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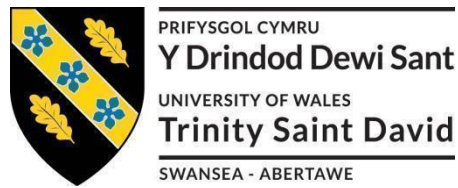
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**The Change Carousel: An Evaluation of the Changing
Role of the Curriculum Middle Manager in a
Further Education College.**

By

Denise Brookes-Cooze

**A Dissertation submitted to
The University of Wales Trinity St. David's
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ABSTRACT

Within Further Education, Curriculum Middle Management are a crucial link between Senior Management and the other College staff. Predominantly, operating at the boundary between teaching and managing, the role is challenging and varied. Moreover, many educational middle managers seek transparency and clarification of the expectations of this complex role. This investigation explores the changing management role of the Curriculum Middle Manager (CMM) in a FE College (FEC) situated in Wales.

A combination of qualitative research methods, such as questionnaires and semi-structured interviews were conducted to obtain data on the perceptions of Senior Managers (SM), CMM's and various other college staff. The study describes the actual and perceived role of the CMM. The research outcomes demonstrate and support the fact that the CMM role is extensive and diverse; therefore capacity and time are major constraints. Generally, there is a lack of support for this tier of management due to the number of direct reports

Additionally, the findings highlighted the importance of this difficult, complex role and evidenced that it is still evolving within the FE changing landscape. The study emphasised the SM influence on the CMM role in relation to performance, representation and prioritising functions. On comparing expectations held by CMM's with other college staff, there is a lack of agreement and differences in perceptions of the role performance. Moreover, there is a requirement to gain clarity of the CMM leadership role, and how to effectively manage team performance. This highlights the essential obligation for FEC's to clarify, communicate and improve the existing definition of the CMM role with regards to the breadth of tasks they enact and man-management of direct reports.

Consequently, further research into the CMM role within FECs is proposed as it could support or challenge the research results. Overall the research findings may inform future research into the FE middle management professional development and inspire a review of the CMM role and responsibilities.

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CHAPTER 1: INTRODUCTION

Education has faced a series of challenging times and its landscape has changed unrecognisably. Further Education Colleges (FEC) have been caught in a whirlpool of rapid, complex change and continual policy reform. FE leaders continue to be under pressure to meet stretching targets for successful statistical outcomes and demanding inspections, whilst trying to battle the constraints of a difficult financial climate. Over the last few decades, the FE sector in Wales has gone through significant changes, especially with the increase of mergers and target-driven cultures enforced by Welsh Government policy. The success of FECs' to meet strategic aims depends on the skills, abilities and commitment of Curriculum Middle Managers (CMMs).

The expectations assigned to this management tier seem to shape the education profession. Whilst literature suggests that organisational theory supports the understanding of the college environment, there is a still limited empirical based research on the key values, perceptions and expectations placed on this pivotal CMM role, which the rapid changing environment instigates. Essentially the main purpose of the role within the FEC is to lead and manage a learning provision. The role definition tends to vary dependent on the FEC organisational structure. CMMs are required to be innovative and driven to provide the best learning experiences for students. As a leader, they demonstrate excellent communication and organisational skills, are inspirational practitioners and are strongly committed to working with the College's values and ethos. They have a robust vision, strong focus on employer engagement and customer satisfaction whilst maintaining key internal and external relationships (Briggs, 2005).

For the purpose of the research project, an evaluation of the changing CMMs role within a FEC was approached. The aim essentially was to critically analyse and evaluate knowledge gained from an investigation of the role. The main research question investigated how the role has changed to its current state and examined the evolving range of CMMs responsibilities. The researcher's intention was to examine the role based in a sector in constant change, in view of Senior Managers (SM) and other staff perceptions of the role. Additionally, the study aims to identify the challenges that CMMs face within this highly competitive FE sector.

The investigation not only sought to raise the general awareness of the importance of the role, but to provide information to inform current CMMs, SMs and indeed aspiring future middle managers (Briggs, 2005). Fitzgerald (2000) suggests that middle managers have a pivotal role in coordinating and leading the teaching within the FEC. They are viewed as being fundamental to quality assurance and improvement. Therefore, further understanding of the role is required as this could assist to inform future CMM professional development programmes. The training programmes could potentially include defining the role, expectations and CMMs performance (Harris, Busher & Wise, 2001). Evaluating the role's effectiveness and importance provides a clearer focus, which could assist in the training and skills development of future CMMs within FECs. Furthermore, CMM's will be better equipped to manage and develop their staff with the purpose of succession planning for the next generation of managers.

The investigation considered how CMMs have tried to keep up with the speed and rate of the continuous change carousel within the FE sector. Moreover, to determine how managers have tried to remain dedicated to their mission and lastly how the management of this diverse and important educational sector is changing and still developing. The researcher's intent was to consider the factors that have shaped and defined the role and to determine the breadth and variety of the tasks carried out by CMMs. During these changing times the role has evolved to encompass a variety of responsibilities. The intention was to recognise where relevant, the extent of how the role has or has not changed especially considering self-directed style, concepts, culture, responsibility and accountability.

Consideration was also applied to the various aspects of the role performed by CMMs within their working environment, and to the perceptions of this role by others in the FEC (Gleeson and Knight, 2008; Hannagan et al 2007; Briggs, 2005). The research investigated these perceptions to determine if a disparity existed between the actual and the perceived CMMs role. The identified key features of the role include commercial agent, change agent, leader, performance manager, liaison, coordinator, and task implementer (Briggs, 2005). The research acknowledged the wider reading in relation to challenging times that the FE sector has experienced and has yet to face from a political and theoretical perspective.

Research of business organisations in various sectors demonstrates that to ensure success, growth and sustainability; middle managers essentially need to be engaged, inspired and valued. Middle managers tend to possess the credibility amongst the staff and are integral

to delivering vision and business strategy on the ground (Buchanan, David and Huczynski, Andrezej, 2010). Research suggests that CMMs have an important role to play within the FE context. However, many don't believe that the role is recognised, understood, valued or supported. CMMs perform a central role in managing, guiding and shaping the FEC success, the development of the college's people and the next generation's potential. In summary, they are the organisations lifeblood, however the research shows that they are rarely treated or viewed in a way that reflects this.

The organisation discussed hereafter is a FEC, which supports over 13,000 learners and employs over 700 staff across five campuses. The College hierarchical structure comprises of several tiers; the Principle, Directors, Curriculum and Business Managers, Lecturers, and Business Support staff. This FEC has undergone considerable change; initially, through a restructure and more recently, a redundancy and efficiency exercise as a result of a detrimental reduction in the FE funding routes. The purpose behind these changes was to ensure the sustainability and success of the College that would continue to provide outstanding learning opportunities across the community. However, the FEC faced a wide range of challenges including financial cuts, unprecedented reductions in funding, learner outcomes, staff morale, restoring confidence with partners and the wider community. Therefore, the FEC was forced to transform again and conducted a further review of the college's structure and curriculum provision, resulting in a mass redundancy programme (The College Strategic Plan 2014-2019).

In addition to the viewpoints stated in the literature, personal experiences of working as a CMM within the FEC have revealed that there is a general lack of understanding regarding the overall rationale of the role, function and purpose. This issue has become of increasing concern and occasionally has caused tensions between academic staff, business support staff, SMs and CMMs as indicated in previous College staff surveys. The researcher appreciates the fact that individual experiences have been instrumental in determining this research question. However, the researcher acknowledges the necessity to be unbiased and not being tempted to include preconceptions in the investigation.

Gleeson and Knight (2008) maintain that management pressures have instigated changes in how the CMM role is perceived and performance evaluated. The role has modified to become more operational rather than based on the profession of teaching. As a result of these changes, CMMs perform a vital part in connecting SMs and other FE staff working in curriculum and business support departments.

The research project's main aim was to evaluate the CMMs role in order to seek clarity of its definition and to investigate its effectiveness and importance in terms of developing future FEC managers.

1.1 Research Objectives:

The key questions based on the literature and research are: -

- What responsibilities and duties do CMMs perform as part of their role?
- What are the perceived factors that have influenced, challenged and changed the curriculum middle managers' role?
- How do the perceptions of the CMM role and the tasks they enact vary between college staff?
- How important is the role of the CMM within the FEC?

The challenging CMMs role is viewed as complex; nonetheless it is still being developed to cope with the changing focus of this diverse educational sector. Any investigation to evaluate the role endeavours to define "*a moving target*" (Briggs, 2005). The hypothetical aim was to ascertain what influences affect the CMM role through both its performance and perceptions held regarding it. It is the author's conception that in practice, experience and in the perceptions of others, this multifaceted role is crucial. Many researchers such as Leader, 2004; Briggs, 2005; Hannagan et al 2007; McTavish, 2007; and Gleeson and Knights, 2008 share this concept.

The research conducted was exploratory, subjective and interpretive as this paradigm interprets social phenomena or reality (Bosit, 2010). Research questions were planned to define and structure the research project. The aim was to gather primary information from various participants within the FEC. The investigation analysed behaviours and perceptions and it was probable that the participants from various organisational levels, roles and areas of the college studied, held different opinions. Subsequently, these varying views influenced the manner in which the role is perceived, performed and enacted.

For the purpose of secondary research, established academic journals and books on leadership and management particularly with reference to middle management within merged FEC was used. Qualitative primary research was utilised to conduct interviews with SMs and CMMs that have led and managed colleges through changing times (Cohen et al., 2007). The subjective approach appeared to be more consistent with both the research

subject and the authors' philosophical outlook as the researchers' belief is that the difficult CMMs role within FE can really only be explored through the inclusion of perceptions and experiences of relevant people involved.

Questionnaires were employed to gather quantitative data and extract qualitative opinions and perceptions from participants regarding the role. The questionnaires informed the semi-structured interview approach (Punch, 2011), by providing beneficial data to help refine existing questions and gave new suggestions for questioning.

In summary Clegg & McAuley (2005) agree that the complex CMM role shouldn't be overlooked as they play an integral function within organisations'. This research project aimed to raise the awareness of this vital role and to build on existing research that examined the CMMs changing character and escalating workload. Moreover, the study focused on its results to ascertain more information on how and why the role has evolved and what responsibilities define the role in a seemingly continual and demanding changing FE landscape.

CHAPTER 2: LITERATURE REVIEW

The Education sector has faced challenging times, and this has led to significant changes in the roles of leaders in the FE sector. The FECs leaders have experienced the demands of a constantly changing educational environment. They are expected to respond to Government requirements, demands from various councils, governing bodies, organisations, employers, parents and students (Hooten, 2004). For the purpose of the literature review, an examination of the role of middle leadership, including consideration of the characteristics of effective leaders and managers (Winter, 2013) was approached through the context of a FEC in Wales.

The movement of educational reforms in Wales have influenced the nature and range of responsibilities of the middle leadership in FECs, through mergers and restructuring of designated roles. FECs have a significant economic impact on the Welsh economy and can be compared to that of Higher Education Institutions (HEIs). Indeed, the estimated output is £552.8m with approximately 11,830 FTE jobs noted 2003-04 (National Assembly for Wales Research paper p19, 2013). FECs aim is to cater for a diverse range of needs, by providing a comprehensive curriculum portfolio of training and learning opportunities for post-16 Education (Winter, 2013). Indeed, FECs are institutional sites of policy processes (Bowe, Ball, & Gold, 2017), and the professional identities of the middle leaders and managers, teaching staff and business support staff are all potentially in the “*melting pot*” (Briggs, 2007).

The success of FECs to meet strategic aims depends on skills, abilities and commitment of CMMs (Leader, 2004). Literature suggests the expectations assigned to this management tier seem to shape the education profession (Gleeson and Knight, 2008; Briggs, 2003). Theorists contend that “*managerialist*” pressure has caused changes in the way the role is perceived and performance appraised (Gleeson and Knight, 2008). The criteria for measuring the role is perceived to have “*shape shifted*” away from the expertise and occupation of teaching and learning, to be based more on management operational competencies within the college “*business*” (Briggs, 2007). This change has resulted in CMMs playing a pivotal role in bridging the divide between SM and other staff working at different levels across the college. However, there is a lack of understanding of the role, which contributes to undermine its authority and autonomy.

The researcher plans to investigate and evaluate the CMM role in order to seek clarity of its definition and to establish its importance within the FEC. The research acknowledges the wider reading in relation to traits and attributes of leaders and managers from a theoretical perspective. In addition, current thinking and policy in leadership and management are assessed for relevance and validity.

2.1 Leadership and Management Defined

A variety of leadership theories have transpired and become more apparent over the past fifty years. The theories explored within the review aim to define and provide explanations on what represents and constitutes effective leadership. From the research, surprisingly there is no definitive answer and no widely accepted definition of leadership. Over “400 definitions” of leadership exist according to Crainer (1995, p.8), he recommends that theorists and practitioners must be careful in their pursuit of defining leadership as there are an absolute “minefield” of considerable differences of opinion. Similarly, Stogdill (1974, p.259) came to the same conclusion that there are “*almost as many definitions of leadership as there are persons who have attempted to define the concept*”.

Northouse (2010: p1) states that leadership is a complicated subject and complex process having multiple dimensions. Kotter (1996) noted that management creates a level of certainty, consistency and can be predictable (Rost, 1991) to create short-term results such as meeting deadlines. This suggests that managers are bureaucrats’ who are more task-oriented but create a feeling of continuity (Gosling and Murphy, 2004). Kotter (1996) further notes that leadership can initiate change through vision and by inspiring others. They have the potential to revolutionise and define the future of circumstances and organisations. Comparably, Covey (1999) depicts management as being efficient and reliable to complete the task successfully whilst leadership aligns people with a focus and direction.

During the course of this investigation the importance of determining the characteristics of leadership and management concepts became more apparent in order to understand the characteristics of successful leaders and managers. Zelenznik (1977) led the trend to compare the concepts and portrayed the image of the leader as a creative “*artist*” and the manager as a dependent “*problem solver*”. Following this, literature has been inundated with research demonstrating contrasts between both concepts. There are definite similarities between leadership and management and by the same token there are also

distinctive differences (Hill and Stewart (2012, p.1-2). Indeed, they are “*two sides of the same coin*” (Northouse, 2010, 2015: p1 cites Rost, 1991).

Bennis and Nanus (1985) affirm that to manage is to accomplish activities and master routines. To lead means to influence others and create visions for change. Likewise, Fenton (1990) indicates that vision, strategies, goals, and values are guides for action and behaviour; rather than trying to control or have power over others. There is also the view that leadership and management are distinct, Kotter (1990, 1996) argues that management is about providing order and consistency to organisations and leadership is about adaptive and constructive change. Management is about accepting processes, procedures and systems that are in place to allow the organisation to function and operate appropriately. Zelenzick (1977) astutely concurred that managers look for stability, control and try to resolve issues efficiently and that leaders see beyond the lack of chaos and structure.

Northouse (2010, 2015) cleverly encapsulates that leadership is about influence and that leaders motivate a group of individuals to achieve a common goal. A leader therefore must work with the team and help them achieve their unmet needs and align these with organisational goals. Comparatively, Buchanan and Huczynski (2010:622) prudently assign and give credit to Stodgill (1950) for how they describe leadership, in that it is a process of a group being influenced to achieve a set goal. Similarly, Yukl, (2002) concurs that influencing, inspiring and directing the performance of others defines leadership.

Buchanan and Huczynski (2010:598) state that Bennis and Nanus (1985) observe that leadership surpasses the bureaucracy of management, in that managers do things right, while leaders do the right thing. This research suggests that leadership is simply one aspect of the management role; that leaders and managers make different contributions. Mintzberg (2004) suggests that effective leadership energises and inspires people to make good decisions by connecting, demonstrating and engaging. Furthermore, he demonstrates that leadership should not be driven from the top down but needs to be dispersed throughout the organisation and at every level or tier. Undoubtedly, leadership is about winning the commitment of others to a goal. A fundamental ingredient for achieving this is the credibility of the leader. Rost (1991) as cited in Northouse (2010, 2015) distinguishes the two concepts and contends that leaders influence followers and work together to initiate change, while managers coordinate activities of subordinates to complete the job (Mullins, 2005).

Equally important is that leaders demonstrate commitment to every aspect of their role as they stand by decisions made; which in turn earns them respect of those they lead (Mintzberg, 2004). In fact, Mintzberg's (1977) proposes that the roles of leadership and management overlap and that the effective manager requires at least some leadership qualities. In contrast Adair (2004) and Armstrong (2004: p7) considered that there were fundamental differences, in that competently managed teams would further succeed if provided with correct leadership. Adair (2004) established that leaders demonstrate key traits as providing direction and inspiring.

Over the years both classical and contemporary models and theories of leadership have greatly influenced modern practice, education and strategic policy (Bolden, 2004). Some researchers conceptualise leadership as a trait, whereas others view it from an information processing perspective or relational view. In the early 1930's Lewin (1935) as cited in Bolden (2004) stated, "*there is nothing as practical as a good theory*". Arising from the "*Great Man*" theory, early studies such as Carlyle (1841), Ghiselli (1971) and Fielder (1971) focused on a set of qualities or traits as a means of recognising the main characteristics of successful leaders. Generally, trait theories assume that good leaders have the right combination of traits.

Despite the number of studies conducted there is still little agreement on a definitive list (Stogdill, 1974). Handy (1991) observed that research tended to agree on the fact the leader is visionary, charismatic, shaping and inspiring others to have a sense of purpose in their work. They are compelling and have added determination to succeed; in this context it is usual to think of this as an individual. Studies continued to investigate an alternative to the trait theory. The research was directed to the actions of a leader, in that they determined what leaders do and the behaviours' associated with this. The development of the behaviourist theory brought about the notion that leaders did not have to be born; they could be made or could be developed to show effective behaviours. McGregor (1960) and Blake and Mouton's Managerial Grid (1964; 1978) influentially proposed the concept of managing teams - where a leader has high concern for both production and people is mainly the most effective style of leadership behaviour. Further studies such as Contingency - Situational theory developed and considered that leadership skills can be summoned dependent on the situation rather than based on traits. Hersey and Blanchard (2007) concur and further clarify the benefits of matching the corresponding leadership style to the situation in order to attain a successful result.

Burns (1978) distinguished between transactional and transformational leadership. The transactional theory tended to be inherent in motivational theory and is when leaders initiate contact with subordinates for the purpose of an “*exchange of valued things*”, leaning towards the management side of leadership. In contrast, transformational leaders are placed on the leadership side; focus is on communicating a vision and engaging followers by establishing higher levels of motivation and morality. Bass (1985) was concerned that Burns (1977) placed transactional and transforming leaders as extreme opposing concepts. The Transformation Theory considered that a visionary leader generates inherent motivation resulting in a visible commitment more willingly than compliance (Mullins, 2007).

Essentially a leader doesn't have to be in a position of high authority or be at the top of an organisation. Spillane (2006) considered the stance that distributed leadership filtered through the organisation acknowledging interaction between both leaders and followers in practical settings. The distributed leadership theory is implicitly embedded within the Common Inspection Framework (CIF). Inspection reports have highlighted insufficiencies in curriculum leadership and have identified the need for empowerment of leaders at various levels of educational organisations such as colleges (Collinson, 2005-06). Much of the research on distributed leadership has been conducted about educational establishments and to be effective it requires being consistently cohesive.

2.2 The Role of Leadership and Management within Further Education:

Throughout the last few decades, educational organisations have witnessed a considerable increase in targets; which have usually been influenced by Government policy. They have experienced restructuring and cultural changes to reflect result-driven behaviours and attitudes. The intensified growth and increase of globalisation, the digital age and varying demographics all have had a major influence on organisations effective managerial leadership. Bolden (2007) suggests that managerial leadership is seen as a “*catalyst*” or an “*enabler*” for successful organisations and is progressively viewed as the key solution of the 21st century. As early as the 1990's, the FE sector has experienced considerable periods of change in how they operate, and they have been given “*institutional autonomy*” that duplicates various changes in transformational policy (Ball, 2009). Collinson and Collinson (2009) in accordance with DfES (2002) stated that within the public sector and particularly within FECs: it is important to challenge and confront the shortage of effective leadership and management so that the environment for managing change is capitalised on.

Inspection reports conducted within the FE sector have highlighted and emphasised a deficient in effectual curriculum leadership and have highlighted a requirement to empower leaders throughout each level of the educational institutions structure (Collinson, 2005-06). It appears that in this climate of change, leadership is deemed as an international trend (Bolden 2004) and centre to this is the enhanced investment in development programmes especially within colleges and universities (Sorenson, 2002).

Transformation policy has enthused and substantiated several college mergers across Wales. This was further strengthened by the “*Structure of Education Services*” in Wales report (2011), in which recommendations for the continued and sustained “*rationalisation of Welsh Colleges with a view to the establishment of 8-12 corporate identities*”. The FE sector has reacted agreeably and allegiance to transformation robustly continues. White Paper 2012: Further and Higher Education (Wales) Bill states that six welsh colleges have been affected since 2009. This research proposes that leaders are operating at a senior and strategic level of the organisation, and are associated with being transformational and motivational, especially during times of change (Burgoyne, 2004).

Inorder to improve education and training standards; strong leadership practice must be prevalent at all levels of the educational establishment. The solution lies with the quality of leadership, not just of head teachers and principals, but needs to be throughout the hierarchy of everyone involved in educational delivery (Estyn Annual Report, 2011-2012). The collegial model is consistent with transformational leadership as it presupposes that both leaders and followers have “*shared values and common interests*” (Bush, 2003). Wallace (1988) cited in Bush and West-Burnham indicates that the collegial is the main endorsed model of best management practice in schools and colleges.

Educational managers set goals and then motivate people to achieve them (Hannagan, 2008). Furthermore, their management role has evolved to encompass other additional responsibilities such as delivery and training. Many endeavour to operate in the role but contending to be more task-oriented. This is mainly due to issues such as budgetary, funding constraints and quality demands in terms of successful completion statistics benchmarked to National comparators. Moreover, there is a distinct need for more research in FE in terms of leadership practices (Lumby and Tomlinson, 2000).

Significantly important for the FE sector were the Leitch Review (2006) and Webb Report (2007), whereby they influentially identified a need for higher skills in Leadership and

Management (L&M) in relation to the future UK economy. The reports have made a significant impact on the sector resulting in changes to funding streams and methodology, mergers and acquisitions. FECs continue to be strongly committed to this transformation. However, the FEC is a highly competitive environment, so that managers are reluctant to voice their views and experiences candidly and consequently they portray a positive picture (Burgoyne, 2004).

Smith et al (2002), Simkins and Lumby (2002) have commented on the limited research into Colleges' strategic change management programmes with regards to the practices and procedures implemented. There has been a shift away from the collegial models to a more corporate and income generation management structure. In FE, the expectation is to become more commercial and business orientated in its curriculum portfolio, delivery and marketing strategies (Hannagan, 2003). Colleges evidently seem to be surviving in the competitive environment. However, the expectation is that they continue to manage resources by improving, enhancing and implementing creative innovations to maintain a competitive and "*business-like*" cultural stature (Gleeson, 2001, Hannagan et al 2007). Essentially, the changing demands of funding regimes will continue to control and dictate the sector (Hannagan, Lawton & Mallory 2007). Hence, the college management roles, both SM and CMM, transform and change in order to reflect this requirement to focus on balancing the budgets, as opposed to being student-centred (Withers, 2000).

Colleges are unquestionably complex, and it is challenging to carry out an examination based on a "*solitary dimension*" (Bush, 2003, Baldrige et al, 1978). Fundamentally, successful management requires political and business acumen, with good judgement and leadership skills (Hannagan, 2003). The middle managers' role and range of responsibilities have increased over time to encompass these aptitudes and knowledge in order to develop and sustain. The different leadership styles adopted ostensibly depends on the manager's background, as some are employed because of their technical expertise in their field of competence (Briggs, 2005). There is extensive research on the educational sector; however, the tendency was to concentrate on the challenges of SM leaders of Universities and Colleges. In contrast, there has been relatively limited theoretical research into the leadership of the middle management level within HEI and FEC (Lumby and Tomlinson, 2000), as the focus is mainly on what they do, as opposed to how they have developed as leaders and effective managers in changing times (Briggs, 2005, et al 2011).

2.3 Curriculum Middle Managers Changing Role and Responsibilities Defined

Apparent within much of literature is the fact that Incorporation of FEC in the nineties has not only changed the current role of CMMs but has defined it. These indicate the main issues that still emerge to create tension and usually obscure the CMM role (Gleeson and Shain, 1999). Researchers argue that this period of Incorporation was one of the most important in the history of FE. Clearly, it had a profound effect on causing a review of structures, functions and responsibilities of FE management (Gronn, 1999; Withers, 2000; and Gleeson, 2001). Gunter (2001) identified that it is essential to define the CMM role in order to understand the tasks they perform and that this recognition of the role is directly connected to the success of colleges.

Lumby & Tomlinson (2000) established that FECs have faced increasing levels of autonomy and accountability. Consequently, the sector is under more pressure and these tensions have essentially changed FE leadership roles especially at middle management level. Fundamentally, many CMMs originally were employed as lecturers or Department Heads, therefore their management role transformed to include various diverse functions (Briggs, 2009 and Gunter, 2001). These are wide-ranging from managing student or learner services, business support areas including finance, registry and estates, to leading curriculum quality in terms of student retention, attainment and successful completions and additionally performance managing college teams. Consequently, each middle manager will have different job descriptions and personal; specifications in line with the duties and responsibilities they enact.

Defining the role is not a simple task as generally literature presents middle managers as “*A hierarchy of authority between the operating core and the apex*” (Mintzberg, 1989, p.98); a link or crucial bridge between strategic SMs and supervisory team leader level (Briggs, 2001). Within FE, the CMM is the term commonly used to describe a complex yet diverse management group. Other titles include Curriculum Area Manager, Curriculum Team leader, Learning Area Manager, Sector Manager and Coordinator to name but a few (Gleeson and Knights, 2008). Gunter (2001) debates that the title of middle manager is an unsuitable descriptor due to the varied nature of the work performed. In practice some CMMs have a dual role of teaching and team management (Briggs, 2005, et al 2011). Educational middle managers represent the middle tier of a traditional bureaucratic hierarchical structure. They form the level between SMT and college staff (Fleming, 2000).

Hannagan et al (2007), McTavish (2007), Briggs (2005) ascertained that the middle managers' function was a changing, yet pivotal role. Simkins and Lumby (2002) contend this and contribute to the confusion as to the recognised definition of the middle manager. Evidently, there is uncertainty regarding the meaning of the expression. Therefore, middle managers are portrayed as being "caught in the crossfire" between the perceived expectations of the various levels of the management hierarchy (Bennett et al, 2003). For that reason, it is comprehensible that there is no agreement or easy meaning of the term within Colleges (Wise, 2001). In fact, Hannagan et al, (2007) stated that perhaps the only way that it can be completely understood, is by understanding the job-brief and appreciating the work accepted by middle management. Research contends that there is no individual standpoint that sufficiently confirms an understanding of what occurs in the complexity of educational institutions (Bush, 1995). Lumby (2001) considered the concept that college leadership was methodical and systematic and that FE managers have been the focus of continual criticism. Furthermore, CMMs hold a similar position in relating to the various tiers within the college hierarchy such as SMs, to lecturers, to business support and other frontline staff.

Wilkinson (2007) proposed that the overall authority and control of the competent educationalist has been "*eroded*" with the introduction of various management practices, suggesting that the whole educational purpose could well be undermined and even destabilised. Moreover, there is the proposal of the emergence of a "*new breed of managers*" characterised as "*managerialist*" (Randle and Brady, 1997a, p.126). They are portrayed as having side-lined or disestablished professional values, as they concentrate on the task-orientated managerial aspects of the role concerning budgets, income generation targets, increasing student enrolments, and complying with quality assurance through rigorous inspections. These have a tendency to contravene the college values and concepts of focusing on quality teaching; student learning and learner journeys and ensuring these are paramount (Randle and Brady, 1997). In essence, the middle manager's changing identities are conflicting and in opposition to previous remits (Gleeson & Shain, 1999 and Gleeson, 2001).

Hughes, et al (1996) concurs with Briggs (2005) and identifies that more substantiation on the practice of people working in the sector is required, as this would help the assessment of the managerialist debate. Undoubtedly, the pivotal yet difficult role of the CMM is multifaceted, they teach, manage and lead. Improving the role should be reasonably based

on a better understanding of the experience of managers employed at this level. Briggs (2005) conveys the concept that the role is constantly changing and that any evaluation of this middle manager's role will in fact be an effort to define "*a moving target*". The investigation not only attempts to define the role but also seeks to understand its complexity and what shapes it within the context of the college environment (Briggs, 2003, et al 2005).

Blandford, (2006) argues that the middle managers have greater accountability than before, even whilst expected to juggle the demands of balancing teaching commitments and managerial tasks. Leader (2004) considers the impact and shift in responsibilities of managers in relation to cultural and hierarchy in what Briggs (2003) illustrates as a period of intense change. Wise (1999) determines that there is a clear shift of emphasis from teaching and administrative role towards management. Conversely, there is little suggestion that CMMs are allocated the time and resources required to support this. Gleeson and Knight (2008) acknowledged and recognised educational institutions as being hierarchical, consequently, many middle managers are apprehensive and averse to accept the changes especially with regards to the concepts of collaborative leadership and participative leadership. McTavish (2007) as cited in Briggs (2007) propose CMMs have a tendency to concentrate their efforts on income generation tasks, administration and coordination rather than on their teaching responsibilities. Gleeson and Knight (2008) argue that this circumstance has led to unwillingness by lecturers and other teaching staff to accept and undertake CMM roles.

Woolford (2005) established that the managers' values significantly vary from those teaching within the FEC. Wilkinson (2007) endorsed this and goes on to suggest that managerial administrative and auditable processes and procedures have impacted on the quality of teaching. Briggs (2007) concurred with this and further explained that literally overnight, teaching staff; such as lecturers were transformed into managers. However, Bryman (2007) established support for this disquiet and goes on to describe them as being "*reluctant managers*". Reluctant, in that their chosen career pathway into the educational sector was because they wanted a teaching profession and now the expectation is to have additional leadership, management and coordinating responsibilities' (Gleeson and Knights', 2008). Briggs (2007) cites Gleeson & Shain (1999), Simkins (2000) and Alexiadou (2001) acknowledging that middle management is problematic, as their professional identities are unclear. This is mainly due to the fact that their lecturer or curriculum area leader role was well established and understood by college personnel.

However, with the increased leadership and management responsibilities, perceptions of the role are inconsistent and conflicting, resulting in CMMs not knowing the full extent and expectations of their role (Fleming, 2000, p. 9).

Conclusion

In conclusion, L&M practice can be greatly improved by an appreciation and grasp of theory. Leadership stimulates the quality of educational organisations and student learning. Management is more associated with components such as consistency and organisational cohesion. The L&M skills are difficult to define and are elusive (Van Reenen, 2006). For colleges to operate effectively and meet strategic objectives leadership and management require to be granted equal importance (Bush, 2003). Clearly, they can be observed as complementary as opposed to conflicting concepts. The leader challenges and initiates change whilst the manager is needed to sustain a balanced standpoint. Fundamental to effective management are political and business acumen, prudence and leadership aptitudes (Hannagan, 2003).

Currently, there is a lack of theoretical research into how the different models have been applied and investigated in Educational establishments. Arguably, more studies are required to allow informed judgements on the relevance of various concepts. Colleges are certainly very complex to be able to conduct an examination through a solitary dimension (Bush, 2003, Baldrige et al, 1978). Lambert's (2011) cites Hargreaves and Finks (2006) created a sustainable leadership model whereby, the theoretical framework proposed the notion of sustainable leadership for FE. However, more investigation into the various components is required for this to be utilised by the FE sector, with the aspiration to further develop organisational aptitude. Sustainability operates in sound environmental management and in the top business practices. Educational leadership should look to the world of business and adopt practices from the most successful and sustainable organisations (Hannagan, 2003).

Briggs (2005) identifies that the CMM role has changed and is conceptualised as middle leadership instead of managerial. CMMs face the challenge of establishing a balance between L&M roles. Moreover, they are expected to provide vision, focus and direction, whilst still making certain that College strategies, policies and procedures are implemented, maintained and monitored.

The important research of Gleeson & Shain (1999), Briggs (2000-2007) and to some extent Leader (2004) and Gleeson & Knight (2008) conveys a transitory insight into the middle management within FECs. The author's intention was to investigate the changing CMM role in relation to a sector in constant change; in view of SMs and other staff perceptions and lastly the challenges that middle managers confront and face within this highly competitive and complex FE environment. Essentially the study was intended to contribute and build on current knowledge of the role, responsibilities and perceptions of CMM's.

In the next chapter, a comprehensive analysis of the research methods will be considered to further develop understanding of the perceptions and expectations of the middle leader and to assist in the review of the role within the context of a FEC.

CHAPTER 3: RESEARCH METHODOLOGY

The literature review presented helped to formulate the research project and develop relevant research questions. The study focuses attention to a present concern with regards to perceptions and expectations of the CMM role (Briggs 2003, 2007; Wise 1999). The literature highlighted that there was limited research regarding this role and the collective view remains that further study is required into the role and its definition. There is still a distinct lack of understanding surrounding this complicated and multi-dimensional level of FE management.

3.1 Educational Research Philosophy

The research purpose was to study CMMs responsibilities and how others working at different levels within the FEC perceive them. The investigation aimed to build on existing knowledge, literature and evaluate whether this role is an integral factor in the college's overall success. Briggs et al (2003) established that CMMs have different ideas about their role, from that of other College staff that directly interact with them. The research was exploratory in nature and aimed to determine what CMMs perceive their role to be, collectively with other FEC employees. A consideration of the principles, philosophies, ethics, aspects of validity, and reliability were discussed in relation to the research (Bloomberg, L. & Volpe, M. (2012).

Throughout the researcher's FE management career, the role of middle manager has changed considerably. In addition to the research ascertained within the literature review, research questions were formulated and influenced by the researcher's career history, which spans over the last twenty years. Originally, the researcher was employed as a lecturer, then a curriculum coordinator, and finally promoted to a manager within the FE sector. More recently the role changed again as the result of college mergers and changes in funding regimes, which have instigated a dramatic review and restructure of the management within all faculties. Currently, the researcher's role is that of a CMM within a FEC in Wales. In this context, the researcher is part of the approach. The conceptual framework was considered, with regards to how the role has been shaped by external macro environmental factors such as social, political, economic and target driven cultures.

3.2 Research Methodology

The hypothesis is the researcher's proposal in relation to what the outcome of the study will be. In many instances, these are "hunches" that the researcher possesses about the actuality of correlation between variables (Verma and Beard 1981:184 as cited in Bell, 2010). This provides the researcher with a framework, on which the original proposal might be tested and studied (Cohen, 2013)

The study's hypothetical aim was to establish what key influences affect the CMM role, through both its performance and perceptions held regarding it. It is the author's conception that in practice and in perceptions of others, this role is crucial (Leader, 2004; Briggs, 2005; Hannagan et al 2007; McTavish, 2007; and Gleeson and Knights, 2008). In accordance with Punch (2011), the research question helps to frame and give structure to the investigation. This research approach was exploratory, subjective and interpretive (Basit, 2010). Triangulation transpired as various levels of college staff from CMMs, SMs and frontline employees within the FEC were engaged.

The study explored perceived factors that have shaped and defined the CMMs role and responsibilities. Moreover, it aimed to acknowledge the extent of how the role has changed as regards to accountability, self-directed approach, principles, and culture as mentioned in the literature review (Briggs, 2003; 2007). Blandford (2006) classified the CMM responsibilities in areas such as leadership, man-management, resource and operational management, teaching and curriculum management. This classification standard was used to establish the research methods.

The research questions considered were: -

- What responsibilities and duties do CMMs perform as part of their role?
- What are the perceived factors that have influenced, challenged and changed the CMMs role?
- How do the perceptions of the CMM role and the tasks they enact vary between college staff?
- How important is the role of the CMM within the FEC?

Methods and methodology are central to the success of any research investigation (Cohen et al, 2013). Considering Wallace and Poulson's (2003) work, an understanding was established that the research should be undertaken from an unbiased view, in that the proposal develops and builds on theoretical and research knowledge. Also, contemplated was the position of a "*disinterested*" researcher's viewpoint (Bennett et al, 2001). The investigation intended to provide clarity and understanding of the CMM role rather than develop improvements in practice and procedure.

Bryman (2015) considers the relevance of research and this approach informs the purpose of any study. This investigation was approached with the view that CMMs and SMs would be interested in the research outcomes, as it may assist them to understand the role more fully and the problems associated. Cohen, Manion & Morrison (2013) state that a variety of steps can be carried out prior to conducting actual research. These mainly include spending time on the initial stages in determining the subject area, as effective preparation in the planning stage is the key to the success of any research (Bell, 2010: p.28). Also, background studies, such as discussions, were beneficial for advisory support and guidance (Punch, 2011). This was conducted with relevant FE staff to ensure that the research topic was an important and current issue within FECs.

3.3 Research methods

Cohen *et al* (2013) portray a wide variety of research methods as ranges of approaches and techniques. Essentially, the methods are firstly identified and considered in order to determine research suitability (Bell, 2010). Basit (2010) contends that research can be undertaken by using an inductive or deductive approach. Qualitative data or subjective approaches can be defined as "*empirical information*" in the form of words. It includes interviews, observations, examining beliefs, and opinions and is associated with the inductive approach (Denscombe, 2007). The deductive approach usually uses quantitative data or positivist approaches based on numerical or statistical analysis (Punch, 2011). An inductive approach tended to be more flexible as this study developed and progressed (Saunders, 2015). This approach was appropriate where certain observations were made with regards to building on conclusions, hypothesis and theories. The strategy for data collection was qualitative in approach and the research methodology comprised of a combination of questionnaires, which informed semi-constructed and more detailed interviews (Denscombe, 2003.)

Educational researchers favour a mixed-method approach, which combines both quantitative and qualitative (Cresswell, 2014). Saunders (2015) argues that it can be beneficial to combine approaches even within the same investigation. The combination of methods is known as triangulation and it is important to view the same point from various angles (Cresswell, 2007). According to Bryman (2015), Yin (1994) and Cohen et al (2013) triangulation can strengthen and enhance the investigations credibility and is key to ensure the validity of research, especially with regards to the qualitative approach. This study utilised mixed-methods to extract data from different sources and various participants as a means of substantiating and validating results (Jakob, 2001, Bloomberg and Volpe, 2012 p107-108). Saunders and Lewis (2003; 2009; 2015) state that the researcher decides on how and what data to gather, and then uncovers or “*peels back*” each of the layers from collection methods through to research philosophy.

Wallace and Poulson (2003) concur with Cresswell (2003) supporting the inclusion of mixed-method research designs. The specific method combination of questionnaires and semi-structured interviews was proposed for this investigation a (Basit, 2010; Cohen et al, 2013). Consequently, the researcher’s plan was to gather data by incorporating questionnaires. These were quantitative in approach and used to extract qualitative opinions, beliefs and perceptions from SMs, CMMs and from other college staff. Additionally, semi-structured interviews; qualitative in approach, were conducted to gain perceptions of SMs and CMMs, who have led and managed colleges through challenging and changing times. (Bryman, 2015). The semi-structured interviews provided an opportunity to further explore and focus on important information mentioned in the questionnaires. The interview data identified the fundamental aspects and perceptions of the sample staff group. These approaches provided a more realistic and reasonable view of the study. Also, secondary research on FEC management was used especially on the middle management tier.

3.4 Research Undertaken

The research design was similar to Cresswell (2014) two-phase design, in that the one method preceded and then informed the other. Therefore, the triangulation of results was attained through these complementary research methods. The principle aim was to obtain quantitative data that can inform and be further explored, throughout the preceding qualitative approach of the semi-structured interviews (Punch, 2011). The methods needed to be designed in order to determine the CMMs role, and also to investigate the correlation

between different college staff perceptions and the actual reality of the role. The researcher was mindful that, where different perceptions existed, it might have presented the possibility of a lack of understanding and misrepresentation of the role. Basically, the intention was to conduct research through using questionnaires in conjunction with a reasonably smaller sample for the semi-structured interviews.

3.4.1 Questionnaires

The research was mainly investigative in principle and questionnaires are suitable for exploratory and interpretative approaches such as this study. It is a distinctive approach in comparison to others as it concentrates on a viewpoint at a particular point in time (Denscombe, 2014). This method includes the consideration of data required, the sample group to approach and the presentation within a structured framework. Questionnaires have various advantages linked with quantitative approaches (Denscombe, 2014). However, one criticism is that they tend to generate a low response rate, therefore the questionnaire design should be uncomplicated, and of minimal length with clearly interpreted questions. In accordance with Cresswell (2014), research design presents a structured framework to aid data collection and analysis. The researcher adopted a qualitative approach such as questionnaires', as the characteristics suited the study requirements. Silverman (2013) states that this approach tends to be efficient and obtains reliable and valid responses. Wallace and Poulson (2003) and indeed Bell (2010) promote this method as economical, cost effective method of collecting data from a reasonably large sample of people. Basit (2010) identifies the benefits of a random sampling approach, however the whole population will need to be represented to ensure reliability. Clearly, questionnaires are dependent on the sample and the quality of responses, as some participants may provide responses that are socially and politically acceptable rather than their own view (Cresswell, 2014).

Questionnaires were appropriate for this investigation, as the data collection required was that of individual opinions and beliefs from a representative sample of college staff (Cohen, Manion & Morrison, (2013). The questionnaire design was structured to be practical and less onerous, with straightforward questions to ensure that prompt responses were generated (Koch, 2013). This provided valuable qualitative data as the structured questioning elicited profound comments reflecting values or personal views.

Denscombe (2014) recognises that question design is important, as the slightest change in wording can affect the quality of responses. The amount of data generated can incorrectly embellish the importance of results (Punch, 2011). Various factors affect CMMs actual role and in fact they have an adverse effect on the perceived role too. The researcher's intention was that questionnaires would inform the semi-structured interview approach, by providing beneficial data to help refine existing questions and give new probing suggestions for discussion.

It was important that the research questions were addressed and incorporated into the questionnaires design. The researcher's focus was mainly on the various tiers of College staff. Therefore, three questionnaires were designed to capture responses from each group: SMs, CMMs and other FE staff (Teaching and Business Support). The questionnaires developed, comprised of 14 questions across four sections. They included a variety of open-ended and closed questions. They were structured as multiple choices, rating scales or questions requiring a "tick(s)" to identify the response or a comment (Cohen et al 2013). Electronic questionnaires (Google forms) were used to effectively distribute to the participants (Appendix B). The first section was developed to gather the participants' background data, in terms of their current college role, duration in role and number of direct reports. The next section focused on perceptions and expectations of the CMM role as various descriptions were listed and participants were asked to rate these on a scale and to rank the top three most important descriptions (Anderson, 1998).

The final sections concentrated on the importance of the role, responsibilities performed (Blandford, 1997), and finally considering areas of training and development to support CMMs. Initially, questionnaires were piloted with a small typical sample group of ten participants (two SMs, four CMMs and four other FE staff). This was beneficial as it highlighted any potential problems with the questions, structure, sample size and responses (Horn, 2009). Based on the pilot outcomes; amendments and revisions to questions were completed. These included revising the terminology of role titles and simplifying language used in role.

When distributing the questionnaires, it was beneficial to have a consent form (Appendix A) and an accompanying letter (Appendix C). These explained the reason and value of the study, assuring participants' total confidentiality and the option to withdraw (Bell, 2010). This method was relatively objective, anonymous as names were not required, and analysed statistically (Saunders, et al 2012). Final questionnaires were sent to forty-one

participants' being sampled. As each individual respondent focused on a standard list of questions then reliability was comparatively high. In summary, there was a response rate of sixty-six percent as twenty-seven questionnaires were returned. The questionnaires were coded PO1 - PO41 and entered on sampling spreadsheets according to relevant participant group (Appendices' F, G & H). Data was analysed statistically, and was used to investigate the relationship between variables and to identify recurring themes, which were colour coded into categories (Bloomberg, L. & Volpe, M., 2012).

3.4.2 Semi-Structured Interviews

Denscombe (2014) describes semi-structured interviews as a purposeful and predetermined conversation. However, the aim is to gain information on people's opinions and is not planned to be a two-way conversation. The interviewer initiates and controls the interaction solely to obtain rich research information (Brinkmann (2014). Additionally, the interviewer provides a structure based on their research interests, though they must be prepared to actively listen, be flexible and shape the process within the interview framework. Consequently, allowing opportunities for the interviewee to respond with spontaneous, unprompted, and naturally occurring responses (Cohen *et al*, 2013).

The semi-structured interviews were a key element of this investigation, as they were an appropriate method to collect qualitative data. The aim was to explore people's opinions and perspectives through purposeful conversations (Denscombe, 2014). This method was used, as Fielding (2012) maintains, the most effective approach to investigating people's views is by talking. Denscombe (2014) suggests that this approach is characterised by using open-ended questions, which lets the interviewees' present their viewpoints in their own words and perspective. The key concept of the approach is to develop rapport, trust and confidence, so that the process is fluid and not an interrogation (Denscombe, 2003).

This approach tended to be controlled, to a certain degree by the interviewer; so ethical concerns were respected (Cohen *et al*, 2002). Two Senior Managers (PO29 and PO35) and one middle manager (PO13) were interviewed to gain an insight into their perceptions of the changing CMM role. The principle aim was to use the opportunity of the semi-structured interviews to further examine the quantitative data gathered in questionnaires and explore research areas studied in the literature review (Punch, 2011). Firstly, interview questions were designed to determine the role and investigate the correlation between different college staff perceptions. These initial questions were piloted and amendments were made in relation to their length and complexity. The researcher was required to be

mindful that, where different perceptions existed it may have presented the possibility of a lack of understanding and misrepresentation of the role. Denscombe, (2014) maintains that the method should adopt set topics and open-ended questions, which can be asked in a flexible way. The approach needed to be flexible, so that the questioning process could be adjusted depending on the interviewees' responses. However, the same prepared questions were asked at each interview, but not necessarily in an identical order (Appendix D).

Semi-structured interviews were arranged with purposeful, representative and consenting interviewees. The duration varied, however it was usually between 30-45 minutes and they were conducted in a suitable environment, such as a quiet comfortable office, with no interruptions to ensure confidentiality. Interviews provided an opportunity to divert and probe by further questioning to increase the potential for significantly meaningful, detailed replies (Bryman, 2008). The interviews were recorded, anonymised and transcribed for analysis purposes, as they can be reconsidered and studied many times (Berg, 2007). The participants were given a reference code to ensure anonymity is maintained. The recordings were verified by the interviewees' in order to ensure an accurate account (Basit, 2011). The researcher acknowledged that this method can be a lengthy process and that responses are individual, so variable results were difficult to compare and analyse. It was important to recognise the significance of working with transcripts and handling the research data (Creswell & Plano Clark, 2011).

3.5 Research Sampling

Patton (2015) states that the research sample size can have an impact on the outcomes and is fundamental to qualitative research. In accordance with Creswell's (2015) sampling approach, the researcher considered the representative target population, its availability and relevance to the study. Prior to sample selection, the researcher decided which individuals to approach and how many participants should be included in the research. It was important to select representative participants, who are comparable to each other operating under steady and comparable conditions (Curtis, Gesler, Smith, and Washburn, 2000).

The focus was on the CMMs role, therefore it was essential to investigate perceptions at different levels within the FEC. The HR department and staff directory provided College staff lists and these were used to select a representative sample. Therefore, all eleven SMs, eleven CMMs and a departmental cross section of nineteen other FEC staff were approached and questionnaires distributed. Creswell (2015) states that guidance on sample

size range from 15-20 participants to 20-30 participants as appropriate. Sample size considerations should allow the researcher to be able to generalise and not be too large in that it proves difficult to conduct meaningful analysis (Maxwell, 1992).

3.6 Philosophical and Ethical considerations

The methodology can be viewed as a systematic approach that aims to help us to understand the principles or underlying philosophy of the research (Horn, 2009). Research methodology is important as it informs the choice of strategic approaches and methods adopted (Cresswell, 2014). When contemplating the methodology and methods for gathering data, the researcher should consider the ontological and epistemological stance as these determine how and what can be studied (Bryman, 2015).

Literature suggests that different people and cultures have different beliefs and this can affect how they perceive and engage in certain circumstances (Cohen et al, 2013). According to Briggs (2003), the researcher's perceptions can be put to one side, as the investigation should focus on actual reality of the situation or phenomena. Alternatively, the researcher can include the "*subjective elements*" such as feelings and values, as this can be observed as an integral part of the study (Cohen et al, 2013). This research proposal involved people's' perceptions of CMMs' role, therefore it was planned to take an epistemological position of interpretivism (Cohen et al., 2013). The subjective approach appeared to be consistent with both the research subject and philosophical outlook. The researchers' belief was that the complex and difficult role can really only be explored through the inclusion of perceptions and experiences of relevant people involved.

An important aspect of research was the consideration of ethical issues as they convey the research integrity and credibility (Bryman, 2008). A key legal and ethical concern of this investigation was to obtain permission and consent from the College Principal to conduct the study and for access to college staff. This involved securing an agreement about the concerns of the data to be collected and how the analytical investigation would be documented and then disseminated. Any such agreements were adhered to (Horn, 2012). In accordance with the British Educational Research Association's ethical guidelines for educational research (BERA, 2011) all participants were assured that the questionnaires and interviews would remain confidential and would only be used within the research programme detailed to them. Each was offered the right to withdraw at any time from the study and again during the interviews. The researcher's intention was to apply the highest

ethical standards to both practice and educational research. Participants were treated with fairness, respect and with sensitivity.

3.7 Validity and Reliability

Cresswell (2014) identifies that in a qualitative study, the relationship between researcher and participants tends to have implications for research bias. Furthermore, using semi-structured interviews, unavoidably will build close relations whom Denscombe (2003) suggests effects that data collected. Essentially, the researcher recognised and accepted this standpoint when conducting data analysis and forming conclusions based on findings.

The researcher should appropriately consider the important issues of validity; actually measures or describes research concept, and reliability; internal consistency & stability aspects (Bryman, 2015). These issues were tackled through an authentic, credible study, whilst demonstrating integrity and trustworthiness throughout (Punch, 2011). Errors and misjudgements were possibly reduced during the investigation stages as the researcher continually referred to the research rationale and investigatory procedures (Yin, 1994).

Conclusion

In summary, it was the researcher's intention to adopt mixed-methods of investigation and analysis of the proposed research question: realistic and practical sized questionnaires in conjunction with a reasonably smaller sample for the semi-structured interviews. Data triangulation was attained through these complementary research methods. The next section will present an analysis of the data and the actual research findings.

CHAPTER 4. DATA ANALYSIS AND FINDINGS:

The chapter presents data collected from the research conducted in evaluating the CMM role. It presents the findings derived from an analysis of questionnaires and semi-structured interview transcripts. Analysis was based on data obtained from participants' views within an FEC. The investigation explored the CMM actual role, perceived role and linked key findings to the research questions and reviewed literature.

Descriptive statistics were used to evidence and quantify any transpiring or reoccurring themes, patterns, and differences between the participant responses. Interview data included in the analysis is presented using quotations to demonstrate the main findings (Denscombe, 2003). Questionnaires and interview transcripts response data were organised and prepared for analysis (Creswell, 2014 and Silverman 2016). This involved interpreting and interrelating ideas or themes within the data and categorising coded notes in the margins (Rossman & Rallis, 2012).

Forty-one participants were assigned labels (PO1 –PO41) as part of the coding. The data was organised in relation to the participants' classification during the questionnaires and semi-structured interviews. Findings were analysed and concluding research outcomes were evaluated. The research participants are a sample of the demographic data correlated with CMMs (n= 11), SMs (n=11) and FE staff - FES (n=19) questionnaire responses. Overall, 66 percent of the sample responded as twenty-seven questionnaires were returned. Themes were identified as colour codes to assist analysis across the three questionnaire groups and three interview transcripts (Appendix F, G, H & D).

Developing themes were classified as:

- Recognition of the role's responsibilities and duties
- Perception of the role – Description, Importance, impression and influences.
- Main concerns and priorities of the role.

4.1 Descriptions and definitions of the CMM role

Research findings presented in Figure 1/Table 4.1 highlighted how each participant group described the role. The groups agreed that all seven descriptions related to this role. There was general agreement on the components of the role, although there appeared to be a

hierarchical theme to participant views. All three groups perceived CMMs to have a leadership role, which is complicated with a situational characteristic evident.

Findings indicated that there was no clear consensus on the definition clarification of the role. This is not only apparent between the different levels of participant groups, but also within each role set. However, there is an outlier to this trend in the form of responses to “An instructional leader....” description. Specifically, all three groups responded positively, with the highest agreement for this definition (SM: 83 percent, CMM: 57 percent, and FES: 64 percent). This possibly indicated that SMs view this role feature more highly than the other two groups. An interpretation of this could be that SMs own educational role tends to be that of instructional leaders, inspiring and motivating teams.

“There are two very distinct leadership roles...one is more strategic and one is making things happen and operational.” (SM-PO35)

Additionally, there was concurrence across all groups (SMs: 50 percent, CMMs- 57 percent and FES- 57 percent) for the results of “Ensures Quality of teaching...” description. However, there were discrepancies, as all participants within each role set did not view this as highly. These perception differences may be viewed as a possible role conflict. Responses highlighted the importance of this aspect of the role, though views are based on the accuracy of monitoring and reporting on the standard of the quality of teaching rather than improving it. SMs responses tended to concentrate on role aspects that are associated with FEC targets, structures, and quality. While CMMs and FES responses were mostly lower and focused on aspects linked to managing teams, the quality of teaching within curriculum areas and communicating SM directives and decisions.

Interestingly, the research showed some varying perceptions, especially regarding the “Link between SM and curriculum/business support teams” description. The SMs (50 percent) and CMMs (57 percent) shared the view that the role is the “Link” between the various tiers of college staff, though only 36 percent of FES rated this descriptor. One interpretation, could be that perhaps FES believed they don’t need “middlemen” and probably have enough direct contact and communication with SMs. However, overall result trends don’t appear to agree with this explanation.

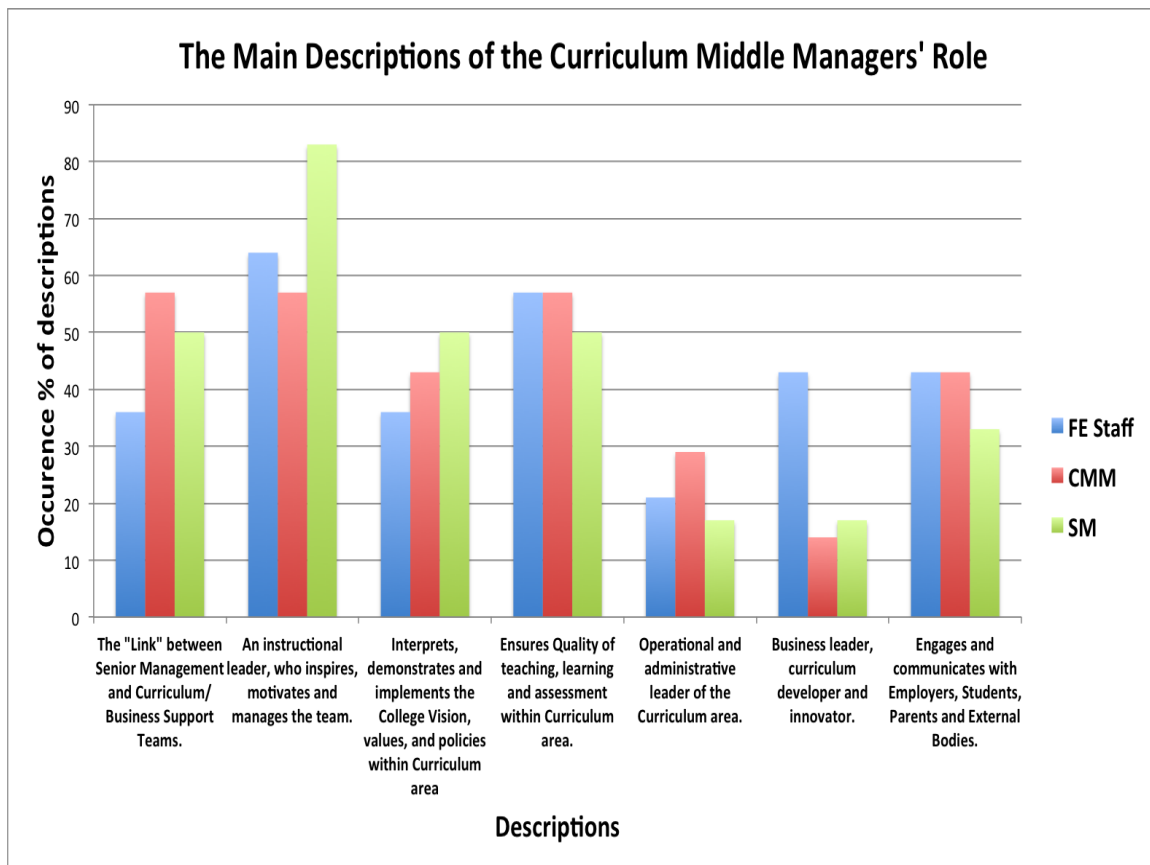


Figure 1: Main Descriptions of the CMM role

How would you define or describe the role of the Curriculum Middle Manager?			
Descriptions	FE Staff	CMM	SM
The "Link" between Senior Management and Curriculum/ Business Support Teams.	36%	57%	50%
An instructional leader, who inspires, motivates and manages the team.	64%	57%	83%
Interprets, demonstrates and implements the College Vision, values, and policies within Curriculum area	36%	43%	50%
Ensures Quality of teaching, learning and assessment within Curriculum area.	57%	57%	50%
Operational and administrative leader of the Curriculum area.	21%	29%	17%
Business leader, curriculum developer and innovator.	43%	14%	17%
Engages and communicates with Employers, Students, Parents and External Bodies.	43%	43%	33%

Table 4.1: Main Descriptions of the CMM role (%)

Indeed if there was effective communication within the college, then the majority of description findings would be similar across both FES and SMs views. Another possible explanation could be that FES' feel that they don't need the "Link" as CMMs provide all the direction and support, therefore increasing perceived importance of the role. The concept of communication between the different tiers within the college structure was further supported by comments obtained during the interviews: -

"Vital link between operational and strategic – essential, to meet for operational updates, strategic thinking, supporting them with issues." (SM-PO34)

"Integral to the efficient running of college systems. The link between staff and SMT as regards the college vision and ethos"(CMM-PO5)

The most significant difference in views was regarding "Business Leader" description, as 43 percent of FES valued this in comparison to only 14 percent CMMs and 17 percent SMs. During the interview FES participant PO13 stated: *"managers run departments like a business. They are middlemen and they go between the demands of delivery or lecturing staff and goals of SM team...managers are on the front line and are expected to do so much"*. This could indicate that FES view the role as an innovator, leading the way to diversifying and developing curriculum. Whilst, SMs and CMMs tend to consider that motivating and empowering staff to take ownership and lead is more valuable. These findings were investigated further and endorsed during the interviews where participant FES-PO13 responded: *"Some managers empower their staff to make decisions and then staff find the solutions."*

Figure 1/Table 4.1 indicated that all three groups consider that CMMs conduct their role in a variety of different ways and regularly perform more than one role. It appears that the role is self-motivating and dynamic, since its description is reliant on associations and adapts as relationships develop and transform. This was explored further during the semi-structured interviews with an interviewee stating, *"The role is hard to describe... so varied and diverse. Each individual CMM is different as each manages a specific curriculum area... so the role is mainly influenced by curriculum and departments they manage."*(FES-PO13). This view is also replicated in SM-PO35 interviewee's comment; *"CMM's have to be everything to everybody. Taking curriculum forward, working with SMs and thinking about EMSI data, and what's needed for the future."*

4.2 Responsibilities and duties that CMMs perform as part of their role.

The research aimed to determine the extent of the role and variety of responsibilities performed. It reviewed the expectations of CMMs; by studying which functions all participant groups considered to be the most and least important. It intended to discover if the role has changed from traditional models and how far this is related to the effects of changes within the FE Sector, as noted in the literature.

There is a general consensus across the three groups that the eleven responsibilities listed in Table 4.2 are associated with the role. Notably, during the interviews it was mentioned, that although the CMMs job description outlines fundamental responsibilities, there are additional unwritten role expectations. This could lead to possible role ambiguity and disagreement. One manager PO29 commented: -

“wide-ranging and ever-changing role that spans more than the job description, each manager focuses on different aspects, which can lead to inconsistencies in performance.”

The interview comments reflected the outcomes from the questionnaires analysis. They also indicated that all participant groups perceived CMMs performed their role in a number of different ways, which often includes both operational and strategic tasks.

Figure 2/Table 4.2 illustrated that curriculum planning, communication and performance management were considered the main responsibilities. There were some apparent differences in that the majority of the FES (71 percent) ranked curriculum planning as the main responsibility and SMs (50 percent) were in agreement deeming this as the second most important function. Conversely, only 14 percent of CMMs agreed, making this one of their least important responsibilities. In fact, CMMs believed that this task was part of the curriculum teams' roles. This supports Briggs (2003) view that delivery teams are undertaking more curriculum responsibilities as CMMs accept more managerial tasks.

As a double excellent College, the expectation would be that all participant groups would be consistent in their responses to the importance of quality within the role. Surprisingly, this view was not shared at all by any of CMMs in that none recognised quality as being their responsibility. However, both SMs (33 percent) and FES (14 percent) viewed this as a main responsibility and believed CMMs were accountable for quality within their curriculum areas. This could be evidence of inadequate communication of expectations, leading to probable role uncertainty.

Contrasting views were indicated in respect of “Operations and administration”, as 43 percent of CMMs recorded this as a key task. FES-PO13 stating *“Managers help out in departments.....very operational and lead teams to ensure that procedures and processes are adhered to.....a time-consuming function of the role.”* However, SMs had no viewpoint at all and only 14 percent of FES rated this as very low priority. Significantly, SMs seemed unaware that a majority of the role is administrative and systems driven and don’t view this duty as being as important as CMMs or FES. This could demonstrate an area of potential conflict between the expectations of the CMM role set. Also, this position was evident in the SM interview comment: -

“Administrative leader... there’s lots of administration...., they make sure it’s being done to the right quality standards.” (SM-PO35)

Understandably, 43 percent of CMMs identified that student welfare was a key aspect of the role. In comparison, only 21 percent of FES and 17 percent of SMs considered this as a principle function. CMM-PO5 commented that *“CMMs deal with parents, students, external agencies on wellbeing issues, as well as ensuring that processes are followed and monitored.... it can be difficult to fit all of these in as they are all equally important.”* Notably, this is another area where FES appeared to be aligning their views with those of SMs.

The views showed a disconnection with regards to “Recruitment and selection”, whereby 14 percent of CMMs conveyed that this was one of the main responsibilities. In contrast SMs and FES didn’t rate or identify this as part of the CMMs responsibilities.

Evidently, “Teaching” outcomes indicated that both CMMs (28 percent) and SMs (33 percent) had similar views on rating this. SM-PO35 commenting, *“teaching should be part of CMMs role.... there’s almost a disconnect between what teachers are feeling in the classroom and a lack of empathy from managers”.*

However, FES rated this very low at 7 percent and this was substantiated in the following interview comment: -

“Managers juggle all other responsibilities without putting teaching on them.....management is a specialist and dedicated role and boundaries may be blurred if combined with teaching.” (FES-PO13)

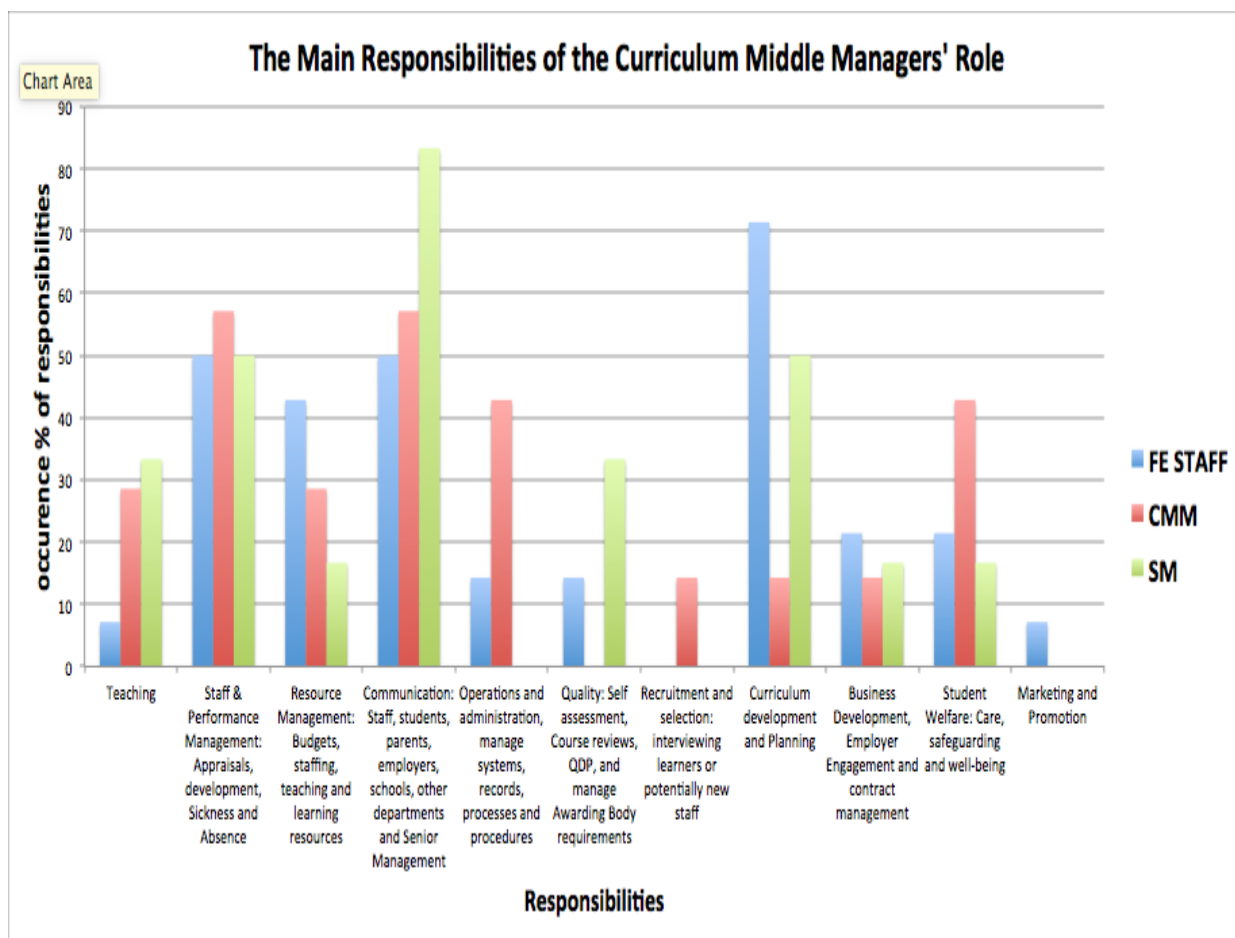


Figure 2: Main responsibilities of the CMM role

What responsibilities and duties do Curriculum Middle Managers perform as part of their role?			
Descriptions	FE Staff	CMM	SM
Teaching	7%	28%	33%
Staff & Performance Management: Appraisals, development, Sickness and Absence	50%	57%	50%
Resource Management: Budgets, staffing, teaching and learning resources	42%	28%	16%
Communication: Staff, students, parents, employers, schools, other departments and Senior Management	50%	57%	83%
Operations and administration, manage systems, records, processes and procedures	14%	43%	0%
Quality: Self assessment, Course reviews, QDP, and manage Awarding Body requirements	14%	0%	33%
Recruitment and selection: interviewing learners or potentially new staff	0%	14%	0%
Curriculum development and Planning	71%	14%	50%
Business Development, Employer Engagement and contract management	21%	14%	17%
Student Welfare: Care, safeguarding and well-being	21%	43%	17%
Marketing and Promotion	7%	0%	0%

Table 4.2: Main responsibilities of the CMM role (%)

The CMMs interviewees emphasised the importance of this responsibility, comments mostly focused on the perception that SMs required CMMs to check teaching in their curriculum areas. Feedback didn't highlight the importance of this function with regards to developing the quality of teaching and learning, but only suggested the significance of being observed performing the duty. It would seem that the government's campaign to improve teaching within FE is causing modifications in the quality processes. Consequently, this appears to have an impact on the responsibilities that SMs perceive to be important for CMMs to enact.

The closest alignment of responses across all participant groups was in relation to "Staff and performance management". As around half of each group (50-57 percent) shared the view that this was a responsibility, although CMMs suggested that this was one of their main functions. Interestingly, 83 percent of SMs rated "Communication" as the core responsibility. This continues to validate that SMs considered the roles' main description (Figure 1/Table 4.1) as the link between SMs and other curriculum/business teams. Whilst FES and CMMs shared this opinion, they only rated it at 50-57 percent respectively. Suggesting that SMs view this responsibility more highly than other participant groups. One explanation is that SMs perhaps, due to the nature of their own role, identify with this role aspect.

All participants were in agreement with regards to their views on rating "Marketing" as a responsibility. Both SMs and CMMs didn't consider this as a role aspect, even though the college strategic direction is focused on the role becoming more commercial and marketing orientated. The interviewee comment further illustrates this: *"For business development & employer engagement, additional input into marketing of their areas is required."* (SM-PO29)

4.3 Perceived factors that have influenced, challenged and changed the CMMs role.

This section examines the influences on CMMs in terms of decision-making and identifies factors that have changed the role. The study investigated responses in relation to perceived and actual barriers that shape and challenge the role. The sample consensus showed significant barriers hinder CMMs from performing their role effectively. Participants strongly expressed their views and this was evidenced in both elements of the investigation. Common themes were running between all groups' responses and these included time, number of direct reports, and workload issues impacting on CMMs role.

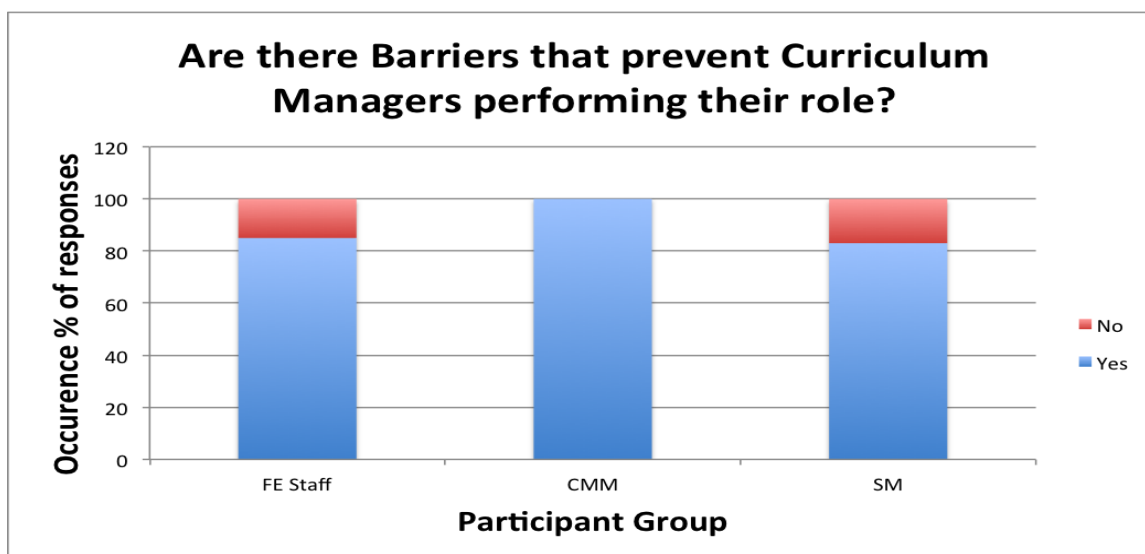


Figure 3: Participant responses as to whether there are barriers preventing CMMs performing their role.

Do you consider that there are barriers that prevent Curriculum Middle Managers from performing their role effectively?			
Group	Yes	No	Comments
FE Staff	85%	15%	- Too many direct reports - Insufficient time for the duties within the role. - Role is too broad - Wide nature of role
CMM	100%	0%	- Size of curriculum area. Number of direct reports. - Time spent on Staff performance and management. Time is often taken up dealing with operational issues. - Awaiting decisions from Senior Managers. - Ineffective Links within support areas and processes.
SM	83%	17%	- Workloads are too high. - Role is so wide that different managers focus on different aspects of the role and this may lead to inconsistencies in performance. - Time is an obvious issue especially when taking into account the wide ranging role and the number of direct reports in their teams.

Table 4.3: Consideration of the barriers that prevent CMMs from performing their role effectively. (%)

Figure 3/Table 4.3 highlighted that all participant groups admit that there are problematic factors. Findings indicated high percentage positive responses answering, “Yes” to this question and also providing specific barriers. Particular differences were noted between CMMs perceptions in comparison to those of SMs and FES. Findings implied that all groups were in agreement, and notably 100 percent of CMMs’ stated that barriers hindered them from performing. However, some disagreement was evident as 17 percent of SMs’ and 15 percent of FES had very similar responses and perceived that there were no barriers affecting the CMMs.

Participants expressed the view that there was insufficient time to fulfil expectations and complete tasks. Dealing with routine operational compliance, administration tasks and student issues take up the most time. This leaves very little time for new initiatives, innovation and for CMMs to develop their teams, curriculum and departments. SM-PO29 commented: *“Time is an obvious issue especially when taking into account the wide-ranging role and number of direct reports.... this can lead to performance issues.”*

Further complications suggested are that CMMs have become increasingly multifaceted, as well as the continual changing focus of the role to meet the needs of the sector. The interviewee SM-PO35 commented that time was an obvious issue *“the structure doesn’t allow CMMs to engage in developmental conversations...it’s more about firefighting”*.

Certainly, insufficient time and role expansion were stated as reasons for not completing activities. The considerable increase in workload and responsibilities, have noticeably reduced capacity and impacted on effective time management. A majority of responses suggested that CMMs would have more time if direct report numbers were reduced. Also, CMMs should be allocated protected time to ensure timely completion of designated tasks. Interview discussions, explored this further and acknowledged the roles’ diversity and breadth: -

“CMMs rarely have sufficient time they’re managing so many people.” (FES-PO13)

“Challenges of managing teams of up to 80-90 people The will within those roles is very high...people really want to do a good job” (SM-PO35).

Findings revealed, CMMs are overloaded with unmanageable workloads. Indeed, expectations greatly exceed the time available to perform the job productively and satisfactorily. One possible interpretation of this would be the shift of SMs responsibilities' to CMMs, so that they can be released to undertake more executive strategic plans.

4.4 Perceptions, importance and development of the CMMs role.

Respect of the role and rating its importance can be problematic, as the various types of FES have different levels of authority and power (Lumby, 2001). Significant variances in responses were recorded and findings highlighted differences in expectations and there appeared to be inconsistencies between the perceived and actual role. Participants were asked to rate their overall level of satisfaction of the role.

Figure 4/Table 4.4 demonstrated agreement and similarity between SMs (16 percent) and FES (23 percent) responses, in terms of the overall levels of satisfaction ratings. In comparison, CMMs role set disagreed with the other two groups, and didn't rate that they were "very satisfied" with the role whatsoever. Overall, the findings identified that all three groups were content; 82 percent of SMs (16 percent and 66 percent respectively), 85 percent of FES (23 percent and 62 percent respectively) being "very satisfied or satisfied, and notably only comparatively 43 percent of CMMs felt only satisfied with the role.

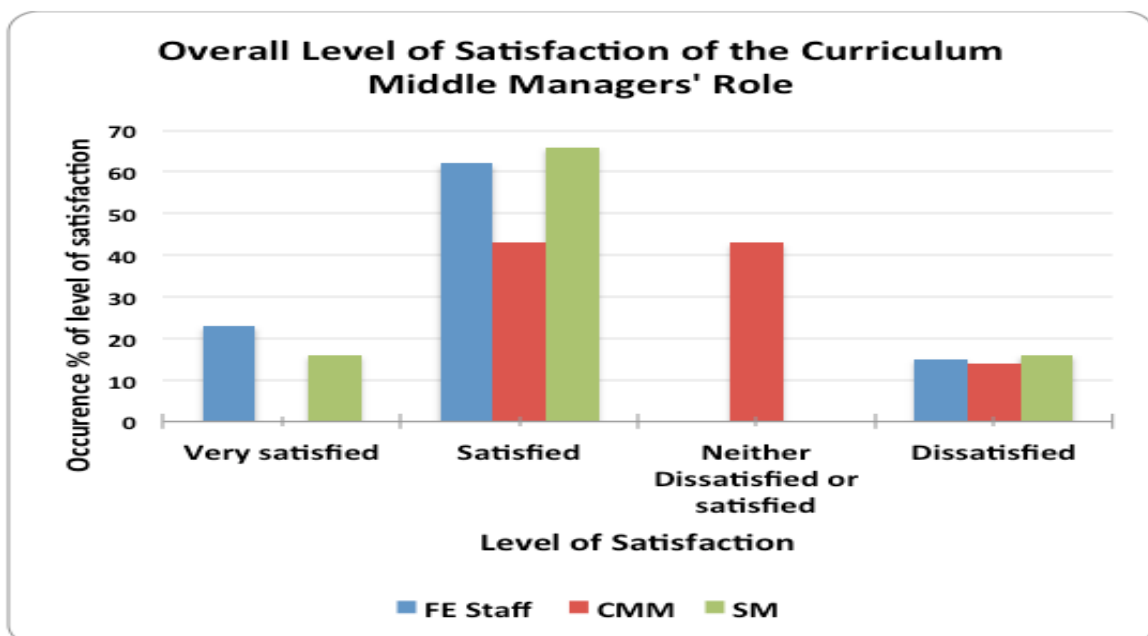


Figure 4: Overall level of satisfaction of the CMMs' role.

How would you rate your overall level of satisfaction of the Curriculum Middle Manager role within the College?				
Group	Very Satisfied	Satisfied	Neither Dissatisfied or Satisfied	Dissatisfied
FE Staff	23%	62%	0%	15%
CMM	0%	43%	43%	14%
SM	16%	66%	0%	16%

Table 4.4: Overall level of satisfaction of the CMM role within the College. (%)

Interestingly, CMMs perceptions implied that they were least satisfied, with the majority of 57 percent of CMMs (14 percent and 43 percent respectively) being dissatisfied or indifferent as they were “neither dissatisfied or satisfied”. This gives the impression that CMMs appear to have an apathetic and dispirited perception of the role. Possibly, relating to the previous section, whereby 100 per cent of CMMs’ considered that there were challenges and barriers hindering the role and their performance. The research established that CMMs are perceived to be doing an efficient and effective job. But at what cost to their welfare and wellbeing as they are surpassing expectations. This could imply an apparent lack of recognition of the role across all role sets.

Figure 5/ Table 4.5 presented findings of the perceived importance of the role. Generally, the total sample responded very positively as the majority really value and rate the role. SM-PO28 commented, *“critical role in ensuring operational delivery of strategic plans and aspirations”*. Specifically, 100 percent of SMs felt very strongly about the roles importance, whereas 86 percent of CMMs and 79 percent of FES less so, but still rated it highly. Given that all groups viewed the role as vital then this further emphasises the urgency to act on resolving issues identified in the barriers (4.3) section.

The question of importance elicited the following comment: -

“Managers are vital.... directly responsible for the level of core service the College provides learners and its community.....the vehicle for communication between SMT and staff.” (CMM-PO2)

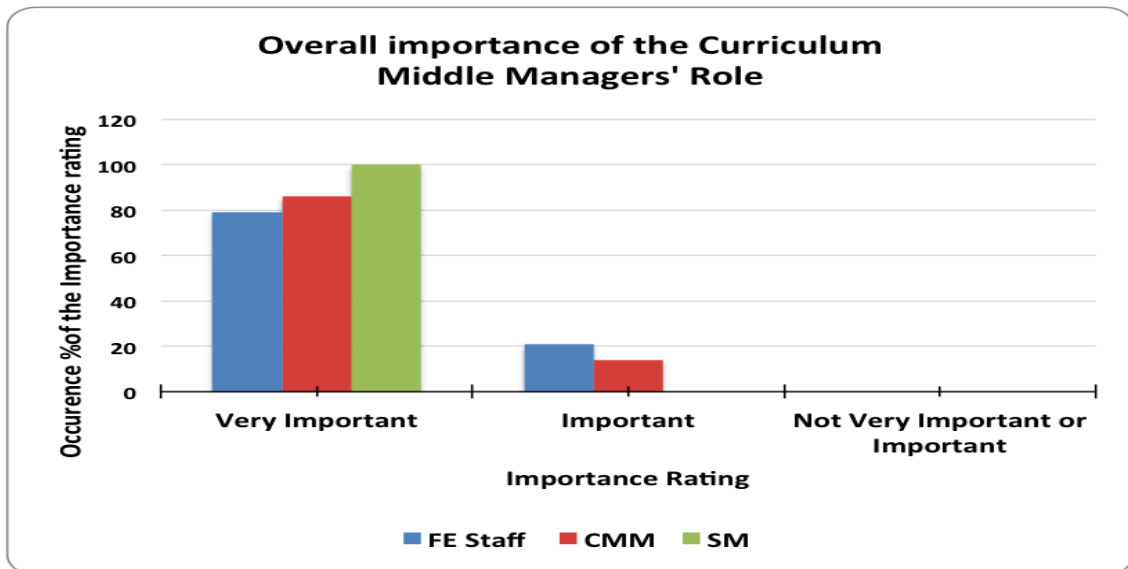


Figure 5: Overall ratings of the importance of the CMM role within the College.

Overall, how Important is the role of the Curriculum Middle Manager within the Further Education College?			
Group	Very Important	Important	Not very Important or Important
FE Staff	79%	21%	0%
CMM	86%	14%	0%
SM	100%	0%	0%

Table 4.5: Overall ratings of the importance of the CMM role within the College. (%)

This information could be useful for recruitment and development of future middle managers. As the role focus transforms, competences and skills required to perform it change also. CMMs and SMs rated development areas in a similar order of priority. They suggested that “Communication/ engagement” and “Inspirational and transformational leadership” were the most required development areas. In comparison, FES indicated that “Strategic thinking and planning” and “Business development” training areas were most needed. It appears that the findings show that both CMMs and SMs are united on what they consider to be important development areas for middle managers.

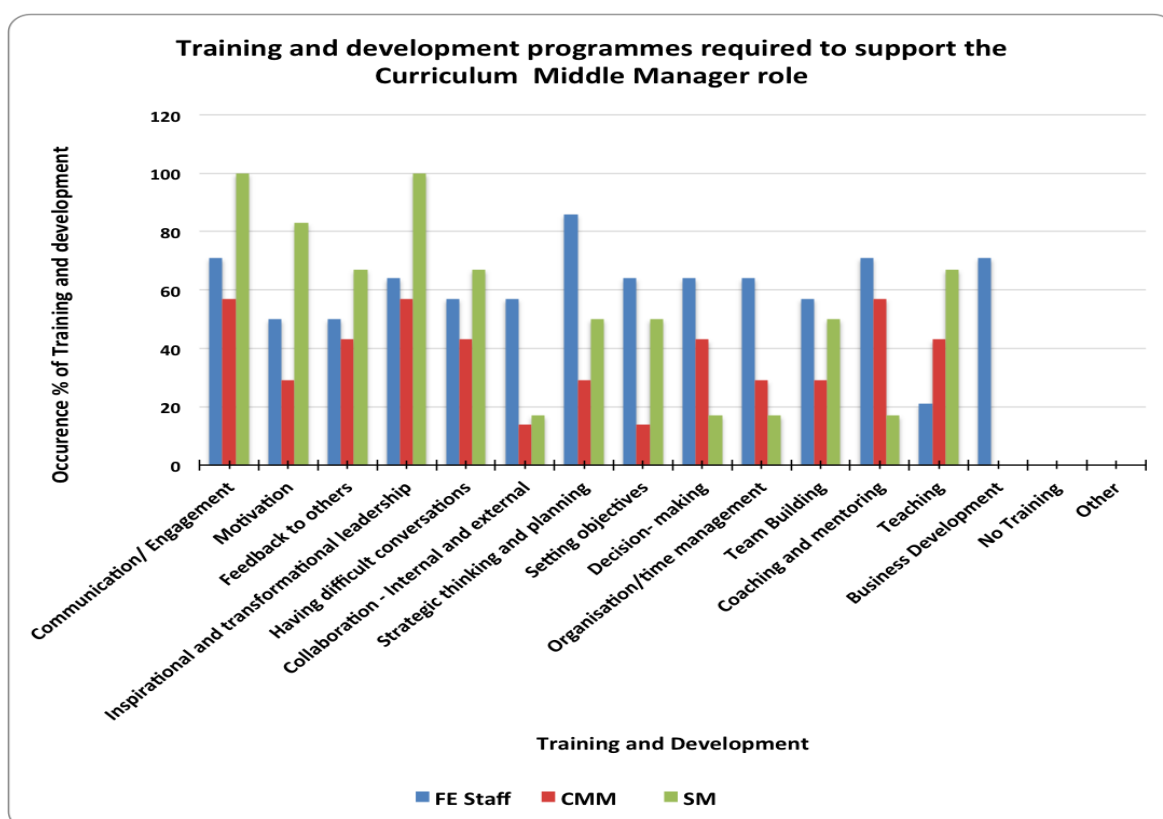


Figure 6: Training and development programmes that would support the CMM role

What further Training and development programmes would support the Curriculum Middle Manager in the role?			
TRAINING AND DEVELOPMENT	FE Staff	CMM	SM
Communication/ Engagement	71%	57%	100%
Motivation	50%	29%	83%
Feedback to others	50%	43%	67%
Inspirational and transformational leadership	64%	57%	100%
Having difficult conversations	57%	43%	67%
Collaboration - Internal and external	57%	14%	17%
Strategic thinking and planning	86%	29%	50%
Setting objectives	64%	14%	50%
Decision- making	64%	43%	17%
Organisation/time management	64%	29%	17%
Team Building	57%	29%	50%
Coaching and mentoring	71%	57%	17%
Teaching	21%	43%	67%
Business Development	71%	0%	0%
No Training	0	0	0%
Other	0	0	0%

Table 4.6: Training and Development programmes that would support the CMM role (%)

Figure 6/ Table 4.6 highlighted that all participants felt training and development was required across all 14 areas. All were in agreement and rated “Communication/engagement” as one of the most required areas of training. In fact, 100 percent of SMs highly rated this, with CMMs (57 percent) and FES (71 percent) indicated that training was needed. There were similarities in responses to “Inspirational and transformational leadership” as both CMMs (57 percent) and FES (64 percent) rated this area. Though, it was apparent that SMs felt more strongly as 100 percent agreed that this and communication were the most significant development needs required.

Significant differences for “Strategic thinking and planning” were recorded between FES and CMMs. Contrastingly, 86 percent of FES rated this as the most required development area, whilst CMMs (29 percent) rated this as one of the least areas. Only half of SMs (50 percent) recognised this area and stated that motivation (83 percent of SMs) was their second most required area. There was a varied response and obvious difference of opinion to “Coaching and mentoring”. As CMMs (57 percent) and FES (71 percent) suggested this was a development area, however a mere 17 percent of SMs rated this.

The responses to “Teaching” indicated that SMs (67 percent) rated this as a training need. In fact, FES (21 percent) and CMMs (43 percent) shared this view but didn’t rate it as highly. Indeed, this was evidenced in an earlier section in Table 4.2 whereby SMs (33 percent) rated this as one of the main responsibilities whilst FES and CMMs disagreed.

Figure 4/ Table 4.6 indicated that 71 percent of FES believed that “Business Development” is needed and this coincides with their responses (43 percent) to the “Business Leader” description in Table 4.1. Comparatively, both SMs and CMMs disagreed with FES and stated that this was not a training requirement as perhaps they felt that CMMs already possess these skills.

Evidently, the participants acknowledged CMMs require support and professional development in all training areas listed. However, they cite that this diverse role has time constraints and task overload, which has impacted on the amount of time given to role development. All participants recognised the role expansion; therefore investment in dedicated training programmes for CMMs and aspiring managers would benefit hugely. This could possibly resolve some of the issues raised in the perceptions section 4.3.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

Over the last decade, the FE sector has experienced an unprecedented level of change; significant reductions in funding, increase of rigorous quality teaching inspections, audits, increase of mergers and target-driven cultures enforced by Government policy. The complex FEC role is able to adapt within the ever-changing social and economic environment. For those working in education, change is a continuous reality and central to the requirement for many FECs, is to revise their strategy to remain competitive (Lumby, 2000). Furthermore, FECs need to evaluate how they operate and appraise future strategic plans in order to capitalise on commercial opportunities and sustain future growth (Butler, 2016).

Many FECs have already adapted to changes, whilst others may need to reshape in order to survive (Butler, 2016). College leaders are expected to have strategic future-proof plans to deliver innovative and diverse curriculum portfolio. Acceptance and embracing the “Age of Apprenticeships” and engaging with local employers to inform curricula will mean more significant changes (Francke, 2016). Hence, a more business oriented and commercial approach poses a challenge (Connor and Hirsh, 2010). Some FECs are not proactive, responsive enough and don’t have the appropriate skilled staff to meet the demands of this changing landscape (Butler, 2016). These challenges have dramatically impacted on the colleges L&M (Lambert, 2013), however, limited research focused on the middle-level.

The literature review and research acknowledged the concept that the CMM role is multidimensional and complex. Briggs (2003:p.141) recognised that the CMM functions are beneficial in exploring and “*defining manager activities*”. The research concentrated on perceptions and challenges of the role as characterised by three quintessential FEC groups. Also, perceived factors that have shaped and defined the role were explored. The extent of how CMMs have changed as regards to responsibility, self-directed style and culture as mentioned in the literature review was acknowledged. (Briggs, 2003; 2007). The research established that CMMs play an integral function; as they assist with development; explain strategic policy, vision and concepts into specific and tangible actions. They determine clear goals by effectively communicating these to other staff and are a resourceful and powerful force for contributing to the College success (Briggs, 2003; 2011).

5.1 Evaluation of the diverse and changing Curriculum Middle Manager role and responsibilities:

Several important themes have developed from the research in relation to the clarification of the CMM role. Key themes are mainly with regards to defining the role, its extensiveness, range of important tasks undertaken, and also the main influences impacting it. Many participants suggested CMMs needed to take more ownership to shape and define the role, and lastly prove its value. Overall, the investigation highlighted the following main findings: the diversified, evolving, changing character of the CMMs role, workload and capacity constraints; and the lack of support for this management level mainly due to infrastructure of direct reports. The role is generally misunderstood as CMMs earn respect and recognition by the quality of their learning area. Undoubtedly, the research determined that the role is important within the FEC, although contrasting power and worth can be afforded to different departments and curriculum areas.

The research established that as a result of the role continuing to grow and being extensively diverse; there was no clear definition of the CMM role and responsibilities. This was especially with regards to their priorities or even how they interact with other college staff. This verified the need for clarity of definition, highlighting the necessity for the description to give a clear representation of the role remit. A lack of recognition and appreciation of the role within an FEC can contribute to undermine its control authority and independence. Gleeson and Shain (1999) contend that CMMs should understand the role requirements and associated performance standards. Consequently, CMMs can then assess their competence and plan developmental growth strategies to improve effectiveness.

This study showed that a well-defined role is fundamental to allow CMMs to completely understand their responsibilities and perform effectively. Further evidencing the recommendation that the definition clarification needs to be communicated to the whole college so that everyone has the same expectations of the role range and nature. The literature review and research indicated that CMMs specialist or generalist responsibilities are of a changing nature as they vary significantly and are wide-ranging.

CMMs are faced with periodic challenges, which cause the role to be overloaded. Dependent on curriculum areas, some CMMs are still assigned teaching hours whilst still conducting management duties such as leading teams, coordinating operational tasks, managing curriculum quality to name but a few. The study highlighted the fact CMMs feel overwhelmed and pressured by meeting deadlines for operational processes. These tend to

dominate their time, capacity and take priority over transformational and innovative leadership aspects of the role. CMMs are enthusiastic about carrying out their role, however there is still some confusion and uncertainty about its boundaries and identity.

The research demonstrated that there were varied opinions and disparities concerning whether the role expects the manager to assume specific duties in a certain way or whether it is mainly down to the manager's own individual approach, experience and competence. Undoubtedly, there seems to be a distinct lack of transparency as to what the definition of the role is. On occasions this has caused misunderstandings and discord, in that tasks are being duplicated or sometimes overlooked and ignored. This appears to be due to apparent blurred lines and a lack of knowledge surrounding whose responsibility certain tasks belong to. The research established that CMMs have a growing extensive range of responsibilities that have evolved because of the changing nature and reform. Support, understanding and recognition from SMs and FES is required in order for the role to be effective as it isn't only satisfactory to enact the role in a standard and traditional way.

CMMs workload has increased, and the assigned responsibilities have meant that the role is more leadership based, which was formerly perceived to be the SMs' responsibility. However, the research ascertained that leadership is perceived by both SMs and CMMs as being just as essential to the more customary duties of managing teaching and learning within respective curriculum areas. The research indicated that with regards to some tasks, there was a disconnection between the expectations of the participant groups. Indeed, college management would benefit from communicating their expectations of the CMMs role and responsibilities to all colleagues to ensure comparable expectations. SMs appear to be moulding CMMs role more in line with their own and even certain responsibilities have been delegated to CMMs. This appears to authenticate Leader's (2004) and Hannagan et al (2007) views that there has been an actual transferral of SMs managerial duties to the CMMs. Briggs (2003) and Gleeson and Knights (2008) agree the role is considered as management rather than that of a teacher. Also, CMMs are expected to consider the strategic direction of the wider organisation as well as the operational aspects of their responsibilities within their departments.

In the investigation, SMs outlined that they recognise the increasing demands on CMMs. However, SMs expectations were on occasions conflicting to the other groups and it would appear that they don't completely realise the full extent and vital role that CMMs perform. Additionally, there was a lack of agreement between CMMs and SMs in relation to

responsibilities and training and development requirements. Additionally, this influences the process of gaining clarity of the role definition and raises the need for an appropriate professional development programme.

The research presented the fact that perceptions and expectations of the CMM role are greatly influenced by how successfully and reliably its duties are understood. It is important that everyone in the College, especially CMMs, have a distinct understanding of the role functions and purpose. Otherwise disagreements, conflict and issues can arise that impede role success and future development, however improved communication and more effective working relations across the College should address this.

5.2 Factors that have influenced, challenged and changed the role

The research validates that the role has evolved and continues to develop in line with changes in the FE sector. In practice these changes have resulted in an increase in managerial and leadership duties, some of which have been devolved from SMs. The study indicated that these changes have influenced and challenged the role. They are actually having a negative impact on how CMMs conduct tasks, either by restricting time allocated to conventional characteristics of the role or by essentially shifting the role's focus.

Fundamentally, CMMs perform a critical role in managing the teaching-learning process, the quality assurance procedures and continuous improvement. It is important that CMMs classify their roles with regards to responsibilities, working relationships, working environments and external influences (Blandford, 2006). The study identified various key issues and barriers hindering the role and these included; time constraints, number of direct reports, diverse and increasing workload, and overall the continual changing nature. Generally, CMMs were valued and perceived by all groups to be efficiently and successfully performing their tasks, however this may not be sustainable if the barriers are not recognised and urgently addressed.

The study demonstrated that due to the organisational structure of the departments, some CMMs do not regularly collaborate with other middle managers. How effective CMMs are in their professional role and how they interact with other managers is dependent on their breadth of knowledge and understanding of the overall college purpose and vision. Though FEC values and purpose generally are shared, the range of CMMs identities within the college is extensive. CMMs are positioned across a broad area of academic and vocational curricula, management responsibilities and professional services.

The study showed that the understanding among CMMs of each other's function is limited and roles have different stature, authority and perceived value. This indicated that a greater understanding is needed, as this has a significant impact on the effectiveness of middle leadership in the FEC. The research indicated that CMMs acknowledge their own role within their various college departments and are completely aware of the barriers preventing them from successfully performing. All participant groups recognised that the role is complex and has grown substantially resulting in unmanageable workloads. The literature and research identified that CMMs have insufficient time to perform their role successfully (Adey, 2000; Glover et al 1998)

5.3 Recognition of the importance and management development of the CMM role.

Clearly, the study indicated that perceptions of the role and the tasks they enact do vary between groups. However, there was obvious agreement that they play a crucial and integral role within the FEC. It would appear that they are functioning as key communicators and links between tiers of staff. CMMs have a multifaceted, often challenging educational leadership role and in particular their profile needs to be improved within the FEC (Smith, 2005, p. 82).

Potential transformational developments for the FEC future could see them championing, both locally and regionally for community and social mobility, collaboration with schools, developments in digital educational and partnership working with employers as the Apprenticeship Levy embeds. The constricting funding environment and significant policy change present an instant backdrop within the sector. However, it is undeniable that FE continues to face challenges, but it needs to be adaptable, embrace opportunities in changing times and be visionary in order to deliver the skills for the future.

Evidently, CMMs' role continue to change to meet these escalating demands and pressures within the sector. Adey (2000) states that CMMs must adapt and be ready to take on various challenges, therefore their professional development needs will increase respectively. Additionally, Adey (2000) suggests that an authentic, yet participative and collaborative L&M approach within departments, will assist FECs' to have a better understanding of the role and functions. Moreover, FES should increase their awareness by developing leadership knowledge and skills. This may mean delegation and leadership distribution as a partial resolution. Hence, creating self-sufficient and empowered teams across the college.

It is recommended that CMMs have more time available (Briggs, 2003; Bennett, 2003; Wise, 1999). Therefore, this could present opportunities for management time to fulfil their CMM diverse responsibilities. Resulting in capacity to be transformational, innovative and lastly embrace strategic objectives as directed by SMs. The study recognised that it is vital that both SM and CMM levels further collaborate and focus towards a shared vision and common purpose. Subsequently, this alliance has an important role in the alignment of expectations owned by CMMs and SMs.

Once the role has been defined considerably, there is a need to ensure that CMMs have the necessary skills to be effective (Briggs, 2007). These would include project management, planning, monitoring and reviewing, coaching and mentoring, strategic and forward thinking. Moreover, this would future-proof the role in terms of providing a clear focused direction and allowing them to undertake professional development. By enhancing and investing in CMMs skillset it would ensure that they are better equipped to meet the growing sector demands. They need to be more business-focused, commercially minded and they will play a vital role in the future of the FEC (Butler, 2016).

The research indicated that there has been some improvement in the development of CMMs. However, there is still a lack of appropriate training prior to them accepting roles, including those aspiring to be middle managers. The research indicated that the role is developing and increasing in difficulty, therefore essential skills and training are needed to navigate the role effectively. Whilst SMs acknowledged the fact that CMMs required necessary skills, the belief was that they know how to do their job. It is recommended that both a middle management induction and contextualised framework of professional development programmes such as a person-centred leadership programme; be introduced to further support existing and invest in the next generation of future leaders

5.4 Research Limitations, Recommendations and Future Research

The research provided an insight into the CMMs practical management experience and approaches and could be interesting to both current and aspiring CMMs, SMs and FES. Overall the study raised awareness and provided wider knowledge about the expectations and development of CMMs. It highlighted the fact that they are a key asset and integral player in creating positive teaching and learning experiences within FECs.

The study generated rich informative data from questionnaires and semi-structured interviews. The participant selection and engagement across the three groups enhanced the

data reliability and research findings. A limitation of the study was that the research was based across three large college groups, therefore a wealth and large amount of data was obtained. Consequently data extrapolation and comparisons of key themes was challenging and extensive. Further research is required to explore perceptions within each group to seek role clarification. Additionally, the descriptions could be less broad and more specific to the role set.

This study was based on a local FEC, which has faced many difficulties including periods of restructuring. Moreover, even within the last 6 months and during the course of this investigation another organisational restructuring was instigated across both SM and CMM tiers. As a result of these challenges, changes in funding, and the need to increase the College income; managers' roles have undergone significant reform. The management roles were reviewed in order to improve and support future-proofing the FEC's positioning, in terms of continuous sustained growth and financial security.

There was a definite shared view that the college organisational structure was not fit for purpose. The perception was that CMMs *"were being spread much too thinly, trying to be everything to everybody...feedback came through the Wellbeing Index survey"* (SM-PO35). A proposed new structure would have a triangulation of three managers within each curriculum area. Moreover, what is imperative is to shape the CMM role in order to eradicate any "blurred lines" or role perceptions. Considerations should include reviewing workload and capacity in order that the managers can deliver on the College strategic plan. The CMM role would be separated into two very distinct roles and levels. A Head of Curriculum role, which would be strategic, focused on curriculum innovation and development. Then two Curriculum Managers, which would be operational and upholding standards within departments. The curriculum group direct reports could then be split between the three managers.

The recommendation would be to recognise the need to create an educational organisation where people have time with their leaders and managers in order to have conversations on development, how to further improve curriculum, how to meet future needs of industry and give students the best FEC experience. This period of transition on the "change carousel" would require all staff, especially College leaders to be brave and courageous. The whole FEC would need to be overhauled and go through a significant restructure as a result of the barriers identified but the results will pay dividends in the long run. It would be interesting

and beneficial for further research to be conducted once a new structure has been implemented and embedded.

This research has established that there is a need for further understanding of the different elements and characteristics of the CMM role and the concepts are transferrable to other FECs. With some refinement of the questionnaires and interview questions, other colleges could use these for their own CMMs in order to research perceptions, expectations, identify concerns and optimise managerial performance. Further research could be carried out in the form of a case study, as this would provide a more in-depth and richer representation of the role. Observations of CMMs performing their responsibilities in curriculum areas would be necessary. Additionally, the researcher acknowledges the potential to expand on using this method in future research, through widening the investigation to include other FEC's across Wales and drawing comparisons from the resulting findings (Yin, 1993).

In accordance with Briggs (2007 & 2011) the CMM role is still in a state of flux, due to its nature and characteristics continuing to be in an ever-evolving state. The role is faced with a number of challenges and therefore still has its difficulties. What is commendable is that even in challenging times CMMs continue to weather the highs and lows, by striving for excellence and endeavouring to play a vital part in the changing educational landscape. Overall, the research established that the role is acknowledged as significantly valued and important. More investment into the professional development of the role is required. Additionally, a robust strategic action plan to rectify the barriers hindering effective performance needs to be agreed and implemented. Evidently, the CMM role in the FE sector still requires further research and essentially, it continues to be an exciting time for those vital CMMS taking the exhilarating ride on the change carousel.

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APPENDICES

APPENDIX A: Consent Form

APPENDIX B: Questionnaires – CMM complete format, SMT and FES overviews and links

APPENDIX C: Questionnaires Cover Letter explaining Research Purpose

APPENDIX D: Semi-Structured Interview Questions and Transcription PO13

APPENDIX E: Semi-Structured Interview Cover Letter explaining Research Purpose

APPENDIX F: Spreadsheets for all Data Questionnaires and Interviews (SMT sample)

APPENDIX G: Spreadsheets for all Data Questionnaires and Interviews (CMM sample)

APPENDIX H: Spreadsheets for all Data Questionnaires and Interviews (FES sample)

APPENDIX H: Data Analysis Comparison of Groups

APPENDIX A: Consent Form

CONSENT FORM

Project Title: The Change Carousel: An evaluation of the changing educational management role of the Curriculum Middle Manager in a Further Education College.

Name of Researcher: Denise Brookes-Cooze

Position of Researcher: Work based Learning Manager

	Please initial box	
1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.		
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.		
3. I agree to take part in the above study.	Please initial box	
4. I agree to the interview / focus group / consultation being audio recorded.		
5. I agree to the use of anonymised quotes in publications		

Name of Participant: - _____ **Date:** - _____ **Signature:** - _____

Name of Researcher: - _____ **Date:** - _____ **Signature:** - _____

APPENDIX B: Questionnaires – There are specific questionnaires for each participant group (CMM, SMT and FES).

QUESTIONNAIRES

MAPDET

RESEARCH 2019



Survey of the Curriculum Middle Manager role in a Further Education College.

The Role of the Curriculum Middle Manager in a Further Education College.

This survey is intended to:

- Assist in the evaluation of the changing educational management role of the Curriculum Middle Manager in a Further Education College.
- Provide information on the perception of the Curriculum Middle Managers role.

Thank you for agreeing to participate in this survey and contributing to an evaluation and better understanding of the Curriculum Middle Manager role.

The survey should only take 10 -15 minutes to complete.

Comment boxes are provided for some questions if you wish to expand on your answers.

1. Email address *

2. 1. Please confirm your gender?

Mark only one oval.

- ☐ Male
- ☐ Female
- ☐ Other
- ☐ Prefer not to say

3. 2. What best describes your current role in the College?

Mark only one oval.

- ☐ Principal/ Vice Principal / Deputy Principal
- ☐ Senior Manager /Director /SMT
- ☐ Curriculum Middle Manager /CDG
- ☐ Business Support Manager / COG
- ☐ Team Leader / CAL
- ☐ Lecturer / Trainer
- ☐ Coordinator
- ☐ Business Support
- ☐ Other

4. If other - please specify?



3. How long have you been in your current role?

Mark only one oval.

- ☐ Less than 5 years
- ☐ 5 - 10 years
- ☐ More than 10 years
- ☐ Other

If other - please specify?

4. In your current role, if you have line management responsibility, how many people report directly to you?

Mark only one oval.

- ☐ None
- ☐ 1 - 5
- ☐ 6 - 10
- ☐ Over 10
- ☐ Other

If other - please specify?

5. How would you rate your overall level of satisfaction in your role as a Curriculum Middle Manager?

Mark only one oval.

	1	2	3	4	5	
Very Dissatisfied	☐	☐	☐	☐	☐	Very Satisfied



6. How would you describe your role as a Curriculum Middle Manager?

Mark only one oval per row.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
The "Link" between Senior Management and Curriculum/Business Support Teams	☐	☐	☐	☐	☐
An instructional leader, who inspires, motivates and manages the team.	☐	☐	☐	☐	☐
Interprets, demonstrates and implements the College Vision, values, and policies within Curriculum area	☐	☐	☐	☐	☐
Ensures Quality of teaching, learning and assessment within Curriculum Area	☐	☐	☐	☐	☐
Operational and administrative leader of the Curriculum area	☐	☐	☐	☐	☐
Business leader and curriculum developer and innovator.	☐	☐	☐	☐	☐
Engages and communicates with Employers, Students, Parents and External Bodies.	☐	☐	☐	☐	☐

7. Of the descriptions identified previously, which top three do you consider to be the most important parts of your role as a Curriculum Middle Manager?

Tick all that apply.

- ☐ The "Link" between Senior Management and Curriculum/Business Support Teams.
- ☐ An instructional leader, who inspires, motivates and manages the team.
- ☐ Interprets, demonstrates and implements the College Vision, values, and policies within Curriculum area .
- ☐ Ensures Quality of teaching, learning and assessment within Curriculum area.
- ☐ Operational and administrative leader of the Curriculum area.
- ☐ Business leader, curriculum developer and innovator.
- ☐ Engages and communicates with Employers, Students, Parents and External Bodies.



8. Identify from the following list the responsibilities that apply to your role as a Curriculum Middle Manager and also indicate the amount of time spent on each responsibility?

Tick all that apply.

	Tick if applicable	Less than 1 day a week	More than 1 day a week	No Time	Other
Teaching	☐	☐	☐	☐	☐
Staff and Performance Management: Appraisals, development, Sickness and Absence.	☐	☐	☐	☐	☐
Resource Management: Budgets, staffing, teaching and learning resources	☐	☐	☐	☐	☐
Communication: Staff, students, parents, employers, schools, other departments and Senior Management	☐	☐	☐	☐	☐
Operations and administration: Manage systems, records, processes and procedures.	☐	☐	☐	☐	☐
Quality: Self assessment, Course reviews, QDP, and manage Awarding Body requirements	☐	☐	☐	☐	☐
Recruitment and selection: interviewing learners or potentially new staff.	☐	☐	☐	☐	☐
Curriculum development and Planning	☐	☐	☐	☐	☐
Business Development, Employer Engagement and contract management	☐	☐	☐	☐	☐
Student Welfare: Care, safeguarding and well-being.	☐	☐	☐	☐	☐
Marketing and Promotion	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐



9. What are the top three responsibilities that apply to your role as a Curriculum Middle Managers?

Tick all that apply.

- ☐ Teaching
- ☐ Staff and Performance Management: Appraisals, development, Sickness and Absence.
- ☐ Resource Management: Budgets, staffing, teaching and learning resources
- ☐ Communication: Staff, students, parents, employers, schools, other departments and Senior Management
- ☐ Operations and administration: Manage systems, records, processes and procedures.
- ☐ Quality: Self assessment, Course reviews, QDP, and manage Awarding Body requirements
- ☐ Recruitment and selection: interviewing learners or potentially new staff.
- ☐ Curriculum development and Planning
- ☐ Business Development, Employer Engagement and contract management
- ☐ Student Welfare: Care, safeguarding and well-being.
- ☐ Marketing and Promotion
- ☐ Other

If other - please specify?

10. Do you consider that there are barriers which prevent you from performing your role effectively?

Mark only one oval.

- ☐ Yes
- ☐ No

If Yes, please identify the main barrier that prevents you from performing your role effectively and why?



11. Overall, how important is the role of the Curriculum Middle Manager within the Further Education College?

Mark only one oval.

	1	2	3	4	5	
Not very important	☐	☐	☐	☐	☐	Very important

12. Please comment further on the importance of the Curriculum Middle Manager role within the Further Education College?

13. Have you received training and development in any of the following areas?

Tick all that apply.

- ☐ Communication/engagement
- ☐ Motivation
- ☐ Feedback to others
- ☐ Inspirational and transformational leadership
- ☐ Having difficult conversations
- ☐ Collaboration - Internal and external
- ☐ Strategic thinking and planning
- ☐ Setting objectives
- ☐ Decision- making
- ☐ Organisation/time management
- ☐ Team Building
- ☐ Coaching and mentoring
- ☐ Teaching
- ☐ Business Development
- ☐ No Training
- ☐ Other

If Other - please specify?



14. What further training and development would you need to support you in your Curriculum Middle management role?

Send me a copy of my responses.

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Survey of Senior Managers' expectations of the Curriculum Middle Managers role.

The Role of the Curriculum Middle Manager in a Further Education College.

This survey is intended to:

- Assist in the evaluation of the changing educational management role of the Curriculum Middle Manager in a Further Education College.
- Provide information on the perception of the Curriculum Middle Managers role.

Thank you for agreeing to participate in this survey and contributing to an evaluation and better understanding of the Middle Manager role.

The survey should only take 10 -15 minutes to complete.

Comment boxes are provided for some questions if you wish to expand on your answers.

Email address *

1. Please confirm your gender?

Mark only one oval.

- ☐ Male
- ☐ Female
- ☐ Other
- ☐ Prefer not to say

2. What best describes your current role in the College?

Mark only one oval.

- ☐ Principal/ Vice Principal / Deputy Principal
- ☐ Senior Manager /Director /SMT
- ☐ Curriculum Middle Manager /CDG
- ☐ Business Support Manager / COG
- ☐ Team Leader / CAL
- ☐ Lecturer / Trainer
- ☐ Coordinator
- ☐ Business Support
- ☐ Other

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Survey of FE College Staffs' expectations of the Curriculum Middle Managers role.

The Role of the Curriculum Middle Manager in a Further Education College.

This survey is intended to:

- Assist in the evaluation of the changing educational management role of the Curriculum Middle Manager in a Further Education College.
- Provide information on the perception of the Curriculum Middle Managers role.

Thank you for agreeing to participate in this survey and contributing to an evaluation and better understanding of the Curriculum Middle Manager role.

The survey should only take 10 minutes to complete.

Comment boxes are provided for some questions if you wish to expand on your answers.

Email address *

1. Please confirm your gender?

Mark only one oval.

- ☐ Male
- ☐ Female
- ☐ Other
- ☐ Prefer not to say

2. What best describes your current role in the College?

Mark only one oval.

- ☐ Principal/ Vice Principal / Deputy Principal
- ☐ Senior Manager /Director /SMT
- ☐ Curriculum Middle Manager /CDG
- ☐ Business Support Manager / COG
- ☐ Team Leader / CAL
- ☐ Lecturer / Trainer
- ☐ Coordinator
- ☐ Business Support
- ☐ Other

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APPENDIX C: Questionnaires Cover Letter explaining the Research purpose

Participant Identification Number: P0 _____

Research Project Title: The Change Carousel: An evaluation of the changing educational management role of the Curriculum Middle Manager in a Further Education College.

Questionnaire

Dear Participant,

My name is Denise Brookes-Cooze and I am studying at the School / Faculty of Education at the University of Wales Trinity St. David's. I am currently in the process of completing the dissertation stage of a Masters programme in Professional Development, Education and Training (MA PDET).

I would be very grateful if you would participate in my research project. This study is aimed at investigating the changing educational management role of the Curriculum Middle Manager (CMM) in a Further Education College.

Through your participation my intention is to ascertain how the CMM role and responsibilities have changed within a Further Education College (FEC), including a consideration of background study of the effects of mergers on this level of management through the context of a local FEC. The Questionnaire should take approximately 10- 15 minutes. There are no right or wrong answers.

My aim is to analyse all the questionnaire data. All responses would be kept strictly confidential to the researcher and at no time would individual responses be released to another person. The participants would remain anonymous and the information provided confidential.

Attached to this letter is a consent form, which I would be grateful if you could complete. Please return the completed form to the email address detailed below.

Once all the questionnaires have been completed, submitted and the data collected and transcribed, a number of participants will be randomly selected to participate in a short 30-minute interview to explore the responses from the Questionnaires further.

Should you have any questions or require any additional information please do not hesitate to contact me.

dbcooze@bridgend.ac.uk

Thanking you in advance.

Kind regards,

Denise Brookes-Cooze

SEMI-STRUCTURED INTERVIEW QUESTIONS

MAPDET RESEARCH 2019

Interview Structure –

1: - Welcome and Introduction

Purpose of Research

Interview Consent Form

Interview recording and notes

Anonymity - research participants will not be named.

2: - Curriculum Middle Managers (CMMs) role - Function

The questionnaire that was distributed to the FE College staff included questions relating to the Curriculum middle managers' role. The information provided prior to the interview highlights one particular section: -

- *“How would you describe the role of a Curriculum middle manager?”*

Note: - If all seven roles **not** ticked: -

- Ask why the interviewee didn't consider the description to be part of the CMM role.
- Question 7 - “Which top three descriptions do you consider to be the most important parts of the CMM role?” - explore further “what was the most important and why?”

3: - Expectations and perceptions of the Curriculum Middle Managers (CMMs) role

The questionnaire that was distributed to the FE College staff included a question (8) that asked participants to identify from a list the responsibilities that apply to the CMM role and also to indicate the amount of time expected to be dedicated to each responsibility. The information provided prior to the interview highlighted this question: -

- *“Identify from the following list the responsibilities that apply to the CMM role and indicate the amount of time expected to be dedicated to these responsibilities?”*
-

Note: - If all twelve roles **not** ticked: -

- Ask why the interviewee didn't consider the responsibility to be part of the CMM role.
-

- Question (9): - “Which of the top three responsibilities do you consider to be the most important of the CMM role?” - “why did you consider each of these responsibilities to be important? - Explore further “what was the most important and why?
- Question (10) - “Do you consider that there are barriers that prevent CMM’s from performing their role effectively?” - “why do you consider that there are barriers?” -
- **Explore further** - you stated that the CMM has “*Amount of line management reports; some CMMs find it difficult to tackle issues or support staff effectively due to the wide nature of the role; some training required in people management*”. What could be done to overcome these barriers? Could these barriers be overcome through training? If not, then why not?

4: - Curriculum Middle Managers (CMMs) role - Importance

The questionnaire that was distributed to the FE College staff included a question (11) that asked participants to rate how important the CMM is within the FE College. The information provided prior to the interview highlighted this question: -

- “*How important is the Curriculum middle manager within the Further Education College?*”

- **Explore further** - If viewed as important, then why? If viewed as not important, then why?
- Comments gathered from the survey suggest that it is a “*key*” and “*crucial*” role and the CMM is an “*integral link between teams, SMT and employers.*” and lastly “*they make things happen*”. Do you agree or disagree with these comments and why?

5: - Any Other Comments

- Are there any other comments that you would like to make and discuss regarding the CMM role?

Semi Structured Interview Transcription – Participant P013

Room: Classroom 1

Time: 15.30pm

Date: 24th July 2018

Interviewer: The Researcher

Participant: P013

Transcript Extract - FE College staff

Title:	No:	Questions and responses Text
Interviewer	1	Good afternoon
P013	2	Hello
Interviewer	3	Thank you so much for coming and agreeing to take part in the interview today. The purpose of the interview is to investigate the role of the Curriculum Middle Manager within a Further Education College. The information acquired from this interview will form part of my research for my Masters Degree (MPDET). Are you happy to still contribute and proceed?
P013	4	Yes, I am happy to be taking part in your research and would be interested in reading the final research study.
Interviewer	5	My intention is to use this opportunity to explore your views and perceptions of the role of the Curriculum middle manager. Any information gained from the interview maybe included in my dissertation. However, any individuals, participants and college will not be named. Anonymity is integral and will be ensured.
P013	6	Thank you for the reassurance.

Interviewer	7	The questionnaire distributed to FE staff included a question on describing the role of a Curriculum middle manager? Your response to each description identified that you agreed with all of them and how they described the CMM role. Why did you agree with all these descriptions?
P013	8	I agreed with them all is they were all an accurate description of the CMM role. The role is hard to describe, as it is so varied and diverse. In fact, if you compare and look at each individual CMM then there would be differences.
Interviewer	9	Why is that?
P013	10	Each CMM manages a specific curriculum area, so the role they have is mainly influenced by the curriculum that they manage and the department they work in. It does really depend on the department that you work in and whether you need to be more “hands on” with the day to day running of the department. Some managers have teams of delivery staff and lecturers and they sometimes get involved with the teaching. They should leave the teaching to the delivery staff though.
Interviewer	11	Why would the CMM need to be more involved or “hands on” in their departments?
P013	12	Well, this is mainly because of the lack of staff to delegate tasks too or it could be a control thing too. The manager has to help out in the department; otherwise things just don’t get done. I think more of a manager and respect them if they are willing to help out. Though they don’t really have the time. They always have to attend meetings at the last minute.
Interviewer	13	You responded, “strongly agree” to the description “<i>Ensures quality of teaching, learning and assessment within Curriculum area</i>”. Do you not think that the CMM would need to be involved and have a good

		understanding of the curriculum and teaching in order to run the department effectively?
P013	14	Yes, they do need to be involved but they need to manage and lead and let the teaching staff do the teaching. Some CMM end up teaching because they haven't got enough staff. They can't do everything and also be expected to manage quality as well. They just don't have enough time. Managing quality is important because of the data and Estyn inspections. However, the College has a quality department for that. The managers seem to do the quality control and feedback into the quality department.
Interviewer	15	Having enough time to carry out tasks does appear to be an issue for the CMM. Would you agree with that?
P013	16	Yes. However, that could be said for everyone, as it is about effective time management. Although the managers seem to get asked to do more and more.
Interviewer	17	It is interesting that you also responded, "strongly agree" to the description " <i>Operational and administrative leader of the Curriculum area</i> ". Why do you think that?
P013	18	I think that CMM's tend to be very operational and lead the team to ensure that procedures and processes are adhered to. This is an important and time-consuming function of the role. Perhaps CMMS need to carry out this role, as they are the main "go to" person as there isn't anyone else that can make decisions. The CMM's don't have deputies so they are regularly being asked questions, dealing with queries or issues, problem solving and decision-making. Some CMM's empower their staff to make decisions and then the staff find the solutions. This is effective as then all they need to do is to update and check that the CMM is happy with the outcomes.
Interviewer	19	Do CMMs have the capacity to be " <i>Operational and administrative</i> " within their current role?

P013	20	I think that CMMs need to take the lead because there isn't anyone else. Though CMMs don't really have the time to be so operational as they need to deal with so many other things, such as staff performance, quality, and curriculum planning. However, some CMMs do have experienced staff and they are more familiar with the operational processes, so they just get on with their jobs. I suppose some teams are more self-sufficient than others. Some teams need more direction and leadership from the CMMs and this can be time consuming.
Interviewer	21	What happens when the CMM isn't available to be the operational and administrative leader?
P013	22	Well, some staff just take it upon themselves to take the lead otherwise the team waits until they can speak to the CMM. This can cause resentment, as some staff don't like taking orders or being told what to do by other members of the team. Also, if the CMM isn't available then this can cause delays and isn't very efficient way of running a department. I suppose CMMs could do with having a deputy or someone to be the operations lead or coordinator.
Interviewer	23	That's interesting. So within teams some members tend to take the lead in the absence of the CMMs. Is that a good thing for others to demonstrate their leadership skills to ensure operational service is maintained?
P013	24	Yes, there should be leaders within the teams as long as they are acting on behalf of the CMM and not contradicting what the CMM wants or how the CMM wants the department to run. Otherwise it can get confusing for the team. Too many leaders.
Interviewer	25	In question 7 of the questionnaire, you were asked to identify which of the top three descriptions you considered to be the most important parts of the CMM role. Why did you consider "An instructional leader, who inspires, motivates and manages the team" and interprets, demonstrates and implements the College Vision, values, and policies within Curriculum area"

		to be the most important descriptions?
P013	26	This follows on from my previous answer about leading the teams. The CMMs have to lead the team and give clear direction and focus. Staff tend to respond and react more positively to managers that they respect and have credibility.
Interviewer	27	Why do you think that is? Why do staff respond more positively?
P013	28	Oh well that could be because the staff are motivated by CMMs that are enthusiastic and inspirational. The managers need to clearly communicate what needs to be done, how to do it and why it has to be done. However, not all CMMs have these skills. Some CMMs have a more direct approach and this can affect staff morale and causes problems.
Interviewer	29	In your opinion would CMMs benefit from further training and development in their roles?
P013	30	Definitely! Some managers need it more than others.
Interviewer	31	In the questionnaire, you were asked what areas of training and development should the CMM have. Why did you tick all areas listed?
P013	32	Well that's because they are all important and managers need to have training. In fact, some curriculum managers use to be lecturers or teachers and although they know how to manage students they would benefit from a leadership course to help them manager difficult staff. Things like Performance, investigation skills, and report writing skills would be good too. I wouldn't mind going on a development course too.
Interviewer	33	Thank you for your answer to that question.
Interviewer	34	Why did you also consider "Business leader, curriculum developer and innovator", as one of the most important parts of the CMM role to be the most

		important descriptions?
P013	35	It is difficult in FE. We are a small College with two large Colleges either side. So it can be competitive to attract students. Therefore, CMMs need to be innovative and develop the right curriculum that inspires students to come to our College.
Interviewer		In the questionnaire you identified that Curriculum development and Planning to be one of the top three most important responsibilities of the CMM role. Why is it so important?
P013		Like I said, it is like running a business, so managers need to develop, plan and promote the curriculum to ensure that students enrol onto our programmes rather than going to our competitors. We need more investment in this. The senior management team agree the budgets and expenditure. Then it is the responsibility of the managers to manage their areas within that budget. They are expected to recruit delivery staff and purchase resources to deliver courses and qualifications. It can be really difficult to manage the expectations of the lecturers as sometimes the managers just don't have the budget.
Interviewer	36	In some Further Education Colleges middle managers are recruited from industry and business sectors. Do you think that this business experience would be an advantage in the role?
P013	37	Yes, it would help, as basically managers have to run the departments like a business. The curriculum middle managers' role is difficult as they are the middlemen. They act as the "go between" the demands of the delivery or lecturing staff and the goals of the senior management team. In fact, the managers are on the front line and are expected to do so much. Sometimes they don't get everything done and sometimes mistakes are made.
Interviewer	38	The next question in the questionnaire focused on the expectations and perceptions of the Curriculum Middle Managers role.

		Question 8 asked you to identify from a list the responsibilities that apply to the Curriculum Middle Managers role and also to indicate the amount of time expected to be dedicated. You identified eleven out of twelve responsibilities as being part of the role. Why did you not consider “teaching” responsibility to be part of the CMM role?
P013	39	The managers have enough to do without having teaching as well. If they are timetabled to teach and be in the classroom, then they won’t be available to manage and lead the team. It would be difficult for managers to focus on the teaching and the students when they know that they have other things to do. It wouldn’t be fair to the students or the team. Managers have a hard enough time juggling all the other responsibilities without putting teaching on them too.
Interviewer	40	Some curriculum middle managers are experienced lecturers and are subject leaders in their department. What do you think about those managers still being able to use their teaching expertise?
P013	41	I think that for those curriculum middle managers that want to teach and have the capacity to do so, then they should have the opportunity to teach. They would need to have very good time management and support ‘to be able to truly focus on the teaching. However, they should share their expertise and best practice and develop other lecturers.
Interviewer	42	In question 8, you identified how much time should be given to various tasks. Why did you think that more time (More than 1 day a week) should be dedicated to the following aspect of the role? - Staff and Performance Management: Appraisals, development, Sickness and Absence.
P013	43	Well this takes up most of the managers’ time. Staff should just do their jobs and do them right. That’s what they are paid for.

		It would save a lot of time. The managers need to lead, manage and develop a productive team. So monitoring staff performance is key to achieving that. If underperforming staff are not dealt with though, then it can have a detrimental impact on the team and the department. However, this is very time consuming especially if managers have to deal with problem staff. Managers spend a lot of time having sort staff out. Perhaps the HR department should be more involved and support managers with this. It would save a lot of time.
Interviewer	44	Why did you think that more time (More than 1 day a week) should be dedicated to that the following aspects of the role? - Resource Management: Budgets, staffing, teaching and learning resources.
P013	45	Again this takes up a lot of time, as they are the budget holders for the department so they need to manage all the resources.
Interviewer	46	Why did you consider Resource Management: Budgets, staffing, teaching and learning resources, to be one of the top three most important responsibilities of the CMM role?
P013	47	It's like what we talked about earlier, that managers have to run the department like a business. However, SMT hold the purse strings, but it is up to the managers to balance the books but still have quality teaching and results.
Interviewer	48	You also noted that Operations and administration: Manage systems, records, processes and procedures and also Marketing and Promotion, should have more time (More than 1 day a week) dedicated. Why was that?
P013	49	Managers spend a lot of time dealing with operational tasks. We spoke about this earlier. Some managers spend too much time on this part of their job and really they should have competent staff to deal with this. Then they could be more innovative and transformational. Marketing is important, as managers

		need to promote their curriculum and attract students to the College. We have a marketing department and they should be more involved with this. However, they are always too busy to help. They always seem to have something more important to do. Managers end up promoting their areas themselves.
Interviewer	50	In the questionnaire, question 9 asked you to consider “Which of the top three responsibilities do you consider to be the most important of the CMM role?” You considered “Communication: Staff, students, parents, employers, schools, other departments and Senior Management,” to be one of the most important responsibilities? Why is that the case?
P013	51	We all work together as a team but it is the managers’ job to make sure that we are doing what we should be doing. They coordinate the jobs in the department and tell us what to do. Managers have to communicate effectively with all parties. They let us know what SMT want; they pass on the messages and keep us informed. They also keep SMT informed of what is happening in the departments. They act as the “middle man”. Managers, also have to communicate and deal with people outside of the College like employers, parents and schools.
Interviewer	52	In question 10 of the questionnaire you responded that you considered that there were barriers that prevent CMM’s from performing their role effectively. Why do you consider that there are barriers?
P013	53	There are barriers that prevent managers from performing their role. It is mainly because of the number of people they manage. Some curriculum middle managers have 40 - 60 direct reports.
Interviewer	54	In the questionnaire you identified that the main barrier preventing Curriculum Middle Managers from performing their role effectively was - and I quote: - <i>“Amount of line management reports; some CMMs find it difficult to tackle issues or support staff effectively due to the wide nature of the role; some</i>

		<i>training required in people management”.</i> What could be done to overcome these barriers?
P013	55	The College would need to reduce the number of staff that each manager has as direct reports. You could look at the structure of the department and have more team leaders. SMT would have to invest in new staff so not sure if the budget would stretch to that. However, some managers are feeling the strain and stress as they are really stretched. Also some managers need training on how to deal with difficult staff. Training in performance management is definitely needed.
Interviewer	56	The questionnaire also included a question (11) that asked participants to rate how important the CMM is within the FE college. All participants rated the role as either “important or very important. Your response was “5” which is rated “very important”. Why is that?
P013	57	They play such an important and key part of the job. It is a difficult job as they communicate between SMT and the staff. They need time to do the job but they rarely have sufficient time as they are managing so many people. My manager doesn’t always have the time to talk to me, but I know that it isn’t always their fault as they are under so much pressure.
Interviewer	58	Finally, the last section of the interview is regarding some comments gathered from the questionnaire. Some questionnaire comments suggested that the CMM role is a “key” and “crucial” role and the CMM is an “<i>integral link between teams, SMT and employers.</i>” and lastly “<i>they make things happen</i>”. Do you agree or disagree with these comments and why?
P013	59	I agree with all those comments especially the “integral link” one. However, “they make things happen” one is partly true as some managers are better than others and it really is all about the teams in the departments doing their jobs as well.

Interviewer	60	Thank you as that is the end of the interview. Would you like to add and anything or comment further on the Curriculum middle managers' role?
P013	61	I enjoyed that. It is great to be given the opportunity to give my opinions. No, I think you covered everything in the interview.
Interviewer	62	Thank you so much for your time and taking part in the interview. Also, just to confirm that your interview answers will confidential and won't be identified on an individual basis if the research is published at a later date.

APPENDIX E: Semi-Structured Interview Cover Letter explaining Research Purpose

Semi-Structured Interview

Participant Identification Number: _____

Research Project Title: The Change Carousel: An Evaluation of the changing Educational Management Role of the Curriculum Middle Manager in a Further Education College.

Dear Participant,

My name is Denise Brookes-Cooze and I am studying at the School / Faculty of Education at the University of Wales Trinity St. David's. I am currently in the process of completing the dissertation stage of a Master's programme in Professional Development, Education and Training (MA PDET). I would be very grateful if you would participate in my research project. This study is an evaluation of the changing educational management role of the Curriculum Middle Manager. The main aim is to raise the awareness and understanding of the importance of the role and to contribute to existing research. The research is aimed at current CMMs', senior managers and indeed aspiring future middle managers.

Through your participation in the original questionnaire you have now been randomly selected to take part in a semi-structured interview. The interview should take approximately 30-45 minutes and the research questions are detailed on the following page. My aim is to record the interview. All responses would be kept strictly confidential to the researcher and at no time would individual responses be released to another person. The participants would remain anonymous and the information provided confidential. Attached to this letter is a consent form, which I would be grateful if you could complete. Please return the completed form to the email address - dbcooze@bridgend.ac.uk

Should you have any questions or require any additional information please do not hesitate to contact me.

Thanking you in advance.

Kind regards

Denise Brookes-Cooze

APPENDIX F: Spreadsheets for Data Questionnaires and Interviews (SMT Sample)

Surname	5. How would you rate your overall level of satisfaction of the Curriculum Middle Manager role within the College?	6. How would you describe the role of a Curriculum Middle Manager? [The "Link" between Senior Management and Curriculum/Business Support Teams]	6. How would you describe the role of a Curriculum Middle Manager? [An instructional leader, who inspires, motivates and manages the team.]	6. How would you describe the role of a Curriculum Middle Manager? [Interprets, demonstrates and implements the College Vision, values, and policies within Curriculum area.]	6. How would you describe the role of a Curriculum Middle Manager? [Ensures Quality of teaching, learning and assessment within Curriculum Area.]	6. How would you describe the role of a Curriculum Middle Manager? [Operational and administrative leader of the Curriculum area.]	6. How would you describe the role of a Curriculum Middle Manager? [Business leader and curriculum developer and innovator.]	you describe the role of a Curriculum Middle Manager? [Engages and communicates with Employers, Students, Parents and External Bodies]	7. Of the descriptions identified previously, which top three do you consider to be the most important parts of the Curriculum Middle Manager role?	7. Of the descriptions identified previously, which top three do you consider to be the most important parts of the Curriculum Middle Manager role?	7. Of the descriptions identified previously, which top three do you consider to be the most important parts of the Curriculum Middle Manager role? If other - please specify?	9. What are the top three responsibilities that apply to the Curriculum Middle Managers role?	9. What are the top three responsibilities that apply to the Curriculum Middle Managers role?	9. What are the top three responsibilities that apply to the Curriculum Middle Managers role?	10. Do you consider that there are barriers that prevent Curriculum Middle Managers from performing their role effectively?	If Yes, please identify the main barrier that prevents Curriculum Middle Managers from performing their role effectively and why?	11. Overall, how important is the role of the Curriculum Middle Manager within the Further Education College?	12. Please comment further on the importance of the Curriculum Middle Manager role within the Further Education College?	13. What areas of training and development should Curriculum Middle Managers have?	14. What further training and development programmes would support the Curriculum Middle Manager in the role?																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
	4 - Satisfied	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	An instructional leader, who inspires, motivates and manages the team.	Ensures Quality of teaching, learning and assessment within Curriculum area.	Engages and communicates with Employers, Students, Parents and External Bodies.	Staff and Performance Management Appraisals development, Sickness and Absence.	Communication: Staff, students, parents, employers, schools, other departments and Senior Management.	Business Development, Employer Engagement and contract management	No		5 very important		Communication/engagement, inspirational and transformational leadership. Having difficult conversations, Collaboration - Internal and external	NLP																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
PC28	5 - Very Satisfied	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	An instructional leader, who inspires, motivates and manages the team.	Ensures Quality of teaching, learning and assessment within Curriculum area.	Engages and communicates with Employers, Students, Parents and External Bodies.	Staff and Performance Management Appraisals development, Sickness and Absence.	Quality: Self assessment, Course reviews, QOP, and manage Awarding Body requirements.	Business Development, Employer Engagement and contract management	Yes	On occasion, workloads that are too high can become unmanageable.	5 very important	Critical role in ensuring the operational delivery of strategic plans and aspirations. Needs to be able to manage upwards and downwards equally as well.	Communication/engagement, Motivation, Feedback to others, Inspirational and transformational leadership, Strategic thinking and planning																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
PC34	4 - Satisfied	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree	The "Link" between Senior Management and Curriculum/Business Support Teams.	An instructional leader, who inspires, motivates and manages the team.	Operational and administrative leader of the Curriculum area.	Teaching.	Communication: Staff, students, parents, employers, schools, other departments and Senior Management.	Curriculum development and Planning	Yes	Role is very broad. Number of direct reports	5 very important	operational and strategic - SMT As Line Manager for C&Ms it is essential that I meet with them at least once a week for operational updates, strategic	Communication/engagement, Motivation, Feedback to others, Inspirational and transformational leadership, Teaching	Training in Leadership skills relevant to role - time management, decision making etc.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
PC35	4 - Satisfied	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Disagree	Strongly Agree	Strongly Agree	An instructional leader, who inspires, motivates and manages the team.	Interprets, demonstrates and implements the College Vision, values, and policies within Curriculum area.	Business leader, curriculum developer and innovator.	Staff and Performance Management Appraisals development, Sickness and Absence.	Resource Management: Staff, students, parents, employers, schools, other departments and Senior Management	Communication: Staff, students, parents, employers, schools, other departments and Senior Management	Yes	Span of control - too many direct reports	5 very important	My view is these roles are essential and provide the next generation Senior Leaders	Communication/engagement, inspirational and transformational leadership. Having difficult conversations, Collaboration - Internal and external, Team Building, Teaching	People Centred Leadership																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
											but whilst I can see the benefit of teaching as part of the role to keep abreast of issues and developments facing lecturing staff I am a firm believer that the role of a manager is a specialised and dedicated role and boundaries may be blurred I combined with teaching. For Bus Development & Employer Engagement I would like to see a closer working relationship between Curriculum Managers and the WSL team. Plus some additional input into the marketing																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										

APPENDIX G: Spreadsheets for Data Questionnaires and Interviews (CMM Sample)

		5. How would you rate your overall level of satisfaction of the Curriculum Middle Manager role within the College?	6. How would you describe the role of a Curriculum Middle Manager? [The "Link" between Senior Management and Curriculum/Business Support Teams]	6. How would you describe the role of a Curriculum Middle Manager? [An instructional leader, who inspires, motivates and manages the team.]	6. How would you describe the role of a Curriculum Middle Manager? [Interprets, demonstrates and implements the College Vision, values, and policies within Curriculum area.]	6. How would you describe the role of a Curriculum Middle Manager? [Ensures Quality of teaching, learning and assessment within Curriculum area.]	6. How would you describe the role of a Curriculum Middle Manager? [Operational and administrative leader of the Curriculum area.]	6. How would you describe the role of a Curriculum Middle Manager? [Business leader and curriculum developer and innovator.]	6. How would you describe the role of a Curriculum Middle Manager? [Engages and communicates with Employers, Students, Parents and External Bodies.]	7. Of the descriptions identified previously, which top three do you consider to be the most important parts of the Curriculum Middle Manager role?	7. Of the descriptions identified previously, which top three do you consider to be the most important parts of the Curriculum Middle Manager role?	7. Of the descriptions identified previously, which top three do you consider to be the most important parts of the Curriculum Middle Manager role?	9. What are the top three responsibilities that apply to the Curriculum Middle Managers role?	9. What are the top three responsibilities that apply to the Curriculum Middle Managers role?	9. What are the top three responsibilities that apply to the Curriculum Middle Managers role?	10. Do you consider that there are barriers that prevent Curriculum Middle Managers from performing their role effectively?	If Yes, please identify the main barrier that prevents Curriculum Middle Managers from performing their role effectively and why?	11. Overall, how important is the role of the Curriculum Middle Manager within the Further Education College?	12. Please comment further on the importance of the Curriculum Middle Manager role within the Further Education College?	13. What areas of training and development should Curriculum Middle managers have?	14. What further training and development programmes would support the Curriculum Middle Manager in the role?
P012		Dissatisfied	Agree	Agree	Agree	Agree	Strongly Agree	Disagree	Neither Agree or Disagree	1) The "Link" between Senior Management and Curriculum/Business Support Teams.	2) Ensures Quality of teaching, learning and assessment within Curriculum area.	3) Engages and communicates with Employers, Students, Parents and External Bodies.	Teaching	Staff and Performance Management: Appraisals, development, Sickness and Absence.	Operations and administration: Manage systems, records, processes and procedures.	Yes	Staff performance management	5		Communication/engagement, Decision-making, Organisation/time management, Teaching	Unsure
P041		neither dissatisfied/satisfied	Agree	Agree	Agree	Agree	Agree	Agree	Agree	1) An instructional leader, who inspires, motivates and manages the team.	2) Ensures Quality of teaching, learning and assessment within Curriculum area.	3) Operational and administrative leader of the Curriculum area.	Teaching	Staff and Performance Management: Appraisals, development, Sickness and Absence.	Operations and administration: Manage systems, records, processes and procedures.	Yes	Staff management	4		Inspirational and transformational leadership, Having difficult conversations, Decision-making	Strategic planning and mediation
P010		satisfied	Neither Agree or Disagree	Agree	Strongly Agree	Agree	Agree	Strongly Agree	Strongly Agree	1) An instructional leader, who inspires, motivates and manages the team.	2) Interprets, demonstrates and implements the College Vision, values and policies within Curriculum area.	3) Ensures Quality of teaching, learning and assessment within Curriculum area, Business leader, curriculum developer and innovator.	Staff and Performance Management: Appraisals, development, Sickness and Absence.	Resource Management: Budgets, staffing, teaching and learning resources.	Communication: Staff, students, parents, employers, schools, other departments and Senior Management, Curriculum development and Planning			5	It is a wide-ranging role that spans people management (including recruitment), policy implementation, supervising and coaching, curriculum development, external networks and partnerships, quality reviews and action plans, MIS functions, learner-facing responsibilities (disciplinaries; safeguarding; well-being; interviews etc) and budgeting. Exactly because of this, where in previous questions you have asked for a selection of 3, I have ticked 4 and am struggling to decide which one to delete.	Inspirational and transformational leadership	Effective communicating in a cross-college role.
P06		satisfied	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	1) The "Link" between Senior Management and Curriculum/Business Support Teams.	2) Operational and administrative leader of the Curriculum area.	3) Engages and communicates with Employers, Students, Parents and External Bodies.	Communication: Staff, students, parents, employers, schools, other departments and Senior Management.	Business Development, Employer Engagement and contract management	Student Welfare: Care, safeguarding and well-being.	Yes	Links within support areas and processes.	5		Communication/engagement, Feedback to others, Having difficult conversations, Coaching and mentoring	
P09		satisfied	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Agree	Strongly Agree	1) An instructional leader, who inspires, motivates and manages the team.	2) Interprets, demonstrates and implements the College Vision, values and policies within Curriculum area.	3) Engages and communicates with Employers, Students, Parents and External Bodies.	Resource Management: Budgets, staffing, teaching and learning resources.	Communication: Staff, students, parents, employers, schools, other departments and Senior Management.	Student Welfare: Care, safeguarding and well-being.	Yes	Time is often taken up dealing with operational issues which could be dealt with by a CA, however as they are teaching or working in other areas as well as this faculty, it can be difficult to fit in with timetables.	5	This role is integral to the efficient running of the college systems. It is the link between staff and SMT as regards the college vision and ethos which is really important. A CAM also has to deal with parents, students, external agencies on wellbeing issues, as well as ensuring that quality processes are followed and monitored and it can be difficult to fit all of these in as they are all equally important. The role is pivotal as you not only have to work with those above you in the management structure but also staff and business support to ensure that the department runs smoothly and efficiently.	Communication/engagement, Motivation, Feedback to others, Inspirational and transformational leadership, Having difficult conversations, Collaboration - internal and external, Strategic thinking and planning, Setting objectives, Decision-making, Organisation/time management, Team Building, Coaching and mentoring, Teaching	I would like further training on organisation of teams as this would help me in my current job role.
P03		neither dissatisfied/satisfied	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Agree	Strongly Agree	1) The "Link" between Senior Management and Curriculum/Business Support Teams.	2) An instructional leader, who inspires, motivates and manages the team.	3) Business leader, curriculum developer and innovator.	Staff and Performance Management: Appraisals, development, Sickness and Absence.	Recruitment and selection: interviewing learners or potentially new staff.	Student Welfare: Care, safeguarding and well-being.	Yes	Awaiting decisions.	5		Motivation, Coaching and mentoring, Teaching	Training on Leadership
P02		neither dissatisfied/satisfied	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Strongly Agree	Strongly Agree	1) The "Link" between Senior Management and Curriculum/Business Support Teams.	2) An instructional leader, who inspires, motivates and manages the team.	3) Ensures Quality of teaching, learning and assessment within Curriculum area.	Communication: Staff, students, parents, employers, schools, other departments and Senior Management.	Operations and administration: Manage systems, records, processes and procedures.	Curriculum development and Planning	Yes	Size of curriculum area and numbers of direct reports. Over 40 direct reports	5	Middle managers are vital. They should be the ones that are highly visible in their curriculum areas and around college and should be interacting with staff and students daily. They are the vehicle for communication from SMT to staff and the vehicle to feedback staff feelings, views and ideas back up to SMT.	Communication/engagement, Feedback to others, inspirational and transformational leadership, Strategic thinking and planning, Team Building, Coaching and mentoring	Managing difficult conversations, managing difficult teams, financial management

APPENDIX H: Spreadsheets for Data Questionnaires and Interviews (FES Sample)

		5. How would you rate your overall level of satisfaction of the Curriculum Middle Manager role within the College?	6. How would you describe the role of a Curriculum Middle Manager? (The "Link" between Senior Management and CurriculumBusiness Support Teams.)	6. How would you describe the role of a Curriculum Middle Manager? (An instructional leader, who inspires, motivates and manages the team.)	6. How would you describe the role of a Curriculum Middle Manager? (Ensures Quality of teaching, learning and assessment within Curriculum area.)	6. How would you describe the role of a Curriculum Middle Manager? (Operational and administrative leader of the Curriculum area.)	6. How would you describe the role of a Curriculum Middle Manager? (Ensures Quality of teaching, learning and assessment within Curriculum area.)	7. Of the descriptions identified previously, which top three do you consider to be the most important parts of the Curriculum Middle Manager role?	7. Of the descriptions identified previously, which top three do you consider to be the most important parts of the Curriculum Middle Manager role?	7. Of the descriptions identified previously, which top three do you consider to be the most important parts of the Curriculum Middle Manager role?	8. What are the top three responsibilities that apply to the Curriculum Middle Managers role?	8. What are the top three responsibilities that apply to the Curriculum Middle Managers role?	8. What are the top three responsibilities that apply to the Curriculum Middle Managers role?	9. What are the top three responsibilities that apply to the Curriculum Middle Managers role?	10. Do you consider that there are barriers that prevent Curriculum Middle Managers from performing their role effectively and why?	11. Overall, how important is the role of the Curriculum Middle Manager within the Further Education College?	12. Please comment further on the importance of the Curriculum Middle Manager role within the Further Education College?	13. What areas of training and development should Curriculum Middle managers have?	14. What further training and development programmes would support the Curriculum Middle Manager in the role?
		Username																	
		PO14	2	Agree	Agree	Agree	Agree	Agree	Agree	Agree	1) An instructional leader, who inspires, motivates and manages the team. 2) Ensures Quality of teaching, learning and assessment within Curriculum area. 3) Business leader, curriculum developer and innovator.	Staff and Performance Management: Appraisals, development, Success and Absence. Curriculum development and Planning, Business Development.	Business Development, Employee Engagement and contract management	Yes	Too many direct reports and no support for administrative activities. Bureaucratic processes that inhibit innovation	5	Communication/engagement, Motivation, Feedback to others, Inspirational and transformational leadership, Having difficult conversations, Collaboration - Internal and external, Strategic thinking and planning, Setting objectives, Decision-making, Organisation/line management, Team Building, Coaching and mentoring, Business Development		
		PO20	5	Agree	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	1) An instructional leader, who inspires, motivates and manages the team. 2) The "Link" between Senior Management and CurriculumBusiness Support Teams. 3) Ensures Quality of teaching, learning and assessment within Curriculum area.	Staff and Performance Management: Appraisals, development, Success and Absence. Communication: Staff, students, parents, employers, schools, other departments and Senior Management.	Curriculum development and Planning	No		4	Communication/engagement, Strategic thinking and planning, Setting objectives, Organisation/line management, Team Building, Coaching and mentoring, Business Development		
		PO25	4	Agree	Strongly Agree	Agree	Agree	Strongly Agree	Agree	Strongly Agree	1) An instructional leader, who inspires, motivates and manages the team. 2) The "Link" between Senior Management and CurriculumBusiness Support Teams. 3) Ensures Quality of teaching, learning and assessment within Curriculum area.	Resource Management: Budgets, staffing, teaching and learning resources. Communication: Staff, students, parents, employers, schools, other departments and Senior Management.	Curriculum development and Planning	No		4	Communication/engagement, Strategic thinking and planning, Setting objectives, Organisation/line management, Team Building, Coaching and mentoring, Business Development		
		PO18	5	Strongly Disagree	Strongly Agree	Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree	1) An instructional leader, who inspires, motivates and manages the team. 2) Business leader, curriculum developer and innovator. 3) Engages and communicates with Employers, Students, Parents and External Bodies.	Curriculum development and Planning	Business Development, Employee Engagement and contract management	Yes	Large number of direct reports - sometimes	5	Often see and appreciate the broader nature of FE	Inspirational and transformational leadership, Collaboration - Internal and external, Strategic thinking and planning, Decision-making, Business Development	Business development - having time to link with industry and helping develop curriculum which is visionary and future-centred
		PO21	4	Neither Agree or Disagree	Strongly Agree	Neither Agree or Disagree	Agree	Strongly Agree	Neither Agree or Disagree	Neither Agree or Disagree	1) An instructional leader, who inspires, motivates and manages the team. 2) Business leader, curriculum developer and innovator. 3) Ensures Quality of teaching, learning and assessment within Curriculum area. 4) Inspires, motivates and demonstrates and implements the College Vision, values, and policies within Curriculum area.	Staff and Performance Management: Appraisals, development, Success and Absence. Resource Management: Budgets, staffing, teaching and learning resources.	Curriculum development and Planning	Insufficient time for the duties within the role.	4	Curriculum are the link between employers/organisations and should be the link to guiding curriculum for long term advantage	Inspirational and transformational leadership, Having difficult conversations, Strategic thinking and planning		
		PO11	2	Agree	Agree	Agree	Strongly Agree	Strongly Agree	Agree	Agree	1) The "Link" between Senior Management and CurriculumBusiness Support Teams. 2) Ensures Quality of teaching, learning and assessment within Curriculum area. 3) Operational and administrative leader of the Curriculum area.	Staff and Performance Management: Appraisals, development, Success and Absence. Resource Management: Budgets, staffing, teaching and learning resources, Quality Self assessment, Course reviews, QOP, and manage Awarding Body requirements.	Curriculum development and Planning	Yes	Too little time to full all role requirements effectively.	5	A crucial management position to link operational and strategic teams.	Communication/engagement, Motivation, Feedback to others, Inspirational and transformational leadership, Having difficult conversations, Collaboration - Internal and external, Strategic thinking and planning, Setting objectives, Decision-making, Organisation/line management, Team Building, Coaching and mentoring, Business Development	As above.
		PO16		Disagree	Agree	Agree	Strongly Agree	Strongly Agree	Neither Agree or Disagree	Neither Agree or Disagree	1) The "Link" between Senior Management and CurriculumBusiness Support Teams. 2) Ensures Quality of teaching, learning and assessment within Curriculum area. 3) Operational and administrative leader of the Curriculum area.	Resource Management: Budgets, staffing, teaching and learning resources. Communication: Staff, students, parents, employers, schools, other departments and Senior Management.	Curriculum development and Planning	Yes	was a lack of time due to having to complete essential tasks (such as arranging sickness cover) which could be completed by an Administrator.	5	These people are key to supporting the delivery of an innovative, priority-responsive and high quality learner-centred curriculum.	Inspirational and transformational leadership, Having difficult conversations, Collaboration - Internal and external, Strategic thinking and planning, Setting objectives, Decision-making, Organisation/line management, Team Building, Coaching and mentoring, Teaching	Particularly the need and skills to prioritise what should and what shouldn't be taking up their most precious commodity, their time.
		PO24	4	Strongly Agree	Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	1) The "Link" between Senior Management and CurriculumBusiness Support Teams. 2) Ensures Quality of teaching, learning and assessment within Curriculum area. 3) Operational and administrative leader of the Curriculum area.	Resource Management: Budgets, staffing, teaching and learning resources. Communication: Staff, students, parents, employers, schools, other departments and Senior Management.	Student Welfare: Care, safeguarding and well-being.	Yes	Lack of resources/facilities in some curriculum areas	5	and the staff, if messages aren't communicated to staff effectively, ER issues result, staff find it difficult to see where they belong, what their function is, what goals they should be working towards. It's a role that can and should support	Inspirational and transformational leadership, Having difficult conversations, Collaboration - Internal and external, Strategic thinking and planning, Setting objectives, Decision-making, Organisation/line management, Team Building, Coaching and mentoring, Business Development	
		PO13	4	Agree	Agree	Agree	Strongly Agree	Strongly Agree	Agree	Agree	1) An instructional leader, who inspires, motivates and manages the team. 2) Business leader, curriculum developer and innovator. 3) Engages and communicates with Employers, Students, Parents and External Bodies.	Resource Management: Budgets, staffing, teaching and learning resources. Communication: Staff, students, parents, employers, schools, other departments and Senior Management.	Curriculum development and Planning	Yes	reports, some CAMs find it difficult to tackle issues or support staff effectively due to the wide nature of their role, some training required to people	5	and the staff, if messages aren't communicated to staff effectively, ER issues result, staff find it difficult to see where they belong, what their function is, what goals they should be working towards. It's a role that can and should support	Inspirational and transformational leadership, Having difficult conversations, Collaboration - Internal and external, Strategic thinking and planning, Setting objectives, Decision-making, Organisation/line management, Team Building, Coaching and mentoring, Business Development	I think the list above is a good starting point
		PO22	4	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Agree	Strongly Agree	Strongly Agree	1) An instructional leader, who inspires, motivates and manages the team. 2) Business leader, curriculum developer and innovator. 3) Engages and communicates with Employers, Students, Parents and External Bodies.	Staff and Performance Management: Appraisals, development, Success and Absence. Communication: Staff, students, parents, employers, schools, other departments and Senior Management.	Student Welfare: Care, safeguarding and well-being.	Yes	Time - the pressure from staff needing to check with the manager and the fighting of resources within the team.	5	Future proofing the team and ensuring we are on step ahead (innovative)	Inspirational and transformational leadership, Having difficult conversations, Collaboration - Internal and external, Strategic thinking and planning, Setting objectives, Decision-making, Organisation/line management, Team Building, Coaching and mentoring, Business Development	
		PO40	5	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree	1) The "Link" between Senior Management and CurriculumBusiness Support Teams. 2) Ensures Quality of teaching, learning and assessment within Curriculum area. 3) Operational and administrative leader of the Curriculum area.	Staff and Performance Management: Appraisals, development, Success and Absence. Communication: Staff, students, parents, employers, schools, other departments and Senior Management.	Business Development, Employee Engagement and contract management	Yes	Time - the pressure from staff needing to check with the manager and the fighting of resources within the team.	5	Future proofing the team and ensuring we are on step ahead (innovative)	Inspirational and transformational leadership, Having difficult conversations, Collaboration - Internal and external, Strategic thinking and planning, Setting objectives, Decision-making, Organisation/line management, Team Building, Coaching and mentoring, Business Development	
		PO39	4	Agree	Agree	Agree	Agree	Agree	Agree	Agree	1) The "Link" between Senior Management and CurriculumBusiness Support Teams. 2) Ensures Quality of teaching, learning and assessment within Curriculum area. 3) Operational and administrative leader of the Curriculum area.	Staff and Performance Management: Appraisals, development, Success and Absence. Communication: Staff, students, parents, employers, schools, other departments and Senior Management.	Business Development, Employee Engagement and contract management	Yes	Time - the pressure from staff needing to check with the manager and the fighting of resources within the team.	5	Future proofing the team and ensuring we are on step ahead (innovative)	Inspirational and transformational leadership, Having difficult conversations, Collaboration - Internal and external, Strategic thinking and planning, Setting objectives, Decision-making, Organisation/line management, Team Building, Coaching and mentoring, Business Development	
		PO15	4	Agree	Agree	Agree	Agree	Agree	Agree	Agree	1) An instructional leader, who inspires, motivates and manages the team. 2) Business leader, curriculum developer and innovator. 3) Engages and communicates with Employers, Students, Parents and External Bodies.	Teaching.	Curriculum development and Planning	Yes	Number of direct reports CAMs have a large number of staff to support in their areas. A lot of time may be spent dealing with day to day operational tasks such as staffing when that could be picked up at a lower level. This could free time up for the	5	They make things happen! From course delivery to quality to student experience	Understanding HR issues	
		PO28	4	Agree	Neither Agree or Disagree	Agree	Neither Agree or Disagree	Neither Agree or Disagree	Neither Agree or Disagree	Neither Agree or Disagree	1) Ensures Quality of teaching, learning and assessment within Curriculum area. 2) Business leader, curriculum developer and innovator. 3) Engages and communicates with Employers, Students, Parents and External Bodies.	Communication: Staff, students, parents, employers, schools, other departments and Senior Management.	Marketing and Promotion	Yes	These roles are crucial to keep the courses current and up to date and ensuring we prepare young adults correctly for future employment.	5	Communication/engagement, Collaboration - Internal and external, Coaching and mentoring, Business Development	Reliable Labour Information to know what trends the sectors are following and also to help young adults make informed career decisions.	

APPENDIX I: DATA ANALYSIS COMPARISON OF GROUPS

Data Analysis: - Comparison of Groups							
Question 6: - How would you describe the Role of the CMM?				Question 7: - Of the Descriptions identified, which top three do you consider to be the most important parts of the CMM role?			
	FE Staff: - 14 Sampled	CMM: - 7 Sampled	SM: - 6 Sampled		FE Staff: - 14 Sampled	CMM: - 7 Sampled	SM: - 6 Sampled
The "Link" between Senior Management and Curriculum/Business Support Teams.	5	4	3	The "Link" between Senior Management and Curriculum/Business Support Teams.	36%	57%	50%
An Instructional leader, who inspires, motivates and manages the team.	9	4	5	An Instructional leader, who inspires, motivates and manages the team.	64%	57%	83
Interprets, demonstrates and implements the College Vision, values, and policies within Curriculum area	5	3	3	Interprets, demonstrates and implements the College Vision, values, and policies within Curriculum area	36%	43%	50
Ensures Quality of teaching, learning and assessment within Curriculum area.	8	4	3	Ensures Quality of teaching, learning and assessment within Curriculum area.	57%	57	50
Operational and administrative leader of the Curriculum area.	3	2	1	Operational and administrative leader of the Curriculum area.	21%	29	17
Business leader, curriculum developer and innovator.	6	1	1	Business leader, curriculum developer and innovator.	43%	14	17
Engages and communicates with Employers, Students, Parents and External Bodies.	6	3	2	Engages and communicates with Employers, Students, Parents and External Bodies.	43%	43%	33
42	21	18					

The Main Descriptions of the Curriculum Middle Managers' Role

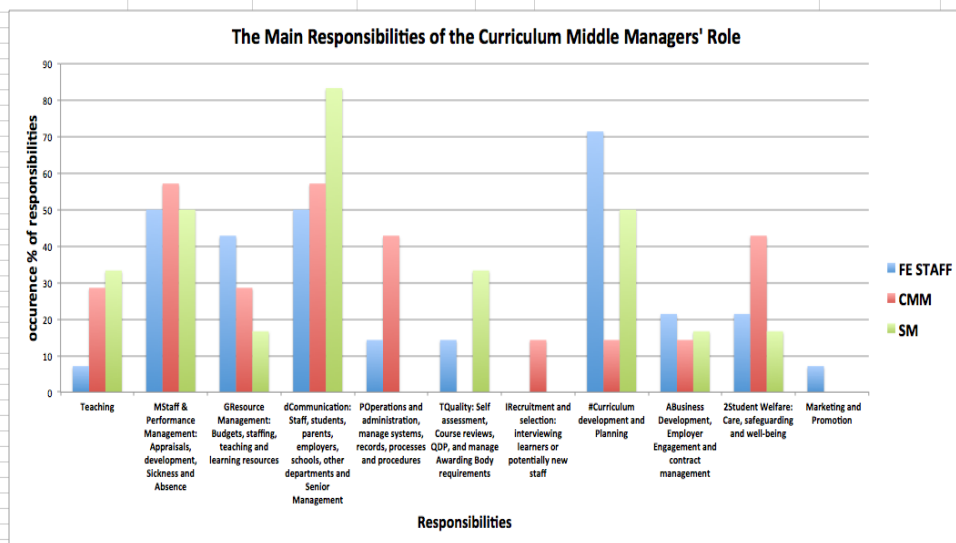
Descriptions	FE Staff (%)	CMM (%)	SM (%)
The "Link" between Senior Management and Curriculum/Business Support Teams.	36	57	50
Interprets, demonstrates and implements the College Vision, values, and policies within Curriculum area	36	43	50
Operational and administrative leader of the Curriculum area.	21	29	17
Engages and communicates with Employers, Students, Parents and External Bodies.	43	43	33
Ensures Quality of teaching, learning and assessment within Curriculum area.	57	57	50

Data Analysis: - Comparison of Groups								

Question 8: Identify from the following list the responsibilities that apply to the Curriculum Middle Manager role and also indicate the amount of time you would expect to be dedicated to these responsibilities?

Question 9: - What are the top three responsibilities that apply to the Curriculum Middle Managers role?

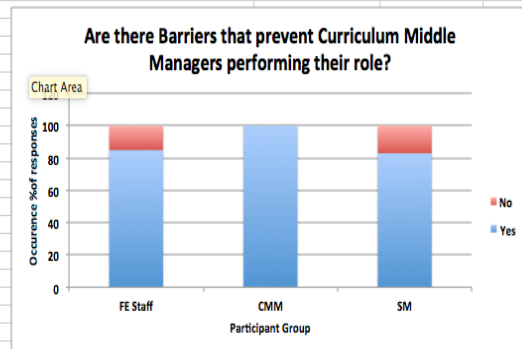
	FE Staff: - 14 Sampled	CMM: - 7 Sampled	SM: - 6 Sampled		FE Staff: - 14 Sampled	CMM: - 7 Sampled	SM: - 6 Sampled
Teaching	1	2	2	Teaching	29%	33%	7%
Staff & Performance Management: Appraisals, development, Sickness and Absence	7	4	3	Staff & Performance Management: Appraisals, development, Sickness and Absence	57%	50%	50%
Resource Management: Budgets, staffing, teaching and learning resources	6	2	1	Resource Management: Budgets, staffing, teaching and learning resources	29%	17%	43%
Communication: Staff, students, parents, employers, schools, other departments and Senior Management	7	4	5	Communication: Staff, students, parents, employers, schools, other departments and Senior Management	57%	83%	50
Operations and administration, manage systems, records, processes and procedures	2	3	0	Operations and administration, manage systems, records, processes and procedures	43%	0	14%
Quality: Self assessment, Course reviews, QDP, and manage Awarding Body requirements	2	2	2	Quality: Self assessment, Course reviews, QDP, and manage Awarding Body requirements	0	33%	14%
Recruitment and selection: interviewing learners or potentially new staff	0	1	0	Recruitment and selection: interviewing learners or potentially new staff	14%	0	0
Curriculum development and Planning	10	1	3	Curriculum development and Planning	14%	50%	71%
Business Development, Employer Engagement and contract management	3	1	1	Business Development, Employer Engagement and contract management	14%	17%	21%
Student Welfare: Care, safeguarding and well-being	3	3	1	Student Welfare: Care, safeguarding and well-being	43%	17%	21%
Marketing and Promotion	1	0	0	Marketing and Promotion	0	0	7%
	42	21	18				



Data Analysis: - Comparison of Groups

10. Do you consider that there are barriers that prevent Curriculum Middle Managers from performing their role effectively?

	FE Staff: - 14 Sampled	CMM: - 7 Sampled	SM: - 6 Sampled
Yes	85%	100%	83%
No	15%	0	17%

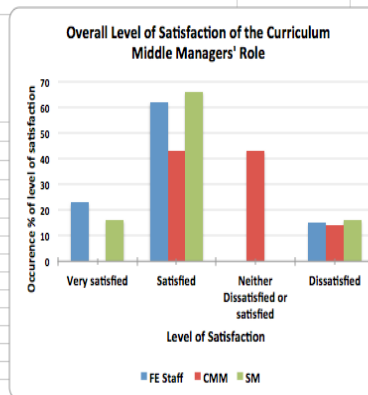
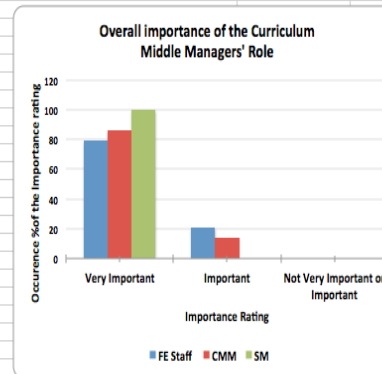


5. How would you rate your overall level of satisfaction of the Curriculum Middle Manager role within the College?

	FE Staff: - 14 Sampled	CMM: - 7 Sampled	SM: - 6 Sampled
Very satisfied	23%	0	16%
Satisfied	62%	43%	66%
Neither Dissatisfied or satisfied	0	43%	0
Dissatisfied	15%	14%	16%

11. Overall, how important is the role of the Curriculum Middle Manager within the Further Education College?

	FE Staff: - 14 Sampled	CMM: - 7 Sampled	SM: - 6 Sampled
Very Important	79%	86%	100%
Important	21%	14%	0
Not Very Important or Important	0	0	0



Data Analysis: - Comparison of Groups

13. What areas of training and development should Curriculum Middle managers have?

TRAINING AND DEVELOPMENT	FE Staff: - 14 Sampled	CMM: - 7 Sampled	SM: - 6 Sampled	TRAINING AND DEVELOPMENT	FE Staff: - 14 Sampled	CMM: - 7 Sampled	SM: - 6 Sample
Communication/ Engagement	10	4	6	Communication/ Engagement	71%	57%	100%
Motivation	7	2	5	Motivation	50%	29%	83%
Feedback to others	7	3	4	Feedback to others	50%	43%	67%
Inspirational and transformational leadership	9	5	6	Inspirational and transformational leadership	64%	57%	100%
Having difficult conversations	8	3	4	Having difficult conversations	57%	43%	67%
Collaboration - Internal and external	8	3	1	Collaboration - Internal and external	57%	14%	17%
Strategic thinking and planning	12	2	3	Strategic thinking and planning	86%	29%	50%
Setting objectives	9	1	3	Setting objectives	64%	14%	50%
Decision- making	9	3	1	Decision- making	64%	43%	17%
Organisation/time management	9	2	1	Organisation/time management	64%	29%	17%
Team Building	8	1	3	Team Building	57%	29%	50%
Coaching and mentoring	10	4	1	Coaching and mentoring	71%	57%	17%
Teaching	3	3	4	Teaching	21%	43%	67%
Business Development	10	0	0	Business Development	71%	0%	0%
No Training	0	0	0	No Training	0	0	0%
Other	0	0	0	Other	0	0	0%

