

University of South Wales



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SENIOR MANAGEMENT PERCEPTIONS OF STAFF
DEVELOPMENT PROVISION IN FURTHER EDUCATION
COLLEGES IN WALES

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ABSTRACT

The primary purpose of the research is data generation relating to management perceptions of staff development provision in Welsh FE institutions, with the subsidiary aim of identifying weaknesses and omissions in provision and suggesting methods for effecting improvements.

After presenting an overview of factors contributing to the growth of staff development provision in FE (chapter 1), the current 'state of the art' is determined by an examination of relevant literature,(chapter 2). Four major themes are identified and employed as research guides and parameters - staff development policies, methods of needs analysis, approaches to provision and evaluation.

The research methodology generates data of both a nomothetic and ideographic nature by means of pilot studies, questionnaire survey, case studies involving interviews and repertory grids and the design and testing of a staff development model, (Chapter 3).

The investigation proceeds in four stages - a preliminary survey which assesses the accuracy of perceptions derived from the literature survey; a general survey of Welsh FE colleges by means of questionnaire analysis; the conducting of case studies in which college managers' perceptions are examined by interview and completion of repertory grids; the design and testing of a practical effective staff development model which focuses on specific weaknesses and omissions identified by the research,(Chapters 4,5,6,7 and 8).

It is found, (Chapter 9), that current provision shows only modest advances when compared with staff development theory and practice highlighted in the literature. In particular college policies, needs analysis systems, approaches to provision are quite rudimentary and inappropriate, with systematic evaluation of provision non-existent. It is also found that deficiencies in practice are matched by similar deficiencies in the manner in which current staff development provision is perceived by managers, as indicated by the interviews and repertory grid analyses.

It is further found that a staff development model can be a useful tool for improving the understanding and planning of staff development and that it is possible to conduct a meaningful and productive evaluation of a college's provision by means of a practical effective model, having as its focus the principle of holistic evaluation.

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Chapter One. FACTORS INFLUENCING THE GROWTH OF STAFF
DEVELOPMENT IN FURTHER EDUCATION.

1.1. Introduction.

It can no longer be said that staff development is a term unfamiliar to staff in further education. A variety of factors have combined, sometimes at an alarming rate, to bring about change in the FE sector, with the result that increased attention has been given to the subject of staff training with the aim of enabling staff to make adequate responses to new demands made of them through rapid change. The degree of attention staff development now attracts makes it almost inconceivable that any college of further education in England or Wales has not, to some degree, attempted to provide in-service education and training for its teaching force. Indeed, there is evidence that some colleges have gone considerably further, framing detailed policies, setting up staff development committees, and in some cases appointing a staff development officer to oversee this aspect of college work.

Despite the degree of uncertainty and imprecision which still surrounds the subject, the concept has broadened and developed to encompass a range of concerns going far beyond that of the provision of basic training for untrained staff and support for the new entrant to the profession. Indeed, it may be argued that the very uncertainty which surrounds certain aspects of the subject is a direct result of its growth. Earlier preoccupations have been supplemented by attempts at providing staff with opportunities for up-dating knowledge and skills,

re-training, industrial experience, the acquisition of curriculum development skills, experience of modern technology, training in student counselling, and much more. The widening of the scope has been in turn matched by a variety of provision modes from traditional award-bearing courses to short courses, workshops, and a range of in-house activities.

It is not the purpose of this research to provide a detailed analysis of this development. However, it will be relevant to indicate salient features of the FE scene which have, and still do, combine to underline the importance of staff development as a continuing feature, and which provide a justification for further research into its nature, purpose, modes and its effectiveness. Consequently, this chapter attempts to identify some of the main factors which have influenced the growth of staff development provision in FE over the past three decades, and during the last ten years in particular.

In a previous study conducted in 1979 for the NFER, Bradley, et al made the observation that :

Further and Higher Education provides an unparalleled example of a profession where the majority of employees have no specific training for their principle task. Two thirds of teachers in the FE sector have come from university, from within FE itself, from industry and commerce without having undergone any kind of formal teacher training. p128.

Whilst attempts have been made to redress this situation, the position remains very much the same, despite the growth of staff development provision, and the presentation to government of various proposals and strategies for equipping FE staff with

professional training. The number of staff without formal professional training, and the scale on which change is now being experienced by the FE sector and its effect on the teaching staff, continues to make staff development a relevant and urgent requirement. Because of this many of the proposals, reports and documents presented over the years by various bodies, urging a coordination and expansion of staff development provision for the FE sector remain apposite, and will be briefly examined. However, it is necessary, first of all, to provide an account of the sector to which they refer, Further Education.

1.2. The Complexity of Further Education.

Of its many features the most easily identified, and probably the most frequently referred to is its complexity. This is immediately apparent when one consults such documents as the annual DES digest of Statistics, which reveals that for analytical purposes FE is regarded as encompassing polytechnics, institutions of higher education, colleges of further education, adult education and youth centres. For the purpose of this research the term will, however, be confined to those colleges commonly known as Colleges of Further Education, and Technical Colleges.

Even with this restriction FE remains complex in terms of its provision - the range of courses offered, the range of academic ability of its students and the modes of study it accommodates. When considering its provision, the focus of attention tends to

be that of courses rather than subjects of study, although recent developments, such as the establishment of 6th Form and Tertiary Colleges has resulted in some growth of provision by way of traditional 'O' and 'A' level subjects.

More usually provision consists of courses leading to recognised qualifications, which are acceptable to the industrial, commercial and professional sectors. The courses may range from those related to specific local industrial needs, courses approved by the various industrial training boards, City and Guilds and Royal Society of Arts Certificates, B/TEC National Awards, to a variety of non-vocational courses.

There is considerable variation in the student population. A college might find that its student complement consists of full-time students following courses of anything up to 46 weeks duration, part-time students attending for one or two days per week or one or two evenings or a combination of both, block release students and students following short courses. The age range is similarly diverse, with recent secondary-school leavers rubbing shoulders with older students, and, more recently, many adults returning to education, perhaps to re-train after having been made redundant.

More detailed summaries of FE can be found in Cantor and Roberts(1979), Farmer(1982) and Williets(1982). The above overview is, however, sufficient enough to enable the point to be made that the ability of the FE sector to accommodate such diversity has led to its long-standing reputation for

flexibility and adaptability. At the same time it provides the service with strong justification for significant investment in staff development resources. 'Whatever the justification in the past, the working environment of colleges has grown so complex and the changes in their courses have become so frequent and dramatic that it is only right for staff to have adequate opportunity for professional development', (Barr, 1982, p96).

Creating such opportunities has been the aim of a number of important reports on the education and training of FE teachers, the most significant of which are the following.

1.3. Significant reports and documents.

1.3.1. McNair Report. (1944)., "Teachers and Youth Leaders'.

Prior to the publication of the McNair report little attempt had been made to provide professional training for teachers in FE that could be described as either systematic or sustained. Existing provision was described by the report in the following terms :

The Board of Education have conducted a number of short courses for technical teachers, as well as a few industrial and commercial concerns which train their own apprentices. The City & Guilds of London Institute have for many years played a part in the training of teachers in a limited field. The Institute awards teachers certificates in dressmaking, needlework, tailoring, upholstering, millinery and handicrafts. These certificates may be awarded, after examination, to those who have taken approved part time courses of study and teaching practice, sometimes extending over two or three years, at selected technical colleges. para.437.

McNair made proposals aimed at dramatically altering this position. It not only focussed on the peculiar needs of FE

teachers, but also initiated the process by which their training would be encompassed by systematic teacher training under the aegis of Area Training Organisations.

In a section specifically devoted to FE, a number of significant recommendations were made :

Much of the teacher training should be in-service and spread over two to three years, using a block release mode.

Initial training should be supplemented by short specialist courses.

Further education teacher training should be conducted in institutions separate from those used for school teachers, because of its special nature.

An annual recruitment target of 4-500 should be set.

Pre-service training should be voluntary.

The quality and relevance of the provision was to be ensured by the appointment of representatives from technical and commercial education to the Area Training Organisations and the appointment of a director of technical training to organise courses and training and to promote a systematic enquiry into the problems of training technical teachers. (para 443).

1.3.2. Willis Jackson Report. (1957) - 'The Supply and Training of Teachers for Technical Colleges'.

The report recommended a variety of means to be used for developing a better trained teaching staff and a more attractive profession. It urged better opportunities for

professional training, periodic release of teachers to industry and commerce, secondment for full-time study, attendance at courses and conferences, sabbatical leave for visits abroad and the establishment of a staff college. Serious attention was given to the recommendations, many of which were implemented but not in any systematic way :

1. Full time staff should be increased from 11,500 to 18,000 by 1960/61, and part-time staff from 39,000 to 47,000 by 1960/61.
2. Annual recruitment should be increased from 1,300 to 2,300, especially in science, mathematics, and technology.
3. One-year pre-service courses should continue and places should be increased from 300 to 500.
4. One-term courses should be provided for those unable to attend the one- year courses.
5. A new FE college should be established in the Midlands for 150-200 students.
6. Existing colleges should have new buildings.
7. A residential staff college should be provided, for senior staff training in management and administration.
8. The Minister should set up a standing committee on the supply and training of teachers.

All these recommendations were eventually implemented. A new college was set up in 1961 at Wolverhampton. A Special Advisory Committee under Sir Lionel Russell was set up and published two

reports. One-term courses were commenced in 1961, but converted by 1965 into four-term sandwich courses, with teacher secondment on full salary.

1.3.3.Russell Report.(1966)-‘The Supply and Training of Teachers for Further Education’.

This report of the Advisory Committee on the Supply and Training of Teachers, under the chairmanship of Sir Lionel Russell made four significant recommendations :

1. LEAs should be required to secure the professional training on full salary of all new entrant assistant lecturers within three years.
2. Authorities should be permitted to make special grants to teachers to attend residential courses, to offset financial hardship of participants.
3. A professional training requirement should be introduced for all new entrants to the profession by 1969.
4. In-service training leading to the award of a teaching certificate should be extended by the creation of extra-mural centres which teachers could attend on a day-release basis.

The report took as its main aim the substantial increase of the number and proportion of trained teachers:

While looking forward to the day when teaching will be acknowledged as a profession and an art which warrants training for all practitioners, we accept the necessity of proceeding by stages and take as our immediate aim a substantial increase in the proportion of trained teachers in the colleges. In the first instance the aim might be to introduce a

training requirement for certain categories of technical teacher. para.12.

The report was rejected by the Secretary of State on the day of publication on the grounds that compulsory training might impede recruitment, and that the economic situation at that time would not permit it. DES Circular 7/66, concerned with extra-mural centres, implemented the fourth recommendation.

1.3.4.James Report.(1972).- 'Teacher Education and Training'.

The report gave priority to its recommendation of a 'third cycle' of activities covering the ways by which teachers could extend their professional education, develop their professional competence and improve their understanding of educational principles and techniques. Teacher education and training was to be based on an entitlement to release with pay for a minimum of one term every seven years, rising as soon as possible to release for one term every five years. 3% of all teaching staff should be released for activities to do with staff development.

In its comments on the report, published in May 1972, the teachers union ATTI executive committee, deplored the fact that the report did not see fit to re-affirm the earlier proposal of Russell that teacher training for further education should be made compulsory.

In its White Paper 'Education: A Framework for Expansion' (DES, Cmmnd.5174) the Government expressed its intention to implement the report's recommendations regarding

release entitlement, beginning in 1974/75 and continuing progressively to reach a target of 3% by 1981.

1.3.5.ACFHE/APTI Report.(1973)'Staff Development in Further Education'.

This report from the Association of Colleges of Further and Higher Education/Association of Principals of Technical Institutions was partly a response to a review of what staff development had taken place since the Willis Jackson(1957) report. It saw the purpose of staff development to be :

1. To remedy any deficiencies in present performance and to promote more effective performance of present duties.
2. To prepare for changing duties and responsibilities and new methods and techniques in the current post.
3. To prepare for promotion to responsibilities at a higher level, either within the same college or Authority or elsewhere.
4. To enhance job satisfaction.

It also recommended that staff development should be incorporated into the overall college development strategy, since it was 'primarily part of that much advertised need to make the best use of our resources'.

The report noted that 60% of expenditure in a typical college was for teachers salaries and superannuation and 'the ways in which these teachers are used and the quality of their teaching

will determine the efficiency and effectiveness of the college',p.3. In connection with this last point, the report noted that over 65% of entrants to teaching in FE were not teacher-trained.

1.3.6.Haycocks Report No.1.(1975)-'The Supply and Training of Teachers for Further Education'.

This report from ACSTT (Advisory Committee on the Supply and Training of Teachers) was actually published in 1977, with a covering letter, Circular 11/77. It mentioned working towards the previously recommended target of 3% release for in-service training and priority being given to induction training. The report had three basic guidelines:

1. To make realistic and practical proposals in keeping with the guidelines of the DES White Paper 'Education:A Framework for Expansion'.
2. To build on what already existed and produce something more coherent and a nationally acceptable pattern.
3. To see its proposals, not as the last word, but marking an interim stage in development.

The main recommendations of the report were :

1. By 1981, or earlier, there should be a training requirement for all new entrants to FE teaching who had less than 3 years full-time teaching experience.
2. There should be planning for a modest growth in the provision of one-year pre-service courses at the four Colleges of Education (Technical), from 1400 to

1700 places by 1981.

3. That untrained new entrants should follow a one-year systematic induction/training course. They would undertake not more than three quarters of a full timetable and would be released for the course for at least the equivalent of one day per week, together with a period of block release equivalent to not less than four weeks.

4. There should be provision, for those who wished it, to proceed from the induction course to qualify for a Cert.Ed. The content of the induction courses should, therefore, contain modules which would fit naturally in, and find credit for the certificate. It should be possible for one third of all new entrants to equip themselves in this way.

5. Trained new entrants should be entitled to a full year of induction, restricted in the first instance to the equivalent of one day per week for one term.

6. Opportunities for further in-service training should be more generous for FE teachers than for those in schools, reflecting the very substantial backlog of untrained teachers, the considerable demand for up-dating, new developments in manpower requirements of different sectors of industry and the different career patterns of FE teachers.

7. Each college should have at least one professional tutor, part-time or full-time, who would normally be a full-time member of the college staff.

1.3.7.Haycocks Report No.2.(1978)- The Training of Adult Education and Part-Time Further Education Teachers'.

This report, the second issued by ACSTT, again placed emphasis on the importance of initial and induction training for teachers working in the FE sector. Whilst Haycocks No.1. dealt with training for full-time teachers, No2. concentrated attention on the considerable numbers of part-time teachers which FE has to rely upon -some 130,000 in 1978.

The report recommended a unified scheme, on a regional basis, within which both common and specialised units would cater for the various needs of part-time teachers. It envisaged a three-stage pattern: induction, normally a brief initiation into basic teaching skills, which all part-time staff would be expected to undertake; second stage, involving more advanced training in teaching skills, which the majority would be encouraged to complete; third stage, for those anticipating more substantial service, which would lead to the award of a Cert.Ed.

The importance of the two Haycocks reports is readily apparent, and requires no exposition. Their significance may be estimated from the references to them in subsequent reports, and their quotation by various writers on staff development.

1.3.8.DES.1978.'Making INSET Work:A Basis for Discussion'.

This document from the Sub-Committee of ACSTT drew attention to the need to continue providing relevant in-service training for teachers in the wake of significant

societal changes. It drew attention to the impact that such factors as reduced promotion possibilities might have on teachers, seeking to offset any adverse effects through the provision of good facilities, including in-service training.

It noted that in-service training was still a voluntary professional activity which depended for its success on the goodwill of teachers. To retain this in-service provision would have to be of high quality and relevant to staff needs. It was concerned that too much attention had been given to provision for individuals in terms of courses provided by outsiders, and advocated a change of emphasis in which schools and teachers planned their own INSET programmes.

Whilst the discussion document did not focus primarily on teachers in FE, but on general teaching needs in schools, it nevertheless introduced points which were important for the FE sector, five in particular :

1. It suggested that a much wider definition of what constituted in-service education was now required.
2. INSET starts with the institution and involves a systematic identification of needs - of individuals, of functional groups, and of the institution as a whole.
3. Involvement in INSET should remain on a voluntary basis, depending on the goodwill of staff.
4. In-service training should be of high quality and must be relevant to the teaching situation of teachers.

5. In-service activities should entail -

Identification of needs

Implementation

Evaluation

Follow-up.

1.3.9. NATFHE Report (1978). 'The Education and Training of Teachers for Further and Higher Education'.

This draft policy document from the main FE teachers union drew attention to, amongst other things, the fact that two thirds of FE teachers were still untrained, and called for a systematic provision of initial teacher training, but also advocated a much wider view of staff development, to encompass such activities as re-training, secondment, planned changes of responsibility, organisation of short courses, research and consultancy, exchange teaching and management training, asserting that 'many of the urgent, specific and long-term problems currently facing further and higher education would have been reduced if there had been a systematic pattern of teacher education for this area'. (p3).

The statement builds on the Haycock report proposals by advocating the need for an all-graduate FE teaching profession. It points out that this has become increasingly desirable since the move towards this in the schools sector meant that by 1983/84 existing professional teacher education would no longer give FE teachers qualified status for the purpose of teaching in schools. It advocated the eventual introduction of a system of four-year FE training, or its part-time equivalent, with

appropriate credit recognition for previous qualifications and experience.

The statement also gave attention to the content of such training, urging it to be orientated towards achievement of professional competence, rather than 'merely the academic study of education'. It points out that since the majority of students on such courses would be serving teachers, the identification of pedagogic needs and the achievement of terminal standards would be more important than entry qualifications.

In keeping with earlier statements there is much stress in the document on the rapidity and breadth of change in FE, presenting this as a further justification of the need for INSET - 'professional training is necessary to provide the flexibility of approach and the analytical and evaluative skills required by teachers in the rapidly changing environment of further and higher education'.(para.6). It further stresses the importance of a programme of continuing professional development for all staff,(para.21).

1.3.10. ACSET(1983) 'Staff Development for Post-Experience Vocational Education'.

In October 1980 the DES issued a discussion paper - Continuing Education:Post-experience vocational provision for those in employment- which resulted in the launch in 1982 of the government funded PICKUP programme (Professional, Industrial and Commercial Up-dating), with the aim of improving

both the quality and quantity of adult training.

ACSET was asked to consider the staff development needs of those who would become involved in the organisation and teaching of post-experience provision, and focussed its attention on the skills and knowledge teachers would require and the various training methods available.

The report began by drawing attention to the significant differences between the majority of students in the FE sector and post-experience students, noting in particular -

1. that they are more likely to be of varying age and ability.
2. as volunteers, they are likely to have a high degree of motivation.
3. will expect their courses to be job relevant
4. will have educational needs of which they may be unaware.
5. may have fixed views of the education process based on their earlier experience of it.
6. will bring to their courses experience of life and expertise which is likely to exceed that of the individual teacher, and which they expect will be taken into account by teachers.
7. will respond better to cognitive rather than memory-learning teaching methods
8. will expect courses to be tailored to their individual needs.

In the light of these specific requirements on the part of potential students the committee recognised that training staff to meet these requirements would also have to be similarly specific. In addition to general abilities needed by staff, a range of skills, relating to five broad areas were identified - marketing skills, curriculum development, improvement of technical knowledge, teaching skills and skills in evaluation. Consequently, seven recommendations were made by the committee-

1. That FE colleges be encouraged to address carefully the problem of developing among staff the necessary skills for PICKUP.
2. Initial in-service training, induction training and initial training for untrained new entrants should contain an introduction to the problems and needs of PICKUP programmes.
3. The variation in need of part time teachers is such that appropriate provision must be left to individual institutions.
4. For those with subject expertise but little teaching experience, examples of good practice should be developed and disseminated both regionally and nationally.
5. That institutions should identify opportunities for staff to improve and up-date their specialist subject knowledge to meet emerging employer requirements.
6. That the primary responsibility for staff training

should be with the institution, that it should be given high priority and should form part of the overall planning of the institution, and that where necessary, institutions should develop particular areas of expertise.

7. That LEAs and institutions costing PICKUP should include an element for staff costs when developing new programmes.

The report was accepted by the DES and resulted in the establishment of a network of PICKUP coordinators within FE colleges and LEAs.

At the time of writing the DES is preparing a national directory of some 250 courses for the up-dating of skills for staff in FE and polytechnics, making use of over 100 centres in various parts of the country.

In concluding this section it may be noted that McNair expressed surprise that, unlike school teachers, FE teachers were not required to possess any particular pattern of experience or qualification. Despite subsequent recommendations in a stream of reports, the situation remains virtually the same. Bradley, et al, (1983) found that although the provision of initial teacher training dominated both the policy and practice of LEAs and colleges, it would be some time before the majority of staff in FE were teacher trained.

1.4. Economic recession and technological change.

The expansion of FE in the 1960s in terms of student numbers, was halted by the U.K. economic recession. The oil crisis of the mid-1970's, the decline of major industries such as engineering, shipbuilding, aircraft manufacture and mining subsequently affected the employment levels in these industries and, in turn, affected FE. Demand for college-based training and education for part-time students was considerably reduced, and some college departments which were originally established as a response to the demands for specific industrial training, were seriously affected. Not only was there a loss of traditional work in the departments, but much of their physical resources were inappropriate for re-deployment.

At the same time technological change, particularly the introduction of the micro chip, made it virtually certain that, even with re-vitalization, industry's training needs would become quite different.

FE staff found themselves being required to adapt to this situation with some speed, and consequently there was an increasing need to provide relevant staff development provision. In face of the shrinkage in demand for their 'specialist' area of work, teachers were requesting re-training simply to avoid redundancy. Furthermore, the colleges themselves have had to invest in new technology in order to keep pace with change and make their course provision relevant to current needs. This required not only capital expenditure on resources such as computer suites, electronics laboratories,

etc, but also continuous in-service re-training and up-dating.

Much of this change has been absorbed with the characteristic response from FE, but not always without trauma. When people resist change it is often not the change itself which is resisted but its implications and consequences, and the perceived psychological effects the change is likely to have on the individual. Frequently, resistance to change arises from the manner in which change is introduced, as well as from what the change will require. Morrish (1976, p58) notes that teachers are quite typical of resisters to change, especially if decisions are made by others than their recognised superiors. Consequently, there is a continuing need for staff development which will prepare staff for change, and assist in reducing levels of apprehension.

The continuing relevance of many of the recommendations in the documents mentioned above may be readily understood in this context. The ACFHE/APTI(1973) report presented as its fourth aim the enhancement of job satisfaction. Given the lack of promotion prospects and staff mobility resulting from the current period of re-trenchment, staff development will play a significant part in the provision of enriching experiences by which staff may continue to grow. (Matthewman,1985).

1.5.Student Population.

Demographic forecasts such as the MacFarlane Report (1981) alerted colleges to anticipate a reduction in the number of students likely to enrol in FE, reversing a trend

which had been experienced since the 50's and 60's. During this period many staff had been recruited to FE and eventually became promoted to senior posts, with little attention being given to training needs. The decline to be expected in student numbers was not based simply on contraction of sectors of employment traditionally providing students for FE, but also on the fact that the number of 16 year olds was expected to peak in 1981, with an estimated 841,000, declining by some 34% by 1993 before rising again.

Various moves have been made by the LEAs to cushion the effects of this trend, particularly the move towards the establishing of 6th Form and tertiary colleges. In addition there has been an overall increase in the number of students leaving school at 16 years of age and opting to continue their education in FE colleges rather than remain in their school 6th form to re-take 'O' levels or study for 'A' levels. One result of this has been that teaching staff have had to become used to students who are far more critical and vociferous about teaching methods which they feel are inappropriate. (Parkes,1982).

In addition, the decline of enrolments in non-advanced part-time day release courses from 490,000 in 1974 to 332,000 in 1982 (DES Statistics) has been reversed since the introduction of the Youth Training Scheme in 1982, seeing an increase to 381,000 in 1985, of which 86,000 were YTS students. The further significance of YTS will be considered below in a separate section.

In response to DES Circular 10/77 colleges have attempted to make provision for less able students not normally able to enrol in traditional type courses. The students who have been attracted to such courses have possessed a number of characteristics; they are often alienated from the education system, they may be socially disadvantaged, they may be physically and mentally handicapped or they may be members of ethnic minorities. Catering for such students, who represent a dramatic change from the more traditional FE student, has not been an easy process. Teaching methods and design of curricula have had to be attractive, and additional remedial work has frequently been necessary, together with more counselling and pastoral work than was normally provided for students. Leech(1982) points out the difficulties attached to catering for the new clientele, with lecturers keen on catering for such students alienating themselves from less keen staff.

In each of these areas where new types of students have been introduced into the FE system, staff have felt the need for support in the form of staff development in order to make a sensitive and useful response, particularly in curriculum development.

1.6. Curriculum Development.

Over the past decade or so the FE sector has had to cope with an unprecedented demand for curriculum change. National bodies such as TEC, BEC, City & Guilds and certain of the ITBs have advocated, and then required before validating provision, a more integrationist approach to course design with

emphasis on implementation via team strategies rather than by individual teacher initiatives.

These curricula changes have also had to be accompanied by revised methods of assessment, including phase testing and other forms of continuous monitoring of performance. Such changes have not been introduced without difficulty or controversy. The integrationist approach has frequently been viewed as a 'threat', since its consequence has been a loss of subject status by the teacher. Also, the changes have had an impact on teacher-student interaction, affecting not only content but process of delivery. Not least they have resulted in increased penetration of central bodies into the work of colleges, a more visible concern for accountability.

Such curriculum development has had an influence on staff development provision. The lecturer has now been expected to pursue in-service training, etc, as an essential and integral part of his job. A recent B/TEC policy statement asserts that in order to achieve aims of curricula relevance to business and industry particular attention must be paid to staff development 'including resource management for those running the programmes of study' and 'staff development especially with respect to learning strategies appropriate to a course'.(B/TEC.1984).

Whilst considerable innovation has taken place as a result of the activities of bodies such as B/TEC, it has been suggested that it is not on the scale of curriculum development which has taken place in the schools sector, (Cantor and

Roberts, 1983, p209).

Although many staff have coped with these changing demands, one suspects that many others have responded only with great difficulty, particularly long-serving teachers. Some have limited pedagogic skills, particularly those appropriate for the new clientele in FE, and require up-dating, and although many staff have industrial or commercial experience, little of it is recent.

FE staff who have not received any initial professional training have probably never come into contact with discussions concerning curriculum development styles and strategies. Consequently, much curriculum development in FE is really course development. 'Curriculum development involves both the articulation of intentions and their subsequent translation into appropriate learning experiences', (Heathcote, G., et al, 1982). Course development tends to be a more pragmatic exercise, concentrating on the translation of pre-determined elements such as syllabi and assessment procedures into educational activities. FE staff are ill-prepared for curriculum development, since little is provided by way of in-service training in the necessary skills.

Curriculum development for vocational preparation courses has also been a neglected area. The NASD study (FEU.1982) revealed that support for this area of work was very uneven and failed to match the growing scale of staff needs, (p3). Funding from MSC for staff development for this area of work frequently

becomes absorbed in LEA general funds.

Mansell (1982) underlines the need which exists, and is likely to remain, for staff development for the design of curricula, 'It is recognised that initial teacher training has an important role in the long-term development of our teaching force and in encouraging a favourable climate for change in school and FE curricula. All initial (and perhaps secondary) teacher training courses should include as a topic vocational preparation, with opportunities for teachers in training to pursue more detailed studies in this area.'

Closely associated with the changes in curricula to meet demands for relevance has been the need to provide student counselling. With FE increasingly taking over sole responsibility for the training and personal development of students (a task previously shared with employers), and with an increase in the number of students in FE with learning problems, pastoral and counselling systems have had to become more formal, with staff requesting training for such work.

1.7. The Manpower Services Commission.

Since the enactment of the 1973 Employment and Training Act, the U.K. has seen a massive increase in unemployment, particularly in youth unemployment, and its persistence has led to an acceptance of the situation as structural. The only mitigations would appear to be the decline in number of young people likely to be affected, as indicated in section 1.5, and the decision of many more young people to remain in full-time

education after the statutory school leaving age.

The subject of trained manpower and links between schools and FE has been a concern of governments for some time. The Industrial Training Act 1964 sought to improve the overall quality of industrial training, and relate it to perceived needs and technological development. Industrial Training Boards were set up to oversee the planning and provision of industrial training. The 24 ITBs initially established covered various sectors of industry and commerce, and were composed of bodies representing the interests of employers, employees and educationalists. Courses were mounted either in training establishments maintained by the ITBs or in employers premises or in colleges of further education. The courses were mainly full-time, in which FE was combined with appropriate practical training.

Up until the mid-70's the FE system responded consistently to ITB and employer requests with high quality training. However, in 1974 the economy entered a period of serious cost inflation, the knock-on effect being to reduce the amount of local government expenditure and put FE colleges under pressure to maintain standards whilst reducing its resources. At the same time the last major report of the Youth Employment Council expressed concern that FE was not providing adequately for youngsters who had done least well in the school system.

In 1974, as a result of the Employment and Training Act, 1973, the Manpower Services Commission was formed, separate from

government, but responsible to the Secretary of State for Employment. Its primary responsibility was to promote more and better industrial training. At first it had a very low profile, but by 1976, as a result of the publication of figure which revealed an alarming number of unemployed young people, (8,000 young people unemployed, and up to 80,000 experiencing a spell of unemployment but not registered, Holland(1977), it established a working party, publishing its findings the following May. In April 1978 its main recommendation was implemented - the Youth Opportunities Programme - aiming at a through-put of 230,000 young people in its first year, and giving them training, work experience and further education.

The programme provided work experience for young people in a number of settings - training workshops, community projects, employers premises. FE colleges were asked to respond, initially by providing day-release programmes which included the teaching of 'social and life skills'. Eventually, curricula were designed specifically for these courses, resourced from MSC finance.

In 1981, as part of a longer term strategy to meet training inadequacies, MSC published a consultative document 'A New Training Initiative:An Agenda for Action', which was subsequently accepted by the Government and formed the basis of the Youth Training Scheme. The scheme provided a guaranteed one year traineeship to all unemployed 16 year old school leavers in work, together with places for 17 year olds leaving full-time education who became unemployed in the first year of

leaving.

By 1980/81 the MSC was already providing 6% of expenditure on non-advanced FE, and this had increased to 10% by the end of 1983. In June 1984 the Government White Paper 'Training For Jobs' announced that the MSC would become responsible for 25% of all non-advanced FE. This announcement caused considerable unease in the FE sector, particularly the criticism that 'public sector provision for training and vocational education must be more responsive to employment needs at national and local levels. The public sector needs a greater incentive to relate the courses it provides more closely to the needs of the customer and in the most cost effective way'.

A detailed interim report on the impact of YTS on the FE sector is provided by Stoney and Scott(1984) where the effects of the emphasis on employer-led training are noted, for example the decision by the MSC to require FE to supply only approximately 55,000 of the 460,000 places initially targeted.

Of more immediate interest is the effect which the YTS has had on staff development. For some colleges it has been one of the most significant factors in raising the awareness of the value of staff development. This has come about through the MSC grant funding of staff development for all personnel involved in the provision of training for the YTS -commonly known as the "Robertson Shilling". This grant, amounting to 5p per trainee hour, was introduced in Sept. 1981, originally for three years, with complete freedom given to LEAs regarding its use.

It has been applied in a variety of ways - establishing central provision, the creation of staff development posts in colleges, in-house courses, etc. In Wales, many LEAs set up staff and curriculum development advisory groups, which recommended approaches to staff development for the YTS. In the writers own LEA such a group, comprised of staff development co-ordinators from each of the six colleges in the Authority, held monthly planning meetings, funded by the 'shilling', which led to in-house development programmes for the colleges. This provision was supplemented by district or area initiatives with groups of colleges contributing to joint provision. The culmination was a national conference attended by YTS practitioners from each LEA, where examples of good practice were presented, and later provided in a manual for general distribution.

A further development was the setting up of 55 Accredited Training Centres (ATCs) to replace and expand the developments initiated by the Roberston Shilling. Training modules for YTS tutors are provided to match the various elements of the YTS programme at these centres, and centre staff also provide in-house training wherever required.

Whilst significant progress has been made in the provision for tutors engaged in this work, Stoney and Scott(1984) conclude that the provision has not always been holistic, and has suffered from a lack of commitment on the part of senior management and reluctance of heads of departments to release staff for training, (p55).

1.8. Management training.

In August 1978 the third part of the Haycocks Report was published - 'Training Teachers for Educational Management in Further and Adult Education', as a discussion document, a fact which some have seen as the reason for its disappearance, (Herbert, 1982).

Whilst the document has been criticised for its conservative approach to provision, it was recognised as having merit as a basis for discussion of a long neglected area of need, (Herbert, op cit.). It drew attention to the fact that in FE one finds a wide range of staff who can be said to have management responsibilities, varying in degree, but sufficiently demanding to justify the provision of formal training.

The report made six specific recommendations :

1. The establishing of effective counselling services with an appropriately trained member of staff designated within an institution to consider the needs of the institution and of its staff.
2. That some priority be given to short courses (up to one term in duration), with modular patterns and recognition for credit being suggested.
3. The encouragement of longer courses.
4. More research on how institutions operate, and more case studies.
5. A series of intensive national seminars to develop small teams of staff to be engaged in the provision of training for educational management.

6. The establishing of a national advisory and consultative group.

There was stress in the report on the need to develop both the quality and the quantity of provision, development of research and the needs to take account of the implications of change in the FE sector, setting needs within the institutional context.

These management training needs recognised in 1978 are even more apparent in 1984. In an overview of further education presented in 'The Changing Face of FE" (Parkes,1982) indicates the way management has had to deal with post-sixteen reorganisation, course provision for the unemployed, tighter budgetary control and decisions over priorities. Coupled with this has been the increasing influence of external bodies on college managements, often affecting the way colleges operate. The increase in workload as a result of having to respond to demands from industry, commerce, professional bodies, examining and validating bodies, the LEAs and the DES has served to highlight the need for administration skills for making appropriate responses.

The desire for such training on the part of managements is well attested. Bradley,et al,(1983) point out that with some 70,000 full-time staff and twice as many part-time teachers, FE management training is important, and that the demand exceeds the provision available. They note that those seeking such provision are motivated, not merely by promotion possibilities, but by the desire to be able to respond effectively to change.

Increased staff participation in the government of colleges also reveals to staff the need for knowledge of planning procedures, organisation skills and management techniques. They also note that curriculum development has required staff to acquire leadership skills for creating cohesive and responsive team and group approaches to course provision.

Hughes(1982) reports the findings of a study of 'the extent and nature of the courses and other forms of professional development which are provided in England and Wales for senior staff in schools and colleges'. The study identified 86 award-bearing courses offered during 1979/80, which involved a systematic study of education management/administration. 27 of these were specialist courses leading to a diploma or masters degree, while the remaining 59 were non-specialist courses which included an education management/administration module.

Two Open University courses were also identified. Although some 1600 students completed these courses, with approximately one third following a specialised course, the provision was seen to be well below the actual demand. Hughes asserts that 'Having regard to the fact that the courses additionally provide management education for Further and Higher Education and for some LEA administrators, the scale of operations is very modest in relation to both demand and to the number of institutions which the total provision is intended to serve',(p3). A similar conclusion was reached with regard to the non award-bearing courses identified by the survey. Although there was considerable variety in their duration, demand for the

provision was high. Hughes further notes the interest in and the urgency of management training as witnessed by the fact that many staff enrol for courses provided by independent agencies, where fees are high and often have to borne in part or in total by the participants.

In response to the Haycocks Report (1978) recommendation that further research into educational management needs be undertaken, Williets (1982) conducted a detailed survey of such needs in Further and Adult Education in the West Midlands. Again, the study revealed considerable interest in staff development for college management, leading him to remark that, given the considerable desire for such provision on the part of those with management responsibilities in colleges, little attention is given to this area of need, compared with the considerable attention given to untrained staff being equipped with basic teaching skills.

Mention must be made of the Staff Training College. Coombe Lodge, established in 1960 as a result of the James Report (1957) recommendation, provides management training through a variety of courses for senior staff in FE. The college has expanded over the years to its present complement of 60, and now offers some 60 courses each year, accommodating an intake of 72.

1.9.Accountability.

Finally,ones attention is drawn to the growing concern for accountability with regard to the FE sector. Hollinghead

and Bowles(1981) write 'Now, after a period of course design and development, for reasons both educational and economic, increasing emphasis has come to be placed on accountability. Greater stringency will continue to demand greater efficiency which will in turn require more attention to be paid to staff training and development', (p129).

At a recent Coombe Lodge conference the issue of 'value for money' was raised with college managers with the speaker stressing the need for an evaluation of provision, (Birchenough,1982). Evidence of employer dissatisfaction with existing FE curricula, and a mismatch between technician education, the students work activities and industrial needs (Clements and Roberts,1979), has made FE sensitive to the accountability issue. On the part of staff, they have been aware of the need to keep abreast of changes in industry, and have frequently requested staff development provision in terms of industrial secondments or 'sabbaticals'.

This chapter has attempted simply to identify factors which have, or continue to be, significant in stimulating the consideration of and provision for the development of teaching staff in FE. Despite these influences, more attention would appear to be warranted, with Brace(1984) claiming 'Staff development is not taken seriously in FE. People are given responsibility for it, books and articles are written about it, on occasions money raised to support it, committees and associations formed in its defence; but other than intermittently, spasmodically and superficially, it does not

happen', (p1).

It is the purpose of this research to investigate the current situation in Welsh FE colleges, and part of such an investigation will be an examination of such contentions made by Brace. However, before such an investigation is commenced it will be necessary to examine some of the literature relating to staff development, to which Brace alludes, to obtain an overview of the 'state of the art', against which comparisons may be made. Accordingly, the research will proceed with a review of some of the literature available relating to staff development, and this is presented in the following chapter.

Chapter Two A REVIEW OF THE RELEVANT LITERATURE.

2.1-Introduction.

The development of provision for the in-service training of teaching staff, outlined in the previous chapter, has been accompanied by a growth in the literature relating to staff development. However, despite this increase the subject still fails to command any significant agreement concerning its fundamental characteristics, (Hewton, 1980; Rubin, 1978). Taylor (1978), although judging the sheer volume of available material as 'intimidating', reluctantly has to acknowledge that most of the general works are 'inspirational rather than analytical', (p94). Since the reviews conducted by these writers the flow of articles, manuals and conference reports has continued, and, whilst there is still some degree of uncertainty regarding the nature and purpose of staff development, it is possible to identify areas where there is less disagreement which might serve as a basis for theory building and a guide to practice.

In this review it has only been possible to examine some of the material now available, but an attempt has been made to include works covering a wide spectrum of contributions. Some 150 titles have been read, including contributions from Europe, North America, and the Commonwealth, as well as the work of UK writers. Although a variety of material was included in the review, ranging from lengthy works to brief articles, very little of the literature related specifically to the FE sector. Most tend to be written from the perspective of the secondary

sector, with sometimes the suggestion being made that the material may also have implications or relevance for colleges. A number of items focussed specifically on Higher Education.

The purpose of the review was to gain an overall picture of the 'state of the art', from which significant areas deserving further examination might be identified. Consequently, from the review four main themes were isolated which form the focus of the survey:

1. The purpose of staff development.
2. The identification of staff development needs.
3. Staff development provision.
4. The evaluation of staff development provision.

2.2.- The Purpose of Staff Development.

2.2.1. Staff development definitions.

A previously conducted review of the literature concluded that, despite the increase in attention being given to staff development, as suggested by the growth in available literature, there was very little sign of the formulation of a succinct, generally acceptable definition of staff development, (Hewton,1980). This lack of precision is perhaps not surprising given the broadening in the scope of staff development that has been taking place. No longer is it seen as being restricted to the provision of basic initial professional training for FE staff who have no professional teaching qualification. Rather, it has expanded in many quarters, include an almost unending catalogue of activities, so much so that ' there are few institutions which

could not be shown to engage in a substantial staff development programme', (Hewton,1980,p208); cf Main(1985).

However, such lack of precision can be detected long before such broadening occurred. The DES(1970) report on in-service teacher education regards staff development as 'any activity which a teacher undertakes, after he has begun to teach, which is concerned with his professional work'. Some seven years later this broad, imprecise view is again presented in the summary of the first Annual Conference on Staff Development in FE, (DES.1977), where it is maintained that 'staff development subsumes pre-service, in-service, in-house, out-house development of the subject teacher from appointment to retirement'.

In the US, on the other hand, early attempts by government at framing definitions were less vague -'A program of systematic activities, prompted or directed by the school system, or approved by the school system, that contributes to the professional or occupational growth and competence of staff members during the time of their service to the school system.' (US.Dept. of Health, Education and Welfare, 1965,p89).

A later attempt at definition by US writers Beaucham and Borys(1981) expresses staff development as 'any activity contributing to a sharing of ideas among teachers,or improving the professional or personal knowledge and skills of teachers', (p.19). Failure to provide succinct definitions of staff development is seen by some writers as inevitable. Taylor(1980)

maintains that any experience resulting in an increase in knowledge or understanding, resulting in a potential for improvement in performance, can be regarded as part of a teacher's professional development, (p333). Sayer(1981) counsels against being preoccupied with the framing of definitions, believing that 'complex social phenomena do not bow to the simple definition' and suggests that it is more profitable to concentrate on what staff development does rather than on what it is, (p121).

Attempts at providing definitions are further hindered by the variation in terminology used. The term most frequently adopted by UK writers would appear to be 'staff development', having as its American counterpart 'faculty development'. However, further terms such as 'in-service education and training', 'staff training', 'professional development', 'educational development' and 'institutional development' are to be found, confusion being compounded by the fact that the terms are not always used in the same way by writers.

Semantic distinctions are attempted by some writers, concentrating on the terms training and development. Kelso(1978), following Piper(1975), sees training as being a narrower term, concerned with the acquisition of specific skills or particular knowledge, and having a finite connotation implying specific objectives and a terminal point. Jalling(1980) also makes the point that the term has a suggestion of manipulation about it. Development, on the other hand, is concerned with far more than training, though it may embrace

it. It is general, rather than particular; has more of a personal rather than an occupational focus; is long-term rather than immediate, and is more concerned with theory rather than practice. Boot and Reynolds(1982), on the other hand, suspect that the term 'development' may well be used simply as a euphemism for training designed to meet organisational needs.

Henderson(1978a) is more direct, and suggests that much of the controversy (such as it is) over terminology simply reflects a concern to protect the status of teachers. He feels it is worth noting that both the medical and legal professions have, apparently, no difficulty in accepting the term 'training'.

Taylor(1975) thinks it would be helpful to distinguish between professional study and staff development, reserving the former term for activities orientated towards individual teacher's needs, whilst the latter term is rooted in the needs of the institution, and focus on the teacher as employee. This suggestion contains an important implication, namely, that there are two distinct sets of needs which have to be addressed and which may not coincide.

Rebore(1982) distinguishes between training and education. Training is seen as the process of learning a sequence of programmed behaviours. It is the application of knowledge to provide employees with a set of procedures to guide their work-related behaviour. Emphasis in training is on acquisition of motor skills and simple conditioning methods that improve an employee's ability to perform his job.

Education is understood as interpretation of knowledge. Education emphasises acquiring sound reasoning processes rather than learning a body of serial facts. Teachers and administrators have jobs learned through education rather than training. He sees this distinction as very important and necessary for the categorising of employee needs in order to establish objectives for every segment of a staff development programme. Understanding the type of learning required to meet these needs is essential to design effective programmes.

Various attempts have been made to provide staff development 'statements', designed to reduce tension which might arise between these two sets of needs. Piper (1975) thus defines staff development as 'a systematic attempt to harmonise the individual's interests and wishes, his carefully assessed requirements for furthering his career and the forthcoming requirements of the organisation within which he is expected to work', (p10). Billing(1982) also notes the possibility of tension between these two areas of need and suggests that staff development should involve programmes 'designed for the harmonious satisfaction of those needs'.

Gray(1980) in an important article, also acknowledges the existence of 'conflict', but analyses it in more depth. He sees conflict as inevitably resulting from the frequently incompatible demands made on individuals by organisations. On the one hand an organisation will stress its conformist values, traditional approach, etc, and will seek adherence to these from its members. On the other hand the same organisation may

frequently demand creative change from its members as it seeks to keep pace with change in its environment. Members who originally joined the organisation because of personality compatibility with the organisation's conformist values, will not easily respond to the demands for imaginative change.

Similarly, organisations which recruit members for their flair and imagination, etc, cannot expect such individuals to easily conform to top-down imposed restrictions. Gray maintains that staff development 'may thus be defined as a systematic effort by management to deal with organisational conflict in such a way as to give greater satisfaction to individuals and to smooth the administrative process as a consequence', (p125).

The well known ACFHE/APTI(1973) document suggested that 'Staff development in FE may be considered as identifying the professional needs of individual teachers and devising programmes to meet those needs'. Any improvement on such a statement in later literature centres on the use of terms such as 'deliberate'(Billing,1982); 'systematic'(Piper 1975), Rhode and Hounsell,1980); 'continuous'(Rubin, 1978;Rutherford,1983);, 'facilitate and support'(Greenway and Harding,1978); and by the use of such distinctions as 'personal' and 'professional' needs (Rhodes and Hounsell,1980).

A definition, offered earlier by Bailey(1975) would probably command most acceptance as an attempt to succinctly express the purpose of staff development:'The process whereby the professional performance of a staff, collectively and

individually, is improved or modified in response to new ideas, new knowledge and changing external circumstances', (p11).

2.2.2.-Aims and objectives.

The aim of reducing the number of untrained teaching staff in FE still remains a part of staff development provision, with the indication being that some two thirds of teachers are still untrained. The ACFHE/APTI(1973) document urged that this should be a priority, and it appears still to be regarded as such. A second proposal of this document was that staff development should be provided to 'prepare staff for changing duties and responsibilities and new methods and techniques in their current post'.

Change has been required, but to a degree unforeseen by the original framers of the document. Initially, changes were necessary in order to cope with the expansion of student numbers, and consequently of staff, which took place during the late 60's and early 70's. Further changes, of an even more significant nature were required as this period of expansion gave way to contraction and retrenchment, resulting in reduced resources, low staff mobility, reduced internal promotion prospects, threats of redundancy, changes in clientele and client demand. Impact on FE was so pronounced that it was possible to speak of 'The changing role of the lecturer in FE',Owen(1979).In a brief article he identifies ten significant areas of change and see the need for an expansion of staff development provision in order to cope with it. Unfortunately, although the implications of change have been understood,

Tolley(1981) claims that little of a systematic nature has been done to assist teachers to cope with their changing role, (cf Melling,1981).The need for the development of policies to tackle these emerging needs was soon evident. Bradley,et al(1983) reported the appearance of such policies as a result of these external pressures on the system, the more efficient use of resources being one of the prime reasons for their justification.

Both Bradley (op cit) and Bristow (1973) draw attention to the importance of anchoring any staff development policy within the overall policy of the college if staff are to give it any credence. A similar emphasis is given by Jones & Keast (1985) to the importance of relating staff development policies to the general policy and plan of the institution, and assert that this is essential for the establishing of priorities.

A policy feature considered to be important by some writers is that of appointing in colleges a person with overall responsibility for staff development,(Bradley,1983a; Bradley,et al,1983; Harrington,et al,1978). Sometimes such a role is given the designation of professional tutor or staff development officer, although there appears to be little distinction between them in practice. Harrington asserts that the role should be a full-time one, and cannot be effectively performed when it becomes merely an addition to other roles held by the same individual and which already carry a fully schedule of activities and responsibilities.

A number of writers draw attention to the gap which has still to be bridged between policy and practice. Hewton (1980) has commented that despite the claims of some researchers that the number of policies in existence has increased, there is little evidence of this in practical terms. Elton and Simmonds(1977) note that many policies fail because of the voluntary nature of participation. Henderson(1978a) points out that various surveys indicate that very substantial numbers of teachers are never involved in any form of in-service training, as a result of which attempts at introducing a measure of compulsion, or at least obligation, have been made in both the UK and USA, (p163)

Bell(1979a) observes that the James report rejected the notion of compulsory staff development, preferring to rely on intrinsic motivation of improved job performance. However, he views the concept of teacher compulsion as merely an extension of pupil compulsion, (for school attendance), and suggest that teacher obligation to undertake staff development could be expressed in terms of a contractual obligation to attend for a specified number of days over a specified period of time, eg. every seven years. Taylor (1975) notes that whilst most countries accept voluntary participation, there are moves to make staff development compulsory, eg. Netherlands, with it already being compulsory in Denmark. However, Rudduck(1981) raises the obvious objection to this suggestion, namely, that imposition of a formal contract to undertake staff development cannot guarantee improvement in the professional performance of conscripts.

2.2.3. Categories and typologies.

A number of writers have analysed the purpose of staff development by providing categories or typologies. Joyce and Showers(1980), in keeping with other US writers, see staff development as focussing on the improvement of teacher performance. The purpose of any provision is either to 'fine tune' existing skills or equip teachers with new skills or techniques. Fine tuning aims at consolidating teacher competence, whilst the latter aims at providing opportunity for understanding, practice and feedback relating to new teaching methods,etc. Warmbrod, et al(1980) identify two aims of staff development. One is repair and remediation, having a task-orientated approach. The other is professional growth, seeking to aid the teacher to become progressively sensitive to what is going on in the classroom and to improve what he is doing. It also seeks to motivate the teacher to greater fulfilment and proficiency as a practitioner,.(p6).

Logan(1981), writing on significant staff development initiatives in Australia, identifies two broad categories of provision -that which is directed at the functional aspect of the teachers job, and designed to meet immediate needs, and that which is directed at the formal aspect of teaching, focussing on the more general or theoretical aspects, and only obliquely job-related.

Paisley,et al(1980) take a three-dimensional view of the purpose of staff development. First, there is the internal-external dimension (which would seem to relate more to the mode

of provision rather than its purpose).The second dimension is the volitional-compulsory one, the volitional pole indicating the voluntary involvement of staff in the improvement of their knowledge or competence and the compulsory pole signifying any staff development which the teacher as an employee may legitimately be requested to undertake. The third dimension is that of academic-management, the former being staff development concerned with the extension of knowledge and the latter staff development provision for various levels of management/leadership responsibilities.

2.2.4.-The institution-individual dimension.

An emphasis found in much of the literature is that of staff development as a tool of management. It is found in one of the early documents(BEAS,1973 and continues to appear (Bristow, 1973; Bacon, 1977; Baron, 1978). Part of the function of management is seen to be that of securing the most efficient use of resources, including staff, and this becomes one of the primary purposes of staff development. Hewton (1980) suggests that this 'top down' emphasis may reflect the influence that management theory is beginning to have on education management.

Where the individual has been the primary focus, rather than the institution, there has been recognition of the personal as well as the professional needs of the teacher. The theme of career-long staff development, with specific support being required at specific career stages has been taken up by some writers(Cruickshank,et al,1979;Crawley,1984;Garry & Cowan,1986)

Smith(1981) observes that little attention is given to the needs of the late career teacher who, because of lack of motivation, may degenerate and prove to be dysfunctional for the organisation as a whole. He says 'there is a grave danger that knowledge and expertise accumulated over many years in a variety of circumstances may be allowed to degenerate either through under use or a lack of opportunity to revitalise', (p77). As a solution he suggests compulsory periods of return to HE, with newly qualified teachers being used as 'locums', a practice already adopted in France, (Taylor, 1978).

It must be noted that Smith's concern for the needs of late career teachers was also a concern for the Advisory Committee for the Supply and Training of Teachers as far back as 1974. Seeing the need for establishing agreement on objectives for in-service training, it suggested a career profile in which appropriate in-service opportunities were related to identified stages of a teachers career. The six stages identified were:

1. Career initiation - accomplished by suitable induction.
2. Consolidation (after 4-6 years) - accomplished by short, specific courses.
3. Reflection (after 5-8 years) - accomplished by secondment, for at least one term.
4. Development of expertise (follow-up of 3.) - accomplished by further study, either full or part time.
5. Re-equipment (after 12-15 years) - preparation for

new responsibilities, accomplished by advanced studies of at least one term's duration, possibly extending to one year.

6.Refreshment (after the mid-career point), for most staff; a small number will be prepared for top management posts.

Neil(1982) identifies three distinct career stages with accompanying needs:

1. Survival stage of the first year or so. Needs here will focus class management, discipline and organisation.

- 2.Adjustment or monitoring stage, when planning, organisation, curriculum development and seeking new resources are the main concerns.

3. Mature or impact stage, where the experienced teacher is confident and willing to try new methods from a position of security and is looking for interesting depth and diversity.

Another purpose of staff development is that of encouraging the principle of self-development, with some writers concerned that too much emphasis has been placed on formal modes of provision. Taylor (1975) would seek 'to develop teachers own responsibility for learning and to encourage such self-education efforts as teachers are able to make on their own behalves', (p334).

Clearly,the purpose of staff development is now well recognised as extending far beyond the provision of basic teacher

training, and a growing recognition that such limited provision is totally inadequate for the needs of a life-long career in FE. There is an acceptance that staff development is vital to counteract the effects of retrenchment, one of the most significant being the likelihood of teachers careers being confined to a single institution, (Bolam1986,p26;Coles1977,p315)

2.3.- Identification of staff development needs.

2.3.1. There has been considerable debate over which needs should receive priority -those of the institution or those of the individual. The DES(1977) consultative document Education in Schools, suggested that the focus of in-service training should be on school needs, and reflected the concern expressed over the seeming failure of much staff development provision to equip teachers to deal with classroom needs. Much of the provision was seen to be meeting the needs of the teacher rather than those of the school, focussing on the teacher as a professional. School-based service training was seen to offer greater institutional relevance and focussed on the teacher as an employee.

The first ACSTT(1974) discussion document proposed a mediating approach with the introduction of the concept of 'school-focussed' staff development. This could be achieved by internal or external provision, the aim being simply to focus the provision on school needs, whilst not necessarily locating the source of the provision in the school, (Henderson,1978a).

In the view of some writers a greater problem is the difficulty

of assessing teacher needs, whether it be as professionals or employees. (Haile, 1980; Reti, 1980). The main difficulty is seen to derive from the fact that there seem to be no specific needs which are felt by all teachers at particular times in their careers. Consequently, needs assessment is seen by some writers as best left to the individual teacher. Any staff development provision will only be appropriate if and when the teacher accepts that he has need of it. That teachers do have needs is taken for granted, since it is seen as inconceivable that staff, many of whom will spend upwards of twenty years in FE, possibly in the same institution, cannot need up-dating in knowledge or skills, (Kelly, 1978; Henderson, 1978a).

Reti (1980) attempts to bring some precision to the task of needs assessment by analysing needs into two broad categories. First, there are work-centred needs - these are impersonal and related directly to the job. Second, there are teacher-centred needs, unique to the individual in a particular situation. The second category is further divided into positive and negative aspects, the former being 'self-enhancing needs relating to the development of special interests which are job relevant, or the obtaining of further qualifications, whilst the latter represent significant shortfalls in performance. The making of such a distinction is important for assessing the part training may play in the satisfaction of these needs. Reti further suggests that we distinguish carefully between the use of the term need in a 'purpose' and an 'instrumental' sense, viz 'Teacher A needs to do X' (eg, prepare lessons more thoroughly)

and 'Teacher A needs B in order to achieve X' (eg, needs training in lesson objectives setting). It is with this second use of the term that staff development is concerned and about which there is still little understanding, ie. the functional relationship between ends and means.

2.3.2.-Management responsibility.

Much of the literature implies or infers that the identification of staff development needs is the responsibility of management, (Bristow, 1973). Jones & Keast (1985) note that as a management function, this is likely to become more necessary in the light of revised provisions for in-service funding, as outlined in DES Circ. 3/83 and 4/84. Grants are now to be specifically allocated for specific priority areas of training which colleges will have to identify well in advance of funding. (More detailed comments on this are made in chapter 9 of this research).

Light (1977) acknowledges the importance of the individual and his needs, but states that 'the identifying of these needs would be the job of senior staff'. Bradley, et al (1983) found that managers in FE generally accepted that assessment of staff needs was part of their responsibilities, though few gave evidence of doing this systematically or formally. Where needs were ascribed to an individual, that teacher 'would be encouraged to go on a course'. Staff interviews for the purpose of discussing training needs seem to be acceptable to staff, particularly younger staff. However, Bradley, et al, comment that the commitment of senior staff to the holding of such

interviews varied considerably, with some senior staff regarding them as superfluous.

Baron(1978) presenting a managerial approach to tertiary colleges, argues that needs identification should be part of a MBO scheme, such an approach being vital if limited resources are to be used effectively and individual preferences not to be allowed to run counter to department or college needs.

College managements have to face the problem of trying to satisfy individual needs within a framework that will also result in benefit to the college. He adds 'There is no reason why staff should not be motivated to achieve organisational objectives if they believe themselves to be satisfying their own needs in doing so'. The management-led identification of needs is seen as ensuring that those with information, perhaps not available to all staff, and which is vital to the success or failure of the organisation, play the major part in specifying objectives, including training objectives. However, in reviewing this top-down approach Yorke(1977) points out that its important weakness is the possibility of the inferred disparagement of the individual's own contribution to his professional development. Nevertheless, others (Glatter,1973) maintain that far too much emphasis has been put 'on the unguided decision-making of the individual regarding his development' and urges that attention be turned instead to the development of policies which will be most appropriate for the meeting of organisational needs and goals.

2.3.3.-Teacher responsibility.

Despite this view the desire for more teacher involvement in the identification of their training and development needs is frequently noted in the literature. The desire has stemmed partly, from a concern that this is part of their professionalism, and partly as a result of dissatisfaction with aspects of provision made for them by others. Teachers feel that staff development provision should be aimed at their real needs (as perceived by themselves), rather than at needs ascribed to them (perceived by management). Such involvement of the teacher is seen as an important part of the 'ownership' of staff development by the teacher. Beaucham & Borys's (1981) research revealed a desire for teacher autonomy in the area of needs assessment, with teachers themselves determining solutions to those needs. Planning of staff development by staff development users is seen as important in much of the current thinking on staff development, (Hall & Loucks, 1978).

The necessity for any attempted provision starting with the felt needs of teachers is now generally acknowledged. However, it is argued that teachers are not always in possession of those analytical skills necessary for identifying strengths and weaknesses, neither are they always ready to acknowledge them when they are known, (Crawley, 1984; Harrison, 1983; Main, 1985).

Everard (1986) reports that at one school where staff were prepared to make such disclosures, there was a marked school climate of mutual trust and support, and admissions of

mistakes or needs were regarded as strengths not weaknesses.

Ainscow, et al(1978), whilst acknowledging that all INSET courses should be planned to meet identified teacher needs, suggest that frequently these needs are simply intuited. An adequate assessment of needs must rely on two sources of information - the teacher's own perceptions of their needs, and the observations of professionals who may have specialist knowledge not shared by teachers. They conclude 'to base an assessment of needs on either source without reference to the other may lead to a skewed and misleading impression', (p86).

2.3.4.-Staff appraisal.

One suggested method of uncovering staff development needs is by means of staff appraisal interviews. This was a recommendation of the ACFHE/APTI(1973) document which suggested 'a formal system in which every employee is interviewed by his superior at regular intervals...to discuss the teacher's strengths and weaknesses constructively and to comment and give advice as required'. Since then it has continued to find support. The assumption has been made that such practice would not find favour with teaching staff in FE, but Bradley, et al,(1983) found that this was an unwarranted assumption, though Everard(1986) found it still to be a contentious issue.

Although appraisal is extremely common in industry with some 82% of companies having some form of scheme,(Stewart,1976), it is consequently a shock to those outside education that so

little use is made of it in the management of schools and colleges, (Everard, 1986). He feels that it is commonly seen by teachers as a very negative practice ' aimed, like examinations at failing people. In other organisations it is one of the principal means by which staff get considered answers to some very natural questions'. Baron (1978) believes that it could be used with profit in educational institutions and suggests four reasons for its use:

1. To collect on a formal basis information useful for a college in modifying its tactical plans.
2. To highlight training needs and appropriate staff development programmes.
3. To assess suitability for promotion.
4. To obtain feedback regarding the effectiveness of past recruitment and selection, staff development and reward systems.

Staff appraisal is frequently seen as part of the top-down management approach and the use of MBO schemes, (Bristow, 1973). Such schemes concentrate on the setting of targets and results to be achieved rather than on the development of attitudes or possession of abstract qualities by staff. Baron (1978) observes, however, that a weakness of the use of MBO in colleges is that not all 'output' can be expressed in concrete or quantifiable terms. Furthermore, staff are likely to be judged in a context over which they have little control. Objectives may be stated in ambiguous terms by management, or may not be prioritised, so that staff performance inadequacy

(as appraised by management) may be not entirely their fault. Appraisal related to MBO would, therefore, have to take careful account of the context in which the individual has to function, and that performance is not determined solely by the teacher. It then becomes necessary to examine those features of the organisation and its environment which are helping him and those which are a barrier to performance.

Performance appraisal and its accompanying deficit model of staff development have been criticised by a number of writers. Their objections are incapsulated in an article by Ireland(1978). He sees the view of teaching implied by performance appraisal as one of the performance of a set of discrete skills, to which other skills may be added. Whilst it may be possible to analyse teaching into separate skills and measure a teacher's performance against them, it does not follow that providing a teacher with the skills in which he is deficient by means of in-service education, will result in these skills being integrated, like pieces of a jig-saw. Secondly, the deficit model seems to rest on the underlying assumption that the teacher is unable to identify his own needs and requires their diagnosis by authority figures. Thirdly, it implies that staff development is concerned only with remediation, a view that is threatening. Fourthly, the model is likely to be seen as a solution to a teacher-supervisor problem, rather than to a teacher-pupil problem, and as such will invite a token response.

An alternative use of staff appraisal schemes is for the assessment of potential rather than of performance, (Baron, 1978; Everard, 1986; Haile, 1980). Assessment of potential looks at what qualities the individual manifests in his job performance and whether these can be employed in other situations. Such appraisal can be very important to individual teachers with career aspirations, who might welcome discussion concerning their strengths and weakness in terms of suitability for new responsibilities or promotion. Everard (1986) notes that appraisal may be less useful for older staff when, as indicated by use of appraisal in industry, they have developed their own ability for self-appraisal and when aspirations for personal development have declined. When it is used 'appraisal should be constructive, developmental and forward-looking -not threatening or punishing'.

Haile (1980) suggests that performance appraisal might be helpfully initiated by self-assessment, the process then being continued by discussion with senior staff or experienced colleagues, and should be an on-going practice. Appraisal of potential, on the other hand, should take place not more than four or five times during a teacher's career. He advocates the use of a career graph model (Markwell & Roberts, 1969) in which the individual draws a career graph using the axes of time and level/function of posts, the graph being both retrospective and prospective. A similar graph for the same individual would be drawn by a senior staff member or head, and the two graphs compared during discussion and adjustments made to the

projections where necessary. Thomas(1981) provides a very lucid account of the usefulness of career graphs in the counselling of industry staff in mid-career.

Crawley(1984) sees self-assessment as very important if staff are to play a more active role in the planning of their own development. She sees it necessary to encourage staff to make assessments of their current role performance, their potential for adapting to change in their current post, and their potential for promotion to a new post. Whilst some posts have fairly well recognised duties against which self-appraisal may be made, the qualities which distinguish the able from the less able teacher may not be so easily determined. She identifies three roles against which the individual might attempt assessment ;teacher, tutor/counsellor and administrator/manager

She sees attempting such evaluation as important 'since over a wide range of staff development programmes, participants rarely explicitly identify and examine their professional competences and needs in terms of such roles unless expressly invited to do so',(p7). She adds that experience suggests that the most effective setting for such self-assessment to be done is in a 'workshop' setting rather than in a formal one-to-one situation with a superior.

Concern that some form of appraisal should be attempted by colleges has been increased by the publication in March 1983 of the DES White Paper 'Teaching Quality' which stated:

The Government welcomes recent moves towards self-assessment by schools and teachers, and believe these

should help to improve school standards and curricula. But employers can manage their teacher force effectively only if they have accurate knowledge of each teacher's performance. The Government believe that for this purpose formal assessment of teacher performance is necessary and should be based on classroom visiting by the teacher's head or head of department and an appraisal of both pupil's work and of the teacher's contribution to the life of the school.

In the wake of the discussion and anxiety generated by these proposals Hancock(1985) urges that staff appraisal be seen not as a threat but as presenting a series of opportunities, not least, for the teacher to discover how his performance is perceived by management.'For the successful teacher...formal appraisal may be the only opportunity for giving praise where it is due'. He goes on to argue that provision would be made for teachers whose performance was unsatisfactory to receive support training, but those whose performance was not capable of being restored to a satisfactory standard ought to be dismissed.

One major objection levelled at performance appraisal, both by UK and American writers,(Field,1979;Rubin,1978) is the difficulty of arriving at suitable criteria. Henley(1985) reports a development study in Northamptonshire LEA of Professional Development Appraisal where a range of such instruments had been designed for the appraisal of headteachers, deputy heads and heads of departments, and assistant teachers. At the time of writing he reported that an eight dimension job description instrument was being tested for the assessment of head teachers. The dimensions,or 'principal accountabilities' as they were known, were assessed against

performance indicators arrived at in consultation between advisors from the LEA and the head teachers themselves.

Whichever use of appraisal is considered, the practice will continue to be regarded with suspicion, if not hostility. A more helpful and positive approach is seen to be that of 'recognition'. Teachers, like most humans, react favourably to the recognition of their achievements rather than to the announcement of their failures. It is better to identify their strengths and good practice, and in due course offer support where staff are seen to have problems. Drawing attention to their problems by formal assessment, and regarding them as deficiencies, is not regarded as a helpful way of motivating staff to improve. Rather, it is 'moralistic and accusatory' leading to teacher resistance difficult to fully remove, (Sayer1981,p125).

2.4. Staff Development Provision.

It is evident from the literature that there has been considerable expansion of provision to meet staff development needs in terms of variety of activities, modes and personnel involved in the actual provision. Earlier writers concentrated on modes of provision, providing 'shopping lists' of possible approaches, (Bacon,1977;Bristow,1973;Marsh,1979).

Such has been the interest in the subject that a whole range of issues raised by attempts at expanding provision have been addressed by writers, the most significant of which would appear to be the following.

2.4.1. Typologies of provision.

A very useful analysis of short course provision has been provided by Reti(1981), who advocates the use of a typology of course provision for reducing the mis-match between course content and participant expectations. He suggests making use of the following six-category classification:

1. Interest courses. These are usually offered by experts, and cater for participants having a personal interest in the subject or theme. The course will usually focus on the development of knowledge, skills, or both.
2. Enrichment courses. These are courses designed to meet ascribed needs - what management feels is desirable for staff.
3. Aspirant courses. These are for staff who aspire to posts of responsibility, and tend to consist of information sharing and task performance -managerial situations, case studies, etc.
4. Proving courses. These involve the performance of a range of tasks deemed to be critical for successful current job performance. They are evaluative rather than instructional and are useful for identifying areas of performance which require strengthening.
5. Expertise development courses. These form the bulk of in-service training. They aim at providing knowledge or skills that are considered important for

the improvement of specific areas of teaching, or for enabling staff to respond to new demands. Participation is usually voluntary, but sometimes staff may be 'required' to attend. Reti stresses that the success of such courses depends on clear advance information which should include reference to a 'common core' of identified needs or previous knowledge or experience on the part of participants.

6. Shortfall courses. These are aimed at remedying specific and significant deficiencies in individual performance, of which the individual may, or may not, be aware. Their effectiveness depends on the person's personality, etc.

A similar attempt at providing a typology is made by Nicholson, et al (1976). Referring to the American scene, they propose a typology of 'contexts' for in-service training, each of which will have its own typical modes:

- 1 Job-embedded - training for tasks which are attendant upon or resulting from doing one's job.
- 2 Job-related - training which is intended to improve job performance, but not strictly part of the teacher's job.
3. Credential orientated - courses pursued to obtain a further degree or certificate.
4. Professional organisation-related training which is undertaken to remain up-to-date in subject matter or professional knowledge or skills, and sponsored by

a professional organisation.

5. Self-directed - taken to stay current in subject matter, knowledge or skills.

2.4.2. Differentiated learning.

The lack of course relevance, which the above typologies seek to reduce, is one of the most common criticisms levelled against much staff development provision by both U.K. and American writers. (Corrigan, 1979). Writing of the American scene Rubin (1978) states 'A majority of programmes were either so prescriptive that they insulted the teacher's intelligence, ignoring the need to fit teaching to one's own style and to the peculiarities of the particular classroom, or they were too vague to be useful'. He adds that, whilst these criticisms have been acknowledged, they continue to be ignored in practice.

One suggested approach by which irrelevance of provision may be reduced is that of differentiated learning in which providers take note of a number of different criteria which are seen to have implications for staff development success. Staff are differentiated in terms of diversity of age, prior knowledge, experience, expectations, etc. (Cannon, 1983; Cowan, 1980; Neil, 1986). Cannon, for example, found evidence of a strong relationship between the subject area of the in-service participant and attitudes towards training and learning. Dillon, (1979) and Logan (1981) argue that staff development providers would do well to consider more carefully their target audiences, and suggest that 'even using such a simple technique as asking the target group questions designed to reveal the degree of indivi-

dual exposure to the concept (the focus of the training) is considerably better than assuming that the entire audience is totally ignorant and running the group through the same set of activities.'

Eraut(1977) advances the same argument, supporting it with the analogy of child development which the teacher tries to foster by giving adequate recognition to such factors as present knowledge and understanding, experience and personality, so that instruction is given at the correct pace and in the right direction. Garry and Cowan(1986) develop this further when they identify five essentials for a learner-centred approach to continuing professional development:

1. Identify and build upon prior learning.
2. Recognise the variety existing in relationships between new and established learning within the group.
3. Cater for individual differences.
4. Involve each participant in active learning.
5. Relate learning to the professional life of participants.

Differentiation is also discussed by Cannon (1983) in terms of the career stages referred to in section 2.2.4. He sees the failure of past staff development efforts as possibly attributable to lack of attention being given to these, and suggests that whatever tasks are faced by the teacher, the difficulties encountered will differ qualitatively with age. Dillon(op cit) suggests that conscious attention to Maslow's

hierarchy of needs in staff development planning may facilitate an improvement in staff development climate.

Main(1985) seeks to provide a theoretical basis for individualised staff development provision from adult learning theory. In a chapter devoted to teachers as learners he argues that teachers show considerable variety in their learning styles, with consequent differences in their staff development expectations. He characterises some teachers as 'holistic' learners, requiring a global presentation of a topic, whilst others are seen as being 'serialistic', requiring a step-by-step approach. Consequently, the provision made for the former may be inappropriate for the latter. He notes that research has also shown that adults are not able to operate entirely on a formal level of thinking without concrete examples, and that the movement from the concrete example to the theoretical is not automatic in all areas of knowledge. He further suggests that when regarding teacher learning as analogous to student learning, we must not forget that this will include not only the same range of attitudes but also the same range of learning difficulties.

Main's views are endorsed by Wood and Thompson(1980) who identify what they consider to be two significant new pieces of information concerning the nature of adult learning. The first is that more adults operate at the concrete stage than was previously believed. Consequently, an essential feature of any in-service activity must be its application to concrete situations, with less 'abstract' content. Adults need to be

exposed to experiential learning situations with opportunity for analysis and reflection. The second point they stress is that adults prefer to learn in informal situations where social interaction can take place amongst participants.

It has already been noted that much staff development provision is to enable staff to accommodate change. Such adapting may be an upsetting experience, requiring the learning of new skills, assimilating new knowledge, resolution of value conflicts, etc. The problem for staff development is how to achieve this adaptation without provoking insecurity. Corrigan(1979) suggests that teachers' emotions, as well as their minds, have to be considered, and that a wide range of resources, instructors and learning modes are required to serve the diversity of adult learning needs.(p106). At the same time Humble(1979) argues that some degree of trauma is necessary, since until the adult accepts that he has gaps in his knowledge or experience he will not be prepared to learn. Such acceptance will frequently come about through an experience of 'shock'.

The importance of this point for staff development providers is made clear when considered alongside the comments of Pope(1981). Applying the personal construct theory of Kelly(1955) he argues that participants commence in-service training with 'impermeable' conceptual systems, which become more permeable as the course proceeds and the participant has been exposed to failure. At this point there are opportunities for change in the teacher's construct system. At the end of the course, the system with its new constructs, becomes more closed

again. Differences in construct systems can account for differences in learning styles and resistance to change, and must be taken into account when adopting learning methods. Where constructs are retained because of apprehension concerning the consequences of their abandonment, it will be very important to provide environments which allow for experimentation with the new constructs and their implications. Pope concludes 'Because of differences between individuals and their learning processes, in-service education must provide opportunity for individual learning, for failure, for different ways of learning, for different levels of cognitive complexity and for variations in the source person and his message.'p73.

At the same time Corrigan, et al (1979), in exploring the implication of providing individualised learning programmes, point out that, if taken to its logical conclusion, this would require equal consideration being given to each and every teacher preference, state of morale, stage of personal development and degree of happiness as being just as vital as any change in their behaviours.(p121).

Of all the features of individual participants in staff development provision which we are asked to note, attention is most frequently drawn to the importance of taking account of previous knowledge and experience, (Cox,1982;Dillon,1979;Garry, 1986;Neil,1986).

Attitudes toward staff development and the ability to derive benefit from it is seen to be highly dependent upon previous

experience of staff development which will have helped to shape positive or negative attitudes. Dillon (1979) sees the assessment of participants' attitudes as the first step to be taken by providers in the provision of a climate conducive to successful staff development. Neil (1986) stresses that teachers' years of experience have a strong influence on their expectations, aspirations and satisfactions obtained from staff development. (p59).

2.4.3. User participation.

A further strategy for increasing the relevance of staff development provision dealt with in the literature is that of securing user participation in the planning and provision. It is becoming increasingly recognised that successful staff development depends to a considerable degree on the genuine participation of teachers, not only in group work activities, but also in the actual design of what is offered. Owen(1970), commenting on teacher attitudes towards staff development, says 'The new idea which teachers think is peddled by the theorist or enthusiastic devotee for his own seemingly unintelligible ends, meets with coolness, suspicion and sometimes hostility. That which teachers make their own, on the other hand, quickly puts out strong roots and equally quickly flourishes in a variety of ways which will go beyond the organisation conception.'

Neil (1986) reports that participation by teachers in the provision of their staff development was an important factor in programmes that were well received. (p58). Cruickshank, et

al,(1979) report similar conclusions being reached by researchers in the USA. Rubin(1978) sees teacher control over staff development instruction, including its substance and methodology, as securing more relevance, professional dedication and enthusiasm.(p14). Cannon(1983) cites the work of Schein(1972) who observed that:

Studies of the change process consistently come up with one key finding: if change is to be accepted and to become part of the regular system, the parties to be changed must be involved early in the diagnostic and change planning process. In other words, once an entry system has been selected, the first step most likely to succeed is to involve the entry system in some of the diagnostic procedures that the change agent has already gone through, rather than confront the entry system with a proposal or recommendation.p93.

A serious weakness of much staff development provision would appear to be the infrequency of such user involvement, so that the provision is seen as being imposed or simply being made available in an almost detached manner, rather than being 'owned' by participants. Dillon (1979), stressing the importance of user participation, says 'In-service education in the past has been perceived as only slightly more palatable (and necessary) than death and taxes. Experience has shown that this attitude changes drastically as target staff members become more involved in the planning and execution of their own staff development.' Similarly, Habeshaw(1980), in describing the work done at Bristol Polytechnic, isolates the addressing of problems defined by users and user participation in provision as the most effective elements of their staff development programmes. Warmbrod(1980), writing of the

provision of workshops and conferences for teachers in the U.S. counsels us to beware of taking lightly the time and involvement of participants, and offers six techniques for improving the impact of in-service training, including the three following:

1. Involve learners in the development of the meetings content.
2. Treat learning as building upon current knowledge, not as a totally new input.
3. Never underestimate participants' creative or analytical abilities. (p31).

2.4.4. Modes and methods of provision.

Early attempts at staff development provision tended to rely heavily on external courses, usually run by the LEA or a university department of education. With the broadening of the concept of staff development and the subsequent increase in demand, alternative modes of provision have been explored, not least because of financial considerations.

Managements' concern over the cost of external provision has been matched by teachers' concern over course locations. Taylor(1978) reports that there has been a lack of desire on the part of teachers to be associated with institutions which provided their initial teacher training. The two principle reasons given for this attitude were the tendency on the part of lecturers to treat teachers as 'students' and talk down to them, and course content being theory dominated and lacking relevance to teachers everyday needs.

The external course (caricatured by Shears(1982) and Tolley(1981) as 'temporary banishment') is, nevertheless, still a common mode of provision, being regarded as possessing important advantages over other modes. Interaction of course members from a wide range of backgrounds is seen as offering the possibility of previously unrecognised needs being identified, with a wider range of options for their satisfaction becoming possible. In the 'neutral' setting of an externally provided activity, teachers' existing skills and knowledge may be challenged by other participants, as well as tutors, and this is frequently a pre-requisite for effective development. In-house provision may reduce teacher insecurity, but external training has the potential of providing a better opportunity for optimising solutions, (Henderson.1976).

Bradley, et al, (1983) found great reliance placed on external providers, not only for long, award -bearing courses, but also for short courses dealing with day-to-day college issues. They also found that, whilst staff were prepared to be instructed by specialists at external centres, there was a reluctance to acknowledge that they could benefit from expertise possessed by their in-house colleagues. They concluded that, because of this barrier, the potential for in-house provision was being invariably ignored.

Nevertheless, there has been some recognition of the weaknesses and limitations of external provision with a re-examination of the potential for in-house activities. Taylor (op cit) argues that we need to reduce the emphasis on courses and conferences

and concentrate on the processes of 'communication, participation, professional coherence and continuity' in an in-house setting, (p203).

The value of external courses and workshops is frequently overvalued. Some staff remain adaptable and adopt new ideas, techniques, etc, without ever having attended a course, whilst regular course attenders are often observed to show little evidence of having been affected by the experience. Re-entry problems are frequently under-estimated. The acceptance of an idea, performance of a new skill, etc, is made easier amongst a group of like-minded participants than trying to implement the same ideas or skills in one's normal work setting where non-participants may be hostile or suspicious, (Warmbrod, 1980).

The importance of the 'real' setting for significant development to take place is increasingly recognised, with less confidence being shown in external courses for obtaining the same result, (Humble, 1980). The school is judged to have more effect on teacher development than any outside agency, (Eraut, 1977). Furthermore, staff are reluctant to share their professional problems with strangers outside of the school setting, (Warmbrod, 1978). As a consequence providers have tended to concentrate more on in-house provision, resulting in the development of action learning strategies and negotiated learning approaches to in-service training.

Staff development provision is not considered to be very creative in terms of delivery systems, with formal classes and

workshops, in which all participants share, being most common. There is little opportunity given for teachers to choose from a variety of delivery systems, whilst there is evidence to suggest that such choice would be welcomed, (Dillon, 1979).

2.4.5. Staff development providers.

Attention is sometimes given to those responsible for making staff development provision, since many teachers seem to be concerned that course providers frequently appear to be out of touch with the real needs of participants, and also appear to have no direct applied experience of what they seek to provide for others, (Gallegos, 1980). Corrigan, et al, (1979) believe that staff developers in the U.S. have little understanding of adult learning patterns or of the interaction of the individual teacher and the school setting, and few attempts have been made to design programmes which take account of either of these factors. Rubin (1978) notes that teachers have complained, with some justification, that practitioners are preferable to academics as teacher-trainers.

This preference has been a most significant factor in the development of the Teacher Centre Movement in the U.S. where teachers have become increasingly involved in the design and delivery of their own training programme. Gaff (1975) speaking of provision directed at Higher Education in the U.S. says 'there are few persons who are competent by virtue of their training and experience to help their faculty colleagues improve the quality of their teaching' (p151). Sharpham (1980) suggests making use of individuals in colleges who may not be 'visible', but

who have requisite knowledge and experience to be of considerable assistance in staff development programmes. He sees the use of in-house colleagues rather than external 'experts' is seen as having a number of advantages. Such people will be seen as carrying out normal teaching roles and will be known to staff. Their proximity to the staff development participants, and their familiarity with the normal working situation of the school or college, will allow for the proposal of realistic solutions and their exploration under less threatening conditions, than imposed solutions from without.

Saxl(1981) reports on the work done by the New York Teachers Centre Consortium which set out to develop specific skills in teachers who would then undertake the role of staff developers with their colleagues. The focus of the training was problems identified by the classroom teacher, and with which the developers would be familiar. Solutions were jointly suggested and then tested back in the classroom situation. Lawrence(1974) found that school-based programmes in which teachers participated as helpers to each other and planners of in-service activities tended to have greater success in achieving their objectives than did programmes conducted by outside personnel.

2.4.6. Support

The observation is frequently made in the literature that much staff development provision has been of a spasmodic, isolated, single-event nature, with little

attention being given to the provision of support for those recently participating in staff development. One feature of such desired support is that of time for experimentation, trial and reflection on return to the work situation. In this connection reference is made by a number of writers to the work of Joyce and Showers(1980). From an analysis of over 200 studies relating to in-service training methods they identified five major components which made an impact on teacher training:

1. Presentation of theory or description of skills or models of teaching.
2. Modelling or demonstration of skills or models of teaching.
3. Practice in simulated classroom settings.
4. Structured and open-ended feedback (provision of information on performance).
5. Coaching for application (hands-on, in-class assistance with the transfer of skills and strategies).

They concluded that the most effective training will be that which seeks to combine all five components. Teachers reported that the fifth component was particularly important, with support being provided for implementing new knowledge or skills in the classroom. Logan(1981) reports similar findings from work done amongst primary school teachers in Brisbane, where the teachers returned to their schools after a period of in-service training and were then supported by both the trainers, who continued to act as counsellors, and the school head-teachers who allowed opportunity for experimentation and on-

the-job coaching. A significant element in the reported success of the implementation of their training in the day-to-day setting was the re-entry support.

Neil(1986) notes that the importance of working with teachers in the classroom has become a necessary theme in organisational models of in-service, with the coaching of teachers reinforcing or modifying the training received. Eraut(1982) suggests that learning which is associated with change in performance will be incomplete without practice on site. Unfortunately this transfer of training is frequently left to the teacher, with no responsibility for it being taken by the original training providers,(Wallace,1986).

Schiffer(1978) notes that research evidence suggests that adult values and commitments are quite stable and not easily altered. Consequently, the simple provision of new information or techniques to teachers is insufficient to bring about permanent change. She stresses the need for teacher support in terms of trails of innovation, with discussion of outcomes with colleagues and tutors.

Other writers (Harrington,et al,1975;Taylor,1978.) note the concern felt by teachers that in-service training lacks system and continuity. Taylor finds a trend developing for providing pre-service training, induction, and in-service training as an interrelated sequence, extening from entry to the profession to retirement.(p97).

2.4.7. Competence/Performance-based staff development

An approach to staff development provision which has gained some considerable support in the U.S. is that of competence/performance -based staff development. This movement was the outcome of a government funded project, initially aimed at primary school teachers, but now expanded to include secondary school teachers and also teachers involved in vocational education. The movement rests on a behaviourist approach to learning and has been seen as an attempt at responding to complaints from the teaching profession of lack of relevance in much in-service provision, but, more importantly, also as an attempt at satisfying the 'accountability' lobby in American education administration.

The two terms used embrace the same elements, although some wish to distinguish between them, seeing 'competence' as focussing on the identification of varied competencies required by teachers, and 'performance' emphasising the fact that in-service programmes require teachers to demonstrate their ability to perform such competencies in a classroom setting.

Harrington, et al, (1978) describes the work done in the U.S. by the National Centre for Research in Vocational Education. Their approach to the development of CB programmes is characterised by five elements :

1. The competencies to be demonstrated by teachers are carefully identified, verified and made public in advance.

2. The criteria to be used in assessing achievement and the assessment conditions are also made public in advance.
3. Assessment of competency takes teachers' knowledge into account, but depends upon the actual performance as the primary source of evidence.
4. The instructional programme provides for the individual development and evaluation of each of the competencies specified.
5. Teachers progress through the instructional programme at their own rate by demonstrating the attainment of specific competencies. (p9).

The movement insists that whilst its emphasis appears to be on performance, this should not be construed to mean that psychomotor and cognitive domains are ignored or considered unimportant. 'Unless the teacher knows what and how he is to perform, and performs with appropriate feeling and understanding of his students, he cannot perform successfully in an actual teaching situation.' (Harrington, op cit, p21).

Impressive lists of claimed advantages of CBSD over other approaches are provided, some of which have a bearing on aspects of provision previously referred to in this section. CBSD is seen as a successful way of ensuring differentiated and personalised staff development. Programmes are based largely on jointly identified needs, rather than on prescribed courses or programmes of study. The whole approach is seen as systematic, with emphasis being placed on exit, rather than entry

requirements. By the use of modular instruction it is possible to accommodate a variety of learning styles. The programme's relevance is maintained by the participants use of their student groups for practice and the demonstration of the final competence.

Tuxworth(1982) provides a brief account of the use of CBSD modules in the U.K. He found that their use had been quite limited, and not at all comparable with the U.S., with an estimated 64 FE institutions obtaining the modules. The materials were being adapted and used mainly as support for other modes of provision. Tuxworth notes that in his investigation user comments indicated concern that the CBSD approach might affect control of the staff development process, (p37).

Tuxworth also refers to the use of the CBSD modules in Australian in-service provision for vocational education teachers. These were tested in three states during 1979 and were well documented. The model was seen to have considerable potential for in-service education. It is seen as having similar potential in the U.K., but we are counselled against seeing it as a panacea for all in-service shortcomings. The concepts, system and approaches should be viewed as one possible response to the growing need for staff development provision, (Tuxworth, op cit, p23).

Criticisms of CBSD have been made by a number of writers, of both the underlying philosophy of the model and of its

implementation. These are worth considering given the development of interest in the approach, and also in view of rumour currently circulating relating to competency-focussed staff appraisal being favoured by the DES.

CBSD is seen as reducing teacher training to the level of technician training and ignoring the broader view of staff development which would now appear to be necessary, (Broudy, 1975, p1-7). There has been no evidence that the model results in more effective teaching, and it is seen, despite its advocates claim to the contrary, as putting very little emphasis on the cognitive domain in teacher education, (Masoon, 1979; Walker, 1981). Despite the failure to demonstrate a clear relationship between teacher competencies and pupil achievement the approach continues to be used on a large scale, (Atkin and Raths, 1978). Whilst conceding that this is true of other models and that certain features of teacher education programmes have intrinsic value, they argue that it would still be helpful to distinguish which elements are being included in the programmes on the basis of reliable research and which are being included for other reasons.

Although dealing with competency-based education per se, rather than with CBSD, Ainsworth (1977) provides some serious criticisms of this aspect of the behaviourist movement, which have implications for those wishing to use the CBSD approach. Having used the competency-based education concept at his college for some five years, he concluded that it had limited usefulness and had seriously debased educational standards.

He found that there are serious problems in trying to specify competencies, with some subject areas being incapable of adequate expression in performance terms. For competence statements to be of more value than norm-referenced statements, performance has to be expressed in standard units of measurement, and this is not possible for many competencies. Although criteria may be explicit, they are often expressed in non-standard units. There is also the need to distinguish tasks where the criteria of attainment do not relate to the task itself, but to the performer. As an example, he cites typing, where determining what constitutes an acceptable speed does not rest on the job performance (typing) but on the speed at which typists normally type. In this case the competency is not task referenced but norm referenced.

The movement has presented some challenge to traditional thinking about staff development, and in the present climate of a desire for more accountability the idea of all teachers being able to demonstrate a core of competencies, and being appraised for this, has attraction. However, doubts concerning the ability to express all teacher behaviour in these terms is an indication of the complex nature of teaching and the difficulty of its analysis. Field(1979) concludes 'With declared criteria for demonstrating competencies CBSD may be a useful research vehicle in classroom settings, providing further illumination into the relatedness between teacher behaviour, teaching methods, subject matter and student characteristics, leading to a research base for teacher

education generally.'

2.5.Evaluation of staff development provision.

2.5.1.The absence of evaluation.

The James Report (DES 1972b) recommendations for the expansion of in-service teacher education were based on the assumption that such provision would result in an improvement in the quality of, and benefit from, the education delivered in the classroom. Henderson (1978) observes that no evidence was provided for this, but it was, and still is, accepted very much as an act of faith on the part of educationalists. (p43).

Despite the proliferation of staff development programmes and a widening of their scope, very little attention would still seem to be given to an examination of the quality or efficacy of such provision. An earlier survey by Henderson, et al, (1975) of over 1,000 separate in-service activities revealed that an evaluation was attempted for only 31 of the events, and since 24 of these were award-bearing courses, the evaluation was of the participants rather than the course.

The reasons for the reluctance to engage in the evaluation of staff development provision are not clear. It is, no doubt, partly due to the fact that educational evaluation tends to be regarded as a threat, as suggested in the earlier section dealing with staff appraisal-2.3.4. (Taylor, 1977). McCabe (1980) suggests that whilst evaluation is perhaps a less objectionable term than assessment or examination, teachers find it

'unsettling', seeing it as concerned with 'value for money', p14. Much of the evaluation that has taken place has tended to give teachers the impression that they have little to gain and a lot to lose by becoming involved in it, and so they adopt strategies in order to reduce this threat, (Bolam, 1979). However, McCabe (1980) takes the view that such a feeling of threat should be interpreted, at least by administrators, as significant, indicating that evaluation has progressed from the bland stage of anonymous questionnaire response, (p116).

Ainscow, et al, (1978) acknowledge that teachers may feel that any post-activity evaluation which includes the assessment of their performance subsequent to participation is merely a thinly disguised examination. However, they suggest that the advantages outweigh the disadvantages and argue that many other professions expect course attenders to demonstrate that they have benefitted from their attendance, that evaluation is necessary for relevant feedback for the providers and organisers and that the intelligent and responsible teacher will understand why evaluation is important, (p188).

Another equally important reason advanced for the failure to engage in evaluation is that the establishing of suitable criteria for the exercise is notoriously difficult. Some researchers suggest that evaluators should concentrate on obtaining detailed experimental and correlation studies, whilst others maintain that the only useful data will come from wide ranging and holistic investigations of provision. Others,

again, argue that current understanding of evaluation is not equipped to deal qualitatively with the significant elements in staff development provision and that to pretend otherwise is naive, (Good, et al, 1980, p33).

Henderson(1978) notes the shortcomings of attempts at evaluation in terms of measurement, particularly the inability of measurement techniques to deal in any reliable way with important teacher variables such as attitudes, motives and feelings, the ignoring of which reduces the value of the evaluation, (p51).

One other reason advanced in the literature for the reluctance to evaluate provision is the inconsistency it would demonstrate on the part of the educators, were they to attempt it, since most programmes are mounted in the absence of any formal policy making clear their purpose. 'Unless we are clear about what we are doing, then it is unlikely that we can determine accurately the quality of our work', (Rhodes, 1980, p201).

2.5.2. The meaning of evaluation.

A partial explanation of the feeling of 'threat' experienced by teachers when confronted with attempts at evaluation is the fact that evaluation is so little understood. There is seen to be a need for in-service education specifically to enable teachers to gain a more general knowledge and appreciation of what evaluators attempt to do and what techniques are currently available, (McCabe, 1980, p53). He suggests that a starting point might be to emphasis that

evaluation is not a matter for the 'experts', but for the practitioners who should understand evaluation simply as an attempt to find out what has taken place and what people think of it, with a fair reporting of the results, (p15).

Unfortunately McCabe gives no indication of being aware of the problems surrounding each stage of this simplistic account of evaluation. Alexander(1980), on the other hand, notes that evaluation means very different things to different people, such difference frequently presenting a barrier to discussion of evaluation problems. He aims at more precision by offering an analytic framework. He suggests that at a formal level evaluation of staff development provision can mean the appraisal of quality and the appropriateness of a course proposal (course validation), the appraisal of student performance on a course, and finally appraisal of course organisation- the teaching/learning process and its outcomes. He notes that evaluation also takes place at an informal level, during which a teacher assesses his own, and his students performance, the significant difference being that the criteria are not made public. He argues that what we are encouraging is the building upon such informal evaluation already taking place.

2.5.3. The purpose of evaluation.

In the past evaluation has frequently been left to the individual participant to carry out informally and intuitively. With the increasing demand for accountability and efficient use of resources it has become increasingly obvious

that more formal attempts at evaluation of staff development provision are necessary. As well as financial considerations, providers have been forced to consider evaluation in the face of the growing concern amongst teachers for a greater degree of relevance in in-service provision, (Alexander, 1980, p178).

Alexander notes that for some 'relevance' is almost synonymous with school-based activities, and that this view itself needs scrutiny. Reduction in advanced award-bearing courses may be the result of economic considerations rather than the result of a careful appraisal of their value.

Whilst accountability is an important reason for undertaking an evaluation of provision, there are other good reasons advanced. There has been an increase in the quantity of provision, but little is known about the quality or patronage. Staff development has increased in its scope, mode, focus and control, but we do not know whether this diversity is any more effective than the previously limited provision, (McCabe, 1980, p14).

A further consideration is the fact that much staff development takes place in the teacher's own time. If teacher commitment to staff development is to be maintained it will be important to ensure that such involvement is not wasted. Topping and Brindle (1979) note that such evaluation as has been done suggests that in-service activities have generally been very disappointing, with few activities resulting in relevant and long term behavioural changes. It is important to attempt to

discover whether this is the fault of the organisers or tutors or the participants' unwillingness to change.

One obvious use of evaluation is the provision of information for potential course/activity providers prior to the design stage. Although there is danger of overlooking significant variables when extrapolating from one course to another, the strengths as well as the weaknesses of both the process and the product need to be made available, since programmes frequently diverge from their original intention. McCabe (1980), whilst acknowledging the importance of these aspects of evaluation cautions against allowing evaluation to degenerate into a merely fault-finding exercise, (p23).

Evaluation is seen as important not only for course organisation but also for course outcomes in terms of job performance. Ainscow, et al(1978), in describing a mode of evaluation which they used for one particular INSET course conclude that evaluation has three broad aims:

1. To check on the effectiveness of the course in achieving its objectives, and possibly suggest ways in which these objectives may need to be modified.
2. To indicate ways in which the teaching methods used, and the organisational arrangements of the course might be remedied to make it more effective in achieving these objectives.
3. To check on the extent to which techniques and skills embedded in the course objectives subsequently influence teacher behaviour in the classroom. (p184).

In relation to this third aim they note that it is not always possible, or desirable, to express learning outcomes in terms of observable behaviour, but that where behavioural outcomes are not looked for, their alternatives should be specified as precisely as possible. At the same time they assert that the purpose of in-service training is to demonstrate the benefit of courses in terms of classroom behavioural change. Consequently, evaluation must be concerned with assessing the degree to which course objectives, expressed in behavioural terms, have been attained. Whilst it may not be possible to demonstrate conclusively that classroom behavioural change is directly attributable to course attendance, they argue that it is necessary to attempt it, since failure to apply the course objectives might suggest that the course was ineffective. Unfortunately, they fail to indicate how this is to be done, leaving it to the 'resourcefulness of the evaluators', (p189).

Bell(1978b) sees it important to recognise that there are several different sets of activities required of evaluators. First, it is necessary to evaluate the attainment by participants in the event; second, there is the evaluation of the degree to which course objectives have been met; third, an evaluation of the objectives themselves; fourth, the examination of the perceptions of the course held by the various parties involved, (p45).

The complexity of the task of evaluation is emphasised further by Bolam(1979) who identifies three major factors in the process, with important evaluation tasks being associated with

each- the evaluator, the evaluation target and the evaluation task. The status, authority and values of the evaluator will influence both the selection of criteria and the method employed. Bolam draws attention to Elliotts(1977) distinction between 'evaluation from above' and 'evaluation from below'.The first is meant to indicate a bureaucratic interest in evaluation, being preoccupied with data relating to the extent of change in belief or behaviour as a result of staff development. The second views staff development from a professional standpoint, allowing considerable autonomy to the teacher in the use he makes of in-service training. This evaluation is concerned with the process of the provision, whilst the former focusses on the product.

Evaluation of targets, according to Bolam, should commence with an examination of policies in terms of their rationale, aims and objectives, and in the light of these attention may then be given to an evaluation of the programme's design. Bolam cites Stufflebeam(1971) identification of four different concerns at this stage. First, there is the need to evaluate programme content in terms of intended and actual performance; second, input evaluation, providing information on use of resources to meet specific goals; third, process evaluation, monitoring the programme implimentation and finally product evaluation concentrating on outcomes.

The evaluation task, according to Bolam, should include the negotiation of the evaluation design between the evaluators and the sponsors, and members of the target group.

2.5.4. Approaches to evaluation.

A number of attempts have been made at providing methodologies for the formal evaluation of provision. Rhodes (1980) provides an analysis of three models with a discussion of each one's strengths and weaknesses. The first model is the 'output' model where evaluation focusses on the activities provided. Quality is assessed in terms of the number of events made available and their patronage. This model has the advantage of being easily applied, with few data collection problems. It is a useful tool for use in the early stages of any staff development programme.

The second model is the 'outcomes' model, with evaluation focussing on the impact of the programme. Where objectives are pre-determined, outcomes are judged in relation to how well they have been achieved. Here, more complex data-gathering systems are required.

The third model, the 'institutional' model, has a process orientation, with staff development seen as an aspect of continuing professional education. The focus here is on the design and implementation of instruction, with attention being paid to adequacy of needs assessment procedures, participants' involvement, support from the environment and the integration of these elements into the programme. Any behaviour modification is viewed as participant achievement rather than programme achievement.

Rhodes (1980) goes on to show how the use of these three

models can result in arriving at very different sets of conclusions when applied to a specific staff development event. As an example he applies all three models to his college teaching laboratory facility where staff are able to make tapes of their teaching for diagnostic purposes. The first evaluation model showed the activity to be very successful, whilst a different conclusion was reached when the second model was used. Though persons using the facility indicated behaviour modification after viewing themselves on tape, the programme could not claim responsibility for these changes, since they might have been the result of other factors. The use of the third model produced a different picture again, showing that the programme had significant strengths and serious deficiencies. Rhodes concludes that 'if one model is applied rigorously and sophisticated measurement devices are employed, questions raised by the other models are left unanswered. If all are used, the conflicting results are such that no adequate decisions about quality can be made.' (p205).

A distinction sometimes made by writers is that between summative and formative evaluation attempts. Summative evaluation takes place at the end of a staff development programme or activity and has two focii. The first is that of the overall activity, where the evaluator is concerned with how the individual pieces of the activity fit together. By means of a questionnaire, for example, an assessment is made of its strengths and weaknesses, including physical features and the duration of the activity. The second focus is upon the impact

made by the activity. Evaluation here will depend very much upon the evaluator, but in general terms it will be an attempt to establish precisely the course outcomes with a view to future use. 'Summative evaluation implies that there is no intention of actually changing a course.' (Bell, 1979b, p44). The evaluation tends to be very much concerned with specific changes and attempts to identify and measure these and relate them to actual features of the activity rather than to other factors.

Formative evaluation takes place during the programme or activity, with the aim of making improvements both of content and organisation. Such evaluation seeks to improve the activity as it progresses by highlighting those areas which need adjustment, and intervening to bring about the necessary change. The method of the evaluation will vary considerably from activity to activity, but will include subjective assessments by participants, attitude scales, performance tests, etc. While summative evaluation enables judgements to be made about the effectiveness and worthwhileness of a course on its completion, formative evaluation can focus on significant interactions and processes whilst a course is in progress. It also provides a more detailed analysis of the extent to which a course meets the needs of course members, etc. (Bell, op cit, p45).

Formative evaluation provides an opportunity for the participants to obtain feedback for the monitoring of their performance and the detection of defects and their correction before the completion of a course or activity. Thus, the

teachers themselves become involved in the evaluation, rather than simply being evaluated by others.

Another approach which receives attention is that of illuminative evaluation, as advocated by Parlett and Hamilton(1972) as an alternative to what they call the 'classical paradigm' of evaluation and its heavy reliance on hypothetico-deductive methodology. They see this model as failing to take adequate account of important variables, operating on the premise that the evaluation target undergoes little change during the period of the activity, and imposes limiting restrictions by concentrating on quantitative data to the exclusion of other data dismissed as subjective, etc.(p7). They conclude, 'Rarely, if ever, can educational programmes be subject to strict enough control to meet the designer's requirements.'(p8)

The approach which they advocate purports to take account of the wider context in which educational programmes take place, paying attention to the contexts in which innovation takes place, how it is viewed by those directly concerned with it, and its impact on students.

The writers stress that theirs is not a standard methodology, but a strategy to be adapted to the task in hand. Evaluation techniques to be used will not be determined in advance, and equally, no one method need be used to the exclusion of others. The findings from one technique can be cross-checked by the use of others - a practice which they label triangulation - and so

reduce or control the degree of subjectivism. Bolam (1979) notes that their approach is now more widely used by researchers, although its utility is still questioned.

Assessment of teacher performance or behaviour is an area which receives attention. Bolam(1979) notes that it is not unreasonable to expect staff development provision to have some impact on teachers, and that the difficulties associated with assessing the impact of in-service education on pupil behaviour has resulted in attention now being focussed on teacher outcomes, despite comparable difficulties.

Such goal-orientated evaluation involves five stages:

1. Identification of objectives to be achieved.
2. Definition of these objectives in behavioural terms.
3. Development of appraisal instruments for studying these.
4. Examination of the data gathered in the light of standards against which they may be judged.
5. Making final decisions regarding value in relation to the original objectives.

This approach, which was initially developed for curriculum evaluation purposes, is seen to have some utility for evaluating staff development provision where behavioural objectives have been specified. However, the approach is seen to be open to some objection. Henderson(1978) outlines four significant weaknesses of the goal-orientated approach to

evaluation. First, no consistent view exists on who should be responsible for selecting objectives or which objectives should be selected. Second, objectives do not lend themselves to precise measurement. Third, the need to specify objectives in advance is questionable, since ideal outcomes cannot always be predicted, yet this does not destroy the validity of the activity. Fourth, pre-occupation with objectives and outcomes leads to an ignoring or undervaluing of intervening events - the process may be as important as the product. While acknowledging these limitations the goal-orientated approach is regarded as retaining some merit, and its supporters urge for its retention as one method in a broad repertoire.

Two such broad approaches considered to be important are those of Stake(1967) and Stufflebeam(1971). Stake is concerned that evaluation should take account of antecedent conditions and transactions taking place during the teaching/learning process. He provides a double matrix model of evaluation, each half being concerned with the evaluation of antecedents (conditions existing prior to teaching/learning), transactions (all teacher/learner encounters) and the outcomes (impact of instruction). These concerns can be submitted to a dual evaluation involving both descriptive and evaluative judgements.

Stufflebeam widens the scope of evaluation by identifying four sets of educational decisions from which four types of evaluation are derived:

Planning decisions - Context evaluation

Programming decisions - Input evaluation

Implementation decisions - Process evaluation

Recycling decisions - Product evaluation

Planning decisions are concerned with system needs, specifying specific goals and objectives to be met. Evaluation will question these needs, goals and objectives and such evaluation will be 'exploratory, descriptive and comparative'.

Programming decisions will relate to procedures, resources, personnel, timing, etc. with evaluation focussing on providing information regarding the optimum use of resources to meet programme goals.

Implementation decisions involve the directing of the activities and evaluating here aims at identifying or anticipating design defects of the activity or its implementation, being alert to unanticipated events.

Recycling decisions concern the termination, continuance or modification of the programme, with evaluation being used to determine the effectiveness of the product after the full cycle, with the product evaluation being similar to a goal-orientated model.

What the literature makes clear is that evaluation should now be more generally accepted as being the concern of and involving everyone in education-

Reports or handbooks on evaluation are needed for teachers and others working in schools, for whom in-service provision is intended; for those who train and advise the teacher; for policy decision makers and the managers of that policy. All of these groups

need to be informed; teachers so that they do not feel threatened by evaluation, and so that they can participate fully in its processes and grow professionally, knowing that it gives them a better chance of being responsible for their growth; advisers and trainers so that they can work more closely and cooperatively with teachers; policy decision makers so that they can judge what influence evaluation reports should have; managers so that they can make the best executive and immediate financial decisions about course provision and assessment. McCabe, 1980, p9.

This review of the literature suggests that, whilst staff development is now a well recognised feature of the education scene, and has demanded growing attention of educators by embracing concerns going well beyond those of the early writers, no systematic policy on a national scale has emerged for the training of FE teaching staff. Despite attempts, spanning a number of decades, to secure more systematic and continuous provision, staff development remains an uncertain area both in terms of its purpose and value.

At the same time there is no abatement of the interest which staff development attracts. For example, since this review of the literature was undertaken other studies have taken place which attempt to assess aspects of current provision. In particular, mention may be made of the study of provision in Wales which was conducted jointly by the North East Wales Institute for Higher Education and the Welsh Joint Education Committee. More detailed reference will be made to the contribution of this study in chapter nine.

Against this background it was decided to examine what provision was currently being made in the Principality for FE

teaching staff, to identify the significant features of such provision and compare these with indicators extracted from the literature. The methodology adopted for this exercise is presented in detail in the following chapter.

Chapter Three THE RESEARCH METHODOLOGY.

3.1. The purpose of the investigation

The research was stimulated by the recognition of a need to generate data relating to current staff development provision in FE colleges in Wales. More specifically, five principle aims were identified:

1. To generate data relating to-
 - a) the nature of current provision in colleges.
 - b) the priorities for and constraints upon such provision.
2. To obtain reliable evidence relating to college management perceptions of staff development.
3. To assess the compatibility of teaching staff perceptions of staff development with those of the college managements.
4. To determine whether there were distinctive features in the way staff development was viewed or approached in Welsh colleges, as compared with views presented in the literature.
5. To identify significant weaknesses or omissions in current provision which would give direction to the construction of staff development models suitable for use in the colleges.

3.2. The procedure.

The research was conducted by means of a multi-method approach, involving both nomothetic and ideographic and interpretive procedures, leading to the identification of

significant trends, strengths and omissions.

The data was obtained in five distinct stages - a preliminary survey, a general survey, the conducting of a number of case studies, a repertory grid construction and analysis exercise and the design and testing of a staff development model. The five stages are now presented in detail.

3.2.1. The preliminary survey.

Before embarking on the major survey it was considered important to conduct a preliminary investigation with the two-fold purpose of a) establishing whether significant differences existed in the way staff development was perceived in the Welsh FE colleges, compared with perceptions held by staff in English colleges, and b) to confirm the writer's assessment of the current position of staff development which had been formed by his review of the literature.

Both objectives were pursued through the holding of formal, but unstructured interviews at ten colleges, six in the writer's own LEA and four in the south of England. The colleges varied considerably in location, size, stage of development, range of work and organisational structure, and included a tertiary college and a polytechnic. This latter institution, in the south of England, was included on the ground that its size would seem to require a fairly well structured approach to staff development, and, as such, might yield significant examples of good practice.

Because of the very limited time made available to the writer

by his own institution for the purpose of this research, visits to the ten colleges had to be restricted to one occasion, with each college being visited for a half-day. However, it was possible to hold recorded interviews at each college, the focus of these concentrating on individuals known to have some degree of responsibility for staff development provision.

From these interviews data was obtained relating to four major areas of concern identified from the literature review - aims and objectives of staff development, the identification of staff development needs, staff development provision and the evaluation of that provision. A detailed account of the interviews and their analysis is provided in chapter four.

3.2.2. The general survey.

The second stage of the research consisted of the generating of data relating to the principal aims of the investigation outlined in 3.1., and was obtained from the FE colleges in Wales by means of a questionnaire survey.

The instrument (a copy will be found in Appendix A) derived its parameters from reference to significant factors emerging from the first stage of the research, and was distributed to all 29 FE establishments in Wales. (Colleges of agriculture were excluded from the survey on the ground that their work was atypical).

Two sets of questionnaires were distributed to each establishment, the first for completion by a sample of management personnel and the second by a sample of teaching

staff respondents. The management sample requested consisted of the principal, vice-principal and each head of department, whilst six teaching staff were invited to respond - two senior lecturers, two lecturers Grade 2 and two lecturers Grade 1.

Of the 29 colleges, 20 responded (68.9%), and from an estimated possible individual response of 231, a total of 176 (75.75%) questionnaires were returned. The data supplied was analysed by means of the STATPAC computer programme developed by Western Michigan University Computer Centre, the results of which are presented and discussed in chapter five. Tables derived from the analysis appear in Appendix B.

The survey yielded information enabling an assessment to be made of current staff development provision in Welsh FE colleges and provided indications of similarities and differences between perceptions of staff development held by managers and those of their teaching staffs. Also, it enabled areas of major importance relating to staff development to be identified for subsequent further exploration by means of case studies. Finally, the survey facilitated the selection of components for use in the construction of the repertory grids which featured in a later stage of the research.

3.2.3. The case studies.

In addition to the nomothetic data obtained via the general survey, it was felt necessary to complement this with data of a more ideographic nature. This data was obtained by means of formal, structured recorded interviews with college

management personnel at six FE colleges in Wales.

The colleges were selected on the basis of their geographical location, size and interest in the research as indicated by their questionnaire returns, the aim being to secure a wide range of opinion.

The selected colleges represented all regions of the Principality, a variety of environments, staff complements, involvement in staff development and organisational development. Severe restriction placed upon the time made available to the writer by his own institution for this stage of the investigation resulted in visits to the colleges being limited to one full day at each institution. However, because of the interest taken in the research by respondents and the generous allocation of their time it was possible (with one exception) to conduct all interviews at the colleges as planned.

Altogether eighteen interviews were conducted, three at each colleges, involving the principal, vice-principal and one head of department, the latter being included since in many colleges he/she is seen to have more direct responsibility for staff development issues than more senior management.

The interviews were conducted by means of formal, recorded sessions during which a set of prepared questions relating to staff development issues was explored. (A copy of the questions used will be found in Appendix C). Each interview lasted approximately sixty minutes, with two extending to some eighty

minutes. A detailed account of the interviews and their analyses will be found in chapters six and seven.

3.2.3.1.The Repertory Grids.

In addition to the interview sessions held with the management personnel, it was possible to obtain from the same individuals data of an even more personal, individualised nature by means of repertory grid technique, a method derived from the work of Kelly(1955) on personal construct psychology. Because of its use as a principal instrument in this third stage of the research, an account will now be presented of Kelly's theory, the methodology derived from it and its application in this investigation.

3.2.3.2.Personal construct theory.

The personal construct theory of Kelly(1955) describes a theory of psychology which emphasises the active, exploratory nature of human interaction. For Kelly, each person constructs a representational model of the world which allows them to make sense of it and chart a course of behaviour in relation to it.(Bannister and Mair,1968,p2). Kelly called his theory 'a theory of man's enquiry' with the basic premise that events are subject to a great variety of constructions. He thought that events do not dictate conclusions except by the rules we put on our acts. For Kelly, people can come to grips with the world only by placing their own interpretations upon what they see. Man never comes into contact with naked reality, 'all of our contact with reality is by means of our interpretation, our constructions'.(Mair,1970,p161).

This perspective Kelly called 'Constructive Alternativism' (1963 p8), which he said stressed the importance of events but looked to man to propose what the character of their import should be. The Basic Postulate of his theory is that 'a person's processes are psychologically channelized by the ways in which he anticipates events', (Kelly, 1963, p46). Thus, human nature is basically anticipatory rather than reactive, (Bannister, 1977, p363). Kelly's model of man is 'man the scientist' who makes sense of the world by making predictions about future events (Kelly, 1963, p5). These predictions are constructions unique to the individual who looks to events to either confirm or disconfirm them and modifies his behaviour accordingly.

Humans thus try to anticipate their future and make sense of their experiences by erecting a conceptual framework, 'a series of related goggles through which they may view their universe', (Bannister, 1977, p364). These 'goggles' Kelly calls 'constructs'. Constructs are the dimensions imposed upon events by the person who is using them, not the results of merely outside stimuli. They serve as the reference axes upon which the individual may project events in an effort to make sense of experience. Constructs help us to locate, understand and anticipate events.

A construct is a bi-polar concept, a way of categorising similarities and differences which we perceive in our environment, (Bannister, 1977, p364). It enables us to both distinguish between elements and also to group them. A construct is 'a way in which some things are construed as being

alike and yet different from others', (Kelly, 1963, p105). Thus, the construct refers to the nature of the distinction one attempts to make between elements of experience. Once events have been distinguished in this way, it becomes possible to try to predict what will happen in the future.

Constructs are not just ways of labelling elements of our experience; they are ways of trying to understand and anticipate them, (Bannister, 1977, p366). We anticipate events by 'construing their replication', (Kelly, 1963, p50). By noting that some people or events are similar in certain ways and thereby different from others, we are able to anticipate future events. We are thus able to make predictions about events and about people. His capacity for prediction is the essential feature of the construct. A person's construct system leads towards the future by being modified as each construct is validated or invalidated by experience. If validated, the construct is then used for future anticipation; if invalidated it is altered. 'Anticipation is both the push and pull of the psychology of personal constructs', (Kelly, 1963, p49).

All construct systems are personal, 'persons differ from each other in their constructions of events', (Kelly, 1963, p50). Each of us sees our situation through the 'goggles' of our own personal construct system. This does not preclude the making of judgements concerning the commonality of persons, but such judgements will refer, not to the commonality of experiences but to their interpretations. People are similar because they construe in similar ways. By exploring the personal construct

systems of individuals ,it may be possible to establish the degree of similarity or dissimilarity between the ways in which they construe the world,(Bannister and Fransella,1980,p28).

Kelly says 'to the extent that one person employs a construct system which is similar to that employed by another, his processes are psychologically similar to those of the other person',(Kelly,1970,p19). Thus, a number of individuals can have the same construction of experience,ie. not identical experiences, but construed in psychologically similar ways. The significance of this is that it allows for the abstraction of certain common characteristics seen to exist in certain groups of people. So, within any profession a shared construct system emerges enabling us to categorise and describe its members.

Finally, a person's constructs are not separate and unrelated. The organisation of constructs is required to avoid confusion,(Bannister and Mair,1968,p15). Constructs are therefore organised into a complex hierarchical network - a construct system- and only in this way can they form the basis for consistent anticipation of events.

3.2.3.3.Repertory grid technique.

Repertory grid methodology was developed from the work of Kelly, and is now advocated as a unique approach to explaining the way in which an individual seeks to make sense of the world. In particular, it is an attempt at exploring the dimensions which individuals make use of in their own terms, rather than in terms used by an outside observer.

Kelly developed his theory in the context of psychiatry, and the focus of his theory was originally explicitly and intentionally clinical, (Bannister and Mair, 1968, p38). He wanted a methodology which would allow for the eliciting and measuring of the personal constructs of his patients. Repertory grid technique was thus, originally, a significant clinical technique of client-centred therapy which allowed the therapist to use the clients' own yardsticks. The technique was known as the Role Construct Repertory Test, and from this developed the repertory grid as a technique of extremely wide application.

Originally, the repertory grid was a way of discovering a person's construct system by eliciting from the individual a number of roles (called 'elements' in the grid), consisting of people significant to the subject, and by a comparison of these roles eliciting constructs by which the individual distinguished one role from another. These elements and constructs were then plotted on a grid and by means of factor or cluster analysis the individual's construct system was explored.

Thus, the full repertory grid consists of three components - the elements, which consist of people or events which define the material on which the grid will be based; the constructs, which can be seen as ways in which the subject groups and distinguishes between the elements; the linking mechanism, showing how each element is being assessed on each construct. It is the range of changes which can be made within the relationship of these components that the versatility of the

methodology lies.

From the original form repertory grid methodology has been developed by researchers in a variety of directions. Elements are frequently no longer role titles, but any series of events or people in which the researcher is interested. They may still be elicited from the subject or, more frequently, supplied by the researcher. Constructs may also be elicited or supplied, although this is still controversial, (see Adams-Webber, 1970 for a full discussion of the issues involved). The linking mechanism also varies from Kelly's original dichotomous technique, with subjects being asked to rank their elements in terms of their relationship to each one or other of the construct poles, or by showing relationships between each element and the construct poles by means of a rating scale.

3.2.3.4. Validity and reliability of the technique.

According to Popper (1968) one criterion of validity is testability, and the validity of any concept may be determined by testing it for falsification. A description is testable if it has predictive consistency, that is, if it stands up to a comparison with other events which it necessarily implies. Predictive consistency is the consistency between the observations anticipated or predicted by a description and those that are actually observed when it is tested. Personal construct psychology is concerned with the meaning given to behaviour, etc, by participants, and therefore the concern of the researcher is that of achieving predictive consistency for the interpretation of these meanings. In terms of scientific method

the validity of such interpretations would be low.

However, the notion of testability as a measure of validity is open to question. It can be argued that theories do not mirror reality, they merely reconstruct it (Israel,1972). A description is therefore an interaction between the person formulating it and certain aspects of that person's experience. It will be as much a product of the researcher as of the phenomenon being investigated. It will determine not only the researcher's interpretation, but also the subject to be investigated and the methods to be used.

There is, therefore, no 'reality' to be mirrored in theory, except as experienced and committed by the actor. If we no longer think of testability as proving truth, but rather as providing operational concepts, all descriptions become usable and vary only to the extent to which they can be communicated to others and used by them to study the same behaviour. Testability is then the ability of a method to communicate descriptions to others in the form of concepts.

The repertory grid is an attempt to gain insight into the world of the subject in their own terms, and it was this usefulness of the grid which Kelly claimed was more important than any measure of its accuracy, (Bannister and Mair,1968,p39).

Kelly maintained that man is not static, but is in a constant state of movement and the repertory grid was designed to explore this changing nature of the individual. 'Validity refers to the capacity of a test to tell us what we already

know' (Kelly, quoted in Fransella and Bannister, 1977, p92). The validity of repertory grid method can only be talked about in terms of whether it will effectively reveal patterns and relationships in certain kinds of data. Grids are not tests, but simply statistical formats enabling us to examine the way in which a person's constructs are related, and by exposing possible patterns in these relationships, (ibid, p92)). It is, therefore, contended that whilst the validity of a particular form of grid may be questioned, the validity of the methodology cannot be measured. Validity is assessed in terms of usefulness, and the questions which have to be asked are whether a particular form of grid designed for a specific purpose does the job effectively, and if so, can its results be communicated, (Pope and Keen, 1981, p33).

'Reliability' has usually been taken by psychologists to mean the ability of a test or measure to replicate the results for the same subject at different times, or when operated by other researchers, with the object of producing stable measures. Since Kelly rejected the notion of 'stability', his grid methodology sought to establish reliability in terms of the measurement of 'predictable stability and predictable change', (Fransella and Bannister, 1977, p82).

As with validity, there is some difficulty in trying to measure the reliability of the grid as a method since grids vary considerably in terms of content, form and purpose. Reliability of ideographic measures cannot be assessed in the same way as psychometric tests can be measured, since the assumptions on

which the two approaches rest differ, and also because the ideographic grid identifies components which cannot be sampled at random.'Statistical evidence cannot measure the reliability of a single, individual ideographic grid', (Slater, 1977, p129).

What it is possible to do is to measure reliability in terms of establishing definite connections between the constructs of a particular grid and what is known about the subject it examines from other sources. Fransella and Bannister have carried out this process for a number of different grids, with different coefficients of reliability, and conclude that the basic analysis of grid data tests yield a matrix of measures of inter-relationships between constructs which is reliable and stable:

It seems sensible, therefore, to regard 'reliability' as the name for an area of inquiry into the way in which people maintain or alter their construing and to estimate the value of the grid, not in terms of whether it has 'high' or 'low' reliability, but whether or not it is an instrument which enables us effectively to inquire into precisely this problem, (p91).

3.2.4. The application of the technique.

The decision to utilise repertory grid technique as one of the research instruments rested on the desirability of obtaining data of an ideographic nature relating to the way in which FE college managers viewed staff development. Whilst a similar purpose was assigned to the use of the case studies, which involved interviewing significant individuals, the further step of involving these interviewees in the completion of repertory grids was used to confirm, clarify and, to some

extent, supplement data obtained via the interviews. This was made possible by the fact that the technique allows for the exploration of the individual's interpretation of events at a fundamental level, as the subject discloses his own way of construing those events.

As indicated above, there is some debate concerning whether elements and/or constructs should be elicited or supplied to subjects. For the purpose of this research it was decided that the elements would be supplied, with the constructs being elicited from the respondents in the following manner.

From the questionnaire survey, already described above as stage two of the research, it was possible to obtain a range of data relating to staff development provision in the colleges. Since the time made available to the writer by his own institution was limited, it was decided that only one aspect of such provision could be explored with any profit. Consequently, the college managers' perceptions of staff development were concentrated on the area of actual staff development activities, since the manner in which these were construed would indicate their perceptions of such issues as the purpose and priorities of staff development.

The elements supplied to the respondents consisted of nine staff development activities which the questionnaire returns from the second stage of the research indicated had received significant attention in the colleges. The nine elements were:

E1.- In-service Cert.Ed.Courses.

- E2.- Other National Qualifications.
- E3.- Up-dating of Subject Knowledge.
- E4.- Re-training.
- E5.- Curriculum Development.
- E6.- Computer Literacy.
- E7.- Administration Skills.
- E8.- Student Counselling.
- E9.- Writing of B/TEC Units.

The constructs were obtained in the following manner. The nine elements were written onto nine cards, one element to each card. Each respondent was then presented with the nine elements, three at a time, in a prescribed sequence. The respondent was then invited to examine the three elements and to indicate which two of the three were linked in such a way as to make them distinct from the third. They were then asked to state what that link was, and in what way the third element differed from the other two. The process may be illustrated by reference to the replies obtained from the first respondent - M1/1- whose full grid and its principal component analysis are included at the end of this chapter for ease of reference.

The first triad of elements presented to M1/1 were E1-In-service Cert.Ed.Courses, E2-National Qualifications, E3-Up-dating of Subject Knowledge. In construing these three elements the subject linked E1 and E3 (In-service Cert.Ed.Courses and Up-dating of Subject Knowledge), seeing them as both being concerned with quality development, whilst E2 (National Qualifications) he saw as being concerned with process

development. Thus, his first bi-polar construct was recorded as 'Quality Development: Process Development'.

A further three elements were then presented, E4-Re-training, E5-Curriculum Development and E6-Computer Literacy. This time the subject linked E4 and E5, construing them as relating to personal skills, and saw them as differing from E6, which he construed as being a course skill. Consequently, this was recorded as the bi-polar construct 'Personal Skills:Course Skills'.

This process was continued until all nine elements had been covered in various combinations, resulting in eleven constructs being provided. When all eleven constructs had been recorded a matrix was constructed, the elements being presented along the horizontal axis and the constructs along the vertical axis. Using a scale of five to one, with five representing the emergent pole of the construct and one the contrast pole of the construct, the respondent was asked to rate each of the elements on each of the constructs he had provided. Thus, taking M1/1's first construct -Quality Development:Process Development- all nine elements were rated in turn in relation to these two poles. The rating was recorded, and the grid completed by the repetition of the process using each of the eleven constructs in turn.

All eighteen respondents (three from each of the six colleges) completed the grids prior to being interviewed, as a safeguard against 'contamination' of their construing on the part of the

interviewer. The process of construct elicitation took an average time of forty five minutes, with a further thirty minutes being required for the grid construction.

On completion the grids were analysed by means of the INGRID computer programme developed by Slater(1976). This yielded an extremely detailed analysis of the grids, more than was required for the purpose of this research. Consequently, a judicious use of the analysis has been made, with attention focussing on those tables which provide the analysis of the principal components, or tends, of each respondent's grid. It is usual to consider only those components which are assigned a greater percentage up-take than 10.00, with three components normally being generated from the grid. The higher the percentage weighting given to the component, the more significant it is deemed to be. In the case of M1/1, three components provided by the analysis had weightings of 33.51%,22.21% and 21.23%, being labelled 'Individual Activity: Team Activity', 'System Improvement:Teaching Improvement' and 'Student Based:Institution Based' respectively.

The principal component analysis (PCA) reveals relationships between constructs, between elements and between the elements and the constructs, with the vector loadings for each element and construct also being provided. Only constructs with a vector greater than +0.3 or less than -0.3 are usually considered.

The PCA accommodates the bi-polar nature of the constructs by

using a minus sign before the opposite pole of a construct. For example, in M1/1's first component -C6 refers to the contrast pole of the sixth construct provided by the subject, as shown in the raw grid. The PCA indicates that this construct was the most significant one in the first component of the analysis.

The trends indicated by the analysis are presented in the form of linear maps, where the significant elements and constructs can be seen in relation to each other. Because the same supplied elements were used with each respondent for the construction of their grids, it is possible for comparisons to be made between grids. To facilitate this each component has been assigned a label consisting of the first construct of each component in the analysis.

A complete presentation of the analyses, with discussion, will be found in chapter six as part of the examination of the case studies, while summary sheets of each PCA, the raw grids and tables of elements and constructs will be found in Appendix D.

3.2.5. The design and testing of a staff development model.

The fifth and final stage of the research consisted of the design and testing of a staff development model for use in colleges of FE in Wales. The design procedure was as follows.

From the data obtained via the previously described instruments, significant features of current staff development provision in Welsh FE colleges, and management perceptions of such provision, were identified. These significant features

consisted of both strengths and weaknesses in current attempts at making provision. The most serious weakness identified was the absence of the element of evaluation from staff development programmes. Since this absence is seen by the writer (argued more fully in chapter nine) as having repercussions for every stage of staff development within a college, it was decided that, rather than providing a range of models designed to tackle separately the variety of identified defects in current provision, a practical effective model based on the principle of holistic evaluation would be constructed. This involved the use of a variety of instruments designed to evaluate the various stages of staff development provision. The model attempted to present evaluation from the perspective of both the institution and the individual member of staff.

The instruments used in the testing of the model consisted of four evaluation sheets requiring the respondent to complete a rating exercise on items either supplied by the writer or by the subject. Three of the instruments were designed by the writer, without knowingly making use of models designed by others. The remaining instrument was adapted from one used by another writer and is fully acknowledged in chapter eight where the design and testing of the model is presented in detail. Samples of all four evaluation sheets will be found in Appendix F.

In addition to the four instruments just referred to, two interactive computer programmes were used in the testing of the model. Each programme created a repertory grid using supplied

elements, and elicited constructs, together with a prioritising exercise. The first programme used elements relating to staff development activities, whilst the second provided elements relating to modes of provision. Both programmes were designed by the writer, with the actual computer programme being written by a colleague.

Although the testing of the model is fully presented in a later chapter, it may be helpful here to include a summary of the procedure, which consisted of four stages.

Stage One -Initial arrangements.

Two colleges visited during earlier stages of the research had indicated a willingness to assist further, should their help be required. Consequently, it was decided that they be invited to assist in the testing of the model. Each college was visited and a meeting was held with the vice-principal when the model was presented, together with the instruments for its testing, and the rationale behind its design was discussed. A strategy for proceeding with the testing was suggested and it was seen as important that the model and its testing requirements should be presented to the full college management teams by the writer. Dates for these meetings were agreed and were subsequently adhered to.

Stage Two- The preliminary briefings.

Meetings of the colleges' management teams were held when a detailed presentation of the model was undertaken, commencing with a resume of the research completed at that time as a basis

for understanding the rationale of the model. Copies of the diagrammatic presentation of the model and its instruments were distributed and examined. The actual exercise of testing the model was expressed by means of a set of objectives which the model was meant to achieve. (These are set out in detail in chapter eight). After discussion it was agreed that an in-depth assessment of the potential of the model to reach these objectives was not possible in the limited time available, but that it would be possible to evaluate some of its features by examining the hard evidence supplied by the instruments and by relying on the professional judgement of members of the management teams. It was also agreed that features of the model not covered in the field by the test instruments would be explored in discussions with the management teams. It was arranged for the testing of the model to take place over a six-week period during the summer term 1988, at the end of which two seminars would be held at each college when the value of the model would be assessed.

Stage three- The testing of the model

The original intention was to involve small groups of staff from each department of the colleges in the use of the instruments. The instruments were also to be used, where appropriate, by members of the management team. An assessment was then to be made of the suitability of the instruments in terms of their clarity and simplicity of use, level of information they provided and their ability to enable the model to reach the objectives set for the testing.

Unfortunately, at one college this previously agreed procedure was not adhered to, resulting in misunderstanding on the part of some of the management team, with subsequent restriction of the testing process. One member of the team, unavoidably absent from the preliminary briefing session, was inadequately prepared for the task, and subsequently declined to involve either herself or her staff in the exercise. Furthermore, distribution of the test instruments to teaching staff had not been systematic, with a delay of some three weeks being experienced by some staff, considerably reducing the time which had originally been allowed for the testing. In addition, staff had been poorly briefed concerning the nature of the exercise and the part they were expected to play in it. Also, there had been a demand from the principal for all staff to complete a set of questionnaires relating to an internal audit of the college, the timing of which coincided with the period allocated to the testing of the model. As might be expected, this college need was given priority. The writer was anxious that this stage of the research should be concluded on time, since no further time could be made available to him by his own institution. Only four half-days had been allowed, and these were during the last two weeks of the summer term. The initial briefing sessions had been held during the writer's own free time.

Because of these difficulties it was agreed that the testing of the model at this college would have to be confined to one department, together with the management team - the vice-

principal and five of the six heads of department, with approximately only three weeks being available for the use of the instruments.

At the other college, despite a 'deluge' of unanticipated demands on their time during the allocated six week period, the exercise was conducted as planned, with a few minor alterations.

Stage four- Evaluation of the model.

At the end of the period allowed for the testing process, two seminars were held at each of the two colleges participating in the testing of the model, each being led by the writer. At the first seminars the four testing instruments, consisting of evaluation exercise sheets, were discussed in terms of their ability to provide the management teams with significant information regarding staff development provision at their colleges. The strengths and weaknesses were examined and suggestions concerning their modification for future use were made.

During the second round of seminars discussion focussed on the two inter-active computer repertory grid programmes which had been provided as instruments for the exploration of the congruence of management and staff perceptions relating to specific staff development activities and modes of provision.

Examples of possible approaches to the analysis of the grids provided by the computer programmes, which relied on visual inspection rather than sophisticated analysis by computer, were

provided by the writer. The merits of such a method for the gathering of data were discussed and noted.

As indicated earlier, a full description of the model, its presentation, testing and evaluation will be found in chapter eight.

3.3 Summary.

1. An attempt was made to obtain data of both a nomothetic and ideographic nature from staff in Welsh FE colleges by means of a multi-method approach which included a pilot study, a questionnaire survey, the use of interview technique, the completion of repertory grids and the design and testing of a staff development model.

2. A preliminary study was conducted involving the interviewing of key personnel in ten FE establishments, six in the writer's own LEA and four in the south of England, with the aim of making a comparison of the staff development perceptions held by persons responsible for its provision in these two regions.

3. A questionnaire survey was conducted of Welsh FE institutions in which twenty of the twenty nine colleges contacted responded, with a total of 176 (75.75%) returns being made.

4. Case studies of six FE institutions in the Principality were conducted, in which structured, recorded interviews were held with three senior staff in each college - the principal, vice-principal and one head of department. All eighteen respondents

were further invited to complete repertory grids.

5. An account was provided of repertory grid technique in terms of its origin in the personal construct psychology theory of Kelly, and an assessment made of the technique in terms of its reliability and validity as a research instrument. An exposition of the repgrid technique utilised in this investigation was also provided.

6. Finally, a practical effective staff development model, based on the principle of holistic evaluation, was designed and tested at two FE colleges in Wales and an account provided of the results of its evaluation.

The next five chapters analyse in detail the data acquired by the research processes listed above. This analysis of the data begins in the next chapter with an account of the first stage of the research - the preliminary survey.

REPERTORY GRID

Construct scaling

Ref. No. M.1./1.

CONSTRUCTS		ELEMENTS									
		E1. In-Service Cert. Ed. Course.	E2. National Qualifications.	E3. Up-dating of Subject Knowledge.	E4. Re-training.	E5. Curriculum Development.	E6. Computer Literacy.	E7. Administration Skills.	E8. Student Counselling.	E9. Writing B/TEC Units.	
C1	Quality Development / Process Development	2	4	4	2	2	3	3	1	2	
C2	Personal Skills / Course Skills	3	2	2	4	1	4	2	5	2	
C3	Student Based / Institution Based	2	2	2	2	2	4	5	5	4	
C4	Course Development / Institution Development	3	3	2	2	5	4	1	5	4	
C5	Course Centred / Individual Centred	3	3	2	2	3	1	4	2	5	
C6	Individual Activity / Team Activity	1	1	1	3	1	5	5	4	1	
C7	Local Needs / Wider Application	1	4	1	1	3	3	1	1	3	
C8	Broad Based / Specific	1	1	5	4	3	3	4	2	2	
C9	Communication Skills / Course Content	3	1	1	3	2	1	3	1	2	
C10	Process Skill / Product Skill	5	1	5	3	1	3	3	4	1	
C11	Teaching Improvement / System Improvement	5	3	4	3	4	3	1	5	3	
C12											

Principal Component Analysis

<u>Pole</u>			<u>Contrast Pole</u>
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (33.51)</u>			
C6. Individual Activity (4.2)		- C6. Team Activity	
	E7. Administration Skills.		E2. National Qualifications.
C10. Process Skill (3.0)		- C10. Product Skill	
	E8. Student Counselling.		E5. Curriculum Development.
C2. Personal Skill (2.5)		- C2. Course Skill	
	E6. Computer Literacy.		E9. Writing B/TBC Units.
Label:	INDIVIDUAL ACTIVITY		TEAM ACTIVITY
<u>Component 2 (22.21)</u>			
- C11. System Improvement (3.3)		C11. Teaching Improvement	
	E7. Administration Skills.		E8. Student Counselling.
- C4. Institutional Development (2.5)		C4. Course Development	
			E7. In-Service Cert. Ed.
- C2. Course Skills (1.9)		C2. Personal Skills	
Label:	SYSTEM IMPROVEMENT		TEACHING IMPROVEMENT
<u>Component 3 (21.23)</u>			
C3. Student Based (2.5)		- C3. Institution Based	
	E8. Student Counselling.		E3. Up-dating Subject Knowledge.
- C10. Product Skill (2.5)		C10. Process Skill	
	E6. Computer Literacy.		E1. In-Service Cert. Ed.
C4. Course Development (2.3)		- C4. Institutional Development.	
C6. Individual Activity (2.3)		- C6. Team Activity.	
Label:	STUDENT BASED		INSTITUTION BASED

Chapter Four - THE PRELIMINARY SURVEY.

4.1. Introduction

As indicated in the previous chapter, dealing with the research methodology, it was decided to adopt a multi-method approach for generating the research data, the first element of which was a preliminary survey. This had a twofold purpose. Firstly, from a review of the literature a number of staff development issues appeared to warrant further investigation and the preliminary survey aimed at ascertaining the reliability of the writer's perceptions of staff development arising from the literature review. Secondly, it was felt that since the focus of the investigation was to be FE colleges in Wales, it would be helpful to have some information relating to perceptions of staff development attitudes and practices outside of the Principality. Consequently, first-hand impressions were obtained from a small sample of colleges in England, and these were compared with data obtained from a small group of colleges in South Wales.

Formal but unstructured interviews were held and recorded at 10 colleges, 6 in the writer's own LEA, and 4 the south of England. The size of the colleges varied considerably and included a tertiary college and a polytechnic, the latter being included in the sample because it was hoped that it might provide helpful examples of good practice. Because of difficulties over the availability of staff only one or two individuals were usually interviewed at each college. Various staff levels were included, but the focus was concentrated on those who had some

degree of responsibility for staff development. Usually these were senior staff, but sometimes L2 grade lecturers were involved since they were responsible for staff development provision relating to YTS programmes.

The interviews were formal but unstructured, in the sense that the writer encouraged the interviewees to talk freely about staff development in their colleges but guided the conversations by the use of predetermined questions and recorded the responses. From these interviews a number of issues were identified which were used as guidelines in formulating the next stage of the research. An analysis of the preliminary survey now follows.

4.2. Staff development aims and objectives.

It would appear from the literature review that it is reasonable to assume that the formulation of any staff development policy will depend upon one's view of staff development. Consequently, at each college visited an attempt was made to determine the prevailing view of staff development.

Hewton(1980) observed that succinct and helpful definitions of staff development were rare. This writer found that not only was this the case in the colleges visited, but also that those definitions that were offered were so wide and general that they enabled the institution to claim that it engaged in a substantial staff development programme. A range of activities was found, from in-service Cert.Ed.courses to industrial secondment (although the latter was confined to the polytechnic

and one south of England college). What did emerge very clearly was that there existed in all colleges a common core of staff development activities similar to those frequently mentioned in the literature.

It was interesting and perhaps significant that in the south of England colleges there was a tendency to use the term 'professional development' rather than staff development, and that in two of the colleges staff wanted to make a distinction between 'staff training' and 'staff development'. Neither college wanted to make a semantic distinction between the two terms, but when questioned it emerged that they considered the former expression to be rather narrow and limiting, but nevertheless, in their view, far more prevalent than the latter.

Of the ten colleges visited only three had formal written staff development policies. One of these was the polytechnic whose policy document was very broad but did contain an attempted definition of staff development:

A systematic and continuous process by which the professional needs of individual staff are identified and the devising and implementing of programmes to meet those needs for the benefit both of staff and of the institution.

From this basis the policy document was developed. Many of its statements are relevant only to similar institutions and would not be representative of either FE college structures or staff. However, the principle aims of its policy may be summarised as:

To offer criteria for the assessment of teaching

performance.

To encourage staff in the development of new teaching methods and techniques.

To prepare staff for changing duties and responsibilities.

To prepare staff for advancement either within the institution or in the education service generally.

To enhance job satisfaction.

The other two colleges, both in the south of England, had staff development statements which offered definitions of staff development:

A systematic process by which an individual's knowledge, skills and personal qualities can be broadened, deepened and enlarged to the benefit of the individual, the department in which he or she works, and the organisation which employs him or her.

Staff development is an activity in which staff participate voluntarily. Its role is advisory, consultative and supportive. It is concerned with members of staff at their place of work and is essentially a college-based activity, designed to secure the professional growth of teaching and non-teaching staff and consequently to improve the efficiency of the establishment and to satisfy individual and corporate needs.

Three other colleges in Mid-Glamorgan were in the process of formulating staff development policies, having recently designated a senior member of staff to be responsible for staff development issues. These individuals did offer their own personal definitions of staff development (which did not differ significantly from the first definition quoted above) but pointed out that they could not confirm that their definitions would be endorsed by either all or a majority of their colleagues. At the four remaining colleges less attention had been given to the formulating of a staff development policy, and in one instance the person with responsibility for staff

development stated categorically that he was opposed to formal definitions and policies. His view of staff development ran counter to those of the other interviewees in its breadth. He insisted that every interaction between individuals in a college was a staff development 'situation' as well as formal activities. He considered that the interview that was then taking place between himself and the writer was a contribution to his personal staff development.

All the interviewees maintained that their institutions were clear about their aims in staff development and these appeared to have a common core about which they may be said to agree.

These were:

- To improve performance, competence and efficiency of staff.

- To prepare staff for changing responsibilities.

- To prepare staff for advancement.

- To increase job satisfaction.

From the literature review it was clear that a crucial issue in any attempt at staff development provision was that of securing participation. The interviewees were asked how their colleges ensured that policy was translated into practice. The south of England college which provided the first staff development definition cited above also had the following statement included in its policy document:

- In the interests of good staff relations it is important that the purpose, nature and method of implementation of the staff development policy should be clearly understood by all staff.

However, when questioned about the translation of policy into practice the staff development officer at this college stated

that staff development 'got underway by people doing things. You see people doing the right thing and you give them a nudge'. It seemed clear that the problem of translating policy into practice had not been resolved satisfactorily, and one could hardly accept that this college's provision was systematic.

At the college which offered the second definition of staff development cited above they attempted to solve the problem by the use of documentation. The writer was provided with a multiplicity of forms which were completed by staff wishing to engage in staff development activities. One person interviewed at this college commented that this was the only feature of their provision that could be called systematic. At the same time the college policy document did refer to implementation:

While the vice principal has overall responsibility for staff development, the head of department and the registrar and other experienced members of staff have vital roles within the development programme. A counsellor or experienced member of staff working in the same area as the person following a development or induction programme will be assigned to that person. He/she will give guidance and advice in the work area and act as a liaison between the vice principal, head of department or registrar and the person concerned.

No reference was made to this procedure ever having taken place at the college in such a way that it was known to be in operation by the staff.

In all the colleges, including the polytechnic, staff development proceeded on a voluntary basis. One of the south of England colleges had a document on 'internal staff training' which had as a preamble:

With more enrolments of less able students. the introduction of new courses and developments in existing courses, it may be necessary to provide initial training courses/seminars to help colleagues adapt to the new requirements.

That staff would avail themselves of such provision was implied rather than stated.

A similar situation existed at all the other FE colleges. Staff found it very difficult to identify the existence of any mechanisms for ensuring that any staff development initiatives were actually implemented in terms of seeing that target groups or individuals became involved. In every college participation was quite voluntary, although one principal admitted that on occasions he had coerced certain staff to attend courses. It was frequently admitted that this voluntary principle resulted in people most in need of staff development being the last people to avail themselves of it.

At the polytechnic participation was also voluntary, but officers at the staff development unit felt that it was very unusual for staff to decline to involve themselves in any staff development that was made available. The main reason for this was that staff development needs were identified on a personal basis at an interview between the head of department and individual staff members. Staff also identified the objectives of suggested staff development initiatives and appeared quite eager to participate in them.

All the FE colleges mentioned that they were limited in what they could provide by lack of resources and consequently their

aims and objectives often had to be quite modest. As well as insufficient time and money to develop systematic schemes, staff motivation was also mentioned as a barrier to the development of programmes at colleges. None of those interviewed was able to suggest ways of overcoming this last problem. Two heads of department maintained that since motivation was the result of attitude change, they did not have the time to embark on any serious attempt at changing staff attitudes since attitudes were formed over long periods of time.

4.3. Identification of Needs.

Interviewees at the colleges were asked to assess the attitude adopted by their colleagues towards staff development. The replies, albeit generalisations, were in keeping with the observations made in the literature. Older staff were regarded as being less enthusiastic about involvement in staff development. This was not always because they felt that they did not require development or were too old to change, or that they resented the implication that that they were somehow incompetent (although all these attitudes were cited by various colleges) but was, more importantly, linked with their unfavourable previous experiences of staff development provision- uncoordinated and unstructured. In the light of the absence of any formal staff development policy in the majority of the colleges, the attitude of these staff is understandable. As noted in the previous section, even where policies did exist there were no clear procedures for implementation.

According to the interviewees more enthusiasm for staff

development was to be found amongst younger staff, especially those recently appointed. The degree of motivation displayed by staff appeared to depend on a number of variables- age, subject area, level of work, responsibilities, degree of support from the head of department and perceptions of their own career path.

With this varied attitude towards staff development it was not surprising to learn that identification of staff development needs in the colleges did not follow any common pattern. A variety of approaches seemed to operate. The polytechnic had a formal staff appraisal system (which was itself being evaluated at the time of the interview) in which heads of departments were involved. This process was time consuming but met with much staff approval and was the key to their planning of staff development provision.

The only other college visited which had a clear strategy for needs identification was in the south of England group. Here formal, but voluntary, interviews were held between staff and the college professional tutor. This practice was referred to in the college staff development policy document:

All staff will be given the opportunity annually of taking part in discussions with their head of department, the vice principal and the professional tutor in order to :

1. Review their existing programmes.
2. Consider their developmental needs.
- 3 Produce a series of recommendations which will help to promote and enhance career prospects.

A formal record of the interview, signed by all the parties involved, was kept and was accessible to the individual staff

member at any time.

At the two other south of England colleges, one was attempting to introduce a systematic approach to needs identification, a task which the vice-principal deemed to be very difficult, the difficulty being compounded by immanent tertiary reorganisation. This in itself would demand considerable staff development provision, but the vice-principal confessed that the time scale for the reorganisation was such that there was virtually no opportunity to provide the necessary staff development. Furthermore, staff were so involved in trying to prepare for this change that it was very unlikely that any kind of systematic appraisal of needs could take place for a very long time.

One area of need which had been identified and given some priority in this college was that of staff development provision for new staff. The vice-principal believed that with the change to a tertiary college this would remain a priority area since within this category would be found experienced teachers from schools with little understanding of either further or tertiary education. Furthermore, they would have to recruit numbers of part-time staff and these, taken together with traditional FE staff not possessing a teaching qualification, would be a target group for provision.

None of the South Wales colleges had established systems for identifying training needs of staff. Two colleges had given priority to initial teacher training and uncertificated staff

were given the opportunity to obtain an in-service Cert.Ed. At the other four colleges staff were aware of the availability of this same provision, but staff were not coerced to obtain this qualification, it being simply left to the individual to make application.

Other staff development needs in four of the six South Wales colleges appeared to be identified in an ad hoc manner. The task was left very much in the hands of the heads of departments who informed their members of staff of any courses that were currently available. More frequently individual staff would make application to attend courses which they had seen advertised or heard about from colleagues. In most cases applications would be approved as long as finance was available. Departments which had experienced most change in terms of course provision appeared to have more demands made upon their staff development finance, with needs being highlighted as attempts were made to develop new curricula. Departments in colleges seemed to work in complete isolation from each other as far as identifying possible common needs was concerned.

In the two remaining South Wales colleges attempts were being made to introduce a systematic procedure for identifying staff development needs. In both cases an individual had been made responsible for staff development (a vice-principal and a head of department). Discussions were taking place in the academic boards of both colleges with a view to introducing some form of staff appraisal. One college was very optimistic of this

becoming accepted, while at the other college the lecturers' union NATFHE had expressed alarm at the suggestion of appraisal methods being introduced and was blocking progress on the matter.

In summary, despite the existence of policy documents in certain of the colleges, as outlined above, and efforts in other colleges at providing an agreed policy, staff involvement in staff development activities appeared to follow the traditional laissez faire pattern, interspersed with uncoordinated attempts at meeting the needs of particular staff involved in curriculum development. It was debatable whether the real, rather than the perceived, needs of staff were being identified and met. The overall picture was one of much uncertainty concerning where responsibility for needs identification lay. Some individuals regarded it as a matter for college managements, although conceding that this was only totally appropriate when identifying organisational needs. It was not necessarily the best method for identifying the needs of individuals. Others felt that more emphasis should be placed on self-assessment and self-development. The idea of staff appraisal found support in all of the colleges but was tempered by uncertainty about suitable methods of implementing formal appraisal systems.

4.4. Staff Development Provision.

At the time of the interviews all the FE colleges were experiencing considerable change in client demand. All were involved, for example, in running courses for the MSC, and

some colleges were heavily committed in this area. Making an adequate response to this change in demand was not an easy task, but all colleges were attempting to take advantage of the extra resources made available by the MSC for the staff development of lecturers involved in the YTS, for example.

From the interviewees' responses it was not possible to detect the existence of any specific staff development models being in use at colleges. Indications were that management directed, or 'top down' models tended to predominate. In the case of one south of England college allowing the management to direct their provision was a part of their strategy for systematising their provision. In the South Wales colleges a variety of new work had been allocated to them, and managements simply found themselves being obliged to respond. Consequently, their priorities were being set for them and staff had very little choice but to become involved in developing, in many cases, new curricula for new types of students.

The predominant approach to staff development was via curriculum development, and this seemed to be accepted both as the most appropriate model and as acceptable to staff. Most of the interviewees regarded curriculum-led staff development as the most effective method of ensuring that what their college provided was what their staff wanted, and at the same time making the most effective use of their resources. There was very little indication that staff were actually involved in the planning of the provision.

The most frequently mentioned approach to provision was that of sending staff away on courses provided by an external agent. It was assumed by the majority of those interviewed that course participants would return to their colleges and would themselves disseminate relevant knowledge and skills to colleagues.

Whilst none of those interviewed indicated that individual initiatives would be blocked, it was made clear that staff development had as its primary aim the meeting of college objectives, and that the personal wishes of staff, to pursue further qualifications or obtain higher degrees for example, would be given a much lower priority.

4.5. Evaluation of Staff Development Provision.

The one element absent from all the interviews, apart from those held at the polytechnic, was any reference to the evaluation of staff development already provided. The impression was given that colleges were satisfied if courses were made available and staff persuaded to attend them. In the three south of England colleges a written report was required from all course participants. These were sometimes read by the head of department or the vice-principal and then simply held on file. There was no indication of any action being taken as a result of information provided in the reports. In the South Wales colleges no such reports were required. One college had at one time requested them, but the practice had been discontinued by default.

Interviewees were somewhat critical of the staff development

provision being made, suggesting that at least some informal evaluation had been taking place. In most cases the criticisms concerned the lack of relevance in some externally provided courses, and a lack of confidence in so-called 'experts' running these courses. There was the feeling that often the instructors on courses had been removed from the scene of action for far too long and so were out of touch with the real needs of staff. Little in-house provision had been made but what had been done was thought to be preferable to that provided externally.

4.6. Observations

1. Any differences between the colleges in the south of England and those in South Wales in terms of staff development perceptions were not very significant. Similar concepts were employed when discussing various aspects of staff development including its definition, aims, content, mode and methods.
2. The existence of a formal college staff development policy seemed to be of more concern to the south of England colleges who were also more advanced in the process of formulating and adopting them.
3. Some variation was evident in the degree of importance attached to staff development, with the south of England colleges appearing to give it a more central position in the work of the college.
4. Whilst all the colleges appeared to share a common theoretical understanding of what might legitimately qualify

for inclusion in any staff development programme, the south of England colleges appeared to have a more practical understanding of staff development provision and its attendant problems.

5. One of the colleges visited appeared to have a clear, manageable structure for the identification of staff development needs. Where a staff development officer had been appointed for this purpose his role appeared to be uncertain.

6. The involvement at some stage of heads of departments in the process of identifying staff training needs was clearly assumed, particularly by the South Wales colleges.

7. All colleges reported staff participation problems. No college had established any mechanisms for ensuring that their staff development policy was translated into practice.

8. Staff reluctance to participate in staff development activities was sometimes attributed to previous unfavourable experiences of staff development initiatives.

9. No formal evaluation of staff development provision was carried out at any college. Some colleges required a written report from staff attending external courses but there was no evidence that these reports were used either to analyse or adjust current provision.

10. The most frequently mentioned criticism of staff development provision was its lack of relevance, particularly when that provision was made by external agents.

These observations were used as guidelines and parameters for the design of the research instrument for use in the survey of staff development provision in FE colleges in Wales. The analysis of this survey is presented in detail in the following chapter.

Chapter Five -THE GENERAL SURVEY DATA ANALYSIS.

5.1.-Introduction.

As indicated in chapter 3 ,the purpose of the first research instrument was to generate basic data relating to staff development provision in FE colleges in Wales. The parameters of the data were set by reference to significant items emerging from the preliminary survey, detailed in chapter 4. Allied to this was the need to compare and contrast those perceptions of staff development held by college managements with those held by college teaching staff.

Consequently, in the Spring term of 1985 questionnaires were distributed to all 29 FE establishments in Wales. (Colleges of Agriculture were excluded since their range of work was considered to be specialised and unrepresentative of general FE provision in Wales). It was requested that in each college the principal, vice-principal , each head of department and six lecturers- 2 senior lecturers, 2 lecturers grade 2 and 2 lecturers grade 1 - be invited to respond. Of the 29 colleges contacted 20 responded (68.9%) and from a possible individual response of 231 a total of 176 (75.75%) questionnaires were returned. The data received was analysed by means of the STATPAC computer programme developed by Western Michigan University Computer Center, and this analysis is now presented.

5.2.- Background and Experience.

5.2.1.- The Management Sample.

A total of 90 management questionnaires were returned.
Of these there were:

Principals	17	18.8%
Vice-principals	11	12.2%
Heads of depts*.	62	68.8%

(* including 6 acting vice-principals).

The age range of the respondents was:

Under 25	nil	nil
25-34	2	2.2%
35-44	23	25.5%
45-54	41	45.5%
Over 55	23	25.5%
Non-reply	1	

The returns from the twenty colleges indicated that a range of some fifteen different departments was represented, with engineering and business studies departments being most prominent. (Appendix B , Table 1a).

The management respondents also indicated considerable experience of further education. Only 5 had had less than 5 years experience, with one respondent having been in FE for only one year. At the other extreme one respondent recorded 37 years experience. The full breakdown of the data was:

<u>No. of years in FE</u>	<u>No. of respondents</u>
1-10	13
11-20	30
21-30	40
Over 30	7

The number of colleges in which the respondents had taught was also of interest, revealing that 95% had worked in 2 or more FE institutions:

	<u>Number of colleges</u>						
	1	2	3	4	5	6	7
Principals	1	1	3	4	7	1	0
Vice-principals	3	2	1	2	2	1	0
Heads of depts.	27	15	9	2	0	1	1

Information was also supplied regarding employment outside of FE. Again, respondents indicated considerable experience of industry and commerce. This was consistent with data from previous research (Cantor and Roberts, 1979) showing the reliance FE placed on recruitment from these two sectors, industrial/commercial experience often being an important factor when appointing staff:

	<u>Years</u>	<u>Industry</u>	<u>Commerce</u>	<u>Other</u>
Principals	1- 5	8	0	5
	6-10	0	0	1
	11-15	1	0	0
	16-20	1	0	1
	21-25	0	0	0
Vice-principals	1- 5	2	1	5
	6-10	2	0	1
	11-15	1	0	0
	16-20	0	0	0
	21-25	0	0	0
Heads of Depts.	1- 5	6	3	12
	6-10	16	1	1
	11-15	6	0	6
	16-20	4	0	0
	21-25	4	0	0
	26-30	1	0	2
	Over 30	0	0	1

5.2.2.-The teaching staff sample

A total of 86 teaching staff questionnaires were returned, 62 male and 23 female. The number for each grade of lecturer was:

Senior lecturer	23
Lecturer Grade 11	28
Lecturer Grade 1	33
Non-specific	2

The age range of the respondents was:

25-34 years	20
35-44 years	29

45-54 years	22
55 and over	15

As with the management respondents the range of departments indicated by the staff returns was quite considerable (Appendix B, Table 1b).

Since the type of work staff are engaged in has considerable bearing on their involvement in staff development, staff were asked to indicate their levels of work as categorised by Burnham:

<u>Category of Work</u>	<u>Number</u>
1 (Post-grad)	0
11 (Degree)	0
111 (H.B/TEC)	17
1V (B/TEC Nat)	58
V (GCE "O")	39
Non-specific	2

Their work covered a range of thirteen different areas, mathematics, engineering and business/management being dominant, (Appendix B, Table 2). Some respondents indicated 'other areas' and specified: Accredited Centre Tutor (MSC), Accountancy, Agriculture, Computing, Electrical Installation, Special Education, Staff Training, Teacher Training (C&G 730).

Staff were asked to indicate the number of FE colleges in which they had worked:

	<u>Number of Colleges</u>			
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Senior lecturers	11	10	0	2
Lecturer Grade 11	15	8	5	0
Lecturer Grade 1	28	5	1	0

It is of interest to note that of the 23 Senior Lecturers, 11

had worked in only one college. This seems to confirm that the trend in Welsh colleges is for promotion to senior lecturer grade to be an internal one.

Staff were asked to indicate the number of years they had been teaching in FE and also the number of years they had been in their present college:

<u>Grade</u>	<u>Years</u>	<u>Nos.with Teaching Experience</u>	<u>Nos. in present college</u>
SL	1-10	3	8
	11-20	8	4
	21-30	12	10
	Over 30	0	0
L 11	1-10	11	12
	11-20	13	12
	21-30	4	4
	Over 30	0	0
L 1	1-10	28	29
	11-20	4	5
	21-30	1	1
	Over 30	0	0

The figures do not suggest any significant changes in staff mobility. It has been quite common in Wales for staff to remain in one college for many years- in the previous table only 10 Senior Lecturers indicated having worked in two colleges. In the above table 10 senior lecturers indicated that they had spent over 20 years in their present college. The data would tend to reflect the current career prospects for staff in FE, with little prospect of advancement - 5 of the Lecturers Grade 1 had been in their college for over 10 years, whilst one of them had been in his present college for over 20 years.

As with the management returns the staff replies showed evidence of considerable experience out side of FE and is a further indication that the practice of recruitment from industry and commerce and other occupations continues:

<u>Grade</u>	<u>Years</u>	<u>Industry</u>	<u>Commerce</u>	<u>Other</u>
SL	1- 5	1	3	4
	6-10	4	0	0
	11-15	3	0	0
	16-20	3	0	0
	21-25	3	0	0
	26-30	1	0	0
L 2	1- 5	6	2	2
	6-10	4	3	2
	11-15	2	1	2
	16-20	3	0	0
	21-25	1	0	0
	26-30	1	0	0
L 1	1- 5	9	3	7
	6-10	5	2	4
	11-15	5	0	2
	16-20	1	0	0
	21-25	2	0	1

5.3.-Education and Training.

5.3.1.-The Management Sample.

Respondents were asked to indicate which type of FE/HE establishment they had attended as students. The following figures were obtained:

	<u>Principals</u>		<u>Vice-principals</u>		<u>Head of Depts</u>	
	FT	PT	FT	PT	FT	PT
Colleges of FE	0	3	3	4	5	20
Colleges of Educ.	2	0	1	4	10	4
Polytechnics	0	3	2	2	2	7
Universities	17	2	9	3	36	9
Other	0	0	0	1	7	3

Respondents were also asked to indicate the qualifications they possessed prior to and subsequent to their entering FE and also any qualifications they were currently pursuing:

- a = possessed on entry to full-time teaching in FE
- b = acquired whilst teaching in FE
- c = is currently being pursued
- d = intended to be pursued in near future

Qualification	<u>Principals</u>				<u>Vice-principals</u>				<u>Heads of Depts</u>			
	a	b	c	d	a	b	c	d	a	b	c	d
Doctorate	4	0	0	0	2	0	0	0	4	1	0	0
Masters Deg.	1	4	0	0	1	4	0	0	4	7	3	1
First Degree	14	0	0	0	9	1	0	0	34	9	1	0
Cert/Dip Ed.	8	2	0	0	3	4	0	0	22	7	0	0
C&GLI 730	0	0	0	0	0	0	0	0	1	0	1	0
Other	1	1	0	0	2	3	0	0	19	9	2	0

From the above data it can be seen that whilst over half of the heads of departments (54.8%) entered FE with first degrees, only one third of them (37%) entered FE possessing a teaching qualification. Whilst 14 (82.3%) of the principals entered FE with a first degree, only 8 (47%) had a teaching certificate, and only two others acquired one whilst in FE. Similarly, 9 vice-principals entered FE with a first degree but only 3 (27%) had a teaching certificate, whilst 4 others acquired one after entering FE.

If we accept that the obtaining of qualifications is one of the more traditional and recurring elements of staff development, then we may say that the data suggests a significant involvement in this aspect of staff development by heads of departments during their careers in FE. Allowing for the fact that the same individual may have progressed from first degree to doctorate, 24 respondents indicated obtaining recognised

national qualifications, whilst 9 respondents had obtained 'other' qualifications which included Open University diplomas, qualifications in computing and law. Of the 7 heads of department who were currently pursuing qualifications, 2 were studying for a diploma in College Management.

Those respondents who had indicated either that they had obtained qualifications subsequent to their entry into FE or were currently pursuing qualifications were asked to indicate by what means this was done:

	<u>Principals</u>	<u>Vice-principals</u>	<u>Heads of depts.</u>
F/T secondment	1	2	5
Day release	1	2	2
Remitted time	0	0	1
Own time	1	3	14

A number of respondents did not reply to this question, but the data obtained suggests that studying in one's own time predominates. This may have some significance for the way such heads of department view staff development, who whilst encouraging their staffs to pursue further qualifications, may, because of their own experience, feel less sympathetic towards granting secondment or remission for such purposes.

5.3.2.-The Teaching Staff Sample.

Respondents indicated the type of institution of FE/HE they had attended as students. The following figures were obtained:

	<u>Senior Lect.</u>		<u>Lecturer 2</u>		<u>Lecturer 1.</u>	
	FT	PT	FT	PT	FT	PT
College of FE	3	7	4	11	5	8
College of Educ.	4	2	9	3	9	1
Polytechnic	3	4	0	4	5	0
University	10	4	11	7	15	8
Other	0	0	1	0	3	2

The figures show that 44.1% of the teaching staff respondents were themselves students in FE. 63.9% of respondents had attended university as full-time students.

As with the management sample, the staff sample was asked to indicate qualifications possessed on entry to FE and those obtained subsequent to entry:

- a = possessed on entry to full time teaching in FE
- b = acquired whilst teaching in FE
- c = currently being pursued
- d = intended to pursue in near future

Qualification	<u>Senior Lect.</u>				<u>Lecturer 2</u>				<u>Lecturer 1</u>			
	a	b	c	d	a	b	c	d	a	b	c	d
Doctorate	0	0	0	1	1	0	2	1	2	0	0	2
Masters Degree	1	3	1	2	1	3	1	2	0	1	5	3
First degree	11	4	0	0	12	6	1	0	17	2	1	2
Cert.Ed.	8	8	0	0	14	6	0	3	13	13	3	2
C&GLI 730	0	1	0	0	3	6	0	0	1	0	1	0
Other	8	2	0	1	7	2	1	1	7	1	1	1

The data again indicates that significant staff development is undertaken by FE staff subsequent to entry into FE. 78% of senior lecturers, 82% of lecturers Grade 11 and 48.5% of lecturers Grade 1 have obtained a range of qualifications from Masters degrees to Open University diplomas. It is also significant that approximately 50% of each group had obtained a teaching certificate. Furthermore, 22% of the respondents were currently engaged in studying for additional qualifications,

and 23% indicated that they intended to commence study for a further qualification in the near future.

Those respondents who indicated having obtained, or were in the process of obtaining further qualifications subsequent to their entry into FE were asked to indicate their mode of study;

	<u>Senior Lect.</u>	<u>Lecturer 2</u>	<u>Lecturer 1</u>
F/T secondment	8	4	13
Day release	1	1	2
Remitted time	0	3	2
Own time	14	17	16

In some cases respondents indicated that their mode of study consisted of a combination of full time secondment (29%) and studying in their own time (over 50%). As with the management sample, the data is consistent with the findings of previous research (Bradley & Silverleaf, 1983) indicating either a well-developed professional attitude and a considerable degree of good-will and self-motivation in undertaking staff development.

5.4.-Staff Development Provision.

5.4.1.-College staff development policies.

The literature relating to strategies for promoting staff development suggests that a crucial element in any attempt at making systematic provision is a formal college staff development policy. Consequently, respondents were asked to indicate whether their college had such a policy. 51% indicated that their college did have such a policy, whilst 44% said that no such policy existed; 4% did not reply to this question.

Since anonymity was offered to all respondents, it was not possible to identify which colleges had policies. However, an indicator of the number of colleges having staff development policies may be deduced from the fact that of the 17 principals replying, 7 said that their college had no such policy, 9 said that one did exist and 1 did not reply to the question.

Teaching staff were asked to indicate whether they thought that their college should have a formal staff development policy. There was considerable support for such a policy, with 95% of senior lecturers, 82% of lecturers grade 11 and 91% of lecturers grade 1 being in favour .

5.4.2.-Range of activities.

Whether formal policies existed or not, colleges appeared to be providing a very wide range of staff development activities for their teaching staffs. From a supplied list of 15 different activities management respondents were asked to indicate which had been provided for their staff and whether this provision had been external or in-house, (Appendix B, Table 5). Of the 90 replies 36% were not specific enough to be analysed. Of the remainder one reported that 10 of the 15 listed activities had been externally provided for his college staff, and one respondent stated that all 15 had been provided in-house at one time or another.

Of the in-house activities provided by colleges the most salient was computer literacy. Provision of curriculum

development as a form of staff development was also significant, but retraining of staff did not appear to be as widespread as one might have expected. The least significant activities in terms of provision were job rotation opportunities and instruction in time-tabling skills.

5.4.3.-Rating of activities.

The replies received suggested that staff development provision in the colleges was quite diverse and widespread, but without any indication of participation levels. Some assessment of what colleges were aiming at in their provision may be gained from the ratings given by management to the 15 staff development activities previously referred to. (Appendix B, Table 6a).

The weightings would appear to be consistent with previous research findings, particularly with reference to in-service initial teacher training. Bradley and Silverleaf (1979) noted that there had been little significant improvement over the previous decade in provision for teaching staff in FE who were untrained, and suggested that this would be an area requiring staff development provision for some time to come. It is not surprising, therefore, to find that 88% of the principals gave this a high priority rating. At the same time only 58% of the heads of departments gave it a similar rating. This may well reflect the fact that only 48% of this group of respondents indicated that they possessed a teaching qualification.

The greatest number of high ratings of all the respondent

groups was for the up-dating of subject knowledge, with only one vice-principal giving this the lowest rating. The need for such up-dating has been acknowledged by staff as the FE sector has attempted to respond to the rapid changes taking place in industry and commerce. The data showed that coupled with the up-dating of subject knowledge, re-training and curriculum development were considered to be very important. Again, this reflects the concern in FE that it should be able to respond to change. It is interesting, however, to note that only 41% of principals and 59% of heads of department gave a high rating to computer literacy activities, despite the importance attached to this by the DES, with special funds having been made available to LEAs for provision of computer literacy courses for teachers.

One other important fact to emerge from the replies was the significance now being given to student counselling. The move away from norm-referenced to criteria-referenced evaluation of student performance, the increasing emphasis on student-centred learning, the provision of more broad-based curricula and the place now given to student profiling, particularly on MSC schemes have all contributed to the greater degree of attention now being given to student counselling.

The teaching staff sample was also asked to indicate the degree of importance they attached to the same 15 staff development activities. (Appendix B ,Table 6b) .The ratings assigned by the staff respondents are quite significant. The obtaining of an In-service Cert.Ed. was considered to be of high importance by

55.8% and was the fourth highest rated of the 15 activities. This would suggest that bodies such as ACSET and NATFHE are accurate in their claim to reflect the concern of college teaching staff in their insistence on the expansion of in-service initial teaching provision.

The two activities attracting the highest percentage of high ratings were those to do with the up-dating of subject knowledge (88.3%) and retraining (69.7%). These are consistent with the reputation held by the FE sector for its flexibility and ability to adapt to change. This is further reflected in the fact that 45% of respondents gave high rating to staff development in computer literacy, 51% gave a high rating to staff development in the teaching of core skills and 62.7% rated highly those activities relating to development in student counselling skills.

5.4.4.-Barriers to provision.

During the preliminary survey colleges identified three major barriers to the implementation of staff development programmes- money, time and staff motivation. Consequently, management respondents to the survey were asked to indicate which of these three factors they considered to be the major constraint on staff development provision, (Appendix B, Table 7) 64% of principals, 72% of vice-principals and 66% of heads of department identified money as the major constraint. Of the 66% of heads of departments, 14% also linked time and 4.8% linked staff motivation with lack of funds as the major barrier. One head of department indicated that in his view all three

factors were a problem.

The data suggests that the view taken by college managements is that a major factor in the provision of an adequate staff development programme in the present climate of change is the financial one. Funding would clearly have a bearing on the other two constraints. Financial resourcing would have an effect on both the quality and the range of provision, allowing for staff to attend longer courses, etc, with less demand being made on the free time of staff. This, in turn, might reduce the lack of staff motivation to become involved in staff development. It may be significant that college managements do not appear to consider staff motivation to be the major barrier to implementing staff development provision.

5.4.5.-Motivating factors.

Another question put to colleges in the preliminary survey was what factors motivated their staffs to undertake staff development. From a variety of replies received four main factors seemed to be suggested- promotion prospects, a professional attitude towards their job, the necessity to be adaptable in order to avoid redundancy and being of more use to the college in a period of change. Consequently, these four factors were presented in the survey and respondents were asked to indicate the degree of priority they would give to each of these factors. (Appendix B, Table 8a).

The management data indicates that staff development is seen very much from the college perspective rather than from that of

the individual. A traditional view of staff development has been to regard it as a means of advancing ones career prospects, and this view was still evident in the replies. 36% of principals, 18% of vice-principals and 50% of heads of department gave promotion prospects a high rating. Undertaking staff development in order to avoid redundancy was seen as a high priority by 94% of the principals, 27% of vice-principals and 40% of the heads of departments. Undertaking staff development because of a professional attitude to ones job was rated a high priority by 58% of principals, 81% of vice-principals and 83% of the heads of departments. Similarly high rating was given for usefulness to the college as a motivating factor by 88% of principals, 63% of vice-principals and 75% of the heads of departments.

Data received from the teaching staff sample in reply to the same question indicated similar emphasis. (Appendix B, Table 8b). All groups of respondents in this sample gave highest priority to professional attitude in motivating staff development, with 72% overall giving it a high rating. Usefulness to ones college was given a high rating by 66% of the respondents. What is significant is that a noticeably higher proportion of lecturers Grade 11 (71%) and Grade 1 (68.5%) gave a high priority to promotion prospects, compared with 52.1% of senior lecturers. With very little mobility in general in the FE sector, together with the widely recognised lack of promotion opportunities for the majority of lower grade staff, it is surprising that the prospect of promotion is regarded as a high

motivator of staff.

5.4.6.-Communication of Staff Development Information.

Respondents were asked to indicate how information relating to staff development activities (courses, conferences, workshops, etc) was disseminated in their colleges. The following represents a digest of the replies provided by the management sample.

The Principals-In two of the colleges all information was given to the vice-principal who was acting in the capacity of a staff development officer. He passed on this information as he saw fit. The most common method in other colleges was for information to be given first to the heads of departments who then passed it on to their staffs. Methods used for this transfer varied considerably. Sometimes details were given to the heads of departments at weekly or daily management meetings in the college, or information was simply placed in their pigeon holes to be collected. Staff were notified either by the head of department giving details at a departmental meeting, by posting on staff notice boards, or by personally contacting individual members of staff whom they thought might benefit from the particular course, etc. One principal reported that his college had a specific location in the college library where all staff development information could be seen, whilst another principal stated that, in addition to the head of department-staff channel, the college published details of staff development provision in a monthly staff newsletter.

The Vice-principals - They confessed that the most common method used was passing information to the heads of departments who then contacted 'appropriate' or 'relevant' staff. One college made use of a 'course file' located in the college library and also provided a daily notice for staff. All other respondents simply mentioned making use of staff notice boards or circulating memoranda. No mention was made by any of the vice-principals of college, department or section meetings being used as the locus of communication of information.

The Heads of Departments- The most frequently mentioned method in use was that of departmental notice boards. Some heads of department personally contacted individual members of their staff who they thought might find an activity useful, whilst others made use of a weekly departmental staff meeting for circulating information. One head of department reported using a weekly section heads meeting, whilst another passed on all information he received to his course tutors (presumably leaving them with the task of passing it on to the rest of the staff). One head of department indicated that responsibility for the dissemination of all staff development information was with the college staff development officer, who contacted individuals directly. One other head of department stated that at his college there was a designated person in each department with responsibility for circulating information regarding all aspects of staff development.

The teaching staff sample provided more detailed information, (Appendix B, Table 9). From the data two significant

facts seem to be evident. Firstly, the head of department emerges as a key figure in the channelling of information to staff. Secondly, the reliance placed on staff obtaining information themselves from the press and other publications- 43.5% of the total indicated that they received information this way. One lecturer's perception of the situation in his college was that they did not normally receive any information from any source. This would appear to be a far from satisfactory situation and warranting urgent attention.

5.5.-Staff Development Needs.

The preliminary survey had indicated that the identification of staff development needs was a considerable problem for colleges. Consequently, respondents were asked to provide data which might make it possible to identify significant trends in the approach made to this problem by the colleges in Wales.

Management respondents were asked to indicate who they felt should be responsible in colleges for the identification of staff development needs from five supplied options - the principal, vice-principal, head of department, staff development officer and the individual. The replies (Appendix B , Table 10a) suggest that the practice of leaving it to the individual to identify his own needs and initiate their own staff development is no longer as widespread as it once was. Of the principals replying to the question only 6% showed any support for allowing the individual to be responsible. However, 63% of vice-principals were in favour of involving the

individual in the process, but 50% of the heads of departments felt that it was the responsibility of management to identify staff development needs. This would suggest that staff development is viewed as a management tool to be used in the overall plan of departmental management.

Some of the teaching staff sample did not reply to this question, but those who did respond gave replies providing no clear picture of what procedures operated in colleges for needs identification. The replies consisted of various combinations of the five possible responses, with no clear pattern emerging, (Appendix B, Table 10b).

It would appear from the data that staff feel they should be involved in the identification of their own staff development needs to a greater degree than that allowed for by the management sample. Also, five teaching staff respondents felt that there should be a college staff development committee with responsibility for identifying staff development needs and one respondent felt it should be a part of a college Academic Board responsibility. One lecturer felt that it should be done centrally by the LEA, in consultation with the college principal. The one clear fact emerging from the data was that the head of department is still regarded as a key figure in the process.

It was suggested in the literature that one person in a college should be given overall responsibility for staff development. Consequently, respondents were asked whether such a

person, (designated in the question as a staff development officer) had been appointed at their college, and if not whether they were in favour of such an appointment being made. The replies (Appendix B, Table 11a) indicated that a number of such appointments had been made, with 41% of principals, 53% of vice-principals and 45% of heads of department reporting the existence of such a post at their college. In reply to the further question of whether a college ought to have such a post, 23% of principals, 45% of vice-principals and 43% of heads of departments favoured such an appointment, suggesting that not all principals or heads of departments who had earlier indicated the existence of a SDO in their colleges were happy with such an appointment.

The teaching staff respondents were similarly divided in their responses to the questions, (Appendix B, Table 11b). 54.6% of the total group were in favour of their college having a staff development officer, and 60% of the Grade 1 lecturers were in favour. Of the 27% of the total group not in favour of such a post being created, a number gave as their reason the small size of their college not warranting such a post (a view also expressed at colleges during the preliminary survey). None suggested that the post might be combined with or incorporated in the role of the vice-principal.

Only 28% of teaching staff respondents had indicated that they favoured a staff development officer being responsible for identifying staff development needs. Where a college had made such an appointment staff were asked to indicate whether they

had ever consulted him/her for professional advice. In the replies 10 staff indicated that their college had appointed a staff development officer, but only 4 of them had ever made use of him/her.

Since the literature had suggested that staff appraisal was a useful device for assessing staff training needs, and since the preliminary survey had indicated that there was support for the use of such practice, respondents were asked to indicate whether they approved of such a method being used as a means of identifying staff development needs. (Appendix B, Table 12a).

The management replies indicated considerable support for staff appraisal with 70% of principals, 72% of vice-principals and 79% of heads of department being in favour of it. This would appear to be a trend of some significance, given the very limited use of staff appraisal in educational institutions generally.

The teaching staff respondents also indicated considerable support for formal staff appraisal, (Appendix B, Table 12b). 97% of the total group were in favour of it - 36% found it to be totally acceptable, and 60% indicated that it would be acceptable with reservations. 56.5% of senior lecturers, 64% of lecturers Grade 2 and 63.6% of lecturers Grade 1 were in this latter category.

In the light of recent discussions by various teaching unions concerning the acceptance of appraisal methods as an element in any new conditions of service proposed by the DES, the above

figures are interesting. They may reflect the view, informally expressed, that appraisal introduced from within the teaching profession was preferable to appraisal imposed from without.

Another problem identified during the preliminary survey was the difficulty of balancing the needs of the institution against those of the individual and of finding strategies for reducing any tension between them. Very little attention seems to have been given to this problem, with almost an assumption being made in colleges that priority should be given to institutional needs. Respondents were asked to indicate whether they felt the needs of the individual or those of the institution should be given priority in any staff development programme (Appendix B, Table 13a). 82% of principals, 90% of vice-principals and 69% of heads of departments gave priority to institutional needs, suggesting again that college managements regard staff development as a tool for tuning the organisation, enabling it to respond to change.

The teaching staff replies to the question were equally significant, (Appendix B, Table 13b) .60% of the total group gave priority to the needs of the institution, with 69.5% of senior lecturers, 57% of lecturers Grade 2 and 66.6% of lecturers Grade 1 giving college needs priority. The latter figure is surprising since one might have expected a lower percentage of this last group to give priority to college needs, given that 45.7% of these lecturers Grade 1 were between the ages of 25-34 years and might be expected to be more concerned with their personal and career needs.

5.6.-Staff development undertaken.

Since one of the purposes of the survey was to compare management perceptions of staff development with those held by teaching staff in Welsh colleges, respondents were asked to indicate what staff development they had received for their current post, (Appendix B, Table 3a & 3b).

The management sample revealed a considerable lack of provision, with 35% of the principals indicating that they had never received any training at all and a further 58% indicating that they had only attended a course at Coombe Lodge, the FE Staff College. One other principal indicated that he had received some other provision, but did not specify what. Of the vice-principals 54% had received no training at all, 36% had attended courses at Coombe Lodge and one had received other provision. 35% of the heads of departments had received no training for their post, 38% had attended a course at Coombe Lodge and 20% had received some other form of provision.

The Coombe Lodge courses are well known. They are usually of one weeks duration and are attended by senior management from FE colleges. Of those stating that they had received some 'other' form of training for their current post, 2 specified the obtaining of a Masters degree in management and 1 stated that he had spent some time learning the job from his predecessor. Others mentioned attending a variety of courses of varying duration- one week or one week-end was frequently mentioned - arranged by the LEA, WJEC or the Welsh Office. The most important observation to be made here would be that 38% of

all management respondents had never received any training for their posts. This would seem to confirm the view of a previous researcher (Everard,1986) that the lack of management training for senior staff in FE is extremely disturbing.

The preliminary survey revealed that in some cases teaching staff were responsible for a variety of tasks and duties, in addition to their teaching load, and that these were frequently undertaken without any, or very little, prior training. Consequently, the teaching staff sample were asked to provide information relating to this practice in Welsh colleges. They were asked to indicate any duties they undertook, in addition to teaching, and also to indicate what training they had received for these tasks. (Appendix B,Table 3b).

The data indicated that a considerable number of staff in FE colleges have to undertake a range of duties in addition to teaching. As with the management group, the teaching staff sample revealed that a very significant number of teachers of all grades had received no training at all for these additional duties - 56.5% of senior lecturers, 57% of lecturers Grade 2 and 84.8% of lecturers Grade 1.

Whilst all the additional duties identified by the respondents were important, certain items may be considered as of greater importance, especially in the context of FE seeking to respond to changes in client demand. Of these items, curriculum development and course evaluation may be mentioned. 55.8% of the respondents were involved in this area of work, but only

16.6% indicated having received any specific training for it. Similarly, of the 50% of respondents engaged in course evaluation only 9.3% had received any training for the task. In recent years student counselling has taken on greater importance and 58% of respondents reported being involved in this area of work. Only 4.6% had received any appropriate training for it. Again, 76.7% of respondents acted as course tutors and 45% as team leaders, roles requiring considerable inter-personal skills and some degree of management ability, but only 3% and 2.5% respectively of respondents involved in these roles had received any training for them.

As well as indicating their lack of specific training for their additional duties, some respondents volunteered comments such as 'learning on the job', 'only by occasional visits to other colleges', 'by experience', 'only what I learned on my PGCE course' as describing their job preparation.

Equally disturbing were the replies to the question whether there was any type of training which respondents felt would assist them in their current post. One considers this to be an important question, given that the attitude of managers in FE towards their own staff development may well influence their attitude towards the staff development of their staffs, in terms of both priority and breadth of provision. (Appendix B, Table 4a).

The data revealed that 47% of principals, 36% of vice-principals and 29% of heads of departments did not wish for (or

could not identify) any further training for their present post. On the other hand 57% of the total number of management respondents signified a desire for further personal staff development. One may assume, therefore, that were it to be made available they would avail themselves of it.

The teaching staff were asked to indicate whether they felt that there was any type of training programme which might be of help to them in their present post, (Appendix B, Table 4b). The data supplied indicated that some 30% of the total group felt that they required no further training for their current post. However, 56.6% of senior lecturers, 46% of lecturers Grade 2 and 60.6% of lecturers Grade 1 indicated that they did feel a need of further training. Those who had responded in the affirmative were invited to specify the type of training they required.

Types of provision identified by the senior lecturers were: educational management and administration skills, up-dating of subject knowledge and skills, student counselling and guidance, course evaluation, up-dating of teaching methods, computer assisted learning for students.

The Lecturer Grade 2 respondents most frequently requested educational management training, but other needs identified were: course management, curriculum development skills, course evaluation skills, industry-based skill up-dating, staff development tutor training.

The Lecturer Grade 1 group indicated the highest percentage of

awareness of need and had as their main concern staff development related to the teaching situation rather than to management training: teaching strategies, re-training and updating of subject knowledge, curriculum development, application of new technology, specific courses such as Cert.Ed., City & Guilds 730.

5.7.-Evaluation of provision.

5.7.1.-The preliminary survey suggested that colleges did not give much attention to the evaluation of their staff development provision. Respondents to the general survey were asked to provide comments on the staff development carried out by their colleges and to indicate any modifications or improvements they wished to see. The main comments were as follows.

Principals - Of the 17 who made returns, 6 declined to make any comments. The remaining 11 who did respond did not do so in any great detail, but their comments were significant. For 6 the provision of more money was the key to better staff development provision. However, 'better' seemed to imply more general provision and longer courses. Linked with money was time allocation. One principal advocated a reduced time-table for all new members of staff as an essential, whilst another identified the need for more across the board staff development. Since 7 principals had previously indicated that their colleges did not have any formal staff development policy, some reference to this was not unexpected. However,

only 2 principals specifically referred to their provision possibly being improved by the provision of such a policy. One principal saw the appointment of a Staff Development Officer as improving his college's provision.

Another factor, mentioned by 4 principals, was LEA involvement in staff development. Each of them was critical of the way applications to attend courses were frequently refused after inordinately long periods of time spent on reaching a decision. Two principals felt that there should be more college autonomy on this matter, with the college itself being allowed to decide who it sent on courses and managing its own finances. It was also felt that more positive recognition by the LEAs of the efforts staff were making to re-train, etc, would also improve patronage levels.

Only one specific staff development activity was singled out for mention by principals, and that was the up-dating of skills and subject knowledge. The main suggestion made was that there should be more provision made for the secondment of staff to industry or commerce for such up-dating.

Two principals identified one particular barrier to staff development - well recognised in the literature- the motivation of reluctant staff to become involved in staff development. No suggestions were made concerning how this problem might be tackled. One principal felt that the major problem to face in the colleges was that of generally changing attitudes towards staff training.

Vice-principals - In answer to a previous question, 5 principals had indicated that their vice -principals had been made responsible for staff development issues. In the light of this information the replies from the vice-principals were both interesting and disturbing. Only one vice-principal specifically mentioned that he was responsible for staff development at his college, but made no specific comments on how provision might be improved there. Three other vice-principals offered no comments at all. Of the remaining 7, 2 focussed on the need for more resources, particularly time and money, and 1 was concerned about the unwillingness of staff to attend courses. Of the remaining 4, each focussed on one important element of staff development. One wished to see a more structured programme at his college which would embrace full-time and part-time staff, and also make provision for the needs of support staff. Another vice-principal felt that staff development should be provided as, and seen to be as, a continuous process rather than 'special events', and should be closely linked with the process of organisational review. Another vice-principal felt that greater emphasis on the identification needs would improve the provision at his college. The other vice-principal wanted to see an annual review with his staff introduced, but this had been firmly resisted by NATFHE.

Heads of departments - Of the 62 heads of departments responding to the survey, 12 declined to comment on possible improvements which might be made to their colleges' provision.

The remaining 50 provided a variety of observations, the most significant now being quoted in full:

'We need more money for staff release. It's as simple as that.'

'Provision of a general policy and a move away from our present ad hoc basis.'

'The setting up of a formal staff development committee.'

'More time and money for staff to attend in-service courses; at present staff attend in their own time and this depends far too much on good-will.'

'A more formal structure would be desirable.'

'Regular in-house workshops concerned with new developments.'

'Support for new staff and a focus on relationship building and team building.'

'As a new head of department, with a research background in teacher education, I see staff development as one of my top priorities. I feel a strong sense of frustration. My college has put aside an hour on Friday mornings and so 'has a staff development programme'. I feel, (but recognise the lack of experience I have of FE), that this actually gets in the way of staff development, since nothing much can be done in one hour a week and the sessions are exclusively expository. I would like to bring people into the college to conduct workshops on styles of teaching, fostering discussion on the classroom use of micros and videos, counselling methods, etc. Inability to bring any groups of people together at the same time is as much of a handicap as lack of motivation and money.'

'We need a policy, a staff record system, self-assessment and staff appraisal.'

'There is far too much reliance on self-help.'

'Funds for external courses are non-existent; time is not allowed for staff development. 90% is achieved by the individual's own initiative.'

'There should be a central (LEA) policy, implemented in each college by senior management.'

'All staff should follow a structured staff development programme, coordinated by a staff development officer and directed at new technology, curriculum development, teaching/learning methods, secondment to industry and to other teaching establishments.'

'Staff who are 'sent on courses' are not necessarily going to learn anything, particularly if they didn't want to go in the first place. Also, management has got to lead by example.'

5.7.2.-The teaching staff sample also provided comments in response to the same question, some a mere sentence and one running to some 200 words. The most significant points made can be summarised under the headings of policy, content and method.

Policy - The senior lecturers who responded clearly saw the importance of a staff development policy for their institutions. They were critical of the present system - 'no corporate coordination', 'the need for a framework that is sensitive', 'too much being done on an ad hoc basis', more though should be given to a planned, structured programme', 'there is no consultation, no goals and so planning

is difficult and aimless', 'because there is no overall plan some courses are duplicated; we need to rationalise them.'

The Grade 2 lecturers who responded were also concerned about policy, but their comments were not as explicit as those of the senior lecturers - 'We need improvement in awareness-raising of the need for on-going staff development', 'I've seen more staff development in the last twelve months than in the previous twenty years', 'we need compulsory staff development to meet changing needs, rather than relying on interested individuals'.

Similarly, the Grade 1 lecturers were also conscious of the need for policy - 'we need a co-ordinated approach', 'it needs to be formalised, introduced in a positive way, not just talked about', 'staff teaching in new fields get plenty of support; not much chance of a refresher course for staff in old fields'.

All teaching staff groups made reference to the appointment of a staff development officer as leading to improvement of provision in colleges.

Content- Respondents gave clear indication that they were aware of the need to bridge the gap between policy, whatever its nature, and content. All three groups saw staff appraisal interviews as one method - 'we need annual interviews between the head of department and the individual for appraisal', 'more formal appraisal should exist and relate to career prospects', 'there should be an annual review with the H o D to establish aspirations and to discuss ways of meeting them', 'there should be an elected staff development committee with responsibility

for annual appraisal of staff'. Other comments made reference to course duplication, lack of awareness of needs of staff new to teaching, and a demand for needs to be discussed on a cross-college basis rather than within departments. There was also some call for a more democratic approach to deciding what was offered in staff development programmes.

Specific concerns were for professional qualifications, the updating of subject knowledge, short industrial courses, more re-training and induction courses for new staff. Some staff were critical of the fact that their LEA would not fund courses run by the Open University, even when they were clearly relevant to staff needs.

Method - Respondents made numerous comments regarding the method of provision. The majority of comments referred to time, and were critical of the unwillingness of LEAs to allow remission, day release or time-tabled periods for staff development. Clearly, staff resented having to devote so much of their own time to undertake staff development - 'my own staff development, B.Ed and other qualifications, was entirely at my own expense in time and money; I had no remission at all', 'it would help if we were allowed even a few hours remission for study', 'my college is in a rural area - it is virtually impossible to attend day courses because I would spend half a day travelling'.

A number of staff referred to secondment to industry as a most suitable method of meeting their staff development needs, or

simply improving links with industry. One senior lecturer felt that all staff without industrial experience should be required to spend a period in industry.

There were a number of references to in-house provision, and one senior lecturer spoke very favourably of this mode at his college, and saw it as the most successful approach they had attempted. College staff development 'workshops' were also mentioned. There was a desire to see their use extended since they 'fostered a sharing, not competing, spirit', and being helpful in tackling attitude change. One respondent felt that staff development should not be too formalised or organised - 'it must meet the requirements of staff'. One respondent felt that staff development would be welcome in ANY form.

Two other comments of interest were that staff should be encouraged to develop by means of the 'apprentice principle' at all levels in the college. The other suggestion was that, since many colleges were quite small, staff development might take place by using 'staff swap' schemes, where staff from the smaller college might be seconded for a period to a larger institution.

Apart from the inevitable complaint concerning lack of funds, the comments were overall proactive rather than reactive, although staff were clearly aware of many difficulties associated with the provision of staff development in FE colleges. No doubt such awareness was the cause of the only extremely pessimistic view found in the returns - 'The only

staff development that is relevant and works is what you do yourself, and you are the only one who appreciates it'.

5.8.-Discussion.

1. The data indicates that there is a considerable broadening of the concept of staff development in terms of content, mode and method. Whereas in the past it was customary in further education to think of it simply as in-service initial teacher training leading to a Cert.Ed., with perhaps also the inclusion of courses leading to a higher degree, it is now seen as embracing a much wider range of needs, resulting in changes in approach to the design and delivery of staff development provision.

2. Considerable attention has been given to staff development in the areas of re-training, up-dating of subject knowledge and curriculum development. One major factor in this expansion has probably been the need for colleges to adapt to change in demand. Industrial change has resulted in the disappearance of much traditional work in colleges and has been replaced by provision requiring new skills. Furthermore, colleges have had to provide for the further education needs of new types of students, particularly those associated with MSC schemes.

3. Despite the increase in the attention now given to staff development, many colleges do not have a formal staff development policy. The data suggests that staff are in favour of such policies. It can be argued that many of the problems attendant upon staff development are a direct result of

colleges failing to provide such formal policy statements-unco-ordinated attempts at needs identification, imprecise aims and objectives, no clear goals from which staff may perceive the way the institution is intending to develop, low motivation resulting from such goal ambiguity, mismatching of provision and participants, no basis for establishing criteria for an evaluation of provision in terms of its breadth, balance, etc.

4. The issue of needs identification is an important one. Certainly the picture provided by the data is very confused. College managements clearly believe that needs identification is a matter for themselves, and there would appear to be very little support for leaving responsibility with the individual for his/her own development. Half of the heads of departments reserved to themselves the right to assess staff needs, suggesting that they view staff development almost exclusively from the standpoint of their departments/institutions rather than from that of the individual. At the same time, whilst indicating that heads of department should be involved somewhere in the process, teaching staff were concerned that they should be involved in any assessment of their training needs.

5. Despite there being little evidence that systematic mechanisms were in use for determining staff development needs, the data indicates that a considerable amount of staff development is provided in Welsh FE colleges. The range of such activities has already been discussed in the main analysis. The evidence suggests that colleges accept that they have a

responsibility to make a much wider provision than hitherto in terms of both content and participants. Of no less importance is the professional attitude of FE staff towards their own staff development. The data suggests that they are aware of the importance of such initiatives as up-dating their subject knowledge, re-training, becoming computer literate, and acquiring new skills, relating such activities to the vital task of curriculum and course development. The professional attitude of staff is borne out by the fact that they frequently undertake such staff development at considerable cost to themselves in both time and money.

6. Whilst the data shows a high participation rate of staff in staff development activities, the survey also reveals that an unacceptably high percentage of teaching staff are expected to undertake a whole range of responsibilities, in addition to teaching, for which they have received no specific training. This situation may be due to asynchronous provision of training, or simply to a degree of indifference on the part of college managements to what they might consider 'non-priority' needs. The fact that one third of principals and half of the heads of department in the survey admitted to functioning in post without receiving any training for their responsibilities might also be apposite.

7. The data suggests that more attention is now being given to in-house provision. Staff development is no longer thought of as 'sending someone off on a course'. Although external courses still constitute part of provision made by colleges, in-house

provision is clearly a quite common mode. One possible factor contributing to this is the strain external courses make on college staff development budgets, given the widening of the range of staff development requirements. Another possible factor, warranting further research, might be the conviction that in-house provision can be made more relevant to the needs of participants.

8. Such in-house provision might also be favoured because it is perceived as being more effective. However, the survey indicates that very little attention is given to the important process of evaluating the content, methods and modes of current provision. Observations and comments from the respondents suggest that there is need for such an exercise to be conducted, since staff are obviously carrying out their own informal evaluations of activities. Given the continuation in growth in demand for staff development, and given managements' references to inadequate funding, it would seem imperative that evaluations are made by colleges of both the efficiency and effectiveness of their provision if scarce resources are not to be mismanaged.

9. Given the attention staff development is now receiving it is of some concern to discover from the data that in many colleges the communication of information relating to staff development takes place in a spasmodic or haphazard manner, with no doubt a resultant loss of participation. One might expect communication systems in institutions concerned with education to be less primitive than those indicated by the survey. The use of such

methods as staff notice boards- a notoriously ineffective medium of communication- and announcements in the press, can hardly be considered as satisfactory for securing the interest and participation of professionals in their own staff development.

10. Previous research (Bradley and Silverleaf, 1983) has noted that teacher opposition to staff appraisal is often something that is assumed rather than demonstrated. The data would tend to confirm this, when considerable support for formal staff appraisal, from both management and staff respondents is indicated. Given the previously noted lack of formal policies in colleges, the introduction of such methods as appraisal interviews for discovering staff development needs would seem a remote possibility, other than by a directive from the local authority/DES.

A number of the issues referred to above would seem to warrant further investigation. This was attempted by means of six case studies of Welsh FE colleges. These studies and their analysis are presented in the following two chapters.

Chapter Six - THE CASE STUDIES.

6.1. Introduction

Following the completion of the general survey and the analysis of the data obtained from it, the investigation was further developed by means of a case study examination of six colleges of FE in Wales. As indicated in chapter three, which presented the methodology adopted, the purpose of this stage of the research was to obtain detailed ideographic data from specific individuals involved with the provision of staff development. A number of issues had been highlighted by the general survey which seemed to require further exploration. An attempt was made to discover what staff duties managers felt should be prefaced by staff development provision, the degree to which provision was considered to be systematic, how managers identified staff development needs, factors motivating staff to undertake staff development, their view of staff appraisal, the value of formal policies for provision, how they demonstrated their support of staff development and, finally, whether any attempts were made to evaluate provision made by their colleges.

The information was obtained by holding formal, semi-structured recorded interviews with three members of management in each of six colleges - the principal, the vice-principal and one head of department. The interviews were semi-structured in the sense that whilst pre-determined questions were used, they were not introduced in the same sequence to all respondents, and in some cases, where replies to a previous question also covered

subsequent questions the latter were omitted. A list of the questions used is provided in Appendix C.

Also, during these interviews respondents were invited to complete a repertory grid which focussed on one particular aspect of staff development provision, namely, staff development activities. A full account of the methodology adopted for this exercise has been presented in chapter three, together with a statement of the factors governing the selection of the six institutions visited.

The six case studies are now presented, and consist of an account of the interviews with each of the eighteen respondents, with each account being followed with a presentation of the subject's repertory grid. As indicated in chapter three, the full data relating to each subject's raw grid and its analysis by computer is provided in Appendix D.

6.2. Case Study Number One.

This college was situated in a small town on the South Wales seaboard. It had been the centre of steel production in South Wales for many years, but was now experiencing the brunt of the recession in that industry, having a very high level of unemployment.

In September 1985 the Further Education institution in the town became a tertiary college through amalgamation with three schools' sixth forms and is now designated a Grade 4 establishment, having some nine hundred full-time students and

about eighty full-time staff.

The three interviews conducted at this college provided the writer with a substantial impression of the college climate. Of the six establishments visited, this college communicated a sense of enthusiasm and purpose as it responded to the considerable changes demanded by tertiary reorganisation.

At the time of the interviews the college had no formal staff development policy but was in the process of formulating one, having set up a staff development committee with the following remit:

1. To consider the college curriculum and its staffing needs.
2. To ascertain the mis-match between present staff skills and present and future course needs.
3. To consider ways of correcting the mis-match by-
 - a. re-training.
 - b. appointment.

taking into account individual staff needs and aspirations.

4. To examine ways in which the college may help staff in their own professional development.

6.2.1. M1/1- The Principal.

He had previously been the headmaster of one of the sixth form colleges involved in the tertiary amalgamation. He had been appointed and had taken up his duties at the college twelve months prior to the institution being

given tertiary status, and had been able to anticipate and prepare for a number of 'teething problems' experienced at the time of the reorganisation, especially the necessity to blend staff attitudes bearing in mind their diverse backgrounds.

The respondent was well aware of the variety of tasks staff frequently had to undertake without prior training. This was particularly true of his own college, where the implementation of a new college structure required a considerable degree of goodwill and commitment from staff. Many tasks, such as form-filling, report writing, etc, staff could be expected to cope with without formal training, but more and more staff were requiring management skills as members of various college teams, and by becoming involved in the decision-making process. Here training would be of considerable benefit.

The principal was fully in favour of formal staff development policies for colleges. In the case of his own college they were working, as speedily as they could, towards such a position. A staff development committee had been set up and a statement issued to staff concerning its function. The primary task of management had been the integration of the staff and the creating of a new sense of identity. For many staff from the secondary sector the change to a tertiary college had been traumatic, and he felt that trying to introduce a full-blown staff development policy and programme at this time would have resulted in a considerable degree of staff alienation. However, the groundwork for a college-wide programme had commenced from the inception of the college, and he was very satisfied with

the progress they had made.

The staff development that was taking place could be considered as quite systematic. He had set up the staff development committee, had introduced the idea of, and commenced the practice of, formal staff interviews. This was meant to embrace every member of staff, from the principal down, the purpose of which was 'to look at their personal skills, to improve the quality of their teaching and improve the quality of their contribution to the college'. He was also hoping that their work in this area would facilitate their personal development. He felt that their commitment to staff development as a college could be seen by the fact that, for the first time ever, staff development was on the time-table of every member of staff.

Priorities for staff development were, at present, determined by course needs. The new college was intent on making an impact in the area through vigorous marketing of courses designed to meet new client needs. Having outlined these needs, the college's resources were being measured against them and any shortfall was being met either by appointing new staff or, as in the majority of cases, by re-training existing staff. The provision for this was varied - in-house courses, external courses, etc, including courses leading to awards such as M.Ed., and the use of industrial secondments. The focus, however, was not simply on the content of courses. They were also concerned with course delivery and staff development at the college reflected this.

Evaluation of provision was considered by the principal to be an important and necessary element of any staff development programme. However, because the new college structure had been in existence for such a short time, it had not yet been possible to agree on appropriate mechanisms or criteria for such an exercise. At present, feedback on the value and appropriateness of current activities was confined to the reports required from course attenders and verbal information relayed to management meetings by team leaders. On a number of occasions action had been taken to change course inputs as a result of unfavourable reports from team leaders. Two further sources of information, if not evaluation, which the principal felt were very important were the staff questionnaires which had been circulated during their first year as a tertiary college, and student feedback. In both cases the observations made were related to curriculum developments which had been recently undertaken.

Problems relating to motivating staff to undertake staff development were felt to be not as significant at his college as at other colleges. He could not offer any single explanation for this. It was felt that the new college was seen by most staff as a challenge, with a variety of new work being undertaken -GCSE, CPVE,TVEI, Open Learning programmes,etc. At present response from staff was excellent, with more applications for some activities than there were places.

Another factor he felt was important was management's attempts to respond as quickly as possible to needs identified by staff

in the questionnaires. Whilst one or two staff resented or resisted invitations to become involved in staff development, the vast majority responded well. Furthermore, management endeavoured to lead by example. The principal had been involved in staff development, and the vice-principal was currently undertaking a management course. Team leaders were, or had recently been, involved in appropriate programmes. The principal did not feel that coercive strategies would ever be part of the college policy, but would prefer to rely upon a leadership style which treated staff as professionals and expected from staff the professional response of accepting responsibility to become as efficient at their jobs and as effective as teachers as was possible. Staff had responded to the 'open climate' which he felt had been created at the college, and were excited about new developments. Many people had grasped the opportunity to tackle new work, so that their motivation certainly came from themselves. What was clear was the fact that promotion prospects played little part in motivating staff, since the age profile of lecturers was such that many could be expected to remain in most for many years.

Formal staff appraisal interviews were considered by the principal to be essential. All staff, including himself, were to be interviewed in terms of a review of their present roles and felt needs. These interviews had already commenced, and were generally accepted by staff as being helpful, so much so that he was under pressure from staff to complete all interviews before the end of the academic year. The principal

was to be appraised by the vice-principal, and vice-versa. It was intended that during each interview the lecturer would be invited to negotiate some goals for the following term or year, and at the end of that period the position would be reviewed.

The principal was keen to point out that his being appraised was not a 'cosmetic' exercise, but he looked upon it as a very real opportunity to learn something about his management style, his strengths and weaknesses, etc, with a view to improving his contribution to the work of the college. Appraisal would eventually be tied closely to job descriptions, so that it might be specific. In his view, this was one of the great weaknesses of some current attempts at appraisal, 'It must be an appraisal of outcomes, not merely of attitudes'.

As a basis for appraisal interviews the principal was seeking to introduce the practice of self-evaluation by the staff. To this end he had presented a discussion document setting out the aims of such a self-evaluation process which he hoped would be adopted and implemented during the next academic year. The place of such evaluation within the framework of the college staff development was expressed as :

The prime intention of such reflective evaluation is, as part of professionalism, to unlock talents, to examine the positive aspects of individual skills, talents and contributions, and by identifying difficulties, to lead towards conscious personal and professional development.

6.2.2. M1/1 Principal Component Analysis.

The formal interview with this respondent gave strong indications that his main concern was with the service

which his college was meant to provide, and this is confirmed when the principal components derived from his repertory grid are analysed.

His first component had a weighting of 33.5% and was labelled 'Individual Activity:Team Activity'. The component consisted of the constructs Individual Activity (C6), Process Skill (C10) and Personal Skill (C2), which were associated with the staff development activities of Administration Skills (E7) and Student Counselling (E8).

In thinking, therefore, about these staff development activities his focus is upon how such activities may improve the effectiveness of the individual in applying his skills in the process of delivering instruction, etc. During interview the respondent had interpreted Administration Skills as being more than the ability to handle paperwork associated with courses. He included in it an element of 'people management', as the leader or coordinator of a course team or subject group, etc. Student Counselling he also saw as an area into which more and more staff were being drawn, and believed that all staff possessed, to some degree, the ability to counsel students. Some staff could develop such skills further by appropriate training. The significance here is that he sees such counselling as part of the process of delivering the education/training to the client.

The other feature of the service the college was required to provide which concerned M1/1 was the content of the provision. The contrast pole of the first component tends to underline

this concern. Here the constructs Team Activity (C6), Product Skill (C10) and Course Skill (C12) are related to the activities Curriculum Development (E5) and Writing B/TEC Units (E9). These staff development activities are seen as affecting the product to be marketed by the college, produced by a team of staff blending their skills in course design.

For this subject there is a clear dichotomy between those activities which relate to the process and those which relate to the product, the former relying on the skills of the individual, whilst the latter demands cooperation and team effort, and reflects an awareness of change in emphasis in much FE curricula.

His concern with improvement of the service which FE has to offer is emphasised again in his second component. This was labelled 'System Improvement:Teaching Improvement' and had a weighting of 22.2%. Here three constructs emerge, one that had already appeared in the first component- Course Skills (C2) and the two others System Improvement (C11) and Institutional Development (C4). These were related to the activity Administration Skills (E7) which had also appeared in the first component. The significance of these constructs may best be understood by comparing them immediately with those of the contrast pole, where Teaching Improvement (C11), Course Development (C4) and Personal Skills (C2) are associated with the activities of Student Counselling (E8) and In-service Cert.Ed.Courses (E1).

During interview it was made clear by M1/1 that his concerns were college-wide, as one might expect of a principal. Consequently, we find him construing with this wide aspect in mind - System Improvement (C11) and Institutional Development (C4) both being the target of staff development involving Administration Skills (E7).

The other important feature emerging from the component is his concern with the improvement of teaching -(C11). It is not simply a matter of up-dating the curricula; the delivery must also be improved. Both the activities E8 and E1 are seen as promoting this. He had already indicated during interview that student counselling was a two-way process, the feedback to the tutor being important for modifying instruction, and initial teacher training in teaching techniques via in-service Cert.Ed. courses equipped staff with fundamental skills for the improvement of teaching.

The third component, labelled 'Student Based:Institution Based' had a weighting of 21.2%. Here the activity Student Counselling (E8) again appears associated with the construct Student Based (C3) and Course Development (C4). Clearly M1/1 feels that the development of the product - the curriculum - must be closely related to the needs of the student, and the ability to counsel well is important if course development is to be in line with student needs.

The wider college perspective also re-appears in the contrast pole of the component, where the constructs Institution Based

(C3) and Institutional Development (C4) are associated with the activities In-service Cert.Ed.Courses (E1) and Up-dating Subject Knowledge (E3). Both of these activities are seen primarily as promoting institutional renewal and responsiveness. Taken together, all three components indicate that M1/1 construes staff development activities in basic, service-related, dichotomous terms - the individual contrasted with the team, organisation improvement contrasted with teaching improvement and student based in contrast with institution based. The fact that all three components share approximately the same weighting suggests that these are fairly consistent concerns of the subject.

6.2.3. The vice-principal- M2/1.

He was in the 35-44 years of age group, and had previously worked in five FE institutions, one of which had been a tertiary college in England. His present post involved being responsible for all aspects of staff development at the college. He had already had some experience of this role while at two previous colleges. He was receiving considerable job satisfaction from his current post, not least because of the close and supportive relationship he enjoyed with the principal. During the interview it became clear that they shared a number of values and attitudes relating to staff development.

The subject was concerned, first of all, with encouraging staff to have a very broad interpretation of the term 'staff

development'. In the new college organisation new teaching structures and curricula had been developed, and many staff had become involved in leading teams or curriculum development groups for the first time. Such lecturers frequently benefitted from staff development, but quite often the provision was asynchronous with their role change. There were many tasks undertaken by staff for which they received no prior training. He felt that some of these tasks could be undertaken simply by the transfer of training already received. However, he felt it was reasonable to try to work towards the position whereby staff were prepared in advance for any new development of their roles. At present role or job descriptions were sometimes quite general in order to accommodate dimensions which were originally unforeseen.

Because of the wide interpretation he gave to staff development, he felt that the college provision was only systematic to a degree. Certain needs were given priority, usually those relating to curriculum development for such areas as CPVE and TVEI, but his concern was to formulate as soon as possible, a college policy with criteria for establishing priorities. A staff development committee was already working on this. Staff were fully aware of its existence and its aims, and were very enthusiastic about the possible outcomes of its work. Staff now accepted staff development as a central task of the college and, although certain priorities had been identified, they knew that other identified needs were being met as soon as possible.

The problem of identifying needs was seen by the vice-principal as a very important one to tackle. Through the use of a staff profile and interview with the principal, together with feedback from course team leaders, he believed that they were building up an accurate picture of staff needs. Also, the college had tried to anticipate future client demand. Already, through their marketing policy various needs were emerging, and they were looking carefully at what resources they had to meet them. The harmonising of the individual's needs with those of the institution's was seen as a difficult area. He felt that the focus on curriculum development was probably the most effective way of reducing any conflict here. At the same time he acknowledged that some staff must be allowed to exercise their own discretion and follow courses leading to qualifications which might not be of direct benefit to the college and perhaps, ultimately, lead them to seek posts elsewhere.

Evaluation of the college's provision was not carried out in any formal manner. The college's aims and priorities were not yet incorporated into a policy document, and it was, therefore, not surprising that neither criteria nor a mechanism for evaluation had been agreed upon. However, he wished to point out two things. Whilst college management relied heavily on their own perceptions of what was proving to be beneficial, they did so as participants and practitioners, and not simply as mere observers. He had attended numerous courses, and was currently pursuing a course at an institution which made a considerable staff development input to South Wales colleges,

and was well positioned to judge the quality of its provision. Also, he was involved in teaching and curriculum development teams, and was able to observe the outcomes of many activities. In this context he felt that too much reliance was being placed by colleges on external provision of courses run by so-called experts, when the emphasis ought to be on in-house provision, tailored to meet specific needs and run by practitioners.

The subject also believed that motivation to undertake staff development came from the individual member of staff. All that management had done was to create what he termed to be an 'open' climate at the college. Minutes of every meeting, from senior management down, were available for inspection, so that immediate aims and goals of the college were known. Staff response was very positive, and he felt that knowing the direction in which they were going was perhaps the single most important factor motivating staff. He considered formal staff development policies to be a prerequisite for purposeful staff development programmes and was anxious to see his college's policy completed and adopted. In addition, he felt that the staff had been set an example by college management. He not only planned staff development activities, but also involved himself in them, as did most of the team leaders.

On the question of staff appraisal he was completely in favour of formal interviews being held for this purpose. He confirmed what the principal had indicated, namely, that the process of holding interviews with every member of staff had already been initiated and had received a very favourable response. He

himself was to be appraised by the principal. Records of all interviews were to be kept, objectives were to be set and mutually agreed upon. These would be reviewed every year, and action would be taken wherever objectives were not met in terms of further support and staff development. His final comment was that he would be very happy to be appraised by his subordinates, adding that 'this would make it possible for me to explain in more detail my aims, and staff might appreciate my difficulties'.

6.2.4.M2/1- Principal Component Analysis.

The respondent had indicated during interview that he worked very closely with his principal and that their views on most issues relating to the development of the college and its staff coincided. This is confirmed when the subject's PCA is examined.

The first component provided had a weighting of 43.1 and was labelled 'Course Based:Individual Based'. Here we find the same dichotomy presented as in the previous subject's PCA, but on this occasion only one significant construct emerges -Course Based (C6). This was related to the staff development activities of Administration Skills (E7), Writing B/TEC Units (E9) and Curriculum Development (E5). Clearly, his dominant concern is with the 'product', and staff development is a means whereby the product may be improved in terms of course provision.

The contrast pole underlines the congruence of M2/1's

perceptions with those of the previous subject, when the single construct Individual Based (C6) is associated with the activities of Up-dating Subject Knowledge (E3) and National Qualifications (E2). These reflect his concern, expressed during interview, that staff must be encouraged to keep pace with change in industry. He sees up-dating of the individual teacher as an important step in the development of appropriate courses.

The second component of the PCA had a weighting of 25.5% and was labelled 'Course Preparation:Course Support'. Here two constructs -Course Preparation (C9) and Course Delivery (C8)- are related to the activity of Curriculum Development (E5). They suggest that M2/1 sees curriculum development activities as being concerned, not only with the product, but also as having to give attention to the process of delivery, ie. instruction/teaching modes and methods.

The contrast pole of the component is even more emphatic, when the construct Course Support is repeated (C9 and C8) in relation to the activity Administration Skills (E7). The repetition of the construct was quite deliberate on the part of the respondent who admitted to having great difficulty in providing an alternative when completing his grid. To avoid any hint of contamination his constructs were recorded as given.

The significance of this contrast pole is two-fold. First, the fact that he found difficulty in providing an alternative construct to Course Support suggests that M2/1's constructs are

rather limited. Second, he shows a recognition of the fact that college initiatives such as new course and curricula require a support system, part of which would be well developed administration processes. Whilst M1/1 related the activity of Administration Skills to the individual, (C6), M2/1 relates it more directly to the course.

The third component to emerge from the PCA, with a weighting of 10.2%, was labelled 'Special Skills:Initial Skills'. The three constructs Special Skills (C2), Educational Skills (C4) and In-house (C7) were associated with the activity Computer Literacy (E6). The respondent had already indicated during interview that training in computer literacy was part of the colleges in-house provision. The construct Special Skills is a little ambiguous but is made clearer when considered with its contrast pole Initial Skill. This suggests that computer literacy is regarded as a special skill in terms of being an 'addition' to those initial skills presumably thought of as being provided by such means as initial teacher training. A further activity - Student Counselling (E8) - was also related to these constructs. Surprisingly, whilst seeing this activity as a special skill, ie. to be acquired (possibly) by certain staff, he also sees it as an in-house provision. It is more usual to consider such counselling skills as being provided by external 'experts'. The construing may reflect the fact that such expertise required was considered to be locally available.

The contrast pole of the component relates the constructs Initial Skills (C2), Administration Skills (C7) and External

(C7) to the activity Administration Skills (E7). Here we find Administration Skills understood as part of the initial training of a teacher, but provided externally. Presumably M2/1 thinks of these skills as being developed in the context of the in-service Cert.Ed. courses which, in the case of his college, were externally provided.

Generally then, the subject's constructs reveal a similarity to those of the principal, M1/1, and confirm the close working relationship between them, of which they were both aware. Taken together the three component's of M2/1's PCA suggest that his concern is also that staff development provision should be focussed on improvement of the service offered by the college.

The use of the term 'skill' in his constructs may suggest that his main concern is with what might be called the primary role of the teacher, ie. teaching/instruction. Thought of in this context, staff development becomes predominantly 'training', which, as suggested by the literature, has been characterised as having a narrow, limited focus, with very specific objectives.

6.2.5.M3/1- The Head of Department.

The subject was female, in the 45-54 years of age group and had been in further education for 23 years. She had been a head of department for only two and a half years, taking up the post from her previous head after a transfer period as preparation for taking on management responsibilities.

The subject shared the broad view of staff development held by the principal and vice-principal, recognising that staff were expected to undertake many duties in addition to teaching without necessarily receiving any training, and regarded this situation as very unsatisfactory. Some tasks, such as administration, were now required of every lecturer, and they increased as one became a course or team leader. She felt that in future further role changes would be required of lecturers and it would not be realistic to expect them to function efficiently without training. One such area singled out by her was that of student counselling, where she anticipated that most staff would have to become involved. Because of the climate of change in FE she felt it was important to explore with staff ways in which their roles might have to develop, and the implications of such developments. At present this was something staff only discovered by experience. Because of the new college structure it was not always possible to delineate a role, since job descriptions were frequently expanding or changing to take account of duties or tasks which simply evolved with the job.

The staff development provision at the college was seen by the subject to be progressive. Certain limited targets had been identified but she felt that many other areas needed attention. The current provision was, nevertheless, in her view structured. Team leaders interviewed their staffs, recorded their comments concerning development needs, career aspirations, etc. Priorities for the individual were agreed and these were communicated to

the vice-principal, who had overall responsibility for staff development. He then tried to arrange suitable activities, courses or programmes to meet those needs. She saw the college policy as being very 'open', with every effort being made to inform staff of the availability of courses ,etc, and encouraging staff to attend. So far very few people had had applications refused. Most staff saw staff development as important and useful and recognised that it was a major concern at their college. In her own department, for example, secretarial staff were extremely keen to attend courses relating to the application of information technology, believing it was essential for them to keep up to date.

Evaluation of staff development provision was not carried out, as far as she knew, in any formal, systematic way in any department. Staff attending courses,etc, were expected to produce written reports, and sometimes as a result of these in-house training had been arranged for other staff. She felt that this 'cascade' model could, and should, be used more widely. To date more use of external courses had been made by the college, and whilst these did have some merit, she considered in-house training to be more advantageous since it could be tailored exactly to meet local requirements.

The most significant comments made by this subject related to the question of how staff needs might be identified. Although reference was made by her to the staff questionnaire which had been circulated by the principal, and to the discussions being held with individuals concerning their development needs, it

was clear that she viewed staff development primarily as a management tool. College needs were the priority of the management team, being thoroughly discussed at management level. From her account it appeared that the outcomes of such discussions 'percolated' down to the rest of the staff. They would then be guided concerning their staff development, in line with these management identified needs, particularly when considering re-training. Questioned on the point, she admitted that their approach made it inevitable that some conflict would arise between what the individual wished to do by way of development and what the college felt he ought to do.

Her perceptions of what motivated college staff to undertake staff development were in keeping with this view. Whilst recognising that many staff were motivated by job requirements, she did not share the principal's conviction that the majority of staff were well motivated. From management meetings, and meetings with her own departmental staff it was clear that this was not the case, although those with no enthusiasm at all for staff development were a very small minority. Most of her own department were well motivated, but felt that this was because the aims of her department were clear, accepted by the staff who wanted to 'do a good job'. She felt that some attention ought to be given to those factors which affected the degree of motivation displayed, such as age, sex and timing of staff development activities. Her impression was that the less enthusiastic staff were in the older age group. This was not a problem in her department, but it was in others. Her staff were

mostly women, and their involvement in staff development was often limited by domestic commitments. Week-end and vacation time activities were difficult for married women to attend.

M3/1 felt that management showed its support for staff development in two ways. First, they had attempted to set up a structure by which the needs and aspirations of the staff might be explored, with staff being given an undertaking that attempts would be made to meet such identified needs as soon as possible. Staff were encouraged to explore their career prospects, their job performance and the degree of job satisfaction they enjoyed, and she felt that for a new institution a tremendous amount of progress had been made. Secondly, management undertook staff development and this was an example which could not fail to be noticed by the staff.

Whilst expressing support for a system of formal appraisal, she was concerned that some staff might view such an exercise as destructive criticism rather than as a constructive assessment of their potential, with a view to increasing their effectiveness and personal job satisfaction. This misunderstanding could only be reduced by linking such appraisal closely to job description and role performance. This would enable them to generate suitable standards or criteria for assessment purposes. She was aware that a 'low key' appraisal procedure had already been introduced at the college, that it embraced both management and staff, and she welcomed this initiative.

Finally, she was desirous of seeing a formal staff development

policy adopted by the college. She felt that there was already in existence a 'policy', more implicit than explicit, but sufficiently clear to anyone taking the trouble to read the minutes of college committees, and certainly clear to anyone comparing the current situation with that which previously existed prior to tertiary reorganisation.

6.2.6.M3/1- Principal Component Analysis.

The first component provided by the subject's grid analysis was labelled 'General Requirement:Response to Immediate Need' and had a weighting of 44.7%. Three constructs-General Requirement (C4), Career Development (C5) and Organisation Led (C8)- were related to the activity In-service Cert.Ed.Courses (E1). This relationship suggests that M3/1 considers initial teacher training as an important professional requirement for all teaching staff, and is in keeping with the emphasis given to this in FE over the years. It is frequently seen as important for career development since many colleges are now requiring job applicants to possess a teaching certificate.

Another related activity in the analysis was that of National Qualifications (E2). Frequently such qualifications, particularly Masters degrees, are considered to be of more relevance to the individual than to the institution in which they are employed, and simply enhance their career prospects. The fact that such qualifications are construed by the subject as being organisation led suggests that she does not altogether share this view, and recognises that such qualifications are

sometimes necessary in order to provide a college with needed expertise in a specific area, and thus, certain individuals might be positively encouraged to undertake this form of staff development.

The contrast pole of the component would suggest that she also sees the impetus for staff development as emanating from client needs when the constructs Response to Immediate Needs (C4), Course Led (C5) and Industry Led (C8) are associated with the activities of Computer Literacy (E6) and Writing B/TEC Units (E9).

The second component, with a weighting of 23.73%, was labelled 'Personal Development:Course Development'. Here the constructs Personal Development (C2) and On-going (C10) were related to the activity Curriculum Development (E5). This view of curriculum development is not surprising and reflects the respondent's realisation that such activity is not a 'one-off' event, but rather one in which staff might well have to become regularly involved. More interesting is the construing of the activity in terms of personal development, reflecting the 'staff development via curriculum development' approach. Coles(1976), for example gives instances of personal development of staff in terms of changes in values, attitudes and approaches being affected through curriculum development.

This idea of progression is brought out even more clearly by the contrast pole of the component, where the constructs Course Development (C2) and Development in a New Area (C10) are linked

with the activities of Writing B/TEC Units (E9) and Student Counselling (E8). The subject had already singled out during interview student counselling as a priority area, and it is not surprising, therefore, to find her construing this as development in a new area.

The third component, with a weighting of 11.54%, was labelled 'Core Skill:Static Area'. The activity Curriculum Development (E5) again appears, but linked with the constructs Core Skills (C6), Broadening Activity (C7) and Course Related (C3). These tend to reflect the view that the ability of staff to engage in curriculum development is becoming more crucial in FE, and as such, may be regarded as a core skill. M3/1 reinforces the view, presented in the previous component, of staff development being promoted through course development by here construing the activity as a broadening activity, either in terms of the participant's range of skills, professional awareness or degree of involvement.

The contrast pole consisted of the constructs Static Area (C6), Additional Skill (C7) and Secondary Activity (C3) which were related to the activities Administration Skills (E7) and Updating of Subject Knowledge (E3). These may be seen as again reflecting the fact that M3/1 views staff development provision in terms of clear priorities. Some activities she regards as simply providing training or information which the participant might find useful, and have an element of routine about them - they are static areas. However, it is concerning to note that she sees the up-dating of subject knowledge as more of a static

area and a secondary activity. Whilst the former may be true in the sense that some staff continue to teach in a particular subject area and require only to keep up to date with their subject, it is doubtful whether staff would agree that such updating was of secondary concern.

6.2.7. Observations.

1. Given the state of development of the institution, its approach to staff development attempted to be systematic and structured. Management was endeavouring to establish a staff development programme which was college-wide and involving staff at all levels.

2. Whilst no formal policy for staff development existed, the framing of such a policy was considered to be a very important requirement, and given considerable priority. In the meantime it was believed that their aims and objectives were being communicated to the staff via college committee meeting minutes.

3. Despite appeals to the open climate at the college, a closely centralised top-down approach to provision appeared to be in operation. This may have been appropriate, even necessary, given the particular stage of the college's development, giving leadership and direction to their efforts. However, staff involvement in the planning of their provision appeared to be merely 'token', with consultation being no more than the endorsement of previously taken decisions.

4. Needs analysis was acknowledged to be very important but difficult to carry out. Consequently, to date the college appeared to rely heavily on meeting needs ascribed to staff by others on their behalf. Although some involvement of the individual was encouraged, this was clearly restricted by the curriculum or course led model which had been adopted. Of the nine principal components derived from the repertory grids, six relate to curriculum/course development or institutional development, using the constructs Team Activity, Course Skill, System Improvement, Institutional Development, Course Development (M1/1); Course Based, Course Preparation, Course Delivery, Course Support (M2/1); Organisation Led, Course Led, Industry Led, Course Development, Course Related (M3/1). Only three components, containing four relevant constructs, related specifically to the needs of the individual - Personal Skills, Individual Activity (M1/1); Individual Based (M2/1); Personal Development (M3/1). Furthermore, the analysis table of element weightings (Appendix E) reveals that the most salient element in the construct system of M1/1 and the second most salient element in the systems of M2/1 and M3/1 was curriculum development.

5. In keeping with these indications was a stress on the importance for the college of marketing, and subsequent course modification. Resources were, consequently, being directed at this area as a priority. The curriculum led approach appears to have led to a narrowing of the focus of needs identification, whilst making the allocation of resources more easily

justified.

6. Evaluation of provision was regarded as important, but had never been undertaken in any significant manner. This is surprising, given the very strong emphasis placed on the meeting of client needs. Certain factors had been noticed - in-house provision appeared to be of more value than external provision, whilst their current approach did not adequately consider the difficulties faced by certain groups of staff had in trying to participate. No suggestion was made that evaluation should become a part of the formal college policy.

6.3. Case Study Number Two.

This college was situated in South West Wales in an area traditionally associated with the tinsplate industry. Due to industrial recession the industry had virtually disappeared, being replaced by companies concerned with light engineering or high technology. The college had also been affected by this change in employment, experiencing reduced numbers of traditional apprentices and their places being taken by young people on the Youth Training Scheme. The college had made considerable efforts in this area, so much so that it had been highlighted as a model of curriculum development for YTS, particularly its attention to youth enterprise.

As well as these changes in clientele and demand, the college was preparing for a proposed amalgamation with three local sixth forms to form a tertiary college, resulting in a full time student increase from the current 180 to some 300. The present staff complement of approximately 70, located in four departments of the college, anticipated this restructuring with some apprehension, not least because of the haste in which the proposed changes were seen to be taking place. There had been some building expansion and alteration to accommodate the expected influx of students, and this had contributed to the unsettled atmosphere. At the time of the visits, although staff development was taking place, it was clear that it was no longer a priority issue.

6.3.1.M1/2- The Principal.

He was in the over-55 years of age group and had spent

28 years in further education, and had been employed in five different colleges. He had occupied his present post for seven years, the only training he had received for it being a few of the Coombe Lodge management courses, and one or two short courses run by the WJEC.

He believed that staff development should be provided for all aspects of the lecturer's role, especially since this was open to considerable development, in keeping with the changing demands being made on further education. Administration tasks, he felt, should be within the scope of all staff, and should not require much training, if any at all. However, he recognised that other aspects of their role, such as student counselling and making use of computers might require more extensive and formal training. Regarding the former, having identified certain staff having suitable qualities, they were then sent off on various courses to improve their counselling skills. In computing certain staff had taught themselves and had then been sent on courses to refine and improve their own efforts.

The college was judged to have made considerable effort in responding to change, running its own INSET programme which had focussed initially on GCSE developments, YTS, and now CPVE. He considered their provision to be systematic, and it would have become even more so as they became involved in the new LEA TRIST programme. The core of their provision was an in-house programme of workshops, generally curriculum led, which was run during the last two weeks of each summer term. Consequently, he

believed that staff development would be viewed by staff as a very important area of college work.

There was no attempt made by the college to conduct any formal evaluation of their staff development provision, although various people made informal comments and judgements about various activities. Those attending courses were usually asked how helpful they had found the course to be, but no formal reports were required from them. The size of the college, he felt, made it possible for staff impressions to become known quite soon. Some courses proved to be very popular, but others had been found to be very poor. Consequently, they had decided to give more attention to their own in-house provision, where they hoped to provide exactly what staff required.

Identifying staff needs was seen to be a difficult area. At present no staff interviews were held to ascertain the development needs of individuals. The programme organised for each summer term was devised by himself after consultation with the heads of departments. He relied entirely on them to indicate what were the needs of their staff. He was not aware of any coordinated method being used for this task, but assumed that the heads identified 'suitable' staff for particular courses and activities.

He anticipated that staff development interviews would be introduced at some future date as part of the college staff development policy, and that these interviews would be conducted either by himself or the vice-principal. Needs

identification would be improved by the appointment of someone with special responsibility for staff development. In view of their pending tertiary reorganisation such an appointment had now been made, with the vice-principal now being designated the college staff development officer.

Staff involvement in staff development provision was very good, and he saw their motivation as stemming from the necessity to keep up to date with new developments, both within the college and in the environment. Various initiatives had sprung from the staff themselves. The staff development programme run by the college was self-generated, and was well established long before recent LEA and national initiatives had surfaced. He believed, generally, that they were always in advance of staff development moves made by outside agencies, who were made use of only to consolidate or expand the training already commenced by the college.

The subject felt that management's support for staff development was well known and understood throughout the college, although the writer feels that little evidence was provided to support this assertion. The summer term programme in particular was arranged by management and organised in such a way that almost every member of staff could participate at some time. About 75% of staff made use of it, and only the logistics of making provision prevented the remaining 25% from participating.

As a principal he did not support the traditional laissez faire

approach to staff development. The college had priority needs and these had to be resourced first, particularly where external provision was involved. However, secondary needs - for example courses which individuals wished to pursue - were not ignored but viewed sympathetically. At present courses relating to GCSE and computer literacy were being given priority attention.

On the question of the use of staff appraisal as a means of assessing staff development needs, he did not favour the use of such formal methods. Appraisal was continually taking place on an informal basis and he felt that this was quite adequate. He knew that the idea of formal appraisal was gaining more acceptance with both college managements and staffs, but he did not wish to see it introduced in his college and any attempts to do so would not receive his support. From his experience of appraisal he had found that the more formal it became the more problems it raised and the less effective it proved to be. He would hate to think that as a professional he had to be formally appraised, although he accepted that he was probably already being appraised, albeit informally. Where this was being done by his own staff he felt that it was quite legitimate, but did not consider it right or proper for any kind of appraisal of himself to be made by outsiders, including LEA personnel. If appraisal was such an easy thing to perform, he wondered why it had not been universally adopted sooner.

The principal stated that no formal staff development policy had ever been drawn up by the college, and in fact he did not

see the necessity for such a policy. He was a great believer in informality for two reasons. First, he had seen attempts made to introduce a formal policy at another college, with disastrous results. Second, the non-existence of such a policy had not affected the provision made by his college. In fact, in his opinion the introduction of a formal policy would have hindered such development as had taken place. He felt that the provision already made was taking care of their needs and was equitably distributed throughout the college. Their staff development had gone along hand in hand with their curriculum development. As they had worked on new schemes, so they had developed themselves. Giving forms to people to tick would take away something from their approach to staff development and would certainly meet with resistance from staff.

6.3.2. M1/2- Principal Component Analysis.

This respondent's grid analysis provided a first component with a weighting of 39.0% and was labelled 'General:Specific'. The general pole consisted of three constructs-General (C6), Process Based (C1) and Application of Non-teaching Skills(C4)- which were related to the activities of Administration Skills (E7) and Student Counselling (E8).

Both of these activities are seen by M2/1 as being of a very general nature, and therefore possibly relevant to a range of work undertaken by staff, but with the object of improving the process of their provision. The use of the construct Non-teaching Skills indicates that the subject is aware of the fact that FE teachers can be involved in far more than the teaching

role and require support for the development of other role dimensions.

The contrast pole of the component related the three constructs Specific (C6), Product Based (C1) and Application of Teaching Skills (C4) to the activities Up-dating of Subject Knowledge (E3) and Re-training (E4). What is noticeable here is that the construing of these activities is in very basic terms. Both activities are specific, either in the sense of their focus on participants or content, are undertaken primarily with the aim of improving the product offered to the client and require the application of teaching skills.

His second component had a weighting of 29.1% and was labelled 'Product Based:Process Based'. The three constructs Product Based (C1), Intellectual Qualities (C3) and Inter-personal Skills (C5) are found in association with the staff development activity of Writing B/TEC Units (E9). The first of these constructs has already appeared in the subject's first component, and its reappearance here would suggest that it represents an important perception for him. It is used here, however, in a straightforward manner to indicate the focus of this staff development activity as being product development.

More significant is the use of the construct Inter-personal skills in relation to the same activity, indicating an awareness of the shift in emphasis from the individual to the group for course planning. Such a shift frequently requires staff development support in order to facilitate the more

integrated approach required from staff who might be more used to an independent, subject-orientated situation. The use of the third construct Intellectual Qualities may best be understood by comparing it with its contrast -Personal Qualities. The design of programmes such as those leading to B/TEC awards require the application of mental skills not required by other aspects of the teacher's work. Once again we find the subject revealing his understanding of the teacher's role as being complex, requiring a variety of qualities and abilities, and involving more than one aspect of his personality.

The third component of the analysis had a weighting of 19.4% and was labelled 'Short Term:Long Term'. Three constructs - Short Term (C10), Application of Non-teaching Skills (C4) and Institution Centred (C11)- were associated with the activity National Qualifications (E2). The constructs used here suggest a number of implications. First, they indicate that the subject is concerned with the structure of staff development activities. He sees national qualifications as involving short term provision, presumably in the sense that many such awards are obtained by attendance at time-specific periods at the end of which the activity is considered to have been completed. Other activities are not time-specific, but are on-going and require frequently to be up dated,etc. Second, M1/2 sees some activities as being academic - participation in them will require the use of non-teaching skills. Third, he sees some staff development activities as being required by the needs of the institution rather than the needs of the individual. It is

interesting that national qualifications are so construed, the implication being that such provision would only be sanctioned where such an award was seen to be of institutional benefit. He had already indicated during interview that he did not favour a laissez faire approach to staff development, particularly where further qualifications were concerned, and this is suggested by his construct Institution Centred (C11).

The contrast pole of the component is similarly interesting in the view it presents of In-service Cert.Ed. courses (E1) which is construed as On-going (C10), involving the Application of Teaching Skills (C4) and are Student Centred (C11). The second and third constructs are easily understood. M1/2 sees in-service Cert.Ed. courses as having a practical focus, giving the participant opportunity to practice teaching skills. The impetus for such staff development is seen as improvement in teaching for the benefit of the student. The first construct - On-going - is not so easily understood. Cert.Ed. courses would probably be regarded as being time-specific in the same way as M1/2 has construed national qualifications. The activity is perhaps best understood as being on-going in the sense that they provide the participant with basic skills which are capable of being improved upon throughout his teaching career.

6.3.3. M2/2- The Vice-Principal.

He was in the 45-54 years of age group and had recently been promoted to his post in the college. He had had considerable experience in industry which, he readily admitted, influenced his approach to his job and his views on staff

development.

When asked what he thought of staff being expected to do various tasks for which they had not received any specific training, he said that he did not believe that staff were 'expected' to do such tasks. Rather, work in addition to their teaching role simply 'cropped up' and, by their nature, had to be dealt with. Sometimes it could be foreseen that such tasks created a need for training, and attempts would be made to provide it. This was already being done, particularly in the area of student profiling and counselling. Staff were well aware of the changes taking place at the college and, whilst their involvement in these changes might not have been explored in a formal way, nonetheless they were aware of some of the implications and had accepted them.

Providing staff development to meet these changes was a vital part of their college activity. In some areas such as high technology provision was very systematic. They relied heavily on the 'cascade' model, and this seemed to work very well. Provision was available across a wide range of needs and it was the responsibility of staff to avail themselves of such provision.

M2/2 recognised that a lot of work needed to be done in the area of the evaluation of their provision. Some considerable attention was being given to the identification of staff needs, and he felt that it was now time to give equal attention to evaluation, and to make it an integral part of their staff

development programme. The only evaluation currently taking place was informal. However, from staff comments it was clear to him that there was great difference in the quality of provision from different sources, with their in-house activities proving to be more acceptable at the present time.

He was not satisfied with the way in which staff needs were being identified at the college, with too much reliance being placed on assessments made by the heads of departments. Considerable progress had been made, but developments in this area were not as systematic as he wished. They were currently carrying out a staff development survey and, whilst this was proving to be of some use, response was patchy because return of the questionnaire being used was quite voluntary.

Current provision in the college was similarly patchy, with some areas of need well provided for and others hardly at all. He did not feel that there was any major conflict between individual and institutional needs, but conceded that this might be because the latter had not yet been carefully explored. At present, because their provision was linked to curriculum development, tension was reduced to a minimum. He acknowledged, however, that there was the potential for conflict since staff development requests from individuals might well be refused if they did not coincide with college needs in the area of curriculum development.

At present he was responsible for all staff development matters at the college, but felt that the work could be done better by

a staff development officer appointed specifically for the task, since he was heavily involved in planning for the proposed organisational changes. In the meantime he tried to plan their staff development programme and had received considerable support from the staff

He felt that staff development at the college was, at present, management-led in the sense that the management team planned the programme, the bulk of which took place during the last two weeks of the summer term, and the heads of department were involved in the time-tabling of the activities. All staff were invited to suggest activities for inclusion in the programme and they tried to cover all suggestions made. More specialised requests, for example to follow an M.Ed. course, would be considered sympathetically, but not automatically approved. The college did have priority areas, and at the moment these took all their attention and resources.

He did not think that there would be much support in the college for formal staff appraisal, although he was personally in favour of it. Having worked in industry, where he had experienced it as both subject and appraiser, he saw the benefits of it and would want to educate staff to accept it in some form.

He was aware of the literature relating to the framing of formal staff development policies and felt that it was necessary for his own college, despite his knowledge of the principal's opposition to them. At present only an informal

policy existed and its aims and objectives, though discussed by management, were never minuted. He did not feel that this created any barrier to their provision at present, but accepted that in the long term it might result in certain areas being neglected.

6.3.4.M2/2- Principal Component Analysis.

The first component had a weighting of 32.3% and was labelled 'Student Focus:Subject Focus'. The component contained three constructs- Student Focus (C3), Acquisition of New Skills (C2) and Specific Narrow Approach (C4)- related to the two staff development activities In-service Cert.Ed.Courses (E1) and Student Counselling (E8). He is seen to view these activities in terms of their contribution to the primary task of the teacher- the instruction of the student. In-service Cert.Ed. courses equip staff with the basic skills and techniques required by the professional dimension of their job.

The implication here is that the subject believes that whilst staff might be able to operate without having received any such initial training, as is the case with many FE teachers, there are certain basic skills which are best acquired formally via in-service training. He sees the value of such training as providing new, specific skills, even for teachers with some experience of teaching, although they are untrained. Staff development in student counselling is similarly seen as a specific, new skill undertaken in order to improve provision made to students.

The contrast pole of the component related the three constructs Subject Focus (C3), Application of Existing Skills (C2) and Planned Broad Approach (C4) to the activities Curriculum Development (E5) and Writing B/TEC Units (E9). Here staff development is seen as extending the existing skills of staff rather than introducing them to new competencies. He thus sees the importance of staff development for enabling the individual to apply his skills in an ever widening context in an attempt to improve the product - curriculum development and, more specifically, B/TEC units.

Thus, the component reveals that when thinking about staff development activities the subject distinguishes between those whose results or outcomes are quite specific and of narrow focus, and those which are capable of a broader application. The other fundamental distinction he appears to make is between those activities which focus on the client and those which focus on the product being offered.

The second component had a weighting of 24.0% and was given the label 'Personal Skills:Team Skills'. Here the construct Personal Skills (C9) was linked with two constructs appearing in the first component, Student Focus (C3) and Planned Broad Approach (C4), all three being associated with the activities of Administration Skills (E7) and Re-training (E4). Here the subject is seen as distinguishing between staff development provision which has to be personalised, ie. focussing on the individual rather than on the group. The two activities, especially re-training, fit into this category of personal

provision. At the same time they are also seen as further activities which focus on student needs and as having wide application.

The contrast pole was composed of the constructs Team Skills (C9), Subject Focus (C3) and Specific Narrow Approach (C4), associated with the activities of In-service Cert.Ed.Courses (E1) and National Qualifications (E2). In the first component this first activity was construed in an identical manner, but here there is the addition of the construct Team Skills. This suggests that M2/2 is reflecting the fact that much of the delivery process in FE to-day is concerned with the activity of teams and groups of staff rather than with the teacher working in isolation. Initial teaching skills obtained via in-service training enable the individual to contribute more effectively to such team efforts.

Similarly, the subject sees staff development via award-bearing courses as also contributing to team skills as well as having a specific content. The pursuit of further qualifications has been a traditional feature of staff development in FE, but has latterly found less support unless such qualifications are seen to have immediate relevance to the college, a position M2/2 indicated he adopted when interviewed.

The third component of the PCA had a weighting of 17.3% and was labelled 'Institution Centred:Student Centred'. Here the three constructs Institution Centred (C11), Job Performance (C1) and Individual Planned (C8) were related to the activities of Up-

dating of Subject Knowledge (E3) and Re-training (E4). The significance of the component may best be understood by comparing it immediately with the contrast pole where the constructs Student Centred (C11, Personal Preference (C1) and Institution Planned (C8) are related to the activities Student Counselling (E8) and Administration Skills (E7).

The component suggests that M2/2 is aware of the distinction between the needs of the institution and those of the individual. Various attempts have been made to harmonise these needs, usually by advocating staff development via curriculum development. Here the two activities of up-dating ones subject knowledge and re-training are seen as aspects of staff development provision which, while centering on the institution's needs, are identified by the individual himself as being necessary. In contrast, staff development for student counselling and in administration skills is provided or planned by the institution, but participation in them is less crucial and is left to personal preference.

6.3.5.M3/2- The Head of Department.

He was in the 45-54 years of age group and had been in FE for 22 years. He had worked in two colleges and had been in his present post for three years. His understanding of staff development was in terms of curriculum development, and such development often meant that staff were involved in tackling problems that were new to them. The college recognised this and tried to assist staff by

providing as much support as possible. They were helped in the development of skills required for setting objectives, using various alternative methods of teaching and assessment, and also in course evaluation. This support would be required for some time as further changes were introduced into FE. Changes already introduced for the lower 40% of FE students would soon be extended to other college courses, eg. competence-based assessment methods. He felt that in this college it was important for staff to understand that their roles would never be static and would require constant up-dating. However, he admitted that roles were not explained to the individual, but it was left to their professional judgement to assess how change would affect them and the contribution they could make to the college.

Although the college did not have a formal staff development policy, he did not believe that they had been negligent in making provision. Whilst some might consider their provision to be unsystematic he believed that it was very impressive when compared with that of some other colleges he knew. They had already provided three sixty hour programmes at the college, involving about 40% of the staff and were preparing programmes to cover other needs. Staff development was now seen at the college as an on-going activity, with staff constantly requesting help. Their aim was to provide 'across the board' training, but the immediate push was on computer literacy.

Evaluation of staff development provision was something about which he felt very strongly. He could not speak for other

departments, but in his own he had introduced the principle of evaluation, first in relation to B/TEC courses and now it was being extended to others. All B/TEC courses were controlled through team meetings which reviewed, not only course content, but also assessed what had been achieved by recent staff development initiatives. No formal criteria were used, but they relied on first-hand impressions and thorough discussion between practitioners. Their observations and recommendations were included in departmental minutes. One thing about which he was certain, was the fact that in-house activities were more relevant and influenced staff attitudes, whilst much external provision tended to emphasise theory only.

The needs of staff were made known via a series of meetings. Course teams identified areas of need and these were then raised at departmental heads meetings. Their summer staff development programmes were organised around these identified needs. At present everything hinged on the effectiveness of the team meetings in bringing to light important areas of need.

Staff were not formally interviewed by him to discuss their possible needs, but suggestions were frequently put to him by staff. He had little time to make a thorough investigation of the needs of the staff in his department, but believed that if anyone felt strongly about something they would let him know. He referred to the decision to make the vice-principal responsible for staff development at the college, and he believed that this would enable needs identification to become more systematic and comprehensive.

He saw the above appointment as one of a number of ways in which management showed its support of staff development. The subject showed very little understanding of the kind of support staff might find needful. He saw support in terms of making efforts to meet training requests. He felt that some staff would consider management to be very supportive, given the fact that they had received lighter time-tables which enabled them to go on courses, etc. A minority of staff might have quite a different opinion, since most support was shown for priority areas. Individuals wishing to complete an M.Ed. course in an area outside these priorities might not receive very much support.

Formal staff appraisal as one method of determining training needs found no acceptance with him at all. No formal methods had ever been used at the college, yet their staff development programme had become well established, with plenty of interest being taken in it. He felt that a team situation was best suited for identifying the type of development needed by particular staff to meet college needs. At such meetings everyone was exposed and found it difficult to hide lack of knowledge or skills. When a person saw that they were not the only ones with a problem, they did not feel so threatened and were more likely to show interest in attempts at dealing with it. At the same time, in his own case appraisal had taken place and had been of some value to him. He believed that it had led to his own promotion to head of department, and this had been a considerable boost to his confidence.

6.3.6.M3/2- Principal Component Analysis.

The first component provided by the analysis had a weighting of 34.0% and was labelled 'General Training:Subject Specific'. Three constructs- General Training (C2), Institution Focus (C5) and Short Term (C10) - were related to the three activities National Qualifications (E2), Up-dating of Subject Knowledge (E3) and In-service ert.Ed.Courses (E1).

As elements of staff development provision all three activites are seen as being generated by institutional requirements, suggesting that the subject's primary consideration when viewing staff development is that of the college rather than the individual. Allied to this is a concern with the content and structure of staff development activities - general training and short duration. He sees the above activities as providing general training in the sense that they equip the teacher with skills,etc, relevant to a variety of teaching situations, and they are short term inasmuch as they are self-contained packages to be completed over a time-specific period.

The contrast pole of the component contained the three constructs Subject Specific (C2), Individual Student Focus (C5) and On-going (C10), related to the activity Curriculum Development (E5). Since one of the aims of his college was to provide client-relevant products, the development of new curricula was important, a point M3/2 stressed during interview. Here he sees staff development for the purpose of curriculum development as involving the subject specialism of the teacher, but having the needs of the individual student in

mind (an important feature of YTS curricula, and an area in which the college was heavily involved). More importantly, it is seen as on-going, indicating that curriculum development is viewed as a continuous process and staff development linked with it cannot be regarded as a 'one off' event.

The second component provided by the PCA had a weighting of 26.4% and was labelled 'Unstructured:Structured'. Here three constructs- Unstructured (C9), Wider Range (C4) and Independent (C6)- were associated with the staff development activities of Up-dating Subject Knowledge (E3) and Administration Skills (E7). The subject sees the up-dating of subject knowledge as unstructured, suggesting that he expects the content and delivery mode to vary considerably, depending on the requirement of the participant. Because of the degree of change being experienced in FE, and in his college in particular, it is not surprising that the activity is also construed as being of wide range, indicating that it might well have to be provided for a wide range of staff. Such up-dating is seen as being independent, presumably meaning that it is not seen as being dependent on other staff. Similarly, administration skills can be provided in a variety of modes appropriate to a variety of contexts, being of wide range and utilized by the participant quite independently.

The contrast pole consisted of the constructs Structured (C9), Narrow Range (C4) and Inter-dependent (C6), and were related to the activity In-service Cert.Ed.Courses (E1). This activity had already appeared in the first component. Here it is seen as

being structured, reflecting then fact that such courses are usually provided by external agents such as university education departments, over a time-specific period and consisting of specific units of study. Such provision is seen also as being narrow in range, consisting of an introduction to basic education theory and instructional techniques. Finally, these courses are seen as being inter-dependent, either in the sense that the outcomes are used in cooperation with other teachers, or in combination with other elements of the provision process to the client.

The third component had a weighting of 15.8% and was labelled 'Independent:Inter-dependent'. This component contained three constructs- Independent (C6), which had appeared in the second component, Less Impact (C7) and Attitude Focus (C3), in association with the activity Student Counselling (E8). These constructs are interesting and significant when compared with the contrast pole of the component, where the constructs Inter-dependent (C6), More Important (C7) and Skills Focus (C3) are related to the activity of Writing B/TEC Units (E9).

If we consider the two new constructs provided here -C7 and C3- we see that they consist of two very important dichotomies, the first involving a value judgement - More Important:Less Important, and the second a subjective versus objective distinction -Attitude Focus:Skills Focus. Staff development relating to student counselling is regarded as being concerned with inculcating appropriate attitudes in participants rather than with the development of skills and techniques for such

counselling. Clearly, the subject believes that the effective counselling of students depends on attention being given in any staff development provision to the affective domain. The writing of B/TEC units, on the other hand, is facilitated by staff development which concentrates on the skills required. It is surprising to find the PCA revealing that the subject regards this latter area of need more important than that of training in student counselling, which has become to be regarded as important enough by some bodies to require it to be actually built in to course structures for students.

We find, then, that in the case of M3/2 the PCA suggests that he views staff development activities principally in terms of their structure - general or specific, short-term or on-going, wider range or narrow range, rather than with, for example, their outcomes. Where outcomes are suggested, they are in terms of benefit either to the institution or the student.

6.3.7.Observations.

1. This college had made a positive response to its staff development obligations, and had made a serious attempt at translating its aims and objectives into practice. It had sought to avoid many of the logistic problems encountered when trying to make college-wide provision by concentrating most of its effort on the end of the summer term. Whilst all three respondents regarded this to be a most effective strategy, it suggests a rather narrow view of what constitutes staff development, and one wonders what the effect on the institution might be of not tackling sooner needs identified earlier in the

academic year.

2. All three respondents drew attention to the decision not to introduce a formal staff development policy at the college, preferring a more informal approach. In addition to the fact that the vice-principal did not share the view that such formal policies might hinder their attempts at making provision, their reliance on informality was assumed to be acceptable to the staff. It could be argued, on the basis of the evidence provided by the interviews, that their informal policy was acceptable only inasmuch as its dimensions were pre-determined by college management.

3. No clear models for staff development provision appear to be in use at this college, their provision appearing to be based on purely pragmatic considerations rather than on clearly defined views on staff development. Great stress was placed, however, on staff development for curriculum development.

4. Identification of staff development needs appears to be very unsystematic. All three respondents expressed dissatisfaction with the present system, but could give no clear indication of how or when it might be improved. Staff development interviews were seen as a possibility by M2/2 and M3/2, but the desire for informality would seem to prevent progress being made in this area.

5. The computer analysis of the repertory grids of each of the three subjects, in addition to providing a PCA also provided a ranking of the nine staff development activities in each

subject's construct system. For M1/2 the most salient activities were National Qualifications and Computer Literacy, and for M2/2 they were Up-dating of Subject Knowledge and Re-training, whilst for M3/2 they were Curriculum Development and National Qualifications. Given the transitional period through which the college was passing, and the references made during interviews, one would have expected Re-training to have been more prominent.

6. The constructs used by the respondents are, once again, quite stereotyped and basic. Of the 27 constructs appearing in the nine principal components, only three view staff development specifically in terms of the individual - Personal Qualities(M1/2), Personal Skills, Individual Planned (M2/2) The remaining constructs suggest that management's view of staff development activities is dominated by a concern with its structure or its institution focus. Some activities are construed in quite contradictory ways. M1/2 sees In-service Cert.Ed. courses as 'on-going', whilst M3/2 construes them as 'short term'; the Up-dating of Subject Knowledge is seen by M1/2 as 'specific' whilst M3/2 sees it as 'wider range'; Student Counselling is seen by M1/2 as being 'general', but M2/2 as 'specific,narrow' and by M3/2 as 'less important'.

7. All three respondents confirmed that their college did not attempt any formal evaluation of its provision. No explanation of this was offered, the impression being given by M1/2 and M3/2 that such an exercise was unnecessary, the latter seeming to be quite satisfied with the practice of relying on

'impressions' gleaned for him from team meetings. M2/2 on the other hand was anxious that a more formal evaluation should be attempted.

8. Important differences of opinion appear to exist at this college between the vice principal, who had been given responsibility for staff development, and the principal and head of department. Far from regarding formal policies as being rather restrictive, (the view of the principal), he believed that quite the reverse was true, and that in the long term, failure to adopt a formal policy might lead to imbalance of provision. The existence of such important differences suggests that the 'informality' of the college's approach to staff development has resulted in a number of serious issues being inadequately explored by senior staff.

6.4. Case Study Number Three.

This college was situated in an area of considerable industrial change in South East Wales. It had a full-time student population of 300, and a full-time teaching staff of approximately 70. Traditionally the college had provided training for apprentices from the engineering industry and for fairly large numbers of civilian workers at a local defence establishment. Employment in both these areas was in decline, and had affected traditional courses run by the college. At the same time there had been an expansion in demand for courses relating to catering, tourism, hairdressing, secretarial work and light industries making use of computer technology. A building programme was under way at the college to accommodate students for these courses.

As well as the physical alterations to the college there had been a change in the college management. At the time of the interviews the principal had been in post for only six months, working with a temporary vice-principal and two new heads of department, the vice-principal also being the head of one of the four college departments.

Staff development at the college had never been incorporated into the general plan, but had followed traditional lines of in-service initial teacher training for a few staff each year, together with the sending off of various staff on other courses. Recently there had been a change in attitude towards staff development brought about by the college's involvement with YTS work and development of CPVE. Another impetus had come

from the LEA with its issuing of new plans for the funding of INSET provision, in line with national developments.

The head of engineering, who had shown some interest in staff development over the years, had undertaken the task of drawing up a college plan for staff development provision, and had recently issued a discussion paper which offered a definition of staff development as:

any initiative which enhances the skill, expertise, outlook and/or attitude of the total college staff, a group within the college staff, or an individual member of the college staff.

Under the heading of 'Establishing the needs', the document goes on to list eight potential areas of need :

- New course structures
- New demands on teachers
- New legal requirements
- New teaching strategies
- New developments in specific disciplines
- Personal ambition
- Second career implications
- Industrial up-dating

One other detail of significance in the document was a reference to evaluation, though no details were provided as to how it should be approached, but suggested that any college programme should be specific in its details including 'the machinery for the assessment and evaluation of the programme'. It is also significant that the document takes a broad view of staff development, taking account, not only of the professional dimension, but also of what it identifies as the personal and career dimensions.

6.4.1.M1/3- The Principal.

He was in the 35-44 years of age group and had only recently come to the college from a large polytechnic in England. Having been in post for only six months he did not have a complete picture of the position of staff development in the college, but evidenced considerable concern and enthusiasm for its provision.

His reaction to the necessity for staff to become involved in tasks in addition to teaching for which they had received no formal training was that this situation was unreasonable. However, it was often the case of 'beggars being unable to be choosers'. Certain tasks, such as marketing, were vital to a college, and one had to make use of any available staff to do this. If one waited for them to become trained in marketing then the job would not get done at all. Having it done by someone who was willing to tackle it, though untrained, was preferable to losing work through failure to make any effort. He saw that FE staff were experiencing considerable role change, and felt that it was vital to make opportunities available for staff to discuss the implications of such changes for their careers, etc.

At the present time staff development was not provided in any systematic way, as far as he could tell, if by systematic one meant working steadily through identified areas of need.

The evaluation of current staff development provision was an area of concern to him, and this had now been included in their

plans for a staff development programme. At present they were talking in terms of identifying those sources of provision which might be of most benefit to the college. One area which they felt should be explored was industrial secondments. He personally favoured any staff development approach which enabled 'learning by doing' to take place. Priority would be given to any sources of provision which allowed this to take place. Other modes, particularly short external courses would only be used as a back-up or to plug gaps they found impossible to fill themselves.

The college had just commenced the first phase of a course needs identification exercise as part of the college staff development plan. Meetings of departmental staffs had been held to discuss needs, and these were to be followed by meetings of smaller groups -course or subject orientated, or simply of interested parties. The aim was to 'brainstorm' each group to see whether they could spot any deficiencies in provision not already noted at the departmental meetings. This group perspective would be supplemented by an input from the heads of departments, because it was anticipated that they would have slightly different perspectives. Following this exercise it was intended to circulate a draft document which would be discussed by the principal, the heads of departments and the staff and modified accordingly.

The principal noted that there was not much 'carrot' these days to motivate staff to undertake training, although they did have a number of staff who were very keen to follow the 'further

qualifications' route. Most staff, however, became involved simply from the desire to up-date their skills or knowledge. Consequently, this was the most prominent form staff development took. So far there had been no need to send staff for re-training in order to avoid redundancy. The only other motivator he could identify was the college general requirement that every member of the teaching staff should be teacher trained. Other areas of provision were now being offered, principally in response to requests from outside bodies such as the MSC, and this was 'bringing some people into staff development situations that they had never imagined'.

With regard to how management showed its support for staff development he was not sure how to answer. Prior to their recent initiatives he believed support was limited to approving applications to attend courses. It was clear that from now on some activities would receive more support than others. Exactly what these would be would depend on the outcome of their needs analysis.

On the issue of staff appraisal, whilst he would be quite happy with it, he did not believe his staff would welcome it. He saw that it could be a means of identifying development needs, but felt it was necessary to have a clearer picture of the direction in which the college was to go before they could get anything helpful out of appraisal. The discussions he had had with staff since taking up his post led him to believe that members saw themselves as individuals rather than members of a college community. He felt it was necessary for staff to

develop the way they looked at themselves within the organisation. As far as appraisal being applied to himself was concerned, he felt that it would very much depend on who did the appraising. Heads of departments might be helpful; certainly their comments would be of more value than an appraisal conducted by someone from the LEA.

He was of the opinion that a formal staff development policy was absolutely necessary for the college, since it was important for all staff to know exactly what the college was aiming at. A college policy would establish the way they were to operate in practice over such things as resource allocation, and would be a yardstick by which to measure their progress.

6.4.2.M1/3- Principal Component Analysis.

The first component in the subject's PCA had a weighting of 35.8% and was labelled 'Individuals Development:Course Development'. Here the four constructs Individuals Development (C7), Self-generated Skill (C11), Qualifications Led (C1) and Academic Skill (C8) were related to the activity In-service Cert.Ed.Courses (E1). The subject is seen to view the activity in a traditional and straightforward manner, and in keeping with the remarks he had made during interview. What is perhaps significant is that the PCA gives this activity a loading of 5.5, the highest for any single element in any of the eighteen grids.

The contrast pole consisted of the four constructs Course Development (C7), Evolutionary Skill (C11), Need Led (C1) and

delivery Skill (C8) in association with the activity Administration Skills (E7). Whereas in-service teacher training is seen to be undertaken for the development of the individual, administration skills are obtained for the benefit of the course, facilitating its delivery, and are skills capable of further development over time. More importantly, he seems to recognise that not all staff development can be prompted by college needs (needs led), but that some opportunity must be given for staff development which is prompted by the individual's desire to obtain qualifications (qualifications led).

The second component had a weighting of 32.8% and was labelled 'Particular Discipline Perspective: Educational Perspective'. It consisted of the five constructs Particular Discipline Perspective (C4), Academic Skill (C8), Future Course Provision (C3), Specific Process (C5) and Specific Course Content (C10) associated with the activity of Up-dating Subject Knowledge (E3). This activity is seen as being specific provision for staff relating to their current contribution to the work of their institution seen in terms of a particular discipline. The use of the construct academic skill suggests either that such provision is predominantly theoretical rather than practical, or that it is directed towards equipping the individual for his primary function of teaching. The former would appear to be the most likely explanation.

The contrast pole consisted of the constructs General Educational Perspective (C4), Delivery Skill (C8), Current

Course Provision (C3), Open Process (C5) and Non-specific Course Content (C10) in association with the activity of Administration Skills (E7). Here the activity of staff development in administration skills is seen very much as in the previous component. Here, it is seen as having wide application, no specific content, capable of being provided in a variety of ways (open process) and capable of application to the general provision of education/training for students.

The third component had a weighting of 15.9% and was labelled 'Immediate Goals:Ultimate Goals'. Five constructs - Immediate Goals (C2), Course Development (C7), Needs Led (C1), Integrated Provision (C6) and Evolutionary Skill (C11)- are related to the activities of Curriculum Development (E5) and Writing B/TEC Units (E9). Again the constructs present a straightforward picture of th way the subject views staff development activities. Such provision, as illustrated be these two examples, must be goal or needs led, particularly those concerned with course development, and can involve the development of teacher skills which need to be integrated with those of other staff in order to produce the final product. Also, some aspects of provision are evolutionary, ie. capable of being developed further over time.

The contrast pole of the component provides the five constructs Ultimate Goals(C2), Individual's Development (C7), Qualifications Led (C1), Discrete Provision (C6) and Self-generated Skill (C11) in association with the activity Student Counselling (E8). These constructs suggest that the subject

recognises that some staff development has long-term objectives, and that frequently provision focusses on equipping the individual to function independently, rather than as a contributor to a group effort such as curriculum development.

It is interesting to note that the subject sees staff development in student counselling as a discrete provision, perhaps suggesting its importance to him, and also as being related to qualifications, suggesting that he would expect such provision to be provided as a structured course or professional training from experts.

6.4.3.M2/3-The Vice-Principal.

He was in the over 55 years of age group and had been in the college for some 26 years, and had come directly from industry. He recognised that teaching staff had to become involved in a variety of activities in addition to teaching, as part of a developing professional role. Course administration duties were, in his view, not very demanding in terms of training, but nevertheless ought to be covered by every college through an induction course for all new staff. This would highlight any real problems staff might have in coping with routine paper-work, etc.

Other additional activities were more controversial. Most staff engaged to some degree in counselling as a normal activity, and did not require their skills in this area to be developed further. Some staff might take on the role of student counsellor, and then there might be a case for formal training.

However, in his view talk about the changing role of the lecturer and the difficulties of coping with additional duties were often exaggerated. Much of what they were now officially being asked to do had been done by staff for many years. However, it was true to say that some new areas of work did make new demands on staff and he was actively involved in discussing these implications with his staff.

Until recently junior members of the college staff were not expected to make much contribution to planning. He was now trying to change this in discussions with staff, aiming at developing the attitude that every member involved in teaching on a course had a valuable input to make to the course structure and design, and to assessing the support needed for it. He felt that the focus should move away from the department to that of the course. Staff development was not about imparting information to people, but about making staff identify for themselves the additional contributions they would like to make, and providing them with the training in order to make it.

He did not feel that the college had reached the stage where its staff development could be considered as systematic, but they were now in a developing situation. He had recently been given the task of coordinating their provision and saw his first job to be that of getting the college away from its traditional ad hoc mode of provision to that of identifying in some detail objectives for a systematic development programme.

At present staff saw staff development purely as a means by which they, as individuals, could pick up information or skills which enabled them to teach on 'more rewarding' courses. He deeply regretted this, and disapproved of staff being concerned only with bettering themselves, rather than with providing a better service to the student. In his view the solution lay in curriculum-led staff development. With this in mind he had already set up various working parties in the college, assisting them in identifying their training needs.

Not only had staff development been provided in the past on an ad hoc basis, no attempts had ever been made to judge the usefulness of the provision. Any opinions or comments made were purely subjective, and he accepted the need for a formal evaluation of what they were trying to achieve. His own impression was that over the years in-house provision, when done properly, was far more effective and acceptable to staff. Also, curriculum-led staff development focussed on specific needs and this encouraged staff to participate in activities. Outside bodies were too general in their provision, although there was some value in having a meeting of minds on external courses.

No system had ever operated at the college for formally identifying training needs. The whole process had been ad hoc - 'This is on offer. Who wants it?' He was now trying to change things and as a first step he had asked the heads of departments to talk to their staff, preferably in small groups, to try to stimulate a dialogue in which staff would identify

their needs. He felt that this approach was preferable to a formal meeting between the individual and his head of department.

Management support for staff development was confined to allowing people to go on courses. Staff were never discouraged but, as resources allowed, were permitted to pursue any kind of development they chose. He doubted whether this had been a good policy. It certainly was not good enough for their present position, and management had decided that the individual could no longer be left to 'decide what was good for him'. In future, they could and would support only those activities capable of wide application to college needs.

M2/3 was personally in favour of staff appraisal, but felt that they had a long way to go before such a practice would be acceptable to staff. One barrier would be the failure of staff to see anything constructive coming from it. He wanted the right atmosphere to be created whereby staff could see the exercise as one of self-appraisal as well as appraisal by management. He agreed that any appraisal system must be linked to job descriptions and role performance, and although this was a sensitive area, he felt it had to be tackled. He would be happy to be appraised, but it would depend on who did the appraising.

Finally, he was asked about the value of formal staff development policies. In his opinion such a policy was vital for any college. There would always be some degree of

discontent with what they were trying to do, but at least a policy would provide a path, would give direction to what they were attempting. People could then see how their aspirations fitted in with the policy. The non-existence of such a policy must affect a college's provision. Knowing what staff development initiatives to provide was a problem in itself. He did not see how X amount of money could be allocated to staff development without any reference to what had already been done or what one intended doing next year. Policy would dictate how time and money were to be allocated.

6.4.4.M2/3- Principal Component Analysis.

The subject's first component was labelled 'Narrow Range:Wide Range' and had a weighting of 47.6%, suggesting that it was a very important component in his construct system. It consisted of the five constructs Narrow Focus (C7), Course Content (C9), Requiring Particular Approach (C10), Involving New Technology (C1) and Student Focus (C8) in association with the two activities Computer Literacy (E6) and Up-dating of Subject Knowledge (E3). Like previous respondents the subject sees staff development, and these activities in particular, as being concerned with the provision of an acceptable product(a course) for the client (the student). Such provision as up-dating may well involve the use of new technology and will be rather specialised.

The contrast pole consisted of the constructs Wide Range (C7), Inter-personal Skill (C9), Requiring General Approach (C10), Basic Qualification (C1) and Course Focus (C8) related to the

activities of In-service Cert.Ed.Courses (E1) and Administration Skills (E7). These reveal M2/3 as having a rather traditional view of in-service initial teacher training and its justification in any staff development provision. It provides the teacher with basic skills, capable of wide application, used in conjunction with other staff in the delivery of courses. Administration skills are valuable for similar reasons, and are seen as being part of the teacher's basic qualifications, a view reflected in the subject's remarks during interview.

The second component emerging from his grid analysis had a weighting of 23.4% and was labelled 'Non-Teaching Activity:Teaching Activity'. The component consisted of the three constructs Non-Teaching Activity (C3), Requiring Particular Approach (C10) and Meeting Student Needs (C5) in relation to the activities of Student Counselling (E8) and Writing B/TEC Units (E9). The two activities are construed as being concerned with enabling the teacher to provide a better service to the student, particularly staff development in student counselling. The use of the construct non-teaching activity suggests that the subject is aware of the fact that teachers have to be involved in these secondary activities as part of their role.

The contrast pole of the component consisted of the constructs Teaching Activity (C3), Requiring General Approach (C10) and Meeting Course Needs (C5) associated with the activity of Curriculum Development (E5). Such staff development is viewed

by the subject quite straightforwardly, as being directly related to the task of teaching, providing skills capable of general application in the design of relevant courses.

The third component had a weighting of 12.7% and was labelled 'Meeting Immediate Needs:Meeting Non-specific Needs'. This component contained three constructs- Meeting Immediate Needs (C2), Course Focus (C8) and Discrete Activity (C4)- in association with the activity Student Counselling (E8). This activity appeared in the previous component and is construed here in a similar way, Discrete Activity replacing the construct Requiring Particular Approach used in the second component, and Meeting Immediate Needs replacing Meeting Student Needs.

The contrast pole of the component relates the three constructs Meeting Non-specific Needs (C2), Subject Focus (C8) and Inter-related Activity (C4) to the activity Writing B/TEC Units (E9). Here the view presented merely underlines that provided by the second component where the activity occurs. It is seen in a fairly orthodox manner, the skill being developed with a subject focus for the individual concerned, but applied in conjunction with other skills possessed, either by the same individual, or, more probably, by other teachers.

6.4.5.M3/3- The Head of Department.

This interview had to be curtailed because of a situation arising at the college requiring the respondent's attention. However, most of the questions were dealt with in the time available.

She was in the over 55 years of age group, with 30 years experience of teaching in FE, and had worked in two colleges. She had been a head of department for some ten years, but had received no training for her post prior to her appointment. She had subsequently attended short management courses.

As far as she was aware the college had never at any time conducted a formal assessment of staff training needs. She welcomed recent moves made to rectify this situation. She knew that the vice-principal had been given responsibility for the formulation of a college staff development policy. This had received the full support of the other heads who, she felt, were all very conscious that the efforts they had made to identify the needs of their own staffs was very inadequate and unsystematic. She attributed this not to lack of will, but lack of time. All she could find time to do was to recommend courses to specific members of her staff in the hope that they might find them beneficial.

She confirmed what had been said by the two previous respondents at the college, namely, that staff development had followed the traditional pattern of allowing anyone who wanted to go on a course, or pursue further qualifications to do so, with few refusals. When confronted by new developments certain staff would simply be asked to get involved. Any good practice they acquired or knowledge they obtained was assumed to be shared with others, but not in a systematic way. Through these few individuals the college was kept aware of most new developments in FE. She felt that the rate of change in FE had

now become so rapid that resources had to be spread more widely. She expected the formulation of their staff development policy to identify priority issues which were bound to attract more resources.

There had never been any systematic provision at the college, though what had been provided could be considered as equitable. Staff development had certainly never occupied a central place in the work of the college, but she felt that it could no longer be regarded by staff as an optional extra. More staff were now asking for the opportunity to re-train or update their knowledge or skills, although this was less true of her own department.

To her knowledge no evaluation of their staff development provision had ever been considered, let alone undertaken. Staff generally reported back to their heads of department when they returned from courses, etc, but no written reports were required of them. Frequently, as a result of favourable comments, others would be encouraged to attend similar courses, but the value of the provision was left to the professional judgement of the participants.

Staff development needs were not identified in any formal manner. Course teams frequently identified course needs, and individual lecturers would also request training. She felt they were now on the verge of moving into a more formal situation, and a questionnaire had already been drawn up for circulation amongst staff. Training needs were to be discussed in each

department, and the vice-principal was to draw up a training programme. Although the idea of appraising staff was becoming generally more popular, at least as a discussion point, she did not feel that this was true in her college, and did not personally favour the idea.

She found it difficult to identify what motivated staff to involve themselves in staff development. Their off-the-shelf provision meant that some individuals involved themselves because they were interested in a particular package, or simply because they were requested to do so and didn't like to refuse.

6.4.6.M3/3- Principal Component Analysis.

The subject's first component had a weighting of 33.5% and was labelled 'Student Centred:Institution Centred'. Here the two constructs Student Centred (C4) and Student Learning (C5) were associated with the three activities of Curriculum Development (E5), In-service Cert.Ed.Courses (E1) and Student Counselling (E8). The contrast pole of the component provided the constructs Institution Centred (C4) and Teacher Learning (C5) associated with the activity Writing B/TEC Units (E9). The subject's construing of these activities provides the picture of a very clear, simple distinction being made between activities which directly benefit the student and those which benefit primarily the institution or the teacher.

The second component had a weighting of 31.5% and was labelled 'Process Focus:Product Focus'. Three constructs -Process Skill (C7), Peripheral Activity (C2) and General (C1)- were

associated with the activities Administration Skills (E7) and Writing B/TEC Units (E9), the latter having appeared in the previous component. The two activities are here seen as facilitating the delivery of college provision to clients, and general, either in terms of their content or application. The construct peripheral suggests that they might not be seen as particularly important by the subject.

The contrast pole of the component provides the three constructs Product Focus (C7), Central Activity (C2) and Specific (C1) in association with the activities National Qualifications (E2) and Up-dating of Subject Knowledge (E3). We find, therefore, that the subject construes staff development activities in very basic dichotomous terms here, which are, nonetheless important. The distinction made between activities seen as peripheral and those regarded as central will obviously have implications for allocation of resources and support, whilst attention to both the product and the process of its provision to the client is important if seeking to attract new work to the college.

The third component had a weighting of 16.5% and was labelled 'Innovative Staff Development:Traditional Staff Development'. The four constructs Innovative Staff Development (C10), Student Learning (C5), Course Centred (C11) and Developmental (C8) were associated with the activities of Curriculum Development (E5) and Writing B/TEC Units (E9). These activities are seen as being concerned with course provision and student learning and will be both innovative and capable of being developed further

over time.

The contrast pole consisted of the constructs Traditional Staff Development (C10), Teacher Learning (C5), Individual Staff Centred (C11) and Organisational (C8) associated with the activities of National Qualifications (E2) and In-service Cert.Ed.Courses (E1). Both activities are seen as part of traditional provision, focus primarily on being of benefit to the individual teacher, involving him in a learning situation, and also being of benefit to the organisation.

6.4.7. Observations.

1. The management at this college had shown a real concern for the improvement of its staff development provision, with steps being taken to provide a formal staff development policy.
2. The consequences of not having had a policy were now being recognised, not least the difficulties regarding needs identification and resource allocation.
3. No clear model of staff development emerged as having operated at the college. A laissez faire approach had existed for some time, but this was now considered to be inappropriate. However, the evidence suggests that their provision will be management led, despite their concern to involve staff in the major issues concerned with provision. The position of the principal concerning a preference for staff development which is practical will, one imagines, be of considerable influence here. It is significant that the discussion document, referred

to in 6.4. mentions personal ambition as an area which needs to be considered when framing their policy, but there was no indication from the respondents that there would be much attention given to this in practice.

4. The stress currently being made on staff development for curriculum development was quite pronounced with constructs supplied by all three subjects reflecting this in the PCAs.

5. All three subjects tended to have a very basic view of staff development activities, with simple, dichotomous distinctions tending to dominate their construing ,eg.

Individual Development:Course Development (M1/3)

Immediate Goals : Untimate Goals (M1/3)

Narrow Range: Wide Range (2/3)

Non-teaching Skills:Teaching Skills (M2/3)

Student Centred:Institution Centred (M3/3)

Student Learning:Teacher Learning (M3/3)

6. No evaluation of their staff development provision had been attempted, but it was intended to include this as an element of their programme of provision, although no indication had been given of its scope or criteria.

6.5. Case Study Number Four.

This college was situated in West Wales, serving a very wide area where agriculture, light engineering, marine-related companies and tourism were the main occupations. The college had four departments, and employed some sixty staff. The most significant feature of the institution was that it operated on a split site, with considerable travel being required of some members of staff. Because of its location it was outside the mainstream of educational activity, and a very insular atmosphere was quite noticeable when visiting the college. Plans were being drawn up for a new purpose-built college, and this prospect had resulted in some re-vitalization of the college in terms of staff attitudes and future goals.

6.5.1.M1/4- The Principal.

He was in the 40-45 years of age group and had been in post for eight years. He had previous experience of teaching in two colleges, and had spent a total time of 15 years in Further Education.

He was aware of the many duties staff now carried out in addition to teaching for which they received no training, but felt that this was inevitable given the speed at which FE was now changing. Some tasks relating to courses, such as counselling, administration, setting of exams, etc, staff could well be expected to undertake without training. Although the college was aware of important changes taking place in the role of teaching staff they had never thought it needful to explore the implications of such changes with individuals, but it might

become necessary if the rate of change continued.

Staff development was not, in his view, carried out in any systematic way. Various courses and activities had been made available in an off-the-shelf manner, but on the whole provision still tended to be geared to requests from individuals. Nevertheless, he felt that staff development was a central issue at the college and would be seen as such by the staff. He felt that this was significant, given that staff development was poorly financed by their LEA and because of the location of the college involvement in staff development required much use of staff free time in order to travel to various centres making provision.

The college did not apply any set criteria for evaluating the usefulness of its staff development provision, but he was certain that evaluation did take place. Verbal reports were given at management meetings, and it was clear that some courses were better than others. Overall, their in-house provision tended to be more useful, and popular. Some external courses were both expensive and useless; he wished that courses could be advertised in far more specific terms, so that staff did not waste time on activities which proved to be irrelevant, etc.

Identifying staff development needs at the college had not been tackled in a systematic way. However, because of the rapid changes they were now being asked to make in their course provision, they recognised the necessity of identifying

priorities, and were trying to structure the way they went about identifying them.

One step they were taking was to commit themselves very heavily to marketing. This had meant going out to industry and finding out the type of provision they required. Each department was then looking at the response it was able to make, and where training needs were uncovered attempts at making provision were made.

Some staff development needs were obvious when staff are first appointed, for example, when staff did not possess a teaching certificate. When this was the case, some instruction was given in teaching methods by making use of Cert.Ed. courses at a university education department. Unfortunately, it was his view that such courses proved to be of little value, and they now preferred to provide their own training.

As far as he was aware no specific periods of time were allocated by heads of departments for assessing their staff training needs. More discussion and planning was now taking place through a recently set up staff development committee. He wished to see a staff development officer appointed in the college, who could give the necessary time to needs identification and the planning of their provision.

Whilst some individuals were keen to use staff development opportunities, others were less enthusiastic. He felt that one of the main reasons for staff reluctance was the necessity to travel considerable distances to attend suitable activities.

Management encouraged staff to participate by supporting applications to attend courses- as long as funds allowed. He felt that, to some degree, they led by example, by attending courses themselves on a wide variety of topics, not because they were involved in teaching these particular areas, but simply to keep in touch with what was happening and to be well-informed.

He was strongly in favour of staff appraisal and would like to see it established at the college. However, he felt that there would be considerable opposition and reluctance on the part of staff to accept it. He was not sure how he would wish to see it operate. Staff appraisal linked to job description/performance was not realistic because peoples' jobs were constantly changing in their college. However, providing it involved all staff, including himself, any moves to introduce it would meet with his support.

The college had no formal staff development policy but he did not see this as creating any real problems for them. He considered their informal policy to be fairly obvious to staff. They knew which areas were being given priority and why, and could judge for themselves what college management was aiming at.

6.5.2.M1/4- Principal Component Analysis.

His first component was labelled 'Inter-dependent:General' and had a weighting of 49.0%, suggesting that it was a very powerful component in his

construct system. Three constructs - Inter-dependent (C2), Greater Need (C6) and Developmental (C4)- were related to the activities of Up-dating Subject Knowledge (E3), Curriculum Development (E5) and Student Counselling (E8). The component suggests that these activities are seen in two ways. Firstly, in terms of priority he regards them as being of greater need, and this was indicated during interview. Secondly, he sees them in terms of their structure. All three activities are inter-dependent, in the sense that they cannot be used in isolation, but either in conjunction with other teachers or other job skills. Also, he sees that staff development for certain needs cannot be delivered in one-off packages, but will require topping up over time.

The contrast pole of the component contained the three constructs General (C2), Lesser Need (C6) and Complete (C4), associated with the three activities In-service Cert.Ed.Courses (E1), National Qualifications (E2) and Writing B/TEC Units (E9). Again, the constructs used provide a significant insight into the way the subject views these three activities. Such staff development is seen as general, either in terms of content or range of application. In terms of priority they represent a lesser need, a point of view he had expressed during interview when he tended to dismiss in-service Cert.Ed. courses as being of little value. Also, he gave some indication that staff were not encouraged to pursue further qualifications if they were not of direct benefit to the college, since their resources were very limited. He also indicated, whilst

completing his grid, that the writing of B/TEC units was not a problem for his staff. The third construct used - Complete (C4) - indicates that he views such staff development activities as one-off, self-contained packages of training.

This first component, therefore, suggests that the subject sees staff development provision in basic terms relating to priority, scope of application and content.

The second component had a weighting of 20.6% and was labelled 'Course Content:Student Contact'. The course content pole consisted of the three constructs Course Content (C9), In-house (C7) and Lesser Need (C6) which were related to the activity Administration Skills (E7). We find that whilst ascribing a lower priority to this activity (lesser need) he still relates it to course content, which suggests a narrow interpretation of administration skills, ie. facilitating the organising, planning and recording of course details, rather than being concerned with the organising of personnel. It is also seen as provision which can be catered for in-house.

The contrast pole of the component consisted of the three constructs Student Contact (C9), External (C7) and Greater Need (C6) which were related to the activities In-service Cert.Ed.Courses (E1) and Student Counselling (E8). Here the constructs suggest, firstly, that these activities are seen as being client-centred, facilitating the provision made to the student. Secondly, they require a degree of input from experts and so have to be externally provided. Thirdly, they are seen

as representing provision for a greater need. That student counselling should be so construed is understandable. Attention has already been drawn elsewhere to the fact that this is an area where colleges have had to become increasingly involved.

The third component of the PCA had a weighting of 16.3% and was labelled 'Non-teaching Activity:Teaching Activity'. The component contained three constructs -Non-teaching Activity (C8), Innovative (C3) and Student Contact (C9)- related to the activities Student Counselling (E8) and Administration Skills (E7). Here the constructs provide additional insights into the way these activities are viewed by the subject, having previously appeared in components. Staff development provision relating to student counselling or the development of administration skills is seen as being directed at the non-teaching aspects of a lecturer's role. They are innovative in the sense that they focus on new areas in staff development provision, and illustrate the broadening of the provision which is now being made for staff. Whilst respondents in other case studies have suggested that student counselling is something which has always gone on in FE, M1/4 appears to put it on a more formal footing.

The contrast pole of the component consisted of the three constructs Teaching Activity (C8), Traditional (C3) and Course Content (C9) related to the activity Curriculum Development (E5). The activity is seen as a teaching activity, ie. related to the principal role of the lecturer. It is also construed, naturally enough, as being concerned with course content, the

product being offered to the client. The third construct used, traditional, reflects the view that curriculum development is not a new requirement of staff, but has always been taking place in FE and for which some provision has been made, though many would question this.

6.5.3.M2/4- The Vice-Principal.

He was in the 35-44 years of age group and had been at this college for three years, and had previously worked in a polytechnic. He noted that his approach to staff development matters was shaped very much by his polytechnic background. He believed that his view of staff development was very broad, but did not accept that the clamour for training for every aspect of a teacher's job was really justified. In his view there was a constant overlapping of the practical and the intellectual activities in which teachers engaged - the design and organisation of courses, liaison with industry and schools, etc, and these tasks did not require training, and it was reasonable to expect staff to become involved in these areas. Many of the additional duties in which staff became involved were mostly to do with organisational aspects of teaching, and these could be learned by simple observation and a following of guidelines laid down (although he did not specify where).

Whilst he saw that the changing role of the lecturer was an important development in the colleges, no system was yet operating at his college whereby staff could be assisted to explore the implications of these changes or prepare themselves

for change. Most staff were simply expected to get on with the task of carrying out an expanded role. Some specific individuals, however, had discussed with college management how they should tackle new aspects of their role. One example of this was in the area of selling and marketing courses, which had resulted in the setting up of new communication networks in the college, and from these staff were made aware of required role changes and opportunities for further development of their role.

Processes for staff development at the college were, in his view, systematic though he was well aware that some staff might disagree. Needs were being identified, resources assessed and attempts made to reduce any mismatching of the two. Staff were informed of staff development activities available to them and encouraged to make use of them. Provision could never be regarded as satisfactory, since an increase in resources was bound to improve the provision. In the present climate he felt that what they were attempting to do was reasonably successful. As with any staff, individuals differed in their estimate of the importance of the provision. Some saw staff development as a vital part of the work of the college, whilst others ignored it and showed no desire to become involved.

Evaluation of staff development provision had never, as far as he knew, been attempted at the college in any formal way, but such evaluation was still there. There was a general awareness of what courses were useful, etc. It was clear that there was some variation in the quality of provision and in many cases

this was the responsibility of the providing institution. As an example he cited current Cert.Ed. courses which in his view were of little value, although he accepted that since he had managed to work successfully in further and higher education for some ten years without himself possessing a teaching certificate he was somewhat biassed. Teaching instruction was being given in-house to staff requiring it, and this seemed to be more relevant and met with a much better response from staff. He saw higher degrees as being of little value, except to the individual pursuing them, and were more to do with status and promotion than with benefitting the college.

With regard to the merits of in-house provision he was not as persuaded as many of its advocates. In his view the principal reason why activities for staff development were mounted in-house by colleges was financial rather than educational. Certainly in the case of his college the cost of sending staff off on courses was simply too high. Furthermore, the benefits derived from meeting other minds on external courses were being greatly under-valued. In a period of rapid change in FE any exchange of ideas from teachers facing similar problems in different college was bound to be helpful.

An area in which he felt a great deal of work needed to be done was that of needs identification. Predicting client demands had not always been successful, and this was why the college was now heavily involved in marketing exercises. All staff had a part to play in this, and they were working hard at setting up structures by which there could be more community involvement

in what the college was providing. It was only as client needs were identified that college staff development needs surfaced. This was where his own role was important, since he had been given responsibility for staff development provision at the college. At present needs were being identified by the various heads of departments who raised them at management meetings where priorities were decided.

Motivating staff to undertake staff development was sometimes an easy task, and at others very difficult. He felt that most staff at the college were self-motivated. They saw changes in client demand and simply wanted to up-date skills or acquire new knowledge to meet such changes. The college management encouraged staff to attend courses, mounted its own staff development programmes, particularly in information technology, and generally supported staff in their efforts to keep pace with change.

He saw staff appraisal exercises as very important and wanted to see them introduced at the college as soon as possible. He could not see senior staff having any reticence about using appraisal methods except that it would be very time consuming if done properly. There was a need for appraisal to be closely linked to, job performance so that it was as objective as possible. The whole operation should be part of the task of knowing ones staff in as full a manner as possible.

He would not object to an appraisal of his own job performance. One of the major difficulties he faced was the

inability to determine just how successful he was. One received comments, but this was all rather too vague. A formal college-wide appraisal policy would benefit the whole institution.

No formal policy for staff development was in existence, but he conceded that there were merits in having such a document, particularly that of enabling staff to see just what the college was aiming at.

However, changes were constantly having to be made in provision, which required changing their priorities. At present staff development operated on a kind of sliding scale. Some activities were more essential than others in terms of meeting immediate needs. Other needs, though important, simply had to wait.

6.5.4. M2/4-Principal Component Analysis.

His first component was labelled 'More Relevant:Less Relevant' and had a weighting of 63.04%, the highest generated by any component in any of the eighteen grids analysed, suggesting that it was an extremely powerful component in his construct system relating to staff development activities.

The composition of the component was very interesting, consisting of no less than six constructs all relating to one activity- Curriculum Development (E5). The constructs were More Relevant (C4), Output Activity (C2), Predictive (C8), equiring Greater Motivation (C7), Dynamic Course Provision (C5) and Discrete (C6).

Here curriculum development activities are seen as being more relevant to FE needs, and are undertaken in order to improve college output in terms of the courses it offers (dynamic course provision). Such activities are discrete, in the sense that they are self-contained packages. The other two constructs associated with the activity are not easily interpreted. Curriculum development provision is seen as being predictive, ie. undertaken because changes in demand are foreseen. The most interesting of all six constructs is C7- Requiring Greater Motivation. It suggests that the subject is aware that staff are not always willing to engage in the design of new courses, but do so with some degree of reluctance, particularly when the change is required by an outside body. The PCA suggests his view of staff participation in staff development is not as straightforward as the subject made out during interview.

The contrast pole of the component is similarly significant. It consisted of the six constructs Less Relevant (C4), Input Activity (C2), Process Skill (C8), Requiring Less Motivation (C7), Relating to Promotion Prospects (C5) and Inter-dependent (C6) associated with the activities of In-service Cert.Ed.Courses (E1) and National Qualifications (E2). During interview the subject declared he did not share the view that all staff should possess a teaching certificate, and neither did he believe that award-bearing courses, such as Master degree schemes, were generally of much use to a college. It is not surprising, therefore, to find that he uses the two constructs requiring less motivation and related to promotion

prospects in relation to these activities. Presumably he feels that a college would have less difficulty in motivating staff to undertake either form of development, since participants would be highly self-motivated in terms of possible career prospects. The component would also seem to provide an example of the way a person's experience and the constructs used by that person in explaining or evaluating that experience are related. In the case of M2/4, he had admitted to having survived in education without finding it necessary to possess a teaching certificate. Consequently he construes In-service Cert.Ed. Courses as being less relevant, though many would disagree, and also as being engaged in for personal advancement rather than to become more effective at one's job.

The second component had a weighting of 16.5% and was labelled 'Response to Demand: Indicator of Demand'. It was composed of the three constructs Response to Demand (C10), Enthusiasm (C1) and General Focus (C3), which were related to the activities Up-dating Subject Knowledge (E3) and Re-training (E4).

The constructs used here would seem to reflect the view that such staff development is provided to enable the institution to respond to changes in demand from its clients. Because such changes may be required over a wide range of provision, the associated staff development is described as having a general focus. What is significant is that M2/4 sees that involvement in such staff development activities as up-dating and re-training requires considerable enthusiasm, and implies a recognition of the fact that many staff, particularly older

members, do not relish the thought of having to re-train in order to retain their jobs in FE.

The contrast pole consisted of the three constructs Indicator of Demand (C10), Requiring Intellectual Ability (C1) and Specific Focus (C3), related to the activity Curriculum Development, which also appeared in the previous component.

This pole suggests that the subject sees curriculum development activities as indicating changes in demand for provision. (In component one he uses the construct Predictive (C8) in a similar way). The other construct used here -Requiring Intellectual Ability - is both interesting and controversial, since some would consider this to be just as much a requirement of up-dating or re-training. It is probably best interpreted as implying that M2/4 sees curriculum development activities as requiring an intellectual input from participants in terms of creativity or originality. Frequently staff development for curriculum development takes place via 'workshops' where the providers act more as 'facilitators' than experts, with the main contribution coming from the participants themselves.

The third component generated by the PCA had a weighting of only 6.5%, and since components with weightings less than 10.0% are normally considered not to be significant, this component has been disregarded.

We find then that the PCA of M2/4 differs considerably from all those previously considered in the analysis of the case studies. Whilst using constructs which are similar to those

supplied by other respondents, his PCA also identifies constructs which are significantly different. Much of his construing is in terms which are far from basic, and suggest either that he has given more thought to the implications of staff development, or that he was prepared to voice opinions which others shared but did not disclose. Because of the manner in which the repertory grids were constructed the latter explanation is unlikely. His constructs may be characterised as involving very subjective value judgements - Requiring Greater Motivation:Requiring Less Motivation (C7), Relating to Promotion Prospects (C5), Enthusiasm (C1), Requiring Intellectual Ability (C1), and indicate that the respondent is aware of the fact that staff engaging in staff development activities do so for a variety of reasons and with a variety of attitudes. He has been able to consider staff development from the point of view of the individual as well as from the institutional standpoint.

6.5.5.M3/4- The Head of Department.

He was in the 35-44 years of age group and had been at the college for eleven years. He had worked for four years in another FE college, and prior to this had been in industry. He felt that this industrial background influenced his views on staff development, since it made him more aware of the need for keeping up to date and of marketing.

Because of the recruitment pattern in FE being so diverse he felt it was impossible to avoid the situation where some staff

received more preparation and training for their role than did others. When people came into FE from industry, it was often two or three years before they were able to receive any initial teacher training as an in-service provision. However, he believed that most other additional duties required of teachers were fairly basic - usually administrative tasks for which people required only an elementary level of training. Some staff would be involved in such things as counselling and profiling of students, and here some training might be beneficial, but he did not think that formal training was always necessary before a teacher could tackle a task.

He believed that at his college staff were helped to understand the implications of changes in their roles, but only in an indirect way. For example, the college held monthly panel meetings at which industrial clients were represented. Frequently at these meetings comments would be made about courses, including what was taught and how it was taught. In this way feedback was provided to lecturers, and as a result a good deal of measuring of performance.

Staff development at the college could not be regarded as systematic. Needs were not yet properly assessed, although they were hoping for improvement in this area. Generally, provision was shaped by the demand from certain individuals, or by the type of course which had to be offered at any particular time, or by LEA directives. Their present provision was rather patchy and tended to rest with the heads of departments. More time was needed for staff needs to be identified more accurately, but he

suspected that if all staff needs were revealed there would be insufficient resources available to meet them. Consequently, it would not be true to say that college staff, as a whole, saw staff development as important in the work of the college, or that they found what was currently taking place of any interest to them.

The evaluation of provision was a big problem because there were no agreed criteria. Staff did talk about the value of certain courses and policy was sometimes shaped by their remarks. Courses which staff felt were not useful might not be supported. At the same time, staff might attend courses with aims in mind which differed significantly from those of the course providers or even the college. What had become clear was that too many courses were run simply to get on the bandwagon. He felt that they should be doing more of their own in-house provision, so that a wider range of staff might benefit. In this connection, he felt that they suffered from not having a formal staff development policy, identifying areas of priority and how they were to be tackled.

At present staff needs were identified simply by management indicating their own priorities for their departments. Various needs simply surfaced as the college became involved in new work, and these would receive attention first. However, his own view was that they were giving too much attention to the process and not enough attention to the product, and he would like to see this reversed, or at least kept in proportion. However, he did not feel that any head of department had the

time to sit down with each member of his staff and discuss their development needs. Furthermore, he saw this as a very dangerous exercise for any one person to become involved in. Probably the head of department, together with a staff development officer would make a better job than was currently being done, but such an appointment was unlikely.

The interest of staff in any staff development programme varied considerably at the college. Some were eager to seize opportunities and showed much enthusiasm, but he felt that it was true of the majority of staff that they had to be coaxed to become involved. Some refused to participate at all. He felt that such indifference was a very important issue, frequently dodged by management, but which had to be tackled, since it was clearly affecting what they were trying to do at the college.

On the question of staff appraisal, he regarded this as an important development which ought to be linked to the job descriptions of staff. The question of who does the appraising needed to be looked at, but difficulty here was no excuse for abandoning the exercise. It was clear that whoever undertook the appraising would need some formal training for the task. He felt that if staff could be educated to see appraisal as involving constructive criticism, much of the fear of appraisal would be removed. In his own case he would certainly value being appraised. He had been promoted to head of department without any prior training, and since his appointment had received very little feedback on how well he was doing. He

would value some objective assessment of his performance to date.

6.5.6.M3/4- Principal Component Analysis.

The first component of the subject's PCA had a weighting of 45.9% and was labelled 'Specific Activity:Cyclical Activity'.The component consisted of the four constructs - Specific Activity (C10), Personal Enhancement (C11), Independent (C5) and Individual Focus (C2) - related to the activities National Qualifications (E2) and Re-training (E4). Here the two activities are seen principally from the standpoint of the participant - they may well lead to promotion, particularly if the national qualification is a higher degree or diploma, and they have an individual focus, since re-training is usually provided for individual staff in order to maintain their usefulness.

The contrast pole of the component consisted of the four constructs Cyclical Activity (C10), Personal Performance (C11), Inter-related (C5) and Response to Industry (C2) which were associated with the activities of Curriculum Development (E5) and Up-dating of Subject Knowledge (E3). Here the two activities are viewed as cyclical, reflecting the subject's awareness that change is likely to remain a feature of FE and staff development in these two areas must be a continuous college response to these changes. At the same time they are seen as affecting personal performance . Staff development for curriculum development and in up-dating knowledge is further seen as inter-related, that is, associated with other areas of

the teaching role or the work of other staff, or both.

The second component had a weighting of 23.7% and was labelled 'Student Focus:Course Focus'. It consisted of the three constructs Student Focus (C3), Process Focus (C1) and Knowledge Application (C8) associated with the activities of Student Counselling (E8) and In-service Cert.Ed. Courses (E1). Such activities are seen as facilitating the delivery of the product, with student counselling providing feedback information which may be used, for example to alter the 'pace' of instruction, and in-service initial teacher training improving the communication of his subject by the teacher.

The contrast pole of the component consisted of the three constructs Course Focus (C3), Product Focus (C11) and Knowledge Acquisition (C8) associated with the activities of Writing B/TEC Units (E9) and Up-dating of Subject Knowledge (E3). Here the activities are seen in a quite straightforward manner as being undertaken in order to improve the product being offered, and both imparting knowledge/information to the participant.

The third component had a weighting of 14.3% and was labelled 'Planning Skill:Enabling Skill'. Here the single construct Planning Skill (C6) was associated with the activities Writing B/TEC Units (E9) and Curriculum Development (E5). The construct does not really add anything further to the picture of the activities presented in previous components. Writing B/TEC Units is seen as requiring the development of planning skills, and such skills are also required for curriculum development, a

rather obvious observation. The contrast pole is similarly obvious when the construct Enabling Skill(C6) is associated with the activity of Up-dating Subject Knowledge (3), and simply underlines what has been disclosed in the two other components where this activity also occurs.

For the most part the PCA of this subject reveals a rather bland, dichotomous construing of staff development activities, with some awareness of the individual and institutional concerns of staff development provision.

6.5.7. Observations.

1. There was no formal policy for staff development at this college, and very little evidence of such a policy being considered as important or desirable. The principal had suggested that their informal policy was quite adequate and obvious to staff. However, other remarks made by respondents suggest that an policy claimed to exist was not evident to staff, had little impact and would certainly not lead staff to view staff development as central in the college's thinking.

2. The absence of any recognised policy clearly had consequences for the college, not least the acknowledged difficulty in persuading many staff to engage in staff development.

3. Role changes of staff at the college appeared to be quite significant, but no attempt was made to explore the implications of such changes with individuals in terms of

possible staff development provision. Any provision made as a result of such changes appeared to be made if and when requested by an individual. Any difficulties which might be experienced by staff through role change appeared to be minimised. This in itself might be a contributing factor to the lack of enthusiasm for involvement in staff development.

4. The provision that was made was not planned in a systematic manner, and although the principal felt that their provision was systematic, this view was not shared by either of the other two respondents, who saw it as very much ad hoc gap plugging.

5. The assessment of needs was left very much to the heads of department, but the overall impression given was that staff development needs simply 'surfaced' from time to time, although some needs were identified at various meetings.

6. Priorities were identified by a staff development committee, and such prioritising found expression in some of the constructs used by the subjects, eg. Greater Needs: Lesser Needs (M1/4), More Relevant :Less Relevant (M2/4). Generally, prioritising tended to be governed by the most pressing course demand, or the latest LEA directive, and this also found expression in the constructs offered - Course Content(M1/4); Dynamic Course Provision, Response to Demand (M2/4); Response to Industry, Course Focus, Product Focus (M3/4).

7. All three respondents appeared to be strongly in favour of some form of staff appraisal, but seen against the total picture provided by the interviews, this would seem to go no

deeper than being regarded as a 'good idea'.

8. Whilst there was evidence of some sensitivity to the individual dimensions of staff development, referred to in the PCA analyses, such provision as was being made was the result of a top-down management approach to provision. There was no clear evidence of the existence of any structures whereby staff could become effectively involved in planning their own staff development provision.

9. There was some recognition of the fact that some staff might wish to undertake staff development for personal or career reasons rather than to increase their usefulness to the college. The impression given was that this attitude was tolerated, but not supported.

10. There was very little recognition of the need for any formal evaluation of staff development provision, although action had been taken following verbal reports from course attenders, and a decision had been taken to increase their in-house provision.

6.6. Case Study Number Five.

This was a small college situated in one of the Eastern Valleys of South Wales, and for many years had been associated with providing training for the engineering and mining industries. The mining department had long since closed, and the current recession in the manufacturing industries had meant a consequent loss of work for the college. New work was being undertaken by the college in response to requests from new light industries coming into the area, but this had meant considerable re-training for many staff, the majority of whom were older teachers, in the use of computer technology. The college had also made a considerable commitment to YTS provision, launching in a very imaginative way one of the pilot schemes. The college was currently involved in tertiary reorganisation involving three local school sixth forms. Whilst being faced with the prospect of having a larger full-time student intake, some work would be undertaken at other sites, and the prospect of these changes made staff less than enthusiastic about the reorganisation.

6.6.1.M1/5- The Principal.

He was in the 45-54 years of age group and had been in post for two years. He had spent some 25 years in FE, and had worked in five different institutions. Prior to entering FE he had spent some years in industry.

His view of staff development was not as broad as that of other principals interviewed. He saw it simply as the means by which staff were equipped to fulfil the teaching requirements of

their current courses. He agreed that the role of the lecturer in FE was changing, but felt that these changes simply had to be accepted as a fact of life. Many of their additional duties were the result of demands made by such bodies as the MSC - profiling, assessment, monitoring, etc, and were well within the professional competence of his staff. His own role had changed many times over the years - head of department, vice-principal and now principal- and he had never had any formal training for any of the duties associated with these posts. He had learned simply by experience and common sense. He agreed that this might not be a satisfactory approach for everyone, but maintained that it was an unavoidable one as things stood in FE.

Staff development provision at his college was certainly not systematic. It tended to be dictated by the most pressing need. Curriculum development was the most important area at the moment and this was where their staff development was focussed. Until recently staff simply went on courses at their own request. Now they were trying to provide more in-house provision, but they had no policy for this or priority areas. They seemed to have little time for examining such things. No sooner were they getting to grips with the implications of one change than they were faced with some new demand, and their emphasis had to be shifted once more. However, the vice-principal was now being given responsibility for staff development provision and he hoped that this would improve things.

At present there was no system in operation for the evaluating of provision. With new plans for TRIST funding being announced, he was sure that this was a task which would require close attention. It was clear from staff reactions, that some aspects of provision were better than others. In-service Cert.Ed. courses were seen by most staff as a complete waste of time, mainly because they failed to take account of the fact that many staff attending them had been teaching for many years and had already developed many of the skills now being offered on the courses.

Staff development needs were identified first by the individuals concerned, and then by the heads of department, although they were not seen to be formally responsible for this task. The principal felt that this was probably the best way to go about the task in their college. Various team meetings were held at the college, and needs were often identified here and then communicated to the head of department. When a course became available then individuals would be given the opportunity to attend.

He did not think that in a small college such as his there was much need for a head of department to have a formal interview with each individual member of staff to discuss staff development. When asked if this narrow view of staff development might result in individuals having needs which they could never disclose, and which might conflict with needs ascribed to them by others, he replied that he felt that too much was made of this 'conflict' issue. It was more in theory

than in practice. When a priority had to be given it would be to college needs, but only just. He felt that the close relationships built up in the college would give staff confidence to make their needs and aspirations known.

Most of their staff development had been in response to requests from individuals faced with new requirements from outside bodies. The need to up-date or re-train was self-evident to staff, and generally they were self-motivated in pursuing these goals. He had to admit that this was not true of all staff, with some being rather cynical about the whole staff development scene, becoming involved only when it was absolutely necessary. They were no larger a group than one would expect to find in any college.

The issue of staff appraisal had not been discussed at the college, but he was aware of moves in the education sector to introduce more accountability. With the government anxious to see schools and colleges 'managed' he felt that some sort of assessment would become inevitable. He did not see this as a threat providing it was handled sensitively and with the right objectives. Appraisal should be about improving a teachers's performance in a supportive way and not simply as an instrument for identifying bad teachers. It would have to be tied to job descriptions to make it objective, but saw no serious objections to this in principle. However, unless it was a directive from the LEA, he could not see appraisal operating at his college for a very long time.

The principal believed that a staff development policy was important for every college and ought to be part of the college development plan. His own college had had such a policy, but this had now been suspended and was in the process of being revised and up-dated to take account of their changing situation. He admitted that the procedure for carrying out this up-dating had yet to be finalised. He offered to provide the writer with a copy of their old staff development policy, but failed to locate one amongst his documents.

6.6.2.M1/5- Principal Component Analysis.

His first component had a weighting of 50.3% which suggests that it was very significant in his construct system. It was labelled 'Personal Focus:Administration Focus' and consisted of the four constructs Personal Focus (C3), Traditional Activity (C7), Process Skill (C1) and Teaching Activity (C8) which were related to the two activities of Student Counselling (E8) and In-service Cert.Ed.Courses (E1).

Here the construct traditional activity is, not surprisingly, used to describe in-service Cert.Ed. provision, and indicates that the subject is aware of the emphasis that has been placed on this in FE. It is surprising, however, to find the same construct associated with student counselling, since most FE staff would consider this to be a new area of provision. At the same time we have seen from the remarks of previous respondents that student counselling is regarded as area in which staff have always been involved, but without any formal training.

The other constructs are more easily understood. The two activities have a personal focus, that is, they would be engaged in by specific staff rather than being a general requirement. Both are seen as teaching activities in a broad sense, ie. as having a bearing on the teaching process, the primary function of the teacher. This is made clear by the use of the remaining construct - process skill. Both in-service Cert.Ed. provision and training in student counselling facilitate the process of instruction, and suggest that M1/5 is aware of the importance of the delivery process in successful course provision for clients.

The contrast pole of the component consisted of the four constructs Administration Focus(C3), Innovative Activity (C7), Product Skill (C1) and Non-teaching Activity (C8) associated with the activities of Writing B/TEC Units (E9) and Administration Skills (E7). The first of these activities is seen as staff development provision aimed at developing the product being offered, giving assistance to staff engaged in the task of producing these units. Such work is seen as part of the non-teaching aspect of the lecturer's role, and indicates that the subject is aware of this dimension and sees it as , more specifically, administrative. The fact that he construes the activity as innovative reflects the fact that the design of B/TEC proposals is a fairly recent development in colleges, for which staff development provision has been made.

The constructs may similarly be interpreted in relation to the second activity mentioned- administration skills, with the

exception of Product Skill (C1), since it would be more usual to expect it to be viewed as being concerned with the process of delivery.

The component reveals that the subject distinguishes between the product and the delivery process, and between those staff development activities which are traditional and those considered as innovative.

The second component was labelled 'Course Development:Self-development' and had a weighting of 17.0%. It consisted of the four constructs Course Development Focus (C6), Meeting Short-term Needs (C4), Administration Focus (C3) and Non-teaching Activity (C8) in association with the activities of Up-dating of Subject Knowledge (E3 and Writing B/TEC Units (E9).

Two of these constructs appeared in component one - Administration Focus and Non-teaching Activity - and were also related to the same activity of Writing B/TEC Units. Here the activity is described further, in simple terms, as being concerned with course development and with short-term needs.

The up-dating of subject knowledge is construed in similarly basic terms. The aim of such up-dating is to enable relevant courses to be developed, and is seen as part of the non-teaching aspect of the lecturer's role in assisting the college to meet short-term needs. The subject also sees such activity as having an administration focus in a very general sense.

The contrast pole consisted of the four constructs Self-

development (C6), Meeting Long-term Needs (C4), Personal Focus (C3) and Teaching Activity (C8) in association with the activities National Qualifications (E2) and Re-training (E4). We find that M1/5 sees these activities primarily as having not only an individual focus, but as also being initiated by the individual (self-development). Both activities are undertaken with the teaching role of the individual in mind and are capable of meeting long-term needs. Such construing is consistent with the remarks the subject subsequently made during interview.

The third component, labelled 'Inter-personal Skill:Imposition' had a weighting of only 9.6% and, as indicated elsewhere would normally be disregarded. However, the composition of the component, as revealed by the PCA, is interesting, although forming only a minor part of the respondent's construct system. Two constructs - Inter-personal Skill(C9) and Theoretical Activity (C5)- were related to the activities National Qualifications (E2) and In-service Cert.Ed. Courses (E1). These have already appeared in previous components construed in a way similar to the one here provided. In component two National Qualifications are seen as a teaching activity; here they are construed as 'theoretical'. Similarly, in component one In-service Cert.Ed. Courses are seen as a teaching activity and in this component as 'theoretical'. Both activities are also seen as being concerned with the development of inter-personal skills. Whilst this may be true of in-service initial teacher training, it is unusual, to say the least, to find this to be

an expected outcome of the pursuit of national qualifications.

The contrast pole consisted of the two constructs Imposition (C9) and Practical Activity (C5) associated with the activity of Re-training (E4). The way this activity is viewed by the subject is quite significant, and differs from the way it is viewed in component two, where it is seen as being undertaken as an expression of self-development. Here M1/4 seems to be acknowledging, what came across also during interview, that some staff do not respond well to being required to re-train, particularly older staff who have taught in a particular area of work for many years.

6.6.3.M2/5- The Vice-Principal.

He was in the 35-44 years of age group, and had been in post for three years. Prior to this he had spent some ten years in industry where he had had some experience of management. However, he had not received any formal training for his current post.

One of his main responsibilities at the college was staff development. With the pending tertiary reorganisation he realised that far more attention would have to be paid to this area of college work, not least because of the influx of staff from the secondary sector. For many of these job descriptions would change, and this would necessitate them becoming involved in aspects of work which were quite new to them. Wherever possible, training would be given prior to their involvement in such changes, but it had already become clear that this would

not be possible in many cases.

Lecturers were often put in charge of course teams, a task requiring leadership skills and administration skills, but no formal training was provided for them, with staff having to learn on the job. He did not think that this was altogether a bad thing, and could be considered as one form of staff development. However, other staff had to become involved in entirely new areas of work, and here re-training would have to be provided. Having a complete training programme to cover every new development in a teacher's role might be desirable, but totally impossible, given the limited resources available for staff development.

Their staff development provision had been very patchy. Some areas of need were well covered, but others less so, or not at all. In the area of new technology they had provided training opportunities right across the college. Also, high priority had been given by management to curriculum and course development training, since the provision of new 'packages' would be one of the most important outcomes of the college reorganisation. In-service Cert.Ed. courses and other award-bearing courses were generally given a very low priority by him personally, though not necessarily by all staff.

One problem when trying to provide systematic provision was the failure to secure LEA approval of staff applications to attend courses. This had led to staff becoming cynical about matters relating to staff development, and, whilst many staff saw the

significance of staff development, others would still not accept that it should be a mainstream college concern. He saw the dealing with this attitude as a priority for himself, and was seeking to raise the status of staff development in the college. He wished to see it accepted as a continuous programme of activity, available throughout the career of the lecturer, and not seen as a series of spasmodic events.

In deciding the priorities for provision he had to rely heavily on assistance from the heads of departments, since they knew which staff required re-training or up-dating, etc. Regular course and team meetings were now held which provided indicators of gaps in provision, and what staff felt to be urgent needs usually associated with demands from outside bodies such as MSC or B/TEC.

Needs identification was concerned mainly with course provision, and reflected staff awareness that priority would be given to the needs of the college before those of the individual. Sometimes the needs of both coincided, but when they conflicted the college needs came first. For some time now applications for staff to pursue M.Ed. courses had been refused, and he saw no prospect of this situation changing. He also conceded that their method of assessing needs was not the most satisfactory. In his view it should be the work of one person, but the college management had rejected this idea as being unnecessary for a small college.

As far as he knew, there had never been any attempt made to

formally assess the impact of their staff development provision. He believed that there was considerable variation in the value of courses available for a number of reasons. One example given was the decision of the college to provide its own in-service initial teacher training, offering the City & Guilds 730 Certificate in preference to the Cert.Ed. offered by the local university education department. This decision was taken after considerable adverse comment was made by participants in the latter. The main criticism had been that of inflexibility and lack of relevance. As a general principle he favoured in-house provision every time, but there was a limit to what a small college could provide in terms of resources and expertise.

He was aware of conversations now taking place concerning appraisal of teaching staff. He felt that it was inevitable that the practice should be adopted by both schools and colleges. The proposed changes in college management, now under discussion nationally, would mean that colleges would have to become more accountable for their use of resources, including manpower. This would mean reviewing the way staff were used, and appraisal would have to form part of such a review. He did not feel that appraisal would be allowed to operate in any sinister way, but staff would be naturally apprehensive about the introduction of any appraisal system. On the other hand, he felt that many staff would welcome an opportunity to discuss with senior staff the way their careers were developing or jobs changing, with a view to identifying the most suitable avenues

for furthering their careers, and expanding their usefulness to the college.

He confirmed that his college did have a formal staff development policy (but could not produce a copy for the writer). It was now being reviewed to include the aims and objectives of the new tertiary college, and, by implication the need to train staff for new roles and new areas of work. He felt that the constraints placed upon them by the LEA to update the provision made by the colleges resulted in much of the policy being decided for them. It was a case of having to respond to political decisions made elsewhere. This would be even more the case when the details of the new INSET provision were released, and grant aid tied to priorities identified by the DES.

6.6.4.M2/5- Principal Component Analysis.

This subject was one of the respondents who experienced considerable difficulty in providing constructs, and this is immediately evident when one examines his PCA.

The first component had a weighting of 41.7% and was labelled 'Curriculum Development Activity:Secondary Activity'. It consisted of the four constructs Curriculum Development Activity (C8), Institutional Needs (C7), Response to Specific Need (C2) and In-House Need (C11) related to the activity Curriculum Development (E5).

The repetitious nature of the construing of the activity illustrates the difficulty experienced by the subject when

considering the activities presented to him. His thinking about staff development appears to be dominated by the consideration of the usefulness of an activity as a tool for meeting college-generated needs. This is rather worrying, given his admission that he had undertaken responsibility for staff development provision in his college.

The contrast pole of the component consisted of the constructs Secondary Activity (C8), Foundational Need (C7), Response to General Need (C2) and Status (C11) which were related to the activities of National Qualifications (E2) and Administration Skills (E7). There appears to be some uncertainty in the subject's understanding of the activity National Qualifications since it is seen as being both 'secondary' and 'foundational', which would appear to be a prima facie contradiction. During interview the subject had suggested that higher qualifications were of little importance to the college, and the use of the construct 'secondary' would be in keeping with this. In what sense national qualifications could be also construed as 'foundational' is difficult to imagine. The third construct used, Response to General Need, reflects further his belief that such qualifications are of use to the college only in a very general way, whilst the final construct- Status - underlines his basic attitude to such staff development which he sees as having more to do with personal enhancement than job performance.

The other activity, Administration Skills, is similarly difficult to interpret, such skills being seen as secondary and

at the same time foundational. The latter construct is best interpreted in the sense of providing support for courses, etc, and this interpretation would seem to be confirmed by his use of the construct Response to General Need. A further difficulty is found in trying to understand the subject's construing of the activity as having to do with 'status'. A possible explanation is that M2/5 is thinking here of a formal qualification such as a Masters degree or a diploma in Administration.

The second component had a weighting of 26.6% and was labelled 'Quality of Service:Enabling Focus', and consisted of the four constructs Quality of Service (C4), Student Focus (C3), Student Centred (C5) and Locally Generated (C10) in association with the activities of In-service Cert.Ed. Courses (E1), Student Counselling (E8) and Re-training (E4). Here the significance of the constructs is more readily apparent. All three activities relate to the improvement of provision made to students, and suggests that M2/5 is aware that staff development provision must frequently be undertaken in order to ensure that what is offered to the client by way of courses, training, etc, is relevant and attractive.

The contrast pole consisted of the four constructs Enabling Focus (C4), Course Focus (C3), Staff Centred(C5) and Nationally Generated (C10) related to the activities of Writing B/TEC Units (E9) and Computer Literacy (E6). Here the subject reveals that he views such staff development simply in terms of the delivery process - the design of courses, both locally and for

national validating bodies, using up-to-date approaches such as the inclusion of computers, by college staff.

The third component of the PCA had a weighting of 11.9% and was labelled 'Response to General Need:Response to Specific Need'. It consisted of the three constructs Response to General Needs (C2), Inter-dependent Activity (C9) and Locally Generated (C10), related to the activities of Re-training (E4) and Administration Skills (E7). The activity re-training has already appeared in component two. Here it is construed as being a response to general needs, and reflects the fact that such re-training was a wide requirement at the college, as it is in many FE institutions . At the same time it is seen as being an inter-dependent activity, since its usefulness will depend on other staff being similarly re-trained, or its ability to be used in conjunction with other skills. The other activity, Administration Skills, appeared in component one, and is here also seen as staff development which is effective as it is used in conjunction with other skills possessed by the individual or other staff.

The contrast pole consisted of the three constructs Response to Specific Needs (C2), Distinct Activity (C9), and Nationally Generated (C10) associated with the two activities Writing B/TEC Units (E9) and Student Counselling (E8). Both of these activities also appear in component two. Staff development relating to writing of B/TEC Units is a response to a specific college need to have course approval from the validating national body (B/TEC) and in this sense such staff development

is said to be nationally generated. Such staff development is, therefore, a distinct activity. Staff development for student counselling is also seen as being a response to a specific need and a distinct activity, but also as being nationally generated. This suggests that M2/5 is aware of the importance now being given to student counselling, particularly in areas of work concerned with YTS, with other outside bodies also requiring that such counselling be part of their course provision.

This subject, then, would appear to have a very confused view of the nature of much staff development provision, or, at least, to be uncertain of its purpose. Where his construing does appear as clear, it is in very basic terms, focussing primarily on 'needs', but indicating some awareness of a distinction between provision which is directed at the teacher and that which is directly for the benefit of the student.

6.6.5.M3/5- The Head of Department.

He was in the over 55 years of age group and had been in post for only one year, having worked in his college for some fifteen years, and had been a lecturer in FE for some 31 years, and prior to this he had spent seven years in industry.

He was the head of a department that had been seriously affected by the recent industrial recession and was anxious to see as much re-training of his staff as possible in new technologies. Consequently, he was rather critical of the way resources for staff development were allocated at his college. He considered that much of their provision was going to far

less important areas.

He accepted that staff were asked to undertake a wide variety of tasks in addition to their teaching, but felt that most of this was paperwork. Staff did not require any formal training for this. A better solution, in his view, would be to get someone else to do this work so that staff would have more time for their main task. However, since their 'masters' required them to do this work, it had to be done, but he had no doubt that the more important aspects of their jobs suffered as a result. He agreed that some tasks, such as student counselling might require formal training, but other duties were merely extensions of what staff had been doing for years.

Staff development at his college had never been systematic in the sense of steadily working through a previously agreed list of needs. Some traditional provision had been made, such as in-service Cert.Ed. courses, and also some re-training, but nothing co-ordinated. Often there were periods when development went on more in one department than another. Recently there had been attempts at providing for curriculum development, student assessment, profiling, and computer literacy, but in a very haphazard fashion. There was no overall policy, and no sign of one in the foreseeable future.

He was not aware of any formal attempt at evaluating their provision at the college. He felt that this exercise would be a waste of time anyway, since in this particular college they would never reach agreement on criteria to be used. Heads of

departments had a gut feeling about whether a course had been useful or not and, together with comments from staff, they were able to form an opinion. Generally, their in-house provision was thought to be of more benefit, but there was a limit to what they could provide. His own view was that external provision often gave better value, not only being provided by the best 'experts' but participants also benefited from the exchange of ideas with colleagues from widely differing institutions.

Staff development needs were generally identified by individual members of staff, but with the introduction of new courses and the setting up of course teams and working parties for the new tertiary college training needs were coming to the surface very quickly. Their main approach was to get as many staff onto courses as quickly as possible. He had spent a great deal of time talking to his staff, informally and in one to one situations, about the way their jobs were developing and any problems they were experiencing. He would be prepared to do this on a more formal basis but simply did not have the time. He also admitted that some staff never took opportunities to discuss their work, objected to change, and wanted to be left alone and were very reluctant to undertake staff development. He felt that a staff development officer, with time to devote to conducting proper staff interviews might be more successful with such people, but the college had decided against making such an appointment.

At his college there was considerable variation in the degree

of enthusiasm shown for staff development. The change to a tertiary organisation was seen by some as an opportunity for career development, but by others an unwelcome change, if not a threat. The benefits would certainly be uneven, with some departments expanding, whilst others, including his own, finding it difficult to maintain their ground. As far as his own staff were concerned the motivation came from fear of redundancy. There were those who became involved purely from a professional concern to do a good job. He had no doubt that the main impetus to staff development participation were the requirements being made upon them to do so by outside bodies such as the MSC.

He saw staff appraisal as a very contentious issue. It had never been attempted at the college, nor discussed in a serious way. He felt that any moves to introduce it would be strongly resisted, particularly by NATFHE. At the same time he believed that identifying staff development needs was a management task and some form of staff appraisal would help them to forecast training needs more accurately. He felt that the new system of funding INSET would require colleges to monitor their provision more carefully, and this would require a more accurate assessment of their training needs. He felt that more attention should be paid to what they were requiring from staff, with a start being made at providing clear job descriptions, but most of the management team felt this was unrealistic in their present state of development and when lecturers' jobs were changing frequently in order to meet contingencies.

He confirmed that the college did have a formal staff development policy, but was uncertain of its current status, or whether all staff would be aware of its existence. He felt that such a policy was important, although translating it into practice was never an easy task. Such a policy would provide guidelines for action, and possibly highlight the fact that many staff were being asked to do too much, with too few resources being allocated to them. He felt that even if a new policy emerged, it would be some time before staff would accept it without scepticism. He had to admit that, in his view, their previous policy had never significantly influenced staff to seek training; it was more a matter of the individual perceiving his own needs and asking that something be done about them.

6.6.6.M3/5- Principal Component Analysis.

The first component had a weighting of 27.8% and was labelled 'College Programme Focus:Student Focus'. It consisted of five constructs - College Programme Focus (C6), Narrow-based Response (C10), Specifically Related to Qualifications (C5), Non-teaching Activity (C8) and Inter-related (C11)- associated with the activities of National Qualifications (E2) and Re-training (E4). The two activities are seen, first of all, as having a college focus. Whilst this is, as we have seen, a common way for respondents to view re-training, it is unusual to find national qualifications construed in this way. In this respect M3/5 differs from all previous respondents, including his principal (see M1/5,

component one) who sees it as stemming from personal interest.

Both activities are also seen as being narrow-based responses, presumably in terms of their range of application. Their value is judged to be dependent upon their application in conjunction with other skills or staff, and both are regarded, naturally enough, as non-teaching activities, although they would be considered by many to facilitate teaching.

The contrast pole consisted of the five constructs Student Focus (C6), Broad-based Response (C10), Not Necessarily Related to Qualifications (C5), Teaching Activity (C8) and Independent (C11) related to the activities of Student Counselling (E8) and Curriculum Development (E5). These staff development activities focus on the student-teacher relationship in terms of giving support and guidance through counselling, and relevant course provision through curriculum development. As such, both activities are seen as having a wide range of application. Such staff development is independent, in the sense that its effectiveness does not necessarily depend on the possession of other skills, or on other staff. Finally, they are both seen to relate more to the teaching role of the teacher, than non-teaching aspects of the job.

The second component had a weighting of 25.6% and was labelled 'Qualifications Related:Not Necessarily Qualifications Related'. It consisted of the four constructs Specifically related to Qualifications (C5), Age Related (C4), Inter-related (C11) and Student Focus (C6) in association with the activity

In-service Cert.Ed.Courses. When considering this activity the respondent sees it, first of all, as a professional qualification. Such staff development is inter-related in the sense that it applied to the subject knowledge or experience of the teacher in the provision of instruction/training for the student. The other construct used, - age related- is very interesting, and suggests that he sees such staff development as being more appropriate for staff in the early years of their teaching rather than for older staff who may have been in the profession for many years without a teaching qualification. It suggests that he would not support that policy which seeks to have all untrained staff in a college enrolling for such courses, irrespective of their age.

The contrast pole consisted of the four constructs Not Necessarily Qualifications Related (C5), Not Age Related (C4), Independent (C11) and College Programme Focus (C6) associated with the activity of Administration Skills (E7). Here the constructs provide simple observations which present the activity as being useful to staff of any age, providing support for the teaching programme of the college, and capable of being used independently of other skills or staff, and not necessarily leading to an award.

The subject's third component had a weighting of 23.7% and was labelled 'Personally Orientated:Job Orientated'. It consisted of three constructs - Personally Orientated (C1), Individual's Requirements (C2) and Narrow Response (C10)- related to the two activities of National Qualifications (E2) and Writing

B/TEC Units (E9). The activity National Qualification (E2) appeared in component one, with the same construct Narrow Based Response (C10) related to it. Here the activity is seen as being personally orientated, ie. undertaken to satisfy the aspirations of the participant, but also as an individual's requirement, suggesting that a particular qualification may meet an individual's job needs and not always be a reflection of a desire simply for promotion, status, etc.

This view is made clearer when considering the contrast pole of the component where the three constructs Job Orientated (C1), General Staff Requirement (C2) and Broad Based Response (C10) are associated with the activities of Administration Skills (E7), In-Service Cert.Ed. Courses(E1) and Re-training (E4). All three activities are seen as staff development responses demanded by various aspects of the job, rather than reflecting any personal aspirations of the participant. They are seen as being a requirement of all staff, ie. all staff ought to possess these skills, or undertake them when necessary. The fact that initial teacher training is so construed does not necessarily contradict the subject's view of it as being age-related, but merely shows his awareness of such training being generally required.

6.6.7.Observations.

1. In the context of the organisational changes taking place at this college the provision of a formal policy for its staff development would appear to be crucial. Their previous policy

did not appear to have influenced very much their approach to provision. Staff development needs were met on an ad hoc basis, and such provision was unco-ordinated.

2. Needs identification was being left very much to the individual, but his preferences would appear to be restricted by the identification of priority areas by management, and the impression was given that staff would, by now, realise that attempts would be made to meet only those needs falling within these areas. The constructs used by all three respondents would indicate that they were aware of the possibility of a range of needs existing, but they were seen in terms of being long-term or short term, specific or general, etc.

3. No clear model of staff development provision emerges. Whilst the process was said to start with the individual, in reality a top-down approach had been adopted in order to meet course development requirements. Although reference was made to course teams, etc, little information was provided concerning the way their discussions contributed to the planning of college provision.

4. No evaluation of their staff development provision had been attempted in any serious fashion. As with other colleges, there was a distinction made between the value of external and in-house provision, particularly with regard to initial teacher training provision.

5. Of particular concern is the superficial understanding of staff development by the management as suggested by some of the

constructs provided by the respondents, which have already been commented upon. The overall impression given was that staff development was seen as being necessary, but little attention had been given to its form, content, or college-wide planning.

6.7. Case Study Number Six.

This was a large, five-department college in North Wales, having some 700 full-time students and about 100 full-time staff. It was heavily involved in plans for sixteen plus reorganisation in its LEA, which involved its re-structuring as a tertiary college in approximately eighteen months time. These plans were being received with considerable enthusiasm at the college, and had led to the setting up of numerous staff groups involved with various aspects of the reorganisation with the aim of identifying potential problems and seeking solutions to them.

Staff development was a major concern at the college, not only because of the pending organisational change but also because of the new funding arrangements for TRIST which had just been made known to the college. This concern manifested itself in a speedily produced fourteen page discussion document circulated to college staff, relating to staff development, its main aims being :

1. To establish the major background features which emphasise the need for a systematic staff development programme.
2. To summarise the findings of a recently conducted staff development needs survey.
3. To suggest priority areas for resources under TRIST.
4. To explore some features of a future staff development policy.

The document had been in circulation for almost six months, but at the time of the interviews no summary of its impact had been provided to the staff. However, the exercise was viewed with enthusiasm by those members of management subsequently

interviewed by the writer. They were confident that it would result in the provision of a solid basis on which to base the considerable staff development work they anticipated would be required by staff.

6.7.1.M1/6- The Principal.

He was in the over-55 years of age group and had been in post for the past eight years, with a total of 22 years experience in FE, and had worked in four different colleges.

He was of the opinion that there were no duties at all that a lecturer should be required to undertake without some prior training. However, this was an ideal situation, and in reality heavy reliance had to be placed on the goodwill and professional responsibility of staff to carry out those extra duties. At present many of the staff were having to undertake a counselling role, without any training, and he regarded this as a serious situation, given the importance now being attached to such counselling and the probable expansion of this work in a tertiary setting. All staff had to undertake some administration work, and this could reasonably be expected of them. It did not require any specific training, but rather the application of skills which staff picked up by the very nature of their job. Beyond this, a lecturer ought not to be required to become involved in any work without being properly trained - one such area cited being marketing.

Over the years very little attention had been given to making their staff development provision systematic. He personally

gave priority to basic teacher training and had pushed for all untrained staff to be seconded to in-service Cert.Ed. courses. This was now college policy and, as such, systematic. The updating of skills, etc, were being given serious attention, but they were restricted financially. Most courses involved staff in considerable travel time as well as expense, and this was a major obstacle to participation. The new TRIST funding arrangements had forced them to commence drawing up a training plan based on perceived departmental needs, and it was anticipated that this would eventually lead to a formal systematic policy and programme being adopted. Until very recently staff at the college would not have considered staff development to be a central issue.

Regarding evaluation, no attention had been given to carrying out this in a formal manner. They were very keen on feedback, and staff soon got to know about courses and what lecturers thought of them. He was not very happy with current modes of provision, with its concentration on external courses, and felt that the entire system of in-service training should be turned upside down so that colleges did more of their own training. The one area where he felt they were well-served was in Cert.Ed. provision, staff finding courses provided by the local institute of higher education very effective.

The identification of staff development needs was an area of great concern to management. They had recently conducted a basic survey of departmental needs, and these had been analysed in terms of priority areas. The data had been

incorporated in the document circulating amongst the staff, and they were seeking staff reactions to it. Over the past few years they had tried to provide 'a little of everything', and staff development had involved re-training, curriculum development, student assessment and profiling, counselling, and computer literacy. He hoped that staff would become more involved in the identification of their training needs rather than having their head of department do it for them. This was another aim of their staff development initiative. He thought that staff development was important enough to warrant the appointment of a staff development officer and this was currently being considered.

The motivation to undertake staff development was not a matter of great concern, but he anticipated that it might become so if their plans for staff development at the college materialised. He felt that the more that staff were involved in the planning of their own programmes the less reluctant they would be to participate. Sometimes motivation was reduced by the thought of the travel involved in attending activities outside the college. The main motivating factor was the concern on the part of staff to keep up to date, and they made frequent use of the 'cascade' model of provision to cover as many staff as possible, and to reduce the numbers involved in travel.

Support by management for staff development was not demonstrated in any particular way other than by giving consideration to every request for training, and by trying to ensure that resources were fairly distributed across the

college.

The principal was generally in favour of some system of staff appraisal and would like to see it operate at the college. It needed to be linked directly to job performance, since only in this way could it lead to the identification of training needs, which was essential if they were to make an adequate response to proposed changes. Without appraisal he felt they would only be able to assume that they were making progress as a college. He would not be reluctant to be appraised himself, and realised that this was already being done informally, but unfortunately its results only came back to him indirectly. He felt that appraisers would have to be competent, trusted by staff, and not outsiders.

The college had never had a formal staff development policy, other than a commitment to provide basic teacher training for all who needed it. They had now come to accept that a formal policy would be advantageous, giving direction to their training and providing a yardstick by which they could measure progress.

6.7.2.M1/6- Principal Component Analysis.

The first component had a weighting of 34.2% and was labelled 'On-going:Time Specific'. It consisted of the three constructs On-going (C10), Job Specific (C11) and General Staff Requirement (C3) related to the activities Up-dating Subject Knowledge (E3) and Student Counselling (E4). He sees both activities in terms of professional involvement, being

undertaken in order to keep abreast of current trends and developments, and in the case of student counselling he sees this now as an area in which all staff are involved, so that training here might become a general requirement. The use of the construct On-going suggests that the subject recognises that there are certain areas of work for which staff will continually require staff development provision,

The contrast pole consisted of the constructs Time Specific (C10), Person Related (C11) and Specific Staff Involvement (C3) which were associated with the activity National Qualifications (E2). The subject sees this first of all in terms of its structure - time specific, since most award-bearing courses are formally provided over a fixed time-span. Such staff development will be of interest only to certain individual members of staff, and undertaken from personal preference, rather than at the request of the institution.

The second component had a weighting of 25.7% and was labelled 'General Staff Involvement:Specific Staff Involvement'. It consisted of the three constructs General Staff Involvement (C3), Non-teaching Related (C8) and On-going (C10) which were related to the activity Administration Skills (E7). Such skills are seen as being important for all staff for the performance of non-teaching aspects of their job, and capable of being 'topped up' over time.

The contrast pole consisted of the three constructs Specific Staff Involvement (C3), Teaching Related (C8) and Time Specific

(C10) related to the activity In-service Cert.Ed. Courses (E1). Such provision would be required only by certain staff, is directly related to their primary function, ie. teaching, and is usually completed over a fixed period of time.

The third component had a weighting of 16.9% and was labelled 'Secondary:Inter-related'. It consisted of the three constructs Secondary Activity (C4), Specific Activity (C2) and Student Centred (C9) which were related to the activities of Curriculum Development (E5) and Student Counselling (E8). Both activities are seen as secondary, presumably because the subject regards the primary task of the lecturer to be that of teaching. At the same time they are seen as specific activities, either in terms of their content or aim, and are undertaken for the benefit of the student, ie. to improve the service to the client.

The contrast pole consisted of the three constructs Inter-related (C4), Wide Ranging (C2) and Course Centred (C9) in relation to the activity of Up-dating Subject Knowledge (E3). This same activity appeared in component one. Here the constructs used simply confirm the view of the activity provided in the earlier component. This type of provision is wide ranging to accommodate a variety of needs, and its purpose is to improve course provision, whilst being used in conjunction with other skills or staff.

6.7.3.M2/6- The Vice Principal.

He was in the 45-54 years of age group and had been in post for nearly five years. He had been employed in five

FE colleges over a period of 18 years, and had spent some 15 years in industry. He had received some training for his current post through attending courses at Coombe Lodge.

He saw staff development primarily as equipping the individual to serve the college more efficiently, and with college needs changing so rapidly it was essential that staff should adopt a more flexible attitude towards their role. Because some of the changes in demand made of the college had been introduced rather rapidly some staff had been pitched into situations with very little time for preparation and no formal training. Some courses now required a great deal of student counselling and profiling methods, two areas where the college lacked expertise.

Many duties undertaken by staff were fairly routine and he saw no reason why specific training should be given here, eg. writing reports, liaising with industry, leading teams, and course administration.

Staff development was now being given a very high profile at the college. For some years they had made the usual types of provision for staff to go on various courses relating to curriculum development, assessment techniques, etc. Some areas had been covered systematically, but others were very much ad hoc. However, given their limited resources he felt that the provision had been very well distributed. With the new TRIST funding, they would be taking a closer look at their provision.

One of the things they had done was to circulate a document to staff outlining their thoughts on staff development, including

the minimum criteria which would have to be satisfied before a staff development request would be granted - crossing departmental boundaries, promoting integration and directed at major needs. If such criteria were accepted, then this would be a foundation from which they would launch all future efforts.

The staff development activities which attracted support and resources were those which proved popular or useful to the staff. To his knowledge no formal, evaluation of their provision had ever been attempted. However, this was an area which had been recently discussed by management and would be included in any future policy. Informal evaluation clearly went on in the college, as in any institution, and this was not disregarded but formed much of the basis on which priorities had been decided in the past. However, with the pending change in funding arrangements they would have to consider closely 'value for money'.

When considering the question of staff development needs he was of the opinion that one started with the institution, what it was setting out to do, how it was responding to outside agents, etc. Their aim had to be that of plugging gaps in order to respond adequately. A recent survey of college needs had been attempted, with each head of department being left to identify those in his own department by talking to staff. He knew that in some cases meetings had been held at department, section and individual levels.

At present they had not experienced much difficulty in

harmonising the needs of the college with the wishes of the individual, since in the vast majority of cases they coincided. Most development took the form of re-training, and this included secondments to industry. Where individuals wished to pursue courses of their own choice, these were now carefully looked at, and he was not in favour of giving any support for any staff development which would not be of direct benefit to the college.

He admitted that there was sometimes need for direction, if not coercion, in order that the college kept up to date, but the appointment of a staff development officer was under consideration, and he felt that this would resolve many of their problems. Somebody was already co-ordinating staff development for TVEI, but this was being done in addition to the person's other duties, and had not proved to be completely satisfactory. Also, communicating information to staff regarding development opportunities was becoming something of a problem, and having one person responsible for this would benefit the college.

He felt that the major constraint on staff development was staff motivation. Some staff were very keen, but usually they were not the ones who needed to be reached. Very often lack of enthusiasm for staff development was due to the fact that the provision was external and involved travelling considerable distance, and was therefore very expensive. The local institute of higher education had been very helpful, but sending staff to just one of the courses they had mounted had taken half of

their staff development budget.

He believed that staff development was a management function, and in order to carry it out more effectively they had issued their staff development document. This stated that it was their intention to hold annual staff interviews. He felt that such interviews would be aimed at appraising staff in relation to their job performance, and was essential if the interviews were to serve any useful purpose. Some staff were naturally apprehensive about this, but it was management's responsibility to allay their fears by explaining that they were not meant to be opportunities for criticism, but for staff to discuss areas of need and the planning of suitable provision to help them. On the question of formal staff development policies, he felt that recent events made it clear that a college policy was essential in setting out priorities, in the prevention of misunderstandings, in giving direction to their work and hopefully, in the motivating of staff.

6.7.4.M2/6- Principal Component Analysis.

The first component had a weighting of 45.7% and was labelled 'Specific Training ; General Training'. It consisted of the three constructs Specific Training (C2), Specific Staff Requirement(C4) and Acquisition of Knowledge(C5) in relation to the activities Computer Literacy (E6) and National Qualifications (E2). Here the constructs confirm the views provided in interview, seeing these activities as the concern of particular individuals to receive specific

training. Both activities are seen as concerned with the imparting of knowledge.

The contrast pole consisted of the three constructs General Training (C2), Broad Staff Requirement (C4) and Inter-personal Skills (C5) in association with the activities of Student Counselling (E8) and In-service Cert.Ed. Courses. Both activities are seen as providing general training which should be possessed by all staff, and which involve the development of inter-personal skills.

The second component had a weighting of 25.9% and was labelled 'Specific:Developmental'. It consisted of the three constructs Specific (C9), Inter-personal Skills (C5) and Time Specific (C1) in relation to the activity In-service Cert.Ed. Courses. The component reveals the difficulty this subject had in providing alternative constructs, with the term 'specific' being twice offered. He had previously construed the activity as being a broad staff requirement, suggesting that we are meant to see it now as specific in terms of its content or purpose. The use of the construct Time Specific would seem to confirm this.

The contrast pole consisted of the constructs Developmental (C9), Acquisition of Knowledge (C5) and On-going (C1) in relation to the activities Up-dating of Subject Knowledge (E3) and Curriculum Development (E5). Both activities are seen as having a theoretical, rather than a practical emphasis, and are not complete packages, but are an on-going requirement, capable

of being expanded and developed over time.

The third component had a weighting of 13.3% and was labelled 'Broad Staff Requirement:Specific Staff Requirement'. It consisted of the five constructs Broad Staff Requirement (C4), Specific (C9), Time Specific (C1), Not Necessarily Inter-dependent (C6) and Communication Activity (C3) which were related to the activity In-service Cert.Ed. Courses.

The appearance of this activity in all three components suggests that it occupies a central place in his thinking about staff development. This is, perhaps, to be expected when one notes that during the interviews it was stated that considerable attention had been given to this provision by the college, and was the one area where they might be considered to have been systematic in their provision. The PCA associates with it two constructs in this component which appear in the previous component, and one from the first component. The two remaining constructs - Not Necessarily Inter-dependent and Presentation Activity - do not provide us with any deeper insight into the way the subject views the activity other than indicating that he is aware that in teaching the 'presentation' is important. It may be seen as not necessarily being inter-dependent in the sense that the participant may find it facilitates his own teaching, irrespective of whether it assists him to perform in association with others.

The contrast pole consisted of the five constructs Specific Staff Requirement (C4), Developmental (C9), On-going (C1),

Inter-Dependent (C6) and Communication Activity (C3) in association with the activities of Administration Skills (E7) and Re-training (E4). These activities are seen as involving different staff, eg, those whose area of work has changed, or who have taken on administrative duties, suggesting that he sees administration in a broader, more formal manner. The activities are not 'single shot' provision, but may need to be repeated or developed over time, their usefulness being dependent upon their relation to other activities or other staff. Finally, both are construed as communication activities. The other pole of this construct is, as we have seen Presentation Activity, so that the interpretation of 'communication activity' is difficult; the only obvious distinction one can make is to view communication as a general term, and regard presentation as one ingredient of the communication process.

The three components suggest that the subject has a very limited understanding of, or interest in staff development activities which are, by now, common features of staff development programmes in Welsh colleges. The basic nature of the constructs and their narrow range would indicate that the subject has had little involvement in staff development, either as a provider or participant.

6.7.5. M3/6- The Head of Department.

She was in the over 55 years of age group, and had been in post for only one year, but had worked for fifteen years in FE, and taught in two colleges. Prior to entering

teaching she had spent a number of years working in both industry and commerce.

She believed that staff development was very important and was pleased with recent initiatives taken at the college to put it on a more solid footing. Assuming that a lecturer had received some initial teacher training, any additional duties, apart from routine clerical work, should, in her view, be preceded by specific training. Some changes in college courses had made it necessary for staff to become up-dated, etc, but there were other areas where no training had been provided. Her department was predominantly female in both staff and students. Consequently a lot of counselling work had to be done by her staff, who dealt with academic, social and domestic problems of the students. None of her staff had received any professional training for this work, but had still become involved. Another area where her staff were heavily committed was in the marketing of their courses. She had tried to help her staff here by sending off for literature, combing journals and books for relevant material relating to good practice.

In her department staff were helped to explore the implications of their roles. She hesitated to call it formal, but she had met with every member of her staff individually, and chatted to them about their work. At departmental meetings her staff had acknowledged openly that such meetings had been of real value and wanted them to continue. These interviews had coincided with the TRIST training needs survey conducted by the college, and from their meetings they had been able to identify staff

who wished to move into new areas of work, for example. She had circulated her own questionnaire to her staff, in which she had asked them to identify, amongst other things, their strengths and weaknesses. They had all taken this exercise very seriously. She had then left the initiative with them to come and see her to discuss the points they had made. All her staff had done this, including part-time staff. She had made notes of every meeting, and was in the process of arranging further follow-up meetings.

Although she was trying to introduce some system into the way she handled staff development in her department, she felt that their college-wide provision was far from systematic. In-service initial teacher training was well organised, but training for TVEI and CPVE was haphazard. She did not think staff generally would regard staff development as occupying a central position in college work, but most staff felt that it ought to become so. In her view the college management had never been responsible for staff development initiatives; these had always come from the grassroots up. Staff requested re-training, for example, after facing the fact that they were not equipped to respond to new demands, and put pressure on their heads of department to provide support.

She was critical of the failure of the college to produce any criteria for evaluating their staff development. She was attempting to do this herself in her own department, but was not aware of any other moves in this direction. In conversation with staff it was clear that they had views on how useful

various courses had been, but no formal reports were required from staff. In her view more use should be made of in-house expertise for reasons of both cost and relevance.

Until recently there had been no procedure for assessing staff needs. Apart from the college policy requiring staff to be teacher-trained, the initiative was left to the individual. They were now planning to become more systematic. They had attempted a systematic review of needs relating to TVEI by appointing a college co-ordinator. Not all staff were happy with the person chosen or the methods he employed, and felt that an outside appointment would have been preferable.

Factors which motivated staff to undertake development were probably no different from those which motivated staff in other colleges. Clearly, promotion prospects no longer figured largely in people's thinking. Rather staff were motivated by thought of pending changes. They took an interest in the students and undertook training in order to give them a better deal. In her department, as the impact of computer technology began to be felt, staff started to gain computer skills long before any suggestions were made that they should do so. At the same time it had to be said that without pressure some staff would never get involved.

She was somewhat critical of the way management showed its support for staff development. Apart from recent moves there had been no interest other than a token response to LEA directives. If funds were available and management thought that

a particular course would be of benefit to the college, rather than the individual, then they would support it. Consequently, it was not unknown for staff to finance course attendance themselves.

In a very small department such as hers, time was available to see each member of staff, and an appraisal exercise would be possible. Other departments were too large for the head to do this with each member of staff, and so she did not think that it would ever be introduced, although she saw advantages in such an exercise, but did not think it should be used to assess the quality of a person's teaching, and felt that it was very dangerous even to attempt this. Rather, she saw staff appraisal as an attempt at identifying a person's strengths and weaknesses, planning to consolidate the former and eradicate the latter.

She felt that although the college did not have a formal staff development policy, the process had been quite formal. In her previous college a formal policy had existed, but she had never been impressed with its application. Needs had been overlooked and it had led to standardisation. It would be interesting to see whether their college policy led to any significant improvements. Her guess was that it would not.

6.7.6.M3/6- Principal Component Analysis.

Her first component had a weighting of 49.2% and was labelled 'Award Related:Not Award Related'. It consisted of the six constructs Award Related (C7), Individual Need (C2),

Individual Development (C10), Direct Input (C4), Theoretical Focus (C9) and Personal Enhancement (C11) related to the activities of National Qualifications (E2) and In-service Cert.Ed.Courses (E1). These are viewed in a fairly simply, traditional way. They are seen to be of benefit primarily to the individual and are theoretical rather than practical. They result in the participant being able to apply them directly, and may enhance their promotion prospects, etc, since they result in a recognised qualification, a point made by a number of other respondents.

The contrast pole consisted of the six constructs Not Qualification Related (C7), College Need (C2), Team Development (C10), Indirect Input (C4), Inter-personal Focus (C9) and Inter-related (C11), associated with the activities Curriculum Development (E5) and Writing B/TEC Units (E9). These activities are seen as having an organisation focus, meeting college needs and being used in conjunction with other staff collaborating in the design of curricula. They also require to be related to other skills before they can be of benefit to the individual.

The second component had a weighting of 21.2% and was labelled 'Inter-personal:Theoretical'. It consisted of the four constructs Inter-personal Focus (C9), Individual Development (C10), Student Based (C8) and Personal Activity (C3) related to the activity of Student Counselling (E8).

Here student counselling is seen as contributing to the development of the individual rather than the team. It is

undertaken to assist with the establishing of effective relationships between the teacher and his students, and is seen as a 'personal' activity, ie aimed at developing the teacher as a person.

The contrast pole consisted of the constructs Theoretical Focus (C9), Team Development (C10), Department Based (C8) and Conceptual Activity (C3) in association with the activity of Re-training (E4). Such staff development provision is seen to stem from departmental needs, is part of the training required for the maintenance of effective teams, and is considered as being theoretical and conceptual. This last construct is interesting inasmuch that many would consider re-training to consist of more practical than theoretical content.

The third component had a weighting of 11.1% and was labelled 'Client Need:Curriculum Need'. It consisted of two constructs - Response to Client Need (C6) and Student Based 8) associated with the activity of Re-training (E4). This activity, which has appeared in component two, is viewed here as important for enabling a relevant response to be made to client needs, the client in this case being the student.

The contrast pole of the component consisted of the two constructs Response to Curriculum Need (C6) and Department Based (C8) in relation to the two activities Administration Skills (E7) and In-service Cert.Ed. Courses (E1). Both activities are seen as providing support for curriculum provision, facilitating either its management or delivery, and

result from needs identified by a department.

6.7.7. Observations.

1. The only policy which had operated at the college was that relating to initial teacher training. This was still seen to be important, as witnessed by the fact that it is the first salient element in the grid of M1/6 and the second most salient in the grid of M2/6.

2. A broad view of staff development appeared to be taken by the management who agreed that suitable training ought to be provided for all staff prior to their taking up of any onerous duties in addition to teaching.

3. It is significant that M3/6 had seen it necessary to go ahead and conduct her own staff development survey, trying to overcome unilaterally some of the deficiencies she had identified in their system. At the same time she had reservations concerning the introduction of a formal policy for the college.

4. The identification of staff training needs appeared to be of major concern to the management, and steps were being taken to enable this to be done more systematically. M3/6 had already commenced this, with encouraging results. She had given a lead and indicates what can be done with a little imagination, enthusiasm and planning.

5. A top down model of provision had been in operation at the college, but there was some evidence of a desire to move away

from this with more staff involvement. M3/6 had a much clearer understanding of the problems associated with this, and appeared to be moving 'faster' than either M1/6 or M2/6.

6. No formal evaluation of their provision had been attempted, a fact which again attracted the criticism of M3/6. However, the need for such evaluation had now been realised by management and staff were also being made aware of it.

7. Motivation to undertake staff development was very much in the hands of the staff. It was assumed that the professionalism of staff would secure their involvement, as they faced up to the demands being made on them by imminent changes to their college structure.

Having presented an account of the interviews with the eighteen management respondents, together with an analysis of the principal components from their repertory grids, a more detailed examination of management perceptions relating to staff development issues will be provided in the following chapter where the major trends identified from the case studies will be considered.

Chapter Seven- ANALYSIS OF THE CASE STUDIES: MANAGEMENT
PERCEPTIONS OF STAFF DEVELOPMENT.

7.1.Introduction.

As indicated in chapter three, outlining the research methodology, the purpose of conducting the case studies was to obtain data of a more specific and ideographic nature which would assist further in the identification of significant features of FE staff development provision in Wales. The data obtained from the six selected colleges by means of the interviews and completion of repertory grids does make an illuminating contribution to the picture of staff development provision which this research seeks to present, by expanding our understanding of those main features of current provision identified from the general survey data, presented in chapter five.

Before commencing a detailed analysis of the case studies, two observations may be made. First, when compared with the current state of the art as presented in the literature, there would seem to be considerable differences, with the Welsh colleges failing to manifest many of the features deemed by experienced providers and practitioners to be important, if not vital, for effective staff development. Second, there is such a degree of of commonality in the nature of the material obtained from the colleges that it suggests that these institutions may be seen as being representative of the state of staff development in FE colleges throughout the Principality.

This commonality in the manner in which managers perceive staff development issues is even more evident when the principal components or major trends indicated in the repgrid analyses are examined in detail. The most striking fact to emerge from them is how the principal trends reveal a fairly unsophisticated viewing of staff development activities. The presence of this simplistic trend is all-pervasive, being found in the P.C.A.s of each of the eighteen managers interviewed. The implications of this will be noted at later in this chapter. Attention has been drawn to this feature at this point since the trend will be found in each of the following sections and comment upon it would become repetitious.

Because of the common nature of many of the components it is possible to group them into various categories according to the major themes which have been followed throughout the investigation. Consequently, the analysis of these major trends will be facilitated by considering these groupings under the appropriate headings and sub-sections which follow.

7.2.Policies, aims and objectives.

1. FE managers see the framing of formal staff development policies as important, with fourteen of the eighteen respondents showing support for this. The two respondents who dissented were the principal and the head of department from college No.2. In two of the colleges the process of drawing up such a policy was well under way, and in three other colleges attention was being given to commencing the exercise. However,

judging from remarks made by respondents from colleges three and six, the process of democratically formulating such policies can be very lengthy. This fact, when viewed alongside the rate at which changes in provision are being required of colleges, may result in attempts being abandoned or policies being constructed hastily, and in such general terms as to be unsatisfactory guides for staff development provision.

Furthermore, the manner in which staff development provision was frequently construed by the respondents -Long Term:Short Term (M1/2, M3/2, M2/3, M3/4, M1/5, M1/6, M2/6)- suggests that flexibility and adaptability will be necessary for any policy, since these will reflect the institution's awareness of the need to be able to respond to new or unexpected demands.

2. Managers seek to give the impression that they have a very broad view of staff development and are keen to suggest that this is borne out by the range of provision made by their colleges.

There was an acknowledgement that staff development ought to be provided for many of the additional duties now being undertaken by staff. However, on closer examination this broad view is seen to mean a readiness to respond to any new demand made of them - as one respondent put it, providing 'a little of everything'- rather than to the concept, content, modes and methods of staff development. Only one respondent, M2/5, gave any indication of understanding staff development in terms of the continuing education and development of staff throughout

their teaching careers.

3. This restricted view of staff development is most noticeable in managements' attitudes to the pursuit of higher qualifications by teaching staff. Many respondents indicated that their institutions would not be sympathetic towards such staff development unless the applicant could show that such courses would be of direct benefit to the college, whilst others would only say that such requests from their staff would be considered.

This view finds expression in the appearance in the P.C.A.s of a Personal v Professional trend. We find such a trend expressed in the first component of-

M3/4- Personal enhancement / Personal performance - 45.94%

M1/5- Personal focus / Administration focus - 50.35%

M1/6- Person related / Job related - 34.29%

It appears again in the second component of M1/5, and M3/6 and also in the third component pf M2/2 and M3/5.

Again we note that the trend is quite important, with it occurring twice in the components of two of the six managers making use of the trend. It also attracts a heavy weighting in the first component of M1/5 -50.35%, and a high weighting for a third component in the P.C.A. of M3/5 -23.75%

When the components are examined it is noticeable that the activities related to the constructs are often mixed, with the personal pole being associated with the obtaining of

qualifications (M2/4, M2/5 component two, M3/5, M1/6 and M1/5), re-training (M2/2, M3/4 and M2/5 component two), student counselling (M1/5 and M3/6) The professional, or job performance pole of the trend, is related to administration skills (M2/2, M1/5 and M3/5), student counselling (M2/2 and M3/5), the writing of B/TEC Units (M1/5 and M2/5), to up-dating subject knowledge (M2/4, M2/5 and M1/6), re-training (M3/6) and curriculum development (M3/4).

The association of the trend is often found to be unremarkable although it seems to have, in some instances, a disturbing implication, namely, that the obtaining of further qualifications by staff can be of little benefit to their institutions, and serves only to enhance their career prospects. For example M1/6 views national qualifications as being person related, not job related, the latter pole being allocated to up-dating subject knowledge. Clearly, the focus is mainly, if not exclusively, upon the professional dimension of the lecturers' needs - equipping him for specific tasks- with little regard for the personal or career dimensions. It would appear that managers no longer subscribe to the view that whatever staff development a teacher undertakes will contribute, directly or indirectly, to their job performance. Equally worrying is the fact that such refusals of support may result in generating negative attitudes amongst staff towards other staff development activities.

4. College managements appear to prioritise their provision, but one manifest weakness of their informal policies was the

absence of any mechanisms or procedures for establishing such priorities. Consequently, a priority would often appear to be nothing more than the most pressing need at a particular time, provision being diverted to new priorities which appeared as demands from outside bodies, to which the colleges felt they had to make a quick response. A further major deficiency of the informal policies was their lack of any clear communication system for imparting information relating to staff development to college staff. College intentions were assumed to be picked up from 'obvious indications', and details regarding provision were all too frequently simply passed verbally to individuals.

5. A distinction which is generally regarded as being important, and which was referred to several times during the interviews is that made between product and process. We find this trend occurs seven times in the P.C.A.s, in the first component of

M1/1- Product skill / Process skill - 33.5%

M1/2- Product based / Process based - 39.00%

M1/5- Product skill / Process skill - 50.35%

and in the second component of M1/3, M3/3 and M3/4, and the third component of M1/1.

Product-related activities are seen to be the pursuit of national qualifications (M1/1 and M3/3), the up-dating of subject knowledge (M1/2, M3/3, and M3/4), re-training (M1/2), curriculum development (M1/1), computer literacy (M1/1) and the writing of B/TEC Units (M1/5, M1/2 and M3/4). Activities seen as being directed towards the process were in-service Cert.Ed.

courses (M1/1 and M1/5), administration skills (M1/1, M1/2 and M3/3), student counselling (M1/1, M1/2, M1/5 and M3/4) and the writing of B/TEC Units. There is nothing extraordinary in these associations, but we note that the last activity mentioned - writing B/TEC Units - is construed as being both a product and a process activity.

The trend indicates that managers are making use of a very important distinction when thinking about staff development aims, and is supplied by three of the six principals, two of whom make use of it twice (M1/1 and M1/2). The third principal to use it- M1/5- has a very high weighting given to it by the grid analysis -50.35%, suggesting that it figures prominently in his view of staff development activities.

Although the terms employed in this trend appear as quite basic dichotomies, they nevertheless focus attention on the fact that FE managers are aware of the necessity to give consideration both to the product being offered to their clients and the process by which the product is delivered. Unfortunately the use of the trend is applied to the various activities in such an obvious way that we are not helped to understand exactly how either product or process is improved by staff development.

6. Managements are clearly aware of the changes now being experienced by colleges, with the subsequent change in role for many staff. However, the implications of such changes for college policy or for individual staff are rarely explored with

those most likely to be affected. Respondents seemed to be unaware of the fact that uncertainty over required role changes might result in reactive as well as pro-active stances being taken towards staff development.

7. A further indication of the aims and objectives of much college staff development is given by the presence in the P.C.A.s of an Institution focus trend. It has already been noted that the literature relating to staff development provision frequently makes a distinction between the needs of the institution and those of other parties. Such a distinction is often the cause of tension since the needs of the institution may not coincide with the needs of a particular teacher. Where respondents gave some indication during interview of their awareness of the distinction, most asserted that the needs of the institution would have a prior claim on limited resources. Consequently, it was expected that an institution trend would figure prominently in the principal components of the managers. However, we find that the trend only appears in the components of eight of the eighteen managers, with two components of three subjects containing it.

On six occasions the institution is contrasted with the student in the first component of -

M3/2- Institution focus / Individual student focus - 34.00%

M3/3- Institution centred / Student centred - 33.52%

and it appears in the second component of M3/6 and the third component of M1/1, M1/2 and M2/2.

other first components containing the same trend, but with a variety of contrasting poles are -

M2/5- Institutional need / Foundational need -41.79%

M3/6- College need / Individual need - 49.27

Two respondents have components which make use of a similar term - organisation,

M3/1- Organisation led / Industry led - 44.13% (component one)

M3/3- Organisational / Developmental - 16.54% (component three)

The trend occurs in a further three components, two being from the same subject-

M1/1- Institutional development / Course development - 22.21%

in his first and third components and in the third component of M2/2.

One other construct is provided which, by the contrast it makes, suggests that it is the institution which the respondent has in mind -

M1/1- System improvement / Teaching improvement -17.3%

There is a noticeable consistency in the way the trend is related to particular staff development activities. We find that in-service Cert.Ed. courses are related to the institution pole five times (M3/2, M1/1-twice, M3/1, M3/3), whilst student counselling is related to the student or course pole of the trend (M3/3, M3/6, M1/1 and M2/2). When the trend uses the term organisation both respondents associate activities to the poles in identical manner, with in-service Cert.Ed. courses and the obtaining of national qualifications seen as having an

organisation focus and the writing of B/TEC Units being industry led and developmental.

It has already been mentioned that this distinction between the needs of the institution and those of the individual or groups of individuals is an important one. It is not surprising, therefore, to find that two of the first components attract very high percentages of variance - M2/5 -41.79% and M3/6-49.27%, indicating once again that the contrast being made between institutional and other needs is very important for them.

What is of more significance is the failure of this trend to appear in the first component of any one of the six college principals. One principal - M1/1- does make use of the trend in his second and third components, and in fact makes use of three different constructs - institution / student, institutional development / course development and system improvement / teaching improvement. This repetitious use of the construct is, however, in keeping with the subject's remarks during interview when he expressed his concern for the development of the college. One notes that this subject was the only respondent who at any time made use of the actual term institutional development, and the related term system improvement.

Again, it is noticeable that whilst the institution is contrasted six times with student needs, only twice is the institution contrasted with the individual and his needs (M3/6 component one and M2/2 component three), suggesting that these

two subjects are aware of the fact that the two sets of needs do not always necessarily coincide. In addition, it raises the question of whether a priority is implied here.

The import of the contrasts identified in the other constructs of the trend is even more problematic. It is not at all certain what respondents have in mind when they use constructs such as institution focus, institution based, institution centred, institution need, college need, since some of their contrasts - student, course and teaching improvement - are in themselves aspects of the institution and its provision. By employing such contrasts respondents leave one with the impression that in reality they are setting student, course and teaching issues against administration rather than against genuine organisational issues such as the introduction of new processes or cross-college structures to cope with change or innovation, (Gray 1980), and in which staff development can assist.

8. There would appear to be an increase in emphasis in FE on the viewing of students as clients with needs, for whom an adequate and appropriate service should be provided. Consequently, we find in the P.C.A.s evidence of a concern for students in the manner in which respondents construe staff development activities. Twelve of the eighteen managers exhibit a student focus in one or other of their principal components, and it appears twice in the P.C.A.s of five respondents.

The trend manifests itself in the distinction already referred

to in the last section, namely, the student / institution contrast. It is examined again here simply to enable a complete picture of the trend to be presented.

In the first components we have -

M3/2- Individual student focus / Institution focus - 34.0%

M3/3- Student centred / Institution centred - 33.52%

M3/5- Student centred / College programme focus - 27.86%

and it occurs in the second component of M3/5 and M3/6 and also in the third component of M1/1, M1/2, M2/2 and M3/6.

Of the seven respondents who exhibit the trend, three relate curriculum development to the student pole (M3/2, M3/3, M3/5), and five again make the obvious connection between student counselling and the same pole (M3/3, M3/5 component one; M3/6 component two and M2/2 component three).

Related to the institution pole of the trend is the up-dating of subject knowledge (M3/2 component one; M1/1 and M2/2 component three). Three respondents also relate national qualifications to this pole (M3/2 and M3/5 component one and M1/2 component three). This is surprising since, as observed earlier, such qualifications are viewed as being of interest more to the individual than the institution, but when contrasted with the student they are seen to have relevance for the institution. Basic teaching qualifications are also seen as having institutional relevance rather than a student focus (M3/2 component one and M3/6 component three).

The distinction brought into relief in this aspect of the trend, is found, therefore, on closer examination to be rather artificial when the related activities are noted. Whilst student counselling, for example, clearly has a student focus, the association of other activities such as re-training with the institution pole of the construct makes the supplied distinction difficult to sustain, since an institution 'needs' re-training only in order to enable it to meet student needs. The only way in which activities such as re-training and updating might be of direct benefit to a college is in terms of improving its 'image' in the community.

Similarly, issues are raised by a second aspect of the same student trend, where the distinction is made between student needs and course needs. Six respondents make use of this distinction, with it appearing in the first component of -

M2/2- Student focus / Subject focus - 32.3%

the second components of -

M2/2- Student focus / Subject focus - 24.00%

M2/3- Meeting student needs / Meeting course needs - 23.45%

M1/4- Student contact / Course content - 20.6%

M3/4- Student focus / Course focus - 23.73%

M2/5- Student focus / Course focus - 26.63%

and the third component of M1/4 and M1/6.

The student focus pole is associated six times with student counselling (M2/3, M1/4, M3/4, M2/5 -component two, and M1/4 and M1/6- component three). Related to the course needs pole

are curriculum development (M2/2, M2/3 -component two, and M1/4 -component three), writing B/TEC Units (M2/2, M3/4, M2/5 -component two), up-dating of subject knowledge (M3/4 -component two and M1/6 component three), computer literacy (M2/5 component two) and administration skills (M1/4).

The analysis suggests that management perceive student needs to be quite limited in terms of their range if it is accepted that other activities relate more logically to course needs. However, this may be questioned on the same grounds as the distinction between the student and the institution made in the previous section was questioned. Only one construct would appear to offer an acceptable contrast and that is the student contact / course content construct of M1/4, since the student pole is related to the activity of student counselling. This activity clearly involves contact with students in a more direct fashion than activities which improve or facilitate course development but do not directly involve student contact.

With regard to other constructs, however, it is difficult to see in what sense the distinction between the student and the course can be a helpful one when it involves activities other than student counselling. For example, M3/4 applies course focus to the up-dating of subject knowledge, and M2/5 applies the writing of B/TEC Units to the same construct. Both could be applied equally well to the student focus pole of their construct. Hence, the distinction made by the trend would suggest that little thought has been given to what constitutes student and course needs and how they are to be distinguished.

When asked to consider the purpose of staff development activities the managers are prone to fall back on the use of very artificial distinctions, which, on examination, suggest either confusion or ignorance concerning the meaning of the development of institutions and the relationship between course and client needs.

7.3. Needs identification.

1. Many of the problems encountered by colleges, when attempting to make staff development provision, would appear to stem from their lack of carefully framed policies. Difficulties in identifying staff development needs would appear to be one example since, whilst the importance of this exercise was attested by all six colleges, not one was able to demonstrate that they had adopted a systematic approach to the task, and only two colleges, 1 and 3, were attempting to make their approach to this issue more systematic.

In the absence of any structured approach two of the most common methods employed by managers are the delegating of the task to course teams (M1/1, M1/2, M3/2, M3/3, M2/5 and M3/5 all refer to this), or relying on the independent judgement of the head of department (M2/1, M2/2, M2/4, M3/4, M1/6 and M2/6).

Although all six colleges expressed some dissatisfaction with the method(s) they used, such heavy reliance on them would appear to be unacceptable given the level of resources now being devoted to staff development. In the case of the former method- needs being identified by course teams- the practice is

likely to result in individuals declaring their staff development needs only in terms of those which they perceive to be of similar concern to others in the group. Staff are frequently found to be more open when declaring their weaknesses to outsiders, whilst being reticent about revealing their needs to their colleagues, particularly when these needs do not appear to be shared by others. In the case of the latter method - needs identification being left to the head of department- apart from the consideration that this method can be open to abuse, it results in staff being offered training, etc, for needs which have frequently been ascribed to them, whilst their real needs, ie. those identified by the individual and which may relate to more than one dimension of his role, may remain unsatisfied.

2. The case studies reveal that college managements approve of some form of appraisal interview being used as one approach to the indentifying of staff training needs but are reluctant to attempt it in the face of anticipated staff reaction and the difficulty, as they see it, of arriving at suitable criteria.

However, one respondent, M3/6, whilst not carrying out what she considered to be an appraisal interview, had shown how much can be accomplished by holding interviews to discuss strengths and weaknesses identified by the individual member of staff.

Another college, No.1, had commenced interviewing the whole staff, with positive feedback (see the comments of M1/1). In both cases the impression was given that successful

implementation of an appraisal system depends more on the sensitivity and enthusiasm of those introducing the innovation than on other factors.

3. In some colleges managers rely heavily on the individual being able to assess his own needs and proceed to make them known to management. Such reliance on self-assessment would appear to be very optimistic, since it may be questioned whether many staff are able to carry out, unaided, such an important exercise. In the instance cited above the subject M3/6 had given assistance to her staff, and followed up their comments made on paper to her. This is very different from the position described by other respondents which suggested that considerable reliance was being placed on intuitive approaches to needs identification.

4. It was noted in the previous chapter that the case studies respondents, whilst acknowledging the difficulty of the task, attempted to provide staff development in terms of meeting identified needs, but with little indication being given as to how they distinguished between or prioritised these needs. Consequently, it is of interest to discover in the P.C.A.s constructs which reflect an attempt at prioritising in terms of needs.

The trend appears in the first component of

M3/1- Response to immediate need / General requirement - 44.13%

M1/4- Greater need / Lesser need - 49.00%

M2/5- Foundational need / Institutional need - 41.79%

and in an additional construct having the same import, but not making use of the actual term 'need'-

M2/4- More relevant / Less relevant - 63.04%

The trend appears again in the second component of M1/4, M1/5 and M3/3, and also in the third component of M2/3, M2/5 and M3/2.

There is little uniformity in the application of the trend to specific staff development activities. As one might expect, such activities as up-dating subject knowledge, curriculum development and computer literacy are seen as greater or more immediate needs (M1/4 and M3/1), and national qualifications and administration skills are considered by M2/5 to be foundational. In-service Cert.Ed. courses and national qualifications are seen by M3/1 and M1/4 as a general requirement and lesser need. Student counselling is regarded by M1/4 as a greater need and by M2/3 as meeting immediate needs, (components two and three respectively), but by M2/5 and M3/2 as being less important and a response to a general need, (component three). Administration skills are similarly seen as being a lesser need and peripheral (M1/4 and M3/3 - component two).

One further trend may be conveniently considered here since it makes an interesting and important distinction. The respondent M1/3 twice offers, in his first and third components, the construct -

Needs led / Qualifications led - 35.87% and 15.96%

The first component associates the needs led pole of the

construct with administration skills and the qualifications led pole with in-service Cert.Ed. courses.

This subject, together with others referred to above, represent a moving away from a frequently announced concern that all teaching staff in FE should be teacher-trained. More importantly, the subject - one of the six principals - uses a distinction implying a very contentious value judgement, namely that staff development which is undertaken simply for the purpose of acquiring qualifications is not 'needs led'.

The trend used by the respondents is, once again, an important one, but their use of it fails to make clear exactly how they determine staff development priorities. For some respondents it is a very powerful trend, having a weighting of 63.04% in the P.C.A. of the vice principal M2/4 - the highest weighting of any component.

7.4. Strategies and approaches.

1. The case studies reveal the presence of certain features of a variety of staff development models in the college, rather than the adoption of any specific approach. Most noticeable was the reliance on the management-led model, with the direction and methods of provision being determined by management, as well as its priorities. Reference was sometimes made to staff participation, but the impression was that this was restricted to consultation, whether it be at the needs identification, planning or provision stage. Clearly, managements operate in the belief that such an approach is generally acceptable to

staff. However, it may well be that some of the problems associated with making provision are the result of this management-dominated strategy. Instances of lack of patronage of provision may well be evidence of dissatisfaction with a 'top down' model, rather than for the more traditionally cited reasons.

2. The college management respondents evidenced considerable concern that the courses provided by their college should be relevant to current needs. There is, consequently, considerable emphasis on staff development via curriculum development. This is reflected in the number of constructs supplied by the subjects, when completing their repertory grids, where construing in terms of curriculum or course development occurs no less than 33 times.

3. That such an approach should appear to predominate the attempts made at provision by the colleges, suggests once more a narrow view of what may constitute effective staff development. However, all six colleges gave evidence of experiencing, for one reason or another, an unsettled climate. One of the colleges had recently experienced tertiary reorganisation, whilst three others, Nos 2,5 and 6, were in various stages of preparation for similar restructuring. In addition, all the colleges were experiencing changes in demand for their courses, necessitating adjustments to both curricula and physical resources. Given this period of instability, it is perhaps not unreasonable to find college managements taking responsibility for any staff development and giving it such

direction as it had.

4. Respondents gave indication of feeling pressurised by outside bodies regarding staff development provision. This had resulted in some colleges spreading limited resources very thinly in an attempt to cover everything. The result was a 'cafeteria' style of provision, with a first come first served approach. If an individual felt that the provision he required was not on offer, there was little that could be done about it.

5. Comments made during the interviews, and evidence from the repgrids suggests that a 'deficit' view of provision is entertained by college managements. The disadvantages of adopting such a model have been noted by writers on staff development (Brace,1984), particularly the disincentive it creates to participating in staff development when apparent deficiencies in staff are seen to be the main reason for provision.

6. Apart from the area of initial teacher training, there was little evidence of any systematic approach to staff development provision. From the respondents' constructs we can see that they are aware that certain activities would be a requirement of many of their staff, eg. General Requirement (M3/1), General Staff Requirement (M1/6), Broad Staff Requirement (M2/6). However, there was no evidence of systematic planning to cover these needs. The result was a patchwork of provision, with some areas well covered and other less so.

7. For the most part the interviews failed to reveal the

existence of any exciting initiatives being taken in the colleges, and together with the bland manner in which staff development was seen by respondents, it may be said that little creativity is found in current provision. Little consideration appears to be given to the need for personalising, or differentiating the provision offered to staff, to take account of differences, in age, training, experience, areas of work, despite the fact that, as was shown above, many of the constructs used refer to the individual focus of provision.

There was little awareness of the impact staff development can make on the individual either in terms of its benefits or its demands. Only four respondents, M3/1, M1/4, M1/6, M2/6, mentioned the commitment demanded from staff in terms of their free time when participating in staff development activities.

8. The case studies reveal a wide concern to move away from traditional approaches to provision, such as sending people off on courses. Much of current provision was in-house, with most respondents maintaining that this was a staff preference. Sometimes such provision made use of experts from outside, or a cascade model, where staff recently returned from an activity pass on to others knowledge or skills obtained. Frequently this mode of provision has more to do with economic than education considerations or the recognition of it as a well-established preference. (cf Shears,1982).

9. Support for staff development was shown in very limited fashion by managements, suggesting a very basic understanding

of what support might mean. The most frequently mentioned item was approval of course applications - depending on availability. One college, No.2, drew attention to its annual staff development fortnight, while two others mentioned the appointment of a staff development officer. The more tangible evidence one looked for, such as the inclusion of staff development on staff timetables, priority being given for the holding of staff interviews, provision of 'trial periods' for staff returning from courses to experiment with the application of newly acquired skills and other follow-up strategies were rarely, if ever, mentioned.

10. Management attitudes towards provision are further reflected in the P.C.A.s with the appearance of a trend which makes the individual the focus of the provision. During the case study interviews it was noticeable that little mention was made of providing staff development for teachers as individuals. Consequently, it is surprising to find this trend being made use of quite extensively by the managers, with eleven out of the eighteen resorting to it.

A. Individual versus Course.

In chapter one reference was made to the comparative lack of experience of curriculum development amongst FE teachers in contrast with their secondary sector counterparts, with course development being a more common focus of attention. This would appear to be borne out by the use of the individual versus course distinction in the components.

In the first components we find -

M2/1- Individual based / Course based - 43.1%

M1/3- Individual's development / Course development- 35.87%

In addition there are two constructs which, while not using the term 'course', may be understood to imply this dimension -

M3/4- Individual focus / Response to industry - 45.94%

M3/6- Individual need / College need - 49.27%

The trend also appears in the second component of M1/1, M3/1 and M1/5 and in the third component of M1/3 and M3/3.

A significant degree of uniformity can be detected when the application of the trend to specific activities is examined. Five of the respondents using it see national qualifications as being more related to the individual than to course development (M2/1, M3/4, M3/6, M1/5 and M3/3), while six respondents identify the writing of B/TEC Units as being course orientated (M2/1, M3/6, M3/1, M1/5, M1/3 and M3/3).

At the same time student counselling is related to the individual pole of the construct by M1/1 and M1/3, but to the course development pole by M3/1. It is also surprising to find that curriculum development is associated with course development by four respondents (M2/1, M3/4, M1/3 and M3/3) but is seen by M3/1 as being an activity resulting in personal development.

It is also noteworthy that whilst the trend is made use of by eight respondents, only five of the P.C.A.s associate the

course pole of the trend with the activity of curriculum development.

B. Individual versus Team.

This trend appears four times, in the first component of -

M1/1- Individual activity / Team activity - 33.5%

M3/6- Individual development / Team development - 49.27%

and in the second component of M3/6 and the third component of M1/1.

In addition there are two constructs provided which make a similar contrast, the third components of -

M3/5- Individual's requirement / General staff requirement-
23.75%

M2/6- Specific staff requirement /Broad staff requirement-13.3%

The respondents M1/1 and M3/6 both associate the activity of staff development for student counselling with the individual pole of the trend, whilst the up-dating of subject knowledge and the writing of B/TEC Units are directed more towards team needs.

We find then, that although each of the above aspects of the trend draw attention to important distinctions between staff development directed at the individual and that which focuses on other aspects of provision such as the course, the team or the professional, their use is quite basic and limited, with the distinctions sometimes made between the poles of the construct suggesting serious implications regarding the way FE managers view individual needs.

The distinction made between staff development directed at the

individual and that directed at the team is helpful and, indeed, encouraging, since it suggests that provision is moving away from the practice of simply sending individuals away on courses to the giving of some thought to the requirements of groups of staff engaged in common tasks. However, the appearance of the other two aspects of the trend, drawing a distinction between the individual and the course, and the personal -professional distinction is less encouraging and is cause for some concern.

In the first place it is difficult to understand how the first distinction can be meaningful. Most staff would regard course development as being enhanced only through the training or the development of the individual teacher. For example, the writing of B/TEC Units and curriculum development can only result in course improvement when these activities are first provided for staff who may be lacking these skills. Course improvement is achieved via teacher improvement.

In the second place, whilst the distinction between the professional and the personal dimensions of a teacher's role is an important one, its appearance here raises a significant issue. Few staff would be expected to agree that the obtaining of further qualifications was of benefit solely to themselves, but would assert that their institutions also benefitted, albeit indirectly. If managers have such a perception of the value of further qualifications, then it suggests that the content of such courses might require evaluating in terms of their current usefulness to colleges, particularly in the case

of in-service Cert.Ed. courses which frequently received adverse comment from managers during interview. Furthermore it conflicts with previous research which asserts that such training should be of primary concern for all colleges, (Bradley, 1983).

11. A further trend occurring in seven of the respondents first components, sometimes with a very significantly high percentage variation is the Specific v General dichotomy. It is found in :

M1/2- Specific / General - 39.00%

M2/2- Specific narrow approach / Planned broad approach- 32.3%

M3/4- Specific activity / Cyclical activity - 45.94%

M2/5- Response to specific need / Response to general need- 41.79%

M2/6- Specific training / General training - 45.71%

'' - Specific input / Complete programme focus - 45.71%

'' - Specific / Developmental - 45.71%

Two other constructs occur in the first components which may be conveniently considered with them ;

M2/3- Requiring particular approach / Requiring general approach - 47.86%

M1/6- Time specific/On-going - 34.29%

We find the same trend in the second components of M2/2, M1/3, M2/3, M3/3, M2/4, M1/6 (twice), and the trend also appears in the third component of M2/4, M2/5, M1/6 and M2/6 (twice).

When the activities associated with this trend are examined we find that there is no significant uniformity. Whilst M2/2 and M3/4 see in-service Cert.Ed. courses as being specific, M2/6 and M2/3 construe them as being general. Staff development in

terms of obtaining national qualifications is seen to be specific by M3/4, M1/6 and M2/6, whilst administration skills(M1/2, M2/5 and M2/3), student counselling (M1/2 and M2/6), and writing B/TEC Units (M2/2) are all seen as 'general'.

We find, then, that this trend makes its appearance in one or other of the three components of ten of the eighteen managers. In the case of one vice principal -M2/6- he makes use of this trend no less than seven times, with it appearing three times in his first component, and twice in components two and three. However, this frequent appearance of the trend does nothing to illuminate his understanding of the staff development activities being considered. At the same time it must be noted that he confessed to little involvement in staff development provision since responsibility for staff development matters at his college had been left to a specific individual, at least as far as provision for TVEI was concerned (which he disclosed during interview). However, he also admitted when being interviewed that he considered the provision of staff development to be a management function, but his perceptions of staff development would suggest that he does not take this responsibility too seriously.

Unfortunately the frequent appearance of the trend in so many other respondents' components suggests that the above criticism might apply equally well to other managers.

12. A further group of simple dichotomous constructs can be

identified which focus on aspects of staff development such as its source, structure, content or duration. For convenience the group has been given the label of a Structure/Planning trend.

The trend is found in the first component of -

M3/2- Short term / On-going - 34.00%

M2/3- Narrow range / Wide range - 47.86%

'' - Requiring particular approach/Requiring general approach

M1/4- Complete / Developmental - 49.00%

M3/4- Independent / Inter-related - 45.94%

M3/5- Narrow based response / Broad based response - 27.86%

M1/6- Time specific / On-going - 34.29%

in the second component of M3/1, M2/2, M3/2, M1/3, M2/3, M1/4, M2/5, M3/5, M1/6, M2/6 and in the third component of M2/1, M1/2, M2/2, M1/3, M2/3, M2/5, M3/5 and M3/6 (twice).

When the application of the trend to specific activities is examined we do not find any overall pattern emerging, although there are instances of an activity being perceived in a common manner. For example staff development involving the pursuit of further national qualifications is seen to be short term provision (M3/2), a complete activity (M1/4), independent (M3/4), a narrow based response (M3/5) and time specific (M1/6). Similarly, curriculum development has constructs applied to it with some consistency as far as its planning is concerned, with respondents seeing it as on-going (M3/2), developmental (M1/4), interrelated (M3/4) and as a broad based response (M3/5).

As we have already noted staff development provision is very much in the hands of college managements. It is not surprising, therefore, to find thirteen of the eighteen managers making use of this structure/planning trend when considering staff development activities, with some components attracting considerably high weightings. Some of the constructs employed clearly suggest a management orientated perspective, particularly those which focus on the duration or location of provision - short term time specific, locally generated, in-house, since both these aspects have implications for managers in terms of funding and staff release.

7.5.Evaluation of provision.

1. Managers give very little attention to the evaluation of provision at their colleges. Sometimes not even the most basic requirement such as a post-activity report from participants is required. At the same time most respondents acknowledged that although evaluation was important, they did not believe that formal methods would be employed except through LEA demands in connection with the new TRIST funding arrangements.

2. Where reports were required from participants no details were provided of how these might be used. Staff impressions of staff development activities circulated in the colleges, and these very subjective assessments were clearly considered to be valid enough for other staff to act upon. In one college, No.6, staff had been informed in a document relating to staff development that evaluation would form a part of their college policy.

3. Respondents appear to have a very limited understanding of what evaluation might consist of. The new TRIST funding arrangements were frequently referred to, but their main requirement appeared to be a simple cost-benefit analysis. Little concern seemed to be shown for assessment of the effectiveness of provision.

4. The lack of attention given to evaluation is reflected in the way the staff development activities were construed by respondents. Whilst concern was shown for the structure of activities, particularly the time factor, very little attention is given to such things as the 'outcomes' from staff development activities, except in very general terms such as System Improvement (M1/1), Quality of the Service (M2/5).

5. We find, however, that a few respondents resort to the use of constructs which suggest a more thoughtful and evaluative approach towards staff development

College managements appear to be aware of the fact that some staff are sometimes interested only in staff development which relates directly to the career or personal aspects of their role as teachers. This self-interest is implied in the use of the following constructs in the first component of -

M3/1- Career development / Course led - 44.13%

M2/4- Related to promotion prospects / Dynamic course provision
63.04%

M3/4- Personal enhancement / Personal performance - 45.94%

M2/5- Status / In-house need - 41.79%

In relating staff development activities to this trend each of the four respondents associate national qualifications with the self-interest pole, while curriculum development (M2/4, M3/4 and M2/5) and writing B/TEC Units (M3/1) are associated with the more professional role of the teacher.

The observation may, once again, be made that some managers find it very difficult to perceive that the obtaining of qualifications may benefit both the individual and the institution in which he serves. The trend of the vice-principal M2/4 is a very strong one, having a weighting of 63.04% and must influence considerably his attitude towards staff development provision. Clearly he does not see the obtaining of national awards as contributing significantly to dynamic course provision.

The other vice-principal, M2/5, sees the pursuit of national qualifications as being motivated by a desire for status on the part of participants, and reinforces remarks which this subject made during interview regarding the limited value of such national awards.

Two other significant constructs are supplied by the respondent M2/4 in his first and second components -

Requiring greater motivation / Requiring less motivation
Requiring enthusiasm / Requiring intellectual ability -
16.54%

both of which make quite debatable value judgements, since he sees curriculum development as requiring greater motivation and intellectual ability on the part of participants, whilst the

pursuit of further qualifications require less motivation. The up-dating of subject knowledge is seen as requiring enthusiasm.

The manner in which this trend is related by the subject suggests a somewhat questionable view of staff and their involvement in staff development activities, since it regards the furthering of their careers as requiring less motivation than becoming involved in curriculum development.

A similarly questionable note is sounded by the third component of M1/5 where the construct Imposition / Inter-personal skill is offered. Here the imposition pole is applied to the activity of re-training, whilst the inter-personal skills pole is applied to in-service Cert.d. courses and national qualifications. The data obtained via the general survey, examined in chapter five, suggests that many staff in Welsh FE colleges have engaged in re-training and have, thus, accepted being imposed upon if M1/5's perception is an accurate one.

Another interesting trend is found in the first and third components of M1/3 when the construct self-generating is used in contrast with evolutionary skills. Here in-service Cert.Ed. awards are seen as self-generated, that is, undertaken at the initiative and request of the teacher.

In a similar manner the third component of M2/2 contains the trend personal preference and is contrasted with job performance. However, the associated activities suggest a highly controversial use of the trend since student counselling

and administration skills are seen as stemming from personal preference, whilst re-training and the up-dating of subject knowledge are simply to do with job performance. This might be understood as implying that the subject did not see staff engaging in either of these latter activities from preference but simply because their jobs demanded such involvement from them.

Two other trends, appearing only twice in the P.C.A.s, are worthy of mention. In his second component M3/5 supplies the construct -

Age related / Not age related - 25.64%

with the age related pole being associated with in-service Cert.Ed. courses and is an interesting observation on them. Generally speaking, colleges which require staff to be teacher trained as part of their policy, make this to be a requirement irrespective of age. The head of department making use of the above construct seems to suggest either that such provision should be directed only at new entrants to the profession, or that only younger staff are interested in the qualification. One doubts whether either conclusion is valid. Staff who have taught for many years in FE without any formal teacher training are known by the writer to have benefitted from such in-service provision even late in their careers, undertaking such training, not because of any college policy but from desire.

The remaining trend is a minor one, found only in the third component of M3/2 who makes the following distinction -

Attitude focus / Skills focus - 15.8%

The application of the trend to specific activities is not very significant, but it is noteworthy that this subject sees, to some degree at least, that staff development has sometimes to be directed towards attitude change as well as to such concerns as skill up-dating. It is regrettable to discover that he is the only respondent to make use of a construct which focuses on teacher attitudes when considering staff development activities.

7.6. Summary.

1. Given the widespread involvement of staff in the selected activities, as evidenced by the general survey (chapter five), the attention given by managers to understanding the various implications of staff development provision, and attempts at making relevant distinctions between the various activities currently available would appear to be far from satisfactory. When one notes the degree of responsibility they assume, or are expected to assume, for staff development provision in the colleges their familiarity with this important aspect of their work, as expressed by their constructs, is extremely basic.

2. Whilst many of the constructs provided by the managers draw attention to their awareness of important aspects of staff development provision, others suggest that their views of staff development issues are rather confused.

The purpose of making use of repertory grid technique in this research was to discover the terms which subjects made use of

in their everyday attempts at understanding their world, in this instance the world of staff development. The use of the technique would appear to have been justified. The very basic and unsophisticated views of staff development revealed by the repgrid analyses underpin the revelations made in the interviews. The views and perceptions held by managers appear to indicate that they still view staff development in terms of traditional, simplistic models.

These perceptions go a long way to explaining many of the issues raised by the interviews and to which attention was drawn in the first section of this chapter. For example, there has been little attempt made in colleges to set up worthwhile systems for needs identification, or communication systems for disseminating staff development information. Neither have there been any structured attempts at evaluating current staff development provision. Given the very simplistic understanding of staff development which pertains amongst this particular management sample, then their current attempts at making provision in their colleges must appear to them to be quite adequate, certainly in terms of quality if not in quantity.

3. We are presented, through these case studies, with a picture of staff development, as perceived by college managements, which is still very much in terms of a service which one provides FOR somebody, or something which is done TO somebody. There is very little to suggest that staff development is regarded as a corporate venture, something in which both management and staff are equally engaged, for the attainment of clearly identified

goals. Despite their claims to lead by example, there is little evidence that senior staff are committed to the provision of staff development for their teaching staffs. Only one principal gave any clear indications that he was actively and enthusiastically involved in staff development and was seeking to create a 'climate for staff training'.

In the framing of any proposals for improving the quality or effectiveness of current provision some account must be taken of these weaknesses, particularly the failure of managements to look analytically at the provision already being made. Such an attempt is made in the provision of a practical effective model for staff development, based on the principle of evaluation. This model is offered, in the first instance, as a learning exercise for managements, and seeks to deepen their awareness and understanding of the various components of staff development provision. The steps involved in the design and testing of this model, together with a discussion of its appropriateness are presented in the following chapter.

Chapter Eight -DESIGN AND TESTING OF A STAFF DEVELOPMENT MODEL

8.1.-Introduction

From the analysis of the case studies, presented in chapters six and seven, was evident that current staff development provision in colleges was weak in a number of areas namely:

Formulation and communication of policies.

Systematic identification of staff training needs.

Staff participation in the design and delivery of staff development programmes.

Assessment of congruence between management and staff value systems.

Identification of what would sustain staff involvement in staff development.

Lack of any formal systematic attempts at evaluating provision.

Pervading all of these issues was a quite simplistic view of staff development on the part of college managers, as indicated by their interview remarks and the analysis of their repertory grids.

Whilst each of these areas warrant independent attention, it would also seem important that any suggested improvement should attempt to address, to some degree, all of these areas rather than concentrate on any single one of them. Consequently, an attempt was made at providing a holistic model based on the principle of evaluation.

8.2.-Rationale of the model

The justification for proposing such an holistic evaluation model would appear to be well founded for the following reasons:

1. The data obtained from the case studies clearly showed that evaluation of staff development provision was given very little attention, if any at all, by college managements. Given the rate of change in demand for provision now current in FE, and which is likely to continue for some time, evaluation would seem to be essential if duplication, fragmentation and randomness of staff development provision is to be avoided.
2. The new GRIST funding arrangements, introduced in April 1987, require colleges to evaluate their staff development provision in a more comprehensive manner than hitherto, identifying needs well in advance in order to secure necessary funding for staff development. Whilst this evaluation was initially in terms of a cost benefit analysis, there is evidence to suggest that future evaluation will include some estimate of effectiveness of provision. (FEU.1987).
3. Even when such requirements are made of colleges, it would appear reasonable to suppose that most evaluations of provision will be predominantly summative in nature. Such evaluations will not necessarily lead to any adjustments in design or content of staff development activities. A more effective approach would appear to require in addition some degree of formative evaluation, allowing adjustments to be made as a

staff development programme proceeds.

4. College managements gave no indication of being opposed to the principle of evaluation. In each of the six case studies college managements expressed their intention of engaging in evaluation exercises and conceded that it was a very important aspect of their staff development provision. Any reluctance evident appeared to be due either to other aspects of provision being allocated higher priority or to uncertainty on how to proceed or establish acceptable criteria for evaluation.

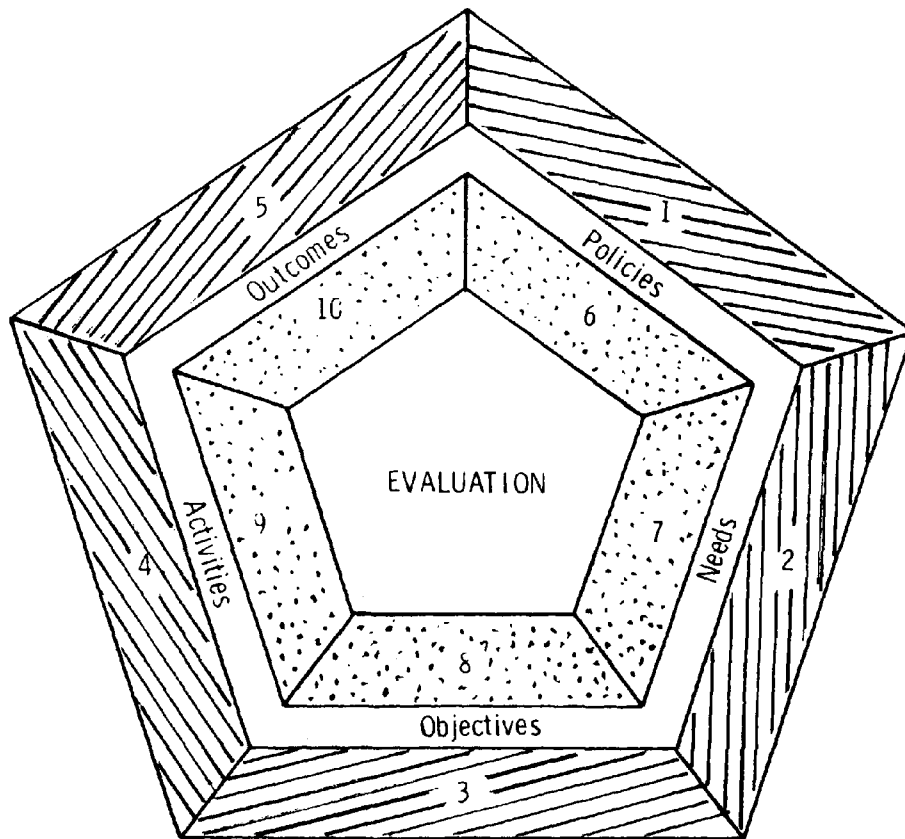
5. Evaluation does already take place- albeit informally and subjectively, but nevertheless naturally and inevitably (Alexander,1980). This being so, it would appear possible to capitalise on such evaluation by developing its criteria, widening its scope and making it more formal.

6. Finally, it is reasonable to assume that what one values one supports. Systematic evaluation of a college's staff development provision should reveal its strengths as well as its weaknesses. Identification of what has been helpful and useful should contribute to the development of a pro-active stance towards staff development and increase a sense of ownership and sustain involvement on the part of staff.

8.3-The Model

A model for staff development was designed which took note of the above factors and focussed on staff development as a whole, its key being the principle of evaluation, (Fig.1,p 374).

PRACTICAL EFFECTIVE MODEL
of STAFF DEVELOPMENT



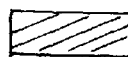

-  Institutional dimension
-  Individual dimension

Fig. 1.

PRACTICAL EFFECTIVE STAFF DEVELOPMENT MODEL

INSTITUTIONAL DIMENSION			
STAGE	FOCUS	METHOD	PURPOSE
1. Policy	Formulation, clarity, breadth, integration, communication.	Rating scale; questionnaire.	Its place in college plan.
2. Needs	Assessment of priorities, eg GRIST, WRNAFE, other curric. developments.	Prioritising exercise.	Reveal unexpected demands; priority areas.
3. Objectives	Balance or range of provision; targets, barriers to provision; remedial or developmental; attitude or behaviour change; group or individual targets.	Discussions with team/group leaders; questionnaire, rating scale.	How appropriate and realistic.
4. Activities	Cost effectiveness; mode of provision; degree of staff participation in delivery.	Financial instrument; staff audit.	Assess constraints, etc, on provision.
5. Outcomes	Assessment of institutional needs being met.	Review by Academic Board/Staff Development Committee against objectives.	Policy changes, etc.

Fig. 2a.

INDIVIDUAL DIMENSION			
STAGE	FOCUS	METHOD	PURPOSE
6. Policy	Understanding and ownership of policy	Questionnaire	Information on communication process; understanding and acceptance of policy
7. Needs	Identification of 'real' needs as opposed to ascribed or prescribed needs.	Self-assessment exercise; interview with line manager; construction of profile; repertory grid.	Enable staff to focus on role change; comparison of staff and management value systems.
8. Objectives	Appropriateness of current activities Theory v Practice	Rating scales.	Congruence with management objectives.
9. Activities	Learning modes and methods; staff involvement in delivery.	Repertory grids; rating scale.	Assess degree of 'ownership'.
10. Outcomes	Perception of staff development provision as useful, fair, etc.	Questionnaire; rating scale; group or team reports.	Staff satisfaction with provision; mismatch between provision and participants; identification of 'follow-up' requirements.

Fig. 2b.

This static representation describes a holistic, practical effective model with evaluation at its core.

Five stages in the process of staff development provision are frequently mentioned in the literature- policy formulation, needs identification, objective setting, design and delivery of activities and evaluation of outcomes, with each of these stages having two dimensions - the institutional and the individual, and the model proposes an evaluation of each of these stages in terms of these two dimensions, (Fig.2a&2b, p 375,376).

It is a common practice to view staff development provision as a cyclical activity, commencing with a needs assessment stage and terminating with evaluation. The proposed model differs from this cycle in a number of important respects. First, it advocates a policy formulation stage as the commencement of the process, each subsequent stage being derived from it. Secondly, evaluation is not presented as the terminal stage of the process. Rather, it is an activity which runs continuously throughout the process, allowing for adjustments to be made as programmes proceed. Thirdly, the evaluation is presented as an exercise which must be considered from the perspective of both the institution and the individual at each stage of the process. Finally, rather than viewing the staff development process as cyclical, the model advocates a 'spiral' approach, suggesting continuity, progression and growth. It may be conceptualised as a double helix, one strand of which is the institutional dimension of staff development and the other

strand the individual dimension, with both strands being linked or inter-related via the process of evaluation.

Each stage is presented in terms of possible focii of evaluation and a suitable evaluation method is suggested. The items identified as a possible focus of evaluation are not exhaustive but are examples of what might be included in such an exercise.

POLICY STAGE

An evaluation of the institutional dimension (1) of the college staff development policy would be concerned with such matters as the formulation process, the breadth and clarity of the policy and its degree of integration with the overall college development plan and the communication of the policy to staff.

Given the speed at which FE is expected to respond to change, evaluation of the ability of the policy to respond to new or unexpected demands would also be important. Suggested methods to use at this stage would be rating or prioritising exercises completed by college management.

The individual dimension,(6), would focus on matters such as ownership,ie. the degree of involvement in its formulation, understanding of the policy, and how realistic its aims appear to be given the realities of the organisational climate,etc. Suitable evaluation methods for this stage might be a rating scale, questionnaire or a repertory grid completed by staff.

NEEDS ASSESSMENT STAGE

It has already been noted that colleges appear to be aware of the importance of this stage in any attempt at providing staff development but generally experience difficulty in establishing suitable mechanisms for a systematic exercise. The model suggests that needs assessment should be viewed from the standpoint of both the institution and the individual and evaluated accordingly.

The former, (2), may focus on such issues as the assessment of priorities -GRIST,WRNAFE, curriculum development requirements, etc. Again, such methods of prioritising or rating exercises may be used for the evaluation.

The individual dimension, (7), focusses on an attempt at establishing the 'real' needs, as distinct from any prescribed or ascribed needs, of individual staff together with an exploration of staff aspirations. A variety of instruments might be used to achieve this - self-assessment profile, questionnaire, prioritising exercise, repertory grid- and, ideally, being analysed at a follow-up interview between the individual and their line manager.

OBJECTIVES STAGE

Having made an assessment of staff development needs some attention should be given to the objectives of any provision prior to the actual planning of activities. An evaluation of these objectives from the institutional perspective, (3), would focus on such factors as the balance and range of provision,

the setting of targets, whether the provision would be remedial or developmental, and barriers to provision. Here, decisions would be made based on data obtained by such methods as questionnaires, rating scales, discussions with team/group leaders.

Evaluation of the individual perspective,(8), would focus on the appropriateness of current activities, eg. learning modes and methods, theory v practice, with the aim of assessing the degree of congruence with management perceptions of objectives, and also to provide opportunity for intervention strategies to be introduced. Evaluation of this stage could be effected by use of rating scale exercises.

ACTIVITIES STAGE

The research has shown that a wide variety of staff development activities is made use of by colleges in their programmes. It would, therefore, seem important that some evaluation should occur which would take account of such things as mode of provision, degree to which certain activities can be resourced, responsibility for design and delivery, constraints such as release time for specific activities - all part of the institutional dimension,(4).

At the same time evaluation should take place,(8), with regard to such factors as the appropriateness to staff of specific learning modes and methods and the degree to which they are,(or wish to be) involved in the design and delivery of their staff development provision and the extent to which provision needs

to be individualised/differentiated. Suitable instruments for use at this stage would be a financial instrument or staff audit and repertory grid for evaluation of the institutional dimension and for the individual dimension a repertory grid using modes of provision as its focus together with a rating activity.

OUTCOMES STAGE

Evaluation of this stage of the provision is, as suggested earlier, a vital part of staff development. It is probably the area which most readily comes to mind when a college contemplates a staff development evaluation. The model suggests an approach which takes account of such outcomes as perceived by both management and participants.

The institutional dimension (5) would be concerned with an assessment of how well current provision was meeting previously identified needs. This review would be undertaken by an appropriate body such as the college academic board, staff development committee or management team, who would examine the outcomes against the agreed objectives from Stage Three. In the light of this data necessary adjustments could be made to appropriate stages of the provision.

Evaluation of the provision by teaching staff (10), might focus on their perceptions of its usefulness, fairness, its congruity with their expectations, re-entry problems from external provision and the setting of objectives to extend the effectiveness of provision by follow-up support. Initially,

such evaluation could be conducted by means of simple questionnaires, rating scales and reports from groups or teams participating in similar activities.

The model is meant to suggest a 'dynamic', progressive and developmental approach to evaluation. Since the practice would be new to most staff initial evaluation exercises should be modest, developing into more sophisticated instruments in the light of experience.

8.4-Testing of the Model.

During earlier stages of the research a number of colleges had expressed interest in its outcomes. Two colleges in particular extended unsolicited invitations to be used in any further stages if their involvement might prove helpful. Consequently, the two colleges- one of which had been visited during the preliminary survey and the other used for one of the case studies- were contacted in March 1988 and asked if they would co-operate further in the research by testing the proposed evaluation model. Earlier contacts with the colleges had revealed that they had both been quite active in the field of staff development. Both colleges had attempted to formulate staff development policies, had appointed persons to be responsible for staff development provision, had made some progress towards systematic identification of needs, and had attempted to provide a wide range of staff development activities, both in-house and by use of external agencies. However, neither college had achieved any significant progress

in the area of the evaluation of provision. Both colleges confirmed their readiness to assist and a preliminary meeting was held in each college with the vice-principal when the purpose and nature of the testing of the model was explained. The current state of their staff development programmes was discussed and it was accepted that sufficient activity was taking place to make the testing of any staff development model feasible.

It was agreed that it would be preferable for the writer to be present at a briefing of the college management teams, rather than to leave the communication of the testing proposals to the vice-principals. Consequently, these meetings were held at which the model was presented against the background of a resume of the research findings.

The model was explained in some detail, with use being made of the diagram and explanatory notes (figs.1,2a and 2b). It was emphasised at each college that the purpose of the exercise was not to assess the current worth of their staff development programme but to evaluate the suitability of the model as one possible method of promoting staff development in colleges, this particular model relying heavily on the strategy of evaluation.

To assist them in this task it was suggested that they should attempt to assess the model in terms of how effective they judged it could be in achieving the following six objectives:

1. Providing an indication of how well understood the college staff development policy was and how well it

had been communicated to staff.

2. Increasing the sense of ownership of staff development by teaching staff.
3. Providing information on the degree to which providers and users share the same values relating to staff development.
4. Providing an indication of what might sustain staff involvement in staff development.
5. Providing a structure for a systematic evaluation of staff development provision.
6. Establishing staff development in a more central position in the work of the college.

Copies of instruments for use in the testing of the model were provided for examination by the college management teams and suitable approaches to their use were discussed. It was agreed that only small groups of staff should be involved in the testing, and that this should form a feature of the model.

Evaluation as proposed by the model would be regarded as an innovation by many colleges, and, as such, subject to some degree of resistance. In taking cognisance of this fact a useful strategy would be to commence by securing the interest of a 'critical mass' - a group of management and staff sympathetic enough to adopt the innovation - who could be used as a stepping-stone to securing wider involvement. (Morrish, 1976)

The instruments used in the testing of the model (Appendix F) consisted of four evaluation sheets and two interactive computer programmes for generating repertory grids. The first three instruments were designed by the writer, whilst the fourth instrument was adapted from Harrington (1984, p87). The

two interactive computer programmes were also designed by the writer, with the actual programmes being provided by a colleague involved in information technology.

Evaluation Sheet No1. focussed on the policy stage of the model, and consisted of possible features of a college staff development policy which respondents were asked to rate on a five category scale. The purpose of this instrument was to demonstrate that it was possible to devise a method of evaluating a college's staff development policy in terms of a) its scope, and b) its clarity to staff. Data obtained via this instrument would be used to assess the model in terms of its first objective (see above).

The second instrument, Evaluation Sheet No.2, required respondents to consider a number of statements concerned with the setting of staff development objectives and to rate them on a five point scale. This instrument was meant to relate to the objectives stage of the model, and aimed at providing information as to who was principally regarded as having ownership of staff development provision. Data obtained via this instrument would be used to assess the model in terms of its second objective.

The third instrument, Evaluation Sheet No.3, consisted of a 'before and after' exercise. Respondents were asked to identify a particular staff development course or activity, list their expectations of it and prioritise them on a five point scale, and finally, after the course/activity was concluded, rate how

well their expectations had been realised by the course/activity. A further instrument -Evaluation Sheet No.4 - asked respondents to consider their recent staff development activities and to rate them in terms of a) their effectiveness and b) their usefulness, the former being defined for them as raising interest or stimulating thinking and the latter as applicability to their work situation. Both of these instruments were meant to focus on the outcomes stage of the model. The data obtained from them was to be used to assess the model in terms of its fourth objective.

Two interactive computer programmes were provided as instruments five and six, as a suggested approach to an evaluation of the needs and activities stages of the model. The first programme generated a repgrid relating to aspects of work in FE, together with a rating exercise on staff development activities. The elements for the repgrid were provided and consisted of Curriculum Development, Marketing Skills, New Teaching Skills, Leadership/Management, Updating Subject Skills, Assessment/Profiling, Interspersonal Skills, Administration/Finance, Counselling/Tutoring Skills. The constructs were provided by the respondents by use of the programme. The purpose of using the instrument was to demonstrate a) that an understanding of the degree to which values were shared between users and providers was an important fact in determining the success of any staff development initiative, and b) that repgrid technique was one possible non-threatening method of assessing congruity of values, which

might then be used as a basis for a needs assessment exercise.

The second programme was designed to provide information relating to modes of staff development provision, with nine such modes being supplied as elements- In-house Group Work, Residential Conference, Long Course (Day release), Industrial Secondment, In-house Conference, Cascading, Individualised Programme, Talk by Experts, Distance Learning. The programmes also contained a rating exercise relating to activities and modes. Again, the objective of the instrument was to enable college managements to compare the concepts used by themselves and their teaching staffs when considering how staff development should be provided. Both instruments were meant to provide data for assessing how well the model was able to achieve objective three.

At the preliminary briefings it was accepted that an in-depth evaluation of the model was not possible, given the time scale available. Consequently, it was agreed that features of the model not covered by the instruments or not susceptible to analysis by them would be explored by discussion in seminars held at the colleges. It was also agreed that, in the absence of direct and verifiable data relating to certain features of the model, reliance would have to be placed, to some considerable degree, on professional insight and speculative reflection. The briefing sessions ended with an agreement that the writer should return to each college some six weeks later to hold two seminars with each of the college management teams when an evaluation of the model would be attempted.

8.5- Evaluation of the model

The first seminars were held at the colleges on the agreed dates. At these meetings it became immediately clear that there was a distinct difference in attitude towards the testing exercise on the part of the respective management teams. At College A the testing had been regarded by some of the team as an imposition, and that their commitment to the testing of the model was less than they had evidenced at the briefing meeting. It appeared that their involvement had more to do with being requested by the vice-principal to do so, rather than from personal interest. Consequently, the testing of the model was given lower priority and 'fitted in' to what was now declared to be a very busy calendar. Eventually the college had to concentrate most of the testing on one department, whose head was very enthusiastic about the exercise, although all other members of the management team examined all the instruments and used most of them, as did small groups of staff in various departments.

At the other college, College B, the atmosphere was quite different. Preliminary work had been done prior to the initial briefing session by the vice-principal, and the model 'sold' to the management team in terms of its potential, the request to assist in the testing having coincided with discussion about a possible college-wide evaluation exercise. Consequently, at this college, despite an unanticipated heavy work load for that time of the year, time was made for testing the model, attending the seminars and communicating further information to

the writer by letter after the visits to the college were concluded.

This difference in attitude to the testing was in itself important, and illustrates how crucial the organisational climate of a college, and its state of readiness, can be for the success of an innovation introduced from outside.

The perceptions of each college concerning the model and its usefulness were fully discussed at the seminars, and the substance of these discussions will now be presented in terms of the six objectives which the model was attempting to achieve.

Objective No.1.

To assess the suitability of the model for providing an indication of how well understood the college staff development policy was and how well it had been communicated to staff.

Both colleges found Evaluation Sheet No1. prompted similar responses and highlighted similar problems. At College A all staff respondents and three heads of departments found some of the items difficult to answer, since they were not aware of the existence of any college staff development policy. Policy, such as it was, related to departmental needs and was framed by each department to meet them. The vice-principal asserted that a college policy did exist and had been circulated. The instrument had revealed a degree of ignorance of it, and at a disturbing level.

As an example of the way the instruments were used and interpreted the returns of one respondent -ENG.1.- will be

considered and are included at the end of this chapter for ease of reference.

His completion of Evaluation Sheet No.1 reveals that he regarded his college staff development policy as being moderately clearly communicated to college staff, while at the same time indicating that he had no idea of how the policy related to the overall college plan.

The aims of the college staff development policy were regarded as being only slightly realistic, with the college staff development work being judged as only moderately well established, and systematic only to a slight degree. At the same time this respondent regarded it as being well able to accommodate a response to new or unexpected demands for provision.

The head of engineering reported that he had found similar responses from the other respondents in his department, and was surprised that, after so much staff development activity had been going on over a period of years, it should still be regarded as unsystematic and inflexible and poorly communicated. He ventured to suggest that their efforts at meeting a wide variety of individual needs had resulted in staff development being considered only in personal terms, with its wider dimension being lost sight of.

Despite the ignorance of staff development policy, the management team did not consider such ignorance to present any significant barrier to the provision of staff development, but

conceded that it was a matter deserving attention. Also, despite the small sample of respondents (approximately one third of the Engineering Dept. complement of 34, plus a number of individuals in other departments) it had been sufficiently demonstrated that the instrument was capable of being used to good effect with regard to the above objective.

At College B the management team agreed that the instrument had been valuable in highlighting both the success and failure of their efforts. Respondents saw staff development as by now well established at the college, moderately systematic and well able to respond to new demands. It also revealed that the biggest blank in peoples' understanding was how the staff development policy related to the overall college policy, and indicated a failure to communicate to teaching staff important aspects of college policy. The questions on Evaluation Sheet No1. had proved, therefore, to be very useful as a means of feedback to the management.

However, the general feeling of both college managements was that the instrument would be of limited value in its present form. The questions were too bland, and should be more probing and more specific, eg. 'How have you learned about the college staff development policy?' 'How do you think decisions relating to provision are made?' These would then tie in with the questions included in Evaluation Sheet No.2.

One further suggestion was that the instrument could be used immediately following a college conference or series of

meetings aimed at highlighting staff development policy. If this was then followed by a feedback session to staff, it would be possible to have some evaluation of the policy stage of staff development provision.

The overall impression given by both managements was that the model was capable of achieving Objective One, and no insuperable problems in connection with its use could be identified.

Objective Two

To assess the usefulness of the model in increasing the sense of 'ownership' of the staff development provision by the teaching staff.

In evaluating this aspect of the model attention was given primarily to the use of Evaluation Sheet No.2. At the briefing sessions and at all four seminars it was stressed that items included in the instruments were meant only to be suggestions. Since the writer had no in-depth knowledge of their colleges it had been necessary to provide items which might meet with general acceptance and indicate the way in which the instrument might be used. Any college wishing to adopt the model might well provide items reflecting its own stage of organisational development and structure, experience of evaluation techniques and local needs.

At College A the management team had strong reservations about the usefulness of the instrument. They were unaware of the existence of any degree of concern on the part of staff

regarding who should be responsible for the setting of staff development objectives and the design of staff development provision. The vice-principal felt that the new GRIST funding arrangements took away any responsibility for objective-setting, since the college simply followed the LEA policy. The writer suggested that the use of the instrument might, nevertheless, provide them with data which would confirm or contradict their impression.

This was, in fact, the case as illustrated by the instrument returned from respondent Eng.1. In his view people rated as having high involvement in the setting of college staff development objectives were the head of department and the vice-principal, with the individual seen as having little involvement.

A similar view was taken of the involvement of people in the design and provision of staff development at College A, with the respondent regarding the head of department as having the highest degree of involvement, followed by the vice-principal. Both the staff development committee and course teams were felt to have low degrees of involvement, this being also true of the individual.

The respondent also indicated on the instrument that he considered extending ones usefulness to the college and promotion prospects as both being high incentives for undertaking staff development. He further indicated that staff development should be aimed at remedying deficiencies in staff

performance. At the same time he gave a rating of three on the five-point scale to indicate the degree to which he felt staff development opportunities were taken up by appropriate staff. The instrument also revealed that he felt that individualised staff development programmes were very desirable.

The head of engineering had found the instrument, particularly questions 3 to 6, very useful in providing him with a picture of how his staff saw the purpose of staff development in his department. It had been very helpful as an awareness-raising exercise and had shown that his staff saw himself as the key figure in the provision of their staff development. This disturbed him, since he was anxious that staff should move more towards self-assessment and take more initiative for development. He saw staff ownership of policy as the ultimate goal, with management acting in a supportive role. He had also found equally disturbing respondents' replies to question five- 'To what extent do you consider your college staff development opportunities to be taken up by appropriate participants?', since no one had given this a rating higher than three, and felt that this was a matter to be explored with his staff.

One other head of department had some sympathy with this view and felt that the instrument could be used as a barometer of ownership. However, since in most colleges staff development was, in their view, only just beginning to become a)adequately funded and b) systematically planned, the management team felt that such an evaluation, using an instrument similar to Evaluation Sheet No.2 might be premature.

The use of the same instrument at College B had met with a different reception, and had provided management with data they had not expected. Several of the questions had provoked instant debate, suggesting that the instrument must be used as a starting point for further exploration and discussion.

The instrument had raised a number of issues not previously considered by the management team. It was noted, for instance, that, despite the high profile given to team leaders in relation to staff development provision, respondents consistently rated their involvement very low. The vice-principal and Staff Development Officer were perceived to have very high involvement, with the individual having hardly any involvement at all. Most worrying of all had been the discovery that the staff development committee, set up some 3 years earlier, was seen as having very little impact on the framing of policy objectives. This had prompted the Staff Development Officer to make some enquiries prior to the seminars, discovering that respondents considered the committee to be no more than a reporting-back body, too reactive rather than proactive. Consequently, they were already taking steps to review both the remit and the composition of the committee.

The most surprising discovery was said to have been the respondents' disclosures concerning motivation to undertake staff development. The management team had expected the least likely motivating factor would be promotion prospects and the most likely the need to re-train. In fact promotion prospects were rated high and re-training low. Management found this

disturbing on two counts. First, staff mobility was virtually static, with little prospect of internal promotion given the age profile of the teaching staff. Secondly, they had just concluded a 12 month long re-training drive, stressing the need for staff to avail themselves of opportunities in the light of clearly identified contractions in existing work.

Consequently, the management team was very enthusiastic about the usefulness of this particular instrument. The problems it had highlighted did, however, lead to the caution being expressed by one head of department that in selecting questions for this stage of the evaluation management must be confident that it is also ready to tackle any issues that might be raised by the instrument. One final comment from the team was their surprise that respondents felt that the college used a 'deficit' model of staff development provision. They were planning to conduct a follow-up on the topic 'Why do staff go on courses?'

The consensus of opinion appeared to be that both colleges accepted that the instrument was of value and had potential for generating data relevant to an evaluation of this stage of the model, but College A had reservations about the evaluation of this aspect of provision at their particular institution. Whether the use of such an instrument would contribute to an understanding of who owned the staff development provision was difficult to determine, but in the total context of the model, and over a long period of time, it had potential for raising awareness in both management and staff of the importance of

this aspect of staff development.

Objective Three

To provide information on the degree to which providers and users share the same values relating to staff development.

For the testing of the model in relation to this objective two instruments were provided in the form interactive computer programmes. Before being offered to the colleges the programmes had been tested for the writer by management and staff colleagues and a university student with no previous knowledge of either repgrids or staff development issues, to demonstrate that each programme was 'user friendly'.

The first programme was concerned with perceptions of staff development activities and the second with perceptions of modes of provision. It had originally been agreed that the repgrids would be completed by all members of each management team and a small number of staff in each college. The second of the two seminars planned for each college was then to be devoted mainly to the interpretation of the data from the instruments and an assessment of them in relation to the stated objective. Because of problems with time allocation the testing of the instruments was very patchy, with only two of the management team at College A and three at College B being able to use the programmes. The number of teaching staff able to find time to use them was also smaller than originally intended.

The repgrid procedure adopted for the instruments was a simplified version of that used during the case study phase of

the research, the main difference being that the grid was completed using only two categories - the poles of each construct - the emergent pole being designated with an 'X' and the contrast pole with an 'O'. After providing a construct the computer programme invited the respondent to rate each of the elements in terms of its similarity to the 'X' pole or the 'O' pole of the construct. The computer then provided a printout of the completed grid capable of indicating significant relationships by simple visible inspection. The completed grids of the respondent Eng.1. are provided at the end of this chapter, with their format being altered slightly to accommodate their inclusion in the text.

The purpose of using repgrid technique as an instrument was to demonstrate that a variety of approaches could be employed in an evaluation exercise, and that this was a non-threatening method of discovering the degree to which values, etc, were shared by both management and teaching staff in colleges, a matter deserving consideration when planning staff development provision.

At the seminars the grids were not subjected to detailed analysis, but instead attention was drawn by the writer to possible ways of interpreting the data and its usefulness in any subsequent staff development planning. The two repgrids of respondents Eng.1 and HoD may be taken as examples. In completing the first repgrid programme, relating to aspects of work in FE which might require staff development provision, the respondents showed areas of common ground, but at the same time

revealed significant differences. From the grids it can be seen that when construing E2.Marketing Skills , for example, both regard these as being important for the college - Eng.1. supplying the constructs C5.Meeting College Needs, C6.College Growth and HoD supplying the constructs C1.Towards Effective Running of College, C4.Wide Application in the Department. However, they are seen to hold widely differing views of who should possess such marketing skills, with Eng.1. seeing them as C1.Relevant only for Senior Staff and C8.Required by Specific Staff. HoD, on the other hand, takes a much wider view seeing such skills as C6.Needed by Whole Staff. The rating exercise at the end of the computer programme provides confirmation of this difference in viewpoint, with Eng.1. giving marketing skills a rating of one, whilst HoD gives it four on the five-point scale.

In the ensuing seminar discussion the head of engineering, whose grid had been examined, confirmed that it was indeed his view that marketing was the responsibility of each member of his department, although to differing degrees, and that marketing skills should be acquired by as many staff as possible. His views had been shared with his staff on many occasions, and he had hoped that they had now come to share them. The repgrid of Eng.1. had revealed that at least one of his staff dissented.

The second programme, which focussed on modes of provision, again elicited significant data from the two respondents Eng.1. and HoD, with areas of both congruence and dissonance being

clearly revealed.

Attention was drawn to the common ground detected in the grids. Both respondents, for example, show concern about the planning of staff development, with Eng.1. supplying the construct C3.Others Decide Content, and HoD using the construct C7.Planned by College Staff:Planned by Outsiders. They are also both concerned with how well planned activities are, with Eng.1. using the construct C7.Planned Around College Needs and HoD using the construct C5.Regular, Likely to Achieve Results. Also, they are both aware of 'outcomes', with Eng.1. using the construct C5.No Tangible Outcomes:May Lead to Certification, and HoD using the construct C5.One-off, Less Value.

At the same time significant differences in viewpoint are observed. In the construing of Eng.1. we find considerable emphasis placed on choice and independence - C1.Chance to Work on My Own, C2.Chance to put My Own Views, C3.Designed to Suit Me and C7.Chosen for My Own Requirements - clearly suggesting that the subject is highly self-motivated. However, HoD is seen to be stressing the social and 'protective' aspects of provision -C1.Familiar Setting, C2.Social Aspects Dominate and C4.Has Support of Peers/Tutors. This difference in viewpoint is also revealed by the rating exercise included in the instrument, when Eng.1. gives a rating of four to the activity E7.Individualised Programme, whereas HoD gives it a rating of two.

The writer suggested such difference might indicate that,

whilst management would need to be cost-conscious, other factors needed to be noted when considering the issue of 'value for money'. As an example the attention of the management team was drawn to the first element on the grid E1.In-house Group Work, which was seen by Eng.1. as 'not having tangible outcomes' and 'may be too vague/informal', whilst HoD looked at this mode of provision as being 'relatively inexpensive' and 'can be fitted into existing day'.

Some staff respondents in both colleges felt that the instruments were something of a gimmick or 'just a game' and all teaching staff users asked for a detailed explanation of the purpose of the repgrid. Fortunately, in both colleges there were members of the management teams with knowledge of repgrid technique and they provided sufficient explanation to persuade respondents to use the instruments. The most unsatisfactory feature of the exercise was the failure to provide time for the results to be communicated to and discussed with the respondents. Nevertheless, those managers who did use the grids felt that this could be a very useful tool, capable of being developed with some fine tuning, and suitable for use in conjunction with staff interviews.

College A's management team felt that any college wishing to use the technique at any stage of an evaluation exercise would have to consider carefully whether the data obtained by this method justified the time required to explain and interpret it to staff. At the same time it was noted that the instrument did encourage staff to declare their views on aspects of staff

development in an interesting and non-threatening way. Such information might well lead to less time having to be spent on the exploration of other stages of staff development with staff. An examination of shared values was a difficult task and any approach which removed any suggestion of criticism or censure was worth considering.

At College B almost identical remarks were made. Respondent interest in the repgrids and their interpretation was considerable, but little time had been available for this to be done satisfactorily. After the writer had indicated various ways of interpreting the repgrid data, the management team felt that to 'keep faith' with the respondents time would have to be found in the following college term to explore the grids with staff. The management team were also keen to develop the technique and indicated they would value assistance from the writer, probably by running a repgrid workshop for them.

The overall impression was that the whole issue of shared meanings and values deserved attention at the colleges and had been a long neglected area. Management frequently had to assume that they were providing what staff wanted and had the same perceptions as the users. Given adequate time and careful explanation the instrument was seen as being capable of reaching Objective Three.

Objective Four

The ability of the model to provide an indication of what might sustain staff involvement in staff development.

The testing of the model with regard to this objective concentrated on the use of the two remaining instruments Evaluation Sheets Nos.3 & 4. As indicated earlier, the former instrument consisted of a 'before and after' rating exercise, and the latter a rating exercise on how effective and how useful a particular staff development activity had proved to be.

At College A the instruments had been used sufficiently to enable the management team to arrive at some firm opinion as to their suitability. If the returns of the respondent Eng.1. are examined we find that the subject lists two activities in which he had recently been engaged - one relating to the introduction of CAD (Computer-aided Design) in FE and the other a mathematics workshop in London.

He identified two expectations he had had of the first activity - learning about management of the system and gaining practical experience, which he rated as four and five respectively. In retrospect he rated the actual outcomes, or satisfaction of expectations, as three and two respectively, commenting that the latter low rating was due to insufficient time being allocated on the course.

For the second activity, the maths workshop, he identified three expectations - the exploration of project work, learning about current thinking regarding 'A' level maths and exchanging views with participants. These he rated as four, three and four, whilst in terms of their satisfaction via the activity he

rated them one, three and five. Thus, the instrument revealed that of six identified expectations only two were satisfied to any significant degree by the activities, and suggest that there was an element of mismatch between what the participant required and what was actually provided.

The head of engineering reported that he had already used an instrument in his department, similar to Evaluation Sheet No.3, and some useful information had been gained from it. On balance his staff seemed to think that the 'before and after' approach was an important one, and their returns had been interesting. He was now going to adapt the instrument for use in a departmental evaluation exercise he was planning for the coming academic year. The management team felt that a modified version of the instrument could be utilised for all in-house activities, and some heads of department felt that would also serve to evaluate external provision. One head of department felt that it would be more suitably used as a basis for discussion with her staff, but noted that its use would require a time consuming analysis, given the amount of staff development now being done at the college.

The other instrument - Evaluation Sheet No.4 - had not proved to be quite so revealing. One point made was that the five point rating scale really invited staff to 'play safe' and in almost every case respondents had used the mid-point.

The respondent Eng.1. listed two activities identified on the previous instrument - the "CAD" course and the maths workshop.

He had judged both of these activities to have been moderately effective, effectiveness being defined in terms of raising interest or stimulating thinking. However, in terms of their usefulness they were both rated as being only slightly effective, when usefulness was defined as the application of the activity to the actual work of the subject.

The head of engineering felt that in the case of this respondent the information obtained was useful, particularly since the maths workshop had been held in London and was expensive in terms of time and money.

At College B the instruments were discussed with more enthusiasm. A major discovery was confirmation of a widely held belief by management that external courses were not very popular with staff. The respondents consistently rated their expectations 'high' and the outcomes of external INSET courses 'low'. The college Staff Development Officer had used a similar instrument to Evaluation Sheet No.4 but restricted it to certain aspects of their in-house provision. Taken together, he felt that a picture was emerging from them of what staff did and did not value in terms of provision. Some of the management team had found time to discuss the two instruments with some of the respondents. The impression they had received was that the respondents could readily understand the significance of the instruments, regarded them as not too lengthy and quite simple to use. Most important of all, they acknowledged that being required to complete such instruments on a regular basis would make them think about what they wanted to get from a

course/activity before participating in it. Since some of these respondents has also indicated in another instrument - Evaluation Sheet No.2 - that they felt the wrong people sometimes went on courses, some of the management team suggested that the use of these instruments might enable them to reduce this problem.

Both management teams felt that these two instruments had the strongest appeal in terms of immediate use and potential, especially since isolated attempts had already been made at evaluating their provision in terms of outcomes. They conceded that the results of these efforts had never really been communicated to the staff and only superficially discussed by management. They felt that considering the evaluation of their provision in terms of an holistic model provided them with a new perspective on the exercise. The use of the instruments by the respondents at both colleges gave a strong indication that such an approach would enable Objective Four to be met.

However, it was considered important by College B to stress that in addition to care in design of instruments, care was also required in the analysis, storage and use of the data obtained. It was necessary, in their view, to find an acceptable method of recording achievement, satisfaction/dissatisfaction, etc, for future reference if evaluation exercises were to retain credibility.

Objective Five

To assess the ability of the model to provide a

structure for a systematic evaluation of a college's staff development programme.

Objective Six

To assess the ability of the model to establish staff development in a more central position in the work of the college.

No specific instruments were provided for testing in relation to the two remaining objectives. Instead they were considered together and covered by discussion in seminar. Both management teams felt that the model was capable of providing a basis for the development of staff development evaluation, and it was agreed that, ideally, such evaluation should take place at each stage of staff development provision. Whether the model would succeed in elevating staff development to a more prominent position in college work was found difficult to assess. One danger was that the model would result in overload of the system, especially in a college where evaluation had been previously attempted, although it was accepted that in such a situation the model could be adapted to local needs. From the discussions at the colleges a number of helpful observations and suggestions were made. College A suggested that their remarks might be expressed as a number of 'do's and don'ts' for potential users of the model-

Don't neglect to ensure that the evaluation exercise is taking place at the right time and place.

Don't simply put evaluation instruments in staff pigeon holes and hope that they will respond.

Do relate the instruments, even the more general

ones, to a specific occasion, eg. a staff development policy review by Staff development Committee/Academic Board; at the end of a particular series of staff development activities.

Do explain carefully the purpose of the evaluation, and how and by whom it will be used.

Do give feedback to staff at the earliest opportunity.

Do strike a balance when designing instruments between being 'monosyllabic' (for the sake of brevity) and too open-ended (some staff seem to like the opportunity to expand on what they have done).

At College B the two objectives were discussed but a number of the management team had to leave this particular seminar before it was concluded. However, their interest was such that they communicated their final observations to the vice-principal who summarised them and forwarded them to the writer.

The management team found the model as a whole particularly attractive, but suggested that this was because their institution was at an appropriate stage of development to sustain a comprehensive evaluation exercise. The request to test the model had come at a time when the management was already exploring ways and means of evaluating its staff development. Consequently, they were interested to see how much of it could be tested and how significant were the results. The management's overall verdict was that if the 'holistic' dimension could be further developed --- 'you would have a model that would have considerable appeal to college managements'.

The use of repgrid technique was particularly appealing. It was

seen as having in its favour its use in identifying groups of staff who shared the same perceptions or needs, and who could possibly benefit from the same type of staff development strategy/activity. The major obstacle to its use was seen to be the difficulty of turning an instrument of personal, private revelation into a public one, ie. 'to use the technique in a responsible way to bridge the individual-institution divide'.

The ability of the model to be used to establish staff development more centrally in a college's work was not easily determined. At College B staff development was already believed to hold a central position, and this had been confirmed, in their view, by the respondents' use of the instruments. For a college to use the model with this as one of its objectives would require sensitivity and commitment on the part of management. Sensitivity, since the use of evaluation instruments, such as those supplied for the testing, would need to take place within the context of a caring and personal staff development programme. Commitment, because initially the holistic evaluation model would be time-consuming. Not only would one have to have very willing staff to make meaningful returns at a suitable level of detail, and on a regular basis, but the analysis of the returns would also have to be done regularly and be transmitted across the college. Such a process would require careful interpretation, explanation and discussion.

However, with due allowance being made for the limitations of the model, to which attention was drawn by the two colleges,

the testing of the model, even in this modest form, would suggest that an holistic evaluation approach to staff development was possible, given the right organisational climate, appropriate stage of development and allocation of time. At the same time, certain aspects of the model clearly need further research and development.

In view of the fact of the failure of colleges to attempt any systematic evaluation of their provision, the testing of the model has important implications. These will be considered in the final chapter of the research when attention will be drawn to the major conclusions suggested by the investigation and their implications for colleges.

Dept.....
 Status.....

Respondent Eng-1.

EVALUATION SHEET No. 1.

COLLEGE STAFF DEVELOPMENT POLICY		RATING				
		NOT AT ALL	SLIGHTLY	MODERATELY	WELL	EXTREMELY WELL
	FEATURES					
1	To what extent do you consider your college staff development policy to be clearly communicated.			✓		
2	To what extent does your college staff development policy relate to your overall college plan.		No	Dis		
3	To what extent do you consider your college staff development aims/objectives to be realistic.			✓		
4	To what extent do you consider your college staff development provision to be systematic.		✓			
5	To what degree does your college staff development policy allow a response to be made to new or unexpected demands.				✓	
6	How well established is staff development as a central part of the work of your college.			✓		

EVALUATION SHEET No. 2.

Respondent Eng.1.

Dept.

Status.

COLLEGE STAFF DEVELOPMENT POLICY OBJECTIVES

Please rate the following by ticking the appropriate box (1=low, 5=high)

1. To what extent do you consider the following to be involved in the setting of staff development objectives at your college:

Academic Board/staff development Committee
 Principal
 Vice-principal
 Head of Dept.
 Individual
 Course team
 Staff Development Officer

2. To what extent do you consider the following to be involved in the actual design of staff development programmes/provision at your college:

Academic Board/Staff development committee
 Principal
 Vice Principal
 Head of Dept.
 Individual
 Course team
 Staff development officer

	1	2	3	4	5
Academic Board/staff development Committee		✓			
Principal	✓				
Vice-principal				✓	
Head of Dept.					✓
Individual	✓				
Course team		✓			
Staff Development Officer					
<hr/>					
Academic Board/Staff development committee		✓			
Principal	✓				
Vice Principal			✓		
Head of Dept.					✓
Individual		✓			
Course team		✓			
Staff development officer					

Respondent Eng. 1.

3. To what degree do you consider the following to provide an incentive for participating in staff development :

- Extending ones usefulness in the college.
- Peer group approval
- Promotion prospects
- Remission from class contact
- Contracting of existing work

4. To what degree to you think staff development should be aimed at remedying deficiencies in staff performance.

5. To what extent do you consider your college staff development opportunities to be taken up by appropriate participants.

6. To what degree do you think that tailoring an activity to the needs of a specific individual would avoid a mismatch between a staff development activity and its participants.

	1	2	3	4	5
Extending ones usefulness in the college.					✓
Peer group approval	✓				
Promotion prospects				✓	
Remission from class contact	✓				
Contracting of existing work			✓		
To what degree to you think staff development should be aimed at remedying deficiencies in staff performance.		✓			
To what extent do you consider your college staff development opportunities to be taken up by appropriate participants.			✓		
To what degree do you think that tailoring an activity to the needs of a specific individual would avoid a mismatch between a staff development activity and its participants.				✓	

EVALUATION SHEET No. 3.

Dept.
 Status.

Course Activity Objectives.

- 1). DTI Scheme for 'CAD' in Further Education
- 2). Mathematics workshop London

A EXPECTATIONS		B Expectation Rating						C Outcome Rating				
		1	2	3	4	5		1	2	3	4	5
1)	Learning about system management				✓		Not enough time			✓		
	Gain practical experience					✓			✓			
2)	Exploration of project work				✓			✓				
	Learn about 'A' level maths			✓					✓			
	Chance to exchange views with participants				✓						✓	

1. Please list in column A what you expect to obtain from the activity/course.
2. Please indicate in Column B the priority you would give to these expectations.
3. After the activity/course is concluded, please indicate in column C how well your expectations were satisfied by the activity/course.

Dept.....
 Status.....

Respondent Eng. 1.

EVALUATION SHEET No. 4.

OUTCOMES

HOW EFFECTIVE					COURSES/ACTIVITIES	HOW USEFUL				
NOT AT ALL	SLIGHTLY	MODERATELY	HIGHLY	EXTREMELY		NOT AT ALL	SLIGHTLY	MODERATELY	HIGHLY	EXTREMELY
		✓			DTL 'CAD' Workshop		✓			
		✓			Maths workshop		✓			

Please indicate the response which best reflects your opinion concerning -
 Effectiveness= In raising interest, stimulating your thinking.
 Usefulness = Applying it to your actual work.

Dept.....
 Status.....

Respondent HoD.1.

Interactive Computer Programme Rspgrid for ASPECTS OF WORK IN FE.

CONSTRUCTS "1" Pole		ELEMENTS									CONSTRUCTS "0" Pole	
C1	Towards effective running of a course	X	0	0	X	0	0	0	0	0	X	Towards effective running of a college
C2	Innovative	X	X	0	X	0	0	0	0	0	X	Maintenance
C3	Skills always needed	0	X	0	X	0	0	0	0	0	X	Development needed from time to time
C4	Wide application in the department	X	X	0	X	0	0	0	0	0	X	Limited application in the department
C5	Relates to work in classroom	X	0	0	X	0	0	0	0	0	0	Relates to work outside classroom
C6	Specific to those with posts of responsibility	0	0	0	0	0	0	0	0	0	0	Needed by whole staff
C7	Relates to the course	X	X	0	X	0	0	0	0	0	0	Relates to the students
C8	Aims to improve quality of provision	X	0	0	X	0	0	0	0	0	X	External to actual teaching
C9	Personal	0	0	0	0	0	0	0	0	0	X	Impersonal
	RATING	5	4	3	2	4	5	4	3	5		RATING

Dept.....
 Status.....

Respondent Eng. 1.

Interactive Computer Programme Repgrid for FORMS OF STAFF DEVELOPMENT

CONSTRUCTS "X" Pole		ELEMENTS		CONSTRUCTS "0" Pole																	
C1	Work with colleagues	X	E1. In-house group work	X	E2. Residential conference	X	E3. 10hr course (day release)	0	E4. Industrial secondment	X	E5. In-house conference	X	E6. Cascading	0	E7. Individualised programme	X	E8. Talk by experts	0	E9. Distance learning	0	
C2	Chance to put my own views	X		X		X		X		X		X		X		X		X		X	
C3	Others decide content	X		X		X		X		X		X		X		X		X		X	
C4	Immediate output and feedback	X		X		X		X		X		X		X		X		X		X	
C5	No tangible outcomes	X		X		X		X		X		X		X		X		X		X	
C6	Chance to get out of college	0		0		0		0		0		0		0		0		0		0	
C7	Planned around college needs	X		X		X		X		X		X		X		X		X		X	
C8	Likely to be properly structured	0		0		0		0		0		0		0		0		0		0	
C9	Depends on my own effort	0		0		0		0		0		0		0		0		0		0	
	RATING	5		3		4		5		3		4		4		4		1		2	
	RATING																				

Chapter Nine- CONCLUSIONS AND IMPLICATIONS.

9.1. Introduction.

1. Since a number of observations relating to particular findings of this research have already been made, the purpose of this chapter is to draw attention to the most significant issues with the aim of indicating how staff development in Welsh FE colleges might be further improved.

The research findings suggest that college managements see it as important to move away from a qualifications -led approach to staff development provision of a more performance - led focus. Thus, current provision is found to be quite different from that described in the early literature relating to in-service activities, (see pp 63,64) where a concern for initial professional training for untrained FE teaching staff predominated. The colleges concerned in this research provide some evidence of being engaged in a much wider enterprise encompassing a much broader spectrum of needs in response to the demands of their institutions and outside bodies, (See p.156).

2. Despite reductions in general resource allocations to the FE sector, there are no signs of these developments and expansions being curtailed. Rather, through the introduction of specific funding mechanisms LEAs and colleges are attempting to make staff development provision more systematic, relevant and continuous, with a resulting higher profile being given in colleges to staff development initiatives.

3. This allocation of specific funding is one of two significant developments to have taken place since the commencement of this investigation, and which have important implications for the future development of all aspects of in-service training.

This first development relates to a change in funding arrangements alluded to by a number of case study respondents. (see pp.216, 242, 298, 314). Details were first announced in the DES Circular 6/86 'Local Education Authority Training Grant Scheme'. This initiative has required LEAs to submit coordinated plans for in-service training based on comprehensive needs analyses. In turn, this has resulted in all FE institutions being required to produce more carefully assessed statements of their staff development needs in order to secure necessary funding. The new scheme became fully operational in April 1987, and it is already apparent that colleges have had to become more involved in planning and coordinating their staff development than hitherto.

4. The second notable development as been the passing of the Education Reform Act, 1988. In brief, this Act fundamentally changes the character of the relationship between a FE college and its LEA and the structure of college government. It also sets out the process by which the intention to delegate financial powers and responsibilities will be pursued. Three fundamental aims of such delegation are stated :

1. To give colleges as much freedom as possible to manage their affairs and allocate resources as

- they think best within the strategic framework set by the LEA.
2. To promote responsiveness by colleges to the changing needs of students, employers and the local community.
 3. To promote good management and the efficient and effective use of resources in colleges.
(Welsh Office. Circ.38/88.para.1.22).

The Act is expected to result in sweeping changes in the way colleges are run and manner in which their curricula are developed. It is not appropriate to discuss here the implications of these changes, but it is simply noted that they will affect the way in which colleges in future address the task of staff development. It may also be suggested that, in the light of these two developments, the proposed staff development model, discussed in the previous chapter, would appear to have even greater relevance and possible appeal.

5. Finally, mention must be made of the fact that a number of reports have also been recently issued relating to staff development, one of which focuses specifically on the provision for staff in Wales. Reference will be made to these studies at appropriate points in this chapter.

A number of stimuli have therefore appeared, since the commencement of this research, which encourage/require college managements to become more thoughtful, deliberate and systematic in their staff development provision and which further justify our investigation and tend to confirm many of its findings. Reference will be made to these in the following sections.

9.2.Policies, aims, and objectives.

1. The literature relating to staff development frequently implies that colleges should formulate policies prior to any attempts at making provision for their staff development needs. (see p.45). Whilst there is a recognition of this by FE managers in Welsh colleges, (see pp.131, 188, 198, 209, 226, 246, 252, 273, 290, 298 and 315), many of their staff development aims continue to remain totally undocumented and, subsequently, unsystematic. This is regrettable for two reasons. First, the research data has revealed that 87% of teaching staff respondents desired such a policy for their colleges, (see pp.155-156, 176). Second, colleges are engaging in provision, some to a considerable degree, without any policy to give direction, balance or motivation to their efforts, and also denying their staffs the existence of a framework for staff development decision-making. We may note, for example, the contention of M3/1, (p.207), that because her own department had a clear policy her staff were well motivated regarding the undertaking of staff development.

2. One area which would benefit from such a framework is that of the establishing of priorities. The evidence suggests that, prior to the new funding arrangements referred to in section one of this chapter, managers have adopted an ad hoc approach to prioritising. What they refer to as priorities are frequently nothing more than the latest 'demand' made upon them by an external body, (see pp.287, 296 and 298)

Since managers indicated that their efforts at making provision

were constrained by financial considerations, such reactive responses may result in provision for areas previously identified as priorities being reduced or abandoned in favour of the new 'priority', rather than being approached and worked through systematically. There was some evidence of discord at managerial level resulting from resources being allocated without reference to any policy, (see p.302). A formal staff development policy, containing criteria for determining priority needs, would enable demarcation to be made between existing needs and new concerns which, though important, might not command priority.

3. Another important consequence of the lack of formal policies is the perpetuation of managerial patronage where opportunities for staff development are concerned. Teaching staff still appear to be merely recipients of whatever staff development bounty management feel they can bestow upon them, (eg. see p.270).

A recommended feature of college policies is a statement of the recognition of staff development as an entitlement. Managers tend to give the impression that they see staff development provision as an obligation rather than a desire, with little acknowledgement that, in the face of role change, staff development ought to be a teacher's right. Recent research (Holly, et al, 1987) makes this point quite strongly - 'All practitioners are entitled to periodic opportunities for reflection, professional refreshment and skill development. INSET, in this view, is both a right and a

responsibility'.(p17).

4. The preliminary survey revealed, (pp.131-133), the absence of mechanisms in colleges for securing staff participation in provision, and confirmed the view of Hewton, Elton and Simmonds (see p.46) that many initiatives fail from inability to bridge the gap between policy and practice. This investigation confirms that the problem continues to exist, and would appear to be aggravated when there is a total absence of policy, with managers being obliged to resort to the 'voluntary principle', with the gulf between provision and participation remaining unbridged, (see pp 256,265,272,304,321). The changes which colleges are about to face may make it necessary for managers to introduce an element of coercion, if not compulsion, in order that areas of need achieve high participation rates in provision. Stevens, et al,(1988), cite an example of a staff development policy which pointedly reminds staff of their obligations in this matter,

You have a professional responsibility to avail yourself of staff development opportunities, to identify your individual needs and, with colleagues, advise on the needs of the teams and sections to which you belong. p80.

5. One factor which mitigates the neglect of policy formulation is the time required for the exercise. In colleges where some attempt was being made to draw up such a document, the process had become quite protracted,(see pp.189, 242 and 312). Consequently, this may result in elements of the policy becoming out-of-date or unresponsive to new or urgent demands. Hulbert, et al, (1988) observe that 'Once written, those who

have invested energy in it are reluctant to re-invest in reviewing or changing the statement; it can come to be overtaken by other realities and become an obstacle rather than a support', (op cit.p23).

6. The problems resulting from the absence of clear policy for staff development are compounded by poor communication systems. Where managers relied on informal college or departmental policies, staff were not always aware of their existence. Where such a policy was in the process of becoming formalised staff were not able to relate the policy to the general college policy or plan, as indicated in the testing of the staff development model,(see p.389). A recent study (Stevens, et al,1988,p165) stresses the importance of staff being made aware of the general direction being taken by the college if they are to be motivated to participate in staff development. As Hulbert's,et al,(1988), study observes, 'How can you have a college staff development programme if the college does not know where it is going ?'(p12). College policies and staff development policies should complement each other.

The unsystematic nature of so many aspects of the provision examined in this research leads one to conclude that this is due, in no small measure, to the absence of overall college policies in the institutions visited. Colleges would do well, as urged by Jones & Keast (1985), to formulate detailed statements concerning their general policy and practice and to ensure that these are widely disseminated. Particular attention

should be given to the relating of staff development policy to the overall aims of the college, with the mechanisms and criteria for establishing priorities clearly identified. Since this research commenced most, if not all, LEAs have required their FE colleges to engage in the drawing up of three-year plans and this will certainly require colleges to include statements relating to their staff development procedures in their submissions.

7. The literature survey revealed that as part of a staff development policy some writers advocated the appointment within colleges of a person with overall responsibility for staff development, (see p.45). Data from the general survey revealed that approximately 50% of the management respondents indicated that such an appointment had been made at their college, (see p.166). However, only four teaching staff respondents admitted to having made use of their SDO.

No clear explanation for this has been revealed by the investigation, but one contributing factor might well be the undefined nature of the role and the fact that persons given this responsibility in the colleges are frequently already committed to other important responsibilities. For example, the case studies reveal that four of the six vice-principals had responsibility for staff development, (see pp.197,225,242). One of these, M2/3, was also a head of department, and this suggests that staff development was not seen as being very important in the college.

In view of this workload it is not surprising that their role appears to be interpreted by its incumbents as being purely administrative, (with the exception of M2/1).

Whilst such appointments are to be welcomed, in most cases they do not appear to have made any significant impact on provision. The NEWI/WJEC study (Hulbert, 1988) found that when the role of a staff development officer was combined with other responsibilities such as those of a vice-principal or a head of department 'they find the job too complex and time consuming' (p39), endorsing the assertion of Harrington (see p45) that the post needs to be a full-time one.

9.3. Needs identification.

1. It was noted in the review of the literature, (p44), that as early as 1973 there was a recognition by ACFHE/APTI that where staff were required to take on new duties or responsibilities training should be provided for such staff.

The general survey revealed that there was considerable need for such staff development, with some 70% of teaching staff respondents indicating a desire for further training, (see p.172). This in itself would seem to warrant a systematic approach to establishing training needs. However, the research has revealed that management practice for the identification of staff development needs varies from college to college, but in the main is quite unsystematic, with only one college, Case Study No.1, giving any evidence of tackling the problem in a structured manner.

2. A variety of methods are used, but the involvement of the head of department tends to dominate. When delegated in this fashion the task is discharged in quite an unsatisfactory manner. One principal, M1/2, (p.217) admitted that his heads of department were simply left to 'finger people', and a similar approach was indicated by two other vice-principals, (see pp.272, 320). One head of department reported that she could only find time to simply recommend courses for her staff to attend, (see p.256). Two other heads of department reported that they handed the task down to team meetings (see pp.232,296). One principal, M1/3, (see p.244) admitted that they resorted to 'brainstorming' groups of staff in an attempt to get at training needs. At the same time one vice-principal stated that he felt that far too much reliance was placed upon the judgement of heads of departments in this task. All this would appear to be a far cry from the stress in the literature, (see p.54) that the task should be undertaken as a management responsibility, with all that the word implies.

The All Wales Staff Development Project (Hulbert, et al, 1988) also found this to be the case, (p28) with the head of department also delegating the task to teams of staff.

3. The case studies suggest that little opportunity is really given to staff to indicate their training needs as individuals, whilst the general survey data revealed little desire on the part of staff to become solely responsible for the identification of their development needs, (see pp.164,165), although they do wish to be involved in the process.

That staff are assumed to want be involved is indicated in DES Circ.6/88 -'planning arrangements need to ensure that appropriate account is taken of expressed needs and views of teachers, schools, colleges and other eligible groups.'(p27). This accords with much of the emphasis in the literature, (see p.55f). However, the impression given, despite the references made to staff involvement, is that such involvement is token, and one manager, M2/3, p.252 states categorically that he feels that needs identification can no longer be left to the individual, a view which accords with that of Baron (see p.53).

4.The holding of interviews with staff for the purpose of identifying training needs is strongly advocated in the literature, particularly when the interview takes the form of a staff appraisal exercise, (see pp.56-59), with Bradley, et al, noting that staff are not as entrenched against the practice as we have been led to believe. This research clearly supports this contention. Not only do the management respondents consistently, with two exceptions, both from College No.2, (see pp.219,233), favour the introduction of some type of appraisal process, but teaching staff also indicated that they were strongly in favour of it, (see p.167) with 97% of questionnaire respondents finding it acceptable in principle.

However, despite this very significant degree of support, the exercise is seldom practiced. Only one case study reveals any attempt at introducing a college-wide staff appraisal scheme, (see pp.192-193,199). The most frequently mentioned excuse for this was lack of time, (see pp.232,256,264,279). One

respondent believed that his college was too small to justify implementing the exercise, (M1/5,p288).

Those managers who had attempted, in the absence of any college-wide initiatives, to hold interviews on a departmental basis,(see M3/6 p.327), found it to be very rewarding,though time consuming, and has resulted in highlighting career aspirations, problem areas of work and specific training needs. When interviews are handled sensitively and positively (ie. with subsequent follow-up),time consumed has been regarded as well spent, with staff appreciating the opportunity to discuss on a one-to-one basis their career development, etc. Colleges might well find that time devoted to the practice will be compensated for by the clearer identification of staff needs, barriers and facilitators and reduction in the risk of making inappropriate provision for individuals.

5. As indicated in the introduction to this chapter the 1988 Education Reform Act has important implications for needs identification in colleges, requiring as it does three-year planning which will take account of areas of expansion and contraction. Needs analysis will be required to become more sophisticated and systematic. The case studies reveal however that, whilst new client demands are emerging and new areas of work being undertaken in the colleges, needs analysis remains crude and ad hoc.

Hulbert, et al (1988) make the same point in their study when examining the requirements of the new funding arrangements for

INSET and quote one LEA officer -'We trade. If they (the colleges) show us that they have systematically identified staff needs then they get their GRIST allocation. We trade money for information.'(p7). Not only are LEAs required to state the needs of their institutions, but they are also required to specify the procedures which have been used for the identification of staff training needs and what steps are being taken to develop these further.

6. In the absence of systematic methods managements appear to resort to planning provision for needs which are often merely ascribed, ie. needs which individuals are assumed to have, perhaps in common with others, or, at best declared needs which are simply choices from a limited menu currently on offer, and which has been pre-set by management, (see p.251). This results in the substitution of a provision-led approach for a needs-led approach. Ainscow, (see p.55) draws attention to the danger of providers resorting to intuiting needs in the absence of any dialogue between providers and participants concerning the latter's training requirements.

At the same time it must be recognised that if resources are limited, resulting in restricted provision, elaborate approaches to needs identification are unrealistic and ultimately lack credibility. (Hulbert, et al, 1988, p32).

7. Management-led needs identification tends to result in a pre-occupation with institutional requirements, with staff development becoming performance, rather than personally,

orientated. Even when staff are encouraged to identify their needs in the context of teams or subject groups, the emerging needs are expected to relate to the professional role of the teacher, (see M1/3 p.244, M3/3 p.258).

That institutions do have needs is clearly recognised in the literature, (see p.54f) and college managements have an obligation to identify them and introduce strategies for meeting them. However, Yorke's criticism that management's control of needs identification results in a disparaging of the individual's perceptions of his own needs may be apposite.

8. It is noticeable that the emphasis on meeting the needs of the institution finds only limited expression in the trends identified in the PCAs, (see pp.341-344), and does not appear in the PCA of any of the principals. An examination of the trend in its association with specific staff development activities leads us to believe that, despite their preoccupation with providing for the needs of their colleges, some managers are not at all clear about the nature of these needs and how staff development provision may meet them.

9. Many managers have a very restricted perception of the relationship between the individual's needs and those of his institution. Whilst, as we noted above, many managers might be agree with Baron's assertion that individuals may well have their personal staff development needs satisfied through the meeting of the institution's needs, it would appear that they do not hold the reverse to be true. In whatever manner needs

are identified, either by the individual or via team or subject group meetings, the emerging needs are expected to relate to the professional dimension of the teacher's role. We find little support for the meeting of needs which relate to other dimensions, particularly the desire to obtain further qualifications. One principal (M1/2) believed that his college would look 'sympathetically' at any such requests(p219), but other respondents believed that qualifications such as an M.Ed would not find much support,(p233), that "higher degrees are of little value',(p,271) and that award-bearing courses should be given low priority,(p.295).

This belief that the obtaining of national qualifications can only benefit the individual and not his institution finds expression in, and is confirmed by a number of the PCAs,(see pp.337-338 where this is commented upon in detail). This attitude is regrettable, since the literature suggests that career aspirations are a legitimate concern for teachers,(see p.48f), and is endorsed by a recent study, Hulbert,et al (1988) who identify career needs as still being an appropriate concern for staff,(op cit.p31).

9.4. Staff development provision.

1. The study has revealed a desire on the part of teaching staff to engage in a wide variety of staff development activities,(see p.172). The questionnaire survey indicated a considerable degree of participation,(see p.168), whilst the case studies indicated a concern on the part of college managements to make a wide range of provision available,

expressed by one principal as 'a little of everything', (p315).

Managers also seek to substantiate their broad view of staff development by recourse to distinguishing between "product' and 'process', ie. between course content and course delivery, (eg. see p.189). The distinction is an important one, and it is noteworthy that it appears in the PCAs of three of the six principals, (see pp.339,340), with it attracting a very high weighting of 50.35% in the first component of M1/5.

However, the dominating feature of current provision is its unsystematic nature, an admission made by eleven of the eighteen respondents in the case studies. The principle cause of this would appear to be the variety of demands being made upon colleges by various external bodies, to which managers feel an immediate response must be made. This approach to provision is revealed, as detailed in chapter seven, by the manner in which provision was frequently construed by managers when completing their repgrids, eg. response to immediate need (M3/1), greater need (M1/4), meeting short-term needs (M1/5), meeting immediate needs (M2/3). The major preoccupation of managers, so far as they involve themselves at all with staff development, is with the response that their institutions can make to the latest requirement. There is little evidence of concern to work systematically through identified areas of need.

This response to demand leads to curriculum or course needs becoming the deciding factor in much college provision. Not

only does it become the focus of much of college staff development activity, it also becomes almost the sole vehicle of it, ie. staff development via curriculum development, (eg. see pp.190,198,219,225,251).

2. There is a suggestion that managers see staff needs in terms of deficiencies, and regard staff development as a means of remedying inadequacies in staff responses to new needs. Attention has already been drawn elsewhere to the limitations of holding such a view, (p58). If patronage of provision is to be encouraged and sustained amongst teaching staffs, a more positive attitude towards provision will be required from managements. This would appear to be further justification for attempting the introduction of staff interviews into the needs analysis process, allowing weaknesses to be discussed in a non-threatening and supportive manner, and with suitable training programmes being mutually agreed between manager and teacher.

3. Whilst the research has revealed some degree of variety in the modes of provision currently available, with less emphasis on the external course, (representing a move away from the position identified in the literature, cf. p73) approaches generally tend to be lacking in imagination when compared with those suggested by other writers as examples of good practice, (see pp.65,70). This is disappointing in the light of the questionnaire returns which suggest that staff are aware of alternative modes of provision and are themselves able to express preferences, (see pp.177,178), which could be profitably explored by managers when planning staff development

programmes.

More use is now being made of in-house initiatives, (see pp.200,216,232), although one suspects that this is not entirely for educational reasons, a view shared by at least one case study respondent, (M2/4 p.271). At the same time it must be conceded that this does reflect, to some degree, a response on the part of management to teaching staff criticism of much external provision, (see pp.225,232,251,263). The All Wales Survey (Hulbert, et al, 1988) encountered this same criticism and concluded that such provision continues to run the risk of a high level of mismatch between needs of teachers and what is actually offered to them, (op cit, p.87).

4. One contributing factor to this mismatch which the research has identified is poor communication systems relating to staff development issues, including provision. The general survey provides an insight into current procedures (see p.162). Colleges use a variety of methods - the college notice board, the contacting of specific individuals by a head of department, a staff development 'file' located in the college library. One disturbing disclosure is the fact that 43.5% of the teaching staff questionnaire respondents admitted being left to discover information for themselves in the press, (see p.164). These methods would appear to be totally inadequate in the light of the volume of staff development activity now becoming available, particularly through the new funding arrangements. More formalised systems are required, with responsibility for dissemination of information clearly indicated.

In addition, pre-activity information is often quite inadequate for the targeting of suitable participants, (see p.263), with little effort being made other than presenting staff with management-designed programmes. This was also an issue to which Hulberts, et al, study draws attention, citing the complaint of one teacher 'When they just tell you the minimum, you know, title, times, that sort of thing, I assume its probably going to be a waste of time. After all, if they can't be bothered to tell you what its really about ...' (op cit.p87).

5. The limited use made of alternative modes and methods of delivery is quite disturbing, since there is now ample documentation of examples of good practice, particularly in publications from the Further Education Unit. For example, their second staff development bulletin (1986), one of a series entitled Planning Staff Development, suggests eleven different approaches, many of which could be college-based.

6. One of the few innovative methods used, and frequently referred to in the case studies, is cascading, (see p.206,224,315). Whilst there are legitimate economic reasons for its use, it has been concluded that the principle of the method is better than its realisation, and that unless the idea or skill being subjected to this method is extremely robust, it runs the risk of distortion and degeneration into a form of 'educational Chinese whispers', (Holly, et al, 1987,p23).

7. FE managers appear to be more concerned with the fact of

making provision rather than with the quality or method, although the latter is recognised in the literature as being a crucial element in the effectiveness of staff development, (see p.72).

In particular, writers give attention to individualising provision, ie. preparing a staff development activity or programme for specific individuals, adapting both style and pace to their knowledge and experience, (see p66).

In sharp contrast with this is the current practice of simply making provision available in a generalised manner and allowing staff to judge for themselves whether or not it is appropriate or relevant. This is particularly noticeable in case study No.2, where the bulk of their staff development provision is compressed into the last two weeks of each summer term, (see p.216). Only one manager gave any indication of the need for tailoring provision to individual needs and this was in the context of initial teacher training provision for experienced, but untrained staff, (see p.288). Provision would be improved generally if a more flexible approach was adopted in the colleges, with at least the introduction of an element of choice for participants concerning such factors as mode and method of provision.

8. In addition to the need for more flexibility in provision the literature recognises a need for staff to become more participative, not only in identifying training needs, but also in the design and delivery of provision, (see pp.70,71).

Unfortunately this research has failed to discover any evidence which reflects an acknowledgement of the desirability for such participation. This is regrettable since a contemporary study relating to TRIST staff development provision records that one of its notable successes has been the greater emphasis it has placed on the initiation of in-service provision by teachers, (Holly, al,1987,p24). They observe that 'the teachers in such events are not regarded as passive learners, sitting at the feet of experts, but are seen as fellow educators, professional experts themselves, sharing in a common learning event with much to contribute to the corporate experience'. (cf. Hulbert, 1988,p17).

Such involvement itself changes the very nature of staff development provision, requiring as it does a departure from traditional taught courses to more teacher-based and cumulative development modes.

At the same time, it must be noted that such staff involvement must be compatible with other stages of the staff development process. The 'top-down' model of control, particularly the identifying and prioritising of needs, would need to be examined before staff could be encouraged to take a more active role in the planning of the delivery system.

9. Another important aspect of provision to which the literature gives attention is support for staff undertaking staff development, (see p.76). College managers were questioned concerning this, with their responses indicating a very narrow

understanding of what such support might consist. They see it in terms of the approval of applications for in-service training and, in a few cases, time-tabling of staff development.

With the range of activities and the number of staff now engaged in them, it would be surprising if some individuals did not find it difficult, initially, to introduce new ideas, techniques, etc. into the classroom situation. 'Re-entry' problems may be reduced by the provision of opportunities for the testing of new ideas, etc, in the normal working environment, and for discussing the outcomes of these trials with course providers before any full-scale implementation is attempted, (see p.77). Even when experienced and competent staff undergo re-training or adopt new teaching methods, they return to their work situations as inexperienced and uncertain and require support. Similarly, where extensive re-training, etc, is being undertaken, with the participants being relied upon to act as 'change agents' on return to their colleges, such institutions need to be prepared to receive these new inputs.

10. Finally, managers perceive the problems of provision to be mainly to do with logistics, principally time allocation. Poor systems of needs identification are excused on the grounds of inadequate time being found for the task to be properly tackled. This time management factor has repercussions also for other stages in the provision, particularly evaluation, (which will be commented upon in the next section). No progress will

be made towards making relevant and sensitive provision for staff needs unless managements can be persuaded to see that manpower planning is an important aspect of their work.

9.5. Evaluation of provision.

1. Of all the issues brought to light by the research the failure of colleges to engage in worthwhile evaluation exercises must be considered the most serious and in need of urgent attention. It is clear from the literature review that evaluation is an extremely important stage in the staff development cycle, (see p.87). This continues to be confirmed in the latest studies where Holly, et al, (1987) conclude that 'the crucial importance of clear and concise feedback on evaluation issues... should not be underestimated in supporting decision-making', (p43).

However, despite this continuing testimony to the importance of evaluation, this study has revealed that seldom does it take place, and never, so it would appear, in any formal or purposeful manner, (see p.263). One head of department had attempted to evaluate staff development relating to specific B/TEC courses offered in his department, but at the same time confessed to relying to a large degree on 'impressions', (see p.232). Managers interviewed during the case studies accepted that the practice was important and ought to be incorporated into staff development programmes, but had not attempted to do so.

Instead they admitted to relying upon rather vague methods -

'various people made informal comments....no formal reports were required....the size of the college made it possible for staff impressions to become known quite soon'(p217); 'a general awareness of what was useful'(p270); 'left to the professional judgement of the participant'(p256);'staff soon got to know about courses and what lecturers thought of them'(p314). The research has found only two colleges providing evidence of a serious concern to improve on this situation -Case studies one and three, the latter including a statement regarding evaluation in a discussion document circulated to staff,(242). There was very little evidence of even the most basic requirement - a post- participation report -being asked for. Instead, comments are fed back verbally and reports given at management meetings by the relevant head of department, (p263).

This is regrettable because, in the first place, the questionnaire returns from the teaching staff respondents indicated that a considerable degree of informal, yet penetrating evaluation of provision was taking place, (see pp.173,177), staff providing a variety of comments, observations and criticisms.

Such informal evaluative observations are not unimportant and can serve as a basis on which managers may build more formal evaluation structures,(see the comments of Alexander(1980) at p.87). A more recent article by Thomas(1985) draws attention to the same point (op cit.p376). Thus, there is good reason to believe that evaluation would be an appropriate exercise for

managers do undertake in terms of current staff climate, timing and the degree of provision now being offered.

Furthermore, the PCAs of the case study respondents reveal that some managers to view much staff development provision in evaluative terms, even if they do not engage either themselves or their staffs in any formal evaluation exercises, (see pp364f). This suggests that there is every reason to encourage them to attempt to implement evaluation systems in their institutions.

2. In the second place the urgency of undertaking evaluation is increased in the light of DES requirements currently being imposed in LEAs in respect of funding. They are now being made responsible for assessing how training has contributed to 'more effective and efficient delivery of the education services and how the training has contributed to the objectives and policies' in the LEA proposals, (DES Circ.6/86) monitoring and evaluation of provision now being a condition of continuation of funding. It is worth noting the three areas which have been specifically identified for evaluation -

- the extent to which objectives have been achieved
- the effectiveness of the training received
- the relevance of the training to identified needs.

Managers are aware that procedures for conducting such evaluations will have to be established, (see p.288). This being the case, it would appear reasonable to suggest that such systems ought to include the use of instruments which will provide data useful, not only to the LEA, but to the colleges

themselves.

3. The principle obstacle advanced by managers in justification of their failure to engage in any formal evaluation exercises was the lack of suitable criteria, (see pp.279,303). However, this argument would appear to be untenable. The staff development model presented in the previous chapter, and which made extensive use of the principle of evaluation, was designed by the writer who had no previous experience of evaluation. The use of quite simple instruments demonstrated how valuable to managers an evaluation exercise could be. Furthermore, it would appear from the literature review, (p92f), that there are sufficient indications of how one might proceed, eg. determining the scope, parties to be involved and destination of results, etc.

4. This stage of the research - the testing of the model - also demonstrated the possibility of involving staff in meaningful evaluation, given the right organisational climate and degree of enthusiasm for the exercise. The use of even rudimentary instruments by staff with no previous experience of formal evaluation procedures, can not only initiate a systematic evaluation of each stage of provision, but can, as in this case, result in significant formative data being generated, enabling adjustments to be made to current provision and follow-up work with some of the staff development participants. Holly, et al, (1987) observes 'It is important to bear in mind that a simple evaluation is better than none at all and in some cases can be more appropriate than the use of complex

evaluation procedures and instruments', (p40).

Managers should be encouraged to view evaluation as having the potential for redressing the imbalance in the degree of staff participation in the whole staff development process - policy formulation, needs identification, objective setting, design and delivery of programmes - and so increasing the sense of 'ownership' by the participants themselves. (Holly op cit, p43).

5. Finally, it can be argued that since the traditional mode of provision, the external course, is becoming less prominent in staff development programmes, if not redundant, there would appear to be a need for the development of alternative systems of accreditation. With the degree of involvement in staff development now being required of teaching staffs, it may be questioned whether intrinsic rewards will continue to be sufficient to maintain patronage levels, particularly if staff development has now to be considered in terms of career-long provision. Since evaluation is now becoming a national requirement, it may be possible to develop credit systems for those who engage in activities which are found, after evaluation, to be of an acceptable standard.
evaluation, of an acceptable quality.

9.6 Staff Development Models.

1. It has been noted several times in the research that little evidence was provided of staff development models being adopted for use by colleges in any deliberate manner. Instead, use is made of elements from models, with their selection being made

for pragmatic reasons rather than to implement policy, with the model most frequently resorted to being the management-led approach to provision.

2. There is a need for colleges to adopt more innovative and imaginative approaches to the planning and provision of their staff development programmes if patronage levels are to be sustained. Unfortunately very few research programmes appear to offer innovative models, and whilst studies document the problem areas likely to be encountered by providers and others, little attempt is made to investigate possible solutions to the problems raised.

Consequently, the model offered in this study adopts a more practical stance, taking as its starting point the problems/omissions of current staff development programmes as identified by the research. The model does not purport to mirror actual practice but, rather, suggests strategies for the improvement of provision in terms of increasing the understanding of its issues by college managers and providing a basis for a more corporate approach to the whole staff development cycle.

3. The model itself has certain weaknesses, many of which arose from the time constraints placed upon the writer by his own institution and the two colleges which agreed to participate in its testing. This has already been discussed in detail in the previous chapter. It may simply be noted here that the major problems encountered all related to poor communication. The model and its purpose had not been fully explained to all who

were asked to participate in its testing. This problem might well have been reduced had the writer been able to spend longer at each college briefing the teaching staffs as well as the management teams. It would also seem to suggest the value of an evaluation exercise being conducted from within a college, rather than having such an exercise imposed from outside. There was little communication of the results of the testing to participants, particularly the interpretation of the repertory grids. Constructive criticism of the writer's attempt at designing useful evaluation instruments related, in the main, to his unavoidable ignorance of some of the prevailing conditions and concerns at the colleges.

At the same time the model was judged to have considerable merit and potential for development. Its particular emphasis on 'holistic' evaluation provides a starting point for colleges to engage in systematic evaluation exercises and demonstrates that valuable data may be obtained by means of simple instruments.

4. The model is offered, not only as a practical effective strategy for tackling the task of evaluation, but also as a learning exercise for college managers. Significant areas of ignorance relating to staff development policy, aims and objectives were revealed in the two colleges where the model was tested, (cf.p390), as well as important data being provided relating to staff preferences for and the relevance of specific activities. Differences in perceptions between management and teaching staff towards certain aspects of provision were also highlighted, (see pp.397f), and it was demonstrated that even a

modest outlay of time on evaluation could yield useful feedback.

5. Not only does the model advocate the allocation of a central place to evaluation in the staff development cycle, it also demonstrates that effective ways can be found whereby planners, providers and participants can be brought into closer cooperation. If, as has been suggested, evaluation is embodied in education (Straughan and Wrigley, 1980, p5), then it is inconceivable that resources should be invested in the further education and training of teaching staff without attempts being made to evaluate the provision and the degree to which its continuation is desired by those who engage in it.

9.7. Management implications.

1. If the major deficiency in current staff development provision detected by this study is the failure to evaluate it, then the most significant finding concerning those having responsibility for the provision - the college managers - must be the unsystematic and unimaginative manner in which they both perceive and perform their obligations.

A very strong impression is given that their approach to the management of training provision for their staffs is nothing less than 'crisis management', a hasty response to an urgent demand. Bush (1986) argues that adopting such an intuitive style of management cannot be acceptable for the management of complex organisations such as schools and colleges, and asserts that ' a frame of reference is needed to provide the insight

for this important management task', (p14).

The rather basic manner in which managers approach staff development suggests that they are not very familiar with much of what has been written about staff development and in-service training. This may be because of the suspicion in which college staffs generally are thought to hold 'theory', (Dearden, 1984,p4), with managers seeing their task as very much a practical activity.

However, Bush (1986, op cit) questions whether managers operate quite so independently of theory as they imagine and observes that 'when a teacher or manager takes a decision it reflects in part that person's view of the organisation', (p13). Ultimately, these views become frames of reference for decision-making and are in fact used very much as one would use theory.

If we accept that theory provides the rationale for decision-making, then it may be claimed that the current management of much staff development provision would be enhanced by managers becoming familiar with at least some of the volume of theory now available for the underpinning of staff development initiatives. Current management practice concerning the provision of staff development is, at least in part, the outworking of management perceptions and beliefs about their colleges, their staffs and the needs of both. Rudimentary mechanisms are indicative, to a considerable degree, of rudimentary understanding of staff development issues.

2. Finally, it is impossible to avoid commenting on what is perhaps the most obvious implication of the research findings, namely, the necessity for management training relating to staff development provision. Two reasons may be advanced in support of this contention. The first relates to the points made in the previous section. The most satisfactory method of introducing managers to helpful accounts and examples of good practice would appear to be in the context of formal programmes of management training. The involvement of those with responsibility for staff development provision in such specific training would have the added advantage of providing their staffs with tangible evidence of their serious commitment to the provision of programmes of high quality and relevance.

Secondly, the research data itself indicates the need for such training. The general survey (p169) revealed that considerable numbers of management respondents had received no training for their current posts. In addition 57 % admitted to a need for further training, which confirms the findings of Hughes (1982) concerning the existence of a desire for training amongst managers.

More specifically, it may be argued that the inadequacies of many of the attempts at making provision for the training of their staffs by college managers, as evidenced by the case studies, are due in no small measure to their lack of formal training in the techniques of policy formulation, needs analysis, the counselling and appraisal of staff and evaluation methods.

This would confirm the observations of Everard (1986) who notes that education managers find it difficult to adopt systematic approaches to their work and prefer an individual and intuitive approach to problem solving rather than fostering a 'team' approach. Perhaps the most significant of his comments which this study endorses is his assertion that education managers frequently see their jobs only in terms of 'inputs' rather than 'outcomes', their objectives being activity-centred rather than results-centred.

The requirements now being made upon LEAs to systematise their approaches to staff development make it all the more urgent that senior managers in their institutions are equipped to undertake a similar task, a point made in a recent handbook for managers from the Further Education Unit (1987a), 'It is the responsibility of the LEA to ensure the adequate management of staff development", (p7).

3. In addition managers need to be educated to recognise the value and potential of their teaching staffs. Despite mention being made over the years of the importance of regarding teachers as an institution's most valuable resource, little attention appears to be paid to this in practice. Generally, managers in Welsh FE colleges are content to simply 'hand over' their staffs to others for training, so that staff development, whilst being resourced by them (although this is almost exclusively in terms of finance), is for the most part detached from them and unmonitored. Much of current provision appears, sadly, to be a 'hit or miss' affair, with little

evidence of managers being involved, or wishing to be involved, in the actual training of their staffs.

There is a need for college managers to be seen as leading professionals in their institutions in terms of initiating staff development strategies, conducting in-house workshops, establishing mentor schemes and peer-teaching approaches to training, all of which would demonstrate, not only support for staff development per se, but also a genuine concern that what is provided should be of quality and effective in enabling staff to respond to change.

4. The demands on FE to adapt and change are likely to increase rather than diminish in the next decade, with such changes continuing to require the re-training and development of staff. In addition changes in the organisation and climate of FE institutions may also be anticipated which will affect all who work in them. Consequently, there is a need for managers to set a lead in the approach to these changes. Of fundamental importance is the need for them to adopt a pro-active rather than a reactive stance to change. They are to be encouraged to show greater support for staff development by their involvement in such activities as chairing staff development committees or leading staff development teams, and endeavouring to move away from the top-down dominating approach, giving attention to all aspects of the teacher's role. Programmes which continue to be dominated by an institutional needs-led approach are unlikely to provide the degree of motivation which is going to be required to prepare staff for the 1990s.

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APPENDIX A

STAFF DEVELOPMENT SURVEY (MANAGEMENT)

Your cooperation in answering this questionnaire will be greatly appreciated. The information you disclose will be treated in the strictest confidence and complete anonymity will be preserved. Most of the questions can be answered by ticking the appropriate box.

Name of Institution (optional)

SECTION A: BACKGROUND AND EXPERIENCE

1. Please indicate:

(a) Sex - Male	<input type="checkbox"/>	(b) Age group - Under 25	<input type="checkbox"/>
Female	<input type="checkbox"/>	25 - 34	<input type="checkbox"/>
		35 - 44	<input type="checkbox"/>
		45 - 54	<input type="checkbox"/>
		55 or over	<input type="checkbox"/>

2. Please indicate your Burnham Grade:

Principal	<input type="checkbox"/>
Vice Principal	<input type="checkbox"/>
Head of Department	<input type="checkbox"/>

3. If Head of Department, please indicate which department:

4. For how many years have you been on your present Burnham Grade:
..... years

5. For how long have you been employed in Further Education: years

6. For how long have you been employed in:

Industry	<input type="checkbox"/>
Commerce	<input type="checkbox"/>
Other occupation	<input type="checkbox"/>

7. In how many Further Education institutions have you been employed:
.....

SECTION B: EDUCATION AND TRAINING

8. Please indicate which type of Further/Higher Education Institution you attended as a student:

	Full-time	Part-time
College of F.E.		
College of Education		
Polytechnic		
University		
Other (please specify below)		

.....

9. Please indicate those qualifications which you:

- a. possessed on entering full-time teaching in F.E.
- b. acquired while teaching in F.E.
- c. are currently studying for
- d. hope to study for in the future

	a	b	c	d
Doctorate				
Masters Degree				
First Degree				
Cert Ed/Dip Ed				
CGLI 730				
Other (please specify below)				

.....

10. If you ticked any items in b. or c. of question 9, please indicate whether your study was:

Full-time secondment	
Day release	
Remitted class time	
Own time	

SECTION C: STAFF DEVELOPMENT

11. Please indicate any Staff Development you received for your present post:

12. Is there any type of course or training programme which you feel would meet your present in-post needs:

NO
 YES

If YES, please specify:

13. Does your College have a formal Staff Development policy:

NO
 YES

14. Does your College have a Staff Development Officer:

NO
 YES

If you have answered NO, do you think such an appointment ought to be made:

NO
 YES

15. Please would you indicate by use of the appropriate number the degree of importance you attach to the following staff development activities:

	LOW	1	2	3	4	5	HIGH
In-service Cert Ed							
Other national qualifications							
Up-dating of subject knowledge							
Re-training for new work							
Curriculum/course development training							
Job rotation							
Administration/management skills							
Writing BTEC units							
Teaching 'low level' students							
Use of audio-visual aids							
Computer literacy							
Design of assessment schemes							
Time tabling							
Student counselling							
Teaching of core skills							

16. Have any of the activities listed above been made available to your staff in the last five years:

IN-HOUSE	EXTERNAL PROVISION

17. Please indicate who you feel should be responsible for identifying staff development needs in your college:

Individual	<input type="checkbox"/>
College Management	<input type="checkbox"/>
Staff Development Officer	<input type="checkbox"/>

18. Do you think that formal staff appraisal interviews should be used as a means of identifying the development needs of your staff:

NO	<input type="checkbox"/>
YES	<input type="checkbox"/>

19. Please indicate which of the following is the major constraint on staff development in your college:

Money	<input type="checkbox"/>
Time tabling	<input type="checkbox"/>
Staff motivation	<input type="checkbox"/>

20. Please indicate how information relating to courses, conferences etc. is disseminated in your institution/department:

21. Please indicate which you think should take precedence in any staff development programme:

Individual needs	<input type="checkbox"/>
Institutional needs	<input type="checkbox"/>

22. Please indicate the priority you would give to the following factors in motivating staff development:

	LOW	1	2	3	4	5	HIG
Promotion prospects							
Professional attitude							
Avoidance of redundancy							
Usefulness to the college							

23. Do you consider that staff development provision in your college is spread equitably across the range of staff needs:

NO	
YES	

24. Are there any modifications or improvements in staff development provision which you would like to see in your college? If YES, please give a brief outline of your recommendations:

25. Are there any comments you would like to make relating to your own staff development which have not been covered by this questionnaire:

STAFF DEVELOPMENT SURVEY (TEACHING STAFF)

Your cooperation in answering this questionnaire will be greatly appreciated. The information you disclose will be treated in the strictest confidence and complete anonymity will be preserved. Most of the questions can be answered by ticking the appropriate box.

Name of Institution (optional)

SECTION A: BACKGROUND AND EXPERIENCE

1. Please indicate:

(a) Sex - Male
Female

(b) Age group - Under 25
25 - 34
35 - 44
45 - 54
55 or over

2. Please indicate your Burnham Grade:

Principal Lecturer
Senior Lecturer
Lecturer II
Lecturer I

3. In which department do you teach:

4. Which of the following Burnham categories of work do you predominantly teach:

Category I (e.g. Post-graduate)
Category II (e.g. Degree)
Category III (e.g. Higher BTEC)
Category IV (e.g. BTEC National)
Category V (e.g. GCE 'O' Level)

12. Please indicate those qualifications which you:

- a. possessed on entering full-time teaching in F.E.
- b. acquired while teaching in F.E.
- c. are currently studying for
- d. hope to study for in the future

Doctorate
 Masters Degree
 First Degree
 Cert Ed/Dip Ed
 CGLI 730
 Other (please specify below)

a	b	c	d

.....

13. If you ticked any items in b. or c. above, please indicate whether your study was:

Full-time secondment
 Day release
 Remitted class time
 Own time

SECTION C: STAFF DEVELOPMENT

14. Please indicate whether, in addition to your teaching, your in-post role involves any of the following activities:

Timetabling
 Curriculum development
 Course tutor
 Team leader
 Counselling
 Course evaluation
 Negotiation with outside agents
 Representing your college on county/national bodies
 Staff mentor
 Staff development provision

15. If you ticked any item in question 14, please indicate for which tasks you received any specific training:

16. Is there any type of course or training programme which you feel would meet your present in-post needs:

NO	<input type="checkbox"/>
YES	<input type="checkbox"/>

If YES, please specify:

17. Do you think that your college should have a formal Staff Development policy:

NO	<input type="checkbox"/>
YES	<input type="checkbox"/>

18. Who is responsible for identifying Staff Development needs in your college:

Individual	<input type="checkbox"/>
Principal	<input type="checkbox"/>
Vice Principal	<input type="checkbox"/>
Head of Department	<input type="checkbox"/>
Staff Development Officer	<input type="checkbox"/>

19. Please indicate who you think should be responsible for Staff Development needs:

20. If your college does not have a Staff Development Officer, do you think that it should have one:

NO	<input type="checkbox"/>
YES	<input type="checkbox"/>

21. If your college has appointed a Staff Development Officer, have you contacted him/her for professional advice:

NO	<input type="checkbox"/>
YES	<input type="checkbox"/>

26. Please indicate how you usually receive information about courses, conferences etc:

from Staff Development Officer	<input type="checkbox"/>
from Head of Department	<input type="checkbox"/>
from Principal	<input type="checkbox"/>
from Vice Principal	<input type="checkbox"/>
from other colleagues	<input type="checkbox"/>
via press/publications	<input type="checkbox"/>

27. Please indicate which you think should take precedence in any staff development programme:

Individual needs	<input type="checkbox"/>
Institutional needs	<input type="checkbox"/>

28. If you remain as a lecturer in F.E., do you anticipate that you will require further staff development:

NO	<input type="checkbox"/>
YES	<input type="checkbox"/>

29. If you answered YES to question 28, please state briefly what form you expect this staff development to take:

30. Please indicate the priority you would give to the following factors in motivating staff development:

	LOW	1	2	3	4	5	HIGH
Promotion prospects		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional attitude		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Avoidance of redundancy		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Usefulness to your college		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

31. Do you consider that staff development provision in your college is spread equitably across the range of staff needs:

NO	<input type="checkbox"/>
YES	<input type="checkbox"/>

32. Are there any modifications or improvements in staff development provision which you would like to see in your college? If YES, please give a brief outline of your recommendations:
33. Are there any comments you would like to make relating to your own staff development which have not been covered by this questionnaire?

APPENDIX B

MANAGEMENT RESPONDENTS - RANGE OF DEPARTMENTS

Table 1a

Department	Number of management respondents
Agriculture	4
Art & Design	2
Business/Commerce	13
Catering	3
Community Care	2
Construction	2
Engineering/Mining	13
Food, Health & Fashion	2
General Education	1
General Studies	2
Hairdressing	1
Health/Social Studies	2
Science & Maths	9
Technology	4
Vocational Preparation	1
Non-specific	4
Total	62

TEACHING STAFF RESPONDENTS - RANGE OF DEPARTMENTS

Table 1b

Department	Number of teaching staff respondents
Agriculture	3
Art & Design	1
Business/Commerce	29
Catering	5
Construction	2
Engineering	19
Food, Health & Fashion	2
General Education	1
Health/Social Studies	3
Humanities	1
Languages	1
Science & Maths	12
Technology	1
Vocational Preparation	1
Non-specific	4
Total	86

TEACHING STAFF RESPONDENTS - SUBJECT AREAS

Table 2

Subject Area	Number of respondents
Art/Design/Graphics	2
Building/Construction	2
Business/Management	19
Catering	8
Engineering/Technology	18
Hairdressing/Fashion	1
Health/Paramedical	6
Languages/Humanities	4
Law	5
Liberal/General Studies	6
Science/Maths	18
Social & Life Skills	7
Social Science/Economics	9
Other	17 *
<p>* Those who indicated 'other' specified: Accredited Centre Tutor, Accountancy, Agriculture, Automotive Technology, Communication, Computing, Electrical Installation, Special Education, Staff Training, Teacher Training.</p>	

MANAGEMENT RESPONDENTS - TRAINING FOR
CURRENT POST

Table 3a

	Principal	Vice-principal	HoD	% age
None at all	6 (35%)	6 (54.5%)	22 (35%)	37.7%
Coombe Lodge courses	10 (59%)	4 (36%)	24 (39%)	42.2%
Other provision	1 (6%)	1 (9%)	16 (26%)	20%

TEACHING STAFF RESPONDENTS - TRAINING FOR
CURRENT DUTIES

Table 3b

Training for current duties								
Duty	Senior		Lec.		Lec. Grade 2.		Lec. Grade 1.	
	A	B	A	B	A	B	A	B
Time-tabling	14	0	10	0	2	0	14	1
Curric. Devel.	17	5	17	2	23	0	4	0
Course Tutor	19	0	16	1	19	2	13	0
Team Leader	19	0	16	2	16	2	14	1
Counselling	15	0	16	2	13	0	10	0
Course Evaluation	14	2	16	2	1	0	1	0
Negotiating with outside agents	16	0	15	1	1	0	7	1
Representing college	8	1	13	1	1	0	1	0
Staff mentor	6	0	4	1	7	1	1	0
Providing staff development	8	0	9	3	7	1	1	0

A = Number involved B = Number trained

MANAGEMENT RESPONDENTS - DESIRE FOR
FURTHER TRAINING

Table 4a

	Principal	Vice Principal	Head of Department	% age
No	8 (47%)	4 (36%)	18 (29%)	33.3%
Yes	7 (41%)	7 (64%)	37 (60%)	56.6%
Non-reply	2 (12%)	0	7 (11%)	10.0%

TEACHING STAFF RESPONDENTS - DESIRE FOR
FURTHER TRAINING

Table 4b

	Senior Lecturer	Lecturer Grade 2	Lecturer Grade 1	% age
No	8 (35%)	9 (32%)	9 (27%)	30.2%
Yes	13 (56.5%)	13 (46%)	20 (61%)	53.4%
Non-reply	2 (9%)	6 (21%)	6 (18%)	16.2%

RANGE OF STAFF DEVELOPMENT ACTIVITIES
PROVIDED BY COLLEGES

Table 5a

Activity	MANAGEMENT RESPONDENTS INDICATION OF PROVISION	
	In-house	External
In-service Cert Ed.	4	48
Other national qual.	5	25
Up-dating subject knowledge	6	21
Re-training	13	13
Curriculum development	20	17
Job rotation	5	0
Administration skills	4	20
Writing B/TEC Units	13	6
Teaching low level work	15	6
Audio/visual aids	17	5
Computer literacy	38	18
Assessment schemes	16	9
Time-tabling	4	0
Student counselling	12	15
Teaching core skills	15	12

Table 5b

Activity	NUMBER OF TEACHING STAFF PARTICIPATING			
	Senior Lec.	Lec. Grade Two	Lec. Grade One	% age
In-service Cert Ed.	7	7	11	25.5
Other national qual.	3	11	5	22.0
Up-dating subject know.	14	18	15	54.6
Re-training	7	11	7	29.0
Curriculum development	10	11	9	34.8
Job rotation	1	1	2	4.6
Administration skills	6	3	4	15.1
Writing B/TEC Units	15	10	4	33.7
Teaching low level work	5	4	6	17.4
Audio/visual aids	7	7	3	19.7
Computer literacy	12	11	15	44.1
Assessment schemes	8	14	6	32.5
Time-tabling	8	2	0	11.6
Student counselling	7	8	10	29.0
Teaching core skills	8	9	4	24.4

RATING OF IMPORTANCE OF STAFF DEVELOPMENT
ACTIVITIES BY MANAGEMENT RESPONDENTS

Table 6a

Activity	Rating of activities					
	Principals		Vice-principals		HoDs	
	Low	High	Low	High	Low	High
In-service Cert Ed.	0	15	2	8	5	36
Other national qualif.	2	7	4	3	8	24
Up-dating subject knowl.	0	16	1	10	0	54
Re-training	1	11	2	9	3	47
Curriculum development	1	11	0	9	1	44
Job rotation	7	1	4	6	21	8
Administration skills	1	7	2	6	5	30
Writing B/TEC Units	7	3	6	1	15	21
Teaching low level work	2	10	1	3	8	26
Audio/visual aids	2	9	3	7	10	24
Computer literacy	1	7	3	7	4	37
Assessment schemes	4	7	4	7	7	27
Time-tabling	6	4	6	3	29	15
Student counselling	2	10	2	9	7	36
Teaching core skills	4	6	0	6	7	37

RATING OF IMPORTANCE OF STAFF DEVELOPMENT
ACTIVITIES BY TEACHING STAFF RESPONDENTS

Table 6b

Activity	Rating of activity					
	Senior Lec.		Lec. Grade 2		Lec. Grade 1	
	Low	High	Low	High	Low	High
In-service Cert Ed.	7	12	5	16	4	20
Other national qualif.	3	6	5	11	7	18
Up-dating subject knowl.	1	21	1	23	0	32
Re-training	1	15	3	20	5	25
Curriculum development	2	13	2	16	4	18
Job rotation	12	5	14	3	16	3
Administrative skills	2	9	3	14	4	14
Writing B/TEC Units	5	9	9	7	10	10
Teaching low level work	4	9	11	9	4	15
Audio/visual aids	7	6	14	8	5	13
Computer literacy	1	8	9	10	1	21
Assessment schemes	2	9	5	13	3	19
Time-tabling	7	6	13	7	17	6
Student counselling	2	16	4	16	3	22
Teaching core skills	2	14	6	9	3	21

MANAGEMENT RESPONDENTS PERCEPTIONS OF
CONSTRAINTS ON STAFF DEVELOPMENT

Table 7

Constraints on Staff Development			
	Principals	Vice-principals	HoDs
Money	11 (64%)	8 (72%)	41 (66%)
Time	2 (11%)	0	13 (20%)
Motivation	3 (17%)	3 (27%)	5 (8%)
All three	0	0	1 (1%)
Non-reply	1	0	2

MANAGEMENT RESPONDENTS RATING OF
FACTORS MOTIVATING STAFF DEVELOPMENT

Table 8a

	Principals Priority			Vice-principals Priority			HoDs Priority		
	Low	Mod	High	Low	Mod	High	Low	Mod	High
Promotion prospects	7 (41%)	4 (23%)	6 (35%)	4 (36%)	5 (45%)	2 (18%)	7 (11%)	23 (37%)	31 (50%)
Professional attitude	2 (11%)	5 (29%)	10 (58%)	1 (9%)	1 (9%)	9 (81%)	2 (3%)	6 (9%)	52 (83%)
Avoiding redundancy	0	1 (6%)	16 (94%)	3 (27%)	5 (45%)	3 (27%)	18 (29%)	17 (27%)	25 (40%)
Usefulness to college	2 (11%)	0	15 (88%)	2 (18%)	2 (18%)	7 (63%)	2 (3%)	11 (17%)	47 (75%)

TEACHING STAFF RATING OF FACTORS
INFLUENCING STAFF DEVELOPMENT

Table 8b

	Senior Lec. Priority		Lec. Grade 2 Priority		Lec. Grade 1 Priority	
	Low	High	Low	High	Low	High
Promotion prospects	6 (26%)	12 (52%)	2 (7%)	20 (71%)	5 (15%)	24 (72%)
Professional attitude	1 (4%)	17 (73%)	2 (8%)	21 (75%)	2 (6%)	24 (72%)
Avoidance of redundancy	9 (39%)	7 (30%)	13 (46%)	11 (39%)	11 (33%)	14 (42%)
Usefulness to college	4 (17%)	14 (61%)	2 (7%)	16 (57%)	4 (12%)	27 (82%)

COMMUNICATION OF STAFF DEVELOPMENT INFORMATION

Table 9

Received from	AS PERCEIVED BY:		
	Senior Lec.	Lec. Grade 2	Lec. Grade 1
Principal	6 (26%)	5 (18%)	7 (21%)
Vice-principal	5 (22%)	4 (14%)	5 (15%)
Head of Dept.	21 (91%)	19 (68%)	24 (72%)
S.D.O.	0	0	1 (3%)
Colleagues	2 (9%)	4 (14%)	5 (15%)
Press	9 (39%)	12 (43%)	18 (54.5%)

MANAGEMENT RESPONDENTS LOCATION OF
RESPONSIBILITY FOR IDENTIFICATION OF
STAFF DEVELOPMENT NEEDS

Table 10a

Responsibility for identifying staff development needs			
	Principals	Vice-principals	Heads of Depts.
College management	9 (53%)	4 (36%)	34 (55%)
Individual	1 (6%)	2 (18%)	4 (6.4%)
S.D.O.	3 (17.6%)	0	9 (14.5%)
All three of the above together	3 (17.6%)	2 (18%)	6 (9.6%)
Individual + management	1 (6%)	3 (27%)	8 (13%)

TEACHING STAFF RESPONDENTS LOCATION OF
RESPONSIBILITY FOR IDENTIFICATION OF
STAFF DEVELOPMENT NEEDS

Table 10b

Responsibility for identifying staff development needs			
Person(s) now having responsibility	Number of replies	Person(s) who should have responsibility	Number of replies
Principal	11 (13%)		8 (9%)
Principal and Head of Dept.	6 (7%)		0
Vice-principal	16 (19%)		6 (7%)
Vice-principal and Head of Dept.	9 (10.5%)		0
Head of Dept.	8 (9%)		18 (21%)
Staff development officer	7 (8%)		24 (28%)
Individual	7 (8%)		4 (5%)

MANAGEMENT RESPONDENTS DESIRE FOR APPOINTMENT OF
A STAFF DEVELOPMENT OFFICER

Table 11a

Appointment of Staff Development Officer						
	Principal		Vice-principal		Head of Dept.	
	Yes	No	Yes	No	Yes	No
Already appointed	7 (41%)	9 (33%)	1 (9%)	10 (91%)	28 (45%)	34 (55%)
Non-reply		1		0		0
Should be appointed	4 (23.5%)	4 (23.5%)	5 (45.5%)	5 (45.5%)	27 (43.5%)	7 (11%)
Non-reply		9		1		28

TEACHING STAFF RESPONDENTS DESIRE FOR APPOINTMENT OF
A STAFF DEVELOPMENT OFFICER

Table 11b

Appointment of Staff Development Officer			
GRADE	NO	YES	NON-REPLY
Senior Lecturer	8 (34%)	13 (56%)	2 (23%)
Lecturer Grade 2	8 (28%)	14 (50%)	6 (28%)
Lecturer Grade 1	7 (21%)	20 (60%)	8 (35%)
Overall	26.7%	54.6%	

MANAGEMENT RESPONDENTS - SUPPORT FOR STAFF APPRAISAL

Table 12a

Staff Appraisal Interviews			
	Principal	Vice-principal	Head of Dept.
Acceptable	12 (70%)	8 (82%)	49 (79%)
Not acceptable	5 (29%)	2 (18%)	13 (21%)
Non-reply	0	1	0

TEACHING STAFF RESPONDENTS - SUPPORT FOR STAFF APPRAISAL

Table 12b

Staff Appraisal Interviews			
	Senior Lec.	Lec. Grade 2	Lec. Grade 1
Acceptable	10 (43%)	9 (32%)	12 (36%)
Acceptable with reservations	13 (56%)	18 (64%)	21 (63%)
Totally unacceptable	0	1 (3%)	2 (6%)

MANAGEMENT RESPONDENTS - PRIORITY FOR STAFF DEVELOPMENT

Table 13a

Staff Development Priority			
	Principal	Vice-principal	Head of Dept.
Individual	1 (6%)	0	12 (19%)
Institution	14 (82%)	10 (91%)	43 (69%)
Both/Neither	2 (12%)	1 (9%)	7 (11%)

TEACHING STAFF RESPONDENTS - PRIORITY FOR STAFF DEVELOPMENT

Table 13b

Staff Development Priority			
	Senior Lec.	Lec. Grade 2	Lec. Grade 1
Individual	6 (26%)	8 (28%)	10 (30%)
Institution	16 (69%)	16 (57%)	22 (66%)
Non-reply	1 (4%)	4 (14%)	1 (3%)

APPENDIX C

CASE STUDIES - STRUCTURED INTERVIEW QUESTIONS

- 1) The staff development survey showed that, in addition to teaching, a number of tasks are carried out by staff, for which they have received no specific training. What kind of activities would you expect staff to undertake without prior training?

- Supplementary:
- a) What do you understand by the term 'Staff Development'?
 - b) Are staff helped to explore the implications of their role?
 - c) Do you foresee any change in demands made upon staff in the near future?

- 2) The survey showed that a wide range of staff development activities are now being made available. To what degree is the provision of such activities by your college systematic?

- Supplementary:
- a) Is your staff development 'Experimental/Peripheral' or part of the main task of the college?
 - b) How would you describe the present provision?
 - c) How wide is its availability?
 - d) How is it resourced?

- 3) What mechanisms exist at your college for evaluating the usefulness of your present staff development provision?

- Supplementary:
- a) Are there any agreed criteria?
 - b) Is evaluation integral to the staff development programme?
 - c) Is there any significant difference in the outcome of different sources of provision?

- 4) The survey showed that in many colleges there is uncertainty about the procedure for identifying staff development needs. How does your college tackle this problem?

- Supplementary:
- a) Is any prediction made of future demands?
 - b) How appropriate is the present provision?
 - c) How are organisational needs and individual's needs harmonised?
 - d) (How much time do you give to assessment of your staff's needs?)
 - e) Would the appointment of a person with special responsibility for staff development result in improvement of needs identification?

- 5) The survey showed that some staff are very keen to avail themselves of staff development opportunities. What factors in your institution motivate staff to undertake staff development?

Supplementary:

- a) To what degree is it self-generated?
- b) Have external agents influenced your staff development programme/participation?
- c) What are the major barriers to staff development in your institution?

- 6) The survey showed that management was, generally, disposed towards staff development in their colleges. In what way is management support for staff development demonstrated in your college?

Supplementary:

- a) What activities do you favour?
- b) What, at present, is given priority?

- 7) The survey showed that there was considerable support, from both management and staff, for formal staff appraisal. How would you wish to see staff appraisal operate in your college?

Supplementary:

- a) To what degree would you find it acceptable?
- b) Would you wish to link it with job description and role performance?
- c) What difference would appraisal make to your performance?

- 8) Few colleges indicated that a formal staff development policy existed. To what extent do you think that a formal policy is necessary for the generating of systematic staff development programmes in your college?

Supplementary:

- a) How are priorities decided if no policy exists?
- b) Does the existence/non-existence of a policy have any effect on present provision?
- c) Does it have any effect on staff motivation to undertake staff development?

APPENDIX D

REPERTORY GRID

Construct scaling

Ref. No. M.1./1.

CONSTRUCTS		ELEMENTS	ELEMENTS								
			E1. In-Service Cert. Ed. Course.	E2. National Qualifications.	E3. Up-dating of Subject Knowledge.	E4. Re-training.	E5. Curriculum Development.	E6. Computer Literacy.	E7. Administration Skills.	E8. Student Counselling.	E9. Writing B/TEC Units.
C1	Quality Development / Process Development		2	4	4	2	2	3	3	1	2
C2	Personal Skills / Course Skills		3	2	2	4	1	4	2	5	2
C3	Student Based / Institution Based		2	2	2	2	2	4	5	5	4
C4	Course Development / Institution Development		3	3	2	2	5	4	1	5	4
C5	Course Centred / Individual Centred		3	3	2	2	3	1	4	2	5
C6	Individual Activity / Team Activity		1	1	1	3	1	5	5	4	1
C7	Local Needs / Wider Application		1	4	1	1	3	3	1	1	3
C8	Broad Based / Specific		1	1	5	4	3	3	4	2	2
C9	Communication Skills / Course Content		3	1	1	3	2	1	3	1	2
C10	Process Skill / Product Skill		5	1	5	3	1	3	3	4	1
C11	Teaching Improvement / System Improvement		5	3	4	3	4	3	1	5	3
C12											

Principal Component Analysis

<u>Pole</u>			<u>Contrast Pole</u>
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (33.51)</u>			
C6. Individual Activity (4.2)		- C6. Team Activity	
	E7. Administration Skills.		E2. National Qualifications.
C10. Process Skill (3.0)		- C10. Product Skill	
	E8. Student Counselling.		E5. Curriculum Development.
C2. Personal Skill (2.5)		- C2. Course Skill	
	E6. Computer Literacy.		E9. Writing B/TEC Units.
Label:	INDIVIDUAL ACTIVITY		TEAM ACTIVITY
<u>Component 2 (22.21)</u>			
- C11. System Improvement (3.3)		C11. Teaching Improvement	
	E7. Administration Skills.		E8. Student Counselling.
- C4. Institutional Development (2.5)		C4. Course Development	
			E7. In-Service Cert. Ed.
- C2. Course Skills (1.9)		C2. Personal Skills	
Label:	SYSTEM IMPROVEMENT		TEACHING IMPROVEMENT
<u>Component 3 (21.23)</u>			
C3. Student Based (2.5)		- C3. Institution Based	
	E8. Student Counselling.		E3. Up-dating Subject Knowledge.
- C10. Product Skill (2.5)		C10. Process Skill	
	E6. Computer Literacy.		E1. In-Service Cert. Ed.
C4. Course Development (2.3)		- C4. Institutional Development.	
C6. Individual Activity (2.3)		- C6. Team Activity.	
Label:	STUDENT BASED		INSTITUTION BASED

REPERTORY GRID

Construct scaling

Ref. No. M.2./1.

CONSTRUCTS		ELEMENTS									
		E1. In-Service Cert. Ed. Course.	E2. National Qualifications.	E3. Up-dating of Subject Knowledge.	E4. Re-training.	E5. Curriculum Development.	E6. Computer Literacy.	E7. Administration Skills.	E8. Student Counselling.	E9. Writing B/TEC Units.	
C1	Knowledge Content / Knowledge Delivery	2	5	5	1	5	3	1	1	2	
C2	Initial Skills / Special Skills	3	1	2	1	4	1	4	1	3	
C3	Manual Skills / Personal Skills	2	1	1	1	1	2	2	1	2	
C4	Educational Skills / Administrative Skills	5	4	5	4	5	4	1	5	4	
C5	Specific Skills / Personal Skills	2	4	4	3	4	1	2	5	2	
C6	Course Based / Individual Based	5	5	5	3	3	1	3	5	4	
C7	In-house / External	1	1	1	3	5	4	4	3	5	
C8	Course Delivery / Course Support	3	4	4	3	3	2	1	1	3	
C9	Course Support / Course Preparation	4	3	4	3	1	3	5	5	1	
C10	Individual Centred / Course Centred	5	5	5	5	1	3	1	5	1	
C11	High Promotion Factor / Low Promotion Factor	3	2	2	2	2	3	2	5	2	
C12											

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (43.1%)</u>			
C6. Course Based (2.7)		- C6. Individual Based	
	E7. Administration Skills (3.8)		E3. Updating Subject Knowledge (3.4)
	E9. Writing B/TEC Units (3.5)		E2. National Qualifications (3.3)
	E5. Curriculum Development (2.8)		
Label:	COURSE BASED		INDIVIDUAL BASED
<u>Component 2 (25.5%)</u>			
- C9. Course Preparation (3.1)		C9. Course Support	
	E5. Curriculum Development (3.7)		E8. Student Counselling (3.1)
C8. Course Delivery (2.4)		- C8. Course Support	
			E7. Administration Skills (2.8)
Label:	COURSE PREPARATION		COURSE SUPPORT
<u>Component 3 (10.2%)</u>			
- C2. Special Skills (2.1)		C2. Initial Skills	
	E6. Computer Literacy (1.8)		E7. Administration Skills (2.6)
C4. Educational Skills (1.8)		- C4. Administration Skills	
	E8. Student Counselling (1.5)		
C7. In-house (1.6)		- C7. External	
Label:	SPECIAL SKILLS		INITIAL SKILLS

REPERTORY GRID

Construct scaling

Ref. No. M.3./1.

CONSTRUCTS		ELEMENTS										
		E1. In-Service Cert. Ed. Course.	E2. National Qualifications.	E3. Up-dating of Subject Knowledge.	E4. Re-training.	E5. Curriculum Development.	E6. Computer Literacy.	E7. Administration Skills.	E8. Student Counselling.	E9. Writing B/TEC Units.		
C1	Inter-related / Mandatory	1	1	1	3	1	1	3	4	3		
C2	Course Development / Personal Development	3	3	1	1	1	5	3	4	5		
C3	Course Related / Secondary Activity	4	4	5	5	5	5	2	5	5		
C4	Response to Immediate need / General Requirement	1	1	4	5	5	5	2	2	5		
C5	Course Led / Career Development	1	1	5	3	5	5	2	3	5		
C6	Core Skill / Static Area	5	5	1	3	5	1	2	3	3		
C7	Broadening Activity / Additional Skill	3	2	3	5	5	4	1	3	5		
C8	Industry Led / Organisation Led	1	3	5	5	3	5	1	1	3		
C9	Teaching Focus / Student Focus	3	3	3	5	3	3	5	1	5		
C10	Development in a New Area / On-going	1	1	1	1	1	5	2	3	5		
C11	Natural Skill / Acquired Ability	3	3	3	3	3	1	3	3	3		
C12												

Principal Component Analysis

<u>Pole</u>			<u>Contrast Pole</u>
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (44.13%)</u>			
- C4. General Requirement (4.8)		C4. Response to Immediate Need	
	E1. In-Service Cert. Ed. (4.3)		E6. Computer Literacy (4.4)
- C5. Career Development (4.4)		C5. Course Led	
	E2. National Qualifications (3.8)		E9. Writing B/TEC Units (3.3)
- C8 Organisation Led (3.7)		C8 Industry Led	
Label:	GENERAL REQUIREMENT		RESPONSE TO IMMEDIATE NEED
<u>Component 2 (23.73%)</u>			
- C2. Personal Development (4.3)		C2. Course Development	
	E5. Curriculum Development (3.0)		E9. Writing B/TEC Units (2.6)
- C10. On-going (3.9)		C10. Development in New Area	
			E8. Student Counselling (2.5)
Label:	PERSONAL DEVELOPMENT		COURSE DEVELOPMENT
<u>Component 3 (11.54%)</u>			
C6. Core Skill (3.1)		- C6. Static Area	
	E5. Curriculum Development (2.1)		E7. Administration Skills (2.8)
C7. Broadening Activity (2.2)		- C7. Additional Skill	
			E3. Up-dating Subject Knowledge (2.0)
C3. Course Related (1.5)		- C3. Secondary Activity	
Label:	CORE SKILL		STATIC AREA

REPERTORY GRID

Construct scaling

Ref. No. M.1./2.

CONSTRUCTS		ELEMENTS								
		E1. In-Service Cert. Ed. Course.	E2. National Qualifications.	E3. Up-dating of Subject Knowledge.	E4. Re-training.	E5. Curriculum Development.	E6. Computer Literacy.	E7. Administration Skills.	E8. Student Counselling.	E9. Writing B/TEC Units.
C1	Product Based / Process Based	1	5	5	4	4	1	1	5	1
C2	Younger Student Focus / Older Student Focus	4	4	4	2	4	4	4	5	5
C3	Intellectual Qualities / Personal Qualities	4	3	5	5	4	5	5	1	5
C4	Application of Teaching Skills / Application of Non-teaching Skills	5	5	5	3	5	3	1	2	1
C5	Subject Based / Inter-personal Skills	2	3	5	5	5	4	3	1	5
C6	Specific / General	2	5	5	5	4	1	1	3	4
C7	Training / Education	5	2	2	4	4	4	3	5	5
C8	Leadership Skills / Personal Skills	1	4	4	4	3	2	2	2	2
C9	Teacher-student Interaction / Subject Focus	4	3	1	1	1	2	3	5	1
C10	On-going / Short Term	5	1	5	4	5	3	1	1	1
C11	Student Centred / Institution Centred	5	3	3	3	3	3	2	5	1
C12										

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (39.0%)</u>			
- C6. General (3.7)		C6. Specific	
	E7. Administration Skills (3.6)		E3. Up-dating Subject Knowledge (4.6)
- C1. Process Based (3.3)		C1. Product Based	
	E8 Student Counselling (3.3)		E4. Re-training (3.0)
- C4. Application of Non-teaching Skills (3.2)		C4. Application of Teaching Skills	
Label:	GENERAL	SPECIFIC	
<u>Component 2 (29.1%)</u>			
C1. Product Based (3.7)		- C1. Process Based	
	E9. Writing B/TEC Units (3.6)		E8 Student Counselling (4.9)
C3. Intellectual Qualities (3.5)		- C3. Personal Qualities	
			E2. National Qualifications (2.8)
C5. Inter-personal Skills (2.9)		- C5. Subject Based	
Label:	PRODUCT BASED	PROCESS BASED	
<u>Component 3 (19.4%)</u>			
- C10. Short Term (4.1)		C10. On Going	
	E2. National Qualifications (2.3)		E1. In-Service Cert. Ed. (4.5)
- C4. Application of Non-teaching Skills (2.4)		C4. Application of Teaching Skills	
- C11. Institution Centred (1.9)		C11. Student Centred	
Label:	SHORT TERM	ON GOING	

REPERTORY GRID

Construct scaling

Ref. No. M.2./2.

CONSTRUCTS			ELEMENTS								
			E1. In-Service Cert. Ed. Course.	E2. National Qualifications.	E3. Up-dating of Subject Knowledge.	E4. Re-training.	E5. Curriculum Development.	E6. Computer Literacy.	E7. Administration Skills.	E8. Student Counselling.	E9. Writing B/TEC Units.
C1	Job Performance / Personal Preference		4	3	4	4	3	3	2	2	5
C2	Acquisition of New Skills / Application of Existing Skills		5	3	3	4	2	4	3	2	1
C3	Student Focus / Subject Focus		3	1	2	4	1	3	4	5	1
C4	Planned Broad Approach / Specific Narrow Approach		1	3	3	4	4	3	5	2	4
C5	Process Focus / Product Focus		4	1	2	1	2	3	3	3	2
C6	Develop New Knowledge / Application of Knowledge		3	3	4	2	2	4	2	3	1
C7	Re-training Process / Personal Improvement		2	2	3	5	4	3	2	2	3
C8	Institution Planned / Individual Planned		1	2	2	2	4	4	4	3	4
C9	Personal Skills / Team Skills		2	3	5	5	3	4	5	3	2
C10	Improved Staff Performance / Improved Student Performance		3	3	4	2	3	4	2	2	4
C11	Student Centred / Institution Centred		3	4	2	2	4	2	2	5	2
C12											

Principal Component Analysis

<u>Pole</u>	Related Elements	Constructs	<u>Contrast Pole</u>	Related Elements
<u>Component 1 (32.3%)</u>				
C3. Student Focus (3.0)	E1. In-Service Cert. Ed. (3.0)	- C3. Subject Focus	E9. Writing B/TEC Units (3.6)	
C2. Acquisition of New Skills (2.6)	E8. Student Counselling (2.8)	- C2. Application of Existing Skills	E5. Curriculum Development (2.2)	
-C4. Specific Narrow Approach (2.4)		C4. Planned Broad Approach		
Label:	STUDENT FOCUS		SUBJECT FOCUS	
<u>Component 2 (24.0%)</u>				
C9. Personal Skills (3.0)	E7. Administration Skills (2.9)	- C9. Team Skills	E1. In-Service Cert. Ed. (2.4)	
C3. Student Focus (2.4)	E4. Re-training (2.6)	- C3. Subject Focus	E2. National Qualifications (1.6)	
C4. Planned Broad Approach		- C4. Specific Narrow Approach		
Label:	PERSONAL SKILLS		TEAM SKILLS	
<u>Component 3 (17.3%)</u>				
- C11. Institution Centred (2.0)	E3. Up-dating Subject Knowledge (2.1)	C11. Student Centred	E8. Student Counselling (2.5)	
- C8. Individual Planned (1.8)	E4. Re-training (1.8)	C8. Institution Planned	E7. Administration Skills (1.4)	
C1. Job Performance (1.8)		- C1. Personal Preference		
Label:	INSTITUTION CENTRED		STUDENT CENTRED	

REPERTORY GRID

Construct scaling

Ref. No. M.3./2.

CONSTRUCTS		ELEMENTS									
		E1. In-Service Cert. Ed. Course.	E2. National Qualifications.	E3. Up-dating of Subject Knowledge.	E4. Re-training.	E5. Curriculum Development.	E6. Computer Literacy.	E7. Administration Skills.	E8. Student Counselling.	E9. Writing B/TEC Units.	
C1	Early in Career / Continuous	4	3	2	1	1	1	2	2	3	
C2	General Training / Subject Specific	3	5	5	2	1	3	1	1	4	
C3	Skills Focus / Attitude Focus	5	5	5	3	4	5	5	2	5	
C4	Wide Range / Narrow Range	1	2	5	2	1	3	5	1	4	
C5	Institution Focus / Individual Student Focus	5	5	3	3	1	3	2	1	2	
C6	Inter-dependent / Independent	2	5	5	1	1	4	3	5	2	
C7	More Important / Less Important	2	4	5	5	5	4	3	1	3	
C8	Narrow Focus / Wide Focus	2	5	4	3	1	4	3	4	2	
C9	Structured / Unstructured	5	5	1	3	4	2	1	3	5	
C10	On-going / Short Term	1	4	1	5	5	4	4	3	2	
C11	Formally Developed Skills / Self-developed Skills	5	5	3	3	2	3	1	3	2	
C12											

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (34.0%)</u>			
C2. General Training (4.0)		- C2. Subject Specific	
	E2. National Qualifications (4.0)		E5. Curriculum Development (4.3)
C5. Institution Focus (3.3)		- C5. Individual Student Focus	
	E3. Up-dating Subject Knowledge (2.7)		
- C10. Short Term (2.9)		C10. On Going	
	E1. In-Service Cert. Ed. (2.7)		
Label:	GENERAL TRAINING		SUBJECT SPECIFIC
<u>Component 2 (26.4%)</u>			
- C9. Unstructured (4.0)		C9. Structured	
	E3. Up-dating Subject Knowledge (4.0)		E1. In-Service Cert. Ed. (3.9)
C4. Wide Range (3.9)		- C4. Narrow Range	
	E7. Administration Skills (3.0)		
C6. Independent		- C6. Inter-dependent	
Label:	UNSTRUCTURED		STRUCTURED
<u>Component 3 (15.8%)</u>			
C6. Independent (2.9)		- C6. Inter-dependent	
	E8. Student Counselling (4.7)		E9. Writing B/TEC Units (2.0)
- C7. Less Important (2.5)		C7. More Important	
- C3. Attitude Focus		C3. Skills Focus	
Label:	INDEPENDENT		INTER-DEPENDENT

REPERTORY GRID

Construct scaling

Ref. No. M.1./3.

CONSTRUCTS		ELEMENTS									
		E1. In-Service Cert. Ed. Course.	E2. National Qualifications.	E3. Up-dating of Subject Knowledge.	E4. Re-training.	E5. Curriculum Development.	E6. Computer Literacy.	E7. Administration Skills.	E8. Student Counselling.	E9. Writing B/TEC Units.	
C1	Qualification Led / Need Led	5	3	1	2	3	1	1	1	3	
C2	Immediate Goals / Ultimate Goals	5	3	2	4	4	3	5	2	4	
C3	Current Course Provision / Future Course Provision	3	4	2	1	3	4	5	4	3	
C4	General Education Perspective / Particular discipline Perspective	5	3	1	2	2	3	5	4	1	
C5	Specific Process / Open Process	2	4	5	4	4	5	3	2	4	
C6	Integrated Provision / Discrete Provision	5	3	3	4	3	2	4	1	2	
C7	Course Development / Individual's Development	1	2	3	1	5	3	4	2	5	
C8	Academic Skills / Delivery Skills	5	4	5	5	3	4	1	2	4	
C9	Group Needs Focus / Individual's Needs Focus	1	2	3	3	4	4	2	2	3	
C10	Specific Course Content / Non-specific Course Content	5	4	5	4	3	4	2	2	4	
C11	Evolutionary Skill / Self-generated Skill	1	2	3	3	4	4	5	2	4	
C12											

Principal Component Analysis

<u>Pole</u>			<u>Contrast Pole</u>
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (35.87%)</u>			
- C7. Individual's Development (3.4)		C7. Course Development	
	E1. In-Service Cert. Ed. (5.5)		E7. Administration Skills (2.3)
- C11. Self-generated Skill (2.9)		C11. Evolutionary Skill	
C1. Qualification Led (2.7)		- C1. Need Led	
C8 Academic Skill (2.4)		- C8 Delivery Skill	
Label:	INDIVIDUAL'S DEVELOPMENT		COURSE DEVELOPMENT
<u>Component 2 (32.85%)</u>			
- C4. Particular Discipline Perspective (3.4)		C4. General Education Perspective	
	E3. Up-dating Subject Knowledge (3.4)		E7. Administration Skills (4.2)
C8 Academic Skill (3.0)		- C8 Delivery Skill	
- C3. Future Course Provision (2.5)		C3. Current Course Provision	
- C5. Specific Process (2.4)		C5. Open Process	
C10. Specific Course Content (2.1)		- C10. Non-specific Course Content	
Label:	PARTICULAR DISCIPLINE		GENERAL EDUCATION PERSPECTIVE
<u>Component 3 (15.96%)</u>			
C2. Immediate Goals (2.6)		- C2. Ultimate Goals	
	E5. Curriculum Development (1.9)		E8 Student Counselling (3.3)
C7. Course Development		- C7. Individual's Development	
	E9. Writing B/TEC Units (1.5)		
C1. Qualification Led (2.0)		- C1. Need Led	
C6. Integrated Provision (1.9)		- C6. Discrete Provision	
C11. Evolutionary Skill (1.5)		- C11. Self-generated Skill	
Label:	IMMEDIATE GOALS		ULTIMATE GOALS

REPERTORY GRID

Construct scaling

Ref. No. M.2./3.

CONSTRUCTS		ELEMENTS								
		E1. In-Service Cert. Ed. Course.	E2. National Qualifications.	E3. Up-dating of Subject Knowledge.	E4. Re-training.	E5. Curriculum Development.	E6. Computer Literacy.	E7. Administration Skills.	E8. Student Counselling.	E9. Writing B/TEC Units.
C1	Involving New Technology / Basic Qualification	2	2	4	4	2	5	2	1	3
C2	Meeting Immediate Needs / Non-specific Needs	1	3	4	1	4	5	2	2	1
C3	Teaching Activity / Non-teaching Activity	5	5	5	5	5	4	3	1	1
C4	Inter-related Activity / Discrete Activity	5	3	2	3	5	2	5	2	4
C5	Meeting Course Needs / Meeting Student Needs	2	3	3	3	4	3	4	1	3
C6	Academic Skills / Practical Skills	3	3	3	3	4	3	3	3	5
C7	Narrow Range / Wide Range	1	3	5	3	3	5	1	1	4
C8	Course Focus / Subject Focus	5	3	2	3	5	3	4	5	2
C9	Inter-personal Skills / Course Content	4	2	1	3	3	1	4	5	1
C10	Requiring General Approach / Particular Approach	5	2	1	3	4	1	5	1	2
C11	Promotion Related / Student Focus	3	4	1	3	2	3	4	1	2
C12										

Principal Component Analysis

<u>Pole</u>			<u>Contrast Pole</u>
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (47.86%)</u>			
C7. Narrow Range (4.4)		- C7. Wide Range	
	E6. Computer Literacy (4.4)		E1. In-Service Cert. Ed. (4.0)
- C9. Course Content (3.7)		C9. Inter-personal Skills	
	E3. Up-dating Subject Knowledge (4.4)		E7. Administration Skills (3.6)
- C10. Requiring Particular Approach (3.6)		C10. Requiring General Approach	
C1. Involving New Technology (2.9)		- C1. Basic Qualification	
- C8. Subject Focus (2.7)		C8. Course Focus	
Label:	NARROW RANGE		WIDE RANGE
<u>Component 2 (23.45%)</u>			
- C3. Non-teaching Activity (4.1)		C3. Teaching Activity	
	E8. Student Counselling (4.9)		E5. Curriculum Development (2.0)
- C10. Requiring Particular Approach (2.7)		C10. Requiring General Approach	
	E9. Writing B/TEC Units (2.0)		
- C5. Meeting Student Needs (1.9)		C5. Meeting Course Needs	
Label:	NON- TEACHING ACTIVITY		TEACHING ACTIVITY
<u>Component 3 (12.7%)</u>			
C2. Meeting Immediate Needs (2.1)		- C2. Meeting Non-specific Needs	
	E8. Student Counselling (1.8)		E9. Writing B/TEC Units (3.7)
C8. Course Focus (1.7)		- C8. Subject Focus	
- C4. Discrete Activity (1.5)		C4. Inter-related Activity	
Label:	MEETING IMMEDIATE NEEDS		MEETING NON-SPECIFIC NEEDS

REPERTORY GRID

Construct scaling

Ref. No. M.3./3.

CONSTRUCTS		ELEMENTS								
		E1. In-Service Cert. Ed. Course.	E2. National Qualifications.	E3. Up-dating of Subject Knowledge.	E4. Re-training.	E5. Curriculum Development.	E6. Computer Literacy.	E7. Administration Skills.	E8. Student Counselling.	E9. Writing B/TEC Units.
C1	Specific / General	3	4	5	5	4	2	2	3	3
C2	Central Activity / Peripheral Activity	3	4	5	5	5	2	2	4	2
C3	Mechanically Performed / Sensitively Performed	1	4	4	4	1	3	4	1	5
C4	Student Centred / Institution Centred	5	2	3	3	5	3	4	5	3
C5	Student Learning / Teacher Learning	1	1	1	1	5	1	1	3	1
C6	Content Centred / Process Centred	5	5	5	3	5	2	1	1	1
C7	Product Focus / Process Focus	1	5	3	3	3	1	1	3	1
C8	Developmental / Organisational	5	3	4	4	5	4	1	3	5
C9	Inter-personal Development / Subject Development	5	1	1	1	4	2	4	5	1
C10	Traditional Staff Development / Innovative Staff Development	5	5	2	2	1	2	2	4	1
C11	Course Centred / Individual Staff Centred	2	1	3	3	3	2	2	4	4
C12										

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (33.52%)</u>			
C4. Student Centred (2.8)		- C4. Institution Centred	
	E5. Curriculum Development (3.7)		E9. Writing B/TEC Units (3.2)
C5. Student Learning (2.8)		- C5. Teacher Learning	
	E1. In-Service Cert. Ed. (3.5)		
	E8 Student Counselling (3.4)		
Label:	STUDENT CENTRED		INSTITUTION CENTRED
<u>Component 2 (31.5%)</u>			
- C7. Process Focus (3.1)		C7. Product Focus	
	E7. Administration Skills (3.9)		E2. National Qualifications (3.5)
- C2. Peripheral Activity (3.1)		C2. Central Activity	
	E9. Writing B/TEC Units (2.3)		E3. Up-dating Subject Knowledge (2.9)
- C1. General		C1. Specific	
Label:	PROCESS FOCUS		PRODUCT FOCUS
<u>Component 3 (16.54%)</u>			
- C10. Innovative Staff Development (3.7)		C10. Traditional Staff Development	
	E5. Curriculum Development (2.9)		E2. National Qualifications (3.0)
C5. Student Learning (2.1)		- C5. Teacher Learning	
	E9. Writing B/TEC Units (1.9)		E1. In-Service Cert. Ed. (2.2)
C11. Course Centred		- C11. Individual Staff Centred	
C8. Developmental		- C8. Organisational	
Label:	INNOVATIVE STAFF DEVELOPMENT		TRADITIONAL STAFF DEVELOPMENT

REPERTORY GRID

Construct scaling

Ref. No. M.1./4.

CONSTRUCTS		ELEMENTS								
		E1. In-Service Cert. Ed. Course.	E2. National Qualifications.	E3. Up-dating of Subject Knowledge.	E4. Re-training.	E5. Curriculum Development.	E6. Computer Literacy.	E7. Administration Skills.	E8. Student Counselling.	E9. Writing B/TEC Units.
C1	Job Related / Not necessarily Job Related	3	2	5	5	5	4	2	5	5
C2	Inter-dependent / General	1	1	5	5	5	3	2	3	1
C3	Traditional / Innovative	5	5	3	2	3	2	1	1	4
C4	Developmental / Complete	1	3	5	4	4	4	3	5	2
C5	Student Focus / Teacher Focus	1	2	3	3	4	3	2	4	2
C6	Greater Need / Lesser Need	3	2	5	4	5	4	2	5	1
C7	In-house / External	1	2	2	3	4	3	5	2	4
C8	Teaching Activity / Non-teaching Activity	5	4	3	5	5	2	2	2	4
C9	Student Contact / Course Content	4	1	1	2	1	1	1	5	1
C10	Course Needs / Individual Needs	2	2	3	3	4	3	3	3	3
C11	Class Related / Individual Related	1	2	4	3	4	3	3	3	3
C12										

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (49.0%)</u>			
C2. Inter-dependent (4.5)		- C2. General	
	E3. Up-dating Subject Knowledge (3.0)		E1. In-Service Cert. Ed. (4.5)
C6. Greater Need		- C6. Lesser Need	
	E5. Curriculum Development (2.9)		E2. National Qualifications (3.7)
C4. Developmental		- C4. Complete	
	E8 Student Counselling (2.8)		E9. Writing B/TEC Units (2.7)
Label:	INTER-DEPENDENT		GENERAL
<u>Component 2 (20.6%)</u>			
- C9. Course Content (3.4)		C9. Student Contact	
	E7. Administration Skills (3.4)		E1. In-Service Cert. Ed. (3.2)
C7. In-house (3.1)		- C7. External	
			E8. Student Counselling (2.2)
- C6. Lesser Need (1.9)		C6. Greater Need	
Label:	COURSE CONTENT		STUDENT CONTACT
<u>Component 3 (16.3%)</u>			
- C8 Non-teaching Activity		C8 Teaching Activity	
	E8 Student Counselling (3.1)		E5. Curriculum Development (2.4)
- C3. Innovative (2.4)		C3. Traditional	
	E7. Administration Skills (2.0)		
C9. Student Contact (2.2)		- C9. Course Content	
Label:	NON-TEACHING ACTIVITY		TEACHING ACTIVITY

REPERTORY GRID

Construct scaling

Ref. No. M.2./4.

CONSTRUCTS		ELEMENTS								
		E1. In-Service Cert. Ed. Course.	E2. National Qualifications.	E3. Up-dating of Subject Knowledge.	E4. Re-training.	E5. Curriculum Development.	E6. Computer Literacy.	E7. Administration Skills.	E8. Student Counselling.	E9. Writing B/TEC Units.
C1	Intellectual Ability / Enthusiasm	3	2	2	2	4	3	4	4	4
C2	Input Activity / Output Activity	5	5	2	2	1	4	4	3	3
C3	Specific Focus / General Focus	4	1	3	3	4	4	3	3	4
C4	More Relevant / Less Relevant	1	2	5	5	5	3	4	4	4
C5	Dynamic Course Provision / Promotion or Post Prospect Related	2	2	4	4	5	3	4	4	3
C6	Inter-dependent / Discrete	5	4	2	2	2	4	3	4	4
C7	Requiring Greater Motivation / Requiring Less Motivation	2	2	4	4	5	3	4	5	3
C8	Predictive / Process Skill	1	2	4	4	5	3	4	3	3
C9	Listening Skills / Low Credibility	3	4	4	4	5	3	3	5	4
C10	Response to Demand / Indicator of Demand	4	4	5	5	1	3	4	4	4
C11	Promoting Teaching Effectiveness / Not Necessarily Promotion Teach. Effectiveness	5	4	5	5	5	3	5	5	4
C12										

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (63.04%)</u>			
C4. More Relevant (3.8)		- C4. Less Relevant	
	E5. Curriculum Development (4.5)		E1. In-Service Cert. Ed. (4.6)
- C2. Output Activity (3.7)		C2. Input Activity	
			E2. National Qualifications (2.8)
C8 Predictive (3.2)		- C8 Process Skill	
C7. Requiring Greater Motivation (2.9)		- C7. Requiring Less Motivation	
C5. Dynamic Course Provision (2.7)		- C5. Related to Promotion Prospects	
- C6. Discrete (2.7)		C6. Inter-dependent	
Label:	MORE RELEVANT		LESS RELEVANT
<u>Component 2 (16.54%)</u>			
C10. Response to Demand (2.7)		- C10. Indicator of Demand	
	E3. Up- dating Subject Knowledge (2.0)		E5. Curriculum Development (2.1)
- C1. Requiring Enthusiasm (2.0)		C1. Requiring Intellectual Ability	
- C3. General Focus (1.7)		C3. Specific Focus	
Label:	RESPONSE TO DEMAND		INDICATOR OF DEMAND
<u>Component 3 (6.54%)</u>			
- C10. Indicator of Demand (1.6)		C10. Response to Demand	
	E2. National Qualifications (1.8)		
- C3. General Focus (1.5)		C3. Specific Focus	
	E5. Curriculum Development (1.1)		
Label:			

REPERTORY GRID

Construct scaling

Ref. No. M.3./4.

CONSTRUCTS		ELEMENTS									
		E1. In-Service Cert. Ed. Course.	E2. National Qualifications.	E3. Up-dating of Subject Knowledge.	E4. Re-training.	E5. Curriculum Development.	E6. Computer Literacy.	E7. Administration Skills.	E8. Student Counselling.	E9. Writing B/TEC Units.	
C1	Product Focus / Process Focus	1	3	5	3	4	4	3	2	5	
C2	Response to Industry / Individual Focus	3	2	5	3	5	5	4	5	4	
C3	Course Focus / Student Focus	2	3	5	3	3	4	3	1	5	
C4	More Direct Staff Development / Less Direct Staff Development	4	4	5	3	5	5	3	3	5	
C5	Inter-related / Independent	4	2	5	3	5	4	5	2	3	
C6	Enabling Skill / Planning Skill	4	3	5	3	1	4	2	4	1	
C7	Readily Applied / Not Readily Applied	4	3	5	4	5	4	5	4	4	
C8	Knowledge Application / Knowledge Acquisition	4	1	1	1	3	3	3	3	3	
C9	Formally Undertaken / Bi-product	5	2	5	3	5	4	5	4	4	
C10	Cyclical Activity / Specific Activity	2	1	5	1	5	4	4	4	2	
C11	Personal Performance / Personal Enhancement	4	2	4	1	5	4	4	4	4	
C12											

Principal Component Analysis

<u>Pole</u>			<u>Contrast Pole</u>
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (45.94%)</u>			
- C10. Specific Activity (4.1)		C10. Cyclical Activity	
	E2. National Qualifications (4.3)		E5. Curriculum Development (3.3)
- C11. Personal Enhancement (3.0)		C11. Personal Performance	
	E4. Re-training (3.6)		E3. Up-dating Subject Knowledge (3.0)
- C5. Independent (2.7)		C5. Inter-related	
C2. Individual Focus		C2. Response to Industry	
Label:	SPECIFIC ACTIVITY		CYCLICAL ACTIVITY
<u>Component 2 (23.73%)</u>			
- C3. Student Focus (3.2)		C3. Course Focus	
	E8. Student Counselling (3.0)		E9. Writing B/TEC Units (2.4)
- C1. Process Focus (3.1)		C1. Product Focus	
	E1. In-Service Cert. Ed. (2.8)		E3. Up-dating Subject Knowledge (1.7)
C8. Knowledge Application (2.0)		C8. Knowledge Acquisition	
Label:	STUDENT FOCUS		COURSE FOCUS
<u>Component 3 (14.35%)</u>			
- C6. Planning Skill (3.6)		C6. Enabling Skill	
	E9. Writing B/TEC Units (2.2)		E3. Up-dating Subject Knowledge (2.7)
	E5. Curriculum Development (1.6)		
Label:	PLANNING SKILL		ENABLING SKILL

REPERTORY GRID

Construct scaling

Ref. No. M.1./5.

CONSTRUCTS		ELEMENTS									
		E1. In-Service Cert. Ed. Course.	E2. National Qualifications.	E3. Up-dating of Subject Knowledge.	E4. Re-training.	E5. Curriculum Development.	E6. Computer Literacy.	E7. Administration Skills.	E8. Student Counselling.	E9. Writing B/TEC Units.	
C1	Product Skill / Process Skill	1	5	3	3	1	3	5	1	5	
C2	Meeting Staff Need / Meeting Student Need	3	5	3	3	3	4	5	1	3	
C3	Administration Focus / Personal Focus	1	1	5	1	1	1	5	1	5	
C4	Meeting Short Term Needs / Meeting Long Term Needs	3	3	5	1	1	1	3	3	5	
C5	Practical Activity / Theoretical Activity	3	3	5	5	4	5	2	5	1	
C6	Self-development Focus / Course Development Focus	5	5	2	5	2	3	5	5	1	
C7	Innovative Activity / Traditional Activity	1	1	3	5	3	4	1	5	1	
C8	Teaching Activity / Non-teaching Activity	5	1	3	1	5	3	1	3	1	
C9	Inter-personal Skill / Imposition	5	4	3	1	3	3	1	5	1	
C10	Improving Activity / Change Activity	5	3	5	5	3	4	2	4	3	
C11	Quality of Service / Quality of Individual	3	2	3	3	4	3	5	5	2	
C12											

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (50.35%)</u>			
- C3. Personal Focus (4.5)		C3. Administration Focus	
	E8. Student Counselling (4.1)		E9. Writing B/TEC Units (5.9)
- C7. Traditional Activity (4.4)		C7. Innovative Activity	
	E1. In-Service Cert. Ed. (3.8)		E7. Administration Skills (4.8)
- C1. Process Skill (4.4)		C1. Product Skill	
C8 Teaching Activity		- C8 Non-teaching Activity	
Label:	PERSONAL FOCUS		ADMINISTRATION FOCUS
<u>Component 2 (17.05%)</u>			
- C6. Course Development Focus (3.3)		C6. Self-development Focus	
	E3. Up-dating Subject Knowledge (3.4)		E2. National Qualifications (2.8)
C4. Meeting Short Term Needs (2.6)		- C4. Meeting Long Term Needs	
	E9. Writing B/TEC Units (2.1)		E4. Re-training (2.4)
C3. Administration Focus (2.5)		- C3. Personal Focus	
C8 Teaching Activity (2.2)		- C8 Non-teaching Activity	
Label:	COURSE DEVELOPMENT		SELF-DEVELOPMENT
<u>Component 3 (9.68%)</u>			
C9. Inter-personal Skill (2.9)		- C9. Imposition	
	E2. National Qualifications (2.2)		E4. Re-training (2.9)
- C5. Theoretical Activity (1.8)		C5. Practical Activity	
	E1. In-Service Cert. Ed. (2.0)		
Label:	INTER-PERSONAL SKILL		IMPOSITION

REPERTORY GRID

Construct scaling

Ref. No. M.2./5.

CONSTRUCTS		ELEMENTS									
		E1. In-Service Cert. Ed. Course.	E2. National Qualifications.	E3. Up-dating of Subject Knowledge.	E4. Re-training.	E5. Curriculum Development.	E6. Computer Literacy.	E7. Administration Skills.	E8. Student Counselling.	E9. Writing B/TEC Units.	
C1	Method Activity / Content Activity	5	3	2	1	2	1	5	3	2	
C2	Response to Specific Need / Response to General Need	3	1	5	1	5	5	1	5	5	
C3	Student Focus / Course Focus	5	1	1	3	5	2	1	5	1	
C4	Quality of Service / Enabling Focus	5	5	3	5	3	1	1	5	1	
C5	Student Centred / Staff Centred	3	1	3	3	3	1	1	5	1	
C6	Response to Industry / Response to Staff	1	1	3	3	3	3	1	1	1	
C7	Institution Led / Foundational Need	1	1	5	5	5	5	3	5	5	
C8	Curriculum Development Activity / Secondary Activity	3	1	5	5	5	5	1	5	5	
C9	Inter-dependent Activity / Distinct Activity	3	1	5	5	5	5	5	5	1	
C10	Nationally Generated / Locally Generated	2	5	3	1	3	5	5	5	5	
C11	In-house Needs / Status	3	1	5	5	5	5	5	5	5	
C12											

Principal Component Analysis

<u>Pole</u>		<u>Contrast Pole</u>	
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (41.79%)</u>			
C8. Curriculum Development Activity (4.6)		- C8. Secondary Activity	
	E5. Curriculum Development (3.2)		E2. National Qualifications (6.7)
C7. Institutional Need (4.5)		- C7. Foundational Need	
			E7. Administration Skills (3.4)
C2. Response to Specific Need (4.0)		- C2. Response to General Need	
C11. In-house Need		- C11. Status	
Label: CURRICULUM DEVELOPMENT ACTIVITY			Label: SECONDARY ACTIVITY
<u>Component 2 (26.63%)</u>			
C4. Quality of Service (4.6)		- C4. Enabling Focus	
	E1. In-Service Cert. Ed. (3.9)		E9. Writing B/TEC Units (4.0)
C3. Student Focus (4.2)		- C3. Course Focus	
	E8. Student Counselling (2.6)		E6. Computer Literacy (3.0)
C5. Student Centred (3.1)		- C5. Staff Centred	
	E4. Re-training (2.5)		
- C10. Locally Generated (2.8)		C10. Nationally Generated	
Label: QUALITY OF SERVICE			Label: ENABLING FOCUS
<u>Component 3 (11.9%)</u>			
- C2. Response to General Need (3.2)		C2. Response to Specific Need	
	E4. Re-training (3.4)		E8. Student Counselling (2.1)
C9. Inter-dependent Activity (2.4)		- C9. Distinct Activity	
	E7. Administration Skills (2.0)		E9. Writing B/TEC Units (2.1)
- C10. Locally Generated (2.0)		C10. Nationally Generated	
Label: RESPONSE TO GENERAL NEED			Label: RESPONSE TO SPECIFIC NEED

REPERTORY GRID

Construct scaling

Ref. No. M.3./5.

CONSTRUCTS			ELEMENTS									
			E1. In-Service Cert. Ed. Course.	E2. National Qualifications.	E3. Up-dating of Subject Knowledge.	E4. Re-training.	E5. Curriculum Development.	E6. Computer Literacy.	E7. Administration Skills.	E8. Student Counselling.	E9. Writing B/TEC Units.	
C1	Job Orientated	/ Personally Orientated	3	1	5	5	3	1	4	1	1	
C2	General Staff Requirement	/ Individual's Requirement	5	1	2	3	4	5	5	2	1	
C3	Response to Dept. Need	/ Course Design Need	1	3	3	3	4	3	2	2	3	
C4	Age Related	/ Not Age Related	5	3	3	3	2	2	1	1	1	
C5	Specifically Related to Qualification	/ Not Necessarily Related to Qualification	5	5	2	2	1	1	1	1	1	
C6	Student Focus	/ College Programme Focus	4	2	3	1	5	3	1	5	2	
C7	More Useful in Department	/ Less Useful in Department	3	3	4	1	4	3	3	3	3	
C8	Teaching Related	/ Non-teaching Activity	4	3	3	2	5	3	1	5	3	
C9	Process Linked	/ Product Linked	4	2	3	3	3	3	4	3	3	
C10	Narrow Based Response	/ Broad Based Response	1	5	4	4	2	5	2	1	4	
C11	Inter-related	/ Independent	4	4	2	2	1	4	1	1	2	
C12												

Principal Component Analysis

<u>Pole</u>			<u>Contrast Pole</u>
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (27.86%)</u>			
- C6. College Program Focus (3.3)		C6. Student Focus	
	E2. National Qualifications (3.4)		E8. Student Counselling (3.9)
C10. Narrow Based Response (3.3)		- C10. Broad Based Response	
	E4. Re-training (2.4)		E5. Curriculum Development (3.4)
C5. Specifically Related to Qualifications (2.5)		- C5. Not Necessarily Related to Qualifications	
- C8 Non-teaching Activity (2.4)		C8. Teaching Activity	
C11. Inter-related (2.3)		- C11. Independent	
Label: COLLEGE PROGRAM FOCUS		STUDENT FOCUS	
<u>Component 2 (25.64%)</u>			
C5. Specifically Related to Qualifications (3.7)		- C5. Not Necessarily Related to Qualifications	
	E1. In-Service Cert. Ed. (5.0)		E7. Administration Skills (2.5)
C4. Age Related (2.9)		- C4. Not Age Related	
C11. Inter-related (2.3)		- C11. Independent	
C6. Student Focus (2.2)		- C6. College Program Focus	
Label: QUALIFICATIONS RELATED		NOT NECESSARILY QUALIFICATIONS RELATED	
<u>Component 3 (23.75%)</u>			
- C1. Personally Orientated (3.9)		C1. Job Orientated	
	E2. National Qualifications (3.0)		E 7. Administration Skills (3.2)
- C2. Individual's Requirement (3.4)		C2. General Staff Requirement	
	E9. Writing B/TEC Units (2.5)		E1. In-Service Cert. Ed. (2.3)
C10. Narrow Based Response (1.9)		- C10. Broad Based Response	
Label: PERSONALLY ORIENTATED		JOB ORIENTATED	

REPERTORY GRID

Construct scaling

Ref. No. M.1./6.

CONSTRUCTS		ELEMENTS										
		E1. In-Service Cert. Ed. Course.	E2. National Qualifications.	E3. Up-dating of Subject Knowledge.	E4. Re-training.	E5. Curriculum Development.	E6. Computer Literacy.	E7. Administration Skills.	E8. Student Counselling.	E9. Writing B/TEC Units.		
C1	Well Provided For / Not Well Provided For	5	4	2	2	4	4	2	3	4		
C2	Wide Ranging / Specific Activity	5	1	5	4	1	1	2	3	2		
C3	General Staff Involvement / Specific Staff Involvement	1	1	5	3	3	1	5	5	3		
C4	Inter-related / Secondary Activity	5	1	5	3	1	5	4	1	3		
C5	Job-related Activity / Personal Development	5	1	4	3	5	4	2	5	5		
C6	Response to Client Need / Response to Course Requirement	2	4	2	3	2	4	4	5	3		
C7	Institutional Need / Individual Need	5	2	3	3	5	3	5	5	5		
C8	Teaching Related / Non-teaching Related	5	2	5	3	5	5	1	3	1		
C9	Student Centred / Course Centred	5	2	3	3	5	3	1	5	2		
C10	On-going / Time Specific	1	1	5	1	5	3	5	5	1		
C11	Job Related / Person Related	5	1	5	5	3	5	5	5	3		
C12												

Principal Component Analysis

<u>Pole</u>			<u>Contrast Pole</u>
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (34.29%)</u>			
C10. On-going (4.1)		- C10. Time Specific	
	E3. Up-dating Subject Knowledge (3.5)		E2. National Qualifications (5.9)
C11. Job Related (3.9)		- C11. Person Related	
	E8 Student Counselling (2.8)		
C3. General Staff Involvement (3.0)		- C3. Specific Staff Involvement	
Label: ON-GOING			TIME SPECIFIC
<u>Component 2 (25.79%)</u>			
C3. General Staff Involvement (3.4)		- C3. Specific Staff Involvement	
	E7. Administration Skills (4.4)		E1. In-Service Cert. Ed. (5.0)
- C8 Non-teaching Related (3.3)		C8 Teaching Related	
C10. On-going		- C10. Time Specific	
Label: GENERAL STAFF INVOLVEMENT			SPECIFIC STAFF INVOLVEMENT
<u>Component 3 (16.93%)</u>			
- C4. Secondary Activity (3.8)		C4. Inter-related	
	E5. Curriculum Development (3.7)		E3. Up-dating Subject Knowledge (2.9)
- C2. Specific Activity (2.7)		C2. Wide Ranging	
	E8 Student Counselling (2.3)		
C9. Student Centred		- C9. Course Centred	
Label: SECONDARY ACTIVITY			INTER-RELATED ACTIVITY

REPERTORY GRID

Construct scaling

Ref. No. M.2./6.

CONSTRUCTS		ELEMENTS									
		E1. In-Service Cert. Ed. Course.	E2. National Qualifications	E3. Up-dating of Subject Knowledge.	E4. Re-training.	E5. Curriculum Development.	E6. Computer Literacy.	E7. Administration Skills.	E8. Student Counselling.	E9. Writing B/TEC Units.	
C1	On-going / Time Specific	1	2	4	3	3	1	3	2	2	
C2	General Training / Specific Training	4	1	2	2	3	1	2	4	2	
C3	Presentation Activity / Communication Activity	3	4	4	3	4	3	2	2	4	
C4	Broad Staff Requirement / Specific Staff Requirement	5	3	5	2	5	2	3	5	3	
C5	Acquisition of Knowledge / Inter-personal Skill	2	5	5	3	5	5	3	2	5	
C6	Inter-dependent / Not Necessarily Inter-dependent	3	2	2	3	4	2	4	4	3	
C7	College Benefit / Course Benefit	3	2	1	3	2	2	3	2	1	
C8	Course Centred / Subject Centred	3	3	2	3	4	4	4	3	3	
C9	Developmental / Specific	1	1	3	2	5	1	3	4	2	
C10	Specific Input / Complete Programme Focus	1	4	4	4	2	3	3	2	4	
C11	Improved Service / Secondary Activity	5	4	4	4	5	3	4	5	5	
C12											

Principal Component Analysis

<u>Pole</u>			<u>Contrast Pole</u>
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (45.71%)</u>			
- C2. Specific Training (3.0)		C2. General Training	
	E6. Computer Literacy (2.8)		E8. Student Counselling (3.6)
- C4. Specific Staff Requirement (2.8)		C4. Broad Staff Requirement	
	E2. National Qualifications (2.7)		E1. In-Service Cert. Ed. (2.5)
C5. Acquisition of Knowledge (2.7)		- C5. Inter-personal Skill	
C10. Specific Input (2.5)		- C10. Complete Program Focus	
- C9. Specific (2.4)		C9. Developmental	
Label: SPECIFIC TRAINING		GENERAL TRAINING	
<u>Component 2 (25.95%)</u>			
- C9. Specific (2.7)		C9. Developmental	
	E1. In-Service Cert. Ed. (2.4)		E3. Up-dating Subject Knowledge (2.7)
- C5. Inter-personal Skill (2.3)		C5. Acquisition of Knowledge	
			E5. Curriculum Development (2.6)
- C1. Time Specific		C1. On Going	
Label: SPECIFIC		ON GOING	
<u>Component 3 (13.37%)</u>			
C4. Broad Staff Requirement (1.7)		- C4. Specific Staff Requirement	
	E1. In-Service Cert. Ed. (2.0)		E7. Administration Skills (2.1)
- C9. Specific (1.5)		C9. Developmental	
			E4. Re-training (1.5)
- C1. Time Specific (1.2)		C1. On Going	
- C6. Not Necessarily Inter-dependent (1.2)		C6. Inter-dependent	
C3. Presentation Activity (1.1)		- C3. Communication Activity	
Label: BROAD STAFF REQUIREMENT		SPECIFIC STAFF REQUIREMENT	

REPERTORY GRID

Construct scaling

Ref. No. M.3./6.

CONSTRUCTS		ELEMENTS									
		E1. In-Service Cert. Ed. Course.	E2. National Qualifications.	E3. Up-dating of Subject Knowledge.	E4. Re-training.	E5. Curriculum Development.	E6. Computer Literacy.	E7. Administration Skills.	E8. Student Counselling.	E9. Writing B/TBC Units.	
C1	Specific Skills / General Activity	5	5	4	3	3	5	4	5	5	
C2	Individual Need / College Need	5	5	3	3	2	3	3	3	1	
C3	Personal Activity / Conceptual Activity	3	4	3	3	3	3	4	5	3	
C4	Direct Input / Indirect Input	5	5	5	5	3	3	2	2	3	
C5	Student Focus / Staff Focus	4	4	3	5	2	3	3	3	3	
C6	Response to Client Need / Response to Curriculum Need	1	3	3	5	3	3	2	2	3	
C7	Not Qualification Related / Award Related	1	5	5	3	5	5	4	5	5	
C8	Student Based / Department Based	3	4	3	3	3	3	1	5	3	
C9	Theoretical Focus / Inter-personal Focus	5	5	5	5	3	5	4	1	3	
C10	Individual's Development / Team Development	4	5	3	4	1	3	2	5	1	
C11	Inter-related / Personal Enhancement	2	2	2	1	5	2	1	3	4	
C12											

Principal Component Analysis

<u>Pole</u>			<u>Contrast Pole</u>
Constructs	Related Elements	Constructs	Related Elements
<u>Component 1 (49.27%)</u>			
- C7. Award Related (4.3)		C7. Not Award Related	
	E2. National Qualifications (4.1)		E3. Curriculum Development (3.7)
C2. Individual Need (3.2)		- C2. College Need	
	E1. In-Service Cert. Ed. (3.7)		E9. Writing B/TEC Units (3.4)
C10. Individual Development (3.2)		- C10. Team Development	
Label: AWARD RELATED			NOT AWARD RELATED
<u>Component 2 (21.27%)</u>			
- C9. Inter-personal Focus (2.6)		C9. Theoretical Focus	
	E8 Student Counselling (4.4)		E4. Re-training (1.8)
C10. Individual Development (2.4)		- C10. Team Development	
C8 Student Based (2.1)		- C8 Department Based	
C3. Personal Activity (1.7)		- C3. Conceptual Activity	
Label: INTER- PERSONAL FOCUS			THEORETICAL FOCUS
<u>Component 3 (11.12%)</u>			
C6. Response to Client Need (2.4)		- C6. Response to Curriculum Need	
	E4. Re-training (2.2)		E7. Administration Skills (2.3)
C8 Student Based (1.7)		- C8 Department Based	
			E1. In-Service Cert. Ed. (1.7)
Label: RESPONSE TO CLIENT NEED			RESPONSE TO CURRICULUM NEED

APPENDIX E

**RESPONDENT ELEMENT RANKING
BY GRID ANALYSIS**

ELEMENT	RESPONDENT					
	<u>M1/1</u>	<u>M2/1</u>	<u>M3/1</u>	<u>M1/2</u>	<u>M2/2</u>	<u>M3/2</u>
1	7	7	6	8	9	5
2	8	5	7	1	4	2
3	3	8	9	9	1	3
4	2	9	1	3	2	7
5	1	2	2	7	7	1
6	5	3	3	2	5	8
7	6	6	8	4	3	4
8	9	1	4	5	6	6
9	4	4	5	6	8	9
	<u>M1/3</u>	<u>M2/3</u>	<u>M3/3</u>	<u>M1/4</u>	<u>M2/4</u>	<u>M3/4</u>
1	1	8	5	1	5	2
2	7	6	2	8	1	3
3	8	3	1	7	2	4
4	3	1	7	2	3/4	5
5	4	9	9	5	3/4	8
6	9	7	8	9	6	1
7	5	5	3	3	8	9
8	6	4	4	4	7	7
9	2	2	6	6	9	6
	<u>M1/5</u>	<u>M2/5</u>	<u>M3/5</u>	<u>M1/6</u>	<u>M2/6</u>	<u>M3/6</u>
1	9	2	1	2	1	8
2	7	7	2	1	8	2
3	8	1	8	7	5	1
4	1	9	7	3	6	5
5	2	4	4	5/8	3	4
6	4	8	5	5/8	2	9
7	5	6	6	6	4	7
8	3	5	9	9	7	3
9	6	3	3	4	9	6

APPENDIX F

STAFF DEVELOPMENT RESEARCH PROJECT

The college has agreed to become involved in the testing of a staff development model which involves the evaluation of various aspects of staff development provision.

Please would you assist us in this testing by completing the following evaluation sheets, and also by using the two interactive computer programmes which have been supplied.

N. B. The purpose of these exercises is not to assess how well the college has provided staff development, or how well you seem to have benefited from any staff development you may have undertaken. Rather, the aim is to assess how suitable the following evaluation sheets and computer programmes are for obtaining important data relating to staff development.

Thank you for your cooperation

EVALUATION SHEET No. 2.

Dept.....

Status.....

COLLEGE STAFF DEVELOPMENT POLICY OBJECTIVES

Please rate the following by ticking the appropriate box (1=low, 5=high)

1. To what extent do you consider the following to be involved in the setting of staff development objectives at your college:

Academic Board/staff development Committee
Principal
Vice-principal
Head of Dept.
Individual
Course team
Staff Development Officer

2. To what extent do you consider the following to be involved in the actual design of staff development programmes/provision at your college:

Academic Board/Staff development committee
Principal
Vice Principal
Head of Dept.
Individual
Course team
Staff development officer

1	2	3	4	5

3. To what degree do you consider the following to provide an incentive for participating in staff development :

Extending ones usefulness in the college.

Peer group approval

Promotion prospects

Remission from class contact

Contracting of existing work

4. To what degree to you think staff development should be aimed at remedying deficiencies in staff performance.

5. To what extent do you consider your college staff development opportunities to be taken up by appropriate participants.

6. To what degree do you think that tailoring an activity to the needs of a specific individual would avoid a mismatch between a staff development activity and its participants.

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EVALUATION SHEET No. 3

Dept.....

Status.....

Course/Activity Objectives.

A EXPECTATIONS		B Expectation Rating					C Outcome Rating						
		1	2	3	4	5	1	2	3	4	5		

1. Please list in column A what you expect to obtain from the activity/course.
2. Please indicate in Column B the priority you would give to these expectations.
3. After the activity/course is concluded, please indicate in column C how well your expectations were satisfied by the activity/course.

