Reducing bureaucratic burdens on lecturers

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Acknowledgements

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Summary

Introduction

There is a clear problem: on the one hand there is a growing volume of complaints concerning bureaucratic burdens on lecturers; and on the other, little apparently being done to address the problem.

Senior college managers tend to blame external stakeholders, particularly funding and inspection agencies; lecturers tend to blame different stakeholders, particularly awarding bodies and their own college managers.

Complaints in the college sector find a significant echo in the schools sector.

This research provides detailed empirical evidence to substantiate some of the complaints.

The nature of bureaucracy in colleges

The burden of bureaucracy is unrelenting throughout the academic year and places continuous demands on lecturers.

Lecturers deal with around 30 administrative items on average each week.

Just under two-thirds of all such tasks take 15 minutes or less, but a substantial minority take over half an hour and about one task in 10 requires more than an hour's work.

Most tasks originate within colleges and most either support teaching and learning processes or relate directly to students, or both.

Meetings take up between 2 and $2\frac{1}{2}$ hours per week for teaching staff and substantially more time for managers.

Almost two-thirds of administrative tasks are paper based and almost one-third involve oral communications.

Administrative tasks are usually urgent: over 50% require action on the same day.

Overall, weekly hours of work do not seem to have increased in proportion to the growth in administrative tasks.

The main effect of increasing bureaucracy appears to be on the preparation time available for teaching sessions.

The increase in time taken by administration appears to have been limited mainly by the efforts of lecturers to work both harder and 'smarter'.

Causes of bureaucracy

Most lecturer-related bureaucracy either directly supports teaching and learning or relates to students or both.

Increases in bureaucracy are associated with a number of curriculum trends and changes, many of which are actually supported by many lecturers.

These curriculum trends are likely to continue for the foreseeable future.

The situation in colleges appears to differ from that in schools; in the schools sector many of the administrative tasks of teachers appear to be extraneous to the curriculum and to originate outside the school.

The solution in colleges appears to lie in a more widespread, rigorous and systematic application of practical strategies to reduce bureaucracy. Such strategies are already in evidence in some colleges.

Reducing bureaucratic burdens on lecturers

Curriculum redesign and re-engineering

Process re-engineering which has been popularised since the early 1990s but practised in most colleges since the 1980s, provides a simple and robust method for cutting through red tape.

In many colleges, reductions in bureaucracy have accompanied radical redesign of the curriculum.

In other colleges, re-engineering principles have been applied directly to administrative systems, particularly student-tracking systems, simplified and standardised paperwork and procedures, and centralised course files and records.

Information and communications technology

The present research suggests that in most colleges, information and communications technology (ICT) has yet to produce benefits of less bureaucracy and enhanced quality of teacher work.

In some colleges, however, ICT has led to significant reductions in bureaucracy and delay.

Areas in which applications seem to be particularly effective in simplifying or speeding up processes include enrolments, student tracking, initial assessment, registration and student surveys.

As well as enhancing student-staff interactions, the same ICT applications provide a foundation for more effective, more responsive and more devolved management.

College intranets provide an effective communication medium and a platform for shared access to information. They have a great future potential for holding learning materials, both static and interactive.

Effective use of ICT applications depends on access to hardware and software and to staff development.

Effective implementation of these applications depends, in turn, on the involvement of representative groups of staff in planning and on an effective partnership between strategic manager, management information services (MIS) specialist, lecturers and administrative staff.

ICT-supported re-engineering depends on knowledgeable IT-systems people working with high quality software. Both can be expensive but can repay the investment through improvements that cannot be achieved by manual systems.

Increasing administrative support

The more intensive and flexible use of administrative and technical staff has sometimes reduced the level of support available locally to lecturers.

The administrative work undertaken by lecturers should be reviewed and, if appropriate, passed to administrators and clerical assistants.

Case study examples of initiatives to redistribute administrative tasks include the appointment of additional administrative and clerical staff to deal with student enquiries within a curriculum area, additional administrative resources to support tutoring and the use of external markers and student reference writers.

Managing change and changing management

Colleges that have developed the most systematic strategies to reduce bureaucratic burdens on teachers have made them a management priority, committed resources to diagnosing and resolving problems and created management mechanisms to drive the process forward.

Devolution of managerial responsibilities and accountabilities and flattened management structures have been criticised for widening lecturer responsibilities and lessening time available for teaching and learning.

The present research supports the view that, if implemented effectively, decentralised decision-making can reduce bureaucracy.

Specifically, there is evidence that devolution can speed up and improve decision-making without diverting lecturers and programme leaders from their teaching and student priorities.

REDUCING EXTERNALLY DRIVEN BUREAUCRACY

There are opportunities for agencies external to colleges (notably those to do with funding, inspection and qualifications) both to reduce or mitigate their demands on colleges and to play a more determined role in supporting the development of less burdensome administrative mechanisms.

Agencies outside colleges also have an important role to play in:

- Creating a unified quality framework
- Combining disparate sources of funding in a single funding framework and limiting competitive bidding to discretionary funds to support development work
- Re-establishing a more equitable balance between devolved responsibility and centralised audit and control, particularly for qualifications
- Taking a lead in the development of communications media particularly between colleges and awarding bodies
- Developing a unique identifier for each individual student to be used across educational phases.

CONCLUSIONS

There is considerable scope to reduce bureaucratic burdens on lecturers more systematically. Most of this work will have to be done in colleges. The combination of strategies reviewed here include:

- Curriculum redesign and re-engineering
- Re-engineering administrative systems
- Greater application of ICT
- Increasing administrative support
- Managing the process of change effectively
- Changing and developing a number of managerial tasks and functions.

1 Introduction

Issues around administration and bureaucracy arouse intense feelings in colleges. There are almost universal beliefs that there is too much bureaucracy, that the time devoted to administration and other support activities is eating into the time available for teaching and that overall administrative workloads have increased substantially.

It is no exaggeration, moreover, to say that the quantity and loudness of complaints increase the closer one approaches the whiteboard.

These views will be familiar to anyone who has even the slightest contact with further education. Indeed, they have been surveyed and recorded in a number of recent research projects (NATFHE, 1998; Taubman, Lucas and Leney, 1998; Warren, 1998; Lucas, 1998; FEU, 1995).

Insofar as there are divergences of opinion, these relate more to the causes of bureaucracy than to its extent. Thus, senior college managers are inclined to blame the demands of external stakeholders, notably funding and inspection agencies. College lecturers on the other hand tend to attribute increases in administration either to a different set of external stakeholders – typically awarding bodies – or to internal stakeholders in the shape of college managers.

The surprise is that, at least at first sight, so little is being done to reduce red tape and bureaucracy.

Objectives

This report is based on research that started at the end of 1996 with three main objectives:

- Investigate the size and nature of administrative burdens on lecturers
- Identify the causes of such administrative burdens
- Propose ways of reducing the administrative burden.

Field research on the first two objectives (the 'problem') was completed in the spring of 1997. Follow-up work with a different group of colleges on practical ways of reducing bureaucracy was undertaken in autumn 1998. A technical note on research methods is included in Appendix 1.

The schools sector

One of the overriding priorities of the incoming ministerial team at the DfEE in 1997 was to raise standards in education. Reducing the time spent by school teachers on 'bureaucratic activities' was seen as a key means to this end.

In July 1997 a working group was established by Estelle Morris with a wide-ranging membership from teacher organisations, other public-sector organisations and industry. The working group in turn commissioned field work that was subsequently published (Coopers and Lybrand, 1998) and reported to ministers in January 1998.

Although the present report is based entirely on empirical work in the FE sector, this school-based research is referred to where comparisons are useful.

Definitions and approaches

The terms 'administration' and 'bureaucracy' are used interchangeably in this report without the pejorative connotations usually attached to the latter. Administration and bureaucracy comprise all those tasks, communications, meetings, reports, student and course records, etc., which are required of teachers and which do not directly form part of the design, facilitation, delivery and assessment of learning.

In the report that follows, findings are summarised in five chapters:

- The nature of bureaucracy including its volume, shape, components and timing
- The causes of bureaucracy
- Reducing bureaucratic burdens on lecturers
- Reducing externally driven bureaucracy
- Conclusions.

2 The nature of bureaucracy in colleges

PERCEPTIONS OF TEACHERS AND MANAGERS

An initial questionnaire provided a picture of colleges' views on administrative workloads. The questionnaire was tested in six colleges then sent to half of the colleges in England and Wales – 84 colleges responded (around 40%).

All colleges reported an increase in administrative workloads over the past five years and almost 90% perceived this increase to be substantial. Senior managers identified the funding councils as the principal source of the increase, while course coordinators and lecturers identified internal college procedures as responsible for the largest increase. The study showed that most internal communications are still paper based.

Colleges perceived that the increase had affected all grades of teaching and support staff, both full and part time, although there was some suggestion that the larger part of the increase has been carried by full-time staff, both teaching and support. Following this up in discussion with staff in the case-study colleges, it seems that the protracted contracts dispute in FE colleges, coupled with the growing use of third-party providers, has reduced the scope for part timers to carry out administrative work. Further, the administration of part-time contracts has added to the workload of full-time managers.

These changes in the numbers and profile of staff in sector colleges have been documented by the Association of Colleges (AoC) and the Sixth Form Colleges Employers Forum (SFCEF). The responses of senior managers provide further evidence.

The increasing complexity of planning procedures and student tracking is reflected in the lack of marked troughs of activity in internal administrative processes in any of the four quarters of the college year. There are, however, peaks in administrative demands associated with external agencies and largely reflecting the annual planning cycles of the funding councils, TECs and the EU.

Senior managers perceived their most time-consuming administrative tasks to be linked with the Individual Student Record (ISR), but course leaders and main-grade lecturers identified the tasks associated with personal tutoring, and maintaining and updating the related records as requiring the largest proportion of their administrative efforts. Other particularly time-consuming tasks were associated with internal verification procedures.

Both senior managers and main-grade lecturers described the most irritating administrative tasks as those where identical or similar information was required more than once in different formats. Senior managers identified statistical requests for student achievements from the funding councils and the DfEE as their particular bugbear and several lecturers criticised the repetitious information-gathering involved in student enrolment in their colleges. Some identified the taking of messages, particularly telephone messages, as a significant source of irritation.

Very few examples of good administrative practice were cited in the initial survey, either in internal college systems, or from external organisations. Almost the only example of good practice ascribed to an external organisation was the administrative systems of BTEC (now EdExcel). Other colleges identified effective internal processes, e.g. IT-based registration or student tracking systems. It is likely that the lack of other examples reflects the general unease about administrative workloads and an apparent inability to stem the tide of paper. There also tended to be a gap between the theoretical performance of electronic systems and the practical impact on lecturing staff.

Overall, therefore, responses to the initial questionnaire suggested strongly that administrative burdens on teachers had increased. Although a questionnaire

of this type is, to some extent, an invitation to complain, the strength and consistency of the assertions show that there are significant problems.

Summary of key points

- On one hand there is a growing volume of complaints concerning bureaucratic burdens on lecturers; on the other, little is apparently being done to address the problem.

- Complaints in the college sector find a significant echo in the schools sector.

- Senior college managers tend to blame external stakeholders, particularly funding and inspection agencies; lecturers tend to blame different stakeholders, particularly awarding bodies and their own college managers.

- This research provides detailed empirical evidence for the first time to substantiate some of these complaints.

- The burden of bureaucracy is, moreover, unrelenting throughout the academic year and places continuous demands on lecturers.

PATTERNS OF ADMINISTRATIVE ACTIVITY

The second dimension of the research involved working closely with lecturers, managers and business support staff from six colleges. The object of the exercise was to conduct a detailed analysis of all the administrative tasks undertaken by staff during two separate sample weeks from the academic year.

Six colleges were selected to represent a broad range of characteristics of the sector:

1. A medium-sized general FE college in southern England, with a largely rural catchment area on a single main site. The college has strong links with a regional university and a growing portfolio of HE programmes.

2. A medium-sized tertiary college in the north of England with a mixed urban/rural catchment area and the bulk of its accommodation on a single site.

3. A large tertiary college in London, which serves an area of significant social and economic disadvantage.

4. A very large community college in a northern conurbation, based on a number of sites, one of which is more than 10 miles from the others. The college delivers a very wide range of programmes from foundation to HE levels and has a significant proportion of HE work.

5. A sixth-form college serving a largely urban area on the edge of a major conurbation in the north of England. Although this is one of the largest sixth-form colleges in England, it is small in comparison with most general FE and tertiary colleges.

6. A small specialised college in south Wales, situated on the fringes of a conurbation, but serving a largely rural community with some students travelling a considerable distance to college.

Forty-eight staff from six colleges declared a total of 2635 administrative items during the two weeks response period (see Figure 1). Over the two weeks the average number of items varied from 34 to 63 per person, with the lowest numbers in the two smallest colleges. There is some evidence that the size of the administrative load correlated positively with the size of the college, though differences in recording make this only a tentative conclusion.

Over half the administrative items recorded involved paper communication (65%), with 30% involving oral communication and only 5% declared as involving IT. Discussions with respondents showed that oral items (especially brief telephone calls) were often under-recorded. Some of the paper items may also have been originated by electronic communication but the proportion of communication by IT remains quite small. The picture that emerges from the six colleges is one in which paper-based communications continue to dominate, in spite of the enormous advances in electronic communication systems over the past five years.

The ratio of internal to external communications was around 3:1, but, as Figure 2 shows, there were considerable variations between the six colleges. These variations showed no correlation with college size.

Figure 1 Number of items per respondent by college
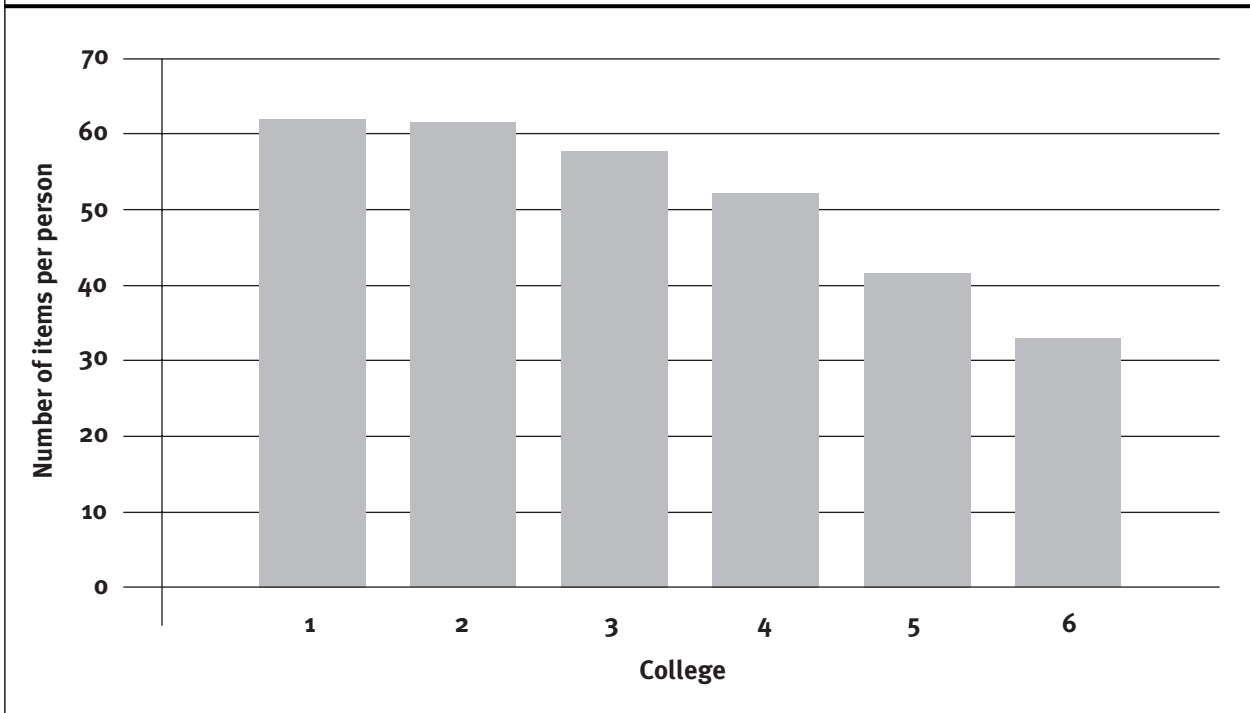
Figure 2 Source of items – internal or external – by college
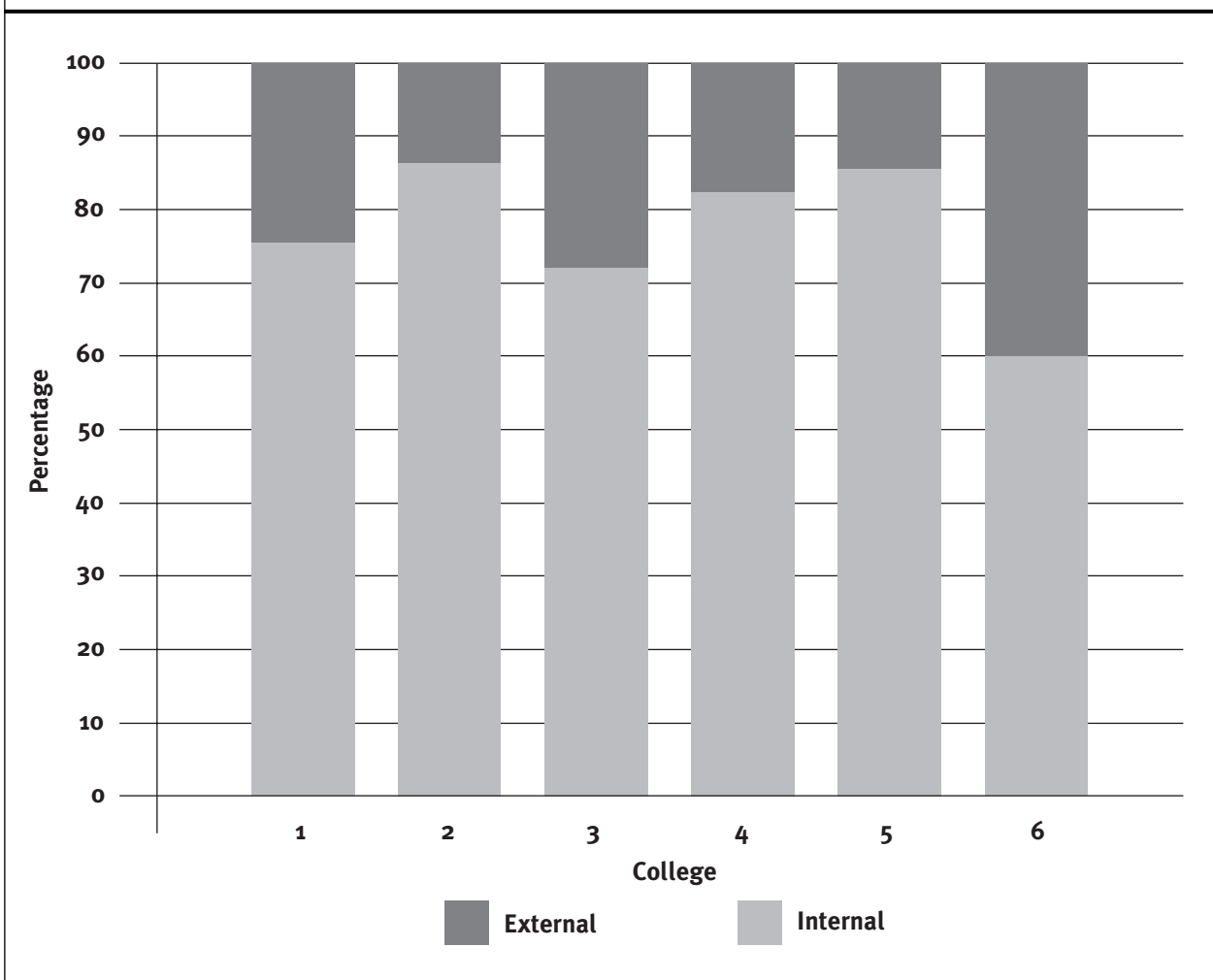
Figure 3 Deadlines for action
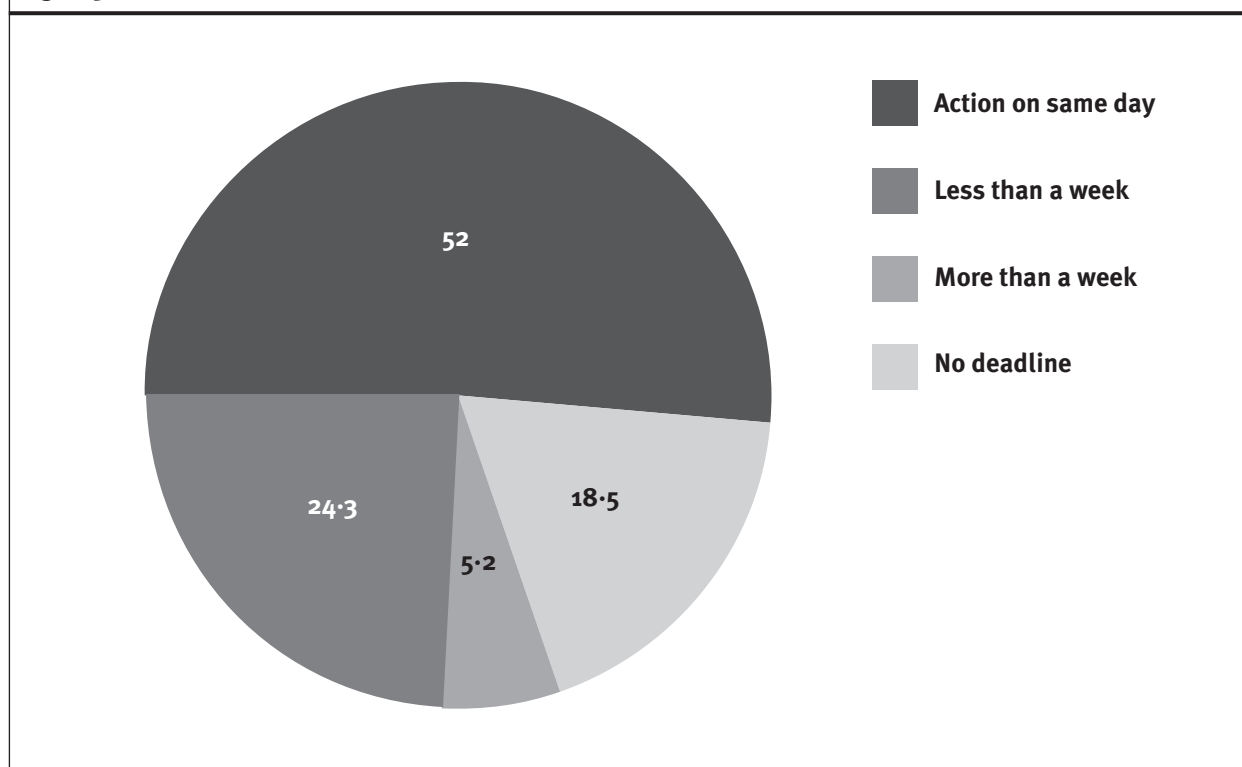
Over half of the recorded items required action on the same day, although at the other end of the scale, almost one-fifth had no deadline attached (see Figure 3). There was a common pattern between the six colleges:

- Although relatively few of the items concerned HE work (around 12·5%), there was some suggestion that HE-related administration was less urgent. Just over a third of the HE-related items required a same-day response. Obviously, judgements of urgency or priority are to an extent subjective. Some staff give priority to administrative deadlines at the expense of other activities; others have different priorities.

- Just under two-thirds of the items took less than 15 minutes and half of these (28%) took less than five minutes. These were typically registers and brief written memoranda. At the other end of the scale, nine per cent of items required more than an hour's work. From interviews with respondents, many of these were major planning or organisational activities requiring substantially more than 60 minutes per item and some took two or three hours.

Four general types of item accounted for over three-quarters of those recorded:

- Written memoranda
- Meetings and discussions
- Paperwork and pro-forma completion
- Telephone calls.

Analysis of this data by college shows some interesting differences in patterns of activity and communication. In one college, meetings and discussions predominated over all other activities. In another, there were relatively few meetings and discussions; maintaining records, pro formas and paperwork and written memoranda were the dominant activities. In a third (one of the smaller colleges) the proportion of telephone calls greatly exceeded other items.

In addition to identifying activities using a limited range of general codes, items were coded in more detail to identify the particular types of activity to which they related.

The following codes were used:

- Curriculum and qualification development (e.g. developing course proposals and submissions, course development, evaluation, etc.)
- Recruitment and enrolment (e.g. providing information to enquirers, processing enquiries, applications and enrolments)
- Teaching and learning (planning, preparation, development of course materials, etc.)
- Externally related (including parents, careers services, awarding bodies, industry, etc.)
- Management issues (including college planning, audit, satisfying FEFC requirements, etc.)

Figure 4 Categories of items by time taken
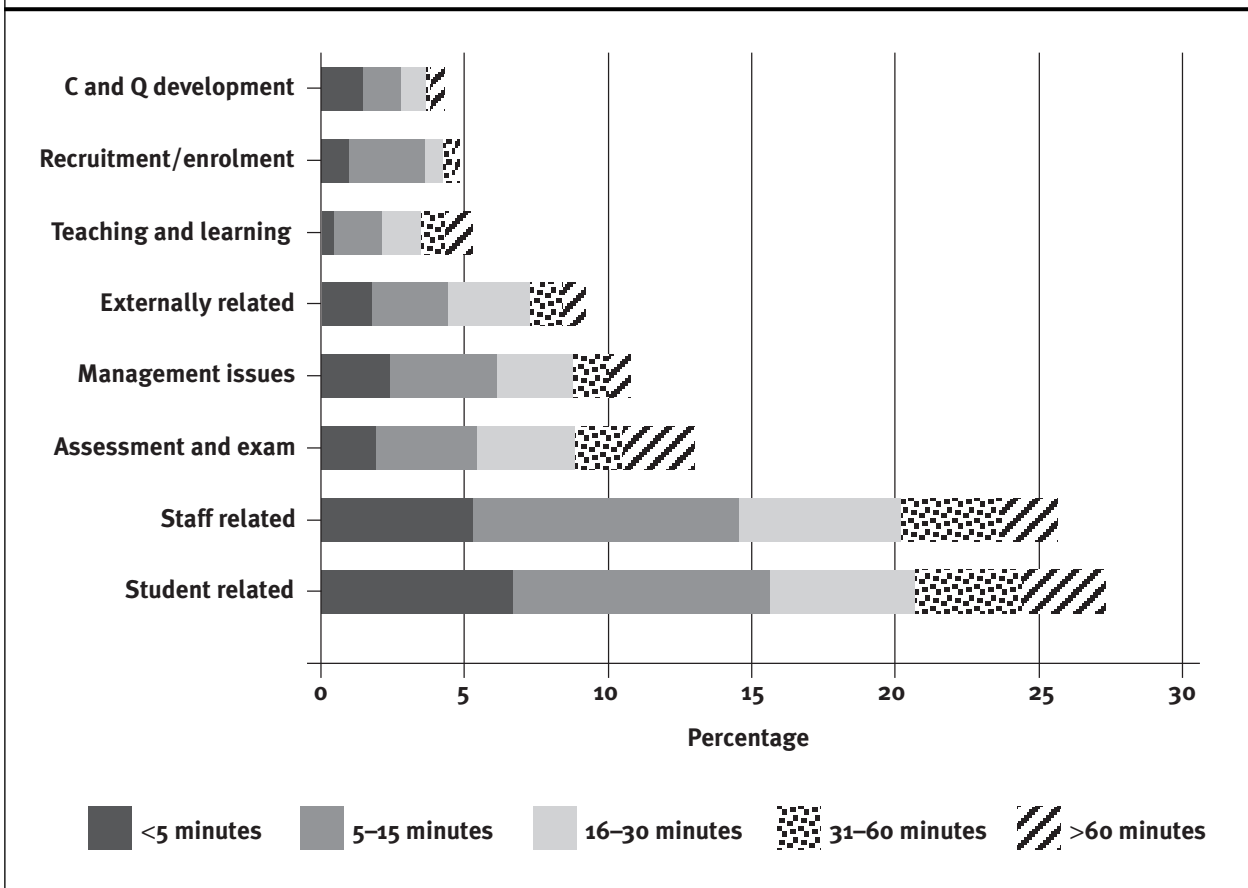
- Assessment and examination
  (e.g. examination entries, assessment,
  verification, National Record
  of Achievement, etc.)
- Staff related (including messages, timetabling,
  cover, staff development, etc.)
- Student related (for example, dealing
  with enquiries, interviews, absences,
  references, guidance, etc.).

A full list of the codes used in this analysis is included
as Appendix 2.

Perhaps unsurprisingly, the two largest categories were
identified as student related (27%) and staff related
(26%). In fact, student-related items are in a substantial
majority since most of the items in other categories
and in particular in the 'staff-related' category, con-
cerned students (see Figure 4).

This overall picture masks some differences between
individual colleges. Thus, although staff in four colleges
returned roughly equal proportions of student- and
staff-related items, in the sixth-form college, student-
related items were very predominant, and in the spe-
cialist college, items related to teaching and learning
were identified to a greater extent than in the other
colleges. These different patterns of activity are shown
in Figures 5 and 6.

As well as recording administrative items, lecturers were
asked to keep detailed logs of informal and formal
meetings and to estimate as accurately as possible the
total time spent on administration each week. These
records showed wide variations both between indi-
vidual staff and between the two weeks.

Time spent in formal and informal meetings varied
from none to over 40 hours per week. The amount cor-
related roughly with staff status, with middle and senior
managers involved in more meetings (and, generally,
less teaching) and main-grade teaching staff involved
in fewer meetings, with part-timers involved in the
lowest number. Establishing a median amount of time
for meetings is not particularly meaningful, given the
varied nature of the staff samples, but a common amount
for main-grade teaching staff was around two to two
and a half hours per week.

Formal meetings around one hour long are typically
those of course teams, course managers, section heads,
and schools/departments/faculties, etc. Informal meet-
ings around 30 minutes long included timetable dis-
cussions, student discipline matters, students' personal
problems, examination entry details, NVQ assessment
and verification, course organisation and sorting out
MIS problems. Significant comments included: 'Large
meetings tend to be ineffective' and 'People resent
meetings that are simply for passing on information'.

Figure 5 Item by time taken – sixth-form college
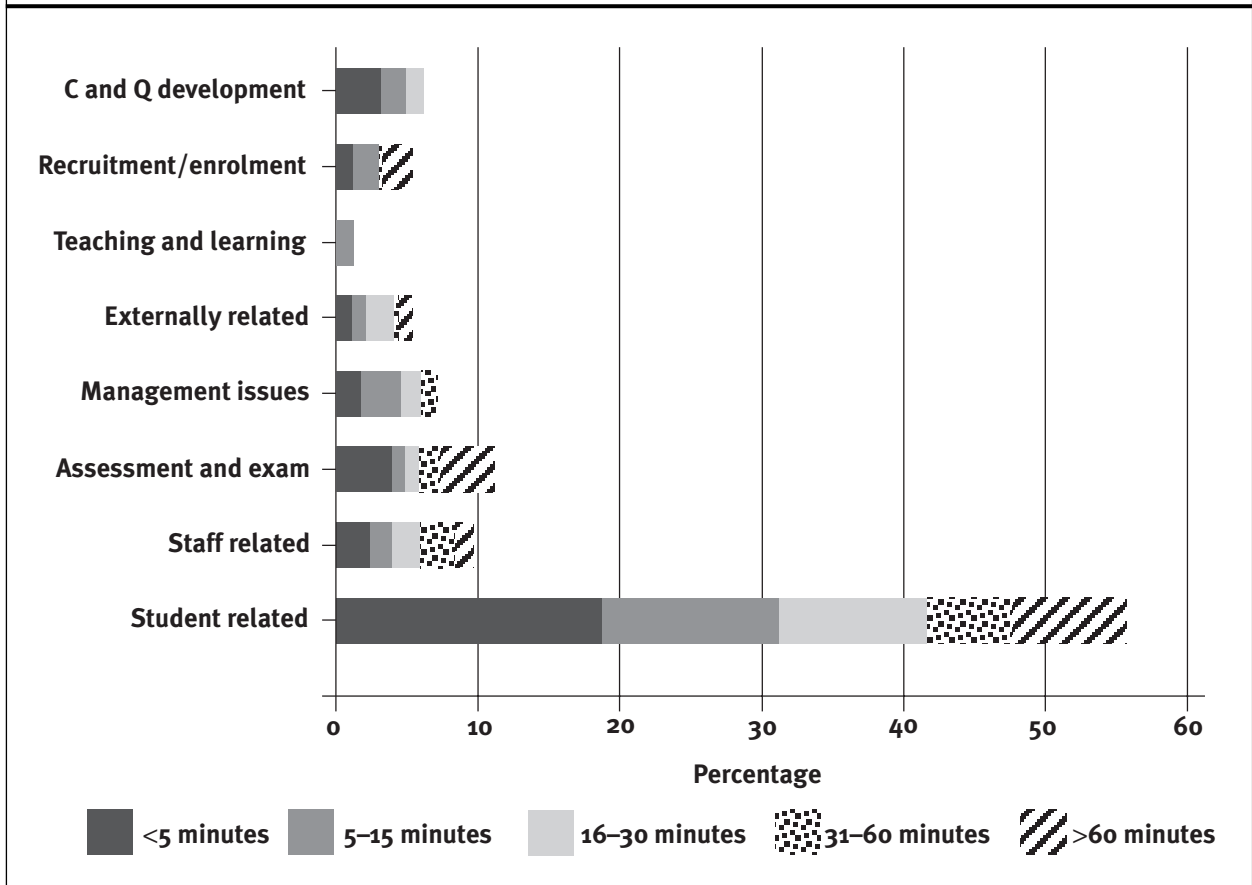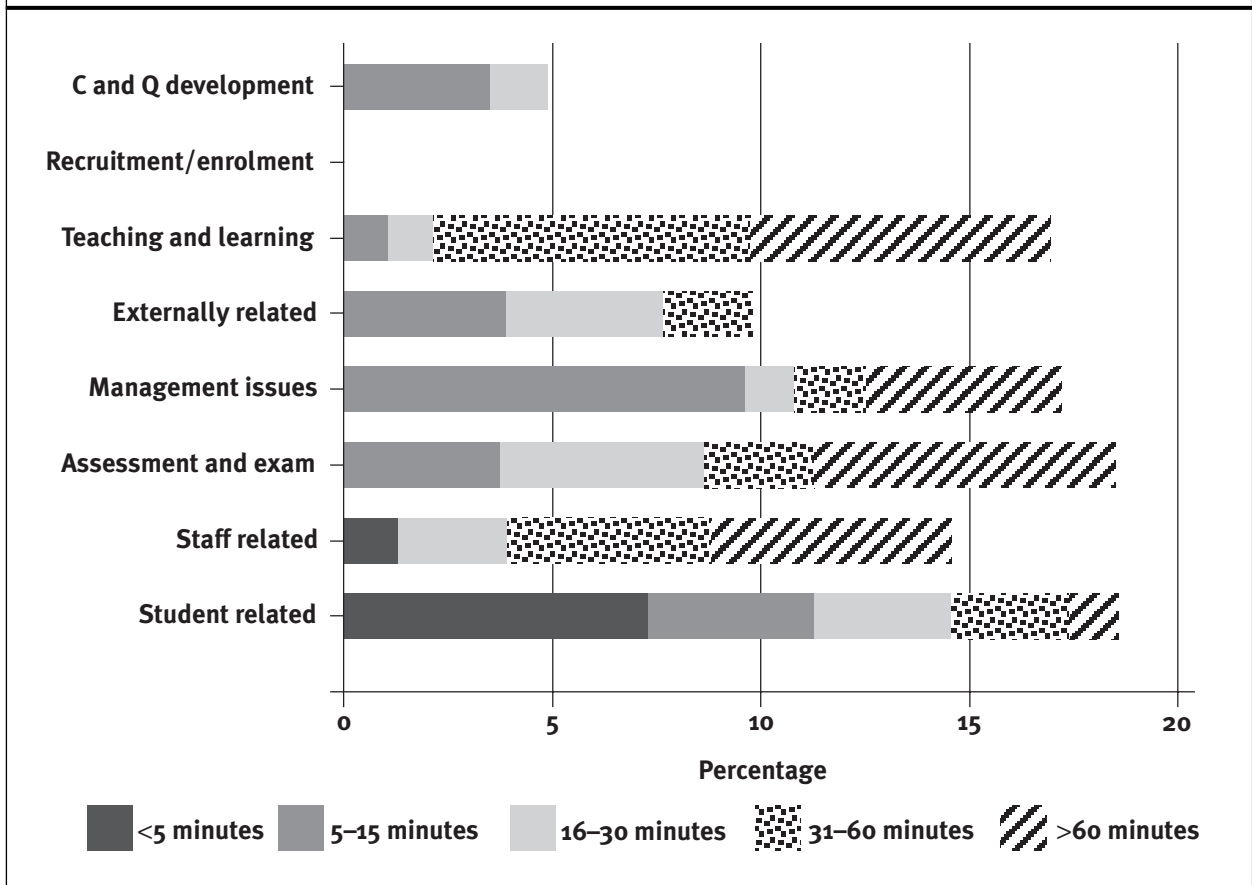

Percentage

■ <5 minutes ■ 5–15 minutes ☐ 16–30 minutes ▨ 31–60 minutes ▨ >60 minutes

Figure 6 Item by time taken – specialist college (Wales)

Percentage

■ <5 minutes ■ 5–15 minutes ☐ 16–30 minutes ▨ 31–60 minutes ▨ >60 minutes

Estimates of the amount of time spent on administrative work showed even wider variations. There was, however, a general correlation between staff status and administrative workload, with management staff generally undertaking less teaching and spending more time on administrative matters.

There was also some support for the suggestion in some of the initial college questionnaires that increases in administrative workload have fallen disproportionately on full-time staff, with part-timers, especially those working through third-party providers, escaping much of it.

The first week of the study covered the end of November and beginning of December, when many lecturers reported a high level of student-related work connected with UCAS references. The second week covered either the first or second full week of the spring term and several middle managers reported peaks of activity in the administration of part-time contracts and, in a few cases, in admissions and enrolments. It was originally anticipated that the two weeks might show different patterns of activity but in fact, the overall levels were very similar, confirming staff perceptions that internally generated administrative workloads are relatively constant throughout the main academic year, once the major peak of autumn enrolment has taken place.

INCREASES IN BUREAUCRACY AND OVERALL LECTURER WORKLOAD

A 1994/95 NFER study into lecturer workloads and stress, commissioned by NATFHE, produced estimates of an average 43·6–47·0 weekly working hours for main grade teaching and management staff in FE. The NFER study was based on questionnaires and commented that similar diary-based exercises tended to produce slightly higher figures. Given the small and heterogeneous sample in this FEDA research, it was not possible to generate authoritative figures for overall weekly workloads. Aggregation of teaching and administrative hours for staff who were able take a more detailed, diary-based approach to recording suggests that average working hours are similar or only slightly higher than those in the NFER study.

This gives rise to an apparent contradiction: administrative demands are said to have increased substantially but overall working hours have not.

In the absence of conclusive evidence, I infer that two different processes are taking place. Lecturer contact time and related administrative tasks have expanded, mainly at the expense of preparation time. At the same time, the increase in time devoted to administration has been constrained by lecturers working both harder and 'smarter'. Indeed, there is considerable anecdotal evidence from respondents to this effect.

Summary of key points

- Lecturers are dealing with around 30 administrative items, on average, each week.

- Just under two-thirds of all such tasks take 15 minutes or less but a substantial minority take over half an hour and about one task in ten requires more than an hour's work.

- Most tasks originate within colleges and the great majority of them either support teaching and learning processes or relate directly to students, or both.

- Meetings take up between 2 and $2\frac{1}{2}$ hours per week for teaching staff and substantially more time for managers.

- Almost two-thirds of administrative tasks are paper based and almost one-third involve oral communications.

- Administrative tasks are usually urgent: over 50% require action on the same day.

- Overall, weekly hours of work do not seem to have increased in proportion to the growth in administrative tasks.

- The main effect of increasing bureaucracy appears to be on the preparation time available for teaching sessions.

- The increase in time taken for administration appears to have been limited mainly by the efforts of lecturers to work both harder and 'smarter'.

3   Causes of bureaucracy

It would be convenient if this analysis could point to swathes of administration that are unnecessary or redundant, or that should clearly and self-evidently be done by others. Unfortunately, the evidence does not quite point in this direction.

Similarly, it would be conceptually simple and dissatisfying or satisfying – depending on your point of view – if blame could be attributed to the insatiable and excessive demands of external agencies (funders, inspectors or auditors). However, complicated and extensive as the demands of English and Welsh funding regimes, audit requirements and inspection, may be, they do not appear to generate the bulk of bureaucratic tasks or to consume most of the time teachers devote to such tasks.

There is always scope for improvements, of course, and some suggestions are made in a later chapter concerning externally driven administration.

What emerges quite clearly from this research, however, is that most of the bureaucratic burdens on teachers relate to students and what might be termed the core processes of planning, facilitating, promoting, supporting and assessing student learning (see Figure 4). Indeed, identical conclusions have been drawn independently by another researcher in a survey of over 40 lecturers (Clow, 1998): 24 different sorts of administrative tasks were identified

by lecturers and almost all of them relate either to students or to student learning (see Figure 7).

There seem to be different factors at work in colleges and schools. The schools-based research found that most bureaucratic burdens were generated by external demands for information (primarily from central and local government) or from internal organisational demands, associated with the ways in which schools are managed and run (Coopers and Lybrand, 1998; Thornton, 1999).

In colleges by contrast, the growth of bureaucracy appears to have been driven by the following mutually reinforcing changes:

- Administrative requirements of competency-based and unitised qualifications
- Increasing individualisation of student programmes
- A greater focus on the needs of students and the consequent development of specialised services (e.g. advice and guidance, careers education, initial testing, learning support, student support, etc.); the more such services are delivered outside teaching teams, the greater the requirements for coordination, internal communication and administration

Figure 7 Administrative tasks of lecturers		
Writing reports to parents/ employers on current students	Reports on work placement visits	Writing reports on employers incidents
Registers	Enrolments	Exam entries and follow-up
Reports/memos to address complaints	Records of students/assessments	Arrange work experience placements
Tracking forms	Accounts for student purchases of materials for course/trips	Disciplinary procedures
Fund raising – sponsored walks	Plan day trips	Plan residentials
Telephone calls (e.g. technicians, parents, enquiries, arrange cover)	Letters to parents	Liaison with counsellor, library, technicians
Memos (careers adviser, staff development officer)	Referrals	Organise visiting speakers
Organise realistic work environment	Prepare and write submissions to awarding bodies for new courses	Collate and cross reference documents for FEFC inspection
(Clow, 1998)		

- The increase in the proportion of continuous or modular assessment and the associated administration of review and action planning
- A greater focus on quality, standards and accountability with a consequent increase in requirements to record, report and provide evidence
- An extension of the responsibilities of many lecturers to coordinate, plan and deliver teaching in teams
- An increase in the volume and complexity of managerial tasks associated with a more professional or business-like approach to teaching
- The devolution of a number of managerial responsibilities to teaching teams (e.g. planning, market research, marketing, quality control, etc.).

All of these changes are well documented, have been widely discussed and debated, and have provided a source of either celebration or regret since incorporation (Yarrow and Esland, 1998; Somekh *et al.*, 1999; Warren, 1998; Taubman *et al.*, 1998; Lucas, Betts, 1996; Goulding *et al.*, 1998).

Four aspects of this list are particularly striking. First, most lecturers actually support these changes and think they improve teaching and learning. Second, the changes are mainly associated with students, teaching and learning.

Third, the changes are mutually reinforcing in their effect on administration. If lecturers are teaching a more and larger groups in an extended teaching week, administrative tasks increase accordingly.

Fourth, and most ominously in the context of this discussion, all the developments listed above are likely to continue in the foreseeable future. The volume and complexity of administration associated with these changes are likely, therefore, to continue to grow.

The difficulty of the problem can be amply represented by a single example from one of the case-study colleges (see case study, above). This is contained in an account given by a lecturer of the procedures associated with joining a vocational programme at his college.

This illustration is very telling. On one hand, the admissions and enrolment system has been improved to facilitate student choice and appropriate course placement. On the other, this improvement is associated with a complex administrative process involving several people and discrete tasks, over a significant period of time.

Our research suggests that this sort of extended bureaucratic and repetitive process will be widely recognised

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Case study   A college enrolment process

All students who wish to join the college complete and submit an application form, complete with photograph. This form is sent to the admissions unit, which processes the form, arranges an interview, sets up a file and tracker sheet for the student, prints labels for the replies and collects references (where applicable). Entry tests are arranged for the courses that demand them.

During the interview, the lecturer will use the tracking sheet to make notes based on the standard set of questions devised for that course. Once over, the interviewer will make the student an offer of a place (or not, as the case may be). The tracking form is completed and all the paperwork is returned to admissions for a confirmation letter to be sent to the student.

Once the student accepts the place they must fill in an (internal) form with the same information as on the application form, which must be signed and completed with the correct course code by the lecturer. As this form is then retained by MIS, the information it contains is lost to the course tutor. The student has therefore to fill out another form with name, address, contacts, work (where relevant) and national insurance (NI) number for college use. The student is also issued with an enrolment card that indicates the start place and time of the course, and has space for a receipt.

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by both lecturers and students. From the student perspective, lengthy admission and induction procedures can be confusing and demotivating; from the lecturer's perspective, the procedures can be time-consuming, irritating and stressful, particularly if the lecturer perceives that identical or very similar information is being collected more than once in different formats.

Early experiences of college life are important for students in establishing positive perceptions. They may be critical in determining attitudes toward study, reinforcing motivation and enhancing retention and achievement. Bureaucratic and time-consuming administrative procedures around the point of entry may therefore have significant negative outcomes for teacher and student alike.

All the case-study colleges paid close attention to the wide range of needs of their varied student populations. Two of the colleges had particularly extensive personal tutorial systems, and these were highly valued by students and staff. In each case, the student referral systems occupied much administrative time. Teaching staff in both these colleges were strongly committed to the values and ethos of their systems. They also acknowledged that the bureaucratic complexities associated

with the tracking and cross-referencing of information on students meant that they often took shortcuts with the administrative procedures, or side-stepped them altogether.

All colleges reported much time spent on giving financial advice to individual students, especially in connection with discretionary student awards and interpretation of the social security benefits system.

In addition, the voracious demands of the ISR were almost universally seen by English senior managers as a burden whose benefits did not justify the time spent on recording information, completing and verifying returns.

This is the nub of the problem. Teaching and learning represent colleges' *raison d'etre* and main business. The bulk of the increase in bureaucracy is directly or closely related to this core business. Further, teachers accept that student-related administration is important. Indeed, lecturers interviewed as part of this study made a point of giving particular and in the main uncomplaining priority to administrative tasks that were directly supportive of students, the assessment of their learning and of their progress and personal development.

This undoubtedly explains why so little has been done to reduce the bureaucratic burdens on teachers. Ultimately, the tasks (although not necessarily the ways in which they are currently performed) are actually necessary. Thus, the real issue is to identify ways in which these necessary tasks can be made less burdensome and provide a real return to lecturers in terms of data that is useful, produced in a format that is simple and in which they are actively involved to their benefit.

This approach seems more useful than attempts to distinguish between necessary and harmful (i.e. 'unnecessary') bureaucracy in the schools sector (Coopers and Lybrand, 1998; NUT, 1998a), for five main reasons:

- It is empirically based
- It is clearer
- It makes a logical distinction between teaching and activities to support teaching
- It reflects more closely the experience of teachers and managers in colleges
- It avoids the problem of circular reasoning (for example, where bureaucracy is defined as work that could be done by others and the predetermined solution is therefore to assign the tasks to someone else).

The search for wholly unnecessary and redundant administrative tasks is unlikely, therefore, to provide a comprehensive solution to the problem of bureaucracy. On the other hand, and to reiterate an earlier point, the overall hours of work of most lecturers do not seem to have increased in proportion to the increase in administration. At least part of the explanation must lie in successful efforts that colleges have already made to lessen administrative burdens. The next chapter will review some practical initiatives developed in the group of colleges that responded to the second survey in summer 1998.

Summary of key points

- Most lecturer-related bureaucracy either directly supports teaching and learning or relates to students or both.

- Increases in bureaucracy are associated with a number of curriculum trends and changes, many of which are actually supported by many lecturers.

- These curriculum trends are likely to continue for the foreseeable future.

- The situation in colleges appears to differ from that in schools; in the schools sector many of the administrative tasks of teachers appear to be extraneous to the curriculum and to originate outside the school.

- The solution in colleges appears to lie in a more widespread, rigorous and systematic application of practical strategies to reduce bureaucracy. Such strategies are already in evidence in some colleges.

4 Reducing bureaucratic burdens on lecturers

The pragmatic solutions developed in colleges fall into six main categories:

- Curriculum redesign and re-engineering
- Re-engineering administrative systems
- Information and communications technology
- Increasing administrative support
- Managing change
- Changing management.

These are similar to findings in the schools sector (Coopers and Lybrand, 1998; Working Group, 1998), but suggest a more sophisticated and robust approach to management and process issues in the college sector.

Curriculum redesign and re-engineering

Process redesign and re-engineering was very fashionable in industrial and commercial management in the early 1990s (Garvin, 1995; Guha, 1993; Hall, 1993; Hammer, 1995; Hammer and Champy, 1993; Johannson, 1993, Lowenthal, 1994). Davies and West-Burnham (1997) have argued that these principles can and should be applied in education management. The approach has also been condemned for making exaggerated claims, and for neglecting 'people' factors. Some critics have underlined the irony that re-engineering efforts are led and supported by employees whose jobs might well disappear as a consequence (Evans, 1994; Bartram, 1994; Grey and Mitev, 1995; Mumford and Hendricks, 1996).

In fact, FE colleges have been committed to re-engineering efforts for at least the past 10 years. Indeed, the work to create student pathways and the development of threshold, on-programme and progression mechanisms suggest that colleges could teach other industrial sectors a thing or two about it!

The general principles of process re-engineering are quite simple. They involve:

- Identifying key processes (e.g. marketing and recruitment, teaching and learning, assessment, guidance and support)
- Mapping key processes between the beginning and end states

Case study 1   Herefordshire College of Art and Design

At Herefordshire College of Art and Design, teaching and learning processes have been radically recast. The curriculum is organised around eight student projects per year, each of which addresses and integrates several different learning and performance outcomes (see Figure 8). Students are allocated to studios under the general direction of year leaders. The year leaders control budgets for consumables.

Both full- and part-time teachers work with students individually and in small groups. A single document acts as a project brief, provides a focus for student planning and tutorial discussion and records assessment outcomes. Overall student progress is recorded and reported using a single overall tracking sheet (see Figure 9 for a GNVQ Intermediate Art and Design example). A briefing and student record sheet for one of the GNVQ Intermediate projects is included as Appendix 3. The college has also developed an assessment record designed to:

- Reveal student progress at a glance
- Provide opportunities for qualitative comment as well as a summary of elements and units that have been completed
- Be flexible enough to cope with resubmissions, if required
- Give students the chance to record their comments
- Provide a single document for student, assessor, verifier and curriculum manager.

A copy is included as Appendix 4.

This curriculum redesign provides an opportunity for active and flexible project work that integrates GNVQ learning outcomes in a coherent way. Administrative demands have been simplified and reduced to a minimum. In passing, this curriculum model permits a highly individualised curriculum to be efficiently delivered, with a student-staff ratio of 24:1.

Students may access technical workshops at any point in the week. Tutors can also design projects that insist on students using workshops thus relieving teaching burdens at certain times.

- Simplifying the steps of each process (through, for example, the sequencing of steps and reduction in their number)
- Identifying and removing any bottlenecks
- Realigning processes (for example, to ensure that recruitment and assessment processes are congruent with teaching and learning strategies)
- Creating an overall manager or point of contact for each 'customer' (in colleges typically a personal tutor).

The practice is widespread in colleges without being explicitly or formally linked to re-engineering theory.

Four examples illustrate how curriculum re-engineering can affect administration.

Case study 2   Sutton Coldfield College

The same sort of fundamental curriculum redesign is demonstrated at Sutton Coldfield where the GNVQ curriculum has been re-organised around:

- Enhanced recruitment, advice, screening and initial testing procedures
- Additional learning support which is contextualised and integrated wherever possible
- Development of a single foundation-level programme organised around basic and key skills
- Redesign and refocusing of tutoring to provide an emphasis on student progress and performance
- A phased programme of assignments to provide timely assessment and to signpost accomplishment
- Introduction of dedicated learning resources and learning support through a GNVQ centre, now further developed as a key skills centre
- Conscious efforts to develop course teams.

Associated with the redesign, and in a sense underpinning all aspects of it, the college took steps to simplify administration to:

- Provide current data for monitoring purposes
- Record student achievement and provide a cumulative sense of progress
- Ensure that administrative requirements were delivered correctly, promptly and efficiently.

Case study 3   Bridgwater College

A third example of re-engineering has been developed at Bridgwater College for learning support processes.

Many colleges report that learning support is particularly problematic, notably in the low take-up of additional or basic skills support by many students with diagnosed needs. Student failure to access such support is associated not only with drop-out and underachievement (Basic Skills Agency, 1997), but also with the extra administrative work connected with internal liaison between subject teachers, personal tutors and learning support staff.

At Bridgwater, learning support has been re-designed around three models:

- Learning support that is fully integrated into courses where student groups have substantial learning support needs
- A more differentiated model where learning support will be fully integrated for the first term and then provided to individual students following discussion
- Support via English and maths workshops.

The student's personal tutor is responsible for monitoring overall progress (including any learning support). The allocation of students to any of the three learning support streams is determined by initial testing and follow-up discussion against clear criteria.

Case study 4   Colchester Institute

A different example of curriculum redesign is being considered at Colchester Institute. The intention is to replace the administratively burdensome and time-consuming, paper-based NVQ portfolio with assessments based much more on live evidence. This could give rise to a paperless portfolio. Notwithstanding the criticisms of the bureaucratic nature of much NVQ assessment (Beaumont, 1995), the college's progress in this area is being constrained by conflicting or contradictory positions being adopted by different awarding bodies and, on occasion, by differences between external verifiers from the same body!

Figure 8 Herefordshire College of Art and Design: GNVQ key skills tracking sheet

Name	
Course	GNVQ Intermediate Art and Design

Project title	Element	✓	Application of number	Element	✓	Communication	Element	✓	IT
Coin collection marble run	2·1		1 2 3 4 5 6	2·1		1 2 3 4	2·1		1 2 3 4
	2·2		1 2 3 4 5 6 7 8						
	2·3		1 2 3 4 5						
Catch up key skill	2·1		1 2 3 4 5 6				2·1		1 2 3 4
	2·2		1 2 3 4 5 6 7 8						
	2·3		1 2 3 4 5						
Greeting cards	2·1		1 2 3 4 5 6	2·1		1 2 3 4	2·1		1 2 3 4
	2·2		4				2·2		1 2 3 4 5 6
	2·3		1 2 3 4 5				2·3		1 2 3 4 5
Lightening the load	2·1		4 5 6						
	2·2		4						
Supplementary task A	2·1		2 3	2·1		1 2 3 4	2·1		1 2 3 4
				2·2		1 2 3 4 5	2·2		1 2 3 4 5 6
							2·3		1 2 3 4 5
Mankind (1)				2·1		1 2 3 4			
				2·2		1 2 3 4 5			
				2·3		1 2 3			
				2·4		1 2 3 4			
Professional practice mankind (2)				2·1		1 2 3 4			
							2·3		2 3
Colour essay				2·2		1 2 3 4 5			
				2·3		1 2 3			
				2·4		1 2 3 4			
IT evaluation							2·4		1 2 3 4 5 6

Figure 9   GNVQ element tracking sheet

Name	
Course	GNVQ Intermediate Art and Design

	Elmt	Performance criteria	Project title	Weeks	1	Assmnt point	✓
Unit 1 – 2D visual language Explore 2D visual language	1·1	1 2 3 4 5	Bee, Moon, Barbed wire	1 2 3	1	Week 7	
		6	Colour	3	1	Week 7	
		4 5 6	Greetings cards	8 9 10	2	Week 13	
		1 2 3 4 5 6	Life drawing			Ongoing	
			Murals*		2	Week 13	
Use 2D media technology, processess and techniques	1·2		Enterprise scheme*	1 2 3	1	Week 7	
		5	Colour essay	3	1	Week 7	
		1 2 3 4 5	Greetings cards	8 9 10	2	Week 13	
			Murals*		2	Week 13	
			Enterprise scheme*			Ongoing	
			Workshops			Ongoing	
Unit 2 – Explore 3D Explore 3D visual language	2·1	1 2 3 4 5	3D drawing	4 5 6	1	Week 7	
		1 2 3 4 5	Lightening the load	11 12 13	2	Week 13	
		1	Coin collection marble run	17–19 20	3	Week 25	
Use 3D materials, technology, processess and techniques	2·2	1 2 3 5	3D drawing	4 5 6	1	Week 7	
		1 2 3 4 5	Lightening the load	11 12 13	2	Week 13	
		1 2 3 4 5	Coin collection marble run	17–20	3	Week 25	
		4	Workshops			Ongoing	
Unit 3 – Exploring others' art, craft and design work Explore historical and contemporary references	3·1	1 2 3 4	Lightening the load	11 12 13	2	Week 13	
		1 2 3 4	Mankind (task 1)	14 15 16	3	Week 25	
		1 2 3 4	Supplementary task A	27 28	4	Week 31	
Investigate professional practice	3·2	4	Lightening the load	11 12 13	2	Week 12	
		1 2 3 4 5	Murals*		2	Week 13	
		1 2 3 4 5	Enterprise scheme*			Ongoing	
		1 2 3 4 5	Mankind (task 2)	14 15 16	3	Week 25	
Unit 4 – Applying the creative process Clarify brief and carry out research	4·1	1 2 3 4 5	Greetings cards	8 9 10	2	Week 13	
		1 2 3 4 5	Lightening the load	11 12 13	2	Week 13	
		1 2 3 4 5	Murals*		2	Week 13	
		1 2 3 4 5	Coin collection marble run	17–20	3	Week 25	
Originate and develop ideas	4·2	1 2 3 4 5	Greetings cards	8 9 10	2	Week 13	
		1 2 3 4 5	Lightening the load	11 12 13	2	Week 13	
		1 2 3 4 5	Murals*		2	Week 13	
Produce final work	4·3	1 2 3 4 5 6	Greetings cards	8 9 10	2	Week 13	
		1 2 3 4 5 6	Lightening the load	11 12 13	2	Week 13	
		1 2 3 4 5 6	Coin collection marble run	17–20	3	Week 25	
Evaluate and present work	4·4	1 2 3 4 5 6	Greetings cards	8 9 10	2	Week 13	
		1 2 3 4 5 6	Coin collection marble run	17–20	3	Week 25	
Optional units 2D (5 and 7) or 3D (6 and 8)	All	All for 2D or 3D options	Optional units	23–26	4	Week 31	

* Denotes voluntary group projects

Re-engineering administrative systems

All the colleges that responded to the second survey had been involved to varying degrees in re-engineering administrative processes. This involves applying the same sort of re-engineering principles to bureaucratic tasks.

Efforts have mainly been directed in three areas:

- Student tracking
- Paperwork and procedures
- Course files and records.

Difficulties in creating effective tracking systems are relatively well known and have been discussed at length elsewhere (Donovan, 1996; QUILT, 1997). Examples of tracking systems developed at Bridgwater, Luton Sixth Form, Runshaw, Colchester Institute and Sutton Coldfield Colleges illustrate different ways of redesigning this aspect of college administration.

Paperwork and procedures

Colleges have sought to standardise and simplify their paperwork and procedures. These efforts have three major objectives, to:

- Embody best administrative practice (greater simplicity, shortest time)
- Streamline, simplify and combine procedures
- Improve or maintain quality.

Examples of approaches designed to address the first two objectives are to be found in :

- The adoption of common documentation across a whole college within an ISO9000 framework (East Birmingham College)
- Standardised formats for all GNVQ assessments, tracking and recording (Colchester Institute, Runshaw College, Sutton Coldfield College, Herefordshire College of Art and Design). An example from Colchester Institute is included as Appendix 6
- Standard letters (Bridgwater College, Luton Sixth Form College).
- Standard paperwork for quality control and quality assurance procedures (Cornwall and Sutton Coldfield Colleges)
- Common internal verification paperwork (Runshaw College,Colchester Institute)
- Standard templates for project work on student tracking (Herefordshire College of Art and Design).

Case study   Bridgwater College

Identified problem

Student information dispersed throughout the college.

Solutions

- After commencement, subsequent information on attendance, progress reviews and achievement are attached to the same record
- This system has operated manually until now but two curriculum areas are currently piloting spreadsheet-based systems for attendance
- Key skills tracking or log sheets
- An overall summary sheet that records student progress.

In most respects, the relevant documentation resembles that developed at Herefordshire College of Art and Design and reviewed on pp18–21.

Case study   Sutton Coldfield College

Sutton Coldfield has extended this sort of system to encourage students to take part in tracking and evaluating their own progress.

The mechanism used is a Student Tracking and Achievement Record (STAR). The initial forms are printed for tutors by the college information system and provide all relevant student details. Tutors then use the forms in early tutorials with their students to discuss, agree and record personal student targets.

A second form is completed by students providing a template for them to reflect on how they manage their time and use learning resources. Students record their performance against such criteria as weekly attendance, punctuality, hours of private study, hours of part-time employment and so forth. The layout of the form indicates clearly the sorts of student behaviour (and hence performance) that on past experience are associated with either achievement or non-achievement. The forms can be customised for specific courses and an example for GCSEs is Figure 10 page 23.

Students complete the exercise at least once, and more often twice, each term. Their self-assessment forms a basis for a tutorial discussion to assess performance and set targets. After the initial discussion, students are asked to reflect on their performance and progress since the previous discussion. They identify issues for discussion and agree actions with their tutor. An example of a form used to generate such reflection for an A-level student is included in Appendix 5. Tutors maintain a tutorial file for each student which contains copies of all the STAR forms and any other relevant information.

Figure 10 Sutton Coldfield College self-assessment form

Register week no.

Student's name

Tutor

Sutton Coldfield College
(The best ways to reach a pass standard in each of your subjects)

GCSE subject title

Successful subject profile

Standard of presentation		Complete set of notes	Homework (hours per week)	Classroom contribution to discussions	Essay grades	Deadlines	Talking in class/distracting other students	Concentration in class	Average grades	Predicted grades
A*	Excellent	Extra notes	Over 3·0	Always	A	100%	Never	Excellent	A	A
B	Very good	Some extra notes	3·0	In most classes	B	95%	Hardly ever	Very good	B	B
C	Good	Complete set	2·5	Frequently	C	90%	Rarely	Good	C/C	C
	Fair	Several pages of notes missing	1·5	Sometimes	D	Below 85%	Sometimes	Fair	D	D
	Poor	Many pages missing	1·0	Rarely	E	Below 50%	Often	Poor	E	E
			None	Never		Coursework	Always			

Approved/not approved for examination entry (delete as applicable)

Minimum target: Grade C standard   Student's result: Grade C   * Off target

        10 categories of achievement   Student's result: categories of achievement   * Close to target

There are also examples of standardisation that address the third issue. Coventry Technical College has developed a single quality framework that partially resolves a major source of irritation in many colleges – the overlapping but separate audit and quality requirements specified by FEFC and TECs. It is referenced to the two sets of quality standards, relatively brief (seven sides of text in a landscape format) and straightforward. Figure 11 illustrates a sample page.

One of the main barriers to streamlining paperwork and procedures appears to be vested interests,as they can be used to mark and control territories. For example, a finance department could oppose the electronic creation of purchase orders by a head of department. In this context, even apparently straightforward attempts to simplify paperwork can require whole-hearted commitment across the college.

Course records

Partly inspired by the need to improve record-keeping (for both management and audit purposes), partly to provide a more effective administrative platform for team-based teaching and partly to facilitate access to information, all the colleges included in our second survey have developed course manuals, logs or information files that contain in one place all relevant course records. Such files therefore include the course syllabus, policy documents, assessment materials, schemes of work, performance data, assessment schedules, relevant pro formas, etc. Colleges invariably prescribe minimum standard contents for such files but teaching teams have a discretion to include additional material.

As the next section shows, these are increasingly being kept in an electronic format on college intranets.

Figure 11 Coventry Technical College: FEFC/TEC Quality Audit tool (extract), sample page 1 of 7					
Prompt. Quality statement/ assessment question	**Make a judgement. Evaluative statements**	**Is it a strength or a weakness?**	**Can you prove it? Sources of evidence**	**Where is it? Ref. no./ location**	**Reference T = TEC F = FEFC**
Is training effectively planned, documented and delivered so that it meets the needs of trainees and employers and the requirements of awarding bodies and government programmes?					
Do training arrangements appropriately specify the following: • Standards • Objectives and expected outcomes • Context • Training methods • Learning opportunities for key skills • Timescales for delivery • Assessment methods • Responsibilities for trainers, work-based supervisors and assessors?					
Is training effective, and are on- and off-the-job learning opportunities used creatively to give trainees the skill and knowledge which they need to achieve the required standards?					

Summary of key points

- Process re-engineering which has been popularised since the early 1990s but practised in most colleges since the 1980s, provides a simple and robust methodology to cut through red tape.
- In many colleges, reductions in bureaucracy have accompanied radical redesign of the curriculum.
- In other colleges, re-engineering principles have been applied directly to administrative systems, particularly student tracking systems, simplified and standardised paperwork and procedures and centralised course files and records.
- Given the potential benefits of ICT (see following section), every opportunity should be taken to involve an IT systems person in significant re-engineering project teams.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

The problems that continue to beset many an MIS do not need to be covered again here. The experience revealed by this project more than justifies the notes of caution sounded elsewhere in discussing electronic tracking and information systems (Barwuah and Walkley, 1997; Martinez and Munday, 1998).

Problems continue to exist in many colleges even after the introduction of new ICT-based systems because of:

- Unreliability
- Poor choice of soft or hardware platforms
- The time needed to de-bug systems
- Time and effort needed to check and correct data
- Irregular, infrequent or obscure reporting formats
- Information overload at one extreme and an information desert at the other.

There is also evidence, from this research, that ICT is beginning to make a substantial contribution to reducing bureaucracy. Indeed, there is growing evidence to show that the benefits in terms of efficiency and effectiveness claimed at the beginning of the 1990s are now being realised (DES/Welsh Office, 1990).

There are many applications of ICT:

- Machine-read scoring of initial assessments in communications and numeracy (Cornwall College, Colchester Institute)
- Optically mark-read (OMR) registers (Coventry Technical College and Bridgwater College)
- Swipe card-driven registration (Luton Sixth Form College)

- Registers input by clerical assistants into an electronic format (Sutton Coldfield College)
- The maintenance of student-tracking records in an electronic format (Runshaw, Colchester Institute, Cornwall, Sutton Coldfield and Coventry Technical Colleges)
- Machine-read student questionnaires (Cornwall, Coventry Technical Colleges)
- Development of college intranets for internal staff communications (Cornwall and Bridgwater Colleges)
- Use of the college intranet to facilitate access to common documentation (Sutton Coldfield College)
- Computerised student records to generate end-of-term reports, standard letters, address labels for each student, letters to arrange visits (Coventry Technical College)
- Use of a college intranet to make available student records to college teachers and administrative staff, with varying levels of access (Sutton Coldfield and Bridgwater Colleges)
- The use of OMR bar codes to support enrolment procedures and produce instant student timetables (Runshaw College)
- The use of barcoded student ID cards to monitor use of drop-in, learning resource centre and leisure facilities (Sutton Coldfield College).

These applications are straightforward and do not need an extended commentary. What may be less self-evident are some of the benefits colleges identified and some aspects of their implementation of ICT that they regarded as particularly important.

Several colleges mentioned the following important components for successful development of their ICT-based administration. The first was provision of access to the hardware. At the most basic, this involves the provision of on-line access to all staff. By extension, lecturers and business support staff can update data (East Birmingham College). In one college, each staff room is equipped with pentium chip personal computers on a ratio of one personal computer to four staff. Software is common across the college and has also been licensed for home use (Coventry Technical College).

The second was staff training. The need for effective training is reinforced by the number of complaints from lecturers recorded in the first phase of this research. These focused on the lack of access to adequate training; rushed or inconvenient in-house training, and expensive and largely ineffective external training.

A third significant factor in the success of ICT development is the involvement of large and representative groups of staff including lecturers, managers, business support staff and MIS specialists (Runshaw College and Colchester Institute). In another college, the key preconditions for the development of effective ICT-based administrative systems were the overall leadership of MIS by a curriculum specialist and the MIS director's understanding of the information needs of lecturers and administrative staff, as well as those of managers and external bodies. At the time of writing, a project team funded by Essex TEC is working with Colchester Institute and its other training suppliers. The team is exploring how a BT 'First Class' Intranet system might avoid unnecessary visits, reduce paperwork and provide an electronic means of assessment for NVQ key skills.

The benefits that flowed from the development of ICT included the resolution of the major problems associated with internal communication systems, i.e. incomplete or limited access to information (*Reuters Business Information*, 1994).

Better, quicker and simpler management information has been achieved at Coventry Technical and Sutton Coldfield Colleges. MIS is fed directly from registers and teacher inputs to provide on-line access to data to monitor both student progress and the activity of teams and schools against targets, with remedial action taken as required.

Whether directly through OMR registers or indirectly via data input, electronic attendance information is being used to support tutoring, track student progress, and provide monitoring information (by exception) on students and sessions, and indeed on programmes (Sutton Coldfield College, Bridgwater College, Luton Sixth Form College). Similar benefits were reported by other colleges in Martinez, 1997 and Martinez and Munday, 1998.

A student who has filled in an application form at Luton Sixth Form College does not have to provide any further details. GCSE results are downloaded directly from schools. The results are then printed on enrolment forms (which are already printed with the student's names, address, college number, etc.) and course details are entered on pre-printed learning agreements. Tutors receive printed sheets of student details and achievements which they can update with notes from tutorials.

The often complicated and time-consuming recording of student progress and tracking between assignments, mandatory and optional units and key skills have been simplified considerably at Coventry Technical College

through the creation of linked spreadsheets that are also held locally on the college intranet.

Luton Sixth Form College has developed an ICT-based system to raise student achievement, support tutoring and student target-setting and facilitate a dialogue between students and tutors. Thus for all A-level students, GCSE scores are collected at the beginning of the year. They are entered on a spreadsheet and ALIS 'predicted grades' are calculated automatically. Teachers make regular predictions of grades on the basis of coursework and these are entered to the student progress database and used as the basis for dialogue and review of progress, targets and action plans. The same database can also be used to generate a list of 'at-risk' students, i.e. students whose predicted grades have suddenly deteriorated or who are failing to achieve predicted grades.

As well as the 'student progress database', college staff have ready access to summary student data comprising:

- Average GCSE score: the average of the student's GCSE score when they entered the college
- ALIS point score: the predicted score for that subject using the average GCSE score and the ALIS equation
- Current grade: the most recent half-termly progress grade
- Average mark: equivalent points awarded for current grade
- ALIS residual: the difference between the current grade and the ALIS score
- UCAS grade: the grade sent/decided on at the end of year 1
- College prediction: the predicted grade that goes to the exam board for external use
- Final grade: entered after the results are known
- Coursework
- Attendance updated half-termly.

Room and staff resources at Runshaw College are triggered by enrolments that are optically mark read. This avoids the sort of complex and time-consuming iterative processes often associated with manual administration. The same enrolment data ultimately drive the creation of delivery sets, staff timetables, consumables budgets and exam entries.

MIS software at Luton Sixth Form College produces student timetables through the automatic allocation of students to classes and produces seating plans for examinations. Similar ICT applications at Coventry Technical College allow managers to collect live information from the MIS to monitor activity against targets and take remedial action as required.

Some colleges are seeking ways to apply Web technology to the management and utilisation of college data. Braintree College, for example, has developed a

search engine that seeks out data from a variety of college information sources. Here, the application of the search engine through the college intranet can pull up information (on a given student, for example) from a number of data sets. In this sense, it provides a one-stop-data shop (or more properly, a 'cross-repository search feature').

There appears to be considerable scope for the further expansion of ICT-supported administration. Possible applications are legion but a single illustration should suffice. At present, communication channels between students, teachers, tutors and awarding bodies concerning, for example, assessments, are time-consuming, complex and elaborate. In principle, the problem should be amenable to an ICT solution. Colchester Institute is already involved with RSA in piloting electronic certification based on a connection between the college intranet and the awarding body. This sort of process could be enhanced still further through the creation of dedicated satellite links (VSAT technology), providing instantaneous communication.

Summary of key points

- Present research suggests that in most colleges, ICT has yet to produce the benefits of less bureaucracy and enhanced quality of teacher work.

- In some colleges, however, ICT has led to significant reductions in bureaucracy and delay.

- Applications that seem to be particularly effective in simplifying or speeding up processes, include those for enrolments, student tracking, initial assessment, registration and student surveys.

- As well as enhancing student-staff interactions, ICT applications provide a foundation for more effective, more responsive and more devolved management.

- College intranets are providing an effective communication medium and platform for shared access to information and have huge potential as a holder of learning materials both static and interactive.

- The effective use of ICT applications depends on access to hardware, software and staff development.

- Effective implementation of these applications depends, in turn, on the involvement of representative groups of staff in planning and on an effective partnership between strategic manager, MIS specialist, lecturers and administrative staff.

- ICT-supported re-engineering depends on knowledgeable IT-systems people working with high-quality software. Both can be expensive but can repay the investment through improvements that cannot be achieved by manual systems.

Increasing administrative support

There has been a clear trend in the FE sector toward more intensive and flexible use of administrative and technical staff through multiskilling. In some colleges this has been accompanied by the movement of support staff from departmental to central management, together with the disappearance of junior administrative posts. Lecturers in this research commented that this increased the amount of time they spent on routine filing and clerical tasks; several staff regretted the demise of the 'office junior' who would have handled routine, non-confidential, clerical tasks. These now have to be handled by teaching or more highly paid administrative staff. There were also reports that the same trend had affected some technicians, with the result that they had less time to support teaching and learning than before.

On the other hand, colleges also demonstrate that there is substantial scope to increase clerical and administrative support for tasks that would otherwise be required of lecturers and so allow them to concentrate on more highly valued activity.

Thus, at Coventry Technical College, one head of school used his discretion within his managerial role to increase the administrative support available to his 18 full-time equivalent lecturers by recruiting:

- A half-time administrative assistant
- A full-time administrative trainee
- A student on work placement.

Substantial effort has been devoted to training this administrative team so that it is as familiar as possible with the work of the school and can, for example, respond to all but the most complicated student enquiries. Since the school receives several thousand such enquiries over a year, this represents a considerable saving of lecturer time. In addition to the support based in the school, the college employs a central team to input register data into a electronic format and provide other central support.

Sutton Coldfield College has made similar efforts both to reduce burdens on teachers and, by the same token, to allow them to focus their energies on more critical tasks. Thus, register data is input by clerks to MIS which in turn generates attendance data for use in tutorial discussions.

An extension of the same principle at Runshaw College has involved a reconsideration of some of the tasks usually associated with teaching. Current pilots include the use of external markers or examiners: part-time

staff who will be paid to mark student work and provide objective feedback both to students and to teachers, and the employment of other part-time staff or recently retired teachers to write references for students. The college is currently considering whether to introduce support staff to help students create their UCAS application forms.

At Colchester Institute schools have been reorganised into three faculties. Each faculty has an administration manager who is the line manager for all the support staff in the faculty.

Summary of key points

- The more intensive and flexible use of administrative and technical staff has sometimes reduced the level of support available locally to lecturers.

- The administrative work undertaken by lecturers should be reviewed and, if appropriate, passed to administrators and clerical assistants.

- Case study initiatives include the appointment of additional administrative and clerical staff to deal with student enquiries about a curriculum area, additional administrative resources to support tutoring and the use of external markers and student reference writers.

Managing change

Distinguishing features of the colleges whose work has been reviewed above include:

- A commitment to resolving and mitigating the perceived problem of administrative overload
- A willingness to commit resources to diagnosing and addressing issues around the administrative duties of lecturers
- The creation of standing bodies and short-life task groups or working parties to review and manage the process.

Herefordshire College of Art and Design has a standing body in the college with a remit to keep under review administrative tasks and lecturer workloads, and make recommendations to the college's head of Academic Affairs.

There are three main processes in the School of Science and Health Studies at Coventry Technical College to review and improve administrative procedures. Overall responsibility is held by the operations manager. His work is informed by the school management group. The group receives recommendations from course team

leaders. Beyond course teams, other school forums (for example, the forum for tutors) meet twice a term to check on improvements and make new proposals.

One of the most fully articulated processes for managing change has been developed at Runshaw College. The college has made a conscious decision to focus on process management as part of a general business excellence approach linked to the UK Quality Award.

A workload working group is convened by the deputy principal and comprises the college personnel manager, staff development manager, curriculum managers and teachers. The working group is charged with developing a holistic approach to securing improvements.

All processes at Runshaw College are reviewed annually. If a process is critical to the college's success and if it requires review, a process quality team (PQT) is established.

PQTs report to the senior management team and undertake specific projects. They map, review and improve key college processes. In the last three years PQTs have looked at process improvements of performance management, timetabling, part-time staffing and arrangements for GCSE results day. Indeed, to all intents and purposes, the PQTs provide a management forum to undertake the sort of redesign and re-engineering activities discussed above. The principle is being extended to more operational matters through QITs: quality improvement teams. One of these is, for example, currently working on the implementation of electronic registration.

Changing management

The Herefordshire College of Art and Design case study reviewed above (pp18–21), illustrates the sixth aspect of college strategies: simplifying and shortening lines of management and accountability.

Again, this is a complex issue that can only be touched on here. Approaches to management do, however, seem to provide a necessary complement to the other strategies to reduce bureaucracy.

The drive to flatten management structures, speed up and improve decision-making, enhance effectiveness, improve customer value and reduce costs is a familiar component of contemporary management thinking (e.g. Handy, 1994; RSA, 1994). It finds an echo in further education in discussions around case loading (Carroll, 1996), networking (Nasta, 1993), flexibility (James, 1989; Turner, 1990; Goulding *et al.*, 1998) and empowerment (Gorringe, 1994).

It is also a somewhat double-edged sword. What may look like greater effectiveness and reduced costs from one point of view, may well resemble increases in responsibility, workload, complexity and anxiety, from another.

The present research suggests that devolution and decentralisation, when implemented in a sensible manner, can reduce administrative burdens.

Specific approaches include:

- Internal resource allocation models where budgets are predicated on student numbers and other income generation and are adjusted according to activity levels
- The consequent devolution of budgets and reduction in the time and energy required for spending decisions
- The devolution of associated responsibilities to execute, monitor and change levels of planned activity, within annual processes of business planning and review
- Devolution of operational decisions so that, for example, schools or departments can determine activity levels, individual teacher workloads, rooming, timetabling and administrative matters within parameters determined by the college
- The reduction in reporting demands through the employment of appropriate levels of aggregation and reporting by exception.

Summary of key points

- Colleges that have developed the most systematic strategies to reduce bureaucratic burdens on teachers have made them a management priority, committed resources to diagnosing and resolving problems and created management mechanisms to drive the process forward.

- Devolved managerial responsibilities and account-abilities and flattened management structures have been criticised for widening lecturer responsibilities and lessening time available for teaching and learning.

- The present research supports the view that, if implemented effectively, decentralised decision-making can reduce bureaucracy.

- Specifically, there is evidence that devolution can speed up and improve decision-making without diverting lecturers and programme leaders from their teaching and student priorities.

5 Reducing externally driven bureaucracy

All the practical strategies discussed so far have addressed aspects of administration that are largely driven or mediated by college managers, systems and structures. Clearly, however, some of the administrative burdens that fall on teachers and perhaps even more on managers, are driven strongly by external agencies. Complaints about external bureaucracy that were made in the context of the current research have already been noted. Four issues in particular were mentioned by managers and lecturers, particularly the former:

- The sheer volume of information demands particularly in connection with funding
- The requirement to produce statistical and other returns in different formats or using slightly different data for different stakeholders
- The administrative workload demanded by accrediting and awarding bodies
- The lack of responsiveness on the part of some accrediting and awarding bodies.

Funding

Our research found an echo of widely expressed concerns over aspects of the funding regimes in place in England and Wales (Leney *et al.*, 1998; Gravatt and Pert, 1996). Particular complaints were directed at:

- The complex nature of the funding methodologies themselves
- The administrative consequences of changes to the funding mechanism or to audit requirements, sometimes introduced at short notice
- The audit requirements themselves
- The development of a 'bidding culture', i.e. the growing volume of resources only available through competitive bidding or tendering (instead of through mainstream funding).

Statistical and other returns

While there have been some improvements, college managers and, ultimately, lecturers may still be required to produce similar but different information for the funding councils, the DfEE, TECs, the EU, HE partners and awarding bodies. Similarly, they are subject to different quality requirements determined by funding councils, TECs, a variety of awarding bodies, HE partners, commercial customers and QCA.

Accrediting and awarding bodies

The criticisms levelled by Beaumont (1995) and Capey (1995) at the bureaucracy associated with competency-based qualifications are well known. Unfortunately, the unintended consequence of efforts to improve rigour and raise standards, could actually be to exacerbate existing problems.

Thus, to the already extensive array of quality procedures (course review and evaluation, self-assessment, internal verification, external verification) will be added the administration of time-constrained tests which will be externally assessed. This will create 10 levels of checking. There will be interfaces between vocational and key skills standards moderators and senior standards moderators, regional and national coordinators, QCA and the awarding bodies. We will also have:

- Benchmarking assignments (subject to external assessment/verification and standards moderation)
- Vocational units portfolio standards moderation
- External time-constrained key skills tests; externally set time-constrained key skills assignments (subject to external re-assessment and external verification via standards moderation)

- Key skills portfolio standards moderation; and final 'reconsideration'

In the event of any problems at the centre, students may be required to resubmit work or have their work remarked with all the attendant delay, frustration and demoralisation that this could entail. And each of these activities carries separate procedures and forms. Whether individual or summative, centre-devised or external, they will all have to be completed.

A further point made by college respondents is the lack of user-friendliness of some exam board systems. Some awarding bodies allow resit applications before results are published and then delete all who do not need to resit. Others are far less helpful and do not allow any resit applications until results are known. At least one awarding body dispatches GNVQ answer sheets by candidate number (different for each paper) which then take several days to resort into GNVQ groups! Some professional bodies, moreover, still decline to send any pass lists to colleges, arguing that their sole responsibility is to the candidate.

IMPLICATIONS AND KEY MESSAGES

Beyond sensible gatekeeping and the sort of internal improvements suggested in the previous chapter, there is relatively little colleges can do to moderate or reduce bureaucratic demands from external stakeholders. A number of improvements can, however, be inferred from this brief analysis. In very broad terms, these messages are similar to the approaches being considered in the schools sector.

Messages to the funding councils

The administrative burdens associated with quality control and assurance would be lessened considerably if the funding councils were to bring to a speedy conclusion the initiative to produce a single, unified and common quality framework for funding council, European, TSC, TEC and HEFC stakeholders.

The administrative demands of external and internal stakeholders can only be satisfied through the systematic and effective implementation of ICT. While some colleges here have solved some of the problems associated with their MIS and other ICT applications, many others have not. It would, therefore, be helpful if the funding councils would support development initiatives to improve ICT in administration.

Message to DfEE

Student tracking, which is essential from a variety of viewpoints, will be facilitated by the completion of work that has already started, to produce a unique student identifier for use across all phases of education.

Messages to the funding councils and DfEE

At present, colleges are involved in a substantial, time-consuming and growing need to bid for external funds from the funding councils, DfEE, Welsh and English HEFCs, EU, TECs., etc. There is a logical and substantial case for distinguishing between funding to support development in a few colleges (on behalf of the sector as a whole) and mainstream funding.

There is no obvious reason why the mainstream funding should not be placed in a single funding stream and brought within the current funding council arrangements.

Messages to awarding bodies and QCA

The QCA and awarding bodies might consider reviewing and simplifying their procedures to establish a more appropriate balance between, on the one hand, trust and devolution of decision-making and, on the other, control and maintenance of standards.

QCA could provide further encouragement and funding to implement and embed the principles of alternative modes of evidence of competency, 'paperless' portfolios and the use of electronic media for assessment.

QCA could provide a lead in the development of enhanced electronic communication links between college centres and awarding bodies and explore, for example, the possible application of satellite-based Internet links.

On the evidence reviewed here, the simplification of awarding body administrative systems and an increased responsiveness to colleges would not only assist lecturers but could well confer competitive advantages.

6 Conclusions

This research goes some way to resolving the riddle of bureaucracy in colleges: why does it provoke so much complaint, but so little action?

The reason that relatively little progress has been made is that most bureaucratic tasks undertaken by lecturers are closely related to teaching and learning and to students.

This implies that the search for swathes of wholly pointless or unnecessary red tape is a chimera. Indeed, the flexible, individualised, inclusive, relevant and modern curriculum to which most lecturers are committed, implies an increase in administrative tasks.

That teaching has not been overwhelmed by such demands is largely attributable to an increase in the intensity of lecturer workloads and a reduction in preparation time. There are also a large number of often uncoordinated and spontaneous attempts to simplify and limit bureaucratic demands by streamlining and improving student-related administrative procedures and processes.

The review of the work of nine colleges in chapter 3 suggests strongly that there is considerable scope to reduce bureaucratic burdens on lecturers. Most of this work will have to be done within colleges. The combination of strategies reviewed here include:

- Curriculum redesign and re-engineering
- Re-engineering administrative systems
- Greater application of ICT
- Increasing administrative support
- Managing the process of change effectively
- Changing and devolving a number of managerial tasks and functions.

Agencies external to colleges also have an important role to play in:

- Creating a unified quality framework
- Placing disparate sources of funding into a single funding framework and limiting competitive bidding to discretionary funds to support development work
- Re-establishing a more equitable balance between devolved responsibility and centralised audit and control, particularly in respect of qualifications
- Taking a lead in the development of communications media, particularly between colleges and awarding bodies
- Developing a unique identifier for each individual student to be used across educational phases.

At the risk of stating the obvious, the more directly the college customer is involved in such changes, the better the final outcomes will be.

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Appendices

Appendix 1:
Research methods

The genesis of the project

This research into bureaucracy, paperwork and administration was designed as a small project to test hypotheses about the nature and extent of administrative workloads in colleges. It sought to establish how far lecturers' administrative workloads had changed, to identify the main causes of change, and to search for ways in which administrative burdens can be reduced.

Method

The method involved a mix of quantitative and qualitative research, together with a brief review of relevant literature.

Initial test of hypotheses

An initial questionnaire was used to provide a broad-brush picture of colleges' views on administrative workloads. The questionnaire was developed through testing in six colleges, and distributed to half the English and Welsh FE sector colleges. The response rate of well over 35% suggested that the focus of the project was perceived as relevant to colleges and with almost 20% of English and Welsh colleges providing data, the sample can be considered reasonably representative.

Selection of colleges

A sample of six colleges was selected to represent a broad range of characteristics of the sector. It covered examples of:

- Large, medium and small colleges
- Urban and rural colleges
- General FE, tertiary, sixth form and agricultural colleges
- Colleges with high and low average levels of funding
- Colleges with widely varying amounts of HE work
- English and Welsh colleges.

Fieldwork with case study colleges

In each of the case study colleges between six and 10 lecturers (according to college size) were invited to record their administrative work over two separate weeks, the first at the end of November and beginning of December 1996 and the second at the beginning of the spring term in January 1997. Lecturers were requested to record details on three separate forms: an administrative items pro forma, a log of meetings and a form for recording comments and estimating the total amount of time spent on administrative matters during the two weeks.

Before the start of the first recording week, meetings were held with participating staff in each of the six colleges to discuss and clarify the recording systems. As a result, some minor changes were made. Participating staff were also asked to complete copies of the initial questionnaire that had been sent to the full sample of English and Welsh colleges.

Following the second week of recording and preliminary analysis of the data obtained from this, full day visits were made to each of the six sample colleges to verify and clarify the data and explore the issues arising from the exercise. These visits took place at the end of January and start of February 1997 and were followed by a project workshop in mid-March, to which three participants from each college were invited.

A combination of personal circumstances and other college commitments meant that it was not possible for all 10 lecturers in the larger colleges to complete the fieldwork. However, a minimum of six in each of the larger colleges were able to do so, and others made detailed written submissions.

Identifying practical solutions

In the summer of 1998 a questionnaire was addressed to the senior curriculum manager in all English and Welsh Colleges. Included in the same mailing were two further questionnaires on college strategies to improve retention and achievement and on the use of value-added methodologies in vocational qualifications.

In the letter that accompanied the questionnaires, colleges were asked to complete and return the questionnaire on 'reducing bureaucracy' if they had 'taken steps to reduce administrative burdens on teachers' and 'were willing to share (their) experience with others'.

Only 24 replies were received to this questionnaire. The low response is particularly striking when set against the high rate of response to the other questionnaires included in the same mailing which both attracted over 200 responses.

Follow-up discussions indicated, however, that the low response almost certainly reflected a lack of progress in addressing the problems of bureaucracy or, in some colleges, a lack of priority assigned to the issue.

Eight colleges were selected for follow-up research. The objectives of the selection were to gather information to illustrate a range of strategies to reduce bureaucracy, on the one hand, and to provide a range of colleges by size and location. A list of the respondents is included in the acknowledgements on page 4.

Discussions with stakeholders and other organisations

Alongside the fieldwork, a number of discussions were held with external stakeholders in FE and other public sector organisations. These included NCVQ (now QCA), FEFC, City and Guilds and Leicester Royal Infirmary NHS Trust.

APPENDIX 2:
CODING THE ADMINISTRATIVE ITEMS FROM THE CASE-STUDY COLLEGES

The administrative items related to the following activities:

Curriculum and qualification development

- Preparing/developing course proposals
- Course submissions/prepare for validation and visits
- Other course development
- Course evaluation/review
- GNVQ (not assessment)
- NVQ (not assessment)
- External bodies (not NCVQ)
- Other

Recruitment/enrolment

- Course enquiry
- Student application form/admissions
- Enrolment/registration
- Course information

Teaching and learning

- Lesson/teaching
- Preparation/preparing talk
- Course/lesson planning
- Course materials
- Following up students with regard to learning and achievement, results, etc.
- Other

Parent/liaison and external stakeholders

- Parents
- Parents evening
- Careers service (agencies)
- Industry/commercial/company (other not marketing)
- Work placement/experience
- Award/exam/professional body
- Other

Management issues

- College planning
- Audit – external or internal
- FEFC-related various
- (FEFC)-inspection related
- Room availability
- Health and safety related
- Other

Assessment and examination

- Exam(inations) used generally
- Exam entry
- Assessment – general
- GNVQ assessment
- NVQ assessment/'paperwork'
- GNVQ verification
- NVQ verification
- (National) Record of Achievement
- Other

Liaison with other staff

- Staff (not specified further)
- Messages from other staff
- Timetables
- Arrange cover
- Contracts
- Staff development
- Lesson observation
- Performance/appraisal
- Other

Liaison with students

- Students (not specified further)
- Student enquiries
- Absence notes
- Reference for students
- Student guidance
- Careers (internal/college)
- Interview
- Student withdrawal
- Other

Appendix 3: Briefing and student record sheet in Intermediate GNVQ in Art and Design (Herefordshire College of Art and Design)

INTERMEDIATE GNVQ IN ART & DESIGN

HEREFORDSHIRE COLLEGE OF ART & DESIGN

Student

Project Title

Coin collection / marble run	Unit	4 Applying the creative process.

Also includes:
2.1 Explore 3D visual language
2.2 Use 3D materials

Elements

Unit	Description	Criteria Met	Staff Initial & Date
2.1	Explore 3D visual language		
2.2	Use 3D materials, technology, process & technique		
4.1	Clarify brief and carry out research		
4.2	Produce final work		
4.4	Evaluate and present work		

Materials

See attached list.

Introduction

Evidence

This project is aimed at further developing the skills you have covered so far on the course. During this project record your progres at every stage using your sketch book, work diary and project folder.

Your project should also be supported by design sheets.

You will have already covered these skills through your course work so far, all of them will be covered again through this project.

- Research
- Design
- Construction or decoration
- Application of number
- Recording information

Tasks	Task 1	
	Select a location and purpose for a charity box (you may use a marble instead of a coin if you wish). Consider ethical, environmental and educational causes when selecting your charity.	
	• Investigate/research your chosen charity. This should include writing a letter to them for information.	letter to charity.
	• Research existing collection boxes.	Workbook, sketchbook. Design brief.
	• Write your own brief - you may work in pairs.	
	• Use layout provided.	
	Task 2	
	Specifications (your charity box will have to meet the specifications listed below)	
	Your 'coin collection/marble run' charity box must meet the following requirements.	
	• Size - estimate and agree size of structure before making it. • Mechanism - at least one mechanical action is to be developed. • Decoration/appearance - decorate your charity box or choose materials which give it a cerain 'look' or theme. • Timing - the coin/marble must take a minimum of 10 seconds to drop.	
	Research and experimentation.	
	• Look at and research 'automata' and other mechanical devices. Draw diagrams of how they work, make sketches, photographs and notes.	Ideas sheets.
	• Look at cogs, pivots, levers, push rods etc	
	• Build test rigs to try out your ideas.	Research (sketchbook, photos etc). Models, samples. Evaluation notes on 'test rig'.
	• Record your findings when 6 variables are applied such as angle of slope, change in surface etc.	
	Task 3	
	Evaluation, presentation and test run.	
	You will be asked to demonstrate, explain and present your ideas for this project to the group.	
		Group crit: Discussion Presentation- notes /method

Deadline	

" Don't lose your marbles ! "

Evidence Record

Evidence Record

Evidence Required	Unit	Pc's	Student Sig.	Staff Sig.
Written brief and research	4.1	1, 2, 3, 4, 5		
Final work	4.3	1, 2, 3, 4, 5, 6		
Presentation / Discussion	4.4	1, 2, 3, 4, 5, 6		
Visual investigation	2.1	1, 2, 4, 5, 6		
Design development	2.2	1, 2, 3, 4, 5		

Key Skills

Communication	Unit	Pc's	Student Sig.	Staff Sig.
Group presentation (Discussion/audience)	2.1	1, 2, 3, 4		
Letter	2.2	1, 2, 3, 4, 5		

Information Technology	Unit	Pc's	Student Sig.	Staff Sig.
Word processing of letters graphs and tables.	2.1	1, 2, 3, 4		

Application of number	Unit	Pc's	Student Sig.	Staff Sig.
See attached sheet.				

INTERMEDIATE GNVQ IN ART & DESIGN

HEREFORDSHIRE
COLLEGE OF
ART & DESIGN

KEY SKILL CHECKLIST - APPLICATION OF NUMBER

Project Title

Coin collection / marble run

Unit **4**
Applying the creative process.

Use this checklist in relation to your project, this way you will have integrated Application of Number into your practical work.

Experimentaion = practical research

Build test rigs to explore time and motion.

Consider

Constants
Weight (of coin/marble)
Distance travelled

Variables
Friction
Velocity
Angle of incline
Trigger mechanism

Calculations

Using time taken for the marble to travel as a measurable reference, calculate your findings from your practical research in seconds over a given distance.

Slow down and speed up the process by adjusting the variables.

Outcomes

Record your findings using appropriate means of presentation, eg. graphs, bar charts etc.

Calculation

Estimate the overall size of your structure
- calculate the area
- calculate the volume

Outcomes

Record the use of appropriate formula

Calculations

Produce a scale drawing of your overall design, including measurements.

Use PERCENTAGES, MULTIPLICATION and DIVISION to calculate the following:
- what percentage of passers by donated money?
- how much is the average donation per person?
- how many average donations will it take to reach: £50   £100   £1000

Make sure you use the backup Application of Number sheets to help you

✔	CHECKLIST for coin collection marble run project		Name	Date
	Bar charts and graphs	To show 6 measured experiments, for comparison of time taken against 6 variables		
	Area			

Appendix 4: Assessment record (Herefordshire College of Art and Design)

ASSESSMENT RECORD

ADVANCED GNVQ IN ART & DESIGN - YEAR 1

Student: _____ Date: _____ Assessors: _____

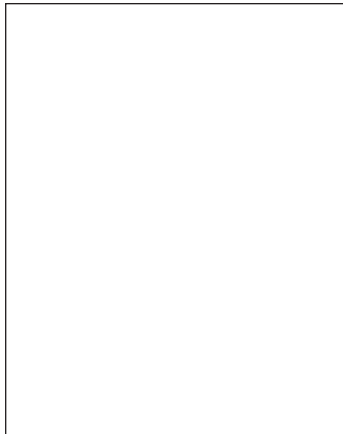|	Planning	Information Seeking / Handling	Evaluation	Quality of Outcome	General Comments	Key Skills
Drawing Project 1.1, 1.2, 1.3			Crit/ evaluation	White set - 8 drawings + 1 collage / Black set - 8 drawings + 1 collage		
Fill a Frame 6.1, 6.2, 6.3, 6.4	Written plan & sketches	Research / material samples	Evaluation	A2 sheets & frame		Written plan with sketches 3.2/3/4
You've Been Framed 3.2, 3.3, 4.1, 4.2	Plan & diary, scale model	Research (workbook)	Record (photos etc) & word processed evaluation	Construct set & presentation		Written evaluation 3.2 Presentation 3.1/2 / Research 3.4, Model 3.1/ 2/3 Written report evaluation 3.2 / Working as a group (Plan & diary) 3.1/2 / Written Report & Evaluation 3.1/2/3 / (All except 3.3.3/6 & 3.3.5)
Enlarger 1.1, 1.2, 3.2	Choose image	Experiments	Evaluation	Task 1 - 1 A2 sheet +samples Task 2 - 1 enlarged work		Enlarged work 3.1/2/3 / Evaluation 3.2
Colour Work 1.1, 1.3				Task 1 - 1 colour study Task 2 - at least 4 mixed media colour studies		
Drawing Interior Spaces 1.1, 1.2, 1.3	Choose interior and mediums/materials			6 drawings/ 2 x A2 studies /4 abstract composition		
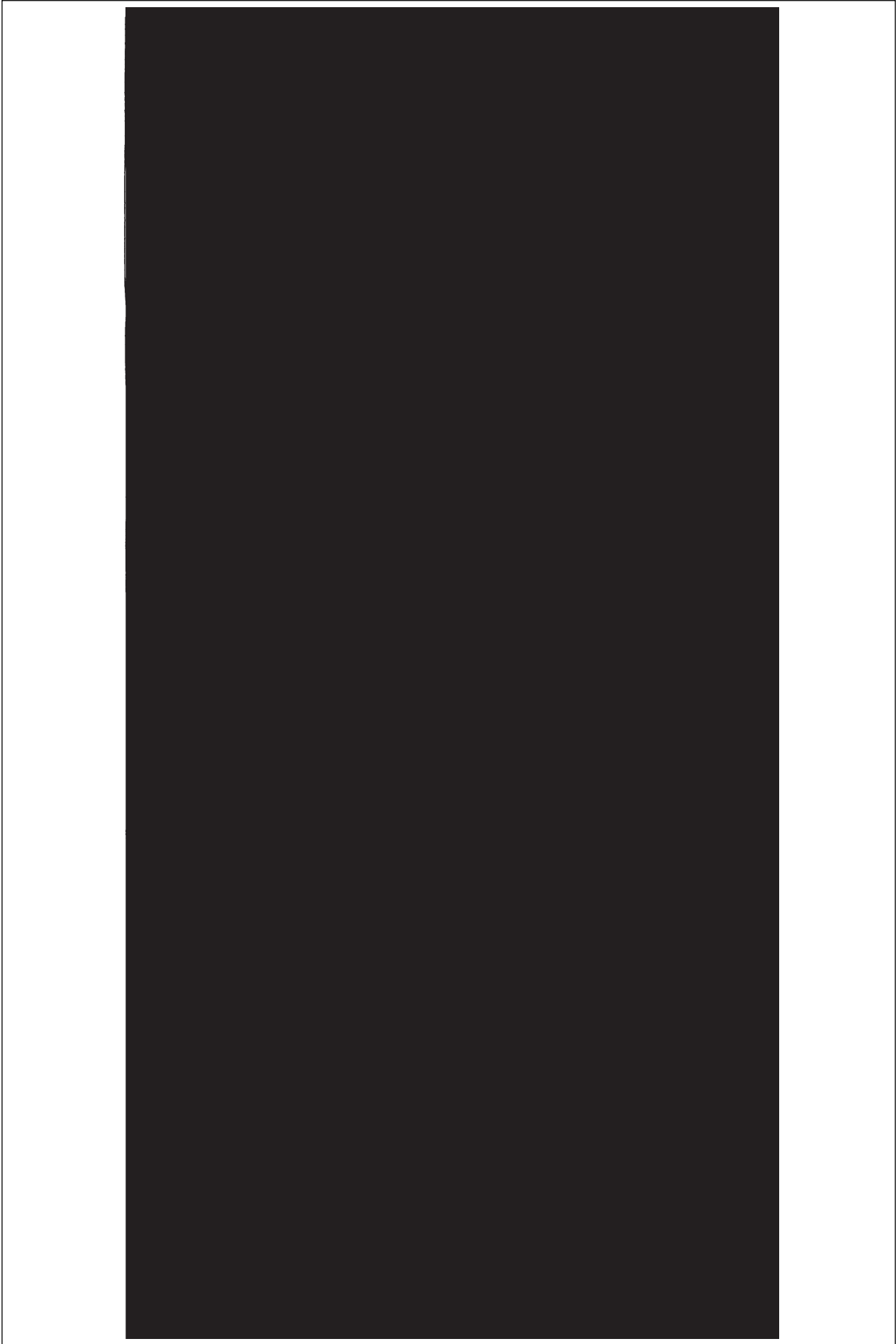
Appendix 5: A-level student self-assessment form (Sutton Coldfield College)

Student self assessment(term 3)

Name .... Date ....

Please write in the name of each A-level

   3   I am coping far better since the first assessment

   2   I am progressing well

   1   I am a little more comfortable with the subject since the last assessment

   0   Things are the same

   -1 I am a little more anxious about the subject

   -2 I believe I am getting more behind with work

   -3 I urgently need help if I am going to be able to continue with this subject in the second year

A-level

-3	-2	-1	0	1	2	3

A-level

-3	-2	-1	0	1	2	3

A-level

-3	-2	-1	0	1	2	3

General studies

-3	-2	-1	0	1	2	3

Action

I need to talk about the following

Action agreed with course tutor

Folio reference	

COLCHESTER INSTITUTE
School

BTEC GNVQ in

Assignment title

Title

Unit title: ---

Element no: ---

Date issued: ---

Date to be completed: ------------------------------

Assessor: --

Student's name: -------------------------------------

Date handed in: -------------------------------------

Planning		P	M	D
Information		P	M	D
Evaluation		P	M	D
Outcome	R	P1	M1	D

This assignment will give you the opportunity to gather some of the evidence you need for your GNVQ portfolio. The evidence will cover the unit and element numbers shown on the front cover. Please refer to your GNVQ logbook or unit study guide for full details of the evidence indicators, performance criteria and range statements.

Assignment brief

Method of working

Complete your action plan to show what you have to find out and where you can get the information. Ask the tutor if you do not understand any of the tasks. Don't forget to organise the gathering of information so that you can write up your notes and hand the assignment in by the deadline.

Assignment tasks

Task 1

Task 2

Presentation

(Information about how the assignment is to be presented.)

Sources of information

Use your class notes and text books to help you plan. There are also plenty of basic reference books in the library, as well as maps and company information.

ASSESSMENT

Please see your student handbook for details of how your work will be graded.

Element no.	Performance criteria	MET	NOT MET
1			
2			
3			
4			
5			

The work you have completed has been assessed and given the following indicative grade for quality of outcomes. If you want this assignment to be graded for planning, information seeking and evaluation, please attach a student process record and any other evidence you would like taken into account.

Grading theme				
Quality of outcomes	R	P	M	D

Comments

Assessor's signature   **IV's initials**