UNIVERSITY OF SOUTHAMPTON

SETTING UP A CENTRE OF PROFESSIONAL STUDIES

A CASE STUDY OF CHANGE IN A COLLEGE OF
HIGHER EDUCATION

CONTENTS

UNIVERSITY OF SOUTHAMPTON

ABSTRACT

FACULTY OF EDUCATIONAL STUDIES

EDUCATION

Master of Philosophy

SETTING UP A CENTRE OF PROFESSIONAL STUDIES
A CASE STUDY OF CHANGE IN A COLLEGE OF HIGHER EDUCATION

by Rodney Leonard Ashman

Over a period of some four years fundamental alterations were made in the range of courses offered by the College studied. These alterations coincided with a decision to transfer from a University validating authority to the Council for National Academic Awards. Part of the task of planning and introducing fresh courses involved creating new academic structures of which one major example was the establishment of a Centre of Professional Studies, embracing work which had previously been mounted separately as Education, Teaching Practice and Curriculum Courses. The study of certain aspects of that innovation constitutes the focus of this research.

After an introductory chapter which provides a background to the plans, the special character of the study is explained (Chapter II). The author was a participant observer and it became his full-time professional responsibility to lead the Centre. The analysis was conducted concurrently with that responsibility. The stance is phenomenological and discussion is concentrated on the interplay of individual definitions of the changing scene as the Centre was planned and launched.

The innovation is regarded as a process rather than an event and is divided, for purposes of analysis, into three stages: Conceptualisation, Formulation and Implementation. The last two form the main part of the study. Chapter III traces the way in which the idea of a Centre was shaped into a working drawing, and Chapters IV, V and VI treat the period of implementation by considering the major participants, the organisation of the Centre and the main features of the new course. A final chapter attempts to draw conclusions from the process examined. The approach chosen is essentially personal although each emerging definition of reality was checked against other definitions at each stage of the study.

ACKNOWLEDGEMENTS

LIST OF DIAGRAMS

CHAPTER I

Preamble to the Study: the immediate context of the innovation
and the main features and terms of the innovation itself

The name King Alfred's College was given in 1928 to an institution of 150 men studentsall of whom were training to be school-teachers. Its origins lay in the Winchester Diocesan Training School founded in 1839, and as a Church of England foundation it possessed characteristics which profoundly affected the way in which it changed during the period of this study. In the expansion of higher education in the ninteen sixties women students were admitted to the College and within two decades the institution grew from a single sex community of 200 men to a mixed College of Education with over 1000 students all preparing to teach. In 1966 a Bachelor of Education degree was introduced, validated by the University of Southampton and during the next ten years undergraduate work represented a growing share of the College's total activities. Other courses were initiated leading to new awards, including a Certificate in Education for postgraduates, a Diploma in the Education of the Educationally Subnormal, and a Bachelor of Education degree for serving teachers. All these awards were validated by the same university.

In December 1973 the College decided to seek validation for its courses from the Council for National Academic Awards (C.N.A.A.). That decision ushered in a period of intensive planning, radical reappraisal of nearly all aspects of College academic life and fundamental alterations in relationships between individuals and groupings within and outside the institution.

This study focuses on one aspect of the proposals submitted in October 1974 to C.N.A.A. for new courses in initial teacher training. Those courses comprised a Bachelor of Education Degree (Unclassified) over 3 years, a Bachelor of Education Degree (Honours) over 4 years, a Certificate in Education over 3 years and a Postgraduate Certificate in Education over 1 year. A major innovation associated with the proposals was the creation of a Centre of Professional Studies to bring together, in the professional training of students, work which had hitherto been discrete, even fragmentary. Although the Centre was concerned with only part of the new courses and may have seemed on paper to affect only those activities being brought together under its direct control,

5

the implications for interpersonal relationships throughout the College were both subtle and wide-ranging. Longstanding habits of thought and of action were disturbed and the scope of existing posts of authority were altered. New terminology took a long time to be absorbed into easy use and, above all, the large number of people involved in the innovation perceived the situation in their own ways. It is to the interplay of those different perceptions that this study is directed.

The process of introducing the Centre of Professional Studies spawned a plethora of new terms and phrases within the College, ascribed specific meanings to words already in use and led to a rash of abbreviations in documents and conversation which amounted to a restricted code[1] characteristic of the institution at that particular time. This preamble attempts to identify and explain the essential features and terms mentioned in the thesis and to place in the wider context of the changing character of the College itself the business of establishing the Centre in the minds of those who participated in its work.

We shall approach the latter task through extracts from the Full Submission to C.N.A.A.[2], made in October 1974. In his introduction to the six volumes of the Submission the Principal wrote:

> "The proposals include a general statement (for each award) presenting the rationale of the course, its structure and content, together with detailed descriptions of each of the contributory subjects and units of study. <u>The practical realities of implementing the proposals have been taken into account</u> and the Submission therefore contains a number of additional documents on such matters as logistical feasibility, recruitment and admissions, and the <u>establishment of appropriate internal academic and examining bodies</u>." (my underlining)

He went on to show how new awards and possible associations with neighbouring colleges would broaden and diversify the College's activities.

> "The establishment of the new professional awards will place its work in the field of teacher education on a new footing, while the inception of a new B.A. Degree and a Diploma of Higher Education will give the College access for the first time to the wider field of higher education. <u>Within the College the effect will be one of</u>

reinvigoration, while the effects upon the institutional status of the College will be far-reaching, for in seeking validation for its courses from C.N.A.A. the College looks forward to the achievement of a new element of autonomy in the conduct of its academic affairs.

The submission represents a major effort by the whole community of the College, both staff and students, and, in the professional field, by representative teachers."

The study looks beneath the surface of some of the events which immediately followed that comprehensive statement and in particular tries to shed light on the sections underlined.

The background to the proposals was sketched in Chapter II of the first Volume of the Full Submission.[3] That concise account of several years of self-scrutiny by the institution warrants extended quotation here as a means of setting the scene for the events of 1975 and 1976.

"The new B.Ed. degree (i.e. validated in 1966 by the University of Southampton) was already well-established when early in 1970, as the result of a directive from the then Secretary of State for Education, the College undertook a thorough reappraisal of its activities as part of an A.T.O. Enquiry into the Initial Training of Teachers. This involved in the Autumn of that year the review of the existing work of each department of the College by committees drawn from the tutorial staff, the student body and members of the teaching profession. Early in 1971 the enquiry entered a second phase when the first of two Academic Council Conferences, involving all members of the tutorial staff, discussed existing courses and the future of the College. In plenary session and in smaller study groups the Academic Council considered such issues as the organisation of professional training (i.e. directly concerned with the application of ideas in schools), the place of the main subject (i.e. concerned in a major way with the study of one subject to a specialist level and the relation of that study to application in schools), the College Community and the development of new courses.

Following the Academic Council Conference the Academic Board (responsible for the academic work of the College) set up four working

parties to give more detailed consideration to issues that had arisen in discussion. Having received reports from these working parties the Academic Board in March 1971 formulated its intentions in the following resolution:

That King Alfred's College seek closer association with the University of Southampton with a view to diversifying its activities to include:

(a) courses for students not committed to teaching but preparing for work of an academic nature leading to the award of degrees;

and

(b) courses for students preparing for various types of social work, which may in some cases lead to the award of degrees.

A further Staff Conference, on the same lines as the earlier Academic Council Conference, was held on 23rd April 1971. On this occasion the topics considered by the study groups included Additional Degree Courses, Professional Training, Recruitment and Entry Requirements and the College's Relationship with the University. Already, at this stage, thought was being given to the validation of degrees by another body in the event of a failure to reach agreement with the University of Southampton.

The staff conferences and the discussion of the working parties early in 1971 were in several respects seminal to the development of the College's ideas and intentions. For instance, consideration of the place of the main subject - an issue to which the Secretary of State had specifically directed attention - led to the reaffirmation of a belief in its value and the importance of the contibution it makes to the personal and professional education of the student.

The establishment of a Centre of Professional Studies may also be seen as a direct outcome of the Staff Conferences. Concern was expressed at the inherent fragmentation of existing work in the fields of Education, School Experience and 'Curriculum Courses', all of which contributed to the professional training of students preparing for the B.Ed. degree and the Certificate in Education. A new structure

was proposed whereby work in these fields might be more effectively integrated and in due course a number of working parties gave more detailed consideration to the aims, content and organisation of professional studies."

It is interesting to note that during discussions undertaken as part of this research several people either claimed or were credited with coining the term 'Centre'; several people also maintained that whatever the title, theirs was the contribution which provided the effective impetus for the idea to take root. There is no good reason to suppose that any of the claimants was mistaken for concepts of such eventual complexity are most unlikely to arise from one author. At different stages, in meetings and private conversations, the embryo notion is nudged to a new state of firmness and to the participants at each stage it may well seem to be the crucial development in a long process.

"It was a direct consequence of the discussions at the second Staff Conference and a subsequent paper containing tentative proposals for a degree in Liberal Arts that in May 1971 a broadly representative working party was formed to explore the possible development of new non-professional degrees. The working party's report, which was received by the Academic Board in December 1971 and thereafter submitted to the Governing Body of the College, took the form of detailed proposals for new degrees. These formed the basis for a proposed B.A. course in Humane Studies.

The report of the James Committee[4] published in January 1972 necessitated the review of previous planning and raised new issues for consideration. The feasibility of a three-year B.Ed. degree and a Diploma of Higher Education, the nature and organisation of the probationary year and 'Cycle III' In-service work, and the establishment of Regional Councils had now to be examined. Thus in May 1972 the Academic Board set up six sub-committees, the members of which included both staff and students, to consider these and other issues.

In most respects only decisions at national, governmental level could resolve the questions which members of the College discussed in May 1972. But one clear point of growth can be detected. The idea of a three-year B.Ed. was at first received with some reservation

9

but it became clear that the development of such a degree throughout the country was inevitable. Further and more detailed examination by a committee showed that it was also entirely feasible. The rationalisation already in hand of work within the Professional Studies field suggested that compression could be achieved without essential loss and it became clear that what at first appeared a regrettable necessity provided a valuable opportunity for the complete reappraisal and restructuring of the B.Ed. degree. The report of the Committee was considered by the Academic Board on 4th June, 1973, and it provided the starting point for more recent planning which has resulted in the College's present proposals for a three-year B.Ed. Unclassified degree and a four-year B.Ed. (Honours) degree.

Throughout 1973 the College was much preoccupied with the nature of its future relationship with the University of Southampton. In January of that year a sub-committee was set up to consider the Vice-Chancellor's paper 'The Future of the Department of Education and the Relationship of the University and the Colleges of Education in the light of the White Paper.' At this stage some form of merger with the University, as proposed by the Vice-Chancellor, was envisaged but it became clear that a link of this kind would not meet with the approval of the University Grants Committee. Federal relationships with other neighbouring institutions were also considered and in February a teach-in was organised to involve members of staff and students in the discussion of possible developments.

Although some uncertainties remained it was by May 1973 possible for the College to make a definitive statement concerning its future institutional status and academic role. In a document entitled 'The Future of the College: Diversification Within Higher Education' certain lines of development were laid down: namely, that the College would retain its commitment to initial teacher training but, at the same time, seek to expand and diversify its activities within the field of Higher Education and that it should remain an autonomous, free-standing institution.

To assist in the implementation of the policies outlined in this paper an Academic Planning Sub-committee was set up under the chairmanship of the Principal of the College. And to ensure the fullest possible involvement in policy-making of all members of the tutorial staff the departments of the College were grouped into four provisional faculties, the meetings of which provided a valuable forum for debate and the dissemination of information.

The Academic Planning Sub-committee was responsible for formulating policy proposals for consideration by the Academic Board and also undertook important detailed planning. It was on the recommendation of this sub-committee that the Academic Board decided that the College should seek C.N.A.A. validation for its awards and throughout the period of intensive planning which ensued it continued to exercise an important guiding influence. The Academic Planning Committee was assisted by a smaller committee, the C.N.A.A. Planning Committee, which, meeting frequently and informally in the early stages of the preparation of the Submission, was responsible for identifying issues for consideration and suggesting and investigating possible solutions to planning problems.

The detailed planning of the courses described in the present proposals was undertaken by a large number of specialist committees. Two 'award' committees, one for the B.A. degree and one for professional awards, were responsible for general planning and co-ordination in each area. A large number of subordinate committees undertook the planning of particular awards and contributory courses. Departmental committees also continued to meet to plan departmental contributions to Professional Studies and courses in Main and Special Subjects. Every full-time member of the tutorial staff was involved in this operation on at least one level, together with representatives of the student body and members of the teaching profession."

COMMITTEES CONTRIBUTING TO THE PLANNING OF THE PRESENT PROPOSALS

Academic Board

Academic Planning Sub-Committee

C.N.A.A. Planning Committee

A1 (B.A. Degree Award Committee)

A2 (Main Subjects)

A3 (Complementary Subjects)

A4 (Supplementary Subjects)

P1 (Professional Awards Committee)

P1 (Special Subject Sub-Committee)

P2 (Professional Studies in B.Ed. and Certificate)

P3 (P.G.C.E.)

P4 (Advanced Diploma in Special Education)

P5 (First School)

P6 (Middle School)

P7 (Upper School)

Provisional Faculties (Arts; Creative Arts; Sciences; Education

D e p a r t m e n t a l   C o m m i t t e e s

From Full Submission to C.N.A.A. Vol I Ch. II Appendix 'A'

FIG. 1

The degree of involvement varied enormously. So, too, did the level of understanding about the long-term implications of decisions taken on points of detail.

The Initial Visitation by C.N.A.A. officers took place on 13th May 1974 and in the light of comments made by members of the visiting party, and revised C.N.A.A. guidelines subsequently received, the College gave further attention to the relationship between the B.Ed. and Certificate courses. That relationship was never clearly delineated and the question of transfer from Certificate to Degree programmes remained somewhat cloudy. In 1975 only six special subjects were offered for the Certificate Course, and when this was reduced in later years to three then to one any sophisticated ideas about comparability, differentiation and translation scales for assessment purposes became virtually untenable in practice.

One further extract from the Full Submission papers merits inclusion, in the light of what will be described later in this thesis. Paragraph 15 of Chapter II in Volume II states:

> "It was also in the period following the Initial Visitation that a
> searching investigation was undertaken into the logistical feasibility
> of the College's proposals". (my underlining)

Some of the severe difficulties in mounting the courses may have been caused by totally unforeseeable constraints, it is true, such as those deriving from renewed contraction of teacher-training numbers sanctioned by the Department of Education and Science on behalf of the Government. Yet it remains uncomfortably true that certain consequences could have been predicted if the meetings of the Academic Board had grappled with the place of Subject Department staffing and College staffing policy as a whole before the proposals were completed.[5] Yet it would have been unrealistic to have expected such discussions in 1974 to have had the edge of similar debates in 1976 or 1977, for the composition of the meetings was fundamentally different and the climate of exchange almost unrecognisably changed.

Nevertheless the study undertaken shows clearly how different was the meaning of 'searching investigation' between those dates.

Under the arrangements obtaining before the proposals to C.N.A.A. the College was a constituent part of the School of Education of the University of Southampton. The course for the 3 year Certificate in Education consisted of four elements:

13

(i) EDUCATION:

This was compulsory for all students and comprised Principles of
Education and Special Fields of Education. Separate programmes of
work were arranged according to the age-range within which students
wished to teach. The Principles of Education course included psychology
and child development, sociology, philosophy and history of education.
Special Fields concentrated study on children in a particular age-range
and on the Schools they attended. (First School up to age 8; Middle
years 7 - 13; Secondary 11 and over). The work in this element was
organised through an Education Department, bigger than Subject
Departments but parallel to them in all other respects.

(ii) CURRICULUM COURSES:

These were also intended to further the student's own general education
and to provide part of his equipment as a teacher. They were offered
in various combinations and sometimes with different emphases to
students pursuing particular age-range interests. Certain subjects
(Religious Education, English, Mathematics) were compulsory for all
students. A crude description is that these courses were meant to focus
both on what to teach in school and how to teach it. The balance
between these aspects varied widely and later produced areas of
contention and confusion of understanding and expectation when they
were replaced by the new courses. The reason for this was that
Curriculum Courses were mounted under the aegis and effective control
of thirteen separate subject departments whereas under the C.N.A.A.
pattern control was vested in one Centre of Professional Studies. It
was not simply that the challenge to the autonomy of subject departments
was resisted in the new pattern; in some instances it became clear only
after two years of operation of the new arrangements that some tutors
had not fully realised the extent of change in direction under C.N.A.A.

(iii) MAIN SUBJECT:

Each student chose one main subject to study in depth. There was a
widely accepted understanding by the Colleges associated with the
validating authority that Main Subject study should be deliberately
related to a school context, but the extent to which subjects were
studied for their own sake, with the value conceived intrinsically,

14

varied considerably in practice. Insofar as time allocation on a weekly basis indicated importance, status or commitment, subjects included in this category were undoubtedly 'main' (compared with Education). The College was organised into thirteen Subject departments,[6] in addition to the Education department, and all Heads of Departments sat ex officio on the Academic Board. Thus it was understandably difficult (at meetings of the Board) to press any measure which threatened departmental status.

These three matters, school orientation, timetable allocation and representation on executive bodies proved to be issues of serious contention in the implementation of the new proposals to C.N.A.A.

(iv) TEACHING PRACTICE

Students undertook a period of practice in school in each year of their course: (a)   at the end of Term 3 (four weeks)

(b)   in the first half of Term 6 (five weeks)

(c)   in Term 8 (ten weeks).

In addition there were informal visits to schools arranged individually by tutors in connection with particular sections of a course. The administration of Teaching Practice lay with tutors from the Education Department, though all tutors contributed to supervision of students. The coordination, moderation, and monitoring of Teaching Practice was seen almost entirely as a matter of student performance; the question of standards of supervision was a potentially explosive one and even after considerable student pressure had drawn attention to variations in approach and inconsistencies of instruction there was very little public acknowledgement of the wide disparities of tutor practice. As will be shown later in this study,[7] under the new pattern, in the first year especially, discussion of tutor competence as well as student competence ceased to be a taboo topic.

The proposed Centre of Professional Studies was charged with the task of organising and integrating within its courses work which had previously been covered by the Education, Curriculum Course and Teaching Practice elements. This study concentrates on selected aspects of the attempt to discharge that task and the precise nature of the investigation is described in Chapter II.

At this point it is appropriate to delineate the structure of the new degree programme and to indicate the terms and abbreviations which so rapidly became common currency in the institution, though with uneven degrees of common understanding.

The three year course for the B.Ed. degree (Unclassified) consisted of a programme of 38 study units divided into two categories, Professional Studies (17 College-based units plus 8 School-based units called School Experience) and Special Subject (13 units). The ratio 17 : 13 was eventually agreed after C.N.A.A. rejection of the first proposals where the proportion was 15 : 15. That in turn had been based on an even earlier idea (still fondly preferred by some tutors long after the change was made) whereby the balance could be varied within limits giving either category a majority.

Phasing of units over the three years may be represented diagramatically as follows:

		Year One			Year Two			Year Three			
Term		1	2	3	4	5	6	7	8	9	Total
Professional Studies	(In-College	2	2	2	1	2	2	2	–	4	17
	(School (Experience	–	1	1	2	–	–	–	4	–	8
Special Subject		2	2	2	1	2	2	2	–	–	13
Student Unit Load per Term		4	5	5	4	4	4	4	4	4	38

FIG. 2

The term Special Subject therefore derives from the notion of Main Subject under the previous validating authority, though with important differences. As it turned out, many people, students included, made a straight translation of equivalence despite the numerical fact that in timetable terms Special Subject occupied only one-third of the total degree programme.

The new proposals meant that students undertook a combination of Professional Studies units, and one Special Subject for detailed study. In one sense that subject was an option within the complete available range. The professional character of the whole degree was repeatedly emphasised and both for that reason and in terms of time allocation it was inappropriate to refer to the Special Subject as 'Main' Subject.

Within the Professional Studies programme students were organised into three groups:

Lower Age Range (L.A.R.) 3-9 years. This was for those intending to teach in First Schools or Infant Schools, though some might work with nursery children or younger Juniors.

Middle Age Range (M.A.R.) 8-13 years. Some students in this group would concentrate on Junior Schools, some would gravitate to Middle Schools and some might take study units to add to their equipment for eventually teaching in Secondary Schools. There was justice in the statement made by several people that M.A.R. was a category that not only served as a clearing house for students who had not made up their minds but also provided a backdoor by which students who could not be accepted (because of D.E.S. regulations) for Special Subjects which were not permitted areas in the College for training secondary schools teachers could nevertheless eventually enter secondary schools.

Upper Age Range (U.A.R.) 11 years and above. Students in this group would aim at teaching in secondary schools but would be required to study some Middle Age Range course components as pre-requisites of their own specialist age range programme.

For purposes of College teaching Professional Studies units themselves were of two types:

(i) Foundation Studies formed a common compulsory basis for students of all age-range categories mentioned above. Their content represents what was believed to be necessary for every candidate for the award. The Submission papers declared that Foundation Studies were:

17

"designed to enable the student to develop those theoretical perspectives which will enable him to determine and evaluate the effectiveness of his teaching methods, the appropriateness of the materials he uses, the content of the curriculum and the consequences of his teaching. They will consist mainly of aspects of the established disciplines of Psychology, Sociology, Philosophy and History of Education and will use current concepts of Curriculum Theory to illustrate development in educational thought and practice."[8]

(ii) Associated Studies were more specifically related to the skills of teaching in particular age or ability ranges. It was intended that they should link Foundation Studies with students' experience in schools thus under-lining the applied nature of the work. A further link was made between Associated Studies and Special Subjects since appropriate units helped a student to appreciate some of the advantages of teaching from his own interest.

In addition to a prescribed programme for each age-range, students were able to select, at certain points on the course, other Associated Studies units (initially referred to as Electives).

The backbone of the course framework was a programme of experience in School. The pattern was devised to meet student needs at different stages of development as teachers in training.

Beginning with introductory Visits in Term 1, where the main objectives were observation and acclimatisation, a student would spend one day per week in schools on a regular basis during Terms 2 and 3 (Regular School Experience or R.S.E.). Later, extended experience was provided (Extended School Experience or E.S.E.) equivalent to the 'block practice' of earlier courses. Additional experience was to be offered where necessary or desirable to meet the exigencies of individual situations.

The Professional Studies programme might therefore be represented diagramatically as follows:

18

Terms	Year One			Year Two			Year Three			Total
	1	2	3	4	5	6	7	8	9	
Foundation Studies	✓	✓	✓	5 weeks Extended School Experience	✓	(1)	✓	8 weeks Extended School Experience	✓	
Associated Studies (some prescribed, some on the basis of student choice)	✓	✓	✓		✓	✓ (3)	✓		✓✓✓	
College based unit rating	2	2	2	1	2	2	2	0	4	17
School Experience unit rating	Visits 0	RSE 1	RSE 1	ESE 2	Additional 0	0	0	ESE 4	Add: 0	8
Total unit rating	2	3	3	3	2	2	2	4	4	25

FIG. 3

There were differences of pattern for the Certificate in Education and radical alterations from Term 8 onwards for the B.Ed. (Honours) programme but the words and phrases introduced here help to provide a basis for the study set out in the remaining chapters. Where other terms are introduced they will be explained in the text.

One further set of titles should be noted, referring to the structure for administering college awards and it goes beyond the confines of the B.Ed. degree.

Under proposals submitted to C.N.A.A. the College was divided into two Schools, a School of Education and a School of Arts and Sciences. The first mounted professional courses with a directly vocational flavour (to begin with it was exclusively for the teaching profession), the second mounted diversified courses without (to begin with at least) any directly vocational flavour. The executive officer of each was a Dean and he operated through an Awards Board which in turn controlled the range of courses running at that time. Each course

was in the hands of a Course Director working through a Course Committee. The control pattern stemmed from the College Council and may be shown as follows:

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                        College Council
                          (Principal)
                    ┌───────────┴───────────┐
          School of Education          School of Arts and Sciences
               (Dean)                           (Dean)
    ┌──────────┼──────────┐              ┌──────────┴──────────┐
B. Ed. Degree  Certificate  Postgraduate  B.A. Degree   Diploma of
(Course        in Education  Certificate   (Course        Higher
 Director        (3 yr)      in Education    Director      Education
 acting        (Course        (1 yr)        acting        (Course
 through        Director     (Course        through        Director
 Course         acting        Director      Course         acting
 Committee)     through       acting        Committee)     through
                Course        through                      Course
                Committee)    Course                       Committee)
                              Committee)
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FIG. 4

Subject departments had previously been led by a Head of Department responsible for administering the staff and financial resources relevant to that department's courses. During the period covered by this study changes were introduced bringing greater centralisation in deploying both human and material resources in the College. A key committee of College Council was charged with matters of Establishment and Allocation; it became known in conversation as "E. and A." It figured prominently in the process of setting up the Centre of Professional Studies.

Armed with these terms we may now embark on an account of the study itself.

Chapter I

1. In the sense developed by Basil Bernstein, and referring to a form of language fully intelligible only to a limited group of users.

2. October 1974
    Six volumes :

Vol. I	Introductory Papers
Vol. II	General Description of the College
Vol. III	B. Ed. and Certificate in Education : Introductory Sections and Professional Studies
Vol. IV	B. Ed. Degree and Certificate in Education : Special Subjects
Vol. V	B.A. in Humane Studies
Vol. VI	Postgraduate Certificate in Education and Advanced Diploma in Special Education

3. Vol. I. Chapter II Background to the present proposals. pp. 7-19

4. Department of Education and Science. Teacher Education and Training : a report by a Committee of Inquiry. HMSO. 1972

5. See Chapter VII p. 210

6. Art and Design, Biological Sciences, Design and Technology, Drama, English, French, Geography, History, Mathematics, Music, Physical Education, Physical Science, Theology and Religion.

7. See Chapter VI p.188

8. Full Submission. Vol. III. Section Four. B. Ed. Degree. iii.2. p.63.

CHAPTER II

Nature of the Research

There are many possible approaches to the study of innovation.[1] The choice between them could depend on the aim of the student, the precise objectives pursued or the type of question requiring an answer. Decision might also depend on the resources available, whether personal, money or time.

1. Aim and Focus of the Task

This is a study conceived in phenomenological terms and the aim was twofold. The author hoped to deepen his understanding of the process for which he was in part responsible in professional terms. This was of specific and immediate importance for the context of the case study. There was also a lively hope that a measure of knowledge could be gained of a kind suitable to be applied to similar ventures within the same institution or outside it.

The analysis does not lay claim to being either completely objective or comprehensive. The process examined was by any measure complex; it involved a very large number of people, at one level or another, including college tutors, college students, local school teachers and pupils in schools where students were placed during the course; furthermore it spanned an arbitrarily chosen two years, October 1974 to October 1976. Indeed it is hard to see what a truly objective account would be even if it were attainable; the time span selected might at first glance be thought to determine what events, papers and conversations were most relevant; but criteria for relevance proved to differ widely between people asked. Individuals concerned with the innovation at any level of interest or contact (which are importantly different concepts as the analysis reveals) are likely to receive and interpret data in their own way not only because of the nature of their personal involvement and concern but also because of the selective treatment of material achieved by attempts at recall.

The official creation of the Centre of Professional Studies (C.P.S.) was timed to coincide with the first intake of students for the new courses validated by the Council for National Academic Awards. As we have noted in Chapter I the courses were a B. Ed. degree (Unclassified), B. Ed. degree

(Honours), Certificate in Education over 3 years, and a Postgraduate Certificate in Education over 1 year. That is more than a statement of fact in a chronological sense; it includes the truth that the birth of the Centre was inextricably linked with those awards. It was later argued that the development of the Centre was so dominated by all except the last of those awards that whatever potential the idea contained for fostering professional work across the College the circumstances of its inception deeply affected the way it grew and in many respects limited to those awards the practices it generated.

Despite the disclaimer of the third paragraph in this chapter the account is certainly not entirely subjective by being limited to the views and interpretations of one person. Without doubt the selection and arrangement of material is deeply affected by the author's own position in the process examined, but no statement is made on the basis of his interpretation alone. In every case where a view is expressed or an opinion offered about the meaning of actions those views and opinions have been put to other participants to test reactions. Initial views have frequently been modified and in some cases totally reversed; where there was genuine difference of perception the phrasing chosen marks the provisional, personal, or contentious nature of what is written. Throughout, there has been systematic effort to establish events and developments by reference to more than one source.

It is, moreover, recognised that much that passes as objectivity in accounts of events and processes, because expressed in quantitative terms, tacitly conceals the heavily subjective nature of the choice of instrument or the selective manner in which information is gleaned and used. Such objectivity is frequently a chimera as Hudson[2] argues; it rests on suspect foundations. Sometimes the danger is of reducing the meaning of behaviour to observable data or data which is manageable. In neither case would this have been appropriate to the aims of this study which essentially deals in the perceptions and understandings that determined personal policies and the strategy and tactics of interaction. Winch takes up an extreme position maintaining that "our idea of what belongs to the realm of reality is given for us in the language that we use"[3] and the critical discussion of his position by Rudner[4] does not entirely dispel the ethnomethodological idea that vocabulary used by people tends to impose their reality on that of their subjects. A striking illustration of the

23

impact of vocabulary on reality is provided by C. Wright Mills[5] and all these ideas have affected the angle chosen for research.

Much of Karl Popper's work of recent years has been in defence of objectivity by attacking subjectivist positions. Yet he wished to make clear[6] that he is not a behaviourist and that he does not deny introspective methods:

"I do not deny the existence of subjective experiences, of mental states... I even believe these to be of the utmost importance. But I think that our theories about these subjective experiences... should be as objective as other theories." [7]

By an objective theory he means "a theory which is arguable, which can be exposed to rational criticism, preferably a theory which can be tested; one which does not merely appeal to our subjective intuitions."[8] Where the raw material is personal perception the tests must be appropriate if they are to be valid. The question of reliability is much more difficult since experiment and replication in the strict sense are not possible.

Had this research been undertaken by another central participant such as the first Head-designate of the Centre, the Academic Secretary or the Principal of the College, the picture would have been different. And it could have been considerably different not only because of alternative methods or greater skill, but because the personal realities would have been substantially distinct.

The account as it stands is therefore inevitably personal but as the section below, concerning methods adopted, shows there was throughout the period of the study many attempts to check impressions by reference to written and numerous oral sources, and as questions of contradiction or omission were recognised efforts were made to resolve them within the limits of what was practicable. That process could continue almost indefinitely. The present statement is a stage only, though carrying its own validity.

Four considerations of timing and origin of the study bear heavily on both its validity and reliability.

(i)   The work was undertaken during the birth of the experiment (of creating a Centre of the type described); it was a contemporaneous investigation with no chance for the dust to settle. In fact on the very evening of the momentous C.N.A.A. validation visit to the College reported in

24

Chapter III [9] the author joined a Seminar group at the local University where this research was beginning. A study after the event may gain in balance but it may miss elements of tension. The passage of even one day, it transpired, was enough to lose aspects of 'what really happened' as people perceived them and a cardinal aim was to chart at least part of the immediacy of the innovation.

(ii) The study was conducted by a person right at the heart of the experiment. His actions inescapably contributed to the shaping of events (though obviously only partially) and his views and decisions were influenced by the ongoing analysis. As Schutz[10] portrays so vividly in describing his concept of 'The Stranger', and as Dale[11] suggests in his development of the concept of a 'Subjective career' the reality of any actor in a process is as valid as the view of anyone else involved and in this case it was, in addition, affected by the second-order activity of research. To that extent the result is unique and a 'real' account. A similar or parallel study by another central participant would be illuminating both in its own right and because of the comparison it would make possible. This would be the most obvious route to testability as propounded by Popper.[12] What would not follow, however, is that the best or most accurate analysis of the innovation is the one which commands greatest agreement between different participants. There is a danger of only recognising as valid what is held in common, and such attention to the lowest common denominator ignores the effect on events of a view that is held by only one person, particularly if it is denied or decried by all others. J.S. Mill's defence of the right to maintain a view, even if alone, may be as well employed for this phenomenological platform as for free speech in a political context.[13]

(iii) It was a part-time study conducted alongside a full-time professional job (the job under scrutiny, what is more) so it ebbed and flowed with the pressures of that work and was significantly affected by the tenderness of questioning various people about certain topics. There were occasions when decisions or changes in the College cried out for

25

careful and immediate documentation and analysis in the context of this research but since the author was frequently caught up in implementing those decisions or reacting to the changes, analysis had to be postponed, sometimes for weeks at a time. Where human relationships were central to the exercise of his professional obligations, it would have been improper to disregard or delay attention to those relationships in the interests of the research. This is not recorded in excuse or extenuation; it is a piece of necessary knowledge for a reader, who is enabled to evaluate the analysis more sensitively because of it. Advantages for the purpose in hand may be thought to outweigh the limitations imposed by such an approach.

(iv) The author was working with colleagues whose actions and motives were part of the study. He wished to retain their friendship and cooperation into the future for professional and personal reasons. He was not financed independently, with the insulation which that affords (see Shipman[14] and Richardson[15] for example for a fuller discussion of first-hand experience in similar ventures); nor was he responsible to an outside agency for any particular emphasis or outcome. The constraints of such a position need no elaboration but the insight achieved by simultaneously participating at the centre of an innovation whilst monitoring it was considerable. The fact that we cannot easily measure such insight or precisely identify its sources does not thereby deny its presence.

2. Framework of the Thesis

Throughout the study innovation has been viewed as a process rather than an event. We may for convenience think of three stages in that process:

(i) CONCEPTUALISATION, when the overriding vision or aim is recognised and refined to a point where it can be clearly expressed. Crucial questions at this stage are to decide who holds what conception and how widely it is disseminated. It is important to consider whether the words used by different people with apparently successful communication really do refer to the same idea in their minds. As Gross[16] shows, if concepts are not clear or if words are coined or cornered for specific

26

purposes which not everybody understands it is likely that considerable confusion will follow, confusion which is not easily removed. The study in question amply demonstrates the truth of this point.

(ii) FORMULATION, when a number of ways are proposed by which the agreed concept can be given effect. There could therefore be consensus over conceptualisation but strong division over the relative merits of different formulations. Agreement over formulation may still cloak differences of conceptualisation, and, as the study shows, these differences sometimes emerge only after the formulation stage has been long passed.

(iii) IMPLEMENTATION, which is a stage commonly referred to as 'The Innovation' itself but is more accurately regarded as a long path which ends only when people have ceased to think of the realisation of a given formulation as an innovation i.e. when it has become normal. In some ways this is similar to what T.S. Kuhn[17] means by the emergence of a paradigm along the route to normal science. Since this concerns the attitude of mind of people involved in the innovation it is hard to assess with precision when it has been achieved.

In this study CONCEPTUALISATION is thought of as the time when the notion of a grouping of professional work was under active discussion. It has in effect been referred to already in Chapter I and is considered briefly in a note at the end of this paragraph. It does not, however, represent a substantial emphasis in the research design finally selected. FORMULATION is regarded as the stage when the Centre of Professional Studies could be defined variously as a department, a servicing organisation, a physical base, a pool of tutors or a collection of courses. A characteristic feature of formulation is the attempt to forge operational procedures and map communication channels. For convenience this is treated in Chapter III but it could be argued that even at the time when the study ceased in a formal way (September 1977) the stage had not been completed. The stage of IMPLEMENTATION is here defined as beginning when certain key appointments were made or named officers emerged so that individuals could work under official labels. A significant date in this connection was September 1975 when the Centre of

27

Professional Studies formally came into being, although it had already begun to be implemented during the Spring of that year. The extent of the study period was at first fixed to conclude at the end of the first year of official operation i.e. July 1976, but this decision was not rigidly adhered to because it coincided with a time in the College when the concept and future of the Centre came right to the surface of policy discussions. Debates during the Autumn Term 1976 were germane to the study and so reference is made to them. Those debates died down without any decision of importance emerging, and the issues lay dormant for the rest of the academic year whilst the Centre continued operating in changing circumstances. Strangely enough, just before the end of that academic year, July 1977, precisely the same questions again came to the fore. They were prompted by an event without previous parallel during the earlier resurgence[18] but the nature of debate, conducted in a new setting and with different pace, was in essence exactly the same. That second resurrection of questioning the nature and future of the Centre lies really outside this account but it does add strength to the view that the formulation phase of the innovation was either inadequately conducted or not completed by the time implementation began. The stage of implementation is examined in Chapters IV, V and VI under the headings of 'Significant Participants', 'Organisation' and 'Content and Method of the New Courses'. The final Chapter VII presents conclusions of two kinds, those that seem to pertain only to the specific case studied and others that could be applied in a wider context to similar innovations.

A note on the Stage of CONCEPTUALISATION

It is appropriate here to consider why the idea of a Centre of Professional Studies may have taken root in the College because it helps to explain the choice of approach adopted for the study.

As we have seen in Chapter I, the idea of a Centre of Professional Studies was not introduced suddenly as a result of one person's vision or pressure. Ways of amalgamating certain aspects of College work had long been canvassed and a number of stimuli, mainly external, had promoted the notion of rationalising efforts put into courses emanating from the Education department, curriculum courses mounted by Subject departments and arrangements for Teaching Practice in schools.

28

Several people laid claim to originating and pressing the idea and discussion with some of those persons revealed contradictions of understanding and of timing. It is possible, however, to recognise a number of motives present in contributors to the extended and misty period of debate when the concept was being clarified. In some cases motives were expressed on behalf of the individuals themselves; in other cases they were attributed to others, but since such beliefs contributed to the climate of exchange and the nature of interaction within the College they are properly regarded as relevant to the present study.

It would be unfair as well as inaccurate to imply that motives could be clearly demarcated or ascribed neatly to individuals or to groups such as Junior Tutorial Staff, Senior College Administrators, Heads of Department or College Governors. But a guarded classification may be suggested.

Certainly, on the part of those responsible for College staffing policy there was a wish to use tutors more effectively over a range of courses. It was recognised that some individuals' interests and expertise were not fully exploited; tutors were asked to undertake teaching which might have been more fruitfully handled by colleagues but the current arrangements obviated flexible interchange; workloads too were extremely uneven.

Students and staff alike felt that it would be a help if student programmes were coordinated so that there were fewer masters to serve during a given course of study. One step, at least, might have been to lower the apparent barriers between sections of the course so that duplication, omission, overloading and imbalance of work could be avoided.

There was a distinct lobby whose view may be crudely characterised as a hope that study of a subject in its own right could be preserved and pursued untainted by what some saw as messy or distracting contact with school classrooms and the demands of the incessant student and schoolteacher cries for relevance at every turn. This matter is considered more carefully in Chapter VI (in the section on the Stratification of Knowledge[19]). By concentrating all professional (i.e. conceived as 'applied') work in one sector some tutors evidently felt that a separate 'pure' subject sector would be safeguarded.

Conversely, other tutors felt that by gathering professional (applied) work together it might be more efficiently handled, if restricted to tutors who genuinely specialised in that emphasis of teaching. An attractive corollary to

this line of argument was that 'professional' tutors so designated could be regarded as specialists akin to subject specialists, instead of maids-of-all-work or generalists with a hack-work connotation.

In both cases the divorce of professional from other work was envisaged and this rendered inevitable the difficulties of a professional degree with two elements one of which was labelled Professional Studies. It also foreshadowed the tensions of staff deployment within the proposed Centre of Professional Studies where the core of specially allocated tutors was supplemented (or was it assisted?) by others 'from Subject departments' (see Chapter V on the significance of prepositions associated with the Centre).[20]

A significant element of dissatisfaction could be detected concerning the existence and operation of a large Education department. This arose from several quite different sources and for quite different reasons. Some of these reasons are discussed in Chapter IV.[21] From within the department there was unease about uneven workloads and timetable allocation compared with other college departments; from outside there were comments about organisation and academic standards, comments that went back over a number of years. A new arrangement of professional work, it was felt, might improve conditions and effectiveness and raise academic standards.

Finally there is evidence that a change of structure in such a radical manner was seen by some members of the tutorial staff as providing an opportunity to alter personal career patterns and spheres of influence. In some cases for themselves, in other cases for colleagues, reorganisation seemed a key to bypassing certain individuals in promotion, to taming or curtailing the influence of others, or to providing an avenue of responsibility for people who might otherwise stagnate, become frustrated or remain understretched.

Indeed, as it turned out, the interesting phenomenon of an Education department in a College of Education, a matter of genuine puzzlement to outsiders, to some new members of staff, and to a number of long-serving tutors (even in the Education department itself) was perpetuated by a Centre of Professional Studies which purported to service only a proportion $\frac{(25)}{(38)}$ of a professional degree.

By deciding to plan a three year B.Ed. degree course, for validation by C.N.A.A., with two components of which one was a Special Subject, the

problematic status of the other was foreshadowed. It was not simply that during the C.N.A.A. validation visit in October 1974 the 'two prongs' concept very nearly proved fatal. Subsequent attempts to reverse the image, so that two pillars supported a single building, or two paths led to a single outlet, did succeed in demonstrating coherence of the degree to the point of successful validation. But the relationship of Professional Studies to Special Subject Studies proved a continuing difficulty in terms of understanding, content, power, contribution and therefore status.

3. The Approach Chosen for the research and the specific methods used

From the outset it was evident that there were valuable advantages in undertaking research which went beyond some styles of participant observation. As a member of the College the author had full access to all official committee minutes for scrutiny and comparison. This applied to draft minutes as well as amended versions and the differences were sometimes most significant. Changes in phrasing might have been harder to interpret by an outsider. In addition, as Head-designate of the Centre of Professional Studies from January 1975 and later as substantive Head of Centre, and as a member of several planning groups, notably the Resubmissions Committee,[22] Academic Board and Curriculum Development Team[23] he had ready access to working papers and notes made at or after meetings. There was also voluminous correspondence, much of it incidental and informal.

Several series of structured interviews were conducted though not as many as originally planned, for reasons of protocol and possible delicacy. There was an obvious danger of causing irritation if the same questions were asked of the same people several times, yet different perceptions over time were shown to be marked. On a number of occasions when interviews had been arranged, college business took a direction which made questions seem politically loaded even though the questions had been carefully planned well in advance.

Other data included abundant verbal communication both on behalf of the College collectively and in one-to-one conversation in corridors, common-room, cars and at mealtimes.

A classification of Sources both written and oral is given below, (with details in the Appendix)[24] and an account of how material thus collected was treated.

31

SOURCES

(i) Official Papers

        (a)   Official College papers submitted to C.N.A.A.

        (b)   Minutes of Committees, Councils and departmental meetings.

It was soon clear that minutes were not of equal status as sources. Some were comprehensive and concise records of debate (e.g. Academic Board, Academic Planning Committee); others were little more than lists of decisions. Sometimes the recorder was an active participant of the meetings in question (e.g. Curriculum Development Team); sometimes he or she was 'outside' the meeting. In certain cases it was possible to compare personal notes or recollections by members with official minutes and amplify, amend or contrast different versions of the same encounter.

It rapidly became obvious, too, that written minutes were sometimes not only incomplete or not agreed but were used in a variety of ways in subsequent negotiations and as a basis for planning. On occasion they were treated as unalterable requirements, whilst at other times they were disregarded or selectively 'gutted' in what amounted to a cavalier fashion. Examples of the uses to which they were put include : as an appeal about strict phrasing which in its making was quite unequal to the weight of argument eventually placed on it (e.g. Centre of or Centre for Professional Studies; may be included or should be included); to remind people of key moments and to capture the state of understanding of a crucial stage of development of an idea or policy; to identify known allegiences and establish likely support or opposition in planning future tactics.

Yet such use was often grossly misleading as a representation of individuals' views for voting patterns were not infrequently determined or influenced by matters oblique to the motion under debate. They were affected, for instance, by the position of an item on the agenda, by the date of the meeting, by its timing (who left early or arrived late), by seating arrangements (who sat near whom for clandestine comment or moral support, or who most easily caught the chairman's eye).[25] Furthermore, and not surprisingly, people sometimes changed their minds over a matter of months.

It was also evident that minutes of meetings were not read regularly by all people who did not attend. Despite the fact that sets of minutes were technically available, their location substantially affected the range of tutors who studied them. In certain cases even major participants in College planning were not aware of the contents of regular minutes. Effective reading of minutes was even influenced by the colour or labelling of the file in which they were contained.[26] This may account in part for the difficulties of ideas or information which in turn prevented full communication and understanding of key decisions.

(ii) Other papers

    (a) Correspondence within the Education Department 1972-1975 including a full set of Bulletins and Departmental Memoranda from the Head of Department.

        Correspondence within the Centre of Professional Studies 1975 onwards.

Some of this was regularly duplicated and placed on file; some was original and kept and collected in an ad hoc manner. The papers of the first Head-designate of the Centre were passed to the author who was also given sets of papers from other sources such as members of staff leaving College.

    (b) Notices published in the College, in particular those posted in the Senior Common Room[27]; forms for completion as part of College routine; standardised handouts. Many of these revealed important differences of understanding about the nature and working of the Centre of Professional Studies.

    (c) Personal notes made by the author after conversations and during meetings, from October 1974.

(iii) Use of Oral Sources

Throughout the entire period of study there was never, on the part of tutors, schoolteachers or students who were approached for help, anything but willingness to answer questions or to discuss either memories or current observations. A number of lengthy conversations were held, many in a series whose pattern was known only to the author, but a falsely simulated

purpose was never employed as a means of eliciting views. Confidences have, as far as is known, been scrupulously honoured.

The series of conversations referred to included a systematic investigation of memories of a particular decision (e.g. "whose idea was it to...?"; "when did it first become clear that...?") or tentative speculation about key appointments (e.g. "did you ever seriously consider...?"; "were you ever approached about...?").

When certain individuals emerged as people likely to prove central to the study their views were sounded at the informal level of mealtimes, on car journeys,[28] in the Senior Common Room and in studies and corridors. Such would have been normal practice even without a research motive but the focus was sharper and sensitivity was perhaps heightened by the task in hand.

Seating arrangements at meetings were monitored as were other features such as size of meeting, duration, style and nature of contributions in discussion as well as known associations and friendships. Nothing sinister is implied in this nor were such interpretations or extrapolations accorded final values. But it was easy to see that major decisions could not be accounted for simply by written material and overt bureaucratic relationships; unless informal connections and alignments were considered much more would have remained inexplicable than in fact turned out to be. Whilst it is readily conceded that data of this sort is especially vulnerable to the charge of selectivity and problematic interpretation the effort to give it significance avoids at least some of the simplistic analyses noted in current conversation about the topic being studied.

The procedure which was adopted

From October 1974 an attempt was made to assemble and collate originals or copies of all official papers relating to the Centre of Professional Studies. At this stage the precise focus of research was not clear; the early emphasis was certainly on the way that different individuals in a changing institution perceived the situation and the effect of such different perceptions on the actions of those individuals.

As the study outline became clearer files were opened on key aspects such as nomenclature, significant groupings, individuals closely concerned, and content of courses. A system of colour coding was developed to mark all documents and notes assembled. This itself influenced the perception of the author as such data emerged. Papers were categorised, perhaps prematurely,[29] though much material fell, not surprisingly, into more than one category.

A chronological framework was produced into which could be slotted the various aspects noted above e.g. the date or stage when the term Centre was first used and by whom; the views held by certain people; changes in seating or regularity of meetings.

It slowly became apparent that a fully comprehensive record of the innovation in the sense first envisaged was impossible. This was not merely because of the sheer volume of attention, paper or concentration required but also because of logical contradiction. For instance it was not possible to ask someone about a certain influence (and thus make it manifest) and also gauge the effect on that person if the questions had not been asked (with the point still latent). In particular the author could not simultaneously give undivided attention to doing his College job and monitor that operation. He might have performed the first differently if he had not also been involved in the second. Whether and to what extent he would is inescapably a matter of conjecture.

As sections of the Report were drafted a number of tentative pictures formed. These were 'tried out' on groups and individuals and in that act became modified. This was done both casually, and, towards the end of drafting, in a much more systematic and formal manner. The comments gathered in this way appear in the text either as separate points or in the form of a modification of earlier statements. The chief reason for deciding on this treatment, rather than inserting discrete and identifiable sections as commentaries (in the manner effectively employed by Shipman)[30] was to preserve confidences. For instance, several tutors in interview were extremely helpful in their frankness about motives in appointments and in shedding light on why one decision involving colleagues was taken rather than another. It was highly unlikely they would have committed such thoughts to paper over their names and unthinkable to have attributed those thoughts to them without their consent.

In the ways described, as conclusions showed through they were put into words to test response but it was increasingly difficult to do this for two reasons. Sensitive areas were, by definition, not readily susceptible to close explicit analysis because they could cause offence or be misunderstood. Intense overt examination of the process of making decisions is one example, as the College moved uneasily from one style of government to another. That became even more acute as the debate about the nature of the Centre of Professional Studies revived in June 1976 and at the time of final drafting September 1977 was delicately poised yet again. On some occasions the pressure of external events was so considerable that the pace of internal change precluded reflection. When issues of staff redundancy and departmental futures were uppermost, many of the people directly concerned just did not have the time or inclination for second order analysis.

To risk such strains in relationship or place stress on individuals invoked ethical considerations as well as professional ones in the purely technical sense. These would have affected the research itself at a fundamental level.

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20. Chapter V p. 149

21. Chapter IV p. 78

22. Chapter III p. 56

23. Chapter V p. 141

24. Appendix IV p. 255

25. For further discussion of 'trivia that mattered' see Chapter VII p.216

26. See also Chapter VII p. 216

27. See also Chapter VII p. 216

28. See also Chapter III p. 59

29. See also Chapter VII p. 205

30. Shipman, M.D., Inside a Curriculum Project. Methuen, 1974 pp. 12-14, 39-42, 56-57, 73-76, 134-135.

CHAPTER III

Formulation of the concept of a Centre of Professional Studies

We have already referred in Chapter II[1] to the three stages of the process of innovation. The first, conceptualisation, was treated briefly in the same chapter and the second stage, formulation, can now be examined in some detail. In a calendar sense it stretched from May 1973 to September 1975 although it could fairly be argued that it was incomplete even at the time of writing in September 1977.

Throughout the period two phrases were used without careful distinction. Some spoke of a Centre for Professional Studies whilst at other times it was a Centre of Professional Studies. The implications of each are different in important respects but no thorough attempt was made till June 1976[2] to debate these alternative titles. With hindsight and in the knowledge of difficulties caused by the ambiguity such an omission seems amazing.

The analysis in this chapter begins by identifying and discussing four phases of planning for the Centre. They are consecutive in a chronological sense and lead up to an event which shook the College to its foundations in terms of relationships and organisation. That milestone was the visit of the panel of people representing the Council for National Academic Awards and the purpose was to decide by discussion, inspection and probing whether the proposals previously submitted warranted validation. The dates were 22nd and 23rd October 1974 and the watershed is marked here by a change in the nature of the analysis. Instead of a purely chronological sequence of items a number of salient features are drawn out from the period between the visitation and the launching of the new courses in September 1975. Each feature contributed to the speed and shape of the process of formulation of the Centre. There is no direct intention to attribute an order of importance.

Several people are mentioned frequently during this chapter and for convenience they are listed below. Other tutors appear less often and their role in the College is described when they are first referred to. A major thesis of this study is that relationships and negotiations are deeply affected by participants' perceptions of each other and not only by official bureaucratic

designations.   Such perceptions were heavily influenced by each person's individual history in College so it adds depth to the analysis to know something of the previous network of relationships experienced by those at the heart of the innovation being studied.

For immediate purposes the persons most often referred to are as follows:

The Principal, who came to the College as Vice Principal and was appointed Principal after the death of the then Principal, after deputising during his illness. He was previously Head of Education and of English and Drama at another College of Education.

The Vice Principal, who had been in office since 1972, and who was formerly Head of the History Department in the College.

The Dean of the School of Education, who was formerly Head of the Education Department in the College since 1971 when he came from a post in another College of Education as Head of the Religious Studies Department.

The Dean of the School of Arts and Sciences, who was formerly Dean of Degrees and earlier still Head of the English Department at King Alfred's College, which he joined in 1948.

The Academic Secretary, who was initially responsible for clerical aspects of the preparation but who rapidly enlarged the scope of the post to one which was virtually the best-informed of all about the total submission and very influential in the extent to which 'editorial' alterations could decide substantial issues of policy in presentation. He was a member of all central planning teams and a tutor in the English Department. He eventually became Dean of the School of Arts and Sciences in September 1976.

Tutor A, (author of this Report)

Head of the Centre of Professional Studies. He joined the College in 1971 as a tutor in the Education Department, then was briefly a member of the (provisional) Education Studies Department (a new subject department created simultaneously with the Centre of Professional Studies) during the preparation of the papers for the Full Submission to C.N.A.A. He was acting deputy to the first Head-designate of the Centre from September 1974, then took over

that task in his own right when that Head-designate left College somewhat suddenly in January 1975.

C The first Head-designate of the Centre of Professional Studies. He joined the College as a member of the Education Department and was later given responsibility for running the College outpost. He left in January 1976 to become a Senior Primary Adviser for the Local Education Authority in whose area the College was situated.

It is tempting to provide more details of each participant. The length of time they had been in the College, the subject of their first qualification, their age, where they lived are only some factors which made a great difference to the way they had impact, the way in which they were heeded or ignored, and to their own perception and confidence, let alone how they were regarded by colleagues. But any selection of details would be inadequate to show the true complexity of influence; once begun it would be reasonable to include pen-pictures of all college tutors, department by department and that is clearly not feasible. The point is made that only by reference to such an intricate backcloth can the picture be fully appreciated. It is doubtful if it could ever be fully understood.

Detailed plans for setting up the Centre of Professional Studies were not achieved overnight. Much early thinking had of necessity to take place on a basis of projections, guesses and hopes and the degree of detail required for mounting its courses (e.g. which rooms to use, how day-to-day administration was to be shared out) had to wait till the broad framework for action had been approved. The four sections which follow take the story from a general level to January 1974 when it was fully realised that paper plans had to be turned into daily three dimensional action.

1. Drift into firm planning for a Centre of Professional Studies May 1973 – January 1974

Although foreshadowed in a number of ways over a period of several years, and pressed for a number of reasons and in several distinct and unconnected places, the decision to create a new structural grouping within College was taken in response to an external threat. The future of the institution became a matter of urgent concern after the publication of D.E.S.

41

Circular 7/73 'Development of Higher Education in the non-university sector.'[3]
Diversification came to be recognised as a call to action and not just a
castle-in-the-air notion of a few visionaries and the need to plan new awards
directed attention to the organisational means of achieving them.

In May 1973 the intention was still to secure validationby the local
university. In a College document 'Policy Proposals for the Period 1973-75'[4]
suggestions had been outlined for an Academic Planning Committee and four
Faculties; Arts, Natural Sciences, Creative Arts and Education.

"The nature and powers of faculties need careful consideration
but for the nonce Heads of Department might meet, elect a
'Dean', and consider under his leadership what that faculty
might offer."

Alone among the faculties Education coincided with one existing
College department. The Head of the Education Department therefore became
Dean of Education. The fact that he eventually emerged with a very similar
title in the C.N.A.A. structure was not only fortuitous; it was confusing
since the meaning of the terms was quite different. Little mention was made
of tutor C in working papers of that time and he continued to work at the
outpost somewhat removed from the main campus ethos. This is interesting
since the 'cosy' climate of the outpost community was very far removed from
the idea of a Centre which did not have a distinct physical base in College
and was staffed by a large number of tutors the majority of whom saw their
main allegiance as a subject department. No explicit suggestion was evident
that the Education faculty would be renamed or split, into a Professional
department and Education Theory department for instance.

In 1974 the College as a whole began the long process of getting to
know C.N.A.A. At a full staff meeting (Academic Council 9th January 1974)
the news was broken about the decision to seek validation elsewhere than the
local university. There had, it is true, been a small notice posted on the
Senior Common Room board right at the end of the Autumn Term, but the
immense significance of the decision to 'go C.N.A.A.' eluded the awareness
of the bulk of the staff. In procedural terms the decision was properly taken;
the issue was discussed exhaustively at Academic Board; minutes of the Board
were certainly available to all tutors; but the nature of C.N.A.A. itself was
not clear to many individuals, let alone the import of seeking validation from that body.

Tutors were to claim repeatedly that It (C.N.A.A.) spoke with many voices, that they found difficulty in obtaining a direct answer from It, and that little was known about the scale of planning involved in Its validation procedures. The tight timetable which was voluntarily adopted made the experience of finding out a traumatic one. It is a debatable point whether a longer planning period would have spared the agony to any marked degree. Conversations three years later indicated that for any comparable undertaking the College would certainly allow itself longer for preparation but the comparison is not exact because there was already much greater familiarity with planning procedures and the trauma of rejection and revision would never be the same as the first time.

The document cited above[5] contained important news about restructuring of College responsibilities. Information had been published in September 1973 about three appointments: Dean of Education, Head of the Centre of Professional Studies and Head of the (new) Department of Education Studies. Those designated were to take up office formally in September 1975. But to the appointees themselves it was rather a hurried and non-consultative invitation with little clear job-specification. The freedom to make key appointments in this manner was later drastically curtailed under the C.N.A.A. system though it did still occur if the Principal chose to ride out any murmurs of discontent at lack of public invitation or warnings to committees. At the time in question no such committee climate existed and the Principal could choose his consultants and act almost unilaterally. We shall return more than once in this thesis to methods of decision making for they (the methods as much as the decisions themselves) exerted a powerful influence on the atmosphere and morale of interaction in the College.

As from September 1975, the staff meeting was told, there was to be a School (sic) of Professional (Teaching) Studies with a Head of School and a staff of full-time tutors. It may again be noted how a term was used initially which continued to be employed but with a sharply different meaning. Later the Centre of Professional Studies became part of the School of Education. The concept of a School as it finally was understood postdated the idea of a Centre; it was suggested by one of the central planning team that the term School was adopted at first almost in the sense of a joke, during negotiations

over a merger between the College and the local School of Art, where use of the term would permit the School of Art to be incorporated alongside other Schools within the College.

All departments of the College were to be involved in the professional training of students which would be undertaken under the aegis of the School of Professional Studies.   Here lies the root of the confusion of the visitation days in October 1974 when the two-pronged B.Ed. degree – Professional Studies and Special Subject – bedevilled visitors and departmental tutors alike so that the College was accused of not knowing its own mind. Similar strictures were made by the College about the C.N.A.A. team. The question of how knowledge becomes legitimated is shown to be crucial. It was evidently not sufficient for ideas merely to be committed to paper to ensure that they gained credence in the minds of those affected. Much harm was done because the new terms were not clearly understood, their significance was not recognised and consequently not properly authorised.

At the January 1974 meeting[6] the Dean of Education was not understood to be what he later became, Dean of a School. He was Dean of Professional Degrees yet the College already had a Dean of Degrees. The word Dean itself, though common elsewhere, and familiar as it soon became within the institution, at first occasioned mystified amusement and right into 1977 was a post whose duties were not fully worked out. The post grew by the experience of its occupants. However clear the conceptualisation actually was in January 1974 it had not been successfully communicated to any but a very tight central group of academic staff.

A provisional timetable for validation was announced and with minor modification was adhered to. It was as follows:

Initial Submission   25 March 1974

Initial Visitation   June 1974

Complete Submission   1 July 1974

Full Visitation   September 1974

Advertise new courses, provisionally, June 1974

for a start in September 1975

There were some efforts to learn how to play the validation game. The Tutor Librarian, for instance was dispatched to another College to see how attempts to secure validation by C.N.A.A. affected planning on the ground. He fed in his gleanings to the Academic Planning Committee. At other national Conferences attended by tutors [7] anything concerning validation experiences was hungrily gathered and reported back. But there was a distinct air of 'how to pass exams' about the techniques sought; there seemed little doubt about the intrinsic worth of the material to be offered. It was this (over) confidence which made the later criticisms so hard to absorb.

At this point however the formulation of the Centre was firmly under way. The document already cited declared:

> "The major areas where new planning has to be done include the programme for the School of Professional Studies".

2. Gearing up for detailed planning: January 1974 - March 1974

The Academic Secretary played an increasingly important role from this time on; he was a neutral but focusing figure during a time of great agitation. After the searing experiences of validation when 'the establishment' came in for severe critical attention the Academic Secretary was accorded a gesture unique in recent memory, a spontaneous ovation at a meeting of Academic Council, the gathering of all teaching staff.

An array of Committees was established [8] and the Spring Term was dominated by a succession of what came to be known as 'P' (Professional) Committee meetings which were often large and occasionally heated. It is perhaps surprising to record that tutor A was at this stage decidedly peripheral both in function and interest to the planning of and for Professional Studies elements of the new awards. Within a matter of weeks he found himself at the centre of that planning and responsible to the College for its coherence. Another interesting observation is that one of the schoolteacher representatives who contributed views to the College as a member of the P_2 Committee joined the tutorial staff in September 1974 and so took part at first hand in mounting the first of the validated courses. It was at this same Committee that an Induction Course (later a Professional Studies Foundation Studies unit called 'Introductory Studies') was assigned to be considered by a working party

"to explore the practical possibility of departments cooperating in a broad-based induction course similar to one which already exists within the context of the Education Department".

The history of that enterprise is stormy and instructive and the outcome was one of the successes of the new Centre. The first such course unit[9] was launched by a team of 17 staff managed by a junior tutor from a subject department other than Education and the impact was impressive. The opportunity so firmly taken by that tutor established her reputation in the professional element of the award so that she was drawn increasingly into the work of the Centre. This is a good illustration of how new career pathways were opened up by the creation of the Centre.[10] A similar advancement under the previous system would have been much more unlikely, not for personal but for structural reasons.

3. Stocktaking: April 1974 - June 1974

In an important paper of 23rd April 1974[11] tutor C had listed the tasks to be tackled in setting up the Centre and he raised certain basic questions for consideration. It is evident that some of these were not answered during the following eighteen months. Yet the paper provides sure signs that (even in those early days) C had grasped the essential problems to be solved. If he had continued in office it seems likely that he would have accomplished more than tutor A by September 1975 as it was not till towards that date that the exact nature of the undertaking was made explicit in A's terms. This illustrates some of the effects of a change of leadership in the preliminary stages before the formal inception of the Centre. Although the issues were mentioned on paper they had not become part of A's active consciousness; the lessons had to be learned at some cost to the College. In retrospect it seems unfortunate that A and C did not discuss such matters more fully at the point of transfer of responsibilities. What did happen admittedly left A a free hand to develop his own approach but he would have done well to have gained more from C in the handover.

The points identified in April 1974 by C included:

(i) Manning the Courses. Staffing remained a problem well into
1976 both in terms of personnel to teach particular study
units and the machinery for securing them.

(ii) Links with the Education Studies Department. The very real
danger of overlap of content was studiously watched but the
question of overuse of tutors from that subject department
remained a serious concern even into 1977.

(iii) Arrangements for colleagues to be "attached to" main subject
departments to give advice on aspects of the teaching method
units. Little headway was made over this except in
Mathematics, and coordinators remained based in Subject
departments. There was however much to be said in
justification of this arrangement. The crucial point was the
extent to which subject-based tutors felt themselves to be an
integral part of the Centre of Professional Studies rather than
expert consultants or attached visitors.

The last item as expressed by C represented a radical departure for it
implied more than a link; it raised the issue of who planned by what criteria
and it became a bone of contention during the days of the Resubmissions
Committee (see page 56) after the misunderstandings revealed on the days of
the full visitation.

On 23rd April 1974 tutor C told the Education department that an
Initial Submission had been made to C.N.A.A. and that one month was allowed
for College staff to become familiar with the papers and proposals. Dissemination
of information was declared to be crucial but it did not really take place
despite frequent public urging, publication of deadline dates and the introduction
of a C.N.A.A. documents table and a display board in the Senior Common
Room.

Why was this so? Perhaps people felt that 'others' were doing what
was required or perhaps they rested in a blithe assurance that 'the visitors
won't ask me'. A regular weekly meeting of the Education department was
instituted to review progress. But this gathering of tutors, whilst the obvious
forum for developing a Professional Studies programme, was certainly not
coterminous with the Centre of Professional Studies. It took more than a year,
from Spring 1975 to September 1976 to establish what it meant for 'the Centre'
to be in session. The very organisation being created did not, in any corporate
sense or at any stage, do the planning for its programme or arrange the

distribution of responsibilities. The seeds of later uncertainty about who constituted the Centre, the exact place of the full-time Professional Studies staff and the decisions about who could or should allocate names to Centre offices can be seen at this date.

In another paper tutor C noted the ambivalent role of Subject department tutors teaching Professional Studies. The existing Education department was seen as a body of full-time tutors whose decisions were to be 'conveyed to subject department tutors.' It is worth pondering with the advantage of hindsight, whether the whole task of planning the courses would not have been much more effectively undertaken if a few key people, not just chairmen of committees, had been identified and charged with a specific task within the Centre of Professional Studies.[12] This was indeed what was worked out by December 1974 in response to C.N.A.A. strictures about clear control structures. Not only would it have given people several operating foci (e.g. Foundation Studies, Associated Studies, age-range interests) to work towards rather than one man, the Head-designate of the Centre. It would also have avoided the embarrassment of a tutor, when appointed eventually to a particular task, having to ease himself into his work alongside colleagues who knew the history of negotiations much more fully than he did and the dilemma of such a person inheriting ideas whose principles he did not agree with, then having either to live with them or rescind them.

Right up to Easter 1975 there was a tendency to delay identifying people for known posts. This delay was keenly felt by tutor A who had in mind 'shadows' for the posts but could not be sure whether or not they were his direct appointments. Anomie caused by proper reticence about who originates public notices or authorises appointments would seem to affect substantially the way an innovation is managed.

After the Initial Visitation the verdict on Professional Studies was reported by tutor C on 4th June 1974.

Some modification of courses would be necessary, but the attention was on Foundation Studies in timing, naming and intensity, and differentiation between B.Ed. degree work and that for the Certificate. So the heart of the innovation had been accepted in principle. The requirement to revise specific elements implied that the general framework was satisfactory.

48

4.   The Handover from Head-designate of the Centre to his Acting Deputy:
     June 1974 - December 1974

On the evening of 19th June 1974 the College held a farewell dinner
for its 4th year students who had just completed their B.Ed. Course validated
by the local university. After the speeches and during the informal mêlée of
individual conversations the Principal took tutor A aside and proposed that he
become acting deputy to the Head-designate of the Centre, who was to spend
the academic year 1974-1975 on study leave. The decision to grant that study
leave had seemed, to some, breathtaking at such a juncture in the College's
affairs. During the summer term at meetings of the (provisional) Education
Studies Department[13] where A was a member, tutors had gently but not very
probingly wondered who would stand in for C during the coming year. C
planned to be available in College for the Full Visitation, the Submission
documents were in an advanced stage of preparation but had not been published
to staff generally; the paper decisions had been taken but all the working
plans, including timetabling, had yet to be undertaken if the Centre was to
reach working pitch by September 1975.

It is an intriguing question to wonder who had been considered as C's
deputy. Several names emerged from conversation. It was clear, too, that
there had been some talk of it being a thankless task both because of the
scale of negotiations implied and because a 'stand-in' would have no clearly
defined status in the existing structure.

Certainly the Principal's invitation came as a total surprise to tutor A.
He had received no hint whatsoever before that evening and he had never
considered that he might or should take such a new direction. In career
terms he had decided to place an academic emphasis on sociology rather than
administrative or even school-based study. He had registered for a Higher
Degree[14] and the first outline plans for research did not concentrate specifically
on a study of the new Centre of Professional Studies. To him, as to others,
the Centre was just one part of a much bigger series of changes about to take
place; it was to him, as to them, not even seen as a particularly central
change in the way it would affect him personally. So the Principal's proposal
represented a major shift in career pathway, both in scale and in direction,

but he felt it impossible to refuse such an opportunity despite little initial inclination for the task itself.

It seems that the conceptualisation of a Centre of Professional Studies had been achieved well before that date. Yet at no time had A been introduced formally to the concept in detail; he was therefore not someone who could have been regarded in advance as fully in tune with the idea of promoting or developing it.

The first formulation belonged almost entirely to tutor C and the Dean of Education. The roles of the Dean and the Vice Principal and the Academic Secretary are hard to unravel over this point. That formulation was spelled out in action and by implication but not expressed systematically on paper to a wide College audience. It took the C.N.A.A. visitation to spur those concerned to attempt this task. Tutor A, then, possessed no clear paper basis for reflection about the Centre itself.

After consideration for a weekend A accepted the Principal's invitation. The appointment was not announced publicly although after permission to consult with the Head of the Education Studies Department (insisted on by A as a matter of protocol) and discussed very briefly with C, it 'became known'. A notice was posted at the end of term, July 1974. The timing of notices and initiative for originating them occurs as an influential factor at a number of points during this period in College. It provided a powerful lever for control and had a deep and direct impact on dissemination of ideas.

The appointment was made with two assurances. Towards the end of the Spring Term 1975 A could decide whether to return to the Education Studies Department as a lecturer in Sociology or continue into the new academic year as C's official deputy. In the event the Head of Centre had no named deputy, by consent. Secondly, if the Head of the Education Studies Department left College at any stage of the year A could freely apply for his post. This post, he openly stated to the Principal at that time, was his preferred path.

During the days after College term officially ended there was intense activity over a feasibility exercise for the Submission. It was carried out under the direction of a Head of Department, but much quantitative work was handled by a lecturer who spent the next year on study leave, virtually inaccessible. Consequently, many of the bland statements made to visitors and staff, on the basis of the exercise, were not understood or explained.

50

This matter lay at the heart of much disaffection, and continuing ambiguity about the definition of a study unit[15] in terms of workload for students and staff and of timetable allocation provoked debate well into 1977.

Furthermore the reasons for decisions and, indeed, the decisions themselves, made ruthlessly during this 'close season' were not clear in every case. It seemed reasonable that the pattern of Professional Studies units – the number, length and placing of them – had to be settled before other staff commitments could be finally agreed. Yet many of the estimates about the number of student assignments in a unit or the length of time appropriate for specified work were very provisional and speculative. Tutor A himself recalled making such guesses over the telephone in a matter of seconds without realising either the full context or that they would be built into a feasibility 'Bible' to be quoted much later in support of arguments. During the summer vacation A did little in a deliberate sense to tune himself in to the details of his new task. The main reason was that C was still completing adjustments to the official papers and A argued that a clean start was preferable on finally prepared papers. So he returned in September to 'learn' Volume III[16] of the Full Submission (containing a full exposition of the Professional Studies element of the new awards) alongside everyone else. That considerable document was an unknown quantity and as the reading proceeded it was realised that it contained serious inconsistencies and made several untenable promises.

One very important issue was the relationship of Teaching Practice (School Experience) to other aspects of the work of the Centre of Professional Studies. In particular this concerned the exact status of the Director of School Experience vis-à-vis the Head of Centre. For a number of years Teaching Practice had been a discrete part of College activity and was organised in a way very similar to the model of the Centre of Professional Studies, entailing contributions across the College from staff with various levels of commitment in time as well as attitude. Yet it was at the same time felt to be a wing of the Education department. It was a province of activity notoriously dependent on the approach and ethos of individual supervisors and where guidelines, moderation or oversight were extremely touchy matters. The tutor in charge of Teaching Practice knew the extent of

'soothing' which was necessary behind the scenes. He was out on a limb financially since estimates were submitted separately from those of the Education department. Indeed, separate estimates were made by the Director of School Experience even when the Centre was in operation in September 1975 despite the fact that School Experience was stated to be part of Professional Studies. This was an intriguing anomaly with interesting repercussions during the period of economic cuts during the autumn of 1975.[17] The customary machinery for securing staff contribution for supervision in schools had been for the tutor responsible to contact Heads of Subject departments to ask about individual tutors' availability and to take what time was offered; a much more delicate matter still was the scheme for a team of coordinators or moderators drawn from the Education department. Already the seeds of hurt pride between Heads of Subject departments and the Head of Centre had been planted.

Another significant question concerns the Tutor in charge of Teaching Practice himself. As a person of college-wide authority, both on paper (Principal Lecturer with a special responsibility allowance) and in general understanding (and willingly accepted as such by virtue of personality, complexity of his task and some years' custom) it is interesting to speculate why he did not take over leadership of the Centre of Professional Studies when the change of role would seem to have been as much a matter of degree as of substance. Even gentle probing suggested that this was a complex area to explore; the comparison of personalities, questions of judgement and implications of indirectly commenting on decisions which in fact had been taken made it seem wise to leave the question as a speculation.

Whatever the Submission documents contained about incorporating Teaching Practice into the Centre of Professional Studies the position was unresolved in explicit terms in October 1974. The way it turned out may well have been affected by the transfer of responsibility from tutor C to tutor A, the wish of the Director of School Experience to retain his membership of the Education Studies department as an academic teaching contact, and the apparent neatness and logic of the Centre diagram in the Resubmission Papers, December 1974 (see p.140).

It would be difficult to assess just how clearly the concept of the Centre had been grasped or absorbed by schoolteachers in the area, whether consulted officially or on an ad hoc basis. Probably for the vast majority there was neither knowledge or concern. The case of committee members was almost certainly different, though the level of understanding was still varied.

Between the Visitation of October 1974 and September 1975 when the Centre was officially born a number of other factors contributed to the formulation of the concept. That year was traumatic in several ways both at institutional and personal levels. The rapidly changing national situation pressed sharply and unevenly on the College; external examination of College practice meant bruising of identities, individual and corporate. The factors picked out and discussed below are chosen because they affected the pace and pattern of the process of developing the Centre. They are not offered as sufficient reasons for the outcome. Nor is it intended to personalise or reify trends in a teleological fashion or attribute initiative to what were usually undeliberate actions, or at least actions with more than one obvious motive.

5. Disappointment over initial failure to gain validation

The Full Visitation to College by the C.N.A.A. party in October 1974 has already been described as a milestone in several senses. Two features seem especially significant for our present purpose.

When the chairman of the visiting panel met the Principal on the evening of 23rd October he passed on cutting criticism of some departments not only in terms of the quality of their submissions and organisation but also in terms of the understanding shown or stance adopted towards other aspects of college work. These criticisms were referred to in general terms to a tired staff later that same evening, relayed selectively to certain individuals and in essence published on paper the following day.

For the first time in open discussion the possibility of departmental fallibility was aired. Departmental work was no longer immune from explicit evaluation in public. This development deeply affected departments as a whole; their future would perhaps involve mergers with other departments,

new leadership, or dissolution. It also affected individual tutors; senior staff were openly vulnerable and seniority or paper qualification were no longer guarantees against change.

There was relative acclaim for the principle of a Centre of Professional Studies[18] which made radical reformulation both unnecessary and unlikely. It was the biggest single organisational innovation in the Submission and it had been accepted. It is worth noting that the most cohesive element of the visiting panel, the Core Party examined the Professional Studies component and the Education Studies course. That party alone seemed clear about the concept of the Centre.

Subsequent revisions of the Professional Studies course however proved to be more basic than many realised. Even in 1977 some papers from the original proposals were still in use among tutors long after their ideas had been superseded. Changes were made at a level much deeper than some tutors appreciated. For instance, the notion of designating Associated Studies units as 'prescribed' and 'optional' in a general sense was abandoned; a simplified system for Associated Studies units was adopted; only single or double units were offered, instead of a collection of whole units, half units, quarters and other fractions. This last decision radically affected the way in which student programmes were compiled, carried implications for the procedure and burden of assessment and pre-empted decisions about the scope of the Professional Studies course.

6. Change of leadership of the Centre due to Tutor C's move to a new appointment outside College.

After the Visitation gloom was deep and morale very low. On the following day, 24th October, the Principal spoke to the whole staff about bruised feelings and called for a fight back towards success. Then he announced, without elaboration, that tutor C would be leaving College to take up an appointment with the local education authority. No successor was named at that time.

Four distinct, though related, aspects of this position may be recognised.

Despite his longstanding unease with certain characteristics of the Submission, expressed in a verbal but unspecified form by C to an astonished A in the latter's study on 24th October, there was general surprise at the timing of C's departure.

He had reached, it seems, an understanding about this to the effect that nothing would be made public till after the Visitation. Certainly A had received no hint of it whatsoever. There was a curious uncertainty, and even inconsistency about recollections of the order of events of those crucial weeks. They became telescoped and confused. But the departure of C meant that the benefits of his approved plans could be retained whilst simultaneously incorporating a new look so that the Centre of Professional Studies was not seen to be part of the failed attempt at validation, yet could be refurbished at will.

Tutor C had been away from College all term. Tutor A was patently 'holding the fort' and although he could remain open to all queries and problems he was able, quite plausibly, to avoid sounding as if all answers were known. In fact a notebook was kept handy at all times and pages were filled daily with items which despite being recorded were not in most cases understood. A's accessibility as a collector of problems and the fact that no other single person was in a better position to know the whole developing Professional Studies situation led to an impression of competence which was assuredly not justified or deserved. A feeling grew up that there was no obvious rival keen to take over from C.

The fait accompli nature of the succession, on the surface at least, concealed latent and probably radically different aims and methods between tutors C and A.

College attitude towards the Centre at this stage was almost personalised towards tutor A; this may have been linked to relief on the part of Education department members at not being specifically taken to task over the submission[19] and also to the fact that everyone was fully occupied, in time and status, in considering his own particular task. Only three tutors were noted as expressing a desire for an overhaul of Professional Studies in anything but a very limited sense.

7.   The Era of the Resubmissions Committee

After a lively debate by the full academic staff the College girded itself for Resubmission during the current calendar year.   That meant by Christmas 1974.   A Resubmissions Committee was set up by the Academic Board and charged with the task of organising a successful second attempt. The urgency of the position and the demoralisation of many tutors contributed to its remarkable growth of influence.

The Committee comprised: The Vice-Principal

The Two Deans

The Academic Secretary

The Head of the Centre of Professional

Studies (Tutor A)

The President of the Students' Union

(his presence was intermittent)

For A as an individual it meant a dramatic change over a period of only two months from being a relatively junior tutor to forming part of the innermost planning team in College;   it appeared to him daunting and unreal as well as exciting.

Although the Committee was set up to manage the tasks laid upon the College by the C.N.A.A. visitors the Full Report from the Council was not received till very late in the term.   This meant that much tender probing and detailed rebuilding had to be carried out on the basis of notes made during Visitation conversations and from subsequent discussions with the visitors. Many of these discussions were by telephone and conducted by people with different interpretations of what had been criticised and recommended.   Whilst one can appreciate the time delay in producing the official Report the fact that replanning was undertaken in its absence led to an intensity of 'reading between the lines' when the lines themselves were not available.

The Resubmissions Committee met almost daily and whatever were the intentions or appearances of consultations (e.g. the 'Tuesday meetings' described below) the group acquired great influence and functioned like a cabal.   To many tutors it seemed to be in continuous session and it was assumed that 'Resubmissions' was an irresistible commitment taking priority over everything

else. Members were withdrawn from most teaching commitments. C took over the tuition of most of A's students; having relinquished his study leave he was then back full-time in College. The Principal occasionally dropped in on the Committee's discussions and was regularly briefed on its decisions.

The 'Tuesday meetings' referred to above involved all college academic staff divided up into discussion groups chaired by one of the Resubmission Committee members or by the Principal. Members of the Committee suggested items for the agenda each week. The idea derived from the Academic Secretary and the intention was to encourage communication in two directions: information about central decisions on proposals were to be conveyed outwards with reasons given for them; views and suggestions were to be passed inwards. After each Tuesday the Academic Planning Sub-Committee, a curiously anomalous group with a residual status somewhere between the Resubmissions Committee[20] and the Academic Board, heard and analysed reports from each discussion held the evening before.

Tutors in general were of mixed mind over the value of the meetings. One view frequently expressed was that it was still a case of decision by fiat of a few and that staff comment was insufficiently heeded. To some members of the Committee it did seem that there was often a lack of understanding of the elementary fact that when several contradictory suggestions are put forward someone is bound to be disappointed with any resolution.

An important consideration was the composition of the Resubmissions Committee and the way in which discussion positions developed within it. In the analysis which follows the subjective assessment of motives may well be challenged and the ascribed significance of contingent variables may appear arbitrary. The thesis being developed however is that individuals acted according to their impressions of what was happening and who their colleagues were and unless due weight is given to this aspect of a phenomenological approach much that is vital could be omitted from an attempt to understand what happened. It is readily admitted that another participant observer might select and interpret very differently.

One claim is retained in its fullness however; tutor A's actions were very heavily influenced by the analysis developed here for that was his perception of the situation.

In some ways the Dean of Education and tutor A had more in common than the two Deans (as Deans) because the immediate task was to secure validation of the professional teacher-training degree. The Dean of Education sometimes expressed regret at the way that plans for a B.A. degree were affecting the B. Ed. Yet A was often in sympathy with the Dean of Arts and Sciences and inclined to debate fundamental principles, perhaps inappropriately. This was because it was C who had taken part in planning the Submission, not A and A, now that he was no longer simply 'holding the fort' was unwilling to inherit more than he could congenially work to, except where it was unavoidable. The pattern of school experience, for instance, was a feature which was accepted as given, since so much previous planning and personal negotiation had been invested in securing it and any fundamental alteration would have destroyed the main rationale of the course.

Most of the Committee's time was spent on developing general papers for resubmission and in promoting and monitoring departmental revisions and resubmissions. The Centre of Professional Studies was only examined in a minimal fashion. One reason for this was that in the official C.N.A.A. Report Professional Studies had not been heavily criticised; there were more urgent weak spots to put right; another reason was that there was no departmental team to interview. Besides, the members of the Committee felt that the means of making adjustments to Professional Studies lay within their own number so they were more intent on securing the changes from others first. The very concept of a Centre, carefully distinct from a department, precluded, at this particular stage of planning, close scrutiny of its ethos, aims or plans. The Centre was personalised in the Head-designate; only one other tutor was firmly identified in a specific role (the Director of School Experience); there was no clear statement of posts or responsibilities in October 1974 so there were no definite Centre of Professional Studies actors, only candidates for an organisational framework conceived by A virtually in isolation.[21] There was only minimal discussion with colleagues about this framework as it was being drawn up. This may have contributed to a weakness in understanding the workings of the Centre when it did finally go into action. And the responsibility for this must rest largely with tutor A. Yet it is difficult to see who could have been consulted without prejudice to eventual job-allocation. That, at least, was the way the College climate was interpreted at that moment.

The statement that the Centre was personalised in tutor A warrants expansion. In the absence of a departmental team, clearly identified, the point of reference for discussions about the Centre of Professional Studies was the person designated to lead that Centre. There was ample latitude to interpret and develop the way the concept should be given expression (formulated) and with so much elsewhere in a fluid state it was tempting and convenient to focus on one person as the identification of what was still not firmly established. The ground rules were sparse so there was little to refer to in detail against an individual interpretation. Two features of this personalisation are of especial importance.

Being new to the post tutor A could not be held tightly to the past. Thus he could sit lightly to decisions which were awkward or disagreeable and promise new simplified developments in line with the most recent knowledge of the views of C.N.A.A., the Resubmissions Committee or College tutors. Yet there was sufficient basis for wide terms of reference for the Centre and a place for these could be secured more easily within a small committee than in full College debate.

Personal links between members of the Committee were significant. Analyses of links could of course be attempted for each member vis-à-vis his colleagues and each analysis would shed light on the nature of committee discussion and decision. Using tutor A as a base, and as an example, we note relationships which very probably influenced contributions:

    (i) With the Academic Secretary. The price of petrol had suddenly increased dramatically, reflecting a national shortage. As a result both tutors often travelled together between home and College taking it in turns to use their own car. The journey was about ten miles and this arrangement provided ample opportunity for conversation about Committee business outside the formal Committee setting;

    (ii) With the Dean of Education. Both shared a common Education department history, both came to College at the same time three years previously, both had earlier school subject interests in common, and they shared a dominant concern for the B.Ed. as distinct from the B.A. emphasis of two of the other members;

(iii) With the Dean of Arts and Sciences. Continuing and growing personal discussions about the ideas in the Dean's published writings were fostered by membership of the Committee, though totally removed from the immediate College milieu;

(iv) With the Vice-Principal. An easy personal relationship existed, enhanced by a special tutorial link with his wife as manageress of the College bookshop which tutor A used extensively with sale-or-return facilities for books in use with student teaching groups.

Links of this type could be multiplied and their significance perhaps demonstrated at a conjectural level. The fact that in report they appear dated, idiosyncratic and contingent may rightly suggest that they are hard to evaluate or process as data. It does not thereby imply that they were unimportant or should be left out of account.

It should be recorded that, as Chairman of the Committee, the Vice-Principal made the most direct and necessary criticisms of Centre of Professional Studies papers and he raised questions both orally and in written memoranda to tutor A which required action in exactly the same vein as was required of Heads of Subject departments.

The influence of the Resubmissions Committee was progressively enhanced through a series of meetings with Subject departments where the whole departmental team was interviewed. Sometimes the request for such a meeting came from the department itself; sometimes it came from the Committee, for such reasons as lack of clarity in subject course submissions.

The following departments were interviewed:

Art and Design (once but several meetings with the leader);

Biological Sciences;

Design and Technology (once but several meetings with the leader);

Education Studies (tutor A was in an ambivalent position as a former member of that department);

English (the Dean of Arts and Sciences and the Academic Secretary were in an ambivalent position as current members of that department, one as previous Head of Department);

60

Mathematics;

Music;

Physical Education (twice);

Physical Science (twice);

Theology and Religion.

Four departments were not interviewed:

Drama;   (no special problems requiring clarification)

French;   (no special problems requiring clarification)

Geography;   (change of leadership was imminent;   radical

rewriting was already in progress and better left

without formal meeting with the tutors concerned)

History;   (already deeply involved with revision, by frequent

contact with the C. N.A.A. visitors).

On each occasion a section of the agenda concerned Professional Studies units and the questioning was led by the chairman but the position of tutor A on the interviewing team reflected a growing feeling of the presence of the Centre, though as yet in an indeterminate and somewhat mysterious sense.

From the vantage point of September 1977 when the role of the Course Director had been recognised and developed to a degree not even contemplated during the Spring of 1975, it can be seen how the Resubmissions Committee was in effect acting as Course Director, exercising oversight with effective sanctions across the whole B.Ed. and Certificate Courses.

8.   The wish to press on to diversification of College activity which was seen
     to lie through validation of the B.Ed. degree

A submission for a B.A. degree had been prepared and was under consideration by C.N.A.A.   A course for a Diploma of Higher Education was also prepared and had been approved in principle by the Regional Advisory Council, the coordinating authority for new awards.   None of these could go further without validation of the professional (teacher training) awards so the Dean of Arts and Sciences and the Academic Secretary lent their full and considerable weight to the effort of securing success for the B.Ed. degree proposals, despite personal preference for working in the B.A. field.   These

two tutors had for some years been driving steadily towards a B.A. degree for the College and it seems unlikely that current College posts alone would have secured their concerted interest in the B.Ed. submission were it not also a lever to the other degree. The Vice-Principal also worked wholeheartedly on plans for the B.Ed., for college purposes. He was not orientated to the B.A. in quite the same way as the other colleagues mentioned and he saw the future of the institution as essentially dependent on a professional first step.

9.   Relations with teachers in local schools

At the time of the October 1974 Visitation relationships between the College and local schoolteachers blew up into a matter of urgent concern. On the first day of the visitation itself a ginger delegation of schoolteachers succeeded in obtaining an audience with the visiting party to make representations of a critical nature. This was recorded in the officialReport.[22]   A concerted and thorough effort was made by the College to recover ground during the next few weeks and this resulted in the first of two styles of contact between College and schools which proved very significant in establishing the Centre of Professional Studies. These two contacts are described immediately below.

A comprehensive network of consultation committees was set up. This was arranged by the Director of School Experience and as the groups met they gave rise to an increasingly complex and widely based pattern of regular relationships with certain individual schoolteachers and with local teachers' associations. At each meeting the idea of a Centre of Professional Studies was explained and its mode of operation was outlined. This was necessary, though repetitious to College members, since school representatives were not the same in all cases. In these settings, understandably, stress was laid on the professional character of the whole degree.

So through reiteration and by the act of negotiating content in detail for each term (i.e. the various ways in which the two final terms of the course could be used, once the change in balance between Special Subject and Professional Studies from 15:15 to 13:17 had been agreed) the Centre of Professional Studies came into being in the consciousness of individuals rather than remaining as merely a paper creation. It should be noted however that the consciousness referred to was limited to those present at the meetings;   it

is crucial to remember that this did not represent all College tutors any more than all the school teachers in the county.

Regular School Experience was one of the most ambitious features introduced as part of the Professional Studies programme. In crude terms it meant replacing the customary block teaching practice in Year I by two series of ten single days spent in school. Students were to undertake a set of specific tasks directly linked with the College Study units in which they were concurrently engaged. The rationale and practice of this element of the course receives fuller attention in Chapter VI (page 187). The essence of the scheme was that it should be a product of genuine collaboration in planning between College and School Staff. In laying the foundation for such collaboration a succession of meetings was held in several areas of the county. The areas selected were those where the first phase of the enterprise was to take place. On each occasion up to fifteen College tutors met say sixty members of school staffs to examine the basic idea and the outlines of study units to be mounted within the College during the terms in question.

The exercise was most productive and instructive. College tutors found themselves explaining and justifying the proposed study units with an intensiveness that would have been improbable if they had merely been asked to familiarise themselves with schemes still two or three terms away. They listened to comments on the units, answered with inventiveness queries about the implications of College structures and grew to believe that the Centre of Professional Studies really did exist. The significance of those weeks cannot be overstated. Tutors from a dozen College Subject departments sat alongside one another and Education department tutors as if they belonged to the same team. It was not even the common ground of teaching practice supervision where each supervisor, at any one time, could be a law unto himself. It was a baptism of fire with a common external purpose and in the way suggested by Becker,[23] group norms were formed and common perspectives emerged.

10. Proposed merger with a neighbouring College of Education

A possible link between the College and the local university had been disallowed by the University Grants Committee partly on the grounds of distance between sites (12 miles), despite the fact that it was viewed with some favour

by both institutions. Then, late in the summer term 1974 a merger was surprisingly and strongly urged by the D.E.S. between King Alfred's College and another College of Education 24 miles away. It had the makings of a shotgun marriage. Nevertheless, after a stop-go period and some rather uncommitted foraging, punctuated by two substantial debates at the Academic Board of King Alfred's and regular, if misty, reports of other joint discussions between representatives of the two Colleges, a cardinal negotiating position was reached. It rested on a resolution emanating from the Academic Secretary that a merger should take place in terms of "structures as presently proposed" by King Alfred's College. The structures referred to were those relating to proposals then before C.N.A.A.

During the process of explaining these structures to the neighbouring staff and in consolidating internal discussions, the concept of the Centre of Professional Studies was considerably strengthened and sharpened. It received a formulation that was to be imposed on another institution, and King Alfred's College tutors claimed to see great merit in it. During one session of the Academic Planning Committee before a vital joint meeting a notable decision was reached to press for one Centre for the merged College rather than one on each site. Indeed, it was argued the notion of one centre was the only logical one if it meant what it said. This particular point was however not sustained in a different context later; it was an example of pleading becoming the handmaid of circumstance. The proposed merger did not materalise yet the effect in establishing the Centre was not lost for the formulation had been noticeably developed because of the exchanges. It illustrates yet again the theme that changes were often promoted much more effectively by external influences than by internal discussion however rational the case being argued.[24]

11. Publicising the officers of the Centre

The Principal seemed reluctant to settle and publish names of tutors who would operate officially in the new Centre. He urged caution to avoid premature and hasty decisions which might be regretted later. There might have been a tendency for tutor A to nominate those colleagues he was already used to working with, before he had time to think more widely of suitable names from the College as a whole. From another angle also came an urge to

caution, but with rather different implications; early in the Spring of 1975 tutor A was advised to "let posts emerge; let a few key people gather and allow a structure to evolve". The general caution was probably valuable in curbing an impetuous first comprehensive allocation of responsibilities. 'Tutor responsible for Elective Studies', for instance, turned out to be a non-post because the idea Elective Studies was incorporated within Associated Studies (i.e. an Associated Studies unit available to some students on an elective basis, but prescribed for other students).

Yet late in the Spring term 1975 the way was cleared to make formal approaches to individual tutors in order to start regular meetings of the Curriculum Development Team, the nearest to a departmental or management meeting for the Centre. The move marked an important stage in the preparation for launching Centre courses in September 1975.

The basic model adhered to was the diagram contained in the Resubmission Papers (December 1974).[25] The specification for these posts was then linked to named individuals. The Director of School Experience was tacitly recognised as deputy to the Head of the Centre but was never formally named as such (e.g. he chaired the Curriculum Development Team on 7th November 1975, the first occasion when the Head of Centre was not available).

With a programme of meetings of the Curriculum Development Team (C.D.T.) planned for the Summer term the core of the Centre of Professional Studies became a reality. One avowed purpose was to enable the named tutors to get used to working together and to create a suitable climate for September when the course would be launched with students on site. The meetings took place in A's study. This was a temporary location since a move to new rooms for September was imminent but not yet decided. This illustrates another theme of the Report, the effect of buildings and spatial placing on the growth of the innovation.[26] The significance of the point here is that the innovation was not public. There was no telephone in A's room to serve as a communications focus internally to the institution; no official 'geographical' sign that the organisation was now in being. The mood was summed up, as so often, by the word 'interim'. Still under discussion too was the issue of secretarial facilities, a matter of some scale and moment for an organisation servicing, within its own

sphere, virtually the whole College staff and student body. The importance of this is explored immediately below.

12. Resources : Staff, Money and Premises

Some of the most influential factors in setting up the Centre during this shadow period of formulation concerned the range of resources with which it would operate.[27]   They could not be left till September to materialise. They were of two kinds; ones which had already been mentioned (in tutor C's list of 'Questions to be Answered'[28] for example) but which now began to claim urgent action; and new ones which arose purely out of events during tutor A's period in office.

Three of the first category are discussed below:

(i) Funds for the new Centre were obtained through the Dean of the School of Education. The Head of Centre prepared estimates which indicated sharply that the old-style curriculum courses were now under a new umbrella since monies for them had to be requested through a new agency, through the Centre and not through Subject departments.

The Postgraduate Certificate Course also came under the same umbrella. Its Director submitted estimates through the Centre. The inference from this was that the Centre serviced a number of awards. As more courses developed within the School of Education (e.g. a Diploma in Special Education; a B.Ed. Degree for serving teachers) this inference was challenged and in January 1977 separate estimates were submitted by all Course Directors direct to the Dean. At that later stage estimates for Professional Studies were limited to the pre-service B.Ed. Degree and Certificate in Education.

A separate library allowance was negotiated instead of simply re-naming the old Education Department figure. The Vice-Principal presented a paper to the Academic Board concerning "Interim arrangements between C.N.A.A. and university awards as it affects estimates".[29]   Its content was yet another sign, like the first, that the Centre of Professional Studies was in business.

(ii)   Provision of Staffing was at the heart of the Centre's activities.
At a meeting with Heads of Subject Departments on 10th March
1975 the Head-designate of the Centre presented a discussion paper
to be used as an initiative for negotiating staff commitment from
the various departments.   With two minor adjustments it became
the blueprint for the 1975-76 Staffing of Professional Studies units.

(iii) With the time fast approaching for teaching the new units the task
of detailed review became urgent and tutors were asked to express
their unit outlines in the form of detailed teaching schemes.   It
became clear at last that the Centre and not Subject departments
was ultimately responsible to the Academic Board for all Professional
Studies units.   Copies of the unit outlines were held by the Centre
officers;   the only overall picture was that presented by the Centre,
personified in the Curriculum Development Team.

Three further factors of the second category are described as follows:

(iv)   For the first time College tutors had access, other than in
documents lodged in the Senior Common Room, to tutor A's
planning, which up to this point had been largely unilateral.   Such
a development contained challenges to the claimed efficiency of
the planning itself and to the status of individuals who now saw
themselves as part of its operation but not always in the way they
would have preferred to work.   It signalled the end of the period
when tutor A could make decisions alone.   All subsequent planning
was very much in concert and on a collaborative basis.

(v)   The first Head-designate of the Centre had cherished a picture of
a physically discrete Centre of Professional Studies.   When the
existing College library was moved to new premises the space
vacated was promised in part to the Centre of Professional Studies
if satisfactory plans could be suggested.   The point is that
deliberately temporary arrangements were made for the 1975 start.
They included alterations in the allocation of tutors' rooms on a
scale quite foreign to the College and the transfer of the Dean of

the School of Education from the focus thus created to a room
and secretarial facilities quite separate from the Centre. There
were many implications in these new arrangements, some of them
personal and political on a wider scale, but it is difficult to over-
state their impact on setting up the Centre for they made possible
the development of a style of operation that was distinctive of
the new organisation. The present work could readily be extended
to illustrate and analyse the effects of room arrangement,
secretarial procedure and accounting which emphasised the existence
and nature of the new structure.

(vi)   The organisational model of the Centre was referred to in other
College papers discussing new courses. A parallel concept for a
Centre of Coordinate Studies was suggested, involving contributions
from more than one subject department for work in study units
based on themes such as Communication, Community, and
Environment. When that suggestion was made at Academic Board
it was welcomed as strengthening the Centre of Professional Studies
and not in any way as establishing a rival. The argument was
that by requiring coordination of resources under the aegis of a
central authority which would arbitrate at College level between
competing claims, the current ad hoc negotiation of resources
could be superseded. Also, pressure would be reduced from
the feeling of one Centre versus Subject departments. The B.Ed.
Degree Submission entailed it but the reality had not yet risen
to consciousness throughout the College.

REFERENCES

Chapter III

1.   Chapter II   p. 26

2.   At a meeting of the Academic Planning Committee.   See Appendix II (i) p. 227

3.   Circular No. 7/73.   26 March 1973.   'Development of Higher Education in the Non-University Sector'   Department of Education and Science.

4.   Prepared by the Vice-Principal.

5.   op. cit.

6.   Meeting of the Academic Council, comprising all the teaching staff of the College.

7.   For example, two conferences organised by the Education Section of the A.T.C.D.E. at Bishop Otter College, Chichester and at the Westhill Colleges, Birmingham.

8.   See Fig. 1.   p. 12

9.   Foundation Studies Unit A.   'Introductory Studies'.   Appendix III p. 252

10.   See also Chapter VII   p. 211

11.   FC/CD/E.6.   23/4/74.   The paper listed 16 tasks to be tackled.

12.   See Chapter VII   p. 218

13.   Set up formally in September 1975 as a new Subject department alongside the thirteen existing departments.   See Chapter I, reference 6.

14.   The degree of M.Phil. by research, which issued in this thesis.

15.   One working definition was produced by the Assessment Panel of the School of Education.   It was as follows: (FSH/BJH 25/3/76) The distribution of work between the parts of the course over the three or four years is done on a unit basis.   This framework provides the basis for all planning within Professional Studies and Special Subject.   The content of a unit is planned to be that amount of work which the average student could complete in the time available and achieve an average performance.

        A unit is designed as one day's work per week for a ten week term. This may be further defined notionally as

Formal Contact hours:	20
Informal Contact hours:	20
Personal Study hours:	50
	90 hours total

The nature of subjects differ and demand different approaches
(or styles of commitment), so that this may have to be applied
differently in those subjects, (e.g. Art work in the studio is
difficult to separate out in terms of tutor contact or personal study).

16.   Vol. III. B.Ed. Degree and Certificate in Education: Introductory
       Sections and Professional Studies

17.   There was considerable student opposition to the suggestion that there
       might be cuts in School Experience expenditure.   It was directed at
       and handled by the Director of School Experience rather than the
       Head of the Centre of Professional Studies.

18.   See official C.N.A.A. Report on Professional Studies   Appendix I.
       p. 225

19.   op. cit.   Appendix I.   p. 225

20.   See Fig. 1   p. 12

21.   See diagram in Chapter V.   Fig. 7   p. 140

22.   Report on C.N.A.A. Validation visitation to the College   22nd and
       23rd October 1974

23.   Becker, H.S., et al.,   Boys in White.   University of Chicago Press,
       1961   pp. 34-37

24.   See also Chapter VII   p. 215

25.   Chapter V   Fig. 7.   p. 140

26.   See also Chapter VII   p. 216

27.   See also Chapter VII   p. 219

28.   op. cit   reference 11

Implementing the Innovation I : Significant Participants in the Process

Preamble: Stages in the process of Implementation

In Chapter II[1] it was suggested that one way of studying change in an institution is by dividing the process of change into stages, and examining each separately.   Three stages were there identified: conceptualisation of a new idea to the point where different formulations are discussed as possible means of expressing the idea in organisational terms.   The third stage, when one of the formulations is implemented is best regarded as a lengthy process rather than a single event.   There still remains the question of deciding when that process starts and when it is considered to be complete.   One attractively simple approach would be to use official dates which formally mark the adoption of new titles, the beginning of contracts of employment or the occupation of premises.   But as soon as we take seriously the fact that different people reach understanding, acceptance or conviction regarding the same idea at different times such neat dating of the start of a process becomes misleadingly simple.

That difficulty iscompounded when we try to decide when the process has been completed.   One likely criterion would be to say that a change has been implemented when it is no longer considered to be a change;   that is, when it is regarded as 'normal'.[2]   Yet it is readily apparent that we again have to be arbitrary in saying, "Regarded as normal by whom – is it all, most or only some specified people among all those who are involved?"   Criteria are required for establishing what it means to regard something as 'normal'.   Who, indeed, are those persons who count as 'interested parties';   what should be the qualifying level of interest;   are we concerned with interest about all or only some aspects of the change?   Clearly, it is necessary to stake out the boundaries of the analysis and declare its terms.   If there is protest that opening up such questions merely complicates the issue the reply is that the issue is indeed complicated.   In practice decisions have to be taken on assumptions about participants' attitudes but that does not remove the disconcerting truth that attitudes are notoriously difficult to

ascertain accurately. And since the study is concerned with perceptions, attitudes and levels of understanding amongst participants the questions cannot be dodged.

In this thesis the stage of implementation in the total process of setting up the Centre of Professional Studies has been examined by seeking answers to three questions:

(a) WHO were the key groups of people participating in giving effect to the formulation adopted for the Centre?

(b) HOW was the formulation expressed and translated into action?

(c) WHAT was the substance or content of the new Centre as represented in its Courses?

The three questions are considered separately in three chapters. The present Chapter IV is concerned with identifying significant participants in the process; Chapter V comprises an examination of the attempt to implement the paper plans for organisation of the Centre; Chapter VI focuses attention on content and method in the new courses.

In each case it should be noted that the study only extendsover the academic years 1974-1976 including the first twelve months of official existence of the Centre. There are references to the months preceding and following those dates because the emphasis on individuals' perceptions of events requires such extension. Daily decisions and social interactions were inextricably linked with what had happened and what it was anticipated would happen. Furthermore the process of implementing the change to the point where it becomes normal has not, even when this account was completed, September 1977, been achieved in any but the most general sense. So the period of time for analysis has, it is willingly conceded, been arbitrarily chosen.

One other observation is pertinent at this point. We stated above that the stage of implementation is marked by the selection of one formulation from among several possibilities. An unavoidable conclusion after twelve months operation of the Centre was that more than one formulation of the original idea had been retained during implementation. It was this more than anything else which led to the series of discussions in June 1976, recurring in July 1977, over the future of the Centre.[3] The debates were not conducted on the basis of efficiency of working so much as on whether the original intentions were

72

being honoured.   One cause for the confusion was that different people held different perceptions about what formulation had been selected for implementation.

Significant Participants in the Process. Five approaches to the task of identifying.

The attempt to identify with assurance those individuals or groups who were significantly involved in the process of establishing the Centre was difficult on several counts.   There were various views about which participants exerted any influence and, even when agreement had been reached over who the key participants were, more than one estimate was made about the nature and extent of their influence.   In addition, during a period of some two years, which is the time covered by this study, the leading figures or groups seen as exerting both overt effect and less obvious effect shifted like a kaleidoscope.

Certainly some moderation between these views was possible and it was undertaken by discussing sections of the analysis with other observers and with some of the participants themselves.   This could not be regarded as an absolute safeguard and any representation remains inevitably coloured by the standpoint of the collating observer.   Elizabeth Richardson[4] expresses this dilemma clearly and fully in her book about Nailsea Comprehensive School.

Yet if we seek to understand what has taken place it is crucially important to undertake the task before fleeting impressions become ossified in folklore. Those fleeting impressions formed in many cases the very stuff from which decisions were made.   As an example of the dangers, we note the doubtful logic and severe implications of such comments as:

> "those massive, unwieldy committees which gave rise to Professional Studies".[5]

This reveals a feeling of not having participated but only of having been present at a series of unfocused discussions, with 'real' decisions perhaps made by a few tutors somewhere else, and with the hint that Professional Studies themselves may be huge and unwieldy, whatever that is thought to mean in practice.

It is important also for providing insight into why certain suggestions did, in the event, stick or take e.g. the intractable problem of engineering an integrated study unit for English and Reading in the Middle Age Range (M.A.R.) programme;   the surprising revelation that the double unit on Literacy and

Mathematics for the Young Child in the Lower Age Range (L.A.R.) programme was virtually two discrete strands despite the proud claims made to C.N.A.A. about integration; or the way that the period of extended school experience for third year students was rapidly taken back into Term 8 (its earlier placing) from Term 9 once the balance of the degree had been altered so that the Special Subject element ended in Term 7.

A further benefit from attempting such an analysis lies in the way it may be possible to generalise, albeit guardedly, from one institution to another, or from one point in an institution's history to a later point when similar ventures are undertaken. For instance, when discussions are held about setting up other Centres within the College, such as a Centre of Contemporary Studies; or revision of academic structures by examining the nature of subject departments.

The attempt, it is therefore argued, is worthwhile in spite of its imprecision. Several approaches to such an analysis are possible and Schatzman and Strauss suggest five in a seminal article.[6] The approaches they outline are complementary, not competitive, and by examining the process of setting up the Centre in terms of each model different aspects are thrown into relief.

The five approaches may be characterised and summarised as follows:

(i) Professional Arena

Here the context of the innovation is represented as a professional arena in which different professionals meet, with various career patterns, a range of remedy ideologies, different conceptions of each other as professionals and varying degrees of commitment to the institution. We see that it is inappropriate to talk of a single, unified education community; rather there are 'clusters' of educational thinking and practice bearing on the ideas under consideration.

(ii) Professional Pedigrees

By using this approach we are directed to examine how disciplines and professions become segmented and how they branch over time. Groups within a mainline discipline take up fringe ideas, espouse 'unorthodox missions', veer towards other mainline disciplines and link up with or merge with their offshoots. Several analogies come to mind and none can be pressed too hard without distortion.

74

Comparison with a tree trunk and its branches is unhelpful; it is less realistic to posit one 'trunk' of a profession with ever increasing divergence than to think of various strands from different origins coming together, forming for a time a strong thread then losing strands on the way, strands which may join with others from another thread to form a new combination.

One interesting aspect of this approach concerns the way it suggests a study of the effect on personal career patterns of espousing this or that strand of a discipline or profession.

(iii) A series of publics

This model is expressed in terms of overlapping 'publics', each with its own rules, rhetoric and expectations. They key task is to consider who understands what about the issues in question and with what consequences.

(iv) The Socio-cultural Context

Here attention is drawn to how changes in education are affected by social, cultural, political and historical imperatives. Institutions and practices are located historically and socially and behind them are trends validating or denying validity to their presence. We are not led necessarily to a determinist position nor to views such as those of Tolstoy[7] about the inevitability of history; but we are pointed away from simplistic interpretations of events based on the assumption that they happen in vacuo.

(v) Institutional Constraints

In this case analysis is based on examination of how institutional forms affect professional practice; the effect of constraints such as size, money, educational technology and buildings on plans, understandings and alternatives. What people do is influenced but not rigidly determined by what is available, when and where.

The virtue of these models for the current study is that they accommodate a shifting balance over time and permit consideration of an almost indefinite range of views of 'what really happened' whilst avoiding a mere catalogue of impressions. They offer a suitable classification of impressions with no section laying claim to exclusive or comprehensive representation of the truth.

Not all five models are equally fruitful for present purposes though all could be developed. Those which receive special emphasis here are the Interprofessional, Professional and Institutional. They are chosen because they offer a particularly good scope for study by a person working within the institution itself. The scale of research necessary for the others would have required apportionment of time and money which was not easily compatible with the participant nature of the project chosen, alongside a full-time job.

One important consideration should be noted before embarking on the analysis itself. It concerns the role of participant observer, already mentioned in Chapter II. As Shipman pertinently remarks:

> "All case studies raise problems of the confidence between researcher and subject organisation, especially centred on what should be published. Social scientists are trained to be detached observers for accurate observation is at the heart of scientific activity. But detachment can obscure the subtler details of human activity and promotes the chance of the observer imposing his own scientific strait-jacket on his subjects and reducing them to puppets. Because observation is at the heart of things it is most vulnerable to the confusion of everyday and scientific definitions of the situation."[8]

This is not heightened but, rather, clarified when the observer is one of the central participants. For the claim to 'detached observation' need never be made, for it would sound improbably hollow. It represents only one viewpoint among many possible but it is significant by being central. The centrality is not equivalent to being correct. It is closely intertwined in a particularly obvious way with events, emotions and interpretations. What it loses in objectivity it may gain in subtlety and firsthand insight. What is then needed is more of these partial observations and analyses if the phenomenon under scrutiny is to be seen in all its richness. It should be emphasised, however, that the account developed below, though personal, is by no means purely introspective. As described in Chapter II it has been reached by constant exposure to the reactions and comments of others and no question posed has been without follow-up. It is the level of follow-up that has been

uneven for reasons already given. A main contention throughout has been that the search for 'what really happened' is not ended simply by counting heads. In a more important sense it is an endless quest.

Schatzman and Strauss[9] emphasise their belief that when sociologists address themselves to such fields (as this study) they tend to become embroiled in the struggles within those fields, or at least to accept a number of assumptions made by practitioners. They suggest that 'this species of going native' renders their contributions examples of 'rhetorical devotion'. Use of the models outlined above helps by providing some safeguard against 'going native' to a dangerous degree, and by avoiding taking sides too readily in internal battles. It also protects an observer from taking for granted many matters that are accepted as self-evident by those closely involved. Most importantly, however, it increases the range of questions considered to be relevant; questions which are asked about the process. The last point is of some moment because it provides a springboard for comparison of similar processes. It is not so much a counterbalance to partiality and distortion as a means of universalising, or at least generalising, from any conclusions reached.

The First Approach:

1. Professional Arena

If we examine the situation at the College in terms of the first approach it means regarding the institution as a professional arena; a work locale in which a number of professionals engage at different points on their own career patterns, with different views about what constitutes important problems and solutions, holding differing conceptions of each other as professionals and exhibiting varying degrees of commitment to the institution.

As with the world of psychiatry it is stretching one's imagination beyond credulity to think of it as a single, wholly unified education community with like views, even a single community concerned with teacher training. The terms used have their own connotations; teacher training is not synonymous with teacher education which has broader implications. When, after the Robbins Report,[10] Training Colleges were renamed Colleges of Education the change indicated a new view about scope and aims. Similarly when King Alfred's

77

embarked on diversified courses, in addition to those for teacher training, the title College of Higher Education became a sensitive claim, although the implications of the change on its earlier work are not altogether clear. It is far more plausible, logically and empirically, to think in terms of clusters of thinking and practice with cluster formations representing people both inside and outside teacher education and shifting continually in relation to specific issues and problems.

Several such clusters were prominent whilst the Centre of Professional Studies was being set up. To identify them in one distinct stage of analysis; any attempt to map their inter-relationships would be a separate though linked undertaking and is not attempted here. Our immediate aim is to crystallise the clusters out of the moving picture so that we can understand something of the network of tensions which underpinned the more obvious negotiations and pronouncements. There are six such categories of significant groupings.

(i)   The first set of participant groups was formed by tutors belonging to the several College departments. It was possible to see the staff of the Education department ranged not merely alongside but often against staff based in Subject departments. The fourteen Subject departments can then be classified along a continuum according to the extent to which their members saw their College task as applying the subject to school classrooms. Members of a department frequently differed in their assessment of this last emphasis and there were often discrepant views between that department and other observers.

Tutors from the Education department possessed a wide variety of paper qualifications as shown by the College prospectus. Closer scrutiny of those qualifications revealed even wider disparity between the nature of apparent special competences or special interests. The collective image of Education department staff in the eyes of other tutors was, apparently, that they were classroom-orientated rather than concerned with subject disciplines (though this was not true in every case); they were not seen as possessing much strength individually in subject disciplines (though several were Honours graduates in, for example, English and History) unless it was one of the group Psychology, Sociology or Philosophy. Even here the specialism was linked with the word 'education' or 'educational' rather than 'pure'; History of Education did not seem to rank as History. They were regarded (though not so readily by

themselves) as being competent over most of the indistinct field of Education; their various preferences and strengths were not seen as analagous to the sub-specialisms of main subject tutors, as for example in the Sciences, History, English or Religious Studies.

In their own eyes they thought of themselves as overworked; the groups they taught often exceeded twenty students in size, the number of Individual Studies supervised (i.e. extended essays of c.10,000 words) averaged eighteen per year, the amount of teaching practice supervision undertaken included a co-ordinating role for some tutors, and the number of students 'processed' in the single Education day on the timetable compared unfavourably with those in two days of Main Subject. They felt themselves to be poor relations in terms of staff: student ratio, sharing study rooms, and College status. They were thought by other tutors to congregate as a clan in the Senior Common Room; they regarded themselves ambiguously as able to put their hands to almost any aspect of education group tutoring but (and here was a split within the department) some viewed specialisation in teaching as 'compartmentalising the whole'. Yet at the same time they yearned rather wistfully for the time and limited teaching fields of their Main Subject colleagues. The very term Main Subject grated. When applicants to College were interviewed there were two categories of interviewer : Main Subject and General (not Education). Though, or perhaps because, it was a prescribed element for all students on the Courses Education was not thought to require a specific slant in interview technique, epitomised by a specialist Education interviewer.

So the establishment of a Centre of Professional Studies was seen by certain Education department tutors as belated recognition of that part of the College course. The name Professional Studies, it was hoped, carried a less tattered image. But the repeated slip of the tongue into 'Education tutors' and the unwieldy phrase 'tutors who work full-time in the Centre' made the switch from Education department to Centre of Professional Studies dangerously near to an equivalence. The College General office, Accounts office, Tutor for Admissions, and Learning Resources Centre all made the understandable but nearly-fatal confusion on a number of occasions during the first year of the life of the Centre.

Before December 1976 tutors were appointed to the College to work in a department. It was not until the staffing implications of diversification and the Centre of Professional Studies were beginning to be widely understood that this practice was challenged. It was questioned during meetings of the working party on plans for a College Council and during sessions of the Establishment and Allocations Committee. The emphasis for applicants to the academic staff was on the substance of a subject discipline rather than its application to schools. The crude distinction which bedevilled and nearly killed the original B.Ed. degree proposal was between personal and professional education. It is closely connected with the debate over consecutive or concurrent styles of teacher training. The distinction suggested a similar split between Professional and Special Subject Studies as between Education and Main Subject in existing courses. But the comparison was by no means apt. In the Resubmission Papers of December 1974[11] an attempt was made to demonstrate that both components contributed to both aspects of a student's education. The point was urged orally in College and to the C.N.A.A. but there was doubt about its impact in tutors' thinking. It seemed to many like a device, perilously near being a 'cosmetic'.

The section referred to is shown immediately below.

Extract from the Resubmission Papers to C.N.A.A. December 1974

THE AIMS OF THE B.ED. DEGREE SEEN IN RELATION
TO THE DUAL STRUCTURE

In reflecting upon the B.Ed. proposals contained in the Submission[12] members of the College became increasingly conscious that the dual structure seemed to presuppose justification in terms of simple dichotomies. In discussion it was all too easy, for the sake of brevity, to make use of distinctions between 'personal' and 'professional' or between 'academic' and 'professional' education. Yet a student's work within Professional Studies was intended to be personally enriching and academically satisfying, and his Special Subject to be of positive value to him professionally. It was clear that ultimately the unity of culture and of the educative process within the individual rendered such distinctions artificial.

For the purpose of discussion the underlying aims of the Degree were related to the structure of the Degree in the following manner.

Aims and Structure

The aims of the Degree may be summarised as follows:

A.   To develop the student's understanding and awareness of the educative process both through direct experience of teaching, and of meeting the challenge of searching and far-reaching study and through the development of knowledge of the psychology and organisation of learning.

B.   To enable the student to develop an extensive understanding and appreciation of the character and value of his cultural inheritance through the study of particular aspects.

C.   To enable the student to consolidate and to extend the body of knowledge from which he may teach and which may sustain him through life and to instil in him habits of study and reflection and an enduring personal commitment to learning.

D.   To develop in the student knowledge, skills and powers of judgement which will equip him for his role as a teacher.

E.   To encourage the student to develop through study, reflection and debate a view of himself and the world around him which reflects his own knowledge of himself and the needs of others.

As the following diagram shows, these aims are seen as being fulfilled in varying ways in both of the two main areas of study.

| Special Subject	Aims	Professional Studies
The student meets the challenge of study in depth and masters a discipline.	A. Experience and knowledge of Educative Process	The student gains knowledge of the psychology and organisation of learning together with first-hand experience of teaching.
The student comes to terms with a subject which corresponds with a significant area of human activity.	B. Understanding and appreciation of cultural inheritance.	The student under-takes studies in psychology, sociology, philosophy and a range of other subjects.
	C. Consolidation and extension of body of knowledge.	
Teaching methods used enable student to develop his own teaching skills. Awareness of prof-essional problems developed informally.	D. Development of knowledge and skills for teaching.	Courses in, e.g., methodology and curriculum develop-prepare him for teaching. School experience.
Encouraged to reflect and evaluate and to take account of moral, cultural, and social implications of his studies.	E. Development of view of life.	Encouraged to develop an informed and constructively critical view of education.

FIG. 5

82

Despite contradictory claims made by some Heads of department on several formal occasions, and acknowledging variation in outlook between members of any given department, it is useful to be able to place subject departments in their relation to the professional (teaching) emphasis of their work. Where there is need for qualification it is attempted. Whilst accepting that the list is contentious it does undoubtedly have real point since it is based on many impressions collated by one participant closely involved in negotiations with the departments. Those negotiations were radically affected by the views expressed, whether or not they are justified intrinsically or individually.

A crude order might be as follows, starting with those departments most geared to the ethos of work promoted in Professional Studies. It is certainly not intended to reflect comment about individuals as persons or the competence of the department in its own field. Rather, it is an evaluation of how contributions from each department through the medium of the Centre of Professional Studies matched the intentions of the Centre as represented by the Curriculum Development Team.

PHYSICAL EDUCATION

The name itself tells a story. It could arguably have formed part of Professional Studies in the same way as Religious Education was the professional (teaching) manifestation of the Theology and Religion department. The tortuous struggle to delineate Human Movement as the Special Subject offering from the department in the B.Ed. degree is revealing. The departmental tutors were not all specifically qualified for the distinct emphases required by the twin nature of the Submission. One member was eventually singled out for retraining in the field of counselling; another member openly acknowledged the 'demanding nature' of the 'academic rigour'[13] of Professional Studies. When it was mooted that the subject Physical Education might be withdrawn from the list of Special Subjects offered in the degree programme the suggestion ushered in a debate that lasted all the Lent term 1976; there seemed to be less force in the argument in this case, an argument used by other subject tutors, that a Special Subject base was necessary for adequate professional work. This

was partly because there was already a considerable amount of Physical Education in the Professional Studies programme. It was sufficient to offer employment to a strong nucleus of tutors working at the frontiers of their specialism without need for additional theoretical underpinning. Secondly, aspects of the field of study 'Human Development' seemed to be within the purview of Physical Education staff and tutors could therefore teach from that competence on a number of courses such as Foundation Studies and the alternative route to Honours through a new Special Subject called Human Development. Thirdly, one member of the department was a recent graduate of the Open University with a combination of credit courses[14] directly comparable with two tutors already in the Education department. Lastly, there was room to develop new Professional Studies units in areas such as youth work or outdoor pursuits.

The very strong claims made by this department about its success in training Physical Education teachers and the strength of its emphasis in that school-based direction proved a difficulty in the new era.

DESIGN AND TECHNOLOGY

This department was heavily school-centred with high standards of individual craftsmanship and it rested on a sure platform within the College as servicing a shortage subject in schools. It was permitted to recruit secondary age range students which at that time was not true of all other shortage subjects, ironically. Nevertheless it jealously guarded its tutors' time within the oft-repeated formula of 'How Design and Technology operates as a subject'. It was hard to negotiate without a common currency of time, types of tutor-student contact, or study units. One tutor possessed an Advanced Diploma in Education with Adolescence as a main theme; another had developed considerable professional theoretical expertise which was highly appropriate for Professional Studies courses. But these strengths were not paraded or offered to the Centre if it was thought to endanger availability of time for special subject work.

ART and DESIGN

Here there was an intriguing split. The department was led by two
tutors jointly, an arrangement which was a relic of an abortive attempt
to merge Art and Design with Design and Technology. There were other
political complications. One of the leaders had belonged to the Education
Department before a period of secondment and so guaranteed a genuine
concern for Art Education. Some tutor-artists were less accessible when
approaches were made for Professional Studies units other than courses
in the method of teaching Art itself. When the decision was reluctantly
reached in September 1976 to discontinue Art and Design as a special
subject in the B. Ed. degree with accompanying redundancies the history of
attitudes towards professional work became a live factor in discussions at
both formal and informal levels.

PHYSICAL SCIENCE

This tightly-knit group of tutors was cooperative, interested and
supportive of Professional Studies. This was based on personal compatibilities
between key tutors and perhaps on a feeling of vulnerability as a
department in rationalisation plans within the College. Understandably,
it could not compete with university departments in terms of science
facilities but the professional emphasis was of a high order.

FRENCH

This department leaned heavily towards language and was directed in
a wholly professionally-orientated manner. The Centre of Professional
Studies was regarded seriously by the department from the outset but
convincing arguments were produced for special treatment e.g. over
negotiating a period of residence in France as part of the course, including
arrangements for compensation for Professional Studies units lost. The
last point opened the door for Biology (visit to Kew; marine week) and
Geography (field work) to seek special arrangements also.

Whilst each case could have been justified separately the cumulative
effect could have been regarded by C.N.A.A. as an erosion of the
sanctity of Professional Studies courses as a whole. No reciprocal
favours were sought by the Centre of Professional Studies even for holding

meetings of a complete year group, mainly because any such move from the Centre would inevitably involve all Special Subject departments. Thus special arrangements of this sort worked on a one-way basis only, not for personal or even structural reasons, but (flowing from the structure it is true) simply for reasons of numbers, since even if one unit or one section of the Professional Studies programme sought a favour the composition of Professional Studies groups frequently cut across special subject boundaries so the effect would have been widespread.

DRAMA

This department was sympathetic to the Centre and certainly gave serious attention to professional aspects of its own work. There was, however, a lurking legacy of Drama students being 'problem cases' over Education (not Professional Studies) work due to enveloping commitment to Drama and especially productions.

Course work under previous validation had not been unitised so it was more difficult to quantify and control. The justice of each case was hotly argued but the image persisted and was a factor to be reckoned with. In fact it was not apparent that this practice persisted on the part of the students and the impact of Drama on Professional Studies was not the same as it had been on the Education department courses.

HISTORY

Three points are directly relevant about this department. It recruited well, had a well qualified and closely knit team of tutors and was one of the growth areas for the College diversification programme because of its strength. It entered the B.A. field as minor subject to English, and as main subject with English or Drama as associated areas. The English based degree was rejected twice before eventual validation in February 1977 and in September 1976 the successful History based B.A. was the only firm footing for diversification. In that matter English was eclipsed. The later effect on departmental unity of success in the diversified field had repercussions on professional aspects of the department's contribution.

The Head of the History department was appointed Course Director of the B.A. degree with no other serious contender. A remarkably blunt

statement, for that time, was made on paper[15] declaring that as Course Director she had control of the English associated subject component. Although this was entirely in line with C.N.A.A. submissions the relationship was made explicit in a way that had never been true of the Head of the Centre of Professional Studies. Yet the position was assuredly very similar to that of Associated Studies in the Professional Studies programme of the B.Ed. degree.

The combination of B.A. Course Director's post with that of Head of Department was a possible though probably unintentional precedent for combining the posts of Head of Centre and Course Director B.Ed. once the latter had been separated from the post of Dean of the School of Education.[16]

GEOGRAPHY

The Geography department exerted influence in the formation of the Centre almost entirely through one tutor. It could also be argued that once the existing Head of department decided to accept voluntary redundancy a major factor was altered in the relationship between the Department and the Centre. (A different situation existed with Religious Studies though there were striking similarities on the surface).

The effect of the first tutor mentioned was fortuitous in origin and highly personalised. He had recently followed a parallel course on secondment at the same university[17] as the Head of Centre but had entered College by a subject department route rather than through the Education department. Some similarity in family and educational backgrounds strengthened the contact and the Geography tutor took over from the Head of Centre an evening teacher-training commitment[18] at a local Technical College. He was patently willing to perform an 'education' role. He was introduced into the central C.P.S. group as a member of the Curriculum Development Team and brought to it both organising capacity and a non-Education department presence. This gave credibility as well as negotiating skill to the task of coordinating Associated Studies, which involved dealings with all subject departments. During the first year's meetings of the Curriculum Development Team that tutor helped to

save the Centre from any charge of being a group mainly linked by retrospection through being composed solely of former members of the Education department.

This feature was of considerable importance to the Centre and was strengthened by the involvement of the tutor leading the Introductory Studies unit, described elsewhere.[19]

MUSIC

Judging by a number of signs it appeared that at least some of the tutors in this department failed to understand fully or come to terms with the concept of the Centre of Professional Studies. Two examples were the puzzling persistence of C.N.A.A. visitors (over months of negotiations) in misnaming and muddling the structural arrangements for mounting B.Ed. courses, and a clash of wills or comprehension (albeit happily and rapidly resolved) over mounting a unit outside the framework of the Submission within days of the opening of the course in September 1975.

There were strong professional emphases within the department but the methods of working did not fit easily into the Centre ethos or structure.

BIOLOGICAL SCIENCES

There were strong similarities here with the Music department. One tutor had been designated as the Professional Studies linkman and others showed little knowledge of even the intricacies of the Professional Studies Science unit permutations let alone the wider complexities of C.P.S. requirements. The 'professional' tutor left in July 1976 and was replaced by a biologist who was not at that time experienced at all in terms of school teaching.

The Head of department was invariably polite and correct in his dealings with the Head of Centre but showed clearly that he resisted the encroachment on long established autonomy of subject departments. He spoke about the dangers of centralised timetabling and resources. The Centre was, to many tutors, the epitome of centralisation and, to those who preferred departmental autonomy, a threat.

THEOLOGY AND RELIGION

The department had suffered a severe mauling at the October 1974 visitation. A further significant feature was that the Head of department accepted voluntary redundancy in July 1976. Individually the tutors were readily employable about Professional Studies business. One junior member of the department was leader of the team for Introductory Studies, a challenge which was carried off in magnificent fashion. It was the first Professional Studies unit launched in September 1975 and bore two of the most characteristic marks of the Centre: involvement with the entire intake of B.Ed. and Certificate students and requiring a large team of seventeen tutors from a number of subject bases. Another person from the department who was allocated a timetable half-time for teaching devoted all that teaching time to Professional Studies. A third tutor was to be a link, on behalf of the Centre, between tutors and various 'foci of interest' such as Reading and Health Education. This was a task which had to be developed gradually but she relinquished it for other responsibilities after one term. A fourth tutor was recruited for Foundation Studies and tackled a substantial amount of other professional work which demanded much new reading and preparation; he proved himself in this capacity in a manner matched by few others in as short a time. The remaining tutor was later appointed Head of Religious Studies in the B.Ed. degree (sic) and quickly showed a sure grasp of the nature of the Centre. His key questions were the same as those being asked by the Head of Centre in an attempt to clarify procedures viz: "What identifies a tutor as 'belonging' to a department; should it be his original terms of employment or the proportion of teaching time spent on that department's units?"; "What is the machinery for securing tutors to teach a department's units?"

There was a possibility that the department would be absorbed within the Centre; the Principal called for a paper to examine the effects of such a move, but the move did not take place.

MATHEMATICS

As a department it exerted two influences on the establishment of the Centre, both of them positive and constructive. First, the new Head of department appointed from outside for September 1974 had no vested

interest in previous College structures; she was asked to undertake certain statistical tasks and proof-reading of Volume III of the Full C.N.A.A. Submission (the volume dealing with Professional Studies). She and the acting Head of Centre 'learned' that part of the Submission together[20] and developed a common understanding about it which bore much fruit when timetabling for 1976-77 was laboriously worked out through the Establishment and Allocations Committee.

Both understood the implications for the College structure of the operation of the Centre. Second, the Head of the Mathematics department nominated a full-time C.P.S. tutor as mathematics contact for Professional Studies; this was unique among departments and broke through the boundary between the Centre and Subject departments. Also, she used another full-time C.P.S. tutor as a bona fide mathematician not as a 'helper' only to her departmental staff. This was unique too; no other department operated in quite the same way except, for different reasons, English and Education Studies.

ENGLISH

Professional Studies courses contained a considerable proportion of English. The English department, with a history of academic eminence in the College, even, some sensed, a hint of superiority in their view of academic standards, conformed to the letter of the law over providing tutors for Professional Studies units but the reins were retained in departmental hands.

No headway was made over negotiating an integrated Reading and English study unit for Middle Age Range students.[21] The English department reckoned to have nothing to do with the mechanics of teaching reading, at least not in Education department fashion. The two approaches were sharply divided with a story of failed cooperation. Thus the biggest and most prestigious department in College, whilst acknowledging the Centre of Professional Studies in an explicit manner, emphasised its own departmental character as distinctly separate. English department staff, whose contributions to Professional Studies courses were very valuable, were nevertheless English department staff doing English courses in an English department manner. Attempts to inquire into content and method

had to be couched in very careful terms; suggestions for change were not readily received unless initiated by the English tutors themselves. There were individual exceptions and during the autumn of 1976, and following months considerable advances were achieved in collaboration at a planning level.

EDUCATION STUDIES

This department was composed of tutors drawn from the Education department.[22] They were all deeply engaged in teaching existing Education courses (years 2, 3 and 4) under University validation and these were included under the Centre of Professional Studies umbrella by the interim arrangement already alluded to. The relationship between the Head of the Education Studies department and the Head of Centre was actively and effectively excellent; this factor proved extremely significant since much of the work of tutors and content of courses in their respective areas overlapped. Interestingly, the Head of Education Studies showed over the months that he was perhaps more genuinely school-minded than the Head of Centre, though their College responsibilities were the other way round.

One member of the department held a post of responsibility within the Centre, co-ordinating Foundation Studies; another tutor was Director of School Experience, a central element of Professional Studies work. The future of the department was raised as an issue of doubt after marked initial success and after departmental tutors had been instrumental in developing an alternative route to Honours for students whose special subject could not mount an Honours programme.

It has been the intention in this section to identify the character of significant participants but not to attempt to chart fully the extent of their influence. Yet the identification above is based on the ways that influence was perceived to exist, at least in the mind of the Head of the Centre of Professional Studies. It helped to determine his tactics, shown by selection of items for the agenda of the Curriculum Development Team, or the style and pace of negotiations with each department. Sometimes those negotiations were conducted through Heads of department; sometimes through individual members, avoiding the Head of department; sometimes through both. Decisions

about this strategy, as well as tactics, figured prominently in discussions between members of the Curriculum Development Team. They reflected the felt view of how the Centre was regarded in various quarters and so there was a wish to identify not only which were the significant participant groups but who were the key individuals within those groups.

It shows something of the reality behind the paper plans of 'operating through Heads of department' or 'approaching individual staff for consultation'[23] or regarding staff as based in or belonging to this or that department. When each department was considered member by member and collectively a course of action was developed on its perceived merits whatever the Academic Board had or had not approved as a matter of procedure or policy.

(ii)   A second way of describing participants is to try to distinguish between those tutors who regarded their subject instrumentally and those who pursued its study for intrinsic reasons. The dichotomy is too crude to be pressed very far but in discussion it was noticeable that certain tutors were referred to or referred to themselves as people primarily interested in the educational application of a subject, its place and treatment in a school setting for example, whilst others were thought to concentrate on the form, content and nature of the subject in relation to students in College, with only contingent interest in its implications for schoolteaching.

Evidence for such an analyses is hard to sift and the first reason is that the word 'subject' is not sufficiently precise. Using the classification suggested by Hirst;[24] this could be reckoned as the form, field or practical theory which formed the area of study in a tutor's first degree or a later acquisition such as an Advanced Diploma; it could be an aspect of a subject or discipline in a fuller sense; it could perhaps refer to the College-designated task of teaching students (for example in a sociology option or a unit with a psychological basis) where the process or relationship with those students was of paramount concern, rather than asking as the major question, "Is it helping to train schoolteachers?"

The second reason is that most individuals did not regard themselves as entirely within one or other category. Even in approximate terms however the alignment by personal inclination was different from descriptions made on

the basis of official College designations such as 'full-time Professional Studies', 'Geography department', or 'tutor for Lower Age Range Courses'.

The third reason is that people did not hold to these approaches with the same intensity nor did their views remain static.

The situation may be expressed by locating tutors along a continuum. By using this as a focus for questioning, some tutors who seemed to come into prominence in Professional Studies appeared, by other analyses, firmly based in subject departments. Paper qualifications alone, or college career, were not the best means of identifying tutors in the most useful way in setting up the Centre of Professional Studies.
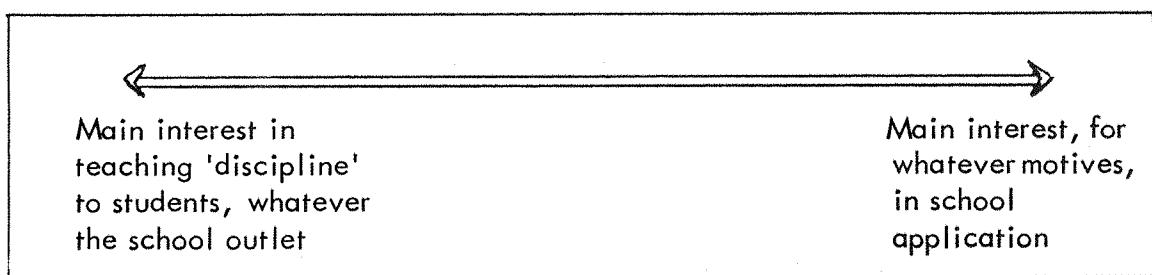

FIG. 6

When an analysis was attempted along these lines some interesting results were obtained. The cluster towards the left contained some tutors teaching full-time in Professional Studies, amongst whom was the Head of Centre. Some subject department based tutors appeared on the right. Admittedly the categorisation is not precise nor necessarily reliable over time but the implications of bunching are important especially when deciding staffing policy within a course and for the College as a whole.

(iii) A third way of grouping participants is suggested by considering the age range of school pupil where interest or experience chiefly lay. The views expressed sometimes reflected surprisingly different estimates of colleagues' efficiency and competence and importantly different ideas about what the Professional Studies courses should contain and should be trying to achieve. Although not exclusively so, this part of the analysis derived mainly from members of the Education department.

Some tutors in the secondary section (Upper Age Range) regarded

themselves as more rigorous (in academic work) than primary tutors. They referred to standards in assessing essays; the extent to which they avoided spoonfeeding students and required independent and critical reading and writing from individuals; the theoretical and academic content of their teaching programmes. Views were also expressed, and not only by men, that female tutors were somewhat emotional, less objective and more inclined to inter-personal touchiness, colleague to colleague. It should be stressed again that whatever the truth of these views their very existence affected attitudes and work in establishing the Centre of Professional Studies. They could not be acknowledged in an open manner at official meetings but were certainly aired informally and probably contributed as much as paper qualifications to decisions about the deployment of individuals.

Many of the tutors in the primary section claimed to be nearer the 'craft of the classroom' and to include in their teaching programmes work which was more directly useful in detail to students when they went into schools. They sometimes implied that the compartmentalisation of secondary school timetables and the emphasis on the disciplines of education tended to obscure the 'view of the whole child'. There seemed to be an important confusion of categories between the way schools are organised and global views about the children taught. Such a confusion had serious consequences for the nature of planning courses in Professional Studies.

Tutors in the Middle Age Range (M.A.R.) section possessed interesting characteristics from a career point of view. Only one person probably felt genuinely at ease with a Middle School label. One tutor had been appointed to College to lead the Middle School team though his own experience was predominantly Secondary. Some M.A.R. tutors were perforce those who were more versatile, willing but experienced in the Secondary field or in Junior teaching with academic support from further personal study. There was one striking fact which, had it been widely known among students, might have affected the credibility of some courses. It was that during detailed planning for Professional Studies units at the College the only Education department tutor with recent firsthand middle school teaching experience was a new, one-year temporary appointment straight from gaining an Inservice B.Ed. degree at the College itself.

It may be thought important that of the Curriculum Development Team during its first 15 months of meetings all except one member were secondary orientated. This contributed to disaffection amongst some other colleagues who feared that the full spread of age range interests was not being taken properly into account. Interestingly this feeling did not come from tutors keen on their own specialist disciplines.

It was certainly important that the original Head-designate of the Centre came from a Primary background whilst his successor's experience was in Secondary Schools. It is likely that some tutors felt that Primary interests were more comprehensively and sensitively looked after under the first person than under the second and it is quite possibly false, though expressed in conversation, that a Secondary hand on the helm of Professional Studies courses led to greater crispness and an awareness of the 'real wide world of subjects' found in School.

(iv)   On numerous occasions during the committee-ridden weeks of C.N.A.A. planning there were rumblings amongst the academic staff about 'them' and 'us'; claims that some tutors made plans for the rest to carry out. Much of this sentiment was understandable but ill-formed and equally poorly thought through. Once the B.Ed. started to run in September 1975 planning continued for other awards but within the Centre of Professional Studies the functions outlined in the Resubmission papers were attached to named people. One tutor coordinated Associated Studies, another coordinated Foundation Studies; and another tutor coordinated school experience but his assistant carried the massive task of mounting the Regular School Experience experiment. It was later acknowledged that this was too wide an undertaking for one person and it remains a question-mark over C.P.S. control in its first year.

All these tutors, including the Head of Centre, were also engaged in teaching students for a substantial proportion of their time; they were administrators with their feet seen to be on the ground. At least, no hint was noted that it was otherwise.

One group, however, significantly concerned with C.P.S. development may be identified as the 'pure' administrators. They did relatively little direct teaching and virtually none of it on Professional Studies units. Their most striking approach to the Centre during its first two terms was to leave

it to grow without interference.   They asked questions but always benevolently.
This may have been due partly to a genuine decision to leave the tutors
concerned to their tasks, partly also to the complexity of the Centre in
operation and partly no doubt because other problems loomed, claiming their
urgent attention.

Minutes of Curriculum Development Team meetings were regularly
given to the Dean of the School of Education who responded promptly on
several occasions showing that he was critically considering the discussions.
No-one else vetted those minutes;   the Development Team meetings were
referred to in general terms at other committees; the minutes were kept on
file in the C.P.S. office but the management of the Centre was effectively
in the hands of members of the Curriculum Development Team.

The group of 'pure' administrators referred to above were the Principal,
Vice-Principal, Deans of Schools and the Senior Administrative Tutor who later
became Academic Registrar.   Within the institution their politics dealt with
the well-being of the College as a whole rather than any particular section
of it except when the latter bore upon the former.   Formation of a Learning
Resources Committee and clarification of the role of Course Directors were
examples of measures supported by them because of C.N.A.A. injunctions.
There was a tendency to play down the ad hoc but regular meetings of the
Heads of Subject Departments Forum[25] because it seemed to be an unauthorised
grouping, self-centred, and appearing to resist radical review of the
departmental system.

In more specific terms, the group of 'pure' administrators viewed the
Centre of Professional Studies in the light of the following aims:

Survival of the institution (i.e. the College)

The future rested on the B.Ed. degree already achieved and on planned
awards that still had not been validated.   There was at one stage criticism
of the slow momentum of planning for an inservice B.Ed.   The Head of
Centre rejected the idea that the Curriculum Development Team should be
charged with its preparation and staffing and the Centre was tilted towards
initial teacher training: the B.Ed. degree, the 3 year Certificate in
Education; and the Postgraduate Certificate in Education.   Inservice awards

were to be considered separately and eventually placed clearly and directly under the Dean of the School of Education.

An internal advertisement for the post of Course Director B.Ed. and B.Ed. (Honours) was published which raised as a matter of urgency the need to distinguish the responsibilities of Course Directors, the Head of the Centre of Professional Studies and Heads of Subject departments. An additional problem was the relationship between the B.Ed. course as a whole, the task of the Centre and the Professional Studies element of the B.Ed. degree.

The Centre was seen, especially but not precisely, by the Vice-Principal as providing 'blessed flexibility' by absorbing redeployed staff. This was never practicable to the extent originally implied.

Convincing C.N.A.A. panels and C.N.A.A. Headquarters

The most spectacular instance of this occurred over the preparation of papers for the Alternative Route to B.Ed. Honours (i.e. alternative to a route which included an Honours Course in one of the initial fourteen Special Subjects). The proposal entailed the production of several Professional Studies units (from Physical Science and Physical Education tutors fed through the Head of Centre). A complex story provided a number of lessons. The essence of the story was that an Internal Validation Panel[26] scrutinised the units before they were allowed to leave College for C.N.A.A. consideration. The Panel savaged the units, challenging them on the grounds that they were not properly professional. But no discussion with their authors or the Centre took place before the verdict. An associated issue at the same period was that a unit from the Design and Technology Honours Submission was transferred, without consultation with the Head of Centre, from Special Subject category to that of Professional Studies.

Repercussions were of two kinds. Personal relations between the Head of Centre and 'the establishment' were strained for the first time. Though restored, there was a new guardedness, for although the moves made by the various parties may well have been correct in the literal sense, speed had, it seemed, overtaken the trust of diplomacy. A

different climate had been produced and its impact on the establishment of the Centre was much wider than the personal feelings of the tutors directly concerned.

Second, the definition of 'Professional' was clarified. The Curriculum Development Team had argued a case (eventually) then accepted a College decision. The Centre was not on limitless elastic but had been properly controlled; and some principles had been enunciated by the device of asking for a ruling viz: could a Professional Studies Honours unit be prescribed as compulsory for students of a specified special subject, rather than simply being available for all students? The answer was that it could not.

Of a different order and very difficult to establish is the possibility that some tutors were, during this period, trying out and proving their own administrative aptitude or personal political skill. This would be entirely understandable and appropriate; indeed, such aims would reflect on the self-respect, career pattern and identity of those people in exactly the same way as job-satisfaction for teaching-tutors.

(v)   A particularly intricate but extremely important task of analysis would be to construct a typology of career patterns of College tutors. This could then be applied to the hundred or so individuals and even with a crude application the impact of career on their contribution to the Centre could be highlighted.

Particular study might be made of Heads of department whose work was fundamentally altered by the creation of the Centre since the considerable departmental autonomy over allocation of material and human resources was reduced. Preliminary analysis suggests an interesting relationship between age, length of tenure of their College office, and attitude towards the Centre of Professional Studies. Five other categories are tentatively proposed below with examples of how the list might be applied. Comment refers to the impact of the Centre on those tutors as well as the possible impact on the Centre by individuals.

Tutors are referred to by different letters of the alphabet purely for convenience with no imputed meaning in the order or letter chosen.

Tutors already established in their own subject competence and unwilling
or unable to adapt or add to their current role.

J : Tried to teach in a Foundation Studies team but after one
term found it too demanding academically.

K : Seemed unusually ready to 'dig in the knife' about the
Centre of Professional Studies in conversation. He left
College to enter a totally different occupation after one year.

L : Drafted into taking a Professional Studies unit but only
performed the teaching at a superficial level.

Tutors in Subject departments who were able to adapt but, though not
hostile, were unwilling to change in the early days of the Centre.

M : Forced to take the Centre of Professional Studies seriously by
appointment as Head of department. He went on to strengthen
the Centre substantially by his ready grasp of the way it
worked.

N : Possessed an Open University degree made up of Credits that
were especially appropriate to Foundation Studies units but
whose time was completely taken up by Special Subject
teaching.

O : Possessed an Open University degree which was also
appropriate for Professional Studies units. He was granted
a year's study leave which consolidated his competence for
professional aspects of the course, but he did not see this
readily as a moment for offering substantial contributions
to the Professional Studies programme.

Tutors based in Subject departments, who were both able and willing to adapt.

P : Led the large Introductory Studies team, helped in planning
and operating the innovatory Regular School Experience
component[27] (mentioned in Chapter I) and taught on other
Foundation Studies units and in the unit which specifically
and explicitly prepared students for periods of Extended
School Experience.

Q : Member of several Foundation Studies teams.

R : Coordinator of Associated Studies, a growing task of central importance for the Centre of Professional Studies. Although it was not a responsibility which initially carried a special salary or time allowance it was in fact more extensive than that of most Heads of Subject departments in terms of numbers of tutors to coordinate and units to mount and develop. He was a member of the Curriculum Development Team.

Tutors concerned to carve a congenial niche in College; not simply ambitious for money, position, status or power though such considerations were undoubtedly (and properly) present.

S : Charged with the task of monitoring the programme for Lower Age Range students. The responsibility was specific but no administration time or money was allocated for its execution. Enthusiasm was shown but effectiveness was tempered by such personal but considerable variables as the fact that the tutor lived at a distance from College and possessed no driving licence. In one sense such contingent variables should have been irrelevant but in practice they featured, understandably, in questions of accessibility, flexibility and use of time.

T : Coordinated Foundation Studies in the Postgraduate Certificate but this, too, carried no special time or money allowance.

U : Coordinated Foundation Studies in the B.Ed. degree. After a somewhat tentative beginning the tutor demonstrated increasing initiative in organising groups of colleagues and eventually he accepted responsibilities over a much wider area of College activities than Professional Studies. The post as he developed it attracted sufficient attention for his successor to be a tutor who was already a senior member of the College and Head of a Subject department. The significance of that succession was considerable.

100

V : Managed Associated Studies. He applied for other posts
within and outside College. Eventually his Professional
Studies responsibilities were accorded recognition from the
relevant committee and time allocated to carry them out.
This, too, was a move of considerable significance though
in crude terms it was similar to the post previously filled
by a Principal Lecturer who had oversight of curriculum
courses in the earlier dispensation.

Tutors anxious for long-term security through a clear College role.

W : Responsible to the Head of Centre for all the Professional
Studies student records. He coordinated the team of age-
range tutors and became the Internal Examiner for Professional
Studies yet he did not secure appropriate College recognition
for these tasks. He was eventually seconded on study leave
with a possibility of switching responsibilities which would
have provided an avenue of promotion which his current
position did not offer.

X : Willing to be a work-horse for a wide range of professional
work. Possibly he proved too adaptable instead of settling
into a narrow specialist niche which promised security as the
emphasis fell more and more on specialist appointments when
the College diversification programme got under way.

Y : Only recently appointed to a permanent post on the academic
staff, and anxious to undertake study for a higher degree to
establish competitive qualifications with colleagues.

Z : Aware of the vulnerability of his existing role at the College
outpost and was willing to undertake more teaching on the
main site, against immediate inclinations. He proved ready
to extend his interests and tasks in a number of directions
once the self-contained outpost responsibilities dwindled.

(vi)   Another significant participant group during this stage comprised an
indeterminate number of active schoolteacher-politicians mentioned earlier

101

i.e. those acting in the name of unions and professional associations. They exerted influence at a number of points.

For instance, the ginger group which secured an interview with the C.N.A.A. visitors in October 1974 expressed disquiet over the placing of the period of school experience in the third year of the course and over lack of participation generally in planning.[28] Their disquiet prompted a mention in the official Report from C.N.A.A. and for that reason alone they would have been heeded. But even without such formal recognition their pressure would have caused the College to act to restore good relationships.

Another example is seen in the stand taken over membership of College committees and boards especially those concerned with recommending Qualified Teacher Status. Repeated statements and exhortations over adequate schoolteacher representation reinforced those intentions which were already held to see that the professional character of the courses was maintained.

Three kinds of motive may be recognised behind such activity. Some schoolteachers pressed their interest in order to register their own union stance, often in relation to other unions rather than the College. Sometimes the thrust was to alter the pace or character of existing college-school relationships. How representative the spokesmen were is a moot point; it was hard to document and delicate to investigate but private conversations indicated that it was a live issue. Undoubtedly there was a desire for genuine participation by schoolteachers in College planning at stages early enough and with papers of sufficient detail to influence outcomes.

Evaluation of the influence is necessarily subjective. Continuing efforts to foster a suitable climate for further negotiations precluded close and systematic probing into past practice. The most that could and should be attempted here is recognition of the pressure of the group. The consultative structure was thoroughly reviewed and recast before the end of 1976; that overhaul and its agreed results provide an interesting commentary on the change of climate between the Full Visitation in October 1974 and two years later.

(vii) Another significant group may best be labelled 'The teaching profession in schools'. It covers the general response and reaction made by the hundreds of local teachers who encountered College students or ex-College probationers.

The real pressure here on the growth of the Centre of Professional Studies, which included all aspects of school experience, was in the minds of College tutors. The existence of such pressure was used as a lever, and even at times a threat, to negotiate parts of the course with colleagues. A prime example is the debate over placing Extended School Experience either in Term 8 or in Term 9.

Second Approach:

2. Professional Pedigrees

One of the approaches suggested by Schatzman and Strauss[29] by which we might study institutional change directs attention to the social movement which takes place within subject or professional specialisms. Schools of thought arise within a discipline; the layman (i.e. not a specialist in the particular discipline being described) bestows labels which are often crude and unhelpful, and which require sub-divisions of a much more subtle kind before they can be useful for planning.

A 'Scientist' for instance needs to be identified as, say, 'physicist' and then the narrower branch of physics must be specified where he can claim teaching competence. In the same way, 'educationist' would have to yield classification into age-range experience, subject qualification, then, for example, into preferred interest.

Such umbrella terms as 'Scientist' or 'Physical Education Tutor' were sufficient when course components were only broadly defined. They denoted broad areas of study which required planners of a particular type. The exact designations of subsections were a second stage, but essential when the task of planning was under way. Finer distinctions were easily made within departments responsible for those broad components. But such broad categories hindered or nullified planning in the new context. A committee was set up to examine the allocation of College resources, both human and material, and not many sessions were needed to make it plain that blanket solutions were unrealistic if based on such imprecise statements as, "The Centre of Professional Studies can take up 'staffing slack' (i.e. tutors without a full schedule of teaching units) especially through supervision of students in schools". Phrases such as these were frequently used till it came to the

scrutiny of individuals' timetables when the shock was severe especially in realising implications for College staffing policy.

The process of segmenting or branching within an initially homogeneous group of tutors takes place almost invariably when that group is large and when it is sustained over a long period of time. It shows itself in three ways:

division of labour;

espousal of unorthodox missions often right on the edge of what is considered normal for the mainstream activity; and

attraction towards segments evolving from other groups or movements.

As briefly noted earlier[30] it is useful to liken the process to joining and shedding strands of a thread. It is not so much a case of a unified central origin giving rise to variation and branches like a tree as a coming together of strands to form a substantial thread which is either topical enough or viable enough in size to secure recognition. That thread in turn moves on, perhaps losing some of its body but picking up other linking strengths. The process is dynamic; it has only arbitrarily selected start and achievement points. By adopting an analysis in these terms we can understand and even predict the kind of career being fashioned by anyone moving along a particular strand or thread.

A number of possible initial groupings, attractive to those who seek easy labels, might have been identified. It was, however, easy to prick the bubble of assumption that they were homogeneous and to show that tutors in them were not straight substitutes for each other. This was achieved by asking tutors about their training, experience and qualification especially in terms of which training institutions they had attended, and about their position in that particular career interest. Some were qualified in a given area but wished to forget or hide it; others were building up towards a competence which was not at that time marked by paper qualification; some wanted to add to their competence by filling out weak spots in existing qualifications.

Examples of using this approach in the case-study can readily be given. Once again, individual tutors are referred to by letters of the alphabet without intention to link them to any previous lists or to ascribe significance by the letters chosen.

104

Psychology

DD : Possessed three degrees including an Honours degree in English.

EE : Was working for a M.Phil. by individual research. Took an external psychology degree whilst in service as a schoolteacher.

FF : A graduate in English. Family circumstances may well have contributed to his interest in the education of children with special needs.

GG : Psychology was part of his Advanced Diploma course.

History and Comparative Education

AH : Originally a graduate in History but then concentrated, academically, on the History of Education.

JJ : Possessed a History degree Class I. Had added a master's degree with a largely sociological emphasis.

KK : Was seeking to establish a firm footing in College. Selected a Comparative Education option as part of current work for a master's degree.

Sociology

LL : Was introduced to the study of sociology only one year before appointment to the College.

MM : Had not been long on the College scene. Possessed a doctorate in Sociology but had virtually no schoolteaching experience.

NN : Possessed an Open University degree which contained a substantial proportion of credits with a sociological flavour.

OO : Had recently gained an M.A. (Ed.) degree with sociology as the main emphasis.

PP : Sociology had formed part of an earlier Advanced Diploma Course. Currently studying sociology as an option in a master's degree programme.

Philosophy

QQ : His first degree was in English at Oxford. Philosophy formed
a special interest in a later M.A. (Ed.) at London.

RR : Philosophy had been the greatest interest in a joint Honours
first degree. Later advanced study had, however, contained
no systematic philosophy element.

SS : Main qualification was in the Philosophy of Education.

TT : Strongly interested in philosophy as a discipline but his
approach was at odds with that of another colleague in this
section.

UU : Wrote occasional papers for national philosophical journals
but did not wish, initially, to participate in the Education
course which featured Philosophy。

VV : Head of the Mathematics department who left College just
before the Visitation in October 1974.

WW : Had read deeply in the field of philosophy, had written
forcefully about it, but did not wish to teach it in the
context of the Education course.

If we pursue the case-study in terms of the three ways in which
branching is manifested (described on p.104 above) we produce the several groups
as set out at the end of this paragraph. The importance of such a categorisation
lies not in classification for its own sake but for deciding the way in which
approaches might be made to individual tutors either to encourage activity or
to curb activity. This was particularly important when it came to forming
groups of tutors to promote certain parts of the Professional Studies programme
and it also affected the pace and nature of the debate about forming
departmental-style pools of tutors.

(i) Division of labour

Three groups emerged and they have been characterised here by slogans
which reflect the kind of comments made during negotiations over the
Professional Studies programme.

(a) "Leave it to others who can do it better"

Education department tutors had been used to what has been called a 'mother-hen' approach where they were expected to teach across a range of aspects of the Education course. As soon as teaching detail had to be prescribed or closely scrutinised, some tutors singled out areas which they felt they ought not to be responsible for. Examples include:-

a philosophy element in the current course for third year students where some tutors declared their unsuitability although the element was based on a programmed booklet prepared by a specialist tutor;

two tutors sharing two student groups in the Middle Age Range Course so that each concentrated on only one aspect for the two groups;

tutors supervising Individual Studies who came increasingly to refer students to specialists for specific points;

erstwhile 'generalists' who expressed reluctance to teach in some Foundation Studies teams because of a feeling that it demanded too high a level of specialisation.

(b) "We want to do it our way"

Settling the format and style of the philosophy component in the current Education course for third year students became a delicate issue because that component was handled in fundamentally different ways by two eminently suitable tutors. Division of labour occurred for professional reasons and was reflected in suggestions for style and content in the new Professional Studies courses.

(c) "We would participate but we don't much like the tone engendered by the leaders in that area"

This attitude may have affected the scale and variety of options offered in the third and fourth years of the current B.Ed. Education Course[31]. There was, for instance, a hint that in one case a particular course had been deliberately kept exclusive

107

by a self-perpetuating myth that no-one else could handle it. Such expressions were noted more frequently in the new courses particularly over the Foundation Studies unit on the nature and function of language.

(ii)   Espousing unorthodox (i.e. not mainstream) missions or foci of study

Sometimes the impetus for this could be seen to derive from an individual tutor for personal, career or interpersonal reasons; sometimes it was wished on to a tutor by the College by deliberate grooming or the need to fill a gap; sometimes it simply grew, like Topsy, without obvious fuss or planning.

It would be easy to develop examples in detail, and each could give rise to a major research topic in itself. Six are outlined here to demonstrate the way the case-study yielded to this form of analysis.

Counselling

A tutor had developed a one-term course in Careers Guidance and when she was seconded from College for a two year period another tutor was designated to hold the ring while two others were sent on Counselling courses to strengthen College resources in this respect. The temporary task was handled so conscientiously that the interim leader gained a degree of legitimacy in his own right. Within Professional Studies the topic was initially shelved, not through indifference but, on the contrary, because of a wish to see it placed in what was subjectively considered to be the 'right' hands. It was eventually taken up as an adjunct to Health Education precisely because of confidence in the tutor handling it.

Health Education

For some time the Principal had urged the Dean of the School of Education and the Head of Centre to develop this part of the College curriculum. It would appear that there was also pressure from the College H.M.I. Some steps were taken but they stopped short of implementing new study units. The Head of Centre procrastinated because it seemed to him to be something of a current bandwagon issue and he thought that some of the protagonists

were not the ideal persons to put in train what they were so keen to promote.   Once the matter was taken up by a 'suitable' tutor however he was given every encouragement and when he suggested reviewing Foundation Studies in order to incorporate Health Education he was soon made leader of one of those units.   A clearly related point was the way in which the tutor coordinating Foundation Studies changed his own approach to the topic of Health Education and sharpened his attention in a way that previously would have seemed unlikely.

Sex Education

The tutor responsible for student welfare, and students themselves, espoused this topic with enthusiasm and on numerous occasions made efforts to scrutinise the Professional Studies programme with that issue in mind.   The Centre of Professional Studies in its formal face seemed cool.   Part of the reason was that it was difficult to make timetable provision for it and the feeling grew that since, in the way the need had been expressed, it was emphatically a matter of the students' personal education it was not squarely or exclusively the concern of Professional Studies units because these were directed primarily at the development of classroom competence. At this level the question took on a new complexity, both because of the status of sex education in a school curriculum and because of the qualities and information needed by a teacher handling it.

In some respects the debate was like a discussion at a B.Ed. Tutor Forum in the Spring of 1976 when, in the face of evident student weakness in written presentation of their work, the task of checking punctuation, spelling and sentence construction was declared to be the responsibility of all tutors and not only those in the English department.   In both instances the tutors who came to handle the matters did so on a voluntary basis outside the formal course structure.

Literacy and Reading

The stimulus of the Bullock Report 'Language for Life'[32] was
sharply recognised. But rationalisation of existing provision in
C.P.S. courses proved a vexed issued.

In the Lower Age Range programme an attempt to link English
with Reading was nominal. The names of the units themselves begged
the question, though it should be remembered that they had been
prepared before the Bullock Report was published.

In the Middle Age Range programme the position was exacerbated
by personality clashes; the literary approach seemed incapable of
reconciliation with what was claimed to be purveying 'pure mechanics'.
Such a change could have been a reflection of departmental attitudes
but negotiation seemed unable to bring the sides closer in the first
eighteen months of the degree course.

In the Upper Age Range course there was at first no compulsory
provision for help in the Teaching of Reading. The one English unit
was virtually in the hands of English department staff and it did not
approach 'English' in that way.

A person was nominated by the Head of Centre to act as bridge
tutor between the C.P.S. and the English department to foster planning
by a genuinely joint working party. Progress was extremely slow.
To illustrate the rival claims for this area of the curriculum it is
interesting to note that both the Centre of Professional Studies and
the English department sent tutors to the same conferences on themes
raised by the Bullock Report. From the outside it must have seemed
extravagant or, at best, uncoordinated.

Marked advances were made when another tutor took over the
bridging role. The brief given was different and the confidence of
the Head of Centre in matters of control over Professional Studies
was by then greater. Within a few weeks a new unit was written
for Upper Age Range students, led by a member of the English
department but with a fully professional outlook.

Several career patterns were affected by discussion over this
topic and careful analysis would undoubtedly reveal the deep roots

of what on the surface appeared to be differences of personal opinion about a professional task. The assumptions of the tutors concerned were probably radically at odds.

Numeracy

This topic followed in the wake of the Bullock Report on Language as the focus of a national pressure group for improved Mathematics teaching.[33] There were frequent cries to 'do something about competence with numbers', and within the Centre of Professional Studies the need was clearly recognised. However there seemed to be two distinct tasks, not one:

(a) teaching students to teach pupils to be numerate;

(b) making sure that students were themselves sufficiently numerate to meet the requirements of professional competence. (e.g. understanding research reports; coping with registers; operating efficient assessment procedures).

Whether 'numeracy' was the appropriate word for both notions is doubtful, but in the absence of clear analysis of needs it was employed to cover the whole indistinct area of 'number'.

The Head of the Mathematics department was cooperative and energetic about the matter but before a person could be identified to lead the work it was necessary to crystallise the task. Manifestly, this was not accomplished during the first year of the formal existence of the Centre of Professional Studies. By July 1977 a firm proposal had been worked out to apply a diagnostic test to students on arrival at College to assess their numerical competence.

Regular School Experience. (R.S.E.)

This part of the course is more fully described in Chapter VI p. 187. Although there was dispute about its precise College origins and although other similar schemes were in operation elsewhere in the country, R.S.E. was, effectively, one of the most dramatic and obvious of the innovations associated with the Centre of Professional Studies.

Strictly speaking, it was part of the responsibility of the Director

111

of School Experience but by a process not altogether clear a particular tutor had been named as assistant to the Director. It was never an official appointment though it had received the Principal's backing. It so happened that this tutor, virtually single-handed, organised the first round of R.S.E. There was considerable comment about that first round from students, some schoolteachers and some College staff but it is only just to acknowledge that it was the principle as much as the organisation which was under scrutiny and also that the tutor referred to had been unfairly exposed. He was only accidentally assigned to the R.S.E. enterprise and he indicated that he did not wish it to be his major responsibility in the future.

Another tutor had expressed interest in organising it but was ruled out as she did not drive and it was thought that such a task entailed ready mobility. She developed a career path in another avenue of the Professional Studies course. Yet another tutor could have undertaken it but was needed elsewhere. In Autumn 1976 the Director of School Experience assumed the direct responsibility for R.S.E. with a team of three assistants, one for each age-range of the course. This device was a means of sharing the load but it was also a way of grooming an eventual successor. Ironically, the team of assistants was excluded from succession on other grounds already described and a possible successor to the Director was approached informally by the Principal without broad consultation with members of the Centre of Professional Studies. This did however eventually become a much more regularised appointment, going through the appropriate committees in the Autumnof 1977.

(iii)   Merging of strands from already existing threads

Two examples are given to show how this happened within the Centre of Professional Studies in a way that would have been unlikely in the heyday of the previous structures.

Philosophy

For the last phase of the previous Education Course help was sought from a tutor based in a subject department. He would have been an ideal contributor and he did respond favourably but the climate which made it possible was almost certainly promoted by the creation of the Centre for the precedent had thereby been set for tutors working on courses outside their immediate departmental purview. It denoted the beginning of a system where courses rather than departments became crucial in deciding how a tutor's timetable was constructed.

Reading/Literacy

As already indicated, this gave rise to uneasy foraging between members of the English department and members of the former Education department. The difficulties encountered were in some sense a measure of the previous sectionalisation of teaching commitment. It seemed to be a case of 'unorthodox mission' for an English tutor to take up seriously the Teaching of Reading in any but the mainstream departmental interpretation of that task. Yet such a move did take place and by June 1977, when the topic was debated at length at a meeting of the B.Ed. Course Committee the discussion of tutors' commitments had become much more open.

Other possible connections between Subject departmental and former Education departmental tutors were mooted but did not develop, at least in the early days. One example concerned Political Theory.

A study of institutions and organisations took place within History department courses and also formed part of units taught in Education Studies and in Professional Studies areas. The latter came under such headings as Sociology of the School, Innovation in Institutions or Political Philosophy. Yet there were no suggestions of common teaching or shared expertise till sudden illness produced an arrangement for substitution of tutors which was immediately seen as sensible and could have formed a basis for future links.

113

Another example occurred over Youth Work:

> The Physical Education department had long been concerned with
> such topics as extra-curricular clubs and yet nothing substantial
> had been developed in cooperation with the Education department
> where similar material was encountered under a more theoretical
> heading of 'curriculum'. By the Spring of 1977 a Professional
> Studies unit had been worked out,[34] dealing specifically with
> Youth Clubs and associated ideas. Ironically its teaching team
> included no member from the Physical Education department, though
> it drew from more than one department as well as from Youth
> Leaders in the locality.

Even the limited analysis so far considered suggested that individual
career lines did in some cases grow because a person found a path where
leadership was possible either by indirect replacement (a new tutor assumed
leadership because predecessors or rivals were diverted) or because no-one
else was in the running. The contingent nature of career development is
plain, and there was little evidence of inevitability about promotion in an
institution where structures and content of work were being altered so radically.
Conversations with tutors in many different contexts made it plain that in
some cases career planning was highly deliberate and calculated, whilst in
others it was so passive as not to count as planning at all. In the phrase
of Roger Dale[35] some tutors were 'planners', others were 'drifters'.

Another pathway that was clearly evident was where an individual
found a role, a niche or a self (in College terms) where none was immediately
available under previous structures. Innovation opened up avenues of
promotion to a much wider field of tutors. One person was unsettled in
his subject department and gravitated towards Professional Studies out of
relief almost; another regarded herself as passed over, even in the Centre,
and eventually gained a senior post made vacant in the wake of widespread
change in long serving staff. That change would have been unlikely had the
innovations not been so radical in challenging spheres and styles of
responsibility so that autonomy was less easy to preserve.

The importance of these conclusions does not of course lie merely in expressing them or even in recognising how they were applied in the given context.   It rests rather on the indications given by such recognition about how to talk to individuals, how to time or angle approaches in order to achieve specific objectives such as deploying staff effectively, assuaging anxiety, promoting change or ensuring stability.   They have a working value for negotiation not a static descriptive value.

It is appropriate to note again that the author was both participant and analyst.   The way he carried out his College tasks, most of them dependent on negotiation between individual staff, was inevitably affected by the analysis developed concurrently.   Without the research the moves might well have been more intuitive and less self-conscious.   They are likely to have been substantially different.

Third Approach:

3.   A Series of Publics

On the periphery of the innovation and further out still were many sections of opinion which we may term 'publics'.   Sometimes the publics were primary groups, sometimes secondary groups and sometimes they were only seen as coherent groups by those at the Centre.   They comprised members who comprehended, consumed and participated in many different ways in the affairs of the Centre of Professional Studies.

Detailed development of this concept is perhaps more suitable for examining the operation of the Centre when it is fairly under way than it is for studying its early days.   The questions thrown into relief by the latter overlap to a considerable extent with the 'professional arena' approach discussed above.

It is helpful, however, to identify some of the publics who differed in their understanding, consumer contact and participation even if only to provide a platform for later research on a narrower front.   An attempt has been made also, to suggest ways in which the publics overlapped in terms of the article quoted, to 'map the hinterland of laymen', an image utilised powerfully by Schutz[36] in his account of how a stranger to a group meets

'layers' of knowledge and selective combinations of common histories amongst participating members of the group.

Publics emerge in response to issues whose resolution affects the advocates of existing positions. These same publics then frequently disperse when the issues are resolved or no longer serve as issues, or re-form when other issues arise. By viewing the process in this way it is possible to chart what might otherwise seem unconnected moves by chance groups of people.

When groups are listed it can readily be seen how they can be sub-divided by the same criteria in an almost unlimited number of ways, depending on which aspect of C.P.S. work is at any moment under scrutiny. The analysis takes on a dynamic character and provides a method of reviewing specific problems or reactions in something like the manner adopted by probation officers, or consultant psychiatrists who refer to 'presenting problems'[37] and seek or await the uncovering of the deeper problem strata behind or beneath the initial disturbances. That sensitivity then becomes part of the equipment for day-to-day application to prevent short-sighted 'solutions' that solve nothing basic. Herein lies the direct value of the analysis.

(i) Local Schoolteachers

Amongst the publics concerned with the establishment of the Centre of Professional Studies we must reckon with teachers in local schools. They were engaged in at least three ways, each producing its own distinctive perceptions of the organisation they were called upon to deal with.

      (a) by accepting students into their schools for teaching practice;

      (b) by working alongside probationary teachers;

      (c) by being invited into the planning arena itself.

The first may be subdivided into Heads of Schools, Teacher Tutor or teacher in charge of students, and class or subject teachers with whom the students were placed. Each subdivision group would be likely to have different understandings and to be a 'consumer' in a different way. Not only were the publics ranged in response to the School Experience element of the College Course, there were several

116

distinct forms of school experience each with characteristic emphases.
In particular the new publics created by Regular School Experience
(R.S.E.), mentioned in Chapter I, included many who failed to
recognise it as a new form of student contact and who thought of it
as merely a series of familiar School Visits.

The second group may be subdivided into those who asked probing
questions about the College course (like the senior school staff at a
county residential conference held in 1976 on the theme, 'The Induction
Year')[38] and those who eventually worked alongside probationers. The
way in which they affected the establishment of the Centre lay in their
significance for the minds of the planners within the Centre.

With the third group the arena of participation was varied. It
could be as members of consultative committees which were initially
divided into Primary, Secondary, Inservice and Special Education. It
could be as members of working parties dealing in detailed proposals,
or it could be through ad hoc consultation such as occurred whilst
tutors were on student supervision duties around the county. They often
discussed the work of the Centre of Professional Studies with school staff
in a variety of contexts and with different levels of comprehension on
the part of those engaged in the discussions.

(ii) Council for National Academic Awards

Another major public was the C.N.A.A. The Council may be sub-
divided for our present purposes either on the basis of, or causing,
different levels of understanding of the Centre of Professional Studies.
Subdivisions included the central C.N.A.A. staff (as for example the
Registrar), Chairman of the visiting panel, members of the visiting panel
who constituted the Core Party (one became Chief External Examiner for
the B.Ed. degree and the 3 year Certificate), and members of visiting
Subject panels.

(iii) College Students

College students formed another series of publics. Subdivisions here
included (a) students appointed as members of planning teams. Some
were ex officio, like the President of the Students' Union.

117

Three such students were connected during the period of the study and in two cases it directly affected their own undergraduate studies in College;

(b) students on existing courses who heard about and were affected by their tutors' preoccupations with C.N.A.A. validation;

(c) students forming the first intake for the C.N.A.A. B.Ed. degree and Certificate courses, members of Course Committees and those who attended the Forum on Regular School Experience. They offer striking examples of different levels of understanding and different styles of consumer involvement.

(iv) Prospective Students

There were two categories of prospective students i.e. candidates for acceptance into College.

(a) Those applying to join a course straight from school. The way in which they made an impact on the establishment of the Centre was through the writing of the College Prospectus which demanded clear, even over-simplified, statements about options; it required careful phrasing to avoid the restricted code of validation jargon and elucidation of the flood of abbreviations and initials. Further influence was exerted by the need to offer explanations of College courses at interview.

(b) Those joining from other Colleges partway through their course of training. Their impact was felt through the manner in which they forced decisions on 'catch-up' reading which demanded blunt assessment about what was vital or central and raised questions about the degree of coherence between the various years and parts of the whole programme.

(v) University tutors and Students concerned with research degrees

In the case of the Centre of Professional Studies as originally proposed, one markedly influential group was made up of the leaders and members of a Seminar at the local university. This group, to which the acting Head of the Centre belonged, was formed in October 1974 to provide a common base for what would later become a series of individual research programmes leading to the degree of M.Phil. The work which evolved necessitated the author making a number of prepared statements about the Centre and it provided critical analytical backcloth for his work as Head-designate of the Centre at the College.

As the research programme proceeded the Supervisor formed a special part of that public both because of key questions posed and by his very role, and this was accentuated when he included the College in a piece of research he was himself undertaking on a very much wider front.

In June 1976 a change of Supervisor seemed imminent and this further sharpened the need to express clearly ideas which may otherwise have been assumed as a result of some months of discussion and shared understanding.

Although this category of public is illustrated here in a way that emphasises its accidental and contingent nature there is likely to be, for any process such as the one examined in this study, several similar groups each exerting particularised influence.

(vi) Members of the College

A final public was constituted by the College staff. It may be sub-divided into several sections. The influence exerted by each section had distinctive elements, some of which are mentioned because they were not immediately evident or were commonly given only peripheral attention when their effect could have been crucial.

(a) Heads of Subject Departments Forum. The Head of the Centre was excluded because the Centre was not, strictly speaking, a department yet in many ways it operated over budgeting, staffing and assessment in a very similar manner to that of Subject departments;

119

(b) Members of the Curriculum Development Team;

(c) Full-time Professional Studies tutors who were not members of the Curriculum Development Team;

(d) The Admissions Tutor and College Interviewers. Not only did the Admissions Tutor explain to applicants, through his interviewing teams, what the Professional Studies component was; he also did (or, importantly, sometimes did not) plant in those applicants the notion of the Centre itself;

(e) College General Office and Accounts Department. Through the medium of routing telephone calls to appropriate tutors, administering accounts and a wide variety of payments, completing official forms and managing communication channels, the transition from 'Education' to Education Studies Department and Centre of Professional Studies was affected in the minds of many people. The very phrases used in making telephone calls revealed and changed understandings about the function and nature of the Centre. In the absence of clear explanation to all administrative staff of the nuances of the new structures it is perhaps not surprising that there were many occasions of confusion and misunderstanding.

(f) The Secretariat of the Centre of Professional Studies. The influence of this section was extensive in three distinct ways, each capable of further fruitful examination.
It offered a telephone and office 'face' to all members of the College and to contacts from outside. At many points the ways in which queries handled determined rather than reflected the scope of Centre activity. It was intimately concerned with the development and organisation of key Centre responsibilities such as record keeping, budgeting allocation, spending and the pattern of tutor communications. Since the two secretaries concerned each built up a range of specialised knowledge they became sources as well as servicing agents of Centre practice. This role was reflected in comments made to the C.N.A.A. visitors in February 1976[39] and the point formed part of the

120

Official Report on that occasion, and entered closely into discussions when the creation of a physical base for the Centre was imminent in 1976 and 1977.

Fourth Approach:

4. <u>The Socio-Cultural Context</u>

It is a moot point which national or local discussions most importantly affected the establishment of the Centre of Professional Studies. It is also a matter of opinion what estimates of current climate most significantly influenced the various participants. For each factor identified below it would be possible to develop, as a separate research task, a major analysis which might illuminate that, but only that, sector of social or cultural influence. The intention here is to report what was crystallised out of very many conversations and observations.

Among a number identified by the author or reported to him were four major items. They are not listed in order of importance; indeed they did not exert their influence in the same manner and could not be so ordered. In each case suggestions have been made about how they did operate on the process being examined.

(i) C.N.A.A. emphasis on the professional nature of the entire B.Ed. degree

This was one of the issues which led to the change of balance of component parts of the degree from 15:15 to 17 Professional Studies: 13 Special Subject. It prompted an agonised search for an expression of coherence in the degree and gave prominence to the professional nature of special subjects when special subjects might otherwise have remained in isolated compartments. This was particularly evident during interviews conducted with Subject departments by the Resubmissions Committee in the Autumn and Spring of 1974 and 1975.[40]

(ii) The emphasis urged by schoolteachers on a 'proper' professional tone in College work for the degree

It is doubtful whether this was a powerful direct factor in College decisions but it did show in the way Professional Studies units were staffed in the Spring and Summer of 1975 especially during the deliberations of the Establishment and Allocations Committee concerning

supervision of school experience, and in comments, questions and
answers during meetings of the various consultative committees.

(iii) An 'air of reorganisation' in the College

Whilst it is extremely hard to document this factor with precision it
was of incalculable significance. From notes of conversations in the
Senior Common Room, from private conversation, from perusal of minutes
of the Academic Planning Committee, Academic Board, and Curriculum
Development Team over a period of twelve, even six, months it was
clear that items which at once time seemed unmentionable rapidly became
proper subjects for serious negotiation. Examples include: personal work-
load for a Head of department, competences of individual tutors, and
redundancy. Some topics, indeed, speedily became taken for granted,
such as quantification of workload for tutors. On 7th June 1976 a
meeting took place between the Head of Centre and Heads of Subject
departments. It had been convened to consider staffing for Professional
Studies units but certainly not on a 'begging' basis from departments.
This meeting produced several phone calls on the following day during
which subject staff were offered for Professional Studies work. Such a
move would have been unthinkable twelve months earlier.

What had for long been an injustice in work commitments among
tutors in College had thus been placed on a proper footing and the
notion of 'overloading' became recognised in quantitative terms that
admitted of debate rather than simply complaint. A currency was
established along with the Centre of Professional Studies, and because
of it, and in some respects for it.

What had for some time seemed an unsatisfactory overlap of work
between Curriculum and Education courses could now be rationalised.
The move to measure workloads carried implications of a political kind
for it became possible to ask probing questions about activities which
had hitherto been impervious to general comment or innuendo. Types
of work which the appropriate authorities wished to encourage could be
granted numerical advantage (e.g. an administration allowance of time
for certain duties) either as a reward or as incentive. Other types of

work could be demoted by being denied recognition as 'claimable tasks'. When tutors were asked to undertake new responsibilities the request had sometimes to be couched in quantitative terms (how much allowance the task warranted, if any). It was also possible for tutors to resist additional tasks on the basis that their time was already properly bespoke. They could speak of a 'full timetable' and this led to debate about unsocial hours or unreasonable requirements. This aspect of counting the cost of tutors' work led easily to a new atmosphere in the institution, an atmosphere where obligations, rights and duties became bargaining counters. The 'gift relationship' described by Richard Titmuss[41] was radically affected and as many tutors regretted the change as welcomed it.

(iv) A series of cutbacks in the number of teacher training places

It was not simply that the cutback affected the Centre of Professional Studies in absolute terms. The repeated announcements, each more severe than the last, gave an urgency and edge to College planning and made tutors feel vulnerable. If the Centre could offer core work to full-time Professional Studies tutors and professional units to all or many other tutors, it received a status that possibly would not have been accorded to it in easier times.

Yet the urgency of the imminent threat did not by any means register with all tutors. Some adopted a surprisingly aggressive stance, insisting that the College owed them employment. Attempts by members of committees to share the problems of how to ensure continuing employment were not always treated with the concentration expected. As a strategy of resistance to unwelcome developments such response could only be effective in the short term.

Fifth Approach:

5. Institutional Constraints

The key idea in this analytical perspective is that institutions impose limitations upon practices and ideas and are in turn modified by them. When we examine the Centre of Professional Studies from this angle, and the time during which it was set up, a number of interesting questions arise.

First, in what respect was the word 'professional' as used and understood in the College, affected by the Centre of Professional Studies and how did it affect the Centre? If the entire degree was professional what was the touchstone which distinguished Professional Studies from Special Subject units? This was highlighted during discussions over the appropriateness of two Professional Studies units written by Physical Science tutors for the so-called alternative route to B.Ed. Honours. For students taking Special Subjects which had no Honours route of their own the alternative route provided a new Special Subject called Human Development but still permitted contact with the initial Special Subject by means of suitably 'flavoured' Professional Studies units. Another example can be seen in the debate over the scope of the Centre during the change in College academic structures. Should the work of the Centre be confined to Initial teacher training; should it reach beyond the teaching profession to include, for instance, the Certificate of Social Service? Discussion documents of that time are appended to illustrate more fully the nature of the debate.[42]

Second, there were questions about what institutional model was to emerge as a result of the experience of the Centre of Professional Studies, when other Centres were suggested e.g. a Centre for Special Subjects; a Centre for Contemporary Studies. (It is interesting to note that the suggestions used 'for' rather than 'of', as with the Centre of Professional Studies). The issue here was the nature of inter-departmental work and the mechanics of mounting interdisciplinary planning and courses. Considerable career anxiety was caused for individuals by such suggestions, in addition to doubts on purely academic grounds. An allied question was how the new College structures affected the Centre of Professional Studies by casting it more firmly into a departmental mould, like Subject departments with a fixed body of tutors listed as belonging to it. The original idea of a new dimension of tutor contribution across the whole College was endangered by frequent analogies between the Centre and Subject departments.

It could be argued that by the introduction of interdepartmental teams to consider such topics as Reading and Literacy, Environmental Studies and Health Education, perhaps the Centre of Professional Studies promoted its own

unwieldiness and, so, its alteration. It is interesting to speculate on the extent to which the need to study such topics afresh caused the Centre to react in the way it did. Previously these topics had appeared in the College curriculum but had been rooted clearly in one part or another of the departmental structure, with little if any collaborative planning or teaching across departmental boundaries. The result was often that the courses mounted did not represent the best that the College resources were capable of. When new planning was undertaken under the aegis of the Centre of Professional Studies the process was somewhat tentative and the machinery tended to creak because of unaccustomed stresses and challenges.

Alongside the new combined areas of College study, drawing together tutors who would not otherwise have worked in harness (e.g. Introductory Studies, other Foundation Studies and topics mentioned in the preceding paragraph) emerged a realisation among tutors that new career paths were possible. A number of tutors in posts of administration within the Centre saw the chance to establish a niche, especially when the Head of Centre was appointed Course Director for the degree in May 1976 whilst incorporating his previous duties within the new role. It would not be fair to assume however that the desire for a niche in the changing institution sprang only from ambition or even from conscious career-planning. In many cases it was understandably a search for identity, a wish to find and to hold a clear function in a setting where earlier parameters were shifting.

Yet more than one tutor did ask openly about career pathways within the Centre and as various groupings of tutors and students made their way through the institutional labyrinth new implications for their respective careers presented themselves. It was promising, if unsettled, territory. It was, indeed, promising precisely because the territory was unsettled.

With questions such as these in mind we may formulate the institutional constraints on the establishment of the Centre of Professional Studies. They were not all negative and appeared in the eyes of different individuals with varying degrees of force.

Four institutional factors exerted a particularly powerful influence on the shaping of the Centre:

(i) The College was a voluntary, Church of England foundation

This fact held wide implications and two have been selected to illustrate different types of effect. The first concerns structure and formal labels; the second refers to the less explicit but pervasive matter of College climate.

Predictably, the place of Religious Education proved to be a sensitive issue in the teaching programme of a religious foundation. The Theology and Religion department had been heavily criticised in its main B.Ed. degree submission, so the future position of the department and its tone was crucial. Some argued that in a Church College it was unthinkable to diminish let alone discontinue the department yet it did not at that time recruit many students and was certainly under fire on academic grounds.

Furthermore the Principal, Vice-Principal and, it seems for different reasons, the Dean of Education held strong views about what should be its aims. The Head of the Centre of Professional Studies was urged to make sure that Religious Education figured appropriately in the Professional Studies programme; at one point Religious Education was used as a test case of what might happen if a subject were withdrawn from the B.Ed. Special Subject list with the department still being required to keep its professional work going. Because of the way the degree course was constructed it was difficult to see how this could be possible beyond an obvious minimum level; Mathematics, English and Physical Education were much more favourably placed from this point of view though Religious Education, Drama and Music could each stake a claim in the Professional Studies programme even if there were no students taking those subjects at Special Subject level. In other words it all depended on how much and how strongly it was felt that all students in training should take certain professional elements. It raised in a new guise the challenge to the nature of a degree in which every student had to take a Special Subject alongside Professional Studies.

A Principal Lecturer was appointed within the Theology and Religion department with a special brief to strengthen the professional contribution

126

of the department within two years; this prompted him to take a more active interest in the Centre of Professional Studies than his attitude to that date had suggested. When he applied himself to the issue he grasped the essential nature of the Centre more quickly and fully than some other Heads of department already in post. It should be recorded, moreover, that this was already a full six months after the Resubmission Papers describing in detail the nature and organisation of the Centre. It was perhaps not a coincidence either that about this same time the Theology and Religion label was replaced by Religious Studies.

The second feature concerns the ethos of the institution as perceived by its members. Visitors to the College had commented on its friendliness, its personal touches and hospitality which echoed a bygone era. Other observers called it patriarchal, extravagantly gentlemanly and not sufficiently abrasive for the new market-orientated world of higher education.[43] C.N.A.A. stressed the need for clear and firm control structures. Whether it was a relic of the institution's size, of its voluntary origins or of a tradition built up from many sources including individuals over many years, the idea of a brisk, open, competitive style of government was only painfully approached.

A plethora of committees was instituted; they slowed down decisions and produced repetition of business.[44] Probings of hitherto autonomous areas of College policy such as admissions policy, appointments and promotions provoked worries and friction.

But the Centre of Professional Studies was new. It depended on a pattern of operation that was only being developed day by day; it kept reminding the College that it wasn't 'the old Education department' though memories became clouded on occasions. The establishment of the Centre was therefore considerably assisted by the general challenge to accepted practice. In addition it contributed to that challenge by the implications of its brief despite the fact that it was almost a year before these reached the mainstream of College awareness.

(ii) The College was an institution of about 1000 students

It was not small enough to be closed promptly in the first round of College cutbacks. A neighbouring college, having withdrawn from discussions of a merger with King Alfred's College, met a swift demise. Letters from the D.E.S. and other signs of intention to keep the institution open (e.g. permission to build a new library) were treated with the utmost seriousness by the senior members of the College hierarchy; whether their realism truly permeated the whole staff is debatable. For many tutors the harsh possibilities were not confronted till they received the shock 'announcement' on the front page of the Times Higher Educational Supplement on 31st December 1976[45] that initial teacher training was to cease at King Alfred's College. That would almost certainly have spelled death to the institution. In fact the statement was unfounded. But the damage to morale and reputation was substantial and hard to salvage. Within College, as the departmental structure came under challenge, some of the rearguard actions, such as the principle of rotation whereby Subject departments would take it in turns to miss a year as a special subject in the B.Ed. degree, indicated a refusal to confront the global figures for the size of the institution, with their repercussions on what could constitute viable sections within it.

The effect on the Centre of Professional Studies and its effect on the College as a whole was to raise again the question of whether the Centre should become a body of tutors (a large central corps of staff, assisted by others from elsewhere) or whether it should retain a tiny administrative staff and settle its full-time tutors in departments in other parts of the College. Because of the change in balance of components in the B.Ed. degree from 15:15 to 17:13 the number of tutors required to staff Professional Studies units rose sharply especially in the third year of the course in which the whole of the final term was devoted to Professional Studies. Detailed planning for the third year did not enter daily discussion as an influential factor till May 1976 but it added confidence to the tutors with Professional Studies expertise; they realised that there would indeed be work for them for the foreseeable future. At

least that is how the picture seemed to them at the time; a further reduction in initial teacher training places and a change in the balance of College work towards diversified courses could well lead to redundancies among existing tutors if they do not suit new requirements.

(iii) The history of the College

This was the third institutional feature affecting the establishment of the Centre of Professional Studies. More specifically it was the fact that there was a strong departmental structure and that the staff included a number of very long-serving tutors that constrained the speed and pattern of growth of the new organisation.

Timing was important. Four Heads of department with almost 100 years service between them all left in July 1974 when the Full Submission was being prepared for C.N.A.A. Their successors were already in office by the time the Visitation took place with departments to maintain. Only one of them seemed to have thought seriously about the Centre so their impact was little in that direct respect except for the one referred to (Mathematics) where it was considerable as already described.[46]

The next wave of changes came after the Visitation. Two Heads of department accepted voluntary redundancy. The wording of their successors' appointments was significant and much discussed among the staff, as it was thought to indicate a shaking of the tight departmental framework. The new men were not Heads of department in the old sense at all.

The Dean of Arts and Sciences had been closely involved throughout all the C.N.A.A. negotiations both publicly and privately. He came to see the needs of the Centre of Professional Studies if it was to function effectively and he presented those needs to the College by means of questioning the place and the function of subject departments. When he decided to leave College at the end of the academic year 1975-1976 a new Dean was appointed.[47] He was a person who understood well the concept of the Centre, and treated it with respect as part of the C.N.A.A. structure. Had the appointment gone to another candidate the future of the Centre might have been radically different.

One Head of department of the earlier style remained in post. When the professional-link tutor in his department left College in July 1976 the department was poised in a most intriguing fashion; should the Head retire there was no obviously strong candidate for succession internally, certainly not on the professional side. Moreover Professional Studies negotiations with the leaving tutor had not been altogether easy. During June 1976 the Head of department came to terms with the way in which the Centre operated and he acknowledged its needs for staffing and control of emphasis in appropriate study units. The reasons for this growth of collaboration and its effects would make a particularly interesting area for detailed research since it showed such marked spurts of development but it is only recorded at this point as an observation illustrating the way institutional influences bore on the fledgling Centre of Professional Studies.

(iv) Emphases of the Past

These emphases concern traditional strengths and weaknesses of sections within the institution. As with all the factors in this part of the thesis the precise way in which they affected and were affected by the Centre of Professional Studies is but one aspect of the way they formed part of the College development as a whole.

English was the most widely recognised subject strength at the College and its prestige was not only linked with the person of its previous Head of department i.e. the person in office before the C.N.A.A. Submission was made. That person, later Dean of Arts and Sciences, felt strongly that Education, and perhaps Professional Studies, did not warrant separate treatment in teacher training in the way that had emerged. As recounted elsewhere, the department had developed striking self-confidence and despite the personal charm of the later Head of department (i.e. the leader of the department during the process of validation and operation of the new course) relations between the English department and the Centre of Professional Studies were guarded on both sides.

Handicraft had a long and successful College tradition. The department had been re-titled and was then known as Design and Technology; its long-serving Head had retired in July 1974. The new Head of department

130

fought hard for his subject in the Professional Studies component of the B.Ed. degree. By approaching the Centre in this way he both acknowledged the existence and also challenged it. For example, over the question of using Design and Technology tutors in Professional Studies units he claimed they were fully occupied on special subject work and work directly associated with it. The department wished to continue as a "double-main" (so that its students were not required to take a subsidiary subject and the time saved devoted to the 'main' subject) but the leaders within the Centre proved adamant by insisting that it be treated exactly as other Special Subjects within the degree pattern.

Physical Education was also part of the central tradition of the College. The new Head of department (September 1974) was part of that tradition but the department entered upon a period of great uncertainty under the spotlight of C.N.A.A. degree criteria. The emphasis of the department's work would have fitted it well for the needs of the Centre of Professional Studies; the distinctiveness of special subject status sounded, to many tutors, rather contrived. Yet it is open to speculation whether all the departmental staff could have easily transferred to the theoretical aspects of Professional Studies work, which would have been necessary had they become full-time C.P.S. staff.

The Education department tradition in the eyes of many College staff was not strong for several reasons already alluded to.[48] In addition the current image of overwork and tight organisation with many meetings did not appeal to other departmental tutors. Furthermore, the Principal had previously run an Education department himself so did not seem impressed or mystified by any overblown claim to specialism. The Dean of Arts and Sciences had published a number of books in which he had written forcefully about Education and he was not at all in sympathy with an Education department pursuing disciplinary emphases at the same time as being maid-of-all-work, that is, not specialist in the subject sense.

So the creation of an Education Studies department which might have achieved specialist status alongside other subject departments was confounded

by the simultaneous birth of a Centre of Professional Studies which was not specialist-professional but which was staffed by tutors specialist elsewhere (i.e. based in subject departments) plus tutors who could not readily be placed in the existing range of specialist subject departments. In this important respect the Centre fell squarely between two stools.

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Chapter IV

1.   Chapter II p. 26

2.   In the sense used by Kuhn, when a new paradigm has been achieved.
      See Kuhn, T.S., The Structure of Scientific Revolutions. Vol. I
      and II. Foundations of the Unity of Science, Vol. II. No.2
      Second edition. University of Chicago Press, 1970

3.   See Appendix II p. 227

4.   Richardson, E., The Teacher, the School and the Task of
      Management. Heinemann, 1973. Part one III.

5.   A comment made to the author after one of the 'Tuesday meetings'
      during the Autumn Term 1974. See Chapter III p. 57

6.   Schatzman, L., and Strauss, A., 'A Sociology of Psychiatry : A
      Perspective and Some Organising Foci', in Social Problems.
      14 (1) 1966.

7.   Tolstoy, L., War and Peace. O.U.P., 1942 Second Epilogue,
      pp. 489-537

8.   Shipman, M.D., The Limitations of Social Research. Longman, 1972
      p. 72

9.   Schatzman, L., and Strauss, A., op. cit. final paragraphs.

10.   Department of Education and Science, Higher Education.
      H.M.S.O., 1963

11.   Resubmission Papers December 1974 (Revised January 1975) Paper 1
      Appendix A

12.   Full Submission to C.N.A.A. October 1974. See Chapter 1
      reference 2

13.   During a conversation with the Course Director of the Certificate in
      Education.

14.   Particularly from the Second Level Educational Studies range
      e.g. E281, E282, E283

15.   Academic Board minutes

16.   From the inception of the B.Ed. degree in September 1975 one person
      had carried the dual responsibilities of Dean of the School of
      Education and Course Director B.Ed.

17.   Advanced Diploma in Education at the University of Exeter 1970
      and 1971

18. Preparing students for the Further Education Teacher's Certificate (City and Guilds examination)

19. Chapter IV   p. 89 and Appendix III p.252

20. See also Chapter III   p. 51

21. One (English) was planned and taught by tutors from the English department, the other (Reading) was planned and taught by tutors from the (old) Education department.   The units ran in parallel over two terms (Terms 1 and 5) but integration of the Term 1 programme was not achieved, nor in Term 5.   See Appendix III (ii) p. 251

22. Initially it included the author, tutor A.   The group was assembled 'by consent' rather than formally instituted and no formal interviews took place.

23. These phrases were used as a device for delegating tasks from official committees to individuals over questions of implementing staffing policy.   The ground rules for such negotiation and consultation were reached in piecemeal fashion.

24. Hirst, P., 'Educational Theory' III pp. 42-57 in (ed) Tibble, J., The Study of Education.   R.K.P., 1966

25. The Heads of Subject Departments Forum was an ad hoc body called into being by Heads of Subjects themselves.   The meetings were, at one stage, regular and systematic but the exact status of the gatherings was never clear.

26. The Internal Validation Panel, chaired by the Vice-Principal, included the two Deans of Schools, with other tutors (and outside members if necessary) appropriate to the papers being scrutinised. The function of the Panel was to examine in detail any proposals before they left the College.   The Panel reported to the Academic Board (later the College Council).

27. See Chapter I   p.18 for explanation of the terms Regular and Extended School Experience

28. See Chapter III p. 62

29. Schatzman, L., and Strauss, A., op. cit.

30. Chapter IV p. 75

31. B. Ed. course validated by the University of Southampton.   Part of the Education component was study in one of the areas: Sociology of Education, Philosophy of Education, Educational Psychology, History of Education and Comparative Education

32. Department of Education and Science, A Language for Life. H.M.S.O., 1975

33.   The Mathematical Association.   Also the Institute of Mathematics
        and Applications.

34.   See Appendix III p.251.   The unit was called 'Meeting the Needs
        of Adolescents';   it took place in Terms 6 and 7, and 9 and included
        a series of visits to local youth clubs, with regular tutorial assistance
        in College from a Youth Club leader.

35.   Dale, R.,   The Career of the Pupil.   E282, Unit 6.   Open
        University Press, 1972   pp. 76-79

36.   Schutz, A.,   'The Stranger: an essay in Social Psychology', in
        Brodersen, A., (ed)   Studies in Social Theory (Collected Papers II).
        Martinus Nijhoff, 1964   pp. 91-105

37.   See, for example, (ed) Varah, C.,   The Samaritans in the Seventies.
        Constable, 1973

38.   Held at the Gurney-Dixon Centre in Hampshire.   The Head of the
        Centre of Professional Studies was invited to participate in one of
        the sessions.

39.   The visit was made to validate the Institution itself, rather than any
        particular course.

40.   See Chapter III p. 60

41.   Titmuss, R.,   The Gift Relationship.   Penguin 1973

42.   Appendix II p. 227

43.   See, for example, the article by Judith Judd, 'How King Alfred's
        shed the sherry-glass image', in the Times Higher Education
        Supplement. 17.12.76.

44.   See Chapter I. Fig. 1 p. 12.

45.   Article by Judith Judd, Times Educational Supplement. 31.12.76

46.   Chapter IV p. 89

47.   He had hitherto been Academic Secretary.   See Chapter III p. 40

48.   Chapter IV p. 78

CHAPTER V

Implementing the Innovation II : Organisation of the
Centre of Professional Studies

1. Preamble

As described earlier there had long been talk of the possibility of
recasting certain parts of the College work under some form of umbrella
term such as 'professional'. Yet at the time when all courses within the
College were directed towards training students for the profession of teaching
there was an element of peculiarity in the need to label one discrete section
of College activity 'professional'. In small monotechnic Colleges before
the 1960's all tutors felt themselves to be equipped and responsible for the
application of subject content to a school environment. Subject departments
tutors prided themselves on their contact and experience with schools. But
for various reasons it became undeniably but unevenly true that the focus
of some subject departments at the institution studied had narrowed towards
a study of the subject itself. Some exceptions are noted and a continuum
suggested in Chapter IV.[1] Diversification however changed the base of
operation within the College as a whole and a separate provision for
professional work became reasonable.

At least two alternatives were available. One was that each subject
department could be charged with mounting courses specifically designed to
train students for the teaching profession, with other work that did not have
such a direct vocational aim. The other was that separate arrangements
could be made at College level for vocational and non-vocational courses
with tutors contributing as required. In each case a distinctively professional
area of activity would be identified, where professional meant vocational,
whether for the teaching profession alone or for other professions as well.
The transition from College of Education to College of Higher Education
implied a fundamental change in the orientation of the tutors. Either the
present staff would have to adjust their outlook by combining both aspects or
by concentrating exclusively on one; or new members would have to be appointed
to cope with new demands which could not be met by existing tutors.

136

There were sound administrative arguments for coordinating the several sections of College work already named in Chapter I. One was that these sections already came together in the outlet of student teaching practice in schools. In one sense the person organising teaching practice placements could be regarded as a neutral administrator not necessarily skilled in the content of any one course. But this is an inadequate view and a more realistic approach might be to enlarge and specify the brief of the tutor responsible for teaching practice so that he could properly comment on and ultimately influence, even direct, those components of training most suitable for practice in schools. This would have crossed the established boundaries of subject department responsibilities and was impracticable in pragmatic terms. Only the Principal was at that time regarded as having a right to comment with such directness upon all areas of training and even that comment had to be tempered with reference to individual competence and personalities.

2. The need for a clear organisation structure

The preamble helps to explain why the College was so reticent to spell out in unequivocal terms the task of the Head of the Centre of Professional Studies even after the decision had been taken to create a Centre. As can be seen from Chapter II the origins of that decision contained a mixture of at least three ideas:

(i) There was a wish to forge an instrument for rationalising discrete, often overlapping, but definitely linked areas of work. Yet the intention stopped short of an instrument to rationalise all such connected areas. That was left to the C.N.A.A. vision of a Course Director and in the case of the B.Ed. degree it was still being forged in September 1976, after one year of the course had already been completed. As the Course Director translated his paper responsibilities into action he increasingly cut across what had hitherto been the responsibilities of Heads of departments. Where there were clashes of will it took much more than written fiat or determined discussion to resolve them. Time and tact were necessary and so the process of setting up the course itself

was a long one. And the Centre of Professional Studies was an integral part of the new course structure with new relationships to forge between its Head and Heads of Subject departments. So the establishment of the Centre was also a long process.

(ii) A way was sought to establish Education firmly as an academic discipline and to give it the status of a specialist subject. The creation of an Education Studies department left a large but recognisable complex of work which came to be called Professional Studies. Other names were considered (e.g. Teaching Studies) both before and after the Centre was launched but none seemed more satisfactory than the term finally chosen.

(iii) From discussion and observation it became evident that certain senior College planners wanted to shuffle existing spheres of responsibility, to unscramble the parameters of the Education department extant and to add other elements, (especially Curriculum Course work) without making the revised area all-inclusive. The chief aim seemed to be to 'fit round pegs to round holes' without callous and painful redeployment of staff in existing posts. One way to achieve this was to alter the very ground-plan so that everyone had to adjust to some degree.

Personal manoeuvres were not irrelevant either, as conversations revealed, though naturally it was not easy to discuss them openly. At no time did the exact relationship of the Education Studies department and the theoretical work of the Centre of Professional Studies receive comprehensive examination to the point of resolution. Even at the visitation of October 1974 that relationship was being made explicit during the course of questioning.

When the Head-designate of the Centre embarked on study leave in September 1974 an acting Head-designate was identified but no organisational structure was passed on. Various suggestions about the nature of decisions to be taken were briefly discussed and the Submission documents contained numerous assertions which implied certain organisational patterns. Yet these were almost entirely at the level of objectives, even aims (i.e. more general

and less situation-specific) and were not backed by machinery in terms of persons or posts to give them effect. The intention was that this machinery should be developed during the academic year 1974-1975.

In fact it was. But the impetus was painfully achieved for it was a major part of C.N.A.A. strictures after the Visitation that the College had not sufficiently demonstrated its control structure. The criticism was accepted. Had the organisational pattern for the Centre been written down, let alone diffused among the staff, before the Visitation it seems highly unlikely that it would have been even as bold as it was by December 1974. That degree of boldness was both untried and, as it proved, insufficient.

It was during the weeks of deliberation by the Resubmissions Committee that a clear structure was commissioned. There was some discussion but only of a marginal nature before a diagram of a proposed organisation pattern was produced by the acting Head of the Centre.

3.   Diagram of the organisation of the Centre of Professional Studies

The diagram which follows is taken directly from the documents submitted to C.N.A.A. in December 1974, in response to the criticisms contained in the official Report of the Visitation in October 1974.

It also forms part of the definitive papers lodged in the College library, available for reference by staff and students. The papers were placed there in September 1976. It is therefore evident that no substantial change was made during the twenty-one months since it was first produced.

The accompanying commentary, also taken from the Resubmission Papers of December 1974, is an exposition of the intended functions of tutors identified on the diagram by letters. The letters used here to indicate tutorial posts refer only to the diagram in question. There is no direct relationship with letters used elsewhere in the thesis to refer to tutors.   It is interesting to note that although the diagram was frequently used as a point of reference during the first year of formal operation of the Centre the job specifications were not. On the contrary, spheres of responsibility were considered to be eminently negotiable as circumstances clarified the scale and nature of operations.

FIG. 7

ORGANISATION OF CENTRE OF PROFESSIONAL STUDIES
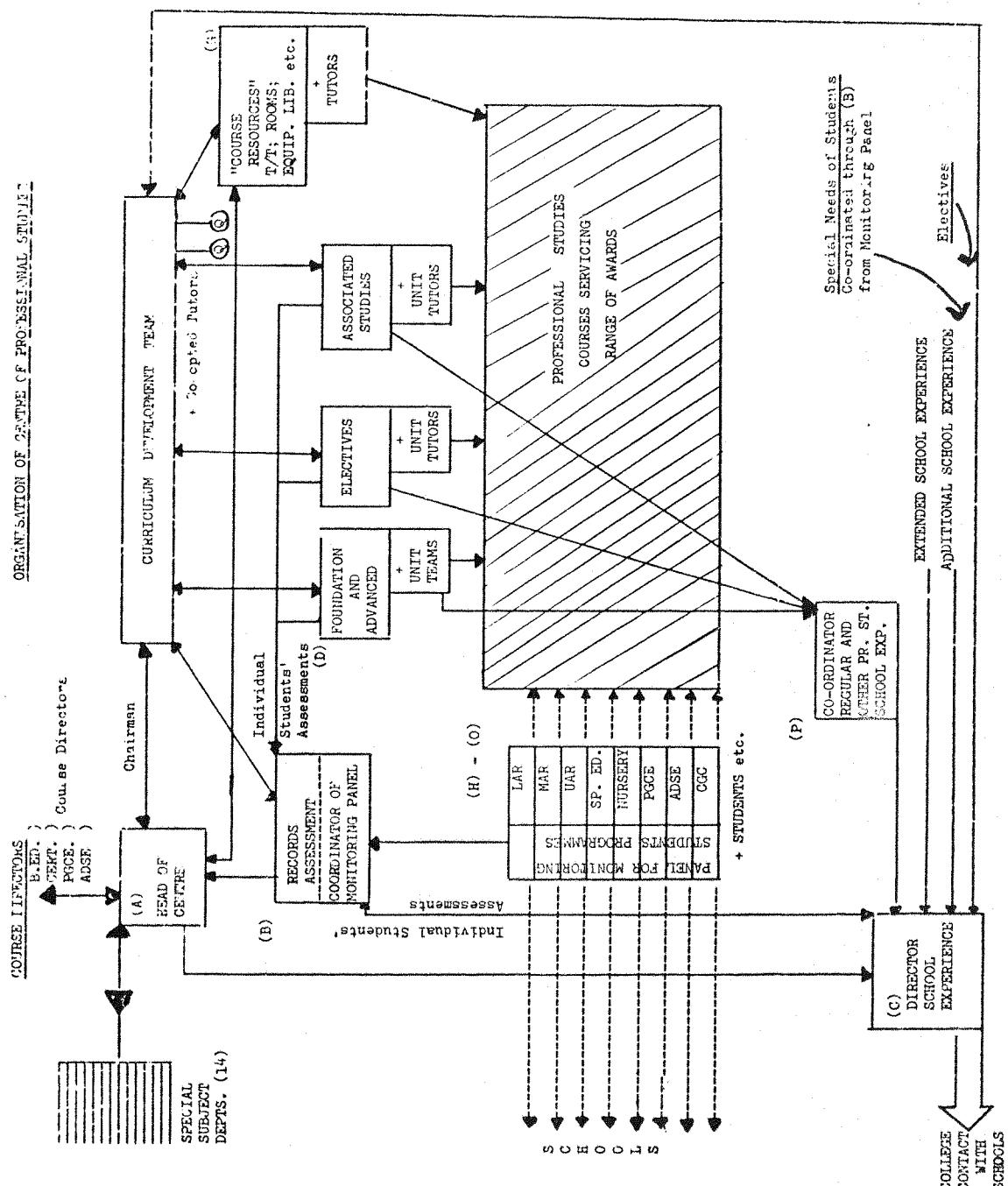
Commentary accompanying organisation diagram

A. Head of Centre

The Head of the Centre of Professional Studies is responsible for:

    (i)   the operational procedures of the Centre including records and counselling;

    (ii)   the validity and coherence of the unit programmes, including School Experience, offered by the Centre in the total course programme of the student, under the oversight of the Course Director.

    (iii) the disposition of, and estimates for, human and material resources of the Centre in the teaching programme.

    (iv) the initiation of discussions with tutors for the proper provision of Professional Studies courses and the involvement of tutors in the overall work of the Centre.

He will issue appropriate guidelines for the construction of units.

Curriculum Development Team

    Membership: Head of Centre (Chairman); Director School Experience, Tutor B (see below); Tutors co-ordinating Foundation, Advanced, Elective and Associated Studies; Resources Tutor; together with any persons co-opted for particular purposes.

    Its main task is to manage, and keep under constant review, the operation of the Centre's courses. It will meet regularly and consult, as appropriate, with interested parties, including Heads of Subject Departments and students.

B. Tutor responsible for organising student records from Centre courses, for implementing assessment procedures, and for co-ordinating information from the Monitoring Panel. (This information will form the basis of academic counselling within the Centre). He will arrange regular meetings of tutors and students with respect to the various sectors represented on the Panel.

C. __Director of School Experience:__   as the College link with schools he is
responsible for the arrangements for all types of school experience
(assisted by (P), see below) and the co-ordination of school visits related
to Centre courses, and relevant information gained by the Monitoring
Panel. He feeds assessment information for students' school experience
to (B).

D. __Co-ordinator of the work of Unit Teams teaching Foundation and Advanced__
__Studies__
Each such team operates under a leader and is staffed, either in planning
or teaching, by tutors from any part of the College as appropriate.
Certain units are likely to rest heavily on co-operation with various tutors.
The Co-ordinating Tutor receives and implements modifications agreed by
· the Curriculum Development Team after Monitoring Panel evaluation. He
will arrange regular meetings of tutors concerned with Foundation and
Advanced Studies. In the case of Foundation and Advanced Studies it is
the Unit Leader who is the link to (P) and who also collates individual
students' assessments for (B).

E. __Co-ordinator of the Production and Operation of Elective Studies:__   he
advises on selection, and keeps under review the range of topics offered.
He is the link to (P), and receives and implements modifications agreed
by the Curriculum Development Team. He collates individual students'
assessments for (B). He will arrange regular meetings of tutors concerned
with Elective Studies.

F. __Co-ordinator of Production and Operation of Associated Studies:__ he is the
link between tutors and the Curriculum Development Team in respect of
particular units, and effects policy derived from that body, under the
direction of the Head of the Centre. This includes review of the pattern
and content of Associated Studies within agreed Guidelines. He is the
link to (P) and collates individual students' assessments for (B). He will
arrange regular meetings of tutors concerned with Associated Studies.

G. Resources Tutor: responsible to the Head of the Centre for the time-
tabling of Professional Studies and for co-ordinating a team of tutors
who manage room allocation; equipment, furniture and display in Centre
premises; library requisitions; Centre's own stock of reference material
and resource bank.

(H) - (O)

Monitoring Panel: tutors whose task is to maintain a watching brief on
student programmes in respective sectors, with regard to balance, loading,
distribution of time, pressure and decision points. They would be the
first to be alerted to possible misplacements or wishes for transfer. With
colleagues, as appropriate, they will be responsible for keeping abreast
of trends in schools, including examples of practice which might illuminate
or affect College Courses. Their work is co-ordinated by (B) for the
Curriculum Development Team and Director of School Experience. Within
(B)'s arrangements, they will hold meetings of tutors and students concerned
with work in their respective sectors of interest.

P. Assistant to the Director of School Experience: collates requests for
Regular School Experience arising from Professional Studies units,
rationalises placings, choice of school and number of students in each.
He receives requests from (E), (F) and (D)'s Unit Leaders and communicates
back to individual tutors through them.

Q. These represent, not individual tutors, but sub-committees or study units
set up by the Curriculum Development Team for research or specific course
development. They may be long or short-term.

Although the main visible presence of the Centre was that of the
positions described above, there was a body of tutors whose work was full-time
for the Centre. It was hoped that they would, in each case, develop a
working-group identity within the team structure and 'belong' in that setting
as other tutors 'belonged' to Special Subject departments.

4. Assumptions behind the Structure chosen and the way the Structure operated

The diagram was first presented with only verbal explanation of the roles of each tutor marked A to Q. On request, a commentary on the job specifications was added and appeared in the Resubmission papers.

Although the diagram, exactly as presented originally, formed part of the definitive Centre of Professional Studies documents five modifications had been made in practice by September 1976.

(i) D : the words 'and Advanced' were removed;

(ii) E and F : these posts were combined in one person;

(iii) P: this was augmented after one year of operation into a team
        of three tutors fulfilling a similar function;

(iv) Although it had been argued that the Centre should service
        a range of awards, and the point had been accepted, it
        was only gradually implemented. Later still it was revoked;

(v) The Postgraduate Certificate of Education (P.G.C.E.), the
        Advanced Diploma of Special Education (A.D.S.E.) and
        the Careers Guidance Course (C.G.C.) were removed
        from the list forming the monitoring panel.

The fact that the diagram survived intact from November 1974 till at least September 1976 is not altogether to the credit of the College. To begin with, it was virtually the idea of one person without a full consultative period to permit gestation of initial proposals. Then, at the series of 'Tuesday meetings' already described[2] (meetings which involved all members of the academic staff in small discussion groups, held during the Autumn Term 1974) written minutes and oral recollections suggest that although the diagram was indeed presented to tutors it was not debated to the point where alteration was at all likely. In fact it may have defied clear exposition at that date. Thirdly, it was not subjected to the detailed scrutiny of even the embryo Curriculum Development Team because, as noted earlier,[3] tutors were not identified with diagram roles till Summer 1975 by which time plans were urgently being laid for the following term's courses and little energy was available for debating structures. There had been a surfeit of such planning

debates and individual tutors were intent on working out and working up and working at their own tasks within the whole structure.

So the early diagram, offered originally as a discussion paper, became, virtually without change, a blueprint for the operation of the complex work of the Centre.

The organisation of the Centre was based on the twin ideas of collaborative decision making, manifested in the Curriculum Development Team, and responsible delegation of major spheres of activity.

The key group was the Curriculum Development Team. It was planned to meet weekly though that frequency was written out of the draft submission statement. In the event it did meet weekly till July 1976 and proved very successful as security and support and as a forum for initiating ideas. One person shrewdly observed however that it functioned as an instrument for course implementation rather than for course development. It was effectively concerned only with the B.Ed. degree and the Certificate in Education.

The choice of title was nonetheless deliberate:

TEAM   implied cooperation among colleagues, not a puppet body for
           the Head of Centre.

CURRICULUM   was intended to embrace both content and organisation
           of content; to reflect theory; to have academic bite rather than
           timetabling in the narrow sense.

DEVELOPMENT, it was hoped, would suggest dynamism, movement,
           change and improvement.

Words carefully avoided at that stage were committee, course or meeting. Actually the title proved a trifle modish and a mouthful to say, and C.D.T. or Development Team became the customary reference.

The key tutor posts were based on the functions it was thought the Centre should fulfil. Position C, the College 'face' to schools, was positioned very carefully on the diagram; from the task itself and from the personality of the envisaged incumbent it was likely to emerge as the senior office of the Curriculum Development Team, after the Chairman. During its first eighteen months of meeting, tutor C did chair the gathering on the two occasions when the Head of Centre was absent.

By design of the diagram it was possible to show the Head of Centre as the focus of all contact with outside agents. He was, by reference, responsible for all aspects of the work of the Centre. Yet it was also possible, indeed vital, to recognise that most of the operation of the Centre involved tutors B, C, D, E, F, G, P negotiating with a very wide range of outside agents, particularly tutors across the College.

Tutor B occupied a peculiar position. It was thought that there might be sufficient work in the box for two tutors (hence the dotted line) yet the close interrelation of the tasks hinted that they should be carried out by one person. So the word Coordinator was pressed very hard although in the first year of the existence of the Centre only the top half of the box was really attended to, as discussed below. This was entirely understandable in the circumstances and was openly acknowledged during the year by the Development Team. Firm efforts were made in September 1976 to implement the monitoring tasks, spurred by the results of review and by the College decision to change the basis of Academic Counselling. The first plan had been to set up a team of Academic Counsellors whose task was to advise students directly about all parts of their course. This was then altered and the source of advice was switched to Heads of department for the Special Subject component and age-range tutors for Professional Studies. This made it imperative to implement the brief of tutor C on the diagram in coordinating those age-range tutors. The increased participation of an age-range 'presence' resurrected a long-standing debate.

For several years in the setting of the Education department serious attempts had been made to resolve the ambiguity of course control exercised 'horizontally' according to professional age-ranges by tutors specialising in First, Middle and Secondary programmes, and 'vertically' by tutors responsible for programmes in the various years of the Course; Years I, II, III and IV.

The disadvantages of control by the former included duplication of elements, uneconomic use of specialist staff and uneven standards of teaching across a student population. Advantages included continuity of contact between student and tutor and shared commitment. The gains of control by the latter were increased rigour of contributory disciplines, economic deployment

of staff and a claim to greater objectivity in assessment. Losses included
less continuous tutor contact with students.

In the proposals for the Centre of Professional Studies the nettle was
firmly grasped and ambiguity eschewed. Control was to be clearly 'vertical'
in the hands of persons responsible for types of study units, D E F, and who
were regular members of the Curriculum Development Team.

The intention was to set up teams of age-range tutors looking outwards
to schools and inwards to the courses, agitating, pressing, alerting, warning,
and suggesting ideas through their coordinator B who was a member of the
Development Team. Since the Development Team met weekly any comment
could in theory be registered and acted upon within one week. Here too,
in the monitoring panel (Tutors H - O on the diagram p.140) it was envisaged
would lie the sensitised student reference point; here would originate early
warnings or commendations concerning individual students and it is on this
point that the strongest argument rested for making tutor B responsible for
records and for coordinating the monitoring panel.

Minutes of Curriculum Development Team meetings and frequent
informal discussions during 1975-1976 showed that the tutors concerned with
age-ranges did not feel that they were effectively able to influence the course
of events; they did not find a means of keeping track of individual students
nor of affecting what programmes were mounted. This feeling of frustration
was almost certainly aggravated by the fact that, of all tutors in College,
those working full-time for the Centre of Professional Studies were the only
ones who did not meet regularly as a group. They occupied a position in
limbo. The reason given was understood and accepted but as a steady state
the position was not. One argument advanced was that if the work of the
Centre was to rest on offerings from the whole College, if the old Education
Department was not to be resurrected vestigially, and if a new concept distinct
from that of a department was to be fostered, then it would be unhelpful to
crystallise a group of tutors who ipso facto belonged to the Centre in a much
more intimate sense than any other tutors. Such a group could easily become
regarded as the Centre itself with other tutors as visitors or on loan to it; not
only would this have been contrary to its spirit it would have been unfortunate

147

because the tutors in the category concerned were not positively selected as a group in the way other appointments had been made to Subject departments.

By the end of the year 1975-1976 circumstances in the College had changed and the debate about departments had again risen to the surface. Existing Heads of departments were to be known henceforward as Heads of Subject (an Academic Board decision);[4] new appointees to lead subject sections were called Heads of Subject; in one case it was even 'Head of Subject in the B.Ed. Degree'. There were moves to establish and recognise Subject Coordinators for each award; for departments contributing to only one award the Head of Subject would be the Coordinator; in other cases such persons were to be nominated for approval by the Principal in College Council.

5. Response to changed circumstances

The immediately preceding section of this Chapter has concentrated on the planned organisation of the Centre of Professional Studies with only brief comment on what happened to those plans. We shall now consider systematically the way in which the original concept was overtaken by events, some beyond the College's control, so that by the end of the first year's operation radical modifications were being canvassed at the highest levels of institutional planning.

The analysis begins with the assumption that the Centre of Professional Studies was chiefly understood by College members as a means of rationalising what had previously been separate elements of College work. It was a unique concept within the institution and by probing documents and personal understandings it became clear that at least four ideas were held simultaneously about what the Centre was. Some regarded it as an organisational means of servicing a number of unspecified awards. Others saw it as an organisational means of mounting the Professional Studies component in the B.Ed. degree and the Certificate in Education. It was also seen as the focus of professional work in College, where 'professional' referred to any form of direct training for a profession. The professions in mind were those that most closely matched tutors' competences and so tended to be linked with the social services, especially where training for the trainers was concerned. The fourth view was that the Centre formed the focus of professional work in the College where 'professional' was limited to initial and in-service teacher training.

148

The fact that the C.P.S. organisation was created when the dominant concern was to secure validation of the B.Ed. degree and the Certificate in Education is reflected in the limited nature of the Curriculum Development Team agenda over its first year.

In more precise terms, it was not clear to all tutors whether the Centre was

(i) a focus of work like a subject area where skill and initiative for a particular sphere of activity could be centred;

(ii) a pool of tutors like an old-style department where tutors met regularly and to which they gravitated as to a primary base of loyalty and interest;

(iii) an organisational means of mounting certain specified elements of awards;

(iv) eventually, a physical location somewhere on the College campus.

The ambiguity was of more than academic interest. It proved to be significant during staffing negotiations in the Establishment and Allocations Committee over budgeting and latterly over the exact roles of certain tutors including some who held dual appointments. Examples of that duality were:

appointments to the Centre and to Geography,

to the Centre and as Admissions Tutor,

to the Centre and as Course Director of the Postgraduate Certificate, B.Ed. degree, Certificate, and Diploma in Special Education.

These dualities were specific in a way that did not apply to tutors who were based in a subject department and whose work was shared between Special Subject and Professional Studies units. They involved 'wearing two hats' where the dilemmas presented were not so much split loyalties as logically contradictory functions such as suppliant and arbitrator between suppliants over requests for money or staff teaching time.

This early but eventually confusing distinction was between the Centre, to which all tutors, potentially, belonged (i.e. whilst working on Professional Studies courses) and Subject departments. Prepositions proved a problem. It became important to spell out clearly, for day-to-day efficiency, the meaning of the following:

IN the Centre : location of reference books, equipment and student records; secretarial facilities;

THROUGH the Centre : staffing provision; ordering materials by Course Directors of the Postgraduate Certificate, B. Ed. degree, Diploma of Guidance and Counselling, Diploma of Special Education; booking rooms;

belonging TO the Centre : tutors, equipment, course units;

negotiating WITH the Centre : which person to approach for an answer or a decision;

UNDER the Centre : control of certain study units such as those for Method of Special Subject;

FROM the Centre : notices, information.

Where these prepositions were used in relation to subject departments the meaning was rapidly clear. Such clarity had to be worked out for the Centre and then communicated. This involved two distinct operations and in some instances the first was never achieved so naturally neither was the second. "In some ways", it was said, "the Centre is like a department; in some ways it is not". This apparently unexceptional statement covered much day by day confusion, waste of tutor time on clarification before business could be conducted, and not a few strained tempers. It was an expensive ambiguity.

The position was progressively complicated during the year as the nature and status of departments came under review. There were also ripples from the announcement in September 1975 of the allocation of two Houghton Head of Department posts at Grade VI and five at Grade V. Only in two cases (Professional Studies and English) could they be easily described in terms of managing tutors and students or of direct responsibility for academic work at a certain level. Whilst it is not claimed here that the awards were unfair or unreasoned, the repercussions from them were undoubtedly complex and continuing.

Differences between the Centre and Subject departments were marked
not merely in the conceptualisation and formulation stages of institutional
thinking. After the C.N.A.A. visitation in October 1974 the College was
pressed to produce a detailed and clear plan for organising the Centre, but
the same charge was not laid on Subject departments. It was the content
of their contributions to courses which received comment, though this certainly
had implications for departmental organisation. In the Resubmission Papers,
December 1974,[5] a statement was however included about the departmental
system as a whole. It is inserted here to show how general it was in
comparison with the statement about the Centre of Professional Studies.

Extract from Resubmission Papers - December 1974 Paper I pp.13-15

The Operational Procedures of the Subject Department

There are thirteen Subject Departments: twelve are led by a
Head of Department, and are concerned with a Subject discipline,
or combined subject disciplines. The Department of Art, Design
and Technology, additionally, offers two subjects, Art and Design
and Design and Technology, under section leaders.

A Department is not an isolated group of tutors with a single
teaching function. Each Department is a team of tutors with a
common subject interest who are bringing that interest and their
general personal and professional expertise to bear upon student
life in a variety of ways. A Department is thus a centre of academic
energy and a source of outgoing action. For the individual tutor
the specialist function is of course important, but it overlaps with
a variety of activities that regularly claim his attention, involving
him in a wide range of educational pursuits.

The diagram illustrates the scope of departmental work in
servicing the College's courses and serving the students' needs.

151
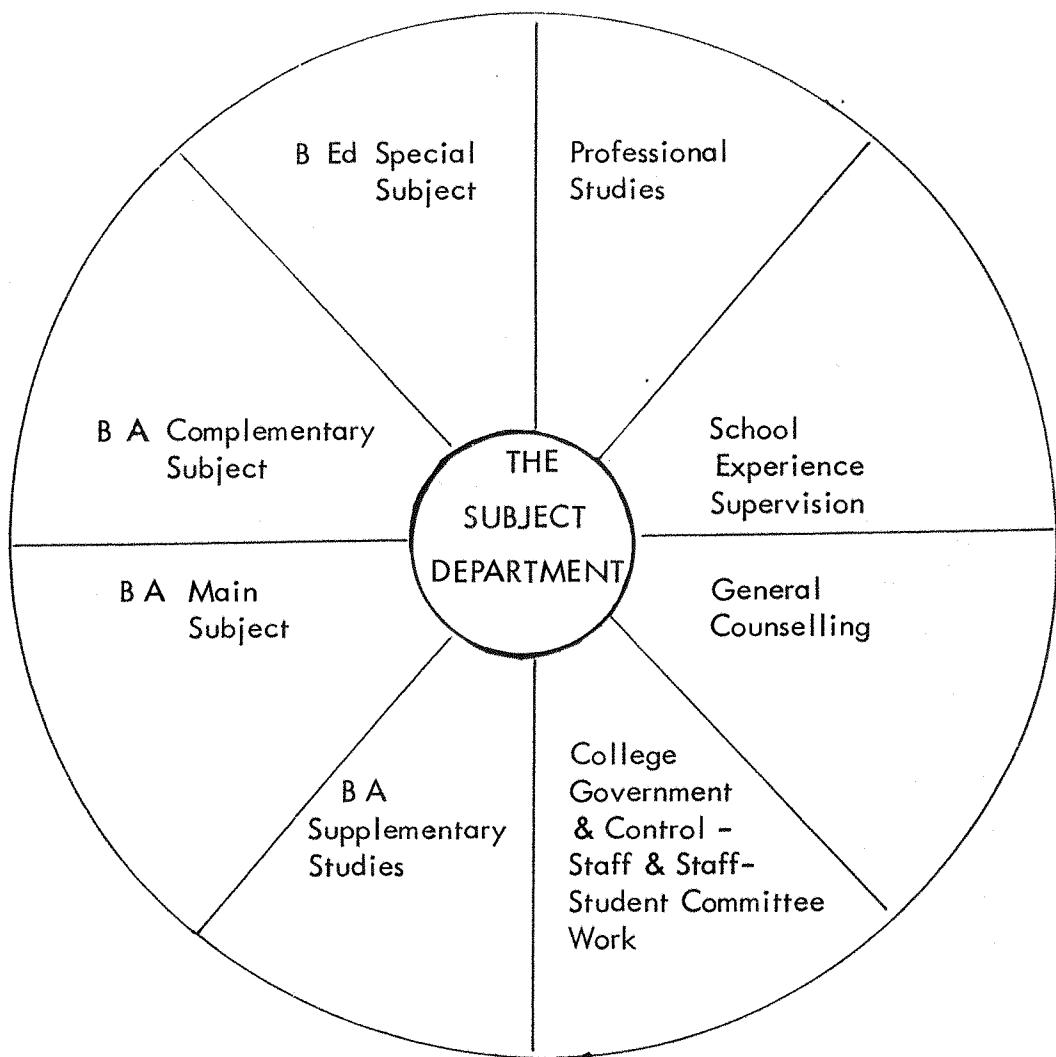
FIG. 8

The Head of Department is responsible to the Awards Board through the Course Director for:

1. the content and methods of teaching of the syllabus of the Subject, and for its validity as part of a total programme.
He is responsible to the appropriate Course Director within the context of the Awards Board.

2. the deployment of tutors within the agreed timetable, in such a way that the agreed contribution of tutors to the Centre of Professional Studies may be made.

The nature of the contribution of the Department's tutors to the Centre of Professional Studies will be arrived at by consultation with the Head of the Centre, the Head of Department and the appropriate tutors and in accordance with the appropriate guidelines. If agreement is not reached the Course Director will resolve the issue, in the context of the Awards Board.

3. the preparation of estimates for and the disbursement of monies needed for equipment, stationery, outside speakers, and field work to be used in the Department's provision towards the various awards with which it will be concerned.

The most telling factor in hammering out organisational reality, as distinct from paper assertion, came over staffing plans for 1975-76 and even more for 1976-77. Whilst working out requirements for the Centre of Professional Studies and the timetable in which study units would take place it became startlingly clear how haphazard were the ways in which staff had previously been deployed. There were alarming inconsistencies protected by close departmental autonomy over personal timetables and when an attempt was made to find a common currency for unit workloads it could be seen that the Centre would inevitably prove to be the agent for bringing the issue to the surface since negotiation with Heads of Subjects required an arbitration body.

For 1975-1976 such arbitration was exercised by the Principal after reference by the Head of Centre. No reference was made over individual cases but nagging pressure at various levels contributed to the creation of an Establishment and Allocations Committee, in shadow form, towards the end of the Spring Term 1976.[6] It proved to be a breakthrough. It was at this point that the Principal, Vice-Principal and Academic Registrar seemed to realise at firsthand the extent of the detailed task of allocating staff for several competing courses. No longer was it seen as a question of resolving a small residue of difficulties after the main staffing plans were settled. Basic policy decisions were needed before the Centre could start to negotiate on agreed contributions from departments.

At the behest of this newly-formed committee the Head of the Mathematics department undertook massive, vital and unprecedented work of

a central timetabling nature. Her approach was impartial, forthright and more statistically sophisticated than anything in recent College practice in such matters (despite crude conventions to quantify different types of work). Key documents were produced and distributed including a form for completion by Heads of Subjects and Head of Centre respectively specifying the contribution each tutor made to the teaching commitments of the College. After even one year it was hard to recapture the shock and surprise caused by that move. Publication of comparisons of workloads and reduction of effort to stark figures provoked interest that almost amounted to voyeurism and indignation that threatened politeness.

A valuable corollary of this exercise was the agreement to recognise certain administrative responsibilities by reducing teaching loads of those who exercised them. A scale was developed with the promise that it would be refined in later years; it contained specified reductions for the Head of Centre, Director of School Experience, Coordinator of Associated Studies and Coordinator of Foundation Studies. Thus in the hardest of negotiating arenas the organisation of the Centre was achieving recognition.

6. Growing pressure for clarification of the Nature of the Centre of Professional Studies

During the academic year 1975-76 several attempts were made to mount a full-scale debate at the Academic Board about academic structures. Minutes of the Academic Planning Committee reveal that radical proposals were mooted and were becoming increasingly familiar; in informal conversations tutors freely recognised the need to review not just the place of certain departments but the nature of the departmental system itself. Yet full-blooded debate was on more than one occasion deferred at Academic Board meetings whilst preliminary issues were further explored. The central issue was continually skirted and the very phrases used in formal discussion sidestepped the stern thrust of events. Instead of 'abolition', 'removal', 'dismantling', the tenor of debate was 'reconsider', 'review', 'adjust'. Words like 'interim', 'temporary' and 'ad hoc' were employed to keep the transition evolutionary rather than revolutionary. For many, however, the piecemeal treatment seemed to mask the radical nature of what was thought to be inevitable.

Members of the Curriculum Development Team favoured a move towards a departmental-style grouping for the Centre, to include the full-time Professional Studies staff. Regular meetings of those tutors had been resisted by the Head of Centre on the grounds that they would be contrary to the initial spirit of the Submission, but because of threats to subject departments by withdrawal from the list of Special Subjects offered in the B.Ed. degree, and threats to individual tutors by being declared redundant, a regular meeting of 'core Professional Studies tutors' seemed necessary. Once again a decision had been forced by pressure from outside rather than within; in this instance it was external to the group of tutors rather than external to the College itself.

Another edge to the debate was provided by a surprise development which is traced here in some detail in order to illustrate the way in which key decisions seemed to be handled at this stage of the innovation.

During the evening of 23rd April 1976 the Principal phoned the Head of Centre at his home to ask whether he would be willing to undertake the role of Course Director B.Ed. and B.Ed. (Hons.) degrees from September 1976 without shedding the task of Head of Centre. When it was suggested that the two posts contained too much to be managed in one harness the Principal said that a deputy Head of Centre could be made available if needed. This discussion was to recur in various forms even into September itself. (It was still a major issue in September 1977). Eventually it was agreed during that same telephone conversation to advertise the post of Course Director for internal application within the College and the Head of Centre promised to apply. The points were reiterated on 24th April 1976.

The issues reflect on the organisation of the Centre of Professional Studies and the way this was perceived by the Principal. The nature of the Centre was almost certain to change for several reasons. There was already a perceived anomaly in the notion 'providing agencies' and 'deployers of staff' between the Centre and Subject departments. It was also likely that the idea of Faculties (groups of Subject departments) or other Centres would be resuscitated. The College was under instruction from C.N.A.A. who, in their official Report on the Visit of 4th February 1976,[7] required that the existing overelaborate system of committees and superstructure should be streamlined.

In the conversation of 27th April between the Principal and Head of Centre the principle was accepted that in an ideal world the posts of Course Director and Head of Centre should be separated. However, appropriate scale posts could not at that moment be provided and this constituted a crucial constraint. It is important to note also that the idea of a department of Professional Studies was also discussed, where department was used in the old style of a subject grouping of tutors.

That same day the Head of Centre talked over the position frankly with the Director of School Experience. The latter might have been in mind as deputy Head of Centre and that possibility was discussed in exactly those terms. In fact he was not interested since he had planned to start work on a part-time Diploma with transfer in mind at a later date to a full-time M.A. in Administration and with some thought of applying eventually for the post of Academic Registrar if it should become vacant.[8] He was already concerned, for quite different reasons, with finding a successor for the task of directing School Experience. Such a change would affect C.P.S. policy and it was agreed that any names suggested should be consistent between the two persons currently responsible for School Experience.

If the posts of Course Director and Head of Centre were divorced a possible structure of control and delegation might be:

COURSE DIRECTOR B.ED. DEGREE

↓

DEPUTY COURSE DIRECTOR AND HEAD OF C.P.S.

↓

DEPUTY HEAD OF C.P.S.

and

DIRECTOR OF SCHOOL EXPERIENCE
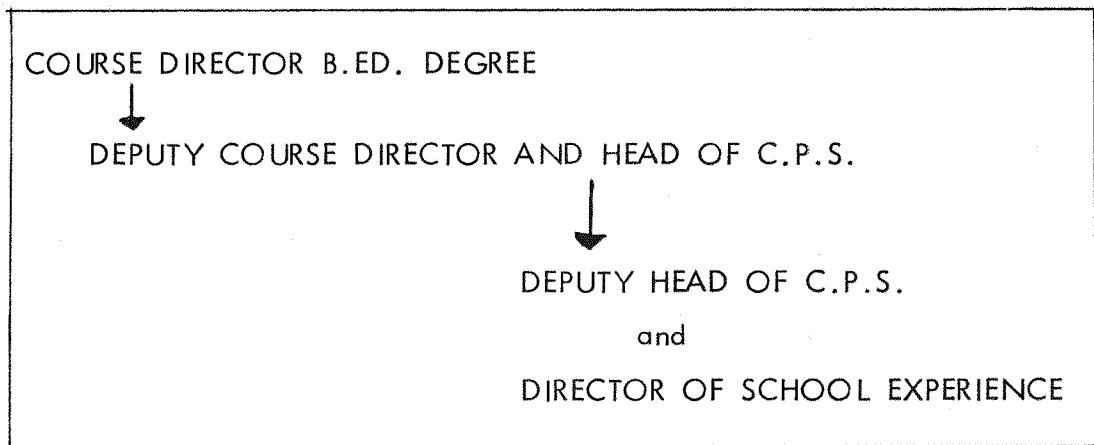
FIG. 9

Such a change would be accompanied by enlargement of the Course Director's role especially on the creative developmental side, and a limiting of the role of Head of the Centre of Professional Studies to the day-to-day running of its courses. Developmental work would be within the context of the whole Degree course under the Course Director, who would not be deluged by responsibility for all 'professional' development in the College. Indeed, it was argued, that last task was very similar to the responsibility of the Dean of the School of Education. The developmental aspect for the B.Ed. could be from any combination of elements in the degree, from the Professional Studies component alone or from any Special Studies component or combination of Special Subjects.

On 28th April 1976 the Director of School Experience put these ideas to the Principal and they were apparently well received. No action was taken on them however for over twelve months. The argument which prevailed was that it was inadvisable in such a formative stage for the control of Professional Studies to be separated from control of the degree as a whole since Professional Studies constituted such a large element in the degree. The possibility of a Course Director faced with a wayward Head of Centre should be avoided at all costs.

These discussions have been described in some detail to illustrate the nature of decision making and personal negotiation at this stage of the enterprise. Undoubtedly there was much greater committee involvement than, say, in June 1974 when the eventual Head of Centre was first approached about undertaking responsibility for professional work. The Academic Board (then College Council), Academic Council (then Staff Conference), Academic Planning Committee (then Coordination Committee), the Curriculum Development Team, the Establishment and Allocation Committee, all were entitled to be informed of proposals early enough to influence action. Hence the personal style of staff deployment by the Principal was curtailed.[9] But it was certainly not replaced. Personal approaches to individuals still took place without a round-the-table discussion even by key parties. The line between necessary kite-flying, confidential pondering and official Committee debate was shifting, but the area was still very much in shadow. The papers included in the

Appendix II   represent attempts to raise to proper   public discussion the
essential points under review.

Whatever individual understandings existed, the clear message after
one year of implementation was that the Centre of Professional Studies was
still to be regarded as a fluid element in the imminent review of College
academic structures.   If it could be recast to do its job within the B.Ed.
degree its current style of operation could be maintained.   Ironically it was
the Head of Centre who seemed to be pressing hardest for review, under the
banner of clarification.

The arguments presented for early resolution of the ambiguity were
accepted and the need for separation of functions in an ideal situation was
not contested.   After the vacation, but before the College Council met on
22nd September 1976, a paper was again commissioned by the Academic
Planning Committee.[10]   It was prepared and discussed but the state of College
priorities was such that decisions for action (with one exception) were again
deferred for later debate by that body's successor, the Coordination Committee.
On that occasion full-time Professional Studies tutors were to be present to
take part in deliberations about their own future.

In fact that meeting was an unfortunate non-event.   The tutors
congregated and sat in on what they felt was a curiously directionless discussion
that did not pose the questions nearest their concern, let alone reach
conclusions.   Their status as a pseudo-department continued for another year
and the whole matter was put on ice till the Summer of 1977.

Further illustration of the factors contributing to at least one
participant's view can be made by reference to one aspect of the policy of
the Head of Centre in September 1976.   Two issues at that time under College
debate were the provision of secretarial facilities and the use to be made of
College buildings as part of the rearrangement when the new Library came
into use in September 1977.   Each issue bore significantly on the organisation
of the Centre and the policy of the Head of Centre rested, in that respect,
on the way the two issues were seen to be linked.

Recasting the roles of Course Director B.Ed. and Head of Centre
was seen to be intimately connected with a wish to preserve the existing and

developing position of the two secretaries then attached to the Centre. The C.N.A.A. visitors had been told on 4th February 1976, and the point was minuted in their Report, that the work of these two ladies was integral to the Centre and specialised to such a degree that absorption into any College typing-pool would have been impracticable. So in offering suggestions to the Establishment and Allocations Committee about how ex-Library premises could be used for a C.P.S. base[11] it was argued that the scope and nature of the use of the new premises would depend on the scope and nature of the work of the Centre.

This was certainly not as obvious as it first appeared because the latter was still not beyond dispute, so structural changes in walls, rooms and equipment could not easily be forecast as 'appropriate'.

One possibility canvassed was to call the new area a Professional Centre rather than a Centre of Professional Studies, since the term Professional Studies had by usage come to mean a particular component of one award. Another possibility was Awards Centre or 'Award' Centre (e.g. B.Ed.), ideas which were importantly different. A Course Director's Secretariat and office could be provided in close liaison with the Centre and perhaps a Placements Office, covering School Experience and First Appointments. If the two posts were held by one person then there was no occasion to distinguish between secretarial facilities for each. By separating secretarial functions the division of the roles of Course Director and Head of Centre would have to be emphasised and made clearer. So the two issues were interwoven. Provision of secretarial facilities, however, continued to be regarded by those responsible for deciding deployment as something that could be settled in isolation from the resolution of the other question. The interrelationship did not seem to be recognised.

A new look was given to the situation in the Summer of 1977 by the appointment of the Director of School Experience to be Academic Registrar (with effect from September 1978). His promotion meant radical review of the whole administrative structure and led to a much sharper focus on the nature of the Centre than would have been the case if he had stayed in post. It was yet another illustration of decisions being forced by pressures external or extraneous to the direct point in question.

That set in motion a most interesting chain of consequences. With reduced numbers for initial teacher training the scale of the task of organising school experience was reducing so the successor to the current Director could possibly incorporate that task with another responsibility. In line with the position argued earlier in this thesis one eminently suitable arrangement would be to make the person responsible for School Experience also responsible for coordinating the whole programme of Professional Studies in the B.Ed. degree. If that were achieved then the previous doubling up between Course Director of the B.Ed. and Head of the Centre of Professional Studies could be changed. The chief reason for that particular link had been met and once the formative first cycle of the degree had been completed separation would be acceptable. A fresh disposition of responsibilities for September 1978 would achieve this.

That was the situation in June 1977 when the future of the Centre seemed once again about to be settled. New premises were to become available in September 1977 (when the new Library opened), tutors' study rooms were to be changed, new appointments of a sufficiently senior status were imminent, and a new secretary was to be appointed as the existing secretary was moving from the area altogether. The last point was not peripheral, as has already been shown, and it merely emphasised the crucial point of development in the early life of the Centre. Two years after its official launching the form of the Centre was still not settled. Machinery for organisation had certainly been set up and was working; but formulation for the initial concept was still under debate.

On the evening of 2nd September 1977, the Vice-Principal made a most telling suggestion in a telephone conversation to the Head of Centre at his home. A meeting of the Coordination Committee had been planned for a few days hence and in preparing proposals for that agenda on behalf of the Principal, proposals based on a number of papers written by interested parties, he said he would recommend a separation of the posts of Course Director and Head of Centre, a new joint post linking leadership of Professional Studies with coordination of School Experience, and 'the word Centre could drop quietly out of use'. It was an apparently simple sentence but momentous in its import.[12]

The stage of implementation therefore, as defined earlier, was indeed a process not an event. Despite the fact that the innovation could be said to already be two years old, in one sense, it still had not occurred in another more significant sense, for it was far from being a 'normal' feature of College life in respect of organisation.

REFERENCES

Chapter V

1.   Chapter IV   p. 83

2.   Chapter III   p. 57

3.   Chapter III   p. 64

4.   Debated and accepted by Academic Board but only gradually implemented in conversation and College documents.

5.   Resubmission Papers December 1974 (Revised January 1975). Paper I pp. 13-15

6.   'The Council shall set up an Establishment and Allocations Committee to which will be delegated the responsibility for detailed oversight of the distribution of the College's human and material resources...' Clause 38. College Council Constitution

7.   A visit to validate the Institution itself rather than any particular course.

8.   It did become vacant. He did apply and was appointed. See p.159 in this Chapter.

9.   See Chapter VII p.217

10.   See Appendix II (iv) p. 240

11.   See, for example, Appendix II (ii) p. 234

12.   See final paragraph of the thesis p. 220

CHAPTER VI

Implementing the Innovation III : Content and Method in the New Course
mounted by the Centre of Professional Studies

The last Chapter demonstrated that the stage of implementation was a long
drawn out process rooted deep in individuals' consciousness, in their perceptions
and expectations. In this Chapter we shall see how the stage of implementation
in terms of mounting the new courses was also a prolonged exercise, seen very
differently by those closely involved.

1.   What is the new course in Professional Studies?

There were a number of paradoxes involved in mounting a course
validated by the C.N.A.A. The College manifestly designed the course in
its entirety yet it was unable to vary it at will. It was found however that
an external authority gave the College effective freedom to deploy its own
staff more economically and flexibly than when authority lay within the
institution. This was because the new course was organised into Study units[1]
which provided a means of quantifying tutor workload. This in turn made it
possible to compare staff commitments and to adjust, within limits, where
unevenness or inefficiency was revealed. "C.N.A.A. requires it" became a
verbal lever to force such redeployment; self-discipline had proved much harder.
One of the most interesting paradoxes was demonstrated by the deceptively
simple request to a tutor on a new course unit, "Please will you show me
a copy of the syllabus you are teaching from".

In theory tutors should have been better placed than ever before to
produce a detailed document. C.N.A.A. validation had required unprecedented
paperwork which included statements of aims and objectives for each study
unit, lists of the content in each unit, methods of teaching to be adopted,
together with book lists and specimen assessment assignments.

A set of papers along these lines was prepared for every section of
the course i.e. all Special Subjects and Professional Studies. Several copies
of each of the six volumes of the Full Submission for the C.N.A.A. Visitation
of October 1974 could be readily identified in physical terms, packed in card-

board boxes and transported to Grays Inn Road[2] in this precise way. There they were distributed to the members of the visiting party who examined them in preparation for the probing visit on site.

Had the Submission remained unamended with total approval for every part, the request above would have been simple indeed. But the wideranging and detailed comments on those initial papers necessitated review and rewriting to different extents and at the behest of different visitors, and in the way the submission was re-presented and eventually approved the neatness and immediate recognition of what 'it' contained was lost.

In December 1974 a set of Resubmission Papers was sent to C.N.A.A. with a promise of further detailed revisions in the following term. These revisions were prepared with different levels of thoroughness and were received with different levels of enthusiasm. People in College muttered periodically about a definitive version of the entire approved submission which should be lodged in the Library and with C.N.A.A. but a search of the Library shelves in September 1976, after a whole year of operation of the course, revealed nothing like a full set of papers.[3]

There was no assurance that such fully revised, finally approved papers were even in existence in separate parts of the College. The Academic Registrar did not have a full set; neither did the outgoing or incoming Course Directors; nor did the Chief External Examiner. The section we are concerned with here, however, the Professional Studies component, had been completely revised, printed and bound by January 1976, after one term's operation, and deposited in the Library in duplicate by September 1976.

The paradox referred to in the first paragraph of this Chapter lies in the fact that although written detail on an unprecedented scale was extensive and required, neither the tutors working full-time in the Centre of Professional Studies, nor those tutors teaching units contained in the Professional Studies programme could be guaranteed to know what constituted the latest revision, the final unit outlines, or even who had been responsible for writing the units. This picture certainly does not apply to the whole course; in most cases the C.N.A.A. expectation that unit writers and unit tutors would be the same persons was honoured. In other cases changes in personnel were caused by

staff leaving and new colleagues being appointed, or by the utterly predictable situation that where, say, 18 student groups were required for one unit (i.e. for a whole year's intake on a Foundation Studies unit) not all the teaching tutors had been concerned, even at a peripheral level, with preparing the unit at the time of the submission.

So, when tutors were asked by visitors to the College, by students taking the course, or by interested colleagues, "What are you teaching?" the reply was sometimes to refer to a validated unit (a piece of paper), sometimes to defer and refer to "the unit somewhere but I don't know exactly who has it", and sometimes to explain what was actually taking place between tutor and students during the designated teaching time. The last type of answer, predictably, bore an uncertain relationship to the earlier types. In some cases tutors referred to a unit which was being taught for the first time (according to the programme for the new award) or was only being forecast (i.e. it would be mounted in the second or third year of the course) as "the one I've been doing with the students for some time". The implication was that the C.N.A.A. unit was very similar to a section of the course taught under the aegis of the previous validating body. This was an understandable and perfectly proper state of affairs, yet it contained cause for unease.

In many respects study units were new to the College in the precision of what they prescribed. Elements of previous courses could, indeed should, have found expression in certain ways in the new work but direct equivalence could only have been a matter of coincidence. This was because the rationale of the new degree was different from that of the previous course; the balance of components was not the same, nor was the organisation for mounting them. Above all, the allocation of time for various sections of the course was approached in a different fashion. So direct comparison between old and new courses is neither simple nor likely to be fruitful.

It is not easy to describe with confidence what actually happened during the period of implementation under review. The analysis which follows is a blend of documentation and retrievable evidence about operation. That blend is uneven for several reasons.

165

Firstly, the ideal level of course control was not achieved, even to the point of knowing what was happening let alone controlling it. A regular flow of grading slips with comments on students' performance was satisfying but it did not in itself show exactly what was taking place in each pedagogical relationship. Until that was known more clearly any efforts to exercise control from a central source were bound to be a matter of hunch.

Secondly, over one hundred tutors were involved at different times over each year. They worked in their own ways in many different parts of the College premises and in different schools in the county. Even supposing that reliable information could have been gained about their activities it would be very hard to generalise to any useful degree. For when discussion did take place – and in the delicate balance between fostering good working morale and interfering in sectors hitherto autonomous such discussion was patchy – very careful interpretation of statements is needed. The criteria for such interpretation are not agreed. Since the main thesis of this study is that individual perceptions and interpretations of events are the raw material for a definition of 'what really happened' it follows that an authentic description of the process is not reached without acknowledging the multiplicity of views held by participants. It is possible, however, to outline some of the distinctive features of the new programme.

2. The chief characteristics of the New Course

Without assuming that earlier work in Education, Teaching Practice and Curriculum Courses possessed none of the features listed below, the pattern of Professional Studies mounted under the single umbrella of the Centre, rather than under various individuals or departments, makes the items validly characteristic, since no exact precedent existed.

(i) The whole course was deliberately phased from Term 1 to Term 9. (term 12 in the case of Honours). The timing and scope of what was covered could be justified over the whole course, so that omission of Physical Education before Extended School Experience in Term 4,[4] for example, could be argued as selective not negligent. Not everything could be inserted and completed within the first year and a principle of

166

consecutiveness of some topics was preferred to concurrence of all of them. This particular point was raised amid considerable heat generated by schools, students and staff in Term 4 (Autumn 1976) and discussed by the Course Committee in January 1977. The several categories of school experience could be and were defended in nature and placing. The amount of time devoted to certain aspects such as training in method of Special Subject, of subsidiary subject, attention to school organisation or health education, could be defended with varying measures of success on the basis of knowing what else was being attempted on the whole course canvas.

Justification in this way was not so easily achieved under previous arrangements because there the whole canvas had come to exist mainly by oral reference in practice; the earlier documented programmes with exposition of aims and syllabuses were no longer in evidence for new-comers to the College. And this was despite the intentions and exhortation of the validating University. Subtle changes of balance had taken place in an ad hoc manner. Whether or not that was inevitable after several years' practice, and for what reasons, are interesting questions not examined further here. One result of engineering a new pattern was that a number of issues were raised explicitly, issues which had previously been managed without friction. Innovation brought to a head several smouldering resentments and disturbed some quiet pockets of activity which some felt would have been more happily handled by personal rather than paper diplomacy, and over a longer period of time.

In the new courses links could be demonstrated on paper between study units and explicit, documented connections could sometimes be used as a means of persuading students and tutors when discussing disputed courses of action. For instance the Student Forum in Term 2 (Lent 1976) provided an occasion for students to air their disquiet about uneven balance of requirements from teams of tutors teaching parallel units. One counter move attempted was to argue for planned and desirable overlap with deliberate repetition and cross-reference. It should be emphasised again that this is not a claim that the debate was successfully

resolved, only that the nature of planned links provided an instrument of persuasion not easily invoked when sections of coursework were truly discrete in planning and operation.

By the same token 'flannel' response was more difficult to sustain and, importantly and sadly, where the conception of C.N.A.A. courses was inadequate only limited adjustment was possible on the spot.

(ii)   The area where links and cross-reference was most sensitive and was undeniably crucial to the fundamental design of the course was Regular School Experience.   Throughout Term 2, and again in Term 3 with a different school placing, students went 'into the field' on successive Thursdays to carry out a programme of activity, observation and recording which was developed in a complex fashion from suggestions by College tutors on the basis of general collaboration between schools and college.   The programme was to be interpreted and adjusted in each student's case within the particular school by the College supervisor working closely with school staff.

This was a genuine attempt to implement intentions which had frequently been uttered but had often remained as pious hopes.   The aim was twofold: to remove any unnecessary disjunction between theory and practice and to link a student's experience in school with what happened in College.   These are distinct, though connected, aims and throughout the flow of criticism of how the new system was working they were frequently reiterated and invoked in public and private discussion.

In Term 1 several schools were visited by each student.   Those places selected represented a spectrum of types of school in age-range and in organisation.   Each visit was set in the detailed study framework of Foundation Unit A : Introductory Studies.   Many schoolteachers appeared not to discriminate between students appearing in school after three days at College and those in their third year.   The confusion was not easy to avoid and was a measure of the efficiency of communications within schools as well as College-to-school communication.   But it was possible to direct first-term students to observe according to a prepared schedule, with opportunity to use their observations in the environmental study which formed part of the required

168

work for the term. No attempt was made to encourage them to teach during these early days; they were patently unprepared and that was not a matter for shame on their part. Neither were they there for extended periods simply to observe in a haphazard manner, a practice rightly criticised by all concerned as often a waste of time.

The purpose of Regular School Experience has been outlined above and it was well documented. Even so there was ample room for misunderstanding as was shown by reports from students and from schools at Course Committee and Consultative Committee meetings during the year.

The system ensured that each student experienced two schools in some depth; thoughts of forging meaningful relationships with individual pupils were supposedly dispelled both on paper and in discussion. The first type of school contact was designed to promote adjustment in students' preferred age-range of training where appropriate. R.S.E. placements included an element of student choice according to their wishes at that time and although change was not positively encouraged it was certainly facilitated.

For many students the first extended experience took place in a school with which they were already familiar. By the end of that term (Term 4) they were expected to have reached a settled preference about which age-range they wished to teach. The final periods of school experience were planned to take place in the age band selected.

There were hopes that in this way the College would in time develop a sophisticated device for student practice in schools. Certainly it would be more sophisticated than had previously been obtained through three block practices in Terms 3, 6 and 8.[5] A firm conclusion would not be evident for some years but current evaluation was attempted by more than one means, though even an interim verdict was not pressed too hard. Review from within the Centre was continuous and an independent research project was launched by the College to monitor progress of R.S.E. By the Summer of 1976 a proposal was on the table for change by introducing a short but continuous experience of two weeks in schools during Term 3; a half-way house between one-day experience and five full weeks in Term 4. It was not accepted by the Course Committee which debated it.[6]

(iii)   Another of the characteristic features of the new course was its

declared means of control.   On paper, and in terms of the flow of

information and documents, control lay with the Head of Centre of

Professional Studies.   As has already been described he operated through

a small group of tutors who met formally each week as the Curriculum

Development Team.

The essence of this pattern was expressed in several ways and

included final approval for allocation of money and disposition of staff.

In practice during the first two years the money designated for Associated

Studies was administered virtually entirely by departmental tutors within

departments; central spending was progressively tightened to the point

where substantial underspending of estimated totals occurred.   In that

respect, control had been too effective.

The key item of contention and negotiation was staffing disposition.

It took more time than nearly all the other duties of the Head of Centre

put together and attracted a fair share of dissatisfied comment from various

quarters (full-time Professional Studies tutors, school experience supervisors

and subject tutors) and for various reasons (using 'amateur' tutors to staff

specialised units, asking tutors to teach outside their specialisms and

tardiness in allocating tutors to units).   There was substance in all these

comments.   After September 1976 there were indications that a clearer

line would be pursued in the second year of operation.

Central control over the content of study units during the first year

was virtually non-existent.   As the pure mechanics of mounting courses

gave way to review of their progress, direction and control on a broad

basis became more likely, but it still lay in the future.   It would be

exercised by requiring adjustments to units, by changing teaching staff

for units, by commissioning new units and by selecting which alternatives

to offer when a choice was possible.   From September 1976 firm advances

were made on the previous year in these respects.

(iv)   The precise definition of a 'unit' of work for a student was not

achieved immediately.   The first working understanding was

'a day a week for a term of ten weeks.'

170

More exactly, this was 50 hours composed of 20 hours formal contact time and 30 hours informal contact, with variations of interpretation between subject areas and between parts of the Professional Studies offering. A new description of a unit's worth of work was published in a document originating from the Dean of the School of Education.[7] The main topic of the paper was Assessment but an appendix contained a new sum:

Up to 20 hours Formal Contact (i.e. where the tutor taught directly, by lecture or leading a seminar, for example)

Up to 20 hours Informal Contact (i.e. where the tutor was available but in a consultative capacity, perhaps, or for individual tutorials, the pattern varied widely between subject areas)

Up to 50 hours Personal Study (i.e. without the presence of tutors).

TOTAL: 90 hours

Many keen disputes arose in formal and informal settings over possible permissible interpretation of these figures. Chief among the disputants were those in practical subject areas: Design and Technology, Art and Design, and Biological Science. Geography also had problems over fieldwork.

Critics advanced the charge that too much central College planning was done by tutors with History or English backgrounds; their conceptual horizons, it was alleged, were not broad enough to give proper weight to the ways in which other subjects worked.

Undeniably however the new course was characterised by an effort to be systematic and explicit about the use of time over different parts of the total programme. Previously the length of time a course ran was virtually the only yardstick: "They had four terms of x", or "y lasted for the whole of their first two years". Later it became appropriate to talk about how long, in hours, students were expected to be engaged on x or what else was happening whilst y was part of their course. 'Thick

and thin slices' became a metaphor understood within the College to apply to the scale and duration and intensity of sections of the course.

3. Some comparisons with earlier courses of a similar nature.

One danger with comparisons is that circumstances are rarely, if ever, sufficiently similar to allow valid comments of an evaluative character. Another danger is that description runs perilously close to implied evaluation especially over sensitive areas and where no opportunity is provided for detailed expansion. Written comparisons submitted to an undefined readership contain both dangers in full measure; even qualifying statements tend to be overlooked in substantial conflict of opinion.

Several points may, however, be identified to demonstrate differences between the new courses and similar programmes run previously by the same tutors in the College.

Until about 1973 courses in the Education department had been planned with each year virtually in isolation. From time to time schemes had been produced to cover the whole programme and, of course, justifications for the three year package could be and were produced for specific purposes; to external examiners, to students and to new members of the departmental staff. But staff changes from year to year and a dynamic that amounted to restlessness meant that in practice each year was worked out anew with enthusiasm but with only limited correlation with other year programmes.

A comprehensive attempt to systematise Education courses occurred in 1973 based on the claim that it would lead to better use of tutor specialisms and a more economic deployment of staff. Projected programmes were produced which received, for that time, a fairly troubled passage. It would be fair to point out that the eventual C.N.A.A. course content can be seen to have been foreshadowed in several respects in this attempt. More powerfully, a start was made on the language of logistics: effectiveness, viability of groups, use of time, and tutor workload.

The indistinct pattern of control in the previous Education course has already been discussed.[8] The Head of department certainly had oversight of all sections of the course but day-to-day running was dispersed in a number of ways. Examining procedures were coherent and tight; use of particular methods

172

and method materials was very patchy; clashes between 'horizontal' and 'vertical' responsibilities (i.e. by age-range interests and by year programmes) were unresolved, though much groundwork in changing attitudes was accomplished during this period. Planning and administrative meetings were held frequently but not regularly. No formal version of the Curriculum Development Team existed and age-range interests were much more strongly and effectively in evidence than was the case in the new courses.

Both by timetable arrangements and by the device of a year co-ordinator it was much easier under the pre-C.N.A.A. pattern to add, delete or adapt elements of the course, even at a week's notice. Changes were usually internally agreed and notified formally only on rare occasions to the validating authority.

In 1973 a research worker from a German university visited the College and asked for full papers of the courses then being taught. The best response that could be achieved was, by asking round, to collect handouts and outline programmes for particular terms from all tutors taking sections of courses. No-one held full papers for the course; what "full papers" would have been was not clear.

A consequence of this, felt even into 1976 when the old courses were being worked through to completion, was that it was hard to know what was being officially attempted. The gap between declared syllabus and the actual processes of student-tutor contact would further obviate an assured statement of what was going on. That gap existed in C.N.A.A. courses, naturally, but the first part of the comment is not true despite the qualifications noted at the start of this section. It should be emphasised that the differences noted here very probably existed because of the time element rather than the nature of the courses themselves. Once a pattern had been established for the earlier courses the place of written guidelines naturally diminished; oral tradition tended to replace original documents. The needs of building anew for a fresh start in 1975 under another validating body caused much greater attention to the "rules of the game"; there was no oral tradition; the only source was recent papers.

Teaching practice under the previous pattern had three stages, one

in each year. College supervisors clearly knew the difference and recognised the need to hold appropriate expectations of students at each stage. But schools did not always distinguish between first and second year students and the main difference of the final practice was length with all that made possible in continuity of programme and whole-class control.

Yet tutors were not sure about the status of a grade of 'A' on a first practice; to award 'A' was somehow thought to be unwise because it gave rise to possibly unhelpful expectations for later supervisors.

The new pattern, besides the immensely significant change to a pass/fail classification instead of a graduated literal scale, unmistakeably distinguished between styles of school experience. The choice of words was significant in itself but the change from Visit, Regular, Extended experience was manifestly pointed.

A second point of difference in this area lay in the way in which school experience was linked to College courses. Before the new pattern, the Education department undertook to prepare students generally for each teaching practice as it became due. Curriculum courses should have prepared students in a specific way; main subject departments provided courses which, without explicit demonstration in all cases, were assumed to equip students to teach children in those subjects. Because the three sources of preparation were organised separately there could be duplication and omission in the help received by any one student.

The new course contained special unit provision in Term 4 for school experience preparation. All R.S.E. was explicitly linked to College units in a mammoth, even laborious, manner. The final Term 8 period in school also had named preparation and feedback sections built into the timetable. The difference was that all planning for preparation was conducted under the same aegis. This did not entirely prevent duplication though there was less likely to be omission of important aspects.

The way individual supervisors carried out their task remained individual except for the significant difference of Regular School Experience where supervisors not only received extensive briefing and regular out-of-school contact with their students but were described as 'mediators' in a new sense.

174

Their role could not be confined to assessing for they were charged with the responsibility of negotiating in detail each student's programme in the respective school, within the general framework of tasks set from College study units.

Curriculum courses of the pre-C.N.A.A. pattern were emphatically felt to be the province of subject departments. For the Lower Age Range the coordination was positive, effective and focused around a tutor who felt it her duty to report regularly to the Head of the Education department. In the Middle and Upper Age Ranges coordination was vested in another tutor based in the Education department but whose College appointment was, in part, specifically for that coordination. The task was carried out in a very different way. It was seen as limited to compiling lists, examining and acting as a clearing-house. The appointment seemed to place it to one side of the Education department and it operated as a free-standing component of the College course.

With the creation of the Centre of Professional Studies a decision had to be taken about how the outgoing courses were to be administered. Agreement was reached that in the interim period all curriculum courses, including those for Lower Age Range students, were to be the direct responsibility of the tutor presently coordinating Middle and Upper Age Range work. Education course work and teaching practice were to be the responsibility of the Head of Centre.

He promptly delegated this to five tutors with the following divisions of responsibility:

(i)   B.Ed. this was mainly 4th year, though some B.Ed. groups started differentiated programmes in the 3rd year;

(ii)   Assessment arrangements for certification;

(iii)   Day-to-day responsibility for coordinating the 3rd year programme, excluding B.Ed.;

(iv)   Day-to-day responsibility for coordinating the 2nd year programme;

(v)   Teaching practice.

This delegation worked admirably. The curriculum course division of responsibility was not so smooth and the aspect that caused difficulty was staffing.

175

There seemed real virtue in leaving the last curriculum courses outside the purview of the Centre of Professional Studies. This lay in being able to say that the new Associated Studies were not a simple equivalent of the old curriculum courses; not in content coverage, not necessarily in methods and certainly not in control. There were some moments of challenge in control, notably during meetings of the Academic Board, but content and method, and staffing, were not brought to an issue for the first year of the new course. So any estimate of the effect of change in control must remain a hunch. Sundry informal comments hinted that old practices were still being followed. Discussions at Curriculum Development Team meetings in June 1976 and the following term contained suggestions about ways of finding out what was happening in practice and eventually bringing it under appropriate control.

4. Analysis of the new courses I: Integration and Collection

Any comparison or description needs shape if it is not to appear as a mere aggregation of random impressions. Sometimes the shape is suggested by the material, perhaps a chronological framework or a sequence of connected themes. In this section we shall make use of a number of frameworks or models, in order to throw into relief those features we wish to emphasise. First we shall describe and present the new courses in terms of 'collection' and 'integrated' curricula, (explained below p.178) and we shall elicit a number of underlying linking concepts which, it was claimed, made the course coherent. Then, in a closer examination of the content and the criteria employed for 'mixing the ingredients' we shall consider the place of power and value present in those criteria. For this, the ideas of 'classification' and 'framing' will be used (also explained below p.190) and the notion that knowledge is stratified, giving more status to one sort of knowledge than another.

But analytical models are two-edged instruments. They highlight certain questions about the process under scrutiny and so facilitate an ordered and systematic study of selected aspects. Yet since a model picks out only some aspects for attention and those are treated in a particular way, it is necessary to use several models if different angles are required; each such

analysis is limited. The danger lies in being tempted to treat a partial analysis as comprehensive. It is also tempting to fit the phenomenon to the model instead of the other way round. Such mistakes would both distort the description of what was studied and suggest greater power for the analytical tool than might be proper.

Therefore we shall analyse the new courses not just from paper syllabuses on formal control or operating appearances but also from reference to daily negotiations, the way operation depended on individuals and contemporary College climate.

The sources of the models and analytical tools used are a series of papers collected and edited by Michael Young[9] under the title "Knowledge and Control". The contributors do not take for granted existing definitions of what is important in education; in particular they examine the ways in which conflicts arise about what is to count as 'educational knowledge', or content appropriate in an educational setting. The core concern in this area of study, and one very close to the heart of the research behind this thesis, is the problem of control and the organisation of knowledge. In Part I of the book the papers are substantially concerned with curricula, defined to include teaching and learning as well as listed content, and it is such a definition which is accepted here. The dominant theme of negotiating the curriculum of the Centre of Professional Studies raises issues about what Young calls the 'stratification of knowledge'[10] and 'the dialectical relationship between access to power and the opportunity to legitimise certain dominant categories'.[11] Close attention is paid to what he describes as 'the process by which the availability of such categories to some groups enables them to assert power and control over others'.[12] The papers which provide the main sources for such analytical tools as are employed in the analysis in this chapter are the first two in the collection; viz: "An Approach to the Study of Curricula as Socially Organised Knowledge" (by M.F.D. Young) and "On the Classification and Framing of Educational Knowledge" (by B. Bernstein).[13]

The method used to describe a course depends on the target recipients. Decisions about how to present it to prospective students and

current students are different tasks; different again is a description for tutors, some wedded to the old course, others new to the College and some with careers to make through the new framework of the institution. It is not easy to decide how it should be packaged or summarised; what image to press or develop.

We could have listed items of content by the usual labels; we could have listed new items, or new treatment of familiar topics. The course could have been presented in blocks of work by years of the syllabus or by the programme an individual student might pursue from application to graduation. We could have selected a convenient theme such as 'Becoming proficient in the Classroom' and tried to show how the new course contributed to its realisation.

But we have chosen Bernstein's suggestion that we can identify two types of curricula, which he terms 'Collection' and 'Integrated'.[14] Underlying each is the notion of boundary strength between constituent elements of the curriculum. If there is strong and effective insulation between items of content within a curriculum it is a Collection type. A student has to collect a group of favoured items in order to satisfy criteria of evaluation. The new courses of the Centre of Professional Studies were presented as study units of work, 38 for the B.Ed. unclassified degree and for the Certificate in Education, of which 17 were 'taught' Professional Studies units (13 for the Certificate) and 8 were for school experience but mounted under the same aegis. The favoured collection, required or permitted, was different between degree and certificate, but it is instructive to note that although in the submission proposals tutors talked freely and confidently about differentiation between degree and certificate standards of work within units this was later acknowledged, on several formal occasions as well as informal conversation, as largely ineffective. As the period of implementation proceeded such differentiation as there was became eroded till it was extremely slight in September 1977. Even Foundation Studies for Certificate students were to be followed alongside degree students.

The Collection was originally different in certain necessary respects between certificate and degree (e.g. Foundation Studies, Project Nine

involving the use of the final term) and between age-ranges (e.g. Method of Special Subject Units were placed in a different pattern for the different groups). There were also several different possibilities for combining units in the Collection. Certainly, there was a startling requirement that a student had to pass every unit in order to qualify for the Award. This presented problems and caused the College concern, shared with the Chief External Examiner on more than one occasion,[15] but it possessed marked features of what Bernstein identified as a Collection Curriculum.

Another type of curriculum, distinct from the Collection, is described as a curriculum where the contents do not go their own separate ways, albeit still within a unifying framework such as the one outlined above. Rather, they stand in a much more open relationship to each other to produce a curriculum of an Integrated type.

The emphasis there would be on forming a linked set of elements rather than a crude accumulation; there would be a feeling of incompleteness if they were not all present, or where frequent and explicit cross-reference was not made. A clear example could be seen in Terms 2 and 3 of the new course where College teaching units were geared to Regular School Experience in schools on Thursdays, timetabled between Foundation and Associated Studies on Tuesdays and Fridays.

In a Collection there is often an underlying and linking concept such as 'the skilled' man or 'the educated man'.[16] For the courses in question several cohesive concepts were used. The mere fact of being quoted in discussion about rationale was clearly not enough; a number of keen debates took place about the effectiveness of the concepts where there were conflicts of opinion over whether the concepts were, or could be, properly applied in practice in the way the course functioned.

Five such linking concepts were employed.

The first was the claim that the whole course was designed to issue in a professional degree. But there were doubts about the coherence of Special Subject and Professional Studies elements. An attempt was made in the December 1974 Resubmission Papers to demonstrate coherence. It is perhaps revealing that during discussions at meetings of the Course Committee

the overwhelming balance of attention was on Professional Studies and coherence within that one component. Not till 15th June 1977 when the sole topic on the agenda was 'Language, Literacy, English and Reading' was there a formal concerted effort to consider the effectiveness of links across the whole curriculum of the degree.

Professional Studies itself was another obvious linking idea. It lay at the base of the whole experiment of the Centre of Professional Studies. But a clear definition of 'professional' was not achieved - a rare example was during the debate over the admissibility of units from Physical Science tutors during the preparation of the Alternative Route to Honours in Spring 1975. The question was whether those units were sufficiently professional, rather than whether they were useful.

Another attempt to provide categories which could serve as links was in the nomenclature Foundation and Associated Studies. It was never very clear what the second type of unit was associated with. Some said it was linked to the school, others thought it was allied to the special subject, others regarded it as anything associated with Foundation Studies work. Foundation and Associated Studies gave rise to considerable unease over duplication and overloading and responsibility for assessing the work-files which formed part of the R.S.E. programmes in Spring and Summer 1976.

A further unifying concept was Method Units.

Various views of the practicability of such Method units came to light during Autumn 1976 (Term 4 of the Course) when tutors planning content for study units entitled 'Preparation for Extended School Experience' really needed to know what had already been covered in Method units, to avoid overlap. There were wide discrepancies, not of detail but of rationale. Many units has apparently been taught in an idiosyncratic manner. Yet it was difficult to establish what had happened because those asked tended to respond, naturally enough, from their own interpretations of what was supposed to occur.

A final concept concerned the suitability of courses to age-range of training. Age-range appropriateness, proved to be an idea that frequently provoked discussion especially about the borderline between middle (M.A.R.)

and upper (U.A.R.) for instance in deciding the choice of associated studies units to be offered to students for their Term 6 programme. Another example was the response to the important Annexe to a D.E.S. Circular referring to balance of training (September 1976) which gave rise to a review of the third stage method units for French, and later to other Stage III method units in other subjects, units which had not been included initially in the full submission.[17]

Integration may be agreed, marked and emphatic at the planning stage but be less evident in operation. Students at the Forum in Spring 1976, for instance, questioned the relevance of certain method units to R.S.E. This was a serious criticism as that link was reckoned to be one of the most obvious of all. Connections sometimes consisted in or rested upon tutor continuity. A tutor might teach a student in Foundation Unit B and in method of Special or of Subsidiary Subject in Term 2 or Term 3, so being able to refer to, carry over or to consolidate material. Integration between the different units also rested on explanations given to students, as, for instance, at their first meeting with the Course Director, in the prospectus, in the Course Handbook, or in individual conversations when questions were raised. Other ways in which the links were expressed included justification offered to teachers in local schools, at meetings of consultative committees, when R.S.E. was being mounted, in individual contacts with Headteachers especially when such contact was occasioned by complaint or scepticism about the College programme.

Needless to say the place where integration was concernedly pressed was in negotiation with the validating authority both on paper and during visitations; and with the Chief External Examiner in general review and when amendments to the course were proposed.

As an observation about comparison between the whole courses under the previous validating authority and then under C.N.A.A. it may safely be said that the earlier course was nearer a collection code in that relatively little attempt was made to integrate the three components in detailed application (i.e. Education, Middle Component, Main Subject). Boards of Studies, Examiners' meetings and College assessments all tended to treat the

elements as separate for most purposes. This is not to say that such a view is deficient nor that the rationale for the degree course required something more than was achieved. Within the Education course itself, in the College examined, the underlying concept was also like a Collection code for the idea that dominated the minds of students was the age-range of child which the intending teacher prepared to teach. There were some common elements, and similar topics occurred in each age-range programme. But the treatment of them was distinctive and, for most purposes, discrete. It is interesting to note that in September 1977 when yet another C.N.A.A. B.Ed. degree was being tentatively discussed,[18] there were signs of a return to the dominant age-range categories as demarcation lines for types of collection curricula or groups of integrated units.

Under the 1975 C.N.A.A. pattern the result was closer to an integrated code with the frequently-expressed injunction to justify links between parts of the programme. Regular School Experience is a particularly good example of the attempt to connect college units with school experience and college foundation units with other college associated units. 'Method of Special Subject' units should, on the surface, have been closely aligned with Special Subject units but the degree of connection is much harder to determine than can be achieved merely by reading unit outlines. Even here gaps did exist and efforts to explore actual practice would have been premature within the time span of this study.

In illustration of the statements just made we shall consider five points where links were attempted and claimed in the new courses.

(i) Foundation Studies

It had been argued that the content of Foundation Studies developed conceptually as the course unfolded. At the October 1974 validation visitation the Core Party challenged the claim that work became appropriately more difficult conceptually between Units A and F. Members of the Party suggested that some ideas in early Foundation Studies units were harder than those in later units. This was acknowledged in Autumn 1976 when material from unit B was moved to C and to F. Too much had been attempted, of too difficult a quality, too early. So although there were connections, and

the facility to adjust, the original aim was overstated.

The claim to links was limited initially in effective terms by the fact that planning teams worked separately. Haste and inexperience in group planning may be the reasons. But as the Coordinator for Foundation Studies grew into his role the map of what the series covered began to emerge. There was no such coordinator in early planning other than the person coordinating the whole enterprise. The eventual coordinator convened meetings of Foundation Studies Team Leaders. Agendas of those meetings show that tutors grappled firmly with the task of making links (as opposed to discovering links) by redistributing material and in some cases by importing ideas and totally recasting others so that coherence could be argued convincingly from a base of felt connections.

This, it should be acknowledged, was still at tutor level. The planners and the teams maintaining the course did not seem ready to take on board students for purposes of review; at least not on a permanent footing. Student opinion was certainly canvassed and incorporated but whether through reluctance or convenience students were not themselves included in review teams.

(ii) Age-ranges

During the first year of operation there was no team coordination at teaching or day-to-day planning level. The person coordinating Associated Studies could only cope at that time with overall mounting of the course. A questionnaire to tutors was issued and returned at the end of the Summer term 1976 but, apart from this, little beyond verbal hope was achieved towards monitoring how faithful the College was being towards the written aims of its units.

The Curriculum Development Team failed to involve age-range interests on a comprehensive, systematic or regular basis during the first two terms despite some efforts. At the start of the second year, September 1976, spurred by experience from the preceding terms and by the fact that the College had changed its system of academic counselling, a much more satisfactory move was made. In a thoroughgoing attempt to provide students with a realistic source of reference for advice and help three age-range

coordinators were named with another tutor who had oversight and the charge of convening regular meetings. During the Autumn term 1976 the Curriculum Development Team was augmented on several occasions, when age-range items were to be discussed, to include them; they offered advice on options to be offered; they organised the follow up to Extended School Experience and prepared a questionnaire for students as part of course evaluation.

The first occasion when coherence of age-range units became an issue with real 'bite', conceptually as distinct from structurally in the sense outlined above, was at the end of the Spring term 1976 and at the start of the following term when student choices for Term 6 were planned and presented. The spur was twofold; the need to communicate to students about the pattern of choice available and the need to allocate tutors to courses for 1976-1977. The latter proved to be the key stimulus for a number of important developments. Other stimuli included the official C.N.A.A. Report from the visit of 4th February 1976 and a growing concern for the development of the concept of the Centre of Professional Studies.

(iii) Staged Method Courses

The avowed intention was that the teaching application of special subjects should be by phased method courses of two units scope, later extended to a possible three. Stage I was to focus on the 8-13 years age-range of pupil; Stage II was to focus on 12 years upwards; Stage III was to extend the study not in age terms but in any ways deemed and considered appropriate by Heads of subjects and by the Curriculum Development Team respectively.

In fact in those subjects for which the College was not allowed to accept students for training for secondary schools, Stage II method units were treated differently from subjects where recruitment was allowed for secondary age training. Those subjects where students were trained exclusively for secondary schools Stage I units were treated rather differently from those which had either no, or only a few, students preparing for secondary schools. Even within these parameters there were variations of interpretation. But the pattern was recognised and when, in October 1976, it was agreed that a wider range of subjects could prepare students for secondary schools there

was positive discussion of how Stage II units could be adjusted to make them more emphatic in the Stage II ethos.

In addition, during November 1976, it was realised that not all subjects possessed a Stage III unit. Those which did not were invited to submit units and nearly all responded. The task involved a review of the rationale of existing units and in two cases a firm intention was expressed to reconsider all three stages to make a set which was more than a mere aggregate of three.

(iv) English/Reading/Literacy

The publication of the Bullock Report[19] provided a continuing excuse to try to reorganise this area of the course which represented so many difficult negotiations and moments of failure in cooperation. It was a touchy arena fraught with suspicion and grounded deep in the history both of departments and personalities.

Four attempts at links were made.

Foundation Studies: Unit C: "Language: an introduction to its nature and function"

This unit was the product of C.N.A.A. pressure both at oral level and in their Official Report after the October 1974 Visitation. It was successful, with a high level of participation from powerful contributors under the Head of Education Studies. It would have been very difficult to find anyone else on the staff who at that time would have secured the same result. A tentative attempt to change the leadership faltered and died. A later change in September 1976 was markedly successful giving both drive and a healthily unexpected direction to planning. An even later change of leadership in September 1977 vested initiative in the hands of a relative newcomer to the College, a tutor in the English department. By this time there was a change of emphasis in that department in that several tutors, acting individually, were pressing hard for the Literacy/Language element in the Professional Studies course in a drive to secure the momentum and direction indicated in the Bullock Report. The original planning was pre-Bullock and highly sectionalised; the new impetus was towards coherence.

Middle Age Range : English and Reading units. Terms 1 and 5

In the first year efforts to achieve integration were totally unsuccessful. Part of the reason may have been indirectly connected with the attempts of the English department to secure validation for its B.A. degree. A significant move occurred during Term 1 of the second B.Ed. intake. This coincided with a period of study leave for the leader of the English contribution. The implications are not altogether clear but certainly a possibility of a link between the events was expressed. Another factor may have been that a fresh person was allocated to the coordinating role on behalf of the Head of the Centre. On 15th June 1977 a special meeting of the B.Ed. Course Committee was convened to deal with the issue of Language in the degree programme. The entire agenda was devoted to it and towards the end of the discussion pressure was clearly brought to bear towards tighter course control and greater integration of the Reading and English elements. Prior to this there had not been a suitable forum to make such a point formally. It was a significant milestone along the road of integration of the various parts of the degree course as a whole.

Lower Age Range : one unit over two terms (Terms 1 and 2) then a joint
   Reading/Mathematics double unit over Terms 3 and 5. (Unit 57a)

Progress here was more rapid than in the Middle Age Range. The C.N.A.A. Report from October 1974 had urged the College to recognise "the global nature of children's learning"[20] in planning a programme for the Lower Age Range and this comment provided the integrationists with a good stick with which to beat the segregationists.

A shock was in store however, in the Summer Term of 1976, when it was realised that unit 57a was not a truly integrated double unit combining Mathematics and Reading but in effect two quite separate units.

Plans were then set in train (Autumn 1976) to link English with Reading and to leave Mathematics distinct. This could have still led to a 'global' treatment but in a better way than the first attempt. At the Course Committee of June 1977, referred to above, a combined programme for English and Reading, incorporating the remaining four half-unit spaces, was presented, discussed and agreed. That, too, marked a notable step forward in the search for coherence in the course.

In the first version of the programme[21] one unit was allocated for English with blank space for options in Term 5. Strong pressure from College tutors, teachers and a climate of national debate led to a Numeracy/Literacy unit being prescribed for Term 5. The unit presented was accepted as an interim measure with recognition of the wish to work towards a more satisfactory treatment. Part of the dilemma was over definition of the concepts Literacy and Numeracy. Was the focus to be at professional student-teacher level or for pupils' benefit in teaching techniques?

A proposal being canvassed by November 1976, at Awards Board and Tutor Forum meetings, was to offer in Term 1 two half-units, one in an effort to diagnose and improve the students' own standards of literacy and numeracy; then in Term 5 a fresh unit aimed at preparing students to help pupils in the area of Reading, Literacy and English.

Two key factors in this process were both personal.
The tutor mentioned above who coordinated the 'Bullock area';
the agreement by one tutor to lead the Literacy/Numeracy team in a unit which contained the declaration that it had "a single professional aim". (Significantly, that tutor was from the English department).

(v) Regular School Experience

As described above Regular School Experience was set up as part of a phased package of student contact with schools. It was the biggest and most controversial innovation of the new course. In organisation it was a massive undertaking and in concept a bold way of grasping the nettle of 'relevance' that for so long had bedevilled College courses in the eyes of students and teachers, and many tutors also.

Two quite different sorts of integration were involved:
between College and Schools and
between Foundation Studies, Associated Studies and School Experience.

Each of these links operated in several ways. The story of the launching of R.S.E., its evaluation at informal and formal level, and suggestions to adjust it, by removal or by a change of emphasis, merits a

separate study and only a summary is attempted in this thesis. The types
of integration achieved may be expressed as a series of contacts between
participants.

(a) Before the launch itself a large scale programme of meetings in
local schools and at College was arranged to explain the rationale
of the scheme and to initiate discussion which would lead to
negotiation of tasks for the students. One marked feature of this
programme was that substantial numbers of College tutors visited
schools together; the challenge of explaining to others led to a
measure of understanding between themselves which might otherwise
have been hard to stimulate.

(b) Meetings of R.S.E. supervisors were held; that is, tutors whose
task was to supervise students in school during Regular School
Experience. This had no direct parallel in the Teaching Practice
of the previous course. In that case meetings of tutors were
regularly held to discuss student performance but not to discuss
tutors' roles, except obliquely.

(c) Student response was sounded in Forum meetings. The main items
raised were concerned with overloading, imbalance between sections
contributing tasks, differences between schools, different approaches
between supervisors and the relevance of certain Associated Studies
units. It is interesting to observe how many of these issues were
not unique to Regular School Experience but existed in all previous
teaching practices.

With such a vital area for integration it is important to note that of the two
chief influences affecting the form in which Regular School Experience
continued, one was intensely personal in nature. Again and again this feature
emerges from analysis and it emphasises how inadequate would be a statement
which relied on paper or structural descriptions alone.[22]

The first of these influences was, quite simply, the scale of operation,
which was very extensive. This provoked the question of whether the intricate
organisation and considerable cost in time and money justified the avowed

benefits. There may also have been substance in the concern over the way it was in fact organised the first time round.

The second factor, effective just before the major evaluation in the Autumn of 1976 (a neutral research project independent of the Centre of Professional Studies) was the question of the personal future of the Director of School Experience. At one time it was thought that a successor might emerge from his team of three assistants if they could demonstrate the required capacity through partial involvement in the total task. As it happened a completely different line of succession was opened up by the Principal's private line to another tutor in the Curriculum Development Team.[23] College politics on an institutional and personal scale were undoubtedly going to influence the handling of this part of the curricular innovation, and these politics were not directly linked with the rationale of the Regular School Experience experiment itself.

As it turned out, and as recorded in the previous chapter, the Director of School Experience was appointed, in the Summer of 1976, to the post of Academic Registrar, to take effect in September 1978. The gap thus created in the administration of the Centre of Professional Studies coincided with a reduction in the scale of the task of placing students in schools, and with the enlargement of the role of Course Director. Consequently there was an opportunity to recast the whole area of responsibilities and to establish connections between parts of the professional course by linking the direction of school experience with coordination of the entire work of Professional Studies. This could have been achieved by separating the post of Course Director from that of Head of the Centre of Professional Studies. Earlier in this Report the temporary nature of the second link was discussed, and also the sound rationale of the first link. It seemed, in June 1977 that, far from playing down the Centre as a distinct feature by incorporating it in the Direction of the course as a whole, it could be re-emphasised by setting it up in close personal conjunction with that element of its courses which provided the main rationale for its structure, the element of experience in schools.

5. Analysis of the New Courses II. Classification, Framing and Stratification

The next section of the analysis again concerns the content of the new courses. But we are now faced with the question of what ingredients were selected for inclusion and how they were mixe d. It immediately raises the issue of what criteria were used for selection and what was the rationale for association of elements. In turn this points to debate over priorities and values and foreshadows struggles and conflicts. In brief, the question of content and method leads to a discussion of the origin, nature and exercise of power during the period when the Centre was being set up. Certainly the process studied turned repeatedly on the distribution of power, but in order to avoid a merely anecdotal account we shall use two more concepts suggested by Bernstein[24] to help us in the analysis. These are what he calls Classification and Framing.

Classification does not refer to the details of study units themselves but to the relationship between items of content. It concerns the nature of differentiation between items, the way in which the contents of units related or the reasons why they were discrete. Such reasons could be that the separation was intrinsic, by virtue of course structure, or through the way the programme was administered.

Strong classification in this sense is defined as being when the items of content are well insulated from each other by strong boundaries. Examination along these lines focuses attention on boundary strength as the critical distinguishing feature of the division of labour of educational knowledge.

Framing refers to the form of the context in which knowledge is transmitted or received. It is useful in determining the structure and nature of pedagogy and facilitates study of teaching methods employed in various parts of the course. Again, it is important to note that it does not refer to the content of teaching but to the specific pedagogical relationship of teacher and taught. Framing is concerned with the strength of the boundary between what may appropriately be transmitted in the tutor-student relationship and what may not.

So we may regard strong framing as a situation where there is a clear idea of what may or may not be transmitted; weak framing describes a position

where such understanding is unclear or blurred. It is a measure of course control in the C.N.A.A. sense, and provides a valuable tool for the task of comparing the new courses with other similar courses. Another way of regarding the concept is to say that strong framing points to reduced options whereas weak framing allows a range of options. More specifically framing draws attention to the degrees of control which tutor and student possess over the selection, organisation and pacing of knowledge transmitted or received in the teaching relationship. This last phase of qualification is significant because it excludes the quite different, though extremely important, position of tutor-student contact outside the official role framework.

It is clear that frame strength may be assessed differently for tutor and student at each level of selection, organisation and pacing. In addition, different assessments may well be made by different participants, depending on their previous experiences, their current expectations and their framework for comparison. Personality characteristics, though extremely hard to describe, undoubtedly exert a considerable effect on the way boundaries are perceived.

Strong classification indicates sharp boundaries and strong boundary maintainers; and this was clearly the essence of the case for the Reading and Mathematics elements in the Lower Age Range Programme (unit 57a) and Reading and English elements in the Middle Age Range Programme (units 67 and 41a) which were supposed to be run as joint enterprises. The boundary maintainers were not the same in each case nor was there the same initial attitude towards the boundaries. In some cases it was the tutors' fear of working outside their known area of competence which provided the boundary, in others it was an unwillingness to work alongside particular tutors or to adopt their methods. A totally different form of boundary was when the tutors were willing to work together but the material each was responsible for offered little scope for integration. There may well have been conflicts over these types of boundary as between Mathematics and Reading and Reading and English.

Strong classification also creates a strong sense of membership in a particular class and, so, a specific identity. Design and Technology tutors

had engendered this in their students from long historical practice and a status as a 'double-main' subject.[25] The same approach was manifest in the C.N.A.A. pattern over attitude towards the range of choice of subsidiary subjects in year I. During year II a new subsidiary subject was proposed, 'Technical Graphics'; the suggestion was extremely interesting in itself but also seemed a way of restoring double-main status. The proposed new unit would effectively afford training in Technical Drawing and, although open to all students, would very probably be aimed at students taking Design and Technology as a special subject. The effect was simultaneously inclusive and exclusive.

Strong classification, thirdly, reduces the power of a tutor over what he transmits as he may not overstep the boundary between contents. One interesting way in which this was illustrated was in the development of the content of certain Foundation Studies units, in particular units B, C, and F. To begin with unit B included too much material for its allotted time span. Yet because the unit description spelled it out and because other units were full, the only way to reconsider items either glossed over or ignored was to redesign the whole set of Foundation Studies.

This task was set in motion by the tutor responsible for that part of the course; it was not by any means the only reason for a review but as a consequence of reconsideration part of unit B was incorporated in a new unit F (Special Education), part in unit C (Aspects of Learning) so permitting fuller treatment of the remaining content. But the significant feature is that since the review was undertaken in Term 4, Autumn 1976, and discussed with the Chief External Examiner in outline on 24th October 1976 the redistributed sections in unit C were never available, since all students had taken units B and C by Term 4. Those sections placed in unit F were available as Term 9 had not been reached.

Individual tutors may well have recognised the overloaded nature of unit B but could do nothing about it on a unilateral basis by adjusting later units, even if they were teaching them, till official changes had been made to the documents. Classification was very strong; reinterpretation of boundaries was not permitted; the boundaries were sharp and boundary maintainers were strong.

Finally, strong classification reduces the power of a tutor vis-à-vis the boundary maintainers. The illustration above also serves to show the relative impotence of a tutor acting on his own. This is partly due to the structure of staffing which, initially at least, meant different teams of tutors for different Foundation Studies units so that adjustment across the series was not easy. The Course Director also, and the Head of Centre, needed to be approached if redistribution was to be made.

Strong framing reduces the power of a student over what knowledge he receives and how he receives it. When students came to their first period of extended school experience it was realised with some consternation voiced by students and schools, that no Physical Education had been included in the programme to date and, for Lower Age Range students, only a modicum of Mathematics. Students entering secondary schools had taken no mathematical element in Professional Studies (except those with Mathematics as a special subject).

A student had no means of effectively pressing for coverage as no unit space was available. Similarly, he was restricted in altering the balance of emphasis in the manner of his preparation as he had not been able to develop a lengthy relationship with any of his tutors in Professional Studies; each new unit start limited his power to influence his tutors.

Strong framing, secondly, increases the tutor's power in the teaching relationship. Where tutors had carefully studied the prescriptions of the unit documents they were in a very powerful position by virtue of having a clear idea where they were aiming. The same power is possessed by a teacher in school who teaches, knowledgeably and knowingly, closely to an examination syllabus.

In a peculiar way, however, the influence of a tutor could be regarded as less in the sense that a student who also carefully studied the documents (syllabus) could run checks on the tutor in a way that would be extremely difficult with a personally conceived teaching programme mounted almost off the cuff or where the documents were not freely available. Both the earlier course and the C.N.A.A. course may thus be argued as being both more and less conducive to tutor power in the teaching relationship.

Another set of questions is suggested by Michael Young,[26] and his article provides an exceedingly sharp tool of analysis for the new courses. The questions concern the way in which knowledge is stratified and given differential status by individuals. We can ask how far and by what criteria knowledge was stratified in the new awards. In turn this leads us to consider the social basis of different kinds of knowledge. In any institution there will be particular strengths and statuses dependent on history, personalities, resources or current needs of the institution. The College in question was no exception.

The first point of examination is the relationship between the power structure of the College and its curricula. The English department, for example, rode high; the Education department was not so well regarded academically and this doubtless helps to explain why the early attempts to hammer out units between tutors from the two departments foundered. And it may also help to explain why efforts to treat the Middle Age Range English and Reading Courses as joint parts of two units (Terms 1 and 5) did not succeed. The English department at its own meetings discussed what its tutors would and would not do. The power of the Centre of Professional Studies was not at that point sufficient to alter the curriculum. Changes began to be made during Term 4; these may be attributed partly but very significantly to changes in the negotiating teams.

We can then ask about access to knowledge and opportunities to legitimise it as in some way superior. When the Education Studies department was created, with a Special Subject course of its own, it was necessary to plan so that it was clearly distinguished from Professional Studies. The way chosen was to base Education Studies on the disciplines of education whilst Professional Studies approached material on a thematic basis epitomised by the titles of its Foundation Studies units: Child and Environment; Language; School and Society; Teaching as a Profession.

As a result the source for sociology, psychology, but not so markedly philosophy (for staffing reasons probably) was seen to lie somewhere other than in Professional Studies. This was brought home sharply when there was talk of appointing another psychologist rather than referring to a Professional

Studies tutor who was trained in psychology and could have been granted study leave to specialise more fully.

A third question suggested is to explore the relationship between knowledge and its functions in different kinds of society. The obvious function for the new professional course was 'usefulness in schools' and, even more pointedly, 'usefulness in classrooms'. Some tutors complained that 'professional' status was not recognised as being as prestigious as 'academic' status. To be concerned with knowledge that was useful for a teacher was sometimes a disadvantage; or, perhaps more fairly, to be described in terms which included blackboard, discipline or class did not create such an aura of validation respectability as might have been expected in a professional degree.

Book lists were especially revealing of attitude. For example, Schools Council publications did not carry weight with certain members of the Internal Validation Panel;[27] the Honours Professional Studies Foundation units caused some surprise on the grounds that they were not apparently rigorous enough because they dealt with classroom decisions. In addition, the status of units seemed to be linked not only to what was written in them as also to which tutors had written them (almost irrespective of content).

If knowledge is highly stratified it is an easy step to draw up a list of what is to be included in a curriculum and what is valued as knowledge. We may expect the two to tally closely or, at least, if they differ (particularly where something is included in the curriculum but not highly valued as knowledge) strong reasons have to be produced for the discrepancy. It was markedly difficult to introduce a new element to the curriculum without including as part of the justification its high status as a piece of knowledge.

It is hard to conceive of knowledge which is differentiated but not stratified. This involves students choosing what is to be included and what is not, as for instance in choice of topics for Project Nine (a group study for Certificate students in their final term, initiated by the students themselves) or choice of Individual Study topics. Carried further such an analysis uncovers the problematic nature of seemingly straightforward terms like tutor (teacher), student (pupil) and examination (grading and marking). This is because assumptions about stratification of knowledge are contained in our

definitions of what 'education' is and what teachers are.

In addition it seriously affects the differential status accorded to various teachers. It may account for the different views taken of Design and Technology or Handicraft tutors, of Physical Education or Human Movement tutors, of Education tutors, of English and History once the B.A. was a possibility and the tendency for Education Studies tutors to rest on their single recognised disciplines of Philosophy, Psychology and Sociology.

High status and, often, higher rewards are associated with areas of the curriculum which are formally assessed. R.S.E. units, for example, with only a pass/fail comment without formal criteria, were rated lower for some purposes than College-based units with a full grading range. In the previous B.Ed. course one component was frequently questioned during Examiners' meetings within College where the grades from the three sections, Education, Middle Component and Main Subject, were collated. This was because its assessment was (wrongly) supposed to be less precise and objective than the others although it was undeniably rigorous.

High status and higher rewards were often associated with knowledge which was taught to the ablest students i.e. B.Ed. compared with Certificate; B.A. compared with B.Ed., a serious and significant contention even when both were candidates for Honours degrees.

High status was also accorded to work which was taught in groups of students which were homogeneous in ability. There was evidence of this in the view taken of Special Subject groups compared with Professional Studies groups, though the notion of ability here is confused with specialised range of study. Strangely, groups for Foundation Studies were heterogeneous in a sense that those for Associated Studies were not, yet they gained status relatively, perhaps because of their theoretical as opposed to applied emphasis.

This aspect is linked with the notion of accessibility of knowledge and the ideas of what given students are 'able to benefit from'.

If tutors and students accept, for whatever reasons, definitions of high status knowledge they could come to reject curricular or pedagogic innovations which necessarily involve changing definitions of relevant knowledge and teaching methods.

For instance, as noted earlier in this chapter, a set of new
Foundation Studies units was proposed during the Resubmission preparations
for the Honours programme in Professional Studies.   They covered such topics
as decision making and the development of policies in education.   The
rationale was to move from a relatively wide consideration of the responsibilities
of the teacher as 'a professional', through a study at societal, national, local
and institutional level of the ways policies were reached, to a close examination
of a range of classroom decisions.   The last section was to be approached by
simulation exercises of a very pragmatic nature, though clearly rooted in a
declared theoretical base.   Despite the fact that they were allowed to be
offered and were subsequently validated by C.N.A.A. it is interesting to note
that they were treated somewhat sceptically by the Resubmissions Committee
and the Internal Validation Panel because they were 'only about classroom
practice' and the methods were not the traditional textual study of familiar
Honours Courses.

Another illustration of different status knowledge may be seen in
the attempts to integrate Audio-Visual instruction into courses of Method of
Special Subject.   Admittedly there may well have been other important
reasons why this endeavour was not at first successful (e.g. the intrinsic
nature of the task; attitudes towards similar programmes in earlier years) but
at least some of the resistance seems likely to have stemmed from the feeling
that efforts with 'nuts and bolts', 'hardware', 'machinery' were not only
fearsome and unreliable but were less academic and consequently less
prestigious than bookwork.

A further point revealed by the debate about status of knowledge is
that if certain criteria of high status knowledge (e.g. that it is examined,
not only that it is examinable) are accepted or even promoted by dominant
interest groups, such as C.N.A.A., there will be resistance to change or
reluctance to press for any other sort of knowledge to be included.

In the new Professional Studies it was remarkable that something as
predictable and seemingly elementary as the Introductory Studies unit, first
on the programme, and serving as a preparation to much that was to follow
in the course, achieved such marked academic and professional respect.

Indeed, its demands were seen to be considerable and its standards high in comparison with other first year units. Its power as an instrument for the diagnoses of literacy weakness in students was accepted and referred to the Chief External Examiner.

It was instructive to examine why particular areas of knowledge came to be so highly valued within the College when elsewhere the relative order may have been different. The English department had a strong, even overpowering, emphasis on literature rather than language. The French department had the opposite focus. Both had been led for some years by respected members of the College; the size of the English department was much greater and its membership contained a number of very influential tutors exercising power in distinct aspects of College life (e.g. Admissions) and who were in some ways only part-time English staff. Yet there was a clearly recognised reluctance to link literature with language in a truly integrated fashion in Professional Studies. The Foundation Studies Language Unit C was led first by an English graduate presently placed in the Education Studies department, and therefore not an English specialist in departmental terms. Then the leader was the Head of the French department. The team for the first intake did not include a tutor from the English department, but the team for the second intake did; what is more, that tutor was considered as a possible leader for the third intake team and did eventually take over that position in September 1977. Drama, linked elsewhere with English in the B.A., provided its Head of department as part of the Language team.

Sociology was not readily recognised as important by most of the senior College executives and it continued to attract sceptical comments and wry jokes were made about its obscure language. As part of the Education Studies umbrella it received, initially, scant treatment in prestige from outside the department. Later an academic sociologist was appointed to the Education Studies department and he became involved with planning the Diploma of Higher Education. In Autumn 1976 when validation of that award seemed to hinge, in part at least, on the appointment of a field sociologist, this was acknowledged for the first time as a facet of College work that required genuine academic strengthening. The effective pressure had again come from outside.[28]

In general terms it was evident that a study of links between a subject's status and its historical and social context might provide valuable clues as to why resistance to change arose. For instance, over a given historical period an individual may have grown to a position of power and so what he personally favours or disregards may be legitimated or played down. This is easily said and is perhaps unexceptionable as a general statement but its value lies in the careful and determined examination of a specific instance in a particular institution. Retirement, removal or switch of task may be the only way, sometimes, to clear resistance which is indirect but weighty.

Other reasons for the differentiated - even stratified-status of content and methods in the new course can be seen by applying Young's suggestions for four dominant characteristics of high status knowledge.[29]

Literacy: an emphasis on written as distinct from oral presentation. Most assignments in Professional Studies units began as 'an essay of 2000 words' or something similar but as the course proceeded the invitation was pressed by the Curriculum Development Team for tutors to make assignments less stereotyped and more distinctively professional. This could have been a product of growing self-confidence. Certainly it hinted at a move away from traditional (high status?) essays and a legitimising of other modes of assessment. Some of the proposed assignments in the inservice B.Ed. validated during year II of the preservice B.Ed. course were, boldly and baldly, simulation exercises and group projects.

Individualism: an attempt to assess each student as though he worked alone, with a definite question-mark over group work or cooperativeness. Part of the degree course under the previous validating authority has already been mentioned (p. 196). It was essentially a student initiated, collaborative venture of study which depended heavily on interaction and shared experience. In the new Certificate course Project Nine was spoken of as a radical departure that called forth much scepticism. Why, some asked, if it was so good was it not part of the degree programme also?

Not all the answer was contained in the argument about the need
to differentiate or the structural difficulties of including it in the
degree pattern. When the balance of the degree was changed to
allow the whole of Term 9 for Professional Studies it was not thought
appropriate to turn enthusiastically to a Project Nine, though this
was mooted.

Abstractness: this characteristic was rated much more highly by tutors,
assessors and providers than by student-teachers. Indeed the students
valued practicality, concreteness and specificity as clearly preferable.
There is a sense in which abstractness goes along with the fact that
knowledge given high status by providers retains its structuring and
compartmentalising independently of the student. This runs directly
against the student's wish to influence his course by feedback. It is
interesting to note that the provision of options within a course (e.g.
English, Religious Studies, Art and Design in particular) is not the
same thing at all as allowing a student to structure material; he
selects his pathway from an already structured field.

Unrelatedness: this refers to the extent of being at odds with daily life
and common experience. It is sometimes presented as an issue over
relevance to the job which follows as distinct from valuable in its
own right, intrinsically.

In this context Professional Studies was from the outset of lower
status than Special Subjects though attempts were made in the
Resubmission Papers (December 1974), in the Course Handbook
(September 1975 and again under a different hand in September 1976),
in the Course Director's introductory talk to the students (September
1975 and 1976) and in the Tutor Forum (November 1976) to argue
that the personal education of the student was contained, potentially,
in both components and that both components were professional. Yet
the very argument used accepted the distinction and acknowledged
its implications for status of knowledge.

200

The basic thesis is that distribution of power in a society and the principles of social control adopted are reflected by how that society selects, classifies, transmits and evaluates the educational knowledge which it considers should be public. Curriculum defines what counts as valid knowledge within a specified context; pedagogy defines what counts as valid transmission of knowledge and evaluation defines what counts as valid realisation of that knowledge on the part of those taught. So our analysis of content and methods in the new courses has illustrated something of the distribution of power within the College.

REFERENCES

Chapter VI

1. See definition of a unit on p.170 in this Chapter.

2. Central offices of the Council for National Academic Awards.

3. A definitive set of papers for the B.Ed. Degree was prepared in the Autumn Term 1977.

4. See diagram of the B.Ed. Professional Studies programme Appendix III (ii) p.251

5. See Chapter I p.15

6. B.Ed. Course Committee meeting 15th June 1977

7. School of Education Assessment Panel. FSH/BJH 25/3/76.

8. Chapter V p.146

9. Young, M.F.D. (ed), Knowledge and Control. Collier-Macmillan, 1971

10. op. cit. pp. 32 and 35

11. op. cit. p. 8

12. op. cit. p. 8

13. op. cit. pp. 19-46 and 47-69

14. op. cit. pp. 51-68

15. In letters to the Chief External Examiner, Prof. Walter James, and in conversations with him during visits to the College.

16. See, for example, Wilkinson, R.H., 'The Gentleman Ideal and the Maintenance of a Political Élite' in Musgrave, P.W. (ed)., Sociology, History and Education. Methuen, 1970

17. For example, Religious Studies and Drama

18. The validation was for a period of six years. Before expiry of that time a new or revised submission would be made.

19. Department of Education and Science, A Language for Life. H.M.S.O., 1975

20. Official C.N.A.A. Report on Professional Studies, para. 2. Appendix I p. 225

21. See Appendix III (ii) p. 251

22. See Chapter VII p. 218

23.   No firm promise was made but an understanding could be construed from conversations.   The move did not materalise.

24.   Bernstein, B., 'On the Classification and Framing of Educational Knowledge', in Young, M.F.D. (ed), Knowledge and Control. Collier-Macmillan, 1971. p.47

25.   See Chapter IV p. 131

26.   Young, M.F.D., (ed) op. cit. p. 36

27.   The Internal Validation Panel was chaired by the Vice-Principal and comprised about eight tutors appropriate to the papers being examined.   The task of the Panel was to scrutinise detailed proposals within College before any formal submission was made.

28.   See Chapter VII p. 215

29.   Young, M.F.D. op. cit. p. 38

CHAPTER VII

Conclusions

The task of studying the efforts to set up the Centre of Professional Studies proved very fruitful in developing an understanding about the subterranean network of relationships and understandings within the College. The process of innovation was lengthy and intricate and contained both surprises and features that could safely have been predicted. It is important to record even the guesses which were confirmed, precisely because they are no longer guesses and rest on more than intuition. Some conclusions were not so obvious and these can provide the basis for revised hunches in similar situations.

This chapter begins with a summary of the course of the study then includes a number of general comments which are justified by the analysis undertaken. The next section comprises conclusions which are applicable only to the particular case studied, followed by other conclusions which have more general validity for similar attempts at innovation elsewhere.[1] It ends with an assessment of the status of the central concept in September 1977 after two years of formulation and implementation.

1. Summary of the Course of the Study

The case study grew out of a desire to examine the ways in which radical change in an institution affected the personal identities of those who were closely involved. It was never the intention to trace the course of an innovation in purely chronological detail. The unexpected circumstances[2] which placed the author right at the heart of an organisational experiment at precisely the moment when the research focus was forming provided a striking opportunity to monitor the change as it took place. The monitoring, moreover, could be conducted from a very privileged position. So the phenomenological approach described on p. 22 seemed most appropriate, and the characteristic nature of the research became clear: the observer was a central participant, his full-time job was integrally bound up with the object of study, and the chief concern was the way in which the differing perceptions of people involved influenced the course of events.

204

The account presented is not a strictly chronological treatment. It stems from first-hand contact with all the major participants in the course of their daily duties and from extensive personal discussion which was simultaneously part of the research and part of normal working relationships. The documents of the College, listed in Chapter II and in the Appendix,[3] were not consulted merely as evidence for hypotheses or sources of data collected for dispassionate study. They also contributed to the working environment of the author. One difference due to the study lay, perhaps, in the way they were subsequently collated and categorised and so influenced his perception of the interactions within College. Over the research period a tendency was noticed for changes within the College to be seen by him as reinforcing, destroying or altering the patterns which he felt were emerging. This is one reason why other central participants may find the account distorted; their view of balance would be affected by their own standpoint. Without the ongoing research it is unlikely that such self-conscious analysis would have been attempted and the whole process would probably have been experienced without such a determined effort to set it in a clear structure.

There were disadvantages in the approach selected, as the discussion in Chapter II revealed.[4] The fluctuating pressures of full-time professional responsibilities meant that attention to the research fluctuated too, especially in the sense of contemporaneous systematic documentation. The study is unavoidably a personal analysis with every effort made to cross-check purely individual impressions.

The first Chapter of the thesis illustrated the rapid and extensive manner in which new words or phrases coloured the consciousness of members of the institution. The Chapter is intended to set the scene for readers who are not at all familiar with King Alfred's College and for whom the many abbreviations and localised terms would be confusing or meaningless. It was a shock to realise that in only a matter of months so many additions had become embedded in the vocabulary of members of the College that they were virtually unintelligible to outsiders. Even so it is hard to encapsulate the complexity of nuance which is part of the use of the words and phrases selected. From the outset it was clear the personal understandings of even

the commonest terms were liable to differ because of the histories, predictions and expectations of the individuals concerned. The 'flavour' of subject departments suggested in Chapter III[5] in some measure indicates the different ways in which the shared structure was regarded.

The way in which the research was conducted is described in Chapter II and on p. 26 there is a discussion which seeks to clarify the basic framework of the thesis. In short, innovation was seen as a process not an event,[6] and the three stages of that process form the skeleton of the written account. The stage when the idea of a Centre was conceived receives only brief attention, not because it was lost irretrievably in the misty memories of College tutors, but because the real business of the study was an examination of the way in which various formulations of the original concept led to complications in the lengthy stage of implementing the innovation, putting the ideas into practice. The major features in the stage of formulation are sketched in Chapter III, divided by the watershed of the C.N.A.A. visitation to the College in October 1974, and the chapter carries the story up to the 'launch' itself.

Thereafter the analysis is not chronological but based upon answers to three questions, each constituting one chapter of the thesis. The questions concerned WHO the chief participants were (Chapter IV), HOW the idea was translated into organisational terms (Chapter V) and WHAT was the content of the new course (Chapter VI). In each case we were able to approach the question from more than one angle, making use of analytical models derived from the literature referred to. As a result, the problematic nature of even the most fundamental ideas was emphasised; there were very few occasions when instructions and conversations were so clear that they avoided ambiguity or gave no room for personal manoeuvre in interpretation. Thus the phenomenological stance of the study was illustrated at every stage of the process.

2. General Comments arising from the Analysis

The main thesis was abundantly upheld, namely, that it is simplistic to talk of 'the reality' of what occurred in such a complex process. Those participating in it brought to bear, in action and recollection, their own

views of what was taking place and how and why people were behaving as they did. The resulting interchange is much more accurately described as negotiation of reality[7] than was usually assumed in official statements about what was happening. For instance, when College tutors explained to schoolteachers (on Consultative Committees or for purposes of the R.S.E. programme) what the College Course was, they were inevitably and inadvertently spreading diverse views. So it is not surprising that the responses were sometimes at cross purposes. A team from H.M. Inspectorate visited certain local schools in connection with the B.Ed. degree course[8] and discovered that there were diverse understandings of what the aims of R.S.E. and E.S.E. were even among members of the same College working parties.

We can go further. Many of those who were concerned in the innovation accepted that there were likely to be several views of 'what really happened' but there was still a working assumption that something firm truly did take place if only it were possible to establish what that something was. A searching example was the attempt to compile a definitive version[9] of what had really been validated in piecemeal fashion. In certain instances there was no 'one view' that had been validated, yet it was imperative to express a view on paper. This then would become 'what happened' with disagreements perhaps being relegated to the status of stubborn refusal to accept 'the facts'. The study suggests that such a search is mistaken. For any one event or at any one stage in the process of introducing the change there were several competing perceptions and no reliable arbiter. Certainly the entitlement to arbitrate did not properly rest with the party who de facto imposed a given view on others. The deeper the questioning the more evident did it become that the picture was a moving kaleidescope of understandings which did not always fit into a coherent pattern. Nor did they always issue into a settled compromise or agreed outcome. At the very least this conclusion should give pause to anyone inclined to make dogmatic assertions about motives. At a more constructive level it should ensure great care, on the part of those taking decisions, that any information leading to a given decision is painstakingly assembled and disseminated in

much more sensitive and subtle terms than bare statements on paper. It is
dangerous to rely on statistics and labels to speak for themselves, as was
shown repeatedly when staff teaching loads were calculated[10] and when
student commitments between various units of the course were being
compared.[11]   Much of the discussion which this generated was due to a
naive faith that details were clearly understood simply because they were
issued on paper.   The deliberations of the Establishment and Allocations
Committee referred to on several occasions in the thesis were the most
important illustrations of this for the statistics which constituted its public
currency (e.g. a tutor was to teach no more than say 12.5 units; a subject
area was overstaffed by 8.5 units) were liable to gross misinterpretation
(e.g. a tutor's College status was sometimes quite wrongly estimated by the
number of teaching units allocated, with the highest status given to those
with fewest teaching units).

If the points just discussed are taken seriously they raise questions
about how to describe a process being studied and about the methods adopted
for investigating what was supposed to have happened.   It would have been
possible, in this study, to have listed, in chronological order or by topic,
events like Visitations, notification of appointments and minutes of meetings.
That would still have been open to dispute because notification to the parties
concerned often took place in stages, and minutes had to be amended and
interpreted.   The main objection to such an approach is that it would have
begged important questions about definitions of 'an event'.

For instance, the Visitation of 22nd and 23rd October 1974 can
only be contained within 48 hours in a trivial sense.   In its impact on the
institution, on decisions, on relationships between groups and between
individuals it began as soon as it was anticipated.   The formation and
operation of the 'P' committees illustrates this, as described in Chapter II.
A new thrust occurred as the precise date was known and the volumes of
the Submission were learned and revised like textbooks before an examination.
The two days themselves included much more than scheduled meetings and
contained corridor comments and progress reports passed round the grapevine.
'It' continued to exist, to happen, as long as ripples were felt from the

activities of those two days and in a very real sense it could be argued that 'it' is still happening, especially when C.N.A.A. comments are invoked to justify current practices or to press for new staff appointments or retention of tutors.

The study demonstrated that an event or process is inadequately defined or described by chronological moments. Yet it was manifestly clear that much conversation and policy was based on such an over-simplified foundation. Consequently it may be claimed that the basis of decision making was often faulty, whatever the processes followed. A plausible reply might be that the speed of events and the need to make positive (even if doubtful) decisions precluded the kind of sifting of interpretations suggested here. The debates over the Alternative Route to Honours, and the delays in settling the future of the Centre of Professional Studies exemplify this point only too clearly. But even if that position is accepted, the results of the study should alert those responsible for taking decisions to the provisional nature of evidence and so lead to a greater readiness to adjust policy where clearer data becomes available. In short, it warns against digging entrenched positions too deeply too early, even on the ground of principle. The drawn out saga of examining the departmental structure in the College, with keen debates between 'hawks' and 'doves'[12] over the speed and ruthlessness of rationalisation, reveals the ways in which 'evidence' about capacity and need could be manipulated in quite radical fashion.

3. Specific Conclusions

Whilst it is readily conceded that direct extrapolation of conclusions about procedures from one institution to another is dangerous, and that it is not always appropriate to argue from one section or period of history to another even within the same institution, a number of conclusions from the research undertaken seem warranted.[13] Rather than two sharply bounded groups of conclusions however, it is probably more realistic to think of a continuum stretching from those aspects of the innovation which refer almost exclusively to the immediate context to others capable of wider application.

The differencehas more to do with how the conclusions are applied than with the category of conclusion itself.

In the College under examination a recurring and very strong impression was that the establishment of the Centre of Professional Studies was made much more difficult than it might have been by the repeated refusal to grasp the nettle of the changing nature of the system of Subject departments. This has been alluded to in the preceding section. The concept of the Centre as planned was incompatible with Subject departments which retained the degree of autonomy which they had long enjoyed. Any change in status or scope would understandably have been a delicate and gradual manoeuvre but over the two years of this research the feeling grew that deliberate dismantling of the previous system was not being squarely faced. Several diplomatic phrases, such as those mentioned on p. 154 were used as ameliorating devices when the scope of departmental activity was reduced; it was not till 1977 that words which were bandied about in selective private conversations found their way into formal papers, words about merging to ease the threat of under-employment and closure, and the differentials in money and responsibilities between Heads of departments managing groups that ranged from five tutors to nearly twenty.

It could be said that over the two years a number of ways were explored in which direct threats to departments were avoided and that it was only when none of them seemed to promise long-term effectiveness that the inevitable was accepted. But that would be uncharitable, because there was plentiful evidence that the search for solutions to maintain the full range of subject groupings was a genuine one, (e.g. the selected omission of one or other subject from the B.Ed. list each year). It would be cynical to dismiss those years' efforts as a cloak for hiding what had already been decided.

There were other conclusions relating to departmental roles. An early hypothesis was that tutors from the Education department approached their College work in a different way from tutors based in a Subject department. It was widely substantiated. When staffing deployments were made by the Head of Centre after the presentation of estimates to the Establishment and

Allocations Committee the easiest alterations were undoubtedly achieved by 'juggling' tutors who had previously been in the Education department.[14] Whether this was due to the type of tutor appointed to each department or whether it was largely the result of being in the department is not easy to decide. The difference was most marked when tutors were under pressure, both in terms of time and of security of tenure. The section in Chapter III[15] on departmental attitudes indicates something of this difference and a prime example was the group of Professional Studies tutors who felt themselves in limbo without a full departmental base. There were exceptions to this picture but they were very few and even after two full years of implementation the distinction over willingness to be deployed rather than insisting on a personal part in the decision about the type of work to be undertaken was in line with the departmental differences noted above; that is, tutors from the Education department were the most amenable, willing or passive, depending on how the attitude was valued.

The changing structure occasioned by setting up the Centre opened career pathways that were previously not there or were hard to pursue. Sometimes a new office was created, such as Coordinator of Foundation Studies, and sometimes an existing role was transformed, such as Age-Range Coordinator. The response to such opportunities was interesting and ranged from open ambition to resigned acceptance that previous roles had changed. The hypothesis that tutors preferred a specialist to an all-purpose role was upheld wherever the first seemed a feasible proposition. The generalist tutor did emerge (though only over a limited canvas) but virtually always from a basis of strength as a specialist i.e. when he or she could be regarded as a specialist who had chosen to work in a generalist manner, as when a tutor from the Education Studies department joined a team in Foundation Studies.

No clear conclusion was evident concerning the suggestion that tutors would prefer career advancement in money or status to opportunity to work within a relatively narrow and congenial subject emphasis. Some tutors moved away from a subject identification in pursuit of a more influential identity (e.g. Coordinator of Associated Studies); others resisted

211

such a move (e.g. Coordinator of Foundation Studies). One reason for hesitation before drawing any firmer conclusion than this is that it was extremely difficulty to identify let alone summarise motives of tutors in career terms.

During the period when the Centre was being set up certain individuals, it was noticed, appeared to relish being 'fall-guys'. They stood alone in meetings, proposed unpopular motions and insisted in pressing discussion past comfortable limits. There was no obvious pattern to the substance of their actions but as a contribution to the process such willingness to be the odd one out was considerable. Just how they affected the process is hard to chart systematically but the feature was so marked at a number of crucial times of decision that it is likely that at least two or three such individuals are needed to ease along difficult and unpalatable policy where it is felt to be necessary but there is no obvious protagonist of the new policy. It was noticed that in meetings where such reluctant decisions were taken, (e.g. redundancies; dropping of subjects from the Special Subject list in the B. Ed. degree) the persons proposing the key resolution or who resisted delay were not by any means the persons who had most to gain by the new policy. They might have thought they were speaking for the meeting or embodying the general will in the sense discussed by Rousseau.[16] It was at least possible that they also relished the role of odd man out. Whether this observation is confined in application to the College studied is a matter of uncertainty. The strong probability is that it is generally true of the process of change.

As we move from specific towards more universal conclusions we note that in the process studied a major difficulty lay in the effectiveness of disseminating information among all those affected by a suggestion, a decision or an invitation (e.g. to contribute ideas). The task of dissemination was inherently difficult when available sources were not regularly consulted and when reading did not entail digestion of information. The uneven way in which Committee minutes were studied has already been referred to.[17] Yet the undertaking was of central importance and it merited more ingenuity and determination than it was in fact accorded despite the

greatly increased volume of paper circulated about the College. The point is allied to the question of how much attention was, and could have been, paid to the process of innovating itself, as a conscious deliberate policy.

Among the considerable number of valuable research contributions that have been made to assist those planning innovation several list common obstacles and necessary conditions for success.[18] In the case examined there seemed to be no corporate attempt to consider that literature although some individuals did give thought to the matter. Many hours were devoted to aims, methods and plans but little, if any, to the process of planning itself, let alone innovation as a subject of systematic study. The broad planning process was left to an individual to programme. That seems to be a serious omission even if it was understandable. Looking back, it appears that much might have been gained by calling in a consultant (one who generated confidence) to advise on the process of planning. One approach could have been shock tactics from someone who had recently experienced similar challenges; this might have saved some of the long drawn out tensions.[19] As described in Chapter III a token attempt was made to learn from other institutions but the all-important difference was that no one with seasoned validation experience came into the College arena to alert the staff at large concerning what they could expect in October 1974. After that Visitation several envoys were dispatched to other places, to convince them of the need to be fully prepared to defend submission proposals and to show them what a bracing encounter a validation visit always must be. In later under-takings at King Alfred's much more attention was paid to the process of planning. The cost of the first venture, in time and feelings, was high, and it was recognised that part at least of that cost was because need for ground-work in process itself was not understood in its fullest sense.

Another striking feature to emerge was that although many of the conclusions appeared obvious and predictable (e.g. that changing a person's title, even office, did not necessarily change either action or identity; that those concerned in the planning of the innovation were more likely to understand the rationale than those excluded from planning; that the best way to appreciate a new communication network was to operate it) even

213

people who recognised the conclusions did not seem to heed them when it came to making policy the next time. Recognition of principles, in short, was no guarantee that they would be acted upon. The reason may have been self-deception ("We are acting on the principle of keeping everyone informed" : Establishment and Allocations Committee) or a feeling that 'this time' is an allowable exception ("Events have overtaken us so we can dispense with consultation on this occasion in the interests of greater efficiency" : Making staff appointments; preparing crucial papers for committees). The remedy is not easy to see, though one likely line would be to ensure that all participants are in at least two positions within the institution, both making and receiving decisions. The prospect of devising such a structure is daunting but may well repay the effort involved. It is not enough that there should be dual appointments such as Course Director and Dean or Course Director and Head of the Centre of Professional Studies. In many ways such dual roles exacerbate the issue. The dual positions need to be more like Course Director and member of a unit teaching team working under the unit Leader, or Head of Subject and member of Establishment and Allocations Committee, or a "13-unit tutor" (i.e. with a maximum teaching load) and chairman of a Working Party.

In this way the institution might avoid the growing tendency to refer to 'Chiefs and Indians', 'Management and Workers' as though individual tutors fell into only one category. Just as it was desirable for those who planned to keep in very close touch with the effects of their planning, so it seemed clear that it mellowed the erstwhile agitators to be held to account for decisions taken as a result of their agitation. The new committee structure at King Alfred's did slow down decisions and lead to duplication and overlap of business. But it also gave experience of college-level responsibility to many who would otherwise not have gained it; yet the implications of the doctrine of accountability were not readily realised.

It seemed that there were no person-proof organisational structures. Personalities were inescapably bound up in decisions, not as interesting background but as dominant influences. The idea of a control structure that is immune from the changing personalities of the incumbents of its

214

offices seemed to be unrealistic. There were so many methods by which systems were invoked, bent or manipulated that the very notion of safe-guards is questionable in the small scale. Hence the method or appointment was crucial, and the timing of appointment also significant. One refrain in the thesis that merits attention is that the really radical decisions (e.g. about deployment, control points, and resources) were produced by external pressures rather than internal debate. The most obvious example concerns the breaching of departmental walls when traditional autonomy was challenged. The criticisms levelled by the C.N.A.A. Visitors in October 1974 marked the beginning of the change. Later symptoms included meetings of the Examination Board when draft examination papers were not only open to inspection by colleagues from other subject areas but were altered as a result of their comments. Another notable example was the decision to separate the posts of Course Director and Head of the Centre of Professional Studies. Here the external pressure was not from outside the institution but outside the course structure, when the post of Academic Registrar became vacant. It was not simply that the move freed a suitably senior scaled post; the rearrangement of responsibilities rested on a rationale that had been spelled out and accepted over twelve months previously. Further illustration of a different style is seen in the drive to implement the recommendations of the Bullock Report, and, later, the pressure to deal adequately with the question of Numeracy. In both instances the course was adjusted in response to external pressure when purely internal debate had failed to achieve alteration.

Self-discipline seemed harder to attain than discipline emanating from elsewhere whether in the form of the Validating authority, private decisions to retire or national pressure of public opinion. The capacity to put one's own house in order seemed closely linked to the threat to that house from without. If the threat was recognised and declared as an opportunity then the negotiations were more respectable and faces could be saved.

A wide range of what at first glance might seem unconnected conclusions may be grouped under the statement that factors which emerged

215

as highly significant often appeared to be treated as trivia or of marginal importance. The kind of factor in mind includes the geography of the institution, both internally and externally. The design of buildings, allocation of rooms, venue of meetings and which doors were locked or were hard to negotiate influenced the way seating regularities developed and who dropped in frequently on whom for ad hoc discussions.[20] The location of the College in the county and the country affected local schoolteacher relationships, attendance at planning groups and facilities for visiting. Accessibility of telephones for internal and external calls influenced both the timing and scope of communication. Even the siting of documents was shown to be important; indeed the colour and shape of the file chosen to contain them had more than a passing effect. Such apparently unimportant factors, it was discovered by careful monitoring, affected the frequency with which papers were consulted. On a shelf that was crowded, a file which 'supported' others like a bookend was less likely to be removed, for fear of the inconvenience of causing cascades of other more flimsy folders. Where two or three files of a set were in one colour, an additional file in a different colour tended to become separated, despite clear labels. Files which did not plainly advertise their contents were not likely to be regularly perused. It was in these quarters and for these reasons that causes should be sought when the not infrequent claims were made that "we haven't been told about that". Similar observations were made about the siting of notices on noticeboards; not only was it a case of "Which noticeboard?" (Students who 'had not been notified' about unit arrangements) but it was also affected by what style or colour of paper had been used and which part of a given noticeboard had contained the notice. One spectacular example was when a protest was made about lack of advance communication (for a Forum on R.S.E.) and the essence was that placing a notice on the main board was "useless because no-one reads it there, as everybody knows". The response here should not be to dismiss the comment, because the thesis is concerned with how individuals perceived the situation, not how they 'ought' to perceive it.

Decisions made by individuals were based on their own conceptions of reality and those realities varied substantially. Phrasing and timing of approaches to colleagues (e.g. from Head of Centre to Heads of departments) depended on how one person saw the other and the anticipation of colleagues' reactions powerfully shaped both the method and content of decision making. In this respect the perceptions of individuals were significantly formed by the histories of those individuals within the institution; for instance, were they newcomers or long-serving members; were they being given greater scope or restricted by the changes proposed. The history of groups, such as departments, and of individuals, therefore continued to exert central influence over policy and relationships even where new structures seemed to discount it. The case of English and Professional Studies is a paradigm. Clear statement of responsibility or firmness of instruction were not proof against habit or determined custom. This was shown over control of teaching in study units, over pressure on students and over the way tutors were made available for particular teaching assignments in the new courses.

There was evidently a multiplicity of ways by which personal control could be exercised within and through a committee system. The most marked change in this respect during the research period was in the latitude allowed to the Principal in appointing staff and in distributing monies. More than one instance has been recorded in the thesis when private approaches were made, and the subsequent move towards open advertisement of vacancies has been noted. Representatives from Staff Conference and College Council were present on interviewing panels during the latter stages of the process being studied.[21] Much greater public discussion of the allocation of money accompanied the increased openness of discussions about tutor workload. The creation of the Establishment and Allocations Committee proved one of the most significant features of the case study. We must be cautious, however, in drawing conclusions about continuing practice from the early days of newly-constituted bodies. Sometimes personal control was gladly given up to collective responsibility, but in other cases it was retained whilst working within a democratised structure. The conclusion seems to be that few guarantees could be given about how decisions were to be reached and

attempts to enforce openness were only crudely effective, and usually only for a short time till means were discovered to play the new system.

Written records of the process of innovation were not only incomplete but positively misleading if taken alone, without substantial and sensitive support from oral and non-verbal sources. If we try to reconstruct the events of, say, Visitation day or the launching of Regular School Experience or the progress of the Curriculum Development Team, by looking only at minutes, notes and letters the impression would very probably mislead someone who did not share coffee time conversation, the undercurrents evident behind closed doors and the soothings and savaging that remained confidential to a few participants.

Memories of events, statements, and chronology proved unreliable even after several days and in some cases after only a few hours. Appeal to written records was not necessarily a safeguard since minutes of decisions and discussions were sometimes found to have been written after a significant lapse of time or on the basis of pure misunderstanding. Presence at meetings did not always guarantee consensus of recall; in certain cases knowledge of what happened was better from someone with access to an immediate conversational rehearsal of a meeting than from someone who actually attended.

Although the timing of naming appointees is a feature in itself, it was linked with the pace of the process as a whole. It is difficult to be clear about the effect of speed on planning. On one hand it stimulated radical change, especially when the pressure came from external sources; on the other hand it frequently led to undigested, 'half-baked' proposals. There was a difference between the pace of innovation, shown by deadlines, and the multiple nature of innovation, with several schemes moving forward simultaneously. Both could lead to ill-prepared suggestions but for quite different reasons. The second was much more easily remedied by delegation and division of labour.

The timing of naming individuals to fill posts was shown to be of great significance.[22] Planning changed dramatically after people were linked to offices; withholding names was a powerful means of affecting the speed of planning. It was also likely to obviate widespread understanding of a paper

218

proposal. The section on p. 64 describing how the offices in the Curriculum Development Team were not immediately allocated to named tutors illustrates both the wisdom and difficulty of delaying appointments. The references on p. 49 and p. 54 to the way the Acting Head-designate of the Centre was appointed, and subsequently confirmed as Head of Centre, show how it was possible to make very important decisions without specified and common understanding of what were the responsibilities involved.

The key to redeployment of tutors and also to morale lay not in the presentation of institutional needs nor even in appeal to individual careers but in clear recognition about the sources of authority for disposition of staff in the institution. Till the Establishment and Allocations Committee was set up there was a vacuum of uncertainty about initiative and control in staff deployment. Moreover, that uncertainty was not dispelled overnight. The feeling of belonging to a primary group was certainly an element in negotiation but the inherent difficulty was that it was never clear who had the final, or even the first, word about the way staff worked. The Principal, Head of Department, Course Director and the individual himself were all contenders; usually it was left to 'another'. Thus ambivalence over staff disposition, especially in the timing of planning, should be avoided by unmistakeable sequencing and stages of responsibility.

If staffing policy was crucial to morale, unambiguous allocation of material resources was central to the smoothness of day-to-day working when innovation was attempted. This does not only include money and equipment but also rooms and time. In short, efficient timetabling was essential. The innovation examined was undertaken whilst the College was changing its character in a radical manner and although it may be easy to say, with hindsight, that a comprehensive central timetable would have rendered the whole operation much easier, at the time that would have been an unrealistic expectation. The need was acknowledged in January 1977[23] and that acknowledgement may yet prove to be a milestone in the implementation of the innovation.

4.   The final observation is appropriately one that arises from the peculiar nature of this particular case study. Events moved very quickly during the

years reviewed. The author was centrally involved and whilst drafting this thesis there was a very strong impression of describing events in outmoded language and of dwelling on some issues long since settled. This is a striking measure of how far the institution had moved in a short period of time. If the mark of an innovation achieved is that it becomes normal[24] and causes little surprise then the Centre of Professional Studies was more firmly established than might have been expected in the time. There were plenty of recognised flaws in its organisation and no lack of ideas for changing aspects of it, even to recasting its nature. The fact that there was some resistance to such change indicated that a familiar friend or enemy was under challenge. By either view, it was the degree of familiarity in tutors' consciousness which revealed the measure of success of the innovation.

At the time of writing, September 1977, the Centre of Professional Studies is about to move into clearly titled premises of its own. The plans of its first Head-designate are, in that respect, about to be realised. Yet it is ironic, and not altogether out of character with the first two years of its official existence that despite substantial material resources being made available and the impressive weight of formal academic structures thrown behind its work, there is still fundamental uncertainty about its precise scope. While wallpaper and equipment for its operation were being paid for on a generous scale, a discussion paper for a central planning group could contain the statement that it would be a retrograde step to dismantle the Centre, followed by another paper suggesting that the terms 'Centre of Professional Studies' and 'Head of Centre' should disappear from use.

The very possibility might seem surprising but in fact it was not what it seemed on the surface. The achievement of the Centre had been to forge new links between elements of College activity and to secure those links by involving tutors from more than one section of the staff. That had happened; it could be counter-productive to insist that the new mode of operation was inescapably connected with 'The Centre', with its ambiguous overtones of a department. Rather, the new courses took place over the College as a whole, but were focused in a physical centre that did not automatically belong to a bounded group of tutors. If it is accepted that the measure of how firmly the

change had taken root was the degree to which it had become absorbed into the consciousness of participants then we need not stumble over the fact that labels may change and leave the working relationships hardly affected. That fact had caused some difficulties in setting up the Centre; or rather, in setting up a method of working which was characterised by the term 'Centre'. If the newly forged working relationships could be best maintained by adjusting the labels then we may accept the paradox that the essence of the innovation might be strengthened by ceasing to be recognised as the Centre of Professional Studies.

REFERENCES

Chapter VII

1. See the range of case-studies of innovation prepared by International Movements Towards Educational Change - The International Learning Cooperative. IMTEC/ILC P.O. Box 79, Blindern, Oslo 3, Norway.

2. See Chapter III   p. 49

3. Appendix IV   p. 255

4. Chapter II   p. 25

5. Chapter IV   p. 83

6. See, for example, Dalin, P., The Limits of Change, to be published in 1978 by Macmillans

7. Berger, P.L. and Luckmann, T., The Social Construction of Reality. Allen Lane, The Penguin Press, 1967

8. During the Autumn Term 1977

9. The definitive version of the B.Ed. Degree was prepared by November 1977

10. At meetings of the Establishment and Allocations Committee

11. At a Student Forum

12. Over the decision whether or not to maintain fourteen Subject departments

13. See, for example, I.M.T.E.C. Conferences and Seminars. (reference 1, this Chapter)

14. i.e. asking them, often at short notice, to adjust their personal timetables, and to undertake teaching of study units which were not their original choice.

15. Chapter IV p. 83

16. Compare, also, the search for an elusive 'sense of the meeting' as practised by Quakers.

17. Chapter II p. 32

18. Gross, N. et al., Implementing Organisational Innovations. Harper and Row, 1971

19. This practice (of cross-examining people who had been involved in innovation) has been followed with considerable success at I.M.T.E.C. Seminars   (see reference 1 this Chapter)

20. This was examined for frequency of contact between Head of the Centre of Professional Studies and the Vice-Principal cf. Head of the Centre of Professional Studies and the Dean of Head of C.P.S. and the Director of School Experience or the Coordinator of Associated Studies

21.   e.g. for the appointment of the Academic Registrar

22.   See Chapter III p. 64

23.   A timetable committee was in fact set up.

24.   In the sense developed by Kuhn, T.S., op. cit.

APPENDICES

I   Extract from C.N.A.A. Official Report on Professional
           Studies from the Visitation of 22nd and 23rd
           October 1974.

II (i)-(v)   College Discussion Papers concerning the nature of the
              Centre of Professional Studies.

III (i)-(iii)   Professional Studies Course Units in the B.Ed. and
                Certificate Course.

IV   Written Sources

Extract from C.N.A.A. Report after the Visitation
of 22nd-23rd October 1974

2. PROFESSIONAL STUDIES

2.1 Structure and Content

The concept of a wide-ranging core of Professional Studies which includes Educational Theory as well as the pedagogy of different age ranges and subjects and which has a focus in "regular" school experience, is both imaginative and acceptable.   Considerable thought has gone into the planning of this inter-related course and the proposals represent a useful basis for the preparation of teachers.   It is not, however, clear how the inter-connectedness of the different elements is sustained and the College needs to spell out the precise relationship between Foundation Studies and Associated Studies.   There is some danger that too much will be attempted in the "regular" school visits and it may be necessary to develop more systematic structures so that the Foundation Study units tie up directly with the immediate school experience.   The teaming of tutors might help this process and the direct involvement of school teachers is to be welcomed.   The Additional School Experience connected to Associated Studies also deserves a more systematic treatment.

There appears to be some danger of the course content being fragmented and discontinuous.   The provision of separate subject syllabuses in English, Maths, etc. for lower primary students begs certain questions and it is hoped that the College will work on the relationships between these discrete elements to make a course more consistent with the global nature of young children's learning.   The College tutors must also ask themselves if they devote enough time to the teaching of reading.   The spiral development of the course is not clear and the bibliographies associated with early units are sometimes more sophisticated than later ones (c.f. "Language and the Learner" E/P/0/3 and "Developments in Education" E/P/0h/5, but there are other examples).   The College tutors might well consider if they should develop less ambitious opening units.   The amount of attention paid to philosophical and conceptual analysis might be made more explicit and some of the eclectic sociological theorising in Foundation Units deserves examination (see "Schools and Society" E/P-/4). Again there is a real danger of doing too much too superficially.

2.2 Staffing

The College needs to review its policy for staffing Professional courses for which present provision is very inadequate.   Foundation Unit tutors seem likely to be most plagued by large groups, with the attendant exacting marking and tutorial supervision loads.

2.3   Recommendations

The College should be encouraged to develop its approach to
Professional Studies but it must review its course control procedures
to reduce risks of fragmentation, to best exploit school experience,
and to ensure course coherence.   It must examine the inter-faces
between the different units, between these units and school experience
and between Professional Studies and Special Studies.   It must recognise
the centrality and importance of these Studies to Degree work and
ensure that the Centre for Professional Studies is adequately staffed to
teach Professional Studies at Degree level, and to promote research
into this key area.

Discussion Paper from the Head of the Centre of Professional Studies:
14 June 1976

'WHAT IS THE CENTRE OF PROFESSIONAL STUDIES?'

After considerable discussion and comparison of documents it is clear that:

1. Different ideas were entertained (and still are) about the original purpose and scope of the C.P.S. They include

    (a) a means of rationalising several aspects of College work ('Education' Courses, Curriculum Courses, Teaching Practice) previously organised separately, so that such work could be effectively rationalised within various College awards:

    (b) a means of planning and mounting that element of the B.Ed. and Certificate called 'Professional Studies' (cf. Special Subject element);

    (c) the creation of a base for promoting professional work within the College, where 'professional' is limited to 'teaching';

    (d) as in (c) but where 'professional' could include a growing range of work that extends beyond teaching either to allied areas (social work) or 'training for a profession' (?).

2. The immediate College context for the establishment of the C.P.S. was overwhelmingly focused on the B.Ed. (& Certificate) with the P.G.C.E. linked in a somewhat artificial fashion to its ways of working (the detailed structure validated in the Resubmission Papers December 1974 was conceived with the B.Ed. chiefly in mind).

3. The operation of the C.P.S. during this current academic year has been faithful to the letter and spirit of the validated statements, (e.g. the Curriculum Development Team has met weekly; no regular meetings of "full-time Professional Studies tutors" have been arranged as the Centre includes all College staff and a consolidated core group might have run counter to the spirit of across-College commitment). But .....

4. ...... the development of

    (i)   various Inservice Awards;
    (ii)   B.A. (History) and B.A. (English);
    (iii) Dip H.E.;
    plus   (iv) experience of the first year of operation of the C.P.S.
           (v)   close review of the whole College academic structure

has brought us to a point where we must resolve ambiguities, recognise strengths and weaknesses in current practice and revise what the C.P.S. does and how it does it in ways that meet the following College (not exclusively CPS) requirements. No particular implication in the order is intended.

(i) Within the B.Ed., B.Ed. Hons. and Certificate awards, and under the Course Director of those awards, plan, mount, run and assess the Professional Studies 'taught' units and units of School Experience.

(ii) Within the PGCE and under its Course Director organise the Foundation Studies, and 'Method' sections (= Associated Studies in B.Ed. terminology) and School Experience.

(iii) Within the various Inservice Awards, and under their respective Course Directors, provide units and staff and detailed organisation for the mounting of courses.

(iv) Provide an appropriate base (or appropriate bases) for tutors whose specialisms are not recognised within the present 'subject' areas of College. This could be achieved by

      (a) crystallising a 'Professional Studies' group as a unit but with several sections

or (b) linking certain tutors with already existing groupings, and crystallising a base for others;

or (c) linking all tutors with already existing groupings

or (d) reviewing and recasting groups over a larger number of College tutors.

(v) Provide both a focus for the development of professional work and also a 'living staff' for premises (in the 'old' library area), whether this is on a limited or extended view of 'professional'. It would be a great pity to separate initial from inservice for this purpose; indeed it is difficult to see how it would be possible in practice.

Several distinct tasks may be identified. These distinct tasks could well be linked, even combined, in a variety of ways. How they are linked, and which are linked are importantly determined by the decisions the College has made and has now to make about structures. Viewed in this way, structures are means towards meeting needs, not additional to them. Furthermore, although we may reach agreement about what has to be aimed at, it is still necessary to think through, together, how the aims might be realised.

228

By some means we have to attend to:

1. The formation and maintenance of primary groups for tutors;

2. Ensuring meaningful continuity and monitoring of student programmes in all awards (i.e. in human terms as well as on paper);

3. Planning, use of staff expertise, maintenance of appropriate standards for all parts of all courses;

4. Administration of "professional" elements in all awards (largely a matter of dealing with people; handling paper and attending to patterns of communication are part of the same task);

5. Development of certain areas of interest or work whether this lies easily within 'natural' groupings of tutors or has to be generated by bringing together people from different 'natural' groupings, and people from outside College itself.

Some possible models of a Centre of Professional Studies are presented below. Terms, titles and labels may well need alteration in order to clarify functions, once these are agreed. Many other models are conceivable. Those outlined represent what seems to be a measure of consensus.

Groups of tutors
(all tutors would belong to one group which would provide their primary base)

Individual tutors teaching on awards

Awards
(managed by Course Directors, either "alone" or with a small team, for say, B.Ed. Inservice B.Ed. or PGCE)
(Course Directors work within Schools Structures)

areas of interest or concern (language, counselling, "subjects") promoted and fostered but not tied rigorously to either an award or to a group of tutors. Each area would be the charge of a particular tutor who would keep in touch with any College staff interested in that topic.

etc

"Prof. Studies" (??)

English

Hist

MODEL 1

230

MODEL 2

SCHOOL OF EDUCATION

Initial B. Ed.	PGCE	Inservice B. Ed.	Dip. Sp. Ed.
CD	CD	CD	CD

Special Subject element	Prof. Studies element
13 units	25 units (inc. School Experience)

"A PROFESSIONAL CENTRE" (Training .....studies.....)

Within this Centre, with its own premises, areas of professional expertise would be fostered from (potentially) any members of College Staff. There would be, inevitably, healthily and deliberately, formations of groups of staff by virtue of any, some or all of the following factors

- teaching on an award,
- specialist interest
- College tasks

All Course Directors, and any staff who are closely associated with the running of an Award could/should/would also "belong to" an appropriate group, depending on their personal specialisms, teaching emphasis or interest. They would not, however, lead that group.

In this model the 'Professional Centre' would need a leader able to devote the major part of his or her energy and time to the "fostering" task referred to above. The Professional Studies element of the B. Ed. would have to be coordinated and that coordination could be part of the role of the Course Director B. Ed. provided that the Professional Studies element (as with the Special Subject element) was responsibly managed on a day-to-day detailed basis by appropriate staff. The existing Development Team, possibly with changed membership, could effectively ensure this.

The professional tone, standards and emphasis in any award to which the 'Professional Centre' contributed would be safeguarded by those managing the element in that award. In this sense B.Ed. and PGCE and Inservice B.Ed. are all linked; in another sense they are distinct though with common roots.

Within the 'Professional Centre' there could be several viable groupings, quite as distinct and as large as some present 'subject' groupings (4, 5, 6, 7 tutors). They would not need appointments as "heads" of groups, but meaningful responsibilities are easily recognised.

N.B. There are important issues about the meaning of such a 'Professional Centre' within the School of Education. The two concepts are not the same, but as the meaning of 'professional' becomes extended the two concepts increasingly overlap. Whatever is eventually settled, the relationship between the School and the Centre must be clearly set out.

MODEL 3

| | B.Ed. | PGCE | Inservice B.Ed. | Dip. Sp.Ed. | ? |

(A.) Initial teacher training Division

(B.) Inservice teacher training Division
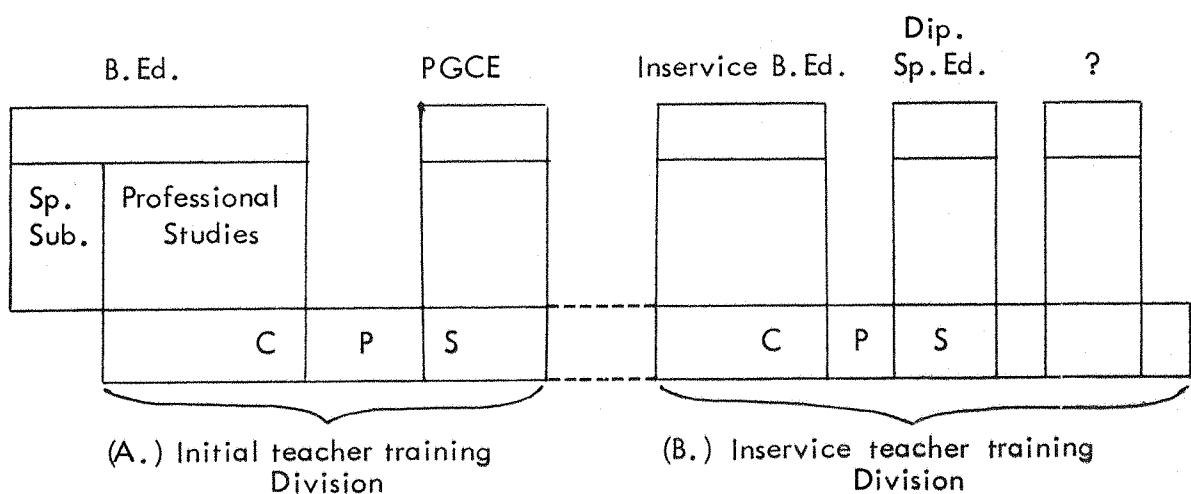
1. There could be a (C.) concerned with professional work other than teacher training.

2. (A.) and (B.) can be considered separately for some purposes, jointly for others.

3. Is it possible/wise/expedient that some tutors should belong to (A.) or (B.) exclusively ??

4. There has been a suggestion that this Model [3] might be a stage in our arrangements along the pathway to Model 2.

General observations

1. Arrangements for continuity of student-tutor teaching relationship,
    counselling, monitoring student programmes, though a College concern
    in a general sense, should be a matter for particular pattern in each
    Award, to be devised in appropriate ways and under the care of the
    Course Director.   Awards would thus be able to develop their own
    ethos.   Suggestions have already been received about how this matter
    might be managed in the B.Ed. for 1976;   further ideas are particularly
    welcome.

2. Whatever patterns are eventually adopted, it is imperative that all
    tutors should have a recognised primary base by September 1976.

3. We should distinguish between role and person.
          e.g.   a person readily performs a number of different roles;
                 the important considerations are

                 (i)   how different they are, not simply how many;
          and   (ii)   the nature of each (limited or extensive; occasional
                                           or continual;   how time-
                                           consuming;   how intricate....;)

          Careful examination of (i) and (ii) is required in deciding
          who should be asked to do what.   That examination is a
          detailed task and once the outline pattern is agreed can
          immediately be undertaken.   In an important sense it is
          dependent on the outline pattern.

                                        Head of Centre of Professional Studies

                                        14 June 1976

Discussion Paper for Academic Planning Committee
28th June, 1976

THE NATURE OF THE CENTRE OF PROFESSIONAL STUDIES:
SOME PROPOSALS

1. BACKGROUND

During the last few weeks extensive discussion has taken place about the
nature of the CPS, based on examination of College planning papers and
C.N.A.A. submission documents. A number of written comments have been
prepared and considered. The impetus for such activity has been

(i)   natural review of C.P.S. activity after nearly a year of
        operation;

(ii)   the need for detailed organisation (staffing, control, initiation,
        review) of a number of professional awards. The Centre was
        introduced in a climate where the initial-training B.Ed. was
        the dominant concern. Its structure would need to be adapted
        if it were to cope with a number of awards;

(iii)   the appointment of a new Course Director for the B.Ed. and
        B.Ed. Hons. who is also Head of the C.P.S. i.e. this requires
        careful mapping of roles if both are to be managed effectively.

2. PLANS FOR PREMISES

(i)   With premises in the existing Library area in September 1977 a
        physical presence can be assured. The premises should include
        certain features 'unique' to the Centre, e.g. a Conference area
        capable of seating up to 150 persons; display bays for mounting
        a variety of school-oriented projects; simulation classrooms
        suitable for micro-teaching and demonstration of organisation
        and aspects of teaching practice; workshop areas for preparation
        of task material for school experience; a comprehensive office
        for records, inquiries and specifically 'central' secretarial work
        (as distinct from handouts and copy-typing which might be
        serviced from a general 'pool'); and some teaching rooms where
        a limited range of teaching of professional studies courses can
        take place;

(ii)   at present it is proposed that a Language Centre and a Maths
        Workshop be set up elsewhere on the site; a possible 'placement'
        area could be established at the SRC end of Death Row, (first
        appointments and school experience);

234

(iii)   grouping of studies for members of the 'core' staff. "Death Row" would be ideal for this, both in number of rooms, placing near the Centre itself and relatively little disturbance of established rooms.

(iv)   a room used by the Head of Centre which should be closely linked with the CPS office and which could also double as a meeting room for groups of up to ten persons. On the experience of this year and on the basis of the proposals below, a substantial part of the time of the Head of the Centre would be in consultation with different groups of between 2 and 10. (i.e. assuming he is also Course Director B.Ed.)

3. THE CENTRE - AGENCY, PEOPLE, OR A PLACE?

(i)   If the CPS is regarded as an agency for securing staff for various awards it cuts across the proper task of the respective Course Directors. The growing number of commitments, especially in the Inservice field, makes this an indistinct and invidious expectation, especially when many are not named awards and are mounted piecemeal.

(ii)   It would be retrogressive to 'harden' the CPS around a specific number of tutors. The essence of the premises outlined above is that they should be a 'natural', vital place to be at work for any person engaged on professional work, and although it is to be expected that a core group will foster much of the activity there and maintain it as a 'humming' Centre, we should deliberately avoid the notion that it is 'their' ground.

(iii)   Whilst most of the professional studies focused on the premises will arise from the initial B.Ed. they are not 'B.Ed. premises' either, with other activities borrowing space. The premises serve B.Ed. along with all other professional awards.

(iv)   We should distinguish between provision of facilities for professional work and responsibility for maintaining proper professional standards in various parts of College work. The latter is the charge of the Course Directors, working under the Dean and within the School of Education structures.

4. SOME PROPOSALS

(i)   A 'core' group of tutors be recognised for 'Professional Studies' as for Education Studies, Religious Studies etc. and someone be given the responsibility of leading them in a personal, primary-base, sense. Careful thought should be given to individual names on the present 'full-time CPS' list to determine whether any tutor is more naturally placed elsewhere. Some tutors on that list may not need a primary base of that form at all.

235

(ii)   Course Directors of named Awards be responsible for preparing an academic budget for their awards, and, using the whole College as a potential pool, make approaches through what are now becoming the established channels i.e. after consultation with Heads of subjects (including Professional Studies in (i) above), submit proposals to the Dean and then to the E & A Committee. In this way the Course Director initial B.Ed. would do precisely what RLA has done this year, as Head of CPS, for the B.Ed. (Prof. Studies). The Course Director of PGCE should make his arrangements in the same way; also Dip Special Ed. and so on.

(iii)   By combining the role of Course Director B.Ed. and Head of the Centre RLA would be able to meet the brief of his appointment. The distinct charge of a Professional Studies group of tutors could best lie elsewhere; it has not been a precise task this year and is an area where present ambiguity could be resolved.

(iv)   The Professional Studies element in the initial B.Ed. would be the responsibility of the Course Director who would develop existing practice to ensure that it was effectively managed on a day-to-day basis by members of the team already identified. We are agreed that close attention must be given to student-staff continuity of relationship, especially in the field of meaningful counselling through the course. Plans are already in mind for this; they await the outline decisions about the nature of the Centre in relation to (a) separate awards and (b) the School of Education.

5.   POSTSCRIPT

(i)   It is not necessary, in the strict sense, that decisions are taken before September 1976 about all the points mentioned. Some (e.g. the details about premises, the notion of a Head of Centre (premises and activities but not tutors) may gain from further thought).

Certain decisions, however, seem to me to be urgent for September. They are:

(a) establishing a primary base for all tutors in a deliberate manner, not 'by default'.

(b) establishing exactly who is directly responsible for staffing the various awards and commitments. For initial B.Ed. the plans for 1977-78 will be laid in September '76; that alone is a sufficient task for an area of responsibility.

236

(ii)   A prime task in the professional area, as in other areas, is promoting research, and development of ideas and centres of interest.   Energy and enthusiasm for this task will be released as we become clearer about what are our respective responsibilities and objectives.

Head of Centre of Professional Studies

25th June, 1976

Extract from minutes of Academic Planning Committee 28.6.76
concerning Discussion paper on C.P.S.

4.   i)   Future of the Centre of Professional Studies

In the course of a wide-ranging discussion the following points and
questions were introduced:

1.   Was Centre of Professional Studies an agency for the
deployment of staff, a pool of tutors, an organisation whose
identity was represented by the occupation of its own
separate premises?

2.   Was Centre of Professional Studies to confine its activities
to the initial B.Ed. and Certificate or should it ambrace other
School of Education awards, including the in-service courses?

3.   Should directors of these other courses make contact with
subjects through the C.P.S. or directly?   And how were the
roles of Course Director and Head of Centre to be distinguished?

4.   How, if the Centre's role is an all-inclusive one, is it to
be distinguished from the School of Education?

5.   Was the analogy of the B.A. in which the Course Director
led the teaching team for the largest single component and
also, with assistance from specialist co-ordinators took overall
responsibility for the course, a relevant one or so different in
scale as to be unhelpful?

6.   Upon what grounds (perhaps more than 50% teaching
commitment) should a tutor be regarded as a member of the
Centre?

Discussion stopped short of a firm conclusion but a consensus emerged
along the following lines :

a)   The Centre of Professional Studies should be regarded as
equivalent to a subject department in providing a primary base for
tutors with a dominant commitment to the pedagogical aspects of
teacher training.   To avoid confusion with the Professional Studies
component of the initial B.Ed. and Certificate, it might eventually
be called the Centre of Teaching Studies.

b)   The Course Director of the B.Ed. should arrange the staffing
of the Professional Studies component by direct negotiation with
appropriate heads of subject.   (The practice followed by the
Course Director of the P.G.C.E. was a helpful example of the
practical procedures involved.   He had made direct contact with
heads of subject in arranging staffing for the 'Method' elements
of the course but had negotiated staffing of Foundation Studies
units with the Head of C.P.S.).   In practice, while
Mr Ashman's appointment was a dual one, little would appear
to change: in future years Mr Ashman would do as Course
Director what he had formerly done as Head of Centre.

It was recognised that there was the need for further discussion, at a
subsequent meeting of the Committee, but it was felt that it should
be possible for the College Council to make appropriate decisions in
the Michaelmas Term.   In the meantime the present structures could
be retained without serious inconvenience.   It was likely that a DES
letter on the reduction of the initial training intake would be received
by 8th August and to defer a decision until the autumn would enable
account to be taken of the future shrinkage of the College's professional
studies commitment.

Paper required for consideration before the first meeting of the College Council. In fact the matter was taken off the College Council agenda to receive further detailed discussion in committee.

Discussion Paper for Academic Planning Committee

14th September 1976

The Centre of Professional Studies: Proposals to meet changed circumstances

1. Caveat

   (i) This is a personal paper, prepared in the light of discussions which took place before the end of the Summer Term 1976 but containing suggestions which go substantially beyond those discussions.

   (ii) The proposals in 5(i)-(v) are intended to be at the level of principle; detailed implementation of any of them should involve prompt and close discussion with individuals whose position and work would be importantly affected.

2. The need to clarify the nature of the Centre of Professional Studies

   (i) Professional Studies appeared as a distinct element in the college submission to C.N.A.A. for the initial B.Ed. degrees and the Certificate and was approved as part of those courses in 1975. At the same time a Centre of Professional Studies was created to be a means of rationalising several aspects of College work (Education Courses, Curriculum Courses, Teaching Practice) previously organised separately, so that such work could be effectively mounted within various College awards. The scope of the word 'professional' was not rigidly defined – it could be limited to teaching, or include allied areas such as social work, or training for any profession.

   (ii) Membership of the Centre was potentially all members of the College (i.e. in so far as they taught on Professional Studies Courses). Most tutors acknowledged a primary base in a special subject area; for a number of tutors all their teaching time was on B.Ed. and Certificate Professional Studies units and the Education element of outgoing Southampton awards, but they were deliberately not crystallised into a departmental-style group in

240

order to foster the idea that the Centre was not <u>limited</u> to a particular group of tutors.

(iii) After a year of operation, with a number of new College courses about to be launched, and in the context of D.E.S. injunctions, it now seems time to take stock of current working and structures and to try to resolve certain ambiguities. Whilst is is recognised that important, and often unexpected changes external to the College demand a degree of flexibility about how we operate, it may also be felt that we are now sufficiently familiar with C.N.A.A. requirements to settle at least some of the interim arrangements we have had to use recently.

(iv) In particular we have to recognise the implications of having

(a) a number of distinct awards, each with its Course Director responsible for mounting, monitoring and controlling the award through the appropriate structures of the Schools of Education and of Arts and Sciences.

(b) a number of groups of tutors (the number and exact designation are matters of tender but inescapable review), each group serving as a pool of expertise, a way of maintaining academic (including professional) standards, fostering research and development of ideas, and a primary base for its members; in addition, and importantly, each group is concerned with more than one college award, though the range of awards may vary significantly between groups.

(v) Specifically, we have to decide whether to regard the Centre of Professional Studies as an agency for the deployment of staff (we now have other means for this which overlap the CPS), a pool of tutors (with a fluctuating membership depending on current 'professional' work on the timetable, or a sharply identified team as in the other subject groupings) or as an organisation whose identity is represented by the occupation of its own separate premises (from September 1977). Certainly we cannot regard the Centre as a component of an award for that would be to mix categories.

3. Towards a decision

(i) In the sense of 2(iv)(b) above, the group of 'full-time Professional Studies' tutors should be regarded as equivalent to a subject grouping in providing a primary base for tutors with a dominant commitment to the pedagogical aspects of teacher training. To avoid confusion with the Professional Studies component of the initial B.Ed. and Certificate it might be called the Centre (?) of Teaching Studies.

(ii) Members of such a group would undoubtedly be involved in a range of awards (e.g. In-service B.Ed., Dip. Special Ed., P.G.C.E.) not just those awards with a distinctly labelled Professional Studies element (initial B.Ed. degrees, Certificate); they would need a leader to co-ordinate their personal contributions in timetable and research terms, to foster the corporate spirit which is so important a part of working vitality, and to speak for them where necessary (e.g. in discussions with Course Directors).

(iii) Careful thought should be given to names on the present 'full-time CPS' list to determine whether any tutor is more naturally placed elsewhere; some tutors on that list may not need a primary base of that form at all.

(iv) Any decision along these lines should take full account of the changing balance of the work of the College, in particular the cut-back in numbers for initial teacher training. Since we need to keep under active review the range of special subjects offered in the initial B.Ed. it might be helpful to revive the concept of federations of subject areas, each area to be distinct but allied within a title that would realistically permit proper response to changing external pressures. For instance the proposed team of Teaching Studies tutors might be placed alongside that of Education Studies in a Faculty of Education and Social Sciences. Perhaps aspects of Geography would be meaningfully suited to a venture of this type. Such a collaborative combination could maintain appropriately distinct sections, as now, with their respective emphases, yet facilitate contributions of staff to a range of awards.

4. Continuity with present activity

(i) The original purpose and current achievement of the Centre of Professional Studies in the B.Ed. would be maintained through the Course Director. He would operate, like all other Course Directors, by preparing an academic budget for the award and making approaches through what are now becoming the established channels, i.e. after consultation with Heads of Subjects (including Teaching Studies as outlined in 3(i) and (ii) above) submit proposals to the Dean and then to the E. and A. Committee. (In this way the Course Director B.Ed. would do precisely what the Head of CPS did during last year for the Professional Studies element of the B.Ed.; the Course Director PGCE would make his own arrangements in the same way; also the Dip. Special Ed., and so on).

242

(ii) Existing plans for a Professional Centre in the existing library area could go ahead exactly as at present (ref. APC Paper 28th June 1976, The Nature of the C.P.S.: Some proposals: Section 2). They might even, with advantage, be developed as a Faculty Centre, to avoid duplicating facilities or equipment elsewhere. (The fact that these premises are next to those allocated to Education Studies and Geography may prove to be a happy accident.....).

5. Specific Proposals

(i) A group of tutors to be immediately crystallised from those present loosely designated 'full-time CPS'; to be regarded in all senses as a subject team, alongside existing teams, with a clearly identified leader (whether the present Head of CPS, his accredited nominee or another person should be made plain); membership of such a team to be deliberately decided after consultation with individuals; the classification of the team (e.g. Teaching Studies) to be decided after consultation in such a way as to distinguish it from the Professional Studies element of the B.Ed. degrees.

(ii) Co-ordination of the Professional Studies element in the initial B.Ed. degrees to be the responsibility of the Course Director B.Ed. (within the School of Education structures) through negotiation as at present with leaders of subject teams.

(iii) The idea of federations of subject teams to be seriously considered to allow flexible use of staff resources whilst maintaining appropriate academic standards. As part of such an exploration, immediate discussions be started on the possibilities and implications of a federation of Education and Social Sciences, to include the Teaching Studies team proposed in 5(i) above.

(iv) Course Directors of all awards (specifically PGCE, Dip. Special Ed., In-service B.Ed., Dip. Guidance and Counselling) to negotiate directly with the appropriate Heads of subject teams in mounting their courses, instead of "through the CPS".

(v) Plans for use of the premises of the existing library as a Professional Centre to be developed along the lines of present suggestions, with final details dependent on the outcome of discussions proposed in 5(iii) above.

Head of Centre of Professional Studies

10th September 1976

243

Co-ordination Committee 12.9.77   Item 4

Management of the B.Ed. degree and Professional Studies

Analysis of the papers

1.   The Course Director should be a person other than the Co-ordinator of the component Professional Studies. (Head of Centre is the present terminology). The case for this: a) the complex nature of this degree requires a person able to take an overall view of up to 14 Special Subjects and Professional Studies which cover three age-ranges, special education, and includes school experience, and to balance the competing demands.
                                        b) The need to re-consider the nature of the degree and to lead a planning team towards a new degree.

2.   It is further argued that the Co-ordinator of Professional Studies (Head of Centre is present terminology) should be the same person as the Director of School Experience, because School Experience is central to the concept of Professional Studies. Since this would be a very demanding post, such a person would need to receive alleviation of the demands made in the operation of the School Experience arrangements, by receiving help from colleagues, preferably in a way which would contribute to the wholeness of Professional Studies. This assistance in the B.Ed. might come from people already in important roles in Professional Studies, such as the Co-ordinator of Associated Studies or the Co-ordinator of Foundation Studies, working as a team under the direction of the, new style, Co-ordinator of Professional Studies.

       A different solution is to appoint a deputy to a Co-ordinator of Professional Studies, to assist with the School Experience work, or to assist with agreed parts of Professional Studies including School Experience work.

       In either case the new-style Co-ordinator of Professional Studies would be responsible to the Course Director for the co-ordination of the component, Professional Studies, in the B.Ed. degrees, including Foundation Studies, Associated Studies, and School Experience.

3.   Head of Subject role: those tutors whose main teaching is in Professional Studies, as these are offered in the B.Ed. and in other awards, and courses, (particularly in-service), need a head in the sense of head of subject, to monitor timetables, teaching loads, and to be responsible for the fostering of 'Professional Studies' as a concept derived from many disciplines and skills, and contributing to other awards. The Dean of the School of Education makes this point strongly, and sees advantages in developing in the College a resource of professional studies with a strong 'esprit de corps'. This role may best be filled by the new-style Co-ordinator of Professional Studies, if

only because the bulk of the teaching of Professional Studies will come from the tutors whose main or only work is in that area.

4.   The new-style Co-ordinator, therefore, would have three major roles. This is unrealistic. He may, however, be responsible for co-ordinating the three, provided he has a Deputy to take on the bulk of work in organising School Experience.

Towards a solution (some changes of terminology are suggested)

As a focus of discussion it is recommended that:

1.   Role of Course Director be separated from that of Head of Centre of Professional Studies.

The Course Director's function is to direct the degree: he is responsible through the Course Committee; and to the Dean, for its coherence, academic and professional standards, development and change in association with the Chief External Examiner, for meeting the challenge of the quinquennial review and in planning for re-submission of the award.

2.   The role of the Director of School Experience be combined with that of the Head of the Centre of Professional Studies (present term). This role to be renamed Director of Professional Studies.

The Director of Professional Studies to be responsible for the component Professional Studies in the B.Ed. degrees, and for servicing other awards as appropriate to the expertise of the Professional Studies tutors, and to undertake the role of head of subject to the Professional Studies tutors.

3.   A Deputy Director of Professional Studies to be appointed with the following role:

   (i)   To assist the Director of Professional Studies in the co-ordination of the component Professional Studies, and in the head of subject role for Professional Studies tutors.

   (ii)   To undertake particular duties in relation to School Experience, and be responsible to the Director as follows:

      a)   To take initiatives for forward planning in the use of Schools for R.S.E. and E.S.E. and ensuring through the Course Director that sufficient staff are available for supervision.

b)   To arrange the detailed placing of B.Ed. students for E.S.E. in their second, third and fourth years, including the necessary supervision, and, when appropriate, any additional schools experience for weak students. In addition, to make arrangements for external assessment.

c)   To arrange meetings, when necessary, with teachers in charge of students or other groups of teachers and/or L.E.A. representatives, and attend such meetings to explain college policy (e.g. a termly meeting in Southampton).

d)   To be responsible to the Bursar for submitting an annual estimate of expenses incurred through the transport of students to schools and their supervision. To liaise with the Warden for Resident Students in this connection.

e)   To up date and keep under review all literature given to students relating to schools experience.

f)   To keep abreast of C.N.A.A. thinking in the field of Schools Experience, attend meetings when necessary and keep the Dean of the School and Course Directors informed of developments.

g)   To liaise with the student body through their committee representatives and the student teaching practice committee.

h)   To liaise with schools and colleagues in arranging School Experience and following up complaints.

The Implications of such a solution

1.   Terminology: the phrase Centre of Professional Studies becomes surperfluous, except (possibly) as a designation of the new set of rooms.

The term Professional Studies will be used in the same way as, say, French, i.e. to describe a component in the B.Ed. degrees;
          to describe a group of tutors;
          (such tutors will contribute to College courses other than the
          B.Ed. degrees, though the contribution will not always be
          labelled 'Professional Studies' e.g. to In-service awards).

2.   Level of appointments: it is an important consideration for this matter and 3. below that the numbers of students on B.Ed. degrees, and on School Experience, will drop sharply in the year 1977-78 and subsequently.

          Course Director to remain, as now, at Grade V.
          Director of Professional Studies   Principal lecturer
          Deputy Director   Principal or Senior Lecturer

246

3.   Unit loadings: Teaching load

     Present arrangements: Course Director and
                             Head of Centre   7 units

                             Director of School Experience   5

     i.e.   12 units of the notional maximum workload of   26
            units 'lost'

     New arrangements: Course Director's load might rise, say   9
                         Director of Professional Studies   5
                         Deputy Director   8
                                                                      ___
                                                                       22
                                                                      ___

     i.e.   22 units out of a maximum possible of 39
            units 'lost'

     i.e.   Cost of the change   3 units

Timing and procedures

     Co-ordination Committee 12th September: make the policy decision on
     the management and organisation.

     E & A - 22nd September: consider the unit implications.

     College Council - 12th October: recommendation.   If this is accepted,
     advertise internally for the appointment(s) so that the new system may
     be gradually introduced in 1977-78 and become fully effective in
     September, 1978.

     The timing and nature of the shadow arrangements for 1977-78 will
     depend upon the persons appointed.

Summary

     The case for the changes proposed rests on the desirability of relieving the
Course Director of the day to day operation of the major component of the degree,
of integrating the administration of School Experience within the component
Professional Studies, and of creating a further impetus for a wider understanding
of Professional Studies.

                                                            Deputy Principal
                                                            5.9.77

LIST OF COURSE UNITS

Code No.   Title

FOUNDATION STUDIES

1	A	Introductory Studies
2	B	The Child and his Environment
3	C	Language: an Introduction to Its Nature and Function
4	D	Schools and Society
5	E	The Curriculum
6a	F	The Teaching Profession
6b	G	Responsibility in the Teaching Profession
7	H	Policymaking in the Education System
8	J	Decisionmaking in Education

100	Children Growing Up
101	Sociology of the School
102	Bases of the Curriculum

ASSOCIATED STUDIES   (including those available on an elective basis)

9a	Special Education – Handicap and the Community
9b	Special Education – Applied Psychology
10a	Nursery Education and the Handicapped Child
10b	Disadvantage and the Pre-School Child
10c	Play and the Young Child

11	Nursery Education I
12	Nursery Education II
13	Special Education I – Subnormality
14	Special Education II – Handicap
16	The Slow Learner
17	Health Education
18	Guidance in Secondary Schools
19	Psychometrics
21	Maladjustment
22	Adolescence
23	Educational Research
24	Educational Thought
25	The Multi-Cultural Society – Its Implications for Education
26a	The Teaching of Art and Design – Stage I
26b	The Teaching of Art and Design – Stage II
27	Creative Activities
30	The Teaching of Craft Studies (MAR)
31	The Teaching of Design and Technology – Stage I and Stage II

Code No.	Title
31a	Social/Situational Studies in Design and Technology (Stage III)
32	The Teaching of Drama - LAR - (non-specialists)
33	The Teaching of Drama - MAR - (non-specialists)
34 & 37	The Teaching of Drama - UAR - (non-specialists)
35	The Teaching of Drama - LAR - (specialists)
36	The Teaching of Drama - Stage I - (specialists)
38	The Teaching of English - LAR
39	The Teaching of English - Stage I
40	The Teaching of English - Stage II
40a	The Teaching of English - Stage III
41	The Teaching of English - MAR
41a	The Teaching of English - UAR - (non-specialists)
42	The Teaching of Environmental Studies - LAR
43	The Teaching of Environmental Studies - MAR
44	The Teaching of Environmental Studies - UAR
45	The Teaching of French - Stage I
46	The Teaching of French - Stage II
46a	The Teaching of French - Stage III
47	French (Subsidiary I)
48	French (Subsidiary II)
49	French (Subsidiary III)
51	Geography (Subsidiary)
52	The Teaching of Geography - Stage I
53	The Teaching of Geography - Stage II
53a	The Teaching of Geography - Stage III
54	The Teaching of History - Stage I
55a	The Teaching of History - Stage II
55b	The Teaching of History - Stage III
56	Classical Studies - MAR
56a	History (Subsidiary)
57a	Literacy, Mathematics and the Young Child - LAR
58	The Teaching of Mathematics - Stage I
58a	The Teaching of Mathematics (Subsidiary I MAR (non-specialists))
58b	The Teaching of Mathematics - Subsidiary II
59a	The Teaching of Mathematics - Stage II
59b	The Teaching of Mathematics - Stage III
60	The Teaching of Music - LAR - (non-specialists)
60a	The Teaching of Music - LAR - (specialists)
61	The Teaching of Music - MAR - (non-specialists)
62a & b	The Teaching of Music - Stage I
	The Teaching of Music - Stage II
62c	The Teaching of Music - Stage III
63	Physical Education - LAR
64	Physical Education - MAR

FIG. 10

Revised Pattern for B.Ed. (1975 and 1976 Intake of Students)

Professional Studies Course	YEAR ONE			YEAR TWO				YEAR THREE		
	1	2	3	4	5	6	7	8	9	
Foundation Studies	A Introductory	B* Child and Environment (both units available to both terms)	C* Language		D School and Society		Curriculum		F The Teaching Profession	
Associated Studies and Electives						E				
Upper Age Range	English	Methodology of Sp.Subj. (Stage I) Methodology of Subsid. Subject	Methodology of Sp.Subj. 8 - 13	Prep. for S.E.	Numeracy & literacy	M. of Special Subject (Stage II 12+) M. of Subsid Subject	M. of Special Subject (Stage II 12+)		M. of Sp.Sub. Stage III	
Middle Age Range	English + Reading +	Methodology of Sp.Subj. (Stage I)	Methodology of Sp.Subj. 8 - 13	Prep. for S.E.	Reading+ English +		Environmental Studies Creative Arts Physical Education etc		M. of Sp.Sub Stage III	
Lower Age Range	Creative Activities	Creative Activities	Reading Maths	Prep. for S.E.	Reading Maths		Physical Education Music/Drama Environmental Studies Religious Education etc Nursery I Sp. Ed. I Nursery II Sp.Ed. II			
	English	Mathematics								
School Experience	VISITS (linked to Introductory)	REGULAR (10 days per term linked with Foundation and Associated Studies)					ADDITIONAL (linked with College Units)		ADDITIONAL (linked with College Units)	
UNITS	2	2 (plus 1 Sch. Experience)	2 (plus 1 Sch. Experience)	1	2	2	2	4	4	

Within Years Two and Three: EXTENDED SCHOOL EXPERIENCE; PREPARATION FOR SCHOOL EXPERIENCE; EXTENDED SCHOOL EXPERIENCE; COLLEGE FOLLOW UP TO SCHOOL EXPERIENCE

Key:
— one unit over one term
— one unit over two terms
- - - element of choice

*Units B and C are offered in both Terms 2 and 3. Students take both units but maybe in different order. R.S.E. work takes account of this.

+These two units have been developed as linked elements over Terms 1 and 5, with part of each element in each term. There will be assessment points at the end of Term 1 and Term 5.

PROFESSIONAL STUDIES: Foundation Studies   Code: E/P/0/1

1. <u>Title of Unit</u>:   Introductory Studies (Unit A)

2. <u>Classification</u>:   B. Ed. only

3. <u>Type</u>:   Single Unit   <u>Duration</u>: 10 weeks

4. <u>Placing</u>:   Term One

5. <u>Pre-requirements</u>:   -

6. <u>Tutors</u>:   Leader, plus 18 tutors drawn from 11 subject
                        departments and full-time Centre of
                        Professional Studies staff.

7. <u>Description</u>:

      This unit is intended to serve as an induction course enabling the
student -

(a)   to make contact with the social and educational environment of
       children;

(b)   to develop sensitivity to the spectrum of education by a consideration
       of central educational concepts and issues and to his new role as a
       prospective teacher.

      These objectives will be achieved by an exploration, through field
work, school visits, lectures, films, group investigation and discussions,
of certain areas of study connected with the child, his school and his
environment and the role of the teacher.

8. <u>Teaching Programme and Methods</u>:

Day 1	Film '7-up'. Preparation for Visit to a First School (lecture and discussion)
	SCHOOL VISIT
Day 2	Follow-up to visit - raising key issues, directing to reading, file keeping.
Day 3	Preparation for Middle/Junior School visit - lecture, film, discussion
	SCHOOL VISIT
Day 4	Follow-up to visit, based on observation schedule
Day 5	Preparation for Secondary School Visit - lecture: Film '7 + 7'
	SCHOOL VISIT
Day 6	Follow-up to visit: Introduction to Environmental/Social Study
Day 7	*Environmental Social Study* Field work based on the area served by the schools visited
Day 8	(resources, labour patterns, services, etc.)
Day 9	Group work and reporting back (practice in communication techniques
Day 10	Appraisal of Course. A consideration of the role of the teacher as a communicator. Film: 'Space between words'

Close student/tutor contact at this stage of the student's college career is seen to be important and it is envisaged that for this unit the student will be assigned to an undifferentiated tutor group. The field work and the discussions will be organised through these groups.

All the school visits will be to one particular area. It is this area which will be explored during days 7 and 8 with an emphasis on discovering those environmental and social factors which affect the growing child.

The student will be prepared for each school visit by films, lectures and discussions on child development and the nature and organisation of the type of school to be visited. This will be accompanied by specific observational tasks to be carried out in the school, in addition to directed reading. Each visit will be followed-up by discussions in which key issues will be raised (e.g. The First School and the philosophy of the integrated day).

During Day 9 groups will meet with one another to prepare and then make a report on their school and area investigations. These group meetings will be so structured as to ensure that students visiting different areas (i.e. rural/urban) will be able to share their conclusions. Students will be encouraged to explore different methods of communicating their findings (e.g. through the use of children's work collected on the visits, visual aids, slides and photographs).

The importance of the teacher as a communicator will be explored further during the final day of the course by means of films and discussions.

9. Required Reading

Black, J.,	Inside the Primary School	H.M.S.O.,	1967
Grugeon, D. & E.,	An Infant School	Macmillan,	1971
Probert & Jarman,	A Junior School	Macmillan,	1971
Pedley, R.,	The Comprehensive School	Penguin,	1973
Sandstrom, C.I.,	The Psychology of Childhood and Adolescence	Pelican,	1968
Burgess, T.,	A Guide to English Schools	Penguin,	1969

Selections from:

| Plowden | Children and Their Primary Schools | H.M.S.O., | 1967 |
| Newsom | Half Our Future | H.M.S.O., | 1963 |

Recommended Reading:

| Illich, I., | Deschooling Society | Penguin, | 1971 |
| Postman & Weingartner, | Teaching as a Subversive Activity | Penguin, | 1971 |

10. <u>Other Requirements</u>:

        –

11. <u>Assessment</u>

      The student will be required to present an individual file containing a record of the results of his investigations during the unit.

Written Sources   (see Chapter II p. 32)

(i) Official Papers

    (a) Official College papers submitted to C.N.A.A.:

Initial Submission	May 1974
Vols 1-6 Full Submission	October 1974
Resubmission Papers	December 1974
Resubmission Papers (revised)	January 1975
Revised Proposals for B.Ed. and B.Ed. (Hons) and Certificate	February 1975

    (b) Minutes of : Committees, Councils and Departmental Meetings

Internal Planning Committees whilst the Submission was being
    prepared (Committees P_1 - P_7)

Academic Board (till July 1976)
    College Council (from September 1976)
Academic Planning Committee (till July 1976)
    Coordination Committee (from September 1976)
Academic Council (till July 1976)
    Staff Conference (from September 1976)
Establishment and Allocations Committee
Education Department (till July 1975)
Curriculum Development Team (from Spring 1975)
Professional Awards Board
B.Ed. Course Committee
3 year Certificate Course Committee
Postgraduate Certificate Course Committee
Tutor Forum for B.Ed. and Postgraduate Certificate
Consultative Committees with Schoolteachers:
        Joint Consultative Panel
        Primary Committee
        Secondary Committee
        Inservice Committee
        Special Education Committee
        (Combined) Consultative Committee

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