategies to suit individual needs.

6 how to cater for students with special needs.

7 how to align internal standards with the national norms.

These are some of the main issues to which this thesis is addressed.

Tertiary Education on Wearside.

There is a dearth of published information regarding the inception organisation, and implementation of tertiary education in Sunderland. In 1989 a report of the Director of Education gave details of the Instruments and Articles of Government for the proposed tertiary colleges in the Borough – two colleges were chosen as tertiary sites, one, the Monkwearmouth College and the other the Wearside College.

The first meeting of importance took place on 20th January 1981, in which the Sunderland Education Committee approved a consultative document, "Falling roles in Secondary Schools", which was then widely circulated and discussed. Meetings were held with teaching staff, there were meetings with teachers' representatives and 20 public meetings took place.

The consultative document had two main objectives:

1   to inform teachers and parents alike about the prospective fall in secondary school roles and the extent of the estimated surplus of places;

and

2   to outline what changes might be made in the secondary sector in response to falling roles.

General considerations and trends.

Since 1944 when 90% of the students left school at the age of 14, but today 100% of the students must stay on till the age of 16 and a much higher proportion of these go on to further education then in 1944, especially in the non-advanced sector[13]. The changeover to comprehensive education in Sunderland, was primarily a re-organisation of schools. The secondary curriculum, however, remains dominated by examinations. The advent of T.V.E.I. within the secondary sector, too, was beset with re-organisational problems together with the need to develop new curicula. In 1985 Sunderland L.E.A. placed Further Education courses under the aegis of Monkwearmouth and Wearside Colleges of F.E., and to a lesser degree the Polytechnic. In the Borough a "front loading" model of

education was in use - that is, a system that educates/trains either before entry to employment or during the initial stages of employment.

Apprenticeships exemplified "front loading" systems; but modifications are afoot to upgrade the system based on the use of "competence objectives" or "performance criteria".

The introduction of the Y.T.S. Scheme in Sunderland gave an additional dimension to post-16 - provision and complicated the educational organisation still further.

Initially Y.T.S. provided 3,500 places for the 16+ age group. Whilst prophesy is not a science it was evident that forward planning was necessary to combat high unemployment figures in the Borough, especially youth employment.

"Falling Roles" in Sunderland and the need to re-organise.

Whilst figures differ from area to area within the Borough the overall falling roles were estimated at between 30-40%. Thus it was evident that the existing provision could not be maintained in the 5th and 6th form years. In addition children suffered in other schools due to the allocation of monies to schools with falling roles, which were not truly economically viable.

The recommended changes included:

    1   to tailor the present system to match the needs

of student numbers.

2 to organise a system of 11-18 schools - possibly on a community college basis.

3 to restrict the secondary sector to the 11-16 age group and organise provision beyond 16 in a mixture of sixth form and F.E. Colleges.

4 to adopt 1,2,3 or 4 as appropriate for a particular district.

The above options were given detailed analysis and eventually option 3 was selcted. Two colleges were chosen, at Wearside and Monkwearmouth, the latter on the north side of the river and the former on the south.

Tertiary education was favoured because:

1 it extends the principle of comprehensive education beyond the 11-16 age group into the 16-19 age range.

2 students would not confuse choice of course with simultaneous choice of institution. Only in a tertiary college would students be allowed the opportunity of a full choice of courses - both academic and vocational. Further the movement between academic and non-academic courses, vocational and non-vocational courses would be easier.

3 an institution catering for all 16+ is better able to provide a flexible curriculum which would cut across the present constraints of sectorial division, and would be better able to meet the changing economic and social demands upon young

people.

4 an attractive adult environment is made available
for more rapidly maturing young people of today.

5 a more rational and economic use of resources is
possible[14].

The aforementioned criteria are worthy of closer scrutiny.

In the first statement, which at first glance appears a rather
bland objective, "to extend the principle of comprehensive
education beyond the age of 16" the authority must have con-
sidered in much greater depth the implications of their pre-
miss. For example, tertiary education removes the split of 16
between academic and non-academic education. And would ulti-
mately prepare students for employment in a very competitive
market. Further the tertiary system was bound to increase
opportunity, by way of offering a wide choice of subjects and
variation in learning/teaching methods. Tertiary colleges, of
course, are not only providers of academic and vocational
courses - one of their main tasks is to promote leisure activ-
ities, which could include such pursuits as, sport, recrea-
tional, cultural and hobbies. Thus equipping people to become
useful and active members in society.

It was felt in Sunderland that no single tertiary establish-
ment could provide the range of post-16 courses to meet all
the educational needs of an area. Subject to this qualifica-
tion, Monkwearmouth college could fulfil a tertiary role
providing it had the accommodation for the 200 students for
whom Hylton Red House and Monkwearmouth currently provide in

their sixth forms. The college did not have the capacity to
do this in 1983. It therefore, could only undertake its new
role if its current commitments were curtailed and this could
only be achieved by providing additional tertiary places south
of the river and so reducing the demands for places at Monk-
wearmouth.

In order to secure the strongest possible post-16 provision,
the L.E.A. put a premium on school-closures in the Borough.
The original discussions and debates led ultimately to closing
of three schools, namely:- The Broadway, Ryhope and Thorney
Close. Thus the new planning gradually took an operational
form.

Throughout the whole process of establishing tertiary educa-
tion in Sunderland the authority had maintained close collabo-
ration with N.A.T.F.H.E. and the following comments show
clearly how this union reacted to impending changes:

Initially N.A.T.F.H.E. generally supported the main thrust of
the L.E.As. argument to develop tertiary education in the
Borough of Sunderland and in response to the document, "Fall-
ing Roles in Secondary Schools" N.A.T.F.H.E. replied:

> 1   if a truly comprehensive system of tertiary
> education were to be adopted all forms of technical
> training, academic and vocational must be included.
> This must include Wearside College otherwise stu-
> dents are limited in their course options, find it
> more difficult to change courses: also, it is more
> difficult to devise new courses that cut across

institutional boundaries.

2 when considering the number of establishments, it
is important that each one should offer a truly
comprehensive choice. It is therefore our opinion
that two establishments, rather than three would
better achieve this.

3 demographic factors indicate the growing need for
one of these establishments to be on the western
side of the Borough.

4 the above three points would require the closest
possible liaison between Monkwearmouth and Wearside
colleges on the east of the Borough.

5 as there seems little hope at present of any
capital investment certain courses will inevitably
have to remain based where there are at present and
this will involve careful initial planning in set-
ting up the system followed by close liaison between
the establishments on the east and west of the
Borough.

6 at present the L.E.A. is looking at the provision
of Adult Education and Non-Advanced Further Educa-
tion. Whilst no recommendations or decisions have
been made it would seem sensible that they would
have to be considered at the same time, and as part
of, tertiary education.

7 recent developments in the training and education
of unemployed school leavers through M.S.C. illus-
trate the growing need for a total approach to the
16-19 year old age group rather than the present
sectorial approach. M.S.C. centres must not be

allowed to develop into the contemporary equivalent of the 1930's Dole Schools.

It would seem, therefore, that such courses could best avoid this by inclusion in a tertiary system.

N.A.T.F.H.E. went on to say, "as long as there is more than one tertiary college in the Borough there is a choice of educational establishment. Choice within any tertiary establishment will be greater than any one existing establishment.

It is our contention that the widest concept of education as the main cultural influence in life should be available to all students, vocational and non-vocational. Tertiary Education should make the cultural reality of various groups known to all."

The increasing presence of adults in both Higher and Non-Advanced education has improved academic standards, attitudes to work and decreased disciplinary problems. Their presence in an educational establishment tends to improve the general ethos.

N.A.T.F.H.E., naturally, is concerned with falling roles and had this to say, "regardless of the merits of the Secondary School System it seems imperative that more young people in this area be encouraged to take G.C.S.E. "O" and "A" levels, vocational training, either full-time or part-time, or a combination of academic work, not leading to higher education, plus vocational training. To achieve this tertiary education

would seem to provide in some measure an answer. Nelson and Colne, Lancashire cotton towns with a predominatly working class population, since the introduction of tertiary education, now has 50% of its local youngsters attending further education courses. If this were to happen in Sunderland we would need to increase provision for the 16+ age group rather than reduce it."

Certainly within the Borough detailed attention has been given to increasing choice of subjects to study within the tertiary system. At present Monkwearmouth College offers some 27 G.C.S.E. "O" level subjects together with at least 22 "A" level subjects. At Wearside College much has been done to promote "new" high technological courses. Both Monkwearmouth and Wearside have a complement of well qualified and experienced staff members.

During the development of tertiary education on Wearside the public have been given the opportunity to take part in discussion and debate - perhaps they thought that 16-19 education was the perogative of the school system and did not fully realise the need for either;

    1 the formation of tertiary colleges

    or

    2 the need to integrate tertiary education within the framework of existing further education.

According to the Macfarlane Report (1980), little more than 40% of 16-19 year olds were continuing their education. It is, therefore no longer possible to discuss the problem of 16+

education as a problem for schools alone. Tertiary colleges would provide for the first time a comprehensive policy for all the 16-19 age groups in Sunderland. The long term prognosis of which is to: promote motivation in teachers/students alike, to integrate school/college education, to integrate college/industrial training needs, to offer to individual students programmes which are personalised and finally to develop and efficient, effective and stimulating environment for students.

In order to discover the initial teething problems that Sunderland Education Authority had experienced in the first year of tertiary education I managed to interview Mrs N Cookson, Senior Inspector for Tertiary Education. (The questions I posed are shown in Appendix X)

In our discussion I was particularly interested in her views relating to, parents reactions, industry and commercial support or intervention, staff development programmes, feedback, problems and tentative solutions. It was apparent that judging from the questionnaire responses that the students made, the initialisation into tertiary education was not as traumatic as it was envisaged it might be. Teachers too were pleased with the early feedback from students.

The parents reactions would be much more difficult to ascertain, after all "if students succeed, then according to parents, they are bright, clever children - but if students fail, the teachers are to blame." This cliche, perhaps ironical, has a hint of truth in it. It will, naturally take some time

before parents opinions filters through by way of feedback from Parent Teacher Groups or written comments to members of staff. However, in fairness all parents were informed of the radical nature of the change in a leaflet sent to them.

It was clear that industrial representation on the committees who decided tertiary policy was almost non existent - with the exception of Nissan Car Manufacturers - which has been influential in the organisation and design of new courses in the college of further education.

Sunderland L.E.A. had taken pains to investigate existing Tertiary Systems and to this end many officers, members of staff had attended short-courses, seminars at various counties in the U.K.

Staff development too, has been a priority in Sunderland, especially in updating - retraining and educating members with respect to the plethora of activities concerned with, "introducing tertiary education".

Problems which occured as a direct result of this transition are familiar - losing elite staff from the schools to the tertiary colleges, changing conditions of service for members of staff, including promotion prospects and level of work. These however, can be solved by sound management techniques.

I was particularly interested in Mrs Cookson's closing comments, "..... I am pleased with the progress thus far, naturally I anticipate modifications following the results of the

forthcoming "O" and "A" levels. I am particularly concerned with the cross - curriculum management of education particularly to develop further integration and breakdown of the traditional linear approach to ones discipline, to broaden ones activities and develop ones comprehension of all the facets of tertiary education."

I concurred with many of her views and ideas, which are similar to the views I encountered in my survey. Mrs Cookson a Vice-Principal Designate of Gateshead Further Education College is an ardent supporter of the tertiary system and her aspirations and ideology are concurrent with those expressed by both Monkwearmouth College and Wearside College. When they said, "We of Monkwearmouth College strongly support in principle the concept of tertiary education, for the post-16 age group. It does this on the basis that it is a truly comprehensive system and as such is one of the most socially acceptable systems. It holds this view based on many years of experience of providing, as it has done, a mixed vocational and G.C.S.E. system and is confident it is capable of combining high standards in G.C.S.E. with excellent courses of a vocational nature ranging from craft to professional.

The college would like to emphasize the need for a strong central direction in planning provision to obviate the inefficiency which could result from pointless competition in vocational courses; something it has suffered from is competing with neighbourhood authorities for many years. Wearside College said, "The Academic Board support the view that the education service cannot remain static and healthy in the

existing economic climate. It is therefore, necessary to accept the reality of falling roles and re-examine the provision for the 16-19 education stage.

Upon close examination of the two Authorities approaches to the initiation and organisation of tertiary education in their respective Boroughs, many common core elements are obvious. Of these the first one must be that of economics - both authorities were reacting to falling roles and the problems associated with supporting very small classes in the sixth forms.

Juxtoposed with falling roles, the authorities were concerned with staying-on rates - which they thought were largely due to "lack of choice" in post-16 education.

Perhaps the most striking similarity in the respective plans was the "structure" of their respective tertiary systems - in which faculties, replaced departments, and the schools/sections appear within each faculty. Further, many new posts have been created, for example - course co-ordinators, industrial liaison officers and independent learning officers.

Both systems are in that infancy and of necessity changes will occur as a result of rolling evaluation - the initial reactions however, are encouraging, especially the responses from the students. And of course it is their individual needs which led to the initiation of this system.

Tertiary education has been long-established, and it would

seem prudent to compare, albeit briefly, the differences in organisation of tertiary education in the north and south of the country, together with the problems experienced by the administrators of tertiary education in the south. The two counties chosen are, Hampshire and Devon.

Hampshire Education Authority had established guidelines for their tertiary education as follows:

1 the college shall be open to any student of goodwill and industry who wishes to pursue further education.

2 the college shall provide courses to match the needs of the individual students.

3 the college will in the early years offer full-time courses.

4 the college will endeavour to promote a community image, Hampshire Authority experienced similar problems to those of Devon, but generally were pleased with the apparent ease of transition from traditional to tertiary education[15].

In Devon the Authority felt that barriers needed to be broken down between schools and colleges to prevent social division similar to that which had developed in the comparative system. The Authority identified 3 problem areas as follows:

1 Staffing, more effective use of existing staff and the need for specialised staff.

2 complete re-organising and planning to cater for individual needs of students.

3 the need for In-Service Training for staff.

These were the declared teething problems, and by forming new
curriculum planning groups, advisory bodies and fresh styles
of departmental responsibilities they hoped to improve the
system.

Of national concern, appears to be the need to design courses
tailor-made for individual students. The "community college"
idea has also been given priority. Many authorities have
discussed this concept of education - particularly with re-
spect to adult education. The problems encountered in Devon
are by no means unique, these were endorsed by the staff who
took part in the survey, which is documented in Chapter 6.

There are of course other problems associated with the intro-
duction of tertiary education, for example the perennial
academic/vocational divide, as Roach (1983) pointed out, "the
traditional academic/vocational divide in Cross Keys College
was evident in staff attitudes. The traditional F.E. staff,
on the technical side, showed hostility and suspicion towards
the new academic staff when the college became tertiary in
1976." Roach observed that those same feelings persisted
years later when he did a follow up survey. The older staff
resented the new buildings constructed to house the new de-
partment, called Languages and Environmental Sciences, and did
not wish to mix with the "intellectuals". The director of
studies, in the year before the college became tertiary, had
stated his intention to make lecturers teach "across the
board". However, some of the teachers from local feeder
schools who expected to be employed in the college were very
negative towards the proposals as they wanted the examination

work only. The teachers demands prevailed and the concentra-
tion on specialist subject teaching prevails to this day at
Cross Keys.

A solution put forward to reduce staff apathy, distrust and
reluctance to take an active part in tertiary education, by
Heley, of Richmond-Upon-Thames College (1980) gives some idea
of what can be achieved. In this college students are allowed
to choose "their own mix of academic and vocational subjects"
from a comprehensive selection, and staff too, have a choice,
in the areas of work they would like to teach. .

Novel solutions have been put into effect in Oxfordshire in an
attempt to alleviate many of the afore mentioned problems:

In Oxford the policy is, "to maintain for the 16 year old
student a choice between schools and further education and to
develop full co-operation between the secondary schools and
technical colleges. It was felt that implementing a tertiary
system required a "partnership" - between the L.E.A. and the
colleges and schools. And that this partnership should be
based on six aspects of mutual concern, namely:

    1 a positive lead from the L.E.A.

    2 a willingness on the part of the heads of the
    schools and the principals of the colleges to co-
    operate towards a desired end.

    3 an effective knowledge by the staff of school and
    colleges of the scope, purposes of the other insti-
    tution.

    4 the creation of machinery for joint planning; and

5   the creation of machinery for informing and
counselling; and

6   the creation of machinery for administration.

These together with time and patience - were thought suffice
to solve the problems that developed.

The application of these six proposals was tested in 1967 in
North Oxfordshire, South Oxfordshire and West Oxfordshire.   .

In North Oxfordshire - true partnership developed.   Wherein
the integration of work between school and college took prior-
ity, - both institutions involved at each stage of the fifth
and sixth form curriculum planning - teaching and assessment.
The school and college each year publish a joint brochure for
parents, pupils, students, tutors and educational counselloras
- which spells out all the ingredients of partnership - prob-
lems - and tentative solutions.

In South Oxfordshire the approach is somewhat different.   The
Headmaster of the school and the Principal of the College act
as joint directors of, what is called, the South Oxfordshire
Centre of Advanced Studies.   They too publish jointly an
information brochure.   Because the joint school population was
small (total of the four schools being 2,600), they appointed
in 1969 a staff development officer.   He had a small teaching
commitment in the college and in the three secondary schools,
so that he could get to know students while still at school.
He was charged with surveying the needs and inspirations of
fifth year students with the object of widening the range of

courses offered.   In this he was so successful that when he
left in 1972 it was not necessary to replace him.   The teach-
ing establishments for school and college being finally fixed
in relation to the programmes being offered in each institu-
tion.

It is however, in West Oxfordshire that the partnership has
been furthest developed.   Joint planning for the whole 16-19
age range is undertaken, here too, the Headmaster and Princi-
pal are joint directors of what is known as the "Centre of
Advanced Education", they also, publish a yearly brochure.
They operate a mixture of programmes which can commence in the
school and continue in the college.   Further very close liai-
son is maintained between staff involved in common core stud-
ies.

This partnership system appears to have produced good results,
Mr Dorrell, the Director of Education when asked about the
success of the scheme made the following comment, "I am not
convinced the scheme has gone far enough, nor on the other
hand that complete "knitting together" was a duty of L.E.As. -
though there were certain advantages to the L.E.A. if it
occurred.   There ought to be a choice of type of institutions
open to students, and these should have open access.   Since
the colleges would be coping with part-time and with adult
students, the school society would be somewhat more sheltered
than the technical college society.   This, for some boys and
girls, would be a positive advantage - just as access to a
college was desirable for those who had outgrown the school
ethos.   I feel that colleges are more accustomed to fitting

courses to students needs than are the schools."

By the late 1980s tertiary colleges were becoming very popular, however opposition still existed in some quarters. Argument in the educational section of The Times showed concern over the teaching of Latin and French as a result of the removal of the sixth forms, with Laurence Norcress, (headmaster of Hyhbury Gorve), arguing that this was to be expected and Francis Morrell, (then leader of I.L.E.A.), arguing the opposite.

An article in the Daily Telegraph of 31 March 1987, entitled, "Goodbye to the School Sixth Form?" also provoked a letter from Mr Norcress, this time arguing that sixth form schools were essential to good schools, and that this in particular had massive local support which should not be ignored. The Telegraph article also quoted Michael Pipes, President of the National Association of Headmasters, as saying, that he was "personally still haemorrhaging" from what he regarded as the decapitation of his school.

The two professional organisations for secondary headteachers, the Secondary Heads Association (S.H.A.) and the National Association of Headteachers (N.A.H.T.), were in the slightly difficult position of having a small number of college principals amongst their members. No doubt this is why neither had a clear policy on colleges. Both published papers in 1987 in the 14-18 curriculum[16] which could be read as implying the necessity of retaining sixth forms in schools, but refraining from actually saying so, although the S.H.A. paper did warn

about, "the precipitous introduction of tertiary education 16-19 in many areas without sufficient consideration of the long-term implications for schools and education as a whole."

Rather surprisingly, there was little national debate among educationalists on the pros and cons of tertiary colleges. It was as if the war had been lost without a major battle having taken place.

By September 1986[17] there were about 40 tertiary colleges in England and Wales, in 24 different L.E.As. yet the first 16 opened between 1970 and 1982 with this increasing trend the questions were being asked as to whether these colleges were living up their expectations. Perhaps surprisingly, few answers are available - no objective appraisal to date, has been carried out on a national scale. Even the retired staff H.M.I. who wrote, anonymously, the digest, on tertiary colleges, published in Education (July 1986) avoids any overall judgement, although he does assert that they have continued the F.E. tradition of providing both full-time and part-time courses for all ages, "with great success," and he writes of their "eventual cost effectiveness."

Whilst answers are difficult to find to individual problems there is ample evidence of successful implementation of the tertiary system of education as a holistic venture. In Exeter college - the first college to implement tertiary education in the U.K.[18] the organisation and administration was so determined from the outset to reduce operational problems to a minimum.

This involved careful forward planning, selection of re-
sources, identifying the student cohort and their needs,
designing a new curriculum, creation of parent-teachers
groups, setting up pastoral care, meals services, counselling
services, staff development programmes, liaison with the
secondary sector, personalised study programmes and the ap-
pointment of a nurse. From the outset it was realised that
links must be established with local industry and commerce and
the various Training Boards and Agencies.

The college offered a very wide range of subjects, for example
35 "A" level subjects, at "O" level all the usual subjects
plus a range of vocational, drama, music, languages, which
were not usually offered in the comprehensive schools. Other
courses included O.N.D., R.S.A. and C&G. Apart from this
extensive range of subjects the college also ran Foundation
courses and maintained a sound school links liaison.

Staff too were deeply involved via a powerful academic board
and committee structure incorporating the management group as
an Executive Committee.

Whilst Exeter College is not perfect it can lay claim to
success - naturally over a period of time intend modifications
to structure and organisation have taken place to keep abreast
with the times - but largely it is a college authorities could
look to, to learn from.

The solution to tertiary education problems, then, turns on
integrating, general, technical and vocational education

within a co-ordinated programme. The O.E.C.D. study "Beyond Compulsory Schooling", accepts this as a clear trend in 16-19 education partly and that, types of ability (academic, theoretical and practical - vocational) warranting a division between intellectual and manual tasks with a wide scale of values and degrees of prestige. This is in line with Pring's views when he says, "we are talking about the distinction between an education consisting of a group of subject courses and an education consisting of a course that integrates a number of subjects."

The arguments related to "integration" and "specialisation" are many and varied, according to Hurst[19], (1965) knowledge can be characterised into a number of distinct, "forms of understanding" whilst Whitfield stresses the way in which the distinct kinds of meanings interact. Despite these differences, the general consensus is that a tertiary curriculum should be designed to promote the notion of education as a "unified whole." As a rebuff to the cynics who continue to decry the values of tertiary education Bernard Levin wrote in The Times (1st June 1987), "there is a powerful movement to abolish all choice in education ..... and force all parents through the narrow gate that leads to uniformity, and the narrow gate beyond it that leads to inadequate standards."

This is a true premiss - lack of choice would lead to monopoly providers and perhaps lower standards of teaching. Post-16 provision ought to be in tertiary colleges - but tertiary colleges must remain alert and competitive with others.

CHAPTER 3

Western Europe has for the third quarter of this century, seen
an expansion in range and quality of post school education.
However with the new democratisation of Europe this expansion
may slow somewhat especially in West Germany as it prepares
for unification with East Germany, and as a consequence will
be involved in massive economic aid to its "new partner".

The popular conception of lifelong education is perhaps in
part due to the growing interest in post school education
leading to adult education. Education however, is focusing on
more pressing concerns, notably relieving unemployment by
promoting courses and training for young people that will make
them employable.

In Europe the term "adult education" is all embracing, it
includes many aspects of 16+ education and there does not
appear to be any clear distinction between their equivalent
secondary, tertiary and further education sectors.
U.N.E.S.C.O. defined their "adult education" as, "..... the
entire body of educational processes whatever the context,
level and method, whether formal or otherwise, whether they
prolong or replace initial education in schools, colleges and
universities as well as in apprenticeships: whereby persons
regarded as adult by the society to which they belong develop
their abilities, enrich their knowledge, improve their techni-
cal or professional qualifications or turn them in a new
direction and bring about changes in their attitudes or beha-
viour in the two fold perspective of full personal development

and participation in balanced and independent social economic
and cultural development[1].

The comprehensive definition embraces all that our secondary,
tertiary and further education system seeks to achieve.

> "Europeans have the right to adequate equal educa-
> tional opportunities and these ought to be organised
> to meet both the wishes of the learner and those of
> society"

This quotation comes from the European Centre for Leisure and
Education (1976)[2].

European practices show evidence of the tension that exists
between the principles of permitting students to choose what
they will learn, and the requirements of industry, commerce
and the society at large. The balance is delicate and diffi-
cult to maintain. We have witnessed the same problem in the
U.K. due to the recent emergency needs for skilled craftsmen,
of which there is a dearth, largely due to the previous reces-
sion in training and apprenticeships.

The "youth problem" is endemic throughout Europe, in spite of
growing attention to youth concerns, of protective legal
measures, of the greater freedom and choice opportunities and,
in general, of their improved material well-being. In many
respects many young people today are experiencing greater
difficulties in managing their transition to adulthood than in
past generations[3].

The present "conceptual framework" of education and training

in Europe is the direct result of cultural development, wars, persecution, poverty, government intervention, dictatorship, competition, and individual needs. The history is extensive and much beyond the remit of this study, however it is evident that modern educational practices and training in Europe owe much to the events that took place pre and post Second World War.

Comparative Systems of Tertiary and Adult Education in Europe and the U.S.A.

At the beginning of the 20th Century Germany was a powerful nation having a population of 65,000,000[4]. The German Empire at this time was ruled autocratically, the dominant classes being nobility and officer caste. The intellectual and wealthy middle class accepted political impotence. The wealthy class, whose party, the Social Democrats, was the largest in Parliament by 1912, it took pride in German achievement and challenged the existing despotism.

Following defeat in the 1st World War, the country became a parliamentary republic with its seat of government in Weimer. It was a form of government which the Germans had no experience and the subsequent depression of the 1920's-1930's led to the cessation of it.

There followed the dictatorship of Adolf Hitler and his Nationalist Socialist Party which lasted for 12 years from 1933-1945. Following the defeat of Germany in World War II the country made an amazing recovery socially and economical-

ly. By adopting a free market economy it has become the richest nation in Europe.

Educational policies in the F.D.R. derive from the Prussian initiative[5], which held that there ought to be a primary school for the common people offering basic numeracy and literacy and secondary school, the Gymnasium, offering teaching based on Latin and Greek and including German, Science and Mathematics.

There were some attempts at democratisation during the Weimar Republic, but major structural changes occurred only after the Second World War. Education is compulsory from the age of 6 to 15 or 16 years, according to province. Primary Secondary and most Tertiary Education is free and Comprehensive Education has made only limited progress in the F.D.R., primarily because there is less pressure for equality - the class system is not so important in the minds of laymen.

It would have been difficult to forecast that within 4 decades of the cessation of Second World War that the U.K. would be inextricably linked both in defence and trade with our former Axis enemies. The European Economic Community (E.E.C.), whilst still an infant in development, is fast making its impact on all the member states. The issues germane to this study are constrained to education and training in the E.E.C. together with an appraisal of systems used in the U.S.A.

The division of Germany after the war saw the formation of the Federal Democratic Republic (F.D.R.) in West Germany and the

German Democratic Republic (G.D.R.) in East Germany.

As a nation the F.D.R. has always nurtured its artisans but more important, the education and training of craftsmen has been a priority in her schools and colleges for decades. The marriage of theory and practice has been successfully accomplished since the end of the war, and product based performance, is to the Germans, of paramount importance.

Dr. Hans Graf and Professor Dr. Ernst Zander (1985) outlined the importance of psychology applied to the development of new training methods in schools and industry[6].

The school system in West Germany is naturally, different to our own (see Fig 1). This figure shows clearly the complete educational system in the F.D.R. and one can idintify some characteristics similar to our own pattern, especially in the immediate post war years.

Fig.1

A Schematic Diagram of the School System in the F.D.R.

		Universities & other Institutions		further education	
				specialised colleges	special schools
S	13				
C	12	comp. school	high school	other vocational schools	voc.	high schools Berufschule
H	11				
O	10				
O	9				
L	8		gymnasium	intermediate school	10th grade	Hauptschule
	7				
	6				
Y	5			orientation grades	
E	4				
A	3	Primary School (Grundschule)			
R	2				
S	1				
6 years		Kindergarten			
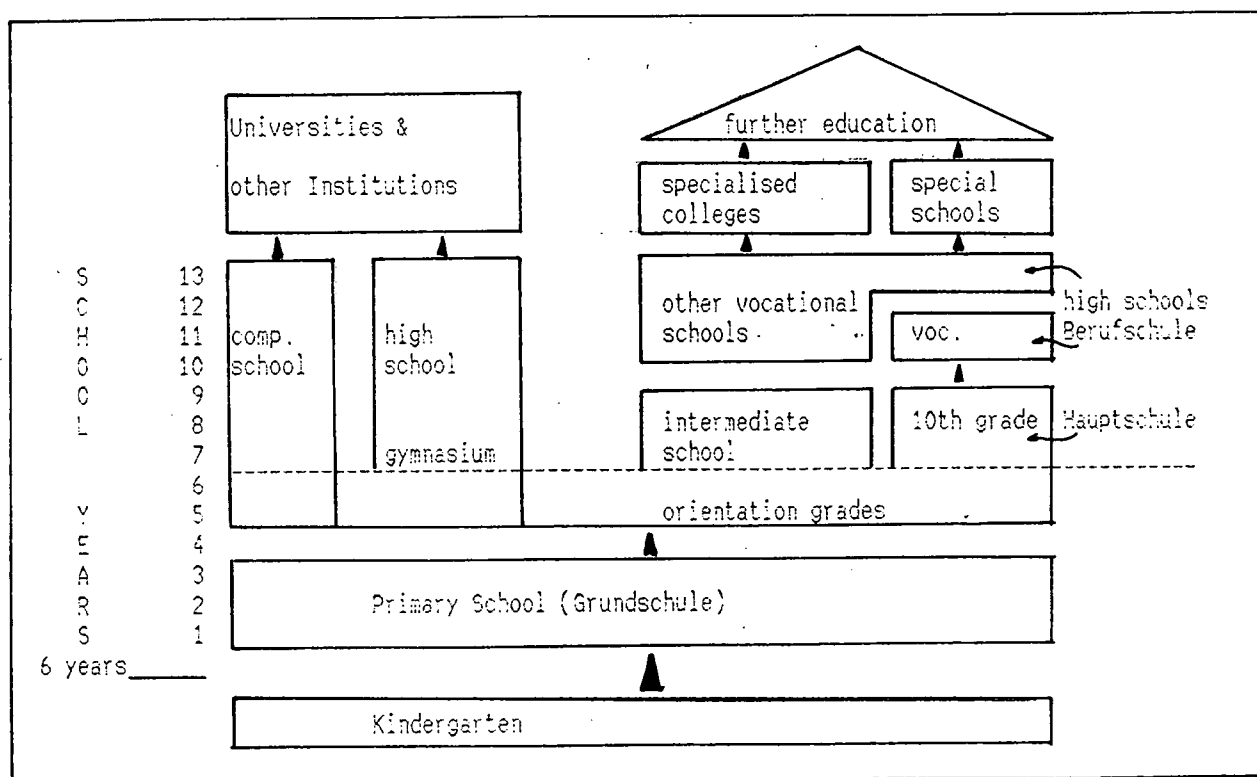
The system is as follows:

1   at the age of 6 children enter primary school.

2   at the age of 10 they transfer to orientation grades.

3   at the age of 15 most have decided where/what they intend to go/do (the High School is similar to our old grammar School.)

4   the special school choice gives similar provision to our old Junior Technical Colleges.

5   at the age of 18-19 the choice of routes to either university by exam or further education.

In order to monitor educational needs in the F.D.R. surveys under the aegis of the Standing Conference of University

Rectors were carried out in 1952 and again in 1983[7], the results of these surveys are shown in Fig. 2.

Fig.2

The Tertiary System in the F.D.R. related to the vocational status of the students fathers.
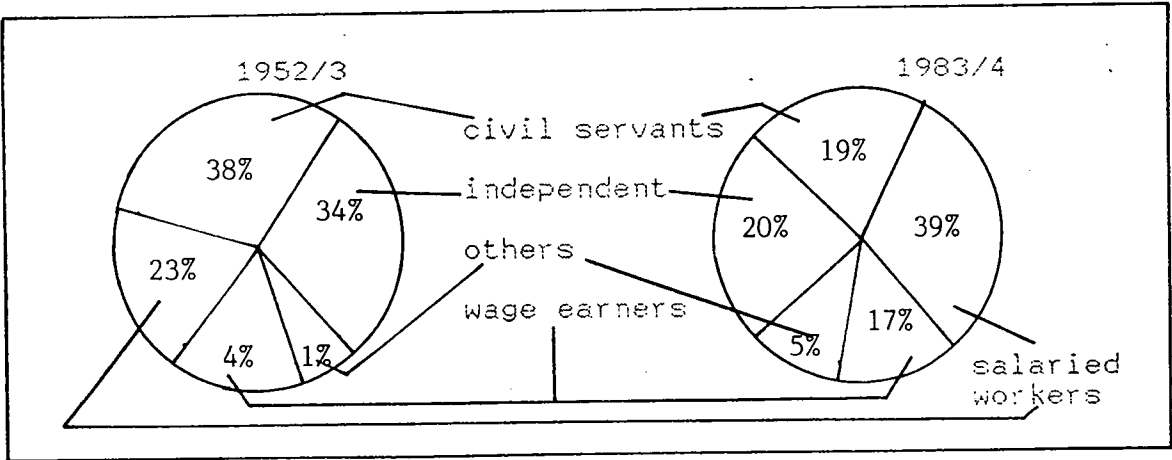
The results above show an increase in working class siblings opting for continued Tertiary Education and a noticeable drop in the siblings of salaried workers who continued their education. This perhaps reflects the changing political pattern in the F.D.R. which is producing policies to encourage artisan training and remuneration befitting this type of work. Further work carried out by the aforesaid conference members revealed the choices being made by students involved in tertiary education. (see fig. 3)

Fig.3   1985/6

Maths and Science 201,000

Art and Design 64,000

Languages and Sport 295,000

Agriculture and Forestry 54,000

Medicine 100,000

Economics and Social Sciences 353,000

Engineering 266,000

4·9%   15·3%   7·6%   22·5%   26·9%   26%   20·2%
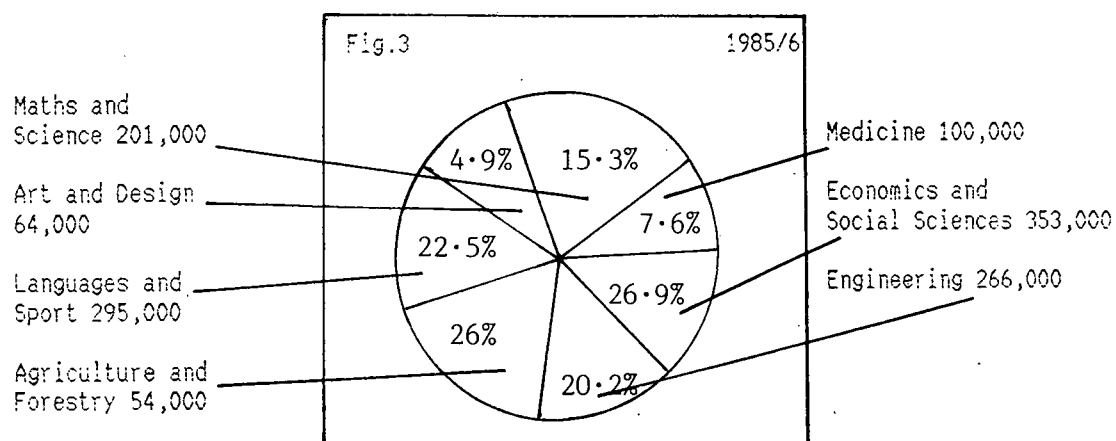
A close scrutiny of Fig. 3 reveals that the F.D.R. has similar problems to the U.K. insomuch as the endemic problem of maintaining a fine balance between the jobs available and the people trained to fill these jobs has not been resolved.

The F.D.R. recognises that education must be married to industrial needs. The F.D.R. has embarked on a programme to improve selection procedures with regard to the numbers of students pursuing specific disciplines. They are concerned with the falling roles in Science and Technology, as indeed we are in the U.K.

In 1984/5 Claudia Wulknkerd carried out some basic research related to "staying on" and she found that in the F.D.R.[8] 17% of the students who stayed on in 1983/84 came from wage-earning families as opposed to 4% in 1952/3. This, in her opinion, justified the Tertiary System of Education, which it appears, was encouraging students to stay on.

In the F.D.R. students have limited control, over their course of study, and through "Student Parliaments", they can influence such things as:

1 topic content.

2 teaching methods

and

3 methods of assessment.

In the F.D.R. study is free to those who cannot afford it. The state also helps with living expenses; canteens are subsidised and hostel accommodation is provided for the poorer students.

The F.D.R. is a recognised leader in education, it boasts some 67 Universities and Technical Colleges, 13 Colleges of F.E., 26 Colleges of Art and Technology, 112 Colleges of Practical Training (Fachhochschulen) and 7 Tertiary Colleges.

According to Diet Simon (1985), the main difference between the F.D.R. and the U.K. with respect to higher and further education stems from the staying on rate after normal school leaving age.

In the F.D.R. 90% of 16 year olds go on to F.E. or H.E. whilst in the U.K. the figure is only 50%[9]. It is this single factor which reflects the significant differences in our skilled labour forces. Because these differences are significant it would seem appropriate to examine the core theory related to education and more importantly the training programmes offered in the F.D.R.

Following two disastrous world wars it was not until the 1960's that productivity in the F.D.R. outstripped that of the

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U.K. By 1980 their output per capita was 50% higher than ours[10].

Differences in productivity however, are not solely determined by education and training. It is to do with natural resources, attitudes, discipline, patriotism, competitiveness, labour relations and other factors akin to cultural differences.

The result of an industrial review carried out in 1981 by Helmut Keim related to, "Factors which affect Economy"[11], identified two overiding factors which had substantial effect on the economy:

    1 labour relations.

    2 qualified manpower.

Of these two the latter is more easily controlled. In the F.D.R. attendance in part-time vocational courses is compulsory after full-time schooling is complete. Young unemployed people must attend day release courses at a local vocational school or college. There under the guidance of master craftsmen they learn the essential elements of their vocational requirements. This is not unlike the patterns of education in the U.K. but the Germans emphasise the importance of skills assessment, at every stage, in a training programme, in order to attain mastery as opposed to satisfactory performance, which is the norm in the U.K.

Craft skills are recognised in the F.D.R. Apprentices receive good pay, higher than their counterparts in the U.K. The

success of German trading methods is largely related to collaboration between the industrial giants and the Government, both accepting their respective responsibilities to the young people in their charge. Who then, will give such a lead in the U.K.? Can employers and the unions respond imaginatively to the plight of our unemployed.

In spite of the sound training policies in the F.D.R. they too suffer from the endemic problem of unemployment, which has risen since 1980 but because of the emigration of the Gustarbeiter* it has not risen at the same rate as here in the U.K. It was 8% of the total German labour force in 1983 compared with 12% in the U.K.[12]. The more worrying figure however, is the growth in youth unemployment. In the 16-25 age group in the F.D.R. 15% were unemployed in 1983 compared with 26% in the U.K. The question to address is, do these figures reflect the differences in training programmes? Demographic data is important to determine trends and to evaluate the outcomes of change. In 1980 the Commission of the European Committee examined the funding of training programmes for school leavers and found that 18% of employers took part in further education training[13], and this is a common feature of E.E.C. member states with the exception of the U.K. It is said that this investment in training is a direct reflection of the F.D.R.'s successful economy.

* Gustarbeiter - foreign workers, using work permits.

Summary

West Germany has emerged as a leading industrial nation in the
post Second World War era. Economically very powerful, she is
a major influence in world trade. However it is the education
and training of her workers from which strength and resource
is derived.

What differences are evident in the overall structure of her
education and ours? (see Fig. 4)

Fig. 4.

WEST GERMANY EDUCATION STRUCTURE   U.K.
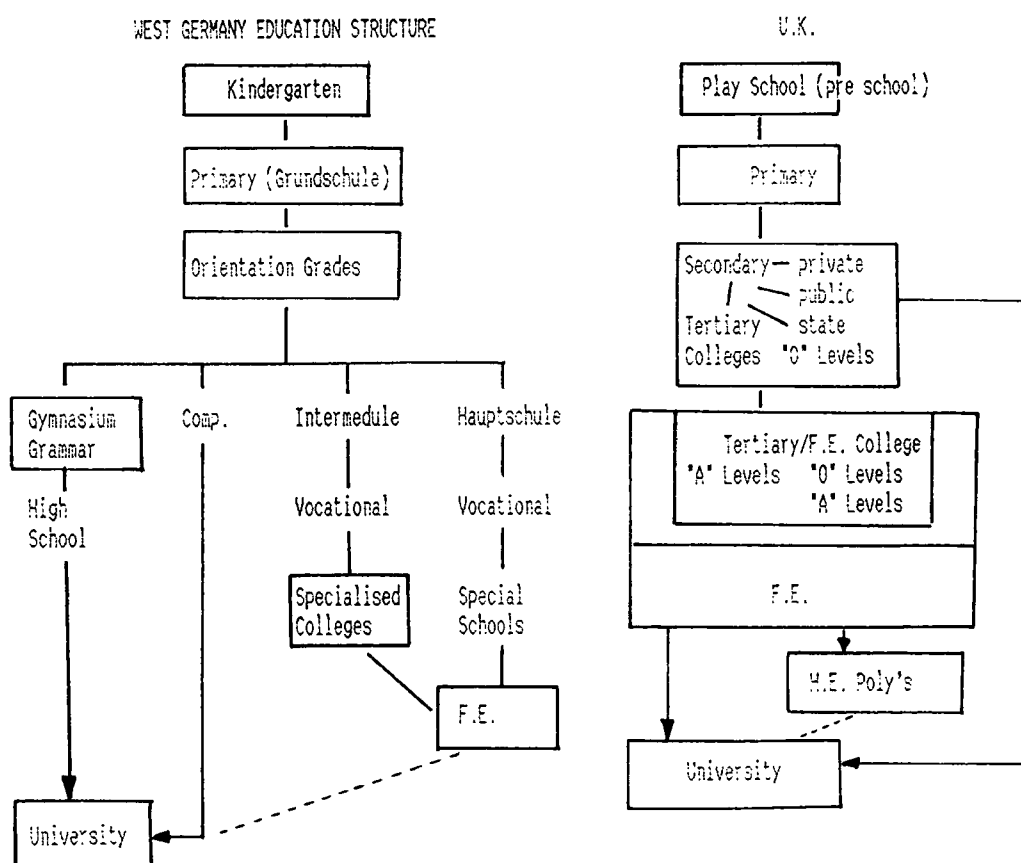
The West German System offers more choice determined at the
orientation grade levels and there is a marked difference in
the vocational and academic routes. The Master Craftsman

(Meister) is a highly regarded status in West Germany. It is evident that similarities in our two systems are present at the primary stage of education. Beyond that there is little similarity, with the exception that university entrance is maintained in Germany primarily through the "old" grammar school route.

In West Germany two important schemes contribute to vocational preparation and training. The Berufsvorbeitungsjahr (vocational preparation year) wherein low attainers, and especially those who do not possess a leaving certificate are given the opportunity to follow a one year training programme - this of course is exactly in line with the YTS one year training programme in the U.K. Following successful completion of (Berufsvorbeitungsjahr) the students are allowed to attend a "vocational foundation year" (Berufsgrundbildungsjahr) or alternatively they can go into further training.

In the West Germany system the Gymnasium (grammar school) prepares its students for university or other higher education pursuits and it is from the Realschule (technical school) and the Hauptschule (secondary modern school) that the majority of skilled workers emerge.

The important study by Prais and Wagner[14] indicates clearly a range of reasons for Germany's higher economic performance vis a vis the U.K. In an attempt to establish whether these were differences in the school systems of Germany and Britain which affected economic performance Prais and Wagner considered to what extent the German School system was more effec-

tive in preparing pupils for technical and commercial training
and whether levels of attainment in mathematics were signifi-
cantly higher in England than in Germany.

Whilst our "A" level courses are a means of early specialisa-
tion (two years earlier than in Germany) in a narrow field.
In the Gymnasium the curriculum is compulsorily broader and of
larger duration of study. At the Reaschule level the curricu-
lum has developed over many years towards providing courses
relevant for science, technology and commerce. In the
Hauptschule the curriculum has obligatory mathematics and a
foreign language and these together with a range of subjects
are examined internally prior to certification – which is
attained by approximately 90% of pupils.

Curricula in West German schools appear to be broader, more
coherent and with more consensus on aims and objectives.
Vocational preparation is explicitly part of education, which
contrasts with much of what happens in English schools.

East Germany (G.D.R.)

The German Democratic Republic was one of the most prosperous
nations in the Eastern Block, and was in the top ten[15] of
the industrial nations league. It devotes 6% of its gross
national product to education and training and over the last
10 years its public spending has doubled. The G.D.R.'s Social
Education System Act of 1965 laid down 4 main duties:

      1 to provide a high standard of education.

      2 to equip their citizens to meet the technological

challenge.

3   to provide a modern general education and a high
level of specialised education.

4   to enable all citizens to perform valuable work.

The G.D.R. rates education very highly, teachers only pay tax
on 2/3 of their taxable income - but have to work 5 1/2 days a
week.

Between the ages of 6-16 all children attend the 10 year
school programme (polytechnische Oberschule) similar to our
former elementary system.   Education in the G.D.R. beyond the
age of 16 is by selection in line with manpower requirements.
All children are involved with vocational preparation through-
out their school life, they attend 1 hour per week for their
first 3 years at school, and 2 hours a week during the next 3
years.   In their 7th year vocational preparation begins in
earnest and for the last 4 years at school they attend for 1/2
day a week industrial or commercial training practicals.

Vocational preparation in the G.D.R. has 3 main themes:

1   technical drawing.

2   introduction to socialist production.

3   productive work.

The curricula are standardised by the Ministry of Education,
parents support the system by buying consumable materials,
books, pencils and other items.   The National Work Experience
Programme is most effective.   The success of this programme
can be judged by careful analysis of the following facts:

In 1970 it took 62 workers to produce 1 million marks of National Income, whilst in 1980 it took only 37 workers to achieve the same result. Thus the G.D.R. has developed a rigid discipline unlike that of the F.D.R. but it guarantees work at the end of any training programme. How does the G.D.R. system compare with that in France, this country too, had to rebuild its education and training programmes in the post war years.

Summary

Naturally in the present climate in the G.D.R., being one of clamour for unification with West Germany, it would be premature to make any prognosis of educational development in the country. At present the G.D.R. is some considerable way behind her "partner" and indeed does not compare favourably with the U.K. The G.D.R. has retained a "rather dated system" which is two tiered, comprising a 10 year "elementary" type educational programme which has a positive vocational input throughout. Post 16 education has traditionally been by selection - to satisfy manpower requirements.

There is little evidence of training on a scale used in the U.K. nor in West Germany, however if and when unification takes place, perhaps the most radical reforms ever imagined will take place in the G.D.R.

Tertiary/Adult Education in France

The French do not have a tertiary system based on the same

structure as that in the U.K. They have developed a comprehensive adult education programme to cover post-16 education based on the philosophy of "Popular Education" which has its roots in the early 1900's.

By the end of the 19th Century France had fallen behind both Britain and Germany in wealth and population. The effects of the First World War were to exacerbate both trends. After defeat in the Second World War in 1940 there was a strong sense that it had occurred due to corruption in French society. The first reaction was to return to the traditional virtues under the Vichy regime: labour, family, patriotism, religious faith, a due reverence to rank and authority. Meanwhile the Vichy Government having been identified with Nationalist Socialist Germany, was driven out when France was liberated in 1944 by Western Allies. It was replaced by forces emanating from the "Resistance" movement. For 13 years after 1945 the country suffered a succession of short-lived cabinets, always composed of a coalition of conflicting interests, the delicate balance of which was threatened by any attempt at decisive action.

In 1958 saw the cessation of the Fourth Republic[16] and the country turned to its wartime hero, Charles de Gaulle, who had relinquished office in 1946 because, among the warring political factors, he could not obtain the authority to carry through the policies he considered necessary. In 1958 he had no difficulty doing so. He brought stability and a Gaullist Coalition ruled France for 20 years.

As in other countries, liberal intellectuals supported educa-
tion for the working people, because they believed in the
value of education for all men. During the Third Republic 3
types of course for adult learners were envisaged, namely:

1 elementary education for those who had received
none in childhood.

2 complementary courses for young people who wished
to supplement their school instruction.

3 lectures, lessons and conferences for the dissem-
ination of general knowledge.

Considering that education in France is the preserve of cen-
tral government, it is surprising how many local councils
accepted the unwanted task of subsidising evening classes in
primary schools.

The first peoples university was founded in 1898[17] and by
1904 the movement was already past its peak and by the begin-
ning of the First World War only a few institutions survived.
From the early 1900's up to 1936, "Popular Education*" lost
its impetus - due to church-state conflict. However, in 1950
the Fifth Republic gave it renewed stimulus. De Gaulle saw
"Popular Education" as a means of creating unity and strength
of purpose, a way to improve the economy and develop modern
social institutions. The term popular education was replaced
with the term "socio-cultural animation" - and whilst few
clearly understand its full meaning the "product" of this

* "Popular Education" - education for the people - social and
cultural.

process is evident if one examines the progress made in France since the 1950's in Industry, Design, Technology, Construction, the Arts and Science.

By 1947 what is now called the National Association for the Vocational Training of Adults was established. It had the capacity to train 30,000 in courses lasting up to 6 months duration. By 1968 legislation was laid down to ensure that universities had a direct responsibility for adult teaching, there were 4 major laws up to the end of the 60's all concerned with promoting adult education or more precisely "Vocational Education". France like many other countries is committed to a programme of continuing further education. She spends a sum of 11,000 million francs in 1977[18]. Compared with 20 years ago the statistics show that many more adults are engaged in systematic study, although the numbers still remain below those of Sweden or Federal Germany. If the intensive propaganda to attract employees to take advantage of training opportunities, which was a feature of the early 1970's, has drawn them away from other forms of education, then France may well end up with as unbalanced a provision of adult education as she had when only socio-cultural animation was available.

Within the E.E.C., as we have seen, there are numerous types of education and training programmes. In France there are 2 distinct routes for education and training, namely:

      1 the Insertion Contracts (contracts de insertion professionelle)

      and

2 the Qualification Contracts (contracts de Quali-
fication)[19].

1 The Insertion Contracts

Which is addressed to young people who already possess a
certain level of training and require only a minimal amount of
extra training to qualify them for a job. Contracts are
provided for a minimum of 6 months and the employer is obliged
to provide 150-200 hours of training – this applies of course
to post school education.

2 The Qualification Contracts

This is addressed to those young people with no previous
vocational training, contracts are provided for a minimum of
12 months and the employer is obliged to provide between 500-
1200 hours of training depending upon the type of job. The
training can take place either in a workplace or in a voca-
tional training centre. In 1978 the number benefitting from
these training modes was some 40,000. Over and above these
training routes for school leavers there is established in
Paris a special centre which aims at providing basic skills
training for all young people in Paris who are out of work.
This service comes under the aegis of the Centre of Employment
and Training Services.

(C.I.E.J.), the centre named, The Forum Des Halles, caters for
all unemployed youth and its aim is simply to make them em-
ployable.

The centre has contracts with youth clubs, sports clubs, and is also concerned with ethnic minority groups. The young people are pursuaded to join orientation groups, which run 2 days a week. The youngsters are interviewed by employment access groups and then are placed on short courses, which are skills orientated. Naturally many drop out but there is a degree of success, some stay on and take higher qualifications. The C.I.E.J. offers 3 training options, namely:

1 short skill refresher courses.

2 a one year course in information technology.

3 a one year course "on the job training".

In all these programmes core skills[20] are included, again we see similarities between the French System and ours, "on the job training" is well established in the U.K. However we have nothing to compare with their "Forum Des Halles".

The school system in France differs markedly from that in the U.K. Curricula and examinations in France are much more unified being laid down nationally with the participation of representatives of industry and commerce.

In August 1984[21] a Secretary of State was appointed, responsible for technical and technological education together with the task of promoting liaison between schools and industry, in order to ensure that education and training would take account of the needs of industry and commerce. This, along with the plan to introduce all students to the use of computers signalled radical changes in their structure of education. The declared objective of the Government was to, "provide the

nation with the work force and the structure needed to enable it to maintain its place in the international economic league.

In secondary schools separate provision must be made for classes preparing students to commence apprenticeships. These classes receive students with academic problems. They receive a general education in the school. A preliminary vocational training is given in a firm by the head of apprentices. The industrial placements should form a support for a continuing educational programme and should complement the technological teaching given in the school. After secondary school the situation is fairly divergent according to the type of teaching. The general colleges are intended to prepare their students to take their studies beyond the level of the baccalaurent. For this reason the teaching provided is of an academic nature. It is therefore often necessary to wait until one leaves the general college before one experiences any real contact with commerce or industry.

The professional colleges are intended to train qualified professional factory and office workers by means of certificates of professional competence (C.A.P.), or diplomas in professional studies, (B.E.P.'s).

And finally some students are recruited into technical colleges at the end of 4th term and then they prepare over a 2 year period to qualify for either a technical baccalaurect or a technical diploma. More and more frequently, students with a BEP join a so-called, "adaption" lower-sixth form, before a final year in college, they also take the technological baccu-

laurect. Students passing this bacculaurect normally provide the middle management in industry and commerce or become technicians in design or methods offices.

They can continue their studies in the higher technical section, where they can obtain a higher technical diploma (B.T.S.), in classes preparing for entry to engineering schools (ie. Metiers), or at university, for example in the technical colleges of the IUT type, where they follow a 2 year course leading to a university diploma in technology(D.U.T.)

Vocational Opportunities in France - post 16

1 Apprenticeships   - leading to C.A.P. (3 year study)

2 Full-time study   - leading to C.A.P. (3 year study)

3 Full-time study   - leading to B.E.P. (2 year study)

* Key I.U.T.   Institute of Technology/University

C.P.G.E.   Preparation stage for university entrance

C.F.A.   Preparation stage - formation centre.

French Secondary System
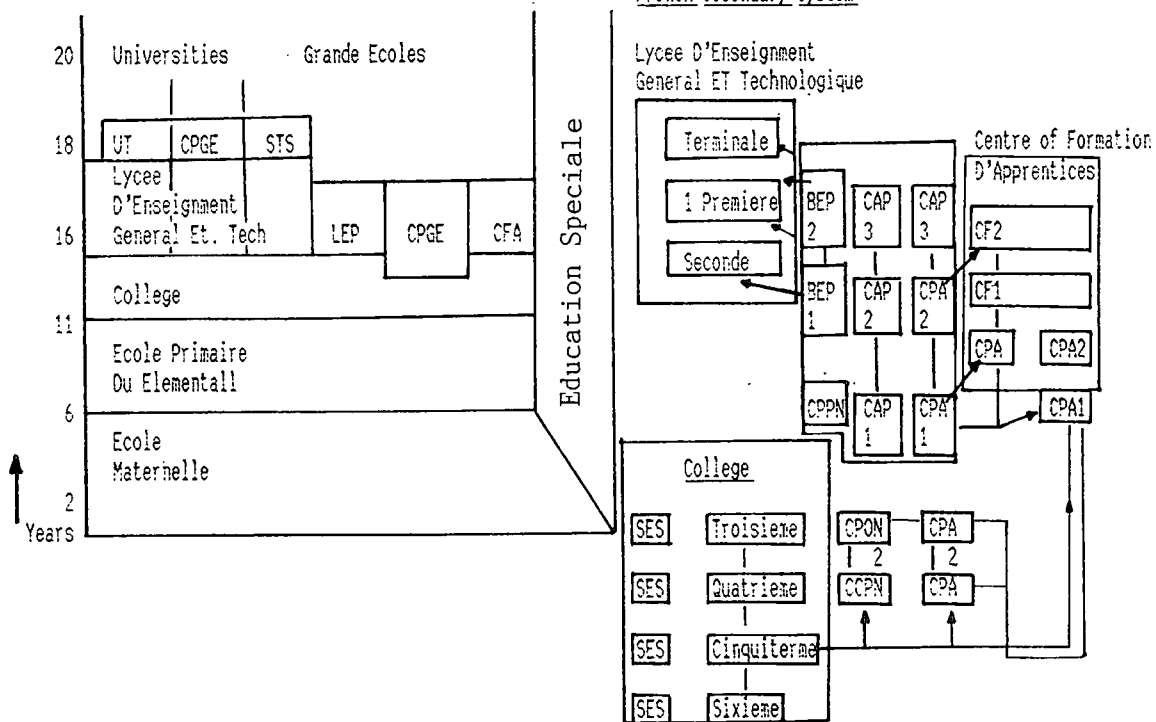
Three main models of general education can be identified in Europe. The "academic model" - which is found in the English interpretation of the Greek concept of liberal education. The French model or nation of, "culture generale" and the German concept of, "Allgemeim bildung".

It is the French model which is of importance in this summary, it relates to, and emphasises, expression, problem centred teaching and "education for life".

In a direct comparison with the U.K. it is evident that similarity exists up to the beginning of the secondary education system - beyond this each system has some overtures of the other, for example, in both countries apprentice or vocational training, can commence in the secondary sector, - but the French firmly believe in early recruitment into technical vocation studies. In France nursery or pre school classes

appear to be the "norm", as opposed to the "exception" in this country.

Whilst "Tertiary Education" is not specifically defined in the French system it is evident judging by the available routes from college through to either C.A.P. or C.F.A. certification that students are given a wide choice of academic or vocational pursuits - similar to that which our tertiary system affords.

Tertiary/Adult Education in Denmark

Denmark like Sweden and France has not a clearly defined Tertiary system of education - it instead has concentrated on the promotion of compulsory education for 9 years followed by attendance at Folk High Schools. These High schools are similar to those originally set up in Germany.

Denmark has a population of approximately 5,100,000 and it is more densely populated than Norway or Sweden. It lost Norway in 1814 as a result of being on the losing side in the Napoleonic Wars. After two bloody wars against Prussia it was forced to give the duchies of Schleswig and Holstein to the oppressors. (1864)

Denmark learnt the lesson of being an isolationist and it was quick to join the post-war NATO alliance.

During the first half of the 19th Century the struggle for parliamentary power was between the farming interests on the

left and the owners of estates (conservatives). The liberals at the time favouring the former.

Since 1945 the development of the Welfare State has continued. Denmark like its neighbours, has a State Church, the Lutheran, of which the vast majority of Danes are nominal members - in that they do not opt out of paying church taxes. The actual level of attendance to church is calculated at about 2-7%[22]. The church always influential, encouraged education and by the middle of the 19th Century nearly all Danes were literate[23]. Until 1903 there was a primary school system and a secondary one and little chance of workers or farmers children rising from the former to the latter, which opened up entry into higher education. In the same year a middle school was introduced between primary and secondary, which children entered at 12 and from which they could move to secondary at the age of 14. This system remained essentially unchanged until 1958, when middle schools were abolished and all children were to pass their 7 years of compulsory education in comprehensive schools. For those who wished to stay on there were 2 year or 3 year post compulsory options, or full-time secondary courses terminating in the "Secondary Examination" - a ticket to university.

In 1972 the period of compulsory education was increased to 9 years. Adult education in Denmark goes back to the 19th Century and provision for it can be found in the 1814 Education Act. Since the Second World War adult education has assumed an increasing importance in response to the same circumstances experienced in the rest of Western Europe -

higher living standards and expectations; increased productivity and restructuring of industry; changing consumer patterns; obsolescence of skills; increased leisure and not least the generation gap exacerbated by the fact that in 1972 3/4's of the workforce had only 7 years schooling whereas todays young people get 9[24]. Denmark however, has not gone as far as Norway in comprehensive planning for further education nor has it used it so enthusiastically as Sweden as an instrument of social engineering.

After the Second World War Denmark re-established Folk High Schools in many third world countries aimed primarily at improving the agricultural knowledge and skills of the inhabitants. Many have questioned the "value" of these high schools, they may well be the way ahead for residential adult education and exchange education within the Common Market.

Training in Denmark

The training programmes adopted in Denmark are in line with the recommendations laid down by the European Cultural Foundation and the Alternance Training Organisation. Denmark too, has a youth unemployment problem. This problem is further exacerbated due to the fact that boys in Denmark are given better opportunities at school than girls to enable them to find employment in a depressed job market.

In Denmark the private and public sectors of industry have inevitably recruited from the best qualified youngsters. Accordingly, and this is in common with the rest of the E.E.C.

countries, the weaker or less able find it increasingly diffi-
cult to gain employment. Girls in Denmark are being encour-
aged to pursue a wider range of subjects and skills[25]. The
transition from school to work is not easy. Apart from the
competition of finding work it is a period of instability for
young people throughout the E.E.C.

Summary

In common with other European countries Denmark has expanded
its provision for full-time vocational courses.. And of par-
ticular importance is the recently proposed 1 year additional
full-time schooling beyond the age of school leaving age -
referred to as the 10th year, pre-vocational year foundation
course or common core - after which students leave. Again
this is similar to first year YTS facility in the U.K.

Denmark, in common with other European countries is improving
provision for the education of young women post-16, especially
in the technical - vocational sector.

Three distinct "models" of education and training are used in
most European countries namely:

     1 "the schooling model" - which aims at intergrat-
     ing most, if not all forms of provision post-16
     within the formal education sector, favouring
     schooling on a full-time basis for the majority of
     this age group.

     2 "the dual model" - which is characterised by the
     presence of a strong and highly developed appren-

ticeship sector, is typically found in Germany, Switzerland and Austria.

3 "the mixed model" - which is characterised by the greater importance assigned to the non-formal sector, is more commonly found in countries where schools represent the dominant form of provision and where potential growth at the post-compulsory level is still relatively high. At present this "mixed model" is notable being pursued in the U.K. under the aegis of the T.A.

Denmark does not operate a tertiary system as we understand it, the compulsory 9 year attendance at school, followed by attendance at Folk High Schools, is a long established tradition. However, the pattern of further and higher education follows similar lines to those in West Germany especially the route for entry into university education.

Apart from this feature there is little in common with the structure of education and training in the U.K.

Tertiary and Further Education in Sweden.

Following the Napoleonic Wars a new constitution emerged together with a new King who had been one of Napoleons Marshalls.

The Swedish Parliament of four estates, Nobles, Clergy, Burghers and Peasants, was dominated by the first group. This power group was slowly dismantled and in 1866 a two tier

Chamber Parliament was established on a limited franchise.

In the first half of the 19th Century Sweden was basically an agricultural economy, it was in the second half of the century that the "great transformation" to a modern industrial state took place. The Swedes, being great inventors produced ball bearings, dynamite, primus stoves, and the safety match. In 1870, 70% of the population gained its living from agriculture and related activities, but by 1900 this figure was only 50%.

The Swedish policy of neutrality proved to be beneficial in the Second World War in which their industry benefitted by supplying goods to the combatants in Europe and the rest of the world. Sweden is the fourth largest country in Europe but with a population of around 8 million, the same as London. Due to the space it is no wonder that it is the most secular society in Europe. According Gunnar Myrdal, social scientist and Minister of Commerce in 1945, Sweden's rise to wealth has not been due to any special quality of its people, but rather to luck[26]. If this is the case they made good use of their luck - designing advanced weapons, aeroplanes, cars and electronic equipment of the highest calibre.

The growth of further education in 19th Century Sweden ran juxtaposed with its history. In the first half of the century protestant religious thinking and liberalism were the inspiration whereas in the latter half of the century the main effect was directed towards the needs of the "new" urban class. In the 1850's workers formed study groups similar to those in Germany, in 1880 Workers Institutions were set up in Stock-

holm.

1914 heralded a new provision of non-profit-making further education: progressively more money was made available by the state and by 1947 Parliament accorded official recognition to voluntary adult education[27]. This seal of approval was in effect endorsing work that had been going on for decades - the results began to show in the mid 50's at which time about 2/3 of the adult population were attending adult education courses. Swedes have traditionally valued education, the economy has concentrated on advanced technology and have the priority placed on knowledge, understanding and design skills. The success they have reaped endorses their belief and respect for education.

Swedens present economic and social policies stem largely from the proliferation of popular movements and associations which were initiated in the early 1800's - the Swedish Temperance Movement, which formed to combat alcoholism has been and still is a powerful social group. The first national consumer co-operative was founded in 1850, the first trade union was founded in 1860 and the Confederation of Trade Unions was established in 1898.

Why were these popular movements so powerful? To quote Sven-Arne Stahre, "One reason surely is they have always appreciated the importance of knowledge; from the very beginning, they saw to it that their members were enabled to learn not only about conditions and objectives of their own organisations, but also the social and economic problems of society at large.

They therefore came to sponsor programmes of adult education which concentrated on training for better membership and citizenship. In so doing they have been able to preserve their identity against encroachment from the outside. Further they had been to recruit the vast majority of leaders from their own ranks, and instilled in members a sense of communion and responsibility towards their own organisation and towards a larger society[28].

In 1901 the Temperance Education Board was set up, the earliest completely independent educational organisation. For many years the associations were adult education. By the end of the First World War their pattern of provision had largely taken its present form. There are now 10 recognised associations operating in Sweden namely:

1   The Worker's Educational Association:- sponsored by 18 national organisations in or allied with the labour movement.

2   The School for Adults (Vuxen skolan):- linked with the liberal party.

3   The Salaried Employees Educational Association:- linked to the Central Organisation of Salaried Employees.

4   The Swedish Ecclesiastical Educational Association:- linked to the Lutheran Church.

5   The Educational Association of the Citizens School:- linked to the Conservative Party.

6   The Educational Association of the Free Churches of Sweden:- linked to 11 non-conformist organisations.

7   The Educational Association of the Temperance
Movement-   linked to various temperance associa-
tions.

8   The Folk University (Folk universitetet):- linked
to the National Federation of Lecturing Associations
and Universities.

9   Study Promotion (Studie framjandet):- linked to
Young Farmers Associations.

10   The Educational Association of the YMCA and YWCA
(Kfuk-Kfum):- linked to the Young Men's Christian
Association and the Young Women's Christian Associa-
tion[29].

Because the public have a wide range of choice of study the
system has come to be classified as "study circles".

In all the countries in Western Europe the beginnings of
modern education are derived from private initiative, for
example the Mechanics Institute in the U.K., the Meister
System in Germany and the Folkehojskole in Denmark.

Swedish Study Circles

This type of organised study commenced in Lund, a university
town in the south of Sweden, in 1902[30]. Briefly the system
works as follows:-

A group of people meet, a group leader is appointed who may or
may not have specialist knowledge of the subject under discus-
sion - but who is a qualified leader of proven experience.

The leader organises the material required, software/hardware and arranges for guest speakers. The group then explore the subject in an interactive basis - discovery learning - shared experiences and "learn" the subject.

The success of this type of education is well documented[31] and for example the number of registered study circles operating in 1978 were in excess of 339,000 having approximately 3,200,000 participants. Since people take part in more than one study circle each year it is estimated that about 2.25 million of an adult population of 5 million have joined such circles. The predominant interests being in languages, artistic studies and social studies.

Government subsidies are offered to study circles who pursue such subjects as languages, mathematics and social sciences. What then is distinctive about the Swedish study circle? Firstly it dominates the adult education scene but more importantly it creates opportunity to study a wide range of topics at ones own best pace in convivial surroundings.

The introduction of municipal adult education disturbed the voluntary organisations although the following statement by Sven Moberg, Minister of Adult Education (1970) should have allayed their fears.

"During the past few decades, the Government has invested considerable sums of money in the field of education and culture. In 9 year compulsory school system has been introduced for all children between the ages of 7-16. 76 secondary

schools now have the capacity to admit 85-90% of all 16 year
olds and a high percentage of these youngsters then go on to
some form of college or university education. At the same
time the opportunities for adult education have gradually been
increasing. One consequence of the educational explosion,
however, has been the development of a considerable gap in
educational levels between the younger and the older genera-
tions. Over half of those who are gainfully employed today
have had the benefit of only 6 or 7 years formal schooling,
the disparity in educations between the younger and older
generations makes it difficult for many older people to hold
their own in the labour market. There is also the risk that
it may help to bring about inter-generational conflicts."

To reduce the educational gap and counter growing isolation
between generations, public investments in the field of adult
education must be increased - in our changing society with its
rapid accretion of knowledge, adult education offers a means
for those who have completed their basic education to supple-
ment it and update it. In future there will be even greater
demands for a system of education that provides a continuous
alternation between period of education and work[32].

Whilst Sweden was developing Adult Education apace it was also
aware of a more disturbing feature of its educational system -
the low take up of higher education by its school leavers.
The Government set up the U68 Commission to prepare a pro-
gramme for post-secondary education in the 1970's. It met
over a period of 5 years and its recommendations were put into
effect in 1976, the main recommendations being; The whole of

higher education ought to be a unified system, under a National Board of Universities and Colleges. The main reason being, to avoid differences in social status and offer students a wider choice of topics. The programmes offered by universities and colleges were to be of 4 kinds. Three were to be full-degree programmes, the fourth consisting of single courses. Students could accrue these single courses on a credit basis and ultimately obtain a degree. This is similar to our own Open University System. There were to be 4 categories of entrant: those who had taken a 3 year upper secondary course; those who had taken a 2 year upper secondary course; those who had a certificate from a folk high school, and those who were at least 25 years of age and had a minimum of 4 years work expereince (including work in the home).

Sweden was not alone in re-organising its education structure, indeed it was rather late to do so. In the U.K. the Robbins Report (1963) recommended similar radical reforms to the structure of higher education.

One might argue that the Swedes had displayed pragmatic concern for social justice and peace, they have given priority to education not only the school provision but adult education too and they have linked their prosperity and social advance to education in a way which is somewhat unique in Western Europe.

Summary

Sweden operates a somewhat unusual system of education compared with the rest of Europe. Certainly the "Study Circles"

is a novel idea and judging by the growth and development of this system it is both effective and efficient. The 9 year compulsory education programme is run in similar lines to that in Denmark - which is followed by a system like ours, where students can go in to F.E. or University. There is no similarity between that post-16 provision and our tertiary system. They believe in a unified system of higher education, with 4 distinct entry routes to university or equivalent education. What appears to be lacking in their system is a natural unified vocational training programme. Because the country has so many educational associations it is little wonder that a concensus for education and training will be difficult to achieve. Notwithstanding this, it is evident that their systems do produce well qualified and skilled personnel. In the main markets of the world they compete with quality machines, cars, aeroplanes and weapons.

Tertiary/Adult Education in Norway

Of all the Scandinavian countries, Norway, has perhaps witnessed the most radical reform to the educational philosophy. The Norwegians like their neighbours in Denmark and Germany attend Folk High Schools for much of their post 16 -education. Of course the traditional routes are still available to those students who wish to pursue university education.

After a turbulent history of being controlled by the Danish Crown and Sweden, Norway finally achieved independence under its own King in 1905. Early 19th Century Norway lived principally on fishing - much of whose catch was exported, this

together with a subsistance agriculture was the basis of the economy. By the middle of the 19th Century, timber began to take a major role, especially timber products in the developing economy.

The Norwegian merchant marine at this time was only surpassed by that of the U.K. and U.S.A. The population was expanding and people were moving to the towns. In 1845 only 12.2% of the population lived in urban areas, this figure is now in excess of 50%[33].

The transformation of Norway from an agricultural to an industrial and trading state has continued since independence, facilitated by the abundant potential for the production of hydro-electric power. It became vunerable to World trade fluctuations and although neutral did suffer from the blockade in the First World War.

Since the Second World War state control has rested with the Labour Party and its opponents. Norway's economy has been boosted by the oil and gas reserves in its territorial waters. Norway is a Lutheran country, over 90% of the population being nominal members of the State Church. It was not until 1845 that citizens could legally leave it and join other sects. It has a rich culture and has produced eminent writers and painters.

The first university was founder in 1811 in Christiania, near Oslo. It was not until the middle of the 19th Century that the secondary and higher curriculum was broadened away from

the narrow basis of Latin and Greek to give prominence to modern and scientific studies. Not until the end of the 19th Century did Norwegian language and literature become established by the Education Act of 1896 - which provided for a 4 year middle school, followed by a 3 year upper secondary school leading to university.

All sectors of Norwegian education, including universities have expanded in the 20th Century. In 1969, 9 years of schooling from the age of 7 were made obligatory. Norwegians spend 6 years in primary school and 3 years in a young peoples or middle school. Over 75% of young people continue into post-compulsory education, most of them into Gymnasium, which leads them onto higher education or in the folk high schools[34].

Up to the middle of the 1960's a Norwegian author could legitimately write, "in Norwegian legislation there is no specific Act governing Adult Education, but there are a number of laws that in some way affect educational activity among adults[35]."

In 1965 the Ministry of Church and Education stated, "there should be no sharp distinction between professional training and general educational training of adults or between "useful" and "useless" knowledge. The very fact that an individual seeks knowledge - that he wants to know more about his trade and profession and about the community in which he lives is valuable as such[36]." In 1976 the Adult Education Act was passed, it reaffirmed and expanded the above statement. As

the need arose attention would be given to facilities for the handicapped and mentally retarded and families of these children would be given financial assistance. Norway is unusual if not unique, in that vocational education is included in the 1976 Act and that no sharp distinction is made in it between it and general adult education.

The country is a homogenous group and government power is not a threat because it expresses a national consensus. National solidarity stems from religious ties and a common desire for independence. Educational policies reflect the dynamic forces unleashed in the 20th Century, correspondence courses, distance learning, multi media are now fashionable in Norway - concepts that have caught the imagination of the people and as such education is the main benefactor.

The combination of history and the way correspondence teaching/ learning has developed in Norway is a lesson to be learned for others engaged in multi media teaching and certainly in Norway the product of this strategy is evident[37].

Summary

In common with other Nordic countries the Norwegians have been influenced by German educational policies over the centuries. This is evident in the use of Gymnasium schools and Folk High Schools. As a nation the people have had to completely change their way of life to keep apace with modern developments and technology - a one time fishing and agricultural based economy is now a well established industrial one. Their fortune

largely due to cheap hydro-electric power and latterly North Sea oil and gas. They too operate a 9 year educational programme - of which 3 years are spent in middle school - equivalent to our secondary sector. Post 16 education follows similar routes to those in West Germany concentrating on vocational and academic success through a variety of options. Tertiary education is not clearly identifiable in their structure although Gymnasium is a similar base. A major feature of their educational system is that of promoting a "sound" "general" as well as "specific vocational education."

U.S.A. Community Colleges

The U.S.A. community colleges have been provided for "their uniquely American authenticity and congruity with this societies values" (Fryer 86). What then, is unique, authentic and American about the communities colleges and how far are these "great American institutions" (Parnell 85) conjunct with American values?

American community colleges are being criticised for emphasing the business side of their affairs - fund raising - and their entrepreneurial role, rather than pursuing the goal of teaching excellence and the enriching of young minds. About 50% of all Americans go on to some form of further or higher education and of those more than half attend community colleges (Cohen and Bower 1982). Community colleges are accessible, neighbourhood institutions with an open door recruiting policy within a commuting distance of, usually, no more than 25 miles.

The community colleges are directly linked to their own state university systems. Indeed their original purpose was perhaps to relieve the universities of their lower division work (the first 2 years - freshman and sophomore) though the universities never did surrender their freshmen or sophomores to the colleges. Community colleges made it possible for universities to maintain their selective admissions policies by offering parallel or alternative freshmen and sophomore studies. These colleges are regarded as bridge institutions between senior high schools and the universities. They allow student to drop in and out of higher education as their needs dictate.

The community colleges, therefore, cannot be regarded as typical institutions of higher education. They have a much broader range of community and client needs than traditional universities do.

In America there is no identical system to our tertiary system, the nearest comparison that emerges is in their use of community colleges and the contrast and comparison can be seen in the 2 columns below:

U.K. Tertiary	U.S.A. Community Colleges
offers courses to all 16+ students	offers courses to 18-21 group
not the only provider of 16+ education	sole provider in its area for adult education
wide topic choice	wide topic choice
comprehensive	comprehensive
open college	open college
students stay 1,2 or 3 years	students stay 1, 2 or 3 years
natural progression from secondary school	not a natural progression from their high schools

There are obvious similarities between the American Community Colleges and our own Tertiary Colleges, such as choice of topics, open access and their comprehensive nature. Offering students wide ranging choices does however, create many problems in staffing, planning and general administration. In order to produce balanced programmes of work for each student regarding his academic/practical ability then special timetables are required, a typical timetable is shown in appendix G.

Modular courses have been tried in the U.S.A. but were more related to themes as opposed to disciplines[38]. One inherent problem - both in the U.K. and the U.S.A. is how to select topics which will still be regarded as acceptable entry standard to University Education. The new system of Tertiary Education, being broad based, practically biased, radical in nature and methods of assessment will have to prove it can educate and train student up to the required entry standards. The overiding factor is that the system is fulfilling its design function. Young school leavers are being prepared for life at work and for many the tertiary experience is an enjoyable one.

CHAPTER 4

PROBLEMS ASSOCIATED WITH THE INTEGRATION OF TERTIARY EDUCATION
WITHIN THE FURTHER EDUCATION SECTOR

In the White Paper, "A New Training Inititiative",.1981[1] it
stated that about 1/3 of the 16+ age group in Britain contin-
ued with their education whilst at the same time more than 1/3
were receiving no further education or training at all. This
naturally concerned the Government so much that in the White
Paper, "Public Expenditure", (1982)[2] it was made clear that
training facilities were to be improved, especially the
N.A.F.E. funded programmes. The Government proposed to in-
crease these programmes by 25% in an attempt to encourage
school leavers to stay on, whilst at the same time provide
facilities for the ever growing numbers of unemployed. In
this phase of radical re-organisation it required an assiduous
approach by management and teachers alike to prepare them-
selves for the impending changes.

The problems arising as a corollary to these changes form the
core of this discourse. The person who shoulders the burden
of responsibility created by changes, is of course the Princi-
pal of the college. The Coombe Lodge Report, Vol. 15 No.
10.1983[3] had this to say regarding the changing role of the
Principal.

To meet the new educational demands placed upon the system the
Principal should:

        1 be prepared to extend his activities locally,

regionally, nationally, and occasionally interna-
tionally.

2 avoid being insular

3 avoid the "Mantle of the Great" syndrome.

4 be aware of the value of research.

5 be prepared to intervene, to influence the profile
of the college via, Academic Board, Resources Board
and staff recruitment, including staff development
policies.

6 to be innovative, co-operative with management,
develop open learning, correspondence courses,
distance learning and other forms of independent
studies.

These together with the statutory L.E.A. requirements related
to his duties form a formidable task by any stretch of the
imagination. Perhaps what is more important is that the
Principal should have the ability to promote internal harmony
within the college departments.

It is well known that staff resist changes, especially if they
imply changes to conditions of service. The Principal must be
aware of this resistance and must appreciate the psychological
trauma that some members of staff will undergo as a reaction
to such policies. There are of course many other problems,
especially for those members of staff who may be transferred
to a new section or even a new establishment. Consider the
problems that staff may have to overcome when transferring
from a secondary sector into a tertiary sector:

1 changes to their conditions of service, for exam-

ple, evening classes.

2 new unions and professional bodies to relate to.

3 continuity of their normal teaching load, subjects and level.

4 will they be used effectively in the new system.

5 will their salary or promotion prospects be affected.

6 will they be classified as academics and not as artisans.

7 what staff induction is available to them.

These are just a sample of the myriad of problems that will emerge. Parents too, are concerned, and they have voiced their feelings. In a survey carried out by South Tyneside Education Committee a series of questions raised by parents shows their degree of concern related to the change to the Tertiary System of Education. A selection of these questions follow.

1 how will staff be chosen for the new Tertiary College.

2 what arrangements will be made for pastoral care.

3 what will be the effect on the present sixth form teachers.

4 who will be transferred to the Tertiary College.

5 will there be a minimum entry standard for those who have to attend the Tertiary College.

6 will there be streaming in the College.

7 are Catholic Schools involved in the change.

8 can parents decide to pot out on behalf of their children.

9   will the proposed college result in loss of jobs for teachers.

10 what will be done to guarantee the continuity of the childrens education.

11 will the present links between the school and the universities be affected.

12 is there any evidence that Tertiary Education is better.

13 will there be a wider choice of subjects.

14 does the forecast of sixth formers include the Y.T.S. intake.

15 will schools lose all their good staff to the Tertiary College[4].

This sample is representative of the wide range of questions asked and shows the lack of communication between the layman and the powers that be. South Tyneside Authority did attempt to allay fears of parents by setting up a working party whose remit was to study the whole range of problems raised and then to report back to the Education Committee. Following quickly on the heels of this working party other groups were set up in the South Tyneside College, the most important of these being the, "staff development working party". The Authority was quick to realise the ambivalence that existed among the staff with regard to the onset of Tertiary Education, and knew a disparate approach would be necessary in the implementation of the In-Service training programmes in order to adequately prepare the staff in time. The development of a complete staff development programme is naturally the aim and will of course take some considerable time to achieve. A corollary to

staff development is curriculum development, which is a specific problem for the incumbent Vice Principal. Curriculum development to meet the industrial and commercial requirements of the indigenous industries, of a given area, are of utmost priority. In order to integrate T.A. training programmes, and provide facility for continuing and adult education it is essential that all the interested parties have representation within the curriculum planning groups.

The 1983 Report, "A Review of Tertiary Education and Advanced Further Education"[5], produced vociferous reactions from both parents and the professionals, the Authority had anticipated such responses and the working party's findings were published in order to dispel fears and concern of those interested. Eight main points were highlighted in this publication, namely:

> 1 the new curriculum will have to allow for both full-time and 12/21 hour students.
>
> 2 ancillary subjects must be taught in addition to the main "A" level studies.
>
> 3 there was a need to provide for minority studies and sport.
>
> 4 the integration of full-time and part-time students for those courses poorly supported.
>
> 5 subject and course selection procedures upon entry to college.
>
> 6 tutorial and counselling provision.
>
> 7 special provision for "high fliers".
>
> 8 courses for mature students.

These preliminary anticipated problem areas are at present the subject of debate. Many of the aforementioned points are germane to the overall administrative and organisational planning required in the new Tertiary College.

N.A.T.F.H.E. and the N.U.T. have endorsed these areas of concern it is their view that a Tertiary Education System provides coherence in education and training for the 16-19 age group as a whole (ref. chapter 2 p.53) whilst many are euphoric with respect to the introduction of the Tertiary Sector it is well to remember the quote by John Peerman[6], "..... don't make extravagant claims for Tertiary Education we can create a sound basic environment for young people of all types to work together and learn together. There has been much imaginative work done in Tertiary Colleges and there is much more to do".

It is now some two decades since the inception of Tertiary Education. Evaluative work carried out in Yeovil Technical College[7] revealed that staff had indeed suffered psychological trauma as a result of the transition to the Tertiary System. By way of contrast in a survey carried out by Oxford Education Authority[8] which examined students reactions to the change, the data they collected covered a number of variables such as; parents professions, type of work sought, anticipated exam results, sources of advice given to them together with a questionnaire to assess their attitudes.
(see appendices A, B, and C.)

Points to note are:

        1 the fathers occupation in the sample.

2 the sources of advice.

3 the "staying on" in full-time education.

Students "Needs" In The Tertiary System of Education

The courses offered by the M.S.C. have as we have. seen been received with ambivalence, especially by the unemployed. In 1981[9] a working party set up under the aegis of the D.E.S. published a report, "The Legal Basis of Further Education", in which it recommended that new legislation be introduced to lay upon the local authorities the duty to provide a place in school or college for all 16-19 year olds but without giving the individuals the right to choose whether to stay on at school or go to local college. The report went on to say, "..... that two defunct requirements of the 1944 be dropped, namely:

1 that L.E.A.'s submit schemes for D.E.S. approval.

2 that they set up county colleges for attendance on compulsory day release.

The D.E.S. is a powerful body, it controls the direction of F.E. in a variety of ways, financially, building programmes, curriculum development, and examination standards. F.E. responds to advice from the Further Education Curriculum Review and Development Unit (F.E.U.), which was established in 1977.

Curriculum development entails course design and variety in subject choice, these are the main concern of the school leaver. In 1982, according to the Department of Employment

figures, there were 2,481,000 16-19 year olds in the U.K., and of these only 438,000 were staying on at school, 82,000 were about to enter higher education, 757,000 had entered non-advanced education, the remainder divided into employed and unemployed, the latter being in number 610,000.

This information proved to be helpful to the Education Committees up and down the country. It enabled them to develop curricula that would hopefully attract more young people to stay on at school. The D.O.E. survey data also revealed youth aspirations, again essential information when developing curricula.

This sort of survey work is most encouraging for teachers, when staff feel that employers are concerned for the students well being it is more than likely that their attitudes will be much more positive and hopefully more receptive to changes initiated by management.

A problem already identified is connected with curriculum development in accord with the needs of Tertiary Education. Mike Clegg, in his paper, "Mixed Economy"[10], had this to say " ..... having experienced the problems of teaching 4th year students and the effect of the 11+ orientated curriculum I wonder if the same problems exist at 16+. Does 16+ examination dominate curriculum and career expectations?"

This raises inherent problems for the Tertiary Sector of Education is it right for students to make crucial decisions at the end of their compulsory schooling; indeed to make these

choices so soon.

Some major management problems have been out-lined here, management will need to reflect on the antecedents in the development of the Tertiary System and profit from the experiences of the pioneers in this system.

The new Tertiary System of Education presents a challenge both to staff and students alike, it is the student who takes priority. Staff must liaise with industry and commerce in order to develop programmes that are meaningful, interesting, effective and efficient. Because industrial liaison is so important, it may well be the case that specialist staff may be required, perhaps staff who would spend regular time, as a part of their timetable, visiting local industry and commerce. Specialised staff of this nature would be invaluable members of a curriculum study group.

In 1980 the M.S.C. published, "Outlook on Training"[11], which examined in detail the number of youngsters who were entering F.E. or training. This proved to be most informative data, which showed the initiatives taken as a direct result of The Employment and Training Act of 1973. This Act led to the formation of T.S.D. and the E.S.D. (ref. chapter 1). All the M.S.C. programmes running since 1973 had one thing in common, the welfare of the students, to afford to students a means to become employable.

This philosophy has not changed, in the 1981 White Paper, "A New Training Initiative", it was revealed that there was a

declining demand for apprenticeships in the traditional crafts and technicians skills. Also the limited opportunities for day release have reduced the students chances to take part in F.E.

The present system of training in the U.K. does not meet the exacting standards of the Meister System[12] in the F.D.R. as we have seen nor do we have the legislative framework to support such a scheme; nevertheless current trends in training are on course judging by the claims of the T.A.[13]. A problem associated with training and education for prospective employers has been the perennial problem of discriminating between grades of attainment and ability. The employer had to compare C.S.E. grades with G.S.E. grades and this is a very subjective assessment. It is hoped that the new G.C.S.E. will eradicate such anomalies.

In the pilot study produced by the F.E.U. in conjunction with the C.G.L.I., "A Basis For Choice", (1981) which formed the basis of the C.P.V.E.[14] concern was expressed for the way school leavers were coerced into following courses or training programmes that they had little aptitude for. Also in 1981 the F.E.U. published, "Vocational Preparation", in which it outlined a preferred structure embodying a 17+[15] examination. This new qualification is still the subject of debate. Students who are following this 17+ through T.V.E.I. or C.P.V.E. are receiving a sound basic training for future vocational courses.

Another new course designed for students of average academic

ability is the City and Guilds Foundation Course - this course
contains a vocational element to help students to identify
preferences in study related to job aspiration, or future
educational plans. Coupled with this provision we have Open
Tech. Open College and a variety of study packages. It is
hoped that Tertiary Education will provide the opportunity for
all of the 16+ age group to find their niche in the education-
al system. According to Mick Farley[16], "Tertiary Education
is a natural extension of comprehensive education". Questions
related to the 16+ age groups "needs" include:

> 1 will the Tertiary System provide a broad based
> curriculum.
>
> 2 will it recruit the best staff.
>
> 3 will it provide a stimulating environment.
>
> 4 will it motivate students and staff[17].

In order to assess students "needs" the following factors need
to be considered, according to James Hamilton[18]

Needs → Related to mental ability,physical ability,attitudes

Physical → Health,rest,sleep,diet,safe housing,safe at work

Emotional → Socialite,lonely,healthy outlook on life,laugh

Educational → Aspirations,cocepts,study skills,logic,reading

Social → Family union,group activity,friends,

Dr. H. L. Hazlegrave headed the committee which in 1969 con-
cluded[19] that, "..... the present pattern of technician
education courses and examinations is unsuitable in a number

of important respects as an instrument for meeting not only the existing needs, but also the impending changing needs". Again we see the emphasis on designing and upgrading curricula for the benfit of industry, commerce and of course the students.

The concept of "educational and occupational choice"[20], relates to ones economic and social class, the vagaries of ones birthplace, the area in which one lives and the industry, commerce and education, to which one has access.

During the post war period from 1946 to the present day we have witnessed both boom and recession in industry and commerce. Recession, the scourge of the working classes, unfortunately tends to hit pockets of the population, in the same areas, time and time again.

It is little wonder that there was an outcry to the statement made by the late Prime Minister, Sir Harold Macmillan when asked about the disparity in standards of living he replied, "you have never had it so good"[21].

The concept of choice, is regarded by many as just a well worn cliche. This is endorsed if one examines the following quote from Prime Ministers "Question Time", in the Commons on the 24th July 1980. Margaret Thatcher said[22], "I do not believe it is possible to guarantee everyone a job where they live, there must be some mobility to enable people to move to where the jobs are", Hon. Gentleman: "where"? "there are some 40,000 jobs vacant by our usual methods of calculation, if people are

willing to take them. There must always be some mobility if young people want jobs, as there always has been". Hon. Gentleman, "where"? Hon. Members, "where are the jobs"? Mr. Speaker, "order".

Of course people cannot easily move house and families, they also do not relish the thoughts of leaving their hometown and their relatives and are naturally apprehensive of a change in environment. The Government is cognizant of these issues and it hopes that the "Training for Jobs" programme which has been running since 1984 will help to promote new jobs locally. The prime objectives of the "Training for Jobs" are;

> 1 better preparation in schools for working life, and better arrangements for the transition to full-time education for work.
>
> 2 modernisation of training in occupational skills (including apprenticeships), and to replace the outdated age limits for time serving together with the introduction of competence based training. Wider opportunities for adults to acquire and improve their skills.

Provision for school leavers is improving, the Y.T.S. a route for those unemployed at 16-17 years of age coupled with Open Tech., Open College and T.V.E.I. is indicative of the priority the Government is placing on post 16 education and training. The White Paper, "Training for Jobs", goes on to say, "..... some 300,000 young people are already engaged in training under the Y.T.S. scheme". Of course Y.T.S. is only the beginning, there is provision for continuity of training via,

Occupational Skills Training, Adult Training, Pickup, Restart
and a variety of specializes programmes.

The D.E.S. published its proposal to introduce the 17+ quali-
fication in March 1983[23], the Government announced a new na-
tional qualification to be available to students who at 16
wished to stay on at school or go to F.E. college for one year
in order to continue their full-time education. At the same
time the merger took place between T.E.C. and B.E.C. forming
B.T.E.C. The remit of this joint board being, "To produce a
coherent structure of courses for the 14-19 age group". The
Board produced a detailed breakdown of the C.P.V.E. course
which included Core Skills, Vocational Studies, Vocational
Groups, teaching strategies and criteria related to validation
and certification procedures. The rapid development in train-
ing provision has opened new doors for many students who would
have other-wise abandoned their further education.

The colleges of F.E. are now coming to terms with the demands
made of them by the T.A. and industry, they are ensuring that
the widest possible choice of education and training is made
available to all students. What then is the range of this
provision? At present we have:

> 1 C.P.V.E.
>
> This 17+ plan was set up to create opportunity to
> all students wishing to stay on at school by offer-
> ing them a broad based curriculum which would pre-
> pare them for F.E. or work. The main aim of the
> C.P.V.E. is to give a vocational bias to a balanced
> programme of general education.

2 The T.A., T.V.E.I., and Training for Jobs.

T.V.E.I. was set up to create opportunity for young people to obtain qualifications that would be of direct value in the workplace. The age group aimed at was 14-18 and the scheme was funded by the M.S.C. Of course in a time of high unemployment many would argue that T.V.E.I. is a wasted form of education and that resources should have been channelled into a more effective broad based general education.

There is still however, a great deal to be done before the implementation of a national curriculum which will satisfy the needs of all 16-19 year olds with respect to personalised education and training. Thus it is evident that a great deal of effort and endeavour is being applied to streamline the whole education process for the benefit of our youth. The provision is being monitored continuously and ample demographic data is being accrued, (see appendices D, E and F).

The Warnock Report (1978), suggested that the provision of education for handicapped people should be given priority, and went on to ask just how much had been done by the various authorities with regard to implementing programmes in their respective colleges for those with special needs. It was found in Scotland that out of 54 Institutions of F.E. only 20 stated they would welcome students with special needs on the same terms as other students, what was more disconcerting was the fact that 27 of the Institutions had no provision at all for handicapped students. As a direct result of the Warnock Report by 1982 some 84% of colleges in Scotland had made some

provision for students with special needs. The foregoing discourse is primarily concerned with "normal" children, Warnock focussed attention on the plight of the underprivileged in our society, a quote from the Report, para[24] 1.4 is worthy of attention, "..... we hold that education has certain long term goals, that it has a genreal point or purpose which can be definitely though generally stated. The goals are twofold, different to each other but by no means incompatible.

They are first, to enlarge a childs knowledge, experience, imagination and understanding, and thus his awareness of moral values and capacity for enjoyment, and secondly to enable him to enter the world after formal education is over as an active participant in society and a responsible contributor to it. Capable of achieving as much independence as possible. The educational needs of every child are determined in relation to these goals".

Warnock found like so many, that to define the handicapped person is extremely difficult - degrees of handicap - severely handicapped - disadvantaged, are all terms regularly used but not definitive. In order to establish curriculum and educational planning the terms must be fully understood by all concerned.

The Report highlighted 3 priority areas, namely:

      1   provision for children under 5 with special needs.

      2   provision for young people over 16 with special needs.

3 developments in teacher education and training. Points 2 and 3 are of particular relevance to this study.

The education of the so called "disadvantaged", is both a legal and a moral issue, the legal aspect is part of the 1944 Education Act[25] which states, ".... to make available full-time education up to the age of 19 for any handicapped young person who wishes to receive it". This is clarified in Section 8 (1) (b) of the Act which states, "Local L.E.As. shall make available sufficient schools providing education suitable for senior pupils", and Section 114 defines these pupils as aged between 12-19.

There have been many cases recently of L.E.A.s either refusing access to individual youngsters or of adopting policies which threaten to restrict access, by removing existing provision.

The case of the Oxfordshire Authority is perhaps best known. In 1980 this Authority announced plans to remove education provision beyond the age of 16 for mentally handicapped young people. A strong campaign was mounted against this proposal and eventually the Secretary of State intervened to remind the Authority of its statutory duties. As a result the unit threatened was saved from closure. Following the Oxford case, the National Association for Mental Health (M.I.N.D.), the Childrens Legal Centre, (A.C.E.) and the Royal Society for Mentally Handicapped Children and Adults(M.E.N.C.A.P.), circulated leaflets urging parents to make formal requests to their Local Authorities to remind them of their statutory duties regarding provision for the education of handicapped children

and young people between the ages of 16-19. Several Authorities responded by denying the existence of legal duty, for example Hampshires Education Officer replied to the father of a 16 year old handicapped boy as follows;

> "..... I do not find in the Education Act (1970) (which deals with handicapped children), or in any other current legislation, any obligation on the L.E.A. to provide a continuous programme of full time education for handicapped children for the entire period between 16-19 years of age".

If Authorities so blatantly disregard the 1944 Act what chance has the layman, who for the most part do not know, or in some cases understand their rights under the terms of the Act with regard to the rightful entitled education for their handicapped siblings.

Warnock clearly indicated specific actions which need to be taken to improve facility for those with special needs:

> 1   an increase in the availability of specialist careers advice for young people with special needs.
>
> 2   a co-ordinated approach to F.E. provision for young people with special needs should be adopted and publicised by L.E.A.s within each region against a long term plan within which their arrangements for individual institutions will take their place.
>
> 3   a variety of forms of education should be made available in order to meet the full range of special needs.   This should include support for students with special needs to take ordinary courses where

appropriate, and for those with more severe disabilities special courses and facilities in a special unit in area.

4   the necessary financial support to enable young people with special needs to undertake courses of further and/or higher education[26].

If all young people are to benefit from Tertiary Education then it would seem appropriate that facility be made within the colleges for both the physically and mentally handicapped. Robin Davis in his paper, "Pastoral Care" had this to say,

> "..... because each student has special needs with respect to learning difficulties, choice, assignment problems, home working environment, then it is deemed necessary to establish pastoral care via planned tutorials and personal tutors".

In order to meet students needs the employers, chambers of industry and commerce, trade unions and educationalists must work more closely, especially in the field of staff development. The White Paper? "Better Schools"[27], examined objectives and curricula required to meet the needs of the 21st Century, an important in this document reads, "..... the Government is commited to improving opportunity and quality in post school education and training. A broad balanced, differentiated and relevant school curriculum effectively delivered, will provide the most useful foundation for all subsequent phases of education and training".

It was the clear intention of the Government to embark on a

radical re-organisation of the educational system with the introduction of the G.C.S.E. courses. Three White Papers followed in succession, "A New Training Initiative"[28], "Training for Jobs", and "Education Training for Young People", all examining aspects of training facilities and how to improve them.

As a consequence to, "Education and Training for Young People", the Government indicated in a Report[29], "A Review of Vocational Qualifications", September 1985 that 5 major issues needed urgent attention if we were to improve vocational training, namely:

1 comprehensibility, the structure should be readily understood by providers and clients alike, and the overall pattern of qualification should be made clear.

2 relevance, being comprehensive so that it meets the changing needs of all, and reflects standards of competence and includes a variety of assessment measures.

3 credibility, the qualifications gained by students are recognised by them, by the employers and the unions.

4 accessibility, entry into and progress within the qualification system should be possible for a wider range of students, so that they may broaden and upgrade their competence and improve their mobility of employment.

5 effectiveness, in relation to the individual, providers and employers. If the objectives are

clear the design of the new structure and the mechanisms must be integrated within the existing framework of 16+ education.

The effect of these changes hopefully, will be to provide for all our 16+ adults a comprehensive choice of vocational or non vocational education. Tertiary Education carries much more of this responsibility. The need to identify individual characteristics, strengths and weaknesses, skills, mental and physical abilities, dexterity, interests, aspirations and limitations are the responsibilities of teachers, mentors and counsellors. The Government has responded positively in this area of education, it is now up to students to capitalise on the provision that has been made for them.

Apart from the concern shown by the Government for the needs of students many professional bodies have expressed their vested interest the F.E.U. are particularly concerned with the following issues related to education:

1   students need realistic information about jobs and how to apply

2   students need detailed information about the scope of Y.T.S. managing agencies, and local college provision.

3   students need information regarding work experience programmes and career opportunities.

4   communication is the essence of the exercise, all 5th formers should be given talks, seminars and ample supply of updated published data on all aspects of education and training provision.

The needs of students were collated succinctly by Fred Janes[30], he said, "..... in a tertiary college most of the daytime students are older teenagers, living through the most exhilerating and stressful periods of their lives on the threshold of adulthood". He went on to outline many social characteristics which students develop in college and closed by giving an account of how to come to terms with "mixed up feelings". This chapter has given a detailed account of the global problems associated with the implementation of Tertiary Education with specific reference to accommodation of students "needs". This esoteric approach to the needs of students must be expanded to the needs of staff. We cannot foist new curricula, new conditions of service, new work load, and completely new organisational and administrative procedures without fully explaining the aims and objectives related to the new system, together with the role that staff will be expected to fulfill. Staff need support similarly to students, they need sound lines of communication, they need details of their job specification, but most of all they need the provision of well designed Staff Development Programmes, it is these programmes that form the focal point of Chapter 5.

CHAPTER 5

The Government, M.S.C. (now the T.A.) and N.A.B. are applying
new and ever increasing demands on teachers in F.E. and H.E.
and whilst accepting that changes are inevitable both in
education and training because of the rapidly changing nature
of the curriculum, scant attention has been given to the needs
of the staff to enable them to cope with these changes. Staff
development programmes are vital to update teachers skills to
match the tasks they face as a corollary to the new 21st
Century Curricula.

In the H.M.I. Report, "Education for Employees",[1] heavy
emphasis on the role of staff development. Moreover the
available resources for staff do not reflect this official
priority.

It is important to attempt to define Staff Development, ac-
cording to the publication by the D.E.S.[2] on I.N.S.E.T. and
G.R.I.S.T. (In-Service Education and Training and Grant Relat-
ed In-Service Training), staff development is defined as:

> "a means of improving the members of staff",
> through:
>
> 1   direct involvement in INSET.
> 2   participation in curriculum development.
> 3   personal development - by research and/or second-
>   ment.

The justification for staff development programmes according

to the Report centres on the following criteria.

1 the need to update skills and knowledge.

2 the changing curricula.

3 the introduction of new courses, Y.T.S., PICKUP, RESTART etc.

4 the changing role of the individual members of staff as a result of Tertiary Education and The Education Reform Act.

5 the changing methodology of teaching, Open College, Open Tech., Experimental/Experiential learning and Computer based learning.

6 changes in the employment market and students needs.

7 the need for self motivation in this era of radical change.

INSET. funding via GRIST.[3] which was introduced in 1988 is a positive move by the Government to help both L.E.A.s and Teachers to appreciate the values of staff development. (see appendix K) There is one specific qualification the Government makes under GRIST., that is, the L.E.A.s total grant will depend on the type of training they offer. If their training conforms to the National Priority Training, then they qualify for 70% funding, if however, their training is in accord with local priority needs, then this type of training only qualifies for 50% funding. (see appendix G)

In 1982 the Government launched PICKUP[4]. (Professional, Industrial and Commercial Updating) These courses are spe-

cially designed for those in employment, they are vocationally orientated courses and serve a valuable purpose in the re-training of personnel. There is little doubt that the Education Reform Act[5] (1989) will create many problems for L.E.A.s especially in the field of staff development. What then triggered this explosion in staff development programmes?

Perhaps the introduction of "A New Training Initiative", by the T.A.[6] which was published in 1981 is a good starting point. This programme was aimed at updating work related studies in the U.K. This "New Training Initiative" was quick-ly followed by a new programme "Training For Jobs", which was designed to help people who had been out of work for some considerable time.

With the advent of new recommendations on N.A.F.E. (Non Ad-vanced Further Education), L.E.A.s were required to draw up a three year plan in order to qualify for training grants. N.A.F.E. applies to courses below degree standard and excludes "O" and "A" levels.

This stringent criteria ensures that L.E.A.s have to:
     1 liaise with industry and commerce.
     2 present courses run in N.A.B. programmes.
     3 develop In-Service staff training programmes.
     4 list all full cost recovery programmes.

The progress made along these lines has satisfied, "The Com-mittee for the Development of Vocational Training". This European Committee is an influential body in The E.E.C.[7]

and it has laid down exacting standards to which the member nations must conform, and in order to attain these standards L.E.A.s are quite aware of the necessity to promote staff development programmes that will equip teachers and lecturers with skills germane to the new training programmes.

In the past decade much has been done to re-train staff to accommodate the transition to Tertiary Education. The Tertiary System has been developed through local control, no two colleges have identical curricula.

The provision of Tertiary Education is aimed at a radical approach to education, it ought to provide a new pattern of educational reorganisation which unites 16+ education. (vocational and academic). It is hoped to provide a better sixth form education than hitherto giving wider range of choice on a cost effective basis. Further, it is hoped that the provision made will meet the individual needs of the 16-19 age group.

In most areas Tertiary Colleges are the product of re-designing existing F.E. establishments. The intake of sixth formers into these establishments has been, and will be a time of trauma for all concerned.

By 1981 there were 16 Tertiary Colleges in operation in the U.K.[8] All of them commited to develop new curricula, to re-train staff and to develop new policies of administration in line with the education and training needs of the country.

This inevitably was a direct result of the success of the M.S.C. Programmes. (note M.S.C. is now The T.A.).

Currently the new G.C.S.E. is designed to break down the barriers that have existed between vocational and academic qualifications. The new 7 point grading system for these examinations will be of more value to students and employers alike. No longer will students be concerned with comparing parity of results as they had to under G.C.E. and C.S.E. systems of examination. Changes like the introduction of the G.C.S.E. naturally brings in its wake more problems for staff, in the areas such as, assessment procedures, design of new projects, profiling of students, and general administration and organisation.

Professional bodies[9] too, are concerned with these problems. In his review of Staff Development, Hewton (1980)[10] concludes, "..... those who write about and practise staff development encompass such a wide field of activities that their very comprehensiveness is something of a catchall and the more one reads the more one is uncertain as to when normal activity ends and staff development begins".

Staff development has grown well beyond the bounds envisaged by Greenaway and Harding (1978)[11], and encompasses much else to do with academic growth. Rutherford and Mathews (1983)[12], succinctly recorded that "staff development came in on the floodgate of the Robbins expansion in H.E.[13].

The evidence presented by Matheson (1981)[14], suggests that

although H.E. staff development is providing a variety of institutional devices such as committees, working parties and discussion groups there still doen not appear to be any national coherent policy. Interestingly Greenaway and Harding(1981)[15], said, ".....the responsibility for policy initiation lies mostly with the academic board".

Those who practise staff development need to examine the work done by Piper and Glatter (1977)[16], in which the role of a staff development officer is examined. The authors listed 4 important functions as follows;

1 researcher — research into teaching/learning
        methodology.

2 direct training — to train staff within the de-
        partment.
        — to set up induction courses.
        — to set up refresher courses.

3 resource person — to advise on all aspects of
        teaching aids.

4 encourage initiative — among members of staff.
        — suggestion boxes, discus-
        sion groups.

They saw the prime function of a staff development officer as that of, "a promoter of change, a catalyst, one who seeks to improve teaching and learning in various ways wherever and whenever he can in his institution.".

Hewton (1982)[17], likened the staff development officer to a diplomat because, "..... the diplomat and the advisor are a

bridge between a set of policies, good ideas on the one hand, and a host of culture on the other, which it is hoped he can influence".

One main difficulty is the apparent rigidity of the aims and objectives associated with staff development, the nature of the task is one of fluidity and a constant state of change.

Berg and Ostergran (1979)[18], stated, "..... successful staff development would be seen by staff as a system that provided some of the following ideas and practises".

    1   promote gains which outweighed losses.

    2   be seen as their own ideas or practices.

    3   develop leadership within the institution to the benefit of both staff and students.

In the U.K. the F.E.U. has produced an abundance of information related to staff development programmes[19] but of specific interest is their paper, "Staff Development for Support Staff", in which they examine support systems and commence with the following quote, "..... support systems are central to college curriculum provision and development, and support staff are essential parts of these systems, all staff including support staff, are involved in the curriculum and therefore require staff development in order that they too may contribute effectively".

Further Education has responded to many external initiatives which require wide ranging staff development. The F.E.U. is asking colleges to consider their formation of policy in

relation to the following factors; (reference, F.E.U. document, "Linking Schools and Colleges"),

1   staff need to be aware of curriculum development and their contribution to it.

2   all groups of support staff should have some relationship to the curriculum.

3   support staff are as much affected as teachers when radical re-organisation takes place.

4   support staff make a critical contribution to the ambience of the college.

5   the direct concern of F.E.U. is for curriculum led staff development.

Whilst F.E.U. have taken a broad perspective of staff development those involved with vocational preparation are more interested in specific criteria to meet their developmental aspirations.

Those involved with vocational preparation staff development needs should consider the following points made by the F.E.U.

Staff Development should be used to develop and promote-

1   an understanding of the concept of vocational preparation.

2   an understanding of the needs and attitudes of young people.

3   a grasp of the needs of industry.

4   the ability to secure interest and co-operation of employers and to involve them constructively in

curriculum development.

5   knowledge of the formal and informal education provision available in the area concerned.

6   the ability to devise programmes of learning experiences which will meet the aims of vocational preparation and satisfy the needs of young people as well as those of their employers.

7   a range of teaching techniques and skills, including those of a participative nature which will be successful with a particular target group.

8   the ability to draw on and co-ordinate contributions from a variety of sources.

Upon examination it is clear that staff development policies must be tailor made to suit individual colleges, resources, local industry commerce and prognostic needs.

In order to show that this is a valid philosophy the following extracts from a variety of papers outline some solutions to Staff Development problems which have been used nationally.

Paper No. 1.

In 1965[20] Salford Education Authority employed 60% certificated teaching staff and offered the following courses to staff.

1   C. and G. Certificate in F.E.

2   C. and G. Achievement Testing.

3   educational technology.

4 R.S.A. teaching of English as a foreign or second
   language.

In 1969 it became practice to issue staff development papers
to staff in the college – to keep them up to date with educa-
tional developments. At the same time pressure was brought to
bear to make teaching a graduate profession. Personal records
were kept on each member of staff together with personal
knowledge of the individuals, to enable appraisals to be made
during interviews for promotion. Staff Development personnel
were used to counsel and to advise Heads of Departments.

Paper No. 2.

In April 1987[21] the College of Arts and Technology, Newcas-
tle upon Tyne published their staff development programme. It
was a two pronged design, aimed at;

1 internal based programmes

   and

2 secondment.

Typically the programme includes:

1 managing B.T.E.C.

2 guidance and counselling.

3 profiling and records of achievement.

4 vocational guidance and the needs of the college.

5 learning methods.

6 multicultural education.

7 PICKUP.

8 senior management training.

9 provision for special needs.

10 micro electronics and computing.

11 G.C.S.E. courses.

12 training to combat drugs abuse.

13 departmental programmes.

Paper No. 3.

This paper outlines a study carried out by Betty Hollins[22] and Michael Kelly at Manchester Polytechnic (1982), they produced a model which examined assessment and placement in the undergraduate classes. Their results indicate the staff development in this model..LS1

Fig. 13.

STAFF DEVELOPMENT IN ACTION

Department need justified
Questions related to students
work and experiences.

approach to the staff development
unit who give a variety of responses.

in-house discussions in departments across the Polytech.

literature searches

use interviews and visits to → or interview other education and survey institutions

National projects

leading to seminars and workshops

National projects sandwich courses and workshops

H.N.D. WORK EXPERIENCE interviews questionnaires and surveys

further project work

questionnaires and surveys

and production of materials.

The lessons learnt from this study were that at an early stage the staff development unit responded by identifying further related needs – this opened up the "range" of study as the interrelationships were established.

Dr. Gerald Kelly[23] who lectures at Red Deer College, Alberta, Canada came to the following conclusions after his case study in 1979 which was concerned with staff development. There were in his opinion three levels of staff development programmes, namely;

    1 individual needs.

    2 department needs.

    3 college needs.

He said "..... each department should draw up a "personal" staff development profile. Each member of staff should self evaluate his potential and attainment to date, together with a statement related to his aspirations. Finally, yearly evaluations should be carried out on all members of staff via,

    1 questionnaires to students related to staff performance.

    2 by open discussion with colleagues.

    3 by personal interviews.

Paper No. 5.

A foreign comparison was carried out by P.R. Smith[24], he visited Hong Kong Technical College in 1970 and made the following comments regarding staff development in the college. "..... the training of teachers has been going on in this college for eight years and the current staff development centres around three main themes, namely:

    1 induction of new staff.

2   development of expertise in subject areas.

3   the preparation of local staff to fill higher posts held by expatriate staff.   Three logical aspects of staff development, the second of which is of prime concern at present in the U.K.

Paper No. 6

In 1979 the County Advisor for Lancashires S.D.Ps. was J. Stephenson, his remit was to examine and improve the provision of S.D.Ps. in the County, following detailed research he said, ".... if cognizance is not taken of the need for S.D.Ps. then we invite redundancy, redeployment and rear guard action at some future date.   Whilst staff development has become popular no general agreement exists with regard to its form, content, aim or purpose.   The generic term has several connotations, applications, interpretations and acceptance.

Traditionally only keen members of staff took part in improving their qualifications, many rested on their laurels and made no attempt whatsoever to become involved in the new S.D.Ps. on offer.   This is not unique to Lancashire, however the Lancashire S.D.Ps. advisory service is operating successfully and is increasing the opportunities for staff in line with D.E.S. Circular 11/77[25].

Paper No. 7.

The Principal of Huddersfield Technical College in 1980 was Mr. J.P. Makin, he published a paper in the NATFHE Journal describing staff development in his college[26], he stated,

"..... since in any college we have above average, average and below average members of staff with regard to teaching abilities, administrative skills, attendance, initiative, punctuality, and a host of other characteristics, then the problems of designing S.D.Ps. for each individual appear to be unsurmountable. However, Mr. Makin highlighted the following areas as being of major significance when designing S.D.Ps.

1 analyse the role of the member - improve and expand that role to the benefit of the member and the college.

2 staff analyse their own role objectively - with respect to job satisifaction, esteem, promotion prospects and aspirations.

3 one person should be responsible for all the information about all the members of staff.

Training within S.D.Ps. should include and show:

1 how to make better use of resources.

2 efficiency gives better job results.

3 how to determine present and future trends.

4 how to analyse tasks.

5 the importance of discussions with staff.

The objectives of S.D.Ps. are to:

1 promote efficiency in performance.

2 prepare staff for re-deployment.

3 to encourage staff to use new methods.

4   to prepare teachers for promotion.

5   to enhance job satisfaction.

The preceeding papers show the variety of responses to S.D.Ps. across a broad spectrum of education and these solutions support the argument posed in the preamble to paper no. 1.

In 1979 the Coombe Lodge Report[27], "Staff Development", raised some very important issues directly concerned with S.D.Ps. Initially the Question posed was, "what is staff development?" "what Staff?" "developed by whom?" and for "what purpose?". The present conceptual framework is seen as a management tool - imposed from above.

Staff development programmes are generally seen to be limited to the professional needs of the members of staff - to avoid any antagonism that might be aroused by implementing a much broader and complete S.D.P. Common features in S.D.Ps. are:

1   internal professional training.

2   induction programmes.

3   continued improvement of skills and knowledge.

4   use of workshops/conferences/discussions/semi-nars.

5   group training and special projects.

6   management training and counselling.

Two of the essential aspects of any S.D.P. are to improve lines of communication and to clarify the needs of the indi-vidual members of staff. What do we imply by the "needs" of

staff? Fig. 14 outlines some of these so called needs.

Fig. 14

working parties set up to discuss
examinations and the s.o.w.

mentors, specialists to assist
new teachers.

secondment to industry and commerce.

STAFF MEMBER

communications improved with
PL./SL./L11s.

research/local needs of industry
and commerce.

job rotation within departments
and between departments.
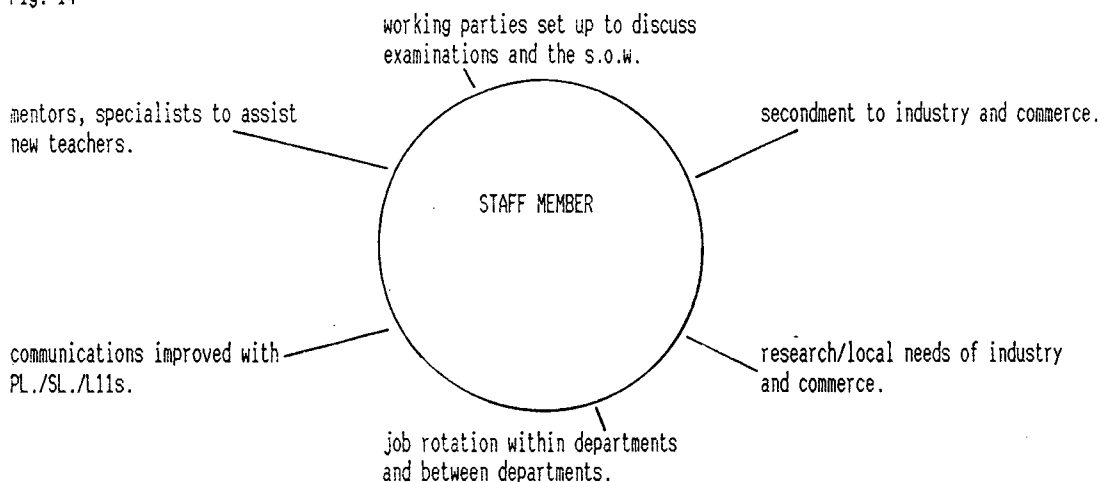
The work done by Coombe Lodge and F.E.U. is invaluable in the
field of staff development, their publications are a major
resource for teachers and administrators alike. B.T.E.C. too,
has made a positive contribution to S.D.P. issues, Ann Cas-
tling and Bob Challis carried out a B.T.E.C. project report in
June 1986, their findings were published[28] and give an
insight into B.T.E.C. philosophy. A precis of the main points
follows:

B.T.E.C. included four basic principal tasks related to
S.D.Ps., namely:

1   investigate the development and training needs of
F.E. staff.

2   investigate the provision made at present by
various L.E.A.s and other bodies.

3   review of B.T.E.C.s previous S.D.P.s and training
activities.

4   preparation of a plan to include details, if

possible of actions to take, timetables and costing.

This survey covered 25 organisations including R.A.C.s, F.E.
Training, F.E. Staff Development Networks, H.M.I.,
N.A.T.F.H.E. and F.E.U.   The results of the study revealed
that staff were interested in the following issues.

1   they wanted the introduction of course teams.

2   they needed to know the vocational relevance of

S.D.P.s.

3   they needed updating on assessment procedures.

4   they needed to know about curriculum
developments.

5   they needed to know about new methods of
teaching.

Again when one analyses these responses it is apparent that
they emanate from lack of internal communications.

The success of any course, or any S.D.P. rests largely with
the adminstration.   Colleges traditionally are bureaucratic
institutions.   The Principals tend to dominate both the deri-
vation and implementation of policies[29] Sayer and Harding
(1974), argue that "..... those involved in staff development
can seek to help individual teachers make their own peculiar
adoptive relationships to the particular educational situation
they find themselves in by aiding and abetting definition of
their own goals and priorities, within their own talents and
interests, and their best methods of operation".   It is clear
that staff need to know their terms of reference in the new

college plans, staff development is for now and the future, and although staff development plans have reached an uncomfortable compromise between management and democratic procedures the individual members must align themselves with the new policies if peace of mind is to be maintained in the long term.

All staff need to be informed of the Aims and Objectives related to particular S.D.Ps. Staff need support from counsellors as well as from information from the administrators. Rosemary Moor[30] made the following comment in her paper on staff development, "..... staff development is needed to help teachers to achieve specific educational aims, one such aim being the development of study skills," she went on to say, "..... staff generally have little skills in listening, reading and writing", this she thought would hinder them in their preparation of work for their students, and further, because they had not applied the skills of analysis they were in no position to prepare similar tasks for students. These are strong and perhaps somewhat emotive statements, but if any truth does exist in them then the need for specialist S.D.Ps. is obvious. Rosemary Moor is not alone in her scathing attack on the quality of teaching staff, recently in a joint study undertaken by the M.S.C. and the F.E.U. it was suggested that development projects should be undertaken to identify the competencies needed by F.E. teachers and trainers working within specialised client based curricula. The concept of transferrable or generic competencies for F.E. teachers and training staff needs to be explored.

C/PBTE. (Competency Performance Based Teacher Education) is under scrutiny by various examinations bodies. Indeed it has been suggested that it may be an approach that the C&G may wish to adopt with the development of their 730 course. The whole process of staff development appears to be fraught with conflicts and confusion[31] as Judy Bradley pointed out, "changes in the nature of the student body and in the demand for both full-time and part-time places, changes in curriculum and in the validating bodies, mergers, closures, have all combined to necessitate a re-definition of the objectives of staff development in the F.E. sector."

Naturally staff complain when they are moved willy nilly to teach subjects they have little experience in. Staff development is aimed at resolving just such problems, however, some S.D.Ps. are purely aimed at courses and training to the benefit of the college alone - for example personal development in research projects may be overlooked. Of course college policies vary and some are trying to get away from the old idea that, "doing courses for promotion" is the method to adopt. How can members show their keeness, their desire to work hard, their aspirations. Job satisfaction is not the only criteria - salary is a very strong incentive. This raises the question, can S.D.Ps. succeed if they are designed without some recognisable reward.

Gasch (1979)[32] said, "..... those involved in S.D.Ps. display an admirably high level of commitment and activity which takes place mainly within a closed circle who publish for each other to read, they communicate with each other, thus counter-

feiting a success based only on their internal activities."

Judging by the amount of information available until fairly
recently in colleges of F.E. this statement carries a strong
hint of truth.

Throughout this discourse a recurring theme, of necessity is
the need for positive policies in staff development. In the
H.M.I. Report[33], "The Effects of Local Authority Expenditure
Policies on Education Provision in England", (1983), apart
from the problems of staffing A.F.E. courses the major needs
of staff appeared to be related to:

1   more experience and updating in teaching method-
ology.

2   management.

3   subject updating.

4   experience in industry and commerce.

Of course not all members of staff depend upon S.D.Ps., a two
volume Coombe Lodge Report, "The Role of the H.O.D." could be
studied by any member of staff having aspirations to senior
positions.

In the new "National Curriculum", much emphasis has been
placed on reading skills, reading which is the key to educa-
tion should form an integral part of staff development pro-
grammes.
In the cases examined so far in this study there are many
common core elements, some of these are identified and are
shown in appendices H and I. The part played by Technical

Colleges in Staff development has been examined by Cantor and Roberts in their extensive work, "Further Education Today"(34), (1983). They commented on teacher training and made a particularly significant statement related to staff development as follows:

> "..... it is essential therefore, that in the next few years staff development should extend beyond staff who are teaching in the Y.T.S. programmes to those involved in courses of such bodies as T.E.C. B.E.C. (now B.T.E.C.) and C & G of London Institute".

When the James Committee(35) was formed its first Report, "Teacher Education and Training", (Jan. 1972) was received with ambivalence both in F.E. and in H.E. This Report was concerned with enforcing colleges to diversify their activities and create new provision for diplomas in F.E. and H.E. This Report was followed by the White Paper. "Education: a Framework for Expansion"(36) which made specific reference to the numbers of places required in H.E. and went on to say that the provision should be increased from 500,000 to 750,000 by 1981. This anticipated growth rate naturally placed management in a predicament. The Oakes Report(37) had this to say(1978), "..... the management of H.E. in the maintained sector will experience problems in staffing levels to meet the demands placed upon them by the M.S.C."

The 1970s witnessed many changes in industrial training mainly due to the impact of the Industrial Training Act.

At present F.E. is commonly divided into two units, N.A.F.E. funded programmes, which includes all courses up to "A" level or its equivalent and A.F.E. funded programmes which relates to all courses above "A" level. In June 1981[38], we saw the introduction of, "The Legal Basis of F.E.", this White Paper recommended legislation to lay upon the L.E.As. the duty to provide all 16 year olds with F.E. provision.

What then does the future hold in F.E. for the youth of the country. The T.A. is having a marked effect on curriculum development in F.E. There is pressure to open colleges year round and colleges are being asked to run a variety of new courses such as CPVE, TVEI and ABC. (A Basis For Choice). In the hub of this activity it is evident from the F.E.U. project, "Linking Schools And Colleges", that teacher training is to be cut in the universities, university places are to be cut, and increased enrolement in the polytechnics is forecast. The Open University is also being fettered by financial restrictions. Amid this turmoil S.D.Ps. do not always receive priority. In 1988 the F.E.U. published, "Planning Staff Development"[39]. This Report is perhaps the most analytical and detailed discourse on the subject of Staff Development over the past decade.

A synopsis of the report follows to highlight the more important facets of S.D.Ps. as seen by the F.E.U. (reference Fig. 15)

Fig. 15

Fig. 15

S.D.Ps. requires

monitoring & evaluation

implementation of policies and programmes

identify needs

the management process

design programmes

management tasks include:
1 formation of policy
2 integrate. SDP with curriculum demand
3 ensure provision of specialised staff
4 co-ordinate SDPs across the board.
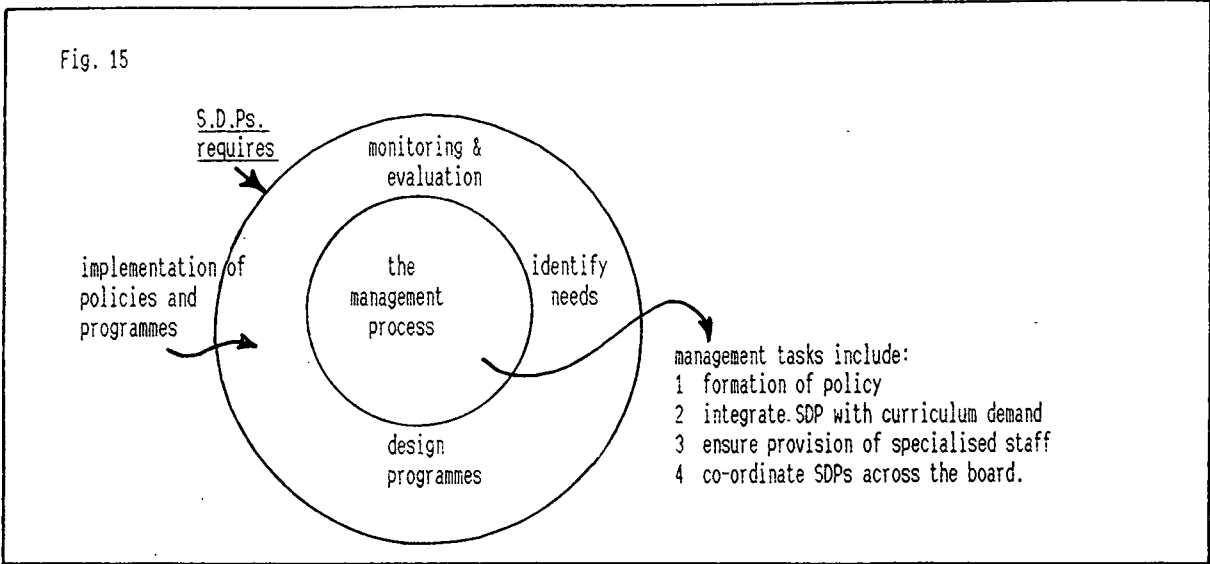
L.E.As. should consider the following points:

1 the meaning of S.D.Ps.

2 the scope and range of staff involved.

3 entitlement to attend S.D.Ps.

4 aims/priorities (reflecting national, regional and local needs).

5 responsibilities of staff who attend S.D.Ps.

Fig. 16

characteristics

flexible
team delivery
updating
shared experiences
use of time
lines of internal
communications

approaches

course based

consultancy

expert groups

open learning
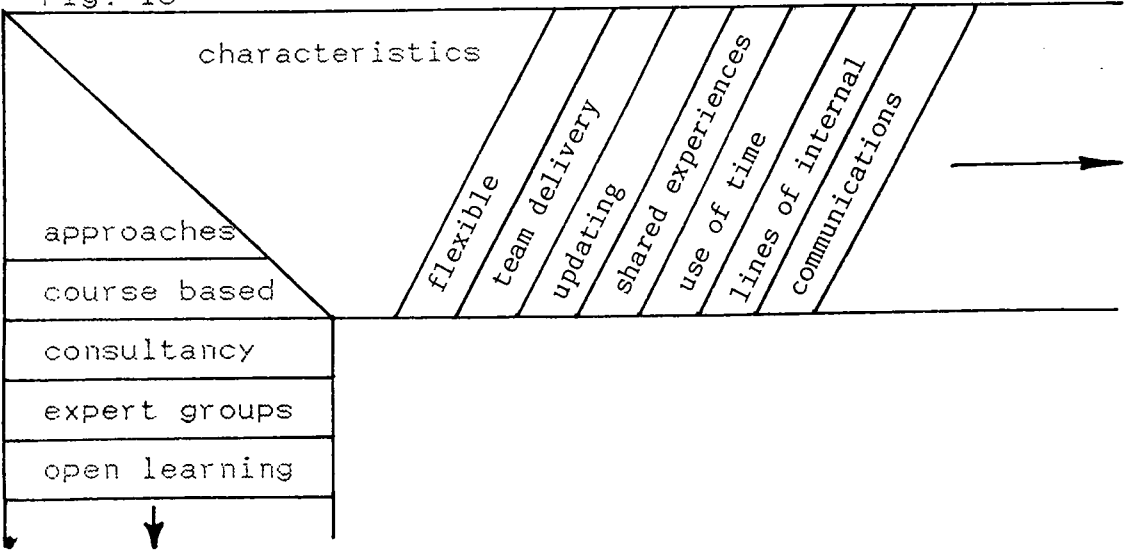
Fig. 17 shows a typical S.D.P. approach coupled with a Staff Development cycle.
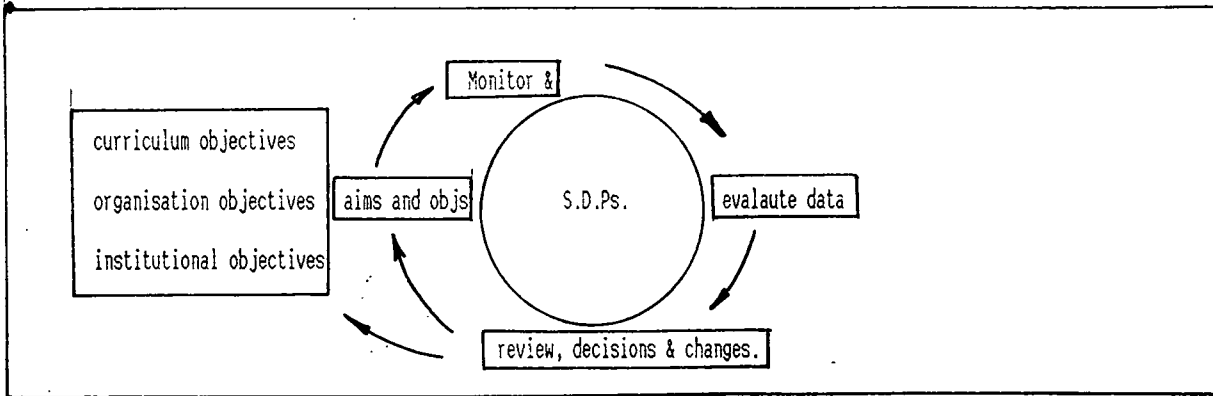
One of the most comprehensive studies undertaken recently (1988) related to the implementation of staff development was carried out by a team from F.E.U. working in Barnett College[40].

The team identified the following points as being of major significance in the programme within the college.

1   one must provide opportunity for staff to contribute to different areas of activity and enable individuals job growth and satisfaction.

2   staff are encouraged to meet the needs of the department.

3   staff are encouraged to meet the needs of the community.

4   staff are encouraged to pursue subjects of interest.

5   staff are enabled to develop educational responses (course and curriculum development), in their area of expertise.

6   staff are afforded scope for advancement within or outside the college.

7   staff are encouraged to improve teaching skills
and methodology.

The group maintained that these aims could be attained by
various routes as follows:

1   staff development being authorised and effected
by someone in charge

2   involving staff in the process.

3   advising staff - good communications related to
S.D.Ps. that are available to them.

4   encourage staff to attend courses, to read,
research and publish

5   industrial placement

6   development of administrative skills.

Other considerations

Within the concept of staff development one must be aware of
the extrinsic or peripheral needs of staff, such things as
management training, the role of the professional tutor and
how to develop staff profiles are worthy of consideration in
any S.D.P.

The evidence from Barnett College will serve as a positive
reference to those involved in designing their own specialist
S.D.Ps. Staff development is a burning issue in education at
present[41], and will remain a priority for some time to come
both in F.E. and H.E. The impetus for S.D.Ps. was a direct
result of the crises reached in the 60's in the education and
training of the 16-19 age group. These crises were further

exacerbated by the changing needs of industry and commerce together with a growing need for new ideas for adult and continuing education.

It is important that teachers are given the opportunity to develop their own niche in this process of staff development, they need to recognise their role in the system, their needs, the support they require and be able to plan their own development in order to come to terms with the radical changes in their conditions of service.

In-Service Training

The preceeding section examined in detail the need for a national coherent policy on staff development which ought to be implemented in Tertiary Education, H.E. and F.E.

The D.E.S. Circular 11/77, "The Training of Teachers for H.E."[42], proposed induction training and recommended that 3% of all staff should be released for training programmes, it further recommended that 5% of all staff should be released to attend teacher training courses. (see appendix L).

Haycock 1 identified 130,000 part-time teachers in F.E. and many of these have no teaching qualifications whatsoever. C & G of London Institute currently have approximately 3,000 candidates studing for the C & G 730 (F. & A. E.T.C.).

The main problem of In-Service Training is simply that of replacement, that is being able to release staff without

disrupting the normal day to day teaching routine. Staff are encouraged through a variety of options to further their studies, they may opt for study in their own time, at evenings or weekends; they may be offered day release or even sabbatical leave.

Whatever the mode of study there should be a sound reason for it. The motivation coming from the member and the support from management. What then is on offer within the scope of S.D.Ps., there are short courses, conferences, S.D. networks, curriculum review bodies, teaching methods refresher courses, industrial placement, ACSET, PICKUP, O.U., Open College, Open Tech, Cert. Ed. B.Ed. B.A. and of course higher degrees.

In 1970 the Secretary of State wrote to all the universities acting as validating bodies and asked them to review their teacher education the letter made specific reference to the need for change, an important quote in the letter reads, ".... it may be helpful to list some of the areas of teacher education which recent public discussion has shown to be subjects of concern, these include, (reference, "Future Trends in F.E." NATHHE) the following:

       1   Time allocated to the elements

       2   The possibility of introducing new patterns of training

       3   Doubts about the relevance of the main academic subject, to the education of teachers of children.

With regard to the organisation, suppression and assessment of teaching practice and the role of the practising teacher in

his field the following comments were made in the letter:

1 is the course adequate in relation to practical teaching problems such as, classroom organisation, the teaching of reading, backward learners, remedial education, immigrant and team education.

2 is the course content relevant in the theory of education and in the development of educational concepts in a more practical manner and does it defer some theoretical aspects to In-Service education.

These guidelines laid the foundation stones for continual debate over a period of nearly two decades. A direct outcome of these debates has been the establishment of a 4 year pattern of education and training of teachers, through the B. Ed. degree as well as the one year P.G.C.E.

Teacher training however, for those staff who come into F.E. direct from industry/commerce has been almost non existent. The D.E.S. Circular 11/77[43] was then a major step in attempt to rectify this anomaly.

Teacher Training, a priority.

Teacher Training of necessity is being radically re-organised, since the advent of the 1964 Industrial Training Act there have been pressures brought to bear on those who design teacher training programmes. The skills needed to teach in F.E. are now very different from those required in the 50's. It would be difficult to identify which training philosophy led to the present state of global re-organisation, however, it is

evident, that commencing with the 1964 Industrial Training Act, followed by the 1978 Employment and Training Act and a host of other developments under the aegis of BTEC, RSA, C&G and GCSE that changes were inevitable both in curriculum development and teaching methodology.

Up to 1978 little had been done to rationalise teacher training courses, and even less thought had been given to the development of a national coherent system of teacher training. Teachers who followed the traditional route through PGCE, had little in common with teachers in F.E. The latter often without any teaching qualifications relied heavily on their vocational experiences to carry them through. Of course some F.E. teachers have taken teacher training courses at the national colleges. Some F.E. teachers wish to take degree qualifications and have argued that they should be given some accreditation for previous experiences and vocational training. This would be in line with the exemption procedure used by the O.U. Perhaps such a system would motivate more F.E. teachers to pursue higher qualifications.

The needs of staff have been clearly identified, the importance of teacher training cannot be over emphasised, in a survey carried out by ACSET (1984), it was stated that in 1976 only 18% of all teachers in polytechnics had undergone some kind of teacher training whereas by 1981[44], this figure increased to 25%. Whilst this is encouraging demographic data, marginal changes such as this do not satisfy the present Governments requirements. At a time when some argue that our educational standards are falling, partially due to the lack

of well qualified and highly motivated teachers, the Government seems determined to implement some form of staff appraisal in order to rectify the situation, (see Chapter 5, para. 3).

The first positive step in recent times to develop a coherent system of teacher training was advocated by the Haycock Committee. The Advisory Committee for the Supply and Education of Teachers (ACSET), set up by the Haycock Committee, their remit being to examine current teacher training and then formulate a coherent policy.

The first task undertaken by Haycock was to review teachers present qualifications, (see appendix J). This data revealed that there was a growing number of trained teachers taking up post - but according to Haycock the numbers were far from satisfactory. A significant point in the first Report[45], is that too many staff in F.E. were without any form of teacher training. Haycock went on to say that, In-Service Initial Teacher Training continues to be a major requirement, in order to maintain and improve professional teaching standards. An examination of Haycock's 1 scheme is shown in Figs. 18 and 19.

Fig. 18 Haycock's 1 (for serving full-time teachers.)
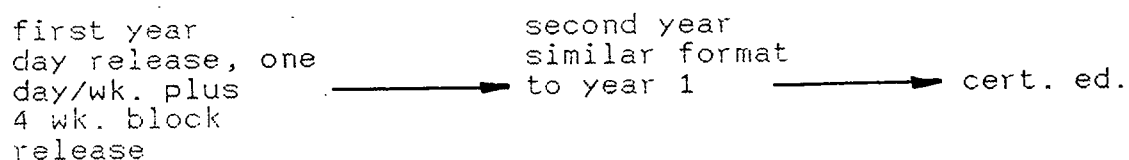
first year
day release, one
day/wk. plus   ⟶ to year 1   ⟶ cert. ed.
4 wk. block
release

second year
similar format

```
                                                              ┌─────────────────┐
                                               bridging course ──→│ Haycock 1 year 2 │
                                                              └─────────────────┘

                    stage 2                    stage 3
                    60 hours                   more than 300 hours.
                    evening plus               evenings/weekends
                    weekends, plus ──────→     plus teaching
                    30 hours teaching practise practises over
  stage 1           plus assessesd teaching      two years
  36 hours/wk ──→   practice
  evenings or                                        │
  weekends                                           ↓

                                               cert ed.
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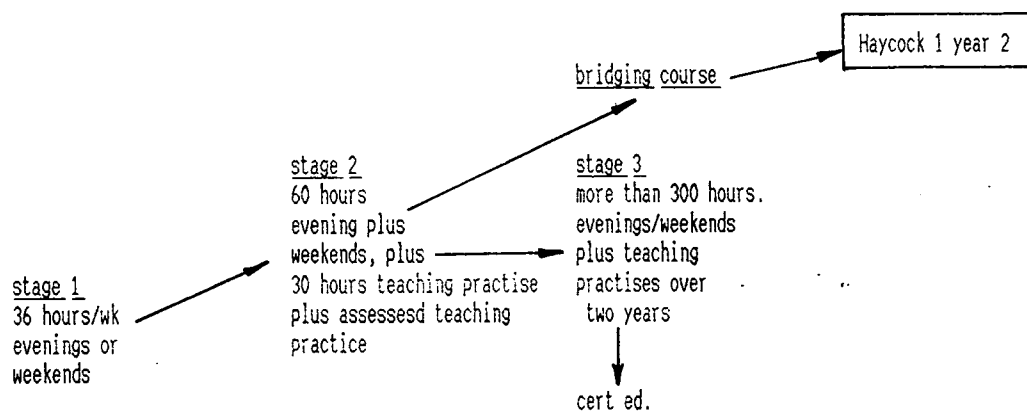
Both these routes need commonality of curriculum to meet the
regional training needs of teachers. For example the training
needs of staff who are employed wholly on vocational courses
will be somewhat different to those staff teaching in general
or adult education. These differences in training require-
ments should take place in stage 1, in Haycock's Part 1 and in
stages 1 and 2 in Haycock's Part 2. It was envisaged that in
stages 2 and 3 that special options would be made available to
meet indigenous industrial and commercial requirements per-
taining to the education of prospective employees.

The face validity of Haycock's schemes appears to be sound,
however, one point not resolved was how to establish a pattern
of exemptions for those personnel who had vocational qualifi-
cations but no teaching qualifications. A point which was
raised in the ACSET survey (1984)[46].

Nevertheless Haycock's schemes form the basis of current In-

Service Training Programmes. Other bodies such as RSA, who
offer a Teaching Certificate in Office Arts and in Teaching
English as a Foreign Language, and C&G, who offer the "In-
structor Supervisors" qualification together with C&G 730 are
contributing most effectively to the overall teaching pro-
grammes.

Since the advent of Haycock's Reports there has been a gradual
decline in the numbers of teachers trained at the national
colleges from 21% of the total teachers trained in 1978 to 13%
1981/2. (see appendix K).

In 1983 NATFHE reviewed teacher training facility and produced
a document[47], "Teacher Education", some of the more impor-
tant issues it related to are as follows:

The Association recommended that:

      1 all B.Ed courses should be of 4 years duration.

      2 qualified teacher status should continue to be
      generic.

      3 pastoral courses in care should be introduced
      along with special courses in, personal, social and
      multilateral activities.

      4 emphasis should be in creating partnerships with
      industry and commerce and other training institu-
      tions.

We have witnessed since the 60's attempts of successive Gov-
ernments to reform the education system, in 1960 there were
32,500 students[48] in initial training this figure had risen

to 114,000 by 1969. During the 70's with the decline of school roles the numbers in teacher training dropped to 46,500. At this time teacher training was being re-organised to match the requirements put forward by Margaret Thatcher in her White Paper[49], "Education: A Framework for Expansion". (1972) H.M.I. too, were concerned with the problems of teacher training provision, and they conducted a survey in 1972 the outcome of which was their Paper, "Aspects of Secondary Education in England", in which it is worth noting they commented strongly on the fact that many teachers were teaching subjects in which they had no formal qualification. This was endorsed by the work done in a later Paper by H.M.I.[50], in 1978, "Primary Education in England". Thus it is evident that we need a broad based curriculum for all our teacher training to encompass all the special skills needed by teachers with special groups. At the same time the system must be coherent - have a commonality or common core of training which applies to all teachers. Education is a continuum, it should reflect age, ability and aptitude. It would be a mistake to set up natural breaks in education between Primary, Secondary and Tertiary. It is a process of transfer from one phase to another, it should have natural overlap. Newsom[51], believed that all teachers should not be "specialists" and "non specialists", nor "academic" and "non academic", but should possess qualifications which cut across these boundaries.

It is ideas like this which are invaluable to curriculum planners but who is going to fund such a scheme to enable staff to pursue the necessary qualifications. Induction should assist new teachers and help them to build their ini-

tial confidence and competence. Teachers need training in assessment methods, and need to know how to carry out various types of evaluative procedures.

In the H.M.I. discussion Paper, "The New Teacher in School"[52], it was clear that many of the problems facing new teachers can be resolved by using sound induction programmes. In their 1984 document "The Professional Education and Training of F.E. Teachers", NATFHE supported Haycock's Schemes and went on to say, ".....there has been a marked improvement in teacher training in F.E. but that they were disappointed with the responses in the polytechnics, where only one in four lecturers has had some form of teacher training. (see appendix K)

The training of teachers in adult education is also continuing apace, the T.A. promulgation of their adult training strategy is having repercussions in colleges of F.E., courses such as Open Tech., Open College, Distance Learning, PICKUP and RE-START, all require new approaches to teaching methodology and assessment.

Under the aegis of the T.A. and F.E.U. staff development for those involved in training the 16-19 age group will bridge the gap between F.E. and adult education.

From April 1st 1987 a new funding scheme for In-Service Training was announced[53]. This scheme replaced the old TRIST funding and was the culmination of extensive discussion and debate by various committees such as F.E.U. and the now de-

funct ACSET. The DES Circular 6/86 outlined the funding criteria, there are two categories of training, namely:

1   national priority training and

2   local priority training.

The former qualifies for 70% funding and the latter for 50% funding (see appendix L).

There are some inherent problems with this system of funding, L.E.As. will tend to opt for the higher funding rate and may be swayed into choosing national priority courses as opposed to courses which suit local needs. The funding system is naturally welcomed by all, but it is not clear as to the priorities within the global scheme that the Government would like the L.E.As. to select. How much should be allocated to the induction of new staff, how much to re-training of existing staff, and how much for the re-training of non teaching staff and how much for support staff? These questions and many more must be resolved by the administrators. In South Tyneside College the In-Service Training Programme is well established in theory and is as follows:

1   1.1   teaching expertise - mastery of techniques.

            1.2   subject and curriculum expertise - updating skills.

            1.3   career and personal development.

2   2.1   all teachers will be expected to obtain a teaching qualification.

            2.2   via C&G 730 or two year part-time cert. ed.

            2.3   extended study for existing staff to take

higher qualifications.

Further it was envisaged that staff will be involved in sub-
ject and curiculum development both at department level and
college level. This outline shows clearly the response by the
South Tyneside Authority to the Governments intervention in
methods of training.   The T.A. too, has contributed to the
momentum of In-Service Training, and to some degree can take
the credit for the Governments introduction of the GRIST
funding programme. As such L.E.As. are now in a much stronger
position to plan their long term staff development require-
ments.

Staff Development in South Tyneside College.

The College has always had a comprehensive system of staff
development.   During the 1985/6 session 440 places were pro-
vided for members of staff to take part in S.D.Ps. Some staff
being involved in more than one initiative.

In 1986/7 a college wide statement of staff development was
proposed, further it was requested to produce a comprehensive
programme (INSET), to include schools, colleges, youth and
community services and educational psychologists.

This plan would be funded, if accepted, by GRIST.   The DES
Circular 6/86 gives the details which assist those who have to
determine priorities in training. (see Chapter 5, para. 2, P
148).

The Academic Board at South Tyneside College set up a working party to examine staff development provision, their remit being to:

1 advise on all aspects of current S.D.Ps.

2 advise the Academic Board on the co-ordination of S.D.Ps.

3 advise the Academic Board on the evaluation of current S.D.Ps.

It was further proposed that individual members of staff would have an input into the college S.D.Ps. via:

1 in depth interviews as a rolling programme, with ones H.O.D.

2 membership of course teams, course teams and tutors will need to identify development needs relevant to their courses.

3 the Academic Board working party and Academic Board Staff will be able to feed their views through their respective representatives on these and other bodies.

4 direct application to the Principal, staff will have as at present the opportunity to apply direct to the Principal for placement or secondment on S.D.Ps. and will be able to discuss their staff development needs.

There will be a need to monitor and evaluate the rolling programme of S.D.Ps. in the Authority. It is also possible that certain members of staff will be invited to attend Coombe Lodge to take special S.D.Ps. Since the advent of GRIST,

South Tyneside College has endeavoured to make full use of this facility, (see appendix M), it is evident that activities like those listed below are regarded as areas of priority by the South Tyneside Authority:

1 staff induction.

2 curriculum led staff development.

3 information technology.

4 enterprise courses.

5 secondment to industry.

6 awareness workshops.

7 higher qualifications.

South Tyneside College is to become a Tertiary College in September 1989. The new college will encompass much of the work now undertaken in the sixth form schools. It is clear therefore, that staff development must be so designed that it meets the needs of those school teachers who are transferred to the college. It is anticipated that about 260-300 young people will be "staying on", in the academic year 1988/89 and approximately 250-330 in the year 1989/90.

These students numbers can easily be accommodated in the college due to the falling roles in the traditional engineering and craft courses. Nevertheless the administration needs to be prepared for the sudden change in student numbers in the 16+ age group. The staff too, need to be prepared to meet the challenges that the Tertiary System will bring.

Because of the falling roles in so many of the vocational courses there is an urgent need to re-train staff so that they

can be usefully employed in teaching new topics or even trans-
ferred to new departments S.D.Ps. that are well designed, can
provide a wonderful opportunity for those members of staff who
are forward looking and have developed insight related to
impending changes. S.D.Ps. will also benfit well established
teachers and lecturers, these programme will allow them to
update their knowledge and skills.

The premises of the college have been upgraded, modified and
new buildings constructed to accommodate the Tertiary System.
South Tyneside college has a very well equipped Open Learning
Resource Centre, the operation of which is shown in the sche-
matic diagram below. (Fig. 20)

Fig. 20

<u>THE ACCESS CENTRE NETWORK.</u>

| The Management Structure |

College Governors ———— Academic Board ———— L.E.A.

College Open Learning

working party

| Chairman | ----- | Vice Principal |

departmental learning | College Open Learning Co-ordinator |
co-ordinators

| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | | 11 | | 12 | | 13 | | 14 | | 15 | etc
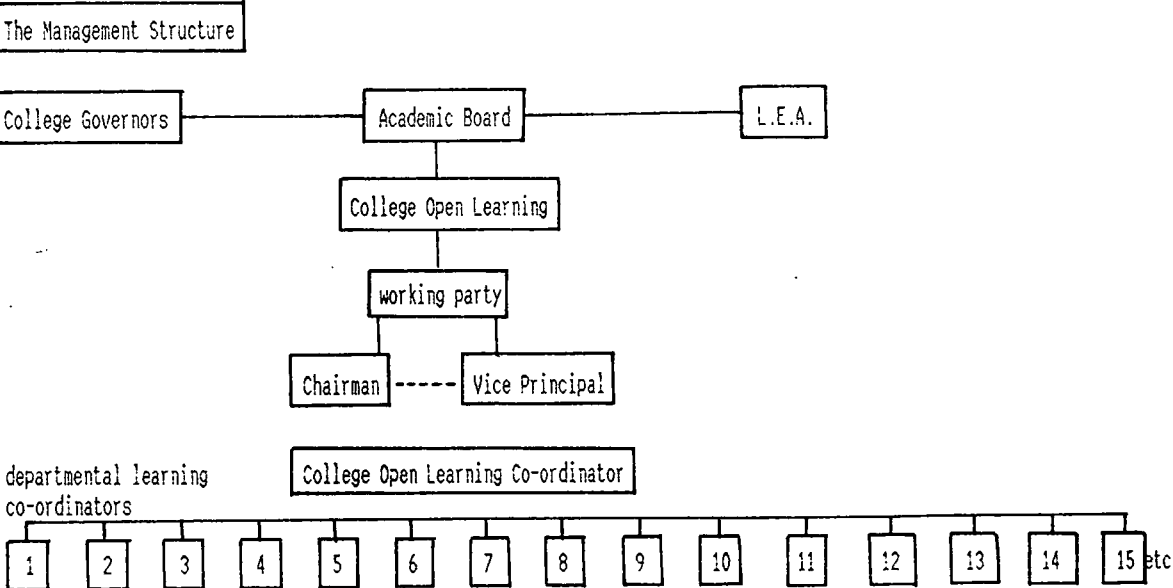
Terms of reference: to formulate College Open Learning Policy - To be responsible for the Open Access Centre -
to promote Open Learning Activities within the college to formulate and run staff development programmes - to
advise the Academic Board - To monitor Open Learning Development inside and outside the college and to advise on
marketing of Open Learning.

South Tyneside College is therefore adhering to the Govern-
ments guidelines with respect to the kind of staff development
programmes that are needed in the present climate of industri-
al and commercial growth. There is a coherence in their phi-
losophy with respect to provision of wide ranging S.D.Ps. to
accommodate both teaching and support staff. They have also
taken due cognizance of the needs of part-time staff.

<u>Staff Development - The Teachers Viewpoint.</u>

We have seen that induction programmes rate very highly on the
priority scale of S.D.Ps. What then should a "good" induction
programme contain? Essentially new staff need to know the

following:

1 their job specification and conditions of serv-
ice.

2 the college layout - the college administration
system.

3 the college resources.

4 their Mentor.

5 their immediate superiors.

6 their workplace and travelling arrangements.

7 the current S.O.Ws. for all topics they are going
to teach.

8 how to prepare a lesson.

9 form filling as and when appropriate, registers
etc.

10 examination procedures.

11 what to do in the event of illness.

A programme such as this would help the new inexperienced
teacher enormously. Of course induction courses cannot cover
all the information that new members of staff require but the
well planned induction course can markedly reduce the mental
stresses associated with taking up a new post.

In-House Transfer Skills Programmes.

In-House Programmes are those in which interdepartmental
teaching takes place among members of staff. Each department
is responsible for setting up short courses in modern technol-
ogy, microelectronics, business studies, computers, or any
topic that will attract other staff members to attend, so that

they may acquire new skills or update their knowledge. These In-House Programmes could of course be extended to the use of resources, visual aids, information technology, open learning, open tech, open college, correspondence courses and a variety of other aspects connected with the theory and practice of teaching.

Part of staff development relates of course to ones career prospects, staff will work hard if the promotion system seems to be fair and their efforts are recorded.

Fig. 21 shows the route from induction to "job satisfaction", and outlines promotion coupled with S.D.Ps. This is a natural progression and leads contiguously into the factors which control both profiling and assessment of staff.

induction courses → short courses / mentors / self help groups / observing staff teaching / discussion groups → job satisfaction

based on

apathy, drop out, work to rule, poor co-operation, no initiative.

and hence the need for S.D.Ps.

level of work   variety of work

co-operation   good administration
ample resources. work place facility
student attainment

or

services   expertise
experience   interview technique
specialism   dedication
feed back   initiative
from service colleagues
record   comments

promotion

recognition of service

long term prospects

Staff Appraisals and Profiling Systems.

An examination of staff appraisal techniques and profiling systems is essential if one is to understand the complex concept of staff development. Since staff appraisals normally take place some considerable time after one has taken up appointment it would be advantageous to members of staff to know the criteria on which their initial appointment was made.

Consider the following hypothetical case:

A Principal is about to appoint two members of staff, one is a Caretaker, the other is a Senior Lecturer. The characteristics the Principal may look for in the former case might be such things as: pleasant disposition, willing worker, helpful, alert, observant, courteous, disciplinarian, knowledge of union activities and the ability to control

subordinates.

Whereas in the latter case he may look for:
qualifications, organisation ability, knowledge of
the educational system, knowledge of internal organ-
isation of the college, ability to work in a team,
knowledge of curriculum development and man manage-
ment. There are common core elements in these two
cases the Principal however, must know the opera-
tional level of the specific characteristics germane
to each post.

Once an appointment has been made it is up to the Principal to
decide on how to assess the new members of staff during their
probationary period. This, will be for most lecturers, the
first time they have had their teaching assessed, especially
if they are recruited from industry or commerce. In order to
monitor the progress and the development of staff it would
seem appropriate to appraise the staff at regular intervals,
it is this aspect of that will now be examined.

Staff Development must be related to the shortcomings of
individual members of staff[54], in order to establish these
shortcomings some form of assessment or appraisal is required.

This is the conclusion that the present Government has reached
too, it would like to implement a national scheme of staff
appraisal aimed at improving the quality of teaching in all
institutions and at all levels. Two main problems have been
identified with respect to using appraisal systems, namely:

1 teaching staff have tended to see their classroom
performance as in some way a secret covert activity,
which no one but teachers and students have access
to.

2 there are no clearly stated aims and objectives
or criteria declared by which direct comparisons of
performance can be made.

The concept of staff appraisal is understood by many industri-
alists, they are concerned with how to make best use of their
personnel, staff appraisal in industry is used to improve the
efficiency of the organisation, such things as job rotation,
training programmes, salary review and secondment are a direct
result of sound "appraisal systems". The definition of Per-
sonnel Management is, "to get and keep workers", this of
course applies equally to educational employers. Industry
through the use of appraisals examines such characteristics
as:

physical makeup, attainment, general intelligence, special
aptitudes, interests, disposition and domestic circumstances.
By way of contrast educational appraisals have never been as
thorough. Colin Turner (1981) argued that staff need apprais-
als because;

1 they need to know their level of competence.

2 more likely to study and increase their knowledge
as a result of appraisals.

3 strengths and weaknesses are identified.

Staff however, will resist appraisals, they will be suspicious
of reasoning behind them and certainly will be concerned with

the choice of the appraisor. David S. Ireland[55] made a study of staff appraisals in California, he had this to say, "..... in America staff appraisals are statutory, teachers are periodically appraised and the staff accept this method of competence review." The problem of designing a model for staff development was tackled by Professor Borich, in his book "Appraisals of Teachers", he identified some important fundamental concepts related to appraisal techniques as follows:

> 1   a school system should draw up a list of effective teaching techniques.
>
> 2   teachers performance should be evaluated against this list.
>
> 3   teachers then select S.D.Ps. to meet their requirements and improve their deficiencies.
>
> 4   teachers performance should be measured against students learning.

Point 4 has overtones of "payment by results", considered by many to be an out-dated system. Nevertheless the remainder of the list is well worth considering. Teachers do need to upgrade their skills annd improve their repertoires. Perhaps one method of introducing appraisals could be through staff counselling sessions[56]. If we believe that student counselling is good for students, then it should follow that teacher counselling ought to be good for teachers. Teachers tend to work in isolation, away from their supervisors and they have a degree of autonomy with respect not only to the choice of subject content but more importantly, the method of presentation. They tend to grumble during tea break and generally have little to say with respect to the organisation and admin-

istration of education. They are in fact cocooned in their own little world.

Frustration among teachers is not a unique psychological problem teachers find themselves teaching high level work whilst on low level grading, others find the stress due to lack of promotion too much to bear and end up having nervous breakdowns.

New teachers, being keen to impress and prove their ability often take on extra responsibilities with a view to thinking that it will enhance their promotion prospects, and in the event of not getting promoted find they cannot drop the work in case it affects their future prospects. Promotion is taken for granted as recognition for services rendered, or the potential to render service. Unfair promotion systems engender negative attitudes very quickly among staff, many simply "drop out" of the system and do the minimum that the job demands. (reference Chapter 6)

One positive approach to the recruitment of new staff is to include in the interview a micro teaching exercise so that they can demonstrate their ability to communicate. If prospective employees can undergo this form of assessment prior to commencing employment this negates some of the arguments put forward by practising staff against the introduction of staff appraisals.
Suspicion underpins the opponents views of staff apraisal. What will the results be used for? Who will have access to the results? For how long will the information be stored, who

owns the information? Can one appeal against the findings of the appraisor? These and many more questions are often raised in staff rooms.

Vic Parks[57] in his Paper, "Staff Appraisals", outlined eight characteristics which he thought management must be cognizant of when designing staff appraisal systems. Many of his points have been examined elsewhere in this discourse. The general consensus is that staff development through appraisals will be an effective process providing staff have faith in, and respect for, the appraisor.

Who then should be appraisors? Various educational bodies including F.E.U. have suggested that a Professional Tutor is the answer. Perhaps staff would be happier if they were assessed by external appraisors. Whatever the method finally adopted it will be greeted with ambivalence. To summarize the argument for the proponents of staff appraisals there are three areas worth noting, namely:

> 1 staff appraisals are used to improve the service offered.
>
> 2 staff appraisals are used to improve the college's existing organisation.
>
> 3 staff appraisals are used to improve the college's future performance.

With respect to 1, this includes formal recognition of the In-Service work done by individuals and groups of staff. It should assist staff to evaluate their own contribution to the college objectives by:

1   agreeing with them their required levels of performance in terms of task and role.

2   evaluating their current performance related to goals.

3   determination of their strengths and weaknesses.

4   agreeing with them the best way forward by using their skills to best advantage.

With respect to 2, this means improvement in internal communications related to the college aims and objectives and the methods of achieving them. Point 3 is connected with how to identify current weaknesses and being able to select appropriate solutions.

In order to ensure that the chosen appraisal system is effective many pre-requisite tasks must be undertaken. The college must have declared the aims of the scheme and it must have the appropriate internal organisation to orchestrate the scheme fairly. The problem of who should be the appraisor has been examined briefly, however the parts played by students, colleagues, management and the individual staff member are germane to the success of staff appraisal systems. Students know a "good" teacher, colleagues know a "good" teacher, alas the managers, who for the most part are removed from the pragmatic aspects of teaching do not know the "good" teachers. They get the information second hand, from H.O.Ds. and others and rarely know the individual abilities of their members of staff.

Thus we see some of the anomalies in more detail, the obverse

side of the scenario reveals that staff are too far removed
from management, they wonder how these people can accurately
and fairly control their destiny.   This dichotomy is best
explained by the use of a simple diagram.   Fig. 22.

high   low
priority   priority

job   job
emphasis   emphasis

low   high
priority   priority

L1   L2   S.L   P.L   HOD   VP   P

organisational role
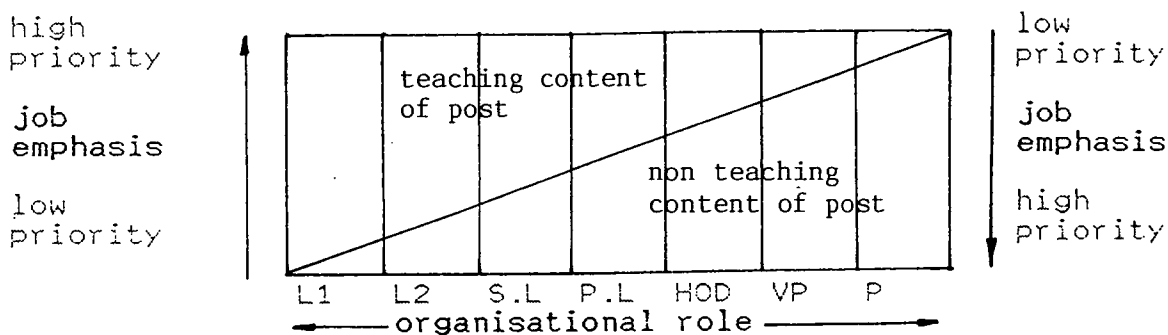
Apart from the differential teaching/administration work load
according to their grade, staff also need equity in their
vocation.   They need to be treated the same, irrespective of
their position, and as such their individual appraisals must
be in accord with common criteria for specific grades.   Many
styles of appraisals are being developed and generally they
fall into two broad classifications, namely:

1   The Passive Approach

         Whereby the main concern is to maintain the status

         quo within the college and prevent further deterio-

         ration.

2   The Active Approach.

         Whereby staff appraisals find ways to improve staff

         performance for the benefit of the members and

         students.

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Much has been said with respect to staff appraisal systems, but what is the prime purpose of using them? Initially it must be to review existing staff performance, their professional attitudes and their personal aspirations.

Naturally ethics are involved in any appraisal or evaluation, some of the information may infringe on confidentiality and this is a delicate area of concern. However, when staff appraisals are introduced nationally it is envisaged that staff will have access to any information that is written about them. (see Typical Pro Forma design in appendices N and P).

No matter what design of Pro Forma is used to record information it is essential that staff are aware of and fully understand the implications associated with the use of staff appraisals, especially the criteria, which must be relevant to their grade and position. Thus we come full circle - no system of staff appraisal can function without first explaining the individuals job specification. Such specification should include, to whom they are directly responsible, the tasks they must undertake, their non teaching commitment, their responsibilities to their students, their involvment in career guidance course marketing, student development, their professional development and extra curricula duties.

If this is done in explicit format then staff will have a positive reference to which their personal staff appraisal can be compared.

Profiles and Profiling Systems.

Profiles can be regarded as personalised diaries of performance and development - they were not conceived as a means of assessment. In order to justify the use of profiles, staff and management need to meet and discuss the philosophy and pragmatic principles involved. The first aspect of teachers performance to come under scrutiny, naturally, will be their teaching skills.

In order to evaluate such skills one needs to know the full range of skills that can be used by the teacher. Common skills include the following:

> volume and modulation of speech, do not ridicule students, use constructive criticism, display a sense of humour, be enthusiastic sympathetic and empathetic, avoid autocracy, create stimulation, be considerate of the students viewpoint, be friendly and democratic, exhibit confidence, well read and up to date in knowledge and skills, and avoid distracting mannerisms.

These skills are easily recognised and relatively easy to assess, especially with the facility afforded by the V.T.R.

In addition to these basic teaching skills we must recognise the need for adequate vocational and/or technical knowledge. Is this knowledge up to date? Is the teacher making good use of A.V.As.? Has the teacher prepared useful handouts as and when appropriate? Is the lesson well planned? Staff appraisals may encourage staff to be more critical of their performance, and as a consequence will be better prepared for succes-

sive appraisals.

In an attempt to reduce the paper work which of necessity will voluminous when recording profile data the use of computers and disc storage is vital. There is ample software available to meet educational requirements in this task. A particularly popular programme is the one designed for CPVE for use on BBC computers.

If Principals, Vice Principals and Heads of Departments have access to updated and accurate profiles how much easier this would make the task of selection of staff for such activities as:

Short listing for promotion, attendance on S.D.Ps., and more effective deployment of staff according to their skills and experiences. The thorny issue of promotion is, and always has been, a bone of contention among staff, what kind of characteristics should a member of staff possess or display in order to be considered for promotion? In the research carried out at Barnett College it was found that staff should exhibit permutations and combinations of the following skills, experiences, abilities, characteristics and attitudes[58].

1 knowledge of subject area - or range of subjects knowledge.

2 teaching skills - and specialist skills in some area.

3 length of service.

4 experience of administrative work.

5 contribution to course design and development.

6 capacity to innovate.

7   ability to work with/through a team.

8   industrial and commercial experience.

10 teaching experiences in other colleges.

11 levels of teaching experience.

12 evidence of research/publication.

13 commitment to the F.E. task.

14 potential appropriate to the post.

Most of this information would be readily available in a staff appraisal system.   We have seen that staff feel threatened by both the thought of appraisals and profiles being conducted in their colleges.   Sheila McGregor of the C & G Pre-Vocational Curriculum Development Team made some very significant remarks in her Paper, "Profiling as a means of Assessment"[59] she endorsed the view that profiling is not a means of assessment - but   that it is simply a method of reporting and recording the outcomes of assessments.

Profiling can be numerical data - graphical data - or verbal comments.   It may be Norm Referenced or Criterion Referenced. (see Figs. 23. & 24.)

Fig. 23.		Fig. 24.	
50% below average labels are attached to gradings A-E	based on the performance of other people where standards are set	not related to the performance of others	states what a person can do rather than what he cannot do focusses on attainment
NORM REF. ASSESSMENT		CRITERION REF. ASSESSMENT	
often the criteria are vague or non defined based on tutor value judgements	of little use for diagnostic assessment	useful as a diagnostic test for progress	acts as a focal point to identify progress

Profiling requires the establishment of a persons basic skills and abilities which are germane to a specific vocation. The concept of profiling is being applied to a variety of activities. CPVE, TVEI and C&G of London Institute have all adopted aspects of profiling methodology. The success of profiling students must encourage those who wish to profile staff, it is the problem of identifying which characteristics are of priority in any given system. This then is the crux of the matter.

The misconception that job satisfaction is the only thing that matters can be explored through many avenues. Job satisfaction is easier to attain if one is fairly recompensed. Other factors too, are very important, such things as, working conditions, the type work one does, harmony at work and support from the hierarchy, all affect the attitudes of the staff. In an attempt to identify the range of characteristics which affect the "quality of life at work", I carried out a two pronged survey, to compare the "feelings" of Lecturers in South Tyneside College with those of Teachers in Mortimer Road School, with respect to a variety of intangibles. Naturally the survey necessitated the use of statistical data process-

ing, which I have attempted to keep as simple as possible.

CHAPTER 6

CONTENTS

Section A

The choice of survey design.

The null hypothesis.

The research hypothesis.

Section B

The "four study areas", namely:

1   staff development factors.

2   promotion factors.

3   tertiary factors.

4   organisational factors.

Section C

A percentage analysis of the results.

Section D

Goodness of fit, a comparison of responses.

Section E

Results.

Histograms, Frequencies, Distribution Charts,

Cross Tabulation Tables.

Comments.

Introduction.

SECTION A

The choice of a specific type of survey design is based on many parameters. Traditionally two commonly used designs are:

     1   the descriptive survey, which is often used with the enumeration of data, for example when taking a Census.

     2   the Analytical Survey, which can be used to explore relationships between variables.

In declaring the null hypothesis for this survey the following points were considered of being of particular importance:

     1   That no relationship would exist between the responses made by all the members of staff to the questionnaire.

     2   That no relationship would exist between the responses made by the staff on an institutional basis.

     3   That there would be no relationship between the responses made in the four study areas. (see contents)

The research hypothesis was to negate the null hypothesis in an attempt to identify areas of significance and correlation in the responses. Having worked in F.E. in excess of twenty eight years I have acquired a degree of knowledge to the problems encountered by staff. These problems range from their reactions to changes in conditions of to promotion prospects, to workload, job satisfaction, staff relationships

and last but by no means least, their responses to management initiatives. It is to the solution of these problems that much of this survey has been addressed and hopefully the results may yield some answers.

The data analysed in this chapter was accrued as a result of a survey carried out at South Tyneside College and Mortimer Road School in the Borough of South Tyneside. Permission to carry out the survey was granted by the Director of Education, the Principal of the College, and the local branch of NATFHE.

Questionnaire design is a time consuming exercise and one must be aware of the many pitfalls in the task. The choice of question style naturally, is personal, various options are available, for example: funneling, closed, open, true/false, yes/no, prompted and leading. All of these styles have some value according to the specific lines of inquiry. The task for the researcher is to identify which one is more appropriate and why.

The questionnaire contained 45 questions of which the first 43 were designed to assess attitudes and feelings, the two remaining questions were examining rank order placement and personal preference respectively. (see appendix Q)

All the questions are prefixed ATT, which is an abbreviation for attitude, ATT 1 to ATT 43 examined attitudes in four areas, namely:

1 Staff development factors.
2 Promotion factors.

3   Tertiary factors.

4   Organisational factors.

Over 250 questionnaires were issued of which 177 were duly
completed and returned. The returns comprised, 28 males and
21 females from Mortimer Road School and 102 males and 26 from
·females at South Tyneside College. Because this survey is
concerned with attitudinal measurement it would seem appropri-
ate to define "attitude" in the context of this survey.
"Attitude", can be defined as, "ones reaction to stimuli".
Thus it may be the case that we could think of attitude being
expressed along a continuum from the Cognitive Domain to the
Affective Domain, or more tangibly from logic to emotion.
Oppenheim argues that, "..... it is a fallacy to think of
attitudes in a straight line, it may well be the case ·that
they are connected in circles, in elliptical form or even in
three dimensional networks". Whatever the truth of the con-
nections one thing is certain, they are difficult to assess
accurately.

It is common practice particularly in descriptive surveys to
run a pilot survey. This enables one to assess the validity
and the reliability of the questionnaire together with the
facility value and index of discrimination for the individual
items in the questionnaire. The pre-survey work done for this
survey was limited to discussion with colleagues and a talk
with a practising statitician. From the various ideas which
emerged it was possible to improve the face validity of the
questionnaire.

The data processing was carried out using a powerful programme called SPSS*. Initially it was felt that it would be viable to use Kendall's Tau C together with a Chi-Square Test. In the event both these procedures were found to be invalid, and after consideration and deliberation, it was decided that two procedures, namely Kendall's Tau B and The Mann-Whitney would be more appropriate for the non parametric data to be processed.

The former to examine the cross tabulation of all the responses made to all of the questions and the latter to correlate the responses made by the staff on the basis of a comparison of "institutional attitudes".

SECTION B

Data Processing

Using Kendall's Tau B the following cross tabulations were run,

1	ATT 1	to	ATT 43	by	ATT 1	to	ATT 43
2	ATT 1	to	ATT 43	by	SEX		
3	ORDER	by	RESP.				
4	ORDER	by	SEX.				
5	RESP.	by	SEX.				

From the computer print out the respective histograms and frequency charts were drawn. (see Figs. 31 and 32)

The first postulation in the research hypothesis relates to the four aspects below. In each case it was thought that a relationship might exist between the responses made to the

questions quoted.

Staff Development.   ATT 1, 2, 3, 7, 8 and 9

Promotion Factors.   ATT 4, 5, 6 and 19

Tertiary Factors.   ATT 32, 33 and 34

Organisational Factors.   ATT 10, 11, 12, 13, 14, 15, 16, 17,

                            22, 24, 25, 35, 37, 39, 40, 41,

                            42 and 43

In order to test the postualtion a cross. tabulation was carried out the results are shown in the table below. (Tau B probability values "p" are shown).

Cross Tabs.	Tau B "p"	Cross Tabs	Tau B "p"	Cross Tabs	Tau B "p"
1 by 2	0.0000	2 by 3	0.0800	2 by 7	0.0020*
1 by 3	0.0000	2 by 7	0.0000	3 by 8	0.0020*
1 by 7	0.0000	2 by 8	0.0700	3 by 9	0.0040*
1 by 8	0.001 *	2 by 9	0.2600		
1 by 9	0.2480				
7 by 8	0.2700	9 by 9	0.4620		
7 by 9	0.0000	Note * significant values. (at 5% level)			

Comments — related to staff development.

There are 4 significant values in the table plus one marginal. Thus with regard to staff development factors the evidence suggests that there is a common link between the responses made to ATT 1 and ATT 8, between ATT 3 and ATT 7, between ATT 3 and ATT 8 and finally between ATT 3 and ATT 9.

This first cross tabulation is designed to calculate two values, namely:

1 the probability value, "p" at the 5% cut off point.

2 the Rank Order Coefficient value, "r".

A complete cross tabulated cell is shown on page 212, it is important to compare two very significant values in this cell, namely, the observed frequencies and the expected frequencies. In general terms if the observed frequencies differ markedly from the expected frequencies then one would expect probability values which are meaningful to emerge. That is, the results are not the product of "chance", but reflect that a "relationship", exists between the responses made.

Consider ATT 3 cross tabs. with ATT 7, in this case there is a marked overt discrepancy between the expected cell frequencies and the observed cell frequencies, the general trend shows that a negative relationship exists, the "r" value of - 0.1790 showing that a positive response to ATT 3 brought an equally negative response to the premiss in ATT 7. This is in line with the anticipated result.

Promotion Factors.

In this case it is postulated that the following responses will reveal a degree of relationship.

Cross Tabs	Tau B	Cross Tabs	Tau B	Cross Tabs	Tau B
4 by 5	0.0800	5 by 6	0.2400	6 by 18	0.3600
4 by 6	0.0020*	5 by 18	0.1380	6 by 19	0.2400
4 by 18	0.1440	5 by 19	0.5400		
4 by 19	0.1150			18 by 19	0.2070

Comments - In this table only one pair of cross tabs. revealed values of both significance and correlation. The Tau B value being particularly significant, the "r" value of 0.1340 albeit low, indicates a degree of relationship between the responses made.

Tertiary Factors

In this case it is postulated that the following responses will have a relationship.

Cross Tabs	Tau B	Cross Tabs	Tau B	Cross Tabs	Tau B
4 by 5	0.0800	5 by 6	0.2400	6 by 18	0.3600
4 by 6	0.0020*	5 by 18	0.1380	6 by 19	0.2070
4 by 19	0.1150	5 by 19	0.5400	18 by 19	0.2070

From the table it can be seen that there is only one value of importance that is ATT 4 by ATT 6 plus one marginal ATT 5 by ATT 6. In the former value it is evident that a relationship exists between the responses made.

Organisational Factors.

In this case it is postulated that the following responses will have a relationship.

Cross Tabs	Tau B	Cross Tabs	Tau B	Cross Tabs	Tau B
10 by 11	0.1810	11 by 12	0.0000	12 by 13	0.0000
10 by 12	0.0040*	11 by 13	0.0010*	12 by 14	0.0273*
10 by 13	0.0140*	11 by 14	0.0000	12 by 15	0.2240
10 by 14	0.0260*	11 by 15	0.3030	12 by 16	0.6300
10 by 15	0.0140*	11 by 16	0.2140	12 by 17	0.0002*
10 by 16	0.0000	11 by 17	0.4600	12 by 24	0.4660
10 by 17	0.2510	11 by 22	0.7010	12 by 25	0.0010*
10 by 22	0.2090	11 by 23	0.3010	12 by 29	0.3470
10 by 24	0.2090	11 by 25	0.3030	12 by 35	0.0080*
10 by 25	0.2084	11 by 27	0.2960	12 by 37	0.0210*
10 by 37	0.0500	11 by 35	0.1440	12 by 39	0.0500*
10 by 39	0.0200*	11 by 37	0.0070*	12 by 40	0.0680
10 by 40	0.4900	11 by 39	0.0060*	12 by 41	0.1520
10 by 41	0.2400	11 by 40	0.0400*	12 by 42	0.0200*
10 by 42	0.0900	11 by 42	0.4200	12 by 43	0.1570
13 by 14	0.0007*	14 by 15	0.1462	15 by 16	0.1280
13 by 15	0.1140	14 by 16	0.1562	15 by 17	0.1790
13 by 16	0.0000	14 by 17	0.4290	15 by 22	0.1260
13 by 17	0.0140*	14 by 22	0.1470	15 by 24	0.0260*
13 by 22	0.2490	14 by 24	0.0002*	15 by 25	0.0550*
13 by 24	0.1840	14 by 25	0.1050	15 by 29	0.2870
13 by 25	0.0030*	14 by 29	0.1630	15 by 35	0.0180*
13 by 29	0.0010*	14 by 35	0.0110*	15 by 37	0.3870
13 by 35	0.0050*	14 by 37	0.4410	15 by 39	0.0630
13 by 37	0.0770	14 by 39	0.2320	15 by 40	0.4510
13 by 39	0.0630	14 by 40	0.0006*	15 by 41	0.4510

Cross Tabs	Tau B	Cross Tabs	Tau B	Cross Tabs	Tau B
13 by 40	0.2740	14 by 41	0.1850	15 by 42	0.3550
13 by 41	0.0020*	14 by 42	0.2500	15 by 43	0.4620

Cross Tabs	Tau B	Cross Tabs	Tau B	Cross Tabs	Tau B
16 by 17	0.0800	17 by 22	0.4700	22 by 24	0.4611
16 by 22	0.4680	17 by 24	0.1500	22 by 25	0.4920
16 by 24	0.4590	17 by 25	0.0760	22 by 29	0.0930
16 by 25	0.0060*	17 by 29	0.1190	22 by 35	0.3900
16 by 29	0.0090*	17 by 35	0.0460 .	22 by 37	0.1000
16 by 35	0.0050*	17 by 37	0.4440	22 by 39	0.0130*
16 by 37	0.2060	17 by 39	0.2990	22 by 40	0.4650
16 by 39	0.1970	17 by 40	0.2160	22 by 41	0.0050*
16 by 40	0.1750	17 by 41	0.1450	22 by 42	0.0350*
16 by 41	0.4300	17 by 42	0.1950	22 by 43	0.1840

Cross Tabs	Tau B	Cross Tabs	Tau B	Cross Tabs	Tau B
24 by 25	0.0000	25 by 29	0.0002*	29 by 35	0.4940
24 by 29	0.0560*	25 by 35	0.0290*	29 by 37	0.1300
24 by 35	0.2390	25 by 37	0.0130*	29 by 39	0.4800
24 by 37	0.4890	25 by 39	0.3700	29 by 40	0.4280
24 by 39	0.1900	25 by 40	0.3100	29 by 41	0.3300
24 by 40	0.0500*	25 by 41	0.0330*	29 by 42	0.1180
24 by 41	0.1160	25 by 42	0.3500	29 by 43	0.1510
24 by 42	0.3400	25 by 43	0.3900		
24 by 43	0.1100				

Cross Tabs	Tau B	Cross Tabs	Tau B	Cross Tabs	Tau B
35 by 37	0.0003*	37 by 39	0.0060	39 by 40	0.4360
35 by 39	0.0290*	37 by 40	0.2860	39 by 41	0.1930
35 by 40	0.0130*	37 by 41	0.2860	39 by 42	0.0118*
35 by 41	0.0240*	37 by 42	0.0800	39 by 43	0.2140
35 by 42	0.0110*	37 by 43	0.0360*		

Cross Tabs	Tau B	Cross Tabs	Tau B	Cross Tabs	Tau B
35 by 43	0.1760				
40 by 41	0.1553	41 by 42	0.0000	42 by 43	0.0046*
40 by 42	0.1881	41 by 43	0.2760	43 by 43	0.0000

Comments - The cross tabulations relating to the organisational factors reveal a total of 48 values which are related. Consider these relationships with respect to the Tau B and Rank order Statistic.

ATT 10 by ATT 12 the cell frequencies showed that 70% of them contained the expected frequency. The Tau B significance in conjunction with an r value of 0.1640 shows a positive relationship between the responses made, that is those who supported the premiss in ATT 10 also supported the premiss in ATT 12 this concurs with the original postulation. The cross tabulation ATT 10 by ATT 13 showed that 45% of the cells contained the expected frequencies, the Tau B value of 0.0140 in conjunction with an r value of 0.1380 shows a low but positive relationship between these responses, again this too, concurs with the original postulation.

The cross tabs of ATT 10 by ATT 14 showed that 50% of the cells were within the expected cell frequency range, the Tau B and r values being 0.0236 and 0.1230 respectively. Whilst the r value is low the evidence suggests that a positive relationship exists between the responses.

Consider the result of cross tabbing ATT 10 by ATT 15 - the cell frequencies showed that 60% of them were within the expected range the Tau B value of 0.0148 being highly significant and the r value of -0.1310 indicates a shift in attitude in the response from one premiss to the other.

The cross tabulation of ATT 10 by ATT 35 showed that 75% of the observed cell frequencies were within the expected range, the Tau B value of 0.0001 in conjunction with an r value of 0.1410 showed that a marginal relationship exists between these two responses.

The cross tabulation of ATT 10 by ATT 37 revealed that 65% of the observed cell frequencies were within the expected range, Tau B and r respectively being 0.0500 and 0.1340. Which indicates a definite relationship exists between these two responses.

The cross tabulation of ATT 10 by ATT 39 revealed that 70% of the observed cell frequencies were within the expected range, Tau B and r repsectively being 0.0220 and -0.1680.

The final cross tabulation which revealed a relationship in this set was that of ATT 10 by ATT 43, here 68% of the observed cell frequencies were within the expected range, Tau B and r respectively being 0.0060 and -0.1840.

In total there were 50 responses in this cross tabulation that showed a relationship, as such the postulation were "proven" in part. These areas of common ground will be examined later

using another statistical procedure in order to substantiate these results.

The survey analysis continues with an investigation into the total responses made on a percentage basis, the results of which are clearly shown in Fig. 29.

SECTION C

A Percentage Analysis.   (reference Figs. 29 & 30)

ATT 1 reads: Staff development programmes are an extra unnecessary burden on teachers.

In the response to this premiss there was some measure of agreement between all four groups. The percentages are as follows, 40% of the college males and 46% of the college females agreed with the premiss supported by 8% and 20% of school males and females respectively. Perhaps the staff do not feel that these programmes automatically increase ones work load, indeed they may wish to be involved in S.D.Ps.

ATT 2 reads: All members of staff should compulsorily attend staff development programmes.

The histogram (Fig. 30.) shows that 40% of college males and 30% of females together with 45% of school males and 30% of school females supporting this premiss. The compulsory aspect may well have influenced these responses.

ATT 3 reads: Staff should be timetabled to attend refresher

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courses in their own speciality.

85% of school males and 72% of school females together with
65% of college males and 72% of college females supported this
premiss. This is perhaps the sort of response one would have
anticipated from professionals, who are keen to upgrade their
knowledge and skills.

ATT 4 reads: Qualifications are more important than experience
in newly appointed staff.

6% of school males and 0% of school females together with 68%
of college males and 6% of college females supported this
premiss. This result was the first differentiation of note
between the groups. An anomaly exists here, why are the
college males so in favour of the premiss when it is a well
known fact that a high proportion of F.E. teachers are not
teacher trained. (see appendix N).

ATT 5 reads: Experience is more important than age in newly
appointed staff.

70% of the college males together with 70% of college females
supported this premiss whereas 66% of the school males and 75%
of the school females were in favour. This is rather enigmat-
ic when one considers the response to ATT 4.   Why did the
college males prefer experience to age but not experience to
qualification?

ATT 6 reads: Qualifications are more important than age in

newly appointed staff.

25% of college males and 50% of college females together with 27% of school males and 37% of school females agreed with this premiss. It was interesting to see that the college females placed more value on qualifications, but this contradicts their response to ATT 4 and as such casts aspersions on the reliability fo their responses to these two questions.

ATT 7 reads: There is no value in In-House Training.

This premiss received a majority rejection, 77% of college males and 76% of college females together with 82% of school males and 100% of school females were against the premiss. This is in line with the anticipated response, if staff are well informed they tend to value such training programmes.
ATT 8 reads: The Government has done sufficient to support staff development programmes.

81% of college males and 76% of college females together with 90% of school males and 90% of school females were against this premiss. It is evident they thought that much more needs to be done by the Government in this area of training.

ATT 9 reads: Your own L.E.A. has done sufficient with respect to S.D.Ps.

85% of college males and 82% of college females together with 92% of school males and 100% of school females rejected this premiss. Is this an indictment of the Authority?

ATT 10 reads: All new teachers should be allocated a personal Mentor during their probationary period.

45% of college males and 50% of college females together with 80% of school males and 75% of school females were in favour of this premiss.

ATT 11 reads: Colleagues should be allowed to sit in and observe new teachers at work.

48% of the college males and 50% of college females together with 44% of school males and 50% of school females supported this premiss. Perhaps the staff are wary of being assessed by others. New staff need feedback on their performance, and this would be one way of doing it.

ATT 12 reads: Colleagues are duty bound to help new teachers with supply of schemes of work and notes.

62% of college males and 60% of college females together with 58% of school males and 65% of school females supported this premiss. This is very encouraging news for prospective teachers and lecturers.

ATT 13 reads: Senior staff are duty bound to help new members of staff.

50% of college males and 54% of college females together with 100% males and females from the school supported this premiss. I find it difficult to understand the reticence of the college group here.

ATT 14 reads: The Principal/Vice Principal should observe new members of staff during their probationary period.

40% of college males and 53% of college females together with 90% school males and 77% of school females supported this premiss. This is interesting, the school teachers obviously rate the assessment by senior staff very highly, the question is why? when so many of the senior staff are far removed from the teaching situation and are much more au fait with administrative procedures.

ATT 15 reads: A close friend should observe a new teacher at work and criticise their performance.

53% of college males and 64% of college females together with 35% of school males and 38% of school females supported this premiss. Again this is a rather enigmatic response from the school teachers, look at the response they made to ATT 14!

ATT 16 reads: All new staff should undergo induction courses upon entry to a new post.

52% of college males and 80% of college females together with 78% of school males and 75% of school females supported this premiss. Of course induction programmes are now a national priority.

ATT 17 reads: Your induction to your own college or place of work was satisfactory.

17% of college males and 25% of college females together with 20% of school males and 27% of school females supported this premiss. It is apparent that this is an area of grave concern, it would be useful to know what type of induction programme, if any, that the staff in the survey had undertaken.

ATT 18 reads: With regard to promotion prospects, age is more important than qualifications.

28% of the college males and 25% of the college females together with 10% school males and females supported this premiss. A rather negative response, the general feeling being that promotion is not connected with age. Of course it may well be, consider a member of staff nearing retirement, his promotion prospects could well be affected by his age.

ATT 20 reads: With regard to promotion prospects who you know is most important.

50% of college males and 52% of college females together with 60% of school males and 48% of school females supported this premiss.

ATT 21 reads: Promotion prospects are enhanced if you study in your own time.

26% of college males and 38% of college females together with 46% school males and 37% school females supported this premiss. The view being that the groups did not feel that promotion is indeed affected by studying in ones own time.

ATT 22 reads: All candidates applying for teaching posts should demonstrate their ability to communicate by offering a micro teaching exercise as part of the interview.

55% of college males and 38% of college females together with 22% of school males and 38% of school females supported this premiss.

ATT 23 reads: Teaching qualifications are indicative of teaching ability.

15% of college males and 8% of college females together with 0% of school males and 0% of school females agreed with this premiss. This is a clear rejection of the premiss as anticipated.

ATT 24 reads: The selection procedures used by your management to allow staff to attend courses is seen to be fair.

26% of college males and 50% of college females together with 25% of school males and 8% of school females agreed with this premiss. It would appear that there is a need to improve the selection procedures as well as the justification of those selected.

ATT 25 reads: After failing to get promotion by interview candidates should make much greater effort to impress management.

38% of college males and 46% of college females together with

8% of school males and 21% of school females supported this premiss. One might have expected a negative response here, personal esteem and pride are hurt and to some degree motivation may be affected.

ATT 26 reads: A diary should be kept indicating the progress, attitude, industry and initiative of staff, which could be used in promotion interviews.

50% of college males and 52% of college females together with 50% of school males and 46% of school females supported this premiss.

ATT 27 reads: Attitudes to work are a direct reflection of ones promotion prospects.

45% of college males and 48% of college females together with 50% of school males and 55% of school females supported this premiss.

ATT 28 reads: Staff should be given the opportunity to transfer between departments.

33% of college males and 45% of college females together with 62% of school males and 72% of school females supported this premiss.

ATT 29 reads: It is the duty of the L.E.A. to inform teaching staff of S.D.Ps. that are available to them.

53% of college males and 77% of college females together with 87% of school males and 77% of school females supported this premiss.

ATT 30 reads: Staff who take on extra work load automatically enhance their promotion prospects.

27% of college males and 43% of college females together with 35% of school males and 26% of school females supported this premiss.

ATT 31 reads: Staff who attend full-time courses whilst in-service should be considered first for promotion.

33% of college males and 35% of college females together with 100% school males and females supported this premiss.

ATT 32 reads: All staff must be actively involved in the transition to Tertiary Education.

45% of college males and 35% of college females together with 50% of school males and 38% of school females supported this premiss. Perhaps they thought that extra work without remu-neration was not acceptable.

ATT 33 reads: Integration of Tertiary Education within the colleges of F.E. will benefit all members of staff.

27% of college males and 46% of college females together with 11% of school males and 25% of school females supported this

premiss.

ATT 34 reads: When Tertiary education commences in many colleges of F.E. the current sixth form teachers should be given fist choice to teach the first year programmes.

17% of college males and 10% of college females together with 22% of school males and 40% of school females supported this premiss. A rather enigmatic response, why don't the school teachers expect to teach the equivalent of their sixth form work in the Tertiary College.

ATT 35 reads: Your personal office/workroom is satisfactory.

30% of college males and 53% of college females together with 46% of school males and 24% of school females supported this premiss. This endorses comments I have heard in the staff rooms, the main complaint being, "there are too many staff in each room."

ATT 36 reads: Office staff in your college/place of work have better accommodation than you.

37% of college males and 48% of college females together with 33% school males and 53% school females supported this premiss.

ATT 37 reads: Generally office staff are given more consideration than teaching staff.

54% of college males and 38% of college females together with 25% school males and 38% school females supported this premiss.

ATT 38 reads: Staff usually understand the reasoning related to the choice of a candidate for internal promotion.

19% of college males and 38% of college females together with 14% school males and 10% school females supported this premiss. There is evidently a management problem here.

ATT 39 reads: The method of interview selcetion within your place of work is satisfactory.

16% of college males and 28% of college females together with 9% of school males and 10% of school females supported this premiss. Surely this is a point of major concern and management should be addressing this problem.

ATT 40 reads: Staff are always given a fair hearing with respect to personal grievances.

16% of college males and 37% of college females together with 24% of school males and 38% of school females supported this premiss. Again this is cause for concern in management.

ATT 41 reads: Interpersonal relationships within your department are satisfactory.

22% of college males and 46% of college females together with

33% of school males and 55% of school females supported this premiss. This paints a generally a poor picture of harmony at work.

ATT 42 reads: Interdepartmental relationships within your place of work are satisfactory.

17% of college males and 26% of college females together with 9% of school males and 18% of school females supported this premiss.

ATT 43 reads: Internal communications within your place of work are satisfactory.

11% of college males and 48% of college females together with 5% of school males and 4% of school females supported this premiss. This point is examined in more detail in the design of an S.D.P. in the general conclusion.

The next stage of the data processing was to produce a set of cross tabulations between ATT 1 to ATT 43 by ATT 1 to ATT 43 and ATT 1 to ATT 43 by ATT 44 to ATT 45. The latter two questions being coded as ORDER and RESP respectively.

The statistical values being examined here are Tau B and the Rank Coefficient r. With reference to Fig. 26 it will be noted that 13 values were recorded showing both significance and correlation that indicate a relationship exists between the responses.

The cross tabulation of SEX and ORDER revealed only one value of relationship. The final cross tabulation in this set, SEX by ATT revealed 10 values which identified a relationship between the responses.

The next stage of the examination was to look at the "goodness of fit" that exists between the responses. This was an extensive piece of data processing and a sample of the data is shown in Fig. 27. Again as in the previous analysis the values of Tau B and r are being considered.

SECTION D(1) ("Goodness of Fit")

The following cross tabulations revealed values of significance and correlation which indicate that a relationship exists between these responses.

ATT by ATT 8 showed a significance value of 0.0001 and a correlation value of 0.2290. showing a strong relationship between these responses which concurs with the research hypothesis.

ATT 1 by ATT 11 showed a significance value of 0.0460 and a correlation value of -0.1020, the tendancy here reveals a change in attitude, supporting the premiss in ATT 1 but rejecting it in ATT 8.

ATT 1 by ATT 15 showed a significance of 0.0390 and a correlation value of 0.1240 which indicates that a marginal relationship exists.

ATT 1 by ATT 19 revealed a significance value of 0.0310 and a correlation value of 0.4500 these values indicating a marked relationship between the responses.

ATT 1 by ATT 20 revealed a significance value of 0.0300 and a correlation value of -0.1850 showing support in response to ATT 1 but rejection of the premiss in ATT 20.

ATT 1 by ATT 21 revealed a significance value of 0.0570 and a correlation value of 0.0970.

ATT 1 by ATT 25 revealed a significance value of 0.0361 and a correlation value of 0.1100 - although the significance is high it is not substantiated by a good r value.

ATT 1 by ATT 28 revealed a significance value of 0.0001 and a correlation value of -0.6430 these values indicate a shift in opinion between the response to ATT 1 and ATT 28.

ATT 1 by ATT 31 revealed a significance value of 0.0340 and a correlation value of 0.0080, whilst the Tau B is high this is not substantiated by the r value.

ATT 1 by ATT 35 revealed a significance value of 0.0050 and a correlation value of -0.2500. Again the responses show that the overall tendancy was for the groups to support the premiss in ATT 1 and to reject the premiss in ATT 35.

Table 1.2 (Fig. 28) shows the cross tabulations produced as a

result of processing ATT 2 by seventeen other questions, which all gave a degree of relationship. (these questions are as follows)

ATT 2 by ATT 3 revealed a significance value of 0.0260 and a correlation value of 0.1220. Again a relationship obviously exists between these responses.

ATT 2 by ATT 6 revealed a significance value of 0.0187 and a correlation value of 0.1290, the value of r is low but the Tau B value indicates a relationship exists.

ATT 2 by ATT 11 revealed a significance value of 0.0002 and a correlation value of 0.2210, in this case an obvious relationship exists and this is endorsed when one examines the frequency distribution shown in Fig. 30.

ATT 2 by ATT 12 revealed a significance value of 0.0680 and a correlation value of 0.0900 - the significance here is marginal and the r value is very low, however there is still a degree of relationship between these responses.

ATT 2 by ATT 13 revealed a significance value of 0.0260 and a correlation value of 0.1190 - again a relationship exists although r value is very low.

ATT 2 by ATT 18 revealed a significance value of 0.0325 and a correlation value of -0.1104 - showing that the premiss in ATT 18 is largely rejected.

ATT 2 by ATT 24 revealed a significance value of 0.0004 and a correlation value of 0.2060, a clear relationship exists here. ATT 2 by ATT 27 revealed a significance value of 0.0110 and a correlation value of 0.3430, again indicating that a degree of relationship exists between these responses.

Table 1.3 (Fig. 28) Shows the cross tab results, produced by processing ATT 3 with 10 other questions all of which revealed relationship in the responses.

ATT 3 BY ATT 2 revealed a significance value of 0.0188 and a correlation value of 0.1410. Whilst r is marginal a relation-ship exists.

ATT 3 by ATT 6 revealed a significance of 0.0103 and a corre-lation value of -0.1450, showing only a marginal relationship according to the r value.

ATT 3 by ATT 9 revealed a significance value of 0.0045 and a correlation value of 0.1632.

ATT 3 by ATT 12 revealed a significance value of 0.0040 and a correlation value of 0.1650.

ATT 3 by ATT 13 revealed a significance value of 0.0000 and a correlation value of 0.2650, according to this r value there is a degree of relationship here, but this is not substantiat-ed by the Tau B value.

Table 1.4 (Fig. 28) shows the cross tabs produced using ATT 4 in conjunction with 10 other questions. All these results

being both significant with respect to the Tau B values and correlating well with respect to the Rank Order Coefficient r. ATT 4 by ATT 2 revealed a significance value of 0.0263 and a correlation value of 0.1220, although the r value is low, in conjunction with a good Tau B value there is evidence of a relationship between these responses.

ATT 4 by ATT 3 revealed a significance value of 0.0002 and a correlation value of -0.2270. Again a relationship exists between these responses. The negative sign indicating a shift in attitude between supporting the premiss in ATT 4 and rejecting it in ATT 3.

ATT 4 by ATT 6 revealed a significance value of 0.0022 and a correlation value of 0.1800, whilst this r value is low the combined evidence suggests that there is a relationship here.

ATT 4 by ATT 9 revealed a significance value of 0.0414 and a correlation value of -0.1090. The evidence suggests a relationship here, the group supporting the premiss in ATT 4 and rejecting it in ATT 9.

ATT 4 by ATT 12 revealed a significance value of 0.0330 and a correlation value of -0.0116.

ATT 4 by ATT 13 revealed a significance value of 0.0352 and a correlation value of -0.1160. Again the Tau B value indicates that a degree of relationship exists between these responses.

ATT 4 by ATT 22 revealed a significance value of 0.0625 and a

correlation value of -0.0970.

ATT 4 by ATT 23 revealed a significance value of 0.0005 and a correlation value of 0.2100, this shows a relationship of note exists here.

ATT 4 by ATT 41 revealed a significance of 0.0124 and a correlation value of -0.0121.

Table 1.5 shows the results obtained by cross tabulating ATT 5 with 14 other questions which gave values of Tau B and r which indicated a relationship between the responses. (see Fig. 28)

ATT 5 by ATT 14 revealed a significance of 0.0100 and a correlation value of 0.1480. Both values indicating that a degree of relationship exists between the responses.

ATT 5 by ATT 20 revealed a significance value of 0.0100 and a correlation value of 0.1480. Both values indicating a relationship exists. This is substantiated by the values shown in the histogram (see Fig. 30).

ATT 5 by ATT 28 revealed a significance of 0.0409 and a correlation value of 0.110.

ATT 5 by ATT 31 revealed a significance value of 0.0157 and a correlation value of 0.3243.

Table 1.6 (Fig. 28) shows the cross tabs produced using ATT 6 in conjunction with 5 other questions. All of these results

being both significant with respect to the Tau B value, and correlating well with respect to the Rank Order Coefficient r. ATT 6 by ATT 2 revealed a significance value of 0.0187 and a correlation value of 0.1290. The latter value, although marginal, together with the Tau B value indicates that there is a relationship in these responses.

ATT 6 by ATT 12 revealed a significance of 0.0550 and a correlation value of 0.1190.

ATT 6 by ATT 33 revealed a significance of 0.0273 and a correlation value of 0.1250.

ATT 6 by ATT 38 revealed a significance of 0.0596 and a correlation value of 0.0970 the r value is low but there is a relationship here.

Table 1.7 (see Fig. 28) shows the cross tabs produced using ATT 7 in conjunction with 4 other questions. All these results being both significant with respect to the Tau B value and correlating well with respect to the Rank Order Coefficient r.

ATT 7 by ATT 3 revealed a significance of 0.0023 and a correlation value of -0.1790.

ATT 7 by ATT 8 revealed a significance of 0.0160 and a correlation value of 0.1360 a clear relationship exists between these responses.

ATT 7 by ATT 12 revealed a significance of 0.0579 and a correlation value of -0.0900. This latter value is low but the Tau B indicates that a degree of relationship is present.

ATT 7 by ATT 39 revealed a significance of 0.0343 and a correlation value of 0.1070, both values indicating a relationship is present between these responses.

Table 1.8 (Fig. 28) shows the cross tabs produced using ATT 8 in conjunction with 4 other questions. All these results being both significant with respect to the Tau B value, and correlating well with respect to the Rank Order Coefficient r.

ATT 8 by ATT 1 revealed a significance of 0.0001 and a correlation value of 0.2990. clearly indicating a relationship is present.

ATT 8 by ATT 37 revealed a significance of 0.0599 and a correlation value of -0.0980. The Tau B value is marginal and the r value is also low but there is still a degree of relationship between these responses.

ATT 8 by ATT 38 revealed a significance of 0.0543 and a correlation value of 0.0101.

Table 1.9 (Fig. 28), shows the cross tabs produced using ATT 9 in conjunction with ATT 4 which reveals a significance of 0.0414 and a correlation value of -0.1090, again a relationship is evident here.

Table 1.10 (Fig. 28) shows the cross tabs produced using ATT 10 in conjunction with 2 other questions. All these results showing significance and correlation of note.

ATT 10 by ATT 36 revealed a significance of 0.0500 and a correlation value of 0.1070.

ATT 10 by ATT 37 revealed a significance of 0.0500 and a correlation value of 0.1430.

ATT 11 by ATT 41 revealed a significance of 0.0330 and a correlation value of 0.1120.

ATT 12 by ATT 39 revealed a significance of 0.0517 and a correlation value of -0.1017.

ATT 14 by ATT 19 revealed a significance of 0.0462 and a correlation value of -0.1050.

ATT 15 by ATT 19 revealed a significance of 0.0462 and a correlation value of -0.1050.

ATT 15 by ATT 21 revealed a significance of 0.0490 and a correlation value of 0.1020.

ATT 15 by ATT 25 revealed a significance of 0.0550 and a correlation value of 0.0980.

ATT 16 by ATT 27 revealed a significance of 0.0505 and a correlation value of 0.1010.

ATT 17 by ATT 32 reavealed a significance of 0.1050 and a correlation value of -0.1050.

ATT 17 by ATT 35 revealed a significance of 0.0460 and a correlation value of 0.1050.

ATT 18 by ATT 15 revealed a significance of 0.0330 and a correlation value of -0.1120.

ATT 18 by ATT 34 revealed a significance of 0.0210 and a correlation value value of 0.1250.

ATT 18 by ATT 38 revealed a significance of 0.0500 and a correlation value of 0.0980.

ATT 19 by ATT 33 revealed a significance of 0.0510 and a correlation value of 0.1010.

ATT 19 by ATT 34 revealed a significance of 0.0002 and a correlation value of 0.2156.

ATT 19 by ATT 36 revealed a significance of 0.0290 and a correlation value of 0.1310.

ATT 20 by ATT 42 revealed a significance of 0.0480 and a correlation value of -0.1030.

ATT 21 by ATT 12 revealed a significance of 0.0460 and a correlation value of 0.1050.

ATT 21 by ATT 27 revealed a significance of 0.0530 and a correlation value of 0.1000.

ATT 21 by ATT 39 revealed a significance of 0.0440 and a correlation value of -0.1060.

ATT 22 by ATT 27 revealed a significance of 0.0150 and a correlation value of 0.1320.

ATT 24 by ATT 26 revealed a significance of 0.0439 and a correlation value of 0.1050.

ATT 24 by ATT 29 revealed a significance of 0.0560 and a correlation value of -0.0980.

ATT 25 by ATT 15 revealed a significance of 0.0550 and a correlation value of 0.1530.

ATT 25 by ATT 31 revealed a significance of 0.0480 and a correlation value of 0.1020.

ATT 26 by ATT 24 revealed a significance of 0.0439 and a correlation value of 0.1050.

ATT 27 by ATT 9 revealed a significance of 0.0546 and a correlation value of 0.0990.

ATT 27 by ATT 16 revealed a significance of 0.0500 and a correlation value of 0.1080.

ATT 27 by ATT 21 revealed a significance of 0.0530 and a correlation value of 0.1002.

ATT 27 by ATT 37 revealed a significance of 0.0490 and a correlation value of 0.1020.

ATT 28 by ATT 36 revealed a significance of 0.0419 and a correlation value of 0.1080.

ATT 29 by ATT 24 revealed a significance of 0.0561 and a correlation value of 0.0980.

ATT 29 by ATT 36 revealed a significance of 0.0400 and a correlation value of -0.1050.

ATT 30 by ATT 26 revealed a significance of 0.0190 and a correlation value of -0.1270.

ATT 31 by ATT 25 revealed a significance of 0.0503 and a correlation value of 0.1020.

ATT 31 by ATT 41 revealed a significance of 0.0420 and a correlation value of 0.1380.

ATT 32 by ATT 17 revealed a significance of 0.0450 and a correlation value of 0.1050.

ATT 33 by ATT 19 revealed a significance of 0.0510 and a correlation value of 0.1010.

ATT 33 by ATT 37 revealed a significance of 0.0010 and a correlation value of 0.1920.

ATT 34 by ATT 40 revealed a significance of 0.0410 and a correlation value of 0.1050.

ATT 35 by ATT 12 revealed a significance of 0.0080 and a correlation value of -0.1470.

ATT 36 by ATT 10 revealed a significance of 0.0420 and a correlation value of 0.1070.

ATT 37 by ATT 10 revealed a significance of 0.0510 and a correlation value of 0.1020.

ATT 37 by ATT 27 revealed a significance of 0.0490 and a correlation value of 0.1020.

ATT 38 by ATT 16 revealed a significance of 0.0560 and a correlation value of 0.1310.

ATT 38 by ATT 18 revealed a significance of 0.0510 and a correlation value of 0.1260.

ATT 38 by ATT 36 revealed a significance of 0.0409 and a correlation value of -0.1080.

ATT 39 by ATT 21 revealed a significance of 0.0440 and a correlation value of -0.1060.

ATT 39 by ATT 30 revealed a significance of 0.0630 and a correlation value of 0.0940.

ATT 41 by ATT 21 revealed a significance of 0.0330 and a correlation value of 0.1130.

ATT 41 by ATT 31 revealed a significance of 0.0420 and a correlation value of -0.1060.

ATT 42 by ATT 20 revealed a significance of 0.0480 and a correlation value of -0.1030.

ATT 42 by ATT 26 revealed a significance of 0.0500 and a correlation value of 0.2990.

ATT 43 by ATT 37 revealed a significance of 0.0360 and a correlation value of -0.1130.

The "goodness of fit" investigation in Section D reveals 105 cases wherein a relationship exists between the cross tabulated responses. A comparison of these responses of the responses made in each statistical procedure are shown in Fig. 35.

The next stage of the data analysis related to the cross tabulation of ATT 44 and ATT 45. With respect to the former the order of qualification selection is clearly shown in Fig. 25. The results concur with the research hypothesis inso much as the "best order" is thought to be, E C B A D and from Fig. 25 we can see the pattern that emerged as follows:

```
                                          Key to code.

Order 1 E    A    C    B    D             Refer to Appendicies

Order 2 C    A/B  A/B  E    D             W1 to W6 respectively

Order 3 B    C    A    D    E

Order 4 B    D    C    A    E

Order 5 D    E    A    C    B
```

With respect to question 45 the staff were requested to answer
yes/no to a series of statements which related to S.D.Ps. The
following observations materialised.

Qu 1   received average support.

Qu 2   the staff generally favoured this idea.

Qu 3 very much in favour of this idea as a positive S.D.
        policy.

Qu 4   evidently an important issue.

Qu 5   again there was positive support for this idea.

Qu 6   staff recognised the need for fair selection proce-
        dures.

Qu 7   this proved to be top of their list of priorities.

Qu 8   again there was positive support for this idea.

Qu 9   most would like this facility.

Qu 10   again this idea was strongly supported.

This section concludes with a set of three cross tabulations,
namely:

1   cross tabs.   SEX by ATT

2   cross tabs.   SEX by ORDER

3   cross tabs.   SEX by RESP.

It can be seen in Fig 26 that there are 10 values of significance in the table depicting the results of the cross tabs. in 1 above. The SEX by ORDER revealed only one significant value. Finally the cross tabs. of SEX by RESP. revealed no values of significance.. (examine Figs. 25, 26 and 31).

SECTION D (2).

Part 2 of the hypothesis stated, "that no relationship would exist between the staff responses on an institutional basis", in order to examine this premiss the Mann - Whitney "U" Statistic was applied to the data. This procedure is particularly applicable to non-parametric data when one is attempting to compare the responses made by different groups. For sample cases of less than 30 in a group this procedure is ideal. The exact significance level for "U" is transformed into a normally distributed "Z" statistic.

Four values are available when using the M-W procedure, (see Fig. 34) however for the purpose of this survey only 2 values will be examined, namely:

        1 the "u" statistic and

        2 the probability factor, "p".

The "U" function ranks all cases in order of size, any extreme values of "U" indicate a non-random pattern. The "W" function is used to compile differences between variables, ranks the absolute differences, sums the positive and negative ranks and compiles the Statistic "Z". Under the null hypothesis "Z" is approximately normal distribution with a mean of 0 and a

varience of+/- 1 for large samples. "p" is the probability factor and since the test is being processed as a "single tailed" analysis it is deemed appropriate to use a cut off point on the distribution curve at the 5% level. This will improve the chance of negating the null hypothesis.

Fig. 34 shows the 4 values obtained by using the M-W Statistic. The extreme values of "U" are clearly depicted and indicate whether or not the values are based on random or non-random relationship. Questions ATT 17, 18, 20, 21, 24, 26, 27, 29 and 43 have higher values than those acceptable, showing a non random comparison. At the other end of the scale the two extremely low values associated with ATT 31 and ATT 34 also indicate a non-random comparison. The remainder of the responses did reveal significant "U" and "p" values. The results are tabulated below in Fig. 36.

ATT	"U"	"W"	"Z"	"P"	ATT	"U"	"W"	"Z"	"P"
1*	2295.5	5152.5	-2.75	0.0059	22*	2771.0	5282.0	-3.29	0.0010
2	2885.0	4110.0	-0.69	0.4886	23*	2141.0	5100.0	-3.08	0.0020
3	1722.0	2947.0	-4.81	0.0000	24	2813.0	4537.0	-0.85	0.3800
4*	2372.0	5075.0	-2.55	0.0110	25*	2315.0	5035.0	-2.58	0.0090
5	2950.0	4175.0	-3.97	0.6190	26	2994.0	4405.0	-0.31	0.7490
6	2812.0	4586.0	-0.95	0.3408	27	2961.0	4339.0	-0.26	0.7910
7*	2545.0	4805.0	-1.79	0.0730	28*	2165.0	3381.0	-3.32	0.0010
8*	2363.0	4987.0	-2.45	0.0140	29*	2017.0	3193.0	-3.48	0.0010
9	849.0	2074.0	-7.61	0.0000	30	2941.0	4166.0	-0.49	0.6190
10*	2351.5	3576.0	-2.46	0.0139	31	1706.0	5518.0	-4.57	0.0000
11*	2034.5	3259.0	-3.64	0.0003	32	2658.0	3834.0	-1.26	0.2060
12	2706.0	3931.0	-1.38	0.1646	33	2804.0	4420.0	-0.76	0.4450
13	1559.0	2784.0	-0.53	0.0000	34	1863.5	3088.0	-0.12	0.0000
14	1583.0	2808.0	-5.19	0.0000	35	2975.0	4424.0	-3.38	0.7020
15*	2376.5	5072.0	-2.49	0.0120	36	2816.0	4583.0	-0.85	0.3910
16*	2346.0	3571.0	-2.60	0.0091	37	2567.0	4561.0	-0.43	0.1500
17	2814.0	4487.0	-0.78	0.4337	38	2740.0	4659.0	-1.19	0.2330
18	2981.0	4206.0	-0.27	0.7810	39	3044.0	4306.0	-0.06	0.9420
19*	2080.0	5319.0	-3.46	0.0005	40*	2464.0	3689.0	-1.78	0.1000
20	2784.0	4517.0	-0.38	0.4321	41*	2015.0	3240.0	-3.58	0.0010
21	2840.0	4065.0	-0.77	0.4397	42*	2274.0	3450.0	-2.60	0.0090
					43	2658.0	3834.0	-1.30	0.1920

Fig. 36 shows 14 values of "p" that are significant. From the table we can identify the extreme values of "U" which indicate

non random relationship. The important point which emerges
from the M-W statistic is that a comparison can be made be-
tween the responses on an individual basis and those made on
an institutional basis, (see Fig. 35). The complete set of
results is shown in Section E, presented in a set of 7 figures
as listed below.

Results

SECTION E

Frequency Distribution.

Fig. 26
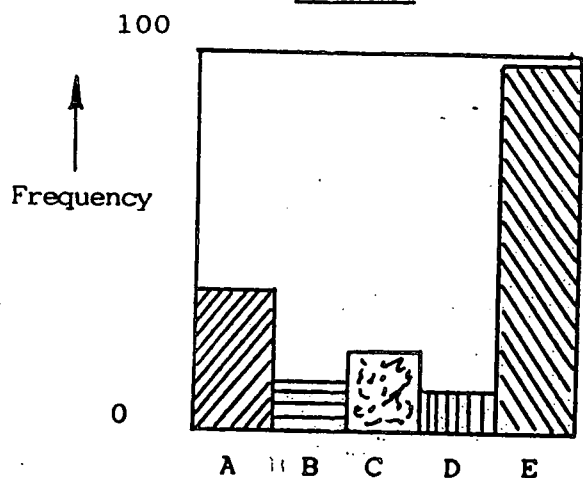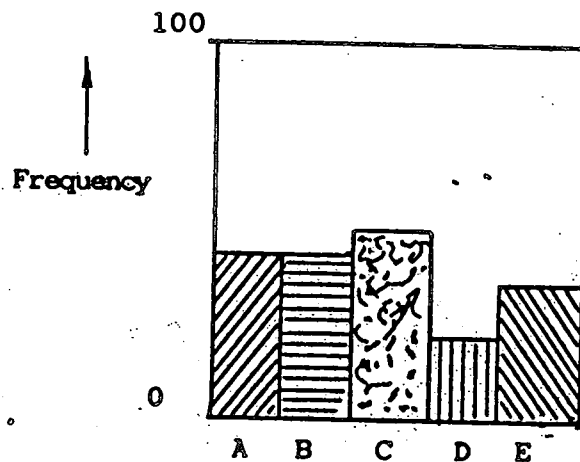
Order 1

Order 2

Order 3

Order 4

Order 5

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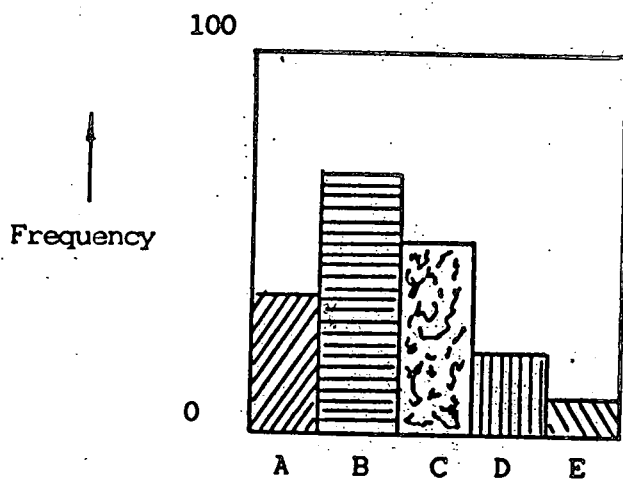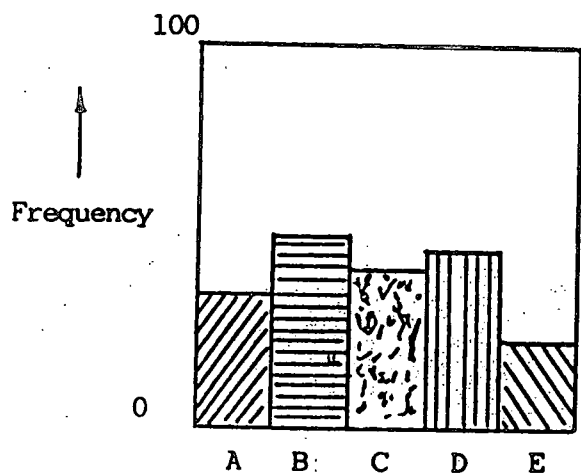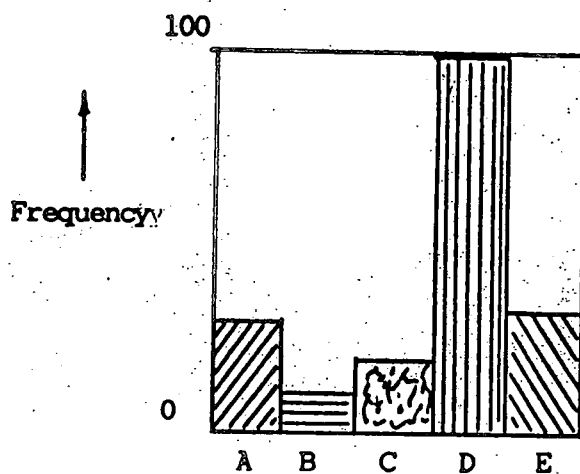
Statistical Data.

Example of a cross tab cell.

	1	2	3	4	5	row total		This cell shows all the
	7	7	10	12	11	47	count	important percentages, note
F	14.9	14.9	21.3	25.5	23.4	26.6	row %	there are 16 degrees of freedom
	24.1	23.3	31.3	25.3	28.2		column %	in this data.
	4.0	4.0	5.6	6.8	6.2		total %	Using SPSSx two values of
								statistical information were
	22.0	23.0	22.0	35.0	28.0	130	=	Chi-Squ. and Tau B.
M	16.9	17.1	16.8	26.9	21.5	73.4	=	
	75.9	76.7	68.8	74.5	71.8		=	
	12.4	13.0	12.4	19.8	15.8		=	
	29.0	30.0	32.0	47.0	47.0	177	column	
	16.4	16.9	18.1	26.6	22.0	100	totals	

Data: <u>SEX</u> <u>by</u> <u>ATT</u> <u>(1-43)</u> <u>Cross</u> <u>tabs.</u>

ATT	CHI.	TAU B	ATT	CHI.	TAU B	ATT	CHI.	TAU B	ATT	CHI.	TAU B
1	0.95	0.3580	11	0.05	0.0540	21	0.11	0.0120	31	0.40	0.0040
2	0.11	0.1740	12	0.88	0.2500	22	0.20	0.1130	32	0.08	0.3100
3	0.39	0.0380	13	0.06	0.0030	23	0.57	0.0180	33	0.31	0.4900
4	0.38	0.1300	14	0.48	0.2530	24	0.05	0.1870	34	0.70	0.3300
5	0.00	0.3840	15	0.69	0.1200	25	0.24	0.2600	35	0.48	0.1800
6	0.02	0.3300	16	0.68	0.3830	26	0.49	0.4200	36	0.97	0.3110
7	0.03	0.3400	17	0.49	0.3600	27	0.13	0.2700	37	0.20	0.1800
8	0.00	0.1430	18	0.37	0.2200	28	0.15	0.2300	39	0.41	0.2900
9	0.01	0.0010	19	0.36	0.0500	29	0.21	0.1300	40	0.61	0.2700
10	0.63	0.1000	20	0.90	0.2200	30	0.40	0.1600	41	0.00	0.0040
									42	0.57	0.0600
									43	0.30	0.0400

Data: <u>SEX</u> <u>by</u> <u>ORDER</u>

ORDER	CHI	TAU B	ORDER	CHI	TAU B
1	0.245	0.221	2	0.132	0.221
3	0.940	0.313	4	0.653	0.380
5	0.339	0.151			

Data: ORDER by RESP (Cross Tabs)

ORDER 1 CHI	TAU B	ORDER 2 CHI	TAU B	ORDER 3 CHI	TAU B	ORDER 4 CHI	TAU B	ORDER 5 CHI	TAU B
.14	.10	.52	.05	.28	.05	.13	.15	.31	.08
.22	.14	.00	.43	.53	.33	.06	.01	.08	.00
.85	.47	.69	.46	.82	.41	.36	.18	.43	.04
.56	.18	.36	.14	.51	.48	.73	.49	.19	.03
.57	.29	.97	.43	.26	.29	.17	.27	.01	.00
.59	.09	.44	.23	.46	.21	.40	.17	.77	.10
.82	.40	.84	.17	.24	.17	.17	.32	.17	.02
.53	.36	.45	.29	.27	.17	.17	.32	.17	.02
.45	.05	.38	.26	.16	.03	.32	.46	.52	.11
.52	.05	.51	.05	.97	.33	.89	.24	.24	.02

Att	#	ch²	Tau%	Att	#	ch²	Tau%	Att	#	ch²	Tau%	Att	#	ch²	Tau%	Att	#	ch²	Tau%	Att	#	ch²	Tau%	Att	#	ch²	Tau%	Att	#	ch²	Tau%
1	1	.00	.00	2	1	00	00	3	1	00	00	4	1	.22	.26	5	1	.89	.46	6	1	000	.48	7	1	.17	000	8	1	000	.001
1	2	.00	.00	2	2	00	00	3	2	132	.011	4	2	.08	.026	5	2	.88	.25	6	2	.16	.08	7	2	.31	000	8	2	.01	.070
1	3	.00	.00	2	3	08	.026	3	3	000	000	4	3	000	000	5	3	.13	.274	6	3	.34	.002	7	3	.01	.002	8	3	.31	.002
1	4	.22	.26	2	4	.89	.25	3	4	.131	.274	4	4	000	000	5	4	.121	.08	6	4	.51	.010	7	4	.21	.41	8	4	.25	.45
1	5	.89	.46	2	5	.67	.018	3	5	000	.046	4	5	.12	.08	5	5	00	000	6	5	.16	.072	7	5	000	.16	8	5	.01	.09
1	6	.48	.46	2	6	00	.16	3	6	.115	.010	4	6	.11	.002	5	6	.13	.24	6	6	.34	.329	7	6	.18	.07	8	6	.26	.32
1	7	.32	.000	2	7	.15	000	3	7	.76	.002	4	7	.16	.15	5	7	.12	.162	6	7	.34	.02	7	7	.01	000	8	7	.31	.016
1	8	.54	.001	2	8	.12	.07	3	8	.32	.002	4	8	.02	.04	5	8	.135	.02	6	8	.71	.35	7	8	.006	.27	8	8	.22	.000
1	9	.18	.248	2	9	.27	.26	3	9	.03	.004	4	9	.18	.03	5	9	.115	.111	6	9	.64	.37	7	9	.007	000	8	9	.71	.462
1	10	.00	.00	2	10	.26	.01	3	10	.08	.02	4	10	.04	.21	5	10	.070	.136	6	10	.66	.05	7	10	.157	.02	8	10	.38	.002
1	11	.69	.04	2	11	006	.002	3	11	.08	.004	4	11	.72	.03	5	11	.95	.26	6	11	.03	.48	7	11	.07	.05	8	11	.52	.007
1	12	.34	.005	2	12	.55	.06	3	12	.07	.004	4	12	.04	.03	5	12	.37	.13	6	12	.32	.35	7	12	.197	.001	8	12	.01	.005
1	13	.07	.001	2	13	.04	.02	3	13	.02	.000	4	13	.36	.34	5	13	.07	.010	6	13	.04	.27	7	13	.247	.003	8	13	.31	.061
1	14	.04	.021	2	14	.20	.007	3	14	.08	.04	4	14	.77	.46	5	14	.22	.002	6	14	.63	.34	7	14	.18	.004	8	14	.07	.02
1	15	.14	.039	2	15	.47	.08	3	15	.06	.000	4	15	.47	.31	5	15	.81	.07	6	15	.12	.001	7	15	.62	.81	8	15	.09	.012
1	16	.00	.000	2	16	.07	.002	3	16	.008	.005	4	16	.65	.18	5	16	.37	.48	6	16	.27	00	7	16	.03	.76	8	16	.01	000
1	17	.37	.118	2	17	.52	.34	3	17	.702	.05	4	17	.08	.205	5	17	.07	.006	6	17	.61	.24	7	17	.139	.83	8	17	.51	.012
1	18	.28	.197	2	18	.56	.03	3	18	.134	.02	4	18	.61	.144	5	18	.002	.138	6	18	.38	.16	7	18	.006	.24	8	18	.28	.76
1	19	.00	.03	2	19	.31	.46	3	19	.59	.007	4	19	.49	.115	5	19	.113	.54	6	19	000	.24	7	19	.31	.54	8	19	.73	.132
1	20	.02	.008	2	20	.13	.03	3	20	.09	.07	4	20	.178	.06	5	20	.08	.010	6	20	.8	.312	7	20	.241	.300	8	20	.16	.06
1	21	.58	.05	2	21	.03	.24	3	21	.06	.16	4	21	.31	.02	5	21	.05	.81	6	21	.06	.210	7	21	.15	.20	8	21	.10	.82
1	22	.30	.370	2	22	.18	.14	3	22	.06	.15	4	22	.001	.005	5	22	.77	.25	6	22	.03	.006	7	22	.37	.308	8	22	.17	.34
1	23	.04	.001	2	23	.09	.14	3	23	.171	.003	4	23	.45	.126	5	23	.06	.010	6	23	.71	.000	7	23	.12	.63	8	23	.34	.62
1	24	.17	.26	2	24	.01	.000	3	24	.029	.164	4	24	.60	.139	5	24	.219	.010	6	24	.5	.03	7	24	.014	.32	8	24	.51	.000
1	25	.01	.03	2	25	.03	.104	3	25	.01	.05	4	25	.57	.135	5	25	.57	.25	6	25	.16	.311	7	25	.271	.43	8	25	.63	.342
1	26	.14	.064	2	26	.05	.001	3	26	.004	.003	4	26	.72	.365	5	26	.262	.115	6	26	.08	.267	7	26	.04	.87	8	26	.58	.082
1	27	.8	.114	2	27	.13	.61	3	27	.30	.45	4	27	.369	.384	5	27	.63	.210	6	27	.15	.34	7	27	.06	.48	8	27	.64	.008
1	28	.05	.001	2	28	.62	.09	3	28	.002	.01	4	28	.03	.28	5	28	.10	.04	6	28	.01	.85	7	28	.32	.32	8	28	.37	.34
1	29	.37	.21	2	29	.75	.138	3	29	.08	.24	4	29	.11	.36	5	29	.06	.286	6	29	.52	.62	7	29	.51	.87	8	29	.01	.007
1	30	.17	.45	2	30	.42	.49	3	30	.85	.104	4	30	.03	.105	5	30	.258	.268	6	30	.01	.30	7	30	.08	.09	8	30	.04	.284
1	31	.14	.04	2	31	.03	.31	3	31	.02	.019	4	31	.72	.42	5	31	.324	.015	6	31	.08	.027	7	31	.101	.02	8	31	.18	.365
1	32	.03	.00	2	32	.39	.01	3	32	.007	.015	4	32	.66	.32	5	32	.502	.231	6	32	.83	.245	7	32	.231	.38	8	32	.36	.232
1	33	.06	.23	2	33	.17	.33	3	33	.125	.36	4	33	.53	.34	5	33	.33	.05	6	33	.137	.20	7	33	.03	.42	8	33	.49	.125
1	34	.08	.127	2	34	.31	.26	3	34	.66	.19	4	34	.20	.42	5	34	.57	.02	6	34	.09	.13	7	34	.18	.07	8	34	.58	.453
1	35	.37	.005	2	35	.99	.31	3	35	.27	.01	4	35	.23	.115	5	35	.61	.072	6	35	.62	.28	7	35	.18	.001	8	35	.02	.001
1	36	.53	.207	2	36	.45	.21	3	36	.22	.006	4	36	.72	.334	5	36	.25	.05	6	36	.24	.05	7	36	.77	.24	8	36	.52	.233
1	37	.17	.323	2	37	.119	.66	3	37	.96	.18	4	37	.04	.23	5	37	.74	.33	6	37	.20	.18	7	37	.10	.19	8	37	.05	.05
1	38	.42	.067	2	38	.36	.52	3	38	.03	.20	4	38	.73	.38	5	38	.08	.02	6	38	.21	.323	7	38	.01	.23	8	38	.04	.05
1	39	.22	.006	2	39	.45	.34	3	39	.56	.88	4	39	.21	.46	5	39	.12	.27	6	39	.30	.873	7	39	.73	.04	8	39	.6	.03
1	40	.46	.48	2	40	.64	.368	3	40	.07	.114	4	40	.01	.011	5	40	.02	.32	6	40	.66	.01	7	40	.43	.39	8	40	.67	.34
1	41	.99	.27	2	41	.07	.23	3	41	.47	.116	4	41	.99	.38	5	41	.32	.27	6	41	.02	.31	7	41	.019	.12	8	41	.11	.302
1	42	.24	.43	2	42	.303	.217	3	42	.35	.03	4	42	000	000	5	42	.00	.012	6	42	.01	.26	7	42	.27	.15	8	42	.08	.02
1	43	.06	.32	2	43	.37	.34	3	43	.16	.21	4	43	.20	.070	5	43	.133	.01	6	43	.42	.18	7	43	.006	.003	8	43	.74	.058

This sample is one sixth of the complete data list accrued from the cross tabs procedure. It shows marked differences between the standard Chi- Squ value and Kendall's Tau B.

The following tables show all the questions which produced significant Kendall's Tau B values at the 5% cut off level. In all these cross tabs 16 degrees of freedom is used. The Chi Squ. values were discarded for the reasons outlined in chapter 6.

Table 1.

ATT 1 x 8, 11, 15, 19, 20, 21, 23, 25, 28, 31, 32 & 35 (1.1)

ATT 2 x 3, 4, 6, 10, 11, 12, 13, 18, 20, 21, 23, 24, 25, 26, 27, 30 & 31 (1.2)

ATT 3 x 2, 3, 6, 9, 12, 13, 22, 38, 42 & 43 (1.3)

ATT 4 x 2, 3, 6, 9, 12, 13, 22, 23, 38 & 41 (1.4)

ATT 5 x 13, 14, 17, 20, 23, 24, 28, 31, 33, 34, 36, 42 & 43(1.5)

ATT 6 x 2, 3, 12, 33 & 38 (1.6)	ATT 10 x 36, 37, 41 & 42 (1.10)
ATT 7 x 3, 8, 12 & 39 (1.7)	ATT 11 x 41 (1.11)
ATT 8 x 1, 3, 37 & 38 (1.8)	ATT 12 x 39 (1.12)
ATT 9 x 4 (1.9)	ATT 14 x 19 (1.14)

ATT 15 x 21, 25 (1.15)	ATT 16 x 27, 28 (1.16)	ATT 17 x 32, 35 (1.17)
ATT 18 x 15, 34, 38 (1.18)	ATT 19 x 33, 34, 36 (1.19)	ATT 20 x 42 (1.20)
ATT 21 x 12, 27, 39 (1.21)	ATT 22 x 27 (1.12)	ATT 24 x 18, 26, 29, 40 (1.24)
ATT 25 x 15, 31 (1.25)	ATT 26 x 24, 28, 42 (1.26)	ATT 27 x 9, 16, 21, 37 (1.27)
ATT 28 x 26 (1.28)	ATT 29 x 24, 36 (1.29)	ATT 30 x 26 (1.30)
ATT 31 x 25, 41 (1.31)	ATT 32 x 17 (1.32)	ATT 33 x 19, 31, 37 (1.33)
ATT 34 x 40 (1.34)	ATT 35 x 12 (1.35)	ATT 36 x 10, 22, 37 (1.36)
ATT 37 x 10, 27 (1.37)	ATT 38 x 16, 18, 36 (1.38)	ATT 39 x 21, 30 (1.39)
ATT 40 x 29, 39 (1.40)	ATT 41 x 21, 31 (1.41)	ATT 42 x 20, 26 (1.42)
ATT 43 x 37 (1.43)		

Table 2 Cross tabs SEX by ATT 1-43

ATT	chi	sig	Tau B	ATT	chi	sig	Tau B	ATT	chi	sig	Tau B
1	0.687	0.950	0.358	16	2.290	0.68	0.383	31	3.990	0.467	0.040
2	7.412	0.115	0.174	17	3.880	0.49	0.360	32	8.300	0.088	0.310
3	4.110	0.391	0.038	18	4.210	0.37	0.220	33	4.690	0.310	0.490
4	4.160	0.383	0.130	19	4.280	0.36	0.050	34	2.180	0.700	0.330
5	13.980	0.008	0.384	20	0.750	0.90	0.220	35	3.420	0.480	0.180
6	10.960	0.020	0.330	21	7.390	0.11	0.020	36	0.510	0.970	0.311
7	10.780	0.030	0.340	22	5.960	0.20	0.113	37	5.960	0.201	0.182
8	13.610	0.008	0.143	23	2.890	0.57	0.180	38	5.380	0.250	0.080
9	11.820	0.018	0.001	24	2.920	0.57	0.187	39	3.920	0.410	0.290
10	2.550	0.630	0.100	25	5.490	0.24	0.260	40	2.650	0.614	0.271
11	9.800	0.050	0.054	26	3.590	0.49	0.420	41	19.900	0.000	0.000
12	1.180	0.880	0.250	27	7.090	0.13	0.270	42	2.920	0.570	0.060
13	8.770	0.060	0.003	28	2.790	0.15	0.230	43	4.830	0.300	0.040
14	3.450	0.480	0.253	29	5.380	0.25	0.130				
15	2.240	0.690	0.120								

Percentage Polygon

FIG.29

Questions Att 1 to Att 43
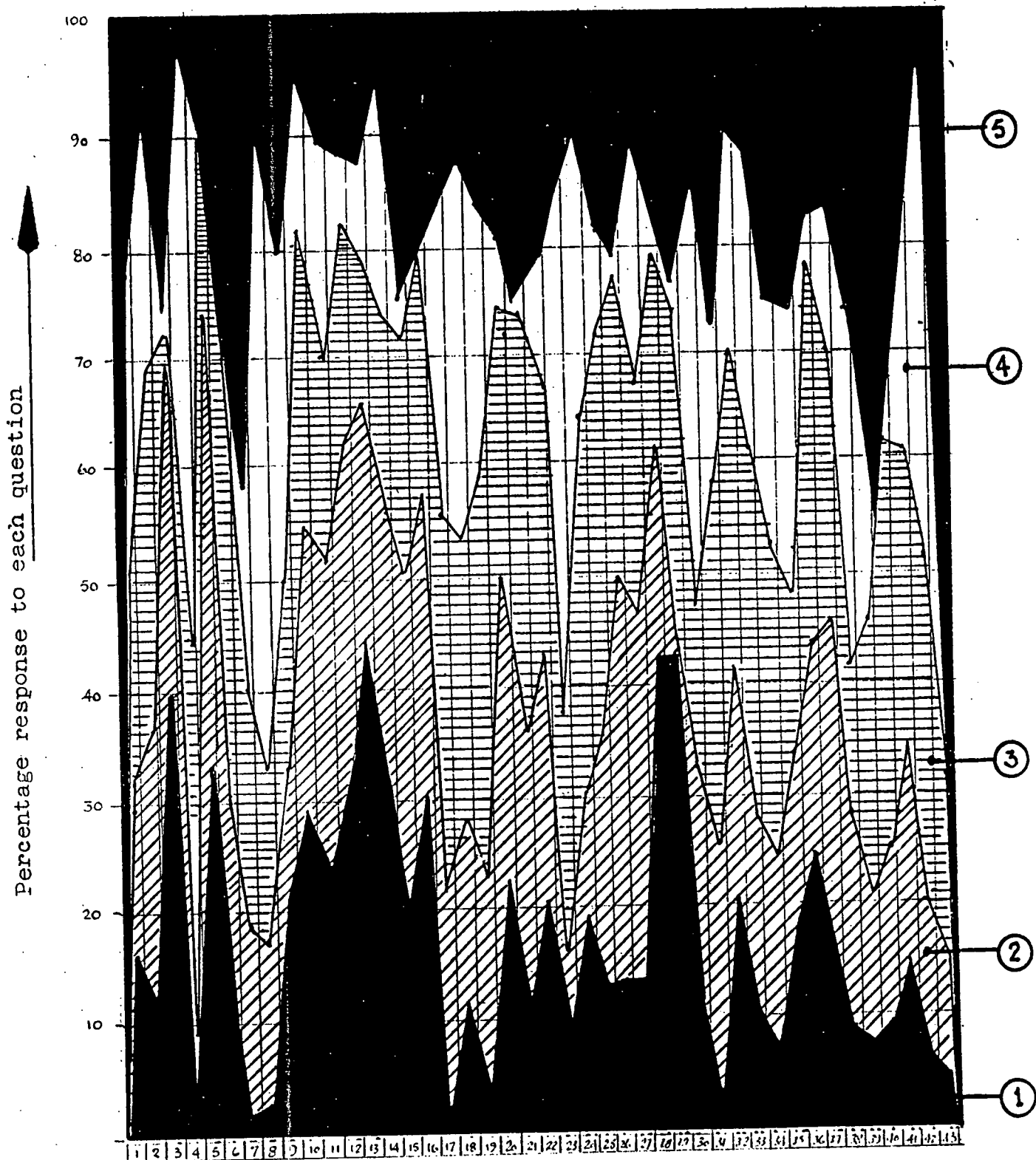
KEY
1. strongly agree. 2. agree. 3 no opinion.
4. disagree. 5. strongly disagree.

Fig.30

Frequencies - ATT

Statistics. 1

Key:

☐ Strongly agree.

■ Agree

▨ No opinion

▦ Disagree

▨ Strongly. Disagree.

Cumulative Frequencies (all groups).

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42

28

ATT. 1-43 →

Resp 1 - Resp 10 (Y/N)

Mann --- Whitney Statistic.

'P' Values

'U' Values.
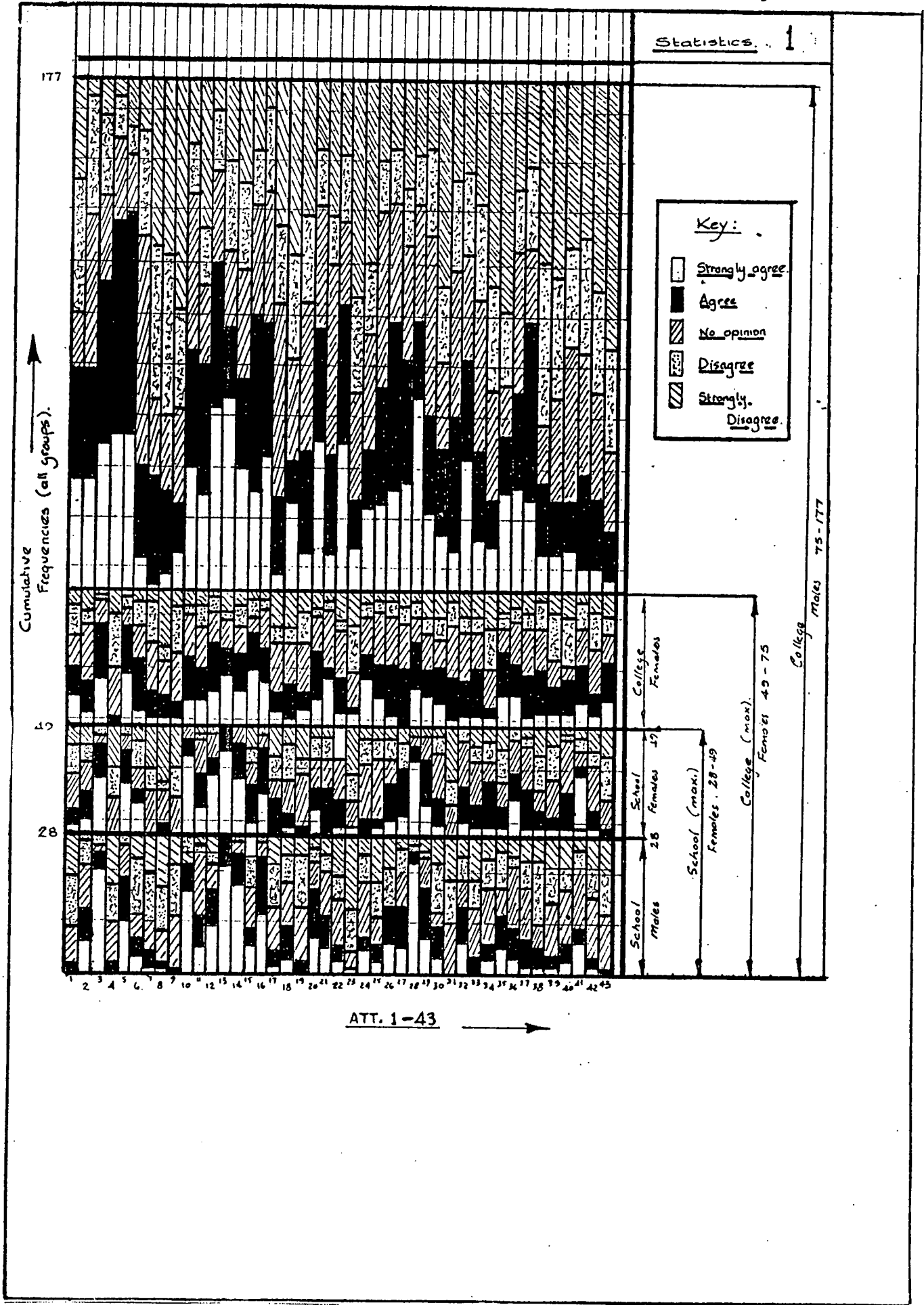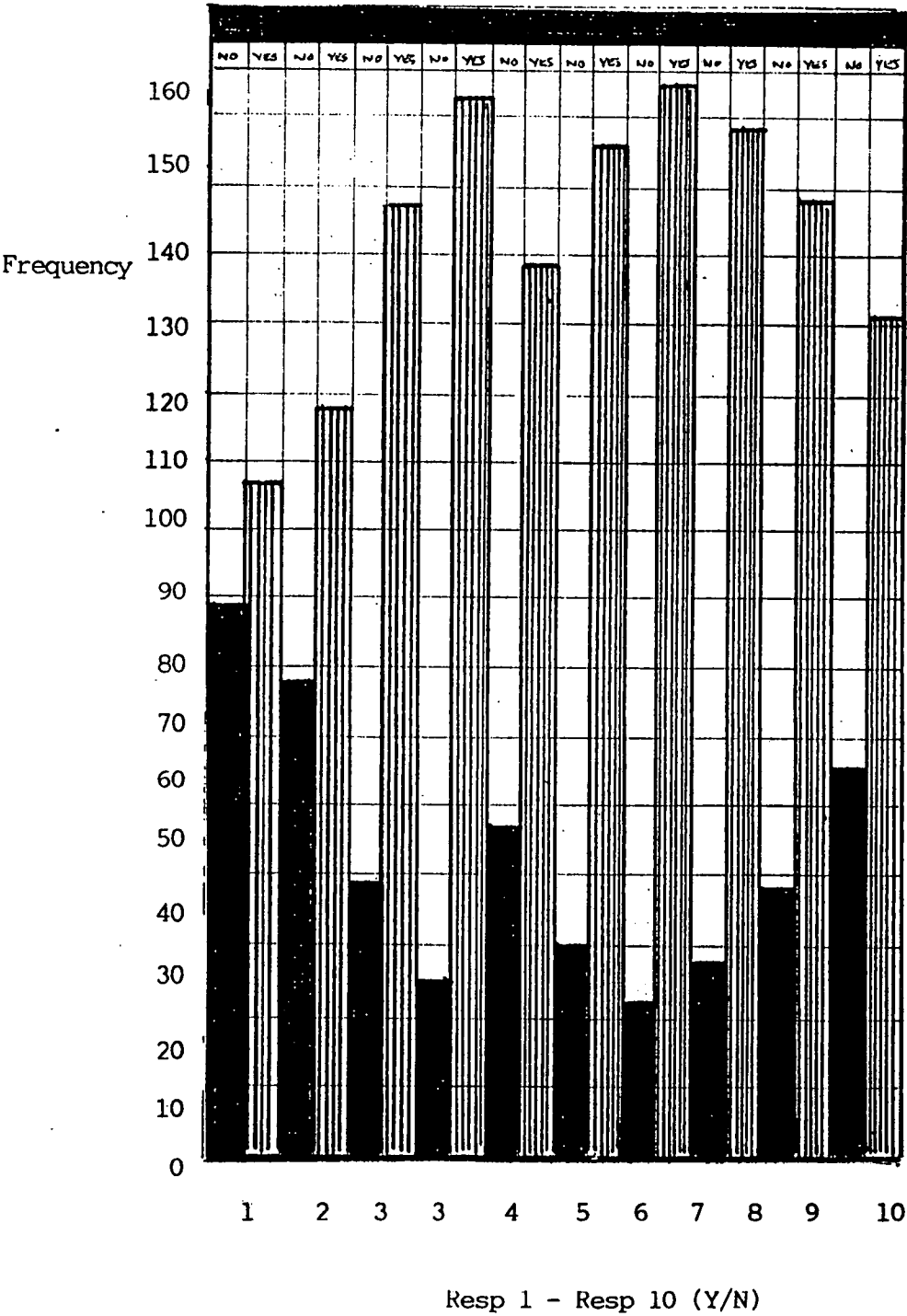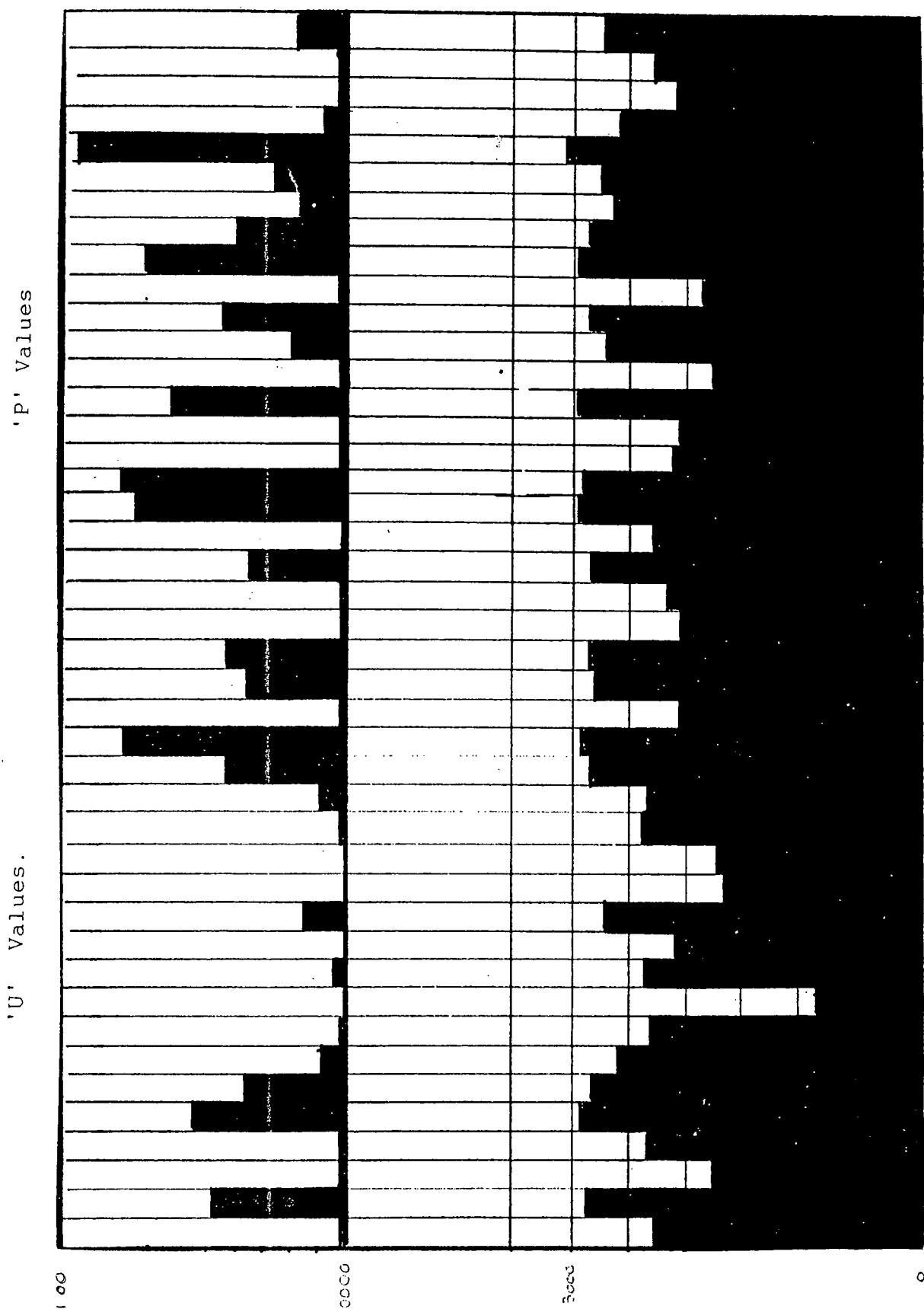
ATT 1 - 43

CHAPTER 7

CONCLUSION

The structure of modern education and training has developed
in response to a succession of Acts of Parliament, Training
Agency Policies and Reports.

From 1856-1990 successive governments have reviewed education
policies and we have witnessed a catalogue of radical changes
during this period.

The 1944 Education Act was a milestone in the saga of educa-
tional development, it highlighted the need to provide reli-
gious instruction, to improve the moral values of young people
and to provide opportunity for the physically disabled in
society.   The Act was primarily concerned with providing a
balanced education within the framework of the Secondary
sector, also of importance was the raising of the school
leaving age.

Following the Act a series of major reports were commissioned,
these included those of Norwood, Crowther, Newsom, Robbins,
Plowden, Donnison, James, Bullock and Taylor.   All of which
contributed to the present scenario in education.

Action on these reports led to the initiation of the Tripar-
tite system of education, raising of the school leaving age,
abolition of the 11+, introduction of comprehensive education

and latterly the introduction of tertiary education. Concurrent with these changes were the policies being implemented by the M.S.C. (now the Training agency).

Educational development - the curricula, is in a constant state of flux, it needs to be moulded and shaped to meet the needs of pupils, parents, industry, commerce and the community at large. But more importantly education has the responsibility to equip young people with knowledge and skills that will enable them to compete with their counterparts in the E.E.C. The newly introduced National Curriculum is welcomed by some as a means of achieving the aforementioned objectives.

The introduction of this study proposed two themes, namely:

> 1 The integration of Tertiary Education within the framework of further education,
>
> and
>
> 2 The design of Staff Development Programmes, their implementation, the problems envisaged and how to solve them.

Both themes are operationally interdependent. The product of their interaction is problem production. It is to these problems that a significant part of this study has been addressed, in an attempt to identify them and offer tentative solutions.

Modern education has developed apace on a wave of radical reform as we have seen. The cessation of 11+, the introduction of comprehensive education, the initiation of the M.S.C.

(now the Training Agency) and Tertiary Education are landmarks and have all taken place in a short time scale.

Whilst each new innovation in education has been fraught with difficulties in implementation, there is no gainsaying that the problems have been largely resolved with the passage of time by well tried processes of trial and error, regulated experiments, feedback from students/staff and not forgetting the role played by industry, commerce and examiners.

The introduction of Tertiary Education in South Tyneside was carefully planned from its inception in 1985 until its implementation in 1989. Much was accomplished with respect to organisation, staffing and curriculum design for the new system together with a re-furbishing of the college to accommodate the 6th form intake.

The main reasons for the change to the Tertiary System on South Tyneside were:

    1 falling roles

    and

    2 economical.

Initially there was an outcry from parents and teachers alike, voicing concern for the children's education, and also the staff were not happy with changes in conditions of service. The effect of the "new system" on the Comprehensive Schools will be difficult to assess, these schools have lost some of their best teachers to the tertiary college and the knock-on effect will ultimately effect the quality of education in the

existing 5th forms.

In response to these fears the L.E.A. established a "working party" whose remit was to inform parents in the Borough as to the virtues of "tertiary education". Several meetings were set up and it was evident, judging by the questions raised by parents, that they were ill informed, with respect to the reasoning related to the Borough's change in educational policy.

Tertiary Education commenced on Wearside in September 1989 - and again the reasons related to the choice of this system mirrored those on South Tyneside. In Sunderland not only "falling roles" but also the "staying on" rate was of grave concern. It was felt that more students would stay on if they were given a wider range of choice of studies and the opportunity for individual learning. Problems related to the implementation of Tertiary Education had been documented in the counties of Devon and Hampshire - and Sunderland L.E.A. realised that it would be profitable to send executives on "day release seminars" to a number of well established tertiary colleges in the U.K., like those in Devon and Hampshire.

The conception of tertiary systems of education and training both in the U.K. and the E.E.C. revealed many important facts. Education and training in the F.D.R. has set a pattern which is so respected in Europe, that the Commission of the European Centre for Vocational Training have opted to use major components of the F.D.R. system in the proposed E.E.C. Training Programme. West Germany has always nurtured its artisans and

rates skilled vocations very highly - unlike the U.K. The interesting aspect associated with education in schools and colleges in the F.D.R. is that students have a much greater say in what they learn, how they learn and how their learning ought to be assessed. Perhaps this is one of the reasons for their high "staying on rate" which in the F.D.R. is about 90% whereas in the U.K. it is only about 50%.

The Meister System of training is not only practically effective but also develops morals[1]. Master craftsmen are produced who have not only practical skills but are knowledgable in law, health and safety at work and social skills. The Meister System has feudal roots, and whilst at present it has little in common with Medieval or early modern Prussia, it does contain hangovers from the earlier manifestation. One such example is the concept of "fraternites" or brotherly endeavour - a means of protecting privilege and monopoly and to influence non-economic bodies (religious groups).

The U.K. does not share such a tight knit method for training of industrial apprentices, nor given the development of the U.K. industrial training practices could such a system be readily introduced. In addition, it might be thought that the Meister System precludes some aspects of autonomous development of young people - that young people in such a system are denied the right to think for themselves and act independently. Although the Meister System appears to be a cosy, and hard working one, it provides perhaps, too much social control

[1] Aspects of Industrial Training in the F.D.R. Hilary Ditchburn JHFE 1985.

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and too much individual, moral surveillance. On the other hand the Meister System should not be wholly rejected just because it is alien - it is clear that it does bring benefit to industry and society at large.

Whilst training abroad needs to be examined and comparison and contrasts made with provision in the U.K. it is also necessary to be cognizant of the current problems that exist in our Tertiary Systems of education.

The White Paper, "A New Training Initiative", revealed demography of concern, the "staying on" rate in the U.K. was much too low and this problem was addresses by increasing training provision via the N.A.F.E. funded programmes. Such programmes created in their wake, even more problems for staff, especially for those who were being transferred into tertiary systems from comprehensive schools. Their first concern were those of changing conditions of service, work load, working environment, promotion prospects and staff development necessary to help them to cope with their new workload.

Staff are being asked to teach a wider range of topics, to take a more active role in industrial and commercial liaison, to develop new teaching styles and methods, to use new assessment procedures and to re-appraise their role in the system. These problems and many more show the primary need is that of "staff development programmes".

Students too, are caught up in the turmoil of transition, and their problems are equally important. In a time of high unem-

ployment its particularly difficult to convince students they need to stay on to attain qualifications. Of course some of them realise that in a competitive market one needs "currency" to attract employers – currency being experience – dedication – motivation and qualifications.

In order to help students to come to terms with the tertiary environment then it would seem appropriate to include such procedures as:

1 Identify their individual needs and aspirations.

2 Make their educational programmes relevant to their potential and previous experience.

3 Liaise with industry/commerce on their behalf.

4 Arrange industrial/commercial visits so that they can "perceive" the work place.

5 Stimulate them by way of using up to date reading materials – self help groups – discovery learning – programmed instruction and use of good A.V.As.

Much has been done for young adolescents by way of T.V.E.I., C.P.V.E, and City & Guilds Foundation Courses. This is not reason for complacency, much has still to be accomplished on the students behalf.

Education and training ought to encompass all ability groups, including the physically and mentally handicapped in society. In the Warnock Report (1978) particular attention was given to the need to provide education for the handicapped. Many cases came to light of L.E.As. not complying with the recommendations laid down in the 1944 Education Act with respect to

provision for the education of handicapped children up to the age of 18. The White Paper, "Education and Training for Young People" has initiated a positive response by L.E.As. in so much as that they are now developing breadth to the curricula to accommodate the needs of handicapped students.

In a more recent report by the government, "A Review of Vocational Qualifications" (1985), it was made clear how vocational training ought to be improved - making access to such training available to a much broader clientel. (Including physically and mentally handicapped).

The needs of students were quoted succintly by Fred Jones in which he said, ".....in a tertiary college most of the daytime students are older teenagers, living through the most exhilerating and stressful period of their lives on the threshold of adulthood". Therefore he concludes, "many social characteristics need to be developed and students must be helped to come to terms with "mixed up feelings". This esoteric approach to the needs of students is plausible.

Within the Borough of South Tyneside it has long been recognised that students needs are of prime concern, but so too are the needs of staff.

In order to enable staff to acquire new skills to carry them into the 21st Century a "rolling programme" of staff development is under way. The Authority identified five areas which form the core of their staff development programme, namely:

    1 the need to update skills and knowledge.

2   the need to understand changing curricula.

3   to be aware of new courses available -(for exam-
ple T.A. courses).

4   to understand the changing role of individual
members of staff as a result of tertiary re-organi-
sation together with the implications of the Nation-
al Curriculum'

5   to know the range of modern teaching methods and
to be able to selectively incorporate them into
their overall strategies.

In order to carry out radical programmes of this nature it was
envisaged that closer collaboration with industry and commerce
was essential. To this end the post of "Industrial Liaison
Officer" was created.

There are cynics regarding the value of S.D.Ps. Gasch(1979),
stated, ".....those involved in S.D.Ps. display an admirably
high level of commitment and activity which takes place within
a closed circle who publish for each other to read, they
communicate with each other, thus counterfeiting a success
based only on their internal activities."

Staff development encompasses the acquisition of new skills,
knowledge and understanding related to ones specialist sub-
jects - transfer skills necessary to teach new topics - infor-
mation regarding aids, software and hardware, the tools of the
teacher - assessment procedures to adopt - interpersonal
skills and an understanding of the hierarchy in which they
work.

A major component of staff development is in-service training.
(see appendix R).   The Government is funding through
G.R.I.S.T. two types of training, namely: National Priority
Training - which entitles L.E.As. to 70% grant and Local
Priority Training - which is given a 50% grant.   Teacher
Training, naturally, falls within the former group and most
L.E.As. have opted to promote staff development in the field
using the traditional routes such as, C & G 730; F. &
A.E.T.C.; P.G.C.E.; B. Ed.; Cert. Ed. and Higher Diploma's.

The success of S.D.Ps. rests largely with the administrators,
it is they who have to convince staff of the value of such
programmes. The needs of part-time staff and support workers
too must be taken into account in the overall staff develop-
ment programme.

Some aspects of staff development, naturally, are controver-
sial, including staff profiling and staff appraisals.   The
former relates to keeping a record of teachers development,
contribution and attainment, whilst the latter relates to
teaching efficiency and effectiveness.

Initially these two concepts have been treated, with, to say
the least, contempt, by most practising teachers. However, it
appears the government is committed in the long term to attain
both objectives.   Quality of teaching is emerging as a major
criteria for the 21st Century.

Staff are ambivalent with respect to the value of profiling, -
questions which have been raised are: "who is going to conduct

the profiling?" "what qualifications have these people to allow them to asses us?" "is the result of a profile confidential?" Regardless of the initial apprehension, in South Tyneside College, in common with others in the country, a rolling programme of interviews with staff by their respective H.O.Ds. is under way - thus profiling is under way!

In Chapter 1 the development of the modern system of education was outlined in relation to a succession of Acts of Parliament and responses to Report recommendations. Present trends in educational reform are done largely to:

1 Unemployment.

2 Pressure from employers to "pre-train" prospective employees in basic industrial and commercial skills.

3 Competition in Design and Technology within the E.E.C.

4 World trading recession.

5 Low "staying on rates"

and

6 Falling roles.

Point 5 is of particular importance because it led to the disbanding of many traditional industries, and the knock-on effect was to drastically reduce apprentice training - which in turn has left a gap in the skilled manpower force which needs to be quickly filled as the economy begins to expand and recover.

We owe much to men of vision, Sir William Alexander and Sir

Geoffrey Holland are just two of an august body who recognises the need to develop an educational system which did not segregate theory and practice. They mooted the idea of closer collaberation with industry and commerce. In addition they suggested that education should be viewed alongside a detailed analysis of the needs of society at large. This they argued, would enable the development of curricula in line with the needs of the 21st Century.

Naturally any new system of education is fraught with difficulties both in design and implementation. The ensuing problems are exacerbated as a result of the endeavour to integrate the new system within the existing system.

Within the conceptual framework of "staff development", juxtaposed with the, "Integration of Tertiary Education", a myriad of problems have emerged. For members of staff who are about to commence work in Tertiary Education these problems are especially significant.

The Tertiary System has developed naturally in response to external pressures, but how have the imposed changes been received and reconciled by members of staff? Staff now need a variety of new skills, different attitudes, new knowledge and above all must maintain a high degree of motivation. A corollary to the advent of Tertiary Education is, of necessity, changes in conditions of service for many members of staff. Such changes produce a variety of reactions, from person to person. Who will relish the challenge of radical changes? Some may but others will naturally be apathetic, wishing to

retain the status quo.

L.E.As. are naturally concerned and are aware of likely staff
reactions and have prepared contingency plans: these include
the facility for staff to attend seminars, workshops, short
courses and In House staff development programmes. Not all
L.E.As. are integrating their Tertiary System within their
F.E. sector - some have commissioned new Junior Tertiary
Colleges, whilst others have modified existing sixth form
schools to accommodate their Tertiary System. Many Authori-
ties will be commencing Tertiary Education in 1989, and per-
haps will run their inaugural year notwithstanding the envis-
aged problems, such as those experienced with the introduction
of G.C.S.E. The main detrimental aspect of such policy deci-
sions is that there are many students who are caught up in the
transition and they suffer.

L.E.As. are duty bound to respond to educational legislation.
The recent Education Reform Act will ensure that existing
curricula, assessment methods and procedures together with
teaching methods will be reviewed and updated. The introduc-
tion of the National Curriculum hopefully, will improve
school-leaving standards as well as encourage teachers to re-
appraise their role in the system.

The Tertiary System or variations of it appears to be working
quite well at home and abroad. The concept of Tertiary Educa-
tion is not new, Mick Farley argued that, "Tertiary Education
is simply an extension of the Comprehensive Education System",
Tertiary Education owes much to the T.A. (formerly M.S.C.)

The T.A. was instrumental in developing a range of 16+ training programmes and through close collaboration with industry and commerce it has been successful in identifying the prerequisite core training that schools and colleges ought to be providing. (see appendix S).

Naturally, radical reform in education and training affects the teaching staff. The staff through the facility of well designed S.D.Ps. can acquire the requisite skills and knowledge that will enable them to cope with such changes. "Change for the sake of change" is a well worn cliche, however staff recognise that change is inevitable. (see appendix T).

The Government is well aware of its responsibility to make provision for staff re-training. Recently a new funding scheme has been introduced, (G.R.I.S.T.), Grant Related In-Service Training. (see appendices U, V and W).

Provided L.E.As. keep within the guidelines laid down by the Government then they will be substantially reimbursed for the financial outlay incurred as a result of providing In-Service Training. The important point to note here is that the Government is encouraging L.E.As. to release as many as 3% of their staff to attend re-training courses but it has indicated that this percentage ought to be increased to 5% for Teacher Training. Further, this funding programme identifies two categories of re-training, namely:

      National Priority Training

      and

      Local Priority Training.

The subjects and skills components of National Priority Train-
ing are clearly defined. L.E.As. which adopt this form of
training will receive 70% grant. Local Priority Training on
the other hand will qualify for only 50% grant. It is there-
fore essential that L.E.As. take great care in their selection
of training programmes.

During the course of this study I have had the opportunity to
discuss at length with my colleagues the merits and demerits
of staff development. It is my impression that many staff are
suspicious and wary. Questions such as:

> "Does re-training mean that I will be moved from my
> present post?"

> Will I be expected to teach subjects with which I am
> not au fait?"

> What happens if I refuse to become involved in these
> programmes?"

These and many more queries indicate real concern, based
largely on lack of information.

The ultimate goal is to encourage all members of staff to take
an active part in their own development - both in the aquisi-
tion of knowledge and skills.

In the survey it was evident that the staff who took part were
not satisfied with current provision of S.D.Ps. in their own
place of work. Individual deficiencies were not explicitly

defined but general areas of concern were identified. These
included:

1   lack of communication between management and
staff.

2   lack of information regarding the promotion
system.

3   lack of S.D.Ps.

4   lack of information regarding the selection
procedures to enable staff to attend courses.

5   lack of motivation to attend In-House Training
programmes.

This selection from the study reveals a number of managerial
deficiencies, many of which appear quite easy to resolve.

Educational Methodology, by design, must be a flexible proc-
ess. Teachers too need to be flexible, in attitudes, in
accepting new or modified roles and also in response to man-
agement initiatives. Their responses to such initiatives are
crucial, as they will affect such things as, the type of work
allocated to them, their promotion prospects, the types of
classes allocated to them, re-training facility and job satis-
faction.

Staff are increasingly being asked to reassess their roles in
the educational system, to evaluate their attitudes, assess
their own needs and attempt to come to terms with the ever-
changing demands made of them. Warnock highlighted a serious
problem in education. It was found that many teachers were
being asked to teach subjects of which they had either little

knowledge or experience.   This is not uncommon in colleges.
My peer group have all experienced this kind of trauma.
Whilst experienced teachers usually cope in such situations
because they are perhaps more confident, and they know who to
contact for help and of course they "know the system", how
does the new starter from industry or commerce cope?   We might
also ask the same questions of the newly trained and academi-
cally qualified teacher.   How does he cope in the same situa-
tion?   For him too it is a traumatic time, especially in
lesson preparation wherein he would be drawing from the pro-
verbial, "shallow well of knowledge", and as a consequence
would be in constant dread of questions to which he had no
answers.   This state of affairs must, of course, be rectified
since it is bad for staff morale, and certainly detrimental to
the students.   S.D.Ps. are the answer to this problem in the
long term.   Selective placement of staff on special courses
should alleviate some of the problems in the short term.

S.D.Ps. are vital in order to develop an efficient and effec-
tive workforce.   The task of management is to convince the
staff that they ought to take up this facility.   The fact that
staff are not in a state of euphoria with respect to impending
changes is understandable.

Whilst job satisfaction is sought it can rarely be achieved if
the remuneration for the work done is inadequate.   The finan-
cial side of ones work is often the overiding factor.   Buying
a house, running a car, taking holidays and a generally good
standard of living are all given high priority by most members
of staff.

Teachers need a balanced remunerative and psychological reward from work. The former, as shown in the survey, is not always seen to be just. It is inextricably linked with promotion, which according to the survey results is "a suspect process".

The latter point is more important: stress at work, the lack of promotion, teaching topics that one is unfamiliar with, poor working conditions, poor internal communications, are just some of the factors that can lead to psychological trauma and depression. The ability to cope with stress can be enhanced by good counselling. Staff need to know that their grievances will be given a fair hearing that their ideas will be listened to, their complaints will be investigated and their services recognised.

One cannot underestimate the effects of stress and the resulting condition it can produce if not relieved. We have all experienced stress, and we all have a stress threshold, and ideally we must work at a pitch that does not exceed this threshold, otherwise we risk the condition known as "burnout", which usually precedes a nervous breakdown.

Having analysed the staff reactions to change one needs to consider the effects on the students too. In the White Paper, "A New Training Initiative", (1981), it was stated that about 1/3 of the 16+ age were staying on at school with a view to moving on to F.E. and/or H.E. This is of grave concern. The future workforce must have a sound education and training in order to compete with the rest of the world. In order to promote these ideals the Government in the White Paper,

"Public Expenditure", (1982), made it clear it intended to improve all aspects of training N.A.F.E. (Non Advanced Further Education) funded programmes. The government was committed to a 25% increase in N.A.F.E. programmes.

This would appear to be sound policy if we are to take an active member role within the E.E.C. and will be even more important in 1992 when we will see the barriers in the E.E.C. removed. The challenge can be realistically approached if our education and training is adequate. It falls to Principals, Heads of Schools and their peers to ensure that curricula are upgraded continually in line with research and development.

If these policies are pursued then students will be given the best opportunities to learn what is germane to their intended profession or vocation.

Of necessity the conclusion must include a retrospective examination of the "attitudes" and "feelings" of staff. The questionnaire posed 43 questions, and the answers have been examined both at a superficial level, which encompassed the percentage responses, and at a statistical level, using pre-determined analytical techniques.

In the former the following points emerged; the majority of the sample.

      1   thought that S.D.Ps. were a burden on members of staff.

      2   felt that staff ought to be timetabled to attend S.D.Ps.

3   felt that experience was more important than qualifications on newly appointed staff.

4   felt that experience was more important than age in newly appointed staff.

5   felt that there was no real value in In-House Training.*

6   felt that the government had done insufficient to support S.D.Ps.*

7   supported the use of a "mentor system".

8   felt that new teachers ought to be observed by colleagues.

9   felt that senior staff are duty bound to help new staff.

10   felt that the Principal/V. Principal ought to observe new teachers at work.

11   felt that a close friend ought to "sit in" and observe new teacher and criticise their performance.

12   that all new teachers ought to have "induction".

13   that their induction was unsatisfactory.*

14   that qualifications outweighed age in promotion prospects.

15   that "who you know" affects promotion.

16   that candidates should offer micro-teaching in their interview to demonstrate communication skills.

17   that qualifications are not indicative of teaching ability.*

18   that profiling was an advantage.

19   that L.E.As. ought to communicate with staff regarding the availability of S.D.Ps.

20   staff ought to be given the opportunity to transfer between departments.

21   that staff ought not to take on extra work to enhance their promotion prospects.*

22   that staff ought not to be given promotion priority on the strength of attending courses.*

23   that staff ought to be actively involved in the transition to the tertiary system.

24   that staff ought to have better workplaces.*

25   that office staff had better accommodation than them.*

26   that office staff are given more consideration by the management than the teaching staff.*

27   that interview methods are poor.*

28   that interpersonal relationships at work are poor.*

29   that staff are not always given fair hearings with respect to personal grievances.

30   that interdepartmental relationships were poor.*

There were 19 responses in which the staff agreed with the premisses, but there were 14 areas in which it was obvious there was dis-satisfaction.   It is rather disconcerting that there was general apathy towards in-house training. Why? - is this related to lack of remuneration or motivation? The old enemy nepotism raised its head - it was rather surprising how many staff consider this to be an inherent problem in promotion or allocation of the "best" work. It was also surprising to find staff disatisfied with current provision of induction courses, the qualitative aspects of which must vary from

school to school and authority to authority.

Thus at a superficial level many problems emerged regarding "attitudes and feelings" of the staff in the survey. For the most part these could be remedied by good management, planning and administration. But to be sure of success the staff need representation on such procedures - success through collaboration, not dictation is the ultimate goal. The second "set" of conditions relates to the statistical date processing using Kendalls Tau B and the Mann-Whitney statistics.

The main purpose of this survey was to assess the attitudes of staff with regard to a wide variety of factors that affect them in their everyday work. By examining their responses it was anticipated that the null hypothesis would be negated. In order to "measure" the so called "goodness of fit" and the correlation between these responses two standard statistical procedures were used.

By using two procedures it was envisaged that trends and/or corroboration would emerge which would support the research hypothesis. In an attempt to draw comparison between the results of both procedures the full data set has been assembled in Fig. 35. In this figure the two sets of results are juxtaposed for ease of identification.

FIG. 35.

ATT	ATT FREQUENCY					% ATT					FOR OR AGAINST THE PREMISS F/A COLUMN A % ANALYSIS, B RESEARCH ANALYSIS A--------B		MANN - WHITNEY "U"	"p"
	1	2	3	4	5	1	2	3	4	5	A	B		
1	29	30	32	47	39	16	17	18	26	22	F	F	2295.0	0.0050
2	26	39	58	38	14	14	22	22	32	22		F	2885.0	0.4866
3	70	52	24	20	20	11	39	29	13	11	F	F	1722.0	0.0000
4	4	12	62	55	44	2	6	35	29	28	A	A	2372.0	0.0106
5	64	67	28	12	4	36	37	15	6	2	F	F	2950.0	0.6914
6	18	36	70	37	15	10	20	40	20	8		A	2812.0	0.3408
7	4	30	38	54	50	2	16	21	30	28	F	F	2545.0	0.0730
8	7	23	28	45	72	4	13	15	25	40	A	A	2363.0	0.0140
9	38	19	32	54	2	21	10	18	18	30		A	849.0	0.0000
10	51	44	49	14	17	28	24	27	7	9	F	F	2351.0	0.0139
11	47	44	33	19	34	26	24	18	10	19	F	F	2034.0	0.0003
12	59	50	38	22	8	33	28	21	12	4	F	F	2706.0	0.1646
13	86	28	25	18	2	48	15	14	10	10	F	F	1559.0	0.0000
14	58	41	32	24	22	32	23	18	13	12	F	F	1583.0	0.1645
15	37	52	39	25	24	20	29	22	14	13	F	F	2376.0	0.0128
16	54	45	41	25	9	30	27	23	14	5	F	F	2346.0	0.0091
17	7	31	61	31	44	4	17	34	17	24	A	A	2814.0	0.4337
18	22	27	46	33	47	12	15	26	18	26		A	2981.0	0.7810
19	12	28	62	36	38	6	15	35	20	21	A	A	2080.0	0.0005
20	44	43	42	23	22	24	24	23	13	12	F	F	2784.0	0.3801
21	22	41	65	20	27	12	23	36	11	15		A	2840.0	0.4397
22	36	40	42	26	32	20	22	23	14	18	F	F	2117.0	0.0010
23	16	13	37	40	67	9	7	20	22	37	A	A	2142.0	0.0020
24	32	21	59	27	36	18	11	33	15	20		A	2813.0	0.3809
25	28	34	64	23	26	15	19	36	13	14		A	2315.0	0.0096
26	30	58	49	23	16	16	32	27	13	9	F	F	2994.0	0.0096

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ATT	ATT FREQUENCY					% ATT					FOR OR AGAINST THE PREMISS F/A COLUMN A % ANALYSIS, B RESEARCH ANALYSIS A--------B		MANN - WHITNEY	
	1	2	3	4	5	1	2	3	4	5	A	B	'U'	'p'
27	30	50	37	26	31	16	28	20	14	17		F	2961.0	0.7917
28	80	30	30	20	17	45	16	16	11	9	F	F	2156.0	0.0009
29	35	41	55	24	20	19	23	31	13	11	F	F	2017.0	0.0005
30	22	36	25	41	52	12	20	14	23	29	A	A	2941.0	0.6195
31	11	33	57	35	39	6	18	32	19	22	A	A	1705.0	0.0000
32	36	38	49	26	26	20	21	27	14	14	F	F	2658.0	0.2068
33	19	30	58	32	36	10	16	32	18	20		F	2804.0	0.4456
34	15	27	51	36	46	8	15	28	20	26	A	A	1863.0	0.0000
35	31	29	25	34	57	17	16	14	19	32	A	A	2975.0	0.7021
36	44	32	61	21	17	24	18	34	11	9	F	F	2816.0	0.3941
37	24	55	43	30	21	13	31	24	16	11	F	F	2567.0	0.1505
38	16	33	25	59	43	9	18	14	33	24	A	A	2704.0	0.2339
39	14	23	45	48	45	7	13	25	27	25	A	A	3044.0	0.9492
40	17	26	63	37	28	9	14	35	20	15		A	2462.0	0.0748
41	26	34	48	40	27	5	14	32	21	21	A	A	2015.0	0.0003
42	19	25	57	38	45	5	14	32	21	21	A	A	2274.0	0.0091
43	7	20	30	41	77	4	11	16	23	43	A	A	2658.0	0.1962

In Fig. 35 there are 30 cases in which the staff have indicat-
ed their support or rejection of a specific premiss. These
cases are based on a percentage analysis of the responses 1
through to 5, from strongly agree to strongly disagree. Of
these 30 cases 29 of them concur with the research premiss.
Of the same 30 cases 12 of them correlate with the results of
the M-W data processing. The evidence suggests that there are
many areas of mutual concern as expressed by the staff in this

survey.

The statistical analyses may be difficult to extrapolate,
however if one keeps an open mind when summarising the re-
sults, one may avoid the trap of making unsubstantiated com-
ments and conclusions.

This survey has shown that both teachers and lecturers are
concerned with such activities as: refresher courses, second-
ment, staff development, together with the need to reappraise
communication systems in schools and colleges.

Other deficiencies of note are:

1   the lack of information transfer between the
administrators and the staff.

2   the lack of information that staff have related
to the whole process of promotion.

3   the lack of information with respect to avail-
able S.D.Ps.

4   the lack of understanding on behalf of the staff
with respect to how the managers select personnel to
attend special courses.

5   the lack of motivation of staff to attend In-
House Training.

6   lack of knowledge regarding how the tertiary
system will be implemented in their place of work.

7   poor interpersonal relationships at work.

8   staff are unhappy with the way their L.E.A. is
handling S.D.Ps.

9   poor interdepartmental relationships.

10 lack of well prepared induction programmes.

These points reflect a selection of the negative aspects of the staff responses, of course there were many positive aspects too as seen in the statistical analyses.

In the present educational climate of·radical reform in both teaching methodology and training, it is evident that all members of need to consider some form of personalised staff development programme. It would be rather naive· to think it would be an easy task to accommodate every member of staff in a programme that would satisfy their total educational requirements; however if the programmes were flexible or modular, the staff could select to attend those parts most beneficial to them.

These programmes could be set up on an In-House basis, they could be staffed by specialists in the college, and could be run during normal working hours, in twilight sessions or at weekends.

The fundamental issues in this survey are emotive, such things as job satisfaction, conditions of service, work load, promotion prospects, and recognition of services rendered all affect the psychological stability of teachers. Who then can formulate a coherent policy that will reduce such work related stress and anxiety? The answers can only be tentative at best, primarily due to the fact that individuals differ so much in their personalities, attitudes, and feelings.

In conclusion, was the null hypothesis upheld or rejected? The data processing revealed some misconceptions in the null hypothesis and indeed some support emerged for the research hypothesis, but neither took precedence. What did emerge was an interesting array of issues germane to improving the conceptual framework of "teachers at work". A common call to educationalists is for them to recognise the needs of individual students. The National Curriculum has been designed with this in mind. Students are now being given for the first time more control of what they learn, how and where they learn and also some say in how they ought to be assessed.

Student-centred learning, Student Controlled Learning, Computer Aided Learning, Correspondence, and many other methods are now being used. It is in the field of these "methods of learning", that we have witnessed the most remarkable changes in the past decade. The emphasis is to develop in students, their individual potential, and to focus on what they can do rather on what they cannot do. This approach is allowing us to move away from the system of norm-referenced education and assessment to a system of personalised education and criterion-referenced assessment. This latter development is recommended in the National Curriculum. In order that contiguity is maintained in teaching methodology from schools into colleges the staff in the colleges must, through some form of S.D.P. be made aware of the "system" that pertains in the schools and how the schools implement the National Curriculum. The two main themes in this study have engendered much speculation regarding problem-production and methods of solution. In the former theme it would seem that management is primarily

responsible. The organisation, planning and delegation of work is standard practise. They must of course be cognizant of the work already done in the field of Tertiary Education. One can save valuable time and reduce trauma for everyone concerned if one profits from the experience of others.

What is apparent, judging by the responses in the survey, is that internal communications must be improved.

In South Tyneside College the management has endeavoured to prepare staff by offering the facility to transfer between departments providing staff have the requisite expertise. For those who wish they can attend short courses in order to acquire new skills employed in other disciplines. However the staff in the survey did express fears regarding the implementation of radical changes in their workload and conditions of service.

One cannot discard these fears lightly, staff morale is extremely important. It affects motivation and the will to do a good job. Teachers who enter the profession academically qualified or professionally qualified need to be aware of the pitfalls in their organisation. Induction programmes as we have seen are vital. One's job specification is vital and one needs to know what extra curricular work that is expected. The survey highlighted the fact that this type of information forms the foundation stones of ones confidence. Ideally new staff need a Mentor; they need to be observed and advised by a professional tutor, someone who has up to date information in both the theory and practise of teaching.

This then is the crux of the matter, how can we equip members of staff with the pre-requisite skills, knowledge and understanding germane to their vocation. Indeed what type of S.D.P. would be appropriate?

I offer the following Staff Development Programme for critical appraisal. I have considered the structure carefully and have come to the conclusion which I have called Phase 1 and Phase 2 respectively. The personnel who would undertake Phase 1 would be, all new members and anyone who has transferred from another establishment. Phase 2 is designed for incumbent staff.

Consider phase 1

Staff would have come from industry, commerce, university, the armed forces, schools, colleges and abroad. Some may have Teacher Training qualifications. Phase 1 is a starting package, it is largely informative and provides the necessary skills training to enable the new teacher to get on with the task of teaching.

What information is required?

He/she needs to know:

1 the hierarchy - the Principal, V.P., H.O.Ds., Administration Officers.

2 the college layout.

3 resources available - library, resource centre, sports facilities, refectory, staff dining facility.

4 his/her own H.O.D./P.L.

5   his/her Mentor.

6   the union representative.

He/she needs to have:

1   a professional tutor, who will provide information regarding: S.O.Ws., and examination procedures.

2   help with lesson preparation.

3   help in determining teaching strategies.

4   help in determining assessment procedures.

5   help in the use of A.V.As. and reprographic machinery.

6   help in locating existing course material.

7   help to locate staff who teach the same topics.

He/she needs to know their job specification, this should include:

1   the subjects to teach and at what level.

2   administration duties.

3   extra curricular activities.

4   examination commitment.

5   marking commitment.

6   lesson preparation.

7   curriculum development commitment.

8   course team commitment.

9   representation on internal committees.

10   liaison with industry and commerce.

This information would suffice during their probationary period. Following on from this Phase 1 of the programme the

staff progress to Phase 2. the complete programme is shown in
the following flow chart.

The points of note in this programme are:

1   the content of the phase 1 induction.

2   team work.

3   In-House S.D.Ps.

4   personal needs being catered for.

5   choice available.

6   positive approach to profiling of staff perform-
ance.

7   industrial and commercial liaison and marketing.

8   regular workshops, to update staff.

9   counselling provision.

10 better internal lines of communication.

STAFF DEVELOPMENT PROGRAMME

Phase 1

```
new teacher
qualified or
unqualified
```

induction → principal vice principal → own HOD → library resources → refectory sports theatres admin. → college layout

professional tutor → shows your work room → meet colleagues → supply SOW notes etc. → assists with lesson planning

interview with own HOD → introduces PL and staff → explains the section organisation layout, provides timetable.

your place of work → meet colleagues get to know the staff room routine. → End of Phase 1

===

Phase 2

2/3 years experience → assess personal re-training needs.

secondment p/t or f/t courses

team work curriculum devt → short course update new subjects new technology

short courses own initiative

apply for new teaching work, higher level, new subjects → industrial and/or commercial re-training or secondment.

apply for interview with HOD (discuss future prospects) → write papers publish work research etc

industrial and/or commercial liaison. Marketing courses join curriculum development groups. Promote new courses. → regular departmental workshops update. A.V.As. & educational technology.

apply to teach in other departments offer to teach new topics in which you have qualified. → promotion prospects !

professional counselling

Job Satisfaction

(left margin, vertical text) Communication with your own H.O.D. ———— who qualifies the needs of the Dept.

(right margin, vertical text) In-House Staff Development Programmes for all departments cross curricular

Phase 1 of this design is not unique, it embodies many characteristics common to induction programmes. Phase 2 however, does reflect my own ideas as a result of the findings in the survey. The significant point in Phase 2 is the contact that one makes with ones own Head of Department with respect to ensuring that a detailed profile is meticulously produced and continually updated, regarding ones personal development and contribution that one has made to the efficiency and effectiveness of the establishment.

Another important aspect of my plan is the provision of In-House S.D.Ps. Staff who attend these ought to be given certificates of attendance which in turn could be recorded on their personal profile. This is why the role of the respective Heads of Departments is very important in this programme.

Staff Development is an exciting and challenging task. The DES in Circular 11/77, "The Training of Teachers for Further Education", recommended induction training and In-service Training, and went on to say that L.E.As. were to submit their proposed training plans for full-time training programmes. Initially these plans related to Teacher Training Courses. In the fullness of time many other aspects of training and re-training have been considered.

In order to compare and contrast the findings that this study has generated some recent case studies are offered for scrutiny. (see Appendices X,Y,Z,AA,AB)

These case studies show quite clearly many common core charac-

teristics associated with Staff Development Programmes. It is somewhat gratifying to find that my results are in similar vein. Staff Development encompasses such a vast array of concepts that it makes the task of an objective analysis, daunting to say the least. Perhaps it is the subjectivity, related to S.D.P. design, that is the most redeeming feature. Due to the subjectivity involved in offering tentative solutions, to the array of problems associated with this study one must accept that there can never be a "best" course of action, or choice. However, decisions, when taken, reflect ones assimilation, reasoning and problem solving skills based on information at that point in time. In the due course of time bearing in mind the need for "rolling evaluation", we must anticipate even more radical reform to our educational structure.

A good example of this philosophy relates to the impact that the Education Reform Act (E.R.A.) 1988 is already having on tertiary education. As we have seen the establishment of tertiary colleges as institutions of post-compulsory education has been a landmark in educational reform and development. Two major issues lie at the heart of the reform:

1 delegation of power from L.E.As.[1] to the colleges,

and the

2 right to opt out of L.E.A. control, and be funded directly by the D.E.S.

[1] The Education Reform Act HMSO (PartII Chpt. III) 1988

There are 5 basic but inter-related considerations which help us to define a tertiary college: its students, its ethos, its hierarchy, its curriculum and its place of location. Tertiary Colleges must provide for the whole community, from pre 16 until the grave. Naturally E.R.A. will have an impact on the clientele that tertiary colleges provide for since schools opting out of L.E.A. control will seek to maintain their 6th forms and this is bound to create friction with the tertiary college which is making 6th form provision.

The creation of a bipartite policy for 16-19 education would clearly be inconsistent with the philosophy of tertiary institutions, as has been noted in "Education", but is consistent with the views of education ministers:

They (Kenneth Baker and Angela Rumbold) saw F.E. as being mainly responsive to industry's needs, not providing a second road to higher education through general academic courses such as A levels[2].

The common dilemma, which tertiary colleges seek to obviate is defined by Maurice Holt: "A fundamental decision we have to make about education is whether it should transform the mind to equip us for independent judgement and rational action, or whether it should be directed towards practical skills and particular ends." This is the distinction between liberal education - education for freedom, for tackling problems as yet unknown - and schooling as training for instrumental tasks

[2] "Education" 18th March 1988.

as they are currently perceived[3].

In advocating a tertiary model, Judy Dean (et al) has argued that sixth form colleges cannot provide the breadth of curriculum needed by students in the 1980's[4]. A more optimistic view is taken by Beryl Pratley, who argues that, because the F.E. curriculum is largely consumer led anyway, nothing much will change in terms of curriculum ways; that it is the responsibility of L.E.As. in their strategic role to give funding for specific curriculum provision such as social and general education programmes[5].

A further implication is the difficulty of retaining the 14-18 continuum, as developed through T.V.E.I.

The tertiary college, with the mix of academic, technological and vocational courses is ideally suited to deliver the last half of the 14-18 programme. The traditional sixth form is much less so, and the sixth form college has limitations without collaberative arrangements with a local F.E. college[6].

A major aspect of the Act is the implementation of the National Curriculum. This has been beset with many adminstrative problems, already the government has backed down on some of its legislature, and it would appear that the 7 and 11 exams

(3) "Vocationalism"   Holt M   Forum 25
(4) "The sixth form and its alternatives"   Dean J   NF.E.R.
      1979   pp 326
(5) "Who's driving the curriculum now?"   Pratley B   Parks
      1988
(6) "Education"   18th March 1988

may cease this coming year.

According to B.T.E.C. the constraints of the National Curricu-
lum and associated recording, profiling and assessment proce-
dures have militated towards an impoverished and stereotyped
curricular to date, at a time when fresh motivation and new
challenges are often needed[7].

At the heart of the controversy lies the artificial distinc-
tion between "education" and "training". With training being
promoted at the expense of education. It is clearly the case
that a major reform is required of the examination system, and
the acceptance of such by institutions of higher education.
There is by no means a universal model for tertiary structure.
Austin Miles and Trebilouch each describe different systems of
tertiary organisation[8]. L.E.As. have been examining their
provision for a number of reasons in recent years:

> "Not only because of falling roles, but also because
> of other changes resulting from the new perspectives
> being placed upon education and training by central
> government, developing professional opinion, altered
> economic climates and the view of parents, industry
> and not least - the young people themselves."

We have come full circle in this discourse, an attempt has
been made to determine the problem areas associated with the
study premiss, and to offer tentative solutions. The content
is wide ranging of necessity, because tertiary education has

(7) "Education"   18th March 1988
(8) "A History of the Tertiary College"   Janes (et al) 1985

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evolved from a variety of sources: These include the tripar-
tite system, comprehensive education and vocational training.

Radical reform in education produces, as a corollary, problems
for teaching staff, these have been examined at length and the
consensus reached that, "efficiency and effectiveness of
teaching in the new tertiary system will depend largely on the
quality and quantity of the Staff Development Programmes that
are made available".

In the final analysis, the feedback from the two local col-
leges in Chapter 2 would indicate that the problems are not
insurmountable - but they exist. This was confirmed by Nancy
Cookson, the Senior Inspector for Tertiary Education in Wear-
side - she went on to say, "the concept is fine," referring to
tertiary education, "after all the only important thing is the
students, they are our major concern, their individual devel-
opment is our goal".

A view I wholeheartedly endorse.

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This set of books was produced by the Center for Vocational Education under the aegis of the American Association for Vocational Instructional Materials.

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APPENDICES

Survey Results Figs. 2,3,4 and 5.

Fig.2
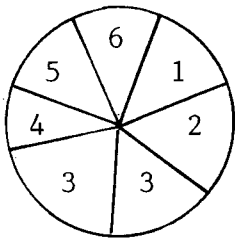
1	Professional	10%
2	Intermediate	30%
3	Skilled non manual	14%
	Skilled manual	39%
4	Semi-skilled	5%
5	Un-skilled	1%
6	Others	1%

Fathers occupation

Fig. 3

1	Parents	31%
2	Teachers	22%
3	Careers Teachers	15%
4	Friends	14%
5	Careers Service	8%
6	Others	10%
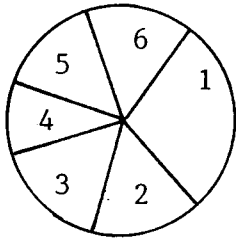
Sources of advice given to 5th formers

Fig.4

1	Parents	28%
2	Teachers	18%
3	Careers Teachers	16%
4	Friends	14%
5	Careers Service	10%
6	College of F.E.	7%
7	Others	7%
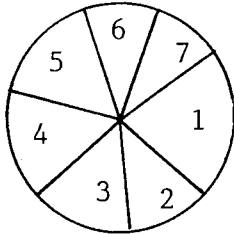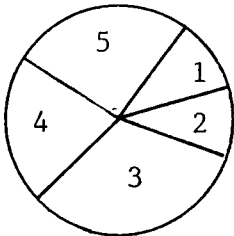
Sources of advice given to students related to
16+ opportunities

Fig. 5

1	no C.S.E./"O" level grades	4%
2	C.S.E. grades 3-5	10%
3	C.S.E. grades mid	28%
4	average "O"/C.S.E.	29%
5	good "O"/C.S.E.	29%

Survey Results Figs. 6,7 and 8.

Fig. 6

1	Yes	10%
2	No	36%
3	Don't know	18%
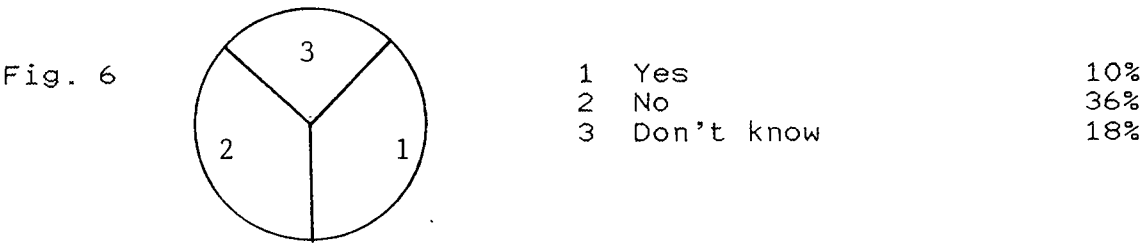
Have you/will you apply for a job which is not part of the Y.T.S. Scheme.

Fig. 7

1	Yes	60%
2	No	26%
3	Don't know	14%
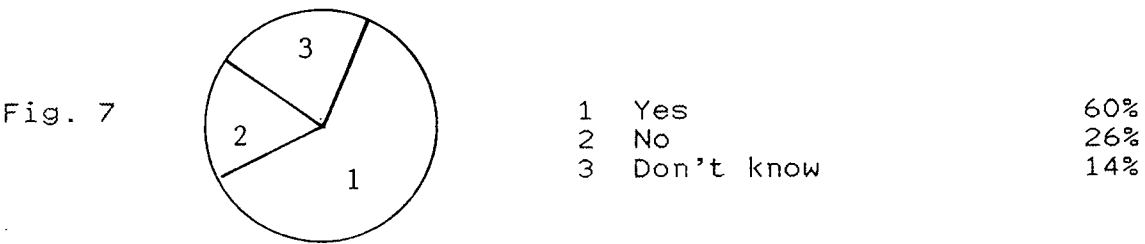
Will you continue in full time education.

Fig 8

1	Yes	14%
2	No	67%
3	Don't know	19%
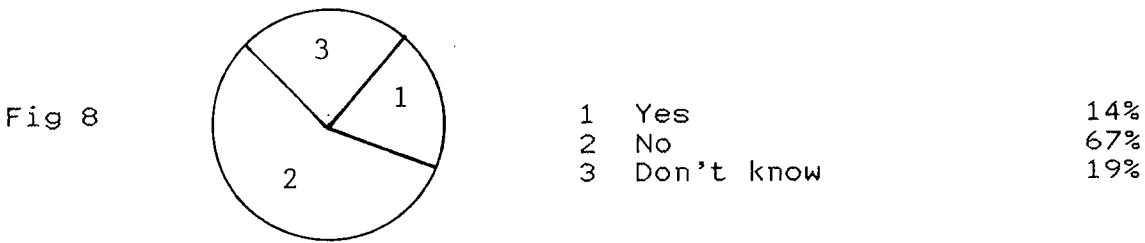
Will you apply to join the Y.T.S. Scheme.

Survey Results Figs. 9, 10 and 11

Fig. 9
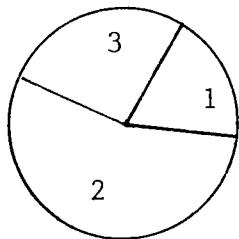
1	Less than 5 km	17%
2	5 km - 30 km	57%
3	More than 30 km	26%

Distance you would expect to travel to work.

Fig. 10
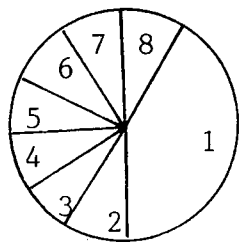
1	Convenience	47%
2	I'm here	12%
3	I know/teachers	10%
4	Best/only course	10%
5	Good reputation	7%
6	Good atmosphere	4%
7	Prefer college to school	4%
8	Others	6%

Fig. 11
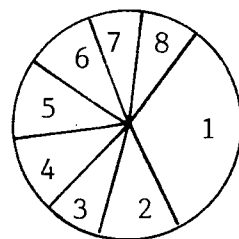
1	Resit	33%
2	Get a job	15%
3	Stay on at school	7%
4	Go to college	8%
5	Take another course	6%
6	Don't know	6%
7	Join the Y.T.S.	5%
8	Others	

Anticipated action if exam results are below your expectations.

The Choice

I WANT WORK!

---

how to get a job	join Y.T.S.	stay in F/T education
↓	↓	↓
careers service	careers service	careers service
information	managing agencies	schools and colleges
jobs available	college	
how to apply	introduction to	introduction to the
for a job	organisational	variety of opportuni-
	arrangements use	ties use of maps,
	of maps, adverts,	adverts and leaflets.
	leaflets.	

Typical educational routes.

trade apprentice   drawing office   lab. staff   test engineers   clerical staff   copy typists   shorthand typists

craft 1   BTEC level 1   BEC NAT. part 1   RSA Stage 2/3   RSA Stage 2/3

BTEC 2/3 Draughtsman

craft 2

craft 3   BTEC level 4   Tech. degree

BTEC level 2   asst sec. supervisor

craftsman supervisor   BTEC level 3   BEC NAT. part 2

BTEC level 5 HNC   ECU 1/3

supervisor quality control   draughtsman chemist test engineer designer   design engineer   clerk supervisor   dept. typist   department

extended study

A joint policy statement on the Education and Training of the 16-19 age group.

"A Common Strategy for the 16-19 age group" N.A.T.F.H.E., 1981 the National Union of Teachers and the National Association of Teachers in Further Education and Higher education have long recognised the need for positive action to extend to all young people in the 16-19 age group opportunities for systematic continued education and training. The unions jointly issued the following statement:

1   The reform and expansion of the provision for the 16-19 age group is one of the most important challenges facing education and training services today. Essential to the achievement of such reform is co-operation between the various agencies and institutions involved, in order that a coherent framework of provision may be established, within which the diverse needs of all young people in the age group may be effectively met.

2   The National Union of Teachers and the National Association of Teachers in Further and Higher Education have long recognised the need for positive action to promote the broadening of educational and training opportunities for the 16-19 age group. Both organisations have played a prominent part in recent consultations with central Government on this matter and each has published its results for consideration by its members and its partners in the field of education and training.

3   Initially in a view of the different sectors represented
     by the N.U.T. and N.A.T.F.H.E., each organisation has
     placed a different perspective on certain issues, these
     differences have not however been an impediment to the
     substantial measure of agreement reached.

The Structure of the Course

Common core studies (60%).

Aims:-

1   to provide a more experiential and occupationally rele-
     vant slant to the studies than is normally given in
     schools.

2   to concentrate on skills/qualities which can be developed
     and reinforced in a number of ways, using many subjects.

3   to relate provision to each students individual needs.

4   to prepare students for the transition from full-time
     education to adult life.

Core Areas.

1   personal and career development.

2   communication skills.

3   industrial, social and environmental studies.

4   political and economical development.

5   related science and technology.

6   numeracy and number application.

7   information technology.

8   manipulative skills.

9   problem solving - study skills.

10   creative development.

Vocational Studies. (40%)

Aims:-

1   to provide the focus and the vehicle for the required learning.

2   to enable the aquisition of generally applicable skills.

3   to provide a sound basis for further study.

4   to develop vocational skills.

5   to develop personal criticism.

6   to provide experience of work based situations.

Full-time teachers in maintained, assisted and grant-aided F.E. establishments in England and Wales.

Year ending 31st March

	1979	1980	1981	1982
in service at the beginning of the year	78,277	79,211	80,525	80,386
total inflow during the year	5,411	5,765	4,342	4,245
wastage during the year	4,477	4,451	4,482	4,671
wastage as a % of those in service at the beginning of the year	5.7%	5.6%	5.6%	5.8%
in service at the end of the year	79,211	80,525	80,386	79,960

Source: ACSET (F.E.) Papers 12.1.1984.

INSET funding

National Priorities		Local Priorities	
Industry and Economy	25%	Induction	5%
Updating (PICKUP)	11%	Staff Appraisal	5%
Management	8%	Guidance/Counselling	8%
Special Needs	3%	Updating (PICKUP)	11%
A.F.E.	42%	Multi-Cultural Education	11%
Micro Electronics	5%	Adult Unemployed	11%
GCSE	3%	Monitoring	9%
Drugs	3%	Equal Opportunities	17%
		Open Learning	15%
		Others	8%

Who Qualifies for Training Grant?

1   Qualified Teachers

2   Unqualified Teachers.

3   L.E.A. advisors and inspectors.

4   Youth and community workers.

What Type of Training Qualifies for a Grant?

1   In-House.

2   External courses.

3   Industrial/commercial secondment.

4   Self study packs.

5   Personally negotiated learning experiences.

Training Grants.

How did the new L.E.A. Training Grants Scheme Affect INSET?

The introduction of Circular 6/86 from April '87 replaced the existing TRIST funding scheme.

The new scheme is called GRIST (Grant Related In Service Training) National provision for INSET in F.E. is by attending one of the following institutions:

1   Coombe Lodge.

2   Universities/or Polytechnics.

3   Bolton Institute of H.H.

4   Garnet College.

5   Huddersfield Polytechnic.

6   Wolverhampton Polytechnic.

The M.S.C. offers a wide range of management training facility.   Private sector training, BACIE (the British Association for Commercial and Industrial Education) is another good route for teachers following staff development programmes.

GRIST FUNDING

Education and Training which qualifies for 70% funding:

1   teacher training

2   special needs

3   micro electronics

4   GCSE

5   drugs abuse

6   training related to industry and commerce

7   the world at work

8   update, PICKUP

9   management

10   special programmes

11   organisation

Education and Training which qualifies for 50% funding.

1   open learning

2   staff appraisals

3   induction

4   counselling

5   updating

6   multicultural education

7   equal opportunities

8   evaluation

APPENDIX J

Demographic data showing the decline in the numbers of teachers trained at the National Colleges from 1978-1982.

FULL-TIME TEACHERS IN FE ESTABLISHMENTS (MAINTAINED, ASSISTED & GRANT-AIDED)
ENGLAND AND WALES

Teacher Training Status

	Inflow Entrants	1978–1979 Re–entrants	Transfers –in	Inflow Entrants	1979–1980 Re–entrants	Transfers –in	Inflow Entrants	1980–1981 Re–entrants	Transfers –in	Inflow Entrants	1981–1982 Re–entrants	Transfers –in
	%	%	%	%	%	%.	%..	%	%	%	%	%
Serving in Polytechnics												
Trained at FETTCs	3.3	4.6	4.3	1.7	7.7	2.4	1.7	8.5	5.0	3.8	12.5	—
Trained Elsewhere (UK)	3.3	22.1	73.9	3.4	29.6	68.3	2.5	26.8	65.0	2.3	22.5	89.5
Untrained	93.3	73.3	21.7	94.8	62.7	29.3	95.8	64.8	30.0	93.8	65.0	10.5
TOTAL (Numbers)	570	131	23	697	142	41	405	71	20	341	80	19
Serving in OMEs												
Trained at FETTCs	24.8	14.5	16.0	11.9	15.1	11.7	15.4	13.6	10.3	15.7	14.6	7.2
Trained Elsewhere (UK)	14.2	47.5	70.5	12.0	45.8	72.6	9.1	48.5	77.7	13.0	51.4	80.1
Untrained	61.0	37.9	13.6	76.1	39.1	15.7	75.5	37.8	12.0	71.3	34.0	12.7
TOTAL (Numbers)	2951	812	633	2907	714	762	2174	623	507	2414	658	497
Serving in Misc. Estabs. **or Divided Services in FE**												
Trained at FETTCs	13.3	6.7	8.1	3.9	3.4	6.5	3.8	3.4	4.4	2.9	3.8	1.8
Trained Elsewhere (UK)	35.7	57.1	70.3	29.9	66.7	80.6	18.2	65.5	76.5	19.4	62.8	76.4
Untrained	51.0	36.1	21.6	66.2	29.9	13.0	78.0	31.0	19.1	77.7	33.3	21.8
TOTAL (Numbers)	98	119	74	154	87	108	159	87	68	103	78	55
All FE Teachers												
Trained at FETTCs	21.1	12.4	14.8	9.7	12.9	10.6	12.7	12.0	9.4	13.9	13.4	6.5
Trained Elsewhere (UK)	13.1	45.5	70.5	11.2	45.3	73.3	8.7	48.4	77.1	12.0	49.6	80.0
Untrained	65.8	42.1	14.7	79.1	41.8	16.0	78.6	39.6	13.4	74.2	37.0	13.5
TOTAL (Numbers)	3619	1062	730	3758	943	911	2738	781	595	2858	816	571

Source: *ACSET (FE) papers 12.1.1984*

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Members of staff employed in full-time F.E. establishments indicating the percentage of them who are teacher trained.

In England and Wales.

	1976	1977	1980	1981
Polytechnics	14,136	16,883	17,011	16,688
% trained	18	26	26	25
other major establishments	61,382	60,202	61,029	61,175
% trained	37	51	51	51
Divided services and miscellaneous	1,805	2,076	2,308	2,001
% trained	46	55	56	57

which include adult education centres.

The miscellaneous section includes those trained to teach in schools but does not include those who have successfully completed C&G of London Institute Training Course No. 730, or 926 or indeed courses offered by other independent bodies.

In-Service Training.
DES Circular 6/86

The Scheme in Brief.

Announcing the scheme, Education Secretary, Kenneth Baker said it would allow some 100,000 teachers a year to attend courses lasting from three days to twelve months duration.

The National Priority Areas.
School Teachers.

Training in: Organisation and Management, Mathematics, Special Needs, Industry Needs, Science, Crafts, Curriculum Planning, Micro-Electronics and Religious Education.

Further Education Teachers.

Training in: Industry, Economy and the world at work, Technical Commercial or Professional subjects, Management and Organisation, Special Needs, AFE work and Micro Electronics.

School and F.E. Teachers.

Training for the GCSE courses.

School and F.E. Teachers and The Youth and Community Workers.

Training to: combat the misuse of drugs, work in the community, community projects, become Educational Psychologists.

Course Details

A sample of local and National Priorities as adopted at South Tyneside College.

COURSE DETAILS	DURATION	PROVIDER	NO OF STAFF
certification in education	30 days	New College	5
City & Guild 730	30 days	college	5
First Aid Courses	2 days	college	20
Counselling and Guidance	5 days	L.E.A.	10
H.N.D. in Computer Studies	30 days	Newcastle Poly	1
Curriculum led SDP BTEC 1st	10 days	college	10
Curriculum led SDP BTEC Diploma	10 days	college	6
Higher qualifications inelect	30 days	various	5
Full-time secondment	1 year	various	4
Re-training	1 year	various	4

Training related to economy, industry and the world at work. Nat. Priority No 10.

COURSE DETAILS	DURATION	PROVIDER	NO OF STAFF
pre-vocational (Y.T.S. & C.P.V.E.)	10 days	R.C.B.	10
Enterprise courses	2 days	college	30
Curriculum led SDP BTEC 1st	5 days	college	15
Curriculum led SDP BTEC NAT	5 days	college	20
Curriculum led SDP BTEC NAT, L.S.	5 days	college	6
Curriculum led SDP C&G 201	2 days	college	15
Short Course Programme	1 day	BTEC/NCFE	5
TVEI	2 days	Local Employer	2

Training to develop competence in teaching technical, commercial, or professional subjects.
Nat. Priority No 11

COURSE DETAILS	DURATION	PROVIDER	NO OF STAFF
secondment to industry	15 days	Local Employer	1
a) Art and Design	15 days	Local Employer	1
b) Leisure/Recreation	10 days	Local Employer	1
c) Catering	20 days	Local Employer	1
d) Marine courses	20 days	Employers	3
Social Services Counselling	1 day	various	8
Marine Engineering Update	1 day	college	9
Marine ops. Systems Update	1 day	college	8
Open Learning Department	1 day	college	8
Manufacturing Technology	5 days	college	8
Non destructive testing	1 day	various	4
ASME 1x welding tests	5 days	various	2
Cad/Cam/CNC Machines	2 days	college	10
Sea survival Techniques	1 day	various	4
Secondment to industry	15 days	Local Employers	3
Open Learning Development	1 day	college	10

DETAILS OF PROVIDER:		
EITHER: INTERNAL		
		DETAILS:
IN-HOUSE	INH	Course Organiser:
IN-LEA	LEA	Course Tutor:
CONSORTIA	CON	Venue:
OR: EXTERNAL		
		NAME OF INSTITUTION:
UNIVERSITY	UNI	
VOLUNTARY COLLEGE	VOL	
PUBLIC SECTOR COLLEGE	PUB	
OTHER: (please specify)		
	OTH	

PART C

FUNDING SOURCE:	COLLEGE INSET BUDGET		COL 1	COLLEGE GRIST		COL 2
LEA GRIST	LEA 1	OTHER	OTH 1	DETAILS:		
TRAINING APPROVED	YES	NO		TRAINING COMPLETED	YES	NO
EVALUATION BY:						
Written Report by Provider						RTP
In course feedback/review						FPE
College Report Form						CRF
Direct observation of training activity						DOA
Post course review with staff development officer						PCR
Post course review with adviser						PCA
Post course review with line manager						PCM
Other:						
Specify						OTH

STAFF DEVELOPMENT AND TRAINING RECORD		SDMSF1
NCODE:	SURNAME:	FORENAME:
COLLEGE	DEPT	SECTION

PART A

EVENT/ACTIVITY TITLE:		EVENT CODE:

SCOPE/CONTENT

PRIORITY AREA:	PRIORITY CODE:

MODE OF DELIVERY:

Course Team	CTG	Workshop	WOS
Consultancy	CON	Open Learning	OPN
Individual Programme	IND	Task Group	TAS
Cascade	CAS	Workshadowing	WOR
Course	COU	Curriculum Development	CUR
Quality Circle	QUA	Resource Development	RES
Placement	PLA	Project Work	PRO
Job Exchange	JOB	Conference	COF

START DATE:	FINISH DATE:

SECONDMENT				Yes	No

DURATION	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER	TOTAL
Total Hours					

STAFF DEVELOPMENT AND TRAINING RECORD	SDMSF1A
CERTIFICATION AND COMPETENCE	
TO BE COMPLETED FOLLOWING TRAINING	

PART A

CERTIFICATION (WHERE APPLICABLE)			
TEACHING QUALIFICATION	TEA		
TEACHER EDUCATION QUALIFICATION	TEQ		
ACADEMIC/VOCATIONAL QUALIFICATION	AVQ		
PROFESSIONAL QUALIFICATION	SPQ		
AWARD:	TITLE:		DATE:

PART B

COMPETENCIES ACHIEVED		
AREAS OF ACTIVITY		COMPETENCIES
1 External Professional Activities	a	
	b	

COMPETENCIES ACHIEVED		
AREAS OF ACTIVITY		**COMPETENCIES**
2 Guidance and Counselling	a	
	b	
3 Projects and Research	a	
	b	
4 Developing and updating subject	a	
	b	
5 Administration and Management	a	
	b	
6 Curriculum Development	a	
	b	
7 Teaching and Student Learning	a	
	b	

Tertiary Colleges

Accrington and Rossendale College	Lancashire	0254 35334
Afan Tertiary College, Port Talbot	Glamorgan	0639 882107
Alton College, Hampshire	Hampshire	0420 88188
Bilston Community College	Wolverhampton	1902 42871
Blackburn College	Lancashire	0254 55144
Bridgewater College	Somerset	0278 55464
Brockenhirst College	Hampshire	0264 63311
Cricklade College	Hampshire	0264 63311
Crosskeys College	Gwent	0495 270295
Derwentside College, Consett	Durham	0207 520906
Exeter College	Devon	0392 77977
Fareham College	Hampshire	0392 235631
Forest of Dean College	Gloucestershire	0594 22191
Gorseinon College	Glamorgan	0792 892037
Halesowen College	Dudley	021 550
Harlow College	Essex	0279 20131
Knowsely College	Knowesly	051 489
Leigh College	Wigan	0942 608811
Neath College	Glamorgan	0639 54271
Nelson and Colne College	Lancashire	0282 66411
Newcastle Tertiary College	Staffordshire	0782 611531
North Devon Tertiary College	Devon	0271 45291
Oweestry College Shropshire	Shropshire	0691 3067
Peterlee College	Durham	0783 862225
Pontypool College	Gwent	04955 55141
Richmond on Thames College	Richmond	01 892 6656
Runshaw Tertiary college	Lancashire	0772 432511

Selby College	N. Yorkshire	0757 702606
Skelmersdale College	Lancashire	0695 28744
South Bristol College	Avon	0272 661105
South Cheshire College	Cheshire	0270 69133
South East Derbyshire College	Derbyshire	0602 324212
Swansea College	W. Glamorgan	0792 206871
Wigan College	Wigan	0942 494911

Glossary of Abbreviations.

A.E.B.	Associated Examining Board
A.E.I.	Adult Education Institute
A.L.E.	Association of Liberal Education
B.A.C.I.E.	British Association for Commercial and Industrial Education.
B.T.E.C.	Business and Technician Education Council
C.C.E.T.S.W.	Central Council for Education and Training in Social Work
C.E.E.	Certificate of Extended Education
C.F.E.	Certificate of Further Education
C.G.L.I.	City & Guilds of London Institute
C.R.A.C.	Careers Research and Advice Centre
C.O.S.	Certificate in Office Studies
G.C.S.E.	General Certificate in Secondary Education
C.S.V.	Community Service Volunteers
D.A.T.E.C.	Design and Art Committee of the Technician Education Council
D.E.S.	Department of Education and Science
D.O.E.	Department of Employment
E.S.D.	Employment Services Division
E.S.N.	Educationally Subnormal
F.E.	Further Education
F.E.U.	Further Education Unit
H.N.C.	Higher National Certificate
H.N.D.	Higher National Diploma
L.E.A.	Local Education Authority
N.A.F.E.	Non-Advanced Further Education

N.F.E.R.	National Foundation for Educational Research
N.I.C.E.C.	National Institute for Careers Education and Counselling
N.N.E.B.	National Nursery Examinations Board
O.N.C.	Ordinary National Certificate
O.N.D.	Ordinary National Diploma
R.A.C.	Regional Advisory Council
R.E.B.	Regional Examining Body
R.S.A.	Royal Society of Arts
T.O.P.S.	Training Opportunities Scheme

Staff Development   Mr A.E.R. Richmond

Research Questionnaire   Department of Vocational Preparation

ALL RESPONDENTS WILL REMAIN ANONYMOUS

This questionnaire is divided into two distinct sections, A
and B. Section A is examining "strength of feeling" and
requires respondents to circle a number 1-5 which represents a
sliding scale from "strongly agree to strongly disagree".

Example:. Staff who attend staff development programmes have
          better prospects of employment in the current period
          of recession.

          STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

          Circle the number which "best" indicates your
          strength of feeling.

Section B contains two sub-sections which simply require order
and priority responses yes/no and chronological.

SECTION A

Qu 1   Staff development programmes are an extra unneces-
         sary burden on teachers.
         STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Staff Development Research Questionnaire - Section A continued.

Qu 2   All members of staff should compulsorily attend staff development programmes.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 3   Staff should be timetabled to attend refresher courses in their own specialities.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 4   Qualifications are more important than experience in newly appointed staff.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 5   Experience is more important than age in newly appointed staff.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 6   Qualifications are more important than age in newly appointed staff

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 7   There is no value in "In-House" staff training programmes.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Staff Development Research Questionnaire - Section A continued.

Qu 8 The Government has done sufficient to support "Staff Development Programmes".

   STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 9 Your own LEA has done sufficient to support Staff Development Programmes.

   STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 10 All new teachers should be allocated a personal Mentor during their probationary period.

   STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 11 Colleagues should be allowed to "sit in" and observe "new" teachers at work.

   STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 12 Colleagues are duty bound to help "new" teachers with supply of schemes of work and notes.

   STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 13 Senior staff are duty bound to help "new" members of staff.

   STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 14   The Principal/vice principal should observe "new" teachers during their probationary period.
STRONGLY AGREE   1   2   3   4   5   STRONGLY DISAGREE

Qu 15   A close friend should observe a "new" teacher at work and criticise their performance.
STRONGLY AGREE   1   2   3   4   5   STRONGLY DISAGREE

Qu 16   All staff should undergo induction courses upon entry to a new teaching post.
STRONGLY AGREE   1   2   3   4   5   STRONGLY DISAGREE

Qu 17   Your induction to your own college or place of work was satisfactory.
STRONGLY AGREE   1   2   3   4   5   STRONGLY DISAGREE

Qu 18   With regard to promotion prospects, qualifications are more important than experience.
STRONGLY AGREE   1   2   3   4   5   STRONGLY DISAGREE

Qu 19   With regard to promotion prospects, age is more important than qualifications.
STRONGLY AGREE   1   2   3   4   5   STRONGLY DISAGREE

Staff Development Research Questionnaire - Section A continued.

Qu 20   With regard to promotion prospects, who you know is most important.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 21   Promotion prospects are enhanced if you study in your own time, self financed.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 22   All candidates applying for teaching posts should demonstrate their ability to communicate by offering a micro teaching exercise as part of the interview.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 23   Teaching qualifications are indicative of teaching ability.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 24   The selection procedures used by your management to allow staff to attend courses is seen to be fair.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 25   After failing to get promotion by interview candidates in service should make much more effort to impress management.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Staff Development Research Questionnaire - Section A continued.

Qu 26   A diary should be kept, indicating the progress, attitudes, industry and initiative of all members of staff, which could be used in promotion interviews.
STRONGLY AGREE   1   2   3   4   5   STRONGLY DISAGREE

Qu 27   Attitudes to work are a direct reflection of ones promotion prospects.
STRONGLY AGREE   1   2   3   4   5   STRONGLY DISAGREE

Qu 28   It is the duty of the LEA to inform the teaching staff of the Staff Development Programmes available to them.
STRONGLY AGREE   1   2   3   4   5   STRONGLY DISAGREE

Qu 29   Staff should be given the opportunity to transfer between departments.
STRONGLY AGREE   1   2   3   4   5   STRONGLY DISAGREE

Qu 30   Staff who take on extra work automatically enhance their promotion prospects.
STRONGLY AGREE   1   2   3   4   5   STRONGLY DISAGREE

Qu 31   Staff who have attended full-time courses whilst in service should be considered first for promotion.
STRONGLY AGREE   1   2   3   4   5   STRONGLY DISAGREE

Staff Development Research Questionnaire - Section A continued.

Qu 32   All staff must be actively involved in the transition to Tertiary Education within their Authority or College.
STRONGLY AGREE   1   2   3   4   5   STRONGLY DISAGREE

Qu 33   Integration of the Tertiary Sector of Education within the Colleges of F.E. will benefit all members of staff.
STRONGLY AGREE   1   2   3   4   5   STRONGLY DISAGREE

Qu 34   When Tertiary Education commences within many colleges of F.E. the current sixth form teachers should be given first choice of the first year teaching programmes.
STRONGLY AGREE   1   2   3   4   5   STRONGLY DISAGREE

Qu 35   Your personal office/workroom is satisfactory.
STRONGLY AGREE   1   2   3   4   5   STRONGLY DISAGREE

Qu 36   Office staff in your college/place of work have better accommodation than you.
STRONGLY AGREE   1   2   3   4   5   STRONGLY DISAGREE

Qu 37   Generally office staff are given more consideration than teaching staff.
STRONGLY AGREE   1   2   3   4   5   STRONGLY DISAGREE

Staff Development and Research Questionnaire - Section A
continued.

Qu 38   Usually staff understand the reasoning related to the choice of a candidate for internal promotion.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 39   The method of interview within your place of work is satisfactory.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 40   Staff are always given a fair hearing with respect to personal grievances.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 41   Interpersonal relationships within your place of work are satisfactory.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 42   Interdepartmental relationships within your place of work are satisfactory.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

Qu 43   Internal communications within your place of work are satisfactory.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

SECTION B

Qu 44   Place the following courses in your order of merit,
(number one representing the highest order).

A   Certificate of Education

B   Diploma in Advanced Educational Studies

C   B. Ed.

D   City & Guilds Further and Adult Education Teach-
ing Certificate.

E   Higher Degree

1	2	3	4	5

Qu 45   Which of the following points would you include or
exclude in a staff development programme.

(please tick)	YES	NO
1 to work in other departments for a short period of time.		
2 to be given tasks by specialists from other departments.		
3 allowed organised visits to other departments.		
4 to be given up to date lessons in educational technology.		
5 a systematic approach to the selection of staff for secondment to special courses		
6 a Mentor for all new members of staff.		
7 an induction course for all new members of staff.		
8 regular refresher courses for all members of staff.		
9 visits to comprehensives within the Authority.		
10 staff appraisals by an appointed appraisor.		

Case studies in Staff Development

1 Bacon. F.D.   Salford College of Technology. (1977)

In this college 60% of the staff were involved in some form of staff development training. Primarily it was concerned with certificated training. Induction courses were being used coupled with sandwich courses. The professional offered to experienced staff was normally secondment to attend the F.E. Teachers Certificate course. There was also on offer the facility to attend the following courses:

1 F.E. Administration

2 Educational Technology

3 Achievement Testing

4 RSA Teaching English as a Foreign Language.

2 Tipton B.F.A.   University of London Institute of Education (1981)

Her paper examines Staff Development philosophically. She gives no answers but poses many relevant problems. Her findings are that she see Staff Development as a tool, a tool to enable staff to be mobile. Staff Development may according to her de-professionalise teaching but it may further individualism and indeed may crystallise or help to re-organise institutions.

3 Hollinshead B. and Kelly M. Manchester Polytechnic (1984)

Manchester Polytechnic has a full-time S.D. Unit. This unit responds to requests within and from other departments to help to identify their needs and develop S.D.Ps. which are appropriate. Consider the following plan which outlines a typical S.D.P. prepared by the unit.

INPUT STAGE

individual staff members

course teams
course tutors

evaluation report on INSET programme

Heads of Department
senior staff
departmental staff

academic board working party

in-depth interviews with HOD

cross college needs & priorities

academic board

National Priorities

proposed INSET Programme

Academic Board working party

CONSULTATION
STAGE

Academic Board
Trade Unions
H.O.Ds.
L.E.As. and H.M.I.

INSET programme
agreed

DELIVERY
STAGE

INSET programme
delivered

on going evaluation

EVALUATION
STAGE

Evaluation Report to
Academic Board
Trade Unions
H.O.Ds. and L.E.As.
H.M.I. and D.E.S.

INPUT
STAGE

Input Stage of
next Sessions
programme

APPENDIX S

Source: Tertiary Colleges Association Research Group

Chairman: Janes, F.,

In an attempt to compare the performance of Tertiary Education in various colleges the data below is offered for scrutiny. This data was collected by the Tertiary Colleges Association (1984).

The data relates to "A" level results collected from 15 colleges and comparison is made between the Tertiary College results and the results obtained in the previous year in the sixth form schools prior to the transition to the Tertiary System.

Tertiary College Results.

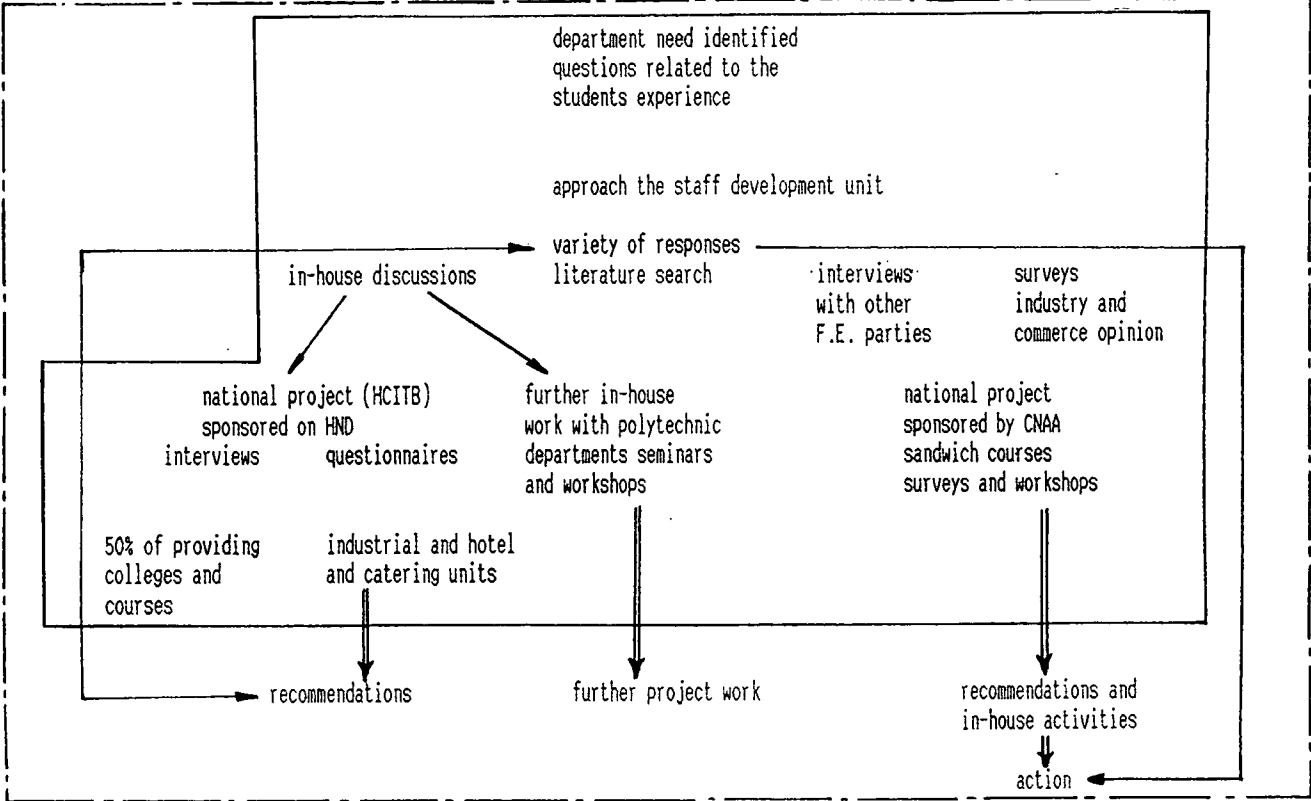| Grades	A	B	C	D/E	O/F
%	9.6	15.2	13.8	37	24.4

Total number of students (N = 10,320)

These figures give a pass rate of 76% with 26% of the grades at A or B. The median for the class being 13.

Compared with the sixth form schools from a similar sample size the schools produces a pass rate of 59%.
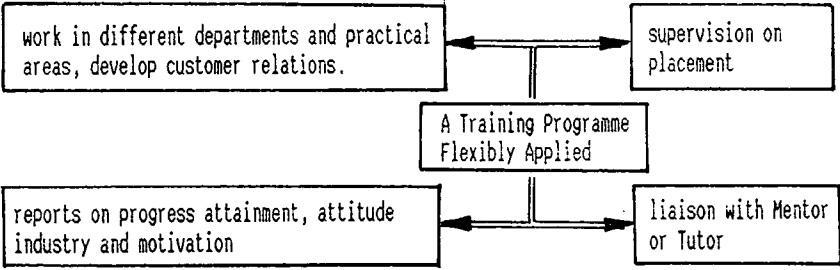
Staff Development in Action

department need identified
questions related to the
students experience

approach the staff development unit

variety of responses
literature search

in-house discussions

·interviews·
with other
F.E. parties

surveys
industry and
commerce opinion

national project (HCITB)
sponsored on HND
interviews   questionnaires

further in-house
work with polytechnic
departments seminars
and workshops

national project
sponsored by CNAA
sandwich courses
surveys and workshops

50% of providing
colleges and
courses

industrial and hotel
and catering units

recommendations

further project work

recommendations and
in-house activities

action

The Staff Development Unit examined In-House requirements and developed a programme for placement in local industry and commerce for those staff who were interested. Workshops were held to examine the core elements of Staff Development Programmes.

The following figure shows a variety of such elements.

work in different departments and practical areas, develop customer relations.		supervision on placement

A Training Programme
Flexibly Applied

reports on progress attainment, attitude industry and motivation		liaison with Mentor or Tutor

Lessons learnt from this study included:

1   identify personal needs and the departmental needs
2   development unit must respond to the need which are identified
3   make staff aware of the SDPs available
4   discuss strategies with colleagues

7   Hopkins B.   British Steel Sheffield (1989)

So far the case studies relate to programmes available to full-time members of staff. The facility available to part-time teaching staff is often overlooked. Bryan Hopkins addressed this problem as follows:

> "in 1978 ACSET proposed a nationally consistent framework for the training of unqualified part-time lecturers and this programme included
>
> 1   induction, for all new staff
>
> 2   a two stage training course containing basic learning theory with assessed teaching practise
>
> 3   a system of mentors within colleges who could monitor progress and offer advice."

This Hopkins argued, "..... should raise morale and improve the initial skills of teachers in their probationary year." In a questionnaire that he administered to both part-time staff and their respective HODs the following points of interest emerged:

Part-time staff require:

1   a course in teaching techniques

2   a refresher course in their specialist subjects

3   a short course on college administration

4   study for a formal teaching qualification

5   study for professional qualification

6   advice on how to counsel students

7   occasional observation in class by a full-time member of staff who is teacher trained

8   workshops - attending staff meeting related to topics that they teach

4   Smith G   City of Birmingham Polytechnic (1967)

Examined the role of the Staff Development Officer. He argued
there were five characteristics inherent in the role, as
follow:

1   researcher

2   trainer

3   resource person for staff

4   resource person for students

5   Smith R.   Trent Polytechnic (1987)

His research indicated that he thought that one should not
treat Staff Development in isolation, in fact he saw that the
integration of teaching, research and staff development to be
a precious activity. He concluded, "..... trust the teachers
because they are the experts in the specific areas in which
they are teaching - not the HODs, not the assistant, deputy or
full directors, ... I offer these comments, hopefully in the
spirit of humility to teachers, in order to strengthen their
position and to administrators devising procedures to encour-
age the integration of teaching and staff development and
research.

6   Cox, Stephen, Horseman, Simon, Morris, David and Tabb,
Valerie.   Coventry Lancashire Polytechnic (1988)

Their work included data collection related to the numbers of
staff their qualifications, their experiences, and their
aspirations.   This was done by using a questionnaire.   HODs,
were also included in this survey.

The main objective of the survey was to establish the order of
precedence that the various HODs placed on specific training
needs.   Twenty HODs took part and their responses are shown in
the table below.

	HIGH PRIORITY	MEDIUM PRIORITY	NO PRIORITY	NOT APPLICABLE
Accountancy	12	1	0	7
Business Policy	16	3	0	1
Economics	6	7	2	5
Law	3	5	1	11
Marketing	11	5	2	2
Personnel	6	8	1	5
Production Operations	11	2	2	5
Quantitative Methods	6	7	1	6

The general consensus amongst the H.O.Ds. was that the S.D.Ps.
should keep staff "academically fit", should enhance job
satisfaction and in the long term improve their promotion
prospects.

Question 1   "What do you think were the main reasons leading

to the initiation of tertiary education in Sun-

derland?"

Reply   "Primarily falling rates - but coupled with this

is the overview of the economical climate, the

pressure on the LEA to promote adult education,

open learning and community education".   Mrs

Cookson also made reference to the fact that the

"staying on rate" - which was of grave concern

was 25% prior to the introduction of the tertiary

system but rose to 36% in the first year of

tertiary education.   This is very encouraging

demographic data.

It is evident that falling roles is a national

problem. South Tyneside LEAs experienced similar

problems prior to their initiation of tertiary

education.

Question 2   "What were the reactions of parents, head teach-

ers and staff, to the change to the tertiary

system?"

Reply   "As you know there were many informal meetings

held in the Borough to allow parents to express

their ideas and feelings.   There was naturally

some resentment to such changes, and the heads of

Thornhill, Southmoor and Kepier schools tended to

resist the change. In response to the sugges-
tions that the change was a "fait accompli" Mrs
Cookson wryly agreed. However she did point out
that a leaflet was sent to all parents, in which
details were given related to the reasoning
behind the changes in the educational system in
the Borough. Perhaps more could have been done
with regard to communications with the layperson
- but the age old problem of apathy was evident
too, judging by support for the meetings that
were held.

Question 3   "Did the Sunderland LEA liaise with Industry/Com-
merce in determination of the curriculum for
tertiary education?"

Reply   "Not directly, however there are representatives
on various committees and they do have the oppor-
tunity to air their views. However the only
industry which has had a direct involvement in
course design is the NISSAN CAR FACTORY - it has,
in conjunction with staff from Wearside College,
set up purpose built training programmes for
their technicians." There apparently is no
industrial liaison unit set up at present as
there is in South Tyneside.

Question 4   "Who was responsible for setting up the tertiary
education structure in the Borough?"

Reply   "Well, many people had direct involvement, pri-
marily it was the task of a V.P. from Monkwear-

mouth College, who was given time off to design a staffing plan, based on a specific curriculum model. Other agencies had some input, ie, the careers service and the T.A."

Question 5   "Did the LEA send working parties to visit established tertiary colleges in the U.K.?"

Reply   "Yes, chosen personnel, with direct involvement in the transition to the tertiary system were sent to various colleges, for example, Yeovil, Somerset, Halesowen etc., to attend one day seminars."

Question 6   "Did the LEA organise appropriate Staff Development Programmes for those staff involved in the transition to tertiary education?"

Reply   "Most certainly, in fact this was a major feature of the whole programme. I had to produce a report on I.N.S.E.T. activities in the Borough related to Staff Development. As you can see in the report there were so many courses to attend that staff were overwhelmed. The list includes 13 different courses which ran between November 1988 - April 1989. These courses were opened to support staff too, according to their involvement. Coupled with these professional courses you will see that a series of in-house progammes were set up in both Monkwearmouth and Wearside Colleges."

Question 7   "What problems were envisaged in the re-
              organisation and adminstration of tertiary educa-
              tion in the Borough?"

Reply   "We were not prepared for the apathy of some of
              the staff - especially in the well established
              faculties such as Engineering and Building Con-
              struction, and of course parents too needed to be
              better informed, especially regarding the credi-
              bility of the system compared with the existing
              "O", "A" Level.

              Problems were envisaged regarding the teaching of
              students with special needs and as such both
              physically and mentally disabled students were of
              some concern in the new structure."   It was
              evident during the discourse on this subject that
              staff too, need to be more informed regarding the
              philosophy of tertiary education.

Question 8   "Did the LEA transfer any school teachers into
              the newly established tertiary colleges and if so
              in which disciplines did these teachers specia-
              lise?"

Reply   "Certainly, in fact in the initial stages, be-
              tween 65-70 teachers were transferred primarily
              to staff "newly designed" courses.   The staff
              transferred offered such specialities as, Eng-
              lish, Mathematics, Science, Humanities and Lan-
              guages.   It is envisaged that with the expansion
              of tertiary education that more staff will be

transferred from the schools. Another point of interest is that _all_ the staff transfers took place without being interviewed." This is a direct contrast to what took place in South Tyneside, every member of staff there had to re-apply for their posts and were interviewed for them.

Question 9   "What effect, if any has the transfer of the "elite" staff from the schools had on the quality of education in the fifth forms or indeed the schools as a whole?"

Reply   "This is a difficult one, naturally if one loses quality staff then it would seem obvious that education must suffer for the children pro-rata, however it is a very subjective area and indeed qualititive aspects like this would be almost impossible to assess - but I appreciate there is some truth in the premiss."

Question 10   "What feedback, if any have you had regarding:
(i) students settling in
(ii) staff reactions/stress induced?"

Reply   "It is early days, we have initiated student surveys, a questionnaire was issued and the responses are encouraging. Most students enjoy the new freedom, they like the mature approach to them, surprisingly a number found they had too much spare time on their hands. As of yet staff have not been surveyed, however through the

grapevine, the staff who have transferred from the schools are enjoying the new experience, they have said they find the workload is less intense and discipline is a problem no more."

Finally Mrs Cookson stated that she was pleased with the success so far - naturally she anticipated modifications following the results of the forthcoming "O" and "A" Levels. She was particularly concerned with the need of improving cross curriculum management of education - to develop further integration and breakdown the additional linear approach to ones discipline, to broaden ones activities and develop ones comprehension of all facets of tertiary education.