DEVELOPING NURSE TEACHERS FOR DIPLOMA LEVEL

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DECLARATION

No portion of the work referred to in this thesis has been submitted in support of an application for another degree or qualification for the University of Warwick or any other institute of learning.

SCHOLARLY ARTICLES ARISING FROM THE STUDY:

Stanton A, Crispin G, Crotty M, & Reid N (1992) "Collaboration in nursing education" in Nursing Standard 6, 23, 37-40.

Stanton, A (1992) "Diploma-level education in Norway" in Senior Nurse 12, 4, 30-33.

Stanton, A (1993) "Managing educational change:a policy for staff development" in Senior Nurse 13, 2, 5-6.

Stanton, A (1994) "Nurse teachers' initial perceptions of diploma level" in Senior Nurse 14, 1, 17-22.

ABSTRACT

A strategic approach, utilising two sequential action research cycles over a two year period, was adopted to prepare teachers in one college for nursing and midwifery for diploma level courses. Initially, a link with higher education was developed, a policy for staff development implemented, and diploma level courses were planned. A survey of 63 teaching staff revealed their misconceptions about diploma level courses.

During the second cycle, conjoint validation and subsequent implementation of diploma level courses were achieved. A staff development progammme was planned and implemented to prepare teachers for new roles and responsibilities with diploma level courses. Five exploratory visits to other colleges of nursing were undertaken to validate the approach adopted to staff development. Four were in England and one in Norway. Critical incident techniques and semi-structured interviews of 7 education managers and a sample of 12 teachers were conducted to evaluate the programme's effectiveness. Teachers had an enhanced awareness of academic level in courses and were more confident to teach at diploma level. They were still inexperienced and uncertain about diploma level assessment and the integration of diploma level intellectual skills into practice settings.

Theory has emerged from the research concerning the ongoing development of intellectual skills of nurses and midwives within an academic framework incorporating a taxonomy of cognitive skills, self-directed learning and reflective practice. The central component of all these aspects is that of critical thinking which respondents identified as the characteristic which differentiated diploma level courses from previous training approaches.

The eclectic staff development approach within a policy framework including individual performance review, achieved both individual and organisational development and contributed to the creation of corporate identity and critical awareness amongst staff. The programme also familiarised teachers with higher education approaches to course delivery prior to the impending merger of nurse education with higher education.

GLOSSARY:

CATS   - Credit Accumulation and Transfer Scheme

CNAA   - Council for National Academic Awards (the
            validating body for Higher Education courses)

DPSN   - Diploma in Professional Studies in Nursing
            - a post-registration nursing diploma course.

Dip.H.E.- Diploma in Higher Education (C.N.A.A.)

ENB   - English National Board for Nursing, Midwifery
            and Health Visiting (the validating body for
            N.M & HV courses in England)

ENB Framework for Continuing Education
            - Incorporating all nursing courses in an
            academic framework from certificate to degree
            level study, and beyond.

ENB Higher Award
            - Incorporates 10 Key Characteristics of
            Clinical Practice. Award operates within the
            Framework for Continuing Education and offered
            at the minimum of degree level.

HE   - Higher Education

NCVQ   - National Council for Vocational
            Qualifications

Primary nursing - a named nurse responsible for the
            assessment, planning and evaluation of care of
            an individual patient. May require assistance
            of "associate nurses" in implementing care.

Project 2000 courses - The new pre-registration nursing
            course which leads to a professional
            qualification and a Diploma in Higher Education.

CFP   - Common Foundation Programme (the first 18 months
            of the Project 2000 programme).

Branch programme - the last 18 months of the Project 2000
            Programme. May be taken in Adult Nursing; Sick
            Childrens' Nursing; Mental Health or Mental
            Handicap Nursing.

IPR   - Individual Performance Review.

RGN   - Registered General Nurse.

RMN   - Registered Mental Nurse.

RSCN   - Registered Sick Childrens' Nurse.

RNMH   - Registered Nurse for Mental Handicap.

RM   - Registered Midwife.

RNT/RMT   - Registered Nurse/Midwife Teacher.

TQM   - Total Quality Management.

UKCC   - United Kingdom Central Council for
             Nursing, Midwifery and Health Visiting.

<u>PREFACE</u>

A recent article in the Times Higher Education Supplement
(Banks, THES, March 18, 1994 p.15) by a professor of
physiology questioned the newly acquired academic
credibility of nurse teachers. She was referring to the
decision taken by the Department of Health in 1992, that
the education of health care professionals, including that
of nurses, was to merge with higher education. Colleges
of nursing would become university departments with full
academic status for all staff, despite, she argues,
generally poor academic qualifications. She went on to
question whether conferring academic credibility at a
stroke is a sensible move.

A spirited response, a few weeks later (Anthony, THES
April 1, 1994 p13) strongly defended nurse teachers'
attempts to become better educated, either through full-
time or part-time study for degrees. The writer suggested
that nurse teachers are not so foolish as to expect a
change of employer to confer academic credibility on them,
and acknowledged that they expect to gain it in the old-
fashioned way - through solid academic work.

In one sense, this research is the account of my own
attempt to develop academically through part-time Ph.D
study. Equally important is the description of the work

undertaken by Westown College for Nursing and Midwifery to prepare nurse teachers for new, academically validated, professional courses, and the attempts made by staff to ensure that both their courses and teachers would be considered academically credible.

This research studies the preparation of nurse teachers for diploma level courses. For this they need to understand the concept of academic level.

As Principal Lecturer in Nursing at Hightown Polytechnic (now University), I was asked to plan and co-ordinate a staff development programme for the College teachers. Naively, I thought it would be a straightforward task. **Chapter One** of this thesis identifies the emerging problem of such teachers' pressing need for staff development for planning and delivering Dip.HE.courses. It became clear very quickly that there were no convenient quidelines about what to teach or how to go about it. Until this point, staff development for nurse teachers had consisted of secondment to nationally run five day workshops attended by individual teachers once in every five years. Centrally held funds were now to be allocated to individual colleges to conduct their own staff development programmes. What was needed rapidly was an immediate, on-the-spot, innovative staff development programme which would satisfy the teachers' requirement for professional

development as they started to develop an awareness of higher education and academia.

In **Chapter Two** I argue that the best method for resolving this problem was to take a systematic, planned, research-based approach. An action research enquiry appeared most suitable for coping with the current dynamic developments in the College and less rigid and inflexible than alternative approaches considered. The research design consisted of two sequential action-reflection cycles conducted over a two year period. These would involve exploring other approaches to staff development and subsequently planning, implementing and evaluating a staff development programme for the College.

In order to explore alternative approaches for staff development, literature from the field of general education was reviewed and is discussed in **Chapter Three**. I considered information gathered from visits to other colleges of nursing concerning the approaches they had taken for staff development. I argue that the standard approach of sending someone on a course does not ensure that staff are necessarily developed appropriately for current changes. I describe what was done in the College during the first year of the research to develop a policy for staff development and initiate an inhouse staff development programme.

Chapter Four considers the current need for nurse education to develop links with Higher Education (HE) prior to full integration at some point in the future. Originally, links were required to ensure conjoint validation and academic approval of the new nursing courses, Project 2000, for example. I describe my own role as liaison officer to foster the link between the Westown College and Hightown Polytechnic. Visits to other colleges identified the different organisation arrangements between colleges and their HE links including the gulf which exists between the two cultures.

I needed to address the question asked not only by the College teachers but also teachers in the other colleges I visited: "What _is_ diploma level?" This became the subject of **Chapter Five**. The literature is far from clear on this respect, and colleagues in HE have not been helpful in communicating these academic concepts which they take for granted and are unused to having questioned. I demonstrate that the Westown College teachers' knowledge and experience of diploma level was very limited. At the end of the first year of the research, they have several misconceptions about it. This Chapter concludes with the plan for the staff development programme for the second year of the research, which aimed to prepare teachers for their role of teaching and assessing on diploma level courses.

At the end of the second year of the research, the staff development programme needed to be reviewed and its effectiveness for preparing teachers for diploma level evaluated. Based on findings from interviews conducted with both education managers and teachers from the College, I show in **Chapter Six**, that the teachers had begun to develop a conceptual grasp of the components of diploma level at this stage and were beginning to be confident to teach on diploma courses. They were, in the main, still uncertain of their ability to assess at this level. Analysis of the data from these interviews and the visits suggest an emerging theory about diploma level activity and academic level. This includes the progression of academic and intellectual skills, the appropriate application of theory in the workplace, and the development of critically-reflective, autonomous practice. Teachers, both in Westown College and in the other colleges visited, appeared to be operating within some known parameters provided by Bloom's (Bloom, 1964) taxonomic framework concerning the development of intellectual skills. There was a wide consensus amongst them that critical thinking was a central component of diploma level activity. A model for the continuing development of intellectual skills in nursing through undergraduate, master's and doctoral study, integrating a taxonomy of cognitive skills, self-directed learning approaches and skills of reflective practice is appraised.

In **Chapter Seven** the overall impact of the research on the College and the staff, and the appropriateness of the research design for implementing change, are appraised. I argue that both the research process, and specifically, the action research methodology, have produced benefits to the College and the staff. Not only have the development needs of the College been met but teachers have become used to more critically reflective and collaborative ways of working. As a result of the research, a strategy for staff development was devised, based on existing education theory, which was found to be appropriate in a college of nursing. The approach adopted met the continuing needs of the College for staff development as further educational developments have occurred.

Chapter Eight looks again at the integration of nurse education into higher education. Will the preparation of the nurse teachers appear adequate as they move into higher education? Will they be seen as academically credible alongside their higher education colleagues? How will they fare when competition for lecturers' posts is the issue? I conclude with recommendations for the teachers' continuing development and for greater opportunities for collaborative working and research with higher education colleagues.

CHAPTER I: THE EMERGING PROBLEM: NURSE TEACHERS' CURRENT NEED FOR PROFESSIONAL DEVELOPMENT.

INTRODUCTION:

Nursing and midwifery education in this country are undergoing dramatic change as they seek to develop professional education courses which are also academically recognised.

This chapter locates this research study in the wider context of these contemporary educational developments and identifies the resultant problem that nurse and midwife teachers needed rapid professional development for the required educational change to become a reality.

The background to these educational developments in nursing and midwifery is described and current approaches for preparation of teachers for nursing and midwifery education considered. The need for professional development for existing nurse and midwife teachers is identified as they prepare to develop and implement professional education courses for student nurses and midwives which are substantially different from existing training approaches.

The chapter concludes by identifying the research questions which formed the basis of the study. They were focussed locally in one College for Nursing and Midwifery (the pseudonym "Westown College" has been adopted in this thesis) as staff prepared to implement educational developments, and nationally in the wider context of the impending integration of colleges of nursing with higher education.

THE PROFESSIONALISATION OF NURSING:

The recent drive amongst nurses and midwives for improvement and development of educational preparation for their profession is best understood in the wider context of an on-going quest for professionalisation of nursing. Many nurses have been strongly committed to professionalisation since the turn of the century. Following establishment of the General Nursing Council for England and Wales in 1919 which created a formal national regulating system for nursing, their aim has been to promote legislation to reinforce acquisition of characteristics traditionally regarded as desirable attributes for a professional group.

Recently Millerson (1986), whilst acknowledging that few writers seemed to agree on 'the real determinants of professional status', listed characteristics which could

be used to measure the degree to which occupations are professionalized. These included skills based on theoretical knowledge; skills-based education and training and competence of professionals ensured by examinations. A code of conduct to ensure professional integrity, with performance of a public service and a professional organisation that organized members was also regarded as important.

Larson (1977) linked professionalisation of occupational groups to both economic and class systems in society. He suggested that through professionalisation occupational groups attempted to translate one order of scarce resources which they possessed - special knowledge and skills - into another - social and economic rewards - which they desired.

> Professionalisation is the process by which producers
> of special services seek to constitute and control
> a market for their expertise. Marketable expertise
> is a crucial element in the structure of inequality,
> therefore professionalisation appears also as a
> collective assertion of special social status, and
> as a collective process of upward social mobility"
> (Larson, 1977).

Professionalisation as a desirable concept has been challenged. One adverse criticism suggested that professions have created legalised systems to serve the public which are elitist, dominant, authoritarian and monopolistic. As a result the public have become

debilitated and effectively disabled through the imposed control mechanisms of professionalism (Illich,1977).

Alternatively, Freidson values the concept of profession 'as an intrinsically ambiguous, multi-faceted folk concept, of which no single definition and no attempt at isolating its essence will be generally persuasive'. The task should concern studying occupations who claim the title of profession, as individual empirical cases rather than as specimens of some more general fixed concept (Freidson, 1983, p32).

Nursing has many professional attributes traditionally demonstrated by a number of writers (e.g.Flexner, 1915; Carr-Saunders and Wilson, 1933) and has passed through many of the identified stages of professionalisation (Vollmer and Mills, 1966; Johnson, 1972). It has however, been viewed as largely unsuccessful in two main areas of professional development - in the development of professional education, and professional autonomy (Etzioni,1969; Katz, 1969; Simpson & Simpson, 1969). The further development of both of these attributes informs this study and constitutes a crucial aspect of it. The first aim is the development of professional education for nursing, to include the development of a specialised body of knowledge, preparation of its practitioners and development of research-based practice. Realising the

importance of this has led to efforts at reform, some of which this dissertation examines.

Professional autonomy was the theme of my master's dissertation. This explored the perceptions of sisters and charge nurses in one Health District about personal and professional autonomy and the effect of professional continuing education programmes on the development of autonomy amongst nurses. The findings from that research indicated that there was much evidence and awareness of autonomous practice amongst the sisters and charge nurses at an individual level, with nurses in this grade developing personal autonomy, rejecting the traditional 'handmaiden' role to the Doctor, and taking on the role of advocate for their patients and clients as they thought appropriate. This was facilitated when sisters and charge nurses had undertaken professional development programmes. There was little awareness of the significance of 'collective' autonomy to nursing as an occupational group amongst the respondents (Bignell, 1988).

In the existing climate of more cost-effective health care delivery, current management issues of nursing and midwifery services are concerned largely with the increased need to deliver cost-effective nursing or midwifery care. Attention is on levels of qualification and skill required to deliver that care. This in its turn

will have a knock-on effect on nursing and midwifery education as requirements for professionally trained nursing staff decrease and demands for a cheaper health care assistant work force increase. From a sociological perspective, the current management changes in the National Health Service are leading to the proletarianization of a large part of nursing, rather than an increase in its professional status as a whole.

RECENT EDUCATIONAL DEVELOPMENTS AND TEACHER PREPARATION FOR NURSING AND MIDWIFERY EDUCATION.

Recent organisational changes and delivery of British health care have resulted in the recognition that nursing and midwifery needed a more specialised body of knowledge and technology to keep up with altering health care needs. Hall (1980) recommended radical reforms in European nursing education and the extension of nursing courses into universities and institutes of higher education.

Many authors in this period (for example Watson,1976; Allan and Jolley, 1987) describe curriculum developments in basic and post-basic nursing education, and in universities and institutions of higher education. This phase culminated in development of a new statutory structure for Nursing, Midwifery and Health Visiting in the United Kingdom in 1979. It was considered most significant that development

and improvement of nurse education was part of the United Kingdom Central Council's (UKCC) remit.

Two different but related foci emerged in response to the growing demand for professional development for nursing at this time. In nursing practice, individualised care planning and evaluation using a problem-solving approach, known as the 'nursing process', was introduced (McFarlane & Castledine 1982). Implications for nurse education were quickly seen:

> ..the implications for nurse education are far reaching. In future the emphasis must be on educating nurses and developing in them higher order cognitive and affective abilities. In order to solve problems, nurses need to be able to think, which calls for greater use of student-centred methods of teaching. (Hollingsworth,1986).

The significance of curriculum development and its relationship to the 'education versus training' debate was also recognised. The General Nursing Council for England and Wales had specified that nurse teachers should be prepared and taught to use behavioural objectives associated with the training model (Greaves 1980). Others were becoming highly critical of the objective model of training, highlighting its restrictive nature (Gibson, 1980, Sheehan, 1986). The creation of the National Council for Vocational Qualifications by the government, providing a national, single, unified and coherent framework for vocational qualifications based on a competency model

widened the public debate on such issues (NCVQ 1986). These alternative approaches all contributed to the debate seeking to promote a professional, education model for nursing.

The recent creation of colleges of nursing and midwifery, initially in Scotland and subsequently in England, Wales and Northern Ireland and the formation of links with higher education contrasts markedly with the international nursing scene, where nurse education has been in the mainstream of education for varying, but considerably longer periods of time (Green 1988).

Appropriate preparation of teachers of nursing and midwifery has taken some while to establish. A one year sister tutor's diploma was implemented by London University in 1947 to prepare nurse teachers for their role. It was not until 1965 that Bolton College of Further Education initiated a Technical Teachers' Certificate allowing nurses to prepare alongside student teachers from other occupational groups. Similar courses followed elsewhere across the country.

A second level of teacher offering support to ward sisters to teach student nurses in clinical areas was developed. To support this, the Royal College of Nursing commenced six month Clinical Teacher Courses in 1962

(Green, 1982) which continued until 1987 when there was a move towards creating one level of nurse teacher.

Following its inauguration in 1979 (UKCC, 1988) the United Kindgom Central Council specified professional standards for teacher preparation in nursing and midwifery education. In order to practise as a nurse, midwife or health visitor teacher practitioners require an appropriate teaching qualification recorded on the professional register and must meet certain other general and specific criteria. These include current registration on the appropriate part of the professional register; experience as a practitioner in the field in which they wish to teach, and completion of an approved advanced professional course demonstrating a level of knowledge above that of tutors' intended students. Such courses most commonly have been the Diploma in Nursing, and the Diploma, or Advanced Diploma, in Midwifery.

Specific criteria are stated for teaching qualification courses. A full-time course of one academic year or equivalent, including the theory and practice of teaching and at least eight weeks' teaching practice, is required. Traditionally, this has been the Certificate in Education for nurses or midwives wishing to teach. More recently, a variety of diploma and degree courses have been offered in many higher education institutions across the country. The

Registered Clinical Nurse Teachers' Course undertaken by many nurses wishing to teach in clinical areas was only of six months' duration. It is unacceptable to the UKCC as a recordable teaching qualification.

Teachers of nurses, midwives and health visitors must be registered professional practitioners and required to hold a recorded teaching qualification. Such qualifications can only be recorded on the professional register of the United Kingdom Central Council if that teacher has completed a period of preparation at an institution approved by the English National Board (ENB) and meets the criteria laid down by the UKCC Circular PS&D/88/03 (UKCC 1988a).

THE CURRENT CLIMATE OF CHANGE IN NURSE AND MIDWIFERY EDUCATION.

The need for change in nursing and midwifery education in Great Britain has a long and well-documented history. The case for change was re-stated with the publication of the Briggs Report of the Committee on Nursing in 1972. This recommended a single central body responsible for professional standards, education and discipline in nursing and midwifery in Great Britain. A common course was proposed of eighteen months' basic preparation for nurses and midwives followed by a further eighteen month course in a particular branch of nursing or midwifery. The report

strongly recommended that educational and financial provision be found for nursing and midwifery professions to become more research based (Briggs Report, DHSS 1972).

This report eventually resulted in the Nurses, Midwives and Health Visitors Act (HMSO, 1979) creating a new statutory framework, with the establishment of the United Kingdom Central Council (UKCC) and four National Boards. These statutory bodies were entrusted with responsibility for education, training and professional conduct.

The UKCC established the Educational Policy Advisory Committee to deal with required changes. This Committee determined the required education and training for preparing professional practitioners for nursing, midwifery and health visiting in relation to projected health care needs in the 1990s and beyond (UKCC 1984). The Committee's report, published in May 1986, was "Project 2000 - A New Preparation for Practice" (UKCC 1986).

The Government accepted this report recommending a new approach to nurse education in the Spring of 1988 (DHSS 1988). The Project 2000 report requires a new, single level of registered practitioner competent to assess care requirements and to provide, monitor and evaluate care in a range of institutional and non-institutional settings. New practitioners require different competencies for

practice replacing existing training rules, in order to register with the UKCC. They will undertake a three year programme of theory and practice, consisting of an eighteen month common foundation programme followed by a specific programme leading to a qualification in nursing the mentally ill, the mentally handicapped, the physically ill or handicapped adult, or the child.

The new common foundation programme (CFP) is considered the basis for all future learning. Focussing on health rather than illness, it relates theory with practice, and introduces students to a range of settings providing experience with a variety of care groups. Students are supernumerary to NHS staffing requirements for two and a half years of their three year programme, in order to develop analytical skills and become 'knowledgeable doers'. The programme will include learning experiences in supervised practice settings, with placements controlled by education staff (UKCC 1986).

The midwifery profession rejected the recommendation of a shared common foundation programme with nursing. Midwives retained a separate post-nursing registration course leading to registration as a midwife, but aimed to introduce a three year pre-registration programme of direct entry to midwifery as an alternative route into the profession.

In accepting the Project 2000 Report the Government acknowledged the need to improve standards of education in schools of nursing and midwifery in Great Britain. The accepted pattern is now the formation of larger educational institutions, or the grouping of smaller schools of nursing and midwifery in association with higher education establishments. This aims to encourage curriculum improvements, facilitate staff development, and broaden teaching approaches.

Academic recognition for professional nursing qualifications was an urgent requirement identifed in the Project 2000 Report bringing nurse education into the mainstream of education. Guidelines and criteria issued by the English National Board (ENB) required course development leading to professional qualification and licence to practise, and an academic qualification. The Board advised development of collaborative links between approved health service training institutions and higher education, in the form, minimally, of conjoint validation of courses. This approach was intended to establish the educational worth to be attached to courses leading to professional qualification (ENB, 1989).

In practice, thirteen demonstration schools and colleges of nursing and midwifery initially developed these courses. Successful students received a professional qualification

and a Diploma in Higher Education. The remaining colleges
of nursing have proceeded as government funds for the
purpose have been allocated. Some colleges have also
developed midwifery courses which lead to a professional
qualification and a Diploma in Higher Education.

Critics of Project 2000 regard diploma level nursing
courses as an attempt by the professionalist nursing elite
to further their own ends. Adopting a professional model
by improving the knowledge base of nursing and giving it
academic status and recognition is regarded as a move to
enhance the professional status of nursing. The price to
be paid for this however, is perceived by many as being too
great, since it paves the way for professional education
for a few and health care assistants' training for the
majority.

Whilst this point of view cannot be discounted, an
alternative perspective considers the existing training
system unacceptable. Students traditionally have been
recruited from 18 year old female school leavers (UKCC
1988), and introduced briefly to their new roles in a four
to eight week preparation as an introduction to working in
the NHS and functioning as full-time employees. Adequate
supervision and guidance is only occasionally available
whilst they attempt to provide competent nursing care.
Allan (1989), suggests there can be no other occupational

group where such responsibility is placed on unprepared staff. Certainly, Project 2000 proposals focussed on society's rapidly changing needs for a different kind of nursing care. Nurses who were 'knowledgeable doers', who were flexible, adaptable problem-solvers within a dynamic situation, would be required. Viewed in this context, nurse education at diploma level is a necessity rather than a luxury if society's changing needs for health care can be met. However, the question how many educated nurses society needs, or can afford, in the current depressed economic climate, remains unanswered.

With the development of diploma level courses, nursing is ready to move from its traditional, hierarchical past and develop practitioners who are creative, dynamic, problem-solvers, critical-thinkers, and self-directed decision makers. Ironically, this comes at a time when management approaches in both higher education and colleges of nursing involve greater rationalisation of resources. Inevitably this means larger classes and fewer teachers, making student-centred teaching approaches, currently seen to be so desirable in nurse education, difficult to achieve.

These changes emphasise the pressing need for staff development for existing teachers involved with planning, teaching and management of new courses. On a practical level, very few will be educated to degree level, or

have experienced diploma level teaching, and will have little understanding or awareness of how diploma level courses differ from existing ones.

Schools of nursing and midwifery have been organised on hierarchical lines with teachers' work organised and controlled by senior teachers. Current developments involving creation of colleges for nursing and midwifery, and eventual integration with higher education, require teachers to become more autonomous and self-directed. For this to happen, education managers need to be aware of this, and teachers need to accept responsibility for more independent practice.

Acknowledgement of teachers' need for professional development was contained in two important documents. The English National Board for Nursing, Midwifery and Health Visiting established a Teacher Preparation Project in September 1988. The resulting report, published in July 1989, identified the dual qualification of Project 2000 courses and stated teachers' need to achieve a level of knowledge and skill above diploma level to facilitate effective learning activities on the part of their students. It was strongly recommended that entry criteria to teaching courses be raised from acceptance of a six month post-registration clinical course to at least the level of the Diploma in Nursing/ Diploma in Professional

Studies in Nursing or equivalent Diploma in Midwifery/Diploma in Professional Studies in Midwifery. Other recommendations included graduate status for all teachers and raising approved teacher courses to degree level and above (ENB 1990).

The Department of Health also published a Strategy for Nursing during this same period (1989). This identified objectives for education recommending that

> - future teachers must be able to demonstrate at an advanced level a knowledge of the theory and practice of nursing or midwifery. They must be qualified or clinically credible in the area of practice they teach and hold a recognised teaching qualification.... .
> by 1995, all newly appointed teachers should be graduates (Dept. of Health,1989, p25).

This implies that teachers' practice must be up to date and research based, and identifies further areas requiring strategic planning for the professional development of teachers.

Recent professional development of nurse teachers in the United Kingdom has been limited and somewhat prescribed. The statutory bodies (who funded their attendance) required teachers to attend a week-long workshop every five years,to update their knowledge and to keep abreast of current trends. Sheehan (1979, 1981, 1986) provides examples of the content and format of typical workshops of the time.

For Project 2000 developments, locally based initiatives amongst colleagues were considered more appropriate for professional development at a time when the process of rationalisation of institutions was occurring alongside the development of a variety of both pre-registration and post-registration courses (ENB 1990).

The last teachers' workshops were run by the ENB in February 1990. Funds previously allocated to workshops would be used to facilitate professional development of teachers in three different but complementary ways. Workshops would be held for newly appointed principals of colleges of nursing and midwifery; role-development workshops would be held for senior teachers, and the use of distance learning materials for teachers would be encouraged through locally based initiatives.

Two different distance learning packs for teachers were developed by the English National Board. One was the Computer Assisted Learning Project aimed at making nurse teachers computer-literate and encourage nurse students' computer-based learning. The second was distance learning materials entitled 'Managing Change in Nursing Education'. Pack One: 'Preparing for Change' examined more progressive styles of teaching, exploring the implications for the teacher's role and the process of innovation at a practical and theoretical level (ENB, 1987). Pack Two, entitled

'Workshop materials for action' was directed at developing management and organisational skills (ENB, 1989).

The recognition of the need for staff development to support recent changes in nurse education and in approaches to health care delivery is growing (Heath,1987; Orr, 1990). Today's nurse teachers are expected to be providers of 'quality education' at an advanced academic level in the current era of purchaser/provider contracts in the Health Service. How this is achieved has not been established but it is recognised that debate may be lengthy and that changes in initial teacher preparation and the introduction of in-service training will contribute to the solution (Birchenhall 1991). The required management approaches to realise the Project 2000 developments have been described. These recognise the importance of creating opportunities for staff to grow and develop and achieve graduate status. Time and money must be dedicated to flexible development programmes for the teachers, using internal and external agents (Hooper, (1990).

My own previous experience with the ENB distance learning packs for staff development purposes in another School of Nursing was far from satisfactory. As Acting Director of Nurse Education in a two-district school of nursing I was involved in integrating three traditional teaching teams based on four different sites prior to amalgamation with

two other local schools to form a new college of nursing and midwifery. Teachers had undergone several rapid changes of leadership and were anxious about impending changes and implications for themselves. I was aware of their increasing stress as the merger with other schools approached. I unsuccessfully attempted to implement some teacher preparation using the ENB Management of Change (ENB 1987) package. Senior staff would not assist with delivery of the distance learning programme. In retrospect, I believe they saw me as an outsider coming in briefly to force change upon them. As such, I was not trusted nor was I able to facilitate change within the time constraints of the job.

The present research study arose as the newly formed Westown College linked with a higher education institution for planning and conjoint validation of a number of diploma level courses, and related activities. As Principal Lecturer in Nursing in Hightown Polytechnic and liaison officer to establish the link with the College, I was asked to co-ordinate a teaching staff development programme. I became quickly aware that with staff development devolved from national to local level, and no clear guidance by the ENB about what it should entail, the emerging problem to be resolved was twofold. What approach should be taken for teaching staff development, and what should preparation for diploma level consist of?

Prior to planning the staff development programme the following questions emerged as the starting point for the research. How could teachers be assisted to understand a concept of academic level? How could the key characteristics of 'diploma level' courses be identified? How much did nurse and midwifery teachers in the college know already about diploma level courses? What would they consider to be the most important aspects of a diploma level course? How could their understanding be improved in order to develop their ability to teach and assess at diploma level prior to the implementation of the new courses?

Following discussions with colleagues from the Polytechnic and the College it became apparent that, since there were no immediate answers to these questions, the approach to planning educational and professional development for the College teaching staff should be research based. The following chapter describes the action research approach adopted for the research. This provided the underpinning framework for resolving the problem of the teachers' need for professional development.

CHAPTER 2. APPROACHES TO RESOLVING THE PROBLEM.

INTRODUCTION - THE RESEARCH QUESTIONS.

This chapter considers selection of a research methodology to provide a framework for resolving the problem arising from the teachers' need for professional development. Alternative approaches are examined in relation to the research questions, my own research values and my view of the development of social reality. The selected research design and stages of the study are described.

Initial reading revealed two important issues to be considered. First, the need to locate the research study in the wider context of the academic development of nursing and to understand it on two levels: initially, at the national level of developing academically credible professional education for nurses and midwives within the constraints of the statutory bodies for both nursing and higher education; subsequently at a local level in Westown College for Nursing and Midwifery as it started to plan, validate and implement Diploma in Higher Education courses for its students and prepare teachers so that they too, were seen to be 'academically credible'.

Second, the methodology needed to be acceptable and relevant both to the practice of nursing and to the practice of education, since my own professional practice is embedded in both areas of knowledge. The research design needed to take into account the central issue of major change imposed on the College teachers by the profession and from within their own working organisation. A suitable methodology was required for a dynamic situation, allowing for the identification, exploration and solution of problems as teachers developed an understanding of academic level and new knowledge, skills and attitudes to teach and assess on diploma level courses.

The research questions became more focussed following a literature search, and were clarified and made more specific by the end of the first year. This affected the evolving methodology. Key questions concerned two distinct areas of the professional development of the College teachers as they prepared for diploma level teaching:

How did teachers in the College perceive "diploma level" activity prior to the implementation of the staff development programme?

What impact did the staff development approach taken in the college have on the preparation of teachers for diploma level teaching and assessing and on their on-going professional development?

I intended the chosen methodology would verify existing educational theory previously untried in nursing concerning staff development approaches, and generate theory about the emergence of a concept of diploma level amongst nurse teachers as they moved into a new area of work. I recognised that not only was it important to prepare teachers for diploma level work, but also that it was equally important to evaluate the impact of the approach taken for preparation, since localised staff development approaches were largely untried and untested in nurse education.

THE CHOICE OF METHODOLOGY FOR THE STUDY

The methodological alternatives concerning positivistic and anti-positivistic approaches were critically appraised. Kerlinger has defined research for the natural sciences as

> the systematic, controlled, empirical and critical investigation of hypothetical propostions about presumed relations among natural phenomena (Kerlinger, 1970).

He suggests that research adopting this approach is considered most successful in discovering the truth about the natural sciences. There are opposing views, however, when research approaches for social sciences are considered (Cohen and Manion, 1985, p6/7). A traditional view contends that there is no difference between natural sciences and social sciences; similar scientific approaches may be adopted to discover natural and universal laws which regulate and determine individual and social behaviour. An alternative view, whilst committed to maintaining a rigourous research approach, stresses differences between people, animals and inanimate natural phenomena and recognises differences between individuals. Research approaches adopted for the study of natural phenomena will not be appropriate for the study of human beings and their environment. Cohen and Manion ackowledge that views held about either perspective will radically affect how a researcher goes about uncovering knowledge of social behaviour. A positivist researcher, subscribing to natural science methods, regards knowledge as hard, objective, and tangible and adopts a neutral observer role with subjects. An anti-positivist researcher on the other hand would regard knowledge as personal, subjective and unique, and in rejecting the ways of the natural scientist, would seek an involvement with subjects.

My own view of developing knowledge of individual teachers and their educational practice, values the anti-positivist perspective. I acknowledge that research on human beings should take account of two alternative and conflicting approaches adopted by researchers for constructing social reality from their research. This acknowledges the ongoing dialectical process in society as described by Berger and Luckman (1967) and Dawe (1970). On the one hand there are those who see a need to impose a centralised value system with a common meaning and order over its members, and on the other those who are concerned with individuals in society taking control over existing situations, relationships and their own actions.

How I as a researcher interpret research data and its relevance to social reality will be based upon my own explicit and implicit assumptions underpinning my view of the social world. Burrell and Morgan (1979) identified four sets of assumptions relevant for this purpose. First, assumptions which are ontological in nature - is social reality external to the individual, or is it the product of individual consciousness? Is reality a given 'out there' in the world, or is it created by one's own mind? Second, assumptions regarding the nature of knowledge. Is it possible to identify and communicate the nature of knowledge as being hard, real and capable of being transmitted in tangible form, or is knowledge of a

softer, more subjective experience and insight of a unique and essentially personal nature? Third, assumptions concerning human nature and the relationship of individuals to their environment. As both the subject and the object of human research, two different perceptions of humans emerge from these assumptions - one of humans responding to the environment and the other as the initiators of actions within it.

Which of these assumptions is held by a researcher will have an impact on the fourth assumption, that of the methodologies they choose to work with. Cohen and Manion (1985) state that investigators who view the social world as hard, real and external to the individual will adopt positivist, objective methods utilising surveys and experiments for their research methods. Scientific investigation will be adopted to analyse relationships and regularities between selected factors in that world which will be predominantly quantitative. Investigators favouring the alternative interpretation of social reality will focus on different issues and approach them in different ways. Their main concern will be with understanding the way in which individuals create, interpret and modify the world in which they are placed. They will adopt different investigative methods, which will be more subjective, utilising accounts, participant observation and personal constructs, and be predominantly

qualitative in nature. Initially they will be interested in what is unique and particular to an individual rather than what can be applied in a general and universal manner.

My research stance reflects my view of social reality. This values rights of individuals (i.e. in this research, the teachers) and seeks to offer opportunities to individuals to interact with their environment, initiating actions and taking control of their own situations. This view seeks to keep any imposition of a centralised value system in an organisation to a minimum, and to provide opportunities for participatory decision-making. In the context of this study, however, I recognised that there was a centralised value system in the acceptance and implementation of Project 2000, which was being imposed on teachers both nationally and at a local level. The chosen methodology needed to acknowledge that imposition on the teachers on the one hand, whilst allowing them an opportunity to develop their own reality and meanings within the new developments on the other.

Carr and Kemmis (1986, p108) suggest that since education is a practical enterprise, problems that arise in it are of a practical nature not necessarily resolved by the discovery of new knowledge but by adopting some course of action. Research methodologies should be judged on their

capacity to resolve practical educational problems and improve practice.

A scientific method utilising a positivistic approach to the study of educational problems would aim to use an established body of theory in the resolution of problems by observing and recording facts through surveys and case studies and establishing relationships between variables with the researcher remaining an external, unbiased observer throughout (Cohen and Manion, 1985, p21). Criticizing this approach, Carr and Kemmis (1986, p74) suggest that it has developed from an inherited mode of thinking and acquired largely in a non-reflective way. As the dominant research paradigm it fails to take account of the whole complex of underpinning beliefs, values and assumptions which are never made explicit as the researcher determines facts or theories. Its claim to be value free and ideologically unbiased is only achieved by indoctrinating researchers into values and ideology prescribed by the dominant scientific paradigm, as to what can be allowed to count as an educational or scientific practice at all. This approach is based on the conviction that it is possible to produce scientific explanations of educational situations which can be employed to make decisions about possible courses of action. It is not concerned with critically discussing 'different views of

the world'. It seeks to ensure that such considerations remain covert, invisible and unquestioned.

My aim in seeking professional development of the Westown college teachers was to facilitate a critical debate amongst them concerning different views of the educational world and alternative approaches to educational practice. Assisting people to become critical necessitates helping them to examine the values and assumptions underlying thoughts and actions in order to explore alternative approaches for future activities (Brookfield, 1987, p89). I therefore rejected a 'scientific' approach to the research as too limited and inflexible, and one which would not facilitate development of the College teachers. I judged an action research methodology to be the most appropriate within the anti-positivistic range of approaches, and relevant for answering the research questions under study.

THE ACTION RESEARCH APPROACH.

Action research has developed from the initial work of the social psychologist, Kurt Lewin, who adopted this approach to study people and their relationships. He described action research as a spiral of steps involving planning, acting, observing and reflecting (see Figure I.).

FIGURE 1:
MODEL OF ACTION RESEARCH (After Kurt Lewin, 1946)

INITIAL IDEA

RECONNAISSANCE
(fact finding)

GENERAL PLAN
STEP I
STEP II

IMPLEMENT STEP I

EVALUATE ———————— AMENDED PLAN
STEP I
STEP II

IMPLEMENT STEP II

EVALUATE ——————————— etc
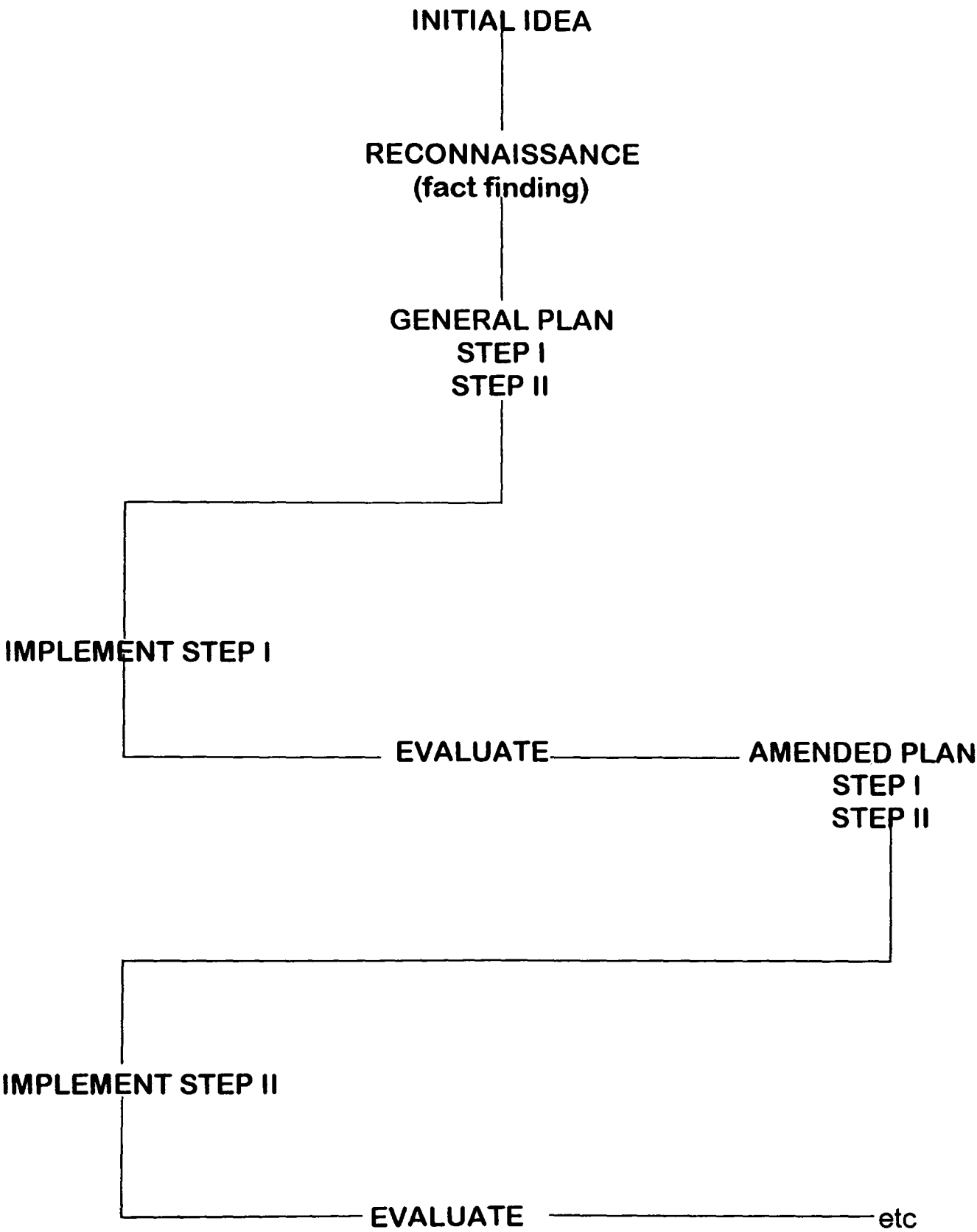
Lewin's original model has been refined and reinterpreted by many other action researchers (e.g.Stenhouse,1975; Elliott & Adelman, 1976; Kemmis, 1982, and Ebbutt, 1985). Hopkins (1985) states that Lewin's original concept of action research was as an externally initiated intervention designed to assist a client system, was functionalist in orientation and prescriptive in nature.

McNiff (1988, p34) in criticising earlier approaches, suggests that the purpose of any research enquiry should be that of observation, description and explanation and observes that the earlier models for action research of Kemmis, Elliott and Ebbutt have stopped short at the levels of observation and description. They do not attempt to explain the educational phenomena they are dealing with and connot be said to be truly educational. They have a tendency to be prescriptive, telling teachers what to do rather than suggesting possible ways of how to do it. She goes on to suggest that in educational situations, action research seeks to improve education by bringing about planned change, by encouraging teachers to be aware and critical of their own practice and prepared to change it. It is participatory, in that it involves teachers in their own enquiry, and collaborative in that it involves other people as part of a shared enquiry. It is research WITH people, rather than research ON people and aims to encourage teachers to account for their own

personal development, offering explanation of how and why they have changed their practice.

The systematic approach of action research is becoming increasingly popular and acceptable and education research literature about it is increasing rapidly. Carr and Kemmis (1986) provide a widely accepted working definition of action research:

> Action research is a form of self-reflective enquiry undertaken by participants (teachers, students or principals, for example) in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations (and institutions) in which these practices are carried out. (Carr and Kemmis, 1986, p162)

Current thinking about the methodological assumptions underpinning educational action research necessitate an educational environment in which teachers create their own social reality from their own practice experience rather than from a centrally imposed reality. Stenhouse (1975) supported action research with teachers as researchers of their own practice, and considered it preferable to education research undertaken by strangers to the situation under study. He (Stenhouse, 1984 p 229) valued research undertaken by someone completely at home in the environment under scrutiny and able to interpret it more reliably. This view would be in complete contrast to the

positivistic approach which suggests that a researcher needs to be external to the situation in order to be a reliable and objective interpreter (Pike 1967).

Cohen and Manion (1989, p217) state that action research is primarily about diagnosing a problem in a specific situation and attempting to solve it in that context. It is usually collaborative, with teams of researchers and practitioners working together on a specific project, and is always self-evaluative, with modifications implemented in an ongoing manner. Action research is distinguished from applied research which is characterised by its rigorous application of the scientific method and is mainly concerned with establishing relationships and testing theories. Applied research does not claim directly to problem-solve. This contrasts specifically with action research where emphasis is on obtaining precise knowledge for a particular purpose rather than on obtaining generalisable scientific knowledge. This research has been designed as action research.

Whilst Cohen and Manion's comparison between applied and action research is straightforward and precise, it raises the question whether action research is capable of contributing to existing theory, or generating new theory, if merely viewed as a pragmatic, problem solving exercise. Several writers contend that action research

should contribute to theory. Stenhouse (1979) in particular has emphasised that, in the field of education, action research should contribute not only to practice but also to 'a theory of education and teaching which is accessible to other teachers'. McNiff (1988,p36) suggests that unless teachers are required to explain their personal involvement, to show how they have 'come to know' why they make the statements they do, and to defend their claims to knowledge, they will not develop the explanatory power which enables them to generate their own educational theory from educational practice.

In nursing and nurse education there is a growing literature demonstrating that action research is gaining in acceptability and respectability in the profession (for example, Luker, 1981; Lathlean and Farnish 1984;Webb, 1989). Greenwood (1984) recommends action research as particularly suitable for the study of nursing, which can be seen as a practical activity aiming to bring about positive change in the physical, emotional and social status of persons. Nurses are confronted daily with practical problems requiring solutions concerned with 'what to do', rather than 'what to think'. Greenwood argues that nursing is a social phenomenon with its own particular concepts, techniques and language and ways of interaction with people, groups and institutions. The purpose of nursing is to bring about change. The nurse

researcher should share or understand the conceptual frameworks of nursing practice and the social context in which it is enacted. Action research in nursing is also collaborative, participatory, and self-evaluative, reflecting a move away from the researcher's concerns to those of practitioners, with concepts shared and understood by both.

Similarly, action research encourages teachers to be critically reflective of their practice in order to enhance the quality of educational experience for both the teacher and students. Education then becomes a unified entity, with action research providing a powerful method of bridging the theory and practice gap, by encouraging teachers to develop their personal theories of education from their own practice (McNiff,1988). In this respect it is appropriate for encouraging development of a view of social reality based on learning acquired through individual (or collective) experience.

I therefore concluded that an action research approach would both provide a logical framework for the systematic planning, implementation and review of the preparation of Westown College teachers for diploma level work, and offered the best approach for their continuing professional development towards critical reflection and self-direction of their practice.

OVERVIEW OF RESEARCH DESIGN AND METHODS

Action research requires systematic planning and application to prevent researchers becoming overwhelmed by the research process. McNiff (1988, p73) states that the research process is easier if an organised action-reflection plan is adopted. This should follow an action-reflection spiral of identifying a problem; imagining a solution; implementing the solution; observing the effects; evaluating the outcomes; modifying actions and ideas in light of evaluation and replanning for the next action cycle.

Carr and Kemmis (1986, p185) state that a single loop of planning, acting, observing and reflecting is only a beginning, and cannot be regarded as action research if the process stops there. Improvement of educational practices, understandings and situations depends on a spiral of cycles bringing action under programmatic control, with the first action step incorporated into the self-reflective framework of the first cycle, which is itself incorporated into a spiral of such cycles.

The research design, utilising an action research methodology, kept these points in mind and adopted two planned action-reflection cycles of exploration, planning, implementation, review and reflection. Figure 2 provides

a diagrammatic representation of the study's two action spirals and the associated time-scale (see page 45). Each action-reflection spiral corresponds to Year 1 and Year 2 of the study respectively. Year 1 of the study ran from April 1990 until the end of March 1991. Year 2 commenced in April 1991 and continued until the end of March 1992. I describe each year's research activities in chronological order.

Year I (APRIL 1990 - MARCH 1991)
EXPLORATION:

LITERATURE SEARCH

The research questions arose from a working knowledge of recent and current literature concerning developments in nurse education and appropriate guidelines issued by the English National Board. Further literature searches were conducted to identify and consider existing theory regarding approaches to teaching staff development utilised in general education (see Chapter Three). Literature and relevant research studies were also sought to illuminate the existence of a concept of diploma level (see Chapter Five).

FIGURE 2
DIAGRAMMATIC REPRESENTATION OF RESEARCH STUDY

TIME:

April 1990	INITIAL IDEA	- Research Proposal
April - **October 1990**	RECONNAISSANCE	- Literature Search
	GENERAL PLAN STEP I	- Agreed with Principal - April 90 - March 91
	STEP II	- April 91 - March 92
April 1990/ **March 1991**	IMPLEMENT STEP I	- Staff Development Policy - Staff Devel. Programme 90/91 - Visits to Colleges
	EVALUATE/REFLECT—AMENDED PLAN Survey Questionnaire Attendance Registers STEP I STEP II	
April 91/ **March 92**	IMPLEMENT STEP II	- Staff Devel. Programme 91/92 - Visit Norway - Visits to Colleges
	EVALUATE/REFLECT— ACTION PLAN Interviews FOR FUTURE Critical Incident Techniques Attendance Registers	
April 92/ **March 94**	ANALYSIS; WIDENING AND ENHANCEMENT; WRITING UP RESEARCH	

VISITS TO COLLEGES OF NURSING AND MIDWIFERY.

Approaches to staff development supporting the current curriculum developments in nursing had been largely undocumented. Literature from the first round of demonstration colleges for the implementation of Project 2000 course continued to recommend the need for staff development (Hooper, 1991; Frost, 1991; Jowett, Walton & Payne 1992). The early papers, however, suggested that staff development for Project 2000 in many colleges had been minimal or largely non-existent and insufficient for teachers' needs. Visiting other colleges seemed a useful way to gain unreported information.

Five other colleges of nursing were visited during the research, with two aspects in mind. First, I hoped to learn from their experiences of implementing diploma courses and the approaches they had adopted for staff development. Second, it was important that in this single-case research, I validated my own approach and could provide some justification for any subsequent refinement of it. The visits were useful for both purposes, and provided insight about what the Westown College staff would encounter in implementing diploma level courses. This enabled me to include several ideas gained from the visits as we went along. Psuedonyms have been adopted for the colleges in describing these visits

and discussing the data obtained from them. This was done in order to preserve the anonymity of the colleges and the staff who gave so freely of their time and information for this research.

I visited four colleges of nursing in England. The selection criterion for the sample was that the college was involved in the first phase of demonstration colleges for Project 2000 implementation. Overall, the selected colleges would show a variety of collaborative links with higher education institutions. One college, therefore, was linked with a polytechnic, one with a college of higher education, and two with universities. All four colleges had indicated on my first approach, that they had a 'Staff Development Policy'. They were in different parts of the country, based in different Regional Health Authorities and reflected different Regional policies for nurse education.

An opportunity arose from Hightown Polytechnic for me to visit and link with a European College of Nursing. Norway had a history of diploma level nursing courses so it was appropriate to include the visit in the research. I used the occasion to explore the same areas with the Foreigntown College teachers who had taught on diploma level courses for the past ten years (See Table 1 on page 123 for an overview of the visits made to other Colleges).

All visits were conducted between March 1991 and October 1991. The first two visits were during March/April 1991. Both of these colleges had implemented Project 2000 and had just completed the 'Common Foundation Programme', the first eighteen months of the course, and were moving into the second part of the course, the 'Branch Programmes'.

Interviews with the college staff member responsible for staff development were tape-recorded on these visits using a semi-structured interview schedule (see Appendix I) The data were collated by initial transcription of interviews from visits to the English colleges, and the re-writing of notes made during and after interviews on the study-visit to Norway. These data were organised into the pre-determined categories from the semi-structured interview schedule and analysed and interpreted by a process of comparing and contrasting findings from the different colleges. The two main aspects of the data analysis concerned teachers' perceptions of diploma level, and the approaches taken by the colleges to staff development.

A common criticism of action research is that its subjectivity is unreliable and since solutions generated cannot be universally tested it can be considered invalid. McNiff (1988, p131) states the three ways of establishing validity of a claim to knowledge are through

self validation, peer validation and learner validation. The data from these visits contributed to peer validation for the approaches taken to staff development in the Westown College.

As Heron (1985 p129) has suggested, it is important in the reflection phase that when inquirers in a co-operative inquiry are making sense of their own recent experience they do not distort or misrepresent it.

> ...it is wise for the inquirers to be divergent, that is to explore several different aspects of the experience being inquired into, to do so in diverse ways, and to reflect and report on these aspects in different ways. This is to ensure that reflection in later stages of the inquiry is not too narrow but has available to it a comprehensive array of data and varied and complementary perspectives, which can generate a holistic view. (Heron,1985 p129)

He goes on to say that

> Validity in the reflection phase is clearly enhanced if there are some data on, and feedback from those other people with whom the inquirers interact at the open boundary. (Heron, 1985 p 135).

The visits strengthened and broadened our own vision and provided assurance that we were on the right lines.

ACTION YEAR I (1990-1991).

The first year of research occurred at a particularly dynamic phase of development for the newly formed Westown College. The link was established between the College and

Hightown Polytechnic; planning for the new diploma level courses commenced; the College staff development policy was formulated and approved (see Appendix II), and the first year's staff development programme was planned and implemented (see Appendix III for details of the first year's programme). Chapter 3 provides further details.

EVALUATION Year I (April 1990 - March 1999.

A variety of evaluative techniques were required during the different phases of the study, and a mixed methodology was adopted. I needed to collect and quantify various factual data which would broaden understanding and provide some baseline 'measure' of the teachers' understanding of the new developments in the college.

The purpose of evaluation at the end of Year I was a fact-finding exercise to establish teachers' attendance rate at the staff development workshops and their perception of the important issues in their role of teaching and assessing at diploma level. Their opinions were sought regarding appropriate topics for inclusion in the following year's programme.

Evaluation strategies adopted included taped informal discussions/conversations with five senior members of staff representing a variety of perspectives from across

the different College departments and a survey questionnaire to all teachers (see Appendix IV). These exercises contributed to learner validation of the research.

THE ROLE OF THE RESEARCHER (Year 1 April 1990 - March 1991).

During the first year of the research the role of the researcher was that of a 'known' external colleague from Hightown Polytechnic working to establish and develop collaborative approaches with the College managers and teachers. My aims for the staff development programme emerged and became clearer over the first year. These were to create opportunities for teacher-networking for educational developments for diploma level work through the programme, and enhance their commitment to the educational changes. I involved the College senior staff in planning and delivering certain aspects of the programme in order to increase their understanding of the need for staff development and their commitment to it. Involving as many staff as possible in evaluation processes also assisted with this.

I kept a field diary to record my ideas, observations and critical reflections about the research.

<u>Year 2 (APRIL 1991- MARCH 1992) - EXPLORATION</u>

Two further visits to English colleges of nursing were conducted during the second year. The marked differences in approach found in the first two visits suggested that further visits could be justified. The visit to Norway took place in May 1991, and the remaining two in October, 1991. The same interview schedule was adopted as previously.

<u>ACTION (Year 2 April 1991- March 1992).</u>

The diploma level courses were planned and they were successfully validated for five years during the spring and early summer 1991. The delivery of these courses commenced in September of the same year.

The teaching staff development programme for this period was approved by the College Principal and Heads of functions and implemented. This supported individual teaching staff for degree study, and raised teachers' awareness of altered aspects of their work on diploma level courses through the in-house programme of workshops (Appendix V provides detail of the programme of events).

The Pre-registration teachers were re-grouped into specialist teaching teams for the purpose of developing

the specialist content of Project 2000. This also provided the structure for line-management of the teachers and for consideration of their individual development requirements through an Individual Performance Review(IPR) mechanism.

EVALUATION (Year 2 April 1991 - March 1992).

Evaluation at the end of Year 2 took place when College teachers had been teaching and assessing on the new courses for a mere six months. Its purpose was to identify what teachers now recognised as diploma level 'characteristics', and to assess the effectiveness of the teaching staff development approaches. These included the teaching staff development workshops and staff seminar group. Evaluation also enquired whether any aspects of diploma level work required further preparation.

Evaluative strategies included analysis of workshop attendance registers (attendance was on a voluntary basis);semi-structured interviews (x6) with Education (course) Managers and semi-structured interviews (x12) with teachers from different aspects of the College work (4 Midwifery; 4 Post-basic; 4 Pre-registration). Evaluative group exercises were conducted with the teachers attending the last two workshop and seminar

events regarding the worthwhileness of the workshop and seminar programmes. Chapter 6 discusses the findings from these interviews (See Appendix VI and VII for the evaluative exercises).

Recent evaluation stratagies aim to give meaning to curricular experiences from the standpoint of the many agents who have responsibility for its provision and its success - students, teachers, advisers, etc. This is based on the belief that there is always a multiple rather than a single reality for social phenomena. These alternative evaluative approaches have been developed over the past two decades by those who found the rational, scientific approach to curriculum development irrelevant to their concerns. They sought descriptions of learning processes and outcomes related to how participants judge the educational worthwhileness of the curricular experiences rather than in relation to prespecified criteria of success. The evaluator was to be a social anthropologist concerned with description and interpretation rather than with measurement and prediction. Advocates of this approach include Parlett and Hamilton, 1972; MacDonald,1973; and Stenhouse, 1975. Such approaches were appropriate for evaluating the second year of the research.

The 'illuminative' approach of Parlett and Hamilton (1972) favouring a descriptive and interpretive approach was adopted, which allowed active participation by the respondents themselves and represented a number of differing perspectives. Through this methodology the impact of the approach to staff development on the college was appraised. This process was not merely seen as a final summative evaluation at the end of the year's programme but included the planning of the next phase of the staff development programme, and for development of the Strategy for Staff Development adopted by the College at the end of the research (see Figure 7 on page 259 in Chapter Seven).

THE ROLE OF THE RESEARCHER (Year 2 April 1991 - March 1992).

I became an Education Manager in the College three months into the second year of the research study. I managed some pre-registration nursing courses and a team of specialist teachers, whilst retaining responsibility for co-ordinating the College staff development programme. From this point I worked as an internal colleague with managers and teachers to achieve the planned academic developments.

ANALYSIS OF APPROACHES TAKEN FOR STAFF DEVELOPMENT AND THE
IMPACT ON THE COLLEGE AND TEACHERS.

After two years of the staff development programme a final
critical appraisal was undertaken of the approaches
adopted and their impact on the organisational, personal
and professional development of the College staff.

Waddell (1991) has distinguished between evaluation
research and impact evaluation. Evaluation research
seeks to test hypotheses and generate principles that
would be applicable in a variety of situations, and
attempts to tease out a correlation between independent
(educational activity) and dependent (performance on
outcome measure) variables. When relationships are being
examined, controls for alternative explanations need to be
in place, and the researcher should discuss all possible
explanations for the findings, not just the one that
confirms the theory or hypothesis being investigated.
This is the appropriate approach in positivistic research.

Impact evaluation, on the other hand, attempts to describe
results of an educational intervention at a particular
point in time in a specific situation and makes judgements
about the relative worth and social utility of that
intervention. It is appropriately utilised by researchers
wishing to solve problems and to make judgements about the

effectiveness of a particular educational intervention, and the specificity of decisions made in a given situation. Impact evaluation consists of ideographic activities that describe specific, observed events. This description may be narrative, based on qualitative data, or it may be based on numerical data from formal measurement procedures. Statistical methods may be used to answer the evaluation questions, but all means are attempts to describe what happened at a particular point in time in a specific situation. Waddell suggests that impact evaluation is similar to action research, because it attempts to solve problems present in the real world.

This research study sought to resolve the specific problem of how to prepare teachers for diploma level courses, and to make a judgement about the effectiveness of a solution to the problem which had presented at a particular moment in a specific situation. Clear identification of this assisted with the decision to adopt impact evaluation for the final analysis of the study. The research did not seek to test hypotheses related to educational activity of the study, so evaluation research was not appropriate.

Through the evaluation strategies, the effectiveness of the staff development programme and its impact in preparing nurse and midwifery teachers for diploma level

courses was assessed. I explored the impact of the staff
development programme on the teachers and College work.

ETHICAL CONSIDERATIONS IN THE RESEARCH

The early stages of the research were closely related to
the initial liaison work in establishing the link between
Westown College and Hightown Polytechnic. The research
was sponsored and negotiated through the College Principal
and the Polytechnic Head of Department of Health Sciences.
The College staff initially appeared threatened by the
fact that I was conducting research. It seemed appropriate
not to be too open about it in the early stages. I
discussed and agreed this with both the College Principal
and my research supervisor. However, the threat to the
teachers seemed to lessen once I had joined the College
and I was actively working with them in College
developments. Throughout the research, I assisted many
teachers with their own undergraduate research studies and
articles for publication. This made it easier to involve
them in the research and their interest and support
increased as the study progressed.

WRITING UP THE RESEARCH.

This account of the research is essentially narrative and
concerns the College teachers' and managers' activities

during the early College developments. On another
dimension and level, the approaches taken in the College
for professional development are critically appraised and
the impact these approaches had on personal and
professional development of the teachers and managers and
the organisational development of the College are
considered. Pseudonyms are used throughout for all College
and Polytechnic staff who were either interviewed during
the course of the research or appear in my field diary
notes. Similarly, respondents from the other Colleges I
visited are identified through pseudonyms. I hope in this
way to preserve their anonymity and confidentiality.

My own particular role in the teachers' development is
also explored and critiqued. This is considered from
three differing perspectives which coincide with my
different formal work roles with the College teachers,
reflecting my own intellectual and professional
development throughout the research. First, in my role
external to the College, as Principal Lecturer in Nursing
in higher education working to develop the link between
the College and the Polytechnic. Second, as a College
Education Manager, with responsibility for implementing
diploma level courses with teachers and fellow managers.
Third, from my current perspective as Director of Nursing
Studies and Resources providing an organisational view.

I have chosen a narrative writing style deliberately, as I believe it to be particularly suitable to this research. Richardson (1990) suggests that the narrative mode is contextually embedded and seeks specifically to make explicit the particular connections between events. This seeks to demonstrate narrative reasoning which aims to understand the whole picture under scrutiny by examining the integration of its parts.

This narrative might be considered to be autobiographical, but at another level it is a collective narrative, which tells the story of nurse and midwife teachers at one point in nursing history as nursing education aligns with higher education. In this sense, the collective narrative relates an alternative story from that which is commonly known about from the culture of higher education and describes the social category to which these individual teachers currently belong in nurse education. As a collective narrative it may say something to nurse teachers from other colleges who have undergone similar experiences. This may help overcome the sense of isolation and alienation in the current dynamic situation, providing a sociological community with the means of linking separate individuals into a shared consciousness, and offering them opportunities of learning from our narrative.

In addition to my field diary, I wrote a mainly descriptive, chronological record of the research around the two action-reflection cycles which formed the basis of the first draft of the thesis. This produced a complex, twelve chapter draft in November, 1993. Following informed advice this was refined and restructured around identifed themes related to the two research questions and the impending integration of nurse education into higher education to produce the final thesis. I have written this in the first person. Webb (1992, p747) argues that it is deceptive and biased <u>not</u> to do so where a researcher is giving a personal opinion or has played a crucial role in shaping the data or ideas presented. The use of the third person in academic writing intends to convey the notion of research objectivity and an impression that discussion is from a neutral, value-free, impartial basis. Webb has argued that in action research, a fundamental principle is that researchers become actively involved with those in the research setting who then become participants and collaborators in the research. What happens in the research will be strongly influenced by the unique personal investment which the researcher invests in the project and events and outcomes would be different if conducted by another researcher. Webb concludes

> ...the deception involved in writing up such a research report in the distanced third person would be enormous (Webb 1992,p751).

CHAPTER 3. PROFESSIONAL DEVELOPMENT FOR NURSE TEACHERS: HOW SHOULD IT BE ACHIEVED?

INTRODUCTION

Seeking alternatives to the recommended distance learning approach for staff development previously discussed in Chapter 1, I searched the literature of general education theory for staff development to see whether any existing approaches might be transferable to nurse education. I visited five other colleges of nursing for the purpose of learning from their experiences of formulating professional development approaches for their teachers.

The issue of staff development is becoming more pressing in the current political and economic climate. There have been radical changes in funding and management arrangements in both general and nursing education, together with the introduction of new, national curricula in both sectors.

There is little empirical work concerning either implementation or evaluation of the effectiveness of staff development programmes and the wider issues of professional development of teachers. However, there is a growing literature from both sides of the Atlantic on the value of staff development; emerging conceptual issues about it; the need for it to meet specific educational changes, and approaches taken for establishing development policies and programmes. This is tempered by an alternative position recognising that staff development programmes may be the vehicle by which teachers are assisted to carry out social mandates and the integrity of staff development is challenged. Indeed, a view is created that staff development is largely intended to disseminate the latest political ideology or educational fad (Bernier and McClelland, 1987,p25).

LITERATURE.SEARCH.

Relevant general educational literature views professional development of teachers as a major challenge facing contemporary education. Education is in transition, with both broader and narrower visions of teachers and teaching emerging. In the USA experienced teachers are tested to prove their 'competence' to stay in the classroom, whilst in the UK, changes in educational organisation and the development of a national curriculum

are proceeding rapidly. Overall, teachers are more highly educated than they have ever been before, and yet they are also more narrowly accountable for their practice (Holly and McLoughlin 1987).

A clear distinction is made between development needs of individual teachers and development needs of educational institutions. Further professional study is oriented to the needs of individual teachers whilst staff development is rooted firmly in the needs of the institution (Taylor,1975). Other writers (Watson 1976, and more recently Bell, 1991, for example) have stressed the crucial interdependent relationship of school and teacher. The teacher cannot improve his or her performance consistently if the organisation is itself in poor health, and total functioning of any school rests upon the sum of individual teachers' contributions. Billings (1977) offers a definition of professional development for an ideal world:

> ..a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and the implementation of programmes of staff activities for the harmonious satisfaction of needs (Billings, 1977,p22).

The necessity for meeting both individual and organisational needs within a staff development approach

is acknowledged by many (Skitt and Jennings,1987; Wideen and Andrews,1987; Carroll and Nuttall,1989, and Olroyd and Hall,1991 for example). Staff development has a central role in ensuring the quality of all aspects of educational provision. There is a conviction that in order to achieve quality staff must play an active and a collaborative role in the development of the college, school or organisation in which they work as well as in their own professional development (Carroll & Nuttall, 1989).

Teachers however, will seek a programme which acknowledges difficulties and complexities of their job and caters for their own personal self-improvement. Heads and senior staff will require a development programme which meets department or college needs, and demands made upon it by management boards, professional bodies or consumers, to facilitate the achievement of national, local and institutional policies and objectives (Bell, 1991).

Evidence is increasingly required as a condition of funding, of effective use of resources in relation to the achievement of specified objectives. Generally, resources for staff development are tied to particular objectives and applications specified by the funding body (Carroll & Nuttall,1989).

Three specific approaches to professional development, prevalent over the last three decades, have been identified (Bell,1991). First, the teacher, in an individualistic approach, acts as a more or less isolated individual in identifying, prioritizing and finding ways of meeting development needs. Development takes place in a random, haphazard way, mainly as a result of working alongside more experienced colleagues, assuming an apprenticeship approach common to many occupations. This approach may be flawed if available role models are not appropriate for inexperienced teachers to follow, and the school or college may not have the necessary experience required by a teacher to update skills or knowledge. A passive approach to staff development by which staff learn solely by association with their colleagues is not consistent with planned, effective educational management.

The second, also individualistic in nature, relies on teachers undertaking courses of study outside their place of work. Bell (1991) states that this is still the most common and widely accepted approach to teacher development. Professional development for many teachers is going on a course. The assumption that teachers' initial training would provide them with all the expertise they would require for the rest of their professional lives has been questioned. In the 1970's the provision of courses for teachers increased dramatically (Henderson

1979). Courses, mainly run by staff in education departments in higher education institutions, provided opportunities for teachers to enhance existing qualifications. This enabled non-graduates to become graduates and for graduates to obtain higher degrees. The provision of 'top-up' and 'remedial' courses developed existing skills, or assisted teachers in areas in which they had experienced some difficulty. The assumption with this approach was that teachers would be able to identify elements in a course that were relevant to them and would apply them to their practice. The subsequent demonstration of this new and improved practice was intended to provide a stimulus for change to their colleagues.

Henderson (1979) suggests that there has been little evaluation of the impact of such courses on the work of teachers in schools. Bell (1991) argues that this approach is inadequate for staff development because such courses are largely theoretical, and based on what higher education staff could and would provide on a course, rather on any 'considered analysis' of needs of teachers and their schools. These courses provide opportunities for teachers to increase their knowledge and skills base, and to reflect on their professional practice. They may lead to further qualifications and enhanced career prospects. The major disadvantages are that choices are

determined by providers which may not reflect either school or individual needs. They may be too theoretical, expensive in cost and time commitment, and have no practical classroom application. Assumptions of this approach are that a variety of different needs can be met by the same course, that course theory can be translated into practical application by the teacher and that individual teachers can influence whole schools or groups of colleagues on their return from the course.

In the third approach, professional development is school-based, or school-focussed, and takes place in the school itself. Advocates suggest that identification of needs would be easier, programmes could be closely matched to needs, choices about programme content and delivery would rest with the teaching staff, and barriers to change would largely disappear.

Bell argues that this approach too, has severe limitations with an understatement and non-recognition of the complexity of the task of identifying development needs and failure to appreciate that management of change in schools is a complex process requiring both internal and external support. The concern here is that professional development of the school takes over from personal development of individual teachers, with a danger of parochialism where schools draw exclusively on their own

resources for professional development purposes. What I think is largely missing in Bell's critique is any consideration of the effects of combining these three methods for staff development in a planned, strategic approach. This I resolved, should form the basis for the staff development programme in the College.

The James Report (DES,1972) advocated the right of regular full-time access to professional development for all teachers; staff development programmes linked to school policies and senior members of staff in schools identified as staff-development tutors. This approach has not been widely adopted. Instead, more of an expediency model has emerged, where immediate problems have been identified and short-term remedies applied.

More recently, the DES (1985) has made explicit the professional responsibility of teachers to give priority to the interests of those they serve, to work as a professional team agreeing overall school goals on curriculum policies, and to increase their effectiveness through professional development. Those managing teachers are responsible for establishing policy for staff development based on systematic assessment of teachers' performance. A year later a further circular by the DES set out the Secretary of Education's plans to:

improve the quality of teaching and further the
professional development of teachers through
support for local authorities in the training of
teachers. The scheme is intended to help local
authorities to organise inservice training more
systematically so as to meet both national and
local training needs and priorities (DES, 1986).

This initiative replaced previous funding schemes for in-
service training and was known as the local education
authority training grants scheme (LEATGS), but is known
more commonly as grant-related inservice training
(GRIST).Lockwood (1991) describes a research study in a
small sample of schools which considered the introduction
of this new form of in-service training. Structured
interviews were conducted (based on aims and objectives
set out in DES Circular 6/86) with a county in-service co-
ordinator, a county in-service evaluator, and inservice
co-ordinators in four schools. The interviews showed that
despite the main emphasis of the document towards whole-
school INSET, it was vital that the needs of individuals
were not lost. The developing conflict between the two
needs was acknowledged, and the headteacher and/or the
school co-ordinator advised to ensure a proper balance
in the programme. The implication for the future is sound
management structures and management processes of needs
identification as schools provide inservice training.

Two further developments concerning staff development in
polytechnics   and   universities   are   relevant.   The

Polytechnic Association for Continuing Education (PACE) was formed in 1980 with all polytechnics and over 20 colleges of higher education as members. It focussed on staff development in continuing education, with the adult learner in higher education a central consideration. It proposed the establishment of a professional agency for staff development purposes to act as brokers, identifying the expertise needed to meet staff development requirements of institutions and setting up arrangements for delivery of programmes, seminars and conferences.

A feasibility study into the formation of a staff development agency was undertaken (PACE/ Dept.Employment Group Training Agency, 1989). A survey of 62 institutions confirmed that continuing education and training are seen as a vital and fast-growing area of activity which is 'central to the mission of higher education institutions, high on the agenda of professional bodies and crucial to the prosperity of employers'. The study recognised that institutional priorities increasingly influence the allocation of staff development resources, rather than meeting the individual's perception of need. Generally, institutions are prepared to pay well for high quality staff development delivered direct to them or on a local or regional basis. The concept of a national staff development agency is supported by institutions,

employers, professional associations and agencies currently involved in continuing education and training.

Another higher education development was the Professional, Industrial and Commercial Updating Programme (PICKUP) launched by the Department of Education and Science in 1982. This national government programme aimed to assist colleges, polytechnics and universities to develop and provide customised employee and company training programmes. A recent report, PICKUP in Universities (DES, 1989) demonstrates the many constraints working against provision of staff training and development, and suggests that management at all levels must recognise the need to invest in staff development as a principal means of sustaining the institution viability. Appropriately resourced staff development programmes should be implemented taking into account both short-term and long-term objectives.

This report advocated a move to strategic staff development linked to strategic planning, staff appraisal and other personnel functions which encompass all categories of staff. The particular relationship of staff development to staff appraisal was explored. Staff appraisal can support staff development in situations where facilities exist for the organisation to help its staff remedy identified weaknesses through job-swapping,

secondment, and rearrangements of groups, duties and functions building on strengths and protecting weaknesses. When staff development follows belatedly after staff appraisal, this would be seen as punitive rather than supportive and developmental (DES,1989).

The emerging view of the teacher as researcher has a steadily increasing and persistent literature. Developed in the 1970s through the work of Lawrence Stenhouse in the Humanities Curriculum Project (Stenhouse,1970) and John Elliott in the Ford Teaching Project (Elliott,1976), teachers were encouraged to adopt a critical approach, by taking a research stance enabling them to engage in a process of refining, and becoming more autonomous in, professional judgement. This work has continued to develop over the years (Elliott, 1981,1991; Kemmis,1983, 1987; Hopkins 1984, 1985, 1987; and McNiff 1988). More recently, Kincheloe (1991) has suggested that teachers need empowerment and recommends that this is achieved by developing skills of qualitative research methods. He commits himself to a vision of teachers as researchers, and as self-directed, critical professionals.

A study undertaken by Glew (1990) for the Council for National Academic Awards (CNAA), which collected data from twelve case studies in six institutions into the role of research and related activity in support of honours degree

teaching, concluded that worthwhile research was conducted though the quantity and quality was varied. It suggested, however, that research activity led to a more dynamic teaching performance within institutions, and that students gained from being taught by individuals who were active researchers.

Knowles (1990, p118) suggests that in planning approaches for what he terms Human Resource Development, it can be appropriate to take an eclectic approach to utilising theories to underpin our strategies. He identifies need for organisational change in preference to individual development, which he suggests has little long-term effect on organisational productivity, morale, or effectiveness. He recommends that the 'human resources developer' direct all their energies to changing the organisation as a total system:

> I have experienced a shift in my role as an adult
> educator away from managing the logistics of
> learning activities for collections of individuals
> and toward educating institutions,influencing the
> educative quality of whole environments...But I don't
> see this as an either-or dilemma; there is need for
> both the direct facilitation of the development of
> individuals and the indirect facilitation of their
> development through improving the educative quality
> of their environments (Knowles, 1990 p117).

In summary, the general education literature on professional development of teachers quite clearly promotes a strategic approach to planning staff

development. These recommendations have not, however, been fully or consistently implemented. Both personal and organisational development needs have been clearly stated by a number of writers, and indeed, the interdependency of both aspects is acknowledged. The advantages and disadvantages of an 'individualised approach', 'going on a course' or undertaking an 'in-house' programme have been analysed.

I could not find any approach which combines multiple methods for staff development. My aim, therefore, in the conduct of the research study, was to adopt a multiple methods approach and verify its effectiveness for staff development for nurse teachers. I planned to adopt an approach to meet development needs of both the College and the teachers. This would be in line with the ENB guidelines regarding linking with higher education in relation to Project 2000 (ENB, Circular 1988/39/APS) which emphasised the importance of specific criteria towards the achievement of conjoint validation of courses. One of these was that training institutions would demonstrate they were working towards achieving a 'clear staff development policy for professional and academic development of the individual teacher'.

Following previous experience of organising professional development programmes for sisters and charge nurses

(Bignell & Crotty, 1987) I believed it would be important to take an andragogical approach to the programme. This would incorporate opportunities for teachers and managers to be involved in agenda-setting, participate with the programme delivery, critically reflect on current practices, and explore new alternatives in a non-judgemental and supportive environment. I hoped to minimise conflict between teachers and managers regarding programme ownership.

Figure 3 on page 77 is a diagrammatic representation of a combination of three approaches for staff development, formally combined and integrated through a Staff Development Policy. I recommended this as the basis of the College approach to prepare teachers for their new roles and responsibilities.

Figure 3 - Eclectic Model for Staff Development.

MENTORSHIP
Scheme for
New Teachers

**COLLEGE
STAFF DEVELOPMENT
POLICY -**
(reflecting
organisational
& individual
development
needs)

**SECONDMENT
FOR
DEGREE COURSES
AND CLINICAL
UPDATE
CONFERENCES**

**IN HOUSE
STAFF DEVELOPMENT
WORKSHOP
ACTIVITIES**
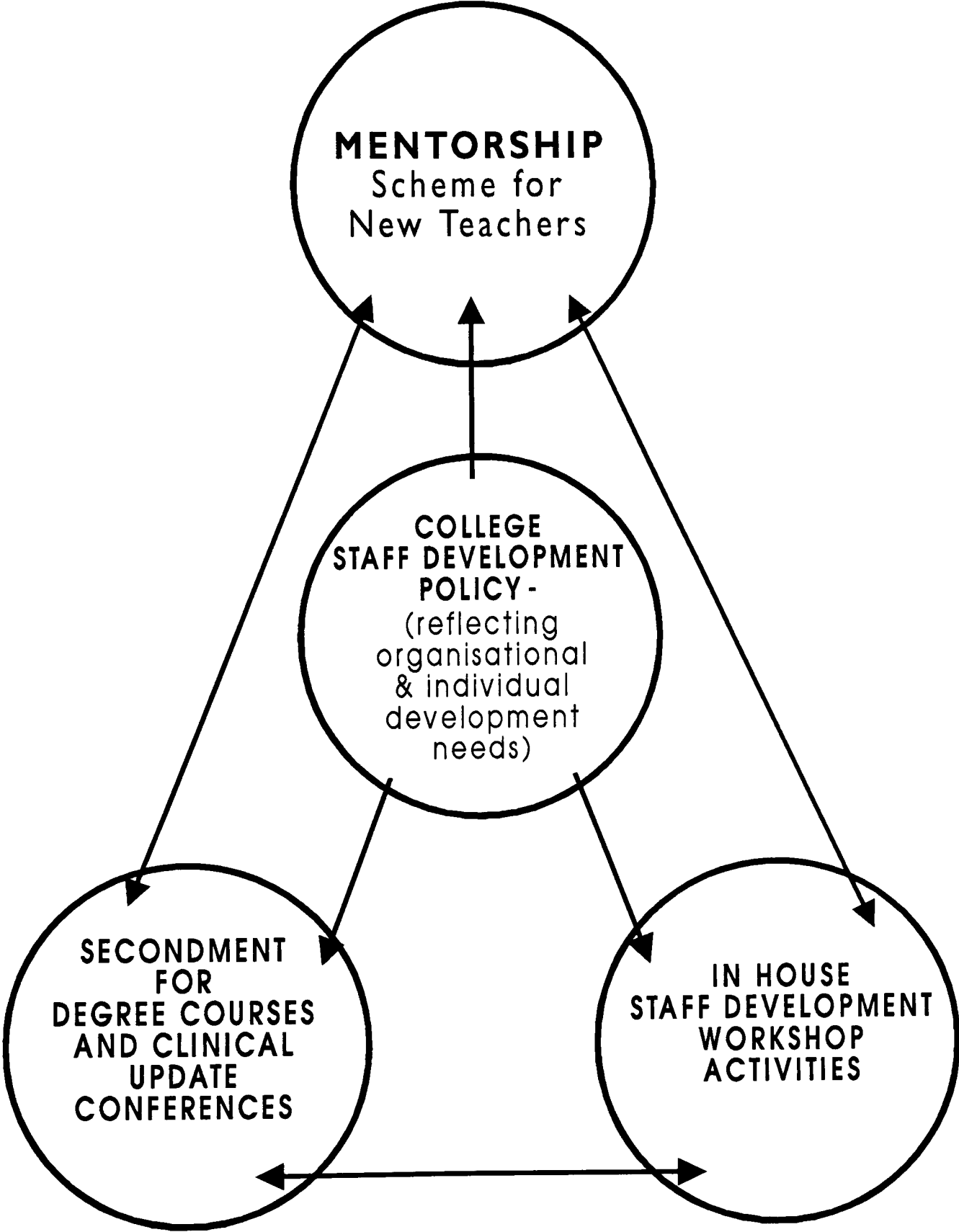
ESTABLISHING STAFF DEVELOPMENT IN THE COLLEGE.

By April 1990 Westown College had established its principles of management with the health authorities and its link with a centre of higher education. The College and Hightown Polytechnic, situated 40 miles apart on either side of a large industrial city, had no previous history of working together on any educational initiative. Both institutions therefore entered into collaboration knowing very little about each other. It was necessary for staff from both sides to get to know each other quickly and develop an understanding of each others' organisational approaches and learning climates. As Principal Lecturer for Nursing in the Polytechnic, I became liaison officer and was asked to facilitate the link with the College and to co-ordinate a teaching staff development programme. The organisational aspects of the link developed between the College and Polytechnic are discussed in more detail in Chapter 4.

A POLICY FOR STAFF DEVELOPMENT IN THE COLLEGE.

The decision to take a planned, systematic approach to staff development was taken at an early stage in the College life. It was intended that this would support the College development, the collaborative link with higher education and the developments for Diploma in

Higher Education courses. The formulation of a college policy for staff development (Stanton, 1993) was additional evidence that staff development was supported and its importance recognised during a period of dynamic educational and organisational change.

As a member of the liaison group established to organise the link, and a member of all three, newly formed, curriculum management groups, I was asked to plan a strategy for staff development and co-ordinate a staff development programme. I had opportunities to work with the College managers and teachers and gain valuable insight into their day-to-day activities, customs. and development needs. I was familiar with traditional nurse education culture and had worked previously with some of the College staff and could provide a higher education perspective in meetings and give information about course content and delivery at diploma level based on my Polytechnic experience.

I was directly accountable to the College Principal for co-ordination of the staff development programme, she initially asked me to re-draft a policy for staff development. The proposed policy included a statement identifying the College's philosophical values underpinning its approach to staff development, the overall strategic aims, the general provision of

opportunities for staff development, with specific

opportunities for both support staff and teachers.

> The College....values the implementation of a Staff
> Development Strategy as a demonstration of the
> College's commitment to the Staff.
>
> The College acknowledges that for Staff to remain
> competent, enthusiastic and committed to meeting the
> demands of the ever changing educational needs of
> clients, there will be the need for them to update
> their existing skills and knowledge, to acquire new
> skills and knowledge and to explore new approaches
> to their work.
>
> The College is committed to providing an environment
> which supports on-going, individual professional
> development for all Staff and which encourages
> lifelong learning within individual careers, from
> orientation through to pre-retirement programmes.
> (Philosophy, Staff Development Policy - College
> Policy No.4)

Opportunities for teachers were also outlined in the

policy and incorporating specific guidelines for those

wishing to undertake graduate study.

> Priority will be given to teachers who do not hold a
> degree and wish to undertake a First or Masters
> Degree in a subject related to health care and
> appropriate to their area of work on a specialist
> teaching function. The degree subject must be relevant
> to the Specialist Teaching of individual teachers and
> be required by the College. Other degrees will not be
> supported (College Staff Development Policy, p5).

This was accepted in principle by the College Management

Executive and became Policy No.4 in January 1991. This

development at such an early stage in the life of the new

College gave a clear commitment to staff development for

organisational development of the College and academic development of the teachers. In essence, it followed the recommendation of the report, PICKUP in Universities (DES, 1989), advocating a move to strategic staff development linked to strategic planning and staff appraisal.

DEVELOPING A PROGRAMME FOR STAFF DEVELOPMENT.

The College staff development programme was initiated following formalisation of the link between the College and Polytechnic. Initially, the programme was concerned with nurturing and establishing the collaborative link by creating an appropriate environment for fostering good working relationships between staff. I organised a number of events, for College and Polytechnic staff to learn about each others' establishments, facilities, organisational approaches, structures, courses and roles. Events were alternated between the College and Polytechnic, so that all staff developed an understanding and became more familiar with the two approaches. These early events frequently incorporated some form of social activity during the day. This allowed staff to develop relationships informally through making contact with each other. These were important occasions for teachers from the different schools of nursing and midwifery to come together for the first time as members of the new College and get to know each other and the Polytechnic staff.

The monthly programme of workshops ran until March 1991. Two diferent agendas were developed, one for College directors and education managers, and the other for College teachers. These agendas had to be implemented quickly, and were mainly 'reactive' to the situation, following discussion with the College Principal.

The agenda for the College management staff was dominated by the need to establish and develop the new College as a competitive, viable, sound educational establishment. Events were organised to assist them develop appropriate College policies and strategies concerned with Financial Administration, Equal Opportunities, Marketing, Total Quality Management and Individual Performance Review.

Events were organised for teachers to come together regularly in the early days of the College. Some were held in the Polytechnic, allowing teachers to get away from daily working environments, to explore relevant issues and share common problems and concerns with colleagues from different specialities and different sites. Information-giving opportunities were provided keeping teachers up to date with current changes and curriculum planning activities across the College. Topics included a re-appraisal of 'Project 2000'; an exploration of the teacher's role and development of a new job description; course review and Polytechnic validation

processes; exploration of the concept of "diploma level" in courses and progress with Project 2000 curriculum development (see Appendix II for the Staff Development Programme 1990/91).

IMPLEMENTING THE STAFF DEVELOPMENT PROGRAMME.

A number of the Polytechnic staff were actively involved in many of the workshop presentations; in planning for the events; as lead lecturers for study days; or involved in the subsequent discussion group work. Some events were run at the Polytechnic during the academic breaks creating further opportunities for College staff to familiarise themselves with Polytechnic staff and the other learning resources. The remaining workshops were rotated around College sites for the same purpose of encouraging integration of teaching staff and developing the College identity. They also served to break down existing, territorial, 'school of nursing' structures.

The teachers were still in site-based management teams, teaching on site-based existing traditonal courses. They came together as members of curriculum working parties for the new course developments, and for the staff development workshops. Throughout the first year of the programme, most teachers appeared to have little awareness about academic level of courses. By the end of the year,

however, some teachers were involved in curriculum planning activities, and there was a slowly emerging awareness coupled with a degree of anxiety, about academic level and its significance to them in future teaching and assessing.

One workshop event, concerning course delivery at diploma level, (Appendix VIII) right at the end of the first year of the programme, heightened my own awareness of the need to make this the focus for the programme in the following year. At this point the effectiveness of the teachers' development programme over the first year was evaluated and teachers' development needs were reappraised.

EVALUATION OF THE STAFF DEVELOPMENT PROGRAMME 1990-1991.

Evaluative exercises were carried out at the end of the first year. Registers of attendance were kept for all staff development workshops held over the year. These were collated and analysed after the final session held in March 1991. This revealed variable attendance by teachers based on different sites of the College and from the different groups of pre-registration, post registration and midwifery teachers. A few had attended most, or nearly all of the sessions whilst some had only attended one or two of them. What was not clear from the registers was whether teachers were self-selecting, or

managerially selected, for attendance at the workshops. Semi-structured, tape-recorded interviews were carried out with five of the College senior staff. Three were with an Education Manager from Pre-Registration, Post-Registration and Midwifery and the fourth was with the Head of the Pre-Registration courses. The fifth was with the College Personnel Advisor.

These interviews were important since I had little knowledge of College developments other than those I was involved with through membership of the curriculum groups. I needed to check perceptions of other senior members of staff about teachers' development needs. They were all asked to comment informally on the effectiveness of the programme for meeting the development needs of College teachers and the support staff, and to identify teachers' needs for further development for diploma level activity in the coming year. Their comments were informative and taken into account in planning the next phase of the staff development programme.

The Education Managers believed that a useful start to staff development had been made but much was still to be done over the coming year.

> The College needs to concentrate more on 'processes' and 'value systems' and not so much on 'teaching tasks'. The concepts and values we have included in the curriculum documents have not yet been internalised

by the staff.   How can you teach at diploma level if
you're not treating the students as adults?
Individual teachers are doing a good job - but we need
to open up the debate further and encourage the
discourse about it to help develop the value systems
which go with diploma level which we've incorporated in
our curriculum documents.
(Education Manager, Post Basic Courses).

The Personnel Advisor was asked to clarify the College

approach to staff appraisal which had been referred to in

the staff development policy as needing to link with the

staff development programme.   She advised me   that the

Individual Performance Review (IPR) for each member of

staff   should   contain   a   personal   development   plan,

negotiated by the staff member and their manager, related

to the staff development programme.   She informed me that

this approach was to be introduced in the College in April

1991   and would be applicable to all staff.

I discussed the difficulty of getting information about

the events of the staff development programme out to the

Education Managers and   teachers on the various sites with

the Head of Pre-Registration.   There were difficulties

with delays caused by irregularities of the internal post.

A different way of operating was agreed to save valuable

time and prevent recurrence of previous problems.

A questionnaire was also circulated to all 63   College

teachers, seeking their opinion about the effectiveness of

the staff development programme in meeting their needs and

the suitability of its format and delivery. Teachers were asked which topics should be included in the staff development programme in preparation for their future work on diploma level courses.

QUESTIONNAIRE TO TEACHING STAFF - FINDINGS AND ANALYSIS.

From the 63 questionnaires distributed, 44 responses were received, a 70% response rate.

In response to the first question regarding attendance at the staff development events over the year, the range of attendance varied between 50% attending several events and 13% attending only the Project 2000 Roadshow on the Placements and Assessment Strategy. Comments indicated a mixed response to aspects of the programme found most useful - some indicated particular topics covered, whilst others focussed on integrating with other College staff:

> Meeting with other staff in the College to discuss views, needs, fears and aspirations.

Some teachers had been unable to attend sessions perceived as useful, due to their existing work commitments.

> All the events I have attended were extremely helpful. My only disappointment with the Programme is that each event is presented once only. Some I was particularly interested in - I wasn't able to

attend because of teaching commitments.

The post-basic and midwifery teachers believed there had been undue emphasis on needs of pre-registration teachers. This was important since the programme had, in fact, been deliberately planned to be of general interest and to meet needs of all teachers. That it was not so perceived gave a strong indication that these teachers were still largely unaware of the impending changes in role required of them. I believed these responses also reflected some of the defensiveness and competitiveness still apparent amongst teachers as they adjusted to new College structures and internal re-organisation of work. Their comments generally suggested that they were becoming aware that something different would be required of them on diploma level courses and that they needed preparation for it, for example:

Would like more on teaching at Diploma level.

THE PROGRAMME FOR TEACHING STAFF DEVELOPMENT (YEAR 2)

During the second year of the programme (April 1991 - March 1992) the aim was to raise awareness of all groups of College teachers about issues relating to their work of selection, teaching and assessing at diploma level on the newly validated courses.

The programme provided a forum for College officers and managers to communicate with teachers and share information about developments. These involved new policies and procedures for diploma level work on the new courses. Lead lectures opening each event focussed on the topic for the day. 'Workshop' activities followed giving teachers opportunity to discuss the new developments with colleagues and explore alternative teaching methods and approaches to learning. This encouraged greater awareness and understanding between colleagues from different functions, and facilitated shared teaching and learning approaches. It required managers' and teachers' active participation.

A small teaching staff seminar group was also established which met over a four month period (November, 1991 - March 1992) to explore current literature relevant to topic areas of the development programme. Its purpose was to encourage teaching staff to become more knowledgeable about current literature and research relating to the new developments. The seminar group was offered as an opportunity to all College teachers, but initially only a small group of five individuals and myself attended. Others joined us from time to time as their commitments allowed and as more teachers became aware of our meetings. Teachers who had missed a particular study day event often attended.

APPROACHES ADOPTED FOR STAFF DEVELOPMENT BY OTHER COLLEGES OF NURSING AND MIDWIFERY.

Different approaches to preparing teaching staff for new roles with diploma level courses were found at the other colleges. None of the colleges visited in England (see page 144 for an overview) had taken a specifically planned, strategic approach to staff development building on a formal organisational policy as advocated in the recent report, PICKUP in Universities (DES,1989). I do not know whether this approach had been adopted elsewhere in England by another college, but this seems unlikely from the recent research report concerning the experience of planning and initial implementation of Project 2000 courses (Payne, Jowett and Walton, 1991,p22) in which the need for staff development for both nurse educators and HE staff emerged as a general issue.

There was a consensus that it was important for teachers to reach graduate status as proposed initially in the Strategy for Nursing (Dept of Health, 1989) and later reiterated in their additional guidelines for pre-registration nursing courses by the ENB (1992, p4). All the colleges visited had an agreed informal policy for developing teachers to graduate level through attendance on external degree courses. This reflected Bell's (1991) view that 'going on a course' is still the most common and widely accepted approach to teacher development.

Southtown College appeared to have given most thought to staff development and had made a good start as a result of having a pre-existing relationship with its HE link. They indicated that many of the collaborative relationships with the Polytechnic were already in place and a number of previous initiatives had occurred over several years prior to current developments. The other colleges seemed to have taken a more haphazard approach. Some appeared to value staff development more than the rest, whilst Middleton College felt that 'learning by doing' would be enough.

There were a variety of support mechanisms and different degrees of commitment to teachers achieving graduate status, though they were all attempting to build up their graduate strength. Southtown College had worked on this over previous years and, at this point had, very commendably, about 70% of the teachers were graduates. Since then that had increased to 85% of teachers with degrees and a substantial number with Masters degrees and PhD. There was recognition that these teachers had recently experienced higher education for themselves. Similarly, Eastown College had a committed approach to achieving graduate status of teachers and had a written statement for this purpose which continued throughout the Project 2000 development period. Several teachers were graduates prior to planning the course and more had

finished their studies since. Several were graduates of the local University to which the College was linked.

Southtown and Eastown Colleges both contributed course fees and study leave. Northtown College negotiated study leave but gave no support for course fees, but was committed to teachers obtaining a basic degree as soon as was realistic, although this was not formally written into a policy. Financial support was not available, as there was no identified budget for staff development, but teachers were given study leave worked out and agreed with their Manager to prevent too many teachers taking study leave on the same day.

A staff development budget had been established in Southtown College, with Project 2000 pump priming monies and some from another unspecified source. Much of this covered graduate course fees with some for in-house workshops, conferences and 'away-days'. They were working towards teachers taking the equivalent of four weeks every year, either towards graduate study or towards reading and research, or to update professional practice.

There were obvious advantages for those colleges who had already achieved graduate status of teachers prior to the Project 2000 development. Secondment of teachers required an expensive funding commitment from colleges, and came

at a time of increased curriculum planning activity and course development, resulting in a reduction of available teaching hours from the accumulation of teachers' study leave time. Jowett, Walton and Payne (1992, p129) have also identified this as an issue from interviewing Principals of Project 2000 demonstration colleges. Two of these Principals found that study leave for graduate status of teachers amounted to the equivalent of two full-time teachers.

There was little consistency of approach for preparing teaching staff for diploma level work on an in-house basis. The approaches fell broadly into two categories. The first, exhibited by both Southtown and Northtown Colleges, acknowledged teachers would require specific preparation for diploma level teaching and assessing which was not obtainable from an external, part-time degree programme. These colleges had put a lot of time, energy and money into planning and implementing study days, workshops, visiting speakers, away-days, etc. to ensure that teachers had both the information needed for their work and opportunity to discuss and reflect upon new curriculum developments.

Southtown College talked of their staff development programme, in which workshops were planned to include sessions on management of change, exploration of diploma

level, teaching and assessing at diploma level.

> The agenda was "What is Diploma level?"; "How do you
> teach and assess at Diploma level?"; "How do you make
> sense of a very new and imaginative curriculum?" and
> "How do you cope with your own feelings of enthusiasm
> and inadequacy?" These were the sort of Agendas we
> had - they were fantastic and a lot of good work was
> done there (Southtown College).

Northtown College's 'in-house' staff development programme
included teacher preparation for diploma level activity.
These included study days with outside speakers and a
series of half day workshops with Polytechnic lecturers,
particularly for assessing diploma level assignments.

> They brought assessed work from various diploma
> level courses, from the South of England so that
> no-one could be identified - and focussed on "Can
> you see how this student has just 'described',
> whilst this student has actually started to
> 'analyse?'" (Northtown College).

Northtown College did not have a policy for staff
development, but were strongly committed to it. They
recounted their initial need to break down traditional
barriers between two groups of staff when the college was
formed from two Schools of Nursing with different
cultures. They resolved this mainly through organised,
social get-togethers followed by establishment of a common
approach, through Individual Performance Review, for
indentification of staff development needs.

The alternative approach, exhibited by Middleton and Eastown Colleges, did not support an in-house, staff development programme. Middleton College, following one abortive attempt at an organised workshop with external HE lecturers, had adopted a 'learning by doing' approach. As their Common Foundation Programme for Project 2000 was to be based in the College of Higher Education, Middleton College's immediate need was to prepare teachers for 'living and working in the world of higher education.' They approached nursing and health science lecturers from a local Polytechnic which they believed would be 'steeped in the ways of HE' for some preparation. The Vice Principal said:

> In retrospect, we glibly and naively assumed that we could have people come from "on high" with this wonderful experience - it was a total disaster! (Middleton College)

Following this they had moved to a 'learning by doing' approach for staff development, with the 'real' development commencing the day Project 2000 was implemented. In retrospect, they believed that their approach to staff development was inconsistent and poorly thought out. It had been somewhat better than 'ad hoc' but not as good as 'planned'. They had been reactive to events due to shortness of available time for planning and preparation.

> None of the demonstration colleges has had very
> long to develop the teaching staff for Project
> 2000. Take a body of nurse educators
> and suddenly, overnight, put them into an HE
> environment and be able to deliver at a minimally
> acceptable level - they <u>have</u> done it, <u>and</u>
> survived, which is actually very remarkable.
> (Middleton College).

They had not, however, chosen to support this approach
with teaching staff discussion/reflective activities which
would be the logical conclusion to an experiential
learning approach such as this. Boud, Keogh and Walker
(1985) have described a variety of reflective activities
to facilitate the development of learning from experience
which would have enhanced this approach adopted by
Middleton College.

Eastown College had not provided an in-house staff
development programme but drew on two valuable external
sources for support. There were already well established
relationships with the Department of Nursing in the
University, and attention was focussed on developing
teachers' research skills. This may represent linking
with an established university where the emphasis is on
research and research based activities. Some college
teachers had an active Research Group which discussed
current research activities and methodological issues.
Research was highly valued in the College and seen as a
specific aspect of staff development. The group was
helpful for some teachers who had 'the vision', but it was

totally ignored by the rest who did not see research as an important activity nor particularly relevant to them.

Eastown College also had support from an active regional nurse teachers' group, supported financially by regional monies. A programme of monthly meetings was arranged, with visiting speakers invited to address specific needs identified by the teachers themselves, and seen as highly successful and relevant by them. A further regional activity involved funding for a development programme for college Vice Principals or Heads of Departments. There was a concern regionally, that not enough people were going forward for Principals' posts in colleges. This group of senior managers, of which my respondent was one, were identifying a programme to address their own needs. Eastown College offered their senior staff workshops to prepare them for college and business developments rather than academic developments.

Three Colleges confirmed that their IPR appraisal system had assisted with staff development. Southtown College recognised that teachers could be directed to maintain and work at their own academic development, develop specialist teaching knowledge and write articles for professional journals.

....this is one of my staff (she showed me an IPR form at this point) ... She's got a development plan

with some learning needs identified, but it includes
maintaining her own academic development; writing her
own articles; developing her knowledge in her area of
specialist teaching (Southtown College).

The responsibility for identifying staff development needs
in Northtown College was also with the teacher's line
manager through the IPR process. Similarly, the
respondent from Eastown College valued an effective IPR
system believing that this was the way to ensure staff
development. She hoped shortly to introduce peer
evaluation through specialist teaching teams.

The Colleges were all at different stages of evaluating
the approaches taken to staff development. Southtown
College had circulated a questionnaire to staff and
individual staff progress was monitored by managers
through the IPR system. Any weaknesses found would be
addressed by further development workshops. In Eastown
College evaluation of the developmental approaches was
still in the early stages. One research fellow based in
the College was undertaking a Ph.D study, on the health
education component in the Project 2000 course. The
researcher was following through the first cohort of
students, and would be evaluating the effectiveness of
teaching for this course component. Eastown College's
course evaluation had shown increased attrition rates for
Project 2000 students. They had modified the selection

procedure, recognising the need to select for ability to study at higher cognitive levels.

Northtown College had justified their approach to staff development. Every teacher now had three clearly defined aspects to their role, that of a personal tutor to students; an academic teacher and supervisor in a specialist teaching team, and a clinical liaison role. Teachers were evaluating their ability to teach and assess at diploma level and were constantly checking and modifying their approach through planning work in specialist groups, and through the internal marking and moderating systems for assessment. These were useful methods of obtaining feedback about course teaching and assessing, and enhanced feedback from the external assessment mechanism and course examination boards.

Middleton College favoured peer evaluation to evaluate effectiveness of their work although this was still at an initial development stage. They saw it as a self-regulating process which empowers teachers to evaluate and review their own contributions and 'is not seen by them as an imposition by management or part of an IPR process'.

Both Middleton and Northtown Colleges were segregating and categorising teachers and this too, they related to staff development. In Middleton College, teachers without a

diploma level qualification were steered away from involvement with Project 2000 work. They had not been encouraged to achieve diploma level or degree level status to qualify them for this work. This demonstrated an inequality of opportunity for professional development which might result in long term career implications for the teachers concerned. Similarly, in Northtown College, teachers who were not diplomates were not involved with assessment of diploma level work. They were moving to a 'potential spotting' approach amongst senior staff in order to provide appropriate career guidance and development. They were exploring ideas for identifying potential abilities amongst staff, and the development of more senior teachers. In the near future, I was told, teachers should be able to follow development opportunities in the three different pathways of specialist teaching, course administration or research.

It was most interesting to compare visits to the English Colleges with Foreigntown College in Norway. After ten years of diploma level courses, none of the teachers I talked to remembered the old traditional courses. In Norway's educational system all teachers have to be graduates, with the suggestion that all teachers should achieve master's status. This applies to nurse teachers, who, as in England, are teacher trained. Most nurse teachers are graduates and over the years have had some

financial help to achieve their first degree, which is a three year full-time course. Many have been self-financing and it is customary for them to take a loan for support through their studies. They now required a concentrated move to research-based practice, with nurses able to conduct research. Individual development would be achieved through undertaking a first or second degree programme, and teachers would become researchers by obtaining a formal qualification at master's level (a further three years of full-time study). Again, this reflected Bell's (1991) theory that, for the majority, professional development is understood as "going on a course". The research department in Foreigntown College was organising a series of multidisciplinary study days to include topics such as writing academic articles, research methodologies and qualitative research approaches. The nurse researcher considered the nurse teachers were not moving into the research process because they currently lacked role models for doing research. She was concerned about the teachers' writing ability (they still write essays, not research reports or articles), and about their ability to supervise students' research. It was necessary to think about the quality of students' research studies, and quality of the teachers' supervision.

No specific evaluation had been conducted to monitor or review the academic level in the course, but they

mentioned the effectiveness of two teaching approaches which produced valuable learning in the course. The first was the introduction of the social sciences and the exploration of the local community through an experiential research approach in the first year culminating in the final project work of the last year. The second was the use of small group tutorials to facilitate reflective practice and peer support amongst the students.

IMPLICATIONS OF THE VISITS FOR WESTOWN COLLEGE STAFF DEVELOPMENT PROGRAMME.

The visits to other colleges confirmed the appropriateness of the initial approach taken by Westown College to its staff development programme. The time taken during the first year of the programme to establish the link with Hightown Polytechnic and develop relationships amongst the College and Polytechnic staff now seemed justified. This approach had aimed to established a collaborative culture amongst staff. Visits to Southtown and Northtown College confirmed the value of providing opportunities for teachers to meet for discussion of ideas and reflection on current experiences of change and to break down current, historic geographical barriers.

The visit to Middleton College alerted me to find ways of involving teachers and managers more in the delivery of

the programme. They needed to take some ownership of the programme themselves and not believe that 'someone is coming in from outside from HE, to tell us what to do'.

The visit to Eastown College confirmed my approach to involve all teachers, from pre-registration, post-registration and midwifery, in the 'diploma level' activities workshops. It alerted me to the need to ensure that these teachers perceived a reason for being there and not feel that 'these workshops only apply to Project 2000 teachers'. This visit started to raise questions in my mind about attendance at staff development events. When should they be voluntary and when mandatory?

My visit to Northtown College alerted me to the fact that different staff might have different development needs. Experienced teachers, for instance, might require something different from new teachers. Some aspects of the programme might need to be mandatory for different staff at different stages of their development. I carried over this realisation into the third year of the staff development programme which falls outside the scope of this research, but is worth mentioning at this point. I became aware of the need to increase the planned workshops for 'assessment' following the visit to Northtown College and this proved valuable later on in preparing teachers for this aspect of their work.

The visit to Foreigntown College focussed my thinking on ways of carrying diploma level activity into professional practice, and the staff development required for preparation of reflective practitioners. All the visits encouraged me to adopt a longer-term view of staff development planning. I recognised the value of being 'visionary' and pro-active about teachers' development needs and planning for them, rather than adopting a last-minute, reactive response as unexpected developments appeared round the corner. I incorporated several other aspects into further workshops and development programmes beyond the two year period of this study. I became aware of the need for staff development for College teachers beyond the development of diploma level courses and this led me to recognise the importance of a strategic approach to planning for development.

The following pages contain summaries from these College visits concerning their approaches to staff development.

In Chapter Four I discuss the need for colleges of nursing to develop appropriate links with a higher education institution for the purpose of conjoint validation of the new nursing and midwifery courses. These were intended to provide an academic qualification for nurses and midwives, as well a professional qualification and licence to practise.

SUMMARY 1: STAFF DEVELOPMENT APPROACH SOUTHTOWN COLLEGE

Staff Development Policy	For graduate status of teachers. Staff Development Budget identified. Working towards four weeks per year for reading and time out for each member of staff.
Staff Development Programme	Programme of Workshops, "away-days", specific study days.
Evaluation of Approach	Questionnaire to all teaching staff. Linked to IPR. On-going course evaluation would reveal any weak areas.
Other relevant issues	Now developing framework for Level 3 Modules for Continuing Education programmes for trained staff.

SUMMARY 2: STAFF DEVELOPMENT APPROACH
MIDDLETON COLLEGE

Staff Development Policy	A Strategy for individual staff development to graduate level.
Staff Development Programme	None specific following unsuccessful initial attempt with HE.
Evaluation of Approach	Peer review amongst teachers NOT linked through IPR.
Other relevant issues	Non graduate teaching staff may be moved into other areas of College life away from Project 2000.

SUMMARY 3: STAFF DEVELOPMENT APPROACH
EASTOWN COLLEGE

Staff Development Policy	Formal Policy in place for secondment of Teaching Staff for degree study. Seen as priority for staff be be graduates.
Staff Development Programme	No formal programme in place for teachers. Study days provided in response to issues emerging from Project 2000, eg selection. Management workshops (for IPR/TQM). Staff Research encouraged and College Research Group in place for interested teachers. Regional monies (top-sliced) for Regional Senior Managers Development Programme.
Evaluation of Approach	Doctoral research study in place to monitor effectiveness of Health Education component of Project 2000. Following first cohort of students through to end of the course and beyond.
Other relevant issues	College to become demonstration for ENB Higher Award. Need to prepare post-basic staff for Level 2 and Level 3 work.

SUMMARY 4: STAFF DEVELOPMENT APPROACH
NORTHTOWN COLLEGE

Staff Development Policy	**Written policy for study leave for degree study. No funding available.**
Staff Development Programme	**Planned programme of events. Some compulsory attendance for all eg assessment approaches.**
Evaluation of Approach	**Internal moderation system. IPR Management.**
Other relevant issues	**Identified issues regarding "marking" Now link generalist teacher to certificate level marking / specialist teacher to diploma level. Development of specific individuals for specific aspects - "potential " spotting.**

SUMMARY 5: STAFF DEVELOPMENT APPROACH
FOREIGNTOWN COLLEGE

Staff Development Policy	**None specified**
Staff Development Programme	**Some multi-disciplinary study days on-going in Continuing Education Department. Secondment for Masters Degree.**
Evaluation of Approach	**Formal course evaluation in early 1980's. Effective teaching/learning approaches.**
Other relevant issues	**Altered role of nurse teachers. Aware of need to develop teachers as researchers.**

CHAPTER 4: ESTABLISHING LINKS WITH HIGHER EDUCATION.

INTRODUCTION.

In January 1989, the English National Board issued guidelines to Colleges of Nursing for development of links with higher education for Project 2000 courses (ENB, 1989). The minimum level of collaboration acceptable to the Board, would be conjoint validation of courses. This would ensure that joint professional and academic validation, sought from the outset, would result in academic recognition for professional qualifications. Any courses submitted to the Board for approval by colleges of nursing should demonstrate that they were working to implement the criteria for linking with higher education. The Board recognised the importance of establishing the academic level of pre-registration courses for nurses and was working to establish a comprehensive package of education for nurses, midwives and health visitors through development, with the CNAA, of a Credit Accumulation and Transfer Scheme.

The guidelines emphasised the importance the ENB gave to the criteria for approval of courses which largely focussed on the organisational, resourcing, learning resources, accommodation and funding aspects of any

linking arrangements. What I believe was omitted from the guidelines, was a specific focus on the academic development which would be required by colleges if conjoint validation was to become a reality. Instead, the guidelines were superficial and somewhat ambiguous in this respect and less than clear in their intent. The only mention of 'academic level' is in the statement that the Board recognises that it is 'of prime importance to pursue the academic level of the pre-registration courses to be at no less than Certificate level with CNAA or University'. It saw some benefits of linking with higher education for the teachers, for example, which included 'opportunities for staff to undertake research and consultancy and to attract monies for research programmes' (ENB, 1989a, p4). Any criteria for developing appropriate academic values and standards for the new courses through linking with HE were not clearly stated at that time, and were enmeshed in organisational considerations to which they gave priority. This suggests that the work of achieving academic development of existing nurse teachers was only superficially recognised and largely underestimated.

Similarly, the report of a study visit undertaken by Green (1988) to Canada, Australia and New Zealand to enquire into the transition of nursing education from hospital based schools into higher education neglects this aspect

of the need for academic development. Whilst mentioning briefly that there were imaginative developments in teaching and learning in all three countries, the main focus in this report is again on the organisational aspects of integration, such as building costs, student replacement costs and other manpower planning issues.

The RCN's Commission on Nursing Education (known as the Judge Report), whilst strongly supporting the view that nursing education should be housed in higher education (RCN 1985,p18) where it believed "the elevation of its standards would best be effected", emphasised the implications for service manpower planning and the costs involved in educational reform and integration into higher education. Whilst I do not in any way underestimate the importance and relevance of these issues as a necessary part of educational reform, I wish to demonstrate, that prior to the actual development of Project 2000 courses, little thought appears to have been given to the need for academic development of the staff other than through their achievement of graduate status.

This point again emphasises the gap in our knowledge and understanding at that time regarding the preparation of staff to equip them for nursing education reforms currently underway in the UK.

I myself became a Principal Lecturer in Nursing in a Health Science Department in Hightown Polytechnic at the same time as polytechnics ceased to be part of local education authorities and, under the terms of the 1988 Education Reform Act, became independent higher education corporations. One of my concerns, as new courses were planned and developed very rapidly in the Department, was with the need for improvement of the academic value of the courses, and for better development of lecturing staff as they planned and implemented new degree programmes. They needed further preparation and development as they took on degree level teaching and assessment, and research supervison of graduate and post-graduate students. Many lecturers I encountered in higher education were graduates but comparatively few held teaching qualifications, a complete reversal of what was common in nursing education at the time. Another aspect of my role was to secure and develop a link with a college of nursing in order to expand and develop the nursing 'business' of the department.

This chapter discusses how the link between Westown College and Hightown Polytechnic was established, and appraises the variety of linking arrangements found in other colleges visited both in the United Kingdom and in Norway.

LINKING ARRANGEMENTS WITH HIGHER EDUCATION MADE BY WESTOWN COLLEGE.

Westown College for Nursing and Midwifery was formed in line with the proposed strategy for nursing and midwifery education of the Regional Health Authority. Three neighbouring health authorities in the region formed a project team to develop a college for nursing and midwifery and to link with a centre of higher education, in line with the regional strategy (WMRHA,1987). A College Principal was appointed in September 1989 to develop the College. The legal status of the College and the authority of the College management board was established by drawing up articles of government. These were approved in March 1990 giving the management board executive powers to act on behalf of the three health authorities in the running of the College (Crotty,1990).

At the same time, the College shadow management board invited competitive tenders from the local universities and polytechnics in the region for the College to develop a collaborative link with a centre of higher education, as required for planning and validating the proposed new courses in nursing and midwifery. Hightown Polytechnic (now University) was one of the higher education institutions which responded to this invitation. Following the submission of a competitive tender and a

formal presentation, the Polytechnic was formally accepted as the linking HE institution in January, 1990.

A small, core liaison group was established to develop and manage the collaboration between the College and the Polytechnic during the first year of operation. The group consisted of the College Principal, the Dean of the Faculty of Social, Biological and Health Sciences from the Polytechnic, the Head of Department of Health Sciences, and myself, as Principal Lecturer in Nursing. The group decided that I should take a specific liaison role to facilitate the development of the collaboration. The benefits of this approach for facilitating communication and relationship-building between the two institutions were immediately apparent, and led to the decision that the newly appointed Head of Development and Research from the College should adopt a similar role. This resulted in an agreement that both people spend half their working time in one institution and half in the other (Stanton, Crispin, Crotty & Reid, 1992).

The new College became operational from April 1990. Amidst much publicity, it was officially launched by Virginia Bottomley, the Minister of Health; Chief Executives and District General Managers from the three health authorities, and the Director and other senior staff from the Polytechnic. At this point, the College

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had established its principles of management with the health authorities and its link with a centre of higher education. These early stages had focussed on the organisational, funding and resourcing aspects of the link and generally establishing structures which would facilitate joint planning and validation of courses. Overtly and publicly, the whole emphasis was on the 'business-like' approach, rather than on the 'academic', which was carried out in the background.

Forty miles apart, the College and the Polytechnic were separated by a large, industrial city and had no history of working together. Each had entered into the collaboration with little knowledge of the other. The liaison group considered it important for the Polytechnic and College staff to get to know each other as quickly as possible. The College teachers too, had recently come from three separate schools of nursing and midwifery all with differing cultures, customs and educational approaches. Two of the three had previously worked collaboratively for some educational developments but the staff were largely unknown to each other and suspicious and anxious about changed organisational arrangements. The informal dominant culture for the College came from the previous largest school which was also the site chosen for the new College headquarters.

Abercrombie et al (1986, p59) have defined 'culture' as a collective noun for the symbolic and learned aspects of a society which include language, custom and convention. 'Customs' denote established patterns of behaviour and belief and refer to the routines of daily life and the distinctive features which mark off one culture from another. Alternatively, Lawton (1983,p25) suggests that culture is used to mean everything that is man-made in a society; tools and technology, language and literature, music and art, science and mathematics, attitudes and values - in effect the whole way of life of a society. In the highly dynamic situation of the new College organisation it was necessary to develop a completely new culture which built on the best achievements from all three schools whilst incorporating some aspects of the more academic culture of the Polytechnic. This was required to sustain both the new educational developments in the College and the altered organisational arrangements with the three health authorities and the Polytechnic.

Eggleston (1977, p2) has suggested that each individual has to learn and internalise at least an essential core of a culture in order to achieve full membership of a group. It is important to determine the knowledge content of any culture and ways in which it is defined as valid, correct, proper and generally unquestionable. For a culture to exist, it must be legitimated by all society members.

This recognition, together with data from visits to other colleges of nursing, supported my own awareness of the primary need for the College teachers to develop relationships with Polytechnic colleagues and an understanding of their different educational culture, before attempting to talk about 'diploma level'. My own belief, based on my experience of working alongside colleagues in the Polytechnic, was that this might be an area in which lecturers may choose to be territorial or defensive, or even downright obstructive in talking about their practice, as their own way of resisting organisational changes which they felt were being imposed upon them. I observed that some lecturers perceived the future influx of nurse teachers as very threatening to them. Mitchell, (1990) discussing the Project 2000 developments from an HE perspective, identified the need for staff development for HE lecturers who would be involved in Project 2000 courses.

PLANNING DIPLOMA LEVEL COURSES.

The link between the College and the Polytechnic needed to ensure that the new-style, pre-registration courses for nurses (Project 2000) would meet criteria of the English National Board for Nursing, Midwifery and Health Visiting and Council for National Academic Awards to enable nurses to receive the academic qualification of Diploma in Higher

Education with a professional qualification and licence to practise. The link required management and development at a number of levels to ensure strategic planning, academic development and joint working between staff for teaching, staff development and research (ENB, 1989).

Three curriculum management groups were set up with Polytechnic staff joining College teachers in the planning process. The first of these planned the pre-registration course for nursing (Project 2000) which led to the professional qualification of either Registered General Nurse, Registered Sick Childrens' Nurse or Registered Mental Nurse together with a Diploma in Higher Education. A second planned the post-registration course leading to the professional qualification of Registered Midwife together with a Diploma in Higher Education.

The third group planned a curriculum for the ENB post-basic 'High-Technology' courses. A common-core foundation course for the ENB short courses, for Intensive Care Nursing, Coronary Care Nursing, Renal Nursing, Accident and Emergency Nursing, Neurological and Neurosurgical Nursing and Intensive care of the Newborn was developed, followed by specialist branch programmes. Successful nurses completing these courses obtained an ENB Certificate and a Polytechnic Certificate. Some aspects

of the course were planned at Level 2 so students would receive diploma level credits on successful completion.

A joint approach to planning was adopted. The Academic Registrar, the Head of the Department of Health Sciences and I were invited to join all three curriculum groups to assist College staff selected from all the sites with the course planning process. Other Polytechnic lecturers were invited to join advisory groups to assist College and clinical staff design specialist aspects of the courses.

What I think is worth emphasising, is the unidentified problem grappled with by nurse teachers at the time of planning the new curriculum for Project 2000 and the other courses that were required to be conjointly validated. In reality, they were being asked to develop new courses based and grounded in nursing theory and practice at a different depth or level than previous nursing courses, which were then required to be operationalised within the educational theory and practice of higher educators. Nurse teachers were trying to understand the expert practice of higher education lecturers who, in their turn, were finding it difficult to specify all the elements of their practical knowledge of diploma level activity and make their implicit knowledge more explicit.

Jarvis (1992a) recognises that a primary school teacher and an adult educator are both educators and have some things in common but a lot of differences in their practice. We can infer that nurse teachers' and higher education lecturers' fields of practice are not completely exclusive but neither will they have much in common.

In addition, Jarvis (1992b) makes further relevant observations about the relationship between theory and practice and the implications for preparing teachers of nursing. Citing Cervero (1991), who states that the practice of an occupational group usually precedes theory development, Jarvis suggests that:

> ..it is only with the advent of professional
> preparation that the study of the field becomes
> more systematic and then it is not necessarily for
> the purposes of research but for the purposes of
> teaching, so that the need to construct a
> curriculum drives scholars to think
> systematically about the field of practice
> (Jarvis, 1992b, p261).

The work of specifying and developing appropriate academic values necessary to achieve conjoint validation of new courses was begun through the process of planning new curricula with joint planning teams. This helped to establish a new educational and academic ethos for the College which underpinned the approach for professional and academic development of the teachers. Planning for these courses occurred from April 1990 until April 1991,

with course validation events held during the Spring and Summer of 1991. I was involved in planning meetings and validation events as a member of all three planning groups. This was important for the contribution I could make to course planning, and additionally as a researcher. Parlett and Hamilton (1972), describing the process of illuminative evaluation, suggest that the researcher will seek to familiarise themselves with the day-to-day reality of the research settings through attending a wide variety of events. During this observation process the researcher will be able to build up a continuous record of events, transactions and informal remarks. I kept a diary throughout this period and recorded critical incidents and my own reflections upon them. Some of these recordings are used to support this study.

HE LINKS DEVELOPED BY OTHER COLLEGES OF NURSING.

Although integration with higher education was not initially a major aspect of this research, it became apparent that how colleges of nursing were linking with HE institutions may influence staff development activities. As the research proceeded I became interested in the linking arrangements of the Colleges I visited. This section describes the variety of different arrangements I found. Table 1 on page 123 provides a summary.

TABLE 1
OVERVIEW OF VISITS MADE TO OTHER COLLEGES

A Southtown College	**Visit made March 1991** **College based in South of England, linked to local Polytechnic.**
B Middleton College	**Visit made April 1991** **College based in the Midlands, linked to local College of Higher Education.**
C Eastown College	**Visit made September 1991** **College based in South East of England, linked to local University.**
D Northtown College	**Visit made October 1991** **College based in North of England, with some links with both the local University and the local Polytechnic.**
E Foreigntown College	**Visit made May 1991** **College based in Norway, with some links to the local University, but is itself a College of Higher Education.**

Southtown College was linked with a local polytechnic for Project 2000 course and other educational developments. The college had been collaborating with the polytechnic for various educational developments for community nursing courses for several years previously, so staff in both establishments were not strangers to each other. Staff had collaborated to apply the Faculty's Academic Standards Framework to courses developed by Southtown College and validated by the polytechnic. They found this work and understanding particularly useful when they came to develop Project 2000 courses and as they proceeded with other initiatives. Despite previously working together the full impact of development came with the Project 2000 initiative for the bulk of the teaching staff, and many were very suspicious and anxious about it.

Middleton College, on the other hand, demonstrated a completely different linking arrangement. It was linked to a College of Higher Education for Project 2000 development with the Common Foundation Programme sited in the College of Higher Education. The course was jointly owned by the College for Nursing and the College of Higher Education and appeared in both prospectuses. The two institutions had not worked together previously, but several college of nursing teachers had studied on B.Ed or M.Ed courses in the education department of the College of Higher Education. Nursing was a new

discipline in the College of Higher Education as there were no existing nursing courses there. The staff were anticipating a decision regarding further amalgamations of colleges of nursing in the region, and the possibility of having to link with another higher education establishment was under discussion.

An earlier, unhappy staff development experience was described involving another higher education institution which Middleton College had not linked with. This made teachers very cynical and made them think "who on earth are these people to come and tell us how to do it?": not because they were resistant to being told "how", but because they deeply resented the way it was approached. There was again, the recognition that people who are "steeped in HE and understand its ways" are not always good at articulating what it is about. The teachers were thinking concretely at the time, and were in a highly anxious state of mind. They were sitting with notebooks in hand waiting for someone to come and tell them how to teach in higher education at diploma level. What they got was a philosophical debate, which they found deeply disappointing and unsatisfactory.

The staff had to change dramatically from being nurse teachers to becoming lecturers in higher education. This had initially generated a lot of heart-searching, fear and

insecurity amongst them. Middleton College demonstrates that for some nurse teachers, the development of Project 2000 was not just about planning diploma level courses but about moving into, and becoming part of HE overnight.

Eastown College was a college of nursing and midwifery in the south east of England linked with the local university. The College sites are scattered across the city but all are in close proximity to the university. Discussions were underway concerning development of a 'College of Health' incorporating nursing and midwifery in the university. Several College teachers had recently linked with the university's Department of Nursing to undertake graduate and post-graduate study. The person I had arranged to interview was not available on the day, and the Director of Continuing Education agreed to meet me instead. She had been working in Eastown College for a few months and was unable to answer my questions about earlier developmental work of the College. I was able to discuss with her plans for preparing the post-registration teachers in her department, whose development had lagged behind the pre-registration teachers. This had become a crucial issue since the College had been identified as a demonstration college for the ENB Higher Award and these teachers would need to be teaching and assessing at both Level 2 and Level 3.

Northtown College was a college of nursing and midwifery in the north of England formed from the amalgamation of two separate schools of nursing, and operational across five sites. It had linked with the local polytechnic for developments and validation of Project 2000, but following traumatic experiences with the validation process (which they did not elaborate upon, nor did it seem politic to ask about) was now linked with the local university for development of a Diploma in Professional Studies in Midwifery. They were awaiting the appointment of a new Director to incorporate nursing, midwifery, physiotherapy, radiography and occupational therapy into a single College of Health. I interviewed the Assistant Director who had staff development as a component of her role.

I visited a Norwegian college of nursing since Norway had already moved to diplomate level nursing programmes for the past ten years. Foreigntown College is one of the independent schools of nursing in Norway. It is part of the Norwegian Lutheran Hospital and College and is a private institution in the Church of Norway. Since 1970, the College has been re-organized and it now consists of three independent schools: the School of Theology for training priests, the School of Social Work for training social workers, and the School of Nursing. From 1990, the three schools have been organized into one College with a common administration and leadership. Recently, two new

departments have been established, the Department of Research, and the Department of Continuing Education. The college campus is based on the hospital site which serves as the public hospital for a specific region of the city in which it is located. The hospital is widely known for its caring atmosphere and has intoduced primary nursing as the vehicle for the delivery of nursing care. The college is unique in Norway. The recent reorganization meant that, for the first time, colleges involving different educational and professional traditions had been united under one common professional and administrative body.

A specific programme had been prepared for the three day visit to Norway. I was able to talk to staff informally about aspects that particularly interested me and to cover most of the areas which were in the semi-structured Interview Schedule (see Appendix I) which I had utilised for other visits. I talked to the College Director; the Principal of Nursing and some of the nurse teachers; the Head of Continuing Education and the nurse teacher heading the Research Department who had responsibility for staff development in her role. The education provided at Foreigntown College is recognized in the Norwegian regional education system of state colleges and in the national university system. College courses carry the same qualifications as those provided in state colleges. Successful students can proceed to further studies in a

state college or university. The College, however, is not required to link with a university for planning or validation of courses. Courses are approved by a process of sending course proposals to other interested professional groups and, from their comments, making any relevant amendments prior to internal approval by a College Board. The course will be sent to the Regional Board for Educational Colleges for approval. Norway does not have a formal UK-style validation event. The course goes finally to the Ministry of Education who allows or refuses course implementation. There is no evaluation or review mechanism in this process.

As stated by the ENB (1989) in their working document "Guidelines and criteria for course development and formation of collaborative links between approved training insitutions within the National Health Service and Centres of Higher Education":

> Future pre-registration courses will be different
> in terms of the curriculum design, the status of the
> students and the role of the teachers. To achieve a
> wider range of resources and promote required
> changes, collaborative links with educational
> establishments are considered essential (ENB, 1989).

It was apparent that each college was at a different stage of developing its link with higher education. Where colleges had established and were developing an existing relationship with a higher education institution, or there was an existing nursing department already in place

(Southtown and Eastown Colleges), they appeared to have a definite advantage for curriculum planning and other developments over those Colleges establishing links from new (Middleton College). This perhaps had already been perceived by the ENB (1989) since their guidelines had suggested that:

> Normally, the formation of a collaborative link should be with an establishment of higher education which has experience in conducting initial or post qualifying courses for nurses, midwives or health visitors (ENB,1989).

This analysis of the data from my visits supports early research undertaken by the National Foundation for Educational Research on Project 2000 which shows the different linking arrangements of the demonstration colleges and states that those colleges with an existing higher education relationship had a distinct advantage over those who did not (Jowett, Walton and Payne 1991).

Middleton, Eastown and Northtown Colleges were anticipating additional organisational change which might require further College mergers or the development of multidisciplinary Collges of Health with different HE links in the near future. This will have been influenced by the way each of the Regional Health Authorities developed its strategy for nurse education in response to Working Paper 10, and may not have been in the control of the College. Southtown and Eastown colleges, who were

able to remain with their original HE link, appeared to be progressing well with other academic developments beyond requirements for Project 2000 course development. Eastown College was the only college with part-time liaison posts to facilitate the link. In this case the arrangement provided specialist teaching by a university lecturer to Project 2000 students. In my own case in the College, it gave leadership and direction to the staff development programme and facilitated development of academic values in the new courses. Further evidence from Jowett, Walton and Payne's research (1991, p6) suggest that in the Demonstration Colleges used for their research there were a variety of liaison arrangements in place.

> Efforts to 'firm up' links with respective HE institutions have included the creation of joint appointments....funded either wholly or partly with Project 2000 monies. In one District a member of university staff co-directs the Project 2000 course, and in another, an HE lecturer has responsibility for liaison work with the college of nursing. In another scheme there are two joint appointments at the HE institution..who have a teaching input to the course. Yet another scheme had a lecturer seconded to the college for three days a week to work on course planning prior to commencement of the Diploma. Else where there are plans to appoint a member of staff with a specific responsibility to liaise between HE and the college of nursing (Jowett, Walton and Payne, 1991,p7).

The visits to the colleges demonstrated the range of possible linking arrangements with higher education. A summary of the findings from the visits to these other colleges concerning their higher education linking arrangements can be found on page 132.

Southtown College HE Link	**Local Polytechnic - separate base.** **Previous good working relationships between College/Polytechnic staff.**
Middleton College HE Link	**With College of Higher Education.** **Common Foundation Programme based and taught within HE.**
Eastown College HE Link	**With local University.** **College soon to move into University Campus and be part of new College of Health.** **Joint appointments at Principal Lecturer level.** **Previous good/well developed relationships.** **Existing Nursing Department in University.**
Northtown College HE Link	**With local Polytechnic for Project 2000.** **With local University for Diploma Professional Studies Midwifery.** **College soon to be College of Health**
Foreigntown College HE Link	**None required for course validation**

All the visits in England demonstrated that the organisational changes resulting from the development of collaborative links with higher education had added to the teachers' uncertainty and ongoing stress. The fact that this had co-incided with the need to develop new courses compounded the problems involved. This was most apparent at Middleton College where the whole of the Common Foundation Programme had moved into the College of Higher Education. For the teachers, they immediately had to learn to survive in the world of HE. This appeared to have pushed other aspects of teaching staff development further down the list of their priorities.

Following this brief overview of the development of links with higher education, in the next chapter I address the need for teachers to develop an understanding of academic level and of how diploma level courses were different from traditional courses. I describe the work in Westown College which demonstrates how the teachers were thinking about this initially, and the conclusions teachers had reached about it in the other colleges I visited.

CHAPTER 5. WHAT IS DIPLOMA LEVEL?

INTRODUCTION.

As my ideas developed during the early stages of the research about how nurse teachers might be prepared for their new role, I became increasingly aware of a conceptual gap concerning the nature of diploma level and the lack of any clear definition about it. I undertook a search of nursing and general educational literature in order to arrive at a clearer concept of academic level and discussed with respondents in the colleges I visited how they were interpreting differences between traditional nursing courses and new diploma level courses. I also sought to determine Westown College teachers' understanding and experience of diploma level work through the survey questionnaire circulated to them.

This chapter identifies the gap in the literature concerning a clear definition of diploma level and discusses how other colleges of nursing that I visited had interpreted it. It identifies the Westown College teachers' lack of diploma level experience and their misconceptions about it.

The development of Project 2000 courses which aimed to 'educate' rather than 'train' nurses highlighted the need to identify specific differences between academic levels and the relevance of these for the new curricula. A search of both English and international nursing and general educational literature, revealed little to illuminate the discussion about academic level in either nursing or general education courses. Any discussion was concealed in other areas of educational debate, and had to be teased out of the literature. As a concept, it had not yet been widely or specifically written about.

Although nursing literature described development of several academic courses for nursing, none of it increased understanding of how diploma level courses differ from any other. Prior to Project 2000 developments, a considerable number of courses for nurses, midwives and health visitors were offered in UK universities, polytechnics and higher education colleges. Pioneering courses in universities first gained degree status during the 1960s. Degree courses in nursing featured in polytechnics during the 1970s through validation by the Council for National Academic Awards. A variety of courses are currently offered: degrees in nursing or nursing studies, degrees with nursing, or post-registration degrees or BEd. degrees

for nursing. Recently, polytechnics have been associated with preparing nurse teachers, district nurses, health visitors, post-registration diploma courses, and other nursing related qualifications (Owen, 1988).

Relevant literature highlights two main aspects of nursing acquiring academic status. The first concerns organisational aspects and management of change associated with nurse education moving into higher education (Green,1988); or linking with higher education (Akinsanya, 1990; Crotty,1991) or, within the USA, of changing from diploma to graduate nursing programmes (Chaminings & Trevan, 1979). The second aspect focuses on comparisons between graduate and non-graduate nursing courses (Bircumshaw,1989). Many studies considering evaluation of graduate approaches focus on outcomes or end-products of courses and how nursing practice is altered (Brooke & Bruni 1980; Butts 1979; Forni 1975; Gallop 1984; Hogstel 1977; Krulik 1986; Lawrence 1983; McMillan 1985; McQuaid & Kane 1979). There is an increasing English literature on career patterns of graduate nurses in this country (Bircumshaw & Chapman 1988; Howard & Brooking 1987; Kemp 1988; Reid, Nellis, & Boore 1987).

Examination of existing nursing diploma courses in higher education and proposed Project 2000, pre-registration /diploma in higher education courses suggests a possible

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point of confusion. The concept of 'diploma level' in higher education courses is related to the second year of a three year, full time, traditional undergraduate degree programme. In its Handbook, the Council for National Academic Awards identifies the 'Certificate of Higher Education' and 'Diploma of Higher Education' (awards which may be used for Project 2000 courses) as courses which are at 'pre-degree level'. Alternatively, the 'Certificate in Education (Further Education)' and the 'Diploma in Professional Studies', which are qualifications held by many nurses and nurse teachers currently, are grouped in awards designated 'at post-experience and post-graduate levels' (CNAA 1990,p16).

On comparison of CNAA standards for these two diploma courses, the proposed new Project 2000 planned at 'Diploma in Higher Education' level is not the same as the 'Diploma in Professional Studies (in Nursing). We are not comparing like with like. For example, we can see that the CNAA standard of the Dip.HE is:

> that expected of a student with prior knowledge
> and skills equivalent to passes in two subjects at
> Advanced level, supported by passes in three other
> subjects at GCSE, who has successfully completed not
> less than two further academic years of full-time
> study, at a level equivalent to the first two years
> of an Honours degree, on a programme of study
> suitable for the fulfilment of CNAA's educational
> aims and objectives (CNAA,1990 p 67).

and that the standard of the Diploma in Professional Studies is:

> that expected of a person with a relevant
> professional qualification and a specified period of
> professional experience who has successfully
> completed not less than one further academic year of
> full-time study forthe fulfilment of CNAA's
> educational aims and objectives (CNAA,1990,p70).

From this we deduce that a Dip.HE is the equivalent of the first two years of a three year degree or honours degree programme, whilst a Dip. in Prof.Studies is only the equivalent of the middle year of a three year degree or honours degree programme. CNAA (1989a) guidelines regarding assignment of levels and credit points to course units suggest that 'level' relates to standards of work and should be assigned on considering the award to which the students' programme of study is leading, and the prior knowledge or experience needed by the student taking the course unit. The assigned level will then define the position of the course unit within the overall curriculum.

Level 1 is regarded as the standard of a course unit in the first year of a full-time three year Degree or Honours Degree programme. Pre-requisite knowledge is at A-level or its equivalent though students may come from a wide variety of backgrounds. The CNAA allows students without formal qualifications, who have attended an 'Access to Higher Education' course, to enrol for degree study.

Level 2 is assigned to course units of a standard normally encountered in the second year of a full-time, three year degree or honours degree programme and the prerequisite knowledge and skills required will be those of a Level 1 course unit. To qualify for the Diploma in Higher Education award, the CNAA state that a student must:

> ...successfully complete or be credited with course units at Level 1 totalling at least 120 credit points and successfully complete or be credited with course units at Level 2 or 3 totalling at least 120 credits.... (CNAA 1989b)

The glaring omission in the CNAA Handbook, is the failure to specify how content, learning outcomes or assessment strategies should vary within the different academic levels. It states that students should demonstrate they have fulfilled course objectives and achieved the required standard for the award, but fails to indicate how those standards should be determined or how they relate to different levels of attainment. It suggests that course-specific aims include development to the required level for the award, and that general objectives will identify ways in which students' transferable intellectual skills are developed and evaluated. The CNAA's general educational aims include:

> ....the development of students' intellectual and imaginative powers; their understanding and judgement; their problem solving skills; their ability to communicate; their ability to see relationships within what they have learned and to

perceive their field of study in a broader
perspective.   Each student's programme of study
must stimulate an enquiring, analytical and creative
approach, encouraging independent judgement and
critical self awareness (CNAA Handbook, 1991, p18).

These specific intellectual skills include students'
ability to communicate clearly in speech and writing;
argue rationally and draw independent conclusions based on
a rigorous, analytical and critical approach to data; to
apply their learning, and be aware of the programme of
study within a wider context (CNAA 1989a p57).

In nurse education, the concept of 'intellectual levels'
is not new.   Nurse teachers undertaking Certificate of
Education courses over the past decade   have been
introduced to Bloom's (1964) taxonomy of educational
objectives.   Curricula planned on this behaviourist model
were based on the taxonomy, with students following a
theoretical concept through a series of levels, commencing
with basic knowledge and progressing through intellectual
stages of increasing complexity until the highest level
was reached.   Bloom's six levels in the cognitive domain
commenced with 'knowledge' at the lowest level, followed
by comprehension, application, analysis, synthesis and
finishing with 'evaluation' at the highest.   Child
(1977,p364), describing the effect of this taxonomy,
suggests that the six major headings are arranged
hierarchically,   demonstrating   that   objectives   are

cumulative, so that higher classes build on skills attained in lower classes. In other words, to perform the operation of 'evaluation' satisfactorily, requires all the skills of knowledge, comprehension, application, analysis and synthesis for a valid judgement to be possible.

Many educationists of the period (e.g.,Peters, 1969; Rowntree, 1974) were critical of Bloom's efforts at identifying a learning taxonomy, but Rowntree admits that

> ..as a first attempt to identify some kind of structure and cohesion in a highly flabby area, Bloom's taxonomies can still help to illuminate curriculum discussions, and the elaborated attention given to levels above or other than 'knowledge' is still, in itself, a new message for many teachers.
> (Rowntree,1974,p32)

Further work by Gagne (1965) suggested that a student's major learning objectives be analysed and any hierarchy of 'enabling objectives' leading to their attainment identified. This clarified thinking on 'pre-requisites' or entry behaviour, and abilities which students should bring to the learning situation. Preliminary diagnostic testing emerged from this to establish how far a student has progressed up the hierarchy, and what he still had to achieve.

A further omission in CNAA guidelines or higher education literature concerns practical experience in courses and

its relationship to academic level. Practical experience for acquisition of statutory competencies is a major component of preparatory courses for nurses and midwives. In higher education, theoretically based courses are regarded as the norm, and 'non-academic' practical placements are seldom found in traditional diploma or degree courses. Curriculum approaches, as suggested in the CNAA handbook, are theoretically grounded in the work of, for example, Bloom (1964) and Gagne (1965), and regarded as eminently suitable in situations where courses are heavily knowledge based and course theory precedes the subsequent post-course, practical experience of work. Traditionally, students undertaking higher education courses proceed through increasingly complex intellectual stages most often without benefit of relating this new learning to any realistic 'practice' experience until after the course of study is completed.

A continuing debate in nursing considers the theory-practice gap. Dodd (1973) identified this as the gap between the nursing theory taught in the classroom and the nursing that was practised in clinical areas. Many contemporary nursing authors now stress the need for theory, research and practice to be more closely related. Jennings (1987) for example, has suggested that:

Theory originates in practice and is refined by research. To be complete, theory must return to

practice. In other words, practice serves as the origin for ideas for study, research is conducted to discover knowledge and theory is produced to guide practice (Jennings, 1987).

Miller (1989,p49) believes, however, that current reality is that research, theory and practice are hardly related at all, and suggests that this separation has arisen because the type of knowledge valued by nurse theorists and nurse researchers is not seen as relevant by practising nurses (Miller, 1989 p 49). Nurse educationists therefore, are seeking new approaches to facilitate the integration of theory and practice. The concern is to ensure that approaches adopted in the new nursing courses are regarded as academically credible.

The next section describes teaching and learning approaches which are gaining ground in nursing and midwifery education and considers their relevance for the new Diploma in Higher Education courses.

CURRENT TEACHING AND LEARNING APPROACHES IN NURSE AND MIDWIFERY EDUCATION: THEIR RELEVANCE FOR DIPLOMA LEVEL COURSES.

Increasing literature in both English and international nursing journals demonstrates the application in nursing and midwifery courses of associated concepts of andragogy as an educational philosophy, self-directed learning,

student centred teaching, commitment to life-long learning and an emphasis on the learning process (Jones,1981; Sweeney, 1986; Raudonis,1987; Richardson, 1988; Burnard, 1990; Ho, 1991 & Janhonen, 1991). Whilst these concepts appropriately link with the CNAA's general educational objectives previously cited in this chapter encouraging 'independent judgement and critical self awareness', this link has not been specifically acknowledged by nurse educators.

The concept of andragogy (Knowles, 1975) and the development of self-directed learning strategies appear increasingly significant. Knowles (1990 p115) regards self-directed learning as the highest level of learning, appropriate in situations where the aim is education rather than training. The importance of balancing the learning approach with the complexity of the learning task and the level of individual learning ability is stated. Where the learning required is fairly simple (such as operating a simple machine), and the learning ability fairly low, the behaviourist theories are realistic, and programmed instruction, linear computer-assisted instruction, behaviour modification, or drill are appropriate strategies. If the learning task is moderately complex, (such as gaining a knowledge and understanding of the theory behind the operation of the machine), cognitive theorists are suitable, and didactic

teaching is appropriate. When the learning task is highly complex, (such as adapting practice in response to a dynamic situation), and the level of learning ability is high, the humanistic theorists are relevant, and self-directed learning approaches appropriate.

Current developments of self-directed learning techniques in nurse education are timely as new courses aim for a higher level of intellectual ability amongst nurses. Teachers of these students will require a knowledge and understanding of learning theories underpinning self-directed learning and need to be working and learning themselves in an environment which facilitates their own self-directedness.

There is now an expanding nursing literature about experiential learning and reflective practice (for example, Burnard (1992); Jarvis (1992a) and Reid (1993)) and these concepts are assuming greater significance in current teaching approaches. There is growing awareness that if professional education courses are to be developed which are different from previous behaviourist approaches adopted for nurse training courses, new teaching and learning processes must be found. Nursing literature demonstrates growing support amongst nurse educators for more experiential approaches (for example, Burnard, 1987; Clark, 1986; Kenworthy and Nicklin, 1989) in which

students are deliberately exposed to experiences or situations throughout their learning, based on the belief that students' own experiences in practice areas should become the starting point for nurse education. Theory and knowledge can then be used to cause learners to reflect upon and discuss the rationale for their actions.

Whilst growing support amongst nurse educators for these approaches is evident, there is the possibility that they will not be regarded as appropriate in a higher education context, where they may be viewed as non-academic. However, the recent work of Donald Schon (1983, 1987) has drawn attention to the dissatisfaction with curricula that cannot prepare students for competence in indeterminate zones of practice, and results in the 'theory-practice gap'. He argues the necessity for redesigning professional education combining the teaching of applied science with coaching in the artistry of reflection-in-action (Schon, 1987, preface). In the recent past, professional schools gave privileged status to systematic, preferably scientific, knowledge and identified professional competence as the application of privileged knowledge to instrumental problems of practice. Schon stresses the importance of competence and artistry already embedded in skilful practice - especially, the reflection-in-action (thinking what they are doing while

they are doing it) that practitioners bring to situations of uncertainty, uniqueness, and conflict.

The place of reflection as part of the experiential learning cycle has been described by Kolb (1976), who emphasises the importance of experience in learning. Boud, Keogh and Walker (1985) suggest that it is through the process of reflection that students are able to turn experience into learning. They state that

> ...reflection in the context of learning is a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciations. It may take place in isolation or in association with others. It can be done well or badly, successfully or unsuccessfully (Boud, Keogh & Walker, 1985 p19).

Slavin and Lavery (1991) see these emerging teaching and learning approaches as an important element in Project 2000 educational programmes. The nature of the new curriculum requires a significant shift in teaching and learning methodologies with increased emphasis on discovery-orientated approaches, experiential learning and self-directed learning. Self-directed learning approaches will provide an effective learning method for acquiring current knowledge and skills and an essential vehicle for enabling students to keep pace with change throughout their nursing career. Developing these approaches requires a shift away from traditional teaching methods and roles

with students subordinate to the teacher, towards more equal partnerships. Students will need to be proactive in organising and undertaking study, whilst teachers adopt a vitally important role of providing broad direction, assisting with the establishment of conceptual or cognitive maps and learning plans, giving support and advice and reviewing progress.

A learning typology for nursing has recently been developed in the USA by Bevis and Watson (1989). This appears to be the first attempt to link different learning approaches and intellectual abilities within the context of different courses and "level". The typology is on a continuum from Type 1, item learning, through directive learning; rationale learning; contextual learning; syntactical learning to Type 6 which is inquiry learning. The first three types of learning may be found in training programmes whilst the latter three types are educative components. Bevis and Watson relate this typology to academic levels suggesting that different types of learning incorporating different intellectual abilities are found in different courses. The greatest proportion of educational types of learning should be included in courses at the top of the educational ladder.

They suggest that a PhD. course, at the highest educative level, would contain the least amount of item, but the

highest amount of self-directed, inquiry learning. In this context inquiry learning is the creative aspect of nursing involving the art of investigation, the search for truth, the generation of theory and the development of new ideas, dreams and visions. Alternatively, a nurse training course at the lowest level would contain mainly item learning, with separate pieces of information, individual factors and simple relationships, and completing tasks mechanically and ritualistically. Between the two extremes are rationale learning, which incorporates learning theories and rationales, the questioning of approaches to practice and influences judgements and decision making; contextual learning, which develops the cultural framework in which nursing, its values, ethics and practice exists; and syntactical learning, which is characterised by its logical structure and arrangements of data into meaningful wholes, providing insights, meanings, significances, interpretations, evaluations and predictions (Bevis and Watson, 1989 p91).

Whilst the USA has different courses for nurse preparation, this work offers many ideas for relating different intellectual skills to different academic levels in nurse education programmes in the UK. Much of this American work is in the early stages of development and remains an aspiration rather than current reality. Bevis and Watson predict that future nursing programmes will

alter to reflect these types of learning, which will greatly assist the professionalisation of nurses as more educative types of learning are adopted for courses.

Recent literature incorporates these changed approaches as the demonstration colleges report experiences of planning and validating new courses. The Solent School of Nursing, linked with Portsmouth Polytechnic for Project 2000 developments,(ENB,1990; Frost,1990), found that it was crucial to consider the issue of

> Diploma level studies: what makes this course different from existing courses? (ENB,1990)

They also recognised that teachers would require different academic skills and considered that their students

> ... would reach professional competence required for registration with UKCC at level one and in addition would reach an academic level equivalent to the first two years of an honours degree. This was understood in terms of academic skills relating to data collection, organising information, analysis, synthesis and synergy. Reflective nursing practice would be the essential vehicle for this academic process (ENB,1990).

Following the review of both general education and nursing education literature regarding a concept of 'diploma level' I concluded that, far from being fixed and rigidly formed, it is emerging, developing, and very dynamic. Nurse educationists have an exciting opportunity to plan courses and conduct research in this area which

develop concepts of academic level in both theoretical and practical areas of learning. In so doing, they will have much to offer educational developments for other occupational groups as well as nursing.

Knowles (1990) described two models for staff development programmes. The first of these, employed by traditional educators, utilises the most efficient means for transmitting previously determined knowledge or skills arranged into logical units. This is a pedagogical, or content model. In the alternative, andragogical model, the facilitator prepares a set of procedures for involving learners in a process to establish a conducive learning environment, encourage mutual planning, formulate programme objectives, conduct learning experiences suitably, and evaluate learning outcomes and rediagnose learning needs. This latter model fitted well with the action research methodology for this research.

In planning approaches to prepare the Westown College teachers for diploma level courses which incorporated some of these aspects, it was necessary to consider their current level of awareness and understanding of diploma level courses. The next section describes how I obtained this information.

<u>SURVEY OF WESTOWN COLLEGE TEACHERS</u>.

A postal survey questionnaire was circulated to all sixty three (63) Westown College teachers at the end of the first year. This inquired about their current experience and understanding of diploma level teaching. It was important to know how many of them had a knowledge of diploma level courses, either as students themselves in higher education, or as teachers, and to identify perceptions they held about the contribution of a variety of components to diploma level studies. I sought answers to the following questions. How much did college teachers know already about diploma level courses? What, initially, would they consider to be the most important aspects of a diploma level course? How could their understanding be improved in order to develop an ability to teach and assess on diploma level courses?

Forty four teachers (70% of the teaching staff) completed the questionnaire. Their responses assisted in illuminating their current limitations and misconceptions about the nature of the academic level of a course. I discuss the findings and my interpretation of them, and appraise some methodological aspects of the survey.

As discussed in Chapter 3, the survey also revealed that some teachers believed there was an undue emphasis on

needs of Pre-Registration teachers in the development programme and had not recognised that diploma level education would require changed approaches from them as well as from Project 2000 teachers. Their responses indicated a growing awareness that something different was needed on diploma level courses and that they required preparation. Only 3 of the 44 respondents (6%) had taught in higher or further education. One had been teaching physiological topics to non-professionals in a college of further education and the other two had recent, minimal, teaching experience on the part-time Diploma in Professional Nursing Studies Course and the part-time BSc Nursing Studies degree at Hightown Polytechnic. This confirmed my prior assumption that very few would have an understanding of diploma level teaching and assessing based on experience.

More than two thirds of the respondents however, (31, or 68%) were qualified at diploma level or above. Ten (24%) were already graduates and just one was qualified at Masters level. Fifteen (32%) failed to complete this section although there were accompanying comments such as "I'm a qualified teacher with thirty years experience of the NHS!" This was a high non-response rate to this question. The lowest qualification category on the questionnaire was 'diploma level', based on an assumption that all teachers would have a minimum academic

qualification at diploma level. The high non-response rate suggested that this was not the case. This interpretation was corroborated by a subsequent examination of staff records which revealed that a number of College teachers were not qualified to diploma level. Figure 4, on page 157 represents these responses.

Eighteen (40%) of the respondents were not currently undertaking further academic study; three (7%) were in the process of applying to undertake further study; two (5%) were completing diploma level courses, whilst sixteen(38%) were undertaking Bachelor's degree courses and four (10%) were studying at Master's degree level (see Figure 5 on page 158). This response could be related to the implementation of the College Policy for Staff Development which encouraged teachers to achieve graduate status, and indicated that over half of the respondents were currently studying. The priority for these teachers would be with their course of study rather than the inhouse staff development programme. It was important however, to acknowledge Bell's (1991) criticism, previously stated in Chapter 3, that attendance on such courses which are largely theoretical might not be adequate for current developments which concerned the practicalities of diploma level education.

Teachers were asked to rank aspects of course delivery in order of importance for contributing to the development of academic level within a course. Their responses were grouped under the three categories of 'most important'; 'some importance' and 'least important'. Teachers ranked the most important aspects which reflected the level of a course as curriculum planning, the selection of students, course learning outcomes, teaching approaches and classroom based teaching. Of some importance were library resources, clinical mentors, clinical teaching, lesson preparation, the ward learning climate and theoretical assessments. The teachers saw recruitment, the curriculum vitae of teachers, course evaluation, clinical assessments, individual tutorials and course timetabling as of least importance in their contribution to the development of academic level within a course. Four of the respondents (9%) believed that all aspects were equally importance (see Table 2, on page 159).

The ranking exercise posed little difficulty for nurse teachers studying in Hightown Polytechnic who piloted the questionnaire. All responded appropriately to the request to rank items. It caused some difficulty for a number of College respondents. Of the 44 respondents only 29 (65%) completed this question as requested. The remainder had either not ranked the items at all, or had given equal ranking to two or more items. This made it impossible to

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include these responses in the subsequent analysis. I checked to see if the respondents who had difficulty in the ranking exercise were the same people who had not answered the question concerning minimum academic level. This was not the case, however.

Youngman (1984) suggests that the treatment of rankings does raise response and analysis problems which places reliability of a ranking questionnaire in doubt. Taking this into account, a tentative interpretation of the results can be offered, by considering the results in three broad categories and by comparing both extremes of the ranking exercise. Although 66% of respondents were themselves at diploma level or above and had studied in a higher education environment, their attempts at ranking indicate that they had not critically appraised the importance of aspects of a course from the basis of their own experience. It did not appear they had considered what significant differences in courses at different academic levels might be, nor considered the part played by each organisational aspect in contributing to the academic level of a course overall.

Figure 4 - *Percentage of respondents with existing academic qualifications.*
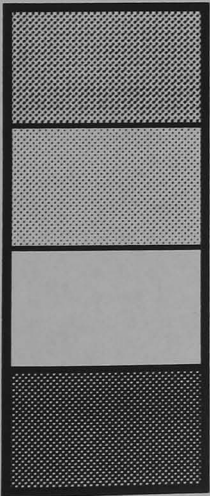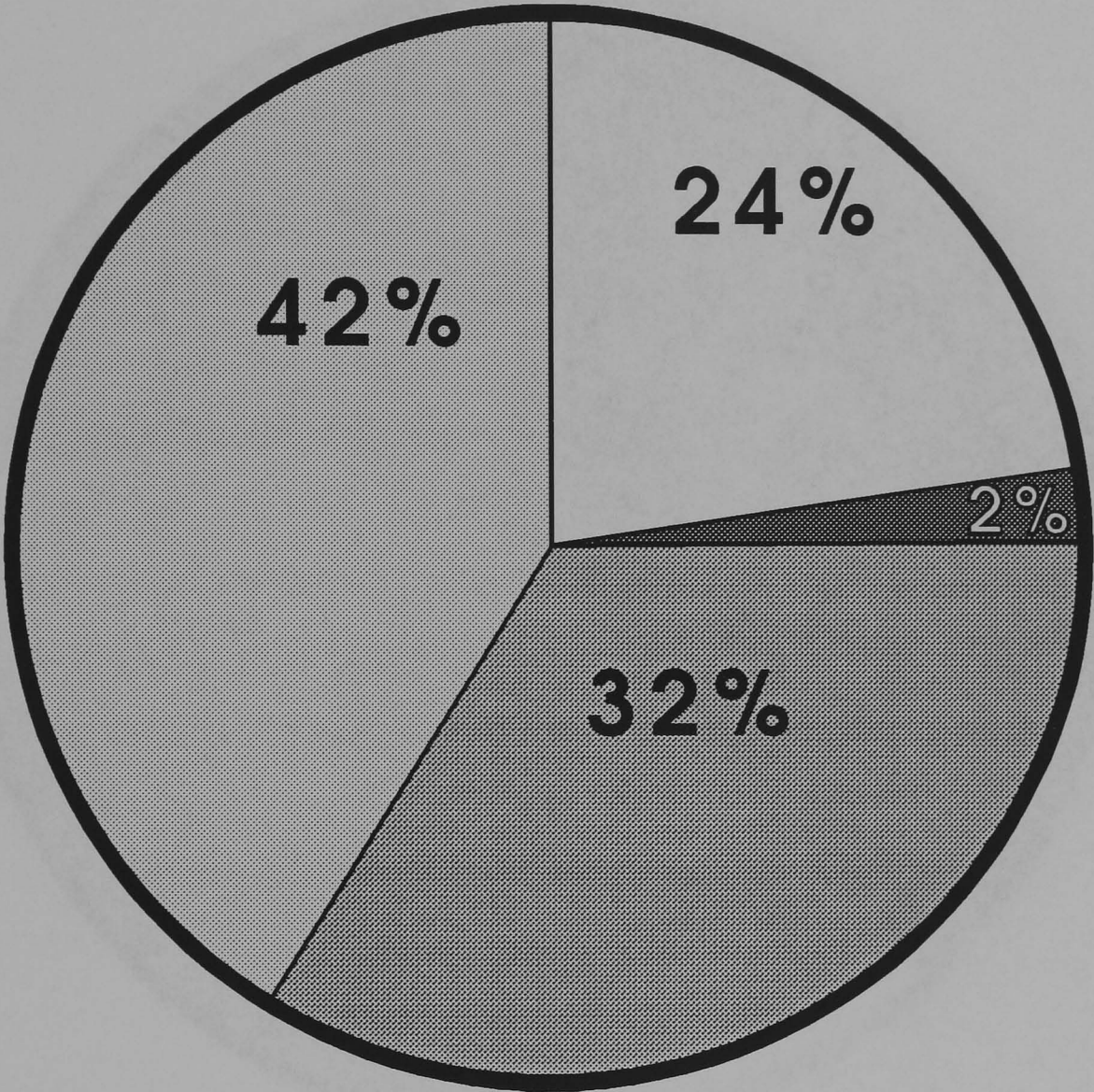
	= No response (not at Diploma level?)
	= Diploma
	= Bachelors degree
	= Masters degree

Figure 5 - Percentage of respondents undertaking further academic study.

= Not studying

= Applying for course

= Diploma level course

= Bachelors degree course

= Masters degree course
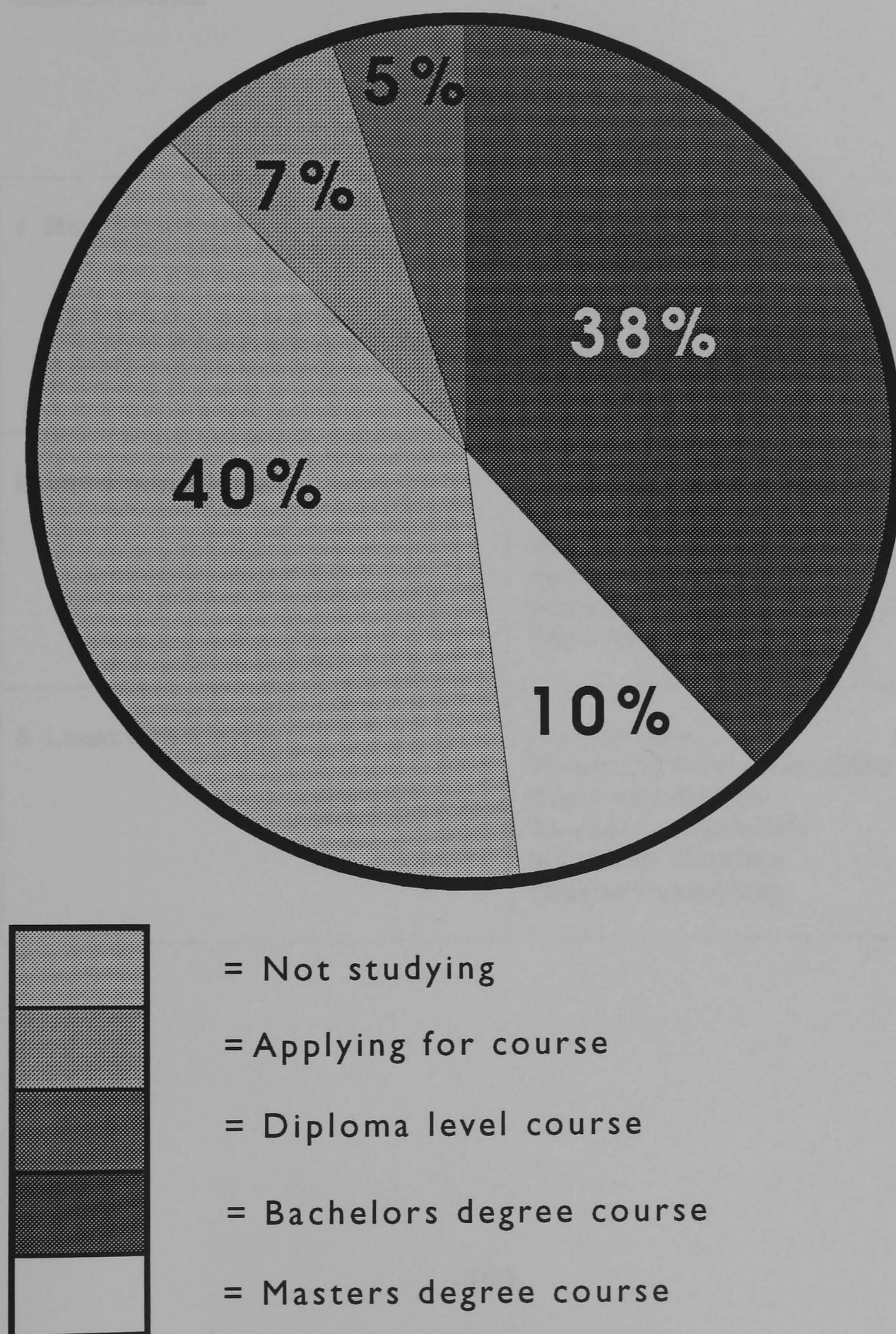
TABLE 2:
TEACHERS RANKED PERCEPTIONS OF IMPORTANCE OF
ORGANISATIONAL ASPECTS IN DETERMINING ACADEMIC LEVEL
OF A COURSE

1 Most Important	Curriculum Planning Selection of Students Learning Outcomes Teaching Approaches Classroom Teaching Learning Styles
2 Some Importance	Library Resources Clinical Mentors Clinical Teaching Lesson Preparation Ward Learning Climate Theoretical Assessments
3 Least Importance	Recruitment Teachers' Curriculum Vitae Course Evaluation Clinical Assessments Individual Tutorials Course Timetabling

Taking the guidelines in the CNAA Handbook (CNAA 1991) as the reference point, all respondents indicated the importance of aspects such as curriculum planning, selection of students and course outcomes towards the academic level of a course. By giving a lesser ranking to the curricula vitae of teachers and clinical and theoretical assessments, it appeared that they lacked understanding of two aspects which the CNAA considers important to the development of the level of a course. First, they had not recognised the need for teachers to to demonstrate their own acquisition of higher intellectual skills nor the ability to support their teaching by research activities through an appropriate curriculum vitae reflecting graduate status. The need for graduate status of nurse and midwifery teachers has already been recognised by the ENB (ENB 1987). It is necessary for teachers to utilise educative teaching approaches with students rather than to continue using training techniques. Secondly, it appeared that they had not understood the part played by assessment, both theoretical and practical, in demonstrating that a student has achieved required standards for the academic award being attempted.

Classroom teaching was given a far higher status than clinical teaching. This suggested that teachers were equating 'diploma level' with a more academic course with

most of the 'teaching' taking place in a classroom setting. I believe it also reflected that as many were undertaking degree study requiring development of intellectual skills rather than practical skills, this aspect had assumed a greater emphasis in their minds at the time. The CNAA suggestion that courses should promote critical self-awareness, self-directedness and encourage independent judgements by learners, requires teachers to be aware that the best learning does not necessarily take place in the classroom. It would be important that intellectual skills of critical appraisal, reflection, problem solving and decision making which are acquired at diploma level are seen in the wider context and extend into the clinical areas. Students, therefore, need role-models of applying these intellectual activities to practical nursing situations. To promote these activities in any learning environment, teachers need to be familiar with the work of contemporary educational theorists discussed in the previous section: Knowles (1975) for example, to develop andragogical approaches and encourage students' self directed learning; Kolb and Fry (1975) initiating work on experiential learning; by Schon (1986), and Boud, Keogh and Walker (1985) to develop reflective practitioners learning from their experiences in professional practice.

Teachers were also asked to suggest other approaches to develop the appropriate academic level in diploma courses. They emphasised their need for study leave to acquire graduate status, and for further development of the collaborative link with Hightown Polytechnic. This they felt, would enable College teachers to observe or participate in diploma level teaching conducted there.

CONCEPTS OF DIPLOMA LEVEL IN WESTOWN COLLEGE COURSE DOCUMENTS.

The curriculum documents for the three new diploma level courses reflect how the concept of 'diploma level' was incorporated by the curriculum planners, who were mainly the more senior members of College staff and Polytechnic representatives. The course educational philosophies indicate the values the curriculum planners were generating and keen to incorporate into the new ethos. Andragogical values (Knowles,1990) are clearly evident.

> We believe each learner should be supported and yet be given the autonomy to direct personal learning, develop self motivation and gain the ability to analyse and evaluate knowledge and practice and develop effective problem solving and decision making skills. We value the concept of the midwife as an expert reflective practitioner engaging in a quest for excellence in practice through critical analysis and evaluation. (Extract from the Course Philosophy - Post Registration Midwifery Diploma)

> We value the andragogical approach which is conducive to the educational process for experienced practitioners with the teacher acting as a mentor/ facilitator utilizing a variety of teaching

> strategies........which reflect a combination of
> approaches based upon group collaborative study and
> adult learning. (Extract from the Course Philosophy
> Post Basic/High Dependency Care Course)

The curriculum groups' interpretation of diploma level

activity was also reflected in course outcomes, and

demonstrates an acceptance of 'critical analysis' as

central to their understanding of the level of

intellectual skill required of diploma level students.

> Demonstrate ability to critically analyse a relevant
> piece of research on communication
> (Pre-Registration Diploma in Nursing - Learning
> Ooutcomes for the Unit of Learning for Interpersonal
> Skills, p 84)
>
> Analyse the effect of resource management initiatives
> on the organisation and delivery of care.
> (Post-Registration Midwifery Diploma - Learning
> Outcomes for the Unit of Learning for Management,p100

These curriculum documents provided the blueprint or

formalised plan for College diploma level courses. Some

teachers had been involved in planning groups but the

majority had not, and had little understanding of

underpinning theoretical concepts in the early stages of

course implementation. At this stage the majority of

teachers had little awareness about academic level of

courses. By the end of the first year, as they became

involved in course planning activities, there was a

slowly emerging awareness, coupled with a degree of

anxiety, about academic level and its significance in

their future teaching and assessing.

The workshop on the exploration of the nature of diploma

level held at the end of the first year's programme was

both interesting and significant. The notes I made in my

field work diary at the time are quite revealing and

relevant (pseudonyms used throughout):

20th March. Diploma level day at the Polytechnic was
interesting - about fifty there. Anne gave a useful
overview of academic level using the BSc. Business
Studies Degree as an example. She gave three very
clear, uncomplicated distinctions regarding the three
levels:

   Certificate - basic understanding of concepts.
   Diploma - application of theory to practice.
   Degree - strategic planning for practice.

She looked at teaching methods for each level and drew
out diploma level concepts of developing
independent, self directed learners; deepening previous
knowledge base;developing skills of critical appraisal;
understanding of research processes and the application
of research findings to practice. She talked about
self and peer appraisal and stressed the move in
emphasis from 'teaching' to 'learning'. She talked
of teachers moving from being imparters of knowledge
and becoming facilitators of learning.

The feedback at the end of the day was revealing and

identified that as a group, teachers were at a low level

of understanding of the implications of raising the level

of courses to Dip.HE. Further notes indicated a degree of

disparity of understanding amongst some of the more senior

College staff.

There were obvious differences between the two groups
looking at 'teaching & learning' and at 'assessment
strategies' - these were both very focussed and almost
directed towards the curriculum documentation. The
group looking at 'clinical placements' demonstrated
that no-one was really wanting to take ownership at

present of what should happen in the clinical areas -
Sara read the riot act and left everyone with a lot to
think about. Judy's group looking at 'recruitment and
selection' was quite a shambles with a lot of argument
and dissent throughout the feedback, which Judy was
not really able to control.

March 22nd. Saw Peter today who expressed his concern
regarding the implications of the diploma day. Said he
hadn't realised how lacking in awareness and
understanding they all were. He had been in a workshop
group in the afternoon which had had to be very
directed to produce their feedback. We talked of the
day being a 'starting point' for everyone, but
recognised how much hard work we would have to do to
move everyone forward in their thinking and
understanding (Field-work Diary, p20-23).

This event came right at the end of the first year of the

staff   development   programme   and   heightened   my   own

awareness of the need to provide an appropriate programme

in the forthcoming year. The conclusion I came to about

the necessary components for the programme was based on

the survey findings and the literature search. The review

of relevant literature suggested that the key components

of diploma level study for nurses can be identified as the

acquisition of an increased knowledge base at a deeper

level of understanding and include an ability to appraise

information and situations, both as a theoretical exercise

and in practice settings. My advice to colleagues of the

Dip.HE curriculum planning groups reflected this.   I

believed that professionals are required to   develop a

critical ability to be utilised in a reflective way   for

refashioning or synthesising knowledge or information for

option appraisal and problem solving. This would enable

appropriate professional judgements and decision-making

in wider practice settings. Diploma level studies should be educative and relate to professional practice, and encourage the development of student independence and inquiry learning.

College teachers could be helped to understand the contribution of organisational and structural aspects of a course to achieve these aims and the identification of desirable outcomes and appropriate teaching methods for diploma level study. I believed it was possible to assist their awareness of how these aspects contribute to achieving appropriate academic level. Taking all aspects into account, I concluded that a series of one day workshops on a monthly basis over the coming year was still the best approach for the staff development programme. These would be repeated to allow opportunity for more teachers to attend. The workshops would focus on a different theme each month, allowing teachers to explore structures, processes and course outcomes of the new courses and to relate them to current organisational developments across the college.

Teachers from Pre-Registration, Post-Registration and Midwifery would be asked to lead exploratory workshop discussions planned for each session and be briefed to encourage participation and expression of views from each

group of teachers. I planned a programme for the second year on the following themes:

Recruitment and Selection for diploma level courses
Developing Specialist teaching approaches
Teaching approaches to develop self-directed learners
Developing critical thinking abilities
Reflective practice in clinical areas
Clinical and theoretical assessment at diploma level
The role of the teacher in clinical areas.

This approach for preparing teachers for diploma level activities was justified and validated by visiting other Colleges for Nursing and Midwifery involved in similar activities and discussing the approaches they had taken for this work. The following section describes these visits.

CONCEPTS OF DIPLOMA LEVEL AMONGST TEACHERS FROM OTHER COLLEGES.

There was a remarkable degree of consensus amongst the respondents from all the colleges regarding concepts of diploma level. No one found my questions unexpected or surprising, and all acknowledged the difficulty they had in defining what diploma level was. Initially, they had thought it was something tangible and fixed which they

could be taught about by colleagues from HE. Middleton College described the frustration of staff when this did not happen as they had expected.

Midleton College's first attempt at planning Project 2000 as a diploma course utilised a traditional, spiral nursing curriculum model which was not accepted at the first validation event. This was followed by intense planning by a combined group of lecturers and nurse teachers. They referred to existing diploma courses in the College of Higher Education, but these were not helpful nor what they wished to reproduce for Project 2000. The Dean and Vice Principal both acknowledged that HE staff were not articulate about academic level nor able to give adequate explanation to nurse teachers about its nature.

> None of the teaching staff had had any experience of teaching in HE, though many of them had been on the receiving end of HE obtaining first degrees, Masters,etc...and just because you have studied at diploma or degree level, doesn't mean you can teach at that level....it was like learning a new language and there were lots of interesting phrases. Like 'vertical cohesion' - which means how you develop a cohesion between the subjects being taught, which is not something teachers of nursing have ever had to address before. The other interesting phrase we had to learn was 'academic progression'. It was flagged up to us on day one and we all thought "Gosh! that's interesting, but what ever is it?"

> It was just a slow process of trying to get from HE people who took academic progression for granted, to actually articulate how it was manifest. Academic progression is a concept, but to actually articulate that concept and say how it is manifest in real terms I think was actually very difficult for us all to do (Middleton College).

My understanding of this phenomenon, which paralleled my own experience with Westown College teachers and Hightown Polytechnic lecturers, was that diploma level concepts for HE staff were completely internalised and part of their practical, day to day knowledge. Polyani (1967) describes pragmatic knowledge that cannot necessarily be expressed in words as 'tacit' knowledge, and recognises it contains components of 'knowing that' and 'knowing how' together with the necessary skills required. I believe that HE lecturers found difficulty in communicating diploma level concepts which were part of their tacit knowledge based on practice, at a time when nurse teachers were wanting to learn a theory of diploma level which either does not exist or has not yet been articulated.

What was apparent when all the visits were completed, was that each college created its own parameters for 'diploma level' for their course development which was tested through the course validation process. Respondents from Southtown, Middleton and Northtown Colleges all talked of Level 1 equating with Certificate level and Level 2 with Diploma level which follows the CNAA model of the undergraduate degree programme. The colleges described how they had developed alternative approaches attributing different intellectual skills to different levels, but the intellectual skills attributed to each Level varied in each place.

The Project Officer from Southtown College described working in the Polytechnic's Faculty Academic Standards Framework as a useful starting point for developing an understanding of acadaemic level. This gave a yardstick for measuring the quantity of taught and assessed material, and quality of course teaching approaches. Specialist subject teams were developed as teachers became graduates or developed a particular expertise enabling them to teach diploma content to a greater depth than previously. They had decided that Level 1, certificate level, would be viewed as the ability to describe information, to read and extract meaning from it, to make relationships and to think conceptually in a way that describes data. Middleton College, saw certificate level as being concerned with awareness, understanding and identification, whilst Northtown College were thinking of certificate level in terms of 'description.'

All the Colleges identified 'analysis' as being central to their understanding of diploma level study. Southtown College thought it entailed analysis of information and seeking alternative ways of ordering and sorting it before synthesising into new forms. Middleton College identified this as analysis, creativity and synthesis, whilst Northtown College looked for analysis and synthesis and application to practice at this level of study. Southtown College were also quite clear in their understanding of

Level 3 which they saw as synergy, the utilisation of analysis and synthesise to develop some new and greater activity. Each of the colleges had, consciously or unconsciously, adopted Bloom's (1964) taxonomy to describe their understanding of academic levels.

Other issues regarding an understanding of diploma level emerged from the visits. These included organisational aspects of diploma level courses. Southtown and Eastown Colleges both highlighted problems concerning selection of appropriate students for diploma level study. Both colleges had increased attrition rates with the early cohorts of Project 2000 students. Some evidence that students were different from traditional nursing students was offered by Southtown College which indicated a conceptual move had been made by teachers to enable students to become self-directed. Students had produced realistic self-evaluations by the end of the Common Foundation Programme. The teachers perceived this as evidence that the aims of the course were being achieved. The ENB (1989) had put these components together in one of the aims for the Common Foundation Programme:

> ... to provide opportunities for students to develop their intellectual abilities, self-awareness and self direction.   (ENB,1989,p8).

The responses indicated that critical thinking was the

central intellectual ability aimed for in the development of diploma level courses. Stephen Brookfield (1987, p39) has suggested that the capacity to think critically can be seen as one of the chief markers by which we recognize adult qualities in an individual. We could infer from this, that critical thinking ability is a pre-requisite for self-evaluative behaviour and self direction.

The last two visits, to Eastown and Northtown Colleges, proved useful and coincided with our own emerging issues and doubts as Westown College implemented the Project 2000 programme and other diploma level courses. Where should diploma level activity be identified in the Project 2000 programme - right from the start? By the end of the Common Foundation Programme or not until the end of the Branch Programme? This coincided with our concerns about weaker students on the course. The College had acknowledged the UKCC (1988) requirement to widen the access gate into nursing, and had not adopted a two "A" level entry requirement specified by the CNAA as the minimum entrance requirement to undergraduate study in higher education. Consequently, a number of students in the early cohorts were definitely struggling.

These colleges had experienced difficulty in preparing teachers for their assessment role and the teachers themselves had found assessment of diploma level material

difficult. I attempted to avoid this possiblity with Westown College teachers and amended the development programme to double the time devoted to assessment.

Northtown College believed that criteria for assessment were inextricably linked with the concept of levels. They had linked these with description at certificate level and analysis and synthesis in diploma level work. They had experienced difficulty establishing the assessment process, since half the teaching staff had come previously from a school of nursing familiar with continuous assessment whilst the remaining teachers had not. Eventually, they established criteria for 'academic supervision' for assessment.

> There are certain ENB rules and regs. for continuous assessment - you have to be qualified a year as a teacher. I kept saying "..but you can't do that! If they're clinical teachers, they can't be involved!" So we decided that the teachers must at least be at diploma level and qualified for at least a year to mark. We've decided that you can only supervise the 'ology' that you're specialist in. So not every tutor can expect to mark or supervise to that academic level for say, biology, psychology and sociology - so teachers had to make a decision about where they sat (Northtown College).

They had linked the two developments of moving from generalist to specialist teaching with moving from certificate to diploma level courses. Recent experience of marking some of Branch Programme assignments made them appreciate that they also required students to demonstrate

that they could apply knowledge to practice and not just
analyse information. This was another component which
characterised diploma level. They discussed teachers'
initial anxiety about academic level and getting it right
for students.

> ...the content is not hugely different - it's what
> you do with that content when you've got it. That's
> the real difference between certificate and diploma
> level. You do give them more, but you do different
> things with it. And that of course, requires a very
> highly skilled teacher, to enable someone to utilise
> the content rather than just receive it and
> regurgitate it. Teachers were very anxious not to
> sell the students short, and have in fact, over-
> reacted - but are doing it with the best of
> intentions (Northtown College).

The colleges appreciated that they needed first to
develop an awareness of the overall concept of academic
level before they could understand what diploma level was.
Respondents gave an indication of issues they were
grappling with in developing this understanding. The
Northtown College teachers and Polytechnic staff had given
considerable thought to the differences between
certificate and diploma courses. This was very difficult
to define and they were still uncertain about the answer.

> It was quite difficult! I'm not sure we even know
> yet - and that's been verbalised not just in the
> College but in the Poly too. We've kept close links
> with the Poly bods but they're all saying "Do we know
> what diploma level is?" - it's all so nebulous
> (Northtown College)!

The respondent from Eastown College, was very aware that the post-registration staff whom she was newly directing, had no clear understanding of academic level at all. She would need to develop this understanding quickly in order to develop the work towards the ENB Framework and Higher Award. She believed it was most shortsighted to prepare only the pre-registration teachers for work with Project 2000 courses and diploma level courses. I agreed with this comment, and considered the approach taken in Eastown College may have satisfied the development needs of some of the College teachers, but appears fragmented in nature and did not effectively address the needs of all the college staff at an organisational level, resulting in pockets of teachers whose development needs had not been met. Frost, (1990) emphasised the breadth of the Project 2000 initiative well beyond the boundaries of pre-registration nursing education. Preparing only pre-registration staff for diploma level activity in a college is extremely short-sighted and demonstrates a lack of strategic planning for staff development.

> Pre-registration nursing education is only one
> part of the Project 2000 initiative.
> Opportunities for existing staff, for Enrolled
> Nurse conversion, for support worker education,
> for pre-nursing/B.Tech preparation, graduate entry
> and Masters degree programmes as well as the full
> spectrum of multi-disciplinary education are all
> implicated within our vision (Frost, 1990, p385).

Indeed the respondent from Eastown College elaborated on

this problem which their approach to staff development had produced. The college had recently been identified as a demonstration college for developing the Framework for Continuing Education and the ENB Higher Award. The recent work in the Continuing Education Department had not paralleled the Project 2000 development in pre-registration and her staff were not adequately prepared for this. Existing ENB courses had not been re-developed to Level 2/diploma level study. They would now, however, be working with the university to plan and validate modules of study at Levels 1,2 and 3 and develop an appropriate modular framework for further study for existing nurse practitioners. The teachers required preparation for teaching and assessing at higher academic levels than previously. She was concerned about these teachers' lack of awareness of academic level and their urgent need for development.

This related to our own experience in Westown College. The evaluation of the first year's staff development programme indicated that post-registration teachers had believed that events were not relevant for them and did not satisfy their needs. They had not perceived the relevance of the workshops for them - nor realised that they too, would need to select for diploma level ability and teach and assess in different ways than before. They had based their assumption that any 'post-basic' work must

be superior to 'pre-registration' and in greater depth, without understanding that post-basic study was not currently synonymous with advanced academic study unless they made it so. They too were unaware that discussions on 'academic level' had any relevance for them. This did not become clear until work was required for the Framework for Continuing Professional Development and Higher Award. These teachers then realised that preparation opportunities had been provided, but they had not understood their relevance. Requests for repeat sessions came mainly from this group of teachers.

Two colleges indicated that specific teachers were selected for diploma level teaching. Less able or less well qualified teachers were left to teach care assistants, traditional courses and enrolled nurse conversion courses. As this was so obviously different from the approach at Westown College, I discussed it with the Principal. We agreed that this was not appropriate within the terms of College Policy which aimed to develop all staff within an Equal Opportunities Policy.

All the colleges referred to the teachers' anxiety caused by the changes, and their lack of understanding of academic level. All colleges experienced uncertainity and confusion, which was characterised by anxiety. Ball (1992 p 67) suggests that anxiety can negate any learning

process rather than leading to development of creative learning episodes which should be the preferred outcome from new experiences. Biott and Nias (1992) confirm the value of colleagues working together collaboratively and indicate that sharing ideas and talking can be both supportive and developmental.

The following pages summarise findings from Southtown, Middleton, Eastown and Northown Colleges concerning their approaches for preparation for diploma level courses.

Diploma level components	Level 1 - Description - ability to read and use data. Level 2 - Analysis, seeking new ways of sorting and ordering information synthesis, constructing new forms.
Awareness of teaching staff about academic level	Suspicious, anxious, fraught about it. Some awareness through own HE experience of graduate level study.
Preparation for diploma level teaching	Development of "specialist" teaching. Needs identified through IPR approach. All staff - 5/6 days per year Specific workshops

SUMMARY 8: DIPLOMA LEVEL PREPARATION
MIDDLETON COLLEGE

Diploma level components	Demonstration of "academic progression" within course, from level 1 to level 2. Level 1 concerned with Awareness, Understanding and Identification. Level 2 concerned with analysis, creativity synthesis.
Awareness of teaching staff about academic level	Initially, only able/wanted to think concretely about it. Made anxious by HE staff who "took it for granted" but bad at articulating its components.
Preparation for diploma level teaching	Seen to be about "how to live and work in the world of HE" Some teachers recent graduates with some awareness of HE. Best approach seen to be "learning by doing" - Nurse Teachers and HE Lecturers worked together to plan units at different levels - a "diffusion" of understanding occurred.

SUMMARY 9: DIPLOMA LEVEL PREPARATION
EASTOWN COLLEGE

Diploma level components	**No information provided Project 2000 students news letter provided evidence of development of critical thinking abilities.**
Awareness of teaching staff/ academic level	**Initial awareness of teaching staff about academic level unknown. Some awareness through own studies.**
Preparation for diploma level teaching	**Some Regional monies to active Regional Nurse Teacher Group. Monthly workshops with visiting speaker to address teacher-identified needs for preparation. Secondment to locally/nationally organised relevant study days.**

SUMMARY 10: DIPLOMA LEVEL PREPARATION
NORTHTOWN COLLEGE

Diploma level components	**Level 1, Certificate level = CFP Level 2, Diploma level = Branch programme - involves analysis and synthesis and application to practice.**
Awareness of teaching staff about academic level	**Teachers were extremely anxious about it. Still expecting too much of students in attempt to get it right.**
Preparation for diploma level teaching	**Included development of College identity. Breaking down historical social barriers amongst staff. Workshops - what teachers need to know about diploma level teaching/assessing. Reducing staff stress. Development of specialist teaching.**

The responses from staff in Foreigntown College in Norway were completely different. My questions concerning diploma level components of their courses and teachers' awareness of academic level seemed incomprehensible to them and had little meaning for them. They had had diploma level pre-registration nursing courses since 1981 and their diploma level climate was well established. After three days of talking with the teachers about their course, it was possible to identify common components and a similar understanding of a diploma level nursing course. The teachers regarded themselves as educational co-ordinators and supervisors and not merely information givers. They aimed to develop students to become responsible, self-directed problem-solvers and decision makers in their professional practice.

Tutors conducted small group tutorials throughout the course for the purpose of encouraging reflection on experiences, developing concepts, integrating theory and practice and exploring alternative ways of thinking and acting. An example of a reflective, problem-solving approach with a student was recounted to me by one of the teachers which illustrated remarkably well the facilitative style adopted by the teachers throughout the course. In England, amongst both the respondents from the colleges visited and the Westown College teachers, there was a growing awareness of how diploma level

teaching might influence nursing practice. Teachers recognised that moving diploma level activity into clinical areas would be a large development which would not be achieved over-night. Visiting Foreingtown College usefully demonstrated what had been achieved in ten years of diploma level teaching. The teachers' role in the clinical areas had moved to a position where they had become 'reflective coaches' for the students, suggested by Schon (1987) as an appropriate method of educating professional practitioners.

Teachers' roles had developed, and changed. They now valued their role as teachers, facilitators, and educational planners and had found other people to do the administrative work. They had created more time for meetings, colleague discussions, integrating theory and understanding basic philosophies underpinning the course and they recognised the amount of time needed for this.

The most apparent difference in Foreigntown College was the very small numbers of students involved in each cohort (about 20) compared to the larger number of students in England (currently about 100). Teachers were incorporating more discussion based, project work, seminar-led, reflective activities which are less easy to achieve in larger groups. They had also been able to incorporate diploma level activity into practice areas

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with the successful implementation of primary nursing as the method of delivery for autonomous nursing practice. Findings from Foreigntown College are summarised on p 186.

These accounts from the colleges visited confirmed for me the complexity of the problem under consideration. To some extent diploma level appeared to be an artificial concept and one which does not usually exist in isolation in HE, where it is usually interpreted as a component of degree level study. I concluded that the pragmatic approach adopted for the staff development workshops to consider the different aspects of diploma level activity (e.g. selection, teaching methods, assessment, etc) would give teachers the opportunity to explore from a familiar practical basis, rather than from a purely philosophical or abstract approach. When the teachers said to me "Yes, but what is diploma level?" I was able to say with increased confidence, that within established parameters of the CNAA (1991), and ENB (1992) they could make it what they chose, in a way which would be relevant to nursing.

This chapter has analysised the nature of diploma level from several perspectives. The following chapter considers what the Westown College staff development programme achieved to prepare the teachers for diploma level.

SUMMARY 11: DIPLOMA LEVEL PREPARATION
FOREIGNTOWN COLLEGE

Diploma level components	Additional theory in course/depth of knowledge. Critical thinking, reflective practice, problem solvers/decision makers. Self-directed students, leading to professional practice as Primary Nurses.
Awareness of teaching staff about academic level.	All teaching staff teaching/assessing at diploma level since 1981.
Preparation for diploma level teaching	Through degree course.

INTRODUCTION

In this chapter I describe the development of diploma level courses in Westown College - their validation and subsequent implementation. All the diploma level courses received conjoint validation with full five-year approval at the first occasion. This considerable achievement was not matched by all Colleges, locally or nationally (see responses from Middleton College in Chapter 5). Teachers in curriculum planning teams had gained an understanding of diploma level components which they expressed in course documents and in responses to conjoint validation panels. I describe activities adopted to develop teachers' understanding of diploma level as the courses were implemented. Contributing to this process was the implementation of specialist teaching and the new staff development programme. I explain my own altered role during the second year of the research. An appraisal of the findings from evaluation activities undertaken at the end of the second year of the staff development programme

compares responses from education managers and teachers and their perceptions of the effectiveness of their preparation for diploma level work.

VALIDATING DIPLOMA LEVEL COURSES.

Conjoint validation of the diploma level courses occurred as planned events during the Spring and early Summer of 1991. The Midwifery Diploma was validated conjointly at a two-day event, in April 1991 by the ENB and Hightown Polytechnic (acting for the CNAA).

> The Poly internal panel were convinced that the
> course documentation and the staff responses
> demonstrated that staff did know and perceived the
> difference between certificate level and diploma
> level courses. They all did very well - the
> midwifery staff have moved a very long way.
> (Fieldwork diary, p18)

Course approval was given with a five year review period. A comment made by the validation team related to the conversation held in Middleton College. The Vice Principal had remarked on the HE lecturers' difficulty in expressing their day-to-day knowledge to the nurse teachers (see Chapter 5). My own field diary reveals the Hightown Polytechnic staff's difficulty in understanding the fundamental 'tacit knowledge' of nursing and mdiwifery.

> At the validation event for the midwifery diploma
> last week, the validation panel felt that the
> curriculum planning team had not expressed well in
> the documents those many aspects which are

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fundamental and 'taken for granted' in nursing and midwifery for which they (the panel) had no understanding or awareness (Fieldwork Diary,p25).

The validation of the other two courses was similar. The ENB High Technology courses did not require a conjoint validation event, but were awarded a Polytechnic Certificate in a formal approval in June 1991. This course too, received the maximum five year approval. Project 2000 was conjointly validated at a two day event in June in which there was much discussion, debate and some disagreement. College staff were now familiar with the validation process and responded well to questions about course development and aspects of course delivery. They presented their case confidently and appropriately in answering both academic and professional concerns. This course was also approved with the maximum five year review period. The panel asked questions about staff development activities to prepare teachers and were reassured to hear that a development programme had been implemented.

The validation process and events themselves were developmental for the College curriculum planning teams, and the success of these events demonstrated the tremendous growth and development achieved over the year. The ENB (1990) too, had acknowledged that the purpose of validation is to ensure to what extent course teams have produced a course which has both professional and academic

worth and is capable of being implemented within the philosophy of both institutions concerned. They also recognised that the development at this stage has only involved the curriculum team and it is important not to overlook the development of the other staff.

> Validation demands that people are competent, that they know what they are doing, they are prepared and skilled in presenting the course. This only happens with considerable effort and contribution from all concerned. It is important to keep in touch with this 'journey'. It is easy to forget how far the team has travelled and then expect everyone else to make huge conceptual leaps on the day (ENB, 1990,p10).

These three courses commenced during the Summer and Autumn of 1991. All courses had some teaching by Polytechnic lecturers. The Midwifery Diploma and Project 2000 courses also had some study placements at the Polytechnic. Students were registered with the Polytechnic and became members of the Students' Union and Polytechnic Library.

THE PROGRAMME FOR TEACHING STAFF DEVELOPMENT (YEAR 2)

The second year of the programme (April 1991 - March 1992) aimed to raise awareness of all College teachers about their work of selection, teaching and assessing at Diploma level on the newly validated courses (see Appendix V for details of the programme). The programme provided a forum for College officers and managers to share with

teachers information about latest developments, and included new policies and procedures adopted in the courses. The study day started with a lead lecture providing a focus for discussion. Workshop activities were included, giving teachers opportunity for discussion with colleagues and for exploration of alternative teaching methods and approaches to learning. This encouraged greater awareness and understanding between colleagues from different departments and facilitated the sharing of new ideas. It also encouraged a participatory approach by managers and teachers. A seminar group was also established which met over a four month period (November 1991 - March 1992) to explore current literature on the topic areas of the staff development programme. I aimed to familiarise teachers with current, relevant literature and research relating to the new curriculum developments. A small group of five individuals attended initially but more teachers joined as their commitments allowed. These teachers were often those who had missed a study day event in which they were interested.

THE CHANGED ROLE OF THE RESEARCHER

Once the link between Westown College and Hightown Polytechnic was established and the planning and validation of courses completed, my liaison role was reviewed. The liaison activities were no longer

necessary to the same extent. A one day a week exchange over the next year was considered sufficient to maintain and underpin the link, allowing College teachers an opportunity to teach in the Poytechnic and for me to co-ordinate the staff development programme and evaluate its impact at the end of the year.

I was by now quite committed to the approach I had adopted, and believed that both the participatory action research and the illuminative evaluation approaches meant that I needed to remain an 'insider' rather than go back to being an infrequent visitor or contract researcher from outside. Notes from my fieldwork diary show how I felt about that decision:

> June 16 1992. Somehow this doesn't seem enough - I feel that the staff development and the research will need to be carried out in too ritualistic and procedural approach, which is at odds with the methodology (Fieldwork diary, p29).

I did not want to lose touch with the teachers or my awareness of their development to be diminished. I recalled my recent visit to Middleton College in which they described the teachers' animosity and frustration when outsiders came to tell them what to do. After some uncertainty about the way forward, I applied for a vacant Senior Education Manager's post in the College, and joined the staff in September 1991. This provided opportunities

for working with teachers in implementing the new courses and assessing their development on a daily basis.

> ...in a sense I perceive a need to increase my
> involvement with the teaching staff, not reduce it nor
> mechanise it, and feel that there will be tremendous
> opportunity for developing the staff by direct
> management of them from within the College rather than
> as an external body from outside who comes to deliver
> a staff development programme (Fieldwork diary, p30).

Part of my College role and management responsibility included the co-ordination of the teachers' staff development programme and advising the College Principal of the teachers' development needs.

THE DEVELOPMENT OF SPECIALIST TEACHING TEAMS.

The need for specialist teaching for Dip.HE courses was recognised during the planning and validation stage. Curriculum planning teams were aware of the need to increase the amount and depth of the course content. It was generally recognised that teachers could no longer teach all content areas of the course as they had attempted on traditional courses. This linked closely to the need for teachers to become graduates in nursing or health related subjects.

The concept of specialist teaching became the first area for discussion in the second development programme. At

this time teachers had no conceptual awareness of this; they were mainly 'generalist' teachers on the traditional courses in the College. I invited a specialist team leader from Southtown College to speak to the teachers. He already had two years' experience of a specialist teaching approach, and teachers were very interested in what he had to say. Their increased participation and involvement in the day was very marked.

> The workshop today seemed to go very well - the teachers facilitating the groups had taken their task very seriously and had prepared well beforehand. The feedback suggested that the teachers were beginning to generate ideas which indicated more awareness of their need to develop.... They seemed to have come away from the day very positive about specialist teaching. One of them commented "It's been really good today - I suddenly seem to know why we're here and what we need to know". In Brookfield's terms - a "critical event!" (Fieldwork Dairy p32-33, & p36)

Teaching staff from across college functions with specialist teaching interests came together to discuss course content, specialist resources, and staff development needs. Following this, specialist teaching teams were introduced to coincide with the start of the new courses. Seven specialist teaching teams were established for pre-registration nursing courses (including Project 2000, and the Enrolled Nurse Conversion Course)- Nursing Studies; Ethics and Law; Biological Studies; Health Studies; Psychology; Sociology; Research and Information Technology. The teams were to plan the

specialist content in each new course syllabus, develop and implement appropriate teaching approaches, and evaluate their effectiveness. The teams were managed by four Education Managers who identified teachers' individual development needs. This process facilitated identification of teachers for seconded graduate study.

My own mangement role in the College included management of two specialist teaching teams for Sociology and for Research, based on my MA in Sociological Research in Health Care. I linked the two specialist teams together for professional development purposes establishing a peer group offering support with research proposals, writing up research findings, delivering work in progress seminars and writing academic articles.

GRADUATE STATUS AMONGST THE COLLEGE STAFF

Study leave and financial support had been given to enable staff to pursue academic and professional study and achieve graduate status. The College staff development policy acknowledged teachers' need to become graduates and several teachers had undertaken part-time, day release graduate programmes. An analysis of staff records in April 1992 demonstrated progress achieved towards graduate status by College teachers (see Table 3 on page 196). 48% of the staff were now graduates and a further 22% of

teachers were currently studying. These figures were in marked contrast to those in Southtown College, where there had been a previous, strong commitment to encouraging degree status and 70% of their staff were graduates before commencement of educational developments. As I have stated earlier, (see chapter 3) colleges where teachers achieved graduate status early on in the developments were at an advantage over those who had not. The difference between the number of graduates in the College and those in Southtown College is explained by the fact that the three different Schools of Nursing forming the College all had different philosophies regarding secondment and support of teachers on graduate courses prior to the formation of the College. Achieving graduate status for the College teachers remained the priority.

TABLE 3
GRADUATE STATUS OF TEACHERS BY APRIL 1992

Total number of academic staff in post	102
Teachers who have achieved graduate status Teachers who hold 1st degree Teachers who hold a Masters degree	48% 38% 10%
Teachers studying for a 1st degree Teachers studying for a Masters degree (as 1st degree) Teachers studying for a Masters degree (as 2nd degree) Teachers studying for PhD	18% 4% 18% 4%
Total percentage of staff who hold or are studying for a 1st degree	70%

EVALUATING THE EFFECTIVENESS OF THE PROGRAMME (Year 2).

The development programme's effectiveness for preparing
teachers for diploma level was evaluated at the end of the
second year. Group exercises involving a critical incident
technique were undertaken at final events of the
development programme and seminar group. Semi-structured,
individual interviews of the other College Education
Managers and a representative sample of teaching staff
were conducted (see Appendix VII for the interview
schedule). Findings from this evaluation are discussed.

GROUP EVALUATIVE EXERCISES - CRITICAL INCIDENT TECHNIQUES:

The critical incident technique, originally described by
Flanagan (1954), utilised a systematic, inductive, open
ended procedure to elicit verbal and written information
about respondents' perceptions of 'helpful' and
'unhelpful' aspects of the teaching staff workshops (i.e.
positive and negative aspects). Respondents are required
to be clear about the purpose or intent of activities to
be evaluated and to make definite judgements about the
positive or negative contribution to the overall effect.

Teachers were asked to critically appraise the workshops
and determine their usefulness as preparation for diploma
level work. Teachers completed a questionnaire to identify

aspects of the development programme which had facilitated their development for teaching and assessing on Dip.HE courses and those which did not improve their understanding. Individuals' responses were discussed in small groups and a further questionnaire was completed using a collaborative, refining approach. These responses were fed back and considered in the whole group to produce a consensus of opinion. All questionnaires (unsigned) were collected and collated, but not quantified (See Appendix VI for participants' guidelines).

The evaluation of the workshops and seminar group activities was extremely positive. Both groups found the programme structure and content appropriate for preparation for diploma level work. The following are some examples of the teachers' positive comments:

> Would have been lost without them - would never have got this information from books.

> All the handouts assisted me to develop different approaches for diploma courses.

> The range of study days clarified the concepts of diploma level study.

> The session on 'critical thinking' was particularly relevant and stimulating.

The teachers' less positive comments about the programme's effectiveness for diploma level preparation included the following:

> There was a sparcity of available literature for
> some of topics covered (e.g. specialist teaching).

> Discussion raised questions we were unable to answer
> and generated frustration and anxiety.

Many hoped that sessions could be repeated and expressed

concern that theoretical debate was not being carried

forward into practice quickly enough.

> I would have liked to have the opportunity to attend
> the sessions that I missed - full days are difficult
> to accommodate - half days would be better.

> I still feel that the issue of diploma level standard
> has not been addressed in our curriculum delivery,
> i.e its not being translated into practice yet.

They felt they now had a clearer understanding of diploma

level activity and were prepared to teach at Dip.H.E.

level. The majority had not been involved with diploma

level assessment and were uncertain in this aspect.

THE EVALUATIVE INTERVIEWS OF COLLEGE MANAGERIAL STAFF AND TEACHERS.

Interviews were conducted with all the Education Managers

and with a representative sample of twelve teachers.

Education Managers have a combined role of course and

teacher management, and manage the specialist teaching in

the College. Their views on the teachers' preparedness

for diploma level teaching and assessing were therefore

most important, and represented another perspective from

that of the teachers. Individual interviews were conducted with six Education Managers, three from Pre-Registration, two from Post-Registration, and one from Midwifery. Table 4 describes the education managers interviewed and the pseudonyms used to maintain their confidentiality.

Teachers were categorised on their teaching experience: unqualified teachers without a Certificate in Education; newly qualified teachers with up to two' years teaching experience; teachers with experience between three to seven years; and very experienced teachers with more than eight years' service. A teacher was selected from each category to provide a representative sample. Table 5 describes the sample of teachers interviewed and pseudonyms adopted to maintain their confidentiality.

TABLE 4:
EDUCATION MANAGERS - INTERVIEW GRID

	Pre-Registration	Post-Registration	Midwifery
Interview Code	EM 1 Jane EM 2 John EM 3 Julia	EM 4 Peter EM 5 Pat	EM 6 Lynn

TABLE 5:
SAMPLE OF TEACHERS INTERVIEWED

Length of time qualified	Pre-Registration	Post Registration	Midwifery
Un-qualified (no Cert.Ed)	T1 Alan Graduate	T5 Betty Non-Graduate Studying Bsc	T9 Carol Clinical Teacher Graduate
Newly-qualified 0-2 years	T2 Alison Non-Graduate Studying MA	T6 Bob Non-Graduate Studying MA	T10 Chris Non-Graduate
Experienced 3-7 years	T3 Andy Graduate	T7 Brenda Non-Graduate Studying BSc	T11 Cathy Graduate
Very Experienced over 8 years	T4 Audrey Non-Graduate	T8 Brian Non-Graduate	T12 Carla Non-Graduate

The managers and identified teachers were interviewed during March and early April 1992, using the same semi-structured interview schedule with minor amendments for the teachers. The interviews, conducted on the managers' or teachers' own territory, were tape-recorded and subsequently transcribed. Teachers' responses were collated and analysed to identify major differences between teachers from different College functions, and took into account their years of teaching experience.

The semi-structured interview schedule (see Appendix VII) facilitated the collection of information from managers and teachers and the analysis of their responses. The interviews confirmed that the development programme, taken in conjunction with other developmental activities in the College, had prepared teachers for teaching on diploma level courses, but suggested that further work was necessary to improve diploma level assessment.

All the managers identified different intellectual skills required of diploma level students as the major difference between certificate and diploma level activity. They identified critical thinking ability as crucial, but also mentioned problem-solving, reflective practice, and ability to provide a reasoned justification for statements made or actions taken. Certificate courses were thought to be about information-giving, developing understanding

and simple recall of knowledge.

> The most significant difference in the programme is
> that we are now aiming for critical thinking and
> problem solving. We don't want them just taking in
> the information and regurgitating it when required
> (Jane).

Pre-registration managers commented on the large student groups for Project 2000 courses of 120 each intake. This required different organisation, the adoption of different teaching approaches, including lead lectures and seminar tutorial groups, and led to development of a different student culture with the students appearing more adult and self assertive. They recognised that teachers needed more time for lesson preparation, and would have difficulty with assessing. A post-registration manager was already seeing real differences in practitioners who had undertaken short, six-month post registration courses at diploma level.

> There's real evidence of increased reading. They can
> reference more acurately and give wider
> bibliographies than before. Their work is at the
> level of application of their knowledge - they're not
> just describing it (Pat).

The teachers all responded differently to this question. Their responses related to both their length of teaching experience and the amount of their involvement with College diploma courses. Betty, an unqualified teacher in the College for less than a year and hoping to be

seconded to do the Cert.Ed shortly, felt she had no real experience to go on at all. She was trying to understand what differences in 'level' were and thought it was about diploma courses having extra content and assignments. All teachers, except Alan, Audrey, Betty, Brenda and Brian referred to diploma level courses developing analytical skills in students and an ability to use these in practice settings. Andy, an experienced teacher, summarised this:

> Diploma level students have to be far more
> questioning. We are aiming for them to take a more
> enquiring approach so that they can think and judge
> for themselves out in the wards. They must be able
> to think critically - not just take it all at face
> value (Andy).

Alison, Andy and Bob also identified the need for teachers to utilise reflective activities "to support students to sort out the moral dimensions of the problem-solving approach (Andy)". Alan, Alison and Chris, some of the less experienced teachers, recognised that content on certificate and diploma level courses might stay the same but depth of content altered in diploma level courses. Audrey, Brian and Cathy on the other hand, who were more experienced, focussed on the altered status of diploma students. They are "more mature than before and there is evidence that they are thinking for themselves (Cathy)". They valued supernumerary status for pre-registration students, the theory of andragogy and the need for students to be self-directed with facilitative teachers in

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the classroom and clinical areas. Three midwifery teachers, Carol, Chris and Carla, felt the major difference between certificate and diploma level courses was that diploma level students were more aware of research in both practice settings and theoretical assignments.

The managers were asked how well teachers understood the differences between certificate and diploma level activities. They believed teachers were at different stages in understanding and application. They thought teachers understood differences between academic level of courses quite well and knew that diploma level teaching was at an increased depth. Some saw it as a challenge and were making progress. Others recognised the need for difference but were still unsure of what that should be and were struggling with the concepts. The pre-registration managers believed teachers' preparedness was related to their graduate status, whilst post-registration managers felt it was more to do with age and length of teaching experience rather than intellectual ability.

> The majority recognise it has to be different and at an increased depth. The rest are aware there is a need for a difference, but they are unsure of what it is and are terrified by the thought of it and are still very frightened. It roughly divides between the graduates and the non-graduates (Jane).

> We've had a lot of new staff in the last twelve months, but they've quickly grasped the

> standards we require.   The longer time staff
> however, are still struggling to see the differences.
> I think it's a lot to do with personality and
> inflexibility rather than any educational
> difficulty (Peter).

> Some of them who have been here a long time are less
> flexible. The junior ones - even the unqualified
> teachers   - seem to adapt much better (Pat).

The teachers' own responses to this question gave a much clearer   indication   of   their   understanding   of   the complexity   of   the   concept   of   academic   level.   The unqualified teachers were   at one end of the scale. Betty felt she was "not really sure what it entails" and Alan said "I understand the differences, but find it hard to verbalise what they are".   The very experienced teachers sought to give the impression that they understood the differences very well.   Newly qualified teachers and those with some experience   were more self-critical of their understanding about academic level and identified areas they were confident about and others they were still uncertain of.   Chris,   Andy,   Brenda and   Cathy had all grasped what was expected in preparing teaching sessions at diploma level, and getting content and depth right. Andy talked of his increasing confidence in teaching similar content to different students on different level courses:

> I definitely have a grasp now of what I think
> different levels are because I can go more quickly to
> the right level with Project 2000 students.   I'm
> moving between courses now OK, and can compare with
> the existing RGN courses and the Enrolled Nurse

conversion courses. (Andy).

Alison recognised that she understood about level theoretically in concrete subjects like Physiology but in new subjects like nursing ethics, which was her speciality, she was less confident.

> Ethics is a new area for nurse education - we don't have a long history of teaching it to base our decisions on. So our team just realise we've got to decide what we're going to do and feel confident to try it out and in that way we'll interpret the diploma level curriculum. We're arriving at an applied understanding of level through trial and error (Alison).

Bob, Chris and Cathy all commented that they understood theoretical aspects of diploma level courses but applying 'level' in practice settings was another matter altogether and were very unclear what diploma level practitioners should be like. Brenda realised she had developed a better understanding now she had marked diploma level assignments and recognised the marking criteria were not specific enough and would need amending. Alan, however, was concerned that less able students were struggling with diploma level material and felt that selection criteria might need to be reviewed.

The managers highlighted major differences in the length of courses between pre-registration, post-registration and midwifery courses when asked if teachers were now prepared

for diploma level work. This had implications for how much actual diploma level teaching and assessing teachers had conducted. Most teachers were now well prepared and able to teach at diploma level but were less sure of their ability to assess.

> They're all functioning pretty well. It's still early days, but we're getting there. They've all had six months teaching experience now, but only one has done any assessing so far, and he got on O.K. (Julia)

> Teaching at diploma level on post-registration courses has been going well. The depth of knowledge has been greater and the teachers have introduced more debate and analysis within the sessions. They've introduced team teaching with the senior teachers working with the more junior staff and that's working very well. We've assessed the first two courses, and that's been more of a problem. All of them were marking much too high, even the experienced markers, and as moderator I had to pull the marks down. This just demonstrates teachers' lack of understanding and knowledge..(Pat)

Pat highlighted the shortfall in assessment at diploma level in clinical areas, and the difficulty in developing an understanding of 'level' amongst clinical preceptors. This would depend on teachers' understanding and ability to convey this to clinical staff. All identified the teachers' anxiety but Peter indicated that "the anxiety about it all has been much worse than the reality" and Jane felt that "they are still learning as they're doing".

Whilst few teachers had been involved with assessment on the diploma courses, all of them had some experience of

teaching. Their responses to the question concerning how prepared they were for diploma level courses reflect this difference in experience. Audrey, Brian, Carol, Cathy and Carla all mentioned their initial uncertainty and anxiety about teaching at diploma level, but now felt more confident of their ability. Alan, an unqualified teacher but already a graduate, expressed his difficulty in getting the level right:

> I keep going over their heads! I'm already at
> Master's level but I'm not a qualified teacher yet
> and have difficulty finding the right level. I'm
> going for the depth, but keep putting too much in!
> (Alan).

Most of them (Alison, Andy, Brenda, Brian and Carla) now felt very comfortable with the idea of teaching at diploma level.

> I don't see teaching at diploma level as a problem
> and feel I'm developing good teaching approaches
> (Alison).

> Teaching at diploma level? No problem! (Carla).

Overall, teachers felt less sure of their ability to assess. This was not entirely surprising, as few of the sample group had assessment experience at this point. College policy did not allow unqualified and newly qualified teachers to mark summative assignments until they had at least six months' experience as a qualified teacher, (UMC Policy No. 6. Policy for Examinations and

Assessments) after gaining practice on formative work under guidance from a more experienced teacher. The responses from unqualified and newly qualified staff on their preparedness for assessing on diploma level courses reflects this policy.

> I'm not so sure about assessing. I've not done any summative assessments yet. I have devised formative theoretical assessments and been involved with those. I'm a bit worried - because my turn will come and I don't feel prepared to do it yet (Chris).

Alison, Andy, and Carla were clear they would need further preparation for diploma level assessing and suggested that practising shadow marking or working with diploma level specimen papers would help. Some post-registration teachers, in particular, with shorter length courses had some experience of assessing. Bob commented he had very little problem with it mainly because

> I've not had a lot of "unlearning" to do - post-reg. teachers haven't had much certificate level marking to do before (Bob).

Brenda was disappointed with the standard of work produced by students, but believed that she now knew how to help them achieve diploma level standard. Alison, Brenda and Cathy all recognised the importance of getting marking criteria right and ensuring that these reflected the course level. Although this suggests that teachers were less confident in their current ability to assess

appropriately at diploma level, many responses indicated a willingness to learn and a genuine commitment to improve standards of current limited practice. Assessment was an area they were "still working on" to get right.

The teachers were asked what had helped them develop understanding about diploma level. They indicated the staff development study days were helpful for this. Apart from Betty, an unqualified teacher who had not attended any study days because she covered teaching sessions so that colleagues could attend, all remaining teachers had attended some study days and felt they had contributed to understanding of diploma level. None of them saw them as the only contributing factor to their development. Generally however, the study days were valuable in giving a broad understanding of certificate, diploma and degree level distinctions. Many commented further on specific aspects of the days.

> The study days were helpful and have definitely helped to lift the fog. I felt in a thick pea soup, and everything I had known that was secure and friendly had gone. There weren't going to be any easy answers, we were all in it together, going in the right direction, developing confidence (Audrey).

> Thee study days were difficult in some ways, because of the different levels of understanding of the teaching staff. I often needed it to be deeper. I think probably because I'm newly qualified I'm less rigid and don't have so much to unlearn - I wanted to move faster (Alison).

Some commented on specific days (Developing Critical Thinkers; Developing Reflective Practitioners; and Theoretical Assessment at Diploma level) which had an impact and influenced their thinking and their work. Andy, Chris and Carla all found the event on 'Developing Critical Thinkers' particularly significant.

> The critical thinking day was very helpful - it has stood out in my mind. I enjoyed it tremendously, and would like another day on the same theme. The others were OK but they didn't have such an impact - this was new! (Carla)

> This was a crucial day! A crucial day! I followed this one up with further reading and a lot of reflection (Andy).

The teachers discussed other work which they found valuable and considered had provided opportunities for further reflection and critical debate, which contributed to continuing growth and development. Programme planning meetings were mentioned by Bob and Brian from post-registration and Carol, Cathy and Carla from midwifery. Team teaching (Alan and Betty), specialist team meetings (Audrey), question setting groups (Chris), and working with mentors (Alison, Betty and Chris) were also mentioned as helpful experiences. Andy and Brenda referred to their own degree level studies as providing valuable insight for diploma level activities. Cathy had the opportunity for a period of teaching and assessing in the Polytechnic

on diploma and degree level courses and learnt from this experience.

> I benefitted by teaching at the Poly - it was a baptism by fire and I didn't enjoy it at first. But I began to value a different approach - particularly with the students. I no longer feel totally responsible for the students outcome -that's been the greatest 'mind' change and has been most useful. The experience at the Poly did help - it took me out of this setting and broadened my horizons. I'm sorry it hasn't been available for more people (Cathy).

The managers perceived marked differences in pre-registration, post registration and midwifery teachers' concepts of 'specialist teaching'. Pre-registration had developed six specialist teams for subject areas, and all the managers, whilst recognising that introducing this had created both organisational and teaching changes for teachers, believed this was developing well with the majority of teachers enjoying this method and adapting to the concept and becoming very committed to it. In post-registration there were two categories of specialist teaching, one team for specialist clinical nursing (e.g. coronary care nursing, renal nursing,etc.) and the other focussing on different professional activities (e.g. research, management and teaching). Pat felt that "...the specialists here are clinically led and very up to date with nursing practice" whilst Peter recognised that "..our customers need all sorts of specialist teachers. We need to be able to cover all the gaps in our programme

provision and have to have a variety of specialists to call on". Lynn, the midwifery manager, perceived midwifery teachers were at a different developmental stage than other College teachers; to some extent their practice included elements found in both pre-registration and post-registration approaches. Lynn recognised that her perception was different from that of her teachers, who were still teaching in a generic manner across midwifery courses.

> I would like them to get away from being generalist teachers and start to explore the specialist areas within midwifery. The teachers themselves haven't seen the need for that yet - they think that midwifery itself is specialist. They are moving very slowly in identifying specialist areas within midwifery (Lynn).

Teachers' responses to the question of specialist teaching reflected different interpretations adopted by the different teaching groups. Pre-registration teachers indicated they had accepted the challenge of developing a specialist teaching expertise and were enjoying developing specialist content to diploma level once they had surmounted their initial anxiety about their own ability. They wished to maintain a clinical expertise as well. Amongst the post registration teachers Bob felt that "You can't really separate theory from practice in courses which are specialist in nature" and Brian said

> I'm specialist at teaching and assessing and
> developing nurses as teachers. Specialism is not
> new in that sense - I've been teaching this course
> for the last nine years (Brian).

All of the midwifery teachers held the same view that midwifery is a speciality of its own. They were looking to be able to teach any aspect of the course themselves. There was, however, a recognition that the midwifery teachers were slowly beginning to develop specialist knowledge in the group.

The managers were asked how they would monitor or evaluate teachers' performance at diploma level. They had not yet evaluated this formally but felt it was not too early to consider how it might be done. Most considered that the Individual Performance Review system (IPR) would be valuable for this, mentioning they were considering peer group evaluation as a possibility with teachers monitoring each other during team teaching activities. Both Jane and Lynn recognised that the teachers' ability to write appropriate questions and answer guides for course assessment would indicate how well they understood diploma level concepts and believed this was not done well as yet.

The managers' current, informal evaluation indicated that everything was proceeding well. Some were already team-teaching with team members in order to monitor classroom activities. Others, acting as moderators for course

assessment, had opportunities to monitor teachers' marking ability. Both pre-registration and post-registration managers recognised the importance of a good mentorship system for newly qualified, inexperienced teachers. The managers revealed common concerns and some which were more specific to individual teams regarding alternative strategies for improving teachers' ability at diploma level. They all recognised the common need for more to be done to improve skills of marking and moderating. They recommended a college-wide approach to develop comparable standards for assessment of diploma level courses across the College. All managers recognised the need to identify how theory would be related to practice and the role of teachers in clinical areas. The College needed to ensure that clinical staff also understood their role in clinical assessment strategies for the new courses. John spoke about establishing a college-wide strategy for the professional development of specialist teaching. Pat and Peter, the post-registration managers, recognised that developing the ENB Framework for Continuing Professional Development and Higher Award would necessitate further preparation for their teachers for teaching and assessing at degree level; accreditation of students' prior experiental learning, and supervising undergraduate research project work. Teachers would require specific preparation for this new work.

When asked about additional strategies to help improve ability with diploma level activities, two un-qualified teachers, Alan and Betty both said their greatest need was to do the teacher training course, and believed this would assist their understanding of academic level most effectively. The newly qualified teachers and those with some experience identified areas which they wished to develop further. These included assessment approaches, (Alison, Andy, Audrey. Chris and Cathy) and developing teachers' research awareness (Andy and Brenda). Two pre-registration teachers made useful comments:

> The preparation that has been given us is more than the bare minimum, but everyone is also aware of individual weaknesses. It would be useful to have some short and long term plan to meet the College needs. Then we could see how individual teachers should meet those needs. For instance, the planning of the branch programmes will need to be done soon - could the tutorial staff have more input in the planning (Andy)?

> We should have some work which focuses on the specialist teams. We need to be more outward looking, and visit other colleges for professional networking, and exchange visits. We need to be encouraged within our specialist teams to look more nationally, or internationally even (Alison).

Post-registration teachers were particularly aware of development needs associated with the ENB Higher Award, and were anxious to have some preparation concerning college strategies for Accreditation of Prior Experiential Learning and for their future roles as research project

supervisors. Bob, talking more specifically about diploma
level activities, suggested:

> We need to share our ideas if we want to maintain
> comparability between diploma level courses in the
> College and prevent any inconsistencies. We need to
> keep a forum for discussion and debate (Bob).

In summary, there was a high degree of consensus amongst
teachers' and managers' responses and no unexpected
issues arose from the evaluative exercises.   They
confirmed that staff now recognised all aspects of diploma
level activity as suggested in the CNAA Handbook (1991)
and were no longer focussing entirely on content and
classroom teaching activity, as the findings from the
survey at the end of the first year had suggested they
might. The exercises were helpful in identifying the need
to address the development needs of different groups of
teachers separately rather than provide the same inhouse
programme for all teachers.   They confirmed that there
were still a large number of College teachers who were not
yet graduates, and this remained the development priority.

GENERATING THEORY ABOUT DIPLOMA LEVEL.

The first research question required an understanding of Westown College teachers' perception of 'diploma level' prior to implementation of the staff development programme. This necessitated some initial definition of 'diploma level', and an understanding of 'academic level', on my part. An initial search of general education literature yielded little concerning origins of a theory of academic level. This led to a subsequent refocussing of the research to consider what a concept of diploma level might entail. It has proved very difficult to define. Most respondents, either from other colleges visited, or the Westown College education managers or teachers during the evaluation interviews, were unable to be clearly specific about its nature. They confirmed that colleagues from higher education also had difficulty in expressing and verbalising that which they understood tacitly (Polyani, 1967).

What became increasingly clear was that the concept of diploma level in the new nursing and midwifery courses should be regarded as dynamic rather than a fixed, rigid, concrete idea or "fact". The survey of College teachers at the end of the first year demonstrated that they had virtually no experience of diploma level work and many misconceptions about it. By the end of the second year

teachers were increasingly aware of a need to understand the concept of 'academic level' but also unclear of where 'diploma level' fitted into this. They were moving at a variety of different speeds towards a fuller understanding with some more aware than others of its complexity.

From the visits and discussions amongst managers and teachers, the questions being asked across the country were all very similar. Respondents in colleges I visited, as well as the Westown College staff, were hesitant about fixing the level in the Project 2000 three year programme and were seeking rationales for their decisions (see for example, Chapter 5, Northtown College responses). Should a Project 2000 course correspond to the initial two years of a traditional three year degree studied over a three year period with the third year being concerned with application of theory to practice? Or should this be seen as a three year diploma course whose students required three years to reach diploma level because they were not starting at certificate level? Should the first eighteen months be seen as certificate level, allowing less able students time to acquire appropriate study skills before proceeding to diploma level study in the last eighteen months? These responses, demonstrating a large degree of uncertainty amongst nurse teachers, support the early findings of Jowett, Walton and Payne, (1992 p21) in their NFER research on Project 2000. In their course planning,

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Westown College assumed that the whole of the three year programme was at diploma level.

Analysis of data from the teachers' survey at the end of the first year, and the interviews at the end of the second year, indicated that some development of understanding about academic level had occurred amongst teachers over the research period. I conclude that nurse teachers have attempted to create a structure for themselves to make sense of their own existing knowledge and their interpretations of current developments.

Three very clear strands were obviously influential throughout the period of the current developments. The first of these is Bloom's (1964) taxonomy of educational objectives in the cognitive domain. This was utilised by all English colleges I visited, and by Westown College to provide a framework for understanding academic level and the place of diploma level in it. It was also reflected in learning outcomes for courses they planned and assessments they adopted. This, I believe, has been the component derived largely from higher education colleagues who have operated within the taxonomic framework in traditional three year degree programmes. Second, there is recognition of the significance of andragogical approaches (e.g.Knowles, 1973) to facilitate self-directed, autonomous learners and the part this plays in subsequent development

of autonomous, professional practitioners. The third concept arose from recognition of work by Donald Schon (1983) and the contribution of reflective skills both in action, and on action, to develop reflective professional practitioners. Awareness and utilisation of this concept were most advanced in the Foreigntown College curriculum (see Chapter 5), where facilitative reflective exercises were adopted to integrate theory and practice.

I found that a consistently common approach had been taken by all the colleges visited. This was confirmed later by developments in the College. All three of the previously identified aspects had been incorporated for planning and developing diploma level courses in nursing and midwifery. I interpret this as a demonstration that nurse teachers are in the process of developing an understanding of academic level. Included in this perception are three necessary aspects for establishing a professional education model. These are academic and intellectual progression, the appropriate application of theory to practice in the work-place, and the development of autonomous practice.

There is a point, I believe, where the central components of these three concepts identified in the literature overlap. Brookfield (1987, p39) identifies critical thinking as central to the concept of 'adulthood' and Habermas (1974, cited on p 25 in Boud, Keogh and Walker

1985) suggests that 'critical intent' is central to the purpose of reflection, whilst Bloom (1964) places 'analysis' as the fourth stage of intellectual development. The focus on critical thinking ability apparent in all three concepts was also the common theme identified from the interviews with respondents from the other Colleges (see Chapter 5). This was the case when Westown College teachers and managers completed evaluative exercises at the end of the second year. They had all recognised the importance of critical thinking as an intellectual skill, and now regarded it as the key characteristic of diploma level study. It was the new element previously unencountered in traditional nurse training courses, and the intellectual skill required by nurses in order to function differently in their professional practice.

On initial consideration, the relationship of these three concepts may appear surprising. Bloom's taxonomy, developed in a period of behaviourist, training curriculum approaches, is in direct conflict with more recent, educational, andragogical approaches of self-directed learning and reflective practice which fall within process approaches to curriculum planning. Certainly, the work of Bloom and his colleagues has fallen from favour and has been much criticised (for example Peters, 1969, Rowntree 1974). More recently there has been a wider, developing dissatisfaction with the behaviourist approach

to education. Lawton for example (1983 p22), in summarising these criticisms suggested that

> the mistake of the behaviourist theorists was to try to make the objectives model apply to the whole of the curriculum rather than to parts of it. Because the behavioural objectives model works splendidly for teaching typewriting, some theorists assumed that it would work equally well for all educational processes, and were misled by behaviourist psychologists into underestimating the complex nature of human learning. There is also more than a slight suspicion that the behavioural objectives model is related to an extremely narrow concept of education concerned with job-training and conformity rather than improving the quality of human life....The behavioural objectives approach can only be applied to certain kinds of low-level skills, not to the whole curriculum. The behavioural objectives view of curriculum is that of a closed system, whereas in a democracy individuals need to become autonomous by means of an open-ended curriculum. One of the purposes of the curriculum is to encourage 'tolerance of ambiguity' rather than 'knowing the right answers' (Lawton, 1983 p22-23).

There are alternative interpretations of the finding that nurse educators are utilising Bloom's taxonomy to develop an understanding of academic level. On the one hand, one might suppose that nurse teachers had not yet internalised, nor applied, the components of a process-based, curriculum model of education to their work, and were still operating ritualistically in a product-driven, behaviourist model. This would be a concern, and indicate that less development had been achieved over recent years than was supposed. It may also indicate that many colleagues from higher education assisting and advising with the development and validation of nursing courses also have a similar problem.

This may be a distinct possibility since very few higher education lecturers are currently qualified as teachers and the majority have very little background or understanding of educational theory. I believe however, that there may be an alternative interpretation.

A re-examination of Bloom's original work reveals that the development of this taxonomy was the result of work undertaken during 1949-1953 by college examiners from a number of American universities interested in developing a theoretical fromework which could be used to facilitate communication among examiners and promote the exchange of test materials and ideas about testing. It was based on the concept that development of a biological taxonomy permitted classification into specific categories which had enabled biologists to communicate accurately about their science and the organisation and interrelation of the various parts of the animal and plant world. It was believed that development of a taxonomy of educational objectives as a set of standard classifications would enable teachers to be able to define more accurately such nebulous terms as 'comprehend', 'really understand' and 'internalize knowledge'. The intention was that use of a taxonomy would facilitate the exchange of information about curricular developments and evaluation devices since

...such interchanges are frequently disappointing now because all too frequently what appears to be common

ground between schools disappears on closer examination of the descriptive terms used (Bloom 1956, p1).

Additionally, Bloom and colleagues hoped that the taxonomy might stimulate research on examining and on relations between examining and education, believing that educational objectives provided the basis for developing curricula and educational tests. Certainly, in the past the taxonomy has been utilised by nurse teachers and has been most influential in enabling teachers to formulate behavioural objectives to describe the behaviour expected of students following learning experiences when a more behaviourist model of nurse training was in vogue (Quinn 1980).

Within the current development of diploma courses, I believe that nurse teachers have adopted the categories of the taxonomy to assist with describing their understanding of the different character of each of the three levels that make up an undergraduate degree programme. Since all the colleges in the research had experienced early difficulties with assessment, the question has to be asked, did the use of Bloom's taxonomy facilitate or hinder their understanding of academic level?

The use of Bloom's taxonomy to assist with achieving the right level of content in academic papers has been discussed previously by Stephenson (1985). In a paper written for registered nurses about to become students in

higher educational institutions on the (then) new degree or diploma level courses, Stephenson advocated the use of Bloom's taxonomy of intellectual abilities as a framework to allow students to demonstrate that they had used both higher order and lower order intellectual abilities in the presentation of their academic essays. She suggests that the use of such a framework would produce the type of content of academic papers which would be expected by internal and external examiners in higher education (Stephenson, 1985, p81).

My interpretation is that, either intuitively or in the absence of anything better, nurse teachers have utilised Bloom's taxonomic approach to communicate with each other an understanding of the progressiveness of academic level through the development of intellectual skills which are both applicable and relevant to nursing. This approach, one has to say, has proved acceptable to higher education colleagues and validating committees in the presentation of nursing diplomas for approval. Nurses have adopted a pragmatic approach which has proved successful but has not challenged the existing status quo of higher education.

Bloom himself draws a distinction between a 'classification scheme' and a 'taxonomy'. The former may be validated by reference to the criteria of communicability, usefulness, and suggestiveness, whilst a taxonomy

> ....must be so constructed that the order of the terms
> must correspond to some "real" order among the
> phenomena represented by the terms....(and) must be
> validated by demonstrating its consistency with the
> theoretical views in research findings of the field it
> attempts to order. (Bloom 1956, p17).

Whilst not suggesting that there is a body of known research findings to validate the applicability of the six major classes of the taxonomy to nursing, I would say that common sense alone would suggest that the acquisition of nursing knowledge, the comprehension and application of that knowledge to a field of practice, and the subsequent ability to analyse both the nursing knowledge and practice and to synthesise new solutions and evaluate their effectiveness in practice, are all highly desirable characteristics for professional nursing. The taxonomy is therefore worthy of consideration as applicable to nursing.

In an attempt to compensate for their lack of knowledge in the area of understanding academic level, and in order not to disadvantage their students, nurse teachers have chosen to operate within some known parameters commonly understood within the world of higher education, whilst striving to develop and integrate the newer concepts of self-directed learning and reflective practice. The taxonomic framework has been useful to communicate ideas about the concept of 'academic progression', a hitherto unknown concept in nursing (see for example, the visit to Middleton College in

Chapter 5) and one which respondents have found difficult to grasp.

Respondents had varying degrees of familiarity with the other two concepts, but there were several oblique references to the need for courses at diploma level to incorporate a true 'student status' with students being more self-directed as opposed to the previous apprenticeship model of nurse training courses (see for example, visits to Southtown College, Middleton College and the interviews with the education managers discussed earlier in this chapter). This supports work by Bines (1992) who has found that the adoption of adult learning approaches based on the andragogical theories of Knowles (1978) constitutes 'good practice' in professional education. A particularly significant characteristic of such approaches to adult learning is their close correlation to concerns and practices of professionalism and professional education. It includes such aspects as the importance of self-reliance, autonomy and problem-solving in the professional role. In a sense, these approaches offer a tailor-made methodology for professional education. Bines adds that a further advantage is

> ...placing education for the professions squarely
> within the debate on the development of teaching and
> learning in higher education as a whole (Bines,
> 1992,p59).

What was also apparent from the data was that as their understanding grew about differences between the previous training courses and the new diploma courses, teachers, both in other colleges visited and later in Westown College were beginning to be anxious and question how they should take forward the new critical thinking approaches developed in the Common Foundation Programme of the Project 2000 course, into the more practice-based Branch Programmes. The literature search had suggested that the development of reflective practitioners (Schon, 1983) was important in professional education, but it was the visit to Norway that confirmed the relevance of reflective approaches in diploma level courses for assisting with the integration of theory into practice settings and for learning from reflection on experiences in practice. This finding supports work by Champion (1992), who describes work at Oxford Polytechnic where a course planning team for nursing and midwifery had adopted a 'reflective-practice model of professional education' to underpin their course development. Use of this model emphasizes the centrality of practice to professional education and requires both expert professionals and students to make explicit the decisions they make through reflection and analysis of real situations (Champion, 1992 p29).

In summary, I conclude that teachers in other colleges visited and in the Westown College, were developing courses

which had progressed significantly from traditional nurse training courses towards courses of professional education. To do this, they had incorporated more student-centred teaching and learning approaches and were developing reflective practice. They were using Bloom's taxonomy in a descriptive fashion to communicate their ideas of academic level and academic progression. They were all acknowledging the significance of critical thinking ability as an important intellectual skill required by students studying at diploma level. They did not yet appear to have made the connection that critical thinking was a necessary pre-requisite intellectual skill for both self-directed and reflective practice.

The implications of this observation of the fundamental relationship between critical thinking, and self-direction and reflective practice generate interesting questions for further study. One obvious area of interest is the relevance this has to a wider study of academic level and the stages of progression within it. One might ask where the three strands fit into the system of academic levels as a whole. Would we consider that the intellectual stages of development as described in Bloom's taxonomy, for example, are only applicable to undergraduate study? My own experience tells me that this cannot be the case. The progressive intellectual stages from 'knowledge' through to 'evaluation' are just as important in master's level study

or doctoral study as they were in undergraduate study. As a student, one has to progress intellectually at a different 'depth' and less superficially than at the previous level of study. The student however, needs to have mastered all stages of the intellectual progression to be successful at that level of study. Davis and Burnard (1992), in a recent paper on academic levels in nursing, suggest that it may be distracting to talk of levels of expertise in terms of a hierarchy which would indicate linear progression. The more obvious process of developing knowledge and skills would seem to be a cyclical one.

Similarly, I recognise that concepts of a self-directed, reflective practitioner are also important components of master's and doctoral study in the same way, and the ongoing development of the intellectual skills involved may also be cyclical in nature. What emerges from this train of thought is a model of academic level for nursing which incorporates these three components in a repeating, spiraling fashion at each advancing level (see Figure 4, on p235). In this, the core components of intellectual development surrounding a specific body of knowledge (e.g.nursing) are supported by the development of related activities of self direction and critical reflection in and on practice. This suggests that in undergraduate study, the teacher/lecturer is laying foudations for further

development in all three areas at post-graduate level and fitting within a framework for continuing education.

Recent work in the United States of America by Bevis & Watson (1989, Chapter 4) would support this view. They recognise the on-going development of learners from an immature learning position, characteristic of training or instructional courses, in which they are dependent upon their teachers. In educative learning, students must adopt mature, independent, self-directed learning positions. Bevis and Watson suggest that the development of learner maturity is progressive through different types of learning programmes through to doctoral level.

The emergence of the model from this research focuses attention on its place in the wider understanding with higher education of academic level and academic progression, and its relevance to the development of Credit Accumulation and Transfer Schemes (CATS). The research suggests that teachers' current understanding of academic level focuses narrowly on how course content at each level should be presented differently and what it should contain. They miss the point that the purpose of academic level is to demonstrate to student and teacher that the student has achieved academic progression.

Figure 6 - **_The Ongoing Development of Intellectual Skills in Nursing and Midwifery._**

B
A
C   Level 1
H   Certificate
E
L   Level 2
O   Diploma
R
         Level 3
         Degree

M
A
S
T
E
R

D
O
C
T
O
R

SELF DIRECTION
REFLECTION IN/ON PRACTICE

KNOWLEDGE
COMPREHENSION
APPLICATION
ANALYSIS
SYNTHESIS
EVALUATION

REFLECTION IN/ON PRACTICE
SELF DIRECTION

KNOWLEDGE
COMPREHENSION
APPLICATION
ANALYSIS
SYNTHESIS
EVALUATION

SELF DIRECTION
REFLECTION IN/ON PRACTICE

KNOWLEDGE
COMPREHENSION
APPLICATION
ANALYSIS
SYNTHESIS
EVALUATION
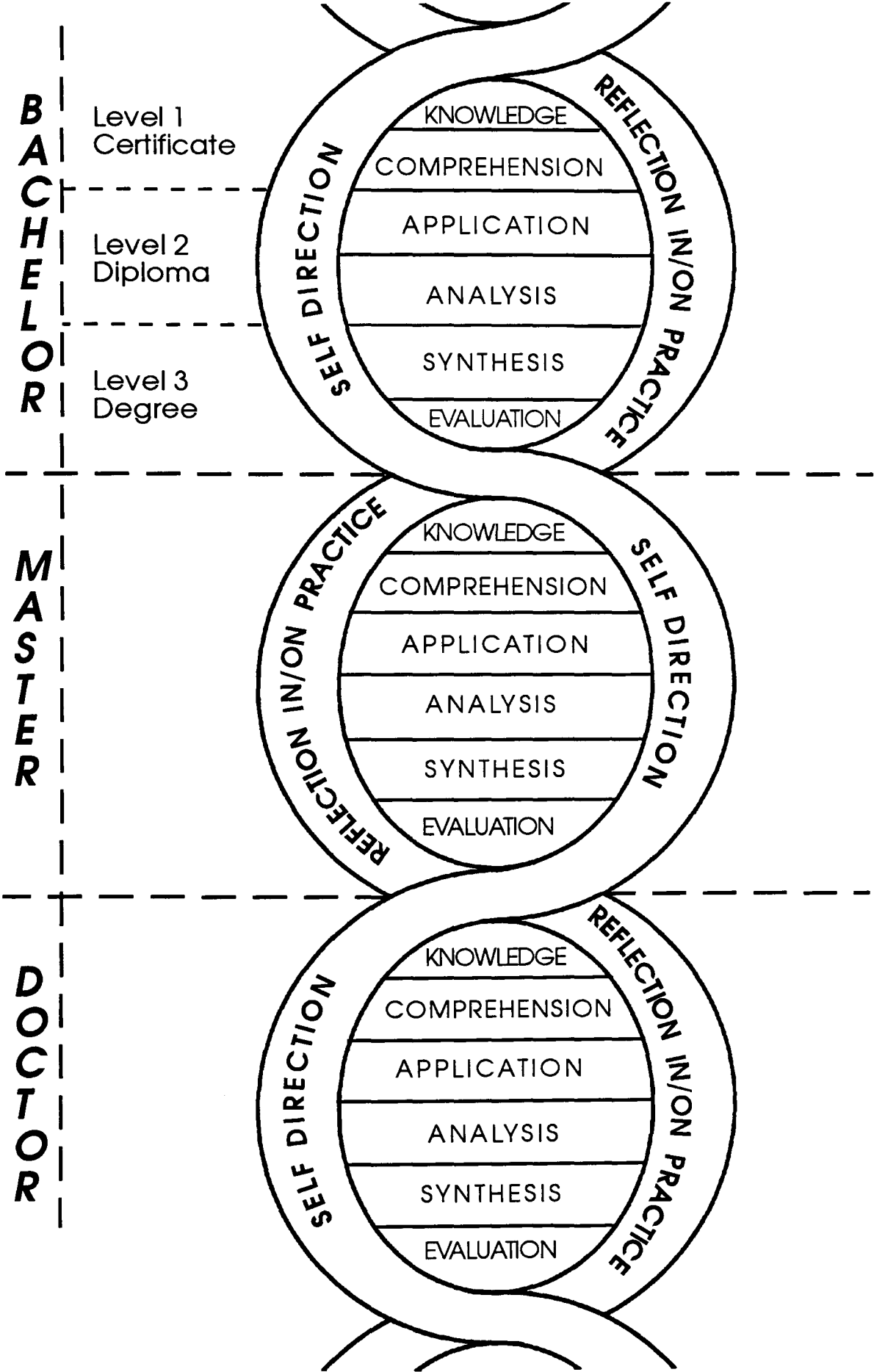
Their understanding of level is still focussed on aspects of 'teaching' and has not fully incorporated aspects of 'assessing'.

Such a model raises further questions to be addressed by future research. These concern the continuing development of professional education for nursing and midwifery; secondly, their comparability with other professional courses; and thirdly, the continuing need for teacher development for professional education.

The first question to be asked is whether diploma level preparation of nurses and midwives is sufficient to produce self-directed, reflective practitioners. If we assume that the higher order intellectual skills of synthesis and evaluation of Bloom's taxonomy may not be incorporated into the learning process until Level 3 (i.e.Degree level) we begin to see that diploma level preparation may not be sufficient for the sort of professional practitioner desired for future nursing practice.

This question may be more fruitfully explored by a wider consideration of the professional education of occupational groups other than nursing. Would this model be as suitable and applicable to other 'practice-based' occupations such as social work or teaching? Would it prove less appropriate for occupational groups such as chemists, where

knowledge acquisition is the priority, or for the pure Arts groups such as textile designers were skills and techniques are more important? How useful would this model prove in higher education? Would the systematic exploration of such questions through research assist with the development of a more uniform understanding of academic level and facilitate an improved approach to development of Credit Accumulation and Transfer Schemes?

A further area for future research would include investigation of specific skills required by nurse teachers to facilitate development of critical thinking skills, self-directed learning approaches and reflective practice in their students. This may provide a fruitful area for multi-disciplinary, collaborative research with other teachers and lecturers currently involved in improving and enhancing professional education.

CHAPTER 7: MANAGING PROFESSIONAL DEVELOPMENT THROUGH ACTION RESEARCH.

INTRODUCTION:

In this chapter I argue that the research has had considerable impact on the preparation of teachers for diploma level and for other educational developments in Westown College. The conduct of the research and appropriateness of the methodology for answering the research questions and managing the process of major educational change is critically reviewed. I conclude that the adoption of an action research approach has not only contributed to the understanding of knowledge concerning diploma level in nursing and mdiwifery, but also verified the appropriateness of knowledge and theory concerning staff development approaches for nursing education adopted from theory from the field of general education. My own changing professional roles throughout the research process, and the impact these have had on the professional development of the College teachers, are also critically appraised.

IMPACT OF THE RESEARCH STUDY ON THE LOCAL SITUATION.

My research considered the impact of the Westown College approach to staff development on teachers' preparation

for diploma level and their continuing professional development. To establish its impact it is necessary to examine the staff development programme results and consider the probable difference in the absence of such a programme. Waddell (1991) states that impact evaluation considers programme outcomes beyond cognitive, attitudinal and skill change and checks out what is happening 'back home'. It should address both intended and unintended outcomes. Knox (1979) states that impact evaluation needs to go beyond learner satisfaction and knowledge change and consider practical aspects of programme outcomes in terms of altered individual performance and improvement to society. Worthen and Sanders (1987) state that impact evaluation describes specific events under observation. The description may be either interpretive and narrative, using qualitative data, or statistical, based on numerical data from formal measurement procedures. All means should attempt to describe events at a particular point in time in a specific situation. A retrospective, critically reflective interpretation is offered of the research events, to consider its impact on the College.

Carr and Kemmis (1986,p94) however, have criticised the interpretive approach and warned of its limitations. Positivists would reject it based on its inability to produce wide-ranging generalizations or provide objective standards for verifying or refuting theoretical accounts.

Others would argue that the interpretive model neglects questions about origins, causes and results of actors adopting certain interpretations of their actions and social life, and neglects the crucial problems of social conflict and social change. In this sense it is passive and seeks to maintain the 'status quo' by reinforcing interpretations of reality which it is appropriate for a particular group of participating individuals to possess. There is a danger that it describes social reality in a neutral, confirming way. Carr and Kemmis state that the primary task of any educational research activity is to emancipate teachers from their dependence on habit and tradition by providing them with skills and resources that enable them to reflect upon and examine critically inadequacies of different conceptions of educational practice. It is only by challenging current educational certainties that interpretations and judgements will become more coherent and less dependent on prejudices that permeate unreflective educational thinking.

Interesting issues concerning the preparation of teachers for diploma level courses arise from the research. First, two of the Colleges visited who had not implemented a staff development programme, had experienced some difficulties (see Chapter 5). Middleton College, for example, had difficulty initially developing an understanding of academic level and were not successful in

having their course validated at the first attempt, leading to a time delay before implementation. Eastown College had not prepared staff across the college and were experiencing difficulties and delays as they were preparing for Level 3 developments. Neither of these things happened in Westown College, and this may be attributed to the fact that a staff development programme was implemented during the most formative period of its development work.

Whilst data collected from the survey questionnaires and interviews with some senior staff indicated that teachers were lacking in understanding and experience of diploma level activity and held many misconceptions about it the first year of the research, this had changed by the end of the second year. All respondents indicated that their understanding of academic level and the place of diploma level activity within it, had increased over the year. All teachers were teaching at diploma level, and were beginning to assess diploma level work more confidently. These findings indicate that at a basic level, the research design was adequate for analysing teachers' needs for preparation, and for the subsequent planning and implementation of a relevant staff development programme.

The analysis of the impact of the staff development programme may be approached in a variety of ways

identifying several areas of development resulting from its implementation. A starting point summarises College work achieved over the research period.

What can be said initially is that the research achieved the intended aim of facilitating the development of the collaborative link with colleagues in the Polytechnic. Sufficient understanding of academic level was achieved by College staff as a result of the research which assisted with the successful planning, validating and implementing of diploma level programmes in the College. The teachers, without exception, of pre-registration, post-registration and midwifery studies have all been prepared for new roles and are all teaching and assessing on diploma level courses. So far, the student wastage rates continue to be very low and reports from external examiners about teachers' performance on all College diploma and degree level courses remain extremely positive and encouraging. The summary on page 244 provides a diagrammatic overview of what was achieved in Westown College by the end of the research.

H E Link	With Polytechnic, 40 miles away with very small Nursing and Health Visiting Department. No previous relationships with College, but some teachers commencing degree study/teaching activities in Polytechnic.
Diploma Level Components	Diploma level courses developed across pre-reg; post-reg and midwifery courses at the same time. Level 1: Development of knowledge base and Understanding of concepts. Level 2: Critical analysis and application of theory to practice. Level 3: Strategic planning for practice. Project 2000 course all at Level 2.
Awareness of Teaching staff about academic level.	Initially unclear. Little HE experience amongst staff. Misunderstandings and misconceptions. Anxiety compounded by other organisation changes.
Preparation for diploma level teaching.	20% of staff seconded for degree level study. Curriculum Working Groups. Specialist Teaching Teams. In-house development programme.
Staff Development Policy	Policy in place for all staff early in development process. Integrated with Individual Performance Review.
Staff Development Programme	A named co-ordinator in post. Planned approach for In-house monthly workshops. Year 1: Development of corporate identity and awareness of work to be done.
Evaluation of Approach	Year 2: Incorporated in Action Research approach adopted by co-ordinator/researcher. All levels of staff involved in evaluation of programme and identification of needs for forthcoming events.
Other relevant issues	Year 3: Formation of strategic Staff Development Group incorporated in College's Total Quality Management approach. Formation of College Research Committee. Easy transition to degree level teaching and assessing; CATS and APEL.

Other achievements arising from the research were the teachers' professional development and their acquisition of graduate status; the contribution towards a corporate identity for the College; the organisation of a strategic approach for staff development; further educational and academic developments, and preparation for merging with higher education. These are now considered in turn.

PROFESSIONAL DEVELOPMENT OF TEACHERS

To be considered effective, professional development must produce an improvement or enhancement of professional practice. For nurse and midwife teachers this must include improving practice of both professional aspects to their role - that of 'nurse' or 'midwife', and that of 'teacher'. In the context of current educational changes in nursing and midwifery, development of the College teachers needed to include aspects of personal development, academic development, organisational development as well as professional development. Approaches taken during the period of the research (and subsequently) have raised awareness of the need, commitment and responsibility for these developments to occur. They also increased commitment to the concept of staff development, and created a focus and co-ordinating mechanism to provide opportunities for it to continue. The initiation through the research of an annual review and

evaluation of the programme has ensured the usefulness and effectiveness of what has been achieved, and provided a strong foundation for further developmental work.

All teachers achieved personal development over the research period. It may be argued that this was due to the experience of working in a College. Work as a nurse or midwife teacher in a small, district-based school had constraints and limitations, and further opportunities became available from working in a College across three districts. A large component however, which contributed to teachers' personal development, was the planned utilisation of a critical reflective approach in the in-house workshops which aimed to assist them in examining, challenging and changing attitudes and practices surrounding their work. This was adopted, both formally during the in-house staff development workshops, and more informally in any small group discussions or specialist team meetings with teachers on a variety of occasions. This approach aimed to develop teachers' critical thinking whilst offering a supportive, non-judgemental, reflective environment to assist them in their own critical reflection of current practices.

Ashcroft (1992, p32) emphasises the beneficial nature of this approach, stating that teachers concerned with 'survival skills' and 'coping' in a new situation tend

to rely on teaching methods they have been using traditionally. The aim should be to encourage critical enquiry to challenge assumptions and develop qualities that will sustain this as a life-long activity.

Brookfield states that it is most important when attempting to facilitate the development of critical thinking process in others to continue to affirm their self worth.

> There is an uneasy tightrope to be walked in developing critical thinking in others; we must balance between respecting their integrity, so that they do not resist our efforts, and ensuring that sufficiently hard and challenging questions are asked to prompt them to scrutinize habitual assumptions (Brookfield, 1987 p73).

Such facilitation requires both challenge and support. My belief is that the staff development workshops provided both. The evaluation exercises with teachers at the end of the second year suggest that they were both challenged and made anxious by the workshops. They also found support from colleagues and encouragement to explore and experiment with new approaches.

An ethos which supports 'critical thinking' in Westown College is slowly emerging, in part due to older, traditional managers and teachers leaving the College and new teachers arriving. The workshops and staff

development programme have given public and formal permission for it to happen, but the reality and internalisation of this change of approach is still slow in coming. Until teachers themselves have internalised these concepts which lead to critical reflection and self-direction, it is unlikely that they will be able to facilitate these skills in their students. The process of professional development has commenced and been facilitated by College approaches for staff development. It is important to recognise that the process leading to critical reflection and self-direction requires fostering, encouragement and positive support. It is, however, very fragile, and could easily be obstructed, suppressed or set back. Currently, the Westown teachers still seem committed to continue with their own academic studies, their research and writing.

The College teachers would have appreciated more speakers from other demonstration colleges. This too, was an interesting comment which reminded me that Bell (1991) in his critique of staff development approaches (discussed in Chapter 3) highlighted the danger of parochialism where schools draw exclusively on their own resources for professional development purposes. This recognition had to be balanced against an understanding of teachers' need to achieve graduate status. Available monies for professional development were utilised for secondment

purposes rather than for payment of lecture fees for outside speakers. The isolation of Westown College teachers was compounded by the competitive aspect of the development of colleges of nursing as neighbouring colleges competed for new educational business. Teachers were not encouraged to associate with teachers from neighbouring colleges and there was a general lessening of collaborative work between colleges. In this sense, the teachers seconded on courses had more contact with the outside world and opportunities to compare developments with fellow teacher-students from other colleges.

Teachers' own awareness of their need to develop clinically increased as they developed personally and academically. Whilst the Strategy for Nursing (DOH, 1989) had stated that nurse teachers must be clinically credible in the area of practice in which they teach, the in-house workshops were also making them aware that diploma level activity must be applicable in clinical areas. They recognised that students would need credible role-models and preceptors able to facilitate that application in practice settings. Comments from the teachers' evaluative exercises expressed concern (see Chapter 6) that the theoretical debate was not being carried forward into practice quickly enough. As a result, the teachers all discussed and agreed their role in the clinical areas with the College Principal during a staff development day at

the end of the second year. Following this, teachers from across the College were re-allocated to clinical areas. Where possible, this has been to their own area of clinical speciality, where they can facilitate the students and clinical staff, keep themselves up to date with clinical developments, and become involved and take a lead in future clinical nursing research.

ACHIEVEMENT OF GRADUATE STATUS OF TEACHERS.

There was a general expectation and understanding amongst the managers at the start that teachers would require academic development to assist them in their understanding of diploma level courses and their ability to teach and assess on them. Senior staff were all committed to supporting and encouraging teachers in the acquisition of graduate status. The Strategy for Nursing (1989) required nurse teachers to achieve this by 1995. The College Policy for Staff Development was a public statement of the College Managers' commitment towards this aim. This has been matched by teachers' own commitment to additional study and peer support from colleagues during a very demanding time of curriculum development and implementation of new courses. To a great extent graduate status has now been achieved. 70% of the College teachers and managers are now graduates and

the remaining 30% are currently undertaking courses leading to a degree.

The commitment towards teachers' graduate status was reinforced at all times in the in-house workshops. The policy of seconding the maximum number of teachers to a variety of different undergraduate and post-graduate programmes during this time appears justified. Throughout the process of obtaining their degrees, teachers were mixing with a variety of other students and exploring different educational values and points of view. The College in-house workshop approach provided teachers with a parallel opportunity for focussed discussion and reflection. They were able to draw fruitfully on multiple educational experiences and a variety of inputs from their studies and share these in a supportive environment with peers. This breadth of discussion provided a rich learning environment in the workshops which was beneficial to teachers developing new concepts and understandings about academic level and ability to apply them in their daily work. It is apparent that the staff development approach assisted with the educational and academic development of the College teachers with all of them teaching and assessing at diploma level and many involved in teaching, assessing and supervising students' research projects at degree level.

Many staff are now considering master's or doctoral studies. There is a healthy commitment amongst teachers to research, and to teaching being supported by their own as well as others' research findings as recommended in the CNAA guidelines (CNAA, 1991). I acknowledge however, that the strong commitment from College managers to support acquisition of degree status has raised teachers' expectations for staff development and secondment to acquire further qualifications. They will be disappointed and disillusioned if they work at some point in an environment where the educational culture does not support staff development in the same way.

DEVELOPING A CORPORATE IDENTITY FOR THE COLLEGE.

The respondent from Northtown College had acknowledged the potential problem of staff from separate schools and cultures remaining isolated within a new organisation and fragmenting the corporate purpose. This was also a potential problem in Westown College. I believe that the approach taken in the staff development workshops contributed to preventing the potential problem becoming a major issue.

In the first place, the approach taken to establishing an in-house workshop approach at about the time of the College inauguration had an important socialising effect

by developing a corporate identity and imparting a new value system for the College. It allowed teachers a forum for interaction, and opportunities to meet new colleagues from other sites and the Polytechnic. It encouraged development of new working groups and relationships. The workshops started fortuitously, as teachers from three different School of Nursing cultures were coming togther for the first time. An important requirement was to facilitate development of cross-College collaborative working. As Nias (1992) has stated

> A willingness to give and take help within a context
> of mutual respect does not come naturally to many
> participants in an educational system which
> traditionally emphasizes individualism, authority-
> dependence and frequently, competition; nor
> similarly, does the ability to support, encourage and
> listen to others (Nias,1992 introduction, p xviii).

Nias states that the nature of fundamental educational change is hard, slow and painful. It requires support and reinforcement; enquiry and cognitive challenge; creating a common language for discussion and modelling alternative forms of behaviour. Implementing a staff development programme in the College with participatory workshops was a deliberate attempt to facilitate this.

Through the research and approaches taken to implement the staff development programme, an awareness was generated of the need for personal development of teachers. This was to encourage greater self-direction to facilitate the move

away from traditional hierarchical management approaches. Organisational development was also required as the College itself became self-governing and learnt to function as a business. It was important that teachers become committed to the College itself and did not view it antagonistically, if they were to work together to plan and develop new courses. Public, official permission for new ways of thinking and experimenting with new teaching approaches and new organisational groups was given through approaches taken in the workshops. This coincided with new structures and management approaches as the ethos in the College changed and moved on from the traditional, hierarchical approaches of the recent past. As Nias (1992) has suggested

> .. teachers can help one another to change and to
> adapt to new situations by offering each other fresh
> ways of looking at familiar situations, by
> interpreting evidence in different ways, by airing
> disagreements or differences of opinion and by
> sharing aspects of their own experience which
> conflict with those of others....collaboration
> and the professional development which it engenders
> are seriously retarded when institutional structures
> and procedures deprive participants of time and
> opportunities to meet (Nias, 1992).

In the evaluative exercises teachers stressed the importance to them of the staff development activities for getting to know colleagues from other College sites or those working in other functions or specialities. They were a useful forum for sharing problems and ideas and a valuable support mechanism for reducing stress and anxiety

about new developments. The opportunities provided to mix with colleagues gave valuable feedback which reassured and helped to build their confidence and a better understanding of emerging educational issues as they moved into diploma level activities. They also perceived that they had helped to engender a team spirit which had assisted with developing an identity for the College. For examples:

> They gave us direct access to senior staff involved in the decison making for the educational developments and provided opportunities for group discussion which enabled clarification of educational issues.

> The study days provided the opportunity for teachers from Pre-Reg, Post-Reg and Midwifery to discuss ideas,problems and have cross-fertilisation of ideas.

> The opportunity to meet teachers from the other sites and functions has been one of the most valuable aspects of these study days.

The staff development programme of events facilitated the teachers' commitment to the College, to one another, and to the process of educational development. These findings are similar to those reported by Heath (1992, p79) concerning membership of a group of primary and middle school teachers who were participating in the National Writing Project set up by the Schools Curriculum Development Committee in 1985, which aimed to help development of children's writing. These teachers found that through the process of meeting regularly to share

ideas and develop teaching approaches, a valuable
consensus of opinion was developed. This gave them all a
sense of confidence, community and strength because they
felt in control, both personally and as a group, of the
writing curriculum being developed and the school context
within which it was placed.

The one less than positive aspect that emerged from the
evaluation exercises was the difficulty of the staff to
attend all the workshops even when these were repeated.
This caused both disappointment and frustration for some
of them.

STRATEGIC_APPROACH_FOR_STAFF_DEVELOPMENT.

Further College developments were enhanced by staff
development workshop discussions which contributed to
teachers' increased understanding and commitment to them.
Workshops were used deliberately to encourage problem-
solving, self-directedness, professional judgement,
teacher autonomy and critical reflection on professional
practice. Teachers and managers became familiar with the
approach adopted for staff development. Each review and
evaluation exercise is taken seriously and suggestions are
contributed for topics and aspects for future events based
on current changes, demonstrating their ownership and
participation in the programme.

At the end of the research, a working group of senior staff from the College was formed, led by myself, with responsibility for assessment of common development needs of College staff, and the planning, implementation and monitoring of a yearly programme of events. Following the two action-cycles of the research which corresponded to two years of the staff development programme, it was agreed that the eclectic approach for staff development adopted over the research period had proved effective for addressing development needs both of individual staff and the organisation.

From this group a continuing strategic approach to staff development in the College has been developed. This has been linked to the IPR process with a data base developed which keeps a record of individual teachers' staff development activities. A rolling programme of events has been established, to meet teachers' requirements with different levels of experience, from the recently qualified to the most senior. The emphasis is on teachers' preparation for various roles in the delivery of professional education: for example, their role as personal teachers with students; as advisors or facilitators in the clinical area; as assessors or moderators in the assessment process; as APEL officers and advisors; as academic supervisors of degree level research projects:and with their role in supporting research-based

practice and awareness. This approach deliberately addresses Bell's criticism that seconding teachers to a course of study does not necessarily address their need to acquire new skills (Bell, 1991). The College in-house workshops have become the mechanism for updating teachers' skills in preparation for new educational developments. Figure 7 on page 259 is a diagrammatic representation of the strategic approach developed for staff development in the College as a result of the research.

FIGURE 7: *COLLEGE STRATEGY FOR STAFF DEVELOPMENT*


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┌──────────────┐  ┌──────────────┐  ┌──────────────┐  ┌──────────────┐
│   COLLEGE    │  │  COLLEGE 5   │  │  DIRECTORS/  │  │  INDIVIDUAL  │
│   POLICY     │  │     YEAR     │  │   MANAGERS   │  │     IPR      │
│  FOR STAFF   │  │  STRATEGIC   │  │    YEARLY    │  │ DEVELOPMENT  │
│ DEVELOPMENT  │  │     PLAN     │  │  PRIORITIES  │  │    PLANS     │
└──────────────┘  └──────────────┘  └──────────────┘  └──────────────┘
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STAFF DEVELOPMENT GROUP

| YEARLY PROGRAMME REFLECTING NEEDS FOR PERSONAL, PROFESSIONAL AND ORGANISATION DEVELOPMENT | DATA-BASE OF INDIVIDUALS RECORD OF PLANNED DEVELOPMENT AND SESSIONS ATTENDED | YEARLY EVALUATION OF PROGRAMME, PROCESS AND COST |

| AVAILABLE TO ALL MANAGERS AND STAFF | PRINT-OUTS AVAILABLE TO MANAGER | REPORT AVAILABLE TO PRINCIPAL AND MANAGEMENT EXECUTIVE |

OTHER EDUCATIONAL AND ACADEMIC DEVELOPMENTS

The staff development programme has facilitated other educational and academic developments beyond the parameters of the research and provided preparation of teachers for new educational roles. These include the planning and development of the ENB Framework for Continuing Education and Higher Award with five years conjoint validation and approval of Degree, Level 3 Modules; the development of an APEL Strategy and Working Group in the College and the preparation of teachers to function as APEL advisors and assessors. It also includes the establishment of the College Research Committee which gives support and advice to teachers preparing research proposals and preparation of teachers for a new role of academic supervisors of research projects of College degree level students. An in-house Research Conference was organised, which gave teachers the opportunity to present research papers to their peers and also gave advice on preparation and publication of academic articles.

The impact of the staff development programme has been far reaching on College educational developments up to and beyond the preparation of teachers for diploma level teaching and assessing. This I would argue has come about because all grades of staff, through the research

process, were encouraged to participate in a critical review of their existing practice and a collaborative exploration of alternative approaches. The result is educational change of a lasting nature, with teachers who are more prepared to try new approaches, review their effectiveness, and take more responsibility for their practice.

The effectiveness of this approach for preparing nurse teachers for integration with higher education will be considered in the final chapter. In the following section, however, I appraise critically the appropriateness of the action research approach and its ability to contribute to the initial research questions. The effectiveness of my own role as a researcher and facilitator of educational change is also considered.

APPROPRIATENESS OF THE ACTION RESEARCH APPROACH.

The purpose of this research was to prepare nurse and midwife teachers for their role of teaching and assessing on diploma level courses. It set out to analyse the approach taken for the professional development of teaching staff in the UMC and its continuing impact on the College. The study sought to answer the following questions:

1. How did teachers in the College perceive "diploma level" activity prior to the implementation of the staff development programme?

2. What impact did the staff development approach taken in the College have on the teachers' preparation for diploma level teaching and assessing and on their on-going professional development?

SOLVING THE INITIAL PROBLEM.

As Principal Lecturer in Nursing at Hightown Polytechnic and liaison officer with Westown College I was asked by the College Principal to plan and implement the teachers' development programme to prepare them for their future role on diploma level courses. This was a very straight-forward problem, on the face of it, but one which I recognised immediately was breaking new ground. The

solution needed to encompass professional and educational guidelines of the ENB and CNAA as well as standing up to the teachers' scrutiny. As I approached the fundamental questions of "What should be taught on this programme, how should it be taught, and who should teach it?" the complexity of the problem became more apparent requiring a systematic approach and a research-based solution. It was, in Schon's (1987) terms, the sort of problem often encountered by professionals which are rarely straightforward, often complex and lack 'right answers', and where established theories do not always apply.

> ....the problems of practice do not present
> themselves to practitioners as well formed
> structures. Indeed, they tend not to present
> themselves as problems at all, but as messy
> indeterminate situations (Schon, 1987, p4).

Two aspects of the problem were initially apparent. These were looked at separately, but progressively, and in parallel to each other. The first was the initiation of a staff development programme and the second was concerned with identifying the constituents of 'diploma level'. Writing the policy and introducing the initial staff development programme in the first year were straightforward tasks and existing literature in this area (see Chapter 2) was useful in providing a satisfactory format. The task of establishing a programme of events immediately, for the purpose of

getting people together and talking to each other, was easily achieved. It also created time in which to explore the nature of the second aspect of the problem. Coming to an understanding of diploma level was far more complex.

My understanding of the 'problem' at the start of the research was naive and superficial based on limited awareness of the complexity of the concept of 'academic level'. From my experiences in the Polytechnic planning and teaching on diploma, degree and master's level courses and selecting students for each level, it seemed to be a relatively easy task to determine components of diploma level work and to assist teachers to become competent at them. An initial review of the literature revealed that there was no convenient, existing 'theory' of diploma level on which to base teacher preparation. Visits to other colleges later in the research, and data collected from respondents there, confirmed this view.

Following a more critical appraisal of academic level I now recognise it as an extremely complex issue which requires further exploration and definition on a much wider scale than the boundaries imposed by this research. For example, on completion of current national research, the HEQC National CATS Development Project, commissioned by the Higher Education Quality Council, (together with the Department for Education, and the Employment

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Department) will make recommendations for further action on a number of related issues including the establishment of a national credit framework, quality assurance arrangements, academic structures, and the impact of credit systems and enhanced student choice upon academic values and institutional culture. This indicates that there is a growing awareness of the current ambiguity and lack of clarity surrounding these issues.

The adoption of an action research methodology was entirely appropriate for this research, given the nature of the 'problem'. It enabled me to take a systematic approach to a whole, previously not known about, area of work, which had to be developed very rapidly and put in place quickly to facilitate the College educational developments. It gave a framework for sequencing the work and developing it in a logical, systematic manner. I incorporated more staff in planning, implementing and evaluating processes as the research progressed resulting in raised awareness about staff development and greater commitment to it.

Carr and Kemmis (1986, p165) identify two essential aims of all action research: to improve and to involve. There should be an improvement of practice, an improvement in the understanding of practice through critical reflection and the generation of theory, and the improvement of the

situation in which the practice takes place. Those involved in the changes to practice being considered, should be involved in the action research process in all phases of planning, acting, observing and reflecting. It is to be expected that as the research develops, a widening circle of those affected by the practice will become involved in the research process as it progresses. Both these aims have been achieved through this research.

Several other complementary, or subsidiary, problems and issues emerged during the conduct of the research. McNiff's (1988, p35) account of her own work had prepared me for this possibility.

> I seemed no sooner to have reached some sort of solution for one problem than another set arose in its place, rather like the Hydra. The more I investigated the problems of my own class practice, the more I became aware that observable problems of, say, misbehaviour, were symptoms of deeper, underlying problems. The more I attempted to work towards solutions, the more it seemed I was forced to break off from the main focus of my enquiry, and deal with other, equally significant aspects. I found at first that I was quite confused as to what constituted my main enquiry, how many of the 'subsidiary' problem areas I should attend to and in what detail, and what sort of research design I could adopt to give me scientific rigour and help me to cope (McNiff,1988, p35).

These subsidiary problems and issues arose in a variety of ways. They arose either from issues emerging from the various literature reviews, or as a result of visits to

other Colleges.   For example, what   staff development arrangements were needed   for the educational managers or the clerical staff? Was it appropriate to focus solely on the teachers?   How should we organise and manage the specialist teaching teams?   Should we have an overall organisational approach to staff development in the College as a whole?   As these and other issues emerged, they were discussed critically with the College Principal to determine which should be included in my role and the research. Following identification and acceptance of them as emerging issues, the discussion would result in recognition that some aspects of work needed concurrent development and would either be incorporated in my own work or in the work of other Directors or Managers of the College.   Each time the conclusion was reached that the central research activity of preparing teachers for diploma level, was still the most significant and necessary activity for me to be involved in, but the other aspects were not ignored.   In this way, emerging issues were identified and solutions found to contain them so that they did not submerge the. central focus of the research.

The research design facilitated the problem-solving aspect of the study, and data collection methods adopted provided sufficient evidence to support the conclusions reached at each stage of the research. More reliable data would have

been obtained however, if I had been able to interview all teachers at the end of the first year of the programme rather than conduct a survey questionnaire. The visits themselves to other colleges of nursing provided extremely rich data which not only validated the initial approaches taken in the College to prepare teachers for diploma level activities but provided additional information which was incorporated into our programme as we progressed.

There was the problem of not always being able to talk to the most appropriate person on a visit to answer my specific questions. This, I think, was related to new, emergent, college cultures in recently re-organised structures. In the absence of clear guidelines, the new colleges all adopted different organisational structures and strategies for handling and coping with unfamiliarity and rapid change. In some cases this seemed to be handled openly, whilst others appeared to adopt more covert approaches. The familiar job titles, with traditional roles and functions were gone. It was not always obvious who held responsibility for staff development in a college, or who would be the right person to interview until I arrived for my visit, even though all interviews had been negotiated through prior discussion with College Principals. I had to be opportunistic on each visit. The semi-structured interview schedule was the right starting point for collecting the data I needed,

but the required information often came from a variety of different sources and approaches each time. As always, best information was given when the tape-recorder was not running, usually over coffee or lunch amongst groups of colleagues.

My approach on the visit to Norway was also naive. I had not taken into account sufficiently the constraints of visiting a foreign country in which I did not speak the language. The data collection was therefore restricted to what respondents could tell me in English. Better preparation and prior knowledge of the Norwegian education system, for example, would have helped make sense of information given by Norwegian teachers much earlier.

These issues emerging during the study confirmed the appropriateness of the action research methodology for the research design. This recognises that research has to be conducted in 'the real world' in which it is not possible to control variables as ideally as in scientific research, and allowances must be made for the unexpected to occur.

THE CHANGING ROLE OF THE RESEARCHER:

The value of my move into the College can be appreciated in methodological terms, and also how it improved my understanding of the teachers' need for development. The

concept of managing anticpated change in a planned, systematic manner is not new (Bennis et al., 1976) and has already been recognised and adopted as an approved approach for nurse education (ENB 1987). The concept of people growing and developing as a result of personal learning acquired through coping with changing circumstances, experienced both at home and at work, has also been acknowledged in a variety of different arenas. For example, psychotherapy (Rogers, 1961), adult education (Knowles 1990), and teacher professional development (Blackman 1989).

The idea that some individuals regarded as 'change agents' or 'facilitators' may influence how, when and where changes occur in a social system and the personal growth and development of others, is also well-recognised. Mauksch and Miller (1981), for example, describe a change agent as a person whose role is to assist members of a system make alterations in themselves or the system. Such a person may be a professional from outside, or someone from within acting in some official capacity to influence change. A change agent working in a formal capacity may have a specific role which dictates that they assist in guiding or changing the social system of which they are a part. As an informal change agent they are likely to be well respected individuals in a system having

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the capacity to influence others in their interactions with colleagues or other staff members.

Rogers and Shoemaker (1971) suggest that facilitators of change need to be experienced, reflective, self-aware people who are supportive of others in the change process. They found that their success in introducing change was positively related to the extent of their effort and their client-orientation; the compatibility of the innovation they were introducing with users' needs and values and their empathy with users; their credibility in the eyes of users, and the extent to which they worked through opinion leaders. Their efforts to increase users' ability to evaluate the innovations was also important.

These concepts about the facilitation of change are not new, but provide the theoretical basis for assumptions which guided the decisons made during the conduct of my work and research. During the research I occupied different formal roles in the Polytechnic and the College. I worked both as an external and as an internal facilitator for College staff development, with a range of formal and informal opportunities in my daily work for development activities with staff.

As Principal Lecturer in Nursing in the Health Sciences Department of the Polytechnic I was liaison officer with

the College to facilitate the development of the collaborative link between the two institutions (Stanton, Crispin, Crotty, Reid 1992). In this capacity, I was asked to co-ordinate some staff development activities for the College teachers to help them acclimatise to change and to assist with their work on diploma level courses. As an Education Manager in the College I had responsibility for managing some pre-registration nursing courses, and the specialist teachers for the Sociology and Research teams. By the end of the research I had become Director of Nursing Studies and Resources in the College, responsible for pre-registration courses, education managers and teachers, and the College library and audio visual aids staff and resources. Throughout these work changes, I remained the co-ordinator for the College staff development programme.

As Principal Lecturer in the Polytechnic recently moved in from a school of nursing, I still had, as it were, a foot in both camps conceptually. I acted at this point as an external facilitator for the College teachers, working from the memory and recent experience of my previous post in a school of nursing. I was able to be empathetic to the College staff, and credible to them as an outside facilitator where a non-nurse teacher might not have been. When I moved into the College and became an internal facilitator I had to work through issues myself as a

manager and assist in the implementation of newly developed college policies (e.g. College Examination Board procedures, rules and regulations for internal markers and moderators; policies for discontinuation of students who fail to achieve in clinical or theoretical assessments; policies for disciplining staff who fail in their role of student support/supervision). This activity gave me greater insight into what was required and expected of the teachers, and helped me keep one step ahead of them.

In a sense, I was working again in a 'liaison' capacity, but this time from inside the College. There were many opportunities to work with Heads of Function and to feed back to them information from the day-to-day activities occurring from the delivery of courses. It was through this process of working more closely with teachers that I recognised their uncertainty about assessment. This was discussed with the Head of Curriculum Studies and the need to increase the input into the staff development programme was agreed.

The knowledge of the day-to-day activity increased the ability to problem-solve, think ahead and plan for the next phase of change and to respond quickly. It also enabled me to monitor the rate of change amongst the teachers as it occurred. This ability would have been greatly reduced if I had been external to the College at

this intensely active and dynamic stage of its development.

Lancaster (1982, p20), comparing the advantages of working either as an internal or as an external change agent, suggests that external change agents are better able to view the situation objectively since they are less affected by vested interests and biases and will be independent of organizational power structures and cliques. However, they will be at a disadvantage in the situation since they come as a stranger to it with less local knowledge and will need to gain participants' trust and confidence in their ability before they can be influential in facilitating change. Alternatively, the internal change agent knows the system and is able to speak the same language, but may be handicapped by group impressions of their ability, by past failures, and by jealousies in the group. Lancaster suggests that whilst there is no simple solution regarding the best approach, and choice may not always be possible, an effective change agent should recognise the advantages and disadvantages of each option. Each situation is unique and may require different approaches.

In this research, I was able to work largely with the advantages of both approaches and, in this sense, as a change agent, I had the best of both worlds. My role of

evaluator/researcher during the first year was that of a 'known' external colleague from higher education working in a collaborative way with College teachers and managers. I was viewed as a 'worker' rather than as a visiting researcher or consultant. I was able to view matters objectively whilst developing trust and confidence with College staff. When I became one of the College staff myself I had learnt the system and could speak their language.

In this sense my move into the College represented, in methodological terms, entering 'the field' and extending my research role of participant observer. Galton and Delamont (1985,p164), describing the use of 'observation' of teachers and pupils in their classroom research (the ORACLE -Observational Resesarch and Classroom Learning Evaluation - programme), identify two different approaches towards observation that may be used by researchers. In the first, pre-specified coding systems are adopted to ensure standardisation of observation on every occasion. The alternative is participant observation, or the ethnographic approach. Fetterman (1989) provides a precise definition of this:

> Participant observation combines participation in the lives of the people under study with maintenance of a professional distance that allows adequate observation and recording of data (Fetterman, 1989, p45).

He acknowledges that the process of participant observation may appear unsystematic, uncontrolled and haphazard, whilst the researcher searches out experiences and events as they come to attention. They become more and more refined as the fieldworker understands more of the culture and as ideas and behaviours that were only a blur take on a sharper focus.

Criticism of this approach to observation concern a number of problems. First is the conflict caused to every participant observer, identified by Everett Hughes (1960), between the role of member (participant) and stranger (observer), which requires them to develop a diverse, dialectic relationship between being researchers and being participants. Gans (1987,p54) describes very clearly the spectrum of roles which might be adopted from that of total participant to that of total researcher, and some of the conflicts that this dialectic may cause.

> ....emotionally, the particpant observer is a researcher twenty-four hours a day. Even when he momentarily forgets his research role and becomes really involved in a social situation, he soon remembers who and what he is doing and quickly returns to the research. Being a total participant is probably the most fruitful kind of particpant observation, for only by being completely immersed in an event as an involved person can one really confront and grasp the social and emotional incentives and pressures that act on people in groups (Gans, 1987, p54).

Easterday, et al (1987, p66) consider problems of

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participant observation include researcher bias, data distortion and limitation, reactivity and observer effects, but suggest that one of the ways to minimise these is to avoid personal involvement with subjects as intimate friends. Potential problems of this nature were resolved by adopting tactics in relationships which prevented over-rapport problems by equalising time with all people in the field sitiuation, by not discussing the research with informants, and by checking comments and behaviour of others as a way to verify observer perceptions.

The second major area of criticism of participant observation is that the observer, by participation, may change the situation under study (in my own research, this was an intentional aim). Frankenberg (1987, p 51), however, believes that it would be unlikely that a single observer could change custom and practice of a culture which may have been built up over years. He considers it more likely that an observer may provide a catalyst for changes that are already taking place.

The starting point for appraising my role as a researcher in the development of Dip.HE courses and College teaching staff was the recognition right from the start that because of the collaborative framework of the liaison between the College and the Polytechnic I was an active,

participating member of a collaborative team of people who had come together for a specific purpose. In that sense, I was not there, even during the very early days of liaison, as a group member from the Polytechnic purely as a visitor nor as a non-participative advisor, or consultant. Nor, in any sense as an action-researcher, could I be seen as an external agent being brought in from outside to undertake some form of 'contract research' or evaluative data collection.

I identified two aspects in my original role in the College. I was a fully participating member of a group of people, but also there to act in an advisory capacity. As a Polytechnic representative I held this participatory, advisory role similar to other committee members from the Polytechnic, but my own professional knowledge and experience in the locality allowed me to understand the nursing jargon of College group members, and to act as interpreter of the 'in-jokes' for the benefit of my Polytechnic colleagues. I recognised that the College group members knew me as a nurse teacher like themselves (indeed I had worked alongside several of them in previous working situations), but perceived my higher education knowledge and experience with suspicion in the early days, and saw me as 'one of them', rather than 'one of us'.

A subtle change came about, with the development of the half-time liaison post, when I was given a specific role in the College and responsibility for co-ordinating the staff development programme. I started to move towards being an 'internal' team member and no longer an 'external advisor' team member. I made the transition from working for one institution and giving advice to the other, to working for both and being committed to both, and being able to advise either.

In reality, this was a dynamic, and also an emotionally demanding experience. To become equally committed to two rather different institutions with very diverse cultures and to be able to demonstrate that commitment and belonging in both areas raised conflicts. After a year in the half-time liaison role, when the link had become well established and staff members from both sides became familiar with the other institutional ethos, it was no longer necessary for my liaison role to continue. A one-day-a-week exchange over the following year was agreed to continue to maintain and underpin the link, allowing opportunities for College staff to teach in the Polytechnic and for me to continue the delivery of the staff development programme and its evaluation. This did not seem entirely appropriate for the research however, nor for the approach that I had worked hard to develop with the staff. I feared that I would be constrained to

becoming again an 'external, non-participatory' person, and the one-day-a-week structure would severely limit the research. I was recognising, like Whyte (1991) before me, the real limitations of what he describes as the 'professional expert' model of undertaking social research. Whyte has described such a person as a professional researcher called in by a client organization

> ..to study a situation and a set of problems, to
> determine what the facts are, and to recommend a
> course of action....this type of research is perfectly
> appropriate where the objectives of both the
> researchers and the decision makers are simply to get
> the facts and examine action implications
> (Whyte, 1991,p8).

Whyte goes on to say

> Those aiming to help organizations carry through major
> processes of socio-technical change have come to
> recognize the limitations of the professional expert
> model. In such situations, we need to develop a
> process of change, resulting in organizational
> learning, over a considerable period of time. To be
> useful in stimulating and guiding this process, the
> researcher cannot simply stand aside and just report
> research findings to the decision makers. For major
> organizational change processes, we need a hands-on
> set of relationships... (Whyte, 1991, p9).

On the basis of my own research experience with the teachers, I agreed with this statement, and welcomed the opportunity to obtain a Senior Education Manager's position in the College enabling me to maintain and develop my role in the co-ordination and evaluation of the staff development programme. I believed that increasing

my involvement with teachers through direct management of them would increase opportunities for facilitating staff development through provision of educational leadership. A way of increasing my role with the teachers was offered, which did not reduce nor mechanise it. I was not an external person coming to deliver a development programme. Rather, I was able to work more intuitively, and in many more informal ways, at the problem of preparing teachers for diploma level courses. My role both as a researcher and as a facilitator were enhanced by moving into the College. Working more closely with staff, I was able to identify more accurately teachers' need for preparation and to facilitate more effectively their own problem-solving solutions in collaborative and critically reflective ways.

Opportunities were increased for making the research more 'participatory' in nature and involving teachers with me in the study to a greater extent. This I believe greatly enhanced the quality of the problem-solving achieved by this research study.

> ...it is just one further step - but an important one - to move from treating the practitioners ....as passive informants to involving them in the research as active participants. If we need to learn some of what they already know through their professional studies and practice, would we not be better off if we invited them to participate with us in the research process (Whyte, 1991, p12)?

Involving both teachers and managers in solving the problem of their own need for diploma level preparation was the crucial aspect in resolving the problem. It had ceased to be my problem alone, a task that had been given me, and become acknowledged and internalised by everybody as something that was crucial and necessary to their own role as teachers.

To summarise, I conclude that the adoption of an action research methodology for this study was appropriate since it provided set parameters for the research whilst allowing for systematic planning and evaluation at specified stages throughout. This on-going review and replanning allowed time for the complexity of the issues involved to be acknowledged and explored. The research design enabled the incorporation of my own professional development and role changes, which in themselves, facilitated and enhanced the conduct and eventual outcomes of the research.

INTRODUCTION.

In this final chapter, my research is relocated in the wider context of the professional development of nurse teachers. I consider whether what was achieved at local level in Westown College for Nursing and Midwifery is relevant to the national scene as nurse education prepares to integrate into higher education within the year. The final questions to be answered examine some of the future uncertainties. Will the approaches taken by the College for preparing teachers for diploma level prove effective for facilitating their integration into higher education? Will nurse teachers be regarded as academically credible in higher education following their recent experiences of professional development? Following all the hard work and commitment by College teachers and managers to achieve graduate status and to forge links with higher education over the research period, it would be easy to be lulled into a sense of false security and suppose that the long-awaited integration with higher education will be problem-free. Based on the research findings and on current national trends for integration, I conclude with a

note of caution and indicate why, for a variety of reasons, this might not be the case. I offer recommendations for future action which aim to develop collaborative approaches with colleagues in higher education and thereby to increase nurse teachers' academic credibility.

PREPARING TEACHERS FOR DIPLOMA LEVEL.

The collaborative link between the Polytechnic and College staff was greatly facilitated by the in-house workshops, particularly during the first year of the programme. The subsequent course planning and validation events were made easier by the fact that College teachers had met many of the Polytechnic staff involved through study day events. Later reflective discussion in the workshops was able to focus on different ways of teaching and organising delivery of courses in the Polytechnic in a non-threatening environment.

The topics explored and the approaches adopted in the staff development programme have always taken into account the possibility of future integration of the College into higher education. The staff have considered several aspects of course delivery in the Polytechnic and consequently are more aware of their own ability to cope as lecturers in higher education when this integration

occurs at some point in the near future. Many of them have had the opportunity to teach in the Polytechnic on both College and Polytechnic courses.

The approach taken for teaching staff development certainly prepared them for implementation and delivery of the College Dip.HE courses. Through the process of course planning and validation, the teachers, even though the College was based forty miles away from the Polytechnic, gained an understanding of previously unknown concepts of academic level and academic progression. The subsequent course developments which involved incorporating short, post-registration courses into a framework of continuing education and the development of Level 3, degree modules increased that understanding further. Through the process of course modularisation and accreditation, teachers have been introduced to the Credit Accumulation and Transfer Scheme and the place that academic level plays in this. More recently, they have acquired an understanding of Accreditation of Prior Learning and Accreditation of Prior Experiential Learning which has led to periods of course remission being granted to College students.

From the preparation of diploma level courses validated by the Polytechnic, teachers have been introduced to the Polytechnic's quality assurance processes. These have included the work of course committees, examination

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boards and the role of external examiners, and the work of course validating and review panels. These processes have been introduced into College courses, but with minimal involvement from the Polytechnic, who have sent representatives to course committees and received course reports through their Academic Board.

INTEGRATION INTO HIGHER EDUCATION.

It might be concluded that these experiences gained from planning and implementing diploma level courses, together with teachers' recent experiences of studying as part-time students themselves in higher education, will be sufficient to prepare them for the impending integration. I do not believe that this is necessarily so. One of the effects of achieving graduate status, and the progression to post-graduate study for some, has meant that teachers have quickly been able to teach the specialist content of the courses themselves. As a result the College has relied less and less on Polytechnic lecturers to teach specialist aspects of the courses.

Most College teachers have now acquired an understanding about course planning and validation processes and course delivery in one higher education institution. The day to day delivery of College courses has operated in a situation very isolated from the Polytechnic. The higher

education experience for students and staff has had a tendency to become merely the utilisation of the Polytechnic lecture theatres, library and laboratory space. The forty miles between institutions has hampered the development of more meaningful and less formalised dialogue and has exposed teachers and students very minimally to a higher education culture. The link has remained at the level of validation and accreditation only. It has been impossible to achieve any shared learning for College students with other Polytechnic students in the existing linking arrangements. Collaborative research work between the teachers and lecturers has not been initiated. Both of these developments were included in the ENB's initial guidelines for developing collaborative links (ENB, 1989) To some extent, these developments have not occurred, not simply because of the geographical distance between the two institutions, but from recognition of impending national and more local decisions regarding integration.

Following ministerial guidance from the NHS Management Executive (Department of Health, October, 1992) concerning the future management arrangements of Colleges of Health and approaches for integration of nurse education into higher education, it became apparent that colleges of nursing would not be able to 'go it alone' and that NHS Trust status was not a possible option. There was

support, however, for a variety of closer working arrangements with higher education, including full integration where appropriate. Regional Health Authorities were charged with the responsibility of determining the most appropriate management arrangements for colleges. In the West Midlands a Regional Project Team was formed to oversee development of new partnerships with higher education which will involve some mergers of existing colleges and changes of existing higher education partnerships. This came at a time when the Westown College Management Board, had recognised the difficulties full integration with a higher education institution forty miles away would cause, and had started negotiations with the local university about full integration for the College courses and staff. This has meant that the College teachers are, once again, in a state of anxiety and uncertainty as they await these decisions.

This reflects experiences of other colleges of nursing across the country. Jowett, Walton and Payne (1994, p24) reported a number of changes for the Project 2000 demonstration colleges studied in their research and their linking arrangements with HE institutions. Following four years of research, they describe the full spectrum of variations achieved by colleges as they have developed their links further with higher education. Only one had remained solely at the level of course validation, whilst

some were now linked to new HE link institutions, and others were already fully integrated into the HE faculty structure in either their original, or an alternative, HE link institution. Many had also experienced mergers with other colleges of nursing in the process. What was apparent was the varying speed of development of the links and eventual integration with HE across the country. In some instances, integrated, organisational structures are now set, and schools of nursing, within an HE faculty structure, are continuing to develop and improve day-to-day collaborative working arrangements with HE colleagues. At the other extreme, structures for change are still under negotiation and collaborative work is in abeyance.

The research found the greatest anxiety and uncertainty about benefits of the educational developments in those colleges which have undergone several changes and where final structural and integrational arrangements are still to be made. Staff still express optimism concerning the principles and practice of collaboration with HE but this is expressed from a somewhat disillusioned perspective (Jowett, Walton & Payne, 1994,p40). This certainly reflects the current mood of Westown College teachers as they face further uncertainty whilst awaiting Region's decision regarding integration.

What is important to recognise is that the Region's decision regarding which college will link with which HE institution will be made on economic grounds following a process of competitive bidding by the universities. In this sense, the resulting integrations might be regarded as arranged marriages. They will not be made necessarily on the basis of choice, nor from similarity of educational values and philosophy. This will necessitate collaborative processes beginning again. As new structures are put in place, new relationships will need to be forged and new ways of working explored. It can only be hoped that what the Westown College teachers have already learnt from the experience of planning and implementing diploma and degree level courses, validated by Hightown Polytechnic, can be built upon as they start again with new higher education partners.

DEVELOPING ACADEMIC CREDIBILITY THROUGH COLLABORATIVE WORKING.

On another level of analysis, the approach adopted for staff development by Westown College and its future impact on integration of the College with higher education may be appraised against existing continuing professional development (CPD) theory and approaches. Todd (1987) states that CPD aims to maintain or improve quality of professional performance. She suggests that so far it

tends to have been designed for specific professional groups such as teachers, doctors, architects or engineers. As a result approaches adopted have tended to be local, separatist or idiosyncratic in nature. There is value in continuing education designers learning from the strategies adopted by professional groups other than their own. Todd described work undertaken by the National Health Service Continuing Education Unit (NHS CEU) who developed a mid-career education service for architectural staff in Regional Health Authorities in the United Kingdom. The initial strategy undertook a series of research projects to identify staff educational needs. Research findings were utilised to guide curriculum decisions concerning content of subsequent educational programmes. An 'office-centred' approach was adopted with educational programmes tailored to specific requirements of staff in a particular office. The Unit staff provided a service to clients paid for by central government funding. This approach was changed to providing the necessary support and information to client organisations to facilitate development of self-help and self-directed programmes based on the educational philosophy which viewed successful professional learning as a process of reflection upon practice and active development of new strategies. Each office nominated an "education facilitator" with responsibility for working with the Unit to develop approaches.

Todd describes some difficulties experienced because facilitators were not educationists, or were not senior enough members of staff to effect the proposed changes. The value of this approach was the development of a facilitators' network, which supported them through the development of their role as they learnt to link more closely with managerial and organisational decisions in order for their continuing education programmes to be successful. The value of facilitators was emphasised both as in-organisational change agents and as amplifiers of the capacity of the central Unit (Todd, p114).

Queeney (1987,p29) describes work undertaken with four schools of pharmacy and the American Pharmaceutical Association to develop a Practice Audit Model involving a seven stage process to guide systematic development of continuing education programmes to assist practitioners in maintaining competency. It includes identification of professional practitioners' learning needs and the subsequent design and delivery of programmes to address them. Basic to the concept is the notion that practice-oriented continuing professional education cannot best be accomplished by either higher education or the professions working alone. Other professions were invited to become involved in a Continuing Professional Education Development Project. They included accounting, architecture, clinical dietetics, clinical psychology and

gerontologic nursing. A collaborative project was established involving academic departments, professional associations and the national regulatory agency.

These examples from other professional groups alert us again to the fact that the Westown College teachers, despite commitment to staff development, have worked mainly in isolation from other professions. What is emerging, as College teachers face integration with higher education, is that regardless of their working with HE colleagues to plan, validate and implement new courses, the College has still largely functioned as a monotechnic. This has not been of the teachers' choosing, but is a factor of the linking arrangement with Hightown Polytechnic, and may prove relevant when teachers' academic credibility is considered. Their strength however, is that they are all qualified teachers, as well as now all being graduates.

Jowett, Walton & Payne's research (1994,p32) also identified the strength and scope of the link as crucial in determining teachers' perceptions of the scale of benefits from collaboration with higer education. Where links were well developed with fairly substantial contact between college and HE staff, teachers were pleased with the 'academic' enhancement they saw emerging from the arrangements. On another site, where progress was being

made in developing closer working arrangements with HE, staff were welcoming the 'credibility' that this would give them. Negative reactions came from those working with more tentative linking arrangements where nurse teachers expressed disappointment that the proposed 'cross-fertilisation' had not happened.

This suggests that, at this level, the concept of academic credibility is subjective and illusory. In this context, nurse teachers appear to have it when they feel self-confident and are working collaboratively with HE lecturers. Alternatively, HE lecturers do not feel disposed to bestow credibility on nurse teachers when they feel threatened by them or are in competition with them (see for example, Banks, THES, March 18th, 1994). This, I think, will continue to be an issue in the current climate of increased efficiency drives leading to staff anxiety and possible job losses.

The solution rests in the development of collaborative team work between nurse teachers and HE colleagues, using similar approaches to those adopted for staff development in this research. This will enable nurse education to move beyond its current narrow, isolationist confines and be credible because it is credible. Nurse and midwife teachers have much to offer HE colleagues in terms of their experience of educational developments and

alternative approaches for teaching and assessing. Jowett, Walton & Payne (1994, p30) indicate that staff in one HE institution were said to have benefitted from their involvement with a Project 2000 development because the course had opened their eyes to other ways of teaching and other forms of knowledge. There had been new challenges for them from the nursing students who had asked them to 'make the practical links' as opposed to traditional undergraduates who viewed them merely 'as an academic'.

IMPLICATIONS FOR FURTHER STAFF DEVELOPMENT AND RESEARCH ACTIVITIES.

Major implications emerging from this research are the need for a shared approach for staff development amongst nurse teachers, other health care teachers and HE colleagues, and the provision of opportunities for collaborative research between them. This approach will lead to the cross-fertilisation of ideas necessary for development of professional education for the health care professions.

Locally, there is a need to maintain a College staff development programme over the coming months to assist staff with the process of integration with new HE partners. Knowledge of different organisational structures and quality mechanisms will be required

together with opportunities for developing new relationships. Programmes should be participatory and reflective in nature, encouraging teachers to identify their own learning needs working collaboratively to explore new approaches and alternative methods, and to find creative solutions to emerging problems.

Both locally and nationally, it will be necessary to employ professional development strategies for the teachers to enhance and develop professional education for nursing and midwifery. It will be important to build on the graduate status recently acquired by nurse and midwife teachers across the country, and to encourage further development of research-based professional practice. Teachers will need encouragement to explore both clinical and educational aspects of their practice through small scale collaborative research developments. Some will need support and time to undertake post-graduate courses. Recent graduates will require support and encouragement to become skilled at writing academic papers. Some teachers will need to develop skills in preparing research proposals and acquiring research monies from funding agencies.

To assist this process, it will be important for teachers to further their own skills of critical thinking and reflective practice, and increase their knowledge and

experience of student-centred teaching and learning approaches. As they become more accustomed to Project 2000 and the other Dip.HE courses, I believe they will feel more confident to move away from the familiarity of Bloom's taxonomy as their framework and adopt a reflective curriculum (Boud and Knights, 1993) for their model. Further work will be needed on how these skills may be facilitated in students and clinical preceptors.

Strategies are required for working educationally with other professionals to explore and develop a common approach for both professional education in higher education and continuing professional development for teachers. Bines (1992) has suggested that although professional courses draw on a wide range of teaching, learning and assessment methods, there has been little research on which of these are most suitable and effective. There is now a substantial literature on adult learning which has not been applied to education for the professions in a systematic way. The current debate has largely centred on developing effective teaching and learning for discrete professions, rather than the practice of professional education as a whole (Bines 1992, p57). As qualified and experienced teachers, nurses and midwives should have much to offer in the development of this work. There will be many opportunities for nurse and midwife teachers, working collaboratively with other

professional teachers, to explore teaching and learning approaches and evaluate their effectiveness. Local networks should be established and encouraged for this purpose. Nurse and midwife teachers will need to be introduced to current research in higher education through the work of bodies such as the Society for Research in Higher Education, to join existing national networks and be aware of the work of other professionals in their field.

Nurse and midwife teachers should contribute to the debate about academic level in order to increase their own, and others', understanding of it. They need to be able to articulate their understanding as it relates to nursing and midwifery practice. This will be necessary as more universities develop modular approaches to course programmes within a CATS framework, and offer multidisciplinary modules for health care professionals.

IN CONCLUSION

This research has contributed to the development of knowledge and theory in two ways. First, it has identified the difficulty of transferring tacit understandings about a complex educational concept of academic level from one group of educationists in higher education to nurse educationists. The data revealed that

nurse teachers and HE lecturers were utilising Bloom's taxonomy to communicate their understanding of academic level and of where diploma level fitted into this. The data suggested a model for the ongoing development of intellectual skills in nursing and midwifery which incorporated the stages of Blooms Taxonomy with concepts of self-directed learning and reflective practice. In this sense, the research contributes to generating theory about academic level for nursing and mdiwifery, and the perceptions of nurse teachers about it at this stage in their development. Second, it has applied existing theory about staff development from the field of general education previously untried in nurse education and found it generated an innovative and effective approach for staff development for nursing and midwifery teachers. This resulted in the development and introduction of a strategic approach for staff development which satisfied both the needs of the organisation and teachers' individual needs for preparation for diploma level and other educational developments in the College.

The first aspect of the research relates to the teachers' development of an understanding of academic level. The research indicates that teachers are developing an understanding of differences between the traditional, behaviourist training approaches and those required in professional education programmes. This points to the

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stage of progression in the teachers' understanding and development of concepts regarding fundamental differences between training and education approaches and their understanding about academic level. It was evident that there is no clear definition in the literature (previously discussed in Chapter 2) or consensus of opinion from higher education regarding differences in academic levels. Certainly, there were no clear guidelines from the CNAA to clarify the position (CNAA, 1991).

What emerged clearly from all respondents, both in the College itself and from the visits to other colleges, was their identification of critical thinking ability (Bloom, 1964;Brookfield, 1987) as a key component of diploma level activity and their growing recognition of the significance of adult learning theories (Knowles, 1984) and reflective practice (Schon, 1983) in their teaching. The research has demonstrated the link between critical thinking, self-directed learning and reflective practice, and acknowledges that the intellectual ability of critical thinking is a necessary pre-requisite for self-direction and reflection in practice to occur.

The question raised by the research is whether diploma level study for nurses will in itself, be sufficient to prepare an autonomous nurse practitioner capable of problem solving and decision making. The linking of

Bloom's taxonomy to academic levels would suggest that this will not be sufficient. Nurses will require the intellectual abilities of synthesis, to enable strategic planning, and evaluation, for making professional judgements in order to become truly self-directed. They also need to develop skills to research their own practice. These abilities would normally be introduced within Level 3 or the third year of a degree level programme. It can only be hoped that the integration of nurse education into higher education will aid this recognition and lead to degree level education for nurses, - as either post-registration or pre-registration education, as soon as possible.

In considering the second aspect of the research, I have argued in this thesis that adopting a strategic, eclectic approach to staff development in Westown College was beneficial as it developed new courses which were both professionally and academically validated. The strategic approach to planning, in conjunction with the strength of a participatory action research methodology for democratic involvement of the staff in the planning, delivery and evaluation of the programme, has proved invaluable at a time of major educational change. The processes adopted have established a mechanism for staff development which proved effective beyond the original purpose of the research for preparation of teachers for diploma level.

In designing this professional development programme for the College teachers, I built on my own previous, small-scale, evaluated experiences of planning and implementing continuing education programmes for nurse practitioners (Bignell & Crotty, 1987;1988a;1988b) which had adopted approaches based on educational theories of adult learning (Knowles 1975) and experiential learning (Kolb 1976). These ideas were confirmed by a search of general educational literature concerning strategies for teaching staff development conducted at the start of the research. This contributed a most useful source of information and offered a wider perspective on teacher professional development than I believe has currently been utilised in nursing so far. This research, therefore, has verified the use of existing general education theory in a nursing context. Glaser and Strauss (1967), in their examination of the relationship between research and theory, suggest that a researchers' main emphasis may be either to verify or generate theory through their research.

The ongoing planning of the research, the staff development approach and its subsequent refinement was influenced by the report, PICKUP in Universities (DES,1989). This recommended that all levels of management should value staff development as a principal means of sustaining institutional viability and advocated the development of strategic staff development linked to

strategic planning and staff appraisal. The introduction
of this approach in Westown College has, I believe, been
the key factor in resolving the dilemma of meeting
individual staff development needs as well as meeting the
College's short and long-term objectives for change.

The exploration of general educational literature
concerned with continuing professional education and
development served to validate the College approach for
planning staff development strategies. Whilst the
inhouse nature of the programme, which drew mainly on
colleagues from Hightown Polytechnic during the first year
of the research and from College managers and staff with
particular responsibilities during the second, might be
viewed as isolationist, it can be justified. It should
be remembered that with development of the colleges and
the recent move to corporate status of polytechnics, there
was a new competitiveness between neighbouring colleges
and rival HE institutions which did not encourage local
collaborative planning ventures. The English National
Board had also terminated its previous approach of
national up-date workshops for teachers and advised that
preparation of staff for Project 2000 should be conducted
at local level (ENB 1990,b). I would suggest that the
approach adopted for staff development in Westown College
incorporated a number of positive features previously
tried and recognised by other professional groups, but

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within the constraints of ENB guidelines. Attempts were made to minimise any negative aspects of a localised planning approach by literature searches and by visiting other educational establishments both at home and abroad.

The establishment of a written College Policy for Staff Development which needed to be agreed and implemented by College managerial staff was the crucial corner stone in involving them in teachers' professional development. Its acceptance committed them to supporting teachers in both their external course studies and attendance on College workshops. No other College visited in the research had developed such a policy. The College policy was crucial to subsequent development of an integrated, strategic planning approach to staff development. Without this in place, it is unlikely that the research outcomes, or the development of the staff, would have been so successful.

Although similar approaches had been reported previously in general education and higher education literature following the James Report (DES 1982) which advocated the need for teaching staff development programmes, there were no previous examples from colleges of nursing since staff development approaches had been organised nationally by the ENB prior to 1990 and the introduction of Project 2000 (ENB,1990b). In this sense, this research represents a unique development in planning continuing

professional development for nursing and midwifery teachers in one particular College for Nursing and Midwifery in this country. The fact that this occurred at a time when nursing and midwifery were moving from a traditional training model towards educational approaches for professional practice increases its importance.

The literature was particularly valuable in recognising the ongoing dilemma of balancing needs of individual teachers for personal and professional development against an organisation's need to prepare staff to meet objectives for educational change. Bell (1991), in identifying a variety of different approaches for teacher professional development (see Chapter 2), discussed an approach where professional development is school-based, or school-focussed, and takes place within the school itself. There is the danger of parochialism with this approach, but its value is that it leads to easier identification of needs; programmes can be closely matched to needs; choices about content and delivery can rest with teaching staff, and barriers to change largely disappear. However, Bell emphasised that management of change in schools is an extremely complex process which requires both internal and external support. The approach adopted in the College took account of this factor in providing teachers with opportunities to attend external courses whilst

simultaneously providing   an internal staff development programme for critical reflection and peer support.

Data from evaluative exercises and interviews conducted at the end of the second year of the research revealed the extent to which the programme of events had lessened teachers' anxiety about educational changes in the College. They were more aware of roles required for different teaching and assessing approaches and in the clinical areas. By the end of the second year, teachers had developed a more realistic understanding of academic level and academic progression. Their confidence was growing, though many of them were still uncertain about their ability to assess at diploma level. This indicated a current lack of assessment experience and ongoing uncertainty and difficulty in pitching accurately the academic level of a piece of work.

Henderson (1979), has been critical that there has been little evaluation of the impact of taught courses on teachers' work in schools, this research considered the total impact of strategic planning of professional development of Westown College teachers. In its final analysis the study indicated that the staff development programme had a considerable impact on the College during the period of major educational change in a variety of ways.   It not only   influenced the personal and

professional development of individual teachers but also facilitated the development of a collaborative link with Hightown Polytechnic; the planning and validation of diploma level courses;development of a College culture with different educational values and management approaches; and contributed to educational developments beyond diploma level teaching and assessing. It influenced teachers' commitment to the College, to the educational changes and to one another, and contributed in a major way to the College's quality performance in the planning and delivery of its educational business. In this respect this study demonstrates the positive effects of a systematically planned approach to the professional development of teachers to support curriculum changes, and contrasts markedly with recently reported research regarding Project 2000 developments (Payne et al, 1991, Crotty 1992), which indicates that teachers have had little in-house preparation for new roles.

Bevis (1989b), describing work carried out in America to develop education for professional nursing practice, emphasises the importance of nurse teachers' preparation and their professional development. Todd (1987) supports this view and suggests that continuing professional development should not be viewed as a fringe activity. It is a continuing process rather than something achieved with initial qualification and members of any group who

consider themselves professionals should engage in it, and is one of the most important resources a professional can draw on to maintain competence. It should be planned round strategic concerns linking professional development to evaluations of practice and to analyses of forthcoming practice demands. .

My role of researcher - education facilitator contributed to the professional development of the teachers in the College through both formal and informal mechanisms. The research provides supportive evidence and lends credence to a statement of Coles (1977) cited by Todd (1987, p1) -

> ..professional development is something that occurs where a professional sees his task in a new light. I believe this can be brought about when outsiders become insiders and get involved ...with colleagues in their professional job (Coles, 1977).

FINAL WORDS.

As the Westown College teachers move towards merger with another College and integration with higher education, they are again anxious and uncertain about their future, as tales of job cuts and redundancies reach them from a neighbouring college.   In our own College we face significant reduction of our Regionally funded student nurse and midwife numbers, and the teachers are all anticipating further upheaval.   These are very committed, hard-working and concientious teachers who have faced the challenges of the recent educational developments in nursing both flexibly and reflectively.   I can only hope that these qualities will be viewed favourably in the current climate of change, and wish them 'God-speed' as they face the next phase of their developmental journey.

I will not be going with them, since my post in the College has been made redundant. We have learnt a lot together.   I shall miss them.

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INTERVIEW SCHEDULE - VISITS TO OTHER COLLEGES

1   DIPLOMA LEVEL

1.1   What decision did you come to about "diploma level" in your courses? How did you identify it?

1.2   How aware were the teaching staff of the concept of "academic level" when you started planning your courses?

1.3   How have you prepared your teaching staff for teaching and assessing at "diploma level?"

2   STAFF DEVELOPMENT

2.1   Do you have a policy within your College for Staff Development?

2.2   Do you have a Staff Development Programme within the College?

2.3   Has it proved beneficial?

2.4   Have you evaluated it yet (formally, or informally)?

WESTOWN COLLEGE STAFF DEVELOPMENT POLICY

THE OVERALL AIMS OF THE STAFF DEVELOPMENT STRATEGY

The staff development strategy will aim to provide programmes which will:

1) Provide opportunities for staff to increase their knowledge and skills through a variety of learning opportunities appropriate to both the College and their individual performance, as identified through an annual appraisal/performance review.

2) Provide awareness and ongoing development programmes when major developments in College activities are introduced.

3) Enhance role effectiveness, efficiency and satisfaction by providing role specific training for all grades of staff.

4) Develop the academic and professional credibility of the College staff,

5) Provide opportunities for individual development with particular emphasis on obtaining degrees and higher degrees to increase opportunities for career progression.

OPPORTUNITIES FOR STAFF DEVELOPMENT

Opportunities for staff development will be offered to all Staff as identified at their yearly performance review but within the financial restraints of the College.

An ongoing, long term approach will be adopted in considering and planning an individual development programme for each member of Staff. The overall approach for all Staff across the College will aim to ensure:

1) Orientation for all Staff (see Policy No 31, Recruitment and Selection).

2) Supervision by a more senior, experienced member of staff within their team or sphere of working.

3) An annual review and setting of work, development or educational objectives.

4) Career counselling.

5) Opportunities to develop and expand existing skills and knowledge.

6) Support to acquire new knowledge and skills, as appropriate, through a variety of learning approaches.

7) Pre-retirement courses for those staff approaching retirement.

Learning opportunities for staff development will be offered through a variety of approaches - through in-house, in-service training sessions or study days; through specifically planned short courses to meet a variety of development needs; through secondment to evening classes, conferences, day release part-time courses or full-time courses; through "open learning" opportunities, or through undertaking research.

A series of staff development programmes planned to accommodate the different, specific development needs of the different groups of staff working within the College.

SPECIFIC OPPORTUNITIES FOR TEACHING STAFF

Development programmes for teaching staff will be planned appropriate to their level of professional development and experience - for unqualified teachers, newly qualified, experienced teachers and educational managers.

A "mentorship" system will be initiated for unqualified or newly qualified teachers. There will be possibilities for rotation of posts for a period of time for more senior teachers to broaden their experience within different fields of work, eg within Curriculum Studies work placements or within Higher Education.

Work placements for short periods of time can be arranged for more senior staff for role development purposes, eg to work alongside an Education Manager; a Head of Function or the College Principal.

Opportunities for teachers to attend appropriate professional study days, conferences or courses will be encouraged.

It is anticipated that teaching staff will wish to study to degree level and pursue opportunities to develop research expertise.

Education Managers will require appropriate management training/education relevant to their altered roles within the new approach to Health Service Management.

Range of Opportunities

1) **Teacher Development Workshops**

   These will be arranged for teaching staff to discuss specific relevant topics regarding the development of new courses, the development of the role of the teacher within the College and other ongoing developments.

2) **Post-Registration Diploma Level Courses**

   These Higher Education Courses are usually offered as a 2 year, part-time course. Teachers may register for individual modules as associate students.

3)   <u>Study for Degrees</u>

GUIDELINES REGARDING APPLICATIONS FOR TEACHERS TO UNDERTAKE DEGREES

In order to assist nurse teachers to become graduates in subjects related to health care as recommended by the statutory bodies, the following guidelines will apply:

a)   Priority will be given to teachers who do not hold a degree and wish to undertake a First or Masters Degree in a subject related to health care and appropriate to their area of work on a specialist teaching function.

b)   In order to enable the full range of activities to be undertaken, consideration will be given to the total complement of staff on leave at any one time. This includes maternity leave, long term sickness and study leave for degrees which in total will not exceed 20%.

c)   The degree subject must be relevant to the Specialist Teaching of individual teachers and be required by the College. Other degrees will not be supported.

d)   Funding for a first degree will be at the current cost for a Polytechnic Degree course. Any additional amount must be paid by the individual.

e)   Travelling expenses will not be paid.

f)   Applications for study leave to undertake degrees will be considered by a panel in May each year. Interviews will be carried out to select for the number of available places.

g)   Candidates are required to submit a short paper to the Principal outlining the reasons why they wish to undertake the degree along with the study leave application form supported by their Manager and Director.

h)   Study leave for staff to undertake additional degrees will not be considered if there are staff waiting to undertake a first degree. When the total staff supported are less than the 20% maximum identified at (b) second degrees will be considered in the same way as for first degrees.

i) The Principal may, in the interests of the service, request an individual to undertake a specific degree or research programme, which would be considered outside these regulations.

SPECIFIC OPPORTUNITIES FOR SUPPORT STAFF

The individual development needs of support staff will be discussed with their Manager at Individual Performance Review meetings and an annual Personal Development Plan produced when the need arises.

An initial orientation programme will introduce them to College practices and policies, its organisational structures and communication channels across the three Health Authorities and higher education link (Policy No Recruitment and Selection).

Whenever possible, staff will be supported through secondment, to specific short courses, study days, evening classes or day release to update existing skills or acquire or develop new skills relevant to their work.

A   Clerical and Secretarial Staff will be encouraged to pursue appropriate courses such as:

    1)   Pitman or RSA
           eg Typing, shorthand, book-keeping and audio typing, office administration and office practice courses, etc.

    2)   Regional Authority Short Courses
           eg Minute taking, report writing, telephone skills; preparation for the role as personal secretary/personal assistant.

    3)   Office Technology Courses
           eg National Courses; High National Courses; BTEC or City and Guilds Courses for information technology; Word Processing, Database methods, Spreadsheet methods, Computing and Information Systems, etc.

B   Librarians and Audio Visual Aids Technicians will be encouraged to develop their specific knowledge and skills through appropriate courses such as:

    1)   City and Guilds Courses
           eg 734 Audio Visual Aids Techniques
               737 Library and Information Assistants

2)   <u>Study Days and Courses</u> which are related to aspects of the role:
eg photographic skills
   computer use in libraries

3)   <u>Undergraduate and Post Graduate Studies</u>
eg post graduate librarianship

They will also be encouraged to "network" professionally with appropriate colleagues with the Library and Learning Services Unit at Hightown Polytechnic and to attend professional conferences, study days or workshops organised on a National or Regional basis.

MC/April 1992

TEACHING STAFF DEVELOPMENT PROGRAMME 1990/1991 (YEAR 1)

16 October	Project 2000 Roadshow	13.30 - 16.00 hrs
26 October	Project 2000 Roadshow	13.30 - 16.00 hrs
26 November	Project 2000 Roadshow Common Foundation - Overall Structure	14.00 - 16.15 hrs
13 December	'Continuing Assessment - the Canadian Experience'	13.30 - 16.00 hrs
4 January	'Validation and Quality Assurance'	10.00 - 16.00 hrs
21 January	Project 2000 Roadshow Common Foundation - Placements and Assessment Strategy	13.30 - 16.00 hrs
19 February	'Review of Teaching Staff Role'	10.00 - 16.00 hrs
8 March	Project 2000 Roadshow - Branch Programmes	13.30 - 16.00 hrs
20 March	'Course Delivery at Diploma Level'	10.00 - 16.00 hrs

DEVELOPMENT PROGRAMME FOR SENIOR STAFF

1990 - 1991

15, 16 November	Equal Opportunities Workshop (For Heads of Function and Senior Education Managers Only)	9.15 - 16.30 hrs
10 January	Budgeting and Accounting (For Heads of Function, Personnel Manager and Administrative Assistant only)	14.00 - 16.30 hrs
5 February	Developing a Marketing Strategy (For Heads of Function and Senior Education Managers only)	9.30 - 16.30 hrs
5 March	Total Quality Management (For Heads of Function and Senior Education Managers only)	9.30 - 16.30 hrs

QUESTIONNAIRE TO THE TEACHING STAFF - MARCH 1991

1   Teaching Staff Development Programme:

1.1   Please tick the events of the 1990/1991 Teaching Staff Development programme which you were able to attend.

February 1990	Tour of Polytechnic - Library; Registry; Teaching Resources; Student Services.
June 1990	Project 2000 Workshop at the Polytechnic: Speaker: Professor Celia Davies
July/August 1990	The Role of the Teacher - Workshops
October 1990	Project 2000: Curriculum Roadshow
December 1990	"Continuing Assessment: the Canadian Experience" Speaker: Mrs S Reed
January 1991	"Validation and Quality Assurance" Polytechnic
January/February 1991	Project 2000: Curriculum Roadshow - Common Foundation Programme - Overall Structure.
March 1991	Project 2000: Curriculum Roadshow - Placements and Assessment Strategy
March 1991	"Course Delivery at Diploma level" Polytechnic

1.2   Please indicate which aspects of the 1990/1991 Teaching Staff Development Programme you have found most useful in meeting your needs for staff development.

1.3 Please list any other topics which you would find useful to be included within the teachers workshops, in preparation for your future teaching role.

2 <u>Teaching Activities</u>

2.1 Please indicate the main areas in which you expect to teach next year.

	1991/1992
Health care assistants training	
Enrolled nurse conversion courses	
Existing pre-registration RGN/RMN/RSCN courses	
Existing midwifery courses	
Project 2000 common foundation	
Project 2000 branch programmes	
Diploma in midwifery course	
ENB post-basic courses	
In service training	
Diploma in Professional Studies in Nursing	
BSC Nursing Studies/Health Sciences (or similar under-graduate courses)	
Msc Health Sciences	

2.2 Please list any other area of teaching that you are currently involved in or expect to be in the near future.

2.3 Are you involved in any teaching activities within:

<div style="text-align:center">YES   NO</div>

Further Education
Higher Education

2.4 If you answered "Yes" to the previous question, please list below what activities you have been involved with.

3 Development of Diploma level courses

3.1 Developing courses within the College at "Diploma HE" level is an important area of work for us all at the moment and will require changes in course organisation and teaching and learning approaches. In order to plan supportive events within next year's Teacher Development Programme, it would help to know your views about Diploma level. Please consider the aspects of course development and organisation listed below and rank them (1-20) in order of the importance you would give them in demonstrating the level of a course. Tick the not important column to indicate those aspects wich you consider are not important.

	Rank Importance	Not Important
Recruitment		
Selection		
Curriculum planning		
Course timetabling		
Course outcomes		
Lesson preparation		
Classroom teaching		
Clinical teaching		
Ward learning climate		
Clinical mentors		
Curriculum vitae of teachers		
Teaching approaches		
Learning styles		
Library resources		
Individual tutorials		
Theoretical assessment		
Clinical assessments		
Course evaluation		

3.2 Please list any other approaches which you considser will help to develop diploma level within courses.

4 <u>Personal Details</u>

4.1 Gender (please tick):

Male	
Female	

4.2 Age (please tick):

25 years to 39 years	
40 years - 55 years	
over 55 years	

4.3 How long have you been qualified as a teacher? (please tick)

Under 5 years	
5 years - 15 years	
over 15 years	

4.4 Level of academic achievement (please tick)

Diploma HE level	
Bachelors level	
Masters level	
Master of Philosophy	
Doctor of Philosophy	

4.5　If you are currently registered on a further course of study, please indicate at which academic level

Diploma HE level	
Bachelors level	
Masters level	
Master of Philosophy	
Doctor of Philosophy	
Others: a) applying for course b) not on course	

If you would like to talk to me further about your ideas of how diploma level in courses can be determined, and what we need to plan into the Staff Development Programme to help prepare teachers for diploma level teaching, please write your name here with an address and phone number where you can be contacted.

Thank you for your help with this questionnaire. When completed, please return (by 15 March 1991) in the internal post to "Teaching Staff Development Programme", c/o Mrs A Stanton.

TEACHING STAFF DEVELOPMENT PROGRAMME 1991 - 1992 (YEAR 2)

17 June	Developing Specialist Teaching Approaches	9.45 - 16.00 hrs
19 July	Selection of Students for Diploma Level	9.45 -16.00 hrs
11 September	Teaching Approaches to Develop Self-Directed Independent Learners	9.45 - 16.00 hrs
20 September	Selection of Students for Diploma Level Courses	9.45 - 16.00 hrs
4 October	Developing Critical Thinking Skills	9.45 - 16.00 hrs
22 October	Teaching Approaches to Develop Self-Directed Independent Learners	9.45 - 16.00 hrs
11 November	Clinical Experience within Diploma Level Courses	9.45 - 16.00 hrs
22 November	Developing Critical Thinking Skills	9.45 - 16.00 hrs
9 December	Assessment of Learners at Diploma Level	9.45 - 16.00 hrs
10 January	Clinical Experience within Diploma Level Courses	9.45 - 16.00 hrs
21 February	Assessment of Learners at Diploma Level	9.45 - 16.00 hrs

EVALUATION EXERCISE, YEAR II

Teaching Staff Development Programme: April 1991 - March 1992

Teaching and Assessing at Diploma level - Evaluation

Reflective Exercise (1.5 hrs)

1)   Working individually, spend ten minutes reflecting on the study days you have attended over the last year.   Write down those aspects of the programme that you have found beneficial and have helped you to develop an understanding of the different nature of diploma level work. What "critical incidents" were there for you in the programme and what new learning has taken place as a result of any of the study days? Then consider any aspect of the programme which has prevented your development or hindered your understanding of the nature of diploma level work.

2)   Share these thoughts with a colleague, taking five minutes each to relate your lists to each other. Consider the aspects within each which are the same and those which are different.

3)   Join a larger group (6-8) and discuss beneficial and unsatisfactory aspects of the programme. Prepare an Overhead Projector Transparency (or Flip-chart Sheet) of the consensus opinion of the group regarding these two aspects of the programme. (20 mins).

4)   Feed back to the whole group (30 mins).

5)   Discuss/consider any action plans for ongoing developments for the future of an individual or group nature.

(This approach was slightly modified and also used for the teachers undertaking the teaching staff seminar programme).

INTERVIEW SCHEDULE, EVALUATION EXERCISE, YEAR II

Teaching Staff Development Programme: April 1991 - March 1992

Teaching and Assessing at Diploma Level - Evaluation

Interview Schedule for Education Managers (Year II)

1) What do you consider are the main differences between courses at certificate level and courses at diploma level?

2) How well do you think the teachers on your team understand those differences?

3) To what extent are the teachers on your team prepared for teaching and assessing at diploma level?

4) How well have they adapted to the concept of "specialist teaching"?

5) How do you propose to monitor or evaluate your teachers' performance at diploma level?

6) What strategies can be develop within the College to improve the teachers' ability to teach and assess at Diploma level?

(with minor modifications, this schedule was also appropriate for the teaching staff).

TEACHER DEVELOPMENT PROGRAMME 1990 - 1991 (YEAR 1)

"Course Delivery at Diploma Level"

Group Work:-

Within four separate groups, consider how teaching staff can ensure that Diploma (HE) level is developed and achieved within the following areas of course delivery.

Group 1:   Student recruitment and selection

What changes might you suggest to current recruitment and selection procedures to ensure that students selected are capable of studying at, or being developed to diploma level?

Group 2:   Teaching and Learning Strategies

Which will be the most effective strategies to ensure diploma level study and achievement?

Group 3:   Clinical placements of students within courses

How can teachers ensure a supernumary learning experience within NHS and non NHS placements in a variety of settings which is at diploma level?

Group 4:   Learning Outcomes and Assessment Strategies

In what ways will the learning outcomes of the courses and the assessment strategies reflect diploma level study?

Please also consider any future events for the Teaching Staff Development Programme which will assist in the development of the necessary skills for course delivery at diploma level.