Opportunities and Dilemmas for Higher Education Institutions
Posed by the Introduction of the NPQH

Mark Brundrett,
BA, MA, MEd, FRSA

Summer 1999
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH: A study of the dispersion and nomenclature of taught higher degrees in education management in England and Wales and the possible opportunities and dilemmas for Higher Education Institutions posed by the introduction of the National Professional Qualification for Headship (NPQH)

Mark Brundrett, BA, MA, MEd, FRSA

Summer 1999

Presented in partial completion of the degree of Doctor of Education, University of Leicester
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH: a study of the dispersion and nomenclature of taught higher degrees in education management in England and Wales and the possible opportunities and dilemmas for Higher Education Institutions posed by the introduction of the National Professional Qualification for Headship (NPQH)

Mark Brundrett, BA, MA, MEd, FRSA

Abstract

The introduction of the National Professional Qualification for Headship (NPQH) has created both “opportunities and dilemmas” (Bolam 1997, p 278) for the providers of taught higher degrees in educational management. Over a number of years a significant percentage of Universities and Colleges have been developing higher degree programmes designed to address the management development needs of senior managers in schools. These degree programmes have sought to address the increasing demands on headteachers and others in senior roles in schools and have a strong basis in the growing research on school effectiveness and improvement which has profoundly affected attitudes to the ways in which schools are managed.

There has, to date, been no persuasive “map” drawn up of the wide variety of such degree programmes and, what is more, little consideration seems to have been given to the effects which the effective arrogation of a large part of management development by a governmental organisation might have on these courses.

This study attempts, firstly, to draw up such a “map” of taught higher degree programmes in education management in higher education institutions in England and Wales and, secondly, to define, explore and analyse some of the issues subsumed within the above noted “opportunities and dilemmas” through a series of research interviews with course leaders/ tutors on taught Masters degree programmes in education management.
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

Contents

A NOTE ON USAGE 5
ACKNOWLEDGEMENTS AND NOTE ON SOURCES 6
FOREWORD 6
1. INTRODUCTION 6
2. AIMS 6
3. LITERATURE SURVEY 6
   3.1 General Issues about training Needs 6
   3.2 Development of Taught Higher Degrees in Education Management 6
   3.3 Competence Based Approaches 6
   3.4 Attacks on the Competence Movement 6
   3.5 Education Management Development and Management Training 6
   3.6 Foreign and Commonwealth Developments 6
   3.7 Experiential Learning 6
   3.8 The Development of the National Professional Qualification for Headship 6
4 RESEARCH METHODOLOGY 6
   4.1 Differing Research Paradigms 6
   4.2 Design of this Study 6
   4.3 Quantitative Element 6
   4.4 Qualitative Element 6
     4.4.1 Document Archive 6
     4.4.2 Research Interviews 6
   4.5 Data Display and Analysis 6
   4.6 Ethical Considerations 6
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

7.2.3 Effects of the Introduction of the National Professional Qualification for Headship on the Development of Taught Higher Degrees in Education Management in England and Wales 229
7.2.4 Attitudes to the Framework and Principles which Underpin the National Professional Qualification for Headship 229
7.2.5 Comparison of Attitudes to the Delivery and Assessment of Competence-Based Qualifications and Taught Higher Degrees in Education Management 230
7.2.6 Additional Influences on the Development of Taught Higher Degrees in Education Management 231

7.3 General Conclusions 232
7.3.1 Emergence of "Parallel Qualifications" 232
7.3.2 A Patchwork of Provision 234
7.3.3 Discernible Effects of NPQH on Provision of Taught Higher Degrees in Education Management 234
7.3.4 Concerns About NPQH Expressed by Providers of Taught Higher Degrees in Education Management 6
7.3.5 Concerns Over the Competence-Based Nature of NPQH 6
7.3.6 Concerns of Providers of Taught Higher Degrees in Education Management other than those Relating to the Introduction of the NPQH 6

7.4 Endnote 238

APPENDIX 1 Enrolments in UK Higher Education institutions (including Open University) - taught Masters degrees by subjects within education 1997/98 Data 6
APPENDIX 2 The TES survey of part-time degrees in education management in England, Wales and Northern Ireland (TES June 6th 1997) 6
APPENDIX 3 Questionnaire to Higher Education Institutions: Survey of Taught Higher Degree Programmes in Education Management 6
APPENDIX 4 Semi-structured interview schedule with (TTA respondent) 6
APPENDIX 5 Semi-structured interview schedule (Higher Education institution respondents) 6
APPENDIX 6 Calculation of phi-coefficient 6
BIBLIOGRAPHY 6
INDEX 6
A Note on Usage

**Competence/competences:** the spelling *competence* (singular) and *competences* (plural) has been adopted throughout this study in order to conform to British usage. The spelling *competency* (singular) and *competencies* (plural), that conform to United States usage, have, however, been used where such usage is a direct quotation either from a source document or from an interviewee.

**The use of the apostrophe in Masters degree:** the term *Masters degree* appears without the use of the apostrophe throughout this study in order to conform to the custom adopted by a variety of relevant organisations (see, for instance, the *Society for Research into Higher Education*).

**Use of Abbreviations:** the customary British abbreviations for degrees have been adopted throughout this study as outlined below.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>BEd</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>EdD</td>
<td>Doctor of Education</td>
</tr>
<tr>
<td>MA</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>MBA</td>
<td>Master of Business Adminstration</td>
</tr>
<tr>
<td>MEd</td>
<td>Master of Education</td>
</tr>
<tr>
<td>MPhil</td>
<td>Master of Philosophy</td>
</tr>
<tr>
<td>MSc</td>
<td>Master of Science</td>
</tr>
<tr>
<td>PhD</td>
<td>Doctor of Philosophy</td>
</tr>
</tbody>
</table>
Acknowledgements and A Note on Sources

In addition to those mentioned in the foreword to this work, the author would like to thank the Teacher Training Agency for its invaluable co-operation in the completion of this study. Particular thanks go to the Professional Officer with specific responsibility for management of the National Professional Qualification for Headship who was kind enough to grant the author an extended interview.

Thanks are also offered to all those members of Higher Education Institutions who gave of their time for the interviews that are reported in Section 5.4 of this study. The information contained in that section is correct insofar as the recollection of interviewees permitted at the time of interview.

Finally, especial thanks are offered to Dr. Mark Lofthouse for his advice, support and good humour. All of these skills and qualities were employed in his supervision of this thesis.
When, in 1995, it was announced that a new qualification for headship was to be developed under the aegis of the Teacher Training Agency, a stir was created throughout higher education institutions in England and Wales. Over a number of years a significant percentage of Universities and Colleges had been developing higher degree programmes designed to accommodate the management development needs of senior managers in schools. These degree programmes had sought to address the increasing demands on headteachers and others in senior roles in schools and had a strong basis in the growing research on school effectiveness and improvement which had profoundly affected attitudes to the ways in which schools are managed. There has, to date, been no persuasive “map” drawn up of the wide variety of such degree programmes and, what is more, little consideration seems to have been given to the effects which the effective arrogation of a large part of management development by a governmental organisation might have on these courses. This study attempts to draw up such a “map” of taught higher degree programmes in education management in higher education institutions in England and Wales and, further, attempts to examine some of the ways in which this new qualification might impact on such programmes.

These are broad themes and the research into them has required that contact be made with all the institutions of higher education offering postgraduate qualifications in England and Wales alongside a detailed analysis of lengthy interviews with course leaders of higher degree programmes. This task would not have been possible (or, at the very least, would have been made considerably more difficult) without the support of a number of extremely helpful and professional individuals. I would, therefore, like gratefully to acknowledge the assistance of Emma Sangster of the Statistics Unit of the Society for Research into Higher Education; John Cuthbert of the Department for Education and
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

Employment Higher Education Statistics Team; John Walker of the Higher Education Statistics Agency; Rosemary Osterly of the National Education Assessment Centre based at Oxford Brookes University; Professor John T. Sayfarth of Virginia Commonwealth University for his advice on developments in the accreditation of school Principals in the United States of America; and Jane Clarke of the Rockingham Library at Nene University College, Northampton. Especial thanks go the staff of the School of Education Library of De Montfort University, Bedford for their support in acquiring large numbers of research items specific to this study.
1. Introduction

Over the period of a generation a series of studies has emphasised the centrality of the role of the headteacher in enhancing school effectiveness. The work of Rutter et al (1979), Mortimore et al (1988) and Hopkins, Ainscow and West (1994) all stand as testimony to major empirical studies which have discovered and declaimed that the headteacher, as senior manager in the school, plays a pivotal role in the success or failure of our educational institutions. Many higher education institutions have designed programmes which seek to further the academic study of educational leadership and management and to develop the skills and abilities of educational leaders. This study seeks to delineate the “dispersion” and nomenclature of such taught higher degrees in education management in England and Wales and to analyse the impact and influences on these programmes of the introduction of the National Professional Qualification for Headship (NPQH).

After its original inception in 1995, the NPQH has been developed by the Teacher Training Agency (TTA) in the hope that it will enhance significantly the abilities of our educational leaders in schools. In the construction of its aims this study was influenced by a number of factors, not least of which were two distinctive theoretical contributions which offered some of the first serious analysis of the issues raised by the introduction of NPQH. The first of these contributions was that of Ron Glatter (Glatter, 1997) in which he stated:

"The TTA, with their new headship qualification and their initiatives in middle management, have set out on a hugely ambitious programme – nothing of its scale or complexity has been attempted elsewhere to my knowledge. The risks and dangers are obvious, particularly of establishing a heavy bureaucratic apparatus which all our experience, both within education and outside it, shows would be counterproductive."
The second theoretical perspective was provided by the work of Bolam (1997), whose analysis is drawn on extensively in this introductory section, since it provides probably the clearest outline of the challenges to higher education which the new qualification may pose. We may note that Bolam stated:

"...it must be recognised that the NPQH poses both opportunities and dilemmas for one group of providers – universities and institutions of higher education."

(Bolam, 1997, p 278)

Both Glatter and Bolam make it clear, however, that the introduction of this qualification should be seen in the context of wider changes to education both in general and more especially to the role of the headteacher. In more recent years, even a cursory analysis of the changing landscape of education in England and Wales would show that the role of headteacher has become increasingly complex. The effects of the Education Reform Act, 1988, set in train the National Curriculum and its allied system of testing, the vastly enhanced pressures of accountability (most notably revealed in the system of OFSTED inspections) and enormously increased responsibilities of headteachers in the management and governance of schools. All of these initiatives have exponentially increased the pressures upon headteachers and broadened the problems associated with the distinction between the heads role as chief executive and leading professional which was identified in the seminal work of Hughes (1975). As Bolam noted:

"The job of being a headteacher and managing a school in England and Wales has changed dramatically in the past decade. The British government, like the governments of other European and OECD countries, has pursued an agenda for achieving improved quality of schooling which is often referred to as restructuring (OECD, 1989). The approach to
Restructuring adopted in England and Wales has concentrated on the outputs of schooling, on higher standards, on education as a contributor to economic performance, on vocational training and on national training targets. It has also been predicated on considerable government scepticism about established professional opinion and practices, the rejection of the presumed child centred/progressive 1960s ideology and the style of political debate fairly described as the ‘discourse of derision’ (Ball, 1990).”

(in Bolam, 1997, p 266).

The reasons why these changes have been put in place are fertile ground for theorists in the field of political ideology, not least amongst whom is Stephen Ball, referred to by Bolam above. Such commentators assert and often bemoan the fact that a set of market values and mechanisms has been set in place in the sphere of education in order to enhance consumer choice. Those in favour of such change argue, by contrast, that this offers the best means available for promoting cost-effective improvements in the overall quality of our schools. One concomitant of this movement has been the assertion that industrial and commercial management techniques should be adopted for the staff of “not for profit organisations” which might, in the past, have seen such techniques as either inappropriate to their work or of only peripheral importance in their training and development. Examples of such practices include decentralised financial control to cost centres; accountability for achieving agreed objectives within a given resource framework; “customer” or “client” led approaches to work practice, including the adoption of charter marks, total quality management and the creation of provider and customer relationships between different sections of the same organisation. (Bolam, 1997, p 266)

The pressures arising from this cultural shift, including the work on effective schools and effective management, and, particularly, the growing influence of inspections, have resulted in extensive and radical changes in the roles and responsibilities of headteachers
and other senior staff involved in school management. Corroboration for this conclusion is provided by a longitudinal study of a group of British headteachers, over a 10-year-period, in which 80 percent of the sample of 188 heads said their role was very different from when they had started their headship in 1982; by 1993, 90 percent said their role had continued to change significantly over the previous five years (Weindling et al, 1994).

Headteachers are now required to have strategic leadership, planning, marketing, evaluation and development skills; to focus much more directly than hitherto on student learning and assessment; to operate as a quasi chief executive in relation to school governors; to work collaboratively with parents and the community; to work productively with external inspectors; to co-operate as well as compete with colleague heads in neighbouring schools. One might ask quite reasonably what kind of training and development is needed to carry out these roles and to equip headteachers with these skills? Equally, one might ask, what changes are needed to the content and methods of training and whether the training agencies have the capacity to respond? Finally, one might conjecture which organisations are most suitable for the development and delivery of such courses? (Bolam, 1997, p 271)

Well before many of the national initiatives referred to in this study had taken place, the theoretical analysis which has underpinned changes in the training of school leaders was being developed. The idea of management development was probably first applied to education in this country by Glatter (1972) and came to prominence in the mid-1980s when the National Development Centre (NDC) promoted the following definition:

"M D is the process whereby the management function of any organisation is performed with increased effectiveness."

(Bolam, 1997, p 274)
Meanwhile, the concept of the specific role of the headteacher has been developing based on research perspectives that can be seen to stretch back to Lyons' (1976) pioneering study of heads' tasks. The development of a coherent theory of educational management has not, however, been without its difficulties, indeed there are those who would deny that such a coherent theory is possible to articulate. We may see, for instance, evidence for such a prognosis in the work of Bush (1986) who identified five major theoretical models of education management including: "bureaucratic", "collegial", "political", "subjective" and "ambiguity". This ongoing debate about the validity and relevance of particular theoretical perspectives was set in a broad historical context by Culbertson (1988) and Griffiths (1988), especially in relation to Greenfield's seminal ideas on educational administration as a "humane" social science (e.g. Gronn, 1984). Equally one may note the debate on the possibility of developing a post-positive or coherentist science of educational administration (Evers and Lakomski, 1993 and 1994; in Bolam, 1997, p 275)

Recently, however, research and development on school improvement has had a major impact on our notions of the importance of school leadership. Influential early work in this field is to be seen encapsulated in the writings of Fullan (1982), the International School Improvement Project (Van Velzen et al, 1985), and Stoll and Mortimore (1988). This body of work drew heavily on a range of research and development studies, mainly in the USA but also in Great Britain, Australia and Canada. Central to the work of these theorists was the notion that successful improvement strategies depend crucially upon the concept that the headteacher and the internal management of school change is central to success (Bolam 1997, p 268)

The concept of "effectiveness" is, however, problematic, and there can be no single answer to the question: what is effective school management? Since 1979, considerable research has been published on roles, tasks and training needs of primary and secondary headteachers, of heads of departments, on selection processes, on newly appointed headteachers, on headteachers in rural and small schools, on school culture and strategies
for school improvement and on staff development and appraisal (see Saran and Trafford, 1990; Ribbins et al 1991). One recent study (Bolam et al 1993) produced findings confirming and extending earlier research studies (e.g. Rutter et al 1979; Mortimore et al 1988) and synthesised the present state of research knowledge about effective school management processes. In summary, Bolam’s study, based on a sample of 57 schools, concluded that, although contingency theory probably offers the best way of explaining the effectiveness or otherwise of the management of particular schools, in general, effective schools are likely to display certain common management features. Bolam did, however, note that such research needed to be bounded by an understanding of the limitations of such research:

“Broadly speaking, these conclusions are consistent with those from other developed countries (e.g. Wieringen, 1992) but one major caveat applies to all such findings. The scope for headteachers and other school managers to make an impact appears to be limited: most input-output style research studies have concluded that school-related factors explain a relatively small proportion of school achievement compared to social factors. Nevertheless, between-school differences are large enough to make it imperative that we give serious consideration to their implications for school management and headteacher training.”

(Bolam, 1997, p 269)

It is partly in response to the implications of such research, and partly in response to the practical pressures of the changes in school management and governance described above, that innovations in the curriculum and delivery of school management training and development have been “driven forward” in recent years. These innovations have been evident in institutions of higher education, in the wider community of education development providers such as Local Education Authorities and, more recently, in the work of government “contract holders” such as the deliverers of HEADLAMP and NPQH training. The former in that group, the “higher education institutions” have
developed a series of award-bearing courses which now offer a continuum through postgraduate certificate, postgraduate diploma, Masters degree and most recently, taught Doctoral programmes; within these programmes the research dissertation has increasingly become the focus for school effectiveness and improvement studies (Burridge and Ribbins, 1993). The latter set of organisations, LEAs and contract holders, have, meanwhile, steadily gained a wider foothold in what can increasingly be discerned as a “marketplace” in the provision of education management courses.

The substantial changes in the organisation, funding and provision of school management training in England and Wales since the early 1980s were outlined by Bolam (1997, p 271 – 272) and can be described as follows:

- In 1982 Hughes concluded that the provision, organisation and funding of school management training across the country was patchy and ought to be rationalised.
- From 1983 to 1988, the government funded a university-based National Development Centre (NDC) for school management training which co-ordinated over 40 Higher Education Institutions-based regional centres, responsible for over 90 20-day ‘basic’ courses and one-term ‘training the trainer’ courses for over 6,000 headteachers and deputy headteachers, and promoted the idea of management development to LEAs and schools (Bolam, 1986; Gray 1987; Wallace and Hall, 1989).
- Since 1987, school management training has been a national priority in successive government funding schemes (General Teaching Council, 1993). From 1989 to 1992, in order to support the implementation of its reform programme, the government funded the School Management Task Force which worked collaboratively with regional consortia of LEAs to promote more effective control over management training by schools and more accessible provision of flexible and practical forms of training and support (Department of Education and Science, 1990).
- Since 1991, the compulsory system of biennial appraisal for headteachers and deputy headteachers (see Gane and Morgan, 1992) has been in operation.
In 1992, the government funded national pilot schemes on mentoring for new headteachers (Bolam et al, 1995).

In 1995, the Teacher Training Agency (TTA) introduced the HEADLAMP scheme, in England to support newly appointed headteachers (Teacher Training Agency, 1995).

In this same period, there have been significant developments in the provision of in-service training in general (see general Teaching Council, 1993) which also apply to management training. Since 1987, there has been a regulated market for in-service training in which schools receive annual funding to provide and buy training and consultancy. This has caused:

- A substantial reduction in the capacity of LEAs to deliver training.
- A substantial increase in the number of professional associations and unions, private trainers and consultants, and other agencies specialising in the provision of school leadership training, and the growing involvement of industry in such provision.
- More flexible and market-driven university/HE structures up to Masters level including modularization, credit transfer and accumulation, accreditation of prior learning and of prior experience, professional development profiles, distance and open learning programmes.
- A substantial increase in the number of specialist education management degree courses available at universities/HEIs throughout the country, including new taught doctorates.

(Bolam, 1997, p 272)

Indeed figures supplied by the Department for Education and Employment’s Education Statistics Team reveal that, during the academic year 1997/1998, there was a total of 16,296 candidates enrolled on taught Masters degrees in United Kingdom higher education institutions. Of this total, 1,604 were adjudged to be studying for taught Masters degrees in the area described as “management and organisation of education”, the second
highest total of any individual subject identified (figures are shown in full in Appendix 1).

Of the two lists of initiatives devised by Bolam we must now add to the former the initiative which is one of the progenitors of this study, that of the National Professional Qualification for Headship (NPQH), which was announced by the secretary of State for Education in 1995 and placed under the authority of the Teacher Training Agency. The qualification was the subject of a pilot study early in 1997 and began first full recruitment later in that year. In its first year of full implementation, 1997/98 in excess of some 3000 candidates received training in England and Wales. Yet the importance of this innovatory award does not lie solely in its size and extent; the significance of this development lies in the fact that this is the first "qualification" to be awarded by a governmental organisation such as the Teacher Training Agency. Previous initiatives offered courses, training and development, whereas the NPQH is a specific award which, it has been indicated, will form the foundation of a mandatory qualification for headship. This shift, it can be argued, has changed significantly the "power relationship" between the governmental and regulatory authorities and the providers of in-service training. Nowhere is this change felt more strongly than in the higher education sector. Indeed this sector which might justifiably feel threatened by such innovations for a variety of reasons. Firstly, one may perceive that a potential threat is presented to the recruitment to the range of higher degree programmes in education management which have been created in recent years; it does not, after all, seem unreasonable to assume that many potential candidates for higher degrees might choose to undertake a national qualification (which might become a compulsory requirement for access to promotion) rather than study for a higher degree. Secondly, it seems almost inevitable that the agenda for curriculum content and innovation for management development will, at least in part, be set by the new qualification, with an implicit threat to the centrality of the academic community in its traditional role in such innovation. Thirdly, the methodology of delivery of the new qualification may well have implications for the andragogy which is employed
in the wider community of management development providers, again raising questions about the primacy of the academic community.

These threats are, perhaps, given greater credibility since the TTA has decided to adopt, at least in part, a competence model for the delivery of the new qualification. Since the mid-1980s, there has been renewed interest in competence-based learning and training; an approach which in England and Wales is now the basis of the scheme of National Vocational Qualifications (NVQs) linked to work-based, performance assessment (Burke, 1995). This has had a substantial influence on the development of competence based approaches to professional education and training which, following considerable criticism, are being refined and developed (Elliott, 1991; Eraut, 1993 and 1994). The impact on school management training, in part via the industry based Management Charter Initiative, is well exemplified in the School Management South Project (Earley, 1992 and 1993) and in the establishment of several assessment centres (see Oliver 1992 Jirasinghe and Lyons, 1996). Notwithstanding some powerful criticisms, (e.g. Ouston, 1993), the competence approach has undoubtedly been widely influential in creating a shift in the overall perspective on school management training, but it is unclear how far it has been incorporated into programmes and courses. If one looks for a foreign perspective, in the USA some States are using “competencies” extensively, often in connection with assessment centres, which themselves are often valued as much for their contribution to individual diagnosis and learning as for their original purpose of assisting with the selection process (Daresh and Playko, 1992) (Bolam, 1997, p 274 - 275).

To some extent this new emphasis on competence based qualifications aligns itself with wider theory which has found general acceptance in the academic community. As will be noted later in this study, Kolb's (1975) theory of experiential learning has been increasingly influential across the range of teacher education and has been applied to school management training (Bailey, 1987; Peterson, 1987). Equally, if not more influential, is the work of Schon (1983 and 1987) which has highlighted the complex nature of the tasks facing professionals operating in various settings, including schools.
The widespread appeal of these theories lies in their stress on practical experience as a source of learning and thus on the primacy of the workplace as the main setting for such experience based learning. The notion that “reflective practitioners” are those who are likely to be most effective in their duties has spawned a wide variety of related initiatives designed to develop the ability to reflect critically and constructively on practical experience; thus professional education and training have increasingly embraced notions of “partnership”, “mentoring” and an acceptance that learning is often best developed in the context of the school itself rather than in the comparative “aridity” of the university lecture room. The tradition of action research, in which practitioners engage in systematic inquiry into their own managerial work (McMahon, 1995), and action learning, in which groups collaborate on helping each other to clarify and tackle their individual work-based problems (Wallace, 1991) can be seen as one element of this developing “tradition” in educational practice. Closely interrelated themes can also be seen the movement towards education for “capability” (see for instance, Burgess, 1986) and the “competence movement” in education management (Jirasinghe and Lyons, 1996).

In fact, then, the new National Professional Qualification for Headship draws on a wide variety of sources and methodologies and is, in effect, a complex amalgam of which the competence model is only a part. Throughout this study the reference to the NPQH as following a “competence model” is, in effect, a “shorthand” which delineates the notion that the qualification draws extensively on this influential but comparatively short-lived heritage. What is crucial to the argument presented is the conception that the NPQH offers a model that is different to that which has previously been adopted by higher degree programmes.

More broadly one might argue that the academic community is right to feel threatened by this apparent arrogation of management development by the Teacher Training Agency since implicit in all the changes in the content and methods of school management training lies the fundamental concern that traditional programmes, especially those in universities, have been unable to resolve the perceived tension between theory and
practice. As Bolam points out, these concerns are not wholly without foundation since some underlying conceptual and theoretical problems can be enumerated. Firstly, a general problem with the literature in this field can be perceived since such literature is produced by theorists, researchers, policy-makers and practitioners whose critiques are rarely mutually informing and are often contradictory (Bolam, 1990). Second, educational management is a field of study which draws upon a range of sub-fields, some of which have a strong discipline base and some of which do not (e.g. sociology, philosophy, history, social psychology, occupational psychology, economics, management studies, education and training, andragogy) and these, too, frequently provide widely dissimilar commentaries (Bolam, 1997, p 275).

On top of these “threats” other concomitant challenges present themselves. If the higher education community wishes to protect and enhance their award bearing courses, it seems logical that they might wish to facilitate some “integration” between the national qualification and their programmes. In the absence of national arrangements for such integration or reciprocation significant problems exist as to the ways in which such integration can be facilitated. One option would be for specific courses to be designed which closely “articulate” with the NPQH, enabling accreditation for those who complete the national qualification to receive “remission” from the requirements of higher education programmes; with the potential of reciprocal arrangements whereby those who undertake such programmes might expect similar remission from the requirements of the NPQH itself. A second option would be to facilitate such reciprocation through the adjustment or realignment of existing higher education programmes.

These are, however, complex issues which themselves raise a wide variety of further questions. At what level of higher education qualification should the NPQH be offered accreditation? How much accreditation should be offered? Is the new qualification worthy of any accreditation against higher education programmes at all or are the methods employed in its delivery incompatible with the perceived requirements of
opportunities and dilemmas for higher education institutions posed by the introduction of the NPQH

As Bolam stated in reference to higher education institutions:

"Their central difficulty will be to design a suitable qualifications framework to reconcile the conventional HE style of qualification (e.g. at Masters level) with the new-style qualifications which may be perceived to be competence-based... The fact that the NPQH may be independent of advanced awards (certificates, diplomas, and Masters degrees) presumably means that the in-service quasi-market, together with school governors’ preferences as they appoint new headteachers, will be allowed to determine the relationship between the two. Universities will almost certainly adapt their advanced awards to ensure two-way compatibility: procedures will be devised to accredit NPQH modules within the advanced award framework and the content of advanced course modules will be modified to enable them to be accredited within the NPQH framework...The obvious risks are that too many advanced awards will be generated and the in-service quasi-market will prove to be an unsatisfactory way of resolving matters."

(Bolam, 1997, p 278)

No single study could answer all of these questions in detail but they do form the essential elements from which the aims of this work are extracted and which are provided in detail in the next section. They are, in essence, to discover the extent of provision of taught higher degrees in education management in England and Wales and to attempt to discover some of the ways in which higher education institutions are reacting to this new qualification and the challenges which it poses.
2. Aims

The aims of this thesis are to:

i. analyse the recent developments in management training for senior staff, especially headteachers, in schools in England and Wales;

ii. survey and present the range of provision of taught higher degrees in education management in England and Wales and discover whether certain "types" of institution are more likely to provide such qualifications;

iii. survey, analyse and present the effects of the introduction of the National Professional Qualification for Headship on the recent development of taught higher degrees in education management within a region of England defined by the county boundaries of Lincolnshire, Nottinghamshire, Derbyshire, Leicestershire, Northamptonshire and Bedfordshire;

iv. discover and examine attitudes to the framework and principles which underpin NPQH of those involved in teaching on taught higher degrees in education management in the above stated region;

v. compare and contrast the attitudes to the delivery and assessment of "competence" based qualifications such as NPQH and taught higher degree programmes in education management;

vi. identify the additional influences on the development of taught higher degree programmes in education management which are perceived by those teaching on such courses.
3. Literature Survey

3.1 General Issues about Training Needs

When attempting to define the origins of any particular event, or when seeking to discover what particular concatenation of circumstance brought about the advent of a complex initiative such as the introduction of the NPQH, it is always difficult, if not impossible to delineate the precise point at which the set of nodal issues which are its precursors were first voiced. It is notable, however, that the Robbins Report (Robbins, 1963) recommended improvements in management training in higher education and the Franks Report (Franks, 1963) recommended how such improvements might be accomplished. The importance of the availability of in-service training to teachers in schools throughout their careers in producing a high-performance teaching force was recognised in the James report (DES 1972) and it is notable that the failure to achieve the stated aim of that report, to create a continuous process of training through initial training followed by regular training through every part of a teacher’s career, has been bemoaned by many commentators (see, for instance, Nuttall, 1987)

With specific reference to the role of the headteacher we may discern a particularly British concept of a school leader as a person with the freedom and power to mould his or her school as he or she wishes (Baron 1956; Stones, 1963; Musgrave, 1972). We should also note that it has long been accepted, in England and Wales, that the head is legally responsible for the school’s internal organisation and management (Baron and Howell, 1974), and his/ her influence on the curriculum is paramount (e.g. Taylor et al, 1974). These notions are of especial importance since they provide themes that recur throughout the recent debates on the development of educational leadership.
Lipham (1964) identified two distinct, but functionally inseparable, requirements for the management of schools: "leadership" (the initiation of new procedures for achieving and organisational goal or for changing it) and "administration" (the use of existing procedures to achieve an organisational goal).

In 1968 Burnham proposed that the Head should be the task specialist or instrumental leader (predominantly concerned with behaviours such as organizing, directing and evaluating), and that the deputy head should be the social-emotional or expressive leader (predominantly concerned with behaviours indicative of friendship, integration, personal concern, and so on). Coulson noted that, since heads are recruited from among teachers, they share their professional values, norms and experiences (Coulson, 1976, p 38) and Elboim-Dror (1971) suggested that, as a result of this, heads often try to gain acceptance for their aims and methods by presenting themselves as prototypes for identification. This form of influence, called identive power by Etzioni (1965), can generate strong commitment but, like the "charismatic" type of headteacher authority discussed by King (1968), it is limited in that it must be direct, between "leader" and "follower". Formal leaders who use mainly identive controls exert both positional and personal power over their subordinates, they thus tend to leave little place for the development of separate informal leadership (Etzioni, 1965).

Coulson (1976) made a powerful argument that the "traditional" concept of the British school and the existing legal framework of education concentrated power in the hands of the head since the headteacher had the authority to determine the curriculum and the organisation of the school and to direct and control teachers. The pre-eminence of the head's leadership in the instrumental matters, Coulson argued, was strongly supported by both heads and deputy heads. In regard to the leadership of teachers, however, conceptions of heads and deputy heads vary considerably. For this reason, Coulson suggested, it is in the social and emotional area that there is a high potential for role conflict within schools (Coulson, 1976). Since heads are promoted from among teachers, promotion takes them away from the occupational role for which they have been trained.
and socialised, and places them in a position of organisational leadership for which they are relatively unprepared. It has been posited that many heads try to avoid the conflict and insecurity which promotion often generates (Elboim-Dror, 1972) and headteachers may try to accomplish this by “de-emphasising” their authority and attempting to ingratiate themselves with their subordinates; a process which Zalenznik (1966) referred to as “status stripping”. Since the head traditionally received little preparation for this change of role, the new head tended to follow the model of headship that s/he may have experienced as a deputy, and to take other heads as his/ her reference group. Thus attempts to influence staff typically employed interpersonal techniques similar to those practised in the classroom: techniques such as setting an example to be followed and “exhortation, demonstration, and the manipulation of verbal approval and disapproval”.

Coulson (1976, p 44) goes on to argue that just as the primary school teacher’s approach to his/ her pupils is characterised by “holistic” orientation - a response to the whole person (Wilson, 1962; Leggatt, 1970), the primary school head tended to react to and appraise teachers on a personal basis rather than according to their job related performance.

Not surprisingly, when one bears these developing notions of the headteacher in mind, Wood (1982) made a strong case for a more systematic training of headteachers. In particular he advised that a “training college” for heads should be created. He admitted:

"At present heads of schools receive no formal training for their job. The courses which are currently offered are voluntary and short and also lack any connection with the parallel task of management in other branches of government service or in industry and commerce. Consequently, heads are rarely given any substantial management training and are also unaware of how similar the job is to that in other branches of national life. This isolation and inward preoccupation is a both damaging and dangerous: damaging in that heads are over preoccupied with a the problems and challenges of Education, which gives them a narrowed view of the job, it is dangerous in that the gulf between education and business is too wide
and there is a lack of confidence and a lack of communication between the two which can only be damaging to a nation."

(Wood, 1982, p 287)

Wood suggested that there should be gains to be made by insisting on heads attending a course on management run for both heads of secondary schools and for managers from business and government. The first gain, he argued, would be better-equipped headteachers who were more able to understand the job and thus enabled to perform more effectively. The second gain would be that headteachers would have a better appreciation of management techniques in general and a better understanding of the problems shared by managers "in many other branches of national a life". (p 286). He noted that there were several courses available for teachers aimed at headship run both by the DES and institutions of higher education and he accepted that these could open and explore areas of a real importance for managers of large schools. He identified, however, three main failings of the courses then available; firstly, that they were voluntary and many heads consequently arrived at headship with attendance at only a few such courses; secondly, they were short, with few extending for more than a week; finally, he noted that such courses were "largely divorced from any other form of management". (p 288). He argued for a course which was "something unique, and new, and explicitly designed to meet an identified need" (p 288). He further suggested that that the cost of the venture should be met jointly by private industry, Local Education Authorities and the Department of Education. The content of these courses would, he suggested, include: firstly, "the role of the headteacher: responsibility and answerability"; secondly, "the headteacher as manager"; thirdly, "the economic and social environment"; fourthly, "structure and change professionalism"; finally, what he described as the "mechanics" in which Wood referred to the legal and regulatory framework of schooling (Wood 1982, p 289-294). Wood suggested that such courses should last for four weeks of well-structured and intensive work and recommended that they might be based on the "syndicate method" developed by Henley Management College. (p 295)
In 1983 Winkley re-echoed Wood’s concerns and went on to suggest that:

“A newly appointed head is somewhat like a writer confronted with a blank page, or a captain at sea with relative independence of the shore, but an undoubted commitment, under a variety of constraints, to decide compass bearings.”

(Winkley, 1983, p 15)

One of the conclusions of Southworth’s work as part of the Primary School Staff Relationships Project (PSSR) further supported the growing notion that heads should be selected and trained with additional care:

“...if primary school heads are educative leaders, or expect to be, they should be selected with considerable care and thereafter supported and developed more extensively than at present.”

(Southworth, 1988, p 56)

Southworth developed his notions of what “an effective primary headteacher” appears to look like in 1990 (page 3) by drawing on a variety of school effectiveness research findings but noted that “there is still a lack if in-depth, refined or longitudinal studies” (p 15).

As recently as 1995 Webb and Vulliamy (1995) analysed the qualitative data from a national sample of 50 schools in England and Wales and documented an “ever-expanding role” in the management of primary schools. Their focus was, in fact, on deputy headteachers but their point was still weighty and apposite since it was supportive of previous studies in that they suggested that there were “ensuing tensions between class teaching and wider curriculum and managerial responsibilities” which were evident (p 53).
The increasingly problematic nature of school management and the concomitant necessity for managers to gain the ability to analyse and formulate solutions to problems was recognised by Leithwood and Montgomery (1986) for whom “systematic problem solver” represented the most advanced level of principal competence, while Duignan and Macpherson (1992) identified “problem solving” as a key element of “educative leadership” (p 48). Meanwhile Georgiou (1994) suggested that “problem solving” might itself be a complete definition of leadership (p 5).


The School Management Task Force (DES, 1990) established partly as a result of such research, recommended that management development should be flexible and focused on the school-related needs of educational leaders, rather than on the fixed programmes offered by Higher Education Institutions. The Task Force identified shifts in emphasis along the following dimensions:

- From tutor directed to self-directed study by individuals, school teams or peer groups.
- From off-site to in-school INSET.
- From set times to flexitime work.
- From oral to distance learning.
- From provider-delivered to school determined.
- From knowledge acquisition to performance enhancement.

(in Golby, 1994, p 70)

The Task Force Stated:
“Recent Work on the characteristics of effective schools places greater emphasis on leadership, teamwork and sound management structures. School improvement requires a constant professional effort. The job is never done, but in times of rapid change there are new expectations and new accountabilities which sharpen the need for effective support and training for senior staff...Moreover, our conversations with industry, commerce and other parts of the public sector have provided a parallel perspective in management change, in which training is seen as a crucial process in helping organizations achieve their purposes.”
(School Management Task Force, 1990, p 2)

Dunning, (1996) made reference to the work of Weindling and Earley (1987) and Bolam et al (1993) to examine the difficulties faced by newly appointed headteachers and in addition drew on the findings of a survey of 50 newly appointed primary headteachers in Wales in 1994. He concluded that the paramount factors affecting heads were, firstly, issues arising from national policy and, secondly, internal problems. He noted that staff and staffing problems seemed to centre on “motivational and moral factors influenced by the impact of legislative changes rather than direct conflict” (p 126). Whilst external issues appeared to be comparatively “low key” relations with parents, governors and communities causing “few serious problems for most new heads” despite the “recent” legislative changes (p 126). He goes on to suggest that most heads appeared to view such problems as “discrete phenomena” and were unaware of “conceptual approaches which might help them build problem analysis, recognition, or solving strategies into their management practice” (p 126)

Kelly, (1995) suggested that the preferred learning styles of school leaders were moving towards an interpretation based the characteristics of the “learning organisation” identified by Senge (1990). Equally, Davies (1996) suggested that school leadership needed to be “re-engineered”, he suggested:
"Where does this leave the leader manager of a school facing the challenge of taking his/her school into the next century and millennium? The answer is probably to develop the characteristics of a radical thinker and a management coach.

The radical thinker needs to accept that the three Cs of customer expectations, competition and change are altering so rapidly that incremental quality improvements are unlikely to prove adequate for the task... Leaders and managers must not only be able to envision alternative futures for the organisation but also have the vision to empower a flexible and responsive workforce."

(Davies, 1996, p 16)

One can discern, in all of the analysis offered by the commentators discussed so far, that there has been a long-held desire for some form of centralized or at least more rigorous headteacher training. It is only with recent developments that such a system of centralized training has been set in place, yet it is undoubtedly true that institutions of higher education have reacted to this perceived need by the development of a variety of award bearing courses in recent years. It is thus to the development of taught Masters degree programmes which this study next turns its attention.

3.2 Development of Taught Higher Degrees in Education Management

In 1982 Hall commented on the difficulty of implementing vocational Masters degree courses in non-university institutions citing four main problems: firstly, difficulties in establishing the level of Masters programmes because of the variety of the professional and academic backgrounds of teaching staff on such courses; secondly, difficulties in gaining the correct balance between theory and practice; thirdly, difficulties in gauging the standard of performance expected from students; and fourthly, insufficient guidance
and support offered by the Council for National Academic Awards (CNAA) in designing and implementing such courses. Although Hall was, in fact, referring to a Masters degree in librarianship, and one might argue that the issue of support from the CNAA is not directly relevant to a variety of institutions, the comments made set out an agenda which resonates through proceeding papers on the development of taught Masters degrees in the broader sphere, including those in education management.

More specifically in the field of education, in 1984 Hopkins and Reid noted:

"The demand for and provision of masters degree courses in education is burgeoning. Despite the unprecedented level of activity in this postgraduate degree market, comparatively little is known about the quality, design or effectiveness of such courses."

(Hopkins and Reid, 1984, p 10)

The central argument of Hopkins' and Reid's paper was that the content of Masters degree courses was not anchored securely enough to a sound rationale for progress and improvement in teacher education (Hopkins and Reid, 1984 page 10). Hopkins and Reid noted a number of converging factors which had increased the number of candidates for Masters courses. The authors noted that, after the late Seventies, teaching had become an exclusively graduate profession and subsequently more teachers aspired to advanced work; secondly, they suggested that the contraction in the teaching profession during the 1970s had caused teachers to seek enhanced feelings of professional competence; finally the reorganisation of teacher training that had occurred since the mid-1960s had offered more flexible means for teachers to obtain degrees and had encouraged and legitimised the move towards obtaining higher degrees. They suggested that the demands were growing for a "specific and specialised form of training, such as the preparation of teachers for management positions..." (page 11). The authors noted that, at that time, the DES/Welsh Office Handbook of long courses for teachers 1980/81 identified 55 tertiary institutions which provided taught Masters degrees in education of which 32 were
universities, nine were polytechnics and 14 were colleges or institutes of higher education with, at that stage, all of the polytechnic degrees of this type being validated by the Council for National Academic Awards (CNAA) (page 12). Hopkins and Reid drew three major conclusions:

1. that this was a recent event;
2. that this had occurred in a system “riddled by change and insecurity”;
3. that this was “a pragmatic response to a peculiar set of circumstances”.

They repeated Hall’s earlier assertions that staffing for such courses was “ad hoc”; that course content was often arbitrary and reflected “staff competence rather than perceived need”; that standards and criteria for assessment were frequently loosely articulated and that there was “a lack of guidance by external/support bodies for course development”.

Overall Hopkins and Reid stated:

"Surprisingly, therefore, the current provision of masters degree programmes in the education is pragmatic and ad hoc, exhibiting a wide variability in standards, content and staffing, and when taken as a whole fails to present a coherent programme of professional postgraduate study for teachers."

(Hopkins and Reid, 1984, p 15)

Notably, in the context of this study, Hopkins and Reid had some pungent comments to make about the location of such courses. They noted:

“Courses like the M.Ed. which are vocational should take as their foci the enhancement of professional skill. Furthermore, they should be located (philosophically, at least) within the work place.”

(Hopkins and Reid, 1984, p 15)

32
They further suggested that:

“Criticism is sometimes made that advanced studies in education tend to ignore the realities of schooling, adopting an overly theoretical stance.”
(Hopkins and Reid, 1984, p 16).

They particularly noted the problematic dichotomy between “theory and practice” which, they suggested, had long been recognised in teacher education. The solution to this problem, they argued might be through “the utilisation of a problem-centred approach” and a “school focus” (page 16).

Evans (1984) noted that there was little evidence that admission to degree courses through accreditation of experiential learning but, in 1987, Barnett noted “increasing interest in part-time degree courses in the UK” but suggested that there was still a “widespread belief in the UK that a bona fide higher education experience needs to be full-time” (Barnett, 1987 p 1). Yet, despite this ambivalence, Barnett noted that part-time degree courses had been the fastest growing sector in relative terms with a rise in part-time students of 221 per cent between 1970 and 1983. Barnett commented on the development of credit accumulation consortia on a regional basis (p 8), he further noted that “it is possible to admit individuals to a point later than the beginning of a course on the basis of successfully completed formal studies” and that it was possible to offer “admission with advanced standing” on the basis of a person’s maturity and experience’ (p 11). He pointed out, however, that frequently:

“…amongst those who offer the possibility of advanced admission with advanced standing, it is noticeable that traditional methods of assessment were employed, requiring the applicants either to sit an examination or to submit an essay on a topic”
Barnett found this of little surprise since there was "very little sign that serious attempts were being made to identify applicants 'experiential learning', acquired informally" since this was, perhaps, less easily demonstrable than their abilities as evidenced by formal assignments. In fact we may argue that this latter observation is not surprising since such techniques have only recently been introduced in the UK, and their validity remains a matter of debate (p 12).

Barnett's main finding, that such courses were increasing in numbers, is supported by Nuttall who noted that award-bearing courses offered by universities had "proliferated" (Nuttall, 1987, p 3). Equally, Kate Ashcroft described the development of an undergraduate education course at Oxford Polytechnic that attempted to adopt the model of the student as a "self-critical problem solver". She suggested, however, that this required a "shift in the teaching and learning process" (Ashcroft, 1987 p 37) which required new assessment techniques.

By contrast Cuthbert noted the comparative lack of demand for MBA courses in Britain when compared to the USA and continental Europe, pointing out that "the content of the courses may be considered too academic, failing to equip the graduate with the practical skills necessary for business". (Cuthbert, 1987 page 627). This accords with the seminal work of Handy who, in 1987, suggested that there was much contemporary criticism of the MBA degree and much speculation about its future. Handy suggested such criticism focussed on the fact that MBAs were:

a) emphasising the wrong model - technical analysis rather than leadership;
b) ignoring more important work - human skills, entrepreneurship, internationalism;
c) not meeting society's needs - a costly product not worth its price;
d) fostering undesirable attitudes - short run thinking, unrealistic job expectations.
(Handy, 1987)
Equally influential, and appearing in the same year, the Constable and McCormick report noted:

“Future growth in MBA programmes should be concentrated on programmes which are flexible and modular in structure, which provide advanced functional and strategies skills and which are integrated with career development and work experience.”
(Constable and McCormick, 1987)

In the same year that Handy and constable and McCormick were producing their influential findings on MBAs, Shanks (1987) probed into the origins of taught higher degrees in Education. Shanks outlined that the degree of Master of Education began life in Scotland in 1910 and that it was always a higher qualification but was originally known as the B.Ed. in Edinburgh, the Ed.B. in Glasgow, Aberdeen and St. Andrews and only gained its more recent title after the Robbins Report of 1963 led to the establishment of the Bachelor of Education degree for those training to be teachers in colleges of education (Shanks 1987 p 122). Shanks noted an important shift between the 1960s, when most candidates for the M.Ed. were young graduates who might hope to go on to university or senior LEA posts, when the degree tended to focus on psychology of education. It was only in the late 1960s that a pattern began to be established by the University of Glasgow that the candidate might choose from number of options. He further noted that the number of programmes had proliferated so much that, by the time of writing in 1987, the programmes offered in the Scottish universities “would take several pages to outline” (page 123). He further suggested that:

“...it is in areas related to developments in professional practice that the various M.Ed. degrees have most greatly expanded: administration and management; guidance and counselling....”
(Shanks, 1987, p 123)
O'Hara (1988) examined the experiences of three cohorts of postgraduate students undertaking an MA in education in Northern Ireland. It is notable that he distinguished that those candidates who undertook the course by full-time study complained of feeling “de-skilled” on return to the classroom (page 151). In light of the NPQH experience it is also notable that only 25% of candidates had experience of primary education. He indicated that this lack of response was, in his opinion because the primary sector:

"...had lived for a long time with an anti-intellectual and sceptical view of higher degree work wrapped in pedagogical rhetoric which placed a high value on the 'practical', and viewed the 'theoretical' as removed from teachers' day to day concerns."

(O'Hara, 1988, p 152)

John Peters (1988) noted that there was a sudden enthusiasm in the press for the “New MBA” in particular and management training in general following the reports by Handy and Constable and McCormick which bemoaned the British propensity for the “pick it up as you go” approach to training (page 49). Peters described the “transfer problems” of many older MBA programmes which offered an “over theoretical approach” to the “messy problems” of the real business world whereby graduates had problems in transferring what was learned in the classroom into situations where the variables were different (page 49). He charted the development of the “Mark Two” MBA at the International Management Centre from Buckingham (IMCB) which concentrated on the “core” management skills of marketing, finance, operations, human resource management, and strategy backed up by “skills” areas such leadership and communication (page 50).

Holt and Johnson (1989) used a case study approach to analyse the changes in educational understandings of two candidates on a Master of Education programme:
“Educational research is often viewed as a science in which principles are discovered through experimental or quasi-experimental studies. These principles can then be taught to teachers who can use them to guide their practice. Following this view, teacher in-service and graduate programs focus on teaching the discovered principles in a systematic and efficient way. While this approach to knowledge and the control of human action has been extensively criticised by philosophers and educationists (Habermas, 1971; Rorty, 1979; Bernstein, 1983; Feinberg, 1983), there has been limited discussion of how other theories about the nature of knowledge might guide continuing education programs for teachers.”

(Holt and Johnson, 1989, p 81)

The authors go on to suggest that our understanding of the way in which the world is constructed often contrasts with the view that there is a reality that can be simply discovered and described. Such differing perspectives, they suggested, might well support competing explanations of experience. They noted that Bernstein argued:

‘We have come to appreciate the extent to which scientific theories are underdetermined by the ‘facts’ and how this allows for alternative and competing theoretical explanations.”

(Bernstein, 1983 p 172 in Holt and Johnson, 1989, p 82)

Holt and Johnson go on to argue that, when a teacher’s philosophy and the programme philosophy differ, it is important whether the differences are acknowledged and respected (p 90). They suggested that the evidence of their case studies revealed that participants should have a “considerable voice” in the programmes - resulting in different kinds of learning experience. They state:

“This suggests that continuing education programs for teachers should not expect specific outcomes”
Drawing on the work of Rorty (1982) they argued that teachers should, therefore, become involved in an ongoing conversation about which idea or practice is better (Holt and Johnson, 1989, p 92).

Gill et al (1989) supported such forms of dialogue but noted that:

"Student experience however suggests that, in general, organisations do not favour managers pursuing what is invariably seen as an ‘academic’ research route through M.Phil. / PhD. Indeed some positively discourage it as being diversionary, theoretical and alien to practical organisational activity.”

(Gill et al, 1989, p 77)

They go on to suggest that most organisations view management as atheoretical:

"The idea of management activity being somehow separate from the process of thinking about that activity is probably one of the persistently insidious inhibitors of management progress...”

(Gill et al, 1989, p 78)

Smith (1989) outlined the problems of a part-time degree in Quantity Surveying, the candidates completing which were criticised for failing to exhibit broader qualities of academic and intellectual development (p 71) and described attempts to shift the course to a more "student centred approach" (p 70). With more direct relevance to the sphere of management, this notion is supported by the work of Viljoen et al (1990), who outlined their research into participants’ entry level conceptions of management on entry to an MBA programme at Deakin University, suggesting that participants had a sophisticated concept of management on entry to such programmes. They noted:
“Furthermore, the research findings indicate that the language of the theorists is vastly different from the language of managers and, as a result, may not be personally meaningful to the practice of management as described by MBA participants.”

(Viljoen et al, 1990, p 11)

Golby (1994) examined what teachers conceptualise as important in in-service courses and suggested that there was a strong argument for continuing to provide longer courses such as Masters degrees “which are not narrowly focused and which enable scope for reflection and personal development as well as professional development” (p 69).

This notion of “student centred” courses is focused onto the area of education management by the work of Davies and Ellison (1994) who noted that the development of self-managing schools had created new management development needs in headteachers. They suggested that traditional business MBA courses were inappropriate for the school sector whilst education management MBAs were simply “re-badged” MA, MEd or MScs in education management. In describing the MBA programme available at Leeds Metropolitan University they suggested that they had created a competence based “strategic management vehicle” that met the needs of headteachers (p 361). They argued that:

"What is needed is formalised provision which links on the job experience, individual development and award bearing structures. This interrelationship of approaches can provide a significantly greater improvement in management performance than just the sum of the individual components. There should be a much more radical move away from traditional forms of a management training for headteachers and towards a management development approach.”

(Davies and Ellison, 1994, p 363).
Davies and Ellison pointed to the work of the School Management Task Force (DES, 1990) and, as a result of its perspective, recommended that management development should be flexible and focused on the school related needs of educational leaders, rather than on fixed programmes as previously offered by higher education institutions (p 363). Davies and Ellison pointed out that their programme used of the concept of competences in order to diagnose management development needs initially and also to guide the teaching and learning process. Importantly, however, they suggested that the programme did not offer formalised accreditation of prior achievement in the workplace. (p 364)

Black et al (1994) outlined the development of a flexible, modular M.Ed. at Bath University which attempted to address the Handy and McCormick issues by taking on the professional needs of teachers as perceived by candidates whilst retaining “academic rigour” (p 36).

Meanwhile Johnston and Sampson (1993) outlined the introduction of a Masters degree in Education, Training and Development (MTD) at Sheffield University and identified crediting competence as one of the key challenges which they faced. Describing an MCI conference they suggested that in terms of crediting competence:

“The fact that there is still a yawning gulf in interpretation between trainers and educationalists became increasingly apparent. The unsurprising fact was that, generally, the former have fewer reservations than the latter.”

(Johnston and Sampson, 1993, p 216)

They go on to suggest a “pessimists scenario” whereby there is the creation of an “identikit manager”:
"One equipped, perhaps, to operate competently in a range of situations, but stripped of that element of unorthodoxy, risk and individuality which can make someone a really effective manager."

(Johnston and Sampson, 1993, p 219)

They also expressed concerns about the terminology of "mere competence" (p 220) and compare what appears to be happening in management education with other traditional professions, such as medicine, where vocational competence was only assessed at the end of a long programme of study which was largely knowledge based and was much broader than would be required for functional competence (p 223). Rather startlingly they suggested that, if such trends continued, universities might eventually become "Rare Breeds Centres" for ideas. (p 223)

Cope et al (1992) analysed the long-term perceptions of the impact of two in-service degree courses and found that the majority of respondents perceived that there had been a significant effect on their thinking, confidence and promotion prospects.

Equally encouragingly Niven and Nicolson (1994) described the development of a certificate in educational management and a diploma in educational management based on the standards developed by the Management Charter Initiative and pointed out that progression was possible to a Masters degree at Strathclyde University by the addition of a dissertation (p 12). Tantalisingly they pointed out that:

"Provision will be made for accreditation of prior learning including experiential learning and this should have special appeal to those people who already have some management experience."

(Niven and Nicolson, 1994, p 16)

Equally Piper (1995) offered a spirited defence of the role of universities and pointed out that the awarding of a degree is the "key, formal, public and legal act by which a
university sets its seal on its graduates’ achievements” (p 199). Whilst King (1995) noted that the MBA is meant to be an academic qualification which also increases effectiveness and therefore should also seek to accredit “managerial abilities” (p 249).

Nicholls et al (1995) also offered support to the notion that British universities must rise to the challenges of changed circumstance and stated that:

“...the reality is that universities in the UK are already having to compete for student numbers and hence for fees; the fees may not constitute the majority of the older universities’ income, but competition exists, and is increasing. In the current economic climate universities cannot assume that their existence is guaranteed in perpetuity.”
(Nicholls, 1995, p 35).

Hayden and Thompson (1996) examined the delivery of modular Masters’ courses for teachers and administrators at the University of Bath. They noted that “the question arises of the parity and quality in the delivery of modules especially as in this case, where the modules are delivered by different tutors in a variety of locations “(p 55). They noted that modules appeared to rate consistently high levels of satisfaction in spite of variations in conditions of delivery (p 64).

Myers (1996) chronicled the development of a new degree, the “professional doctorate”, aimed at “mid-career education professionals”, the first commencing at Bristol university in 1992 with additional courses then developed at Leeds, Cardiff, Durham, Leicester, Stirling, Sheffield, Oxford Brookes, and the Institute of Education in London. Equally Gregory (1995) examined the implications of the introduction of the Doctor of Education degree in British universities and noted that there was concern about the nature of doctoral studies. He outlined the fact that there was resistance on the part of the academic community to the introduction of the PhD earlier this century and some equal concerns about the introduction of the EdD (p 178). He suggested that there were “a number of
significant issues are apparent in determining what EdD as a form of doctoral study actually means in the students' personal and professional lives, and frequently crystallised upon the issue of whether the EdD was about “developing the practitioner” or developing the “researcher” (the majority of candidates on the EdD, he notes, are “managers, teachers or administrators in schools or colleges, or work as consultants – only a small number are lecturers or researchers in universities”). By contrast, the author suggested, the PhD was seen clearly as an “academic licence to join a community of scholarly researchers” (p 179). In other words, Gregory suggested, the central question to be addressed was whether such study was about developing “professional scholars” or “scholarly professionals”? (p 182). He pointed out that:

“...the doctor’s degree is a mark not of professional superiority but a kitemark of intellectual achievement which is significant and special. Professional doctoral degrees have something more, however, the degree certifies attainment of professional competence grounded in theoretical understandings – something that a PhD cannot always guarantee.’

(Gregory, 1995, p 183)

In a paper entitled “Doing an Improper Dissertation” a practising primary school teacher, Frances Aelberry, and university lecturer, Michael Golby (Aelberry and Golby, 1995) suggested that educational research needed to “address educational values, to be of practical benefit, to be intelligible to its subjects and to be personally educative for the researcher”. They posited that, in fact, “a new synthesis of academic and professional perspectives is needed” (p 5) – an interesting, comparatively recent, insight when one bears in mind the contemporary discussions about the relationship between the avowedly practical and professional NPQH and higher degrees which will be examined further later in this study.

It is clear, then, that there has been a developing sense within institutions of higher education of the importance of creating relevant courses which meet the needs of
candidates and address the exigencies of their daily lives in the workplace. One of the central issues within this complex dynamic, already more than hinted at in the work of Johnston and Sampson (1993) noted above, has been the movement towards "competence-based" courses and it is to this issue which the next section of this study now turns.

3.3 Competence Based Approaches

Adams (1996) traced the development of competence-based education back to the 1920s when the drive for technical and rational management systems first came into focus. Adams located, however, the beginning of the "modern competency movement" in the late 1960s and early 1970s (p 44). Adams noted that the "prime mover" in the establishment of this phenomenon was the seminal work of David McClelland, a Harvard psychology professor, who founded the consultancy firm "McBer" – later to evolve into the international management consultancy firm "Hay-McBer". Adams pointed out, in a "ground breaking paper," that McClelland argued that traditional academic examinations did not predict job performance or success in life, and were often also biased against minorities, women and others (McLelland, 1973 in Adams, 1996, p 44). Instead of such traditional forms of assessment McLelland proposed that researchers should look for ways of identifying other variables that could predict success and which were unbiased, from which set of notions he developed the concept of the centrality of "competencies". In the 1970s the consultants at McBer began to attempt to find ways of defining such "competencies" and refined the technique of "behavioural event interviewing", based on the earlier "critical incident method" (Adams, 1996, p 44). Over the succeeding decade a number of studies were carried out into these emerging techniques and it was in 1981 that a McBer consultant, Richard Boyatzis, began to examine whether a "generic model" of managerial competence could be defined. Boyatzis reanalysed studies of more than 2,000 people in 41 management jobs in 12 organisations in order to develop the model, which was itself based on the "job competence assessment" method developed by McClelland.
It was at this stage that Boyatzis set down an explicit definition of the notion of “competency”, which he defined as:

"An underlying characteristic of an individual which is crucially related to effective or superior performance…"

(Boyatzis et al, 1982)

Thus Boyatzis placed the concept of “competency” firmly in the context of effective performance from the outset. In fact he further enhanced the conceptual importance of the inherence of higher levels of performance by refining his definition of “competencies” as:

"Those characteristics that differentiate superior performance from average and poor performance."

(Boyatzis et al 1982).

Boyatzis’ studies picked out those characteristics that distinguished effective performance in a job but were not unique to a specific product or service; this resulted in a list of 21 putative generic management “competencies”, of which 19 were eventually included in the generic model. The “competencies” were next clustered at varying levels to produce groups of similar “competencies”. Finally Boyatzis tested the predicted effect of his generic model to see how well it would differentiate between superior, average and poor managers. Overall, the results were sufficiently satisfactory for Boyatzis to state that this was a genuine generic model of managerial “competencies” (Adams, 1996, page 45).

Adams notes that over 20 years, more of than a hundred different researchers have produced a total of 250 models of competence, most of them American, and that each model is generally organised into between three and six clusters of “competencies” (Adams, 1996, page 147). Adams notes that although McClelland’s approach has been very influential it has been largely ignored by the competence movement in the United Kingdom. The difference between the American movement and that which has developed in Great Britain is exemplified by the facts that: firstly, whereas McClelland focused on
"people" most of the approaches offered in this country stress "the job" as a centre of competence definition; secondly, whereas McClelland was concerned with the behaviour of superior performance, occupational standards in this country are made up of elements of competence with performance criteria indicating minimum competence levels. Adams noted that even the terminology was different, whereas United States writers referred to "competency" (plural: "competencies") much UK literature, talked about "competence" (plural: "competences").

Whilst Adams offered a persuasive outline of the genesis of the competence movement as a whole, Iles (1992) traced the development of one element of that movement, that of the "assessment" and "development" centres. Iles suggested that the origin of such centres could be found in the simulation methods used to identify leadership potential in the German army before 1939, he noted their subsequent development by the British War Office Selection Board after 1942 and their eventual take-up by the US Office of Strategic Services (p 79). He points out that the War Office Selection Board tradition in Britain led to the adoption of similar methods by the Civil Service Selection Board (p 80) who developed a system using background information, references, cognitive tests, extended interviews, written in-tray work and group committee exercises. Similar developments, Iles argued, had taken place in the USA but along a divergent path which made less use of lengthy interviews, extended written tasks and physical tasks. In the USA assessment centres were first used to identify management potential in an industrial context in 1956 by the AT and T company in their "Management Progress Study". This initial usage was based on a model which emphasised on the job analysis leading to the identification of necessary skills, competences or "dimensions", followed by the construction of a series of exercises in which to assess performance against these criteria. Iles noted that, since the 1960s, many UK public sector and private organisations had begun to use US style assessment centres. Such centres had tended to have selection as their primary function but had increasingly been used for developmental and diagnostic purposes, thus acting as tools for organisational development and cultural change with a third, subsequent use, for human resource planning (p 81). Iles goes on to evaluate
assessment centres for their organisational and individual benefit and for their predictive accuracy, suggesting that they are a valuable tool regardless of gender (p 84), although some research has questioned whether such centres can, in fact, measure such "constructs" as leadership or interpersonal skills (Sackett and Dreher, 1984) whilst other work posits that "assessment ratings" are entirely situation specific (Bycio et al, 1987).

Such background to the competence movement "frames" a discussion of competence in education courses. We may discern the influence of this movement in an interesting and influential piece by Ouston (1993) who, as head of the Management Development Centre at the Institute of Education of the University of London, lamented the separation between work on management competence and school effectiveness and argued for a "more integrated approach" (p 212). She noted that both fields are:

"Concerned with identifying good practice – very broadly, school effectiveness research focuses on what pupils achieve, and the management competence movement on what teachers do."

(Ouston, 1993, p 212)

Ouston offered a definition of competence originally promulgated by the Training Agency (1988):

"A description of something which a person who works in a given occupational area should be able to do. It is a description of an action, behaviour or outcome which the person should be able to demonstrate."


Ouston goes on to note the development of the School Management South’s 1991/2-project approach to developing the Management Charter Initiative competences for schools and the work of the National Assessment Centre Project (p 213).
There is, however, a clear line of argument which can be discerned which identifies the ways in which Ouston’s concerns have steadily been addressed. Hornby and Thomas (1989) described the development of the national standards of managerial competence defined by MCI in the sphere of “general” management. The Management Charter initiative was given the responsibility of devising a set of generic standards or competence statements for managers and after extensive work first published a set of standards in 1988. Two sets of generic standards were produced - management I, aimed at individuals taking apart their first management position, and management II for middle managers (Day, 1990; MCI, 1990). The discussion of this work is extended by Edmonds (1992) who explored the work carried out by MCI and suggested that “much of the argument about the rightness or wrongness of the competence-based approach to management development has generated more heat than light” (p 206). He suggested that early trials of the system of accreditation of prior learning linked to the standards had, however, been “successful in encouraging experienced managers to get involved in reviewing their competence and identifying development needs” (p 213). He noted the problems associated with the linguistic complications associated with the term competence but is positive about the movement as a whole, noting concerns about the likelihood of producing “one best model” of management (which, fascinatingly, has resonated through comments about NPQH). He suggested:

“Competence-based management education is not about ‘identi-kit’ managers, but about clarifying what managers need to be able to do, and about providing a framework on which understanding and effective performance can be built.”

(Edmonds, 1992, p 215)

Cave and Wilkinson (1992, p 39) direct the debate on competence specifically on to the field of education management and, firstly, identify three constituents of “education management capabilities” which they define as knowledge relating to the school’s “context, functions and processes”; and secondly, they note “higher order capacities-
generic cognitive abilities which determine appropriate action”. Four of the latter are identified as crucial: “reading the situation”, “balanced judgement”, “intuition” and “political acumen”. Duignan and Macpherson (1992) also recognised the importance of cognitive factors, relating problem solving to “educative leadership” and defining the “educative leader (as) a practically effective theorist” (p 48). Cognitive elements are central to the five components of problem solving defined by Leithwood and Stager (1989) which include: interpretation of the particular nature of problems; identifying the implications of possible solutions for short-term goals and long-term aims or principles, constraints limiting courses of action; and the solution processes by which problems are addressed. Leithwood and Stager (1989, p 129) go on to distinguish between “expert” and “novice” problem solvers and go on, in later work (Leithwood et al, 1992 p 49) to suggest that new school leaders are often “hostages to their existing knowledge”.

Earley (1991, 1992) noted that the School Management South project, like the work of MCI, was funded by the Employment Department’s Occupational Standards Programme and was asked to devise a set of standards specifically for school management. Unlike most education development funded projects, however, it was not principally required to devise qualifications based on the developed standards and was able to explore other issues, such as self-assessment, appraisal and institutional and team review.

Powell (1992) outlined a School Management Task Force funded project on the development of self-support groups in the Yorkshire and Humberside Consortium which analysed the use of action learning sets as an example of a management development support group. Powell delineated a wide variety of benefits from this project, ranging from “enhanced general communication and management” through “reviewing practice”, “highlighting issues for development”, “better planning and organisation”, “developing and supporting others”, “the practical nature of the world”, “professional recognition”, to “personal benefits” (Powell 1992, p 10 – 12).
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

Bowles (1992) outlined the use of generic management standards based on the School Management South standards, which were, themselves, based on the MCI standards. Three LEAs in North West England were involved in the project and responses came from 41 secondary school respondents who were positive about the project and noted that the work was both "valid and acceptable". Recognition was given in the form of credit for "what was already known", the framework was provided, there were "individual and organisational links", and there was "an aide to review and self-development" (Bowles, 1992, p 31 - 32). Bowles noted, however, some concerns which took the form of problems of resource in terms of the short time scale for the pilot in the West Midlands, the problems of providing a uninterrupted quality time for mentoring, and difficulties of working with standards under pressure of the normal working lives of the participants. Bowles concluded:

"A combination of portfolio evidence informed by specifications of competences, supervision through work-based mentors, discussion in action-learning groups, supported by a variety of knowledge inputs such as distance learning, has the potential to offer a sustainable school-based management development process in line with the recommendations of the School Management Task Force."

(Bowles, 1992, p 64)

In an influential article Earley (1993) offered a critique of competence-based approaches to management development which was highly supportive of the movement and which linked MCI and School Management South initiatives. Earley noted that there were other differences between the generic and school management standards in that that the school management standards were derived from functional analysis workshops, where practitioners attempted to draw up a functional map of school management, and, therefore, did not produce several sets the standards aimed at different levels of manager (p 234). Earley, nonetheless, noted that the majority of the 25 participants from the seven pilot schools (three primary, three secondary and one special) reported that significant
benefits had accrued from working with the standards. He noted that similar benefits were recorded by the School Management Task Force which undertook a follow up project in the West Midlands consortium (page 235), a project which was evaluated by Dudley (1992). Earley draws on the work of Dudley, Bowles and Powell and notes problems associated with the resource implications of participants working with such standards (p 237), problems with the use of the standards themselves (p. 239), and problems in the collection of evidence and assessment (p 239). Overall Earley suggested that:

"Although the adoption of standards can make a significant contribution to individual and institutional development, it is clear that the approach suits some more than others...Effective management performance is generally seen as critical to a school’s success; competence-based approaches may well be able to contribute to the improvement of schools and their managers."

(Earley, 1993, p 243)

Talbot (1993) offered a comparison of the MBA and MCI models of management development and suggested that they “are not alone in finding it difficult to come up with a convincing model of management and what managers do” (p 332). Talbot notes that one of the central reasons for this difficulty lay in the fragmented and contingent nature of managerial activities that had been noted ever since the seminal work of Mintzberg (1973). Talbot noted Mintzberg’s (1989) notion that:

"Ideal management education would change priorities. It would contain LEAs analysis and prescription,... and insights into how the world of organisations really does work, as opposed to how it should work."

(Mintzberg in Talbot, 1993, p 333).
Talbot suggested that Mintzberg assumes a similar approach to that of Revan’s “Action Learning” (1980) or Schon’s “Reflective Practicum” (1991) in that they all see management “as a fluid and practical process, best learnt in real managerial environments”.

Preston and Smith (1993) outlined the “current state of play” (p 27) of Accreditation of Prior Learning (APL) in management development in the UK. They noted the influence of the MCI initiative but suggested that there had been “doubts and concerns” (p 27) about the uptake of the initiative amongst UK companies. They suggested that much of the development of APL took place in the USA where it was largely known as “prior learning assessment” (p 28) whilst the MCI approach focused on “creating competence”. They define APL as:

“...an assessment process through which an individual’s skills, knowledge, experience and achievements can be formally recognised and credit given to them regardless of how or when they occurred.”

(Preston and Smith, 1993, p 28).

Suggesting that this is not meant to be a “soft option” they do, however, outline stories of candidates for some vocationally based qualification gaining credit for such uninspiring activities as “dog walking” (p 29). They note that APL is associated with high cost (p. 33) and suggest that:

“APL has a customer orientation which, of necessity, requires providers to be far more flexible in approach; less founts of expert knowledge, more facilitators. It is not, therefore surprising that APL has yet to find favour among the higher echelons of our academic institutions where the emphasis remains on assessment of expert knowledge and analytical skills rather than the ability to do. It is similarly unsurprising that the new breed of academic institution, less well endowed with research grants, more
Woodruffe (1993) focused on the problems of definition of the term “competency” and returned to the seminal work of Boyatzis (1982) that a “competency” is “an underlying characteristic of a person...a motive, trait, skill, aspect of one’s self image or social role, or a body of knowledge which he or she uses”. Woodruffe extended this and offered his own definition:

“A competency is a dimension of overt, manifest behaviour that allows a person to perform competently. Behind it must be both the ability and desire to behave in a competent way.”

(Woodruffe, 1993, p 29)

Woodruffe attempted to tackle the semantic and ultimately practical issue that the notion of “competence” does not delineate any difference between levels of ability in accomplishing tasks and noted Boyatzis’s contrast between “threshold” and “performance” “competencies”. Here threshold “competencies” consist of the basic requirements to carry out a job but do not differentiate between high and low performers whereas performance “competencies” do make such a differentiation (p 34). Thus, for Woodruffe, competence is itself associated with “superior” job performance (p 36).

Leat (1993a) offered a conceptual model of competence based experiential learning which has three components: “cognition, what teachers know; the affective, what they feel; and behaviour, what they do” (p 35). In this conception, Leat is at pains to point out, the three dimensions are inextricably linked and teachers move across the spatial dimensions of the model (p 36). This model is interesting in that it offers a much broader conception of the competence model than its critics would normally allow but, as Leat himself pointed out, the notion of experiential learning is itself not unproblematic (p 39).
The model, for instance, raises significant and somewhat "slippery" questions as to whether a curriculum for the "emotions" is a necessary element of teacher education (p 39).

In 1993 the journal Personnel Review devoted a whole issue to "Management Competence: the debate in management learning" within which John Burgoyne (1993), one of the leading analysts of the movement, suggested that there were, essentially, three dimensions to the debate: "micro to macro" - from how a learning purpose for an individual might be defined and achieved through to nations, firms, the vocational training system on the basis of a 'competence philosophy'; "theoretical and practical" - the theoretical, psychological, sociological and economic ideas which might guide and critique the competence approach; "technical to political - from micro to macro", theoretical and practical issues of how competence ideas and practices might achieve competence aspirations though political issues and agendas which the competence movement might serve (p 7 - 8). Essentially Burgoyne suggested that the "market world is rather more rich than the simplifying assumptions of the formal competence movement allow for." (p 12).

Kilcourse (1994) accepted the finding of the Handy report (1987, ibid.) but expressed concerns about the competence based approach to management development being created by the Management Charter Initiative and suggested "the long-term attraction of competency based national qualifications has to be doubted" (p 12). He pointed out that there is a particular problem of "fit":

"...i.e. that between the individual and the organisation's culture. Competences which are defined to have general application across many organisational boundaries are likely to be too broad or have practical value. Organisations are unique entities even within the same industry."
(Kilcourse, 1994, p 13)
In an influential piece Jirasinghe and Lyons (1995) described the development of management “competencies” for headteachers in the maintained sector through a job analysis involving 255 heads. Acknowledging the work of MCI and NVQ the authors define their approach to “competencies” as that “which would tend to emanate from a personal-qualities framework…pioneered by Boyatzis and McBer”. They noted that, at that stage, no “lead body” equivalent to MCI had been set up for education but that the School Management South Project (see earlier in this study) had already devised sector-specific standards for school management. Once again they noted yet another variant on Boyatzis’s (1982) definition of competence:

“An underlying characteristic of a person (in that it may be a motive, trait, skill, aspects of a person’s self-image or social role, or a body of knowledge which he or she uses) causally related to superior performance on the job.”

(Jirasinghe and Lyons, 1995, p 270)

The authors suggested that, if the use of “competencies” is intended to relate to superior performance then “competencies” can be constructed using superior performers as the “baseline” (p 270). They suggested that each “competency” would carry:

** a working definition;
* a set of key assessable/ observable behavioural indicators, which enable a trained assessor to assess, via an agreed replicable process, the performance of the competency.”

(Jirasinghe and Lyons, 1995, p 272)

As noted above, the research sample used by Jirasinghe and Lyons consisted of 255 headteachers and a smaller number of inspectors and education officers, and deputy heads, drawn from across England and Wales. A process of task and behaviour orientated job analysis was undertaken using a computer scorable questionnaire and the heads were
asked to focus on their job objectives, and to identify those job tasks which were important in achieving those objectives. Heads were further asked to give the tasks a rating of importance and an indication of the time expended on each task. Thus a summary of the key job task categories and the most important tasks underpinning each of these categories was produced. The data was further supplemented by critical incident analysis and by observatory grid analysis. Over a period of two days all summaries were circulated to a team who undertook “competency” generation which was completed through a consensus reached as to the most appropriate range of tasks, skills, and abilities from which to derive a set of “competencies” (p 274). The authors suggest that a “competency” based approach has several advantages: firstly, it clarifies the differential expectations of key members of staff in a school; secondly, the often haphazard nature of selection and recruitment decisions can be avoided and; thirdly, “competencies” may be used as a justification for a selection and recruitment procedure which is a fair, and cost-effective (p 277). Jirasinghe and Lyons compare their approach to competences to that of the School Management South Project and suggest that their method of adopting a “personal qualities” perspective is superior to the “standards based approach” of SMS in that this latter “does not address the key question of how a manager performs these tasks” (p 280).

Writing in the same year as Jirasinghe and Lyons, Boutall, the marketing director for the Management Charter Initiative outlined the development of the “Senior Management Standards”, created by MCI after “piloting and research” (Boutall, 1995, p 28), which involved 750 senior managers. He outlined the fact that the standards have the following broad areas of action:

- Understanding and influencing the environment
- Setting the strategy and gaining commitment
- Planning, implementing and monitoring
- Evaluating and improving performance

(Boutall, 1995, p 28)
Loan-Clarke (1996) pointed out that the claims made by the Management Charter Initiative are substantial (p 2) but that there is a paucity of evidence to support such claims. He pointed out that it has been argued that the standards do not assess abstract academic knowledge but are primarily concerned with training managers efficiently. He contrasted the definition of "training" given by Truelove (1992 p 273) with that which was offered by the same author for "education":

"Training endeavours to impart knowledge, skills and attitudes necessary to perform job-related tasks. It aims to improve job performance in a direct way...Education is a process whose prime purposes are to impart knowledge and develop the way mental faculties are used. Education is not primarily concerned with job performance."

(Truelove, 1992, p 273)

Loan-Clarke (1996) noted that this distinction provides a clear differential between the approaches adopted by MCI and, for instance, MSc's in management, but is equally aware that the growing band of MBAs attempt to teach "company practices". He also noted that Easterby-Smith has argued that the distinctions between "training", "development" and "education" have become increasingly blurred. He was adamant, however, that:

"It is the contention of this paper that the fundamental purpose of training, development and education is different."

(Loan-Clarke, 1996, p 5)

Schofield, (1996), however, noted that one of the great values of the MBA is that it gives people the opportunity to "learn on the hoof" (p 116) which involved "learning how to learn".
It was by reference to work on one such MBA programme that, in 1996, Boyatzis, one of the frequently quoted progenitors of the “modern” “competency” movement, returned to the debate by declaring that “competency can be developed” (Boyatzis et al, 1996, p 26).

Boyatzis outlined the results of research, carried out on the differential impact of an MBA programme at the Weatherhead School of Management at Case Western Reserve University, which showed significant improvement in “leadership, help, sense-making, information-gathering, information analysis, theory building, technology, goal setting, action and initiative skills” as measured by a “Learning Skills Profile”. In a complex and technical analysis Boyatzis thus defended the role of competence in management development but suggested “certain ingredients” that are required in order to make the process effective (p 35):

“1. An individualised assessment and development program or activity in which people can develop:
   a. an image of their vision, values, and desired future;
   b. a diagnosis of their current competency and knowledge strengths related to their desired future; and
   c. a meaningful, personal planning process;

2. An atmosphere of interpersonal support for the exploration to develop the image of their desired future, diagnosis of current state, and development of a leading plan;

3. Opportunities to experiment and explore the use of these competencies and knowledge in ‘work’ settings.”

(Boyatzis et al, 1996, p 35)

Boyatzis also suggested that such schemes must be offered in ways that are not typical of today’s organisation in that they must engage people with various learning styles and incorporate “pluralism”. He cryptically suggested “Program designs incorporating pluralism are confusing and not ‘tidy’” (p 35).
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

Cheetham and Chivers (1996) were also confident about the future of professional competence and offered what they termed a "holistic model" which sought to draw together the "outcomes approach", which they saw as characterising much of the NVQ approach, with that of the "reflective practitioner" approach suggested by Schon. They noted the concept of the development of "meta-competencies" (p 22) developed by Nordhaug (1990) which outlined the idea of "competencies" which may assist in the development of other "competencies"; examples of which might be "communication, problem-solving and analytical capacities" (p 23). They sought to integrate this with the work of Eraut (1994) on overlapping sets of values which underpin ethical issues encountered in the work place. At the core of their model they suggested four components of professional competence:

- functional competence;
- personal or behavioural competence;
- knowledge/ cognitive competence;
- values/ ethical competence

(Cheetham and Chivers, 1996, p 24)

Overarching these components are the defined "meta-competences" which they define as "communication, self-development, creativity, and analysis and problem solving" (p 24).

The "competency movement" has then, enjoyed a rapid, even dramatic, rise to "eminence" in the field of professional education and training. It has certainly not, however, been without its critics and detractors.

3.4 Attacks on the Competence Movement

Ribbins (1990) argued that the "competency movement" had contributed to the fact that teachers were no longer "independent professionals" because of the "evolving reality of
life and work in schools" (p 92). Others suggested that the competence approach underestimates the complexity of education management and, in its attempt to "atomise" the topic may actually destroy what was being studied. Everard (1990), for instance, suggested that the competence approach "is like using a quantity surveyor rather than an artist to capture the grandeur of St. Paul's" (p 15). Cullen (1992) noted that competences are inevitably based on best practice and may date very quickly, a notion which he described as "driving using the rear view mirror". Both Barth (1996) and Vaill (1991) expressed their unease with such "list logic."

McNamara (1992) examined the recasting of the criteria for teacher education in terms of competences and suggested that this is "politically convenient and confers additional power upon those who seek to control teacher educators and teachers" (p 273). McNamara traced the development of a "habit" of "reforming" teacher education back to the McNair Report of 1944 which, he argued, began a series of attempts at an inexpensive means of "doing something" about the educational system (p 273). McNamara suggested that "Even a cursory examination of available "competency" schedules reveals that the notion of competence means different things to different educationists" (p 277). He noted that:

'A distinction must be made between the competent teacher and the effective teacher and it does not necessarily follow that competent teachers are effective teachers..."

(McNamara, 1992, p 277)

Competence may thus be considered as a reasonably neutral term where, with respect to some skills, it is possible to observe the teacher and decide whether or not the teacher possesses, and can demonstrate, the required "competences". The notion of "effectiveness", on the other hand, McNamara suggested:
“While it may be measurable, always entails value and implies a qualitative judgement about the nature of teaching and what is worthwhile.”

(McNamara, 1992, p 280)

Thus McNamara saw competence frameworks as a “cul-de-sac” “first visited in 1894”. (p 282)

Stewart and Hamlin (1992) suggested that they wished to argue the case against “the drive towards competence-based qualifications” and suggested that there were “inherent weaknesses in the competence philosophy and its major methodologies” (p 32).

Leat (1993b) argued that competence based teacher education is “hampered by a lack of conceptual clarity” (p 499) and pointed to the often quoted “Florida Catalogue of Teacher Competencies”, which listed 1276 “competencies” for teacher education, as an example of the potential futility of the movement (p 500). Drawing on the work of Ryle (1949) with his famous distinction between “the knower and the known”, and the more recent work of Pearson (1984), who distinguished between “habitual skill knowledge” and “intelligent skill knowledge”, Leat suggested that:

“The development of competence needs a curriculum for the affective and explicit attention to cognitive processes within an experiential framework”

(Leat, 1993b, p 509)

Hyland (1993a) attacked the “competency” movement and noted, for instance in the NVQ movement, “extremely shaky and dubious behaviourist learning and epistemological foundations”. Hyland, instead, offered a model of teacher professional development based on the notion of “expertise”. Drawing on the work of Eraut and Dreyfus and Dreyfus he outlined the notion of a five stage skills acquisition consisting of “novice, advanced beginner, competent, proficient and expert” (p 119). He suggests that
such "experts" have been found to have high levels of knowledge in their own domains, faster and more economical professional judgements, perceive large and meaningful patterns in professional activity, excel in their own spheres and have strong self-monitoring skills (p 120). Hyland suggests that, in a rapidly changing environment, teachers and lecturers need:

"...rather more than the wherewithal to satisfy competence criteria based on standard occupational roles" (Hyland, 1993a, p 121)

Hyland extends and expands his critique (1993b) by suggesting that the competence movement has its base in the "social efficiency" theorists prevalent in the USA in the 1920s, a group which John Dewey was to make his early reputation by criticising (p 125). Thus Hyland suggests that competence is linked to a weak behaviourist theory of learning (p 26) which is "narrow and mechanistic" (p 127). In a more philosophical but nonetheless negative analysis Hyland (1993c) noted that, in the case of NVQs, there was a movement away from "a narrow behaviourist conception" through the use of "range statements" to define the limits within which the candidate is deemed competent. Notwithstanding these developments, Hyland noted:

"...a reluctance on the part of certain enthusiasts for competence strategies to make any such concessions to knowledge and understanding"
(Hyland, 1993c, p 59).

This rationalistic and reductivist attitude to knowledge, Hyland argues, leads to a number of significant weaknesses in the epistemological position of competence-based education including "a bewildering range of conceptions of knowledge" which separate the mental and physical components of performance, attempt to appraise them individually and seriously underestimate the role of knowledge and understanding (p 63). Summing up the issues, Hyland suggested:
“Competence-based approaches to education have a weak and confused conceptual base, are founded on dubious and largely discredited behaviourist principles, and display systematic ambiguity in their treatment of knowledge and understanding. It would be a great pity if such an impoverished conception of the educational endeavour came to influence the work of teachers and students simply because of the superficial appeal of a popular educational slogan.”

(Hyland, 1993c, p 66)

Hyland’s critique was supported by Edwards (1993) who suggested that competence frameworks ignore “postmodern uncertainties and reasserts the modern certainty that the situation can be managed to produce a better tomorrow”. Edwards suggested that the functional analyses that produce competence frameworks have simply provided “laundry lists” which provide little incentive to be creative in achieving our goals (p 125).

Hyland also found firm support in the work of Halliday (1995) who drew on Hyland’s critique to attack the systems of competence-based assessment which, he believed, were popular both in Britain and Australia (p 130). He noted that the competence “revolution” could be seen either as a drive for egalitarian values, such as those seen in the attempt to facilitate mobility of labour, or could be viewed as an attempt to make professional activities more accessible to public scrutiny (p 130). Halliday suggested that the whole movement was empirically flawed in that it attempted to describe performance in advance of the performance itself, in order that a kind of “ruler” could be created by which to measure such performance. As Halliday pointed out:

“There cannot be an ideal ‘rod’ because if there is such a thing as an ideal performance then that performance may only be located within a tradition of people who develop their practices in certain characteristic ways.”

(Halliday, 1995, p132)
Chown (1994) suggested that profiles of competence provide “static and partial models of teaching” (p 161) and offer an inadequate basis for the development and accreditation of professional practice in teaching. Chown offered an alternative qualification model, which combined core professional criteria with reflective practice. Within this curriculum model the proposed course contained three components: 1. a set of outcomes organised into modules; 2. a set of overarching or generic core professional criteria; and 3. reflective practice (p 173). Course members would then need to provide evidence that: they had achieved the module outcomes, that they had met the core criteria, and that they had reflected on their practice, and that the outcomes of their reflection had been recorded (p 175).

Ecclestone (1994) argued that the development of competence-based education (CBET) and training was symptomatic of wider changes in notions about ownership, pluralism and breadth in post-compulsory education and training (p 155) and that, in order to counter the drift towards a narrow utilitarian curriculum, CBET, would need to show a “powerful effect on some important democratic traditions in learning and education” (p 155). Ecclestone noted that some believed that the movement towards CBET had imposed new forms of “bureaucratic surveillance” and had undermined “professional autonomy” (p 157 – 158). Notably, in the context of the present study, Ecclestone outlined an antagonism to CBET which is worth quoting at length:

“Apart from higher education pathways to degrees and masters programmes, there is no recognised progression route for lecturers and managers to build on their experience, and learn from others or to pass on their expertise. But even these programmes reflect an uneasy compromise between different - usually implicitly held - views about how professionals learn and develop throughout their careers. These involve learning from experience, in-service education and training to implement particular initiatives, attempting to foster ‘reflective practitioners’ and applying theory - largely derived from research - to professional problem solving.
In the midst of this eclectic and unevenly distributed collection of opportunities CBET offers an anti-theoretical and anti-academic view of professional learning. This appeals to popular stereotypes about the 'irrelevance' of academic theory by presenting a false dichotomy between 'waste-free' learning based on real life activities and 'academic qualifications' of a mainly theoretical nature. Although many professional programmes are highly practical and vocational, CBET strikes a strong resonance by appearing to simplify the complex and time consuming acquisition of skills. It suggests that expertise is almost entirely learnt at work and seems also to dispose of thorny problems about relevance, and the relationship between theory, practice and knowledge.”

(Ecclestone, 1994, p 15)

Ecclestone noted that many professional development courses encouraged “challenge” and “critical reflection” in order to help practitioners to understand the wider social and political context and the impact of morals and ethics on decision making, a feature, he believed, sadly lacking in CBET (p 162). Yet, Ecclestone admitted, higher education providers were able to provide clearer definitions of outcomes and assessment than those to which many institutions had been accustomed.

Hager et al (1994), speaking from an Australian perspective, suggested a wide variety of objections and worries about “competency”-based assessment. They point out that: a. it only assesses the trivial and superficial; b. it is inherently unreliable and involves inference; c. it is inherently invalid; d. it represents a departure from traditional proven methods of assessment; e. it neglects the importance of knowledge; f. it focuses on outcomes to the neglect of processes; g. it relies on professional judgement, and hence is subjective; and h. it vainly tries to assess attitudes (p 3).

Macfarlane and Lomas (1994) suggested that the Management Charter initiative:
"Embraces a highly restrictive definition of the educational process, making a return to a systematic training model popular in the 1960s. It is also doubtful whether this approach to management education will match the needs of the modern learning organisation."
(Macfarlane and Lomas, 1994, p 29).

Suggesting that the term competence denoted an oversimplified view of the curriculum, Macfarlane and Lomas noted that:

"Competences wrest education from the academic tradition"
(Macfarlane and Lomas, 1994, p 29).

Their scathing attack goes on to state:

"...the competence–based curriculum also symbolises a 'tied cottage' approach to management development. It is an educational model that reproduces the inequalities of the workplace. What kind of education you get depends on your status."
(Macfarlane and Lomas, 1994, p 31)

By contrast, the "education for capability" movement, begun in the early 1980s by the Royal Society of Arts and now established at Middlesex University, seems to offer one way of integrating the strengths of the competence model into a wider notion of educational development. Stephenson (1994) argued that:

"Capability, it seems to be agreed, is as much about knowledge, values, self-esteem and the capacity for autonomous development of self and context as it is about the possession of skills alone."
(Stephenson, 1994, p 4)
He noted that:

"What is urgently needed, however, is a recognition that narrowly defined
competences are only part of human capability."
(Stephenson, 1994, p 4).

In *The Limits of Competence* Ronald Barnett offered a powerful and persuasive argument that both the competence and capability movements revealed a shift away from the "liberal" view of education which saw its "high water mark" with the Robbins Report of 1963 (Barnett, 1994, p 4). For Barnett this movement required a major change in the curriculum of higher education institutions:

"...an entirely new form of human development has to inform our
curricular aims. Whether in the vocabulary of competence, outcomes,
skills and transferability (the new) or of the intellect, knowledge, truth,
objectivity and disciplines (the old), we are faced with limiting
ideologies."
(Barnett, 1994, p 5)

Barnett does not, however, reject entirely the value of the competence movement but rather suggests that what is required is a more holistic model of higher education which embraces and goes beyond liberal education and competence based education:

"Against the know-how of operational competence and the know-that of
academic competence, an epistemology orientated towards the life-world
is that of reflective knowing. This is an epistemology which treats
knowing seriously and sceptically: its central motivation is double-
barrelled, to embrace knowing but also to query it."
(Barnett, 1994, p 179-180)
In a pair of articles, published in 1995, Tomlinson asked the question “Can competence profiling work for effective teacher preparation” (Tomlinson, 1995a and 1995b) and clearly had strong reservations. Tomlinson stated that “human capability is hardly simple, it is not reductionist in its dualist terms” (Tomlinson, 1995a, p 190) and went on to suggest that there are, in fact two types of skills. One set of skills is “closed”, involving predictable, clear cut contexts, the other set of skills may be termed “open”, where context features are less discernible - such as those involved in playing chess. With this in mind, Tomlinson suggested that he must reject what he saw as the behaviourist notions underlying competence-based teacher education (Tomlinson, 1995b, p 299). In its stead he offers what he sees as a “preferable replacement” in the “modern work on skilled expertise”. He noted however, that:

“Purged of its behaviourist technicism and replacing this with more adequate and recent understanding of open skill, the use of explicit competence specifications has some positive potential in initial teacher education.”

(Tomlinson, 1995b, p 302).

Burchell (1995) continued the discussion of the model of competence being promoted at that time for an initial qualification and for lecturers in post-compulsory education and suggested that it was inadequate; she offered instead an “interactive model” (page 251). She outlined that, from her perspective, the two models of competence, as reflected in the literature, provided a “behaviourist concept and a concept of generic competence” (p 252) both of which were of “relatively little value” (p 252). Drawing on the work of Hodgkinson (1992) she suggested that there should be a focus on the teaching/learning processes and on how statements of competence could be helpful to the learner, particularly because they facilitate dialogue between learner and mentor (p 252).

Similarly Jones and Moore (1995) argued that the model of competencee represented by the National Council for Vocational Qualifications and the Manpower Services...
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH Commission was "narrow and behaviouristic" and was only one of the ways in which competence had been approached by the social sciences (p 78). The authors suggested that competence should be located within the political context of the policies with which it is associated and that the promotion of competence could be understood in terms of the aspirations of the "New Right" and their desire to change the culture of British institutions in the direction of a "neo-liberal market ideology" (p 78).

In 1996 Stephenson returned to his theme that we need to move "beyond competence" to "capability" in the context of a learning society and suggested that:

"If there was one thing education could do that would help industry it would be that everyone should come out with a Master of Learning."

(Stephenson, 1996, page 61)

Meanwhile Reynolds and Salters (1995) identified three models of competence which "dominate research": firstly, a "broadly behaviourist" approach; secondly, a "process model which attempts to map out the process of competent action in terms of flexibility"; and, thirdly, what "may be described as a cognitive model, since it attributes such importance to knowledge and understanding" (p 350). The authors identified the key difference between these models as being that of knowledge:

"The three models reflect different interpretations of knowledge and understanding. Within the first model knowledge is subsumed into behaviour and competence as task completion. The second model makes some reference to the role of understanding in contributing to the ability to use knowledge in changing situations... On the other hand, the third model extends the ideas of a personal dimension to knowledge, identifiable in the human ability to recognise and act in situations which are similar, yet not identical".

(Reynolds and Salters, 1995, p 352).
This tripartite analysis is reflected in the work of Hager (1995) who acknowledged weakness in both a task-based, behaviourist approach and the alternative model which concentrated on general personal attributes. Hager dismisses the former as “reductionist” (p 142) and the latter as having little relevance in assessing future occupational performance (p 143). Hager noted, however, that most professions have chosen a third and “integrated” conception as their adopted model and accepted that this model can have beneficial effects in that it can offer “valuable guidance for course development” (p 146 – 147).

Ziyal (1996) outlined that he wished to offer a new approach to competence by use of the “Definition of Critical Performance Demands”, which he, suggested, was different from conventional approaches in that it was “demand-anchored, instead of person centred” (p 25). The work was based on the Margerison and McCann “eight types of work model” (Margerison and McCann, 1992) which defines work under the categories: “advising innovation, promoting, developing, organising, producing, inspecting, and maintaining” (p 27).

In the same year Kandola (1996) expressed concerns that the MCI competence framework focused on tasks rather than people whilst, “at the other extreme, a model of competence exists which concentrates purely on successful performers” (p 31). Kandola suggested a way forward by:

“...adopting a genuinely strategic approach; providing better education about the different approaches available; putting jobs and tasks back into analysis; and incorporating values explicitly into the process.”

(Kandola, 1996, p 33).

Finn (1996) similarly argued that what was required was a notion of “collective competence” in organisations and offered a three dimensional model which enabled the
creation of "competency profiles" for roles, individuals, teams and organisations that "not only describe superior performance for each but also align all of them to a business strategy" (p 33).

Shepherd (1996) noted that the competence movement had been gaining ground in higher education institutions but expressed concerns which summed up many of the earlier criticisms already articulated:

"...in recent years universities have been moving rapidly towards an academic structure in which work-based and competence-based learning and skills acquired are recognised. This is particularly true in the new universities. However, concerns are still expressed about how the form and amount of knowledge and understanding contained..." (Shepherd, 1996, p 24)

Equally, Graham (1996) noted the TTA's intention to draw up national standards and suggested that "issues of power and accountability need urgently to be debated in the wider profession to forestall pre-emptive arrogation of control by the TTA" (p 121). Graham drew on the work of Foucault to support his critique, a use of a source which gains support from Wain (1996) who referred to Foucault's concern with technologies of power and domination and the arbitrariness of modern institutions (p 350).

Finally, Bridges (1996) noted the attacks on the philosophical inadequacy of the competence movement. He nonetheless suggested that the concept is defensible provided a "more generic and cognitively laden concept of personal and professional competence" was found (p 361). Clearly this is not merely a minor adjustment of the model and questions remain as to the suitability of the whole competence model for educational development in general and education management development and training in particular.
3.5 Education Management Development and Management Training

"Management Development” and “management training” can be defined as quite distinct activities but jointly they should provide senior post holders in schools with the means of implementing good management practices, skills and knowledge to enhance the effectiveness of the school. The term management training is usually used to refer to learning about practices that enhance and support the management role and is often associated with specific management courses. Management development is often seen as more personal and individual and is usually defined in terms of the learning experiences which occur whilst individuals are working within an organisation (Lund 1990 p 28).

Having accepted that development and training can be “disaggregated” these two concepts are, however, so closely interrelated that, for the purposes of this study, they will be explored together.

Lund (1990) suggested that “the aims, content and format of management training in recent years, have changed from a purely skills based approach to an emphasis on the personal development of the manager”. The traditional management training course, he noted, usually required a headteacher or senior post holder to attend a course arranged away from their schools. Together with colleagues from other schools, senior staff would listen to lectures on management theory, take part in discussion groups and a workshop activities to discuss management related topics which may have had no relevance to their own school situation. On completion of the course they were then classified as “trained” and expected to return to school to put the course theories into practice with colleagues who had not shared the training experience, and who had little or no understanding of the theories which might underlie possible changes that may have been proposed as a result of the course. The headteachers or school leaders who had attended a management training course could actually, Lund argued, feel “de-skilled” through feeling isolated, frustrated and lacking in confidence in their own ability as they struggled to introduce
change or implement new policies as a result of the training. Consequently, Lund suggested, much of the management training of the 1980s was “unproductive” and had “little impact” on schools; indeed instead of having a positive effect, improving a headteacher or school leader’s competence, such training may actually have done completely the opposite.

Ironically, in the light of the recent introduction of the national framework for management training and development on which this study focuses, the central problem which Lund identified was that he felt management training did not take into account the individual needs of the course members and often introduced “universal” management theories which were not really suited or relevant to education management. Too much training was, he suggested, “pre-packaged”, including “tips” or “rules” for managers to apply to specific situations and events, or “skill” training for tasks such as administration and finance. By contrast, he avers, little emphasis was placed on personal development and raising awareness of the importance of the manager’s role and the personal skills required by the manager to work with other people in schools. Lund argued that, as research into the education management increased and the personal needs of headteachers and members of the school organisation were identified, it became more obvious that a new approach to training would have to be taken and that this approach would have to be based on “personal development” (p 42). Managers could no longer be exposed to “purely management theories” but had to “understand education management in terms of the personal contribution to the successful management of people and its effect on school” (p. 42). Course providers had to identify managers’ personal and professional needs that would assist them with the development of their schools and make managers aware of the personal nature of their responsibilities and the effect their actions had on the development of other people within the school organisations:

“Training had also to be developmental and equip teachers and headteachers with the personal and professional skills required to
effectively cope with their present role and prepare them for the next stage
in their professional development."
(Lund, 1990, p 43)

The ironies of Lund’s arguments have already been noted but, within his critique, there is
a strong line of argument that identifies a movement away from the delivery of purely
theoretical perspectives towards the identification of specific management tasks which
encompass the professional lives of educational leaders. In the context of more recent
innovations this is a persuasive analysis and it is to the development of these issues which
we now turn.

The history of the development of specific management training and development for
senior staff in schools in England and Wales is long and indeed, at least to some extent,
tortuous. The recommendations of the Robbins Report (1963) were noted earlier but it
was the Plowden Report (Plowden 1967) which stated that there was inadequate
provision of training courses to prepare either prospective headteachers or deputy
headteachers for their future duties. It was thus, perhaps, this latter major report which
particularly began to focus the attention of education policy makers onto the issue.

It was, nonetheless, almost a decade after the Plowden Report that Lyons (1976) began to
provide an accurate picture of the various aspects of school management. This was
accomplished through research using specially devised diaries in which headteachers and
senior teachers in 16 secondary schools were invited to record their daily activities. The
results showed a work pattern that was often a frantic succession of disconnected
activities. On average the headteachers involved dealt with 40 unanticipated activities in
which interruptions were frequently themselves interrupted.

Nias’s 1980 study involved interviews with 93 primary school teachers with between two
and ten year’s experience and had an initial aim to chart their views on teaching as a
career. Although the primary focus of the study was not on leadership the results showed
that teachers' opinions were strongly influenced by the ways in which their schools were led and administered. Nias identified three types of leaders: firstly, the "passive", so named because of their low professional standard and perceived lack of involvement in school life; secondly, the "positive", who displayed a management style which was preferred by the majority of teachers because of their high levels of professional involvement; finally, the "bourbon" heads who were inefficient and tended to treat the teachers whom they managed as their inferiors.

The work continued when Lloyd (1981) examined the perceptions of their role of 50 primary headteachers in three local education authorities. Their perceptions were linked to four areas of management – relationships with staff; influencing teachers and initiating change; supervising and evaluating the work of class teachers; and involving staff in the decision making process. Lloyd identified six headship "types" including the "nominal, coercive, paternal, familiar passive and extended professional." The majority of the headteachers were, however, in the last type, regarding the school as a joint professional enterprise.

Gray (1982) pointed out the importance of the personal development of a school manager. Gray felt that one of the major functions of management development was to help managers to see the need for change, he suggested that "leadership", "counselling", "consultancy", "organisational dynamics", "administrative theory", "process", and "management styles" would be worthwhile topics for study. Almost at the same time Craig (1982) was undertaking a research project to provide data for Kent Education Authority in order to determine areas upon which to concentrate resources for education management training. The project was initiated as a result of a growing concern in the authority at the local preparation for those aspiring to management positions in schools. The survey sample was 69 primary headteachers, representing 6.7 per cent of primary headteachers employed in Kent. Craig also contacted 13 LEAs to investigate their policies for management training. The survey showed that headteachers required most training and support during the first few years of headship, particularly with managing
the curriculum and formulating aims and objectives. Few of the headteachers' surveyed
saw any value in courses of a predominantly administrative nature. The survey also
revealed that less than 50 per cent of headteachers had attended residential management
courses and Craig suggested that course provision and Advisory Service support needed
to be increased in order to offer a more structured approach to management training. The
survey of other LEAs identified that only one had a management development
programme and even they were still in the process of identifying management training
needs of individual headteachers (Lund 1990 p 33).

Partly as response to the issues raised by the aforementioned body of research, one of the
most influential projects of the 1980s was begun under the aegis of the Department for
Education. Circular 3/83 (DES, 1983) produced by the DFE, promulgated by Sir Keith
Joseph as Secretary of State for Education, proposed that extra grants should be made
available for management training in schools. Such funding was to be used to establish a
number of “One Term Training Opportunities” (commonly referred to as OTTOs) which
were to be targeted at headteachers and senior staff so that they would be better equipped
for “the increasingly difficult and complicated tasks of management” (DES, 1983). Such
courses included “visits to schools and other institutions, seminars, private study and
encounters with managers from other fields of education, commerce and industry.”

Within six months of the DES initiative the National Development Centre (NDC) for
school management training was established in Bristol. The original aim of the NDC was
to improve the provision and effectiveness of management training for headteachers and
senior staff in schools throughout England and Wales and to equip them with “the
practical skills, knowledge and attitudes needed to enable them to manage and develop
their schools as effective institutions for pupils’ learning” (Poster, 1988). Later that brief
was changed to one of promoting management development as well as training since the
NDC steering committee felt that training should not be isolated, but form part of an
overall LEA policy for management of the headteachers and senior members of staff.
Such policies frequently were not in existence at this time and, therefore, the NDC acted
as a clearing house for information, evaluation, the provision of management
development policies, courses and training for LEAs and training institutions throughout the country (Lund, 1990, p 30).

The impact of such courses was summarised by Wallace (1988a) who noted that, during three initial years of OTTO and 20 day management courses, two thirds of participants came from the primary sector; that a total of 2565 primary candidates were trained, and that this meant that about one primary school in seven had been directly influenced. Wallace’s survey also noted, however, that the initiative had only reached 4.5% of those initially targeted and it was expected that 0.5% of these would swiftly retire, therefore 96% of those eligible did not receive training. Thus, although the initiative had provided a significant response to the increased need for management training, it had not, largely through bad management (especially by LEAs), made the impact or been as effective as had initially been hoped (Lund, 1990, p 30). Hellawell (1988) interviewed the first group of six to graduates, four of whom worked in primary schools, to see how they perceived the course had changed their managerial attitudes, behaviour and practice in school, in the two years since the completion of the course. Hellawell’s results showed the OTTO experience was perceived to be valuable by the heads and their deputies or senior members of staff and was believed to have had a significant effect on management in a manner that had led to an improvement in relationships within the school. Moreover, it was felt that OTTO courses provided the perfect opportunity for reflection on changes in management practice in a way which it was difficult to achieve on shorter courses.

Circular 3/83 was not, however, welcomed with the same enthusiasm by everyone. In fact it led to the publication of Education plc, the contributors to which made vigorous attacks on some of the proposals outlined in the circular. The main opposition was to the proposal that course members should meet with managers from Commerce and Industry to study their management practices and policies since some of the authors are felt that it was wrong to equate education management with industrial or commercial management. A typical point of view, which summarised the theme of the book, was expressed by Fielding who stated:
"A commercially inspired managerial imperative is more likely to betray rather than enhance the specifically educational nature of our schools" (Maw, 1984, p 34).

Clearly many felt that central initiatives did little to reduce the burden on school managers and, in 1985, W. F. Dennison noted that the task of the headteacher was "if not impossible, … becoming increasingly more difficult." (Dennison, 1984, page 221).

Dennison suggested:

"Headteachers and other senior staff have not been subject to any systematic or rigorous training to develop their managerial skills;... As Handy (1984) makes clear, the demands of preceding jobs (classroom teaching), success in which is often a predetermined and of promotion to senior posts, are different to the requirements for effective school management. Experience proves that someone with the attributes necessary for competent work in the classroom can become an ineffectual leader."

(Dennison, 1985, p 221).

Dennison goes on to analyse the training introduced throughout DES Circular 3/83 (superseded by Circular 4/84). His comments are worthy of note in detail since his work offered some of the most cogent criticisms and analysis of the largest and most ambitious management training project mounted before the HEADLAMP and NPQH initiatives. He noted that a number of types of activity were promoted:

"One term training opportunities for senior staff at specified centres (mainly in universities and polytechnics), and basic training courses of minimum 20 days duration usually for either Primary or secondary headteachers; while a national development centre (NDC) was established
Dennison pointed out that by 1984, 220 staff had been released for one-term traineeships and a further 590 would have attended "basic training" courses. Dennison offered some cogent criticisms of this training and noted:

"Any observer would find no difficulty in criticising a project so loosely co-ordinated and subject to so little pre planning and a rapid expansion. Too often the pace has been a frenetic. Individuals and higher education organisations, with resources already stretched, have found themselves mounting courses without adequate time for preparation. The first notion of the DES that one-term trainees would be substantial providers on basic courses was soon abandoned because of the time lags that would have been involved. Also, a number of LEAs have found it difficult to decide which staff to send on courses, which may appear a minor item, but relates to the much broader and substantial issues of what LEAs intend to achieve from the initiative, by linking new activities that emerge with existing policies and practices."

(Dennison, 1985, p 222).

Dennison goes on to note that a "substantial deficiency" of the initiative was that"

"The objectives of the whole exercise are not clear cut. As for many other education initiatives, a great deal of activity is generated but the underlying rationale and the overall intention seems uncertain."

(Dennison, 1985, page 222).

Dennison further points out:
"Even on a quantitative basis, there are 30,000 headteachers. It will take a hugely expanded rate of provision before all can attend some sort of course. Yet concentrating on numbers reinforces the notion of activity for its own sake. If alternatively, expenditure on the initiative were thought of as an investment, more appropriate questions emerge. What is to be sought by the elements of the initiative; how will achievement be assessed; what are the relative accountabilities of the DES, LEA providers, and headteachers; what time scales are to be used in assessing achievement, all demand attention. More directly, a management initiative ought to have management principles applied to it."

(Dennison, 1985, p 222)

Dennison suggested "the objectives of management training for headteachers must relate to improvement in the job performance" (Dennison, 1985 p 222) and observed:

"What has to be explained, for example, is why some headteachers having received no formal management training are, by any standards, excellent managers. Conversely, a few headteachers, even after considerable training, still find it difficult to organise their schools effectively. The simplest explanation of this contrast is that training plays no part in refining the skills of headship. Without taking this reasoning to its ultimate of innate skills, it could still be argued that the development of the necessary skills occurs wholly during experience."

(Dennison, 1985, p 223)

Dennison attempts to overcome this conundrum by suggesting that:

"Experiential learning of each individual cannot be other than unique. It occurs through various routes; by occupying certain jobs where, by
working with particular individuals, through reading, by observing other organisations, through attendance of courses, etc, and as a result of interaction on all of these activities."

(Dennison, 1985, p 223)

Dennison seemed delighted to note that:

"After a year of work NDC has now accepted this view... course attendance must be considered as a single component of a large framework of management development, of which individual self-development, in-school activities, job rotation arrangements and the emergence of management teams are all important elements."

(Dennison, 1985, p 223)

Dennison suggested:

"Education has been slow to grasp the relevance of the value of experiential learning. The dominance of the cognitive domain in schools has prevailed for many years, and has undoubtedly influenced in-service provision. Courses have been the main mode of delivery. Most usually staff make their own choice about attendance with potential benefits seen largely as an individual professional matter. Such a methodology may be successful in terms of updating subject knowledge, for example. But relative to management, which is skill centred rather than knowledge based, experiential learning must dominate... Relative to educational management there is a lack of a learning methodology. That is why industrial models have been adopted so readily. There, with a longer tradition of management training and a clearer definition of needs, developmental activity has often been closely linked to job tasks. With this pattern established a relationship between training and performance can be
opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

sought. Clearly, there are many managerial posts in Commerce and Industry where individual performance can be evaluated less contentiously than (say) the work of a headteacher. However, such differences should act as an incentive for Education to develop its own methodology for management learning, rather than borrowing approaches devised for somewhat different situations."

(Dennison, 1985, p 223)

Dennison expressed concerns about the lack of research into "the links between school management training needs and research". He expressed equal concern that research, which tended to concentrate on an analysis of headteacher activities, although often focused on headteachers' selection, did not offer much consideration of headteachers' managerial tasks. (Dennison, 1985, p 223).

Negative observations of the NDC courses were also made by Bolam (1984) and Ballinger (1985) who suggested that the course aims were often too limited and the selection of course content required more careful attention and planning. Equally, Evans (1986, p 67) observed that there were dangers inherent in the 3/83 initiative:

"There is a very real danger that the current response to demands for 'management education' will tend towards instrumentalism and training rather than leadership and education, and we must seek to ensure that our current and future offerings in this field properly reflect the real demands of leadership roles in our schools as they are and as they may develop."

(Evans, 1986, p 67)

Evans goes on to compare the four task categories defined in the POST project (Morgan et al, 1983) with the list of areas which OTTO training courses were expected to contain. Evans noted similarities but, overall, concluded that there were deficiencies in the latter model.
Attempts continued to define what the role of headteachers actually was, and what jobs heads undertook despite the advent of "centralised initiatives". For instance Clerkin (1985) attempted to discover "What Primary Heads actually do all day" through a series of case studies lasting for a period of four weeks. Clerkin found that the three case study headteachers spent much of their time working at "high intensity tasks characterised by discontinuity and in some instances apparently non-essential commitments".

Stewart (1983) made a study of 160 senior and middle managers in British organisations, excluding schools, over a period of four weeks. She found that the managers averaged 42 hours of work per week and 60% of this time was spent in discussions. Fragmentation in work patterns was marked and in four weeks the managers averaged only nine periods of thirty minutes or more in a week without interruption. This reaffirms the already noted methodologically similar piece of work by Mintzberg (1973) who observed a group of managers from non-educational organisations and found that the activities of the managers were characterised by brevity, variety and fragmentation.

Southworth’s 1985 research, the Primary School Staff Relationship Project (PSSR) investigated staff relationships in six medium sized primary schools in England (Southworth, 1988). The project concluded that leadership was evident in all parts of the schools investigated and that leadership was not solely the function of the headteacher. Similarly, Davies (1987) examined the nature and content of the work of primary headteachers in four schools of varying sizes and locations and delineated very similar findings to those of Mintzberg (ibid.). Once again activities were found to be characterised by brevity, variety and fragmentation, with a large number of short term activities (about fifty per day), 60% of which lasted less than nine minutes and only 7% lasted for longer than one hour - the average being just 13 minutes. Davies saw the primary headteachers at the centre of the “information network of the school” and that it was their “people oriented” styles that enabled them to keep in touch with everything that went on in the school. The heads involved regarded themselves as the “leading
opportunities” within their respective schools with most of their time spent in classrooms, either teaching or observing teaching.

The importance of such research, and the importance of finding some way of drawing upon it to improve further training and development initiatives, was highlighted by a startling report made by HMI in 1985 (DES 1985). The report found that in almost one-third of the schools visited poor leadership and management was adversely affecting the quality of work, the levels and deployment of resources and take-up of places on in-service courses for teachers. HMI identified poor management by a headteacher in one quarter of the country’s Prime schools and the report stated that headteachers needed enhanced competence in tackling problems so that; "schools can become a more effective as well as a more satisfying places in which to work". The survey also showed that very little formal management training was taking place but that where it had taken place and a headteacher had been "exposed to some systematic management development", "they were far more organised and articulate about their role and problems associated with it".

Following publication of this report Everard (1986) interviewed headteachers and senior post holders in 20 mixed comprehensive schools, one primary and three independent schools. The survey was intended to discover what management training had been received and how well it was felt that such training had been delivered. Everard found that there had been a very low level of training of the respondents in both quantity and quality and that most headteachers felt that they had learned management through an apprenticeship model. Everard's conclusion was that the situation left the development of education management skills purely to chance and proposed that if training was to take place using an apprenticeship model that the headteachers who were acting as mentors should be given training in coaching skills. Everard identified 22 management training needs which were suggested by the respondents, to which he added a further six that he felt should be included on training courses. The comments he received from headteachers about in-service management courses were discouraging and he noted that many respondents suggested courses which they had attended had been delivered by people who themselves had no management training.
In the same year as the influential HMI report outlined above the importance of personal relationships in a management training was identified by Buckley (1985) who carried out a survey of seminars and conferences throughout Europe in which headteachers identified their training needs. The predominant needs identified were "personal skills" and "interaction with other people" a distinct antipathy was shown towards traditional management courses. The headteachers concerned also stated clear preferences for such school development to take place in practical situations and in their own school environment. Morris and Murgatroyd (1986) also noted that management training should be based on communication skills, social skills, group processes and human relations. They would also have liked to see the development of "self insight and awareness on the part of the individual", "team building" and "relationships" through the use of counselling and "family therapy techniques" and "for future analysis within the framework of school organisation".

Questions were, of course, raised, as to which organisations headteachers might look towards to enhance their training, particularly in the light of the "restricted" impact of OTTO courses already noted. Bailey (1986) emphasised the importance of involving LEA advisers and inspectors in management development policies. Wallace (1988b), who suggested that management development in schools needed co-operation and co-ordination between LEAs and schools, expressed a similar view. According to Wallace management needs arose naturally out of the performance of management tasks in schools, thus the role of the LEA should be one of careful observation and monitoring to identify the specific management development of individual headteachers in particular school contexts.

Evidence of the complex and fragmentary nature of the work of headteachers continued to be found in research. Hall, Mackay and Morgan (1986) observed 15 secondary headteachers for a single day and four of this sample were observed on regular basis over period of one year. These headteachers were found to be "at the mercy of events" having
created few opportunities to think out and develop strategies to meet “the complex
demands on them for the development of school educational policy and classroom
practice”. Equally, in 1988, a survey carried out by Hartle (Hartle 1988) for the National
Association of Head Teachers revealed that the headteacher’s job embraces a wide range
of management tasks including monitoring and controlling resources, budget preparation
and control, staff management, setting objectives and goals, evaluating performance and
providing leadership. Hartle found three distinct interpretations of their role amongst
headteachers he surveyed. One group of heads felt that their central role was that of a
teacher and that their credibility could only be maintained by demonstrating expertise in
the classroom; a second group saw themselves as leaders of a team concerned with
curriculum issues; the third group, in the minority, saw the headteacher a manager of
resources.

It was also in this period that some of the central developments in the school
effectiveness movement began to impinge on notions of the importance of headteachers
and began, at least, to shed light on the nature of headship. Mortimore’s highly influential
School Matters project famously noted that, in the most effective schools observed in
their survey, headteachers both involved and consulted staff in planning and decision
making (Mortimore et al 1988). The importance of headteacher – staff relationships is a
common theme amongst commentators and commonalities may be noted in the work of
and Duignan (1988); all of whom emphasised the need for leadership on the part of he
headteacher; a leadership which, they felt, should be characterised by a consultative
management style.

In this same period, when we may discern frequent comments about the uncertain nature
of the role of the headteacher, it is not without irony that the statutory responsibilities of
headteachers in England and Wales were set out in The Education (School Teachers Pay
and Conditions of Employment) Order 1987, within which it states that the headteacher
“shall be responsible for the internal organisation, management and control of the
school”. The main roles which are delineated in this document include formulating the overall aims and objectives of the school; participating in the selection and appointment of staff; determining, organising implementing an appropriate curriculum; reviewing the work and organisation of the school; establishing and maintaining relationships with the Governing Body, the Local Education Authority, and parents and the community. The wide range of the responsibilities, which thus gained official acceptance, is noticeable, and attempts continued to define what tasks headteachers actually carried out during a working day.

Having thus gained a reaffirmation in statute of the headteacher’s role, Leithwood (1987) examined the training offered to school leaders in terms of its aims, content and evaluation. He recommended the importance of incorporating the individual's requirements into a course programme so that training was made relevant to personal needs and personal context. He also highlighted the importance of support and evaluation by course organisers after the training course. Courses should, he felt, be provided for all school leaders including deputy headteachers and senior post holders. His work offers a comprehensive study of education management training, one pertinent observation being that school leaders are constantly “responding or catching up with the past” because of the large variety of government or local initiatives. In response to this “change rich environment” Leithwood suggested that training should take place which aimed to provide leaders "with the vision to shape the future". Thus headteachers should, in Leithwood’s view, be enabled to initiate their own policies for the future development of their schools based on their own philosophy and practice; government and LEA initiatives should thus be integrated into these policies rather than schools responding to centralised proposals.

In the same year that Leithwood made his observation, Squire (1987) argued strongly in favour of adapting industrial and commercial management theories to education since he felt that the education service was being managed by “the largely managerially unaware who, it is fair to suggest, are unaware also, of any pressing need to cure their
unawareness". This contrasts, however, with many previous perspectives, some of which have been noted earlier, an example of which is that of White (1984) who felt that the study of the management theory of organisations other than schools would be of little benefit since the differences were marked; this was especially the case, White he argued, since many commercial organisations are structured hierarchically whereas greater democracy exists in schools where, he suggested, a sense of professionalism pervades relationships.

In 1988 several reports re-invigorated the debate. Southworth’s work (1988), which has been referred to earlier, recommended that headteachers should be helped to develop their "conceptual skills" in order to keep them in touch with the needs and requirements of their schools. Southworth further recommended that headteachers should be selected with additional care and then supported and developed more extensively. A survey by Wallace (1988c) attempted to identify whether heads of small primary schools had distinctive management development needs and if so, how these might be met. The survey highlighted the need for management training to be provided especially in the first years after appointment. The headteachers in the survey had received "no in-service management training at all and would have preferred guidance particularly in monitoring and evaluating school policies". The survey carried out by Hartle (1988), also noted earlier, found that heads felt ill prepared for their role and, indeed, all those surveyed accepted the need for more rigorous management training, especially for aspiring heads. In a suggestion which prefigured the initiative which forms the focus for this study, Day (1988) proposed a system of management training linked to certification, and suggested that such certification should be a pre-requisite of appointment to managerial positions in schools. Day summed up the situation as he saw it as one where there were:

"...few signs either nationally or locally of coherent strategies that take account of the needs of management education and training at all school levels."

(Day, 1988, p 15)
Despite these exhortations for more systematic training, one of the central problems that faced course planners, was, however, the conceptual confusion that continued to surround the very notion of education management. For instance Bush (1986) suggested that “there is no single all-embracing theory of educational management” since there is a “diversity of educational institutions and constantly changing situations which occur within them”. This notion is strongly supported by Hoyle (1986) who suggested that managers needed to study a variety of theories relating to educational policy, curriculum, organisation, management and change. Partly because of this conceptual plurality, training, suggested Hoyle, should emphasise the personal development of managers, rather than skill training, although the latter does have a place when offered in context. Hoyle goes on to say, "we should not assume that the major task involved in training managers is transmitting business skills, or even the skills of managing and motivating people". Hoyle noted that it is important for management training to provide ample scope for reflection and discussion about educational issues so that course members are enabled to be aware of their needs and problems. Interestingly Lund (1990) suggested that Hoyle’s emphasis on personal development related to the management of schools, reflected a change in attitude towards management training, with a move away from a structured and prescriptive management tasks and skills training; this stands in sharp contrast to the recent initiatives which further centralise such training.

Despite these theoretical complexities commonality existed amongst those who thus attempted to delineate the generic management tasks of headteachers. As early as 1981 Paisey referred to “Decision Areas” in managing the school. Later in that same decade, Jones (1987) identified 16 tasks for headteachers to perform and then sub-divided these into four main areas including “Leading”, “Organising”, “Human Relations” and “External Relations”. “Leading” refers to providing the leadership for the school to function through a framework of policies, aims and objectives, whilst at the same time enabling innovation and change to take place. “Organising” is defined by reference to the structures for managing the curriculum, pastoral care, resources and administration.
"Human Relations" was related to the tasks involved in managing personnel including both staff and pupils whilst "External Relations" was defined as communication with Governors, local education authority and the wider community. Wallace (1988c) defined, by contrast, eight areas of managerial responsibility and the National Association of Head Teachers (1988) identified a number of "Management Tasks" including the management of "people", "time", "resources and finances", "administration", "setting goals and targets", "team building" and "motivation" and "curriculum development".

McGill and Hendrey (1989) carried this work forward by undertaking a questionnaire survey of 218 primary headteachers in the Grampian Region of Scotland in order to ascertain their perceptions of their management roles and training needs. Results showed that the training needs which were perceived as most crucial lay in the areas of curricular matters, administrative matters and personal time management (McGill and Hendrey, 1989, p 14).

As has already been indicated, Lund (1990) noted that respondents in his survey of primary headteachers and deputy headteachers identified managing the curriculum, appraising staff and the organisation and administration of schools in terms of budgeting and finance as the central training needs of heads and deputies (Lund 1990, p 196.). Lund warned against "traditional" management training courses which, he suggested, were too "schematised, generalised and largely unconnected with the course member as an individual or the environment in which they worked" (p 197). Instead, Lund outlined that to:

"...combine individual and professional competence and effectiveness requires courses be set in the framework of the school and the needs of the individual have to be combined with those of the school and the people within the school" (Lund, 1990, p 198).
Dennison and Shenton (1990) noted enhanced demands, not only on headteachers but also on all teaching staff, there were:

“…rising demands to realise standards set by external agencies, and to maintain practices which they approve, place the work of teachers within bureaucratic structures of increased strength.”
(Dennison and Shenton, 1990, p 311)

For them these demands related to an increasingly market orientated public sector:

“As competition among public sector programmes grew, then demands to demonstrate value for money were accentuated even without government stimulation. The Government’s ideological commitment to a value for money approach furthered that accentuation. Within such a framework the notion of an autonomous teacher is hard pressed. Arguments in its favour sound like defending the privileges and interests of the independent professional compared to the potential advantages of teacher co-operation in a professional bureaucracy.”
(Dennison and Shenton, 1990, p 312)

Dennison and Shenton noted the long standing assumption that “professional leaders will develop without too much prompting and support” but that “recently the same factors driving schools towards professional bureaucracies” had pushed aside this assumption (p 314). Thus having accepted the notion that training and development are required, they argued that new questions arose, those of:

“…how should it be organised; what form should it take; what is the most appropriate role for courses, what should be their content; what ought to be their objectives; who should be invite etc.?”
(Dennison and Shenton, 1990, p. 314)
In addition they ask:

"How, then, can experiences gained in post be most effectively related to those that might be acquired through 'off the job' training and vice-versa'."

(Dennison and Shenton, 1990, p 315)

They go on to suggest that "the impression of chance, that somehow the necessary "competencies" to be head of a particular school will emerge, is difficult to reconcile with the notion of professional leadership" (p 316). They posit that, in contrast to much of the dictum involved in central leadership initiatives, leadership should be "diffused" throughout the organisation and that learning to be a leader is essentially an iterative process whereby experience leads to learning "since it is only in action that a strategy is tried which will again be modified in the light of further experience" (p317). Thus they suggest training should have as its starting point the variety of experiences of course members (p 317) and the "actual materials should depend on their relevance to the wants and needs of course members" (p 318).

Howard and Thatcher (1990), who re-echo some of Dennison and Shenton's notions, draw on their experience as two educational psychologists training a group of 22 headteachers in Norfolk during 1988. They offer a model which emphasises "the targeting of person management skills" which makes "extensive use of simulation". (p 28)

The very title of West's article (1991), "Planned Development Opportunities", revealed a commitment to the structured development of managers. He argued that such "PDOs" had developed since 1983 and had been refined through review based on the accounts of participants. He noted that "central to such learning is the notion of critical reflection on experience" (p 15). We may note that "competencies are defined here as clusters of
relevant knowledge skills and understandings displayed in performance” (p 16) and that West draws on the four core “competencies” previously defined by Burgoyne as “Interpretative competence, conceptual competence, judgmental competence and interpersonal competence”.

Killman (1992) argued that legislative changes in English education had increased the workload and managerial and community responsibilities of primary school deputy heads but that training had not increased in parallel. In that same year Stainton, (1992) outlined research with headteachers into the usefulness of training received after the inception of Local Management of Schools. The survey revealed that five heads and deputies who were interviewed considered the training which they had received “very useful”, six considered it “useful” and two “not very useful” (p 15).

In 1993 Southworth reprised the work of the Primary School Relationship Project, referred to earlier, and additionally outlined the Whole School Curriculum Development Project (WSCD) which took place at the Cambridge Institute of Education between 1988-1990. Both projects focussed on leadership in primary schools. In both cases the research team noted that the heads of the effective schools under scrutiny were “educators” (p 77) and all had “impressive records” of participating in INSET of “one kind or another” (p 77). Thus “the heads valued learning and showed an appreciation for new ideas, reflection and professional growth” (p 77).

Kerry and Murdoch (1993) drew on developing notions of leadership as the central issues for the training of senior managers in schools. They suggested that the areas to be addressed night include:

- identifying personal/ team barriers to success;
- identifying and concentrating on key skills such as communication, motivation, planning, organising, controlling and delegating;
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NFQH

- imagining a future by creating a realistic action plan;
- practising personal and team power;
- taking risks; and
- measuring progress and being prepared to be flexible.

(Kerry and Murdoch, 1993, p 227 – 228)

The authors noted the development of the competence model by the Management Charter Initiative which, they felt “may, in time, address some of the issues” (p 228) but suggested that:

“At the lower levels of competence there are still some issues to be resolved about the nature of evidence, about the student’s presentation of evidence in an appropriate way to demonstrate learning, and at defining competency at other than a relatively naive functional level.”

(Kerry and Murdoch, 1993, p 228)

Lyons and Jirasinghe (1992) described the creation of an Headteachers’ Assessment Centre at East London Business School, University of London (a more detailed outline is offered in Lyons et al, 1993, ibid.) and noted that the use of such centres was increasingly common in the United States but was still quite rare in the UK. Arguing that their ability to predict job success was strong (p 245) they outlined their “multi-technique approach” (p 246) which involved paper and pencil questionnaires and sophisticated computer-based data interpretation, supplemented by additional interviews, techniques of repertory grids analysis and critical incident analysis (p 246).

Dalziel et al (1993) describe a similar development when they outline the setting up of a “Development Centre” at Glasgow Caledonian University which, they suggested, would enable senior staff:
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

“To engage in a range of specially designed exercises and tests, and receive detailed feedback on their performance with regard to key managerial skills.”

(Dalziel et al, 1993, p 280).

They suggested that there are three processes that are essential components of a development centre - “assessment/ self-understanding, career counselling, and development planning” (page 281). The “competencies” chosen for development were those which had been positively correlated with success in an organisation using methods such as “Critical Incident Technique” and “Kelly’s Repertory Grid” (p 282) alongside which, the “Managerial and Professional Profiler” (MAPP), published by Knight Chapman Psychological, was selected as a personality test (p286). Interestingly Dalziel noted that much of the literature on assessment centres (e.g. Woodruffe, 1990; Blanksby and Iles, 1990) emphasised the key role of the observers, and the need to ensure that they possessed the appropriate skills for this role (Dalziel, 1993 p 282). This, we may note, is an issue central to many of the problems related to any competence based system and resonates with many of the comments on the NPQH described in the research section of this study.

The TTA’s first foray into education management training and development came in 1994 with the inception of the Headteachers Leadership and Management Programme (HEADLAMP). The details of the scheme were published in May 1995 when it became clear that school governors would be offered the sum of £2,500 to spend on the training of newly appointed headteachers over a two year period from the time of appointment. The TTA devised a scheme whereby providers of such training and development effectively held a “franchise” which thus, in essence, required governors to spend the sum allocated on TTA “approved” courses. In order to gain the status of TTA approval HEADLAMP providers were required to structure their programmes to focus on the generic needs of headteachers as defined in a list of “tasks and abilities” for headteachers devised by the TTA (TTA, 1995); providers were, however, allowed to be flexible in
responding to the needs of individual headteachers in the context of their schools (Busher and Paxton, 1997, p 121). The HEADLAMP programme thus provided a considerable degree of flexibility for headteachers and governors in their choice of training and training provider since it should be noted that over 200 providers were registered by 1996. Nonetheless HEADLAMP prefigured the NPQH scheme in that it was a centrally controlled initiative which was based on a set of generic standards which defined the required leadership and management capabilities of school leaders.

As we reach this point in the mid-1990s it is important to note that the debate on education management and development training is increasingly dominated by the debate on the competence model, discussed earlier, and the development of the National Professional Qualification for Headship, which will be discussed later. Before outlining the developing literature on NPQH it is, however, worth “framing” the debate on its introduction by analysing relevant and related developments internationally and in the wider field of educational theory. It is, therefore, to these issues that we next turn.

3.6 Foreign and Commonwealth Developments

Bolam (1986) noted that “professional development exercises for school leaders have been pioneered in Australia”, being led by people such as Duignan, Starratt, and Sergiovanni. Bolam pointed out that the staff of the Institute for Educational Administration at Geelong had made a major contribution and that “critical theorists” at Deakin University were also interested in the field. A further, and major, contribution was made by the Institute for Policy and Administrative Studies at the West Australian College of Advanced Education, the staff of which had researched the work of heads in their first two years in post. Meanwhile the staff of the Kelvin Grove campus of the Brisbane College of Advanced Education, in association with the Queensland Department of Education, had instituted an educational leadership programme. Some of this latter activity parallels the work in Britain, already described, of the National
Development Centre for School Management Training which has acted as a clearing house and co-ordinating centre for regional management centres for work Britain (Bolam 1986).

Sergiovanni (1984) suggested that the vital component in school leadership was the meanings the leader communicates to others. He saw a set of short-term requirements: the "tactical", which are either technical (derived from sound management techniques); the "human" (harnessing available social and interpersonal resources); and the "educational" (expert knowledge about education and schooling). Sergiovanni further suggested that there are also long-term strategic aspects of leadership (such as enlisting support for certain policies and purposes, and devising plans towards goals). In the latter, leaders communicate what they would stand for in two areas: the "symbolic" (derived from focusing the attention of others on matters of importance to the school) and the "cultural" (building a unique school culture). Sergiovanni proposed that it is the technical and human forces that have dominated educational thinking, evidenced by the recent emphasis on "instructional leadership". Superior leaders would, however, he suggests, manage successfully the interplay between all aspects of leadership noted above.

Starratt (1986) examined the qualities of the person who might function according to Sergiovanni's analysis as a school leader including his or her values base, the vision he or she might have, the application of the vision, the philosophic stance and the need for careful consideration of the social purposes of education.

Duignan built on the work of Sergiovanni and Starratt, exploring themes such as Reflective Management - the key to quality leadership (Duignan, 1988). Leadership as Culture Building (Duignan, 1987a) and The challenge of leadership empowering self and others (Duignan, 1987b). In these texts Duignan suggested that school leaders needed to continue the dialectic about a schools' purposes, the teachers intentions and preferred ways of teaching, thus emphasising that leadership is a moral activity. As part of this work Duignan et al (1985) conducted a large scale survey of the work of Australian
headteachers, finding a complex role, widespread frustration, multiple pressures and
dilemmas such as those between administration and instructional leadership, and between
accessibility and efficiency. Duignan noted that the most important tasks of the head were
seen as establishing and maintaining good relationships in the school and stimulating and
motivating staff to maximum performance.

Wadsworth’s ethnographic research conducted in Australia in 1987 asked 19 newly
appointed heads to prioritise 28 problems (Wadsworth, 1988, p 323). Wadsworth noted
that heads wanted training away from the school context and felt that one of the central
issues for training was the development of interpersonal skills. Wadsworth suggested a
programme of training covering staff development issues, role and system issues,
personal maintenance and time management issues, people management – interpersonal
issues, bi-cultural issues, managing change, parent and community relations, curriculum

In June 1989 Scott (1989) recommended that the Australian Government empower
schools by decentralising administrative functions and resource decisions which
Macpherson (1993), argued, had led to a “new agenda” for management education.
Macpherson suggested, however, that these reforms were based on a widespread belief in
both the Australian and New Zealand governments about the efficacy of corporate
management, a feature which had become a “myth about management style in public
administration” (p 46). This had led to a predominant notion of the efficacy of a style of
management which emphasised economic rationalism which was, Macpherson believed,
in fact, “inadequate” (p 47) since coherent policy could only come through “pragmatic
holism” (p 50). This is strongly supported by Wadsworth (1993), who described the
development of a two year professional development programme for 67 secondary school
heads, deputy heads and assistants which, he argued, was initially successful. Wadsworth
noted, however, the effectiveness of the practitioners on the course was eventually
undermined by the restructuring of the school administration system that took place after
1989.
In the USA Murphy (1992) has delineated four “eras” in the development of principalship: the “era of ideology” (pre-1900); “the prescriptive era” (1900 to 1945); “the behavioural science era” (1946 to 1985) and “the dialectic era” (1985 -). Murphy offers a critique of principalship training which he feels falls foul of the “rational, linear conceit” originally identified by March (1974) whereby training suffers from a rigidity in delivery and fails to prepare principals for the challenges of the future. This notion is supported by Cooper and Boyd (1987) who argued that, in spite of the decentralised nature of the system, since the 1950s, what they call “the one best model” approach had evolved throughout the United States. They characterise this model as one in which the school administrator is defined as a behavioural scientist; thus programme content concentrated on management and on organisation and leadership theories, and training was delivered by universities that offered Masters degrees on a credit accumulation basis but within a state controlled licensing system. They report that this system has been widely criticised, not least because of its lack of impact on practice and that, as a result, there have been several attempts at improvement. Thus, in 1987, the Federal Office of Education Research and Improvement (OERI) funded the Leadership in Educational Administration Development (LEAD) Program, a national network of 57 leadership training and technical assistance centres, for up to six years. In 1989 OERI also funded two university-based, national research and development centres, which were partly designed to inform and promote better in-service training for principals. Meanwhile, various state education departments have instituted centralised leadership “academies” to promote the implementation of state legislated reform programmes. Concurrently, the “principals' centres” movement has emerged, mainly at university and school district levels, as a “grass roots” attempt to provide professional support in response to expressed needs of principals themselves (Murphy and Hallinger, 1987; Hallinger and Wimpelberg, 1992, in Bolam, 1987 p 272-273). Similarly Murphy (1992) has suggested that the system of principal preparation should be changed in order to be more student centred, with more active and personalized learning and a balance of instructional approaches.
Heck et al (1990) noted the influence of principal instructional leadership on school effectiveness based on their research with 256 teachers in California and the Marshall Islands. The authors offered a model of principal development based on the three domains of instructional leadership originated by Hallinger and Murphy (1987) which include “defining school mission, creating a positive learning climate, and supervising the school instructional program” (Heck et al, 1990 p 119).

In Canada Zywine et al (1995) reflected on the large-scale school leadership project 'Leadership Effectiveness Assisted by Peers (LEAP) based in the Halton Board school district in Ontario. Conceptually they took the view of the school as the centre of change, "rather than the unit of change" (p 224). The project focused on principals and vice principals and required all participants to select a "coaching partner" (p 229) with an explicit focus on examining and integrating the three major conceptual themes involving the role and influence of school leadership on “(1) classroom instruction, (2) school culture and (3) managing the change process” (p 229). The programme, which saw the principal and vice principal as a “change agent”, was considered effective but was cut back because of financial stringencies.

Correlative with the literature on leadership and management training and development there is also a growing international literature which focuses specifically on the development of higher degrees in education management. Johnson (1991) drew on a review of the Master of Administration course at the University of New South Wales in 1988 in an attempt to discover which elements of management training candidates found most valuable. Johnson noted that areas of study which were particularly commended included appraisal, programme development, behaviour of educational managers and other organisation members, interpersonal communication, development of educational policy, legal aspects of educational management, programme evaluation and organisation theory (Johnson, 1991, p 41). Beck, (1994) supported the notion that there was a “new paradigm in management learning” and outlined an “alternative paradigm” incorporated into a post experience MBA programme at Nanyang Technological University,
opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

Singapore. Beck suggested that the programme which drew on the work of Senge (1990) in order to emphasise the importance of the relationships within the host organisation of candidates. Papalewis and Minnis (1992) outline the introduction of a professional doctorate in education management jointly sponsored by the University of California and California State University, Fresno. Finally, in this context, the very title of Nixon and Murphy’s (1994) article, “Beyond the ivory tower”, suggested an acceptance of the inherent division between academic life and practical situations. They describe the development of a distance education Masters degree by the University of British Columbia which began on 3rd July 1991. Central to the enterprise was an attempt to bridge the perceived divide by reaching out to isolated educational administrators in Northern Canada.

It is thus clear that many of the issues raised by the studies both in Britain and internationally raise sets of issues, not only about the relevance and importance of education management training and development, but also about the ways in which such training and development is best delivered. One issue, which runs as a finesse through these debates, is that of the nature of learning itself. It is clear that the debate on management learning is not immune from the wider discussions about the nature of learning that has been a key feature of academic debate in recent decades.

3.7 Experiential Learning

Central to “discussions” about the nature of learning, not least in management training and development has been a growing concern to link notions of “theory and practice” in order to overcome the perceived “fault line” between what candidates on courses might learn in the classroom or academic lecture and what they actually do in the workplace. Much of this has crystallised around developing concepts of “experiential learning” and “reflective practice”.

101
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

We may note, for instance, that Norman's (1978) theory of complex learning suggests that the employment of strategic skills of management evolves from practice of basic management skills, many of which new headteachers have had insufficient chance to rehearse prior to appointment. This is re-echoed by Van Hanen who notes:

"The practical addresses itself, reflectively to the question of the worth of knowledge and to the nature of social conditions necessary for raising the question of worthwhileness in the first place."

(Van Hanen, 1977, p 227)

Equally, Zeichner (1982) states:

"Reflection involves an integration of attitudes and skills in the methods of enquiry, neither attitudes nor skills will suffice."

(Zeichner, 1982, p 6)

As pointed out by Hayes and Ross (1989, p 335) teacher educators have been working to define reflection (see Grimmett, Riecken, Erickson and MacKinnon, 1987; Ross, 1987; Zeichner and Liston, 1987). To summarise their findings, reflection can be defined as a way of thinking about educational matters that involves the ability to make rational choices and to assume responsibility for those choices (Goodman, 1984, Ross, 1987; Zeichner and Liston, 1987). As Hayes and Ross point out (1989):

"The elements of the reflective process include recognition of dilemmas, responding to a dilemma by recognising both the similarities to other situations and the unique qualities of the situation at hand, framing and refraining the dilemma, mentally experimenting with the situation to discover the consequences and implications of possible solutions, examining the intended and unintended consequences of an implemented
solution, and evaluating the solution by determining whether or not the consequences are desirable.”
(Hayes and Ross, 1989, p 335)

Schon (1983, p 33) stressed that reflective practice is grounded in the practitioner’s appreciation system (i.e. repertoire of values, knowledge theories and practices). The appreciation system of the teacher influences the types of dilemmas that will be recognised, the way teachers’ frame and reframe dilemmas, and the judgements teachers make about the desirability of various solutions. For example, Liston and Zeichner (1987) noted that teachers must use moral as well as educational criteria in examining the consequences of implemented solutions. This suggests that if the leadership of a school is to support the ongoing development of reflection leaders must share a perspective on ethical decision making with the teacher (Hayes and Ross, 1989, p 335-336).

The highly influential work of Kolb et al (1984, 1991), with its notion of the “learning cycle”, underlies the later work of Honey and Mumford on preferred learning styles (1986, 1992). Kolb identified 4 stages in the learning process:

“By examining the learning process we can come closer to understanding how it is that people generate from their experience the concepts rules, and principles that guide their behaviour in the new situations, and how they modify these concepts to improve their effectiveness... It can be conceived as a four stage cycle: (1) concrete experience is followed by a (2) observation and reflection, which leads to (3) the formation of abstract concepts and generalisations, which lead to (4) hypotheses to be tested in future action, which in turn leads to new experiences.”
(Kolb, 1991, p. 59)

McLaughlin and Thorpe (1993) attempted to use Kuhn’s (1970) work on paradigms as a method of illuminating action learning and what they term “the more traditional form of
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

management education” (McLaughlin and Thorpe, 1993, p 19). They attempted to suggest that, whilst action learning is effective as a vehicle for management development training, nonetheless:

“...a core of knowledge is required, including such areas as organisational behaviour, problem solving methodologies, organisational design, management of change, consultancy skills, business ethics and tools for the collection and interpretation of information.”
(McLaughlin and Thorpe, 1993, p 26)

Fleming (1993) argued that representational frameworks, knowledge and performance combine together in complex ways. He notes that the position that the performance, even of high level “competencies”, can be reduced to observable behaviour underpinned by static know-how has been, "appallingly successful in wiping about the distinction between education and training" (page 12).

Equally Von Glaserfield noted that:

“A student’s ability to carry out certain activities is never more than part of what we call ‘competence’. The other part is the ability to monitor activities. To do the right thing is not enough; to be competent, one must also know what one is doing and why it is right.”
(Von Glaserfield, 1989, p 13)

Fleming (1993) suggested that the point is thus that knowledge is a complex dynamic framework within which the notion of competence can be seen to contain a “constantly shifting balance between doing and knowing: the balancing act that is often achieved through practical reasoning”. Instead of the causal relationship in which specific underlying knowledge is drawn on in order to achieve the desired performance or output in a linear and instrumental way, competence is more like “the near instant convergence
of relevant messages in a parallel processing computer system". The "necessary elements of highly competent performance" are "called in" from wherever they happen to be, distributed across the networks of inter-connections, and they "cluster together only for as long as they are needed to achieve". As result, Fleming argued:

"Such networks will contain the rich nature of established concept, contingent and relevant fact, values (albeit equally contingent), immediate (often fluid) circumstances, trained responses, decision making tactics, improvisation, and so on."

(Fleming, 1993, p 320)

Fleming goes on to suggest that many UK universities are now characterised by a managerial attitude which is intent on "packing in as efficiently as possible" as many students as is practicable and on implementing "damage limitation staff development plans" designed to enable lecturers to cope with an increase in students. Thus, for Fleming:

"...modular structures credit accumulation schemes, independent learning and so on, can create a supermarket system in which students wander freely, picking courses. Having as little contact with lectures as supermarket shoppers with anything resembling the friendly village grocer. Piecemeal changes may empower learners but they may fragment the learning experience and lead to disengagement, to making do, too superficial ways of learning that merely get the student through the course as painlessly as possible."

(Fleming, 1993, p 321)

All these issues, and those explored in earlier sections of this work, have, therefore, come to bear on the initiative which is the focus of study, that of the National Professional
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

Qualification for Headship (NPQH). It is to the genesis and development of that qualification itself which we now turn.

3.8 The Development of the National Professional Qualification for Headship

In an article in the Times Education Supplement, Dean (1995, p. 13) noted that the Teacher Training Agency (TTA) was “preparing to deliver its proposals for the first national professional qualification for headteachers to the government within six months”. Despite the fact that the title which Dean offered for the qualification proved to be inaccurate, in that the qualification was to be for “aspirant” heads rather than for serving “headteachers”, Dean’s information about the timetable for the implementation of the qualification proved extremely accurate when she suggested:

“Stage 1 Preparation of options (October 1995-January 1996)
Stage 2 Consultation (January-April 1996)
Stage 3 Trials (May 1996-March 1997)
Stage 4 Implementation (April-September 1997).”
(Dean, 1995, p. 13)

Dean noted that Gillian Shephard, who was then Education and employment Secretary, had said little about the qualification other than to announce the decision for its implementation (at the party conference the previous week) and that it would be “rigorous”. Dean suggested, however, that she had been informed that the TTA would be “looking for leadership, management knowledge, understanding and skills that can be measured against a national standard”. Reactions in the article included those of the Secondary Heads Association (SHA), who hoped that the new qualification would draw heavily on the National Education Assessment Centre at Oxford Brookes University in which they were a partner. An NAHT spokesman also noted:
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

“Hopefully this will give them better preparation for headship and a better idea of what they are coming into.”
(Quote in Dean, 1995, p 13)

Lumby (1995) offered a cautious welcome to the new qualification and offered a perceptive early analysis of some of the central issues in its development:

"The announcement by Gillian Shephard of a new national professional qualification for headteachers neatly avoided mentioning the new qualification is to be an NVQ Level 5. In doing so, she sidestepped the mine-field of strongly held opinions on the appropriate method of developing headteachers. The Teacher Training Agency (TTA), who will have the responsibility for introducing this new qualification, has already experienced the controversies surrounding this area."
(Lumby, 1995, p 11)

Lumby goes on to raise some central questions:

“Are headteachers to be educated, trained or developed? Is the traditional academic approach the most appropriate or should headteachers fall into line with the prevailing NVQ direction and provide evidence of their competence through presenting a portfolio demonstrating their activities?... The in-depth academic course is still seen as offering the chance to build a comprehensive base of concepts and knowledge, but the potential for gathering concepts while continuing to manage a school exactly as before has led to doubts on the practical impact of such courses on improving schools."
(Lumby, 1995, p 11)
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

Lumby goes on to note that her own University, the University of Leicester, had designed a process which analysed both individual and school needs and was thus able to offer "a tailor made list of development priorities for each individual". She suggested that the use of “competencies” might be an appropriate answer to headteacher development but noted that the list of “tasks and abilities” identified by the TTA:

"...is a thinly disguised mixture of functional and personal competencies, (the things that teachers do and the personal qualities they need). The TTA's avoidance of the term "competence" offers another example of the semantic nervousness in the development of professionals."

(Lumby, 1995, p 11)

Lumby points out that the headline list of tasks and abilities had established a national set of competences for education management which, though minimal, ensured that "the future must therefore in some way incorporate the competency approach."

Despite such concerns the publication of the Labour Party’s *New Labour; New Life for Britain* (1996) swiftly gave cross party imprimatur to the proposal for a fundamental restructuring of headteacher training by supporting reform. Yet despite such “cross-bench support”, in the somewhat acerbically titled “The deputy head’s magic roundabout”, Downes (1996) agreed that a “more serious and rigorous approach to preparation for headship is long overdue” (p 27) but noted of the “so called ‘National Standards’” that:

“The list is so daunting that it must make most current heads relieved that they got their present jobs before the National Professional Qualification (NPQH) came into effect.”

(Downes, 1996, p 27).

Downes suggested that aspiring heads would need “a range of skills and abilities” but that they must be “grounded in knowledge” (p 28) and goes on to point out:
"The crucial issue is, how is all this going to be acquired? Given the geographical diversity of the country and the range of personal and domestic circumstances of the potential heads, no single model could meet everybody's needs. Flexibility and modularisation are surely going to have to be the touchstones. Some may take advantage of the increasing number of National Education Assessment Centres (NEAC) where personal and professional needs are rigorously assessed and action plans proposed. For some, it will be a question of learning at a distance, by video and perhaps by Internet. There will clearly be a need for external input (seminars, residential courses) and guidance from consultants and mentors.”

(Downes, 1996, p 28)

At approximately the same time Bazalgette (1996), writing in the Times Educational Supplement, made a strong attack on NPQH by arguing that the complex role of the headteacher is "greater than a mere some of skills". He suggested that the development of the qualification not only went forward with "unseemly and unwise haste" but that it was based on the a set of false perspectives:

"The documentation for consultation so far suggests that the DES concept is based on a flawed assumption. This rests in the idea that suitability for headship can be developed by compiling a list of all the things on which one can make a quantitative assessment (based, of course, on a sophisticated analysis of the job) and then training and assessing aspiring heads against that list. Such a process may keep the anxiety of those who have to make the appointment of a head at manageable levels. What it will not do is help people develop the capacity to take on the responsibility of the headteacher, in advance of appointment or after it. The assumption that people can be prepared to take top level posts by this "list" approach was made by business in the past, but it is now widely accepted that this crude
opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

mechanism does not work. Indeed, the TTA's present proposals could actually work in the opposite direction. What the list of competencies approach does is to draw in the people who lack imagination and creativity...while screening out those unconventional but charismatic men and women who can inspire children and adults.”
(Bazalgette, 1996, p 17)

For Bazalgette the conduct of school management actually involved three key factors: first, "the ability to discern the boundary between the institution and its own context"; second, to be able to report on the school “as a whole organism, integrating all its constituents into a coherent totality”; and third, sufficient skill in the “core technology” to understand what is going on. He suggested that "one of the missing factors in the consultation document is serious reference to pupils and their experience." Bazalgette implied that there was a danger that the NPQH would create the "efficient head rather than "effective head" and that the word "head" and "school" could be replaced by "chief executive" and "company" without any change in substance in the documentation. He suggested, however, that, in fact, schools are significantly different from "factories" or "government departments". Positing that competencies are essentially a "deficit model, Bazalgette offered two possible steps which might allow the TTA's proposals to be fully realised: firstly he felt that candidates should be enabled to demonstrate that they understood how to take the role of headteacher and, secondly, he believed that some form of "staff College experience" was required (p 17).

In an even more provocative article in the Times Educational Supplement, entitled “Who said the TTA stands for totalitarian?”, Revell (1997, p 13) suggested that “academics are angry about the threat to traditional MAs in education management posed by the new headteachers qualification” (p 13). He suggested:

"The education MA started life as a research-based exercise in individual academic development. The move to modules and the taught degree is a
nineties phenomenon. More than 50 universities offer a taught Masters in education and most have a significant management element. Onto this stage recently stepped the Teacher Training Agency with its supposed structure of skills based qualifications, ranging from the National Professional Qualification for Headship (NPQH) down to the National Professional Qualification for Expert Teachers. The headteachers qualification has been piloted since January whilst the version for expert teachers is due to go out to interested parties for consultation.”
(Revell, 1997, p 13)

Revell goes on to state that:

“To say that the Agency's proposed structure of professional qualifications has had a mixed reception would be to understate the situation considerably. Its chief executive, Anthea Millett, has sailed her armada into some very stormy waters.”
(Revell, 1997, p 13)

Revell quotes David Galloway, professor of education at Durham University. Galloway apparently accepted the principle of a qualification structure for the profession and argued that a move towards the unified structure was a "long overdue" but was, nonetheless, opposed to the specific structure proposed by the TTA. Revell suggested that Galloway considered the TTA’s approach to be "narrow and instrumental" and that he was deeply critical of the situation where the Agency had control over both funding and accreditation. Indeed "only in a totalitarian state does a non-elected body have such power," suggested Professor Galloway who is further quoted as describing the TTA as a "highly controlling, very rigid and frankly megalomaniac organisation."

More than one third of the universities contacted by the TES in the writing of Revell’s article had concerns about the impact of the teacher Training agency's proposals. These
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

ranged from funding issues, to the impact on demand for the taught Masters courses, to concerns about the competence based nature of the Agency's proposed qualifications.

Revel noted that:

"There has always been some tension in higher education between reflective courses and those which emphasise competencies. Some universities have long believed that competence is a lower order concept. Those universities are finding the Teacher Training Agency's skills based structure particularly difficult to swallow."

(Revell, 1997, p 13)

Revell referred to an Exeter University based group who were hoping to provide the NPQH who stated: "we were hoping for a symbiotic relationship, our bid focused on reflective practice and at the same time covered the content in terms of the key areas of competencies" (page 14). The group was; however, it is stated, told that the TTA was not interested in "the academic gloss" but rather that "what we are looking for is a straight forward training." Harry Tomlinson, Professor of Education at Leeds Metropolitan University is, by contrast, quoted as being quite supportive of the teacher Training Agency, he notes: "universities will work very hard to ensure our masters degrees wrap around the TTA’s qualifications."

Revell's article referred to a survey of part time degrees in education management in England, Wales and Northern Ireland carried out by the TES (provided in full in appendix 2) and suggested that the majority of Masters courses claimed to cover all five of the areas in the standards for NPQH. It goes on to suggest that "most universities had either changed their masters to ‘dovetail’ with the TTA structure or were planning to do so." The article further points out that "most universities planned to accredit Agency qualifications through the A P L (Assessment of Prior Learning) process". Hywel Thomas, the head of the School of Education at Birmingham University is quoted as stating:
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

“Our MEd is concerned with developing knowledge, understanding and analysis of the recent wide ranging reforms in England and Wales. Emphasis is given to strategies and skills for school improvement and issues are located in the political and social context.”

(in Revell, 1997, p 13)

Thomas is noted as contrasting this with the TTA structure which he sees as “narrow and assessment driven”. Ron Glatter, professor of Education at the Open University, is, however, quoted as stating that the MA in education at the Open University is "practically useful and intellectually rewarding".

It was at this point that some of the first intellectually challenging critiques of the new qualification began to appear in the academic journals. The most robust of these was offered by Glatter (1997), and by Bolam (1997). Both of these articles have been extensively commented upon in the introduction to this study since their theoretical perspective offers some of the basis for its aims. It has already been noted that Glatter considered this a “hugely ambitious programme” (p. 190) and that he warned of creating a “heavy bureaucratic apparatus” (p. 190). It has also been noted that Bolam observed that although the qualification appeared to be “broadly acceptable to the key protagonists”, it nonetheless posed both “opportunities and dilemmas” for universities and institutions of higher education. Both commentators also comment extensively on the growing importance of an integration of “theory and practice” (Bolam, 1997, p 276) in any leadership qualification.

Furthermore, Bolam noted 10 features that are worthy of consideration “in judging the extent to which the NPQH is likely to be successfully implemented and institutionalised on a routine basis.” Some of the more relevant of these issues, in the context of this work, have already been the subject of analysis but it is apposite to note further that Bolam suggests that “the current context is radically different from that which existed when the
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

NDC and the School Management Task Force (SMTF) were operating”. Bolam goes on to note that “there is now much greater clarity and agreement about the core tasks of teaching and schooling and, therefore, about the tasks of school management”. Bolam points out that arrangements for training had previously been “piecemeal” and that the new qualification should offer a degree of rationalisation. This fact is allied to the point that “the capacity of providers of school management training has improved substantially” (p 278) through many of the initiatives referred to in earlier sections of this document including “NDC”, “SMTF”, “the School Management South Project”, “the Management Charter Initiative”, “Investors in People”, “Training and Enterprise Councils” and “latterly, the TTA initial teacher training”. All such factors should, Bolam argued, “support the implementation of the NPQH provision” (p 278).

The supportive nature of Bolam’s comments is tempered by his concerns about the role of universities alongside several other concerns. Firstly Bolam notes that “earlier experience in education…indicates the importance of rooting this scheme in a broader and deeper structure for staff management”. Secondly he suggests that “the messages of research should be an integral and continuing component of the NPQH. Thirdly Bolam avers that “it will surely be essential to include some consideration of values and professional knowledge, at present seriously neglected, in the NPQH scheme”. Finally “and most fundamentally” Bolam points out:

“…it is crucial that the issue of the political control of the overall process of awarding national qualifications for teachers and headteachers, and thus of the role of the TTA itself, is addressed and resolved satisfactorily. If a proper balance between professional and political interests is to be struck and maintained, then a substantial role must surely be given to a statutory General Teaching Council…”

(Bolam, 1997, p 279)
On June 13th, 1998 Bob Doe further rehearsed the issues outlined in the previous article by Revell, discussed in detail above, by reporting on an Education and Science Research Council (ESRC) sponsored seminar which focussed on an attempt to define the theoretical underpinnings of education management. He reported that the seminar seemed unable to confirm that education management "has a coherent underpinning of theoretical knowledge" (page 23). "How, then" he asked:

"...can the TTA be so confident that it has come up with the single right formula for its certificate of competence in school leadership? And given the rapid growth of their subject, linked with the education reforms of recent years, what should be done to clarify educational management theory and to identify priorities for research to put practical knowledge and understanding on a firmer footing?"

(Doe, 1998, page 23)

Doe goes on to quote Professor Tony Bush of Leicester University who suggested:

"Educational management practice lacks a coherent theoretical base... Heads have been inundated with advice from politicians, officials, officers of quangos, academics and consultants about how to manage their schools".

(Doe, 1998, p 23)

Bush is noted as being sceptical about the NQPH approach of setting out and measuring the "key characteristics of leadership" (p 23) and suggests that it remained to be seen whether it would increase "excellence in schools". Doe noted that:

"The qualification paid far less attention to research and theory than existing masters degrees in educational management. The TTA could have linked the two, but chose not to."
The pressure on the TTA continued when Gardiner (1997, p 2) pointed out that headteacher recruitment faced the worst crisis for 20 years. He quoted a response by Anthea Millett:

"One reason why teachers aren't coming forward is because they feel ill-prepared to take on additional responsibilities and challenges. The National Professional Qualification for Headship (the TTA's new training scheme for would-be heads) will give them that preparation, and will therefore have a direct impact on numbers applying for headship positions."

(Gardiner, 1997, p 2)

Clearly, despite Ms. Millett’s apparent confidence, the TTA faced some considerable criticisms at this point but support was forthcoming when Whitehead (1997, p 25) suggested that “the less academic approach” of NPQH was “generally welcomed”. He noted the experiences of a deputy head in a primary school who was undertaking an MA in primary education but who was also given the opportunity to be part of the trial group for NPQH. The candidate for the two qualifications stated:

"The National Professional Qualification for Headship seemed the ideal way of gaining theoretical knowledge which – unlike the MA which was mainly based at the University – was directly related to experience."


She continued:

"The MA was very interesting but didn’t involve much practical advice and training. The NPQH isn’t pie-in-the-sky. It’s stuff you can use."
Notably the interviewee is said to have “dropped” the MA but was continuing to complete the NPQH. George Gyte, who led the development of NPQH for the TTA is quoted as saying:

“We didn’t want an academic qualification. We eschewed a set philosophy, and we’re not into theory. We’re trying to encourage people who have a vision of improvement for their school and a good strategy for achieving it.”


Another deputy headteacher, this time of a comprehensive school, was, by contrast, identified as someone who was completing an MBA and had also taken part in the NPQH trials. He, it is stated, “suspects that the new qualification has gone too far towards practice at the expense of useful theory.” He is further quoted:

“There was a lot of discussion and giving presentations to your fellow candidates…the reading lists were there if you were interested, but the assignments didn’t require the same depth of theoretical background as the MBA.”


Pountney (1997) noted further concerns which were emerging when he suggested that:

‘Opponents of the proposals are already speculating that once the qualifications are established they may well be used to monitor performance, make comparisons between staff during inspections and become integral parts of appraisal, pay and dismissal processes.’

(Pountney, 1997, p 4).
He further noted:

“There is still some uncertainty about the clarity of purpose within the TTA, with many of the providers reporting concern about the number and frequency of amendments and changes. Many educationalists who initially welcomed the prospect of school based, practical qualifications are increasingly worried about the apparent hijacking of the NPQH by institutes of higher education, through their involvement with the Assessment and Training Development Centres. There is now a real fear that analysis of practice will be overtaken by unnecessary theory.”
(Pountney, 1997, p 4)

Despite these concerns, in a keynote speech, Anthea Millett (1997a) appealed to the British Education Management and Administration Society conference for their assistance in the development of the NPQH programme. She noted that there were, at that time, already 3000 candidates undergoing assessment of their training and development needs before “embarking on the first training programmes for full implementation in November.” She pointed out that the relevant White Paper recognised that the leadership that a headteacher offered a school was critical to the standards achieved and suggested:

“The National Standards that the TTA has developed will make a significant contribution to the improvement agenda. Indeed many of you in this room have made a significant contribution to the national standards for headship through the two major consultation exercises the Agency mounted in 1996 and then again earlier this year...The TTA's leadership and management work, particularly through NPQH, is designed to ensure we have had teachers who can move confidently and successfully into their first post; are dynamic, and focused on raising pupils levels of achievement, and with a single-mindedness in pursuit of high standards -
headteachers who have a clear vision of where the school should be going and how it is going to get there.”
(Millett, 1997a)

She further suggested:

“We can learn a great deal about management and leadership practice from business and industry. Our new teacher mentoring programme, developed in conjunction with Business in the Community, will provide effective opportunities for this to happen.”
(Millett, 1997a)

Ms. Millett notes that the qualification was likely to become a mandatory requirement for headship:

“As you know the government has announced in the White Paper its intention to ensure that in future or those appointed as headteachers for the first time hold a professional headship qualification which demonstrates that they have the leadership skills necessary to motivate staff and pupils and to manage a school ... The government has also made clear it welcomes the NPQH and expect it to form the basis of the new mandatory qualification.”
(Millett, 1997a)

In response to those who were concerned about “bureaucratic control” Ms. Millett offered a biting rejoinder:

“It is perhaps not surprising and that the NPQH, which is designed to prepare aspiring headteachers for the ultimate leadership challenge, has attracted considerable coverage. A hard bitten few have tried to maintain
that it will be a bureaucratic nightmare, overloading already hard working
deputies and focusing on the wrong things. But more objective critics see
the NPQH for what it is, a real boon to the education service. Most of the
current coverage is very welcome news. It helps spread the message to the
profession as a whole that here at last is a qualification that is intended to
equip aspiring head teachers with the preparation they need to take on the
additional responsibility is of headship."
(Millett, 1997a)

On the same day that Anthea Millet delivered her speech to BEMAS she published an
article in the *Times Education Supplement* which also outlined her ideas for NPQH
(Millet 1997b, p 25). Under the title “Trained to tackle teaching’s top job” she adds
notably to the comments in her speech by making a reference to higher education which
had been lacking in her contribution to the conference:

“Deputies and other experienced teachers, coupled with those who have
left teaching for jobs in educational administration, have quite obviously
been yearning for just such a qualification. Of course there is a variety of
Masters’ courses on offer, and prior achievement through MA or similar
course is taken into account by the NPQH. But the great attraction of
NPQH is that it offers a more rounded and relevant, professional and
practical approach. It is a bespoke qualification that offers exactly the
preparation a head will need.

In a few years, we shall be asking: however did we manage as an
education service before we had the NPQH? The answer will be that,
while there have always been successful headteachers who have
developed themselves within the job, there were too many headteachers
who never got the preparation or continuing professional development
they needed, with obvious and adverse consequences for the schools and pupils.

We must learn from past mistakes and work together to get the right results.”
(Millett, 1997b, p 25)

Revell (1998, p 15), returned to the topic in a Guardian article entitled “Help or hurdle for heads?” In which he questioned whether NPQH should, in fact, become mandatory. Anthea Millett seemed to have no doubt; she was quoted as saying:

“Every governing body,… will, within a few years, be able to select candidates knowing that each has had the practical professional preparation needed for effective school leadership, based on clear national standards.”
(in Revell, 1998, p 15)

It is noted that the government expected the qualification to become compulsory before the end of the parliament. Professor Tony Bush is quoted, however, as stating “Is this the right time to erect another hurdle for candidates – when not enough of them are coming forward?” and Professor Brent Davies suggested: “It may be OK as a base qualification,… but making it compulsory would be a huge retrograde step, it would kill diversity and ultimately be detrimental to the development of good heads.”

Lees and Fairclough (1998, p 5) outline the findings of a survey carried out by SHA into their members’ views of NPQH. They express concern about a host of issues including “action plans”, “patterns of training times”, “cross phase groups”, “differentiation”, “poorly performing regions”, “excessive work loads”, “help with compiling files of evidence” and “the need for clarification of course materials”. The conclusions of the
SHA council are perhaps surprisingly nonetheless that “the qualification has the potential to be a very high quality preparation for headship”.

We must note that the NPQH was, of course, considered to be only the first in a “ladder” of qualifications and programmes to be introduced by the TTA and, having recently been appointed professional officer at the TTA, Howard Green (1998, p 11) described the introduction of the training programme for serving headteachers which he saw as:

“The third part of the TTA’s commitment to securing excellent leadership in schools, following the introduction of the HEADLAMP scheme for newly appointed headteachers, and the NPQH for those aspiring to headship.”

(Green, 1998, p 11).

Green suggested that:

“All three strands of training are complementary, and underlie the Government’s drive for school improvement and higher standards of pupil achievement, recognising that the role of headteacher is central to these aims.”

(Green, 1998, p 11)

We may thus discern a series of recurring themes and issues in the criticisms of the NPQH: that it might be overly bureaucratic; that its knowledge base is insecure; that it lacks reference to theoretical perspectives; that it does not relate to the agenda of current providers; that it is atomistic and that the competence model which adopts is, at the very least, one which is open to question. These are themes, which, it will be seen, inform the research methodology of this study, and underpin later analysis.
4 Research Methodology

4.1 Differing Research Paradigms

Borg and Gall posit that the test of a knowledge claim has two parts: firstly, to test whether the knowledge claim is true of the particular situation which the researcher has chosen to observe and secondly to test whether the knowledge claim is likely to hold true in other situations (Borg and Gall, 1989, p. 325). Borg and Gall thus place themselves firmly in the “scientific”, positivist tradition of educational research. This is further evidenced by the fact that they go on to cite the “chain of reasoning” developed by Krathwohl (1985) as a model for research design which, conceptualised as a series of links in a chain, suggests that each section of research design must be perfect to guarantee the integrity of the overall research activity.

If one accepts the definition offered by Borg and Gall research design can be stated to be “a process of creating an empirical test to support or refute a knowledge claim” (p 324). One might note further that Borg and Gall are led to suggest nine steps in the production of research design:

1. Conclusions from previous study.
2. Explanation, rationale, theory, or point of view.
3. Questions, hypotheses, predictions, models.
4. Design of the study.
5. Gathering the data.
6. Summarising the data.
7. Determining the statistical significance of the results.
8. Conclusions.
There are, however, strong opponents of the positivistic approach such as Cziko (1989) who argued “the phenomena studied in the social and behavioural sciences are essentially unpredictable and indeterminate” (p. 17). Cziko is thus led to a rejection of ever finding or formulating “universal” laws and to suggest that educational research should limit itself only to “describe, appreciate, interpret, and explain social and individual behaviour” (p. 23). This notion has recently gained firm support from Thomas (1998) who provided a swingeing attack on “positivism” in educational enquiry, arguing that it is “formulaic” and “follows a predictable rut and often leads to uninteresting findings” (p. 141). This leads Thomas to argue for a shift from a research tradition driven by a desire to “know what” to one which embraces the desire to “know how” since, he suggests, “methods of educational research are no more than the technology of consolidation – the cogs and axles of a description of the existing world” and that their use “merely reinforces the consensual paradigm” (p 153).

There has been a continued defence of the incompatibility of the different research paradigms (Smith and Heshusius, 1986) but social science researchers have gradually come to accept that there is a “logic in use” (Firestone, 1987; Kaplan, 1964) which suggests “a legitimate complementarity of paradigms” (Salomon, 1991, p. 10). It is clear, however, that the different paradigms face similar challenges and demands; even qualitative approaches need some means of validation and all paradigms have need for some standards of quality (e.g. Howe and Eisenhart, 1990) and a means of ensuring generalizability (Shulman, 1988).

In a persuasive article Salomon (1991) argues that:

“There is a distinction to be made which transcends the one between the quantitative and qualitative research paradigms. It is a distinction between that kind of research that suits best the study of causal relations among selected variables and the study of complex learning environments
undergoing change...The analytic approach mainly assumes that discrete elements of complex educational phenomena can be isolated for study, leaving all else unchanged. The systematic approach mainly assumes that elements are interdependent, inseparable, and even define each other in a transactional manner so that a change in one changes everything else and thus requires the study of patterns, not of single variables...the validity of each approach is limited by the combination of assumptions made, phenomena chosen for study, questions asked, and research methodologies employed. Thus the two approaches, by epistemological necessity, have to be employed complementarily.”

(Salomon, 1991, p. 10)

Equally, Robson (1993) notes that qualitative data has been described as an “attractive nuisance” (here he refers to the work of Miles, 1979) but that narratives, accounts and other collections of words are also described as “rich”, “full” and “real” as contrasted with the “thin abstractions of number” (Robson, 1993, p. 370). Robson points out that there is no clear and accepted set of conventions for analysis corresponding to those observed with quantitative data but that there are ways in which qualitative data can be dealt with systematically (p. 370 – 371). Tesch (1990, p 58) has produced a typology of qualitative analysis that distinguishes twenty-six different kinds of approach to qualitative research, which she reduces to four basic groupings where the interest is in:

1. The characteristics of language.
2. The discovery of regularities.
3. The comprehension of the meaning of text or action.
4. Reflection.

As Robson points out (p. 372), this constitutes a progression from the more to the less structured and formal. Robson goes on to suggest that irrespective of whether a study
generates qualitative or quantitative data, the major task is to find answers to the given research question (p 372).

Writers like Bromley (1986) have attempted to locate case study within a scientific paradigm; his central notion being to adopt what is termed a “quasi-judicial case study method”. Bromley suggests an approach that:

“...combines features of judicial procedure and scientific method...a way of solving scientific and professional problems raised by the occurrence of actions and circumstances. It attempts to apply rigorous reasoning in the interpretation of empirical evidence systematically collected.”

(Bromley, 1986, p. 9)

Notably writers like Yin (1989) and Miles and Huberman (1994) have also sought to achieve a corresponding degree of rigour to the analysis of qualitative data as that which would traditionally have been expected for quantitative data; both of these sources advocate what Campbell and Stanley (1963) have called a “quasi-experimental case study approach” (p. 8) thus adopting a comparatively conventional, scientific approach to research design and implementation in an attempt to reduce threats to validity. It is apposite to point out that Tesch (1990, p. 58), as noted above, defines a multiplicity perspectives and traditions in qualitative research but demonstrates that there is, in practice, much similarity in the procedures used in both paradigms.

4.2 Design of this Study

Reflecting on the theoretical perspectives outlined above, the work embodied in this document self-consciously accepts the notion that a number of different paradigms of educational research may come to bear on a research problem in order to create a defensible research design and, it may be noted, both quantitative and qualitative
paradigms have been drawn on extensively. Much of the research design for this study follows the models established by Robson (1993), Miles and Huberman (1994) and that of Frankfort Nachmias and Nachmias (1996). A variety of other sources, which will be enumerated later, have been used to illuminate and enhance the individual elements of the research design.

Miles and Huberman suggest: “Any researcher, no matter how unstructured or inductive, comes to fieldwork with some orienting ideas” (Miles and Huberman, 1994, p. 17). Thus it is essential to build a “conceptual framework” upon which to base the study (p. 18). Miles and Huberman offer a fairly straightforward and broad definition of such a framework:

“...A conceptual framework explains, either graphically or in narrative form, the main things to be studied – the key factors, constructs or variables – and the presumed relationships among them. Frameworks can be rudimentary or elaborate, theory-driven or commonsensical, descriptive or causal.”

(Miles and Huberman, 1994, p. 18)

Miles and Huberman note that: “Prior theorising and empirical research are, of course, important inputs” and Robson notes: “In many cases a study is based on a particular set of theoretical propositions”. In this way research questions can be “framed” and it is through the use of such previous perspectives that the design of the study is defined (Robson, 1993, p. 377). In this study the main impetus for research and focus for research is based upon a set of prior issues enumerated in the work of Bolam (1997) and Glatter (1997) discussed in some detail earlier.

It has been noted extensively that this research study focuses on the introduction of the National Professional Qualification for Headship (NPQH), promulgated by the Teacher Training Agency, and that the initial announcement that such a qualification would come
into existence was made in 1995 but that the operational details of the qualification did not become clear until 1997. The Teacher Training Agency took the strategic decision that delivery of the qualification should be through eleven geographical regions; ten such regions were defined in England with Wales operating as a single identified region. For each such region one contract was awarded for the delivery of the qualification. All of such contracts were awarded, not to single bodies, but rather to consortia, most of which contained a variety of higher education institutions, Local Education Authorities and other associated educational organisations such as professional associations and private educational consultancy firms.

It is important to note that one additional contract was awarded for a Supported Open Learning (SOL) route which, in essence, provides a “distance learning” option to candidates. The successful consortia in this case was the Open University/ National Association of Head Teachers. In effect this consortia was thus enabled to operate across the regional boundaries specified by the TTA and, of necessity, developed a set of materials and method of delivery semi-independent of the other providers, although subject to exactly the same contractual and quality assurance obligations.

After an initial, small-scale, trial of the NPQH that was undertaken by each of the providers, the first full intake of candidates took place late in 1997.

Although, as noted above, institutions of higher education were represented in many of the consortia which were successful bidders to provide NPQH training, the essentially competitive, market-oriented, nature of the process ensured that many other higher education institutions had little or no involvement in the future development of the qualification. No doubt, for some institutions with little or no historical connection with the delivery of education programmes, this was of little consequence. For many institutions, however, particularly those with thriving or developing post-graduate programmes in education management, a lack of involvement constituted a variety of
Oppunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

threats to their traditional “hegemony” in the field of award bearing courses in in-service training for teachers.

Since this study seeks to “map” the range of taught higher degrees in education management and to elicit and analyse attitudes to the introduction of the NPQH amongst higher education institutions the research population was thus quite straightforward to define, consisting of all the institutions of higher education in England and Wales.

4.3 Quantitative Element

In order to address the issues in aim one of this study, that of surveying the present range of provision of taught higher degrees in education management, a quantitative survey was undertaken, the research questionnaire for which is presented in Appendix 3. The questionnaire was sent to all institutions in England and Wales which offer postgraduate qualifications based on a list provided by the Society for Research into Higher Education cross-referenced against Postgrad 1996: The Students’ Guide to Graduate Studies (Radcliffe and Hannigan, 1996). The questionnaire attempted to elicit whether each institution offered a taught higher degree in education management, or indeed whether they offered a taught higher degree which contained an element of education management; each institution which might offer an affirmative answer to these questions was further asked to provide a copy of course information of the type which might be offered to potential candidates in order to form a document archive, the methods of analysis of which is outlined later. The attitude which was adopted to data collection was much influenced by the “total design method” introduced by Dillman (1983) in that, as Dillman states: “poor return rate can no more be excused than can inadequate theory and inappropriate statistics” (p 775); thus all non-responses were followed by telephone enquiries and a 100 per cent response rate was eventually achieved. The information elicited form this survey was deliberately limited and it should be noted that a number of studies are taking place which attempt to define the breadth and type of Higher degree
opportunities and dilemmas for higher education institutions posed by the introduction of the npqh
courses in education management; one example of which is the impact on practice of professional development in education management and leadership (the imppe project), being undertaken by the centre for educational policy and management at the open university, the first stage of which is to map the range of provision of programmes of leadership and management development.

by design the data received from this survey produced results on the "nominal level" whereby the "attribute or category is being described" (cramer, 1994, p 13) since the variable being analyzed was: firstly, whether or not an institution offered a taught higher degree in education management; and, secondly, what nomenclature is applied to that degree e.g. "ma", "med", "mba". as cramer points out, with such nominal variables it is appropriate to "count the number or frequency in each category...and to report the total number for each category as a proportion of the total sample" (p 16).

some commentators have expressed the belief that certain types of higher education institutions are more responsive to competence-based and work related issues (see shepherd, 1996 noted earlier); it does not, therefore, seem unreasonable to posit that there might be a correlation between the type of institution and the likelihood of provision of a taught higher degree in education management. in order to address this putative hypothesis responses were categorized against a typography which has been defined by a number of authors interested in the competence movement and its relationship to higher education (see, for instance, Barnett, 1994), this typography includes:

1. "charter" universities – defined as those institutions which gained university status by royal charter and, therefore, received their university status prior to the 1988 act;
2. "statutory universities" – defined as those institutions which gained their university status through parliamentary statute and, therefore, consist mainly of former polytechnics which gained their university status after the 1988 Act;
3. Colleges and Institutes of Higher Education – which may or may not aspire to university status but have not, thus far, gained that status.  
4. Colleges of Further and Higher Education.

The data thus elicited from this categorization was “categorical” in nature since it was of the type “in which the number of cases falling into various categories is simply counted” (Cramer, 1994, p 75).

The concept of correlation is, of course, one of the most important and basic in the elaboration of bivariate relationships and entails “the provision of a yardstick whereby the intensity of a relationship can be gauged” (Bryman and Cramer, 1997, p 172). In order to assess whether there was any correlation between the type of institution and provision, the phi coefficient was used as “a suitable measure of association where both variables are dichotomous” (Cramer, 1994, p 187). In order to calculate the phi coefficient it was necessary to cast the data in the form of a 2 x 2 contingency table (Cohen and Holliday, 1996, p 164) and the phi coefficient was computed by dividing Pearson’s Chi-square by the total number of cases and taking the square root of the result i.e.:

\[
\text{Phi} = \text{square root of} \frac{\chi^2}{\text{Number of cases}}
\]

In order to calculate phi it was thus necessary first to compute chi square which may be defined as “the sum of the squared difference between the observed and expected frequency for each cell divided by the expected frequency for that cell” (Cramer, 1994, p 187) and the expected frequency for any cell is its row total multiplied by its column total divided by the grand total.

The data elicited from the survey was subject to overall analysis using the \textit{Statistics Package for Social Sciences}, about which there is a growing literature (see for instance...
4.4 Qualitative Element

Lincoln and Guba (1985, p 290) suggest four questions which must be addressed in systematic enquiry which include: firstly, how can one establish with confidence the “truth value” of the findings of a particular enquiry? secondly, how “applicable” are these findings to another setting or group of people? thirdly, how can one have confidence in the “consistency” of the findings in order to be confident that the study could be replicated by others? fourthly and finally, how can one be confident of the “neutrality” of the researcher in order to ensure that he/ she was not influenced by biases of context, interests or perspective?

In order to ensure that these issues of truth value, applicability, consistency and neutrality are addressed and these salient questions answered Lincoln and Guba make out a strong case for ensuring that the analysis of quantitative data deals with four central issues including credibility, transferability, dependability, and confirmability.

In attempting to assure “credibility” the goal is to demonstrate that the enquiry was carried our in a way which ensures that the subject of the enquiry was accurately identified and described thus addressing the parallel construct of “internal validity” (Robson, 1993, p 403); Robson argues that such credibility can be ensured by prolonged involvement, persistent observation, triangulation and peer debriefing. “Transferability” is “the construct corresponding to external validity or generalizability in quantitative research which is ensured by “full specification of the theoretical framework on which the study is based”. “Dependability” is analogous to reliability (Robson, 1993, p 405). Finally “confirmability” corresponds to the concept of objectivity (Robson, 1993, p 406). It is a central contention that all of these are features addressed in this study since data was gathered using different research tools, from a variety of related sources, and was the
subject of an initial pilot study analogous to the concept of the “enquiry audit” (Robson, 1993, p 405) whereby the research design is subject to trial and discussion with colleagues.

4.4.1 Document Archive

It has been noted earlier that all institutions surveyed with the quantitative research questionnaire were asked to provide documents of the type which might be offered to potential candidates on taught higher degrees in education management which each institution might award. The document archive thus constructed amounted to 236 individual items and was analysed for:

- general references to the structure and content of taught higher degree programmes in education management;
- specific references to the ability of taught higher degree programmes in education management to “articulate” with the developing NPQH award.

In undertaking this analysis the writer was aware that qualitative researchers frequently make too little use of texts as “rich data” (Silverman, 1993, p 89) but, equally, that texts cannot be treated as “transparent windows” onto phenomena (Silverman, 1997, p 85). Nonetheless, read “actively”, the archive proved a rich source of data in its own right that provided valuable evidence which offered further possibilities for triangulation.

4.4.2 Research Interviews

The qualitative element of this study involved a series of detailed interviews with respondents including:

- An interview with the senior Professional Officer of the TTA responsible for the introduction and implementation of the NPQH. The data gathered from this interview
was invaluable in defining the genesis, range and intent of the qualification; the
attitude of the TTA to the role of higher education institutions in the development of
the qualification; and offering the opportunity of an essentially “contrapuntal” series
of responses about the work of higher education in relation to education management
development and training.

- A series of interviews with a representative sample of course leaders of taught higher
degrees in education management offered by higher education institutions.

The research sample for this latter group was defined as all those institutions of higher
education lying within the boundaries of the East Midlands Region for NPQH as
specified by the Teacher Training Agency. With the exception of a small area of North
Lincolnshire, the East Midlands Region is confined to the geographical area enclosed by
the counties of Lincolnshire, Nottinghamshire, Derbyshire, Leicestershire,
Northamptonshire and Bedfordshire, which in itself subsumes some twelve Local
Education Authorities. Within these boundaries, according to the list provided by the
statistics unit of the Society for Research into Higher Education cross referenced against
the typography established in Section 4.3 of this study, the Higher Education Institutions
can be delineated as follows:

<table>
<thead>
<tr>
<th>Institutional “Type”</th>
<th>No. of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter Universities</td>
<td>4</td>
</tr>
<tr>
<td>Statutory Universities</td>
<td>5</td>
</tr>
<tr>
<td>Colleges of Higher Education</td>
<td>2</td>
</tr>
</tbody>
</table>

N.B. in order to protect respondents institutions are not named in any part of this study.

This group of institutions thus provided an 8 percent sample of all the institutions of
higher education in England and Wales offering postgraduate courses.
The main research tool consisted of a personal interview with a representative of the education “department” of each of these institutions. Such interviews can be defined as “face-to-face interpersonal role situations in which an interviewer asks respondents questions designed to elicit answers pertinent to the research hypothesis” (Frankfort-Nachmias and Nachmias, 1996, p. 232). The form of the interview conforms to that defined as a “focused interview” (Frankfort-Nachmias and Nachmias, 1996, p. 234) or “semi-structured” interview (see, for instance, Drever, 1995). According to Frankfort-Nachmias and Nachmias (1996), the focused interview has four characteristics:

1. It takes place with respondents known to have been involved in a particular experience.
2. It refers to situations that have been analysed prior to the interview.
3. It proceeds on the basis of an interview guide specifying topics related to the research hypotheses.
4. It is focused on the subjects’ experiences regarding the situations under study.

(Attributed to Merton and Kendal, 1946, in Frankfort Nachmias and Nachmias, 1996)

In the interview, following the model presented by Frankfort-Nachmias and Nachmias (1996, p 234), the “encounter” was structured by use of a “semi-structured interview schedule”. The major aspects of the study were explained but the respondents were given considerable liberty in expressing their “definition” of the situation. It was, of course, important that the interviewer was “alert and sensitive to inconsistencies and omissions of data that may be needed to clarify the problem” (Frankfort-Nachmias and Nachmias, 1996, p. 235).

An example of the semi-structured research schedule, which thus provided the main research tool for the study, is provided in appendix 5. Its structure, content and layout were largely based on the model developed by the Scottish Council for Research in Education which offers a clear and logical structure for such encounters (see, for instance, Drever, 1995). Ethical considerations were considered as part of the research
opportunities and dilemmas for higher education institutions posed by the introduction of the npqh

design process and, therefore, the main issues on which the study focuses were explained to the interviewee in a short statement at the beginning of the interview.

the design of the research questions themselves owed much to the work of oppenheim (oppenheim, 1992). cognisant of the fact that the quality of the design of the research tool will frequently depend on the quality of "research conceptualisation" (oppenheim, 1992, p. 9) the interview was structured around a series of sections which correlated with the pre-defined research questions relating to the aims on which the study is based. a series of "main questions" were used to structure the interview, "probes" and "prompts" were used to guide respondents when responses elicited seemed lacking in detail or posed further issues for exploration (drever, 1995, p. 12) and to motivate the respondent to elaborate or clarify an answer (frankfort, nachmias and nachmias, 1996, p. 241). the initial part of the interview used "closed" questions in order to gain factual responses on number and types of courses offered by the institution, later parts of the interview posed "open" questions in order to elicit longer, more detailed responses (drever, 1995, p. 13). the final section offered an "open sweeper" question to enable respondents to elaborate on any issues relating to the study which they felt had not been visited in the interview (drever, 1995, p. 27).

after initial construction the interview schedule was "shredded" with a colleague in order to ensure that language was clear and that faults were identified and rectified (drever, 1995, p. 31). a pilot was undertaken on the basis of quota sampling (drever, 1995, p. 35) which sought to identify respondents from one "charter university", one "statutory university" and one college of higher education within the designated region. the pilot sample thus constituted 25% of the total number of institutions in the study and provided responses from all of the "types" of institution of higher education that might be encountered.

drever notes that semi-structured interviews normally take approximately 45 minutes; in the case of the interviews contained within this study this "time average" for each
interview was born out in the field but individual interviews lasted from between 30 minutes to two hours. Wherever possible interviews took place at mutually agreed times and venues, usually at the respondents place of work, and took the form of a “personal interview”, which gave the advantages of flexibility, control over the interview situation and the ability to collect supplementary information (Frankfort-Nachmias and Nachmias, 1996, p. 238). Attempts were made through initial personal contact and throughout the conduct of the interview, to ensure that respondents felt that the study was “worthwhile” (Frankfort-Nachmias, 1996, p. 239) and the conduct of the interview followed that recommended by the Survey Research Centre of the University of Michigan (Survey Research Centre, 1976, p. 11-13) in that the questionnaire or schedule was followed; the interview was conducted in a relaxed manner; the questions asked were those on the questionnaire; questions were delivered slowly and questions that were misunderstood were clarified.

The desire to undertake the survey by use of “personal interviews” has been stated above, nonetheless, three of the interviews took place by telephone and one was undertaken using both telephone and e-mail communications since these were the methods chosen by the respondents. The constraints of telephone interview technique were noted in that they tend to be less informative and the interviewer cannot transcribe respondents’ characteristics or their environment in detail (Frankfort-Nachmias and Nachmias, 1996, p. 243). An attempt to ameliorate these problems was undertaken by use of “paralinguistic utterances” to provide support to the interviewee and by ensuring that good interview technique was observed whereby respondents were encouraged to express their opinions fully (Drever, 1995, p. 16)

Wherever respondents agreed interviews were tape-recorded and the tapes were then subsequently transcribed. Five of the respondents, however, declined to be tape-recorded. The interviewer made contemporaneous notes whether or not tape recordings took place, and these were also subsequently transcribed. After transcription the data was imported into the QSR Nudist (Non-numerical Unstructured Data Indexing Searching and
Theorizing) qualitative data analysis package, developed by Qualitative Solutions and Research in Melbourne Australia, which is increasingly popular amongst the academic community. The package enables data to be explored using an integral index system made up of "nodes" which store index categories which were specifically constructed for this study. The coding constructed using the package related to the coding used in the research questionnaire which was itself derived by reference to the initial research aims in order to facilitate analysis. The Nudist package has the specific advantage that it enables the construction of an "index tree" which promotes the exploration of related sets of issues. The index tree constructed to facilitate analysis is displayed below.

Figure 1 "Index Tree" of Research Nodalities

<table>
<thead>
<tr>
<th>Root:</th>
<th>i.e. “Opportunities and challenges for higher education institutions posed by the introduction of the NPQH including an examination of its possible influences on the development of taught higher degrees in education management.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Degrees:</td>
<td>Higher degree programmes in education management offered by the institution</td>
</tr>
<tr>
<td>2. Effects:</td>
<td>Effects of the introduction of NPQH on the institution and its higher degree programmes in education management</td>
</tr>
<tr>
<td>3. Attitudes</td>
<td>Attitudes to the introduction of NPQH</td>
</tr>
<tr>
<td>4. Theory/Practice</td>
<td>Attitudes to the problem of linking theory and practice when trying to develop professional skills and abilities on an</td>
</tr>
<tr>
<td>5. General Influences</td>
<td>General influences on the development of taught higher degrees in education management</td>
</tr>
</tbody>
</table>
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

Within each sub-category the tree can be represented as follows.

<table>
<thead>
<tr>
<th>1. Degrees</th>
<th>2. Effects</th>
<th>3. Attitudes</th>
<th>4. Theory/Practice</th>
<th>5. General Influences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Structure&lt;br&gt;Structure of degree programmes/s</td>
<td>2.1 Alterations&lt;br&gt;Alterations that have taken place because of the influence of NPQH</td>
<td>4.1 Welcome&lt;br&gt;To what extent does the institution welcome the introduction of NPQH?</td>
<td>4.1 Professional&lt;br&gt;Problems of running an academic course with a strong professional base</td>
<td>5.1 Initiatives&lt;br&gt;The influence of current government initiatives, other than NPQH, on taught higher degrees in education management</td>
</tr>
<tr>
<td>1.2 Recruitment&lt;br&gt;Recruitment patterns of taught higher degrees in education management</td>
<td>2.2 Accreditation&lt;br&gt;Amount of accreditation/remission from course requirements allowed for completion of NPQH</td>
<td>4.2 Problems&lt;br&gt;What problems, if any, does NPQH bring to the existing provision of taught higher degrees in education management?</td>
<td>4.2 Competence Issues of assessment of professional competence in an &quot;academic course&quot;</td>
<td>5.2 Other Influences&lt;br&gt;Other influences which affect the provision of taught higher degrees in education management</td>
</tr>
<tr>
<td>1.3 Tutors&lt;br&gt;Programme tutors</td>
<td></td>
<td>4.3 Standards&lt;br&gt;How appropriate are the standards for headship considered to be?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.4 Knowledge&lt;br&gt;Attitude to the knowledge base of NPQH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.5 Data Display and Analysis

Both Robson (1993, p 390) and Miles and Huberman (1994, p 90) emphasise the importance of data “display” during data analysis and conclusion building. Equally Robson (1993, p 395) notes the relevance of developing “causal networks”.

Data derived from the interview with the respondent from the Teacher Training Agency is displayed separately and takes the form of a “prestructured case display” in which the questions themselves were so structured as to form “a shell for the data to come” (Miles and Huberman, 1994, p 84).

The display of data from the research interviews with respondents from institutions of higher education and the promulgation of causality were facilitated by the use of the NUDIST package. The analysis of the data in that element of this study thus took place according to the matrix devised for use on the NUDIST as a package - outlined above. The resulting display took the form of a “case ordered matrix” in which data is arrayed “case by case” which, according to Miles and Huberman, offers “a powerful way to understand differences across cases” (Miles and Huberman, 1994, p 187).

Miles and Huberman (1994, p 245) note that “drawing and verifying conclusions” can be achieved by a variety of “tactics” which, in essence, assist in the generation of “meaning”. Within this “meaning making” the tactics adopted in this study focussed on:

- noting patterns and themes;
- making contrasts and comparisons;
- subsuming particulars in the general;
- building a logical chain of evidence;
- making conceptual/theoretical coherence.

(After Miles and Huberman, 1994, p 245 – 246).
Much of this analysis was dependent upon providing “shape” to the data (Blaxter, Hughes and Tight, 1996, p 174) which was facilitated by the attention to display outlined above. In undertaking the analysis of data the writer was mindful of the “six rules of qualitative research” offered by Silverman (1993) at this stage in the research process and stringent attempts were made to avoid such pitfalls as “treating the actor’s point of view as an alternative” (Silverman, 1993, p 199); “choosing between polar oppositions” (p 203); appealing to “a single element as explanation” (p 205). Finally and most cogently of all, careful note was made of Silverman’s dictum that “the phenomenon always escapes” whereby, it is argued, the “essential reality” which is pursued can never be fully defined but can only be partially perceived as a “phenomenon in context” as described by the participants in the research (Silverman, 1993, p 203).

4.6 Ethical Considerations

Within the literature on the ethics of educational research much emphasis if placed on the notion of “informed consent” which Cohen and Manion suggest has four elements including “competence, voluntarism, full information, and comprehension” (Cohen and Manion, 1994, p 350). In essence it is incumbent upon the researcher to ensure that potential respondents are aware of the nature of the research and the possible implications of their participation. For this reason all possible respondents received a brief description of the aims of the study alongside an outline of the theoretical framework on which the research was based; all were, of course, at liberty to decline to consent to be interviewed. Anonymity is seen as a central issue in the protection of respondents (Frankfort-Nachmias and Nachmias, 1996, p 93) thus, in the presentation of findings, all institutions and respondents are referred to solely by a consistent but randomly allocated number.
5 Presentation of Findings

5.1 Introduction to the Presentation of Findings

It has been noted in Section 4 of this study that both Robson (1993, p 390) and Miles and Huberman (1994, p 90) emphasise the importance of data display during data analysis and conclusion building. What follows in this section, both in the "quantitative" and "qualitative" elements, are case ordered matrices which present some of the data elicited from the different elements of the research undertaken. The individual elements of this section thus display the data as follows:

- Section 5.2 displays the data gained from the questionnaire which was sent to all institutions of higher education in England and Wales and is constructed so as to delineate the taught higher degree (or degrees) in educational management which each institution offers (if any). An indication is provided as to whether such degrees as are available are offered as a "discrete" and identifiable "single pathway" or whether the institution concerned offers educational management as a route through a more "generic degree". The last column in the matrix provides a section for any salient notes that may further illuminate the nature of the programmes offered.

- Section 5.3 extracts elements from the documents provided by institutions which were requested in order to create a document archive of materials which would exemplify and further extend the insights into the nature of individual course programmes.

- Section 5.4 outlines the interview with the Teacher Training Agency’s Professional Officer responsible for the NPQH. As noted earlier, the semi-structured interview questionnaire developed specifically for this interview (provided in full in Appendix 4) was so designed as to take the form of a
opportunities and dilemmas for higher education institutions posed by the introduction of the npqh

"prestructured case display" in which the questions themselves were so structured as to form a "a shell for the data to come" (Miles and Huberman, 1994, p 84).

- Section 5.5 delineates responses to the semi-structured research interviews with course leaders of taught higher degrees in educational management in higher education institutions in the East Midlands. These responses are not, it should be noted, provided in full, but offer specific responses from the respondents displayed as a series of case ordered matrices. Each matrix exhibits data relevant to the sub-categories constructed in the index tree of research nodalities devised using the NUDIST data analysis software package (see Figure 1, Section 4.4.2).

This section of the study thus follows the dictum of Blaxter, Hughes and Tight (1996, p 174), noted earlier, that successful analysis is often dependent on providing "shape" to the data. In this sense Section 5 is considered essential as part of the conclusion building process and should be seen as "framing" and informing the analysis in Section 6. It can thus be position that both Sections 5 and 6 are part of the process of "meaning making" on which Miles and Huberman (1994, p 245) place great emphasis.
5.2 Quantitative Survey

The following table outlines the nomenclature of taught higher degrees in education management, if any, provided by all institutions of higher education in England and Wales offering postgraduate courses in the academic year 1997–1998.

Table 1  Table of Findings – Taught Higher Degrees in Education Management in England and Wales

<table>
<thead>
<tr>
<th>Institution</th>
<th>Charter Uni</th>
<th>Statutory Uni</th>
<th>College of HE</th>
<th>College of HE/FE</th>
<th>MA</th>
<th>M.Ed</th>
<th>M.Sc</th>
<th>MBA</th>
<th>M.Phil</th>
<th>Ed.D</th>
<th>None</th>
<th>Modular</th>
<th>Discrete Course</th>
<th>Some modules in generic degree</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aberystwyth, University of Wales</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anglia</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MSc – discrete; MA – part of generic course.</td>
<td></td>
</tr>
<tr>
<td>Aston University</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bangor, University of Wales</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bath College of HE</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Only one module in management.</td>
<td></td>
</tr>
<tr>
<td>Bath University</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birkbeck College, University of London</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birmingham University</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bishop Grosseteste College, Lincoln</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blackburn College</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>Charter Uni</td>
<td>Statutory Uni</td>
<td>College of HE</td>
<td>College of FE/PE</td>
<td>MA</td>
<td>M.Ed.</td>
<td>MSc</td>
<td>MBA</td>
<td>M.Phil.</td>
<td>EdD</td>
<td>Modular</td>
<td>Discrete Course</td>
<td>Some modules in generic degree</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>---------------</td>
<td>------------------</td>
<td>----</td>
<td>-------</td>
<td>-----</td>
<td>-----</td>
<td>---------</td>
<td>-----</td>
<td>---------</td>
<td>----------------</td>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Bolton Institute</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In further and higher education only.</td>
<td></td>
</tr>
<tr>
<td>Bournemouth University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bradford and Ilkley Community College</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No specific course in management.</td>
<td></td>
</tr>
<tr>
<td>Bradford University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bretton Hall</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bridgwater College</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brighton</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bristol</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brunel University College, Brunel University</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buckingham University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buckinghamshire College</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambridge University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Taught M.Phil. in School Improvement.</td>
<td></td>
</tr>
<tr>
<td>Cambridge Institute</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canterbury Christchurch</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardiff Institute</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Only one module in management.</td>
<td></td>
</tr>
</tbody>
</table>
## Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

### Table: Institutions and Curricula

<table>
<thead>
<tr>
<th>Institution</th>
<th>Charter Uni</th>
<th>Statutory Uni</th>
<th>College of HE</th>
<th>College of HE/PE</th>
<th>MA</th>
<th>M.Ed.</th>
<th>M.Sc</th>
<th>MBA</th>
<th>M.Phil</th>
<th>ED</th>
<th>Modular</th>
<th>Discrete Course</th>
<th>Some modules in generic degree</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiff University</td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td>“Credit exemption may be given against accredited prior learning and arrangements exist to accredit prior professional experience and professional development including NPQH/NPQSL.”</td>
</tr>
<tr>
<td>Carlisle College</td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td>No specific management modules, degree validated by University of Huddersfield.</td>
</tr>
<tr>
<td>Central Lancashire University</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheltenham and Gloucester College of HE</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td>Only two management modules available.</td>
</tr>
<tr>
<td>Chester College</td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td>MSc-discrete course; MEd-part of generic degree.</td>
</tr>
<tr>
<td>Chichester Institute</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City College Norwich</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colchester Institute</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-operative College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coventry Technical College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

146
### Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NQF

<table>
<thead>
<tr>
<th>Institution</th>
<th>Charter Uni</th>
<th>Statutory Uni</th>
<th>College of HE</th>
<th>College of HE/FE</th>
<th>MA</th>
<th>M.Ed</th>
<th>MSc</th>
<th>MBA</th>
<th>M.Phil</th>
<th>EdD</th>
<th>Modular</th>
<th>Discrete Course</th>
<th>Some modules in generic degree</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coventry University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Management courses in FE/HE only.</td>
</tr>
<tr>
<td>Cranfield University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craven College</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crawley College</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Croydon College</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Degree validated by Sussex University.</td>
</tr>
<tr>
<td>De Montfort University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA for HMC-discrete course; Management modules as part of generic MA; new discrete MA in management 1998-99.</td>
</tr>
<tr>
<td>Derby University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pathway.</td>
</tr>
<tr>
<td>Doncaster College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Durham New College</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Only two modules in Management.</td>
</tr>
<tr>
<td>Durham University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Degree validated by Durham University. Four modules in management.</td>
</tr>
<tr>
<td>Edge Hill College of HE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essex University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exeter College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exeter University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Management is a pathway in the MEd degree.</td>
</tr>
</tbody>
</table>

147
## Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

<table>
<thead>
<tr>
<th>Institution</th>
<th>Charter Uni</th>
<th>Statutory Uni</th>
<th>College of FE</th>
<th>College of FE/ FE</th>
<th>MA</th>
<th>M.Ed</th>
<th>MSc</th>
<th>MBA</th>
<th>M.Phil</th>
<th>EdD</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Falmouth College/ Cornwall Inst./ St. Austell College</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Only one module in management. Degree validated by University of Plymouth.</td>
</tr>
<tr>
<td>Farnborough College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Management is a route in the MA degree.</td>
</tr>
<tr>
<td>Glamorgan University</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>State: “We have contextualised the MCI initiative.”.</td>
</tr>
<tr>
<td>Goldsmiths College, University of London</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EdD but no specific route in management.</td>
</tr>
<tr>
<td>Greenwich College</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Very large range of management modules.</td>
</tr>
<tr>
<td>Greenwich University</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hammersmith and West</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harlow College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Henley</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Herefordshire College of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hertfordshire University</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heythrop College, University of London</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homerton</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horrogate College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Huddersfield University</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hull University</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes
- fencing absence: no module in management.
- fencing presence: one module in management.
- fencing modular: no specific route in management.
## Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

<table>
<thead>
<tr>
<th>Institution</th>
<th>Charter Uni</th>
<th>Statutory Uni</th>
<th>College of FE</th>
<th>College of HE/FE</th>
<th>MA</th>
<th>M.Ed</th>
<th>MSc</th>
<th>MBA</th>
<th>M.Phil</th>
<th>EdD</th>
<th>None</th>
<th>Modular</th>
<th>Discrete Course</th>
<th>Some modules in generic degree</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imperial College</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MBA programme for LEA officers only. EdD with management route to commence 1998-99.</td>
</tr>
<tr>
<td>Keele University</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Management modules form one route in an MA (Education) in Professional Enquiry.</td>
</tr>
<tr>
<td>King Alfred's College</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Route through overall MA.</td>
</tr>
<tr>
<td>Kings College, University of London</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Route through overall MA.</td>
</tr>
<tr>
<td>Kingston University</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Route through overall MA.</td>
</tr>
<tr>
<td>Lampeter, University of</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Route through overall MA.</td>
</tr>
<tr>
<td>Lancaster University</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Route through overall MA.</td>
</tr>
<tr>
<td>Leeds Metropolitan</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Route through overall MA.</td>
</tr>
<tr>
<td>Leeds University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Route through overall MA.</td>
</tr>
<tr>
<td>Leicester University</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Route through overall MA.</td>
</tr>
<tr>
<td>Lewisham College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Route through overall MA.</td>
</tr>
<tr>
<td>Lincolnshire and Humberside</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Route through overall MA.</td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Route through overall MA.</td>
</tr>
<tr>
<td>Liverpool Hope</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Route through overall MA.</td>
</tr>
</tbody>
</table>

Ma-discrete course; MEd-management pathway through generic degree.
### Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

<table>
<thead>
<tr>
<th>Institution</th>
<th>Charter Uni</th>
<th>Statutory Uni</th>
<th>College of HE</th>
<th>College of HE PE</th>
<th>MA</th>
<th>M.Ed</th>
<th>MSc</th>
<th>MBA</th>
<th>M.Phil</th>
<th>EdD</th>
<th>None</th>
<th>Modular</th>
<th>Discrete Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liverpool John Moores University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liverpool University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>London Guildhall University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>London University Institute of Education</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>London School of Economics</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loughborough University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manchester Business School</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manchester Metropolitan University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manchester University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middlesex University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-Kent College</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milton Keynes College</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nene University College, Northampton</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Management is a pathway through a generic degree.</td>
</tr>
<tr>
<td>NESCOT</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

150
### Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

<table>
<thead>
<tr>
<th>Institution</th>
<th>Charter Uni</th>
<th>Statutory Uni</th>
<th>College of HE</th>
<th>MA</th>
<th>M.Ed</th>
<th>MSc</th>
<th>MBA</th>
<th>M.Phil</th>
<th>EdD</th>
<th>Modular</th>
<th>Discrete Course</th>
<th>Some modules in generic degree</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newcastle University</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>Offers &quot;NPQH conversion to MEd&quot; programme involving &quot;supervised in-school research projects&quot; aimed to &quot;improve pupil performance through consolidating, enriching and complementing NPQH.&quot;</td>
</tr>
<tr>
<td>Newman College of HE</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norfolk College of Arts and Technology</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North East Wales Institute (NEWI)</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td>Three modules in management in a generic degree.</td>
<td></td>
</tr>
<tr>
<td>North Lincolnshire College</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North-East Worcestershire College</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nottingham Trent University</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>Route through generic degree.</td>
<td></td>
</tr>
<tr>
<td>Nottingham University</td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open University</td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oxford Brookes University</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oxford University</td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>Route through generic degree.</td>
<td></td>
</tr>
<tr>
<td>Pembrokeshire College</td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

151
<table>
<thead>
<tr>
<th>Institution</th>
<th>Charter Uni</th>
<th>Statutory Uni</th>
<th>College of FE</th>
<th>MA</th>
<th>M.Ed.</th>
<th>M.Sc</th>
<th>MBA</th>
<th>M.Phil.</th>
<th>EdD</th>
<th>None</th>
<th>Modular</th>
<th>Discrete Course</th>
<th>Some modules in generic degree</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peterborough Regional College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plymouth University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portsmouth University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Queen Mary and Westfield College, University of London</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading College of Technology</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading University</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richmond College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ripon and York St. John College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roehampton Institute</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Royal Holloway College, University of London</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salford University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salford University College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scarborough University College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>Charter Uni</td>
<td>Statutory Uni</td>
<td>College of HE/FE</td>
<td>MA</td>
<td>M.Ed</td>
<td>MSc</td>
<td>MBA</td>
<td>EdD</td>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>------------------</td>
<td>----</td>
<td>------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheffield Hallam University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EdD-subject to validation but no route in management.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheffield University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MEd-new route in management 1998-99; EdD but no route in management.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shrewsbury College of Arts and Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Silsoe College, Cranfield University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southbank University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Two modules in management in generic course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southampton Institute of HE</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southampton University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spurgeons College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Helen's College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Mary's Strawberry Hill</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA in Catholic School Leadership: “The programme pays particular attention to the skills and “competencies” identified in the TTAs NPQH.”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

153
## Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

<table>
<thead>
<tr>
<th>Institution</th>
<th>Charter Uni</th>
<th>Statutory Uni</th>
<th>College of HE</th>
<th>College of HE/FE</th>
<th>MA</th>
<th>M.Ed.</th>
<th>M.Sc.</th>
<th>MBA</th>
<th>M.Phil.</th>
<th>EdD</th>
<th>Notes</th>
<th>Modular</th>
<th>Discrete Course</th>
<th>Some modules in generic degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffordshire University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suffolk College</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunderland University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surrey University</td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sussex University</td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>One module in management in generic degree.</td>
</tr>
<tr>
<td>Swansea Institute of HE</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swansea, University of Wales</td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>One module in management in generic degree.</td>
</tr>
<tr>
<td>Swindon College</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teesside University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telford College of Arts and Technology</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thames Valley University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurrock College</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tresham Institute</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trinity and All Saints College, University of Leeds</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trinity College, Bristol</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trinity College, Carmarthen</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**UC E** | * | * |               | * | * | * | * | * | * | * | * | * | * | * |
## Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

<table>
<thead>
<tr>
<th>Institution</th>
<th>Charter Uni</th>
<th>Statutory Uni</th>
<th>College of FE</th>
<th>MA</th>
<th>M.Ed.</th>
<th>M.Sc</th>
<th>MBA</th>
<th>M.Phil.</th>
<th>EdD</th>
<th>Notes</th>
<th>Modular</th>
<th>Discrete Course</th>
<th>Some modules in generic degree</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>U W E</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UMIST</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University College London (UCL)</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University College of St Mark and St John, Plymouth</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Management is a route through a generic degree.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University College of St Martin, Lancaster</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Management is a pathway in a generic degree.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of East Anglia</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Several modules in management in generic course.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of East London</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Kent at Canterbury</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Run by the Institute of Education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of London – external programme</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Luton</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of North London</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA-some modules in management in generic course; MBA-discrete course.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Northumbria at Newcastle</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

155
### Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

<table>
<thead>
<tr>
<th>Institution</th>
<th>Charter Uni</th>
<th>Statutory Uni</th>
<th>College of HE</th>
<th>College of HE/FE</th>
<th>MA</th>
<th>M.Ed</th>
<th>MSc</th>
<th>MBA</th>
<th>M.Phil</th>
<th>EdD</th>
<th>None</th>
<th>Modular</th>
<th>Discrete Course</th>
<th>Some modules in generic degree</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Wales College, Newport</td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warburg Institute, London University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warrington Collegiate Institute</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warwick University</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td>One taught course in management in generic degree.</td>
</tr>
<tr>
<td>Webster Graduate Studies Centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Herts College</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Hill College of HE</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westminster College of Oxford</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westminster University</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wigan and Leigh College</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wolverhampton University</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td>Refers to HEADLAMP.</td>
</tr>
<tr>
<td>Worcester College of HE</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Worcester College of Technology</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wye College, University of London</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yeovil College</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

<table>
<thead>
<tr>
<th>Institution</th>
<th>Charter Uni</th>
<th>Statutory Uni</th>
<th>College of FE</th>
<th>College of HE/FE</th>
<th>MA</th>
<th>M.Ed.</th>
<th>MSc</th>
<th>MBA</th>
<th>M.Phil.</th>
<th>EdD</th>
<th>None</th>
<th>Modular</th>
<th>Discrete Course</th>
<th>Some modules in generic degree</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>York University</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>57</td>
<td>36</td>
<td>3</td>
<td>44</td>
<td>54</td>
<td>25</td>
<td>13</td>
<td>5</td>
<td>1</td>
<td>19</td>
<td>86</td>
<td>86</td>
<td>63</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

Table 2 Collated Results of the Survey of Taught higher Degree Programmes in Education Management in England and Wales

<table>
<thead>
<tr>
<th>Charter universities offering a discrete degree programme</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statutory universities offering a discrete degree programme</td>
<td>20</td>
</tr>
<tr>
<td>Colleges of higher education offering a discrete degree programme</td>
<td>15</td>
</tr>
<tr>
<td>Colleges of further and higher education offering a discrete degree programme</td>
<td>01</td>
</tr>
<tr>
<td>Total Number of Institutions offering discrete taught higher degree programmes</td>
<td>63</td>
</tr>
<tr>
<td>Total number of institutions offering no discrete taught higher degree programme</td>
<td>109</td>
</tr>
<tr>
<td>Total number of institutions surveyed</td>
<td>172</td>
</tr>
</tbody>
</table>

5.3 Document Archive

The document archive consisted of documents supplied by the 172 institutions contacted, delineated above, and consisted mainly of prospectuses and other information materials usually provided for potential candidates for the various degrees. The archive revealed that some institutions had developed detailed and extensive documentation relating to degree programmes in education management whilst others provided more cursory
opportunities and dilemmas for higher education institutions posed by the introduction of the NPQH

documentation or listed such degrees as a sub-section of an overall postgraduate prospectuse.

This mass of documentation primarily displayed an enormous diversity of approaches to the delivery of higher degrees in education management. Some institutions, as indicated earlier, offered discrete degrees leading to a named qualification; others offered education management as a pathway through a generic degree in education; still others offered a generic degree which contained some modules in education management but which did not provide a specific route in the field, thus enabling candidates to study some management modules but not to pursue a whole degree in the area. A small number of institutions, such as Durham and Bristol (notably charter institutions) offered a very wide range of courses in management; others offered little or no “choice” to candidates who wished to pursue the subject.

Institutions which made statements linking their courses to TTA management initiatives are identified in the alphabetical case-ordered matrix below.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leeds Metropolitan University</td>
<td>Information on the MSc in Educational Leadership at Leeds Metropolitan University states:</td>
</tr>
<tr>
<td></td>
<td>“The modules have been designed to be flexible so that they can allow participants to relate their work directly to priorities identified nationally or in the workplace. The award articulates with government initiatives such as the NPQH and HEADLAMP.”</td>
</tr>
<tr>
<td></td>
<td>Equally the same institution offers an MBA in Educational Leadership which “is designed to articulate with NPQH, HEADLAMP and the evolving training framework for serving</td>
</tr>
</tbody>
</table>
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

headteachers. This course, in particular, would seem to have been designed to have a direct relationship with NPQH. The course commences with a "Competency Diagnosis" which has striking resonance with the initial needs assessment involved in NPQH and the qualification progresses to a "Strategic Leadership and Accountability Module" which, the documentation states:

"...covers the same content areas as the compulsory module for the NPQH, and two of the Key Areas in the National Standards for Headteachers. These are Strategic Direction and Development of the School and Accountability."

This is followed by a "Performance Management Module" which:

"...covers the same content areas as the further modules for NPQH, and three of the Key Areas in the National Standards for Headteachers: Teaching and Learning, Leading and Managing Staff, and Efficient and Effective Deployment of Staff and Resources."

Notably the "Award Leader", as the course leader is described, is also "at present Centre Manager for the Yorkshire and Humberside Region Training and Development Centre for the NPQH."

---

<table>
<thead>
<tr>
<th><strong>Oxford Brookes University</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A number of institutions made specific reference to HEADLAMP and some offered courses purporting to be designed specifically to meet the requirements of that initiative. As an example, Oxford Brookes University’s information for its Master of Arts in Education states:</td>
</tr>
</tbody>
</table>

159
"In addition to its MA in Education Management programme, the University offers an MA Education Management track specifically designed to meet the needs of newly appointed headteachers in schools of all types and phases..."

The document goes on to point out:

"The course addresses the headteacher tasks and abilities identified by the Teacher Training Agency as central to the Headteacher Leadership and Management Programme (HEADLAMP)."

<table>
<thead>
<tr>
<th>University of Newcastle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Another institution with an innovatory linkage between NPQH and its taught higher degree programmes is The University of Newcastle which offers an &quot;NPQH conversion to MEd&quot; programme. The &quot;target audience&quot; is described as being &quot;NPQH candidates who wish to acquire a University award in conjunction with their professional studies&quot;. The course aim is stated as being:</td>
</tr>
</tbody>
</table>

"...to improve pupil performance through consolidating, enriching and complimenting NPQH activities by enabling them to thoroughly contextualise the NPQH learning with supervision which is at the same time systematic and rigorous whilst being supportive."

Candidates for this programme receive a "needs assessment" through discussion with the student themselves and through liaison with the
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

<table>
<thead>
<tr>
<th>University of Wolverhampton</th>
<th>It was noteworthy that some institutions made general statements that emphasized a relationship between their qualifications and TTA initiatives. The University of Wolverhampton’s documentation, for instance, stated:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“The Teacher Training Agency’s (TTA) tasks and abilities for the designated positions so far published, reinforce the managerial aspects of the teacher’s</td>
</tr>
</tbody>
</table>

NPQH Assessment Centre. The course itself involves:

“...supervised in-school research projects during which a course member will be required to implement, monitor and evaluate actions arising from their study of the NPQH programme.”

It is clear that the assessment of the course is directly linked to work undertaken for the professional qualification since the documentation states that assessment:

“...will be based upon a major project (dissertation) developed from the Assessment Tasks of NPQH plus training in research methodologies.”

Once again this course indicated a higher education institution attempting to make direct links between the professional qualification and a higher degree programme. Notably, but not wholly surprisingly, the course tutor is also the designated Centre Manager for the local NPQH Training and Development Centre and the University is a member of the supervising consortium for NPQH in that region.
5.4 Interview with TTA Professional Officer

5.4.1 Development of the NPQH Programme

1.1 “Genesis” of the qualification

The respondent stated that a major survey of Continuing Professional Development was undertaken for the TTA by MORI in 1995. He noted that:

“There was a survey with a sample of 3000 to 5000 schools. It drew some interesting conclusions about CPD including that CPD had a relative lack of impact on practice in the classroom and on appraisal. 74% of heads said that they were unhappy with CPD and 24% of teachers said the same thing.”

The respondent went on to state that the survey revealed a “patchwork” of CPD and suggested a “basic disorganisation” in the use of CPD in schools.

The respondent emphasised that the TTA believed that the qualification would assist in school effectiveness and improvement. He stated:
"I would like to pick out the school effectiveness and school improvement research on the importance of the head in school improvement. There was a very clear case for developing leadership skills and attributes of potential leaders."

1.2 Research Base

The respondent stated that a working group on leadership was set up who were tasked with developing the first set of national standards for headship. A "major consultation exercise followed" since the Agency wanted to "maximise consultation". 10% of all schools in England and Wales were asked for their opinions as well as other stakeholders and there was a series of "national consultation events". The respondent noted that:

"The resounding outcome was that it was very desirable to have a threshold qualification but it was important to get to grips with needs assessment. There is no needs assessment in HEADLAMP and there is no culture of needs assessment. This was one of the seminal issues. The national standards involved all major stakeholders."

The respondent went on to point out that, having confirmed the need for such a qualification, the next phase of development raised questions about how such a qualification might be implemented:

"The next question was how should it be implemented? The group led by Hugh Lawlor decided on the structure. There were 'heavy political issues' including the idea of competition and contracts and having a clear 'Chinese wall' between assessment and training."

It would seem that there was an original intention for the TTA to allow the qualification to develop through the providers:
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

“At that time the idea was to set it up and stand back. The further we got into it the more important it was insisting on rigour. The first stage began in the Autumn hammering out how NPQH would be trialled.”

The respondent noted, however, that the TTA was attempting, at the same time, to develop a series of initiatives which would assist in the development of leadership in schools:

“At the same time we saw that a number of elements of the standards needed further work as a possible way of challenging serving heads to raise their game – ‘leadership for serving heads’. We consulted again to make sure that we didn’t have three sets of standards for professional issues. We consulted very, very widely again on national standards.”

The TTA thus attempted to develop the already existent programme for recently appointed headteachers (HEADLAMP) and to begin the development of the leadership programme for serving headteachers at the same time as implementing the National Professional Qualification for Headship. The respondent was forthright in his assertion that these programmes were elements in a “continuum” which was designed to enhance leadership and management potential:

“We then embarked, in autumn 1997 to design a contract for serving heads and began to review HEADLAMP because it began in a vacuum. NPQH defines capability and potential; HEADLAMP should be about induction, what they did and what their induction ought to be about. We wrote to all providers of HEADLAMP stating that all must work to the standards.”

1.3 Future Development

The respondent placed emphasis on the fact that a “threefold strategy” for the
development of leadership was being created through training prior to appointment as headteacher through the NPQH programme; training on appointment through a reconstituted HEADLAMP programme; and training for experienced serving headteachers through the Leadership Programme for Serving Headteachers (LPSH):

“By summer of this year (1998) we should have in place a three-fold strategy. We have shifted from a national qualification delivered through regional materials to national materials. The issue of having to plan a three-fold national strategy, which is incremental in developing leadership skills and capabilities of aspiring heads, is central. It builds a model of the leading professional as much concerned with their own professional development as in the way they manage school improvement.”

The respondent further emphasised that the main reasoning for such training lay in the impact it might ultimately have on pupil achievement:

“The TTA wanted to emphasise the importance of heads’ development. There was a mission to have raising pupils’ standards of achievement as a central issue. It was implicit therefore to build links between headteacher development and standards of achievement because heads’ development must be in the children’s interests. This was central in using national standards for headteachers.”
5.4.2. Effects on the provision of taught higher degrees of the introduction of NPQH

2.1 Views about the relationship between higher degrees and NPQH.
Initially the respondent wished to point out that the issue of higher degree programmes was not one on which the TTA could or should make comment:

“The TTA is a government body and is not in a position to take a view about higher degrees but the Agency is inextricably linked with wider provision. It is very problematic.”

The acceptance of the “inextricable” linkage between the TTA framework and higher degree programmes is thus made clear. Nonetheless, the respondent noted that the main issue for the TTA was the possible basis of evidence against the standards for headship which completion of higher degree programmes might provide when candidates for the NPQH programme presented for initial needs assessment:

“We are interested in what evidence can be used to enable progress through NPQH. NPQH is not an academic qualification. It is important to find links that show evidence that help candidates get through NPQH. It (higher degree programmes) needs to have an input for the assessment of candidates against the standards for headship. At the moment all candidates have to complete the assessment tasks; there is a debate about this and there is an issue about what demonstrable evidence is allowable for candidates to gain credit (against NPQH).”

Notably the respondent was clear that he felt that higher degrees would eventually align themselves with the NPQH programme:
"It will not be a problem in two or three years time because degrees will be fashioned around this (NPQH assessment requirements). Courses will be up and running that are robust and rigorous in capturing the candidates’ ability to meet the national standards as well as academic capability. Some higher degrees are more useful than others at the moment. Higher degrees do not purport to be about the national standards but eventually this will change."

2.2 Views about the possibility of accrediting NPQH as part of a higher degree in education management.

The respondent was positive about the fact that taught higher degree programmes would begin to offer accreditation for completion of NPQH. This was seen as, essentially, a "market place decision":

"Degrees will probably move closer to NPQH. I understand that the Open University is offering 50 percent accreditation against their Masters Degree for NPQH; others will probably fall in line. In three or four years time it will be in the interests of any MA programme to take account of NPQH. With better methodologies for needs assessment people will not see NPQH in splendid isolation as they see it at the moment, they will see it as part of a professional framework."

Interestingly the respondent saw the "appropriate level of accreditation for NPQH as being at the doctoral level:

"Ideally it is something I would like to see the EdD focus on as part of a whole series of opportunities."

It was equally clear that there was a sensitivity to criticisms about the potential division between the practical and the theoretical:
"I am tired of the split between the practical and the professional, NPQH people must not show this split. It is a tricky issue with NPQH’s use of competences and modules and the ideas of the ‘ivy league’ people. We must not forget that good management practice would enable leaders to improve practice and learn from doing."

The respondent’s concerns about the ambiguous nature of the attitude of higher education institutions were clear, as was his certainty that the NPQH qualification would gain acceptance. Indeed the respondent expressed confidence that, eventually, the issues surrounding the introduction of the qualification and its relationship to higher education qualifications would be resolved. This, he suggested, would be achieved by adjustments to attitudes in the higher education institutions themselves about the complex nature of the relationship between “theory and practice”:

"Like all novel approaches it has its opponents. It is not so much a threat and a challenge but higher education needs to understand that work is important."

5.5 Research Interviews with Course Leaders

5.5.1 Degrees

**Definition:**

Higher degree programmes in education management offered by the institution

| 1.1 Structure |
### Definition:
**Structure of degree programme/s.**

| Institution 1 | According to the nomenclature established in Section 4.3, Institution 1 is a college of higher education. The institution offers a taught Masters degree, which is a modularized, part-time programme. The respondent stated that the degree is particularly targeted on primary and special schools but “quite a few” secondary candidates attend “because they want to know more about primary schools or want to have clearer principles about primary education”. In addition to the management qualification the college also offers an MA in primary education.

Candidates on the management degree take one module per term and undertake six modules over two years; one additional “module” is allocated to a dissertation. All the courses are validated by a charter university. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution 2</td>
<td>Institution 2 is a large statutory university. The respondent outlined that from 1989 postgraduate courses operated which led to a certificate in professional studies. The curriculum for this certificated course was coordinated with a number of other regional higher education institutions, none of which, at that time, had university status. All of these institutions agreed on the structure of such awards but designed their specific programmes separately. In 1990 the institution introduced a Diploma in Professional Studies in Education (DPSE), some of the modules within which were in education management; this mainly attracted primary teachers. It was in 1995 that the institution began an MA in professional studies in education. Notably, there was an attempt to validate the degree with specific titles for a variety of “routes”, including one in education management, but the university would not</td>
</tr>
</tbody>
</table>
agree to this development; thus the degree as validated enables candidates to undertake courses in education management but they receive the award of a “general” MA in professional studies in education. Candidates are “mainly heads of department in secondary schools or deputy heads in primary schools”.

The institution has now validated a new MA that focuses specifically on education management and offers a named award. Recruitment for the degree has commenced with a proposed first cohort on Autumn 1998.

**Institution 3**

Institution 3 is a statutory university. The respondent stated that “there is no one higher degree in education management but there are a series of modules through the overall MA which are in management”. Notably the institution seeks a re-examination of “the whole sweet of modules” in all subject areas, since “the external examiner is keen to see this”. In fact, a “wholesale review” of the higher degree programmes is about to be undertaken:

> “We have decided to go for an early review of the degree. We want a higher research profile in the degree. We want to encourage foreign students.”

In order to obtain the degree candidates are required to take 12 modules overall; 50 percent of such modules taken must be in one “cognate area”. Courses were validated in September 1995 and are validated until September 2000. All courses are part-time but there will be some full-time candidates from autumn 1998.

**Institution 4**

Institution 4 is a charter university. The institution offers MA, MBA and Doctor of Education programmes in education management.
Additionally some candidates study for an MA in professional studies who "may do some modules in education management". There is a "large range" of inset courses which may involve education management. The respondent also noted that:

"There is the possibility of more room for school improvement elements or modules on the courses."

The Doctor of Education programme has three "strands", including "education management", "teaching English as a foreign language", and "primary education". The degree is offered in England, Hong Kong, Singapore, Saudi Arabia and Lebanon.

**Institution 5**

Institution 5 is a statutory university. The institution offers postgraduate courses in education management including MSc., MBA and Doctor of Education. The MSc in education management is for "middle managers" and takes three years to complete; it has been re-structured to match NPQH. The MBA is targeted on heads and deputies and is considered "the senior executive programme". The programme takes two years to complete and is "futures orientated". There is one MBA programme for heads and deputies and one for bursars, which is run in conjunction with the National Bursars Association; this latter organisation is developing a set of "NPQB" standards with the TTA. The Doctor of Education is a three-year programme. There is also an MA in professional learning designed to "support learning organizations" which is "under development".

**Institution 6**

Institution 6 is a charter university that offers an MA in education management consisting of four modules and a dissertation. The MA is largely run through a summer school but, in addition, a number of
students (18) are located in a town some 30 miles from the institution. HEADLAMP is run in partnership with the county LEA (normally with cohorts of eight, twice a year with some 25 in the system at the moment). The MA is “predicated” on an initial day’s needs assessment which “identifies real problems or issues on which candidates write a report”. Module one is “an organizational analysis, and audit of the school”; three other modules have “fixed titles” but these “fit in with the core blocks based on HEADLAMP competences, “for instance management, finance, and examining headteachers problems and a financial management plan”.

The course which is taught offsite draws people from a variety of backgrounds. One module is in “educational administration”; one module focuses on “contemporary issues in education”. The summer school has “hundreds of candidates” within which “one or two modules are taken each summer”.

| Institution 7 | Institution 7 is a statutory university that offers an MA in education management. The respondent stated that the degree “was originally for home students but now is mainly for international students” and is run by summer school. |
| Institution 8 | Institution 8 is a college of higher education. There is an overall degree programme with five different pathways, which offers a “full route in education management”, but there is no named degree. There are 80 people on the degree as a whole and some 20 taking the education management route. The respondent noted that: |
| | “We will probably review the degree structure soon. We could continue with the pathways approach or we could go |
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

| Institution 9 | Institution 9 is a statutory university based in a county town in the East Midlands. The respondent pointed out that the programmes have changed from a Diploma, validated by the East Midlands Management Group, to a Certificate in Professional Studies in Education (CPSE), Advanced Diploma, and MA as part of the In-Service Award Scheme. He indicated that  

> "The focus of the Award Scheme has always been action research, and the development of the reflective practitioner. The input of formal theory has always been on the basis of need to know."  

The degree offered by the institution is an MA that has a Modular structure; each module being accredited at 20 credits towards a 120-credit degree. The degree has been in existence for 5 years and takes 2 years to complete. |
| --- | --- |
| Institution 10 | Institution 10 lies geographically outside the East Midlands region but is a distance learning provider both for the National Professional Qualification for Headship and for other postgraduate awards in education. The institution offers a Diploma with two 60-credit modules and an MA with three 60-credit modules.  

The institution intends to offer a Doctor of Education programme in education management commencing in the academic year 1998 – 99. In |
order to undertake this degree candidates will require an MA and will need to complete the institutions “research methods” programme.

Notably the respondent stated that: “All of the courses have been overhauled recently”.

<table>
<thead>
<tr>
<th>1.2 Recruitment</th>
</tr>
</thead>
</table>

**Definition:**

Recruitment patterns of taught higher degrees in education management.

**Institution 1**

There are currently 48 on the MA programme at the institution. There are normally about 10 per module but this has recently declined to only 3. The respondent stated:

“This is presumably partly because of NPQH. It is NPQH without a doubt. Many people used to think that getting an MA was one way of developing towards headship but now people have to do NPQH so they think I will do that.”

**Institution 2**

Institution 2 has “approximately” 120 candidates undertaking the generic MA, some of whom pursue modules “solely in education management”. The MA in education management is run in conjunction with a professional association and currently has some 20 candidates.

**Institution 3**

The respondent stated that:

“Most students come on the course because of personal recommendation. People want a specific qualification.”
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

| Institution 4 | The respondent stated that the institution’s MBA in education management has “several hundred” candidates on roll and is offered both nationally and internationally as well throughout the region which might be deemed to form the natural “catchment” area of the university,
|               | The doctor of education programme offered by the institution has three “strands” including education management, teaching English as a foreign language, and a primary “route”. The respondent noted that, once again, the degree is offered both nationally and internationally. |

| Institution 5 | The respondent stated that there are, “overall”, about “250 local candidates and 250 overseas” studying for their Masters degree and Doctor of Education programmes |

| Institution 6 | The respondent noted that there were some 18 candidates on the Master of Arts degree programme in education management based in a town some 30 miles distant from the main campus if the university. A HEADLAMP programme is run in partnership with the county LEA, normally with cohorts of eight, twice a year, and there are “25 in the system now”. There is “interest in how NPQH and HEADLAMP relate”; the respondent felt that “since HEADLAMP is to change, therefore the balance with NPQH will change.”
|               | The course based some miles from the institution, mentioned above, “draws people from a variety of backgrounds”. One module is on “educational administration”; one module is “on contemporary issues in |

175
| Institution 7 | The Master of Arts degree in education management run by the institution is “mainly for international students and is run by summer school”. There are 25 per year group but “this year we have not been able to recruit any because of political factors”. |
| Institution 8 | The respondent from Institution 8 stated:  

“Recruitment has not been affected by the introduction of NPQH. If anything recruitment continues to boom. There is a particularly strong market in candidates for SEN. Perhaps people apply on the basis of the individuals who are teaching on the course. We now have funding for unemployed teachers which, we hope, will attract even more candidates.”

There are “approximately 20 people on the education management pathway at the moment”.

| Institution 9 | The respondent stated that recruitment took place from a wide variety of groups, including primary school Heads, deputies and curriculum coordinators; secondary school senior teachers, faculty coordinators, curriculum managers; FE/HE tutors and lecturers; officers from education/training units of the MOD, Prison Service, Probation Service, and the Welfare services. Numbers on the course were not indicated. |
| Institution 10 | The respondent stated that there seemed to have been little influence on recruitment from NPQH she noted: |
"Numbers have actually gone up this year. For instance, one course which I manage has 400 plus people."

1.3 Tutors

**Definition:**

Who teaches on the programme/s?

<table>
<thead>
<tr>
<th>Institution 1</th>
<th>The respondent, as course director mainly teaches the course, but there are contributions from other colleagues on the academic staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution 2</td>
<td>Courses in education management are “taught by academic staff with the assistance of LEA staff and experienced headteachers”.</td>
</tr>
<tr>
<td>Institution 3</td>
<td>Tutors are “a mixture of university and LEA tutors”.</td>
</tr>
<tr>
<td>Institution 4</td>
<td>Course tutors mainly include university staff but also include “LEA advisers and experienced practitioners”.</td>
</tr>
<tr>
<td>Institution 6</td>
<td>“Both university and LEA staff”.</td>
</tr>
<tr>
<td>Institution 8</td>
<td>“A lot of LEA staff” as well as college tutors.”</td>
</tr>
</tbody>
</table>
| Institution 9 | Tutors include:  

  “a management consultant; finance officer from FE; an ICT specialist and education specialists from the Faculty of Education.” |
| Institution 10 | Tuition takes place through the use of part-time staff many of whom are “serving or retired lecturers” from other higher education institutions. In addition lecturers are “drawn from senior staff in schools”. |
5.5.2. Effects

Definition:
Effects of the introduction of NPQH on the institution and its higher degree programmes in education management.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Alterations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1 alterations</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Definition:</strong></td>
<td>Alterations that have taken place because of the influence of NPQH.</td>
</tr>
<tr>
<td><strong>Institution 1</strong></td>
<td>“We saw the writing on the wall and designed the course so that it could be adjusted to fit in with NPQH. I did not know about the standards but had quite a lot of idea about what they would contain. We had an MEd but we decided to have an MA which would reflect national issues so we spoke to people from the TTA and OFSTED and with a range of individuals who were developing NPQH and put together a set of modules under general categories. We can adapt the courses. We face target setting and the syllabus can change to fit those issues. It is all about raising standards.”</td>
</tr>
<tr>
<td><strong>Institution 3</strong></td>
<td>“We are looking for a re-examination of the whole sweet of modules, the external examiner is keen to see this. We have decided to go for an early review of the degree. We want a higher research profile in the degree. We want to encourage foreign students.”</td>
</tr>
</tbody>
</table>
| Institution 5 | "There is an MSc in education management for middle managers which takes three years to complete, it has been re-structured to match NPQH."

"The MSc has been redesigned to link with the NPQH modules, identifying standards and what part of the coursework overlaps. The MBA will continue as it is. The EdD does not match up with NPQH."

Institution 6 | "We had skills in mind when the MA was validated but we have not altered the degree to match NPQH in any way so far."

Institution 7 | "The degree has not been affected by NPQH or changed in any way to align with it. We are surrounded by other providers. We talked to LEAs. We thought that we would be best targeting overseas students."

Institution 8 | "The management modules were validated in 1996 and were designed to fit in with the standards for headship as we knew them at the time. They fitted in with the developing framework of NPQH and they were designed to provide exemption from NPQH."

Institution 9 | "The programmes have not altered - but a distance education programme, MA, has been developed ...which addresses the new issues"

Institution 10 | "Courses are being altered to take account of NPQH, this is happening, but not yet. For credit transfer we do not know
what it will count for yet. Our systems are long and circuitous. We believe that, if it is accepted, candidates who have completed all of NPQH with us will get 90 credits, 50 percent are off the master's degree. The similarities between the MA and NPQH are complete serendipity; they were not deliberately matched. I am tinkering with the MA to make it match now but I was very surprised by how similar they are.”

<table>
<thead>
<tr>
<th>2.2 accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition:</strong></td>
</tr>
<tr>
<td><strong>Amount of accreditation/ remission from course requirements allowed for completion of NPQH.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institution 1</th>
</tr>
</thead>
</table>
| “We have had a number of people who have gained exemption from NPQH. When they go to the assessment they go with a copy of the syllabus of the modules they are doing. All of them have been told that they can have exemption. We are offering exemption for candidates who get NPQH. We did not at first because we wanted to see if the system had academic rigour. We did not have anybody who had done NPQH at first of course but now we have people coming though who have completed NPQH. We ask people to do the learning processes because they are not in NPQH. They have to do research methods and modules 2 and 3 so that equals 50 percent exemption. They can also use NPQH as the starting point for their dissertation. We are developing a two-way process; I think that is the way it
### Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

| Institution 2 | “There are still big questions about providing accreditation for NPQH. If you do that should you be prepared to accredit the programmes for leadership and for subject leaders? On top of that we do not know that the work is really suitable for an MA. The input on NPQH may be on what I do today and not on what I could do tomorrow.” |
| Institution 3 | “Some people are doing both the MA and NPQH. We offer APL but no one has asked for APL with NPQH yet. We would want to know more about the qualification before making a decision.” |
| Institution 4 | “The equivalence between NPQH and the MBA has been mapped and is considerable. Ideally there should be a reciprocal arrangement between higher degrees and NPQH. NPQH is not theoretical enough. It does not have a sufficient theoretical background. In MBA programmes we are not happy about the subject matter in a NPQH. At the moment no one has applied for remission for the course through NPQH but eventually there will be a trial case that will test the area. Professor ... was a member of the working party and he is in favour of the concept that there should be a top-up from NPQH to gain a Masters degree.

“The NPQH does not develop underpinning theory. The NPQH does not involve a literature search. It does not have
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

| Institution 5 | “No-one has received accreditation for NPQH yet but I presume that we will offer it since one of our degrees has been written to align with its content.” |
| Institution 6 | “We do not offer any specific accreditation at the moment.” |
| Institution 7 | “We do not offer accreditation for NPQH. It is a separate issue. If people come along we give them CATS credits. We would not bar people but we would look at each case.” |
| Institution 8 | “The management modules were validated in 1996 and were designed to fit in with the standards for headship as we knew them at the time. They fitted in with the developing framework of NPQH and they were designed to provide exemption from NPQH. No one has applied with NPQH yet, when that happens we will look at it carefully. We do not know whether we will allow exemption by APL or APEL at the moment; pragmatically it will probably be the former. It is a market place decision. My worry is that it is not at level M because it does not provide the appropriate academic rigour.” |

“There is an internal accreditation committee and at the moment the total exemption allowed so far is two modules out of five. Pragmatism will force the decision about how much accreditation to offer for NPQH. We will have to follow the Open University but I am uneasy about that. In the end we may offer half a Masters degree exemption for NPQH which will only leave research methods and the dissertation.”
### Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

<table>
<thead>
<tr>
<th>Institution</th>
<th>Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution 9</td>
<td>“There is a coherent system of accreditation-as part of the award scheme.”</td>
</tr>
<tr>
<td>Institution 10</td>
<td>“For credit transfer we do not know what it will count for yet. Our systems are long and circuitous. We believe that, if it is accepted, candidates who have completed all of NPQH with us will get 90 credits, 50 per cent are off the Masters degree.”</td>
</tr>
</tbody>
</table>

### 5.5.3 attitudes

**Definition:**
Attitudes to the introduction of NPQH.

#### 3.1 welcome

**Definition:**
To what extent does the institution welcome the introduction of NPQH?

| Institution 1 | “In answer to the question does the institution welcome NPQH – you are joking, no! We tried to be proactive but a lot of the staff were very hesitant because they felt that it could compromise standards. They seemed very negative about NPQH and they were very depressed when the numbers went down. As the year has gone on the senior management team has been more upbeat and seem to want...” |
| Institution 2 | I do not know whether the level of the knowledge base is appropriate but I am very concerned about the level of knowledge that is developed on NPQH. 12 months ago it could have gone two ways and either become ‘a training course’ or it could have become a ‘professional development programme’. It worries me that we might not even be producing a training course. I am particularly worried about fast tracking, is it just a quick fix that will have no long-term effect on the system?” |
| Institution 3 | I am very concerned about the lack of a research element in NPQH. There seems to be no element of how previous literature will make an input on the course.” |
| Institution 4 | NPQH is artificial, making a candidate to jump through hoops. Why should candidates not have exemption for what they have been assessed on? In Singapore and America principals undergo training including mentoring. NPQH seems mechanistic. If the headteacher is not a thinker you want to have a mentor. Having a qualification is beneficial. In Singapore there is more national direction. Having an MA would be good but there is antipathy to Master’s degrees. There is not enough credit for existing Masters programmes; this is not the case in America.” |
| Institution 5 | It is a bit of a pig’s ear but we are in the business of making silk purses out of sows ears. We should have learned from the experience of the National Curriculum. Not all of the learning comes out of the training package |
| Institution 6 | "The term NPQH does no favours. It is a complex acronym; people don't want a label for access to headship. There are grounding issues, for instance the difficulty of assessing information in competences and gaining access to information about candidates in the schools. We need to encourage different perspectives; this is difficult but is valuable."

"The date is some way off when the heads will be given freedom to deal with strategy but monitoring, evaluation and review are not too difficult to get into at all. Problems are with major strategic developments. The focus of the head ought to be on a responsibility to fit in with the whole school. The head has to have an overall strategy but it should be different in different schools. It is wrong to divert schools from their own strategies."

"NPQH is really only suitable for secondary institutions. It comes to this - in the process of planning, you need to plan the three years ahead but how can you plan for the future when you don't know what will happen?"

Institution 7 | "As a team we are greatly concerned about the introduction of NPQH. We are very concerned about the way education"
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

| Institution 8 | The TTA is part of a quango which is trying to maintain its position. My worry is that it is there in 1998 but will it be there in 2008? I used to teach when there was a certificate and then there was a degree. Will the TTA last? Also will NPQH have currency, especially internationally? Will we see people putting NPQH on their C.V.? We all know that there is a negative attitude to higher education in the TTA.”

As to whether the knowledge base is sound I make a pragmatic response. We discussed whether to give exemption for NPQH at a UCET meeting; the older universities had doubts as to whether it was MA worthy.

“As a person who has worked for a quango it is wrong to suggest that this is not a new phenomenon. Politicians have a right and duty to say “is that value for money?” “Does it advance quality in schools?” “Are these people going to be better headteachers?”

Institution 9 | “The qualification is welcomed.”

Institution 10 | “It is difficult to say whether the institution welcomes the introduction of NPQH. For me personally, as a governor, I
am now interviewing for a headship. One candidate has NPQH and another has an MBA. I am much more impressed by the candidate with the MBA.”

“I do welcome the fact that the TTA are developing qualifications and being proactive.”

### 3.2 problems

**Definition:**

What problems does NPQH bring, if any, to the existing provision of taught higher degrees in education management?

<table>
<thead>
<tr>
<th>Institution 1</th>
<th>“I think that the MA could be complementary to NPQH.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution 2</td>
<td>“There is a large issue about professionalism – should an MA be an academic programme? Largely we felt that it should keep an accent of professional practice. It is difficult to walk the tightrope between a professional and an academic course. We have embraced professional awards because we applaud what they want to do”</td>
</tr>
<tr>
<td>Institution 9</td>
<td>“I have not experienced any problems, if only because the heads and deputys of secondary schools were not coming forward for further qualifications.”</td>
</tr>
<tr>
<td>Institution</td>
<td>Quote</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Institution 1</td>
<td>“We looked at the standards very carefully and decided that they were appropriate for headship. We thought that they were narrow, they did not go into the learning processes enough or into classroom issues. That is why I push people when I teach on NPQH.”</td>
</tr>
<tr>
<td>Institution 3</td>
<td>“I am worried about the use of learning outcomes, how can they be demonstrated? Who is going to provide research methods training and how will it be developed?”</td>
</tr>
<tr>
<td>Institution 7</td>
<td>“My training for headship was deputy headship and headship. My training was on the job. We are now too far the other way. We are being tunneled in a certain direction.”</td>
</tr>
<tr>
<td>Institution 9</td>
<td>“The proposals seemed to cover far too much - pursuing the Jesus Christ syndrome.”</td>
</tr>
<tr>
<td>Institution 10</td>
<td>“Some of the skills in the standards are very hard to prove competence of. I am not trying to sound cynical but I have an open mind.”</td>
</tr>
</tbody>
</table>
### 3.4 Knowledge

**Definition:**
Atttitude to the knowledge base of NPQH.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution 1</td>
<td>“People come along with no knowledge about strategic planning. We really do need to go into things in more depth.”</td>
</tr>
<tr>
<td>Institution 5</td>
<td>“The low level of the knowledge base is the biggest failing of NPQH. We spend 6 or 12 minutes on something that we would spend three hours on in a higher degree. It jumps about far too much. There should be extra modules on teaching skills.”</td>
</tr>
<tr>
<td>Institution 9</td>
<td>“I was concerned that the emphasis was upon a managerial stance, as opposed to identifying problems and working out solutions.”</td>
</tr>
</tbody>
</table>

### 3.5 Politics

**Definition:**
Concerns over political control over awarding national qualifications for headteachers and teachers.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution 1</td>
<td>“I see bureaucratic control as a danger but one has to be realistic about national views on education and it is irresistible. People want managers who can perform better so that standards can be raised.”</td>
</tr>
</tbody>
</table>
| Institution 2 | “I am concerned about the TTA now. When the TTA came into being I was a supporter. There should have been more consultation and the way it has developed has been worrying.”

“I worry about the TTAs control. The NPQH could have been developed in two ways. One way was to let an elite who won a bid develop the course, the other way was to let local institutions develop their own courses against the standards. The way the course has been developed emphasises the TTA’s control and emphasises bureaucracy.” |
| Institution 3 | “I am concerned about the political and budgetary control that is being held by the TTA. Institutional procedures are very slow to change, it takes ages, so effectively you now have two bureaucracies and it is a question of how they fit together.” |
| Institution 5 | “It is political with a small ‘p’ and I worry about the influence of bureaucrats. You ‘phone up the TTA and speak to some young yuppie who is an Oxbridge graduate who does not know about practice. I am not so worried about the politics with a large ‘p’ but it used to be possible to get training in the regions, this is not possible now.” |
| Institution 6 | “Am I concerned about political control and bureaucratic control – absolutely!” |
| Institution 8 | “As a person who has worked for a quango it is wrong to suggest that this is new phenomenon. Politicians have a
right and duty to say “is that value for money?” “Does it advance quality in schools?” “Are these people going to be better headteachers?”

Institution 9

“We do worry about centralized control but the initiative can be seen as a way of getting heads into training and education.”

Institution 10

“The dangers of political control is an issue for quite a few people. When I was trying to write for the distance learning package for NPQH I found it very difficult because the requirements were constantly changing. One time I wrote six thousand words and came in to find that the requirements had changed.

“Some colleagues are deeply unhappy about the outside control.”

5.5.4 Theory and practice

Definition:
Attitudes to the problem of linking theory and practice when trying to develop professional skills and abilities on an academic course.

4.1 professional

Definition:
Problems of running an academic course with a strong professional
### Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

<table>
<thead>
<tr>
<th>Institution</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution 1</td>
<td>“I think that we have overcome the problems associated with running an academic course with a strong professional base. We try to ensure that all the inputs on each module are to a high academic standard. All the students have to do a lot of reading and reflection on their own practice. On each module there will be theoretical inputs mixed with workshops which link theory and practice. All tasks link with practice in school. The student can decide what they want to focus on for an assessment tasks but all tasks must link with practical issues and candidates must show those links.”</td>
</tr>
<tr>
<td>Institution 2</td>
<td>“I have no problem with professionally based courses working at an academic level. I applaud the unity between the two.” “Absolutely! Assessments are linked to practice and as a first resort. We try to ensure that all assessment is professionally relevant. It may be a classroom-based issue; a school based issue or a whole school issue.”</td>
</tr>
<tr>
<td>Institution 3</td>
<td>“We do not have any problems with the links between theory and practice.”</td>
</tr>
<tr>
<td>Institution 4</td>
<td>“The whole point is that theory is used to inform practice. Every assignment is built on the idea of building relationships between an area or an issue at school and the assignment. You should build on what you know. Competency has been used before. The guide to writing...”</td>
</tr>
<tr>
<td>Institution</td>
<td>Statement</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td>5</td>
<td>“I do not agree with the TTA about their worries about MAs not linking theory and practice. Reflexivity is the key word. We actually link the theory of management with classroom practice. Assessment always links the intellectual content with classroom practice, that is what it is all about.”</td>
</tr>
<tr>
<td>6</td>
<td>“Our approach is to look at skills and competences which are not distinctive to one institution but are transferable in order to develop These are the skills which heads need.”</td>
</tr>
<tr>
<td>7</td>
<td>“There are no problems in linking theory and practice on our particular degree. From the outset we have said that this is not just a theoretical course. It is grounded in practice. From the start we adopted the Kolb model which means we are not about theory alone but about theory rooted in practice. Candidates have to analyse their own institutions. We require them to link theory and practice especially in assignments.”</td>
</tr>
</tbody>
</table>
| 8           | “I think that there is no issue about assessment of practical skills in an academic course. The ‘meaning of life’ type of courses have gone. Teachers opt for practical courses; they want the skills to cope with the practical issues of everyday
**Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH**

<table>
<thead>
<tr>
<th>Institution 9</th>
<th>“The fundamental problem arises from the fundamental strength – the study of the particular.”</th>
</tr>
</thead>
</table>
| Institution 10 | “Our MA links theory and practice very strongly. Assessment relates very strongly with school-based activities. The way assessment is framed makes this a vital part of the course. I am currently trying to get rid of the exam which, I think, does not fit in with the way we assess things.”

“We are very unhappy with some of the statements from the TTA which suggest that MAs do not link with professional practice. I was talking to some candidates at summer school who had heard comments like this and they wanted to go down to the TTA and tell them the truth.”

“We also have a lot of candidates from other areas such as nursing and private areas, so we try to make assessment generic.”

life in schools. We ask people to meet a limited number of dimensions. Assignments are generic to practice; they emphasize the interface between theory and practice.”

“Assessment is linked to school activities but I do not want to say that it has to be. People can pursue academic issues if they want to.”

“T he fundamental problem arises from the fundamental strength – the study of the particular.”
### 4.2 Competence

**Definition:**

*Issues of assessment of professional competence through an academic course.*

| Institution 2 | “What we have tried to do since 1993 is identify level descriptors which identify what needs to be done to meet your objectives and how you match them with reflective expertise. This was based on a model developed nationally. Others have caught up through NUCAT and the recent INCA paper in the autumn term last year helps to create a national framework.” |
| Institution 3 | “We do not have any problems with the links between theory and practice. We do not use professional competences, I do not think that they are relevant in a higher degree. I do not have any problem; we are not using practical competences. It is an academic qualification that is isolated from their work. Because the MA is predicated on professional development impact on professional development will be an influence. We want to encourage students to analyse and develop professional practice.” |
| Institution 6 | “The main issue is what output are you assessing? The university system is not geared to assessing competences. The traditional MBA is very much academic in its assessment. The MA is now well organized and put together competences with knowledge and understanding...” |
and processed the two together. The practical solution of problems is at the forefront, issues are raised, seminars involve leading and defining issues. This has meant finding solutions to problems.”

“MCI make a useful distinction between standards, there should be a progression, a distinction between a responsibility for and response ability to somebody else.”

Institution 8

“I think that we have to move away from the type of course which is once a week for ten weeks. There is a big question about how we accredit people for things they do at work. We have to accredit competence, we do not have to be in a room with someone in order to accredit what they do.”

Institution 10

“We also have a lot of candidates from other areas such as nursing and private areas, so we try to make assessment generic.”

5.5.5 general influences

Definition:

General influences on the development of taught higher degrees in education management.

5.1 initiatives

Definition:

The influence of current government initiatives on taught higher
## Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

<table>
<thead>
<tr>
<th>Institution</th>
<th>Remarks</th>
</tr>
</thead>
</table>
| **Institution 1** | "All the new initiatives by the TTA will inevitable influence us. If they are linked to overall aims they can all become an accepted part. For many years the education department of government has been the poor relation. NPQH is a useful tool to make institutions wake up. They need to realize that research must have ramifications for practice, that it must have an effect on children. They are threatening but they are a powerful tool but they must be rigorous in their planning."
|
| **Institution 4** | "Not all government initiatives have the same impact. The qualification for subject leaders might influence the MBA and NPQH might be used for EdD students. At least this is a concept but it is not working like that now. There was some resentment over making the MBA 'fit in' with NPQH. There is no accreditation for county INSET portfolios but there is some HEADLAMP provision."
|
| **Institution 5** | "We are developing the MA in professional learning to meet the TTA requirement for an additional qualification for subject leaders. I worry about the subject leaders qualification, especially for primary schools, they do not have the time and learning does not work that way."
|
| **Institution 6** | "There is a whole raft of issues are influencing us. I am familiar with the argument about university fees which suggests that we should have education for capability. The TTA is trying to take this role away from higher education institutions. What is really needed is progression. How can
| Institution 7 | “The government have their own agenda of ‘accountability’. They think that some teachers are not suitable and they try to maintain standards by centralized control but in my view that is not a suitable model. The alternative model is developing people by mentoring with some external help but it has to be a complete approach and it is complex. Things are getting increasingly harder. The government is less interested in children. All the competition and control stops innovation.” |
| Institution 9 | “I am sure that funding has had an impact upon provision but as the Ed’ Man’ is part of a much larger in-service award scheme. I do not know what the impact has been.” |
| Institution 10 | “I think NPQH is a vital factor. We are much more proactive now with our programmes to make sure that they are professionally viable. We now make decisions on market place issues much more because of the TTA. It gives me a lever with the university authorities because I can say that we need to do this because of the TTA. We are trying to be proactive in looking for other markets outside England and Wales such as Europe and Ireland because of NPQH.” |
### 5.2 other influences

**Definition:**

Other influences that affect the provision of taught higher degrees in education management.

| Institution 2 | “One major issue is the move to school based research. I am concerned that this will be introduced in a way which will inform practice. Secondly the TTA is becoming more and more heavy handed. It seems to be emphasising school-based training at all levels. Where is professional leadership going to come from if higher education and the LEAs are marginalised?” |
| Institution 3 | “We have not made any changes because of HEADLAMP. The main influences are teachers’ workload and OFSTED. The workload is such that I am glad that it is a modular course or candidates would not cope. OFSTED puts pressure on the individual, they need study breaks to give them all the abilities the school needs. Funding is also a problem. Most candidates are self-funding. We did not get any CPD funding and this will impact on us.” |
| Institution 4 | “Some of the main issues will be the impact of technology, OFSTED and PANDA documents. These don’t change the basic notion of everything; they centre upon the issues of ‘targets’. This might have to be written into the courses. We may have to factor in records of achievement as a government initiative.” |
| Institution 6 | “Personnel Management is a real problem area. There is a
| Institution 7 | “The culture of in-service training still needs to be addressed. A number of teachers and governors are still living in the days when training was free. Five years ago people started to pay for their courses so now the idea is, ‘I pay, therefore I own’. HEADLAMP has created a culture which says, ‘we are paying for you to be trained’, so there is a lack of ownership by candidates. Money has to be spent too quickly. We are not getting the head’s commitment.” |
| Institution 8 | “The big issue is funding. CPD counts for only a small amount of the pot spent on education - about 5 percent. LEA work is characterized by day-long courses which are ‘tips for teachers’. We have to design theoretical courses which will be run in the evening. We have to be more market orientated. We have to bring research in. We have to encourage schools to bid for TTA funding.” |
6 Analysis of Data

6.1 Quantitative Survey

All the data, whether drawn from survey, documents or interviews, revealed how widely the provision of taught higher degrees has spread throughout the British higher education sector since the original inception of the Master of Education degree in Scotland early in this century (Shanks, 1987, p. 122).

The range, variety and distribution of this provision is shown in Figure 2, opposite. This provision now, in fact, not only offers the taught Masters degree, but offers a continuum of taught award bearing courses from postgraduate Certificate, through postgraduate Diploma, and Masters degree to taught Doctoral programmes. The dispersion of these courses is worthy of note and it is apparent that some regions are more extensively served than others.

![Figure 2 Dispersion of Discrete Taught Higher Degrees in Education Management in England and Wales](image)
6.1.1 Proportions of Institutions Offering Taught Higher Degrees in Education Management

Despite the reservations noted above it is clear that an extensive range of higher degree courses specifically focusing on education management exists. The survey also reveals that courses are available in all the “types” of higher education institution established in the typography defined earlier.

Of the 172 institutions surveyed some 57 (33%) were charter universities; 36 (21%) were statutory universities; 35 (20%) were colleges of higher education; and some 44 (25%) were designated as colleges of further and higher education (Figure 3). Of the totality of these institutions some 86 (50%) offered no taught higher degree courses in education management; 63 (37%) offered at least one discrete taught higher degree in the subject; whilst 23 institutions (13%) did not offer entire taught higher degrees in education management but did provided some education management modules as part of a “generic” higher degree in education (Figure 4). Thus, overall, 109 institutions (63%) offered no taught higher degree of any kind in education management whilst 63 institutions (37%) did offer at least one taught higher degree in the subject (Figure 5); it should be born in mind, of course, that many of these institutions offered several programmes.

Figure 3
Proportions of Different Types of Institutions of Higher Education Surveyed

Legend
1=Charter Universities (57 cases) – 33%
2=Statutory Universities (36 cases) – 21%
3=Colleges of Higher Education (35 cases) – 20%
4=Colleges of Higher and Further Education (44 cases) – 25%
N = Total number of institutions surveyed (172)
Figure 4
Proportions of Institutions Offering Discrete Taught Higher Degrees in Education Management/ Modules in Education Management as Part of a Generic Degree/ No Taught Higher Degrees in Education Management

Legend
1 = Institutions offering no taught higher degree in education management (86 cases) - 50%
2 = Institutions offering at least one discrete taught higher degree in education management (63 cases) - 37%
3 = Institutions offering some education management modules as part of a generic higher degree (23 cases) - 13%
N = Total number of institutions surveyed (172)

Figure 5
Proportion of Institutions Offering at Least One Discrete Taught Higher Degree Programme in Education Management

Legend
1 = Institutions offering no discrete taught higher degree in education management (109 cases) - 63%
2 = Institutions offering at least one discrete taught higher degree programme in education management (63) - 37%
N = Total number of institutions surveyed (172)
6.1.2 Proportions of Different Types of Discrete Higher Degrees in Education Management Offered by Higher Education Institutions in England and Wales

The total number of discrete higher degree programmes in education management, of all types, which are offered in higher education institutions in England and Wales, as revealed by the survey, totalled some 117 courses divided amongst the 109 institutions which offered at least one such degree. Of these courses 54 (46%) were offered as an MA; 25 (21%) were offered as an MEd; 13 (11%) were offered as an MSc; 5 (4%) were offered as an MBA; 1 (1%) was offered as an MPhil; and some 19 (16%) were offered as a taught Doctoral programme (Figure 6).

The wide diversity of courses revealed by the survey, alongside their comparative prevalence supports Bolam’s notion that:

"...the capacity of the providers of school management training has improved substantially. The system of in-service provision from HE and
other agencies is now more responsive and flexible because of the adoption of modularization and other features...Given the schools’ experience gained from NVQs, there is now much greater familiarity with, and more sophisticated approaches to, outcomes-oriented training and work-based assessment.” (Bolam 1997, p 278)

This diversity also confirms the analysis made by Barnett (1987) and Nuttall (1987), both of whom suggested that there was a proliferation in award-bearing courses in general and Masters' degree programmes in particular.

6.1.3 Relative Proportions of Different Types of Higher Education Institutions Offering Taught Higher Degrees in Education Management

Of the 63 institutions which were revealed as offering at least one taught higher degree in education management, 27 (43%) were charter universities; 20 (32%) were statutory universities; 15 (24%) were colleges of higher education; and only 1 (2%) was a college of further and higher education (Figure 7).

Figure 7
Proportions of Different Types of Higher Education Institutions Offering at Least One Discrete Taught Higher Degree in Education Management

Legend
1=Charter Universities (27 cases) – 43%
2=Statutory Universities (20 cases) – 32%
3=Colleges of Higher Education (15 cases) – 24%
4=Colleges of Further and Higher Education (1 case) – 2%
N = total number of institutions surveyed offering at least one discrete taught higher degree in education management (63)
Bearing in mind Preston and Smith's belief that newer academic institutions are "closer to the market" (Preston and Smith, 1993, p 30) and Shepherd's notion that "new universities" are more concerned with courses with a professional base (Shepherd, 1996), it is interesting to note that the sector providing the largest number of courses of this type is that which can be defined as "charter institutions".

Since there are, however, more charter institutions than those of any other type, it is apposite to note the proportion of institutions of each type offering at least one taught higher degree in education management. Such an analysis reveals that: of the 57 charter universities surveyed some 27 (47%) offered at least one such degree whilst 30 (53%) did not (Figure 8); of the 36 statutory universities surveyed 20 (56%) offered such a degree whilst 16 (44%) did not (Figure 9); of the 35 colleges of higher education surveyed 15 (43%) offered such a degree whilst 20 (57%) did not (Figure 10); of the 44 colleges of further and higher education surveyed 1 (2%) offered such a degree whilst 43 (98%) did not (Figure 11).

**Figures 8 to 11**

**Institutions Offering at Least One Discrete Taught Higher Degree in Education Management as a Proportion of Institutions of That Type**

**Figure 8 Charter Universities**

Legend

1=Charter Universities offering at least one discrete taught higher degree programme in education management (27 cases) - 47%
2=Charter Universities offering no discrete taught higher degree programme in education management (30 cases) - 53%
N = Total number of charter universities surveyed (57)
All these figures would tend to suggest, somewhat contrary to the beliefs of Preston and Smith (1993) and Shepherd (1996) noted above, that charter institutions are extremely "robust" in the provision of courses in the field of education management. One may note that a slightly higher proportion of statutory institutions offer at least one taught higher degree in the field of education management (56% as opposed to 47%). A calculation of the phi coefficient of the relationship between the two variables of being a charter university/statutory university and offering/not offering at least one taught higher degree
in education management reveals that the relationship between the two variables is, however, very small (see Appendix 6).

6.2 Document Archive

The document archive revealed similarities evident between all taught higher degrees in education management; all are modular; the length of time required for completion is frequently similar at around two or three years; topics such as “school effectiveness”, “management of change” and “accountability” recur with a notable regularity. There is, however, by contrast, an equally notable variety apparent in what might be described as a single “cognate area”. Some institutions offer “discrete” degrees in education management; some offer a specific “pathway” in education management through “generic degrees” which offer pathways in a number of educational topics; some institutions offer a small number of education management modules in a generic degree.

This variety of provision is also reflected in the actual awards available. Many such awards are characterised as “Master of Arts” degrees; some are described as “Master of Education” degrees; whilst others are styled Master of Science”, “Master of Business Administration” or, rarely, “Master of Philosophy”. The differences in curriculum, method of delivery and theoretical perspective that lead to such varied nomenclature are sometimes apparent but on other occasions the subtle nuances of institutional history and theoretical perspective which have created this “patchwork of qualifications” are impossible to divine.

No doubt progenitors of MBA programmes would argue that they had responded to the agenda set out by Handy and Constable and McCormick when those eminent commentators suggested, in 1987, that such programmes should be flexible and modular in structure and provide strategic skills integrated into career development and work experience (Handy, 1987 and Constable and McCormick, 1987). Nonetheless even this
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

notion is open to debate. Indeed Davies and Ellison's commentary, which suggested that many education management MBAs were simply "re-badged" MAs, MEds or MScs, must have struck as a somewhat stinging jibe in some institutions (Davies and Ellison, 1994). Yet it is notable that some of the documentation for such MBA programmes does emphasise the modularity, flexibility and relevance to career development and work experience which were the central nodalities identified by the Handy and Constable and McCormick.

One interpretation of this diversity of course title, organisation and content would be to contend that this offers supportive evidence of Bush's notion that there is a lack of coherent theory in the field of education management (Bush, 1986); a notion which is also drawn on by Bolam (1997, p 275) when he bemoans the problems of "conceptual pluralism". This is not, however, an issue on which this writer feels that the evidence drawn from this study is sufficient to make persuasive and final judgements.

Not surprisingly, perhaps, a number of the institutions involved in the consortia as assessment centres or training and development centres for NPQH, appear to be leading providers of taught higher degrees in education management. This is particularly notable at institutions such as The University of Leicester, Leeds Metropolitan University and Cardiff, University of Wales, all of which provide taught Masters degree programmes and taught Doctoral programmes in Education management.
6.3 Qualitative Element

6.3.1 Interview with TTA Professional Officer

6.3.1.1 Development of the NPQH Programme

The respondent from the Teacher Training Agency’s early statement that “There was a very clear case for developing the leadership skills and attributes of potential leaders” seems unexceptionable in that the centrality of the role of the headteacher in enhancing school effectiveness has been posited by numerous commentators (see for instance HMI, 1977; Fullan, 1982; Van Velzen, 1985; Mortimore et al, 1988; and Hopkins Ainscow and West, 1994). The notion articulated by the respondent, that one “centralised” qualification would enhance such leadership is, however, open to question. In his commentary on the inception of NPQH Glatter (1997) warned that the TTA had “set out a hugely ambitious programme – nothing of its scale or complexity has been attempted elsewhere to my knowledge”. Moreover where central initiatives have been tried, in an attempt to improve educational leadership skills, the evidence of their efficacy is somewhat “mixed” as is suggested by the evident failure of the “one best model” of school leadership developed in the United States of America (Cooper and Boyd, 1987). Nonetheless the commitment to provide training to all potential headteachers does address one of the central failings identified in the OTTO courses of the 1980s - that they failed signally to reach the majority of school leaders (Wallace, 1988b). Equally, we can discern an attempt to address the increasingly complex issues faced by headteachers which have been commented upon in recent years (see, for instance, Dennison, 1985; Southworth, 1988

The emphasis which the respondent placed on “consultation” runs counter to the comments articulated by a number of academics who have expressed concern about the arrogation of power by TTA, an attitude summed up in the very title of Revell’s (1997) article “Who said the TTA stands for totalitarian? Indeed the very concept of centralised
control over teacher education qualifications is one which has engendered heated debate and the tendency towards a centralised bureaucratic control has been noted since the inception of the Council for the Accreditation of Teacher Education (Whitty, 1989).

6.3.1.2 Effects on the Provision of taught Higher Degrees of the Introduction of NPQH

The respondent’s initial reticence over the TTAs role in commenting upon the potential linkage between the NPQH and taught higher degrees in education management is understandable but his comment that “...the agency is inextricably linked with other provision” is both accurate and telling. It is clear that the respondent was happy to discuss the issue of candidates who had gained relevant higher degree receiving “remission” from the requirements of the NPQH. Notably such accreditation of prior qualifications and experience in the assessment of headteacher’s management development needs is already subject to a wide and developing literature through the Assessment Centre movement (see, for instance Jirasinghe and Lyons, 1995).

The respondent’s reserve about entering into the debate over the contrapuntal issue of accreditation or remission from the requirements of higher degrees for those who gained the NPQH was, perhaps, wise. The debate over accreditation of previous learning, whether it be called APL (Accreditation of Prior Learning) or APEL (Accreditation of Prior Experiential Learning), is complex and continuing. As Leith states:

“The difficulties experienced in the introduction of an APEL system into higher education are both theoretical and practical.”

(Leith, 1998, p 7)

Although models of such a system have been developed (for instance by Butterworth, 1992 and by Baillie, 1996) concerns exist about quality assurance and the financial implications of both introduction and maintenance of such systems (Leith, 1998, p 7).
Nonetheless the respondent was confident that degrees would align themselves with the National Standards for Headship and the evidence of the document archive and research interviews contained within this study goes some way to support this notion.

The respondent’s comment that he was “tired of the split between the practical and professional” is apposite in that it goes to the heart of much of the debate on professional learning. A debate evident in the work of, for instance, Kolb (1984) and Eraut (1994), recently the subject of review by Gibbs (1998). The ability to overcome this evident or potential dichotomy is one of the central dilemmas for higher education institutions and will receive more detailed comment later.

6.3.2 Research Interviews with course Leaders

6.3.2.1 Degrees

(Definition: higher degree programmes in education management offered by the institution)

Undoubtedly one of the central challenges to taught higher degrees in education management that was referred to by Bolam (1997), also supported by Revell (1997), was the threat to recruitment that NPQH was presumed to pose. It is, no doubt, with this in mind that the respondent from institution 1 noted that recruitment to that institution’s Master’s degree course has reduced from 10 candidates per module down to three per module. There is certainly no conclusive evidence for such an effect, however; indeed most institutions surveyed noted no decline in numbers and the respondents from institutions 8 and 10 stated that numbers had actually increased in the year prior to the survey (the first year of full operation of NPQH courses).

The background of tutors on the degree programmes would appear to vary considerably. Notably in the institutions with only numerically limited courses, such as in institution 1, tuition seemed to be provided by small numbers of “in-house” staff. Whereas, understandably, institutions with large cohorts, such as institutions 3 and 4, used a variety
of tutors, some "in-house" and some "external" (in the sense of being part-time lecturers, frequently with senior experience in schools). Institutions 3 and 8 pointed out that there was strong involvement from LEA staff and, understandably, institution 10, as a distance learning provider, was largely reliant on part-time tutors drawn from other higher education institutions or senior staff in schools.

6.3.2.2 Effects

(Definition: effects of the introduction of NPQH on the institution and its higher degree programmes in education management)

The effects of NPQH on taught higher degrees would seem to be varied, ranging from institutions, like institution 3, who have "not altered anything yet", to institution 5 which had specifically re-designed a degree programme to "link with NPQH modules". Others, like institution 10, had undertaken "mapping" exercises to analyse the links that their courses already had with NPQH. The fact that such institutions seemed confident that there is close commonality between their courses and the government initiative would give credence to the notion that, as stated by Bolam (1997), the content of NPQH is broadly acceptable to most protagonists.

Both qualitative and quantitative data would tend to suggest that institutions are redesigning courses or introducing specific courses to, in the words of Leeds Metropolitan University’s documentation, “articulate” with NPQH. The number of the latter such courses is, however, as yet limited.

It is obvious that some of institutions are eager to fashion links between NPQH and taught Masters degrees by offering exemption from elements of degree programmes to those who complete NPQH. For many, however, there remains a problem in defining exactly what NPQH is "worth" and as to whether work in pursuance of NPQH is actually of a type which is MA "worthy". We may note, for instance, the comment of the respondent from institution 2 who stated:
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

“There are still big questions about providing accreditation for NPQH. If you do that should you be prepared to accredit the programme for subject leaders? On top of that we do not know that the work is really suitable for an MA.”

Clearly some institutions are in the midst of a debate on such issues, a debate in which colleagues undoubtedly take different viewpoints. The respondent from institution 4, for instance, suggested that she was uncertain about the “creditworthiness” of NPQH, whilst, she suggested, colleagues were strongly in favour of enabling those who completed NPQH to gain “remission” from the Masters degree. The same respondent suggested that the level of remission allowed would be “forced” by “pragmatism”; a notion supported by the respondent from institution 8 who described the same decision as one which would be dictated by the “market place”. It is clear, however, that some institutions have already made such decisions; institutions 1 and 2 suggested that they would allow fifty percent remission from the requirements of the degree whilst institution 10 was undergoing the process of making such a decision:

“For credit transfer we do not know what it will count for yet. Our systems are long and circuitous. We believe that, if it is accepted, candidates who have completed NPQH with us will get 90 credits, fifty percent of the Masters degree”

This “circuitous nature” of higher education “systems” is an interesting notion. If Bolam’s concept that universities will “adapt their advanced awards to provide two-way compatibility” (Bolam, 1997, p 278), re-echoed by the TTA respondent, proves to be correct, such arrangements will take time to develop. The data suggests that “new forms” of Masters degrees “incorporating the NPQH” are, certainly, beginning to emerge but will take time to establish.
6.3.2.3 Attitudes

(Definition: attitudes to the introduction of NPQH)

Bolam offered the notion that:

"...the NPQH and the principles and framework which underpin it appear to be broadly acceptable to the key protagonists — professional associations, higher education, school governors and LEAs — as demonstrated in the TTAs consultation process."

(Bolam, 1997, p 277)

The notion of consultation that achieved broad agreement was strongly supported by the respondent from the TTA who placed great emphasis on the consultation process that took place prior to the introduction of the NPQH. It would not, therefore, seem unreasonable to expect a high degree of support for the introduction of NPQH but this is not wholly born out by the evidence of interviews with respondents from the higher education sector. The respondent from institution 9 did acknowledge that “the qualification is welcomed” and the respondent from institution 10 stated that she welcomed “the fact that the TTA are developing qualifications and has been proactive”. Even this latter respondent, however, felt unable to say whether the broader community within her own institution welcomed NPQH.

Other responses were far more negative and, indeed, even peremptory and dismissive of the qualification. When asked whether the qualification was welcomed, the respondent from institution 1 simply retorted "you are joking - no!" The respondent from institution 4 saw the qualification as “artificial, making a candidate jump through hoops”. Perhaps most forthright, and persuasive, since this was a respondent who teaches on NPQH courses, was the statement from the respondent from institution 5 who saw the qualification as “a pig’s ear”, noting that “it has given us content instead of analysis”. Equally the respondent from institution 7 noted great concern about “the way education is
being moved right from undergraduate level to postgraduate level towards teaching by numbers”.

It is not, of course, necessarily to be inferred that the standards for headship are themselves centrally causative of these negative responses, yet the standards did, however, receive some direct and open criticism. The respondent from institution 1, who stated so vehemently that her institution had not welcomed NPQH, was able to note: “We looked at the standards very carefully and decided that they were appropriate for headship”; she did feel, however, that: “they were narrow, they did not go into the learning processes enough or into classroom issues”. Others, like the respondent from institution 9 felt that the “the proposals seemed to cover too much – pursuing the Jesus Christ syndrome”, whilst the respondent from institution 3 stated that she was worried “about the use of learning outcomes, how can they be demonstrated?” Clearly some of these issues relate to the whole construction of the standards, conceived as they are as a set of little disguised competences (Lumby, 1995, Bazalgette, 1996).

Subsumed within these criticisms of the standards but openly evident in later responses, are concerns about the nature of the knowledge base within NPQH as a qualification. As the respondent from institution 5 stated:

“The low level of the knowledge base is the biggest failing of NPQH. We spend 6 or 12 minutes on something that we would spend three hours on in a higher degree. It jumps about far too much.”

Bolam may be seen to refer us back to the debate about the “knowledge base for educational leadership” (Bolam 1997, p 276) and the related difficulties of the cognitive approaches which formed the focus of research and practice in the USA. Within that debate Hart et al suggested:
"Professionals must master the knowledge base in their chosen fields, even as that knowledge base changes. They must also learn to apply that knowledge to a unique set of individual circumstances, combining their knowledge in new ways with each case."

(Hart et al, 1996, p 2)

This debate is, of course, also at the cusp of a wider set of concerns about the nature of learning theory which we may note in the work of, for instance, Eraut (see for example, Eraut, 1994) and Schon (1983 and 1991) which identify the centrality of the relationship between theory and practice. The problems which seem to be raised in this relationship have, clearly, not been sufficiently resolved and are reflected graphically in the disparity between the comments of the TTA respondent and attitudes to the knowledge base of the qualification of higher education respondents. This is evidenced further by those in higher education who saw the qualification as “narrow and instrumental” (Revell, 1997, p 13) and the candidates for NPQH who were quoted as supporting the NPQH for its qualities of being “directly related to experience” (Whitehead, 1997, p 25). These issues will find wider discussion in the next section of analysis.

Perhaps, however, the overwhelming area of concern for respondents was the danger posed by the political and bureaucratic control that they felt the introduction of the qualification posed. The respondent from institution 1 saw bureaucratic control as “a danger”; the respondent from institution 3 stated that “I am concerned about the political and budgetary control that is being held by the TTA. When asked if he was concerned about the same issue the respondent from institution 6 simply stated “absolutely”; whilst the respondent from institution 10 stated “The dangers of political control are an issue for quite a few people”. This same respondent, from institution 10, referred to personal knowledge of such difficulties as reflected in attempting to write materials for NPQH the requirements for which, she stated, seemed to be “constantly changing”. Some, however, took a pragmatic view, this was particularly exemplified by the respondent from institution 8 who had, himself, he stated, worked for a government “quango”; he noted
that "Politicians have a right to say 'is that value for money?', 'does it advance quality in schools?', 'are these people going to be better headteachers?''

Bolam saw this issue as the most fundamental to arise out of the introduction of NPQH:

"...it is crucial that the issue of the political control of the process of awarding national qualifications for teachers and headteachers, and thus of the role of the TTA itself, is addressed and resolved satisfactorily."

(Bolam, 1997, p 279)

Equally, Glatter warned, with specific reference to the NPQH, that:

"The risks and dangers are obvious, particularly of establishing a heavy bureaucratic apparatus which all our experience, both within education and outside it, shows would be counterproductive."

(Glatter, 1997, p 190)

For Bolam the resolution to this problem would come in the from of a balance to be struck "between professional and political interests" and he suggested that "a substantial role must surely be given to a statutory General Teaching Council (Bolam, 1997, p 279).

6.3.2.4 Theory and Practice

(Definition: attitudes to the problem of linking theory and practice when trying to develop professional skills and abilities on an academic course)

It was striking that all the respondents in the qualitative survey were confident that they had resolved the problems associated with running an academic course with a strong professional base. Respondent 1 stated: "I think we have overcome the problems associated with running an academic course with a strong professional base"; respondent 3 noted: "We do not have any problems with the links between theory and practice";
respondent 7 stated "There are no problems in linking theory with practice on our particular degree"; the respondent from institution 10 stated: "Our MA links theory and practice very strongly". Respondent 8 went further than other respondents, accepting that there had, perhaps, been problems associated with such courses in the past but stating that these had been overcome:

"I think that there is no issue about assessment of practical skills in an academic course. The meaning of life type of courses have gone. Teachers opt for practical courses; they want the skills to cope with the practical issues of everyday life in schools."

Notably respondents were keen to point out how closely theory and practice were integrated in the assessment of courses. The respondent from institution 4 offered some telling ideas:

"The whole point is that theory is used to inform practice. Every assignment is built on the idea of building relationships between an area or an issue at school and the assignment. You should build on what you know. Competence has been used before. The guide to writing assignments offers a planning guide to support and mark candidates."

Similarly the respondent from institution 10 stated:

"Assessment relates very strongly to school-based activities. The way assessment is framed makes this a vital part of the course."

The key then, as far as these institutional representatives seem to be concerned, is a "seamless robe" which links theory and practice, a notion which is supported by much of the documentation available from the wider survey of English and Welsh institutions offering taught higher degrees in education management. This stands in contrast to the
comments of the TTA professional officer, when he stated: "We didn't want an academic qualification. We eschewed a set philosophy and we're not into theory" (Whitehead, 1997, p 25). This is accorded particular power by Anthea Millett's comments that, although there are a variety of Masters degrees available, "the great attraction of NPQH is that it offers a more rounded and relevant, professional and practical approach" (Millett, 1997b, p 25). Indeed this notion that the TTA held a viewpoint that Masters degrees were somehow devoid of practical relevance seemed to strike a discordant note with a number of respondents; for example respondent 10 stated:

"We are very unhappy with some of the comments from the TTA which suggest that MAs do not link with professional practice. I was talking to some candidates at summer school who had heard comments like this and they wanted to go down to the TTA and tell them the truth."

It is not extravagant or immoderate to note that this topic of the linkage between theory and practice is one of the central dilemmas in education. Bolam (1997, p 276) notes three strands to this issue; first, the cognitive and problem based approaches to professional education which are the focus of research and practice in the USA and Canada; second the ways in which school leaders learn is being reanalysed in the light of theories about professional socialisation; and third, increasing attention is being drawn to the place of professional values in in-service training. The confines of this study are, of course, only sufficient to touch on the wider debate on theory and practice which many commentators trace back to the concept of experiential learning rooted in the work of Dewey (1916 and 1933) and the later work of Habermas (1974), Mezirow (1981) Kolb and Fry (1975) and Kolb (1984). In the specific field of management development a similar and associated line of development can be perceived in Norman's theory of complex learning which suggested that the employment of the strategic skills of management evolves from the practice of basic management skills (Norman, 1978). Moreover, much of Norman's work

---

1 An interesting example of such a commentary can be seen in the work of Leith, (1998) who discusses the development of experiential learning in the context of Accreditation of Prior Learning in higher Education Institutions.
was influential in the development of the theories espoused by Goodman (1984), Ross (1987) and Zeichner (1982 and 1987); for all of whom reflexivity was the key to improved management skills and in whose works such reflection was defined as the ability to make rational choices and to assume responsibility for those choices (Ross, 1989, p 336). Notably respondent 5 underscored the importance of reflexivity in the MA course with which he was associated:

"I do not agree with the TTA about their worries about MAs not linking theory with practice. Reflexivity is the key word. We actually link the theory of management with classroom practice. Assessment always links the intellectual content with classroom practice, that is what it is all about."

Equally notable is that at least one respondent was prepared to offer a theoretical model of how his institution made such links:

"There are no problems in linking theory and practice on our particular degree. From the outset we have said that this is not just a theoretical course. It is grounded in practice. From the start we adopted the Kolb model which means we are not about theory alone but about theory rooted in practice. Candidates have to analyse their own institutions. We require them to link theory with practice especially in assignments."

This genuflection to Kolb’s work places such courses at the heart of recent debates in the theory – practice discourse, linking as it does with Kolb’s influential four stage cycle of the generation of concept rules from experience (Kolb, 1984, 1991) already referred to above.

This debate is closely aligned with that of the use of a competence system in NPQH in that it is through the use of competences that theory and practice are meant to be
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

conjoined. Without doubt, the competence movement has provided one of the most persuasive paradigms in the field of education in recent years and its centrality in the field if management development can be seen in the work of the Management Charter Initiative (Hornby and Thomas, 1989). Equally, the use of a competence framework in education management can be observed in Cave and Wilkinson (1982), the School Management South Project (Earley, 1991, 1992, and 1993, and Bowles, 1992), the School Management Task Force (see, for instance, Powell, 1992) and the development of headteacher Assessment Centres (see, for instance, Jirasinghe and Lyons, 1995). Indeed some respondents in the survey, such as the respondent from institution 2, noted that their institution had moved their qualifications towards a competence model. We may note, for instance, that respondent 8 suggested:

“...there is a big question about how we accredit people for things they do at work. We have to accredit competence; we do not have to be in a room...”

The notion that such accreditation is happening and that the needs of candidates were central, rather than requiring candidates to receive a “fixed course”, would also seem to be borne out by the fact that the documents received from some universities. Some of these documents, for instance, pointed out that there would be a form of “needs assessment” at the start of their courses which would enable candidates to “orientate” their studies by identifying relevant skills and knowledge for further development.

Nonetheless, the use of the competence model in NPQH is contentious. Glatter (1997) noted that the TTA had “gone out of their way to avoid much of the terminology of the functional competencies movement, which, fairly or unfairly, has become linked with a narrow atomistic and bureaucratic approach” (Glatter, 1997, p 190) but Lumby’s comments, early in the development of the qualification, that the TTA’s avoidance of the term “competence” revealed a “semantic nervousness”, was telling (Lumby, 1995, p11). Equally, Bazalgette’s (1996) forceful attack on the development of the qualification is
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

predicated on the fact that it is a limited model since the role of the headteacher is "greater than the mere sum of skills" (p 17). A notable number of respondents in the survey expressed deep concerns about this issue, for instance respondent 3 stated:

"We do not use professional competencies, I do not think that they are relevant to a higher degree."

Equally respondent 6 noted that "The university system is not geared to assessing competences."

These concerns "key into" the wider critique of the competence movement the main thrust of which is to suggest that competences are reductivist, atomistic and lacking in theoretical and intellectual coherence, a critique which can be seen in the work of Everard (1990), McNamara (1992), Stewart and Hamlin (1992), Leat (1993a), Hyland, (1993a, 1993b and 1993c), Hager (1994) and Halliday (1995).

6.3.2.5 General Influences
(Definition: general influences on the development of taught higher degrees in education management)

Most respondents clearly felt that NPQH was only one of a number of influences on the development of taught higher degrees in education management. Nonetheless many of the issues which they felt impinged upon their work related to the broader programme of the Teacher Training Agency. As respondent 1 put it: "All the new initiatives by the TTA will inevitably influence us". Not least of such influences noted was the decision reached by the TTA in the academic year 1997/98 that funding for INSET courses would take place through a competitive bidding process. As respondent 9 stated:
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

"I am sure that funding has had an impact upon provision but as education management is part of a much larger in-service award scheme, I do not know what the impact has been."

This notion was supported by respondent 3 who stated: "We did not get any CPD funding and this will impact on us." Respondent 8 also saw funding as a key issue but placed this in a broader context of a lack of funding in general:

"The big issue is funding, CPD counts for only a small amount of the pot spent on education, about 5 percent."

Such concerns about the likely impact of funding changes are natural, but within the general tenor of comments received from respondents regarding their concerns about the work of the Teacher Training Agency, one can discern concerns about the arrogation of power by a centralised body. This centralising dictum, which seems to have been at the heart of the policy of recent governments of differing political perspectives, has of course, been the subject of forthright criticism (see, for instance, the work of Chitty, 1989 and Ball, 1994) and has characterised much of the work of the Teacher Training Agency. For those in the higher education sector, like the respondents in the study, the threats to traditional independence and professional status are obvious and amount to, in A.H. Halsey's persuasive phrase, an increasing "proletarianization" of higher education (Halsey, 1995).

\[\text{2 For a fuller discussion of the topic of political ideology and teacher education see Brundrett (1997)}\]
7 Conclusions

7.1 Breadth and Span of the Study

At the outset of this study it was noted that a generation of influential studies into the factors which enhance the effectiveness of school have indicated the central importance of leadership in our educational institutions (see, for instance, the seminal work of Rutter et al, 1979; Mortimore et al, 1988; and Hopkins, Ainscow and West, 1994). It would, therefore, be otiose to do other than to offer a wholehearted welcome to any initiative which might enhance the quality of training of aspirant headteachers in England and Wales. The National Professional Qualification for Headship undoubtedly offers the most significant development in such training that has ever been undertaken by central government in Britain (Glatter, 1997). Nonetheless no such initiative, however important, should be received with an uncritical eye; indeed it is that very importance which requires that such a critique should take place.

It has been shown that the formulation of this new initiative adopted a methodology for delivery and assessment which is based upon a competence model which offers a significantly different approach to that which has traditionally been adopted by higher education institutions working in the field of education management. Equally the evidence of the literature in the field suggests that the Teacher Training Agency, under whose aegis the qualification was developed, perceived the NPQH to be different in intent to higher degrees in education management (see, for instance, Whitehead, 1997; Millett, 1997b). This notion is further supported by the evidence of the TTA professional Officer who consented to be interviewed for this study. Moreover it is clear that any such qualification, which has the imprimatur of government and may eventually become a mandatory requirement for headship, is likely to become the chosen course of study of busy professionals rather than one of the many higher degrees in education management.
which have been surveyed as part of this study. For this reason alone it is of little surprise that some members of the academic community have viewed the development of NPQH with concern (see, for instance, Revell, 1997; Doe, 1998).

In the introduction to this study it was noted that some of the earliest scholarly articulation of the attitude of higher education professionals to the introduction of the NPQH was provided by the work of Bolam (1997) and Glatter (1997). Both of these commentators noted that the introduction of the National Professional Qualification for Headship posed notable challenges for higher education institutions but also offered certain potential benefits; a notion summed up by Bolam’s phrase “opportunities and dilemmas” (Bolam, 1997, p 278). The aims of this study were thus influenced strongly by these two commentators and more general findings can be extrapolated from the research undertaken in their pursuit. This final section thus offers firstly, a brief review of the issues raised with associated conclusions specifically drawn from the aforementioned aims; secondly, some general conclusions are outlined; and finally; a brief endnote is offered.

7.2 Conclusions Drawn from the Aims of the Study

7.2.1 Analysis of Recent Developments in Management Training

The first aim of this study was to analyse the recent developments in management training for senior staff, especially headteachers, in schools in England and Wales. It has been noted that as far back as the James Report (DES, 1972) the importance of high-quality in-service training provision for teachers was emphasised. It has also been indicated that the paramount importance of the headteacher in the internal organisation and management of the school has an equally long perspective (see, for instance, Taylor et al, 1974). Equally Coulson (1976) pointed out the legal framework of British schooling concentrated power in the hands of the headteacher.
The enhanced challenges facing headteachers were noted by a number of commentators in the mid-nineteen eighties (Dennison, 1985; Earley, 1987). Not surprisingly, however, these challenges were seen to have increased exponentially after the 1988 Education Reform Act which placed increased emphasis on the local management of schools (Leithwood, 1989/90; Leithwood et al, 1992; Parkay and Hall, 1992; Bolam et al, 1993, Webb and Vulliamy, 1995; Bolam, 1997).

Wood (1982) made a powerful appeal for more systematic training of headteachers, arguing for a "training college" approach (Wood, 1982, p 295). The importance of such training for headteachers has subsequently been re-echoed several times (see, for instance, Winkley, 1983; Southworth, 1988; Day, 1988; Killman, 1992) and found official sanction in the OTTO courses (DES, 1983; DES, 1984). Although such early governmental intervention was found to have been valuable (Hellawell, 1988), it was, nonetheless, seen to have a number of inadequacies both in the number of candidates trained (Wallace, 1988a) and in methodology used (Maw, 1984; Dennsion, 1985; Evans, 1986). During the 1990s much work has been undertaken to identify the competences which headteachers require (see for instance, Ouston, 1993; Cave and Wilkinson, 1993), most notably in the School Management South Project (Earley, 1991, 1992; Bowles, 1992) and in the work if Jirasinghe and Lyons (1995, 1996).

7.2.2 The Range of Provision of Taught Higher Degrees in Education Management in England and Wales

The second aim of this study was to survey and present the range of provision of taught higher degrees in education management in England and Wales and to discover whether certain "types" of institution were more likely to provide such qualifications. A diachronous analysis of the development of taught higher degrees, such as that presented in section 3.2, shows that higher degrees in education find their origins in Scottish Universities in the 19th century (Shanks, 19887, p 122). There has been increasing interest
in such degrees, especially by part-time study (see, for instance, Hopkins and Reid, 1984; Shanks, 1987; Barnett, 1987). Not only this but, in recent years, the range of types of higher degree available, both in the broader context and in education management specifically, has increased, coming to include most recently the Doctor of Education qualification (see, for instance, Gregory, 1995; Myers, 1996). Certain recurrent themes in the provision of vocational higher degrees have been noted; for instance the difficulty in establishing the level of masters degree programmes; the difficulties in gaining the correct balance between theory and practice; and the difficulties in gauging the the standard of performance expected from students first noted by Hall (1982). These notions can be seen as a fisselle running through the literature on the subject and can be observed re-echoed in the work of Hopkins and Reid (1984), Ashcroft (1987), O'Hara (1988), Holt and Johnson (1989), Golby (1994), and Black et al (1994).

The quantitative survey of higher education institutions in England and Wales undertaken for this study revealed that there was a wide diversity of taught higher degrees in education management available, ranging from MA, MEd, MSc, MBA, MPhil to EdD. This diversity supports the contention, noted above, that there has been a proliferation in award-bearing courses, but also hints at a confusion in the nomenclature which is applied to education management awards.

It has been suggested that "new" universities (defined in this study as "statutory" institutions) are more likely to provide courses with a professional base than are older, charter, institutions, (Preston and Smith, 1993; Shepherd, 1996). This contention is not borne out in the case of higher degrees in education management as evidenced in the data from this study.
7.2.3 Effects of the Introduction of the National Professional Qualification for Headship on the Development of Taught Higher Degrees in Education Management

The third aim of this study was to survey, analyse and present the effects of the introduction of the National Professional Qualification for Headship on the recent development of taught higher degrees in education management within a region of England defined by the county boundaries of Lincolnshire, Nottinghamshire, Derbyshire, Leicestershire, Northamptonshire and Bedfordshire.

The evidence of the document archive based on materials supplied by all the institutions of higher education in England and Wales revealed that a number of institutions, nationally were beginning to develop courses designed to articulate with the NPQH by providing remission from course requirements for those who completed NPQH. Equally, such courses attempted to provide remission from the further modules in the NPQH qualification itself for those who undertook such degrees. This same strategy was reaffirmed in some of the detailed semi-structured interviews undertaken with course leaders in the East-Midlands. This development accords with the wishes of the TTA Professional Officer who was also the subject of interview.

7.2.4 Attitudes to the Framework and Principles which Underpin the National Professional Qualification for Headship

The fourth aim of this study was to discover and examine attitudes to the framework and principles which underpin NPQH of those involved in delivering taught higher degrees in education management in the above stated region.

The evidence of the research interviews conducted with course leaders in the stated region suggested that much of the content of the NPQH qualification is "broadly
acceptable to the key protagonists" as suggested by Bolam (1997) and that some institutions are seeking the “two-way compatibility” spoken of by Bolam (1997, p278) as noted in 7.2.3 above. Nonetheless, concerns were expressed about the nature of the qualification, especially around the knowledge base of the qualification (Bolam, 1997, p 276), the bureaucratic nature of its management (Glatter, 1997, p 190), and the essentially competence based nature of its delivery (a matter which will receive further discussion below).

7.2.5 Comparison of Attitudes to the Delivery and Assessment of Competence-Based Qualifications and Taught Higher Degrees in Education Management

The fifth aim of this study was to compare and contrast the attitudes to the delivery and assessment of “competence” based qualifications such as NPQH and taught higher degree programmes in education management. The origins of the competence movement have been traced to the drive for technical and rational management systems of the 1920s (Adams, 1996) and the seminal influences in the “modern” competency ovement of McLelland (see Admas, 1996) and Boyatzis (see, for instance, Boyatzis, 1982). The development of assessment centres has been traced through the work of Iles (1992) and Ouston (1993); it has been shown that some theorists have questioned whether such centres can measure such constructs as leadership (Sackett and Dreher, 1984) whilst others posit that assessment ratings are entirely situation specific (Bysio et al, 1987).

The Management Charter Initiative Standards, first published in 1988, have been highly influential in the field, and their influence can be seen in the work of the School Management south Project (see, for instance Earley, 1991; 1992; Bowles, 1992); the School Management Task Force (see, for instance, Powell, 1992); and the Assessment Centre movement (see, for instance, Jirasinghe and Lyons, 1995). The competence movement has, however, been subject to attack both in the wider literature and that for education management. Cullen (1992) noted that competences tend to date quickly; both
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

Vaill (1991) and Barth (1996) re-echo the statements of a number of commentators who see competences as atomistic and prone to list logic (see, for instance, Hager, 1994); whilst others argue that competence based education is conceptually flawed (Leat. 1993b) and based on behaviourist notions (Hyland, 1993a; 1993b; 1993c;). Equally Edwards (1993) suggests that competence systems reassert a modern certainty in a post-modern society whilst Chown criticises what he sees as their "static and partial models of teaching" (1994, p 161). Moreover Ecclestone (1994) has suggested that competence systems undermine professional competence and emphasise bureaucratic surveillance, thus undermining democratic traditions in education (p 157).

Others have accepted some elements of the competence movement but have argued for broader systems of education and training which integrate competence into a wider framework of professional development. We may cite here, for instance, the "capability" model (Stephenson, 1994), the "life-world becoming" of Barnett (1994), the "interactive model" of Burchell (1995) or the work of Kandola (1996) which seeks to integrate the task-centred and person-centred elements of competence approaches.

The specific dangers of the essentially competence-based nature of the NPQH have been noted by such commentators as Lumby (1995, p 11) and Bazalgette (1996). These concerns were frequently reflected in interviews for this study where respondents felt that their institutions were not prepared for assessing competences. Moreover it was felt, by some respondents, that the competence model which underpins the NPQH was limited when compared to other conceptual models and broader theories.

7.2.6 Additional Influences on the Development of Taught Higher Degrees in Education Management

The sixth aim of this study was to identify the additional influences on the development of taught higher degree programmes in education management which are perceived by those teaching on taught higher degrees in education management. It has been noted that
the development of higher degrees in education has been influenced by significant changes in learning theory in recent years such as those espoused by Kolb (see, for instance, 1975, 1984); Eraut, (see, for instance 1993; 1994); and Schon (see, for instance, 1983; 1987; 1991). Indeed these theoretical perspectives are reflected in elements of the literature specifically relating to the development of higher degrees in education management. In this context attention has been drawn to the work of Davies and Ellison (1994) who suggest that such programmes should specifically emphasise reflexivity and be student centred in nature (p 361).

Notably, in outlining influences on degree programmes, one interviewee for this study made specific reference to the work of Kolb as one of the progenitors of his own institutions higher degree programme. Most interviewees, however, noted the more general work of the Teacher Training Agency, especially noting the recent shift in the funding of higher degree programmes towards a bidding process. Many respondents posited serious concerns about the centralising dictum which seemed to be apparent in much of recent governmental initiatives which has been reflected in the work of a number of commentators in the literature (see, for instance, Chitty, 1989; Ball, 1994; Brundrett. 1997).

7.3 General Conclusions

7.3.1 Emergence of “Parallel Qualifications”

The development of management programmes for headteachers has spanned nearly a generation of educators. Recent years have seen a dramatic intensification in the roles and responsibilities of headteachers which have increasingly emphasised the disjunction and potential conflict between the role of the headteacher as chief executive and leading professional. At the same time, as was noted at the start of this section, there is a wealth of research data which reveals the pivotal role which educational leadership plays in
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

determining the effectiveness of educational institutions. Partly in response to the plethora of centrally driven initiatives, partly with a laudable desire to enhance the effectiveness of our school system, and partly, dare one say, because of the obvious development of a "market opportunity", the past decade has seen the development of a variety of different training opportunities for educational managers. Until the last few years these initiatives have, however, in many ways, followed two parallel tracks, each influencing the other but without directly impinging on each other's modus.

On the one hand we have seen the often governmentally inspired non-award bearing courses such as the OTTO courses of the 1980s, the development of the School Management Task Force and the innovations introduced by the work of Educational Assessment Centres. Much of this can be seen as the genesis of the qualification, which has now emerged, as a putative gate keeping course for headship - the National Professional Qualification for Headship - on which this study preponderantly focuses. On the other hand institutions of higher education have increasingly entered the market place with innovative award bearing qualifications such as the plethora of taught masters degrees in education management, now being supplemented in many institutions by the introduction of taught doctorates in education management.

We are now, effectively, witnessing the emergence of two parallel sets of qualifications that offer a "ladder of opportunity" in in-service education. The establishment of the NPQH and, eventually, its sister qualifications, by the Teacher Training Agency will provide governmentally inspired and, what is more, governmentally controlled, qualifications, which may, in the fullness of time, become mandatory requirements for those hoping to gain promotion in schools in England and Wales. At the same time the construction of modular degrees in education in our higher education institutions offers an equally imposing ladder of opportunity ranging from the Certificate in Education to Doctoral programmes. Inevitably, therefore, we are witnessing a clash of cultural paradigms between two widely varying organisational contexts, a clash which may result in the development of reciprocal arrangements for accreditation (an issue which will be
discussed later) or may form an increasingly heated battle over the issue of the
ownership of knowledge and of professional structures.

7.3.2 A Patchwork of Provision

The provision of taught higher degrees in education management in England and Wales
is an intricate patchwork of provision. Rather than a coherent whole, based on a rational
theoretical model, provision appears to be diffuse, even confused. One can think of few, if
any, other subjects which might be classified, admittedly in different institutions, as
suitable courses leading to a Master of Arts, a Master of Education, a Master of Science,
or a Master of Business Administration degree. Even within such classifications the
differentiation seems myriad with some institutions offering discrete qualifications
leading to named awards in education management, whereas others offer the subject as
an element of a wider degree programme. Such confusion in nomenclature seems to
betoken a conceptual confusion about the subject itself; a confusion which relates back to
the roots of notions about “education” and “management” as subjects in their own right.
This begs further, deeper, questions such: as is education management an Art or a
Science? and does education management find its conceptual roots in the broader fields
of “business and management” or in “education”? The answers to these questions are
outside the scope of this study to attempt to answer but it is the answering which will
provide the basis for sound developments in the field.

7.3.3 Discernible Effects of NPQH on Provision of Taught Higher
Degrees in Education Management

The effects of the introduction of the National Professional Qualification for Headship on
taught higher degrees in education management are discernible and developing. The
qualifications that are offered by many institutions have a content that shows some
commonality with the content of the NPQH itself. Sometimes this commonality is merely
the product of “serendipity” as one respondent acutely stated, yet such serendipity is
revealing since it shows that NPQH is rooted in the same set of conceptual concerns as
have been pressing on the minds of the academic community. This is not, perhaps, a surprising finding but it is one which is, nonetheless, interesting and apposite since it may help to facilitate the kind of reciprocal arrangements which are clearly desired by the Teacher Training Agency and many in the academic community. Equally, there is some evidence that an increasing number of already developed courses are being mapped against the NPQH and, in some cases, adjusted in order to align more closely with its content. A small number of courses are emerging which have been specifically designed to “articulate” with the NPQH and this is a feature of provision which, the evidence suggests, may become an increasingly familiar aspect of the landscape of taught higher degrees in education as the ladder of professional development is put in place by the Teacher Training Agency, if the ladder is fully and finally constructed.

7.3.4 Concerns About NPQHExpressed by Providers of Taught Higher Degrees in Education Management

The TTA framework mentioned above and, in particular, that element which is the first to arrive, NPQH itself, elicits forceful responses from providers of taught higher degrees in the field. Most take a pragmatic view of the arrival of NPQH, seeing its introduction as one of a stream of adjustments and changes with which they have had to cope in recent years; perhaps seeing it even as an inevitable product of an increasingly centralised system of educational provision. Nonetheless it is clear that resentments and concerns exist in some depth, many of which relate to the increasing sense of a loss of autonomy brought about by this very centralisation. Some concerns are quite practical in that there is an obvious fear that such initiatives will adversely affect recruitment for taught higher degrees, although the evidence that such a decline in recruitment has taken place in the first full year of NPQH seems to be unconvincing at this stage.

By contrast many concerns are theoretically and ideologically driven. There is, undoubtedly, great concern about a centralised bureaucratic control over a subject that has been developing in higher education institutions over the period of a generation of educators.
7.3.5 Concerns Over the “Competence”-Based Nature of NPQH

It was noted in the introduction to this study that the National Professional Qualification for Headship cannot be judged to be solely following a “competence” model of leadership and management development, yet it is true to say that it draws heavily on that heritage. Theoretical concerns about the qualification are nowhere more apparent than in the debate over the efficacy of this competence element. Those who express such concerns about the qualification lock into a wider debate on the nature of learning and educational provision which forms a vortex around notions of ownership of learning, teaching style and the nature of curriculum development and innovation. By encompassing a competence-based element for NPQH the TTA has been consistent in its development in that such an inclusion is a logical extension of the changes to undergraduate teacher education which it has instigated in recent years. The qualification also aligns closely with other developments in the wider field of management education such as the Management Charter Initiative, the Assessment Centre “movement” and the wider developments in the “competence/competency movement” as a whole.

7.3.6 Concerns of Providers of Taught Higher Degrees in Education Management other than those Relating to the Introduction of the NPQH

It is clear that the introduction of NPQH is only one of a raft of concerns which have the potential to influence the development of the provision of taught higher degrees in education management. For many the introduction of the NPQH is pre-eminent amongst the current concerns which are external to their institutions but NPQH is viewed as one part of the increasing centralisation of control over the English and Welsh education system. Many institutions are still coming to terms with the previous initiative, the Headteachers Leadership and Management Programme; they are also equally aware that a variety of further developments will follow rapidly after NPQH. Further adjustments to the HEADLAMP programme, the Leadership and Management
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

Programme for Serving Headteachers and the putative qualification for subject leaders is already entering into the parlance of providers on higher degrees. Major concerns thus exist on a variety of interconnected issues.

Firstly, there is concern about potential affects on recruitment, noted above, which such a series of centralised qualifications may have on applications for taught higher degree programmes. Such concerns are real and apposite. If TTA qualifications act as a gate keeping mechanism for promotion to the higher levels of the profession as is envisaged in NPQH, the first of such qualifications, then it is not unreasonable to believe that hard pressed teachers will decide to undertake TTA qualifications rather than attempt to gain higher degrees – whatever the relative quality of the former to the latter.

Secondly, concerns exist about the ways in which TTA qualifications and taught higher degrees might interrelate. If the two types of qualifications are to co-exist then it is logical that forms of reciprocity are created whereby those gaining higher degrees receive some form of remission from the requirements of such mandatory qualifications and that, equally, those who undertake mandatory qualifications under the aegis of the TTA, gain reciprocal remission from the requirements of taught higher degrees. This logical and, in many ways, laudable concomitant of what is, effectively, a dual system of accreditation raises a variety of issues for course managers in higher education. Questions exist as to whether qualifications which contain a strong competence element are Masters degree worthy in their content; which by extension sets knotty problems as to what level of accreditation, if any, institutions should offer to those who apply to undertake higher degrees after completing TTA qualifications. Many course leaders view this as essentially a market-place decision that bespeaks a pragmatic attitude to educational developments. This does not, however, resolve the issues of quality assurance posed by the difficulties in ensuring course cohesion and curriculum continuity when dealing with the reciprocal accreditation of two sets of qualifications run by two organisations with different methodological and andragogical perspectives.
It is also clear that the Teacher Training Agency, as a quasi-independent governmental organisation, has a radically different structure of governance, accountability and, therefore, method of curriculum innovation to higher education institutions. It is thus difficult to see how these widely varying organisations can align their qualifications in order to gain reciprocity throughout the gamut of their relative qualification frameworks. It is, however, clear that both the Teacher Training Agency and many of the higher education institutions see great potential benefits in such arrangements. The formulation of courses within higher education which articulate with NPQH reveal the first efforts at such reciprocity.

7.4 Endnote

The quality of leadership and management of schools can be seen to be a continuing fissure in the literature on methods of enhancing school effectiveness. The Teacher Training Agency has attempted to address the perceived shortcomings school leadership and management with its series of qualifications offering what it sees as more practical and relevant courses which attempt to stand outside theoretical perspectives.

The National Professional Qualification for Headship is one such qualification. An analysis of the critique of the qualification made by professional academics working in the field of education management engenders a series of recurring themes and issues: that it might be overly bureaucratic; that its knowledge base is insecure; that it lacks reference to theoretical perspectives; that it does not relate to the agenda of current providers; that it is atomistic; and that the competence model which it, in part, adopts is, at the very least, one which is open to question. Not surprisingly evidence both from the literature and from the research contained in this study suggests that some academic commentators fear that the TTA has effectively arrogated a large section of in-service training which had hitherto been within their remit.
Whether the Teacher Training Agency's model of professional development of the leadership and management skills of school leaders enables enhanced school outcomes in better managed schools, in a way which higher degrees failed to achieve, is a matter which will only be answered with the passage of time. The evidence of this study suggests, however, that there are welcome signs that attempts are continuing to seek linkages between the NPQH and taught higher degrees. This author would argue that the desired final outcome should be that the two sets of qualifications should be seen as complementary in enhancing the ultimate goal of better pupil achievement rather than being viewed as wholly distinct, different and antithetical systems.
## Appendix 1

### Enrolments in UK Higher Education Institutions (including Open University) Taught Masters degrees by subjects within Education 1997/98 data

<table>
<thead>
<tr>
<th>Subject</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(XI) TEACHER TRAINING</td>
<td>203</td>
<td>163</td>
<td>366</td>
</tr>
<tr>
<td>(X2) PHYSICAL EDUCATION</td>
<td>195</td>
<td>233</td>
<td>428</td>
</tr>
<tr>
<td>(X3) ACADEMIC STUDIES IN EDUCATION</td>
<td>641</td>
<td>2701</td>
<td>9112</td>
</tr>
<tr>
<td>(X4) TECHNIQUES IN TEACHING CHILDREN</td>
<td>91</td>
<td>23</td>
<td>114</td>
</tr>
<tr>
<td>(X5) TECHNIQUES IN TEACHING ADULTS</td>
<td>522</td>
<td>256</td>
<td>778</td>
</tr>
<tr>
<td>(X6) EDUCATION FOR THOSE WITH SPECIAL NEEDS</td>
<td>634</td>
<td>159</td>
<td>793</td>
</tr>
<tr>
<td>(X7) TECHNOLOGY IN EDUCATION</td>
<td>154</td>
<td>125</td>
<td>279</td>
</tr>
<tr>
<td>(X8) MANAGEMENT AND ORGANISATION OF EDUCATION</td>
<td>874</td>
<td>730</td>
<td>1604</td>
</tr>
<tr>
<td>(X9) OTHER TOPICS IN EDUCATION</td>
<td>1877</td>
<td>801</td>
<td>2678</td>
</tr>
<tr>
<td>Balanced combination ...</td>
<td>94</td>
<td>50</td>
<td>144</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11055</strong></td>
<td><strong>5241</strong></td>
<td><strong>16296</strong></td>
</tr>
</tbody>
</table>

(Supplied by DFEE Higher Education Statistics Team, 29.7.98)
## Appendix 2

### The TES Survey of Part-Time Degrees in Education Management in England, Wales and Northern Ireland (TES June 6th 1997)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course</th>
<th>Cost</th>
<th>Length</th>
<th>Residential element</th>
<th>Part-time Learning</th>
<th>Research</th>
<th>Numbers 1997</th>
<th>Assessment of Final Performance</th>
<th>Assessment of Final Performance</th>
<th>Course Content</th>
<th>TAH Components (less paid)</th>
<th>Course Changes</th>
<th>TAH Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aberystwyth</td>
<td>MEd  Man</td>
<td>£2125</td>
<td>3 yrs</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>NR</td>
<td>CD</td>
<td>Y</td>
<td>Mod</td>
<td>ABCD</td>
<td>N</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Anglia Polytechnic</td>
<td>MSc Edan Man</td>
<td>£1600</td>
<td>16 mths</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>30</td>
<td>CD</td>
<td>Y</td>
<td>Mod/CE</td>
<td>ADE</td>
<td>N</td>
<td>N</td>
<td>1</td>
</tr>
<tr>
<td>Bath</td>
<td>MA Edan Man</td>
<td>£2490</td>
<td>2 yrs</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>50</td>
<td>CD</td>
<td>Y</td>
<td>Mod</td>
<td>ACDE</td>
<td>N</td>
<td>Y</td>
<td>2</td>
</tr>
<tr>
<td>Birmingham</td>
<td>MEd  Man/ Policy</td>
<td>£2100</td>
<td>4 yrs</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>12</td>
<td>DE</td>
<td></td>
<td>Mod CE</td>
<td>ABCDE</td>
<td>P</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Brighton</td>
<td>MA</td>
<td>£1680</td>
<td>2 yrs</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>90</td>
<td>CD</td>
<td></td>
<td>Mod CE</td>
<td>ABCDE</td>
<td>P</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Bristol</td>
<td>M.Ed.</td>
<td>£2430</td>
<td>2-3 yrs</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>45</td>
<td>CD</td>
<td></td>
<td>Mod CE</td>
<td>ABCDE</td>
<td>NK</td>
<td>NK</td>
<td></td>
</tr>
<tr>
<td>Brunel</td>
<td>MA  Edan Man</td>
<td>£1500</td>
<td>2/3 yrs</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>60</td>
<td>CD</td>
<td></td>
<td>Mod CE</td>
<td>ABCDE</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Cambridge</td>
<td>MEd</td>
<td>£1550</td>
<td>2 yrs</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>83</td>
<td>CD</td>
<td>N</td>
<td>Course with options</td>
<td>ABCDE</td>
<td>P</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Cardiff</td>
<td>MEd/ MA Edan</td>
<td>£2538</td>
<td>2-3 yrs</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>150</td>
<td>CD</td>
<td></td>
<td>Mod</td>
<td>ABCDE</td>
<td>P</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Christ Church (Kent)</td>
<td>MA  Edan</td>
<td>£1400</td>
<td>4 yrs</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>220</td>
<td>CDE</td>
<td></td>
<td>Mod CE</td>
<td>ABCDE</td>
<td>N</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>De Montfort (Leicester)</td>
<td>MEd  Man</td>
<td>£2500</td>
<td>2-5 yrs</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>12</td>
<td>CD</td>
<td></td>
<td>Mod CE</td>
<td>ABCDE</td>
<td>P</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Derby</td>
<td>MA/ MEd Man</td>
<td>£1560</td>
<td>3 yrs</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>20</td>
<td>CD</td>
<td></td>
<td>Mod CE</td>
<td>ABCDE</td>
<td>P</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Durham</td>
<td>MEd Leader/ Man</td>
<td>£1200</td>
<td>3 yrs</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>38</td>
<td>CD</td>
<td></td>
<td>Mod CE</td>
<td>ABC</td>
<td>P</td>
<td>NK</td>
<td></td>
</tr>
<tr>
<td>East Anglia</td>
<td>MA  Edan</td>
<td>£2488</td>
<td>3 yrs</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>20</td>
<td>CD</td>
<td></td>
<td>Mod CE</td>
<td>ABCD</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>East London</td>
<td>MSc Edan Man</td>
<td>£2500</td>
<td>2 yrs</td>
<td>Y</td>
<td>NR</td>
<td>Y</td>
<td>45</td>
<td>CD</td>
<td></td>
<td>Mod CE</td>
<td>ACDE</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Exeter</td>
<td>Leadership/ Man</td>
<td>£800</td>
<td>5 terms</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>60</td>
<td>CD</td>
<td></td>
<td>Mod</td>
<td>ACE</td>
<td>N</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Goldsmiths (London)</td>
<td>MA  Edan</td>
<td>£885</td>
<td>2-3 yrs</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>28</td>
<td>CDE</td>
<td></td>
<td>Mod CE</td>
<td>ABCDE</td>
<td>P</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Greenwich</td>
<td>MA in Edan</td>
<td>£1500</td>
<td>2-6 yrs</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>273</td>
<td>CD</td>
<td></td>
<td>Mod CE</td>
<td>ABCDE</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Hertfordshire</td>
<td>MA  Edan Man</td>
<td>£1050</td>
<td>3 yrs</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>100</td>
<td>CD</td>
<td></td>
<td>Mod</td>
<td>ABCDE</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Huddersfield</td>
<td>MEd Man in Schools</td>
<td>£1578</td>
<td>2 yrs</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>NR</td>
<td>CDE</td>
<td></td>
<td>Mod CE</td>
<td>ABCDE</td>
<td>P</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Hull</td>
<td>Subject Leadership</td>
<td>£1620</td>
<td>2-3 yrs</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>20</td>
<td>CD-learning portfolio</td>
<td></td>
<td>Mod CE</td>
<td>ABCDE</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Institute of Eden (London)</td>
<td>MA  Man/ Admin</td>
<td>£2430</td>
<td>6 terms</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>100</td>
<td>CDE</td>
<td></td>
<td>Mod CE</td>
<td>ABCDE</td>
<td>N</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Keele</td>
<td>MA Edan Man</td>
<td>£1800</td>
<td>2 yrs</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>25</td>
<td>CD*E</td>
<td></td>
<td>Mod CE</td>
<td>ACDE</td>
<td>P</td>
<td>N</td>
<td>3</td>
</tr>
<tr>
<td>Institution</td>
<td>Programme</td>
<td>Duration</td>
<td>Full Fee</td>
<td>Options</td>
<td>Type</td>
<td>Credit</td>
<td>Mod/CE</td>
<td>Additional Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>---------</td>
<td>------</td>
<td>--------</td>
<td>--------</td>
<td>------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kings College (London)</td>
<td>MA Eden Man</td>
<td>2 yrs</td>
<td>£1850</td>
<td>N N Y Y</td>
<td>24</td>
<td>CD*E</td>
<td>N</td>
<td>Mod</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kingston</td>
<td>MA Eden</td>
<td></td>
<td>£550</td>
<td>N N Y Y</td>
<td>70</td>
<td>CD plus viva</td>
<td>N</td>
<td>Discrete course with options</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leeds</td>
<td>MEd Admin/ Man*</td>
<td>2 yrs</td>
<td>£1440</td>
<td>N N Y Y</td>
<td>20</td>
<td>CD</td>
<td>N</td>
<td>Mod</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leeds Metropolitan</td>
<td>MSc Eden Man</td>
<td>2-3 yrs</td>
<td>£1057</td>
<td>N Y Y Y</td>
<td>200</td>
<td>CD</td>
<td>Y</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leeds Metropolitan</td>
<td>MBA in Eden Man</td>
<td>2 yrs</td>
<td>£1950</td>
<td>N N Y Y</td>
<td>60</td>
<td>CD</td>
<td>N</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leicester</td>
<td>MBA Eden Man</td>
<td>3 yrs</td>
<td>£1750</td>
<td>N Y Y Y</td>
<td>1000</td>
<td>CD</td>
<td>Y</td>
<td>Mod</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liverpool John Moores</td>
<td>MA Eden Man</td>
<td>3 yrs</td>
<td>£1050</td>
<td>N N Y Y</td>
<td>160</td>
<td>CD</td>
<td>Y</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luton</td>
<td>MA in Eden Man</td>
<td>2 yrs</td>
<td>£3150</td>
<td>N Y Y Y</td>
<td>60</td>
<td>CD</td>
<td>Y</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manchester</td>
<td>MEd, Eden Man/ Admin.</td>
<td>2-5 yrs</td>
<td>£2490</td>
<td>N N Y Y</td>
<td>16</td>
<td>CD</td>
<td>Y</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manchester Metropolitan</td>
<td>MSc Eden Man</td>
<td>3 yrs</td>
<td>£1890</td>
<td>N N Y Y</td>
<td>165</td>
<td>CD plus viva</td>
<td>Y*</td>
<td>Linear 3-year course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middlesex</td>
<td>MA Eden Man</td>
<td>flexible</td>
<td>£2800</td>
<td>N Y Y Y</td>
<td>25</td>
<td>CDE</td>
<td>Y</td>
<td>Discrete course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newcastle</td>
<td>MEd</td>
<td>3 yrs</td>
<td>£1000</td>
<td>N Y Y Y</td>
<td>16</td>
<td>CD</td>
<td>Y</td>
<td>Mod</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North London</td>
<td>MA Man in Eden</td>
<td>3 yrs</td>
<td>£1160</td>
<td>N N Y Y</td>
<td>12</td>
<td>CD</td>
<td>Y</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northumbria at Newcastle</td>
<td>MEd Man</td>
<td>3 yrs</td>
<td>£1116</td>
<td>N N Y Y</td>
<td>0</td>
<td>CD</td>
<td>Y</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nottingham</td>
<td>MA Dev/ Sch Improvement</td>
<td>3 yrs</td>
<td>£1800</td>
<td>N N Y Y</td>
<td>45</td>
<td>CD</td>
<td>Y</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nottingham Trent</td>
<td>MA Eden Man</td>
<td>2 yrs</td>
<td>£1200</td>
<td>N Y Y Y</td>
<td>40</td>
<td>CD</td>
<td>Y</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oxford Brookes</td>
<td>MA in Eden for Int Schools</td>
<td>2 yrs</td>
<td>£1600</td>
<td>Y Y Y Y</td>
<td>54</td>
<td>CD</td>
<td>N</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plymouth</td>
<td>MEd or PG Dip Ed</td>
<td>2-5 yrs</td>
<td>£735</td>
<td>N Y Y Y</td>
<td>NA</td>
<td>CD</td>
<td>Y</td>
<td>Mod</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portsmouth</td>
<td>MSC in Eden/ Training Man</td>
<td>2 yrs</td>
<td>£1250</td>
<td>N N Y Y</td>
<td>30</td>
<td>CDE</td>
<td>Y</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Queens Belfast</td>
<td>MEd Eden Man</td>
<td>3 yrs</td>
<td>£2034</td>
<td>N N Y Y</td>
<td>33</td>
<td>CD</td>
<td>Y</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>MEd Man/ Inst Admin.</td>
<td>NR</td>
<td>£1600</td>
<td>N N Y Y</td>
<td>30</td>
<td>CDE</td>
<td>Y</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>MSc Managing sch Improvement</td>
<td>3 yrs</td>
<td>£2385</td>
<td>N N Y Y</td>
<td>40</td>
<td>CD</td>
<td>N</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheffield</td>
<td>MSc Eden Man</td>
<td>2-3 yrs</td>
<td>£2350</td>
<td>Y Y Y Y</td>
<td>60</td>
<td>CD</td>
<td>Y</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheffield Hallam</td>
<td>MSc Eden Man</td>
<td>3 yrs</td>
<td>£2050</td>
<td>Y Y Y Y</td>
<td>180</td>
<td>CD</td>
<td>Y</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surrey</td>
<td>MEd Managing Ed/ learning</td>
<td>2-3 yrs</td>
<td>£1600</td>
<td>N Y Y Y</td>
<td>100</td>
<td>CDE</td>
<td>Y</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swansea</td>
<td>MEd Man in Eden</td>
<td>4 yrs</td>
<td>£1250</td>
<td>N N Y Y</td>
<td>90</td>
<td>DE</td>
<td>Y</td>
<td>Mod</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swansea</td>
<td>MEd</td>
<td>4 yrs</td>
<td>£4250</td>
<td>Y Y Y Y</td>
<td>120</td>
<td>CDE</td>
<td>N</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Open University</td>
<td>MA Eden Man</td>
<td>2 yrs</td>
<td>£1654</td>
<td>Y Y Y Y</td>
<td>35</td>
<td>CD</td>
<td>Y</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warwick</td>
<td>MA Eden Studies</td>
<td>2 yrs</td>
<td>£1465</td>
<td>N N Y Y</td>
<td>35</td>
<td>CD</td>
<td>Y</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>West of England</td>
<td>MA Eden Man</td>
<td>3 yrs</td>
<td>£1700</td>
<td>N Y Y Y</td>
<td>170</td>
<td>CD</td>
<td>Y</td>
<td>Mod CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

242
An Addendum was published by the Times Educational Supplement on July 4th 1997 which noted that three courses had been omitted from the Survey of June 6th. These were identified as:

<table>
<thead>
<tr>
<th>University</th>
<th>Course</th>
<th>Fee</th>
<th>Duration</th>
<th>Compulsory</th>
<th>Exam</th>
<th>Dissertation</th>
<th>Modular CE</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glamorgan University</td>
<td>MSc in Ed Man</td>
<td>£1900</td>
<td>3 yrs</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>100</td>
<td>CD</td>
</tr>
<tr>
<td>Lincoln University</td>
<td>MBA Ed Man</td>
<td>£2700</td>
<td>2 yrs</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>100</td>
<td>CD</td>
</tr>
<tr>
<td>Lincoln University</td>
<td>MSc in Ed Man</td>
<td>£1395</td>
<td>2-3 yrs</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>100</td>
<td>CD</td>
</tr>
</tbody>
</table>

Notes provided on June 6th were as follows:

**Teacher Training Agency Components:**

The National Professional Qualification for Headship standard says the core purpose of headship is “to provide professional leadership for a school that secures its success and improvement, ensuring high quality education for all pupils and improved standards of learning and achievement.” It specifies five “key areas and tasks”:

A Strategic direction and development
B Learning and Teaching
C People and Relationships
D Development and deployment of resources
E Accountability for efficiency and effectiveness

**Key:**

C = Coursework
D = Dissertation
E = Exam
Mod/ CE = Modular course with compulsory elements
NA = Not applicable
NR = No response
NK = Not known
N = No
P = Possible
Y = Yes

Notes:

1 Course aimed at FE/HE as well as school sector
2 Residential summer school (not compulsory)
3 Dissertation length depends on modules chosen
4 Dissertation usual but not required
5 There are also 20 students on the MEd Secondary Management/ Curriculum course
6 700 of these are distance learning students
7 Figure is total for the department – there are approximately 60 students on management MA
8 Majority of students from overseas
9 APL operates occasionally
10 Course run by Business School
11 New course starts September 1997
12 Teacher Training Agency's writ does not run in Northern Ireland
13 Course aimed at HE/FE as well as schools
14 Course planned for September 1998. It will focus on FE
Modular. Not all students will aim for the full qualification.
Appendix 3

Questionnaire to Higher Education Institutions

Survey of Taught Higher Degree Programmes in Education Management

Name of Institution ................................................................. Code ..........

Name ..................................................................................... Position .............................................

The questions below relate the survey of taught higher degrees in education management in England and Wales, the purposes of which are outlined in the attached letter. Section 1 relates to taught higher degree programmes solely in education management whereas Section 2 relates to generic taught higher degree programmes that contain only an element of education management. Your cooperation is greatly appreciated.

Section 1 Discrete Higher Degrees in Education Management

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Does your institution offer one or more taught higher degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>programmes solely in Education management?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2. If your answer to question one, above, was in the affirmative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>please indicate which award is offered.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N.B. if more than one award is offered please indicate all types of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>award available.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Which of these awards is modular in structure?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Award</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MPhil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EdD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please indicate)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

246
Section 2 Generic Taught Higher Degrees which Contain an Element of Education Management

2.1. Does your institution offer one or more taught higher degree programmes that contain an “element” of education management in a broader programme?

<table>
<thead>
<tr>
<th>2.1.1 Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.2 No</td>
</tr>
</tbody>
</table>

2.2. If your answer to question one, above, was in the affirmative please indicate which award is offered.

<table>
<thead>
<tr>
<th>2.2.1 MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.2 MEd</td>
</tr>
<tr>
<td>2.2.3 MSc</td>
</tr>
<tr>
<td>2.2.4 MBA</td>
</tr>
<tr>
<td>2.2.5 MPhil</td>
</tr>
<tr>
<td>2.2.6 EdD</td>
</tr>
<tr>
<td>2.2.7 Other (please specify)</td>
</tr>
</tbody>
</table>

N.B. if more than one award is offered please indicate all types of award available.

2.3 Which of these awards is modular in structure?

| 2.3.1 |

To assist in research it would be most useful to receive any course documentation of the type that is normally provided to prospective course candidates for any of the degrees that you may have indicated above. Any such documentation would, therefore, be gratefully received.

Please return to Mark Brundrett, Principal Lecturer in Education, De Montfort University, School of Education, Polhill Campus, Polhill Avenue, Bedford, MK41 9EA in the envelope provided. Should you have any queries about this questionnaire please feel free to contact Mark Brundrett – Telephone: 01234 793235; Fax: 01234 793010; E-mail: mbrundre@dmu.ac.uk
Appendix 4

Semi -Structured Interview Schedule with TTA Respondent

<table>
<thead>
<tr>
<th>Name of Interviewee:</th>
<th>Role: Professional Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution:</td>
<td>Teacher Training Agency</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

Semi-structured Interview – Interview Schedule

Introduction

Thank you very much for agreeing to be interviewed. As I mentioned I am trying to find out more about the range of higher degrees in Education Management which are currently available. I am trying to find out what factors are influencing those degree programmes and, in particular, whether the TTA’s recent introduction of its National Professional qualification for Headship is impacting upon higher degree provision.

In this last area, that of the influence of NPQH, I am attempting to pursue some of the issues outlined in the work of Ron Glatter (1997 Context and capability in Education Management, Education Management and Administration, 25, 2, London: Sage, pp. 181 – 192) and Ray Bolam (1997 Management Development for Headteachers, Education Management and Administration, 25, 3, London: Sage, pp 265 - 283) in which they suggest that NPQH poses both "opportunities and dilemmas...for universities and institutions of higher education".

Research/ Interview Questions

<table>
<thead>
<tr>
<th>Section 1 Development of NPQH</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Question: On what theoretical base was the qualification established?</td>
<td></td>
</tr>
</tbody>
</table>

Preamble In this first section I would like to ask you about the development of the NPQH programme.

<table>
<thead>
<tr>
<th>Q.1.1 Please outline the development or ‘genesis’ of the qualification.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt When was the qualification first conceived and by whom?</td>
<td></td>
</tr>
<tr>
<td>Prompt How has the qualification developed?</td>
<td></td>
</tr>
<tr>
<td>Q.1.2 During her speech to the BEMAS conference of 1997 Anthea Millett emphasised the research on which</td>
<td></td>
</tr>
</tbody>
</table>
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

NPQH as based. Could you please outline the research to which she was referring?

Q.1.3 How do you see the qualification developing in the future?

Probe There has been reference to a 'fast track' for some candidates. What might this contain?

Probe What, if any, role for higher degree programmes might there be in such fast tracking accreditation arrangements.

Q.1.4 In what ways, if any, might the structures in the delivery of NPQH be modified?

Probe Might further co-operation between Training and Development Centres and Assessment Centres be developed?

Section 2 Effects on provision of the introduction of NPQH

Research question: What has been the effect upon the provision of taught higher degree programmes in education management of the introduction of the National Professional Qualification for Headship?

Preamble As I mentioned earlier, Bolam argues that the introduction of NPQH poses “opportunities and dilemmas” for Universities. In this section I would like to ask you about your view of developing relationship between NPQH and higher degrees in Education.

Q.2.1 Do you have any view as to the relationship between NPQH and higher degrees delivered by HEIs?

Probe In your view, should NPQH have any links to higher degrees?

Q.2.3 There has been much discussion, for instance at UCET, about the possibility of NPQH being accredited as part of higher degrees in Education management. Does the TTA take any view on such developments?
Section 3  Attitudes to the introduction of NPQH

Research question: What is the attitude of providers of taught higher degrees in education management to the introduction of NPQH

Preamble  Bolam suggests that the framework and principles which 'underpin' NPQH are 'broadly acceptable to the key protagonists' (p. 277). In this section I would like to find out a little more about attitudes to the introduction of NPQH.

Q.3.1  Do you feel that NPQH has been welcomed by the key protagonists and who, for you, are such key protagonists?

Q.3.2  Do you consider the tasks and standards for headship as defined in TTA documentation to be fixed or are there likely to be further developments?

Q.3.3  The level of 'knowledge base' contained within the NPQH materials has been a concern for many commentators. How do you respond to such concerns?

Q.3.4  Both Bolam and Glatter express concern about the issue of 'political control' over awarding national qualifications for teachers and headteachers (Bolam, 1997 p. 279). How do you respond to these concerns?

Probe  Glatter warns of the dangers of establishing a 'heavy bureaucratic apparatus' (Glatter, 1997, p 190). Do you note any such dangers?

Section 4  Links between theory and practice

Research question: How do higher education institutions attempt to structure their taught higher degrees to attempt to overcome the issues related to problematic links between theory and practice?

Preamble  Bolam and Glatter, along with a host of other commentators, identify
the area of the links between theory and practice as being one of the central dilemmas of professionally based courses such as higher degrees in education management. In this section I would like to ask you how you view this set of 'nodalities'.

Q.4.1 What do you consider to be the problems associated with running a course such as NPQH, which has a strong professional element?

Q.4.2 Assessment of professional competence within the framework of training and development for professional capability is often judged to be a key issue. I wonder how you attempt to assess such competences within the framework of NPQH?

Probe Are assignments directly linked to practical capabilities?

Is some assessment related to school-based activities?

Section 5 General influences on taught higher degrees in education management.

Research question: What are the general factors, outside the introduction of NPQH, affecting the provision of taught higher degrees in education management in England and Wales.

Preamble Naturally the influences on taught higher degrees in education management go beyond NPQH. Bolam argues that earlier experience in education indicates the importance of rooting NPQH in a 'broader and deeper structure for staff management (or human resource) development' (p279). In the same way it is surely equally important that higher degree programmes are responsive to broad contextual influences. In this final section I would like to explore what other TTA initiatives you feel might influence the provision of taught higher degrees in education management.
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

Q.5.1 Bolam also refers to the 'four stage career and qualifications framework' envisaged by the TTA (p 279). What other current or proposed TTA initiatives might influence the provision of higher degrees in education management?

Prompt What influence, if any, might the changes to HEADLAMP provision have on higher degree provision?

Prompt What influence, if any, might the introduction of the new Leadership Programme for Serving Headteachers have on higher degrees?

Q.5.2 Are there any other influences on the provision of taught higher degrees in education management which you might like to discuss?

Prompt Do you feel that wider DFEE initiatives such as ‘benchmarking’ and ‘target setting’ should impact upon the provision of taught higher degrees in education management.

Exit

Thank you very much indeed for agreeing to be interviewed. I’ve greatly appreciated the time that you have been able to allow me.
Semi-Structured Interview Schedule with Higher Education Institution Respondents

Name of Interviewee: ___________________________ Role: _____________________________
Institution: ____________________________________ Date: ______________________________

Semi-structured Interview – Interview Schedule

Introduction

Thank you very much for agreeing to be interviewed. As I mentioned I am trying to find out more about the range of higher degrees in Education Management which are currently available. I am also trying to discover what factors are influencing those degree programmes and, in particular, whether the TTA’s recent introduction of its National Professional qualification for Headship is impacting upon higher degree provision.

In this last area, that of the influence of NPQH, I am attempting to pursue some of the issues outlined in the work of Ron Glatter (1997 Context and capability in Education Management, Education Management and Administration, 25, 2, London: Sage, pp. 181 – 192) and Ray Bolam (1997 Management Development for Headteachers, Education Management and Administration, 25, 3, London: Sage, pp 265 - 283) in which they suggest that NPQH poses both “opportunities and dilemmas...for universities and institutions of higher education”.

Research/Interview Questions

Section 1 Range of Provision of taught higher degrees

Research Question: What is the range of provision of taught higher degree programmes in education management?

Preamble In this first section I would like to ask you about the range and structure of the higher degree programmes in education management
which are offered by the University if I may.

Q.1.1 What different higher degrees in education management does the university offer and how are they styled, by which I mean, of course, what titles are they given?

Prompt Do you offer courses that lead to the award of MA

M.Ed.

MBA

M.Sc.

Ed.D.

Taught Ph.D.

Q.1.2 How are these degrees structured?

Probe Are they modular?

How many modules need to be completed to gain the qualification?

What credit structure is used? 120 or 180? Is this likely to change?

When were they validated?

When were they last reviewed?

Are they part time or full time?

How long do they take to complete?

Q.1.3 What are the recruitment patterns for taught higher degrees in educational management?

Q.1.4 Who teaches on the courses?

Probe Are any of the courses validated in conjunction with other institutions/LEAs etc?

Are any staff NPQH or MCI tutors?
Section 2  Effects on provision of the introduction of NPQH

Research question: What has been the effect upon the provision of taught higher degree programmes in education management of the introduction of the National Professional Qualification for Headship?

Preamble  As I mentioned earlier, Bolam argues that the introduction of NPQH poses "opportunities and dilemmas" for universities. In this section I would like to try to establish whether the introduction of the TTA's National Professional Qualification for Headship has impacted upon the provision of taught higher degrees in education management at your institution.

Q.2.1  In what ways, if at all, have programmes been altered to take account of NPQH?

Probe  Have programmes been restructured to match the tasks and standards for Headship developed by the TTA for NPQH?

Is the programme likely to change because of NPQH?

Q.2.2  Have applications for taught higher degrees in educational management declined since the introduction of NPQH? If so by how much?

Q.2.3  Is any accreditation offered for candidates who have gained, or will gain, the NPQH qualification?

Probe  If any accreditation is offered how much?

Section 3  Attitudes to the introduction of NPQH

Research question: What is the attitude of providers of taught higher degrees in education management to the introduction of NPQH?

Preamble  Bolam suggests that the framework and principles which 'underpin'
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

NPQH are 'broadly acceptable to the key protagonists' (p. 277) In this section I would like to find out a little more about the attitude of the department, as a provider of taught higher degrees in education management, to the introduction of NPQH.

Q.3.1 Does the institution welcome the introduction of NPQH?

Q.3.2 What problems does NPQH bring, if any, to existing provision of taught higher degrees in educational management?

Q.3.3 Do you consider the tasks and standards for headship as defined in TTA documentation to be appropriate?

Q.3.4 The level of 'knowledge base' contained within the NPQH materials has been a concern for many commentators, is this an issue for you?

Q.3.5 Both Bolam and Glatter express concern about the issue of "political control" over awarding national qualifications for teachers and head teachers (Bolam, 1997 p. 279). Do you share these concerns?

Probe Glatter warns of the dangers of establishing a 'heavy bureaucratic apparatus' (Glatter, 1997 p 190). Do you note any such dangers?

Section 4 Links between theory and practice

Research question: How do higher education institutions attempt to structure their taught higher degrees to attempt to overcome the issues related to problematic links between theory and practice?

Preamble Bolam and Glatter, along with a host of other commentators, identify the area of the links between theory and practice as being one of the central dilemmas of professionally based courses such as higher degrees in education management. In this section I would like to ask you how you view this set of 'nodalities'.

256
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

Q.4.1 What are the problems associated with running a course which has strong professional base?

Q.4.2 Assessment of professional competence within the framework of an 'academic course' is often judged to be a key issue; I wonder how you attempt to assess such competences within the framework of your higher degree programmes?

Probe Are assignments directly linked to practical capabilities?

Is some assessment related to school-based activities?

Section 5 General influences on taught higher degrees in education management.

Research question: What are the general factors, outside the introduction of NPQH, affecting the provision of taught higher degrees in education management in England and Wales.

Preamble Naturally the influences on taught higher degrees in education management go beyond NPQH. Bolam argues that earlier experience in education indicates the importance of rooting NPQH in a 'broader and deeper structure for staff management (or human resource) development' (p279). In the same way it is surely equally important that higher degree programmes are responsive to broad contextual influences. In this final section I would like to explore what other influences impinge upon the provision of taught higher degrees in education management at your institution, if I may.

Q.5.1 Bolam notes the importance of the influence of components like 'induction, mentoring, succession planning and 'equal opportunity issues' (p279). To what extent do these influence your provision?
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

Q.5.2 Bolam also refers to the ‘four stage career and qualifications framework’ envisaged by the TTA (p 279). What current governmental initiatives are influencing the provision that you offer?

Probe Has the recent TTA funding allocation had an effect?

Has HEADLAMP and the changes to that scheme had an impact?

Q.5.3 Are there any local factors that influence your provision?

Prompt Do LEAs or local school initiatives have an impact?

Q.5.4 Are there any other influences on the provision of taught higher degrees in education management that you might like to discuss?

Prompt Do initiatives such as ‘benchmarking’ and ‘target setting’ impact upon the provision of taught higher degrees in education management that you offer?

Exit

Thank you very much indeed for agreeing to be interviewed.
Appendix 6

Calculation of Phi-Coefficient

<table>
<thead>
<tr>
<th>Observed Frequencies</th>
<th>Whether Charter University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Whether Discrete Degree</td>
<td>No</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
</tr>
<tr>
<td>Yes</td>
<td>17.8</td>
</tr>
</tbody>
</table>

The expected frequency for any cell is its row total multiplied by its column total divided by the grand total. Therefore:

<table>
<thead>
<tr>
<th>Expected Frequencies</th>
<th>Whether Charter University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Whether Discrete Degree</td>
<td>No</td>
</tr>
<tr>
<td>No</td>
<td>17.8</td>
</tr>
<tr>
<td>Yes</td>
<td>18.2</td>
</tr>
</tbody>
</table>

Chi Square

Chi-square is the sum of the squared difference between the observed and expected frequency for each cell divided by the expected frequency for that cell i.e.:

\[ \chi^2 = \sum \frac{(O - E)^2}{E} \]

where:

O = the observed frequency in each category
E = the expected frequency in each category

Therefore chi-square is:

\[ \frac{(16 - 17.8)^2 x (16 - 17.8) + (30 - 28.2)^2 x (30 - 28.2) + (20 - 18.2)^2 x (20 - 18.2) + (27 - 28.8)^2 x (27 - 28.8)}{17.8 28.2 18.2 28.8} \]

259
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

\[
\begin{align*}
&\quad \begin{array}{cccc}
3.24 & + & 3.24 & + \\
17.8 & & 28.2 & + \\
& & 3.24 & + \\
& & 28.8 & \\
\end{array} \\
&= 0.182 + 0.115 + 0.178 + 0.112 \\
&= 0.587 \\
\end{align*}
\]

**Phi**

Phi is computed by dividing Pearson’s chi-square by the total number of cases and taking the square root of the result i.e.:

\[
\text{Phi} = \sqrt{\frac{\text{chi-square}}{\text{No. of cases}}}
\]

Therefore phi is:

\[
\text{Square root of} \quad \frac{0.587}{93} = 0.079
\]

**Relationship between the variables**

The relationship between the two variables is very small.


Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


Bushier, H. and Paxton, L. (1997) HEADLAMP – a local experience in partnership in 

Butterworth, C. (1992) More than one bite at the APEL – contracting models of 


Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


DES (1972) *Teacher Education and Training* (the “James Report”), London, HMSO.


Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


270
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


HMI (1977) *Ten Good Schools*, London, HMSO.


Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

Johnson, N. (1991) Preparation of educational managers: the student perspective, 


273


Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


281
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


283
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH


Index

A
accountability, 10, 11, 71, 198, 208, 238
accreditation, 16, 20, 33, 40, 41, 48, 64, 111, 139, 167, 180, 181, 182, 183, 197, 211, 214, 222, 233, 237, 249, 255
andragogy, 17, 20
appraisal, 14, 15, 49, 100, 117, 162
apprenticeship model, 84
assessment, 12, 18, 22, 32, 33, 34, 44, 46, 49, 51, 52, 58, 63, 65, 95, 109, 113, 118, 139, 158, 160, 163, 166, 171, 180, 192, 193, 194, 195, 196, 205, 209, 211, 219, 222, 230, 251, 257, 262, 264, 275, 279
assessment centres, 18, 46, 95
AT and T, 46
Australian Government, 98

B
B.Ed., 35
behavioural event interviewing, 44
BEMAS, 120, 248
Brisbane College of Advanced Education, 96
British War Office Selection Board, 46
bureaucratic apparatus, 9, 113, 218, 250, 256

C
California State University, 101
Canada, 101, 220
capability, 19, 66, 67, 68, 69, 163, 166, 197, 248, 251, 253, 281
causal networks, 140
Charter" Universities, 130
chi square, 131
chief executive, Heads' role as, 10, 12, 110, 111, 232
Circular 3/ 83, 76, 77
CNAA, 31, 32, 268
Cognitive elements, 49
Colleges and Institutes of Higher Education, 131
Colleges of Further and Higher Education, 131, 207
competencies, 40, 46, 47, 50, 56, 59, 60, 67, 167, 171, 185, 193, 195, 216, 221, 223, 251, 257, 266, 267, 270, 277, 278
competencies, 18, 44, 45, 46, 53, 55, 56, 58, 59, 61, 92, 95, 104, 108, 110, 112, 153, 222, 223, 272
competency, 45, 46, 53, 55, 56, 58, 59, 60, 61, 65, 71, 94, 108, 236, 269, 273, 284
conceptual framework, 127
correlation, 130, 131
credibility, transferability, dependability, and confirmability, 132
credit accumulation, 33, 99, 105
critical incident analysis, 56

d
Deputy headteachers, 15, 74, 90
DES, 23, 26, 28, 31, 40, 76, 78, 79, 80, 84, 109, 266
Dewey, J., 62
## Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

<table>
<thead>
<tr>
<th>Term</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral studies</td>
<td>42</td>
</tr>
<tr>
<td>document archive</td>
<td>129</td>
</tr>
<tr>
<td>drawing and verifying conclusions</td>
<td>140</td>
</tr>
<tr>
<td>Ed.B.</td>
<td>35</td>
</tr>
<tr>
<td>EdD, 42, 43, 144, 145, 146, 147, 148,</td>
<td></td>
</tr>
<tr>
<td>149, 150, 151, 152, 153, 154, 155,</td>
<td></td>
</tr>
<tr>
<td>156, 157, 167, 172, 179, 197, 246,</td>
<td></td>
</tr>
<tr>
<td>247, 270</td>
<td></td>
</tr>
<tr>
<td>Education Reform Act</td>
<td>10</td>
</tr>
<tr>
<td>educational management</td>
<td>20, 81, 89, 100</td>
</tr>
<tr>
<td>educational reform</td>
<td>262</td>
</tr>
<tr>
<td>educational research</td>
<td>43, 123, 124, 126, 141, 280</td>
</tr>
<tr>
<td>effectiveness, 7, 9, 12, 13, 15, 27, 31,</td>
<td></td>
</tr>
<tr>
<td>42, 47, 60, 72, 76, 86, 90, 98, 100,</td>
<td></td>
</tr>
<tr>
<td>103, 162, 208, 210, 233, 243, 271,</td>
<td></td>
</tr>
<tr>
<td>278, 284</td>
<td></td>
</tr>
<tr>
<td>ESRC, 115</td>
<td></td>
</tr>
<tr>
<td>Ethical considerations</td>
<td>135</td>
</tr>
<tr>
<td>experiential learning</td>
<td>18, 33, 34, 41, 53, 81, 101, 220, 273</td>
</tr>
<tr>
<td>Federal Office of Education</td>
<td>99</td>
</tr>
<tr>
<td>for human resource planning</td>
<td>46</td>
</tr>
<tr>
<td>General Teaching Council</td>
<td>15, 114, 218</td>
</tr>
<tr>
<td>generalizability</td>
<td>124, 132</td>
</tr>
<tr>
<td>governors, 12, 21, 29, 95, 200, 215</td>
<td></td>
</tr>
<tr>
<td>Gyte, G., 117</td>
<td></td>
</tr>
<tr>
<td>Hay-McBer</td>
<td>44</td>
</tr>
<tr>
<td>HEADLAMP, 14, 16, 78, 95, 122, 156,</td>
<td></td>
</tr>
<tr>
<td>158, 159, 163, 164, 171, 175, 197,</td>
<td></td>
</tr>
<tr>
<td>199, 200, 252, 258, 264, 281</td>
<td></td>
</tr>
<tr>
<td>heads' role as chief executive and leading professional, 10</td>
<td></td>
</tr>
<tr>
<td>headteachers, 7, 10, 11, 13, 14, 15, 16, 21, 22, 25, 26, 27, 28, 29, 39, 55, 74, 75, 76, 82, 83, 84, 85, 86, 87, 89, 90, 91, 92, 93, 95, 102, 106, 110, 114, 120, 122, 158, 159, 163, 164, 177, 186, 189, 190, 210, 218, 232, 237, 250, 256, 261, 265, 266, 267, 272, 275, 276, 281, 284</td>
<td></td>
</tr>
<tr>
<td>HMI, 84, 85, 210, 271</td>
<td></td>
</tr>
<tr>
<td>identikit manager</td>
<td>40</td>
</tr>
<tr>
<td>identive power</td>
<td>24</td>
</tr>
<tr>
<td>IMPPEL Project</td>
<td>130</td>
</tr>
<tr>
<td>incompatibility of the different research paradigms, 124</td>
<td></td>
</tr>
<tr>
<td>index tree</td>
<td>138</td>
</tr>
<tr>
<td>informed consent</td>
<td>141</td>
</tr>
<tr>
<td>Institute of Education</td>
<td>42, 47, 93, 155</td>
</tr>
<tr>
<td>institutions of higher education, 7, 10, 14, 26, 30, 43, 113, 128, 129, 134, 140, 144, 233, 248, 253</td>
<td></td>
</tr>
<tr>
<td>interview schedule</td>
<td>135, 136</td>
</tr>
<tr>
<td>interviews, 7, 46, 74, 94, 133, 134, 135, 136, 137, 140, 212, 215</td>
<td></td>
</tr>
<tr>
<td>leadership</td>
<td>13, 16, 23, 24, 28, 29, 34, 36, 46, 49, 58, 74, 75, 82, 83, 84, 86, 89, 92, 93, 96, 97, 99, 100, 103, 106, 113, 115, 118, 119, 121, 122, 130, 162, 163, 164, 181, 199, 210, 216, 232, 243, 266, 267, 269, 271, 281, 284</td>
</tr>
<tr>
<td>L</td>
<td></td>
</tr>
<tr>
<td>M.Ed., 32, 35, 40, 130, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 241, 254, 262, 275</td>
<td></td>
</tr>
</tbody>
</table>

286
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

M.Phil., 38, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 275
Management Charter Initiative, 18, 41, 47, 54, 56, 57, 94, 114, 222, 236, 275
managerial competence, 44
managerial competencies, 45
market values, 11
Master of Education, 35, 36, 208, 234, 280
masters degree courses, 30, 31
MBA, 34, 35, 36, 38, 39, 42, 51, 57, 58, 100, 117, 130, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 170, 171, 179, 181, 186, 195, 197, 208, 242, 243, 246, 247, 254, 277, 278, 282
McBer, 44, 55
MCI, 40, 48, 49, 50, 51, 52, 55, 56, 57, 70, 148, 195, 254, 269
meaning making, 140
MEd, 39, 113, 146, 147, 149, 151, 153, 160, 172, 178, 241, 242, 244, 246, 247
minimum competence, 46
Millett, A., 111, 116, 118, 121, 220, 248
MSc, 39, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 171, 179, 241, 242, 243, 246, 247

N
National Assessment Centre, 47
National Association of Head Teachers, 86, 90, 128, 277
National Development Centre, 12, 15, 76, 97, 261
National Education Assessment Centre, 8, 106
NDC, 12, 15, 76, 78, 81, 82, 114, 282, 283
neo-liberal market ideology, 69
New Right, 69, 273
new school leaders, 49
New Zealand, 98
nodes, 138
nominal variables, 130
NUDIST package, 140
observatory grid analysis, 56
OFSTED, 10, 178, 199
opportunities and dilemmas, 10, 113, 248, 249, 253, 255
OTTOs, 76, 77, 82, 85, 210, 233, 261
outcomes, 37, 59, 64, 65, 67, 188, 205, 216
paralinguistic utterances, 137
Pearson's Chi-square, 131
PhD, 38, 42, 43, 270
phi coefficient, 131, 207
Planned Development Opportunities, 92, 283
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

positional and personal power, 24
positivistic approach, 124
POST project, 82
prestructured case display, 140
Primary School Staff Relationship Project (PSSR), 83
problem solving, 28, 49, 59, 64, 104, 269, 274
professional doctorate, 42, 101
providing “shape” to the data, 141

Q
qualitative, 27, 61, 124, 125, 126, 132, 138, 141, 213, 218, 272, 280, 281
quantitative, 80, 109, 124, 126, 129, 132, 133, 213, 272, 280, 281
quasi-experimental case study approach, 126
quasi-judicial case study method, 126

R
reflection, 39, 64, 65, 77, 89, 92, 93, 102, 103, 192, 221
research conceptualisation, 136
research sample, 55, 134
research tool, 135, 136
responsibilities, 10, 11, 27, 73, 86, 116, 232
roles, 7, 11, 12, 13, 62, 71, 82, 87, 90, 161, 232, 276

S
school management, 12, 14, 18, 19, 50, 55, 76, 114
School Management South, 18, 47, 49, 50, 55, 56, 114, 222, 267
School Management Task Force, 15, 28, 29, 40, 49, 50, 51, 114, 222, 233, 263, 266
School Matters, 86, 277
School Teachers Pay and Conditions of Employment, 86
Scottish Council for Research in Education, 135, 267
semi-structured interviews, 136
SHA, 106, 121, 274
Shephard, G., 106, 107
status stripping, 25
Statutory Universities, 130, 207
strategic leadership, 12
student centred approach, 38, 280
Supported Open Learning (SOL) route, 128

teacher education, 60, 61
teamwork, 29
total quality management, 11
training college” for heads, 25
transcription, 137
trial, 116, 128, 133, 181
truth value, 132

U
University of California, 101
US Office of Strategic Services, 46

288
Opportunities and Dilemmas for Higher Education Institutions Posed by the Introduction of the NPQH

USA, 13, 18, 34, 46, 52, 62, 99, 216, 220

vocational competence, 41