



Keele
University

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THE UNIVERSITY OF KEELE
DEPARTMENT OF EDUCATION

A CONSULTATIVE MANAGEMENT MODEL
OF STAFF DEVELOPMENT IN COLLEGES OF FURTHER EDUCATION

THESIS SUBMITTED FOR THE DEGREE
OF
DOCTOR OF PHILOSOPHY

Vol. II.

JOHN GRANVILLE CAPEY
1983

8. PLEASE INDICATE YOUR GENERAL APPROACH TO THE MANAGEMENT OF STAFF IN-SERVICE TRAINING (tick appropriate box)

Each year is taken as it comes and support given up to the limit of the budget

There is a long/short term staff development programme

9. ON WHAT BASIS DO YOU ALLOCATE SUPPORT TO INDIVIDUAL STAFF? (please tick appropriate box)

Staff training is part of an overall manpower and curriculum plan Move to Qu. 10

Priorities are determined each year since the needs fluctuate so heavily in F.E. Move to Qu. 11

Basically, first come first served, subject to the request being considered appropriate Move to Qu. 12

10. PLEASE GIVE A BRIEF EXPLANATION OF HOW YOUR MANPOWER AND CURRICULUM PLANS OPERATE (please use an additional sheet if necessary)

Multiple horizontal lines provided for writing the explanation of manpower and curriculum plans.

11. HOW DO YOU DETERMINE PRIORITIES EACH YEAR?
(please tick appropriate box)

- Number of student enrolments
- Head of Department requests
- Formal staff review in which staff training is discussed
- New course approvals
- Other reasons (please specify)

12. WHAT ARE THE CRITERIA ADOPTED WHEN CONSIDERING THE APPROPRIATENESS OF THE INDIVIDUAL IN-SERVICE REQUEST?
(please tick appropriate box and also indicate priority order, i.e. 1 2 3, etc.)

- | | Priority | |
|-------------------------------------|--------------------------|--------------------------|
| Relatedness to the teacher job role | <input type="checkbox"/> | <input type="checkbox"/> |
| Length of the course | <input type="checkbox"/> | <input type="checkbox"/> |
| Cost of the course | <input type="checkbox"/> | <input type="checkbox"/> |
| Development of the person | <input type="checkbox"/> | <input type="checkbox"/> |
| Grade of teaching appointment | <input type="checkbox"/> | <input type="checkbox"/> |
| Age of individual involved | <input type="checkbox"/> | <input type="checkbox"/> |
| Other reasons (please specify) | <input type="checkbox"/> | <input type="checkbox"/> |

13. DO YOU ALLOCATE A SPECIFIC PART OF THE ANNUAL COLLEGE BUDGET TO IN-SERVICE TRAINING?
(please tick appropriate box)

YES

Move to Qu. 14

NO

Move to Qu. 15

14. PLEASE INDICATE THE WAY YOU DETERMINE THE SIZE OF THE IN-SERVICE TRAINING BUDGET
(please tick appropriate box)

Staff development programme gives a forecast of staff places by course and cost

There is a standard % of the total budget which has been allocated for the past few years

The L E A instruct that a specified % should be allocated to in-service training

The amount is not directly linked to need but represents the amount we feel we can realistically afford in any budget year

Move on to Qu. 16

15. PLEASE INDICATE HOW YOUR IN-SERVICE TRAINING COSTS ARE MET
(please tick appropriate box)

The LEA budget for in-service training costs are quite separate from the college operational budget

The cost is met out of a float of money allocated in the total college budget. Requests are considered until this float is exhausted

Other methods (please specify)

Move to Qu. 16

18. TO WHAT EXTENT HAS CURRICULUM CHANGE NECESSITATED IN-SERVICE TRAINING DURING THE PAST TWO YEARS?
(please tick appropriate box)

To a very great extent

)
)

To a moderate extent

)

Move to
Qu. 19

To a minor extent

)

Not at all

)

Move to
Qu. 20

19. PLEASE GIVE AN INDICATION OF THE FORM THIS TRAINING HAS TAKEN

Curriculum Change e.g. TEC BEC CSS etc	Analysis of In-Service Training Activity					

20. HOW DO YOU ASSESS THE EXTENT OF IN-SERVICE TRAINING NEED IN THE IMMEDIATE FUTURE?
(please tick appropriate box)

Future In-Service Training Need	Department					
The need will increase from previous two years						
The need will be similar to previous two years						
The need will reduce in comparison with previous two years						

21. USING THE SPACE BELOW, PLEASE GIVE A NARRATIVE EXPLANATION OF YOUR JUDGMENTS IN QUESTION 20

22. DOES YOUR COLLEGE OPERATE ANY OF THE FOLLOWING?
(please tick appropriate boxes)

	YES	NO
Subject Advisory Committees or Boards	<input type="checkbox"/>	<input type="checkbox"/>
In-Service Training Sub-Committee of Academic Board	<input type="checkbox"/>	<input type="checkbox"/>
College based research into In-Service Training needs	<input type="checkbox"/>	<input type="checkbox"/>
Staff Conferences	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Aids Committees	<input type="checkbox"/>	<input type="checkbox"/>
Formal Teaching Staff Appraisal Schemes	<input type="checkbox"/>	<input type="checkbox"/>
Inter-departmental Curriculum Committees	<input type="checkbox"/>	<input type="checkbox"/>
Other appropriate body which aids staff development. Please give name: _____	<input type="checkbox"/>	<input type="checkbox"/>

23. IF YOU ANSWERED 'YES' TO ANY PART OF QUESTION 22, PLEASE INDICATE BELOW THE EXTENT TO WHICH YOU FEEL THE BODY IN QUESTION WAS AN AID TO IN-SERVICE TRAINING
Please indicate your rating on the scale 1 = not effective.
(please tick appropriate box) 5 = exceptionally effective

BODY	1	2	3	4	5
Subject Advisory Committees or Boards					
In-Service Training Sub-Committee of Academic Board					
College based research into In-Service Training needs					
Staff Conferences					
Teaching Aids Committees					
Formal Teaching Staff Appraisal Schemes					
Inter-departmental Curriculum Committees					
Other appropriate body					

24. DO YOU OPERATE A FORMALISED SYSTEM OF INDUCTION TRAINING FOR NEWLY APPOINTED STAFF?
(please tick appropriate box)

YES

Move to Qu. 25

NO

Move to Qu. 26

25. PLEASE GIVE THE FOLLOWING DETAILS OF YOUR INDUCTION PROGRAMME

(i) Length of course

_____ days

(ii) Is the course the same for all new starters

YES

NO

(iii) How was the content of the course determined?

(iv) Is the induction programme always given to new starters?

YES

NO

26. DO YOU ENCOURAGE YOUR STAFF TO PARTICIPATE IN OUTSIDE CONSULTANCY AS A FORM OF PERSONAL STAFF DEVELOPMENT?
(please tick box)

YES

NO

27. DO YOU ENCOURAGE YOUR STAFF TO UNDERTAKE RESEARCH AS A FORM OF PERSONAL STAFF DEVELOPMENT?
(please tick box)

YES

NO

If 'YES' how many staff were engaged in research in the academic year 1977/78
(please state by department)

28. DO YOU PRACTICE JOB ROTATION (i.e. INTERNAL MOVEMENT OF STAFF TO DIFFERENT TEACHING POSTS WITHIN THE COLLEGE) AS A FORM OF STAFF TRAINING?
(please tick box)

YES

NO

If 'YES' please give examples of the type of job rotation practised:-

29. DO YOU SECOND TEACHING STAFF ON FULL PAY TO PERIODS OF EMPLOYMENT IN INDUSTRY IN ORDER TO UP-DATE KNOWLEDGE
(please tick box)

YES

NO

If 'YES' please state the number of staff seconded during the past two years (please state by dept.)

If 'NO' please state the principal reasons why this is not done

30. DO YOU ISSUE JOB DESCRIPTIONS TO TEACHING STAFF?
(please tick appropriate box)

YES

To all staff in the college

YES

To senior staff (i.e. senior lecturer and above)

YES

But on an ad hoc basis

NO

We do not, as a rule, use formal job descriptions

APPENDIX 2

Number of Questionnaires posted = 150

Number of Questionnaires returned = 126

Sample = $\frac{126}{150} = 84\%$ EFFECTIVE

STAFF DEVELOPMENT IN FURTHER EDUCATION
(Teaching Staff)

QUESTIONNAIRE TO COLLEGE MANAGERS:

NAME OF COLLEGE

Question 1 - Please Indicate the level or title of your post
(i.e. person completing questionnaire).

Title

Question 2 -How many teaching staff do you employ?

	Fulltime	Part-time
Less than 20		
20 and less than 50	3 = 2%	6 = 5%
50 and less than 100	19 = 15%	26 = 20.6%
100 and over	104 = 83%	94 = 74.4%
	<u>126</u>	<u>126</u>

Question 3 - What is the approximate percentage breakdown of your college curriculum, by grade of work?

GRADE OF WORK	Approximate amount at a percentage of total teaching hours.
Burnham Category I	
Burnham Categories II & III	
Burnham Category IV	
Burnham Category V	

Question 4 - When you appoint new staff, do you in general, give more weight to specialist/professional qualifications or to trained teacher qualifications?

AREA OF CURRICULUM	Specialist/Professional	Teacher Training	Equal
Academic Areas	65 - 51.6%	15 11.9%	38-30.2%
Vocational Areas (technician level)	96 - 76.2%	5 4%	20-15.9%
Vocational Areas (craft level)	102 - 80.9%	4 3.2%	16-12.7%
Non-Vocational	61 - 48.4%	14 11.1%	35-27.8%
Adult Education	64 - 50.8%	4 3.2%	20-15.9%

(please tick the box against area which represents your priority. In relation to qualifications of applicants for posts. If equal weighting is given use = sign.

Question 5- When considering in-service training for academic staff, do you in general, give most weight to:

Specialist/professional training	7-5.6%
Teacher training	66-52.4%
Equal consideration to both	51-40.5%

(please tick the appropriate box).

Question 6 - How would you describe your approach to decisions relating to staff development?

Formal	62 - 49.2%	(move to question 7)
Informal	64 - 50.8%	(move to question 8)

Question 7- If your response to Question 6 was FORMAL, does your organisation include:

THE FOLLOWING:	Y	ES	N O.
A staff development officer	48 77.4%	38.1%	
A staff development Committee	49 79%	39%	
A formalised system of staff performance appraisal	22 35.5%	17.5%	

Question 8 - Does your college encourage fulltime academic staff to take the following courses of teacher training?

Name of course	Y E S	N O
City & Guilds 730 F.E. Teachers Certificate	85 = 95.2%	41 = 32.5%
College of Preceptors ACP(FE)	12 = 9.5%	114 = 90.5%
Part-time Cert.Ed.	120 = 95.2%	6 = 4.8%
Sandwich Course Cert Ed.	48 = 38.1%	72 = 51.1%

Question 9 - Do you similarly encourage part-time academic staff to take these courses?

Name of course	Y E S	N O
City & Guilds 730 F.E. Teachers Certificate	120 = 95.2%	6 = 4.8%
College of Preceptors ACP(FE)	12 = 9.5%	114 = 90.5%
Part-time Cert Ed.	56 = 44.4%	70 = 55.6%
Sandwich Course Cert Ed.	4 = 3.2%	122 = 96.8%

Question 10 - If you answered YES to either Question 8 or 9 above, please explain what form the encouragement takes:

FORM OF ENCOURAGEMENT	FULLTIME STAFF	PART-TIME STAFF
Day or part-day Release from teaching duties	121 = 96%	6 = 4.0%
Counselling advice but no financial or release support	16 = 12.7%	65 = 51.6%
Other encouragement (please explain)		
Full time Secondment	4 = 3.2%	
Payment of Fees & Expenses	30 = 23.8%	14 = 11.1%
Arrangements made for P/T work		5 = 4.0%
Release from Non Teaching time	2 = 1.6%	

without necessarily day release ←

Question 11 - What are your main reasons for supporting these courses?

338.

To Improve teacher performance	122 = 96.8%
To respond to L.E.A. policy	30 = 23.8%
To respond to D.E.S. advice	9 = 7.1%
Other reasons (please specify)	
To increase Job Satisfaction	4 = 3.2%
Because College runs them	1 = 0.8%
To improve careers prospects	5 = 4.0%
To support Organisational Development	4 = 3.2%

Question 12 - What are your main reasons for supporting the City & Guilds 730, A.C.P.(F.E.) in preference to a part-time Cert. Ed. programme?

	F.T.	P.T
Local availability of the course	35 = 27.8%	1
Attendance routes more convenient	16 = 12.7%	3
Overall costs involved	15 = 11.9%	
Length of the course	6 = 4.8%	2
Entry qualification is less stringent	8 = 6.3%	
We do not give preference to the C. & G. 730/ACP(F.E.)	39 = 31.0%	
Other reasons (please specify)		
Used as preliminary to Cert.Ed.	2 = 1.6%	
More direct help to the teacher	5 = 4.0%	

Question 13 - What is your view of the City & Guilds 730/A.C.P.(F.E.) in relation to the Cert. Ed.?

E:- a = strongly agree/ b = agree/ c = partially agree/ d = disagree/ e = strongly disagree

Your view:-	C. & G. 730					A.C.P.(F.E.)				
	a	b	c	d	e	a	b	c	d	e
The C. & G. 730 and A.C.P.(F.E.) courses are perfectly adequate mechanisms for the professional training of teachers in F.E./ Adult Education	4	14	45	30	8	-	-	16	8	5
	3.2	11.1	35.7	23.8	6.4			12.7	6.4	4
The C. & G. 730 and A.C.P.(F.E.) courses are better matched to local needs than the Cert.Eds. offered by the Colleges of Education Technical	4	14	27	43	10	-	-	8	15	8
	3.2	11.1	21.4	34.1	7.9			6.4	11.9	6.4
The C. & G. 730 and A.C.P.(F.E.) have a less theoretical content and more emphasis of practical classroom	10	46	18	22	4	-	8	12	8	4
	7.9	36.5	14.3	17.5	3.2		6.4	9.5	6.4	3.2

Question 14 - How do you identify people as needing to take a course of professional teacher training?

% of 126

We operate a structured system of performance appraisal.	6 = 4.8%
We operate a rather informal system of performance appraisal.	24 = 19.0%
We rely largely on the recommendations of the Head of Department.	35 = 27.8%
We have a general policy goal of getting all staff teacher trained.	100 = 79.4%
We really leave the initiative to the individual members of staff.	16 = 12.7%

more than one box ticked in some cases

Question 15 - Do any of the following participate in your decision to sponsor individual members of staff to take the City & Guilds 730/A.C.P.(F.E.) courses?:-

Staff development committee, (or other similar body).	36 = 28.6%		
Academic Board.	30 = 23.8%		
Governing Body.	23 = 18.3%		
L.E.A. Officers.	22 = 17.5%		
Others (please specify)			
Head of Dept.	15 = 11.9%	V.P.	6 = 4.8%
Principal	6 = 4.8%	Prof. Tutor	3 = 2.4%
Adult Ed. Coordinator	2 = 1.6%	School of Education	1 = .8%

Studies

Question 16 - Please give an indication of your priorities in relation to staff in-service training.

	AVERAGE
Teacher Training via C. & G. 730/A.C.P.(F.E.)	3.07
Teacher Training via Cert Ed.	1.13
Increasing status of staff qualifications i.e. more staff to have graduate qualifications.	4.46
Up-dating of subject knowledge	2.81
Acquisition of higher degrees	6.24
Research	7.05
Short courses to up-date knowledge	2.74
Secondment to industry to up-date knowledge of current practices.	5.09

Question 17 - Who is most influential in determining the priority weighting indicated in Question 9.

Bodies concerned	please tick
Academic Board	14 = 11.1%
College Principal	23 = 18.3%
College Principal & Heads of Dept.	55 = 43.7%
Heads of Department	14 = 11.1%
Staff Development Committee	26 = 20.6%
Board of Governors	2 = 1.6%
The L.E.A.	16 = 12.7%
Other Bodies (please specify)	
The Individual Teacher	4 = 3.2%
The Vice Principal	2 = 1.6%

Question 18 - Do you operate a formal system to evaluate the courses which your staff have taken?

YES	28	please 22.2%
NO	98	tick. 77.8%

Question 19 - If the answer to Question 18 was YES, what form does this formal evaluation take?

Method	% of 28	% of 126
Pre-course and post-course questionnaires	4 14.3%	3.2%
Observation of classroom performance	14 50.0%	11.1%
Structured pre-course and post-course interviews	8 28.6%	6.4%
Allocation of new tasks/roles	2 7.1%	1.6%
Other mechanisms (please specify)		
Written report request on course attended	2 7.1%	1.6%
Staff asked to run seminars	1 3.6%	0.8%
Completion of Course Appraisal Forms	3 10.7%	2.4%

Question 20 - What are the main reasons preventing your organisation from supporting in-service training that you feel is important and necessary?

Lack of Finance	82	65.1%
Lack of sufficient staff cover	45	35.7%
Unwillingness of staff to participate in the training	16	12.7%
Trade Union difficulties	-	
L. E. A. Conditions	16	12.7%
Other reasons (please specify)		
Lack of general awareness of need	3	3.4%
Incompatibility of provision with need	1	0.8%

STAFF DEVELOPMENT IN FURTHER EDUCATION

CITY & GUILDS 730 - F. E. TEACHERS.

ASSOCIATESHIP OF THE COLLEGE OF PRECEPTORS - F.E.

No. of Questionnaires sent out = 500

No. of Questionnaires returned = 388

% returned $\frac{388}{500} = 77.6\%$

QUESTIONNAIRE TO STUDENTS AND EX-STUDENTS:--(please tick appropriate column)

Question 1 Which course did you take?

C & G 730	356	91.8%
ACP (FE)	32	8.2%

Question 2. What was your occupation when you commenced the course?

.....

Question 3 How did you first become aware of the course?

Newspaper advertising	28	- 7.2%
Colleague at work	128	- 33.0%
College Manager/ Principal/H.O.D.	120	- 30.9%
Adult Ed. Organiser 4.1% F.E. Staff 16 - 4.1%	68	- 17.5%
Training Officer 6 - 1.5% Past C&G 730 student 14-3.6%	76	- 19.6%
Other source (please specify)		
730 Tutor 10 - 2.6%		
Personal Call at College 18 - 4.6%		

.....
Spouse 4 - 1% - O.U. Counsellor 4 - 1%

Question 4 Was any third party involved in your decision to enrol on the course?

48.5% YES **188** . NO **200** 51.5%

If 'YES' please answer question 5. - If 'NO' please move directly to question 6.

Question 5 Who was involved in the decision for you to enrol on the course)
(i.e. Actually involved in discussion with you)

30 Tutor - 60 - 31.9%	Principal	12	6.4%
Spouse - 12 - 6.4%	Head of Department	96	51.1%
Work colleagues 15 - 8.0%	Staff Development Officer	20	10.6%
Adult Ed. Organiser 5 - 2.7%	LEA Adviser	4	2.1%
	Other person (please specify)	92	48.9%

Question 6 What were the major reasons which decided you to undertake the course?

(please tick the box which most nearly represents the most influential reason for you taking the course)

e. 156 of
espondents
ot yet
mployed
ither F.T.
t P.T.

To prepare for a post in F.E. or Adult Education	156	40.2%
To aim for an improvement in performance as an existing teacher.	120	30.9%
Because you consider it is difficult or will become difficult to either obtain or retain a post as a part-time tutor, without the C & G 730/ACP(FE) teaching qualification (or equivalent)	76	19.6%
Career development. You see it as an important part of qualifying yourself for promotion within fulltime F.E./Adult Education teaching.	104	26.8%
You were strongly advised to undertake the course. (If so, by whom? LEA 1% : H.O.D. 13.4% : Other College Staff 6.2% Insert title of post of person giving the advice)	80	20.6%
Just an interesting course which would provide you with a useful and interesting way of filling some of your spare time.	32	8.2%
Other reason (Please state the reason).....	16	4.1%

Question 7 Did you obtain full information about the course prior to your commencement?

90.7% YES NO 12.3%

If answer is 'NO' please move to question 14. % of 352 % of 388

Question 8 What form did this information take?	23.9%	<input type="text" value="84"/>	21.6%
Explanatory leaflets published by City & Guilds or the College of Preceptors.	34.1%	<input type="text" value="120"/>	30.9%
College prospectus (of institution providing the course)	52.3%	<input type="text" value="184"/>	47.4%
College leaflet specially prepared in relation to the course.		<input type="text"/>	
Other form	21.6%	<input type="text" value="76"/>	19.6%
(please explain) Past 730/ACP student 3.1%			
Colleague 1.03% : 730 Course Tutor 10.3%			
Preliminary Course Meeting 4.1% ; H.O.D. 1%			
.....			

Question 9 Please indicate what this preliminary information covered (besides basic attendance information)

Entry Qualification	236	60.8%
Aims and Objectives for the course	332	85.6%
Curriculum content	215	55.4%
Teaching method to be adopted	99	25.5%
Assessment criteria	160	41.2%
Other Information (please specify).....		

Question 10 At the time, did you consider the information given to you to be:-

Full and comprehensive	116	29.9%
More than adequate	80	20.6%
Adequate	120	30.9%
Less than adequate	35	9.3%
Poor		

Question 11 If you consider that the information given to you was less than adequate, did you ask for more information?

54.3% YES	19	NO	16	45.7%
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Question 12 Did you discuss the information concerning the course with a third party, other than the college offering the course?

50.5% YES	196	NO	192	45.5%
-----------	-----	----	-----	-------

If YES, please indicate with whom:-

Staff Development Officer at own College/Adult Education Centre	24	% of 196 12.2%
Head of Department or Head of Adult Centre or Adult Education Organiser. (Please delete those which are inappropriate)	92	46.9%
Colleague/friend who had already taken the course.	124	63.3%
Other person (please specify) Staff Dev. Officer 4%	28	14.3%
..... O.U. Counsellor 2% : Other Potential Students 2%		

Question 13	After completing the course, do you consider that the information given to you before commencement was:-		
	Full and an accurate representation.	77	19.8%
	More than adequate representation.	133	34.3%
	Satisfactory - although some significant omissions.	100	25.8%
	Less than adequate - some major omissions.	16	4.1%
	Less than adequate - misrepresentation of the course and its content.		
	Poor - totally inadequate.		
Question 14	By what means did you determine that the course was relevant to your needs, i.e. at the point when you were considering taking it.		
	Discussion with Head of Department or Equivalent	136	35%
	Analysis of course information provided	120	31%
	Discussion with Staff Development officer	25	6.4%
	Your own assessment of the strengths and weaknesses of your teaching performance	116	29.9%
	Discussion with staff at the college offering the course.	133	34.3%
	Other reason, please specify 3.1% (12)		
		
Question 15	Did the fact that the course is not recognised by the D.E.S. as conferring qualified teacher status, have an influence on your decision?		
	Considerable influence	8	2.1%
	An important factor	19	4.9%
	A factor, but of no great significance	120	30.9%
	A little	16	4.1%
	Not at all	225	58.0%
Question 16	If the course was linked to a Certificate in Education, i.e. as Part I of a two year part-time course, would you have continued with the second year if given the opportunity?		
	81.4% YES 316		
	NO 72 18.6%		

316 answered Yes

Question 17

If you answered 'YES' to question 16, what were the predominant reasons for you doing so?

Full recognition as a qualified teacher (I.e. Obtaining the Burnham/DES recognition)	188	59.5%
More complete training as a teacher?	156	49.4%
Increased recognition from your colleagues	12	3.8%
Improved promotion prospects	52	16.5%
Other reasons (please specify)	8	2.5%
.....		
.....		

Question 18

To what extent did you consider the course reached its stated objectives?

Almost completely	143	36.9%
75%	145	37.4%
50%	40	10.4%
25%	8	2.1%
Not at all		

Question 19

What is your assessment of the course overall?

Exceptional	16	4.1%
Very good	227	58.5%
Satisfactory	77	19.8%
Slightly unsatisfactory	68	17.5%
Very unsatisfactory		

Question 20

What is your opinion of the content of the course and the way it was presented to you?

PRESENTATION \ CONTENT	CONTENT			
	Very helpful & appropriate	More than 50% helpful & app.	Less than 50% helpful & app.	Inappropriate
Excellent	85 (21.9%)	14 (3.6%)	4 (1%)	
Good	95 (24.5%)	67 (17.3%)		
Satisfactory	21 (5.4%)	56 (14.4%)	22 (5.7%)	
Weak			24 (6.2%)	
Very poor				

Question 21 (a) Were you supported financially while you undertook the course?

Y E S 38.1% N O 61.9%

(b)

Were you supported in any other way?

Y E S 20.9% N O 79.1%

Question 22 If the answers to (a) or (b) above were 'YES', what form did this sponsorship take?

Payment of fees, in whole or part	% of 148	<input type="text" value="133"/>	89.9%
Day or half-day release to attend course	% of 81	<input type="text" value="36"/>	44.4%
Payment of travelling/other expenses incurred in attending the course	% of 148	<input type="text" value="12"/>	8.1%
Provision of books	% of 81	<input type="text" value="5"/>	6.2%
Reduced teaching/work load	% of 81	<input type="text" value="35"/>	43.2%
Other form (please specify).....	% of 81	<input type="text" value="11"/>	13.6%
.....			

Question 23 What do you consider were the most beneficial aspects of the course in relation to training you to be a better teacher?

Development of teaching skills	<input type="text" value="307"/>	79.1%
Training in use of resources/audio-visual aids	<input type="text" value="164"/>	42.3%
Examination of the theoretical aspects of education	<input type="text" value="141"/>	36.3%
Increased ability to discuss the curriculum issues with other teachers	<input type="text" value="112"/>	29.9%
Other aspects (please specify).....	<input type="text" value="24"/>	6.2%
.....		

Question 24 Did you apply to take a Cert Ed course?

Y E S 8.2% N O 91.8%

It is not known how valid the answers to this question are. There is a clear possibility that many respondents misunderstood the question.

Question 25 If the answer to question 24 was 'YES', why did you not take the course?

sufficient response
 this question
 be able to
 form a meaningful
 analysis

You did not satisfy the entry criteria

You could not obtain release from your teaching commitments

You were not given financial support

Geographical distance

Inaccessible in terms of Public Transport

Personal transport problems

Other reasons

(please specify).....

.....

Question 26 If you answered 'NO' to question 24, what were the reasons why you had never considered taking a Cert Ed. course?

Not aware of the availability of the course

Inadequate qualifications for Entry

Centres not convenient - too far away

Cert.Ed's. not given all that much recognition in F.E. and Adult Education

Other reason

(please state).....

.....

124	31.9%
33	8.5%
100	25.8%
36	9.3%
49	12.6%

NOVEMBER 1982

SURVEY OF COLLEGES - STAFF DEVELOPMENT

As a result of recent major developments in the field of Further Education e.g. (i) Manpower Services Commission New Training Initiative (ii) M.S.C. 'Open Tech' Programme (iii) D.E.S. 'Pickup' Scheme (iv) D.E.S. Initiative in the Field of 16+ Foundation Studies (e.g. courses of the C & G 365 type) the writer is carrying out this survey of teacher training initiatives.

1. How is your institution responding with the LEA to the Robertson Shilling component of the new NTI Scheme? (Staff development funding in relation to YOP and super YOP).

1.1 What types of training are you designing?

1.2 Where will the training be undertaken?

1.3 What increased financial allocation is being made in addition to the MSC grant?

1.4 How are you identifying which staff should undertake the training? What approximate proportion of your staff are involved?

1.5 Do you envisage any changed role for your Staff Development Officer/ Professional Tutor?

1.6 What content have you decided is appropriate for the training (i.e. a summary of the types of skills/knowledge etc.) considered relevant? Do you anticipate that the training will be curriculum led?

1.7 How did you identify the content?

1.8 How will the training differ from the traditional Cert/Ed C & G 730?

1.9 To what extent do you feel that the teaching skills necessary to accommodate YTS have (a) evidenced themselves and (b) been developed via YOP and UVP Schemes?

1.10 How would you rank the following as issues to figure heavily in staff training for YTS?

- Negotiation, guidance and counselling
- Curriculum negotiation
- Curriculum development and design
- Management and motivation of young people
- Social and life skills (coping skills)
- Assessment and profiling
- Marketing and recruitment skills
- Access to potential participants and feedback of relevant information
- Management training for Heads of Departments and Course Leaders
- Work experience/placement supervision and control
- Designing, managing and evaluating residential schemes
- Developing student centred learning packages
- Maximising the impact of new technology e.g. CAL
- Identifying and responding to the special needs of the handicapped

2.

2.1 How are you preparing for Open Tech (Distance Learning)

2.2 Have you formed any conclusions regarding the identification of staff training needs?

2.3 Have you identified any way of meeting these needs?

2.4 Which staff will do/do you envisage undertaking the training?
Who will have priority?

2.5 How will funds be made available?

2.6 What essential differences do you envisage in the training required for distance learning to the type of teacher education traditionally undertaken i.e. Cert.Ed./C & G 730/ACP (FE)?

2.7 Do you envisage any of your college curriculum being inappropriate to the Open Tech remit?

3. 3.1 How well do you feel courses such as the Cert.Ed and C & G 730 are preparing/have prepared your staff for new development in Further Education e.g.

(a) Student centred learning?

(b) Multi and interdisciplinary curriculum?

(c) and all the other issues outlined in 1.10



IMAGING SERVICES NORTH

Boston Spa, Wetherby
West Yorkshire, LS23 7BQ
www.bl.uk

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Appendices 5 to 14