2006 - 2010 Overview of The CEL/LSIS Lancaster Leadership Research Programme:
Summaries of 71 Practitioner Research Reports

By Professor David Collinson

Introduction

Between 2006 and 2010, the CEL/LSIS Lancaster Leadership Research Programme funded both HE and practitioner projects. Directed by Professor David Collinson of Lancaster University Management School, the programme was designed to create a research portfolio informing leadership policy and practice in the UK learning and skills sector. It was particularly concerned to develop a practitioner research programme and community. During this period, the programme published **12** edited volumes of practitioner research reports, **17** individual practitioner research reports and **20** individual HE research reports, all exploring key leadership issues in the sector. Each of the edited volumes includes an extended introduction outlining the key themes. This document provides a list of all these research reports and includes short summaries of the **71** practitioner research reports published in the **12** edited volumes and as individual reports by CEL/LSIS. Together, these practitioner research reports comprise over 468,000 words, thus establishing a "practitioner research footprint" by the sector, on the sector and for the sector.

Edited Practitioner Volumes

Volume	Title
Volume 1	Researching Leadership in the Learning and Skills Sector: By the Sector, On the Sector, For the Sector (2005-06)
Volume 2	Developing Middle Leaders (2006-07)
Volume 3	Leading Quality Improvement (2006-07)
Volume 4	Leadership and the Learner Voice (2006-07)
Volume 5	Collaborative Leadership (2006-07)
Volume 6	Researching Disabilities (2007-08)
Volume 7	Leading Employer Engagement (2007-08)
Volume 8	Distributed and Shared Leadership (2007-08)
Volume 9	Leadership Development and Succession (2007-08)
Volume 10	New Directions in Leadership Excellence: Towards Self-Regulation (2007-08)
Volume 11	Personalising Learner Voice (2007-08)
Volume 12	Researching Self Regulation in FE Colleges (2008-09)

Individual Practitioner Reports

Title	Author(s)
Routes to Excellence: Performance Management Strategies for Organisational Improvement in General Further Education Colleges (2007-08)	Reg Chapman and Nadine Cartner, Association of College Management
Leading Multi-Faith Support Teams in the Learning and Skills Sector (2007-08)	Hilary Stone, Oxford and Cherwell Valley College
Leading Local Authorities, As Providers of Adult and Community Learning and Work-Based Learning, through Ofsted Multi-remit Inspection (2007-08)	Kate Watters, NIACE
Collaboration and Competition: A Leadership Challenge (2007-08)	Simon Penhall and Richard Graham, Helmepark
Exploring the Leadership and Governance Implications of Self-Regulation for Local Authority and Third Sector Providers of Adult Learning and Skills (2008-09)	Ian Yarroll, NIACE
Self Regulation and Private Providers in Work Based Learning. (2008-09)	Di McEvoy-Robinson and Peter Marples, Aspire Achieve Advance
Community Cohesion and Social Inclusion – ESOL learners' perspective: Leadership challenges	Kanwall Pattar, Working Men's College
Work Based Learning: The leadership challenges for colleges & businesses	E. Sallis, P. Hubert & J. Pearce, Highlands College Jersey
How Can Effective Leadership Assist in Reaching Hard to Engage Female Students	Joanne Scott, Stockton Riverside College
Making a Difference: Transforming leadership for learning	Jackie Rossa , South Leicestershire College
Leading Adult Learning in A World of (Permanent) Crisis: Leadership challenges and practices in a changing world	Jill Westerman and Tony Jowitt, Northern College

Title	Author(s)
Leadership in Turbulent Times: Partnership Delivery of Higher Education by FE Colleges and Universities	John Dishman & Reg chapman, Leeds Metropolitan University
Blended Learning for Leadership Development in the FE Sector	Theresa Mellon, Lewisham College
The Voices of Women: Leadership and gender in the further education sector	Thalia Marriot, WLN & LSN
The Importance of Sharing: An investigation in to the efficacy of Action Learning Sets as a framework for leadership development	Julie Mills, Milton Keynes College
The Relationship Between Investment In Training And Frame Work For Excellence Indicators In An FE College	Bryan Davis & Gerry Darlington, New College Swindon
Developing The Holistic Practitioner In Work Based Learning Provision For Young People In Local Community Settings: Leadership, community cohesion and social inclusion	Deborah Dent & Ali Kaye, Work Based Learning Alliance

Individual HE Research Reports

Here is a list of all the HE published by CEL/LSIS over the past three years:

Title	Author(s)
Leading Partnerships for 14-19 Education Provision (2006-07)	Professor Ann Briggs *et al.*, Newcastle University
Faith in the Community: Leadership Challenges in the Learning and Skills Sector (2006-07)	Margaret Collinson and Professor David Collinson, Lancaster University Management School
Overcoming Barriers to Diversity in FE Governor Recruitment: A Draft Report for Consultation (2006-07)	Professor David Collinson, Margaret Collinson and Dr Lewis Turner, Lancaster University Management School
Investigating Collaborative Leadership in Learning and Skills (2006-07)	Dr Jill Jameson, University of Greenwich
Employer Engagement in the Further Education Sector (2006-07)	Dr Simon Kelly, Lancaster University Management School
Innovative Approaches to Employer Engagement in Further Education (2006-07)	Dr Simon Kelly, Lancaster University Management School
Barriers to Employer Responsiveness in Further Education (2006-07)	Dr Simon Kelly, Lancaster University Management School
Integrating Diversity in Leadership in Further Education (2006-07)	Professor Jacky Lumby *et al.*, University of Southampton
Leadership, Diversity and Decision Making (2006-07)	Professor Jacky Lumby *et al.*, University of Southampton
Diversity, Identity and Leadership (2006-07)	Professor Jacky Lumby *et al.*, University of Southampton
Trust and Leadership in the Lifelong Learning Sector (2007-08)	Dr Jill Jameson and Dr Margaret Andrews, University of Greenwich
Exploring Effective Employer Engagement and Learner Voice (2007-08)	Margaret Collinson and Professor David Collinson, Lancaster University Management School

Title	Author(s)
Exploring the Leadership Strengths of Inspirational Leaders in Further Education (2007-08)	Reena Govindji and Professor Alex Linley, Centre for Applied Positive Psychology & University of Leicester
Leading Trans Equality: A Toolkit for Colleges (2007-08)	Professor Stephen Whittle, Manchester Metropolitan University and Dr Lewis Turner, Press for Change
Effective Leadership in Lesbian, Gay and Bisexual Issues in Further Education: Overcoming barriers to implementing sexuality, diversity and equality (2007-08)	Dr Mark Vicars, University of Melbourne
Leadership Pedagogies (2007-08)	Professor Michael Reynolds and Dr Kiran Trehan, Lancaster University Management School
Leadership in Adult Community Education: Political Decisions and the Development of Social Capital (2007-08)	Dr. Peter Gates with Eleanor Brown, Christopher Clegg and Samina Din, University of Nottingham
Creative Governance in Further Education: the art of the possible? (2008-09)	Dennis Gleeson, Ian Abbott and Ron Hill, University of Warwick
The 'New' Place-Shaping: The implications for leaders in the Further Education sector (2008-09)	Dr John Gibney, Carol Yapp, Lisa Trickett and Chris Collinge, University of Birmingham
'The CEL Research Programme: Responding to 'Ofsted' (2009)	Professor David Collinson, Lancaster University Management School

These publications are available from LSIS in hard copy, and in electronic form from the Lancaster University Management School Website:

http://www.lums.lancs.ac.uk/leadership/cel/download-centre/

http://www.lsis.org.uk/

Summaries of 60 Practitioner Research Reports

Volume 1: "Researching Leadership in the Learning and Skills Sector: By the Sector, On the Sector, For the Sector" - edited by Professor David Collinson (56,784 words)

'Talking About Talk': An Analysis of Communication and the Management of Change in Further Education

Short Summary

The research explores the nature of the 'conversations' between middle and senior managers and asks whether the interchanges that take place daily, support or hinder key internal processes that could lead to improvement in the quality of teaching and learning.

How Do Leaders and Colleges Sustain Growth Whilst Maintaining Quality?

Short Summary

This project explores possible commonalities in the ways that FE colleges seek to maintain quality during periods of rapid growth. The report also considers barriers to quality maintenance, approaches to overcoming such barriers and the ways these research findings could be used to improve future performance.

The Role and Performance of College Governing Bodies in Relation to the Employment of Principals of Further Education Colleges.

Short Summary

This research project explores the nature of the employment relationship between principals and boards by interviewing chairs of corporations, principals, and clerks to corporations. The report outlines a number of recommendations about how to improve the board's performance as employer of the principal.

Developing Multiple Level Leadership in Adult and Community Learning (ACL)

Short Summary

This research project explores the approach to leadership development of a highly successful local authority adult and community learning (ACL) service. The research considered how leadership at strategic and operational management levels can best be developed and supported.

The Preparedness of Middle Managers for Senior Roles in Scotland's Colleges

Short Summary

This report details research on the preparedness of middle managers for more senior management positions in Scotland's FE colleges. The researchers argue that middle managers have a 'pivotal role' in colleges and that their development is vital for the organisation to achieve its strategic aims.

Succession Planning for Middle Managers: Exploring the Factors Affecting the Recruitment of Teachers to Middle Management Posts

Short Summary

This project compared the perceptions of the role of middle management held by teaching staff and their managers in a large college of further education. The report concludes with a number of recommendations regarding succession planning.

Management, Leadership and Diversity: Strategies for Leading a Diverse Workforce in an Inner City London College

Short Summary

This research explores the equality and diversity practices used by managers within a further education college in inner London. The report adopts a broad definition of diversity (incorporating issues of ethnicity, gender, religion, disability, class and sexuality) and focuses in particular on issues around disabilities, ethnicities and religious beliefs.

Leaders of the Future: Integrating Diversity within the Learning and Skills Sector

Short Summary

This report outlines a small research study designed to explore the career development of black and minority ethnic) staff in the learning and skills sector. The research findings outline a number of factors that can facilitate and hinder career advancement.

Diversity, Emotional intelligence and Racial Identity

Short Summary

This report outlines an action research project designed to establish a college staff development programme that could enhance staff skills and competencies in their relationships with other staff and learners in an increasingly culturally diverse community.

Volume 2: "Developing Middle Leaders" - edited by Professor David Collinson (31,800 words)

The Impact of "Solutions Focussed" Coaching on a College's Leadership Culture

Short Summary

This research report examines the training of managers in Solutions Focussed coaching at Highlands College, Jersey. The project points to the potential value of coaching as a way of developing middle managers.

Smart Leadership: A Partner Approach to Growing Your Own Leaders

Short Summary

This research examines professional development with a particular focus on talent development for sustainable leadership within a sixth form college. The key question for the research was "how can a college develop the confidence and talents of staff so that they are ready to apply for leadership positions when they become available?"

Managing Managers' Competence and Developing Leaders

Short Summary

This project aimed to explore the impact of introducing competence based standards to support the performance of a group of curriculum middle managers in a large college of further education in the south west of England.

Succession Planning for Colleges: The Transition into Leadership Positions in Further Education Colleges in England

Short Summary

This report examines succession planning and internal promotion for middle managers in the GFE sector. The project emphasises the value of a more sociological approach to researching succession planning and internal promotion for middle managers.

Volume 3: "Leading Quality Improvement" - edited by Professor David Collinson (44,843 words)

Beyond Coasting: From Good to Great

Short Summary
This project explores the leadership and management strategies used by some FE colleges in striving for "excellence", what the critical success factors might be which underpin this concept, and whether it is possible to create a framework for institutions to use in order to move "from good to great".

Good to Great: The Experience of FE Institutions

Short Summary
This project explores how seven FE colleges and institutions have moved from "good to great" and achieved outstanding results over a period of time. The report looks at the key leadership style in each institution and at the criteria for measuring success and the feasibility of adopting private sector success criteria.

To What Extent Are "Outstanding" FE Colleges Learning Organizations?

Short Summary
This research report seeks to evaluate whether six "outstanding" FE colleges meet the criteria of a "learning organisation". The report highlights a dilemma for leaders between empowerment and control, between a positive approach to learning and "letting go" of decision-making.

Leading E-Learning During Organisational Transformation

Short Summary
This project explored how leaders within a large FE college harness and integrate e-learning during a period of transformational change. A number of recommendations are made to assist principals and executive directors in their formulation of a leadership framework.

Meeting the FE Leadership Challenge: Dynamic Markets, Employer Engagement, Risk and Innovation

Short Summary
This research report examines the capacity of a college, through effective leadership, to be responsive to employer needs. It addresses the current dynamic market situation for FE and the external impetus for change through government-determined strategy. Specific emphasis is given to the role of risk and innovation to enhance employer engagement.

Pursuing Excellence Through a Theory of Change Approach: A Skills for Life Case Study

Short Summary
This project was designed to assess whether a 'Theory of Change' approach to strategic planning would support the Skills for Life Partnership's pursuit of excellence through partnership and collaborative leadership.

Volume 4: "Leadership and the Learner Voice" - edited by Professor David Collinson (42,924 words)

The Impact of Learner Voice on Quality Improvement

Short Summary

This study explores links between learner voice and quality improvement and is related to policy developments that have their origin in the FE White Paper. The leadership implications of this research are explored for learners, organisational leaders and policy makers.

Learner Involvement in Decision Making

Short Summary

This report explores learner engagement and its impact on institutional decision making within the FE and adult learning sectors. The study identifies a clear demarcation between more mature organisations (which increasingly engage students at all levels of the institution) and those that merely inform or consult with learners.

Developing Professional and Community Leaders to Maximise Learner Involvement in Adult Community Learning

Short Summary

This report explores the types of leadership needed to support learner involvement at every level in adult and community learning. The research explores the evidence for learner involvement at all levels in planning, delivering and evaluating adult learning and examines other local government and educational settings where service users are engaged.

Listening to the Learner Voice: a "Bottom-up" Approach to Equality and Diversity

Short Summary

This project highlights the value of listening to the "Learner Voice" as a way of improving Equality and Diversity in an FE college. Based on this research on learner voice, the report concludes by making various recommendations regarding improvements to Equality and Diversity within the College.

Investigating the Under-Performance of Ethnic Groups by Listening to the Voice of Staff and Students

Short Summary

This report outlines an action research project drawing on staff and student voice to develop a toolkit designed to address the problems of underachievement amongst certain groups at Waltham Forest College.

Spirituality and Students with Particular Needs: Exploring Staff and Learner Voice

Short Summary

This report examines staff and student voice in relation to the spiritual and moral development needs of students with disabilities at Abingdon and Witney College which is a regional centre for students with profound and multiple disabilities.

Volume 5: "Collaborative Leadership" - edited by Professor David Collinson (24,379 words)

Collaborative Leadership in a Study Centre Context

Short Summary

This research project explores how collaborative leadership in a general FE college facilitated the development of Study Centre learning, which in turn, has improved student retention and enhanced the learning environment.

Collaborative Leadership in FE-Led Multi-Agency Partnerships: A Local, National and Trans-European Perspective

Short Summary

This report focuses on the interaction and relationships within three partnerships and explores individuals' experiences of network participation, how such partnerships are produced and reproduced and whether partnership participation contributes to organisational mission and common purpose.

Curriculum Development for Adult Learning through Collaborative Leadership

Short Summary

This research project explores how adult learning can construct organisational strategies which promote collaborative leadership through effective teams. The report observes that collaborative leadership has become an essential strategy in the current adult learning context of decreased funding.

Exploring a Consortium Model for Adult Learning Provision

Short Summary

This research project explores the potential for establishing a consortium for the delivery of adult learning provision across three London boroughs. The report argues that funding constraints in adult learning increase the pressure on providers to rationalise their provision, be cost effective and maximise resources in order to maintain the current breadth and range of provision.

Volume 6: "Researching Disabilities" - edited by Professor David Collinson (20,085 words)

Disability for All: To Train or Not to Train? A Matter of Inclusion

Short Summary

This report examines leadership and disability in the FE sector. The research explores the views of staff and students to determine whether mandatory disability awareness training is required for all staff and students within a college establishment. Also, the project describes the impact of the research on college policies and practices.

Improving the Chances of Employment: An Exploration of the Barriers Facing Young Adults with Learning Difficulties

Short Summary

This research project explores some of the barriers faced by young people with learning difficulties in accessing the employment market. The study adopts a critical theory paradigm, and reverses the existing research perspective in this area by considering how the work situation may be adapted to the person with a disability.

Volume 7: "Leading Employer Engagement" - edited by Professor David Collinson (24,896 words)

Employer Engagement to Employer Responsiveness: Leadership Contrasts

Short Summary

This research report explores four case studies of employer engagement in different curriculum areas. The study reveals that, whilst distributed leadership is typically used to maintain the relationships with different employers, when step changes are needed, the Principal adopts a more 'hands on' and strategic approach to leadership.

Effective Employer Engagement: How the Employer's Voice Should Best Inform Methods of Engagement and Responsiveness

Short Summary

This project investigates: overarching issues faced by employers in relation to training; how these issues could be addressed through training; how marketing and engagement methods are perceived by employers; and how employers themselves would like to become more involved in the development and delivery of skills solutions.

Responding to Employer Needs

Short Summary

This project explores how a large general FE college can best respond to the needs of employers whilst at the same time working to deliver the priorities established by government and articulated through the Learning and Skills Council.

Developing a Strategy for an FE College to Lead in the Development of the Local Workforce Through Work Based Learning

Short Summary

This project aimed to develop awareness of good practice in delivering Work Based Learning. This research project found that the input from tutors and employers was a key factor in enabling learners to integrate and successfully employ Key Skills into their employment.

Volume 8: "Distributed and Shared Leadership" - edited by Professor David Collinson (27,131 words)

Distributed Leadership: Investigating the Distinction Between the Rhetoric of Leadership and the Behaviour Required to be a Successful "Middle Manager" in Further Education

Short Summary

This project argues that the literature on distributed leadership typically assumes that leadership is enacted in the same way, whatever the level of participant. The report challenges this view, suggesting that there are particular "leadership" behaviours that are more relevant to middle managers than they are to senior managers/directors or principals at the head of an organisation.

Developing Shared Leadership: A Hands-Off Approach

Short Summary

This report uses action research to identify how shared leadership can develop across team managers who have relatively distinct, independent teams and priorities. The study reveals the importance of relationship development in building a leadership team and concludes that shared leadership can impact positively on the individual skills and confidence of managers.

Tutor Engagement in Curriculum Leadership and Development within Adult Learning

Short Summary

This practitioner research explores how distributed leadership could help to involve part-time and geographically dispersed tutors within curriculum development activities. The report identifies ways to engage tutors in developing the Visual, Performing Arts and Media (VPAM) curriculum management area.

Leadership for Progression: First Steps Provision and Collaborative Leadership

Short Summary

This research focuses on local authorities' experience of delivering first steps learning and their role in providing potential progression routes into accredited courses and employment. The project found that local authorities adopted collaborative approaches to leadership working with other FE sector providers and through a wide range of partnerships.

Volume 9: "Leadership Development and Succession" - edited by Professor David Collinson (24,833 words)

Exploring the Impact of a College-Designed Middle Manager Leadership Programme upon College Practice

Short Summary

This research examines a middle management leadership programme and considers the extent to which ideas from this course were subsequently implemented within organisational and personal practices. The report identifies certain barriers to the implementation of this training and development programme.

Investigating Management Development in the Further Education Sector

Short Summary

This report examines management development in the FE sector and explores its relationship with organisational culture. The project concludes that there is considerable room for improvement in training and development within the Sector, particularly for middle and junior managers.

Leading Teachers: The Role of Leadership in Teaching and Middle Management

Short Summary

This study explores the significance of leadership amongst team leaders in four very different UK colleges. A key finding is the continued importance of teaching for team leaders, and their reluctance to forgo this should they move into middle management positions.

A Job Worth Having? Succession Planning for Principals in the Further Education Sector

Short Summary

This report examines succession planning and how this can help sustain the quality of leaders and senior managers in the FE sector. The report concludes that the sector is now addressing the issue of succession in much more effective ways, and doing this predominantly through talent management systems.

Volume 10: "New Directions in Leadership Excellence: Towards Self Regulation" - edited by Professor David Collinson (32,842 words)

From Potential for Coasting to Potential for Excellence

Short Summary

This report examines whether there are ready-made formulae enabling colleges to move from good to great, such as Framework for Excellence. The report argues that the recently published "Framework for Excellence" fails to consider staff, even though much of the literature emphasises that employees are vital in taking any organisation from good to excellent.

Accentuate the Difference: The Identification and Application of 'Critical Non-Essentials' in the Area of Student Support to Drive Institutional Improvement

Short Summary

This research seeks to demonstrate the effectiveness of innovation and risk-taking in the face of an audit-driven culture. It also identifies interventions that inform leadership and drive up performance across the sector. The report critically evaluates all the "non-essentials" in the area of student support, and identifies which, if any, are effective in strengthening College performance.

Leadership for Sustainable Development: Rhetoric into Reality

Short Summary

This report outlines an action research project into Leadership for Sustainable Development (SD) in an independent specialist college. The research findings suggest that there is a much greater wish to engage with SD across the College than originally presumed.

Sector-wide Transformational Leadership: In the Strategic Pursuit of Excellence, How Can Leaders and Managers Bring About Effective Self-Regulation?

Short Summary

This project investigates the role of leadership and best practice in bringing about a change of culture in FE Colleges in the pursuit of excellence. The research concludes that in order to facilitate self-regulation, benchmarking must occur both inside and outside the FE sector, taking on an international dimension.

Improving FE Management Accounts: Implications for Leadership

Short Summary

This project researches a 'good practice' model of management accounts for FE colleges, as a tool for improving leadership skills of heads of finance and, through better understanding of financial performance, senior managers, finance committee members and governors.

Volume 11: "Personalising Learner Voice" - edited by Professor David Collinson (27,411 words)

Leading Personalisation

Short Summary

This project examines the relationship between leadership action and the personalised learning agenda in the FE sector. The report presents the results of cooperation between three FE institutions on a project aimed to elucidate the parameters of leadership in the introduction of a personalised learning agenda.

The Development of a Regional Learner Panel: Involving "Everyday Learners" in Leadership

Short Summary

This research report locates the evolution of a Regional Learner panel in the context of national developments and explores how such a group can contribute to leadership in the learning and skills sector. The project concludes that effective facilitation of such panels is key to the development of the group and individuals within it.

Team Coaching for Learner Success

Short Summary

This report explores whether coaching techniques can improve learner success and retention rates. The research found that solutions focused coaching improved learners' confidence, particularly because the technique empowered students to find solutions for themselves.

The Leadership Implications for FE Provision of Plans to Raise the Participation Age to 18

Short Summary

This research considers the leadership implications of raising the participation age, with an emphasis on the change in FE, which is expected to play a significant part in engaging young people to 18. The report suggests that, while the idea of raising participation age is generally supported by young learners, it also generates many issues that FE leaders will have to address in ensuring that the new legislation is successful in practice.

Volume 12: "Researching Self Regulation in FE Colleges" - edited by Professor David Collinson (17,477 words)

Giving Voice to College Leaders: The Journey Towards Self-Regulation?

Short Summary

This report explores the views of Principals of FE colleges in England on proposals for self-regulation in the sector. It draws on research that revealed a strong consensus with Principals highlighting the need for more devolution of responsibility to colleges. Whilst accepting the need for external accountability, Principals felt that responsibility for self-improvement could be transferred to colleges. In their view, less intervention would allow more resources to be redirected from serving regulators to serving learners and local communities.

Developing Self-Regulation at Highlands College

Short Summary

This is a case study of an English college operating outside England which is for all intents and purposes
self-regulating. It provides an example of how things might be and could be. It is not intended as a model but rather designed to show possibilities. This report describes how one college has successfully used self-regulation for the benefit of its learners and its community.

Individual Practitioner Research Reports

Routes to Excellence: Performance Management Strategies for Organisational Improvement in General Further Education Colleges (9,468 words)

Short Summary

This project explored how general further education colleges use systematic performance management to help progress their ambition of excellence. The research highlighted the critical role of middle managers and the need to build their confidence and skills in this area.

Leading Multi-Faith Support Teams in the Learning and Skills Sector (14,685 words)

Short Summary

This project presents findings from an action-based investigation into faith support and chaplaincy in further education (FE) colleges and schools. The report outlines a set of recommendations for colleges that are about to embark on setting up a multi-faith support team.

Leading Local Authorities, as Providers of Adult and Community Learning and Work-Based Learning, Through Ofsted Multi-remit Inspection (14,579 words)

Short Summary

This research report explores the leadership challenges arising from a change in inspection arrangements whereby all types of government funded provision, referred to as 'remits', are inspected simultaneously. The report identifies leadership strategies that might be useful to local authorities likely to be inspected on a multi-remit basis.

Collaboration and Competition: A Leadership Challenge (11,745 words)

Short Summary

This research report explores the issues and challenges faced by leaders and managers operating within a competitive and collaborative environment. It focuses on Gateshead 14 – 19 Partnership as a case study. The primary themes of the research aim to develop an understanding of the competitive and collaborative context in which the Partnership operates as a basis for understanding how the Partnership may gain an advantage from working collaboratively and what leaders and managers should do to ensure it is realised.

Exploring the Leadership and Governance Implications of Self-Regulation for Local Authority and Third Sector Providers of Adult Learning and Skills (16,045 words)

Short Summary

This research project investigates the implications for local authority and Third Sector providers of adult learning skills of the proposal for the Further Education (FE) sector to become self-regulating. Evidence is gathered from a literature review, interviews and focus groups with senior staff from nineteen local authority and Third Sector organisations.

Self-Regulation and Private Providers in Work Based Learning (8,123 words)

Short Summary

This research project examines self-regulation for private providers delivering work based learning within the learning and skills sector. It explores the level of awareness about self-regulation across a sample of private providers, the possible significance of context and size of provider, and the potential impact on leadership of private providers.

Community Cohesion and Social Inclusion – ESOL learners' perspective: Leadership challenges (6,551 words)

Short Summary

This research project explored learners' experiences of English for Speakers of Other Languages (ESOL) and their perceptions of how learning the English language is supporting their integration and community cohesion in the UK.

Work Based Learning: The leadership challenges for colleges & businesses (8,086 words)

Short Summary

This project examined the role of work-based learning in foundation degrees. Crucially, Highlands College adopted an HE strategy which clearly articulated that work-based learning was at the core of foundation degrees.

How Can Effective Leadership Assist in Reaching Hard to Engage Female Students (Offenders and ESOL) (8,101 words)

Short Summary

This report is designed to give readers an insight into the challenges faced by female offenders and ESOL females when they try to access learning.

Making a Difference: Transforming leadership for learning (5,819 words)

Short Summary

This project has investigated the key principles of effective leadership and management, and how these are perceived and recognised by leaders. The project has sought to identify the way that managers within the sector are supported and developed to achieve excellence, through enabling others

Leading Adult Learning in A World of (Permanent) Crisis: Leadership challenges and practices in a changing world (11,082 words)

Short Summary

This research report explores how leaders in a wide range of adult learning institutions perceive the key challenges currently facing the sector and the potential future short to medium term challenges.

Leadership in Turbulent Times: Partnership Delivery of Higher Education by FE Colleges and Universities (8,260 words)

Short Summary

This research explores the future of higher education within English further education colleges and explores the strategic choices available to college leaders faced with threats caused by reduced

funding for higher education and yet the opportunities offered from a more vocational skills-based HE curriculum.

Blended Learning for Leadership Development in the FE Sector (12,035 words)

Short Summary
The aims of the research project were to identify which models of blended learning would be most effective in enabling leaders at different levels in the college to deliver a clear impact on our core business: the success of students.

The Voices of Women: Leadership and gender in the further education sector (11,644 words)

Short Summary
This research aimed to identify the career progression barriers for women and recommend good practice that would ensure women are better represented at the top.

The Importance of Sharing: An investigation in to the efficacy of Action Learning Sets as a framework for leadership development (7,783 words)

Short Summary
This research report investigated a group of middle and senior managers, based in a large college of further education, engaged in non-facilitated Action Learning Sets to explore leadership and management challenges pertinent to their situation and to derive solutions and strategies drawing on the experience and expertise of their colleagues within the learning set.

The Relationship Between Investment In Training And Frame Work For Excellence Indicators In An FE College (6,575 words)

Short Summary
Phase 1 of this project developed a Causal Relationship Model (CReM) describing New College's key strategic inter-relationships and intra-relationships with its operating environment. Phase 2 of the research project concerned testing the hypothesis against New College's historical performance indicators and the views of lecturers collated from an online survey and focus group.

Developing The Holistic Practitioner In Work Based Learning Provision For Young People In Local Community Settings: Leadership, community cohesion and social inclusion (7,238 words)

Short Summary
This report explores the development of the 'Holistic Practitioner' in the delivery of learning to 14 to 19 year olds, within a group of London work based learning providers detailing one to one interviews with heads of organisations delivering Entry to Employment/Foundation Learning.