

A Multi-Stakeholder Partnership for Education:

A Case Study

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Abstract

This thesis presents the journey from concept to operation of an innovative multi-stakeholder partnership for education (MSPE), focusing specifically upon:

the processes involved in forging, formalising, governing and operating a multi-stakeholder partnership for education, to develop viability and create sustainability in the not-for-profit sector in the twenty-first century.

The MPSE under investigation involved a dual-sector educational establishment whose goal was to attain degree-awarding powers and ultimately the title of ‘university,’ and a national third sector organisation whose goal was to ensure its own continued existence.

Philosophically, this research enquiry follows an inductivist approach – the mode of engagement of neo-empiricism, comprising objectivist perspectives in relation to the ontological status of human behaviour and epistemology. In terms of theory, it employs an intrinsic case study undertaken over a six-month period and utilising a mixture of documentary analysis, face-to-face semi-structured interviews and focus groups, whilst employing the unobtrusive measure of content analysis.

This case study tells the story of how the organisations re-positioned themselves and created a partnership for the training of practitioners – a unique multi-stakeholder partnership for education, or serial collaborative arrangement

– and established and operated an institute for the development and provision of courses in respect of, and researching into, couple and family relationships and relationship support services, in the initial phases, from the perspectives of those involved during data collection from October 2007 through to March 2008.

The innovative and unique governing and operating practices are challenged and illuminated in terms of their strengths and weaknesses as they co-operated to establish and operate a new Institute.

Finally, contributions to the creation and interpretation of new knowledge are documented, paying attention to the dimensions of: the professionalisation of relationship counselling services and the uniqueness of the multi-stakeholder partnership involving a public body and a third sector organisation.

Acknowledgements

The two organisations which participated in this research project were Doncaster College, a public sector dual educational establishment, and Relate, a national third sector organisation. I would like to express my gratitude to Bill Webster, Acting Principal of Doncaster College; and Nick Turner, Head of Relate Institute, for allowing me the opportunity and unlimited access, in order to fully undertake my research.

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In October 2004, I continued my educational journey by commencing a Doctorate in Education (Lifelong Learning) Ed.D programme at Nottingham University. In particular, I wish to place on record my gratitude to Professors S. McGrath and W. J. Morgan, who provided academic support throughout the taught component of the programme, enabling successful progression onto the thesis component of the programme as well as being my first and second

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I would also like to take this opportunity to express my eternal gratitude to my parents, Frank and Gwen, who have, both emotionally and financially, given me every opportunity to pursue my educational endeavours. My husband, Simon, who has provided nothing but encouragement and support, through discussing ideas and tirelessly reading through endless pages of text, to giving me long cuddles when it all seemed too much. My daughter Abbeygail, now aged nine, has had to forego bedtime stories of fairies and princesses, and instead is now fully conversant with dual-sector educational establishments, the third sector and research methodologies; and has entertained herself while her mother sat day after day, night after night, staring at the computer screen, surrounded by a pile of books and papers. Beside the feelings of relief that the project has ended, my hope is that my family all share my feelings of elation and personal satisfaction with its successful completion; and all most definitely warrant the final mention of my eternal appreciation, gratitude and love.

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Chapter 1. Introduction

This introduction will begin with a presentation of the rationale behind the study. It will then briefly state what the study involves, and why it is important. The appropriateness of the author to undertake such a study will then be justified, through a brief synopsis of her academic and professional career to date. Finally, there will be a brief overview of the remaining chapters, in order to provide a clear outline of the structure underpinning the thesis.

1.1 Rationale behind this study

The Further and Higher Education Act (1992) significantly altered the practices of the post-compulsory education sector, enabling working relationships between further and higher education, and the opportunity to work in partnership with other sector organisations for the greater good of the organisations themselves, offering a greater range of courses to individuals, along with benefits to those whom they serve.

The number of charities in the United Kingdom has increased substantially over recent years, rising from 120,000 in 1994/5 to 171,000 in 2007; this has been attributed to the rising prominence of public service delivery (Charity Commission, 2009a). At the time of writing, there are 164,389 registered main charities, and 22,655 subsidiary and group / constituent charities: a total of 187,084 organisations (Charities Commission, 2009).

There is much more to the public sector than the care services. Having personally been responsible for facilitating an educational franchise agreement, the author directed the literature search towards the establishment of partnerships between further and higher educational establishments and the civil sector, regarding the delivery of educational programmes. It quickly became apparent that there was only a small amount of literature on the subject, and what little did exist was generic and theoretical in nature: hence, this was an area for development.

The author conversed with the acting principal of a dual-sector educational establishment, and was informed that it was in the process of formalising a partnership with a national charitable organisation to:

Co-operate in the establishment and operation of an institute for the development and provision of courses, in respect of and researching into couple and family relationships and relationship support services.

(Bilateral Agreement 2006)

Following various meetings, full organisational access by the corporation board was granted.

1.2 Subject of this thesis

The purpose of this thesis is to present the journey from concept to operation, highlighting the processes involved in forging, formalising, operating and governing a Multi-Stakeholder Partnership for Education (MSPE). This partnership was between a public, dual-sector educational establishment (Doncaster College), whose goal was to attain degree-awarding powers and ultimately the title of ‘university,’ and a national civil sector organisation (Relate), involved in voluntary and community activities, and facing financial challenges: leading to the creation of a Centre of Excellence for Relationship Studies.

The purpose of this case study is to present the journey and processes undertaken by both partners, from the perspectives of those involved, so that a true and accurate picture can be presented, without researcher bias. It is also important that the analysis within results in lessons being learnt, and a benchmark is provided for others in the future.

In addition, this thesis documents its contribution to the creation and interpretation of new knowledge, paying attention to the multi-dimensions of: the model of provision; the partners; the programme provision; the uniqueness of the multi-stakeholder partnership involving a public body and a third sector organisation; and the professionalisation of relationship counselling services.

The precise research question addressed by this study only became clear as the

study developed:

What processes are involved in forging, formalising, governing and operating a multi-stakeholder partnership for education, in order to develop viability and create sustainability in the not-for-profit sector in the twenty-first century?

1.3 Importance of this case study

Partnerships bringing together various sectors inclusive of the public sector, business and civil society are unique endeavours. They differ from public sector provision, classic contractual arrangements and philanthropy. They can be viewed as supplementary arrangements, bestowing new, unique levels of expertise, synergy and resources, in response to current needs. The literature on education partnerships is growing, but the empirical evidence in relation to their functioning and results is still in need of considerable enrichment (Draxler, 2009).

This case study is important because it examines the *journey*, i.e. the processes involved in forging and formalising a partnership: governing and operating a unique, innovative MSPE in the form of the Relate Institute. Together, the partners have embraced the changes brought about with the introduction of the Further and Higher Education Acts of 1988 and 1992, and agreed to co-operate in the establishment and operation of an institute, a centre of excellence, as well as introducing a new funding stream to ensure its long term sustainability.

The study presents much needed empirical data with regard to MSPEs. It also provides supportive evidence on how innovative models of provision, in this case a serial collaborative arrangement within a dual-sector / hybrid educational establishment, were forged, formalised, governed and operated, taking into account the perspective of those involved.

Hence, bringing to the forefront the topic of Multi-Stakeholder Partnerships for Education, the thesis examines the new models of provision, in the form of serial collaborative arrangements, between the dual-sector / hybrid educational establishment and a third sector organisation. Together, they re-positioned themselves and created a partnership for the training of practitioners, who would go and work in Relate: thus creating a unique serial collaborative arrangement, in which they developed viability and sustainability, and established and operated an Institute for the development and provision of post-graduate courses in respect of, and researching into, couple and family relationships and relationship support services.

Finally, the thesis documents its contribution to the creation and interpretation of new knowledge through an original research enquiry, paying particular attention to the multi-dimensions of: the model of provision; the partners; the programme provision; the uniqueness of the multi-stakeholder partnership involving a public body and a third sector organisation, and the professionalisation of relationship counselling services.

In practical terms, this case study is important because of its examination of a

MSPE which involves: a new model of provision, comprising of serial collaborative arrangements, in which an innovative and unique model of governance is employed, in the form of an Executive Board; and the partners to the agreement: a dual-sector educational establishment and a national third sector organisation, which together with a validating university contribute substantially to the facilitation of postgraduate education, thus meeting the needs of the organisations and students in the twenty-first century.

The study also provides a working framework for other dual-sector organisations who wish to embark upon re-positioning themselves, in order to attain degree-awarding powers and ultimately, the title of ‘university’; or who want to enter the domain of facilitating higher educational level programmes through validation arrangements with a university, thus taking advantage of the current educational climate where university course fees are going to be at a premium and where students of ‘lesser financial means’ will begin looking for alternative academic arrangements.

Similarly, other civil sector organisations may wish to enter into a MSPE encompassing serial collaborative arrangements, in order to develop their own validated training programmes and enhance their professional practices. Organisations facing financial difficulties may care to note the example under discussion, in which the national third sector organisation has not only re-positioned itself with regards to its training, but secured its viability within the marketplace and firmly re-established its community-based provision, as it strives to attain financial sustainability in the twenty-first century.

1.4 Appropriateness of undertaking such a study

In 2004, the author enrolled at Nottingham University on the Doctorate in Education (Ed.D) programme, in order to continue her personal and professional development. By 2006, she had successfully completed 120 credits from the taught core modules of Models of Adult Teaching and Learning; Management of Change in Lifelong Education; The Political Economy of Education: Comparative Perspectives, and Theory, Methods and Application of Research in Lifelong Education, thus confirming the author's eligibility to progress to the thesis component of the programme.

This research is the outcome of twenty years continued personal and professional development, including the achievements of a Bachelor of Science (with Honours) degree in Psychology; a Postgraduate Certificate in Education in Post-Compulsory Education and Training; a Master of Education Degree in Counselling; fourteen years' clinical practice as a generic counsellor attaining BACP Accredited Counsellor and Psychotherapist and UKRCP Registered Independent Counsellor status; twelve years' experience within the third sector working in both voluntary and paid capacities, including eight years' experience in organisational management, in the capacity of Chief Executive Officer and registered Company Secretary; and an unyielding interest in the post-compulsory educational sector.

1.5 Overview of the thesis

Chapter 2, the Literature Review, is divided into four key sections. The first section considers the civil sector, embracing: a historical perspective; theories and models of governance; an epigrammatic overview of the social economy of the third sector; an examination of social enterprise; and an exploration of funding and sustainability. The second section considers post-compulsory education and outlines historical and political developments, presents governance in terms of the QAA and explores the genre of models of provision. The third section considers the nature of partnerships, paying close attention to collaborative provision, public-private partnerships and multi-stakeholder partnerships for education. The fourth section presents a synopsis of ‘professionalisation’ with reference to the public and private sectors, along with paying particular attention to the industry of counselling and psychotherapy.

Chapter 3, Methodology, is divided into six sections and provides a justification of the choices made in the research. The first section states the research question. The second and third sections respectively present the philosophical framework and the theoretical approach employed within this research. The fourth and fifth sections highlight and describe the research methods and the sample employed in this research. The sixth section addresses ethical considerations which emerged during the research process.

Chapter 4, the Case Study, is divided into three key sections. The first section presents a quotation from Michael Jacobs (1996), whose theory regarding ‘personality’ is particularly pertinent in this research inquiry. The second section presents a detailed history and description of the milieu of both Relate and Doncaster College. The third section presents a meticulous account of the establishment of the Relate Institute, from the perspectives of those involved; and to conclude, a table of categories, trends and themes is presented, which serves to highlight the student’s perspective.

Chapter 5, the Discussion, is divided into seven sections. The first section mirrors the structure in Chapter 2, addressing the findings in relation to the civil sector and Relate, the post-compulsory sector and Doncaster College, partnerships, professionalism and the Relate Institute. Sections two, three, four and five deal with the forging, formalising, governing and operating of a multi-stakeholder partnership for education and feature in-depth discussions which address the research question. Section six highlights and examines the professionalisation of Relate and ultimately the Relate Institute, in terms of three inter-connected areas: industry, academia and the individual. Section seven presents a chapter summary which illuminates pertinent aspects of the civil sector and the post-compulsory education sector, along with paying particular attention to the domains of multi-stakeholder partnerships for education, centres of excellence, programme delivery and governance.

Finally, Chapter 6, the Conclusion, is divided into three sections. The first section presents the author’s contribution to the creation and interpretation of

new knowledge through original research: the professionalisation of relationship counselling services and the uniqueness of the multi-stakeholder partnership involving a public body and a third sector organisation. The second and third sections, respectively, reflect upon the research process and make recommendations for future research. The third section draws to a close this document by exploring the implications, both theoretical and practical, of the findings of this case study.

Chapter 2. Literature Review

2.1 The Civil Sector

2.1.1 A historical perspective

A report written by the Wolfendon Committee (cited in Coule 2008:11), regarding the outlook for the third sector, portrayed four historical periods with reference to charity: “Paternalism to 1834; Voluntary Expansionism 1834-1905; the emergence of Statutory Services 1905-1945, and; the Welfare State 1945 to date”. Harris, Rochester and Halfpenny (2001) and Palmer and Randall (2002, cited in Coule 2008) believed that it was the epoch of the early 1980s that shaped the voluntary sector as it is known to day. The voluntary sector will be considered from this pivotal point onwards.

Throughout the Conservative administration (1979-1997), significant changes were made to the philosophy of welfare delivery, taking responsibility away from local authorities and giving it to the individual (Palmer and Randall 2002, cited in Coule 2008). As a result, government funding to the voluntary sector increased.

Deaking (1993) and Dart (2003, cited in Coule 2008:12) confirmed that “Local Government had moved away from being a service deliverer to a resource provider, and subsequently termed the contract culture. Voluntary organisations were now being placed at the heart of social policy and were

afforded the opportunity to develop, expand and diversify their role within welfare provision” (Harris, Rochester and Halfpenny (2001, cited in Coule 2008).

During the 1980s, proposals were made to the government for a new three-part programme for unemployed people: providing opportunities for paid work, training and work experience, and community activities (NCVO 1981). ‘A Case for Change’ was launched in 1983, recommending reform in existing charity laws: for example, the law did not recognise the relief of unemployment as a charitable object.

By the mid 1980s, financial cuts in central and local authority meant that funding to voluntary groups was reduced (NCVO 2009a) and the 1988 “Agenda for Action” report of Sir Roy Griffiths (NCVO 2009a), endorsed by the government, proposed that local authorities take an enabling and regulatory role in service provision. However, Deakin (2008:10) highlighted implications such as “splitting the voluntary sector into those who deliver the services and the ethereal side of civil society” or is it “about just harnessing the sectors strengths to meet government needs? Or “do these agendas actually offer the sector the chance to take its place alongside the public and private sectors, as one of the dominant voices in our society?” By the 1990s, according to NCVO (2009a) voluntary organisations were becoming equal and independent partners, working alongside the public and private sectors. Funding has remained a significant issue and in 1991/1992, at least £29.4 million was cut from local authority funding for voluntary organisations (NCVO, 2009a). A

decade later, in 2002, the Budget introduced a series of tax-efficient giving methods, leaving the UK with one of the world's most favourable tax regimes for charities, inclusive of Gift Aid and Payroll Giving. If these remain in place, they should provide a reliable, increasing source of voluntary income for organisations (Robb 2008).

A code for voluntary organisations was published (1984), examining the relationship between the voluntary sector and government, identifying two basic principles: firstly, the independence of policy-making, for which trustees carry ultimate responsibility; and secondly, the need for an organisation to be fully accountable to the government for its expenditure (NCVO 2009). This was further endorsed in 1992, where the first sections of the much called-for Charities Act, emphasising the role of trustees and the work of the Trustees Working Party, and ensuring that much-needed support and advice was available to the sector, began to be implemented, along with the creation the following year of a specialist team, charged with advising and supporting trustees (NCVO, 2009a).

In addition, a report by Lord Nathan entitled "The Effectiveness of the Voluntary Sector," set out an agenda for the National Council for Voluntary Organisations (NCVO) and the voluntary sector. Voluntary organisations were expected to make themselves truly effective in terms of management, services and other functions, inclusive of the role and training of trustees, fundraising, education, public relations, and financial accountability. Conversely the Report had identified the problem that voluntary organisations might become

involved in competition with one another and with private agencies, largely as a result of the “Agenda for Action.” Resulting in one of the most significant changes of the early 1990s, coined the “contract culture” (NCVO, 2009a).

The Labour government, like its Conservative predecessor, viewed the private and voluntary sectors as key mechanisms for delivery of its policies, especially in terms of enabling voluntary organisations to play a much greater role, particularly in relation to service delivery (Wainwright, Clark, Griffith, Jochum and Wilding 2006, cited in Coule 2008:14)

A major step forward for the sector occurred as a result of the report by Professor Nicholas Deakin in 1996, which examined the future of voluntary activity, and re-affirmed that significant structural changes were needed in the laws and tax systems governing it. The introduction of the Compact in 1998 created a unique and much needed model for partnerships between the voluntary and community sectors and government (Robb 2008). A message from the Prime Minister:

This compact ... provides a framework, which will help guide our relationship at every level. It recognises that Government and Third Sector fulfil complementary roles in the development and delivery of public policy and services, and that the Government has a role in promoting voluntary and community activity in all areas of our national life.

The compact strengthens the relationship between government and the voluntary sector and is a document of both practical and symbolic importance. In it, the government recognises the vital contribution of the voluntary sector: Public service reform led to growing opportunities for third sector organisational involvement in improving service delivery, inclusive of: helping design services; giving a voice to service users; delivering services themselves; evaluating services; and developing innovative ideas in order to improve delivery (Blunket 2003, cited in Coule 2008).

The 'Cross Cutting Review' endorsed by the Treasury, regarding the role of voluntary organisations in the delivery of public services, represents the most significant set of safeguards and incentives from the Government. According to Robb (2008), if these recommendations were fully implemented, voluntary organisations should be able to deliver public services on fair terms and be able to maximise the benefits to users and beneficiaries. Reflecting an increasing political interest in the voluntary and community sectors' role in the delivery of public services and civil renewal (Robb 2008), along with an emphasis on public benefit and a reformed Charity Commission,

However, the passing of a Charities Act in the 2004/5 Parliamentary session should have provided a regulatory framework which maintained public trust and confidence in what is charitable, and what charities actually do. But the Charities Act 2006 took five years from white paper to Royal Assent (Lloyd, 2007); the 2006 Act was very confusing and inaccessible. As such the government was required to appoint someone to undertake a review of the

operation of the 2006 Act, which must be laid before Parliament by 2011. The Charity Act 2006 introduces a clear statement of the objectives, functions and duties of the Charity Commission, along with the scope of activities recognised as charitable: a full definition can be found at: www.opsi.gov.uk/acts/acts2006.

At the time of writing, there were 164,389 registered main charities, and 22,655 subsidiary and group / constituent charities: a grand total of 187,084 organisations, and collectively, these have an income of circa £49.3 billion, expenditure of £45.6 billion, investments worth £77.7 billion, and assets totalling £43.2 billion (Charity Commission, 2009).

2.1.2 Governance

Without a meaningful mission, an organisation has no purpose, without effective implementation of that mission, an organisation will fail. Good Governance is essential for both a meaningful mission and its effective implementation.

(Laughlin and Andringa 2007:V)

Theories of Governance

Theories of governance in the corporate world include: the democratic model; agency theory; stewardship theory; resource dependency theory; stakeholder theory and managerial hegemony theory (Cornforth 2004).

The significant practices of the *democratic model* include: open elections on the basis of one person per vote; representatives representing different interests (pluralism); accountability to the electorate; the separation of elected members, who make the policy, from executive policy decisions. For example, countless voluntary organisations are set up as memberships, whose constitutions stipulate that the governing body should be elected by and epitomise the membership in some way (Cornforth 2004).

Agency theory pre-supposes that the owners of an enterprise (the principal) and those that manage it (the agent) will have diverse and dissimilar interests. This could be problematic when the owners or the shareholders of the enterprise choose to act in their own interests, rather than in the interests of the shareholders (Cornforth 2004).

In stark contrast to agency theory, *stewardship theory*, alternatively known as the ‘partnership model’, pre-supposes that general managers want to do a first-class job and will act as effective stewards of the organisation’s resources. For this reason, the senior management and the shareholders are perceived as partners. The foremost function of the board is to develop organisational performance, to expand strategy and to add value to decisions, i.e. the members are selected on their expertise and their contacts, not to ensure management compliance (Cornforth 2004).

The *resource dependency theory*, alternatively known as the co-optation model, pre-supposes that organisations are interdependent from their

environment. The organisations themselves depend on other organisations and actors for resources. Hence the partners need to establish ways of managing this dependence and ensuring that they attain the resources and the information that they need. The board aims to maintain good relationships with key external stakeholders in order to ensure the continued flow of resources and to reduce any uncertainties by creating links between organisations, whilst assisting the organisations to respond to external changes (Cornforth 2004).

According to *stakeholder theory*, governing bodies pre-suppose that the organisation should be answerable to a range of groups in society, instead of only to the owners or mandators of the organisations (Hung 1998, cited in Cornforth 2004). This theory is representative of state-funded schools, where the board is made up of appointed or elected individuals from various groups, including parents, Local Educational Authorities and teacher-governors (Cornforth 2004).

Managerial hegemony theory identifies that shareholders, by law, may own and control large corporations and thus the control is given to a new professional managerial class, with the stakeholders no longer being in control (Cornforth 2004).

Multi-Stakeholder Approaches to Governance

Originally presented by Freeman (1984), stakeholder theory is a theory of organisational management and business ethics, which addresses morals and

values in managing an organisation, and claims that there are other parties involved, including governmental bodies, political groups, trade associations, trade unions, communities, financiers, suppliers, employees, customers and even competitors (their standing being derived from their capability to affect the organisation and its other morally legitimate stakeholders).

Pluralism is, in a broad sense, the recognition of diversity. It is also employed to represent a theoretical point of view regarding the state and power. Hence, pluralism is an agreeable model of how power is distributed in societies. Scool (2012) identifies 3 major theories of power distribution:

The *pluralist model*: this perspective claims that power is diffuse rather than concentrated, and no one person becomes too powerful. In society, a large number of groups represent all the significant and different interests of the population. However, according to Scool (2012), this classical pluralist perspective is no longer regarded as an appropriate description of the distribution of power in contemporary liberal democracies, and theorists are embracing the 'elite pluralist position'.

Elite pluralism differs from classical pluralism in two main ways. Firstly, there is an appreciation that not all individuals are represented by the system of interest groups, such as black people, the working class, consumers, women, the unemployed and the old. Secondly, it appreciates that groups are less open and receptive to their members than classical pluralists assumed, because all organisations tend to have a chain of command. However, the emphasis in elite





pluralism remains upon the existence of a number of interest groups, which are in competition with each other for limited resources, with no one group dominant, and fewer are involved in the discourse of consultation.

The *elitist model* is a theory of government and politics contending that societies are divided along class lines and the upper-class elite will rule, regardless of the formal niceties of governmental organisation (Quizlet 2012). Arising in opposition to the Marxist model, which claims that elite rule is inevitable in all societies, including socialist ones, the elitist model sees power as resolutely in the hands of a few. According to Scool (2012) there is a difference of opinion regarding the origins and characteristics of elites. For example, Pareto emphasised the psychological basis of dominance, Mosca highlighted social structural factors, and Michels stressed the organisational basis of elite rule.

The *Marxist model*, the ideology espoused by Karl Marx, holds that government is a reflection of prevailing economic forces, primarily the ownership of the means of production. If you control the economy, you have the power (Quizlet 2012). During the 1960s and 70s, the Marxist model was pursued in diverging directions by instrumentalists and structuralists. The instrumental position, associated with Ralph Miliband, observed the state as an agent or instrument of the ruling class. Miliband argued that the state makes decisions which directly favour the owners and controllers of capital; this occurs because state personnel are drawn from the same social background and because the state is a capitalist state. To protect the state, the ruling class must

encourage capital accumulation and, in a capitalist society, the interests of capital and national interest are often considered to be the same – economic growth and prosperity. Promoting the interests of capital, in turn, promotes the interests of the nation (Scool 2012).

The motivation to house more stakeholders offers an opportunity for new models based upon the principle of pluralism (Ridley-Duff 2007). One such model is presented by Ridley-Duff (2007:384), which he calls a “meta-theoretical view of organisation governance”. The four ideals of this view are illustrated diagrammatically below:

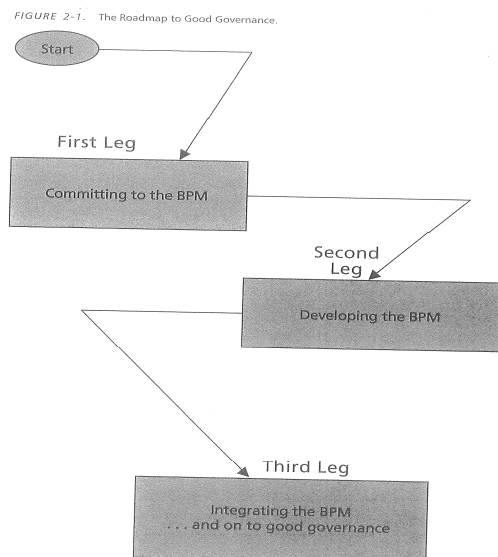
	Society is best served by creating consensus	Society is best served by encouraging diversity 
 Identity is individual Individualism	Unitarism Governance by a sovereign who imposes their values to provide an equitable system of governance. Rules are created to impose social order, allocate responsibilities and adjudicate conflicts between subjects.	Pluralism Governance that accommodates conflict through individual rights and discursive democracy. Balance is achieved through democratic control (in social life) and market mechanisms (in economic life)
Identity is Social Communitarianism 	Governance by an elite able to create consensus. Rules reflect the shared values of a political elite who allocate responsibilities and adjudicate disputes according to their perception of collective interests. Elites marginalise minority points of view.	Governance that accommodates conflict through discursive democracy to determine political rights and responsibilities within collective structures. Balance is achieved in both social and economic life through a mixture of participatory and representative democracy.

In practice, Ridley-Duff (2007) advocates that organisation leaders will embrace positions along a continuum and may develop their style over time or take a different tack in varying situations.

A Model of Governance in the Third Sector

Laughlin and Andringa (2007) believe that board education and training for non-profit organisations will become increasingly significant. They believe that the development of the Board Policies Manual (BPM) is a governance management system that helps boards and senior managers to understand their respective roles and functions and therefore become more effective in terms of their performance and accountability.

Laughlin and Andringa (2007) present the BPM in three phases: the first being 'Committed to the Concept', the second being 'Developing the BPM' and the third being 'Integrating the BPM'. They deem the unfailing product of this basic three-step process to be an efficient, effective and durable model of governance. The process is presented below:



(Taken directly from Laughlin and Andringa 2007: 16)

Mirriams Kitchen, The Translocational Genomics Research Institute, The Association of Graduates and World Vision International have each employed the model of governance proposed by Laughlin and Andringa (2007). Laughlin and Andringa (2007) identified that each of the organisations had their own mission; there were no comparisons in size, age, complexity and geographical research; and that the constitution of the Boards, along with their bye-laws, were unique. However, one thing they did have in common was that each organisation followed the road-map to significant improvements in the way their boards governed the organisation, and a variety of strategic benefits were also identified (Laughlin and Andringa, 2007).

Charity Commission

There is an increasing body of literature dedicated to the role of governance and trustees in voluntary organisations, including Harris, 1991; Ford, 1992; Quint, 1994; Hind, 1995; Harrow and Palmer, 1998; and Mole, 2003 (cited in Coule, 2008). The early 1990s saw the NCVO and the Charity Commission establish a working party on trustee training. A report entitled 'On Trust' (NCVO, 1992) identified that countless trustees were actually unaware that they were trustees and went on to highlight that, "some trustees were apparently comfortably unaware of their individual responsibilities" (Harrow and Palmer, 1998, cited in Coule, 2008:34).

In addition, Meyer and Rowan (1991, cited in Coule, 2008) found that trustees also assumed that the responsibilities bestowed on them were no more than a

ceremonial conformity. This view is shared by Bradshaw, Marray and Wolpin, 1992; Brophy, 1994; Mordaunt, 2002; Gibelman and Gelman, 2004, cited in Coule 2008). Again it appears that much of the disillusion is ingrained in the perception that, in practice, many trustee boards do not perform the functions officially prescribed for them, or if they do, it is only in an inadequate manner. This is further endorsed by Harris (1989, cited in Coule, 2008:34) who stated that some board members will never be called upon to exercise these functions because in many organisations, “where there are paid staff, those which are members of a strong national body, or those which have enjoyed secure funding, the importance of the functions may not be apparent on a daily basis”. It becomes evident only when a catastrophe or a disaster occurs such as a threat to funding, financial mis-management, resignation of the Chief Executive Officer, a shift in public policy or a major failure in the quality of the service (Billis, 1996; Collins, 1993; Mordaunt, 2002, cited in Coule, 2008).

Following the dissatisfaction expressed within the sector, NCVO (1992) and the Office for Public Management (2006) have campaigned for clearer role prescriptions for governing bodies and appropriate training to raise awareness of responsibilities (cited in Coule, 2008).

A report by the Better Regulation Taskforce (2005) (now the Better Regulation Commission), entitled ‘Better Regulation for Civil Society’, illuminated many of the sector’s pertinent issues, including the need for the Charity Commission to make a clearer distinction between what charities *must* do and what it thinks

they *should* do. According to Wainwright, Clark, Griffith, Jochum and Wilding 2006, cited in Coule, 2008) if the report's recommendations are implemented this would make a significant difference to voluntary organisations.

The Charity Commission is a corporate body, responsible for regulating charities in England and Wales in the Third Sector (Lloyd, 2007). In 2005, "Good Governance: A Code for the Voluntary and Community Sector" was published, arising from directly expressed needs in the voluntary sector. This code was for the use of organisations requiring guidance, to clarify the main principles of governance and help them in decision making, accountability and the work of their boards. According to the code:

Governance is not a role for trustees alone. More, it is the way trustees work with chief executives and staff (where appointed), volunteers, service users, members and other stakeholders to ensure their organisation is effectively and properly run and meets the needs for which the organisation was set up.

(Good Governance: A Code for the Voluntary
and Community Sector, 2005: 7)

Governance is classified into three categories. First, small community group governance might involve getting things in place, clarifying who is responsible for doing what, and ensuring that all concerned are working together in a common cause. Second, in a local or county-wide service, governance centres

upon the relationship between the trustees and staff team, thus ensuring good service delivery. Third, in a larger national or regional organisation, governance relates to the need to demonstrate how the organisation delivers on its mission through quality service provision, its accountability to the public and stakeholders, and ensuring that the board's structure is 'fit for purpose' (Good Governance: A Code for the Voluntary and Community Sector, 2005).

According to the Code, the seven key principles of good governance:

1. Board Leadership: every organisation should be led and controlled by an effective Board of Trustees, which collectively ensures delivery of its objects, sets the strategic direction, and upholds its values.
2. The Board in Control: the Trustees should collectively be responsible and accountable for ensuring and monitoring that the organisation is performing well, is solvent, and complies with all its obligations.
3. The High Performance Board: The Board should have clear responsibilities and functions, and compose and organise itself to discharge them effectively.
4. Board Review and Renewal: the Board should periodically review its own and the organisation's effectiveness, and take any necessary steps to ensure that both continue to work well.
5. Board Delegation: the Board should set out the functions of sub-committees, officers, the chief executive, other staff and

agents in clear delegated authorities, along with monitoring their performance.

6. Board and Trustee Integrity: the Board and individual Trustees should act according to high ethical standards, and ensure that conflicts of interest are properly dealt with.
7. The Open Board: the Board should be open, responsive and accountable to its users, beneficiaries, members, partners and others with an interest in its work.

(Good Governance: A Code for the Voluntary and Community Sector, 2005: 10)

In a similar vein to the Charity Commission, Harris, 1989; Harris, 1993; and Widmer, 1993 (cited in Coule, 2008) five key responsibilities can be laid down for trustee boards of voluntary organisations. These include:

1. Trustees are to be accountable for a voluntary organisation.
2. The board may be involved in performing a range of tasks commonly associated with duties performed by an HR department.
3. The board is responsible for putting together, collating and developing policy; determining how the mission, purposes and goals of the voluntary organisation are set; and, if appropriate, changing them in a way consistent with responding to new circumstances.
4. The board is responsible for securing and safeguarding the necessary resources, with the explicit aim of making the organisation more sustainable and fit for purpose.

5. The board must provide effective links between its organisation and its environment.

The development of the meta-theoretical view of HR/Governance dynamics and strategy highlights the importance and implications of the various taken-for-granted – often implicit – philosophical assumptions:

Paradigm	Governance/HR Relationship	Approach to Strategy and Change
Unitary Approach	<p>The relationship and communication between the trustee board and staff team is formal and conducted largely through the CEO in order to retain a clear line between governance and management.</p> <p>Organisational members are seen as in need of control, direction and co-ordination and an elite group of trustees and/or senior managers devise various ways of achieving this. These can include a focus on culture management, where trustees and/or managers exert power in an attempt to produce ‘desired’ values and behaviours. There is a key assumption that systematic control of social relations is possible, usually via a raft of policies and procedures to underpin all aspects of work activity.</p>	<p>Strategy and change initiatives are often dominated by the CEO and/or an elite group of board members and the voice and experience of ‘lower level’ employees is rarely heard. The fundamental assumption is that trustees and managers are able to identify the changes that need to be made and the solutions required. As management-led change is constructed as a technical necessity and for the ‘common good’, any conflict, disobedience or resistance to change programmes is portrayed as irrational behaviour.</p> <p>Allied to this approach, there is almost complete separation between development and implementation and the purpose of strategy is to prescribe what the job is and how it should be done. Employee involvement in decision-making and strategy development is limited to responding to (or taking note of) formal, top-down communication</p>
Pluralist Approach	<p>Explicit attention is paid to the culture of the organisation, which is developed over time and through negotiation between trustees and staff. Beyond the necessary legal requirements, rules are replaced by dialogue and organisational members are treated as individuals rather than impersonally, and are trusted to act on the basis of shared co-created values. Although there is a recognised distinction between governance and management, their effectiveness is seen as interdependent.</p> <p>Trustees and senior management are more interested in the ‘lived’ practice of the organisation and people’s experience of it, rather than the formal policies and procedures that could be developed to control behaviour. An effort to foster an internally collaborative environment is seen as an essential and legitimate organisational activity in itself.</p>	<p>Significant value is placed on the process by which outcomes are achieved and there is a commitment at all levels to locating major decisions about resources and missions in democratic discourse. This is achieved through asking ethical questions concerning collective priorities. There is a deliberate attempt to create space for critique, reflection and debate for organisational members beyond those who sit at the apex of the organisation, be it the trustee board or senior management team.</p> <p>One of the key assumptions here is that when people share images of the future and are given responsibility for the implementation of ideas they develop, they are more likely to align their work. Involvement in the decision-making and strategic process itself is seen as a potentially rich learning opportunity.</p>

(Taken directly from Coule, 2008:247)

In discussing the regulatory framework in relation to voluntary organisations, it is useful to re-iterate that:

the trustees of a registered charity have a legal obligation to make an annual return to the Charity Commission, which has become more prescriptive in requiring trustees, not just to account for the organisation's funds, but to explain how proactive they have been in achieving the organisation's aims.

(Palmer and Randall, 2002 and Charity
Commission 2005, cited in Coule, 2008:21)

Furthermore, while not all voluntary organisations are registered charities, they must fulfill the obligations of charity law (Palmer and Randall, 2002; Charity Commission 2006, cited in Coule, 2008).

In total opposition to trustees and their boards is the opinion of Knight (1993, cited in Coule, 2008:35) whose vision for the future of the 'new' voluntary sector in the age of contracting, raises the question:

Would be possible to dismantle the voluntary management boards of many charities? that appear.... to be much more trouble than they are worth... the notion of voluntary boards appears to be flawed, and it would be better to scrap them.

Since the voluntary sector includes a diverse range of organisations, from community associations and self-help groups to large national charities, Knight (1993) believes that generalisations about trustee boards are inevitably open to challenge.

2.1.3 The Social Economy and the Third Sector

The United Kingdom's National Council for Voluntary Organisations (NCVO) unwaveringly adopted the term 'civil society' to depict the organisations within its domain (Ridley-Duff and Bull 2011). Mirroring debates from Edwards (2004) and Etherington (2008), reflecting the interests of the Chief Executive Officer of the NCVO, the third sector is perceived as a group of non-state, non-capitalist organisations devoted to taking forward one or more aspects of civil society (Ridley-Duff and Bull 2011), where:

'Civil Society' describes informal and formal associations that people establish outside the public and private sectors. In this sense civil society is the coming together of people independently free from state or commercial intervention, and has roots in the democratic right to 'Freedom of Association'.

It captures the concern of these voluntary associations to advance the quality of public debate. Here civil society is about creating arenas where people can debate social and economic issues, discover their common interests and negotiate their differences. An

integral part of the 'Quality of Public debate' strand is how to provide a check on the power of the state and large-scale organisations.

Engaging a moral question – What would it be like to live in a 'good society'? In this case, the concern is how society should be, rather than how it is.

(Ridley-Duff and Bull 2011:13)

The evolution of the contribution of voluntary organisations, charities etc., was advanced via the Civil Society Almanac. Ridley-Duff and Bull (2011) believe that if there is a 'third way' there must be a 'third system' that goes beyond the limitations of the state and the market, and they present Pearce (2003) as an initial endeavour to theorise this:

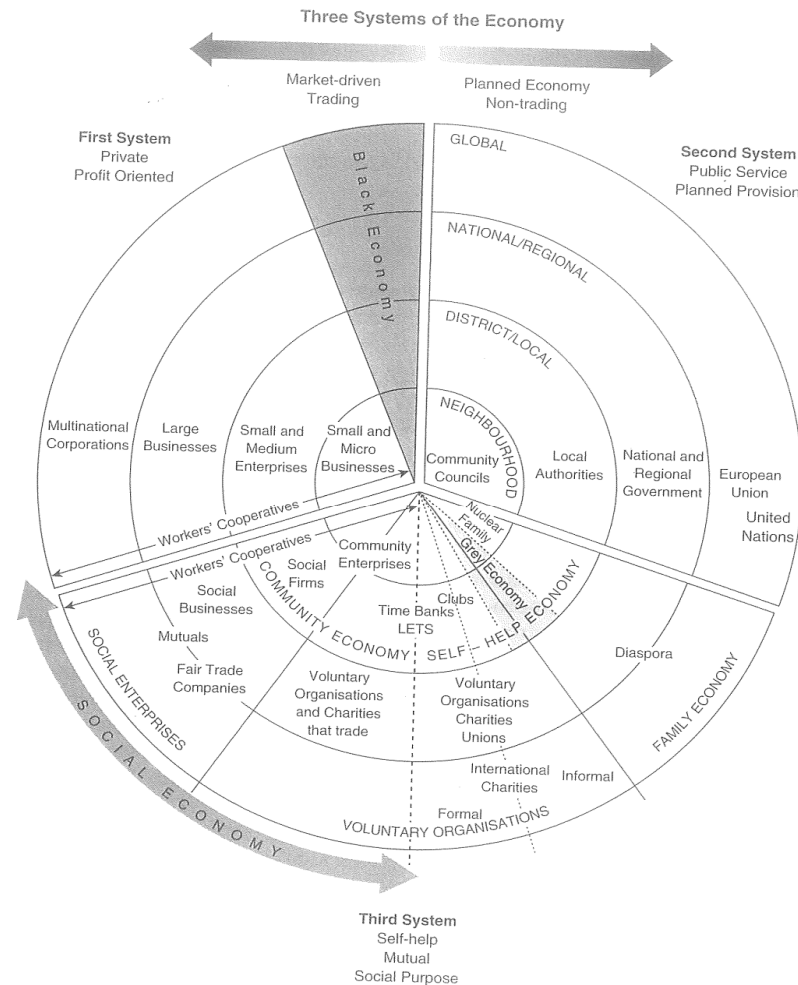
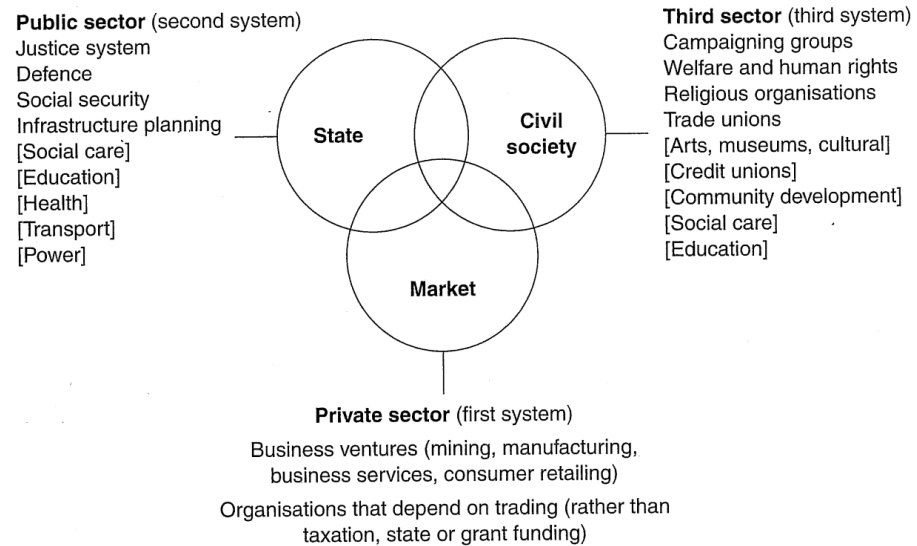


Figure 1.1 The first, second and third systems of an economy

(Taken directly from Ridley-Duff and Bull, 2011:15)

The attraction of Pearce's (2003) diagram to Ridley-Duff and Bull (2011) rests in the attributes it presents that are absent from other economic models. For example, it takes into account different units at "neighbourhood, district, national/regional and international levels" (Ridley-Duff and Bull (2011:14); it differentiates between a 'community economy' that could potentially be organised on a formal basis and an informal basis of 'self-help' (Ridley-Duff and Bull 2011:14); and it identifies formal and informal voluntary groups with non-trading charities, whilst at the same time distinguishing these from

charities which trade, community enterprises and social firms (Ridley-Duff and Bull 2011). Examples of organisations that constitute the public, private and third sector are illustrated below:



(Taken directly from Ridley-Duff and Bull, 2011:17)

Characteristically, third sector organisations distribute goods and services that are not accessible through either the state or the market, but do offer a substitute to the private sector; they extend or take the place of services that are offered through the state, and can canvass for change or seek to intensify civil society at the local, regional or national level (Ridley-Duff and Bull, 2011).

Morgan (1998, cited in Ridley-Duff and Bull, 2011), claims that company law obscures the situation in the UK. For example, organisations are able to apply for charitable status where the majority of their activities or services meet a specified public interest. Because charities are approved on the basis of their

activities and not on their legal position, Ridley-Duff and Bull (2011) believe that it can be difficult to define characteristics among various components of the third sector. For example, according to Lincoln (2006, cited in Ridley-Duff and Bull, 2011:21) the Office of the Third Sector (OTS) statistically presented 164,000 charities, 200,000–500,000 voluntary and community groups and 55,000 social enterprises; whereas two years later, the NCVO highlighted that civil society comprises 865,000 organisations, with a total income of around £100 billion annually (2008, cited in Ridley-Duff and Bull, 2011:21).

Over the past ten years, the third sector has acquired credibility after Anthony Giddens in 1998 coined the phrase, ‘the third way’, to depict Tony Blair’s political philosophy. According to Ridley-Duff and Bull (2011), while the third way is not the same as the third sector, it implied a significant change in the mind-set of the public sector. It is envisaged that, in the next ten years, the voluntary and community sector will become a true third sector, no longer fighting for recognition or annual funding arrangements, and being able to focus all of its energy and ingenuity and passion on what it does best: helping those most in need in our society (NCVO, 2009b). In 2010, the Conservative-led coalition succeeded the Labour party in office. A new government meant a new role for Non-Governmental Organisations (NGOs), in the form of The ‘Big Society.’ Although this legislation is not directly pertinent to the research, it is certainly relevant to the future running of the organisations of the MPSE. All organisations will have to observe any legislative governmental changes, which could potentially impact upon their viability and sustainability.

2.1.4 Social Enterprise

In 1992, there was a rapid acceleration of the debate relating to social enterprise in the United Kingdom. The Labour Government inaugurated the 'Social Enterprise Coalition' and formed the Social Enterprise Unit, in order to progress the knowledge of social enterprises and ultimately to promote them throughout the country (Nyssens, 2006)

Ridley-Duff and Bull (2011) have identified four perspectives in relation to social enterprise:

Worker and Community Cooperatives

This perspective sees a social enterprise as an organisation held by individuals who are employed in it and/or live in a specific geographical area; it is registered as having commercial and social aims and objectives and is run on a cooperative basis (Spreckly 2008, cited in Ridley-Duff and Bull, 2011). Unfortunately, a known downside to this perspective is that it does not pay any attention to social enterprises which have registered themselves as charities and which subscribe to the trustee-beneficiary model. Similarly, it does not take into account membership associations which subscribe to the use of a combination of paid and unpaid workers to pursue their social goals (Ridley-Duff and Bull, 2011).

EMES European Research Network model

This type of social enterprise carries some of the traits of Spreckley's (2008) definition, cited above, but does not fully take into account the areas of employees, ownership and control. The qualities of the EMES model are its autonomous and entrepreneurial risk-taking in conjunction with its social and economic contribution. However, different stakeholders, including users, customers, funders, suppliers and employees, are able to partake in the enterprise (Ridley-Duff and Bull, 2011). In comparison to other models of social enterprise, the EMES pays greater attention to democratic control regarding the production and delivery of goods and services (Ridley-Duff and Bull, 2011).

Department of Trade and Industry (DTI) definition

The DTI defines a social enterprise as a business whose objectives are social and where any superfluous income is re-invested in either the business, the community or a combination of both (Ridley-Duff and Bull, 2011)

This DTI definition posited the foundations upon which the Community Interest Company (CIC) legislation was formed. Nyssens (2006) states that the concept of social enterprise is still imprecise, but does identify two prominent characteristics that appear to form part of its identity, including its being driven primarily by social objectives, and its achieving sustainability through trading.

Virtue Ventures

This type of social enterprise comprises any business venture that was created for a social purpose and that produces social value whilst operating with the financial discipline, innovation and determination of a private sector business (Ridley-Duff and Bull, 2011).

A pertinent characteristic of this model, which is non-existent in the previously mentioned perspectives, is the direct focus on solving or mitigating a social problem or a market failure. However, similar to the DTI's definition, there is no reference to ownership or democratic control as part of its defining characteristics (Ridley-Duff and Bull, 2011).

Social enterprises are believed to pursue at least three categories of goal, according to Campi, Defourney and Grégoire (2006, cited in Nyssens, 2006). These include firstly, *social goals*, which are associated with a distinct mission for the social enterprise, for example to benefit the community, or can be articulated as a number of more specific goals, including meeting the needs of a particular category of citizens or improving the quality of life in deprived areas. Secondly, they include *economic goals*, which are associated with the entrepreneurial trait of the social enterprise, ensuring the provision of specific goods or services, achieving financial sustainability in the medium to long term, along with efficiency, effectiveness and maintaining a competitive advantage (Campi, Defourney and Grégoire, 2006, cited in Nyssens, 2006).

Thirdly, they include *socio-political goals*, which are associated with social enterprises arising from a sector that, according to Campi, Defourney and Grégoire, was traditionally involved in “socio-political action, proposing and promoting a new model of economic development” (Campi, Defourney and Grégoire, 2006, cited in Nyssens, 2006:30); promoting the democratisation of decision-making in economic spheres; and promoting the inclusion of marginalised parts of the population.

Ridley-Duff and Bull (2011:66) have frequently portrayed them as “double bottom line organisations that practice both altruism and commercial discipline”, where Nyssens (2006, cited in Ridley-Duff and Bull, 2011:66) expresses this as, “a process of hybridisation that challenges traditional models of organising and produces a cross-fertilisation of ideas.”

In the composite theory, constructed out of the cross-sector social entrepreneurship that creates social capital, depicted by Leadbeater (1997, cited in Ridley-Duff and Bull, 2011) (see Appendix 1), the triangle of social enterprise combines the three social enterprise spectra. Firstly, the social enterprise sustainability equilibrium: Alter (2007, cited in Ridley-Duff and Bull, 2011) develops a model originally presented by Dees in 1998 (see Appendix 2). Secondly, the public sector and social entrepreneurial activity: Alter (2007) posits an environment in which welfare services can be delivered through quasi-markets in social and health care (see Appendix 3). Thirdly, the public legitimacy and private support models elucidate a triangle of activity within which social enterprises can operate and in which social enterprises can

move away from common ownership to pursue a social purpose and increase their social impact (see Appendix 4).

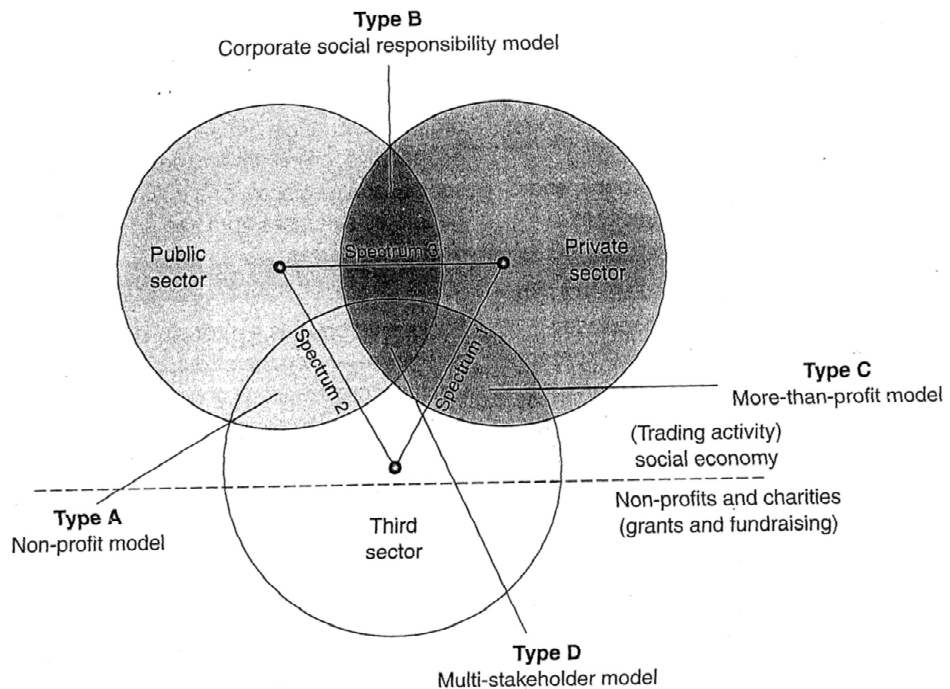


Figure 3.7 A composite theory: the triangle of social enterprise

According to Spear, Cornforth and Aitkin (2007, cited in Ridley-Duff and Bull, 2011:74) the advantage is that, “cross-sector models promote an understanding of the ambiguity, origins and ethos of social enterprise activity”.

Ridley-Duff and Bull (2011) utilise this theoretical perspective to account for the different approaches to social enterprise and the variety of legal forms and governance practices that are adopted, presenting A Social Enterprise Typology:

Type and Model	Boundary Areas	Social Enterprise
A Non-profit model	The public and third sectors. Shares a 'public interest' outlook and hostility to private sector ownership and equity finance.	Social enterprise as a 'non-profit' organisation: obtains grants and/or other contracts from public sector organisations; structured to prevent profit and asset transfers except to other non-profit organisations.
B Corporate social responsibility model	The public and private sectors. Suspicious of the third sector as a viable partner in public service delivery and economic development.	Social enterprise as a corporate social responsibility project; environmental, ethical or fair trade business; 'for-profit' employee-owned business; public/private joint venture or partnership with social aims.
C 'More than profit' model	The private and third sectors. Antipathy to the state (central government) as a vehicle for meeting the needs of disadvantaged groups and realistic about the state's capacity to oppress minorities.	Social enterprise as a more than profit organisation, single or dual sector stakeholder cooperative, charity trading arm, membership society or association, or a trust that generates surpluses from trading to increase social investment.
D Multi-Stakeholder Model	At the overlap of all sectors. It replaces public, private and third sector competition with a democratic stakeholder model. All interests in a supply chain are acknowledged to break down barriers to social change.	Social enterprise as a Multi-Stakeholder Enterprise, new co-operatives, charities, voluntary organisations, co-owned businesses, using direct and representative democracy to achieve equitable distribution of social and economic benefits.

By acknowledging the potential for social enterprise in the public and private sectors, cross-sector models offer a way to reconcile social entrepreneurship and social enterprise theory. Ridley-Duff and Bull (2011:73) state that, "social enterprise creates bridging social capital between economic sectors," whereas

Birch and Whittam (2008, cited in Ridley-Duff and Bull 2011:73) contend that “social entrepreneurship is a process that catalyses cooperation between parties who would normally avoid each other”. Alternatively, Billis (1993, cited in Ridley-Duff and Bull, 2011:73) maintains that “the three worlds each have their own culture and rules for workplace organisation; they accommodate and establish different governance systems, employment practices and value systems”. By contrast, Seanor and Meaton (2008, cited in Ridley-Duff and Bull 2011) assert that social enterprises can profit from this indistinctness by managing their uncertain identity and can access numerous streams of support and funding – it is the development of hybrid organisations that can service mutual interests.

An alternative perspective on social enterprise, arising from Morgan (2008, cited in Ridley-Duff and Bull, 2011) considers the social enterprise as an activity in itself rather than an aspect of the work of an organisation or embryonic socio-economic system. This perspective links to the idea that social enterprise is a process rather than an outcome – a way of organising the supply of goods and services rather than an account or description of new organisational forms (Ridley-Duff and Bull 2011).

Further to this perspective, Woodin (2007; Ridley-Duff, 2008a; cited in Ridley-Duff and Bull, 2011) encapsulates a different perspective on what it is to be ‘social’ and a different political argument for the creation of a sustainable cooperative economy, whilst Edwards (2004, cited in Ridley-Duff and Bull,

2011) advocates a vibrant civil society, or Coule (2008, cited in Ridley-Duff and Bull, 2011) supports a financially independent voluntary sector.

Among the advantages of this alternative perspective on social enterprise are: the fact that it would be cathartic to fund social enterprise activities without having to insist that the recipient incorporates themselves as an organisation, or alternatively adopts a specific legal form; and it is politic for both the public and private sectors to reframe their social entrepreneurial activities as deserving of funding that was allocated for social enterprise (Ridley-Duff and Bull, 2011).

However, this perspective is critiqued by Alvesson and Deetz (2000, cited in Ridley-Duff and Bull, 2011:78) who state:

The activity debate sounds like a rhetorical ploy aimed at obfuscating and neutralising the threat of social enterprise by characterising it as a helpful, even benign addition, rather than a pattern of breaking process that acts as a catalyst for social change.

Furthermore, Ridley-Duff and Bull (2011) believe that the fatal flaw in the 'activity' perspective comes from the frequency with which activities evolve into institutional forms and, whenever they do, questions arise regarding governance, liability, power, ownership, control and managerial authority that have to be resolved both on paper and in practice.

In a nutshell, as Dees explains (1998, cited in Ridley-Duff and Bull, 2011), because of the complex structure of social enterprises and the variance in their definition, there is no single agreed set of words that clearly defines social enterprise. According to Ridley-Duff and Bull (2011: 79):

Over the longer term, social enterprise will be determined not by theorists, but by social practices and institutions that are associated with, and labelled as social enterprise. The role of the theorist is to provide frameworks that are adequate for the purposes of making practices and organisational forms intelligible and accessible for discussion, the choices that matter will be made by those who self-consciously pursue sustainable ways of creating social, environmental and economic value.

2.1.5 Funding

Voluntary organisations generate their income from a variety of sources by undertaking a range of activities (Brewster 2007, cited in Coule, 2008). Understanding the relationship between these sources and activities can help us to understand the changing dynamics of the voluntary sector economy.

The Voluntary Sector Almanac 2006 declares that income is obtained from a wide expanse of sources, including: individuals; the public sector (inclusive of the government and its agencies); the voluntary sector (inclusive of trusts and grant making foundations); the private sector; and internal sources (comprising

trading subsidiaries and the proceeds from investments) (Coule, 2008). In addition, the Almanac also presents a useful typology of voluntary, earned and internally generated income (Coule, 2008). The types of income and sources for the financial year 2003/4 (% of total) are depicted diagrammatically below:

	Type of income			
	Earned Income	Voluntary Income	Investment Returns	Total
Individuals	14.9	20.6	0.0	35.4
Public Sector	20.3	17.8	0.0	38.1
Private Sector	0.3	1.2	0.0	1.4
Voluntary Sector	4.5	5.4	0.0	9.8
Internally Generated	7.7	0.0	7.6	15.3
Total	47.5	44.9	7.6	100

(Taken from Coule, 2008:19)

Palmer and Randall (2002, cited in Coule, 2008) highlight the launch by the Conservative Government in 1990 of a ‘Financial Management Initiative’ for the sector, ‘Best Value’. Here, the principle of ‘total quality management’ (TQM) is one of continuous improvement, along with the recognition that, to be successful in a competitive and changing world, organisations must incessantly advance and progress the ‘worth’ that they give to their customers.

Following the Local Government Act (1999), the government had a duty to ensure delivery of services to clear standards – covering both cost and quality –

by the most economic, efficient and effective means available, the NCVO (1997, cited in Coule, 2008:20) recommended that:

the voluntary sector should: establish quality principles, commit to the concept and practise continuous improvement; introduce the Excellence Model as the appropriate quality framework to determine the overall success of an organisation.

This was originally developed by the European Foundation for Quality Management and promoted in the UK by the British Quality Foundation. The following principles should be demonstrated by a quality voluntary organisation: “Strives for continuous improvement in all it does; Uses recognised standards or models as a means to continuous improvement and not an end; Agrees requirements with stakeholders and endeavours to meet or exceed these the first time and every time; Promotes equality of opportunity through its internal and external conduct; Is accountable to stakeholders; Adds value to its end users and beneficiaries” (Bashir 1999, cited in Coule, 2008:20).

2.1.6 Sustainability

Funding, and especially sustainable funding, is an immense concern for the voluntary sector. Wainwright, Clark, Griffith, Jochum and Wilding (2006, cited in Coule, 2008) claim that countless organisations, predominantly those which are of small and medium size, have not experienced any increases in their income in recent years. Furthermore, the income that an organisation does

have is predominantly acquired from a single source and is almost all taken up with its current expenditure, leaving little, if anything, for investment (Coule, 2008).

With the demise or reduction of external funding streams, i.e. the Single Regeneration Budget and European Structural Funds, Coule (2008) believes that voluntary organisations will need to focus on and take responsibility for their financial sustainability. The gravitation towards attaining an earned income along with a significant dependence on public sector sources is not surprising.

According to Fowler (2000) and Palmer and Randall (2002, cited in Coule, 2008), strategies for sustainability often stress the function of earned income, moving away from a reliance on voluntary income and diversifying income streams. For example, in the 1990s there was a 50% growth in the number of UK charity retainers (NGO Finance, 2000, cited in Coule, 2008). Parsons (2000, cited in Coule, 2008) believed that this increase was due to the competition and the third sector becoming significantly more commercially driven.

Fowler (2000, taken directly from Coule 2008:44) identifies trades-offs, including vulnerability, sensitivity, criticality, consistency, autonomy and compatability, which exist when organizations mobilise themselves (definitions can be found in appendix 5). For example, a voluntary organisation that has “a resource profile characterised by low vulnerability, low sensitivity, low

criticality, high consistency, substantial autonomy and high compatibility is likely to be more agile and adaptive than an organisation with the opposite profile” (Coule, 2008).

It is highly unlikely that a single option for resource mobilisation will present itself as the definitive answer. Therefore, “if a guiding principle for sustainability is resource diversification, then organisations will inevitably need to come up with complex strategies employing multiple options” (Fowler, 2000, cited in Coule, 2008:45).

Fowler (2000) goes on to suggest that, for sustainable local impact to occur, there is a necessity for quality local participation within interventions. While Fowler (2000) acknowledges that change sometimes occurs in non-participatory top-down ways, he advocates that there is persuasive evidence for a positive correlation between sustainability of benefits and people’s participation, because, by co-defining change, people are notably more committed to taking ownership of the processes needed to bring about the changes required (Coule, 2008). Fowler (2000) goes on to explain that this participation can be looked at from three key perspectives: firstly, depth (a measure of stakeholders’ influence on decision-making); secondly, breadth (a measure of the range of stakeholders involved); and thirdly, timing (the stage of the process at which different stakeholders are engaged). The way in which these elements are considered, and the way they interrelate, ascertains the greatness and strength of local and wider ownership and commitment (Coule, 2008).

Coule (2008) further developed the understanding of organisational sustainability in the voluntary sector, proposing it to be a complex and dynamic phenomenon inextricably linked to the capacity for survival. Coule (2008) observes that an organisation's understanding of – and ability to recognise, understand and adapt to, in sustainably orientated ways – changes that determine the context in which it operates, is central to its sustainability.

By contrast, Paton and Cornforth (1992) highlight stakeholders in voluntary organisations, including clients, government agencies, funding bodies and other organisations, and propose that each stakeholder will encounter an assortment of contingencies that must be managed, but which are unlikely to be homogeneous across a breadth of organisations. They conclude that the homogeneity of stakeholders and their needs in the voluntary sector prevent the embracing of 'blanket' managerial practices derived from the for-profit sector (Coule, 2008).

The perception of sustainability is complex. According to Wilhelmson and Doos (2002, cited in Coule, 2008:3), balancing the diverse and legitimate needs and aspirations of the stakeholders can ultimately result in “work systems finding themselves amongst contradictory forces and demands that have to be considered and acted upon in order to realise potentials and generate values”.

Wilhelmson and Doos (2002, cited in Coule, 2008:3) assert that sustainability is “an interesting but problematic concept” as it is often thought of as “a state of being, possible to reach and entirely positive and good”. Sustainability

cannot be regarded as a static characteristic of a structure or process, because everything in the system is constantly on the move; a definition of sustainability should focus on the dynamic qualities of a system (Backstrom, Eijnatten and Kira, 2002, cited in Coule, 2008:3).

A major research topic that is often linked to sustainability is change (Billis, 1996 and Glasby, 2001; Whilhelmson and Doos, 2002), and it is a constant element of organisations in the voluntary sector. The overall impact of this research has been to “focus attention on strategic decision-making in voluntary organisations, not only to ensure survival but also to facilitate future planning and sustain the momentum of change” (Wilson, 1996:80, cited in Coule, 2008:3). Mintzberg, Ahlstrand and Lampel (1998, cited in Coule, 2008:3) observe that the financial insecurity and uncertainty experienced by many voluntary organisations can be debilitating and even unbearable, and can hinder the development of an effective strategy, which can be correlated with organisational change.

The Billis Model, based on case study research in the UK and US, presents a Five Systems Approach to change and survival (see Appendix 6). The five systems it identifies are: explanatory, governance, human resources, funding and internal accountability, and the model proposes that organisational change and survival depend on compatibility both within and between these systems (Coule, 2008). The Billis Model argues that organisations may be in a state of ‘dynamic equilibrium’ – a state where the internal components of the five systems are constantly changing and adjusting to each other without either

changing the core mission or resulting in crisis (Coule, 2008:52). However, should an imbalance occur within and/or between the systems, an organisation's survival will be brought into question.

One example is an American welfare organisation which was heading towards a merger driven by several private sector CEOs on the trustee board. Having undertaken further analysis, employing the five systems model to reveal the breadth and depth of any tensions, despite a healthy financial position, "tensions developed between the organisation's mission (explanatory system), a group of new Board members (governance system) and Staff (human resource system) which brought the organisation into crisis" (Billis, cited in Coule, 2008:52).

Glasby (2002, cited in Coule, 2008:53) believes that "to understand how voluntary organisations survive and change, we need to consider the way in which individual, organisational and societal factors interact and move to a multi-dimensional model". Glasby's (2001) multi-dimensional model of organisational survival depicts how, over the duration of its hundred-year history, the Birmingham Settlement came across a series of barriers to its work, which on occasions, threatened to endanger the organisation's very survival (Coule, 2008). Of particular significance were: the organisation's continuous battle for funding; problems with its buildings; profound changes brought about by expanding state services; and the need for the organisation to reappraise its traditional role. Despite the difficulties, the Settlement has continued to function and expand. Glasby attributes the Settlement's success

to ten main factors, each of which he categories into one of three areas: Individual Contributions, Organisational Features and State Policy/Social Forces (see Appendix 7).

According to Coule (2008) one of the benefits of Glasby's model is that it recognises the interaction of the numerous factors which have all played a crucial role in the survival of the organisation. However, the social context is influenced through the organisational structure of the organisation's personnel. Whilst the model does offer a holistic framework in relation to organisational change, the model is simplistic and was formulated on a single case. Much more research would be required to test whether each of the levels within the three areas would be relevant for other voluntary organisations.

Bryson (1995, cited in Coule, 2008:58) developed what Kellock-Hay, Beattie, Livingstone and Munro (2001) cite as "the only sector-specific model of change; a ten-step strategy change cycle for voluntary organizations". It is depicted below in table format:

Step	Strategy Change
1	Initiate and agree upon a strategic planning process
2	Identify organisational mandates
3	Clarify organisational missions and values
4	Assess the organisational external and internal environments
5	Identify the strategic issues facing the organisation
6	Formulate the strategies to manage these issues
7	Review and adopt the strategic plan
8	Establish an effective organisational plan
9	Develop and effective implementation process
10	Reassess strategies and the strategic planning process.

Contrary to previous literature, there is perhaps a substantial risk that the board of trustees may be sidelined from its official policy-making function with the development of an increasingly professionalised staff and managerial culture. Parsons and Broadbridge (2004, cited in Coule, 2008:61) noted that, “particularly at senior levels of management, professionals have been recruited from the commercial and statutory sectors and that these staff have tended to transfer across the management practices and techniques developed in the for-profit and statutory sectors”.

In contrast to Billis’, Glasby’s and Bryson’s models, which have been observed in support of change and ultimately survival, the focus will now move to models of sustainability, including that of Wilhelmson and Doos (2002, cited in Coule, 2008:77) which places organisational sustainability in relation to “phases of development over time in four different aspects of the ongoing business; in products, in organisation structure, in principles for how to organise work, and for individuals”. They appreciate that work tasks and situations may be representative of ongoing chances for knowledge construction and re-construction. They propose that altering an individual’s way of thinking or understanding means learning, which they perceive as a process of knowledge construction based on action, with the learner as an active constructor of knowledge and know-how (Coule, 2008). Learning is seen as a collective process, meaning that an individual can learn through some kind of interactive and communicative action:

is a learning process that creates the added value of synergy, via which what is learnt becomes qualitatively different what any individual could have reached alone; it entails learning that results in shared knowledge, in a similar understanding of something specific, and – grounded in this – an ability for joint action.

(Wilhelmson and Doos, 2002, cited in Coule, 2008:78)

Coule's model (2008:159) was derived from her fieldwork, in which she looked at four charitable organisations in South Yorkshire, and the results attained offer a diagrammatic summary of the major themes that emerged (see Appendix 8). Highlighting a number of systems, which the exploratory data of her study illuminated, she suggests possible considerations in developing strategies for sustainability, primarily aiming to provide a framework to facilitate reflexive approaches to, and dialogue about, sustainability in voluntary organisations.

Further to her findings, Coule (2008) presents a diagrammatic representation of the potential interactions within and between the internal context and external environment of organisations in the voluntary sector (see Appendix 9) adopting and building upon the identified weaknesses of Billis (1996) and Glasby (2001). More specifically, her heuristic model serves to name the perceived major internal systems (funding, financial management, explanatory, HR, governance and internal accountability) and external systems (policy, regulatory, funding and constituency) that are important considerations for voluntary organisations when developing strategies for sustainability.

2.2 Post-Compulsory Education

2.2.1 A Historical Perspective

In the nineteenth century, the UK's existing universities effectively became the bedrock of a broader, gradually expanding higher education system, with the addition of the so-called 'civic universities,' including Manchester, Leeds, and Sheffield (Scott, 2009). Between 1919 and 1945, 'red-brick' universities, including Exeter, Leicester and Reading, were established (Scott, 2009).

The incorporation of non-university institutions has also made a contribution to the growth of mass higher education in England (Scott, 2009). He believes that there has been four waves of incorporation: Firstly, Colleges of Advanced Technologies (CATs) were made into Technical Universities, following the 1956 white paper on technical education, in the mid 1960s, as recommended by the Robbins report (Committee on Higher Education, 1963: cited in Scott, 2009).

Secondly, some Colleges of Technology, Commerce and Arts were made into Polytechnics, following Anthony Crosland's 1965 Woolwich speech and subsequent white paper the following year (Department for Education and Science, 1966: cited in Scott, 2009).

Thirdly, the designation of a small number of the larger and more diverse colleges of higher education as universities early in the twentieth century, thus following the same direction as the former polytechnics. These included

Bournemouth, previously known as the Dorset Institute of Higher Education; and Lincoln, previously Humberside College of Higher Education (Scott, 2009). In 2008, the government proposed the creation of twenty new ‘university centres’ (Scott, 2009).

Fourthly, further education colleges delivering higher education: the Education Acts of 1988 and 1992 formalised a distinction between the further and higher educational sectors, which had always existed but never been well defined. By amalgamating local authority-managed “advanced further education” with higher education in a single funding system, distinct from the FE one, it sharpened the divide at a time when many other forces were bringing them together (McNair, 1997).

Arising from the Further and Higher Education Act 1992 was a new funding council – the Higher Education Funding Council for England - (HEFCE, 2009) comprising 12 to 15 members appointed by the Secretary of State. It is the duty of each council to be responsible for administering funds made available by the Secretary of State and others for the purposes of providing financial support for activities eligible for funding. Each council shall ensure that provision is made for assessing the quality of education provided in institutions for whose activities they provide. According to the Education Reform Act 1992, powers of a higher education corporation include:

- (a) To provide higher education;
- (b) To provide further education; and

(c) To carry out research and to publish the results of the research or any other material arising out of or connected with it in such manner as the corporation think fit.

(HEFCE 2009)

2.2.2 Further Education

In 1972, a white paper (DES, 1972) announced a substantial reduction in numbers entering teacher training, and proposed that the colleges of education would have to fund their own futures. Some merged with polytechnics, universities, further education colleges or each other, while others closed (Locke, Pratt and Burgess, 1985, cited in Smithers and Robinson, 2000). Out of this process, approximately 50 colleges of higher education formed a second tier within the public sector. By the 1980s, the education sector consisted of 30 polytechnics, some 70 colleges and institutes of higher education, 500 other further education colleges, and over 5,000 evening institutes (Pratt, 2000, cited in Smithers and Robinson, 2000).

As a consequence, further education colleges were left doubtful of their status and futures. According to Pratt (2000, cited in Smithers and Robinson, 2000), the 1988 Education Reform Act was significant for the sector in three ways: firstly, it confirmed that they were separate from polytechnics and major colleges of higher education. These institutions were removed from local authority control and centrally funded. The seamless robe ideal for progression in post-school education in the public sector was rejected.

Secondly, further education was explicably defined as excluding higher education, and much more clearly linked with adult education. The Act tidied up the legislative basis of further education, about which doubts had been raised, and any legal obligations on local authorities to provide further education was clarified.

Thirdly, it introduced changes to the funding and governance of colleges, delegating greater powers to their governing bodies. Local authorities had to produce schemes of financial delegation, and governing bodies had new powers and duties to manage their colleges, i.e. being more market orientated, entrepreneurial and efficient.

In 1992, John Major's Conservative government passed a Further and Higher Education Act, which, according to Gombrich (2000), brought about dramatic change, especially in the case of the newly instituted Further Education Funding Council for England (FEFCE):

(1) To the governing body of any institution within the further education sector or the higher education sector in respect of:

- a) The provision of facilities for further education, or
- b) the provision of facilities, and the carrying on of activities, which the governing body of the institution consider necessary or desirable to be provided or carried

on for the purpose of or in connection with the provision
of facilities for further education

(2) A council may give financial support to the governing body of
any institution within the further education sector in respect of:

- a) The provision of facilities for higher education.
- b) The provision of facilities, and the carrying on of
activities, which the governing body of the institution
consider necessary or desirable to be provided or carried
on for the purpose of or in connection with the provision
of facilities for higher education.

(3) A council may give financial support to a further education
corporation for the purposes of any educational institution to be
conducted by the corporation, including the establishment of such
an institution.

(Further and Higher Education Act, 1992: 4)

Also according to the 1992 Act:

A further education corporation may -

- a) Provide further and higher education, and
- b) Supply goods or services in connection with their
provision of education, and those powers are referred to

in section 19 of this Act as the corporation's principal powers.

(Further and Higher Education Act, 1992: 8)

Following a change in government, and during the 2001-2005 Parliament, the broad and inclusive vision of lifelong learning set out in Labour's first term was narrowed down into a more skills-orientated approach, driven by a concern to meet the immediate needs of the labour market (Niace, 2005). In 2004, Sandy Leitch was commissioned to undertake an independent review of the long term skills needed in the UK (HM Treasury, 2009); and in November of that year, Sir Andrew Foster was invited by Charles Clarke, Secretary of State for Education and Skills, and Chris Banks, Chair of the Learning and Skills Council, to undertake an independent review of the future role of further education colleges. The aim was to identify the distinctive contribution further education colleges make to their local economies and to social inclusion, their particular mission, and what was required in order to transform them.

As well as the ambitions set out in Lord Leitch's report, 'Prosperity for all in the Global Economy – world class skills,' Bill Rammell (2008:3), the Minister of State for Lifelong Learning Further and Higher Education, also underlined the twin objectives of continued economic growth and greater social inclusion:

Develop innovative and collaborative learning routes for young people and adults, maximising the opportunities afforded by technology, so that they are truly encouraged and supported to

achieve their full potential; listen and respond to the needs of employers...

Going on to say:

If we are to deliver these ambitions, we need a Further Education service which is innovative and flexible, one that is characterised by new ways of working, new partnerships and business models.

(Rammell 2008:4)

Colleges are now regarded as businesses, characterised by 'product lines,' dealing with 'customers,' and responsible for the quality and efficiency of their own provision (Pratt, 2000, cited in Smithers and Robinson, 2000).

Grey and Mitev (1995) present important questions about the nature of management education. They propose that there is something gravely improper about conventional management education. In particular, they highlight quality initiatives and argue:

that they [quality initiatives] are damaging to education in general; by importing 'real-world' and 'commonsensical' concepts such as customers and markets; they commodify both the teaching relationship and knowledge itself; this has particularly dangerous consequences for management education; and management academics should contribute to exposing the unacceptability of

quality management in general, amounting to managerially based totalitarianism.

Grey and Mitev (1995:75)

Grey and Mitev (1995) believe that the market model of business is derisory when it introduces the notion of students as consumers. For example, the purchase of economic goods entails the consumer paying a price to take pleasure from the goods, whereas the payment of educational fees “is only the condition of entry” (Grey and Mitev, 1995:83). They go on to suggest that, “it cannot constitute an entitlement, since the benefits of education are only realisable insofar as students as well as teachers fulfil mutual obligations in the course of their relationship” (Grey and Mitev, 1995:83). Moreover, “the value of education is not something which can be known at the time of purchase and, indeed, may not become apparent until well after the point of consumption” (Grey and Mitev, 1995:83).

New Right governments have thought of education in terms of its functional utility in the economy: for example, they present such courses as being correlated to greater job prospects.

According to Bathmaker, Brooks, Parry and Smith (2008), the organisational map is very complex. They estimate that there are approximately 140 colleges which are funded directly by the HEFCE for higher education courses. A much greater number (approximately 260) receive funds indirectly, mainly through partnerships with one or more higher educational institutions (HEIs).

Colleges also receive funding from the Learning and Skills Council (LSC); however, when combined with validation and quality arrangements, in addition to memberships of lifelong learning networks, the education picture is even more complex than it may at first appear.

2.2.3 Governance

At the heart of all higher education in further education is The Quality Assurance Agency (QAA), established in 1997. It serves to:

Safeguard quality and standards in UK higher education, checking how well universities and colleges meet their responsibilities.

(QAA 2009)

The QAA has worked with the UK higher education sector to develop a set of reference points known as the Academic Infrastructure, as follows:

The Academic Infrastructure is a set of nationally agreed reference points which give all institutions a shared starting point for setting, describing and assuring the quality and standards of their higher education courses.

(QAA 2009a)

These reference points are highlighted in Figure 1, and considered in turn below:

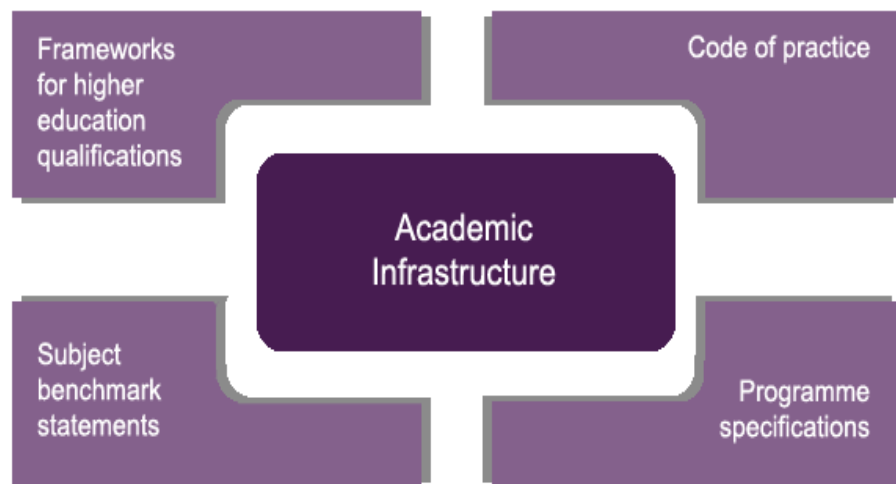


Figure 1. Academic Infrastructure

(Taken directly from QAA 2009a)

Frameworks for higher education qualifications are nationally agreed reference points, describing the levels of achievement and attributes represented by the main qualification titles. There is a set of frameworks for higher education qualifications: one for England, Wales and Northern Ireland; and one for Scotland. According to the QAA (2009a), both are compatible with the Framework for Qualifications of the European Higher Education Area, allowing students to be confident that their qualification will be recognised across Europe.

Subject benchmark statements are nationally agreed reference points, which set out broad expectations about degree standards in subjects. The QAA (2009a) states that universities are themselves responsible for setting their own curricula: benchmark statements assist academic staff in course design, delivery and review, as well as informing the public about the nature of degree-level study in specific areas. They also describe what can be expected of a

graduate in terms of broad subject coverage and the techniques and skills gained at first degree (and sometimes master's) level in a subject.

Programme specifications are nationally agreed reference points which set out that each university and college of higher education publishes its own programme specifications, containing information about its programmes or courses. In turn, each of these provides information about what students can expect from a programme, including curriculum structure and assessment; and what knowledge, understanding, skills and other attributes a student will have developed upon successful completion of a programme (QAA, 2009a).

The codes of practice for the assurance of academic quality and standards in higher education again are nationally agreed reference points, which offer guidelines for universities and colleges on good practice in the management of academic standards and quality. Ten sections each highlight the pertinent issues that an institution should consider in the respective areas of activity, namely: postgraduate research programmes; collaborative provision and flexible and distributed learning (including e-learning); students with disabilities; external examining; academic appeals and student complaints on academic matters; assessment of students; programme design, approval, monitoring and review; career education, information and guidance; work-based and placement learning; and admissions to higher education.

2.2.4 Models of Provision

Using Santos and Eisenhardt's (2005) Boundary Conceptions Framework, Bathmaker, Brooks, Parry and Smith (2008) conducted a study which comprised 20 interviews with senior personnel, at eight dual-sector organisations. The boundary choices discussed were made within either Model A: an HEI with FE merging with a college offering both FE and a significant amount of HE; Model B: a specialist college transferring from the FE sector to the HE sector; Model C: an FE college supporting a small quantity of HE and maintaining a predominant focus on FE; or Model D: an FE establishment offering a substantial amount of HE and separating its organisation of FE and HE.

The results of their study suggested that applying boundary concepts is extremely complicated, and that further analytical development would be necessary to refine and contextualise the picture, paying particular attention to the influence of the drive to widen and deepen participation. Concluding their research, they suggested that there is an education continuum, in which further education sits at one end, and the most selective research universities at the other. In the middle sit the HEIs and dual-sector universities, which compete for rank and reputation on the basis of multiple, or, in some cases, specialist missions. Where dual-sector further education colleges, which do not hold taught degree-awarding status, are reliant on institutions in another sector for the validation and/or funding of their higher level courses, duality is associated with dependence and difficulty (Bathmaker, Brooks, Parry and Smith, 2008).

Research focussing on the changing shape and experience of higher education in England has principally been undertaken by Bathmaker and Thomas (2009), who conducted a two year Further Higher project. They looked at four organisations, and eighty students moving between further and higher education, identifying three transitions: institutions in transition; transition in institutions; and student experience of transition:

Institutions in Transition

The higher education system has been in transition from elite to a mass and now almost universal system (Bathmaker and Thomas, 2009).

Quirk (1998, cited in Hood, 1995:95) saw the demise of the “old model” as the result of a “sudden shock, with New Right ideas about organizational design coming as a meteorite from out of the blue”. Similarly, Hood (1995:93) believed “politicians are inherently venal, using their public office wherever possible to enrich themselves, their friends and relations”, and ultimately that dependence on private sector contracting for public services paves the way to high-cost, low-quality products (Hood, 1995).

There is no one definitive acknowledged account of this supposed paradigm shift. However, Hood (1995) believed that there were some alternative ways to explain the augmentation of the New Public Management (NPM) which replaced the old Progressive Public Administration (PPA), offering accounts of public change, such as ‘Englishness’, Party Politics, Government Size and Macroeconomic Performance and Initial Endowment. For example, according

to Aucoin (1990, cited in Hood, 1995:95) there was a new emphasis, spanning numerous governments, on organisational designs for public management, and “... this internationalisation of public management parallels the internationalisation of public and private sector economies”. Osbourne and Gaebler (1992, cited in Hood, 1995:95) present the NPM as a new ‘global paradigm’ and claim the transition to the new paradigm is inevitable. The NPM is associated with seven dimensions of change: Disaggregation, Competition, Management Practices, Discipline and Parsimony, Hands-on Management, Explicit and Measurable and Output Measures (further clarification can be seen in Appendix 10).

The first four elements convey the first doctrine of the PPA, which was “to keep the public sector sharply distinct from the private sector in terms of continuity, ethos, methods of doing business, organisational design, people, regards and career structure” (Hood 1995:94) – *vis-à-vis* the issue of how far the public sector should be separate from the private sector regarding its organisation and methods of accountability. The last three elements convey the second doctrine, which was “to maintain buffers against political and managerial discretion by means of an elaborate structure of procedural rules designed to prevent favouritism and corruption and to keep arms-length relations between politicians and the entrenched custodians of particular public service – trusts” (Hood, 1995:94) – *vis-à-vis* how far managerial and professional discretion should be screened by unequivocal standards and rules (Hood 1995).

Similarly, changes and transformations from conventionally understood nonprofit to social enterprise were also apparent and Dart (2004:415) highlights their austerity:

1. from distinct nonprofit to hybridised nonprofit-for-profit;
2. from a prosocial mission bottom line to a double bottom line of mission and money;
3. from conventionally understood nonprofit services to the use of entrepreneurial and corporate planning and business design tools and concepts;
4. from a dependence on top-line donations, member fees and government revenue to a frequently increased focus on bottom-line earned revenue and return on investment.

These points correlate closely with the issue of accountability, as the emphasis here is on finance. Dart (2004:413) addressed the socio-political context, and asserts, “social enterprise is likely to maintain its evolution away from forms that focus on broad frame-breaking and innovation to (a narrower focus) on market-based solutions and business-like models”. Scholars such as Dees (1998a, 1998b, 2003), Emerson and Twersky (1996) and Leadbeater (1997, cited in Dart, 2004:413) consider social enterprise to encompass a set of strategic responses to the countless varieties of environmental unrest and situational challenges faced by non-profit organisations, and afford them the status of societal management of key social needs. Social enterprise activities which are influenced by business thinking and by a primary focus on results

and outcomes for client groups and communities and which are jointly prosocially and financially motivated (Dart 2004), Emerson and Twersky (1996, cited in Dart, 2004:413) describe as “double bottom line”, and this is consistent with Hood’s issue of accountability.

Bathmaker and Thomas (2009) stipulated that a development in education aimed at ‘universal’ participation centres around the increasing role of ‘dual-sector’ (offering both FE and HE) or ‘hybrid’ (working across other sectors such as schools, health service) institutions. These institutions offer both further and higher education, with particular reference to the two year vocational degrees – known as foundation degrees. As dual-sector or hybrid institutions extend and become larger players in the domain of higher education, these institutions undergo processes of transition as they work to ‘position’ and sometimes ‘reinvent’ themselves within the field, including the amalgamation of institutions, the formation of partnerships between institutions and the acquisition of new buildings along with changes to the role of particular spaces and places (Bathmaker and Thomas, 2009).

In their research, Bathmaker and Thomas revealed that a college’s further and higher education provision was divided into two separate organisations: a college and a university. The re-positioning of the HE domain was in response to there being a lack of a university within the county, thus providing a unique and innovative structure; whereby the institution’s formal status is that of a private company (and not that of a HEI), the funding source is indirect (i.e. coming from two different university partners) and involving quality

management arrangements (where there are joint validations from two university partners), and data monitoring and reporting systems (working with the two different universities). Bathmaker and Thomas (2009) also found that HE provision was particularly keen to identify itself, in a system which is stratified and differentiated at a policy and funding level, thus enabling it to distinguish itself from the old FE/HE College. Such a distinction is pivotal, and the success of the University Centre is dependent upon it being able to show that it is an institution operating on a level with other universities: especially when the public perception of mixed economy (dual-sector) institutions is that they provide lower quality HE than institutions which focus solely on HE delivery (Bathmaker and Thomas, 2009).

Transitions in Institutions

Harwood and Harwood (2004) conducted a study of five South West colleges and highlighted that each college involved in the study was at a very different stage of its HE development. The research also identified a range of issues within FE which the authors believe do not sit well with the requirements of creating a conducive HE learning environment. For example, contractual issues, many criticisms were noted pertaining to FE contracts and FE rates of pay. Typically, if someone has an FE contract, it involves teaching around 25 hours per week, with little or no time available for preparation and updating subject knowledge. In addition, to revealing cultural issues resulting from trying to fit HE into an FE culture, relating to mixed economy teaching, FE timetables and quality systems differences between FE and HE (Harwood and

Harwood, 2004), and relationships with universities.

More latterly, Scott's (2009) highlighted structural differentiation of further and higher education in terms of: funding systems which are based on very different principles, higher education is based on largely formulaic block grants and further education on successive forms of 'payment by results'; the monitoring of quality is also very different where higher education, i.e. the traditional universities' employ self-policing peer review-based quality regime, whilst further education continues to be subjected to an inspectoral regime (Scott, 2009). In a formal sense, 'new' universities have comparable governance arrangements to those in further education, they are applied distinctively differently. For example, governing bodies within higher education establishments behave more like the councils of the traditional universities, where in comparison to further education establishments; governing bodies have progressively taken over quasi-executive functions (Scott, 2009).

Comparatively Bathmaker and Thomas' study (2009) revealed that in the academic year of 1997/1998, FE and HE provision would be split internally, meaning that teaching and managerial personnel would not work in both sectors. It also found there to be a negative impact upon transitions within the institutions as a result of this FE / HE divide: for instance, communication difficulties between FE and HE tutors within the same subject areas. Staff attitudes were reinforced by the internal separation of FE and HE. FE teaching rooms typically had smart boards, whereas HE did not. Similarly, the

administration of similar courses had become physically separated: for example, FE Business and HE Business, where offices were run from two separate buildings (Bathmaker and Thomas, 2009). As a result of the separation of the administration and teaching rooms, the college displayed two different cultures or habits. In addition, a clear lack of strategic commitment to promoting internal student progression was observed.

Students' Experience of Transition

Bourdieu and Passeron (1990, cited in Bathmaker and Thomas, 2009) argued that higher education can be seen as a possible and no longer unreasonable future for a growing number of people, albeit stipulating that all forms of higher education should not be taken for granted. Validating these findings, where the higher education system contributes to reproducing and legitimising the social structure, Bathmaker and Thomas (2009) suggest that HEIs are not merely placed within the field of HE, but that in the twenty-first century, they have to work increasingly hard at constructing a place for themselves within the field, which more and more resembles a higher education market.

Conversely, Widowson (2005, cited in Bathmaker and Thomas, 2009) contends that HE in FE attracts a certain type of student. This is further emphasized by Bourdieu's findings (1977), that these students would have less of the cultural, social and economic capital necessary to consider the elite part of the HE sector; are unlikely to have family members familiar with HE; are more debt-averse; and therefore wish to study closer to home, stay within familiar

surroundings and receive a greater amount of support with their studies. This is confirmed by the research sample of students who participated in Penketh and Goddard's investigation (2008), which comprised mature female students in relatively low-paid employment, and could be described as untypical of the 'normative construction' of the student in higher education.

Whilst Lowe and Gayle (2007) found that work and family life had both positive and negative consequences for study. In essence, their analysis of the students' work/life/study balance painted a picture of a diverse community of people who lead busy lives as they juggle study, work and personal family life. The findings of this research appear to challenge the perception of students only as learners, and lead instead to a perception of a student as a whole person, in which their roles as partner, parent, worker or carer all have to be catered for.

2.3 Partnerships

Partnerships can be successful as mechanisms for co-operation, enriching and building the capacity of the institutions involved. Indeed, the learning that takes place in cross-sectoral partnerships is often singled out as a positive outcome that is somewhat intangible in the short term but can bring long-term benefits far beyond the immediate stakeholder group.

(Hurrell et al. 2006; Tomlinson and Macpherson 2007, cited in Draxler, 2009:27)

A successful partnership is based on a win: win proposition – monitoring and evaluation of the benefits of partnership working are key to the health of the partnership over the long term.

(Marriott and Goyder 2009: 27)

Partnerships can add value by including different groups and sectors in decision-making; partnership promises better policy and strategy-making (Lowndes and Sullivan, 2004, cited in Entwistle Bristow, Hines, Donaldson and Martin, 2007:63). As well as accessing the distinctive resources of the sectors, such as private sector finance or voluntary sector empathy, partnership promises more effective or efficient delivery (Cohen, 2001; Billis and Glennerster, 1988, cited in Entwistle et al., 2007). In addition to tackling ‘wicked issues’ which cut across or fall between the mandates of existing

agencies, partnerships promise to reduce the unintended consequences of policies delivered through narrowly defined departments or silos (Keast et al., 2004, cited in Entwistle et al., 2007).

There is no formal requirement for a formal partnership agreement, a vast majority of partnerships draw up or have drawn up such an agreement, and are often known as articles of partnership, according to MacIntyre (2005) should consist of sixteen separate matters.

There is a plethora of research regarding what makes a successful partnership, Amery (2000); Bliss, Cowley and While (2000); and Goodwin and Shapiro (2002, cited in Dowling, Powell and Glendinning, 2004) each endorsing successful partnerships depend upon the level of engagement and commitment of the partners; Miller and Ahmad (2000) and Elston and Holloway (2001, cited in Dowling, Powell and Glendinning, 2004), believe that successful partnerships involve high levels of trust, reciprocity and respect between the partners; Maddock (2000); Whitehead (2001); Coppel and Dias (2003, cited in Dowling, Powell and Glendinning, 2004); Tett, Munn, Blair, Kay, Martin, Martin and Ranson (2001); and Clegg and McNulty (2002, cited in Foskett, 2005) all contend that successful partnerships require agreement between the partners about the purpose of and need for the partnership; Asthana, Richardson and Halliday (2002); Torkington (2002) and Coppel and Dias (2003, cited in Dowling, Powell and Glendinning, 2004) state that successful partnerships operate within favourable environmental characteristics, including financial climate, sustainable institutional and legal structures, and wider inter-

agency activities, and; Evans and Killoran (2000); Charlesworth (2001); and Goodwin and Shapiro (2002, cited in Dowling, Powell and Glendinning, 2004), attribute successful partnerships to satisfactory accountability arrangements, appropriate audit, assessment and monitoring procedures.

Research conducted by Dhillon (2005), “The rhetoric and reality of partnership working”, focused on the Midlands Urban Partnership (MUP) which was aimed at widening participation in post-16 education and training in the Black Country. The findings revealed the convolution of the process of partnership building, as it relies upon developing relationships between organisations and individuals, where the basis of continued and effective partnership depends upon social relationships amongst people in the partnership. More specifically, Dhillon (2005) believed that shared goals, underpinned by mutual values and trust, among the key people in the partnership constitute the ‘social glue’ that holds organisations and individuals together, providing the basis of effective and sustained partnership building.

The literature above has considered the micro level of partnership analysis, with its emphasis on the quality of interpersonal relationships, what makes successful partnerships and what the benefits of those partnerships could be. Entwistle, Bristow, Hines, Donaldson and Martin (2007:63) go beyond this and seek to understand the impact upon the meso level of institutional relationships. They believe that the practice of working in partnership is widely acknowledged to be problematic, and suggest: “Partnerships suffer principally from the dysfunctional affects of hierarchical and market co-ordination”.

Entwistle, Bristow, Hines, Donaldson and Martin (2007) conducted semi-structured interviews with 10 partnerships comprising 80 individual partners in Wales; they found that, in terms of hierarchy, partners talked of imposed objectives, unbending rules and unhelpful departments. Market forms of co-ordination were criticised principally for requiring endless applications for small grants, while some evidence of network dysfunction was apparent in repeated assertions that partnering in Wales made excessive demands on a relatively small group of people. A methodological problem acknowledged by Entwistle, Bristow, Hines, Donaldson and Martin (2007:77) stated that “partners are perhaps unlikely to be alive to the network failings of their own practice”; in simple terms, they cannot see when “they have got it wrong”. Overall, their findings revealed that the majority of the partnerships complained predominantly of a mix of hierarchical and market dysfunctions. Rivalry between competing suppliers and the never-ending round of bidding for short-term grants of small amounts of money are just as important as the dysfunctional effects of excessive bureaucracy (Entwistle, Bristow, Hines, Donaldson and Martin, 2007).

In furtherance of the field of Partnerships and based on research by Draxler (2008), supported by UNESCO and the World Economic Forum’s Partnerships for Education initiative, seven organising criteria can be considered as key to promoting exemplary partnering. These criteria comprise of: Ethical principles and standards; Transparency and accountability: Ownership and inclusivity; The relevance of partnership initiatives to needs; Soundness of planning and clarity of goals; Educational quality and impact focus: whereby the partnership

becomes an engine of robust and practical change, and; Sustainability:

Whereas, Bathmaker, Brooks, Parry and Smith (2008) developed what they termed ‘ideal-type’ characteristics of the range of arrangements and partnerships used by colleges to manage their further and higher education provision. They make a distinction between ‘contained’ and ‘permeating’ partnerships as well as small and large provision, which is ‘discrete’ or ‘embedded’ within the college structure. However, it was recognised by this research that there is a need for a more refined set of analytical tools to examine organisational changes and transitions around the dual-sector boundary.

Mintzberg, Ahlstrand and Lampel (2009:3) in their writings suggest that “we are the blind people” and that “strategy formation is our elephant” (see Appendix 11 for the fable). They believe that you do not get an elephant by adding up its parts – it is more than that! Yet to comprehend the whole we also need to understand the parts. They go on to describe the beast of strategy formation as consisting of ten parts: Design, Planning, Positioning, Entrepreneurial, Cognitive, Learning, Power, Cultural, Environmental and Configuration (Mintzberg, Ahlstrand and Lampel, 2009).

Mintzberg, Ahlstrand and Lampel (2009) go on to suggest that the blind men in the fable never saw the ‘corpus callosum’ of the beast – the tissue that connects the hemispheres of the brain – or the ligaments and tendons that hold together the different bones. With regard to partnership and its strategic management,

some of the whole perspective is emerging, which is advantageous because without an understanding of the connecting tissues in the organisations, strategies run the risk of becoming dead. (Mintzberg, Ahlstrand and Lampel, 2009).

2.3.1 Collaborative Provision

The public policy drive to advance collaboration, working across the boundaries of the government (public) and third (non-profit) sectors, is firmly established (Austin, 2003; Glendinning, Powell and Rummery, 2002; Kelly, 2007; Najam, 2000; and Salamon, 1995, cited in Cairns and Harris, 2011). Pressure for cross-sector collaborations has grown and researchers have started to consider the practical implications for organisations that have entered into cross-sector collaborations.

Cairns and Harris (2011) focused on the challenges that local government and third sector organisations face when they seek to work collaboratively. Their findings revealed that the implications for third sector organisations included “coping with rapid growth and change; learning to work according to governmental expectations and norms; responding to governmental accountability requirements; and at the same time, retaining a focus on their own long-term organisational sustainability and independence” (Harris and Schlappa, 2007; Mulroy, 2003, cited in Cairns and Harris, 2011:312). On the other hand, implications for governmental agencies included “challenges of cross-sector partnerships in respect of understanding the distinctive

organisational features of third sector organisations and how those features affect matters such as sectoral representation, speed of decision making, strategic planning, and engagement in government structures (Craig and Taylor, 2002; Hudson, Hardy, Henwood and Wistow, 1999, cited in Cairns and Harris, 2011:312). Along with the difficulties of finding appropriate and mutually acceptable governance structures for cross-sectoral partnerships (Hill and Hupe, 2006; Munro, Robers and Skelcher, 2008, cited in Cairns and Harris, 2011), they went on to state that local authority participants were clear that their obligations to diverse communities were ones that could not be met without the cooperation of local third sector organisations, They describe the potential of partnership working:

To enable us to fulfil our responsibility to reach and get closer to local communities, with third sector organisations acting as a conduit for local people to voice their opinions and participate in planning and service delivery.

(Cairns and Harris 2011:315)

There are many models of collaboration, some involving formal partnership agreements and others based on more informal linkages (QAA, 2009). According to the DCSF (2008), the delivery and collaborative models will vary in the levels of formality and commitment required from the college and its partners. They will also vary in their complexity: depending upon the number and type of providers who are potentially involved.

There has been a long tradition of collaborative partnership between universities and charities with regard to undertaking research:

The Prostate Cancer Research Centre carries out research into the causes of and treatment for the UK's most frequently diagnosed male cancer. The Centre is based at University College London (Masters, 2012).

The National Eye Research Centre (NERC) is a registered charity whose object is "to fund research into the causes and treatment of eye diseases and disabilities and the prevention of blindness and to publish the results" (Thom, 2012). The research is carried out by the Unit of Ophthalmology at the University of Bristol.

Over the last ten years, Breakthrough Breast Cancer's overarching goal of a personalised approach to medicine has been the focus of its resources, to make the most impact for people at risk of and affected by breast cancer. This is underpinned by continued significant investment in basic biological research – where Breakthrough believes future breakthroughs will come from. This will be attained via their commitment to exceptional and talented individuals who display strong scientific vision and whose ethos of research is claimed to ensure the highest quality (Breakthrough Breast Cancer, 2012), working from the institutions of Kings College London, the University's of Oxford, Manchester and Edinburgh.

Arthritis Research UK has been a registered charity (No. 207711) for over twenty years. They currently fund in excess of 250 grants regarding different types of arthritis and related musculoskeletal conditions, from laboratory-based science through to multi-centre clinical trials (Arthritis Research UK, 2012). Arthritis Research UK is currently the core funding provider for two major international medical research institutes focused on beating arthritis: the Kennedy Institute for Rheumatology at the University of Oxford and the Epidemiology Unit (EU) at University of Manchester (Arthritis Research UK, 2012).

David Willetts announced in the Budget on 14th May 2012 that the Research Partnership Investment Fund of £100 million was officially open for bids. Following evidence that collaborating with universities can drive significant innovation in enterprise, it is hoped that the new fund will not only safeguard existing research centres but also support the development of new ones. Hence, this fund is being facilitated by universities and the Science Ministry to support research partnerships between universities, businesses and charities. Willetts is reported to have said:

Collaboration between universities, charities and industry is vital for our economy, and attracts significant private investment in our world-leading research base. The new £100m Research Partnership Investment Fund will bring together leading institutions and organisations ... [to] encourage innovation, drive growth and create jobs.

(cited in Adams, 2012)

Weiss (1987, cited in Connolly, Jones and Jones, 2007) offered a process model and suggested that there were six factors necessary in order for collaboration to be successful: a calculation that additional net resources will flow; the professional norms and values of staff support co-operation; the possibility of political advantage; a need to ameliorate internal problems; reduction of environmental uncertainties; and finally, the legal requirement to do so. If resources exist to facilitate co-operation and the organisations have an organisational capacity to mount co-operation, then co-operation is likely to occur.

In contrast, Meyer and Rowan (1977); Powell and Di Maggio (1991); and Scott (1995, cited in Connolly, Jones and Jones, 2007) present an institutional perspective that believes that an organisation needs to establish legitimacy. But along with Weiss (1987), Mattessich and Monsey (1992, cited in Connolly, Jones and Jones, 2007: 160) identify seven factors which contribute to successful collaboration. These include environment; membership characteristics; process and structural issues; clarity over roles; communication; purpose; and resource.

Whereas Huxman (1996, cited in Connolly, Jones and Jones, 2007) suggests that the main difficulties in collaborative working come from differences in aims, language, procedures, culture and perceived power; the tension between autonomy and accountability and the lack of authority structure; and the time needed to manage the logistics.

To pursue an independent expansion strategy may be judged as high risk, but a co-ordinated partnership strategy may be viewed as a calculated risk as the uncertainty involved can be shared equally among the partners in the arrangement.

(Trim, 2001:188)

The University of Greenwich developed a risk assessment tool, aiming to provide consistency and rigour in the evaluation of new proposals for collaborative provision regarding higher education awards. The tool itself lists ten factors, including key dimensions each with a choice of numerical ratings; and by adding all the values together, the tool indicates an overall summation representing low, medium or high risk levels (Craft, 2004).

Craft (2004) identified that in recognition of the risk factors in collaborative provision, the QAA has provided a Code of Practice. This Code of Practice deals with the assurance of academic quality and standards in collaborative provision. Collaborative provision is defined as:

Educational provision leading to an award or to specific credit toward an award, of an awarding institution delivered and/or supported and/or assessed through an arrangement with a partner organisation.

(QAA, 2007:3)

Section 2 of the Code, 'Collaborative provision and flexible and distributed learning (including e-learning),' incorporates the following sub-sections: responsibility for and equivalence of academic standards; policies, procedures and information; written agreements with a partner organisation or agent; certificates and transcripts; information for students; publicity and marketing (QAA, 2007). Individual institutions should be able to demonstrate that they are addressing the matters tackled by the precepts effectively, via their own management and organisational processes, along with taking into account their specific institutional culture; decision-making needs and traditions (QAA 2007).

Connolly, Jones and Jones (2007), highlight different perspectives of those involved with a collaborative project, in which an e-learning initiative resulted in a partnership between further and higher education establishments. Their findings were based on their evaluation of the literature: they disagreed with the institutional perspective, suggesting instead that motivations are to be found because managers either seek to secure institutional legitimacy or to protect and/or enhance their resource. Identifying that joint action is not likely to occur, they suggest that while managers and professionals may feel motivated to collaborate, such collaboration needs managing.

Research conducted by Trim (2001), "An Analysis of Partnership Arrangements between an Institution of Further Education and an Institution of Higher Education," revealed that a franchise operation involving institutions of further and higher education can help each to increase their geographical reach

and provide greater choice of educational provision. This will meet the government's criteria in providing opportunities for access and progression, and directly benefit the institution of FE in the sense that its ability to gain funding is increased. By establishing a number of partnership arrangements, it is possible for an institution of FE to retain its identity and remain independent, where in accordance with Trim (2001:111):

Mutuality is at the heart of the working relationship between both parties, and financial viability is a key element.

Foskett's (2005) research, "Collaborative partnership between HE and employers: a study of workforce development," draws together two significant domains in government policies for HE: the promotion of collaborative partnerships in higher education; and the widening participation agenda. Foskett's (2005) case study focussed on the collaboration between a higher education institution and a charitable organisation, which provided guide dogs to visually impaired people. Foskett (2005) considered the reasons why the different stakeholders engaged in the activity, identifying that the explicit aim of the employer was to enhance the existing in-house training for GDMIs into a recognised and accredited higher education qualification. This was complimentary to that of the HEI, which was very interested in increasing its part-time student numbers, and attracting students hitherto excluded from HE.

Thurgate and MacGregor (2008), considered the experiences of collaborative working with employers and further education providers in designing and

delivering foundation degrees. Their findings suggested that firstly, effective collaboration has been shown to improve the experience for the employers, who maintain control over the programme content. The employer also has the ability to promote the award to attract new staff and retain present staff via clear continual professional development. Second, the higher education and further education partnership benefits, because it can deliver the latest programmes for the local work force, widen participation and provide new ways of working for the faculty staff with motivated students. Third, the employee/student is able to develop a career through work-based learning, and be motivated by the public recognition of the award, which facilitates lifelong learning, having opened progression routes. Fourth, clients are cared for by a more knowledgeable worker, which should ensure a better quality of service.

A wealth of educational courses and programmes of study is being offered through partnership arrangements which involve institutions of further and higher education (Abramson, Bird, and Stennett, 1996, cited in Trim, 2001). Leech (1995, cited in Trim, 2001), suggested that “further collaboration between these institutions will result in new approaches to managing partnership arrangements.” One such approach, according to the Code of Practice for the assurance of academic quality and standards in higher education is that of:

A ‘serial’ arrangement... in which an awarding institution enters into a collaborative arrangement with a partner organisation, which in turn uses that arrangement as a basis for establishing

collaborations of its own with third parties.

(Code of Practice for the assurance of academic quality and standards in higher education: Section 2: Collaborative Provision and flexible distributed learning (including e-learning), September 2004: 5)

2.3.2 Multi-Stakeholder Partnerships

In 2007, UNESCO and the World Economic Forum Global Education Initiative (GEI) launched a new initiative, 'Partnerships for Education (PfE), with the aim of creating a global coalition to advance multi-stakeholder partnerships in education (MPSE) that advance progress towards the objectives of UNESCO's Education for All (EFA) (Draxler, 2009: 24). The focus of PfE is to bring public and private stakeholders together in joint initiatives, including the for-profit private sector and civil society. Moves to expand partnerships for development to involve the private sector, including business, foundations and a wide range of civil society organisations, have gathered strength in recent years (Draxler, 2009).

According to the World Economic Forum (2005), and Zadek (2002), MSPes have been created to deliver education in both institutional and non-institutional settings (Draxler, 2009 Cited in Marriott and Goyder, 2009:19):

Multi-stakeholder partnerships for education can be defined as the pooling and managing of resources, as well as the mobilization of

competencies and commitments by public, business and civil society partners, to contribute to the expansion and enhanced quality of education. They are founded on the principles of: international rights, ethical principles and organizational agreements underlying sector development and management; consultation with stakeholders; and on shared decision making, risk benefit and accountability.

Bringing together public sector organisations and other actors, these MSPEs reflect a growing recognition that all sectors in society have a responsibility for, and a role to play, in ensuring outcomes and impacts of development (Marriott and Goyder, 2009).

Marriott and Goyder (2009), present six main phases involved in the building, inception and implementation of an MSPE: inclusive of the Scoping, Enabling, Managing, Reviewing, Revision and Institutionalising Phases (descriptions can be observed in Appendix 12). They also believe that each multi-stakeholder partnership for education follows its own unique development pathway; but the maintenance processes involved are invariably similar.

Whilst MSPEs are relatively new, their supporters argue that this kind of arrangement is advantageous because: they provide an innovative approach to the challenges of sustainable development and hopes of ending poverty; they provide a range of mechanisms, permitting each sector to share their own

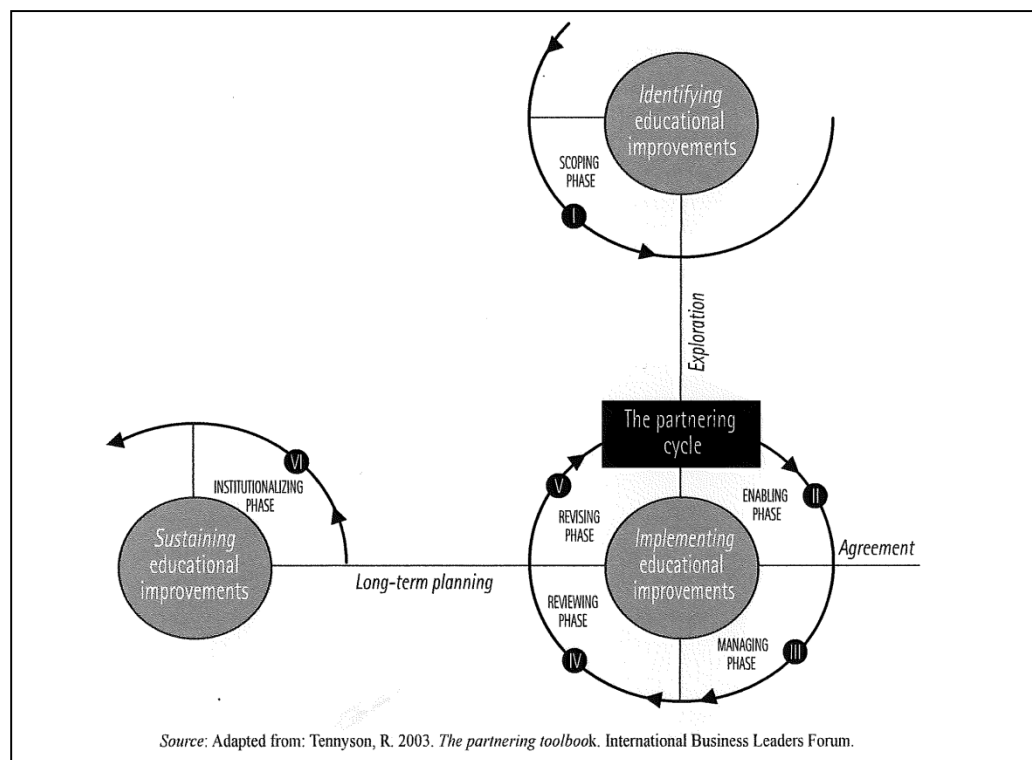
specific competencies and capacities in order to achieve common and complementary goals effectively, legitimately and sustainably; they provide access to more resources by drawing upon the full range of technical, human, knowledge, physical and financial resources found within all sectors involved in the partnership; they have greater capacity to influence the policy agenda via new dynamic networks; and they have the capability of building a more integrated and a more stable society through greater understanding of the values and attributes of each sector (Marriott and Goyder, 2009).

However, Marriott and Goyder (2009) did identify that working across sector boundaries can be invariably risky, especially when there are no legal sanctions common in other sorts of collaboration, because each sector brings with it very different traditions, motivations and its own unique ways of working. They identified that working on a voluntary basis can also be a source of weakness, especially in respect of governance and management. Managing this mix therefore presents a demanding objective in attempting to deliver successful partnerships and partnership outcomes.

Whereas, Draxler (2009) identified six broad themes that are essential for successful outcomes of MPSEs, these include Needs, Ownership, Impact, Regulation and Accountability, Sustainability and Monitoring and Evaluation (descriptions can be observed in Appendix 13).

Marriott and Goyder (2009) produced *A Manual for Monitoring and Evaluating Educational Partnerships*, following a project life cycle

management approach to multi-sector partnership, and providing guidance at different stages of establishment and implementation. They believed that monitoring and evaluation were fundamental to managing the risks, opportunities and expectations of multi-stakeholder partnership approaches to educational change. For example, by developing an early understanding of the monitoring and evaluation requirements at each stage of the partnership process, partners can anticipate needs in good time, and an effective monitoring and evaluation system can be invaluable tools for both accountability and learning in the whole process of a partnership, from inception to exit. This is depicted diagrammatically in Figure 2, below:



Life Cycle Management

(Taken directly from Marriott and Goyder 2009: 36)

According to Marriott and Goyder (2009), an effective MSPE monitoring system needs four basic elements:

1. Ownership, derived from those who use the system.
2. Management: how, where and by whom the system will be managed is crucial to its sustainability, along with senior management utilising and monitoring the information, and if necessary questioning the data with which they are presented.
3. Maintenance and consistency.
4. Credibility: systems need to be robust enough to report both good news and what may be perceived as bad news equally.

Draxler (2009) maintains that MSPEs can produce desired outcomes: in the public sector, inclusive of: expanding action, enabling an environment for growth, different expertise and additional resources; in the private sector: shareholder and employee satisfaction, economic growth, education for employability, increased image and branding and effective risk management; and in the civil sector: legitimacy, reinforced focus on specific needs, new resources and greater impact. These individualised sector outcomes in turn lead to potential partner benefits which include achieving social and environmental objectives, an increased access to resources, better access to information and risk management, building social capital, growing human capital, improved operational efficiency, organisational innovation, more effective products and services, along with an enhanced reputation and credibility (Draxler, 2009).

2.4 Professionalisation

2.4.1 The Professionalisation of Counselling and Psychotherapy

The Government is currently considering proposals for consultation on an Order under Section 60 of the Health Act 1999. This would create a new federal and multi-disciplinary Health Professions Council with the power to extend its remit to other groups who are not yet registered. State Registration, using powers of the Health Act is the most appropriate way to deal with the regulation of Psychotherapists, Counsellors and other related groups.

(Lord Wedderburn, 2001, cited in Postle
,2007:139)

The Health Professions Council (HPC) is a regulator set up to protect the public. It does this by keeping a register of health professionals who meet the Council's standards for their training, professional skills, behaviour and health (HPC 2012). Currently there are 15 health professions adhering to the HPC standards, including arts therapists, biomedical scientists, chiropodists/podiatrists, clinical scientists, dietitians, hearing-aid dispensers, occupational therapists, operating department practitioners, orthoptists, paramedics, physiotherapists, practitioner psychologists, prosthetists/orthotists, radiographers and speech and language therapists (HPS 2012). All of these professions have at least one 'professional title', which means that they are protected by law, and anyone using these titles must be registered (HPS 2012).

In order to remain registered, registrants must continue to meet the standards set for their particular profession. The standards include: Character, Health, Standards of Proficiency, Standards of Conduct, Performance and Ethics, Standards for Continuing Professional Development and Standards of Education and Training, all of which determine a ‘fitness to practise’.

In favour of State Regulation

The Foster Review (2006) of non-medical healthcare professions noted that there would be no regulator other than the HPC and that State Regulation would be inevitable (Postle, 2007).

The necessary platform for state regulation (according to House and Totton, 2011) is provided by Therapy and the NHS via General Practitioners and the Improving Access to Psychological Therapies (IAPT) services, along with the identification of therapy and counselling as medical practices, and the yearning of the NHS to regulate its employees. The mantra, highlighted by Mowbray (2011, cited in House and Totton, 2011:53), and most favoured by registration advocates, is the “need to protect the vulnerable”. This is further supported by the British Association for Counselling and Psychotherapy (BACP) which claims that the state regulation of psychological therapies is necessary to protect clients from rogue practitioners (Postle, 2007). This view is backed by Digby Tantam (the Chair of UKRC, 1996) and Alan Law (Registrar of UKRC) who both argue the case for registration: “Protect the public, anyone can call themselves a counsellor, meet high standards – the hallmark” (Law, 2011, cited

in House and Totton, 2011:86). Furthermore, when counselling and psychotherapy were 'small-scale and scarce', Professor Van Deurzen, as Postle reports:

was happy with the self-monitoring, of course this freedom was sometimes abused, but there is no doubt that the advantages of creativity and diversity that it engendered on the balance outweighed the negative factors. (2007, cited in Postle, 2007:36)

Professor Van Deurzen is quoted as saying:

The situation has now evolved with the rapid expansion of this sector; this has required us to check this unbridled freedom and diversity. We have needed to mitigate the creativity and individuality with quality control and accountability.

When a garden has been very fertile and has been left to itself for a long period of time it is overgrown. Sprawling plants obscure each other's light and deprive each other of nutrients. It is then necessary to cut the plants back, quite drastically, and carefully select the ones that one wishes to encourage and make room for, at the same time as uprooting those plants considered to be weeds.

(Professor Van Deurzen, 2007, cited in Postle, 2007:36/37)

Although she appears to be aware of the dangers:

If it is done haphazardly and too aggressively, the result can be a sparse unattractive environment in which little growth can be observed for a long time to come.

(Professor Van Deurzen 2007, cited in Postle, 2007:36/37)

Professor Van Deurzon goes on to re-affirm her belief:

In these times of rapid growth, the pruning of registration and standard setting is a welcome and entirely necessary phenomenon. It was high time that we begin to disentangle this overgrown field, for it had turned into a jungle, where some weird and wonderful creatures were sometimes doing untold damage.

(Professor Van Deurzen, 2007, cited in Postle, 2007:36/37)

Against State Regulation

Postle (2007:37) disagrees with Professor Van Deurzon and states:

The word jungle is used to present a state of appalling and threatening disorder, populated with damaging creatures. But jungle also means 'rainforest', far and away the richest ecological structure on this planet and one on which the whole of its climate and possibly its future depends.

There has been an increasing and determined challenge to the professionalism of psychotherapy, based mainly on the following arguments: firstly, there is no reliable or systematic research which exists to reveal abuse or exploitation of clients by counsellors, psychotherapists and psychoanalysts on a scale that warrants the costs (financial, political, cultural and psychological) of state regulation (Postle, 2007).

Secondly, the medicalised framing of current regulation proposals breaches the public's entitlement to choose practitioners who do not define them as patients suffering from illnesses or disorders, but who offer a rich variety of other models for human well-being and development (Postle, 2007).

Thirdly, given the shortfall of proof that regulation will successfully protect the public, it is difficult not to conclude that training and accrediting organisations have been promoting state regulation because it will allow them to promote state validation as a select passport into practice, and in turn allow them to justify raising training costs and ever-higher academic achievement as key criteria for acceptance into training (Postle, 2007). These increased costs will inevitably be borne by the clients – someone will have to pay for the increased levels of training, supervision and administration (Postle, 2007).

Fourthly, research proposes that good therapeutic outcomes are not demonstrably related to levels or types of training, and that good outcomes have a strong correlation with the successful creation of an effective helping relationship between the practitioner and the client (Postle, 2007). Similarly,

regulation based on training falsely promises that training assures good practice, and confidence in this unwarranted view deceives the public. The ability to achieve good results ultimately counts for more than the level of training achieved and this can only be effectively monitored through client feedback, supervision, case seminars and ongoing peer review (Postle, 2007). Likewise, Mowbray (1995, cited in Postle, 2007) has shown that there is no persuasive evidence that the possession of academic qualifications by psychotherapists relates to basic competence or protects the public in any way, or that clients will be better served by UKCP registered practitioners; rather, he believes that this is an attempt to structure and regulate the market.

Fifthly, a centralised monoculture of psychological regulation, gridlocking therapy into standardised training, competency and ethical criteria, is fundamentally substandard compared with the present diverse and appropriately local ecologies of psychological service provision. This rich diversity of the psychological therapies is a precious and desirable phenomenon (Postle, 2007).

Finally, it is not the business of the state to take charge of the provision of counselling, psychotherapy and psychoanalysis. Such control can never be apolitical. State regulation of psychological therapies will compromise practitioner neutrality, lead to risk-averse practice and erode the client's freedom of choice, because they will only be able to see those practitioners who are registered (Postle 2007).

House (2010) writes about Principled Non-Compliance (PNC), where numerous humanistic practitioners are going to 'conscientiously object' to the HPC regulations. The PNC is just one evolving path that such practitioners will be able to pursue. House considers the term 'compliance', taking into account Winnicott, and the damage it can do to the development of what he terms 'the authentic self', where a forced compliance is the development of a 'false self'. A danger for the practitioner is that they develop an inauthentic false professional self as a result of the proposals of State Regulation of the HPC.

House (2010) writes that, historically, psychotherapy and counselling have been conducted in a private, confidential space, free of externally defined institutional agenda, into which clients can bring matters of deep personal concern for discussion and reflection. He proposes that state regulation constitutes a gross intrusion into this most precious and subtlest of private spaces and can only seek to compromise that space.

Gladstone (2008) acknowledges sociologists who have studied the discourse of professionalising and who have identified a current ideology (i.e. an unexamined belief system) that is instrumental as regards managerialist and governmental strategies for convincing and persuading employees and practitioners in service occupations to act in ways which corporations or the state consider to be appropriate, effective and efficient. Referring to the Improving Access to Psychological Therapies (IAPT), he asserts that what

once may have given the impression of a promise of status and autonomy has, during the current decade, been twisted into an instrument of control.

Gladstone (2008) goes on to present a manifesto of arguments claiming that regulation is illusionary, unethical and hazardous, including: surveillance privacy neutrality; diversity or standardisation; medical model hegemony; output regulation versus input regulation; misallocation of risk and redress; erosion of core values and toxification; delivering government agendas; corporate appropriation; bystander trance; exhaustion, despair and the state as rescuer; and conjointly foreclosed debate. He also states that the 'case for' state regulation never gets any further than the claim that it is a good thing for the protection of the public. He concludes: "very large parts of the therapeutic process and its context will necessarily escape the annexation being attempted by the state and its collaborators, and this gives grounds for hope, but not quietism" (Gladstone, 2008).

The outcome of Postle's (2008) research is the realisation that the process of implementing state regulation in psychological therapies is revealing a gross distortion in what counts as validity in working with the human condition. The Department of Health is embracing a model of validity for the psychological therapies based on a narrow scientific approach to research and appears to be convinced that this is the only option. According to Postle (2008), they are mistaken and they fail to notice that the hugely diverse range of psychological therapies offer a competing paradigm of validity. This includes, firstly, the evidence-based practice in which validity is derived from research on people,

and, secondly, the diverse range of psychological therapies, in which validity is derived from inquiries with people – it is in these, Postle (2008) believes, that we find the embodiment of the whole huge universe of nourishment for client needs – the more than one hundred and thirty different kinds of psychological therapy and approaches, offering inquiry into the human condition.

House (2002:20) presents the work of Carl Rogers, whom he believes to make the most convincing argument against the institutional regulation of therapy. These arguments have stood the test of time across three decades; Rogers posed five questions:

1. Whether the psychology profession dares to develop a new conception of science?
2. Whether our current taken-for-granted notion of ‘reality’ is the only one?
3. Whether we dare to be designers of society rather than reactive fire fighters?
4. Whether we dare allow ourselves to be whole human beings?
5. Dare we do away with professionalism?

Rogers exposed the flakiness of the one argument attributed to state regulation: “there are many individuals with a Diploma on their wall, who are not fit to do therapy... there are as many certified charlatans and exploiters of people as there are uncertified”. He goes on to say, “certification is not equivalent to competence” (House, 2002:20). Similarly, Wasdell (1992, cited in House and Totton, 2011:45) suggests that the notion that registering psychotherapists would really help a potential client to choose their treatment is misleading and

illusionary, because there are no easily applied external qualifications that can be trusted.

Rogers also proposed that we may learn from the ‘uncertified’ individual, who is sometimes unusually adept in the area of human relationships, and Lomas and Small emphasise the healing value of ordinariness in contrast to the often precious professionalised mentality which can so easily dominate psychotherapeutic ‘regimes of truth’ (House, 2002).

Rogers (cited in House, 2002:21) continued, “if we certify or otherwise give.... individuals superior status as helpers, their helpfulness declines. They then become professionals, with all of the exclusiveness and territoriality that mark the profession”.

Postle (2007:XVI/XVII) further states:

When professionalisers say register now before it’s too late, I and others feel coerced and oppressed; we see this is as using fear of exclusion to force us into regulated relationship when they say ‘state regulation is inevitable’. I see this as a trance-induction intended to suppress choice and discrimination.

A liaison group made up of the BACP, UKCP and a Reference Group, have had mounting doubts about whether counselling/psychotherapy should be regulated by the HPC. One central reason for this is that the work showed

most professional bodies already have superior standards compared with those of the HPC, thus emphasising a return of the professional bodies and the self-regulation of the activities of counsellors and psychotherapists (Postle, 2007).

2.4.2 Alternatives to State Regulation

The UK Independent Practitioners Network (IPN)

The IPN originated in 1994 in response to the pressure for compulsory regulation of therapists, defending their right to practise into a pro-active initiative for a new model of accountability and organisation (Totton, 2006:119).

For Postle (2007:XI), the IPN has provided the platform for a grounded practice and theory of how to unite civic responsibility with the challenge and support that the client-practitioner accountability necessitates; he sees it as a “necessary vessel for surviving the regulatory flood”. The network is rooted in face-to-face relationships, in direct contrast to the formal, top-down qualification basis of accreditation with the UKCP or BACP (Totton, 2006:119). Participation is open to anyone; there is no monolithic position on therapeutic method, training or theory; and it supports diversity and plurality, recognising there are many ways of becoming an effective practitioner (Totton, 2006:119).

Over the last decade, the IPN has found itself by no means immune to splitting and the process of getting practitioners to stand by one another or to formalise links has proved much more difficult and time-consuming than was originally hoped. Most seriously, resolving practitioner-client conflict and maintaining ‘sharp edges’ against bad practice have been very challenging. The IPN has found that it has no magic solutions, and that there are even perhaps certain advantages to formal structures. A great deal has been learnt and the network continues to flourish and evolve, offering an accreditation process at least as rigorous, and perhaps more appropriate to the practice of therapy, than that of the mainstream organisation (Totton, 2006:119).

Association of Humanistic Psychology Practitioners

The Association of Humanistic Practitioners (AHPP) has adopted a Voluntary Register, and on this position Mowbray (2011, cited in House and Totton, 2011:89) states:

The establishment of such voluntary registers cannot be assumed to be of a benign nature, since many of the arguments against the statutory register apply to the voluntary registers as well.

He goes on to talk about these registers having a major impact, so much so that in situations where they are able to introduce a degree of cartel into the market, a situation known as ‘de-facto registration’ can occur. For example, job

advertisements may specify accreditation and membership of registers as prerequisite qualifications (House and Totton, 2011)

According to Mowbray (2011), these registers are intended to be the foundation of a statutory form. These nationally oriented registers are held out as being systems which have been created for the public good, as ways to promote practitioner competence and client protection.

For and against state regulation

Dawes (2007) advocates a blend of registration and non registration, claiming that outpatient psychotherapy plays an educational or spiritual rather than therapeutic function in people's lives, and calling for its complete deregulation because it is not medicine:

... That professional licences should only be required by those therapists who work in institutional settings such as hospitals, prisons and residential treatment programmes, where inmates are relatively powerless and need some kind of organisational protection from abuse of psychiatric power.

Dawes (2007, cited in Postle, 2007:41)

Voluntary Sector

House and Totton (2011) acknowledge the lack of attention that is paid to the voluntary sector and go on to say:

The provision of therapy in the UK is the complete reverse of what common sense would expect; the most complex and challenging clients are frequently seen by the least skilled and experienced practitioners, some of them not even having completed their training, while the most skilled and experienced often work largely with 'normal neurotics'.

House and Totton believe that this has come about because of a lack of both public and private funding for community-based therapy and counselling. What funding there is, is largely restricted to start-up money (House and Totton, 2011).

This has conveniently coincided with the large numbers of trainees and newly graduated therapists who are desperate for hours in order to complete their qualifications. They are forced to work without payment, often with very difficult material and without the quality of supervision which is required (House and Totton, 2011)., Aldridge and Pollard (2005, cited in Postle, 2007:XIII) identified 570 psychotherapy and counselling training courses and calculated that if they each graduated ten students a year, this would bring over five thousand new practitioners into the field every year.

Relationship Counselling

According to Dawes (2007, cited in Postle, 2007:41), Therapeutic Psychology and its spin-offs, clinical social work and marriage and family therapy, are disintegrating as academic disciplines and as fields of professional practice.

Counsellor Education

House and Totton (2001) write about the dramatic transformations that have been taking place in counselling training. For example, the lengthening of the courses, the ever more stringent course requirements, the increasing level of academic content and associated moves towards the post-graduation of the field.

On the other hand, Postle (2007) detected a subtle change, a move away from open-ended, self-directed development, to a more consumerist attitude. For example, questions that arose ranged from ‘What do I get at the end of my course?’ to ‘What is the product that I am buying?’ Individuals are spending their money on personal development and see this as an ‘investment’ that they hope will be paid off in terms of employment and/or career development (Postle, 2007).

Aveline, (quoted by Mowbray 1995, cited in House and Totton, 2011) found a low correlation between training and effectiveness as a therapist. This is backed by Young (1993, cited in House and Totton, 2011:114) who believed

“A good therapist does not get that way primarily by taking more courses or studying at a particular institution”. Young (2011, cited in House and Totton, 2011:115) posed the question: ‘What is the role of training in the development of practitioner competence?’ and congruent with Young is Russell (2011, cited in House and Totton, 2011) who concludes that:

Professional training does not appear to increase the effectiveness of the therapist, and therapists who have undergone traditional training are no more effective than those who have not.

Hence, Jeffrey Mason (2011, cited in House and Totton, 2011:116) asks the ultimate question:

If it is really the case (that) clients benefit as much from non-professional as from experienced professional help, then why bother to have elaborate expensive prestigious training institutes at all?

2.4.4 The role of the Higher Education Institute

Murphy (2010), in his article ‘Unprecedented times in the professionalisation and state regulation of counselling and psychotherapy: the role of the Higher Education Institute’, highlighted the central concerns in relation to the amplification of the professionalisation of psychotherapy and the implications of this for trainers. Murphy (2010:4) writes:

A challenge facing those involved in psychotherapy training within HE is whether they become passive responders to the environmental and social demands of systems of professionalisation or whether they become active shapers of the psychotherapy profession via the adoption of congruently radical pedagogies.

Murphy (2010:4) considers two questions: ‘What is required of a person to become a psychotherapist?’ and ‘Given the effects of professionalisation and the changing requirements upon psychotherapy practitioners, what approaches to training are available in HEIs?’

In answering these questions, Murphy (2010:4) explains that, firstly, to practise, “approved practitioners must be considered both ‘safe’ and ‘competent’”. The trepidation, however, is whether the HEI is able to provide an appropriate training dais that is conducive to fostering a ‘safe’ and ‘effective’ psychotherapist (Murphy, 2010).

Secondly, an upshot of professionalisation has been the major transfer in application of psychotherapy training. For example, previously the heart of the training was centred on the development of the trainee, whereas now the heart of the training appears to be graduating towards the development of ‘competencies’ and ‘skills’ (Murphy, 2010).

The most significant confirmation of this was the announcement and circulation of the National Occupational Standards (NOS) by Skills for Health (March 2010, cited in Murphy, 2010:5). A set of standards was formed with respect to several schools of Psychotherapy: Cognitive and Behaviour Therapy (CBT), Psychoanalytic/Psychodynamic Therapy, Family and Systemic Therapy and Humanist Therapy (Murphy, 2010).

According to Murphy (2010:5):

These guidelines were published with a clear reference of their purpose as a guide to trainers preparing therapists for practice on accredited training courses.

CBT has turned out to be a forceful model as regards service provision within the domain of mental health, primarily because of market demands for brief therapeutic interventions and research giving it sovereign status within the medical model paradigm (Murphy, 2010). However, Murphy (2010:5) raised the question, ‘is this simply a short-sighted view of how best to meet the mental health needs of a nation for the long term?’ Wallis (2010, cited in

Murphy, 2010) highlights that employer bodies and students alike are bad judges of what, in terms of occupational skills, may, or will, be called for in the future. Hence, as a result of professionalisation, are courses and trainees/practitioners being steered onto an educational path that may be ineffectual in the future? (Murphy, 2010).

Higher Education Institutions have now become the primary places for psychotherapy training (Murphy, 2010). In his paper, Murphy (2010:8) raises two issues: first, “a responsibility to resist surrendering to overly prescriptive pedagogies and to create open, non-judgemental space for reflection on one’s own oppressor”. Here a requirement is placed upon educators to engineer opportunities for trainees to delve into their own ‘behaviours’ – their ‘oppressive prescription’ – and for the educators to familiarise themselves with and acquit themselves of their own acts of oppression in the same way that they devise and facilitate the curricula and pedagogical methods (Murphy, 2010).

Secondly, according to Murphy (2010) a truly radical psychotherapy education can only be bestowed within an HEI that accepts an active role in guaranteeing it does not collaborate in ‘false generosity’. Hence, it challenges the supposition that professionalisation, regulation and standardisation of training/practice will safeguard the public from oppression by ‘harmful’ practitioners.

Murphy (2010:10) concludes his research by stating:

Those involved in HE training courses have an ethical, moral and political responsibility to consider their position and principles in relation to the practice and training of psychotherapists.

The Literature Review has considered in detail three relevant domains of the civil sector: post-compulsory education, partnerships and professionalisation. I now turn to the nature of my research: The case study in this thesis will present the journey from concept through to operation and highlight the processes involved in forging and formalising, governing and operating a MSPE, in which together they developed viability and sustainability regarding an Institute for the development and provision of courses in respect of, and researching into, couple and family relationships and relationship support services. Simultaneously the thesis will consider the industry of relationship counselling in terms of its professionalism and the role of Higher Educational Establishments in the training of practitioners.

Chapter 3. Methodology

3.1 Research Question

What processes are involved in forming, governing and operating a multi-stakeholder partnership for education, in order to develop viability and create sustainability in the not-for-profit sector in the twenty-first century?

3.2 The philosophical framework

This section is concerned with both the inductivist approach, and identification and justification of the mode of engagement of neo-empiricism, comprising the objectivist perspectives in relation to the ontological status of human behaviour and epistemology that is germane to this research. The reasons for the research choices which were made are examined below.

According to Burgess, Sieminski and Lore (2006), there are two ways of developing a research design, inclusive of the deductive and inductivist approaches. The deductive approach involves the endorsement of prevalent theories by undertaking the appropriate literature reviews and deriving logical hypotheses, which are then subjected to testing. This approach was rejected, because upon conducting an initial literature review, the areas of higher education in further education, partnerships between post-compulsory educational establishments and charitable organisations and serial collaborative

partnerships, were found to be extremely underdeveloped in terms of primary data. The author concurs with Bathmaker, Brooks, Parry and Smith (2008) who have stipulated that “relatively little is known about further and higher education in dual-sector settings”. There was even less when this study first began in 2006.

The second approach to research design is the inductivist approach, which contrasts with the deductive approach, and is firmly employed within this research. The inductivist approach begins with collection of the data. For this study, data was initially collected between September 2006 and February 2007, in order to answer the following question:

How can third sector organisations remain viable and financially sustainable, when funding is in decline?

This led to three aims which were pertinent at the inception of the research:

1. To identify the partnership agreement, its history and evolution.
2. To understand the attitudes and expectations of those involved in the partnership, Corporate, Business and Functional Levels.
3. To examine the partnership agreement regarding contractual and service specifications, and to evaluate these.

On the basis of data analysis, a theoretical model was developed in conjunction with the available literature on the topic. This approach is espoused by

Bryman (2004):

An inductive approach to the relationship between theory and research, in which the emphasis is placed on the generation of theories.

(Bryman, 2004: 20)

This is observable in Chapter 2, the Literature Review of this thesis, which looks at the civil sector, post-compulsory education, partnerships and professionalisation.

Inductively, this case study was in a position whereby various contexts could be considered, including the dual-sector boundaries and cultural complexities arising from a serial collaborative partnership. However, this case study presents the journey undertaken by two distinctly different not-for-profit organisations: Doncaster College, a public, dual-sector educational establishment, whose goal was to attain taught degree awarding powers and ultimately the title of ‘university’; and Relate, a national Civil sector organisation facilitating voluntary and community activities, which was facing financial challenges. These two organisations forged a working relationship, i.e. an agreement in which they agreed to co-operate in the establishment and operation of the Relate Institute: a Centre of Excellence regarding Relationship Studies, which is examined thoroughly from a Corporate, Business and Functional Level perspective.

Morgan and Smircich (1980) take their research lead from the Burrell and Morgan (1979) scheme of analysis, claiming that all approaches to social science are based on interrelated sets of assumptions regarding ontology, human nature and epistemology. Taking these dimensions, and the nature of social science, into account, this research is firmly planted within the intellectual tradition of sociological positivism, but only as regards the strands of ontology and epistemology:

Blaikie (1993, in Flowers 2009) describes the root definition of ontology as:

the science or study of being

which encompasses ‘claims about what exists, what it looks like, what units make it up and how these units interact with each other’. Hence, ontologically describing a view (whether claims or assumptions) on the nature of reality, and more specifically, the question whether this is an objective reality that really exists, or only a subjective reality, created in our minds (Flowers, 2009). Hatch and Cunliffe (2006, cited in Flowers, 2009) ask whether reality exists only through experience of it (subjectivism), or whether it exists independently of those who live it (objectivism).

Ontologically, the approach of this research is germane to that of objectivism (the realist approach to social science, Burrell and Morgan, 1985). The formalising, governing and operating of the Relate Institute is a social reality, it is a given, it exists out there in the world, externally to individuals and imposes

itself on their consciousness from without. This reality is not the product of individual consciousness (Cohen, Manion and Morrison, 2005).

Strongly tied to ontology and its significance of what constitutes reality, epistemology contemplates the most suitable ways of enquiring into the nature of the world (Easterby-Smith, Thorpe and Jackson, 2008, cited in Flowers, 2009) and questions such as, ‘what is knowledge?’ and ‘what are the sources and limits of knowledge?’ (Eriksson and Kovalainen, 2008, cited in Flowers, 2009). Blaikie (1993, cited in Flowers, 2009) describes epistemology as:

the theory or science of the method or grounds of knowledge

along with developing this into an arrangement of claims or assumptions about the ways it is possible to attain knowledge of reality, how what exists may be known, what can be known, and what criteria must be satisfied in order to described something as knowledge (Flowers, 2009).

As with ontology, both objective (positivism, Burrell and Morgan, 1985) and subjective (anti-positivism, Burrell and Morgan, 1985), epistemological views exist. Eriksson and Kovalainen (2008, cited in Flowers, 2009) describe an objective epistemology as the presumption that a world exists that is external and theory neutral, whereas within a subjective epistemological view no access to the external world beyond our own observations and interpretations is possible.

Epistemologically, the approach of this research is germane to that of objectivism, in that it is possible to identify and communicate the nature of knowledge as hard, real and capable of being transmitted and acquired in tangible form (Cohen, Manion and Morrison, 2005), both verbally via past and present key informants, and in writing in the form of contractual agreements, minutes of meetings and reports. The nature of knowledge is not spiritual or even transcendental, neither being based on experience and insight of a unique and essentially personal nature, nor something which has to be personally experienced.

Following on from Burrell and Morgan's (1985) description of the nature of social science in terms of ontology and epistemology, we may consider their matrix of the analysis of social theory by reviewing the characterisation of the interpretive and functionalist paradigms and taking into account the implications for writing up academic work.

Both the interpretive and the functionalist paradigms represent a perspective firmly rooted in the sociology of regulation, but it is in their approaches to the subject matter that they differ, adopting a subjectivist and objectivist approach respectively (Burrell and Morgan, 1985).

The interpretive paradigm is enlightened by the desire to comprehend the world as it is, to appreciate the elementary nature of the social world at the echelon of subjective experience. It endeavours to find explanation within the sphere of individual consciousness and subjectivity; within the context of the

participant, as opposed to the observer, of action. In contrast, the functionalist paradigm is characterized by order, consensus, social integration, solidarity, satisfaction of need, and actuality (Burrell and Morgan, 1985). One of its basic premises is that society is structured to do “the greatest good for the greatest number of people” (Dunn, 2012). Unfortunately, this perspective ignores minorities and is unable to explain inequality except to say that it must have a social function – it must make society more adaptable – simply because inequality has always existed (Dunn, 2012).

The interpretive and the functionalist paradigms approach general sociological concerns from opposing dimensions: the interpretive paradigm comes from a subjectivist approach which has a tendency to be nominalist, anti-positivist, voluntarist and ideographic. By comparison, the functionalist paradigm is likely to be realist, positivist, determinist and nomothetic (Burrell and Morgan, 1985).

One implication for writing academic work is presented by Rex (1974, cited in Cohen, Manion and Morrison, 2005:26):

Whilst patterns of social reactions and institutions may be the product of actors' definitions of the situations there is also the possibility that those actors might be falsely conscious and that sociologists have an obligation to seek an objective perspective which is not necessarily that of any of the participating actors at all... we need not be confined purely and simply to that... social

reality which is made available to us by participant actors themselves.

This is in agreement with Giddens, who believes:

No specific person can possess detailed knowledge of anything more than the particular sector of society in which he participates, so that there still remains the task of making into an explicit and comprehensive body of knowledge that which is only known in a partial way by lay actors themselves.

Furthermore, Bernstein (1974, cited in Cohen, Manion and Morrison, 2005) points out that the process whereby one deduces and identifies a situation is itself a product of the circumstances in which one is placed. A principal factor in such circumstances that must be considered is the power of others to enforce their own understanding of the meaning of situations upon a researcher. If power is asserted within the study, this will have a catastrophic outcome as regards the reliability and validity of the collected data, and as such the research will have been sabotaged.

The interpretive paradigm is concerned with understanding the essence of the everyday world. In terms of our analytical schema, it is underwritten by an involvement with issues relating to the nature of the status quo, social order, consensus, social integration and cohesion, solidarity and actuality (Burrell and

Morgan, 1985). By comparison, the functionalist paradigm seeks to provide essentially rational explanations of social affairs.

According to Dunn (2012), the functionalist paradigm does a very good job of explaining the ways in which the institutions of society (the family, education, religion, law/politics/government, the economy, medicine, the media) work together to create social solidarity (a social contract in which society as a whole agrees upon the rules of social behaviour and agrees, more or less, to abide by those rules) and to maintain balance in society. It is a highly pragmatic perspective, concerned to understand society in a way which generates knowledge that can be put to use. It is often problem-orientated in approach, concerned to provide practical solutions to practical problems (Burrell and Morgan, 1985).

There is a risk in interpretive approaches that they may become hermetically sealed from the world outside the participant's theatre of activity – they erect artificial boundaries around a subject's behaviour. Just as positivistic theories can be criticised for their macro-sociological persuasion, so interpretive and qualitative theories can be criticised for their narrowly micro-sociological persuasion (Cohen, Manion and Morrison, 2005).

Mead (1934, cited in Cohen, Manion and Morrison, 2005) argues that:

advocates of an anti-positivist stance have gone too far in abandoning scientific procedures of verification and in giving up hope of discovering useful generalizations about behavior.

The interpretivist paradigm challenges the ontological assumptions underwriting the functionalist approaches to sociology and in particular the study of organisations. However, the interpretivist and the functionalist paradigms have also been presented as incomplete accounts of social behaviour by their neglect of the political and ideological contexts of educational research (Cohen, Manion and Morrison, 2005).

Again, if one follows either of these paradigms, this will have a profound effect on the results of research; inappropriate methodologies will have been adopted to collect the raw data and once again bring the reliability and validity of the research into question.

According to Johnson, Buehring, Cassell and Symon (2006), management research is repeatedly characterised as being deficient in paradigmatic development, for reasons of theoretical and methodological diversity. Hence, four modes of engagement have been widely debated (Alvesson and Wilmot 1996; Alvesson and Deetz, 2000; Griseri, 2002; Hancock and Tyler, 2001; Laughlin, 1995 cited in Johnson, Buehring, Cassell and Symon, 2006) and are thought to influence many substantive areas of management research, including positivism, neo-empiricism, critical theory and affirmative postmodernism.

For the purposes of this research, my work is located within the mode of

engagement of neo-empiricism to reflect the values and assumptions that I deployed during data collection and in writing up this document.

Buehring, Cassell and Symon (2006:138) use the term neo-empiricist specifically to refer to ‘qualitative positivists’ who rely upon an array of qualitative methods to develop inductively thick descriptions of the patterns of the inter-subjective meanings that actors use to make sense of their everyday worlds and who investigate the implications of those interpretations for social interaction.

The neo-empiricists construe the passivity and neutrality of the researcher as a separation of the knower-researcher from their inductive descriptions of other actors’ inter-subjective cultural experiences which await discovery. As Schwandt (1996, cited in Buehring, Cassell and Symon, 2006:138) puts it, this ‘third person point of view’ privileges the consciousness of the management researcher by retaining the idea that there is a world out there to be discovered and explored in an objective manner.

These philosophical commitments have led some writers to reject the idea that such qualitative research is philosophically distinct from quantitative research and to apply unconstructed positivist evaluation criteria directly (e.g. Kirk and Miller, 1986; Lecompte and Goetz, 1982, cited in Buehring, Cassell and Symon, 2006:138), whereas, Lincoln and Guba (1985, cited in Buehring, Cassell and Symon, 2006:138) emphasised the need for qualitative researchers to provide audit trails, in a self-critical fashion, that allow audiences to make

judgments for themselves as to the rigour of the research. Hence they suggest the following general principles: internal validity with credibility (authentic representation); external validity with transferability (extent of applicability); reliability with dependability (minimisation of the researcher's idiosyncrasies); objectivity with confirmability (the researcher's self-criticism).

In the compilation of this case study, audit trails emerged in the form of a diary, which the author used to store information relating to contact with key informants, either via telephone or email and dates, times and venues of interviews and focus groups and thoughts attained following supervision. Furthermore, transcripts were compiled of all of the interviews and focus groups from which statements from key informants were obtained and employed in the presentation of the case study (prior to any submission, those that were named in the research were presented with the opportunity to amend and/or withdraw any information pertaining to them). These transcripts record the statements from the perspectives of those involved, which enables the reader to make judgments for themselves as to the rigour of the research. This also provided the opportunity for the author to self-criticise and reflect upon the data should any ambiguities arise.

Therefore, in accordance with Seale (1999, cited in Buehring, Cassell and Symon, 2006:139), by revealing aspects of the informants themselves and the research process in a traceable audit trail, this approach demonstrates a 'hard-won objectivity' on behalf of the researcher (author), thereby establishing the credibility, dependability and confirmability of the findings.

Hammersley (1989, 1990, 1992, cited in Buehring, Cassell and Symon, 2006:139) adds that researchers ought to be internally reflexive through critically scrutinising the impact of their field roles upon the research setting and findings so as to reduce sources of contamination, thereby enhancing the ‘naturalism’ or ecological validity of the method. So a key aim would be to gain access to members’ ‘theories in use’ and the multiple inter-subjective perspectives that abound in both formal and informal organisations, while avoiding too much ‘rapport’ with the members – and ‘going native’. It is necessary to treat organisational settings as ‘anthropologically strange’ while demonstrating ‘social and intellectual distance’ and preserving ‘analytical space’.

Since the promise of replication is more problematic in qualitative research, as so much depends upon the social setting in which research takes place, dependability may be further demonstrated through a particular form of triangulation. This entails the contingent use of multiple researchers, multiple primary and secondary data sources and collection methods, to cross-reference and substantiate the objectivity of findings by demonstrating their convergence and consistency of meaning (Buehring, Cassell and Symon, 2006).

This research employed a method of triangulation encompassing multiple primary sources, including key informants, internal documents from the perspective of both Relate and Doncaster College and methods of data collection consisted of interviews and focus groups, in order to portray the journey of the Relate Institute from inception to operation from the perspective

of those involved (Buehring, Cassell and Symon, 2006).

Perhaps the most controversial aspect of neo-empiricism's naturalistic concern with preserving research settings is that, owing to the small samples used, although generalisation within a setting is possible, the qualitative researcher can rarely make claims about the setting's representativeness of a wider population and therefore any claims to posit concepts of external validity are always going to be tenuous (Buehring, Cassell and Symon, 2006).

This research was never about making generalisations about the wider population, it was only ever intended to represent empirically one example of a Multi-Stateholder Partnership for Education.

3.3 Theoretical Approach

Various case studies will now be defined, progressing on to a critique with particular reference to purposes, foci and characteristics, closing with other examples.

Later, Stake (1994, cited in Denzin and Lincoln, 1994) suggests that the case study is defined by interest in individual cases, not by the methods of inquiry employed. Stake further classifies cases into two categories: simple, which may, for example, involve one child, and complex, which may involve a classroom of children. Whereas Gilliam (2000) offered a more comprehensive explanation of a case study:

A case can therefore be an individual: it can be a group such as a family or class, or an office, or a hospital ward; it can be an institution – such as a children’s home, or a factory; it can be a large-scale community – a town, an industry, a profession. All of these are single cases; but you can also study multiple cases: a number of single parents; several schools; two different professions. It all depends on what you want to find out.

(Cited in Burgess, Sieminski and Arthur, 2006: 58)

The case study for this research, classified by Stake (1994) and Gilliam (2000) above, is that of a complex, single case study, where there are multiple organisations: in this case, Doncaster College and Relate, within a single case: in this case, the Relate Institute.

However, it was argued by Ausubel and Fitzgerald in 1961 (cited in Denzin and Lincoln, 1994), that not everything can be a case, due to some being deficient in the necessary specificity. Whereas Smith (1978, cited in Denzin and Lincoln, 1994), suggested a case to be a bounded system.

In agreement with Smith (1978), Stake (1994, cited in Denzin and Lincoln, 1994), believes that patterns of behaviours of the systems are themselves the key factors in comprehending the case. Researchers undertake case studies for various purposes. With this in mind, Stake (1994) presented three types of case study:

1. The intrinsic case study. This is a study undertaken because the researcher aspires to a better understanding of a particular case, and this is of interest itself.
2. The instrumental case study. This is undertaken because the researcher wishes to provide an insight into an issue or refinement of a theory. In this study, the case is of secondary interest to the researcher, hence playing a supportive role in the facilitation of gaining an understanding of something else.
3. The collective case study. This is undertaken by researchers who wish to study numerous cases jointly, to inquire into the phenomenon, population or general condition.

Taking into account the above definitions as classified by Stake (1994), the case study presented here is an intrinsic case study. Examining Doncaster College, Relate and the Relate Institute will provide a better understanding of a particular case and facilitate a greater understanding of the processes involved.

The main purpose of a case study is to provide different kinds of evidence found within the case setting, following which it needs to be collated into a narrative account, in order to present a chain of evidence, to support the claims being made in order to answer the research question (Burgess, Sieminski and Arthur 2006: 58). Similarly, in the words of Stouffer (1941):

Case researchers seek out what is common and what is particular about the case, but the end result presents something unique.

(Cited in Denzin and Lincoln 1999: 238)

According to Stake (1994), uniqueness is likely to be pervasive, extending to the nature of the case; the historical background; the physical setting, other contexts, including economic, political, legal and aesthetic; other cases through which this case is recognised and those informants through whom the case can be known. Similarly, Burgess, Sieminski and Arthur (2006) believed that the historical, social, environmental and political contexts are extremely prominent within case study research: all have been extensively covered within this case study, which themselves seek to explicate incidents and areas of concern which configure the background to the research.

Like Stouffer (1941, cited in Denzin and Lincoln, 1999), Burgess, Sieminski and Arthur (2006) also believe that case studies can furnish unique exemplifications of people in authentic situations, by penetrating situations and offering insights which are not so easily gained by employing other approaches.

Equally, Cohen, Manion and Morrison (2005) suggest that case studies can penetrate situations in ways not always predisposed to quantitative analysis. Thus, a particular strength of the case study is that it can establish cause and effect. For example, effects in real contexts are observed, paying particular recognition to the context in that it is a powerful determinant of both the cause and effect. Hitchcock and Hughes (1995, cited in Cohen, Manion and Morrison 2005), suggest that the case study approach is particularly beneficial when the researcher has little control over events. This statement is particularly pertinent to this research, in that the author was, in this context, an 'outsider'.

Similarly, Cohen, Manion and Morrison (2005) believed that it is vitally important for events and situations encountered to speak for themselves, rather than be interpreted, evaluated or judged by the researcher. The purpose of this case study is to present the journey and highlight the working relationship between a dual-sector educational establishment, whose goal was to attain degree awarding powers and ultimately the title of 'university,' and a national third sector organisation which was facing financial challenges. Together, in a unique serial partnership, they re-positioned themselves, attained viability and sustainability, and established and operated a Centre of Excellence for Relationship Studies, thereby facilitating educational collaborative provision and leading to enhanced professional standing from the perspective of those involved.

Carter (1993, cited in Denzin and Lincoln, 1994), and Coles (1989, cited in Denzin and Lincoln, 1994), state that it is not uncommon to let the case tell its own story. Cohen, Manion and Morrison (2005) suggest that this theoretical approach attempts to portray the richness of the case in the writing up of the report. Similarly, Stake (1994, cited in Denzin and Lincoln, 1994) believed that case content evolves in the act of writing itself. He goes on to state that it is the researcher who decides what is the case's individualised story, or at least what within the case's own individual story will be reported. It may be the case's story, but it is the researcher's presentation of the case's own story. The whole story exceeds anyone's knowing, thus the whole story cannot be told, even though it would like to be thought of as such. However, Burgess, Sieminski and Arthur (2006) suggest that some critics of the case study argue

that the findings from such studies are rarely generalisable, because they are related to specifics, uniqueness, interpretation and subjectivity.

Arguably the most serious charge against the use of a case study is that because only a relatively small number of cases are involved, it is not possible to generalise from them (Greenbank, 2007). Bassey (1999, cited in Greenbank, 2007), contends that generalisation is not the main aim of case studies. However, the researcher may have an intrinsic interest in understanding a specific case (Stake, 1995, cited in Greenbank, 2007), or may seek to provide 'illumination and illustration rather than empirical generalisability' (Greenbank, 2007).

Gomm (2002) suggests that generalisation is not an issue that can be dismissed as irrelevant by case study researchers. For example, it can mean that researchers may seek to argue the general relevance of the findings that they have produced. Similarly, Cohen, Manion and Morrison (2005) believe that case studies require the nature of generalisation to be clarified. However, Burgess, Sieminski and Arthur (2006) go one step further in suggesting that it is the appropriateness of the findings to professional practice and how advantageous they are to others who find themselves in comparable situations, rather than their wider generalisability, which is paramount.

Further disadvantages of case studies identified by Nisbet and Watts in 1984 (cited in Cohen, Manion and Morrison, 2005) include that: they are not easily open to cross-checking; they may be selective, biased, personal and subjective;

they are susceptible to problems of observer bias, despite attempts made to address reflexivity. Smith (1991), a critic of case studies, stated:

The case study method... is the logically weakest method of knowing. The study of individual careers, communities, nations and so on has become essentially passé. Recurrent patterns are the main product of enterprise of historic scholarship.

(Cited in Cohen, Manion and Morrison, 2005: 295)

However, in response to Smith (1991), Cohen, Manion and Morrison (2005) suggest that this is a case of prejudice and ideology rather than critique, but one which nonetheless signifies the problem of respectability and legitimacy that case study has to conquer amongst certain academics.

Like any other research methods, the case study has to demonstrate its reliability and validity. Cohen, Manion and Morrison (2005) state that this can be difficult because of the uniqueness of situations: they may be by definition inconsistent with other case studies or unable to demonstrate this positivist view of reliability.

However, antipathy amongst researchers towards statistical experimental paradigms has created something of a boom industry in case study research. This has included work on delinquents (Patrick, 1973, cited in Cohen, Manion and Morrison, 2005); dropouts (Parker, 1974, cited in Cohen, Manion and Morrison, 2005); drug users (Young, 1971, cited in Cohen, Manion and

Morrison, 2005); and schools (King, 1979, cited in Cohen, Manion and Morrison, 2005), and attest to the wide use of case studies in contemporary social science and education research.

Denzin and Lincoln (1994) suggest that most researchers are concerned about the validity of their communications. In order to diminish the possibility of misinterpretation, various procedures within qualitative fieldwork known as 'triangulation' are employed. Triangulation has been considered a process of employing various perceptions to clarify meaning, verifying the repeatability of an interpretation or observation, whilst acknowledging that they are not actually repeatable. Triangulation serves to explain meaning by identifying the different ways in which the phenomenon is being seen (Flick, 1992, cited in Denzin and Lincoln, 1994). In this case study, triangulation is present, and exists in the form of employing various research methods: including documentary evidence, interviews and focus groups.

According to Nesbit and Watts (1984, cited in Cohen, Manion and Morrison, 2005), the strengths and justification for the use of a case study approach within this research can be summarised as follows: the results are more easily understood by a wide audience as they are often written in plain language; they are immediately intelligible; the case study speaks for itself; they catch the unique features that may otherwise be in larger scale data; these key features hold the key to understanding the situation; they provide insights into other, similar situations and cases; they are extremely strong in reliability; they can be undertaken by a single researcher, without the need for a full research team and

they can embrace unanticipated events and uncontrolled variables.

In 1986, Valsiner (cited in Robson, 1993) claimed that the study of individual cases has always been the primary strategy in the advancement of knowledge about human beings. Likewise, Bromley (1986, cited in Robson, 1993) maintained that individual case studies or situation analysis is the bedrock of scientific investigation. Cook and Campbell (1979, cited in Robson, 1993) saw case study as a fully legitimate alternative to experimentation, in appropriate circumstances. Therefore, according to Robson (1993), a case study is not a flawed experimental design; rather it is a fundamentally different research strategy within its own design.

3.4 Research Methods

There follows a rationale, justification and explanation of the research methods of documentary evidence; interviews; and focus groups, employed within this case study.

3.4.1 Documentary Evidence

According to John Scott:

A document in its most general sense is a written text. Writing is the making of symbols representing words, and involves the use of a pen, pencil, printing machine or other tool for inscribing the

message on paper, parchment or some other material medium.....

Similarly, the invention of magnetic and electronic means of storing and displaying text should encourage us to regard 'files' and 'documents' contained in computers and word processors as true documents. From this point of view, therefore, documents may be regarded as physically embodied texts, where the containment of the text is the primary purpose of the physical medium.

(Cited in May, 2005: 178)

According to May (2005), a report that is based on official statistics would also be governed by John Scott's definition. In addition, he suggests that government records, debates, political speeches, administrative and government committee records and reports, media, novels, plays, maps, drawings, internet and personal documents such diaries or autobiographies are also included.

According to May (2005), it is the flexibility of this method that is regarded as its prime advantage. For example, a document presents a reflection of reality. It becomes a medium through which the researcher searches for a correspondence between its description and the events to which it refers. However, what people decide to document is in itself informed by the decisions which in turn relate to the social, political and economic environment of which they are part. Taking this into account, May (2005:183) states that documents are also interesting for what they leave out, not merely what they

contain:

Documents are now viewed as media, through which social power is expressed. They are approached in terms of cultural context in which they were written.

Giddens (1978: 84) and Scott (1990, cited in May, 2005) suggested that a document should be approached in terms of levels of meaning: first, the meanings that the author intended to produce; second, the received meanings as constructed by the audience in different social situations; finally, the internal meanings that semioticians exclusively concentrate on. Generally, in terms of the use of documents, and specifically in relation to organisational research, May (2005) suggests that is worth remembering the following from Forester (1994):

They should never be taken at face value: in other words, they must be regarded as information which is context-specific and as data which must be contextualised with other forms of research. They should be used with caution.

(Cited in May, 2005: 187)

However, documentary sources have been employed by Cameron and Frazer (1987); Caputi (1987); Sparks (1992); Young (1996); and Ericson (1991), to name but a few. Hence, May (2005) suggests that with the increase in information available through a variety of means, documentary research will

become more popular and relevant. It will therefore, in parallel with other methods, yield valuable insights into societies and the dynamics of social life.

The documents that were employed within this research were read and a picture outlining dates and facts was gained, thus putting together the bones of the study. Documents relating to Doncaster College comprised:

- College Structure, 2007
- QAA HE, IQER, 2007
- Doncaster College Strategic Plan, 2005-2010
- The University of Hull and Doncaster College
- Validation Agreement (Final Draft 2), March 2005
- Ofsted College Monitoring Visit with Re-Inspection, 2009
- Ofsted Inspection Report, 2004
- Ofsted Inspection Report, 2008
- Ofsted Monitoring Visit, 2008
- Ofsted Re-Inspection Report, 2006

Documents regarding Relate:

- Contract Agreement, 2005
- Contract Bilateral Agreement, 2006
- Key Measures Report (KMR), 2007
- Relate Members' Agreement
- Organisational Structure, 2006

- Programme Specifications UAD, 2006,
- Programme Specifications PG Dip/ MSc, 2006,
- Relate Institute Executive Board Minutes dated 02.11.06
- Relate Institute Executive Board Minutes dated 13.12.06
- Relate Institute Executive Board Minutes dated 23.02.07
- Relate Institute Executive Board Minutes dated 04.06.07
- Relate Institute Executive Board Minutes dated 12.09.07
- Relate Institute Executive Board Minutes dated 31.01.08
- The Relate Institute Business Plan 2005-2009
- The Relate Institute Programme Handbook 2006

It was important to this case study to consider such documentation, as the details/information contained in official documents were recorded as a true record of what was happening at the time. Along with individual recollections, this information yielded insightful data regarding the establishment and the early operations of the Relate Institute.

The main issue that emerged in reading the documents was that there was no official documentation available prior to 2 November, 2006. This made it difficult to track down the nature of any contact prior to the documentary evidence. Also, changes of personnel made it very difficult for members of the board to keep up to date with advancements, actions and changes. In addition, there was no one place where the documentation was kept, for example, by a 'secretary,' making the administrative efficiency of members critical.

For the purpose of this research, minutes from Bill Webster and Rory Perrett of Doncaster College, and Nick Turner of Relate, were collated. The issue of naming informants will be considered on pages 105/106.

3.4.2 Interviews

Interviews involve an interchange of views between two or more people on a topic of mutual interest (Kvale 1996, cited in Cohen Manion and Morrison, 2005). The interview is neither objective nor subjective; rather it is intersubjective in nature. Interviews themselves enable participants (both the interviewer and interviewee), to discuss their interpretations of the world in which they live, and express how they regard situations from their own point of view (Cohen, Manion and Morrison, 2005). The interview is not just about collecting data: it is about collecting data about life.

Cannell and Kahn (1968) defined the research interview:

A two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information and focused by the researcher on content specified by research objectives of systematic description, prediction or explanation.

(Cited in Cohen, Manion and Morrison, 2005: 270)

This case study will follow the influence of the semi-structured interview. According to Powney and Watts (1987, cited in Robson, 1993), a semi-

structured interview is still a respondent interview. Interviewers have their shopping list of topics and want to get responses to them, but as a matter of tactics they have greater freedom in the sequencing of questions, in their exact wording, and in the amount of time and attention given to different topics. Possible disadvantages of the semi-structured interview are that a different question wording will create varying interpretations and emphasis; the interviewer may miss important topics; the substantial influence of interpersonal variables; and low reliability/generalisability (Robson, 1993).

Consistent with the approach of Greenbank (2007) in his research, the interviews utilised semi-structured questionnaires with open questions in order to promote discussion and the exploration of issues. The interviews were more akin to a structured conversation (Yin, 2003, cited in Greenbank, 2007); and the questionnaires could more accurately be described as ‘interview guides’ (Buchanan, 1988, cited in Greenbank, 2007).

Both Bill Webster and Nick Turner provided details of prospective key informants pertinent to this case study. As was anticipated, one interview led to another, and additional key informants emerged, who were subsequently interviewed, covering all aspects of the initial research questions.

Questions were derived from the contract between Doncaster College and Relate (2005); and the contract between Doncaster College and Relate (2006); minutes of board meetings; the collaborative handbook validated provision (June 2006); and the key informants’ personal experiences and recollections.

With regard to the corporate level, questions were derived from the contract between Doncaster College and Relate (2005); the contract between Doncaster College and Relate (2006); minutes of board meetings; the collaborative handbook validated provision (June 2006); the course handbook; the application for full approval: programme specification documentation; as well as pertinent issues that arose out of the interviews with the students, operational and functional staff and the opportunity to disclose any information of their own choice.

Questions with regard to business level were derived from the course handbook; the application for full approval programme specification documentation; as well as pertinent issues that arose out of the interviews with the students and the opportunity to disclose any information of their own choice.

Questions with regard to functional level were derived from the course handbook; the application for full approval: programme specification documentation; as well as pertinent issues that arose out of the interviews with the students and operational staff and the opportunity to disclose any information of their own choice.

Throughout the duration of the research, the author endeavoured to ensure that both organisations were represented equally. However, this was not always possible, because some individuals who were approached did not wish to take part in the study: most notably, the Chief Executive and the Federation Support

Manager of Relate. Had either been willing to participate, they would, the author believes, have been able to positively contribute to the research.

In total, 31 interviews were conducted with the 24 key informants. One interview had to be re-done, because upon arrival at the location the author found that the dictaphone did not work. Having not taken a back-up dictaphone, and with one not being available at the venue, the interview commenced with the author taking notes. At the end of the interview, it was agreed by both parties that the information that was shared was too valuable not to have been recorded formally, so the interview was rescheduled: the author this time bringing two dictaphones. The author also carried out multiple interviews with three of the key informants who were more involved in the Relate Institute: Webster, Dr Perrett and Turner.

All interviews were audio recorded. There may have been concerns that the presence of a dictaphone inhibits interviewees, but consistent with the findings of both Gilliam (2000) and Greenbank (2007), it was found that people quickly disregard the fact that they are being taped. According to Greenback (2007), an advantage of recording the interview is that it provides an accurate record of what was said, along with permitting the interviewer to concentrate on listening rather than making notes. This complements the work of Bassey (1999) who points out that:

Tape recording permits the researcher to 'attend to the direction rather than the detail of the interview.

Every interview was then transferred onto a computer, and fully transcribed. Having fully transcribed each interview as it was re-played; this enabled direct quotes to be used in the subsequent writing up of the research. The analysis employed on the data collected from the individual interviews was that of the unobtrusive measure of content analysis. Content analysis was the preferred method of data analysis because, according Berelson (1952) and Holsti (1969, cited in Denzin and Lincoln, 1994), both narrative and discourse analysis have not developed systematic evaluative techniques regarding documentary analysis, upon which this case study is predominantly based.

This case study complies with the six points that Robson (1993) identified in undertaking a content analysis. With regard to the individual interviews, this research began initially with three research questions. As mentioned earlier, as key informants were initially identified, the ‘snowballing’ effect happened, with one interview leading to the identification of another key informant and so on. Care was taken to ensure equal representation of both organisations throughout the duration of the research.

The recording unit employed within this case study is that of the individual word, along with themes, characters and paragraphs. Latent content was employed within this research, as the ‘coder’/researcher had low inference on the data that was attained throughout the interviews. It was extremely important that what was being expressed was conveyed and recorded accurately. The categories identified from the individual interviews were presented to the author’s supervisor, to test for their reliability.

Every interview, and indeed focus group (which will be considered in the next section), had its own story to tell, dependent on the perspective of the interviewees/participants, their previous experiences and their role within the MPSE. The interviews and focus groups were never concerned with who was 'right' or 'wrong,' but rather to gather the story from the parties in relation to the MSPE. The data obtained from all of the interviews and focus groups had a very high level of correlation, thus indicating its reliability and validity.

3.4.3 Focus Groups

In 1988, Kruger defined focus groups as:

A carefully planned discussion to obtain perceptions on a derived area of interest in a permissive non-threatening environment.

(Cited in Kitzinger, 1994: 104)

Focus groups were first used as a market research technique in the 1920s (Basch, 1987; Bogardus, 1926, cited in Kitzinger, 1994) and were used by Merton in the 1950s to examine public reactions to wartime propaganda.

Kruger (1995, cited in Kitzinger, 1994) also defines focus groups as a form of group interview, capitalising on the communications of the participants in order to generate research data. Focus groups explicitly employ group interaction as part of their method: instead of the researcher asking the questions, participants are encouraged to talk to one another, asking each other

questions, exchanging anecdotes and commenting on one another's experiences and points of view. Focus groups are therefore a particularly useful way of exploring people's knowledge and experiences: examining the way people think and why they do so, in a manner far less achievable in a one to one interview. Focus groups, indeed, are a form of *group* interview. Here, the reliance is on the interaction within the group to discuss a topic supplied by the researcher. It is from the interaction within the group that the data emerges. Hence, focus groups are essentially contrived settings, bringing together a specifically chosen sector of the population to discuss a particular given theme or topic. The contrived nature of the focus group is both its strength and its weakness: settings in which they take place are unnatural, yet the group is so focussed on a particular issue, what often results are insights that might not otherwise have been available in a more traditional, face-to-face interview. A strength of focus groups is that they provide the participants with some control over the discussion, and may in turn permit a theme or trend to develop which they consider to be worthy of discussion (Robson, 1993). Focus groups are also economical in terms of duration; produce large amounts of data; are useful for orientation to a particular field of focus; and help develop themes, topics and schedules for subsequent interviews.

Access to the students was arranged by the Relate Institute Programme co-ordinators with their tutors, at a time which was mutually convenient and conducive to the scheme of work for the day. In total, four focus groups were conducted with some of the students who attended the Relate Institute, Doncaster College, High Melton, and Doncaster. All of the focus groups took

place at the University Campus at High Melton, within the Montagu Building or Old Hall Building, in order to ensure familiarity for the students. The dates upon which the Focus Groups took place were: 19 January 2008; 26 January 2008; and 2 February 2008.

The questions employed within this research were derived from various sources: the course handbook; application for full approval: programme specification documentation; and as a result of the opportunity for students to disclose any information at their own choice.

All focus groups were audio recorded, transferred onto computer and fully transcribed for later analysis. This case study complies with the six points that Robson (1993) identified in undertaking a content analysis with regards to focus groups: this research began with one generic question, broken down into three specific research questions, and following the data collection and literature review, was sharpened into a more specific research question. The students participating in the case study were representative of both first and second year students; and groups were primarily identified by their availability, via the programme leaders and were representative of their Relate Institute colleagues. The recording unit employed within this case study is that of the individual word, along with using themes, characters and paragraphs. Latent content was employed within this research, as the ‘coder’/researcher had low inference on the data attained throughout the focus groups. The categories identified from the focus groups, comprised those which were identified in the programmes section of the case study. The codes identified from the focus

groups were tested for their reliability, through presentation of the data to the author's supervisor. Information was accrued in relation to the research question, identifying themes relevant in the raw data, and presenting them in table format: observable in Figure 9.

The members of one of the groups participating in the focus group were not happy at all to be involved: some of this group exerted their right to leave; others who stayed expressed their frustrations. This was the first difficult situation faced by the author in undertaking this research. But the research was continued with the sample which remained, and the session was very productive. Given the obvious frustrations of the students, it is a pity they were unable to voice their concerns to an independent bystander, who could perhaps have reasoned with them and prevented others from leaving.

3.5 Research Sample

In this case study, the research sample does not draw randomly from the wider population, and in fact deliberately *avoids* representing the wider population. Instead, it merely seeks to present a particular group (Cohen, Manion and Morrison, 2005). Thus, purposive sampling is employed within this research, samples handpicked for a specific purpose: in this case, two not-for-profit organisations, Doncaster College, a public, dual-sector educational establishment, whose goal was to attain degree awarding powers and ultimately the title of 'university'; and Relate, a national civil sector organisation involved in voluntary and community activities, which was facing financial challenges.

These two organisations formed an agreement in which they decided to co-operate in the establishment and operation of the Relate Institute, a Centre of Excellence in Relationship Studies.

The sample comprises key informants, who relayed via face-to-face interview some of the histories and other pertinent information on behalf of Doncaster College and Relate/Relate Institute; those who worked at corporate, business and functional levels; and, of course, students:

Doncaster College	Key Informants	Relate
Mayor Martin Winter		Rita Stringfellow
Anthony Pawlett		Angela Sibson
Liz Hunt		Debbie Bannigan
Pam Wright		Barbara McKay
		Jenny North
		Catherine Allen
Rowland Foot	Corporate Level	Declined interview
Bill Webster	Business Level	Nick Turner
Director of HE		Declined interview
Tony Myers		
Dr Rory Perrett	Functional Level	Michéle Logue
Andrea Shepherd		Kathryn Holden
June English		Centre Manager(s)
Tutors		Programme Manager(s)
Student Cohorts	Students	

In total, four focus groups were conducted with students who attended the Relate Institute, Doncaster College, High Melton, and Doncaster.

When this study was conceived, there was some disquiet among college managers that it might be used as an opportunity for both staff and, in particular, students to air their grievances. Without exception, the responses of

those participating in this research have been professional in tone and measured in response.

3.6 Ethical Considerations

Burgess, Sieminski and Arthur (2006) highlight the ethical responsibility of the researcher, in terms of how the research is designed, collected, analysed and written up. Bryman (2004) identifies four ethical principles that should be taken into account throughout the research: whether there is any harm caused to the participants; whether there is lack of informed consent; whether there is an invasion of privacy; and whether any deception is involved.

This research has observed all of the ethical principles as stated by Bryman (2004): no harm was done to the participants; informed consent was gained at both organisational and individual levels; where there was an invasion of privacy in terms of participants becoming identifiable, measures were taken to ensure that the correct procedure was taken, in this case achieving the consent of those to whom this applied to use their names in the write-up process; and no deception was involved throughout the duration of this case study, as can be seen in the documents provided to both organisations and participants in the research. (Please refer to Appendix 8, items 14 through to 21 for further details outlining ethical approval and gaining consent.)

From the outset of the research back in 2006, the author has kept a diary. Previous experience of undertaking academic and professional research has

confirmed this to be an important resource tool. The diary has been a secure place in which to store necessary information, including all informed consent material, copies of emails sent and received, a log of telephone calls, interviews, focus groups along with supervision record documentation, with any guidance received recorded. It has documented the journey through the research process, demonstrating authenticity and accuracy of information. In accordance with the informed organisational and individual consent information, this information is available, upon request to research colleagues, supervisors and examiners only.

The author was extremely privileged in gaining access to the MSPE through Doncaster College and Relate, who granted comprehensive access to all areas as required by the study. As such access could easily have been denied, the author is extremely grateful. Initial enquires began well; but unfortunately, due to ill health, the data collection process was delayed by several months. After the author had recovered, the next six months proved very fruitful in gaining the raw data. But the process since has been far more time-consuming than expected.

The author has always been extremely committed to this research, and has considered every eventuality in order to ensure that it followed the ethical research codes and contributes to existing knowledge within the field. But as the literature surrounding this study is extremely limited, and until recently, its true focus has remained hidden, compiling it has proven extremely challenging at times; and combined with moving house, raising a family, illness and

working, these factors have contributed to the lengthy duration of this project.

Once the thesis had reached a natural progression where both the author and supervisor were happy, the author, as per the organisational consent agreement:

You will be given a full de-briefing of the study at the end. Here you will have the opportunity to retract any information that you do not wish to be included in the final documentation. Along with the opportunity to ask further questions.

(Organisational Information Sheet 1996)

Firstly, a copy was forwarded to both Nick Turner of Relate Institute and Bill Webster formerly of Doncaster College, where they had the opportunity to retract any of the information written prior to submission, to highlight any areas of concern, in particular any inaccuracies, misunderstandings or misrepresentations.

Secondly, de-briefing, which would take the form of, a one to one, face to face meeting, where together a review of the document (in particular the highlighted sections) prior to any submission. The Relate Institute's the de-brief took place on two occasions: the 27th July 2011 and 2nd August 2011. Whereas, Bill Webster on behalf of Doncaster College via an email dated 12th August 2011, wished the author good luck with her viva, returned no comments, and as such were happy with the contents.

Thirdly, the author amended the text, where appropriate and in accordance with the concerns raised, and forwarded the thesis, once again to Nick Turner and Bill Webster, where due to the period of time that has elapsed between the time of data collection and the imminent submission, they each had the opportunity to forward a 500 word statement that gives a synopsis of the progress that has subsequently occurred within the Relate Institute, as requested at one of the debriefing sessions. A date of the 9th September 2011 was set whereby both parties could forward their statement. No correspondence was received from Bill Webster, and Nick Turner (2011) changed his mind, and stated:

I will decline the offer to present you with a text to add to your thesis. I am grateful to have had the opportunity to give you feedback on your earlier draft. I find the earlier parts of the thesis a very interesting account of how the Relate Institute was brought into being.

Fourthly, up until now (September 2011), Webster and Dr Perrett have represented Doncaster College's perspective. Taking into account that neither of them are currently employed by Doncaster College, it is only 'correct' to forward a copy of the thesis, to a current representative of Doncaster College, not for their permission, as this has already been granted, but out of courtesy, and to offer the opportunity of a final-debriefing, before submission. Hence a copy was forwarded to the current Principal, George Trow, via his personal assistant. The author received email correspondence on the 29th September 2011, from Turner (2011) which read:

I have just spoken with George Trow who has now read your thesis. He has no objection to you going forward with submitting it provided you correct a factual error on p252.

An amendment with regards to the factual error, as outlined above, was corrected. Thus, the author is satisfied that all of the informed consent arrangements that were agreed to, at the beginning of this case study, have been undertaken and completed appropriately following ethical considerations. With this in mind, this thesis was now ready for submission.

Chapter 4. The Case Study

4.1 Introduction

In his work on the ‘presenting past’, Michael Jacobs (1986: xiii) suggested that:

There is a lively relationship between different aspects of the personality, formed through the past and present relationships, between the growing individual and significant others, and thereafter consciously and unconsciously influencing relationships....

(Jacobs, 1986:10)

This theory will now be employed with regard to the Relate Institute: whose ethos, culture, driving forces, motivations and aspirations effectively constitute its own ‘personality’. Individuals past and present have all been important in the development of Relate, and helped mould the organisation in becoming what it is today.

4.2 History and Milieu

4.2.1 Relate

The History of Marriage Guidance

In 1938, the clergyman Dr Herbert Gray identified that relationships were burdened by the pressures of life; and this in turn was leading to an increase in breakdown and divorce (Relate, 2007). Acting upon this, Gray assembled fellow workers to investigate marriage and divorce, along with providing an education service. This group became known as The Marriage Guidance Council (MGC).

Due to an abundance of requests in this regard, in 1943, the MGC opened an office in London: which later became an incorporated society, with provincial groups affiliating to it as branches. By 1947, sixty local centres had agreed to accept the principles as set out by the headquarters, thus qualifying for 'constituent status'. The headquarters stated:

The local centres must in time become the 'real strength' and must retain autonomy of action, whilst being self-supporting.

(Lewis, Clarke and Morgan, 1992:72)

After long deliberations by the Home Office, a grant was awarded to NMGC in 1949; and within the first five years, counselling had become the predominant

service, with in excess of 8,000 clients benefitting from the work of committed volunteers (Relate, 2007). By 1949, the NMGC had become an established organisation, both financially, and in terms of its principles and aims. Marriage guidance had proved its importance and relevance, growing from an initial handful of people in London into a movement with over one hundred active groups all over the country.

By the 1950s, the NMGC's aims and principles were to define the organisation more closely. It was already running its own training courses, featuring numerous lectures presented by academic staff. By 1951, 76% of the 68 local MGCs were reported to have their own education programmes, estimated to reach twenty thousand people in all (Lewis, Clarke and Morgan, 1992). The marriage guidance movement had organised a solid programme of 'outreach' work. During the mid 1950s, NMGC's public voice was carried by its educational programmes, promoted through its journal, 'Marriage Guidance,' which reflected the concerns of its members as well as prevailing social anxieties regarding family life: neglected children, 'problem families', juvenile delinquency and married women's employment (Lewis, Clarke and Morgan, 1992).

But the marriage counselling work was sporadic and less consistent than that of education. It was reported by Lewis, Clarke and Morgan (1992), that twenty-one councils did not fulfil the NMGC minimum standard of one male and one female counsellor. Owing to the combination of the NMGC's principles and aims, and the lack of any clear distinction between counselling and guidance,

workers were no longer so confident of their message and the movement became extremely vulnerable to competition from other agencies (Lewis, Clarke and Morgan, 1992). In 1955, John Wallis was employed in the capacity of training officer, whose priority was to give marriage counselling a new and a more professional identity.

During the 1960s, there was a transfer from education, towards counselling. Wallis (1964, cited in Lewis, Clarke and Morgan, 1992) developed a tutorial system. In particular, he recognised the need for continuous in-service training. A report produced by Tyndall (1968, cited in Lewis, Clarke and Morgan, 1992) proposed a new administrative system. But by itself, a new administrative infrastructure could do little to address underlying areas in connection with the organisations work as a whole. He made it clear that, from the outset, the chief concern of marriage guidance was that of counselling. But the kind of counselling which was being delivered was increasingly called into question, in terms of both its narrow focus, and its content (Lewis, Clarke and Morgan, 1992).

During the 1970s, the organisation's profile rose dramatically. Marriage Guidance (MG) remained convinced that its claims to professional expertise rested upon the quality of its training and the specialist nature of the counselling it provided. So the focus turned towards further elaborating and refining the training and supervision offered to its counsellors.

An internal re-organisation of the London Office, where the officers moved

upstairs, and soon after, a move to Rugby's Herbert Grey College facilitated the focus of counselling, and the development of an inward-looking therapeutic culture, more standardised basic training and the formation of the tutor training team (Lewis, Clarke and Morgan, 1992). The phrase 'Rugby Magic' was coined by the counsellors and tutors to describe the education which training counsellors received in the residential training courses. Marriage guidance was expanding, as illustrated below:

	1970	1982
Active counsellors	1257	1690
Local councils	129	162
Clients (new)	20,000	30,000+

(Lewis, Clarke and Morgan, 1992: 130)

Unfortunately, this rapid expansion of activity was not matched by a comparable rise in Home Office funding; and by the early 1980s, the NMGC had been caught in financial crisis.

Marriage Guidance's reach continued to grow, and by the mid to late 1980s, the federation comprised of approximately 200 centres, located throughout England, Northern Ireland and Wales. Around 400,000 hours of counselling serving to circa 250,000 clients (Relate, 2007) were delivered by over 2000 relationship counsellors, who gave their time voluntarily, along with over 100 trained, self-employed counselling supervisors (BACP, 2007).

From Marriage Guidance to Relate

Following a call for an external review of Marriage Guidance, the officers appointed Coopers and Lybrand Associates to undertake a ‘wide ranging review’ and pay special attention to six major areas: the objectives of the NMGC and how these were being achieved at all levels of the organisation; the structure of the organisation; its staffing; finance; organisation, in terms of decision-making, planning and consultation and communication procedures; and its context, including its underlying philosophy and culture, its clientele, possible changes in nature – from a ‘marriage movement to a service agency’- and the definition of its mission. In 1986, Coopers and Lybrand presented their recommendations, which resulted in a prolonged period of structural change.

The Coopers and Lybrand Associates Report invited Marriage Guidance to seize the challenge of radical change and become authoritative, innovative and dynamic, with a higher public profile, expanded services and the capacity to attract and retain good staff (Lewis, Clarke and Morgan, 1992). So with the assistance of Dorlands, an advertising company, the Marriage Guidance Council re-launched itself with the new name of Relate on the 14th February 1988. Relate took up the gauntlet and implemented the changes suggested by Cooper and Lybrand, taking into account the commitment to reach a wider, more culturally diverse audience and oversee a broader range of support services (Relate, 2007).

In 1979, the government’s role shifted dramatically from that of ‘provider’ to

that of 'change agent.' By withholding funds, it forced a fundamental re-assessment of the funding patterns of voluntary organisations, which in turn forced the pace of change (Lewis, Clarke and Morgan, 1992). Relate was no longer in receipt of any government grants: previously, these had constituted the financial foundations of the organisation.

Counsellor Training

Arising from a process which had begun in 1997, when Relate committed itself to the development of postgraduate training in couple therapy, with some funding from the Lord Chancellor's Department, a collaborative relationship with the University of East London was forged along with the use of consultants identified by the British Association for Counselling and Psychotherapy (BACP), to ensure that the structure and curriculum of the training programme was compliant with both the regulations for academic awards and the requirements for its accreditation as a source of professional counsellor training (BACP, 2007).

The inauguration of the postgraduate programme represented an occasion with which to characterise the organisations best casework practice, formalise its theoretical underpinnings, and generate a training curriculum which would positively equip practitioners to carry forward the evolution of couple casework, and the theoretical thinking which would support and illuminate it (BACP, 2007).

Hence, the Certificate in Marital and Couple Counselling (Theory and Practice), which was constantly revised and updated, was replaced by the Certificate in Marital and Couple Counselling (Theory and Practice), which has been delivered since 2002. This Graduate Certificate interlocks closely with external sources of counsellor training, and is intended to be a foundation course in couple counselling (BACP, 2007). It builds upon Relate's accumulated expertise but offers academically-orientated training, weighted equally in Psychodynamic and Systemic theories. Successful completion of the Graduate Certificate allows progression onto Relate's Postgraduate Diploma in Couple Therapy, followed by a Masters Degree in Couple Therapy, validated by the University of East London (BACP, 2007).

Until this point, Relate had taken the opportunities available to a larger Non-Governmental Organisation. However, the changing nature of the Third Sector was about to further challenge Relate, and once again leaves it fighting for survival.

This is where the work of Lewis, Clarke and Morgan (1992) ends, and this case study begins: What challenges did this pose for Relate? Sibson, the Chief Executive of Relate between 2000 and 2006, identified that, by 2003, there were numerous problems emerging at the Herbert Gray College site. These included: a significant decrease in client numbers; risks of training not being contemporary enough and not meeting accreditation criteria; the site itself no longer being fit for purpose or disability compliant; and the building not providing an environment conducive to study. In addition, Debbie Bannigan

(11 September 2007) stated that: the kitchens had limited capacity; the site did not meet the expectations of twenty-first century mature students in terms of accommodation; and it was proving increasingly difficult to comply with Health and Safety requirements. Worst of all, the annual grant of £2 million could no longer be guaranteed, and there was no endowment should anything go wrong with the building (Sibson 2008).

In 2008, taking into account the strategic aims of Relate, Sibson (2008) stated the need for an increase in the numbers of people reached by Relate; in the amount of influence that Relate had with opinion-formers and decision-makers; and in the financial resources of the Federation as a whole.

But on the face of it, Sibson's proposals do not appear to have met any of the immediate issues. What difference would this make to the inadequate facilities? And how would this raise £2 million that was no longer guaranteed? Angela Sibson (24 January 2008) best summed this up with the following:

What I was trying to do was offer a set of strategies to what was an incomparable set of assets, so that Relate could be the best that it could be. It would have the best training, it could have its research recognised, and acknowledged nationally and internationally, and its services could be so accessible, and so relevant and as a result of all of that Relate would just be listened to properly by opinion-formers and decision-makers and because what it was saying was so compelling.

Sibson (2008) recalled that at the time, the senior management team sat down and came up with a great long list, and winnowed them down into two objectives. The first of these objectives regarded the transfer of knowledge. For a long time, Relate had been a market leader in providing training with regard to relationship support. It would only seem reasonable:

...that we needed a training school, that's when you get that kind of idea of an Academy or Institute.

(Angela Sibson, 24 January 2008)

Another of the Senior Management Team recollects:

Some 5 years ago now, we had a conversation with a guy from Oxford, who when we were talking about the training that we were doing, he made the comment that the training we were doing was of huge interest to the University sector. At the time we had got a relationship with the University of East London, who validated our courses and that relationship was very good and worked very well for us but didn't allow us to expand.

(Debbie Bannigan, 11 September 2007)

Also arising from the pre-strategic aims was the question of why client numbers were falling. The Fishburn Hedges report of 2001, along with various pieces of market research, identified Relate's problems in dealing with

potential clients:

Essentially our network of centres was really not good at taking appointments. We later established the number of missed calls; we established that centres were never open when they needed to be. They were open in the day-time when people wanted appointments in the evening, or there were long waiting lists.

(Angela Sibson, 24 January 2008)

Relate had been involved in numerous telephone and internet services: for example, internet counselling and telephone counselling. In strategic terms, falling into the second objective would be to:

...Put all that together, into the concept of a call centre. If it was available 24 hours a day it would make Relate more suitable for the current market demands. If you could ring 24 hours a day, with one number, you can start to find out what it is, understand it, and if it is relevant to you and if appropriate buy some.

(Angela Sibson, 24 January 2008)

So what Relate were describing was a 'stepped service', whereby potential clients could access through any median they wished; they could ring, write, book an appointment or have an e-counselling session online. So the question now facing Relate was: How could both objectives simultaneously be implemented? Angela Sibson (24 January 2008) recalled:

...That was as far as we got: bearing in mind that this was going to be really expensive, and we needed a lot of money very quickly.

One of the additional challenges for Relate to conquer was that of being a Federation. 'Centres' have priority in local fundraising, and the Head Office is not permitted to fundraise in the local area of a 'centre.'

We then had a situation which turned out to be a stroke of luck: because the Relate South Yorkshire Centre closed. And I realised that that gave me an opportunity to look at an 'uncensored' territory; to go looking for money.

(Angela Sibson, 24 January 2008)

Angal Sibson (24 January 2008) further recalled:

I just got in the car and drove to South Yorkshire, and I stayed a couple of nights in a hotel. I didn't know South Yorkshire, didn't know anything about South Yorkshire... just to walk around the streets and see what people were doing, where they were, where our centres were and what all of this was about. Only to find enormous signs up on the roadside saying if you bring jobs and education and skills to South Yorkshire, we will give you money.

Believing that the proposed call centre would bring jobs, and that Relate had

graduate level accredited training, in a specialised skills set, this brought the objectives for change to the forefront (Sibson, 2008).

There followed a long, and at times, very discouraging process. Such was the nature of the third sector, along with the changing tide of sustainability, Relate was entering new territory:

...That we were a really rather unusual client, we were a charity, but we are not asking for charitable donations – we are asking for investment.

(Angela Sibson, 24 January 2008)

There was always the acceptance that Relate was now following a necessary path; but securing niche funding was proving rather difficult.

In February 2004, a breakthrough appeared imminent: when Yorkshire Forward suggested that Doncaster Education City would support the Institute; but unfortunately, the applications deadline had already passed and strategic decisions were still to be made:

We reached a point where we recognised that we needed to invest in Herbert Grey College based in Rugby if it was going to become fit for purpose; and we had some work done by architects. The estimate that came out of that was that we needed to spend about 5 million pounds on the property which we don't have, and even if

we spent that 5 million it wouldn't be any bigger, because the local planners were quite keen that any development on this site was within the existing footprint...

What we had to recognise at that time is that as a charity we are not in the business of maintaining heritage buildings that is not what we are on this earth to do, also it is not our skill.

(Debbie Bannigan, 11 September 2007)

But in Bannigan's mind, what was also pertinent was that:

There was a lot of emotional investment from Relate in this site, a lot of people have trained here and there is something that people refer to as 'Rugby Magic'. People who have come here to train as practitioners feel that there is something very special to be part of the organisation here.

(Debbie Bannigan, 11 September 2007)

But due to the workload involved as well as its lack of development opportunities, the option of modernising Herbert Grey College was rejected.

Debbie Bannigan (11 September 2007) expressed the view that:

...It was quite hard and a brave decision on part of our trustees to decide the best thing to do was sell up this asset and partner another organisation.

4.2.2 Doncaster College

History of Doncaster College

In 1907, George Grace was succeeded by James Eagles. Student numbers and the range of subjects offered by Doncaster College increased, in order to reflect increasing demand from developing local industries. By 1913, Doncaster Technical College was itself dedicated to Science, Art and Technology (Timeline, 2008).

Following the First World War, it became evident that education relevant for work was required; and that it must begin at an earlier age. Accordingly, a new junior technical school, headed by Herbert Wilson, was established, and continued as part of the College until 1944. Steady growth of College schools meant that almost 1,200 students were enrolled on 187 classes by 1929 (Timeline, 2008).

Plans for an extensive building in the town had been drawn up and approved, but had to be shelved in 1939 because of the impending Second World War. A variety of buildings across the town were used to educate people during the war (Timeline, 2008). Students from St Gabriel's College, London, were evacuated from the capital to Doncaster during the Second World War; St Gabriel's officials were highly impressed with the quality of education in Doncaster. Two years after the end of the Second World War, approximately 4,850 students were enrolled in 985 classes, and the College was running out of

room and desperately needed expansion. Church View was expanded further: but more needed to be done (Timeline, 2008).

High Melton was once known as Melton on the Hill: it occupies a commanding location above the River Don. High Melton House had been the residence of an eighteenth century Dean of York, John Fontayne, and his descendants, the Wilson family, changed the family name to Montagu following an inheritance (DFHS, 2008). The family sold the house and estate in a two-day auction sale in 1927. The house was sold to a Mr Meanley, who intended to redevelop the site as a housing estate. But this intention was never realised (DFHS, 2008); and in 1949, the house and gardens at High Melton were converted to a Teacher Training Centre, known as Doncaster College of Education. It was founded by the County Borough of Doncaster Education Authority, and was a constituent college of the Sheffield University Institute of Education (Timeline, 2008).

The campus came complete with on-site halls of residence for students and 126 acres of idyllic countryside. Doncaster LEA bought the land for £10,300, and Dr Mowat was appointed Principal of the High Melton site. In 1952, the High Melton campus was officially opened by Miss E M Jebb, Principal of the Froebel Educational Institute. By this time, the student numbers had doubled: 100 students had now enrolled at High Melton (Timeline, 2008). In 1961, Waterdale opened, and became the headquarters of Doncaster Technical College. Church View remained the specialist Arts Centre of the College and by 1973, a total of 740 students had enrolled at the Teacher Training Centre at

High Melton, which was fast becoming the leading Teacher Training venue in the whole of Yorkshire (Timeline, 2008).

In 1974, thanks to a local government-initiated merger between the College of Art and the Initial Teacher Training Centre at Scawsby, Doncaster Metropolitan Institute of Higher Education was formed (Timeline, 2008). Due to economic decline of the coal industry, local mines began to close in 1980s; so the College stepped up its efforts to cater for people wanting to re-train.

Doncaster College as it is known today was formed in 1990, when the two remaining institutions of higher and further education in the borough, the Doncaster Metropolitan Institute of Higher Education and the Don Valley Institute of Further Education, were merged to form a single institution. By 1991, in excess of 12,000 students were enrolled on five widely scattered sites, at Waterdale, Mexborough, Bessacarr, High Melton and Church View. In addition, the College also offered classes at outreach centres throughout the borough (Timeline, 2008).

The incorporation of colleges under the 1992 Education Act, effective from 1 April 1993, changed the basis of employment in the service. The College Corporation – the Board of Governors – became the employer, and levels of pay and conditions of service became matters for institutional determination (DFES, 2008). Like most further education colleges in the UK, Doncaster College was effectively created by the Further and Higher Educational Acts of 1992 (Myers, 2008). There was little time, and virtually no preparation, for a

change of this magnitude. Twelve years after incorporation, such turbulence has subsided, and almost all of the staff employed in the colleges are working to locally negotiated contracts (DFES, 2008).

Doncaster is host to Doncaster Education City (DEC), thought to be Britain's biggest ever educational project at a cost of £250m.

Doncaster Education City is a concept distinctively different to any other venture, making learning more fun. It will mean students learn different things, by different ways, in state-of-the-art and ultra-modern places.

(DEC, 2010)

The inspiration behind DEC dates back to 2002, when three strategic partners, Doncaster Metropolitan Council, South Yorkshire Learning and Skills Council and Doncaster College came together to drive forward vocational education throughout the borough (DEC, 2010). By working collectively, it is believed that they can become greater than the sum of their parts (DEC, 2010). The mission of DEC (2010) is as follows: *Transforming learning, changing lives:*

All people in Doncaster will have access to: a comprehensive range of inclusive, high quality learning opportunities that meet individual as well as Borough-wide needs and which maximize their potential; and Effective guidance and support to help them make well-informed choices and to encourage further progression and high achievement.

DEC is currently renovating Doncaster through learning, and bringing together businesses as well as learners. World class education and training will be available to all, including those who might have previously been discouraged from learning. This integrated approach to learning will present a greater-skilled and better-trained workforce which will undoubtedly allow Doncaster businesses both new and old to be more competitive and productive (DEC, 2010).

It is envisaged that future employment will be a key objective of both students and tutors. Through the involvement of business and private sector partners, DEC will be able to enhance student aspirations by providing clear pathways to the availability of foundation degrees. Organisations and companies will also be able to help develop their own courses, bespoke to their particular needs (DEC, 2010).

The High Melton campus was designated the 'University Centre, Doncaster' in August 2004. To meet the needs of delivering Higher Education, a Validation Agreement was forged in March 2005, in respect of Doncaster College and The University of Hull working in a collaborative partnership where:

1. The University is a higher education institution with the power to award degrees.
2. The College is a further education institution and intends to offer higher education in certain subjects, the programmes of which have been validated by the University and will

lead to University awards.

3. The University has agreed to validate the programmes at the College, subject to the terms and conditions of this agreement.

(Validation Agreement, 2005: 1)

This agreement enabled Doncaster to work towards its long-held aspiration to acquire Taught Degree Awarding Powers (TDAPs) and be awarded a University title. But not all has been plain sailing. Between 2002 and 2006, it was identified that the College experienced: a decline in HE numbers from around 1,100 FTEs (2002/03) to around 800 FTEs (2005/06); increasing competition, both local and regional; changing demographics; market and financial uncertainties, partly linked to changes in fees; a need for greater clarity in the direction and nature of HE; and concerns over the nature of the product/curriculum mix and about the ‘brand’ and its attractiveness to the market. There is also a lack of precedent for an FE college to acquire TDAPs and university status (Strategy, 2006).

Research for this study began to be undertaken in September 2007 through to February 2008, when Bill Webster was Acting Principal. But the tide was about to turn against Doncaster College: full details of which can be observed at: www.ofsted.gov.org. Ofsted’s 2007 inspection deemed Doncaster College to be inadequate and failing in almost every area. This in turn led the Learning and Skills Council to threaten to withdraw financial support for the college unless improvements were made (Doncaster Today, 2007).

In October 2007, Doncaster College announced the appointment of a new Principal and Chief Executive:

Rowland Foote joins the College with 25 years experience in further education, having most recently been Principal of Bournemouth and Poole College, one of the country's top 20 colleges. Rowland has led Bournemouth and Poole through two successful Ofsted inspections and towards a major new build programme, plus has previously held many senior executive positions in other further education colleges.

(Cited in Doncaster College, 2007)

Chair of Governors, Rob Wilmot, stated:

If there was such a thing as a Super Principal then Rowland would be one. He comes to Doncaster College with an excellent track record and the Governors and I are really looking forward to working with Rowland to take the college forward.

(Cited in Doncaster College, 2007)

Rowland Foote stated:

I am looking forward to taking up this exciting opportunity to work with the board, the staff and the students at Doncaster College. My aim is to strive for excellence in everything we do, supporting the

young people of Doncaster, the local community and corporate clients. We will arrange for people to achieve their full potential and attain success.

(Cited in Doncaster College, 2008)

Rowland Foote was reported as stating that he:

Will make this a five-star college and wanted to "draw a line" under the institution's previous problems and pledged not to make the mistakes of his predecessors.

(Slack, 2007)

Rowland Foote took up his position on 1 December 2007. Bill Webster, the former Acting Principal, stated that:

We have a new Principal; our new Principal is currently looking at a number of strategic developments including a review of the strategy for H.E. so all of that will come in the coming weeks and months.

(Bill Webster, 26 February 2008)

The author met with Rowland Foote just once, in order to gain his consent to continue with the research, along with undertaking an interview.

Following Doncaster College's re-Inspection by Ofsted on 30 September 2009, it began to re-establish its position within further education, attaining grade 3.

Full details can be found at www.ofsted.gov.uk.

Just when the clouds appeared to be lifting from Doncaster College, it was once again brought into disrepute when the University College Union:

Call for urgent investigation of Doncaster College as Principal is suspended.

(Rossitor, 2009)

Following the demise of Rowland Foote, John Taylor, Principal (2000-2008) of Sheffield College between 2000 and 2008 was appointed as Interim Principal last summer, with the brief of establishing a more robust foundation from which the college could grow (Doncaster College, 2010). On 10 May 2010, George Trow succeeded Mr Taylor as Principal.

Barry Lovejoy, Head of Further Education for the Universities College Union, stated in 2009 that:

Doncaster College needs to go back to the drawing board. The lessons of what's happened here must not go unheeded. The Learning and Skills Council really needs to get a grip on these crises, and ensure jobs are protected. The college has repeatedly talked about becoming a university, but the aim is just pie in the sky at the moment.

(Rossitor 2009)

4.3 Establishing the Relate Institute

Here, the establishment of the Relate Institute will be considered, in terms of forging and formalising the partnership.

4.3.1 Forging the Partnership.

A strategic driving force developed between Relate's Vice Chair Rita Stringfellow and the Mayor of Doncaster, Martin Winter. But from where did this emerge? And what would it mean for both Relate and Doncaster?

Mayor Winter (3 November 2007) recalls:

I sat down for dinner with Rita Stringfellow at a Labour Party Conference in Manchester, we just sat talking about what we individually were working on and what our aspirations were for our careers and also for our areas and it seemed to make a huge amount of logic in terms of we were looking at getting University Centre Status for Doncaster then and Rita was saying that they were looking for a new possible relocation of the head office of Relate.

Likewise, Rita Stringfellow (24 January 2008) recalls the same conversation:

I had only just become a Trustee the previous September (2003). I was quite excited about Relate and what these opportunities were,

and I told him about the Institute and what we were then calling the Gateway, and I said that we had been told or Angela had been told that we were too late for Doncaster Education City.

Rita Stringfellow (24 January 2008) recalled that upon hearing the above, Mayor Winter (3 November 2007) was:

...Somewhat scandalised by this, and said, “No you are not”.

Mayor Winter (3 November 2007) went on to state that:

Part of my job as Mayor is to sell Doncaster and get as many people to come and relocate to Doncaster because of our wonderful transport connections, so it just made a lot of sense for me to suggest it... and I think it made a lot of sense to Rita to respond positively to my suggestion, so that was where we first came up with the concept.

So a vision was shared which was mutually beneficial to both Relate and to Doncaster, but each maintained their own objectives: Mayor Winter (3 November 2007) recalled:

There were: (1) the establishment of this almost call centre approach to support, advice and guiding people suffering with traumas or difficulties, wanting support in terms of their families and relationships, (2) the inauguration of the Relate Institute, and

there was (3) the relocation of the Head Office to Doncaster.

This study will now consider both Relate and Doncaster's perspective with regards to what each did in terms of progressing with the partnership. Below are the aspirations of the former Chief Executive Officer (Angela Sibson, 24 January 2008), which are important to this study: because they were strongly considered throughout the development of the partnership, and based upon the ethos of the organisation:

...What I wanted to see was Relate as a whole – the Federation, be the best that it could possibly be. It in my view had enormous riches in the knowledge capital, reputation, both regional and local presence and strong community presence, and when I visited local Relate Centres, I was strongly aware that they were strongly networked into their local communities and that seemed to me to be a collection of assets in the deepest sense that were and are of immense value and significance in today's society.

I generally believe that the whole way of doing it was a good one, a local and national presence. I hoped that the analysis that we did as a team and with the Board, showed how you could make it stronger and more resilient more robust and less at risk.

What I wanted to do was a kind of restoration that people do on an older building, where it respects all of its period features... if you

like, the Georgian house. You can still see the shape of the Georgian proportions and you know that is watertight, its weather tight, its all of its maintenance is up to date, and that as a house it is safe and comfortable and attractive. So I think what I wanted to do was a sympathetic restoration. I never wanted to change Relate, as in making it into something different. It was about making it contemporary, relevant, but preserving its riches.

After the initial contact with Mayor Winter, and his favourable attitude to Relate moving to Doncaster, discussions commenced with Doncaster College:

...The force field around that was really the relationship that Rita Stringfellow had with the elected Mayor, Martin Winter of Doncaster, which enabled us to get in there and present our case.

(Debbie Bannigan, 11 September 2007)

An appointment was made with the then Principal of Doncaster College, George Holmes, but unfortunately he was called away, and was unable to attend the meeting. Fortunately, two other individuals, being Bill Webster and his colleague, were available to conduct the meeting. Rita Stringfellow (24 January 2008) recalls:

It was quite silly the way that it happened, we both found difficulty in finding High Melton, I was late and you (Angela Sibson) were later, and so I was taken by these two guys who were a bit kind of

sceptical really. All they knew was that he had got to meet somebody from Relate. Angela and I... it was just really, just quite an experience because they were going to be very polite and listen to us, and their eyes started to widen and their jaws started to drop a bit, when they heard what was possible. I have never been in a meeting which has turned round so quickly.

So when Relate were considering the partnership with Doncaster College, they were looking for a partner that could offer things that they could not, and vice versa. According to Debbie Bannigan (11 September 2007):

...It was a natural development to consider a partner within the university sector, because we were conversant with the language used to that part of the world, from our partnership with the University of East London.

If it was natural to have a partner with the university sector, why not approach an established University? Why partner Doncaster College?

Throughout the course of this research, no documentation has suggested that Relate were genuinely conversant with the domain of Higher Education at all. Rather, it appears that Relate were desperate for a new home; and its board happy to fall into partnership with Doncaster.

Doncaster College is not a university but is an aspiring university, and there seemed to be some synergy between our aspirations to develop the Relate brand into an academic context and their desire to become a University. They wanted the student numbers; they wanted a niche in the market and liked our brand; and we needed an academic partner.

(Debbie Bannigan, 11 September 2007)

Bannigan (2007) expressed concern that no 'back up plans or thoughts of another route were ever undertaken', stating that: "What we didn't do was go to the market in a structured way."

To recap, the way forward for Relate was two-fold:

- (1) Develop Relate Institute
- (2) Develop Relate Response (formerly Gateway)

Relate was now doing business in a twin track approach with Yorkshire Forward and Doncaster College, involving both the call centre and institute.

Angela Sibson (24 January 2008) stated:

At times it appeared as though Yorkshire Forward would surge forward and the Doncaster College ones would hit a snag. And then you would find that it was the other way around and Yorkshire Forward would hit a snag and we would talk to our colleagues at Doncaster College and it went on for a little while, but each time

getting energised and then suddenly it would all start surging forward again.

Along with the twin track approach of the organisations involved, there also appeared to be another one which was working very well. Angela Sibson (24 January 2008) described these as the executive and the non executive:

The Senior Management Team would be the executives, who were travelling up the M1 and going to various meetings; with Rita Stringfellow and Martin Winter as the non-executive side, acting as a great partnership. On an executive standpoint it would progress as far as it could, and every so often it would need the non-executive to steer it back on track and the executives could then take up the next challenge.

From a non-executive standpoint, things were also developing according to Rita Stringfellow (24 January 2008):

...And then we got onto a slightly different tack... if we were to have the Institute in Doncaster, we could leave our buildings before they fell on top of us in Rugby, but we could also bring the Head Office of a very significant National Charity to South Yorkshire, to Doncaster, and they were very keen on that.

Now the way forward was to be tri-fold:

- (1) Develop Relate Institute
- (2) Develop Relate Response (formerly Gateway)
- (3) Relocate the Head Office

This was now becoming something bigger than anyone could have initially anticipated. Firstly, in terms of the Relate Council:

I think that there were some that were really enthusiastic and I think that there was really a larger majority, who really were taking a position of “yes, this is what we need”, and if it could be pulled off it would be fabulous, but I am not sure whether it can be pulled off or not. I don’t want to invest in it because I do not want to be disappointed if it doesn’t come off, it was almost a bit of self-protection...

(Angela Sibson, 24 January 2008)

And second, in terms that:

The Relate brand was also very powerful.

(Angela Sibson, 24 January 2008)

Bearing this in mind, and returning to the original analysis that there was no public policy function to speak of at Relate, it realised that it had to make an impact on Public Policy. Relate were creating and implementing an

influencing strategy, and worked extremely hard on the messages, working in tandem with the Board to develop key points about the Relate brand and associated messages. For example, Relate wanted to be a relationship support organisation and not a counselling organisation: if an organisation is about relationship support, it is then necessary to devise messages around the importance of relationship support through the public policy agenda (Sibson, 2008).

Alongside the practical work, Relate endeavoured to attract energy within public policy debate, create interest and involvement, and look for partners; and arrived at the realisation that there was a market in public service, for the Gateway and Institute. Once the Relate Response and Institute were in place, they began to influence the public policy debate (Sibson, 2008).

The Senior Management Team became very fluent in delivering the right messages to the right people, forging important alliances with other organisations. Soon, Relate appreciated that there was a very large public service role for relationship support, regarding a very wide range of social problems (Sibson, 2008).

Relate had learners already involved; and its courses were running, and accredited by the University of East London. Now it had realised that there was a readymade market for them too. Rita Stringfellow (24 January 2008) recalls:

I think that we brushed over the numbers in terms of the Institute because, in terms of the numbers of learners that we had, they have to get a critical mass in order to become a University. In our very first conversations with Bill and with Steve, we found that this is taking them along way down the track, of achieving that critical mass. And then what was happening at the side of this – was the contractual negotiations.

We spoke in very relaxed terms about where the contract would come from, and Doncaster College said “do we want them to compile one, or do you want to provide one?” and we said that we would provide one and they said “fine.” I think that reflects and outlines how keen they were to do business with us, that they were very glad to let us have first shot at saying what we wanted. This was actually a very generous stance on their part. There was a lot of work going on then right across the senior management team, by then a major focus.

(Angela Sibson, 24 January 2008)

We had to look quite hard at the options that presented themselves to us, and one of the options was to partner with another organisation in order to expand our capacity and to take advantage of their infrastructure.

(Debbie Bannigan, 11 September 2007)

Debbie Bannigan (11 September 2007) concluded that:

The inspiration of partnership working was born out of necessity. Had we not developed the Relate Institute, when it came to the crunch in the negotiations about the Relate Response we may not have been able to land the deal with Yorkshire Forward which brought us in £3.25 million of very important strategic funding for a very important business critical development... it is not a text book way of finding a partner... it worked, to the extent that we found a partner.

Turning now to the process and progress of becoming partners from Doncaster College's perspective: Mayor Winter (3 November 2007) stated that:

I was very clear very early doors, with George Holmes (Former Principal of Doncaster College), that there was potentially a model for us to use to invest in education on a much larger scale than we had done before in Doncaster, in Further Education and potentially Higher Education, or what was known as the Education City Concept; and so we worked very closely together to establish the Education City Concept, and having a borough curriculum and borough timetable, and about using telly teaching and virtual classroom and such things to link up our schools so that we had teachers teaching at Doncaster Schools rather than at any one school, In addition to raising the volume of education within

families and within communities.

After the initial concept was agreed by Mayor Winter and Rita Stringfellow, Mayor Winter (3 November 2007) recalls:

Basically what happened was 2-3 years of utter pain and frustration... one of the things that I think is interesting as a leader is that you make a decision, and you think therefore that it has happened because you have made the decision, and all it actually means is that you have made a decision for something to happen. Rather than it has happened, and I think that there is a disconnect between leaders' views and what they have done and the reality of that being implemented on the ground and so we had a couple of early doors meetings, where Rita and her then Chief Executive, Angela Sibson, came up to Doncaster, had a look at the concept of what we were talking about, had a look at what we were doing with Education City, had a look at Doncaster College's High Melton Site.

Mayor Winter (3 November 2007) also recalls the reasoning behind the lengthy duration of discussions:

As Mayor you can say let's do something, and then to a lesser or greater extent officers may feel that it is one of the mayor's madcap ideas and he doesn't really want it – well he said he wanted it but –

he was just trying to get people off his back because they were lobbying him. So no matter how clear I was being that I thought this was an excellent opening and we wanted this project in Doncaster, with no disrespect to people for whatever reason, our officers didn't seem to be hearing the strong messages that I was giving them. I think with no disrespect meant whatsoever, to Angela or to Rita, is you have the difficulty of a third sector organisation working very closely with the public sector and the demands that the regional development agency, Yorkshire Forward, were placing on Relate, in terms of them underwriting their investment and such things were unrealistic I think. And I think that led to the process being slow, so we kept meeting up, usually at Labour Conferences or local government association conferences where Relate had a stand on, and I would meet up with them when I was there and we would have half an hour and hour together to talk about what frustrations they were having and I would come back and I would say some more words and bang a few heads together and things would move along a little bit more smoothly again.

In addition, one informant (21 November 2007) stated that:

There wasn't actually a lot of in terms of what Doncaster Council did in support of Relate. It did have the support from the Mayor now because of the type of the new work that will be available in

Doncaster, and he encouraged them to come, and he would have offered more assistance if they needed it, but they actually didn't. But the only thing that the council actually did was on my part where I reviewed their business plan and gave them information before submitting an application of funding to Yorkshire Forward.

This was confirmed by Sibson (2008). Mayor Winter (3 November 2007) comments:

What should have been an arguably quick process became a very slow process. And I think in the end the decision that we made for the council to underwrite the investment. Though the big call for us was arguably a bigger call for Relate, because basically we were asking them to underwrite a speculative investment that as trustees they couldn't agree to do legally. And so we said "Look, we are allocated certain amounts of money for each of the areas", each year so they took the £3 million that was allocated for us, so it was a lot of investment it was very expensive for us, but I think in terms of messages that it sends out there about working with the third sector and such are some very strong messages.

Mayor Winter (3 November 2007) concludes that:

...What we were talking about was the whole offer of the students being involved with Doncaster College which obviously gave us

greater numbers of H.E. Students and such, which would have helped our aspirations for a University. It was about a national centre of excellence and nationally recognised name and brand, coming to Doncaster, and it was about having that service here in the town centre the city centre, would be good for us.

Bill Webster (26 February 2008) recalls:

I was at the first meeting, and prior to that, it is going back an awful long way. I am in my sixth year here, and it would have probably been my second year here. I had the very first meeting, after the introductions were made from the elected mayor. One of the Trustees was at that meeting, then I took that initial meeting and then I set up the next set of meetings up. It was a fairly long gestation period and it started with the early discussions being less substantive, the very early discussions were just about a relationship, the trigger really was when they started talking about the problems that they had at Rugby with their accommodation and the future issues that they for-saw about being DDA complaint, the limitations of the site. So we started some early discussions about the possibilities of expanding the opportunity of that at this site here.

Now there were a lot of meetings... I can't possibly remember their whys and wherefores; certainly, it escalated up to a point where we

were involved in finance. The then director of finance, Rory and myself thought that the key points were when Angela and myself came to - rather than try to come to - some sort of two edged, joining working partnership was the light bulb moment was to form a separate entity.

Now the problem there of course is the number of significant partnerships of a major charity and a very large college, to form a new partnership, a new entity: I don't think that it has happened before. So it was uncharted territory, and they have got their niches and organisational cultures and it's not just about values and attitudes stuff but the practicalities of how the two organisations actually work. And I think some of those things were actually in hindsight that we all under estimated the downstream impact of those, we certainly on our side, college involvement, got early buy-in from the Board, the Corporation there was never any question from that side.

The trustees of Relate, I think it would be fair to say probably needed a stronger, because in many senses they were giving up more because this was a big shift for them. We certainly went down and presented to them their Board, first we went down to have a look around and then we went down to present to the Trustees and answer questions. From there really it has just been a long series of meetings.

4.3.2 Formalising the Partnership

Having forged a partnership between Doncaster College and Relate, a contractual document to that effect represented a natural progression to seal/formalise the partnership. According to MacIntyre (2005: 72):

A contract is a legally binding agreement, a bargain under which both sides give some benefit to the other.

In consultation with Bircham, Dyson and Bell Solicitors of London, Relate put together numerous preliminary agreements, eventually compiling the 2005 Agreement with which both parties were happy. Following the legal course of 'offer and acceptance' (whereby one of the parties makes an offer by proposing a set of terms, with the intention that these terms will form a legally binding agreement), the 2005 agreement was offered to Doncaster College.

Doncaster College rejected the 2005 agreement offer; but rather than decline it outright, the College helped negotiate a bilateral contract. This contract, also known as the 2006 Agreement, was offered by Relate to Doncaster College. MacIntyre (2005: 77) suggests that:

An acceptance can be made by words or conduct.

The final aspect to be considered here is that a contract will only come into existence if the offer which is accepted contains all of the essential terms of the

contract. As MacIntyre (2005) stipulates, a court must be able to identify with ‘certainty’ exactly what has been agreed. In this case, when Doncaster College accepted the Bilateral Contract – the 2006 Agreement - a contract came into existence, and both sides were legally bound (MacIntyre, 2005). This was sealed by the signatures of representatives of both Relate and Doncaster College. But throughout the course of this research, the author never actually saw a signed copy of the Contract, nor was one provided by either Relate or Doncaster College.

Initial attempts were made by the researcher to gain access to the original document, but unfortunately to no avail. It was suggested that it had been securely stored and was held by the College’s legal representatives. Hence, the information that is presented in this study is taken from the same document as presented by both Nick Turner of Relate and Dr Rory Perrett of Doncaster College. The question still remains: why did both Doncaster College and the Relate Institute not work to a copy of the signed contract?

The Agreement

There follows a brief comparison between the two contracts: an Agreement dated 14 December 2005 between Doncaster College and Relate, relating to the provision of courses at Doncaster College; and an Agreement dated 2006. Major establishment evolutions - in terms of amendments and clarifications of issues affecting one or both parties to the Agreement - and unresolved tensions present at the point of signing the Agreement, will be highlighted:

No differences of terms were identified between the Agreement dated 14 December 2005, and the Bilateral Contract - Agreement dated 2006, drawn up by Bircham, Dyson and Bell Solicitors of London for Relate and Doncaster College. Implied terms include: Non-Solicitation; Force Majeure; Freedom of Information Act; Data Protection; Consequences of Termination; Governing Law and Notices. It can be inferred that there were no amendments to legislation during the above time period.

On the question of 'Express Terms', which stipulate the obligations in words and are agreed by all parties involved (MacIntyre, 2005), numerous differences were identified between the two aforementioned agreements. These covered: Recitals; Interpretation; Duration; Contributions; Obligations and Responsibilities of the Parties; Rights and Responsibilities of both Relate and Doncaster College; Executive Board; Validation; Marketing; Financial Arrangements and Intellectual Property. For example, there was a 100% increase in the number of Recitals.

The following establishment evolutions occurred within the Interpretation Section of the 2006 Agreement: twenty-nine additional words and phrases; six words and phrases; fifteen words and phrases amended, and of these, 40% had changed in material/definition. Hence, there was greater conceptual clarity regarding the obligations and promises of Relate and Doncaster College, making the document more user-friendly to Relate, Doncaster College and ultimately the Relate Institute.

There was a decrease of 50% with regard to Duration; and the following statement was excluded from the 2006 Agreement:

Relate shall be entitled to deliver programmes at the Premises from the Programme Commencement Date.

(Agreement 2005: 8)

The removal of this 'express' term appeared a natural progression because the programmes had already commenced: thus the term was out of date and no longer required.

On the question of Contributions, it is necessary to take into account the following statement from Angela Sibson (24 January 2008):

There were issues about money flow, where money was going to come from and how it would be split between the partners and what we were going to do with the money. And what we did was to look at the fee income, supplemented in those days by the HEFCE income, as the gross income of the institute and then to work out what would be an equitable distribution, in that Doncaster College needed a fee from that income for their contribution, Relate needed a fee from their income for their contribution, and then we had to decide who owned the balance and what they would do with it.

The 2005 Agreement was very specific in terms and amounts, whereas the 2006 Agreement contained a formula consisting of:

in the case of Doncaster College, Doncaster College's Fee; and
in the case of Relate, Relate's Fee; or
in the case of Doncaster College and Relate, as provided for in
Schedule 3 in relation to any Surplus.

(2006 Agreement)

The introduction of Schedule 3, in relation to the Financial Arrangements of the Relate Institute, serves to provide a unique financial model, to support the Bilateral Contract – 2006 Agreement between Relate and Doncaster College:

$$A1 + A2 = A$$

$$A - (B + C + D) = E$$

$$E - (F + G) = H$$

When A1 is Student Fees; A2 is HEFCE Funding; A is Income; B is Direct Staffing Costs; C is Direct Administration Costs; D is Development and Management Costs; E is Net Income; F is Doncaster College's Fee; G is Relate's Fee; H is Surplus.

(Agreement, 2006: Schedule 3)

This serves as a very productive amendment: removing actual figures and replacing them with 'fee,' serves to 'future-proof' the financial arrangement of

the Relate Institute.

To complement the above financial contributions model, the Financial Arrangements and Records section also received a makeover, whereby six sub-sections of the Financial Arrangements and Records were deleted from the 2005 Agreement and three new sub-sections were added.

The following establishment evolutions have occurred within the Obligations and Responsibilities of the Parties section of the 2006 Agreement: one sub-section was deleted, but nine additional sub-sections were cited in the 2006 Agreement. All additional sub-sections refer in one way or another to the Corporate, Operational and Functional aspects of the Relate Institute.

Obligations and Responsibilities of each of the two parties to the agreement, were also given an overhaul. In the case of the responsibilities and rights of Relate, five additional sub-sections were included; four amendments made to the material; along with two additional sub-sections.

With regard to the Rights and Responsibilities of the parties/Relate/Doncaster College, there were seventeen amendments made in total, thereby creating coherence of the terms in connection with the rights and responsibilities of all concerned, along with identifying specific express terms, to enhance the outcome of the bilateral contract i.e. the 2006 Agreement.

There was one amendment to the material and nineteen sub-sections added to the Executive Board section of the 2006 Agreement, including express terms regarding roles and responsibilities of the Executive Board (7.10); decision-making processes (7.11); and Casting Votes (7.12). This is confirmed by Rita Stringfellow's recollection (24 January 2008):

Relate was always in control, and now here it was in a real partnership. You have to share risk, opportunities, and I think that there was some angst around the Governance of the Institute, there was a bit of a discomfort around the fact that there were no council members on the Executive Board, though I have to say that Angela did effectively convince them that that was ok, because there were safeguards.

Angela Sibson (24 January 2008) added:

...Those of course were gradually brought into the contract.

Within the Validation section, there were three amendments to the material and four additional sub-sections cited in the 2006 Agreement: referring to the 'serial collaborative arrangement' between the parties.

Within the Intellectual Property section of the 2005 Agreement, there were twelve sub-sections and nine sub-sub-sections. There were two amendments to the material identified within the 2006 Agreement. This was an area on which

Sibson, Bannigan and McKay put in a great deal of work; Angela Sibson (24 January 2008) stated:

...There was Intellectual Property, ensuring that Relate's intellectual property was protected and Doncaster College's were protected. In the event of the dissolution of the partnership – the Intellectual Property dissolved back to the owner.

Ultimately, there was little movement in this section with regards to the express terms. Relate knew what it wanted from the outset, and communicated this extremely effectively to Bircham, Dyson and Bell Solicitors, who drew up the final Bilateral Contract, i.e. the 2006 Agreement.

There were three amendments to the material regarding confidentiality, and one amendment to each of the sections of: Dispute Resolution, Termination and General. These are sections common to contracts, but organisations specify certain aspects of the detail which they contain: accordingly, any amendments in these cases were due to progression and clarity of information.

The Relate Institute Advisory Board; Research and Honorary Degrees; Transfer of Initial Training Providers; Grant Sponsorship and Donations; Management of the Institute; and Personnel sections were newly added to the Bilateral Contract, i.e. the 2006 Agreement, where once again a natural progression can be observed in the express terms between the two contracts.

We now turn to highlighting any unresolved tensions present at the point of signing the Agreement, including modernisation of facilities. The following express term within the 2005 Agreement, within the section of ‘The Management of Facilities’, read:

6.7.1 in a timely fashion to take all such steps as are required in order to convert, re-decorate and re-furbish Montagu House at the High Melton site of Doncaster College, Doncaster in order to meet the agreed requirements for Montagu House pursuant to the Institute Agreement by 1 September 2006, including but not limited to providing instructions to architects by 13 January 2005, entering into a contract with the relevant architects and contractors by 28 February 2006 and completion of all building, re-decorating and re-furbishing work by 31 August 2006

This was excluded from the 2006 Agreement; and this study presents it as a key unresolved tension at the point of signing the Agreement. According to various verbal accounts, it was intended to modernise Montagu House, in order to meet the needs of the Relate Institute students, and house all the latest technologies available, so as to meet the requirements of the programmes. However the modernisation did not take place: this unresolved tension prevalent throughout time of data collection.

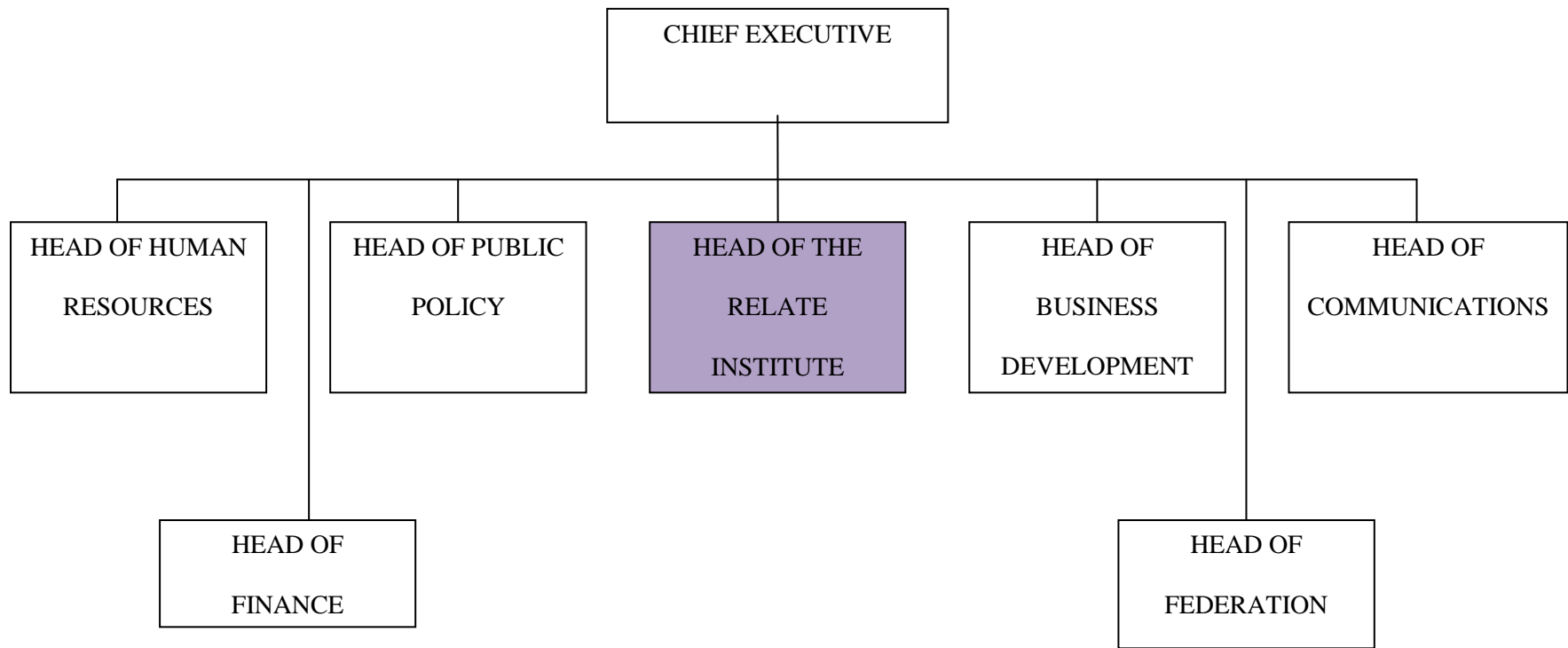
The unresolved issue of the Validation condition was also paramount. Doncaster College had a partnership agreement with the University of Hull to

validate their Graduate Programmes. As such, it was the responsibility of Doncaster College working with the Relate Institute to ensure that the Programmes of the Relate Institute would receive such validation. At the time of the signing of the 2006 Agreement, validation had not been finalised with the University of Hull. If validation of these programmes was not awarded, Relate reserved the right to terminate the partnership, and join another educational establishment. This issue remained critical at the time of data collection, because the Relate Institute have further developed their programmes, and each new programme requires its own validation.

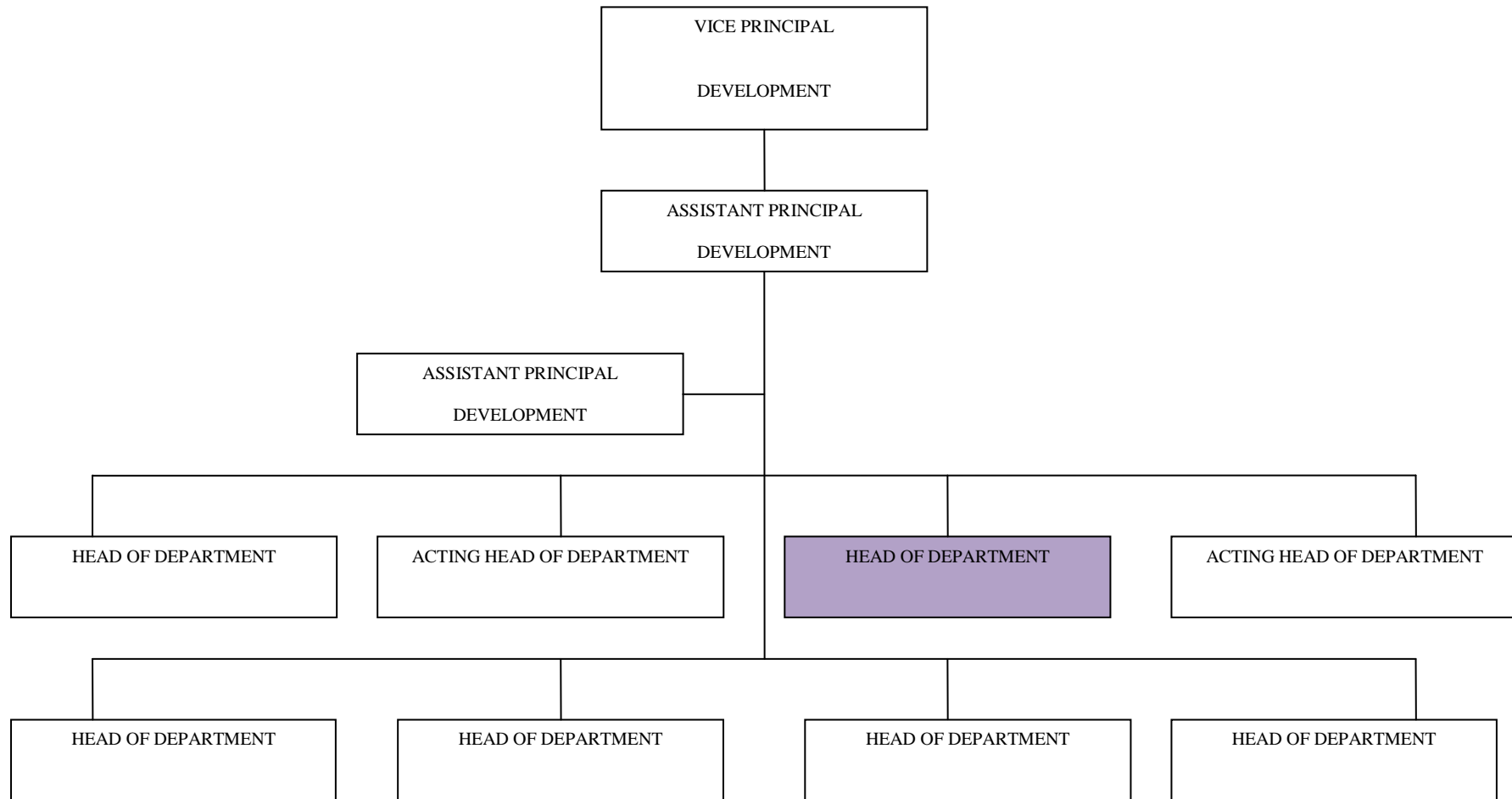
A final tension present at the time of signing the Bilateral Contract, i.e. the 2006 Agreement, was that which related to Personnel. Human Resources at Doncaster College have remained stable; but due to the relocation of Relate Central Office and the creation of the Relate Institute there have been changes in personnel, within the senior management team. It was imperative that the new recruits were 'perfect' for the positions, as they had some great 'boots to fill' of their predecessors.

Relate also considered the end of term for the Chair as a major tension. After 20 years the Chair decided to retire from post and not to re-stand. In order to ensure continued existence consistent with the strategic planning, the Senior Management Team believed that it was imperative that the Agreement was signed before he handed over the reins, thus firmly setting the foundations upon which a new chairperson could lead.

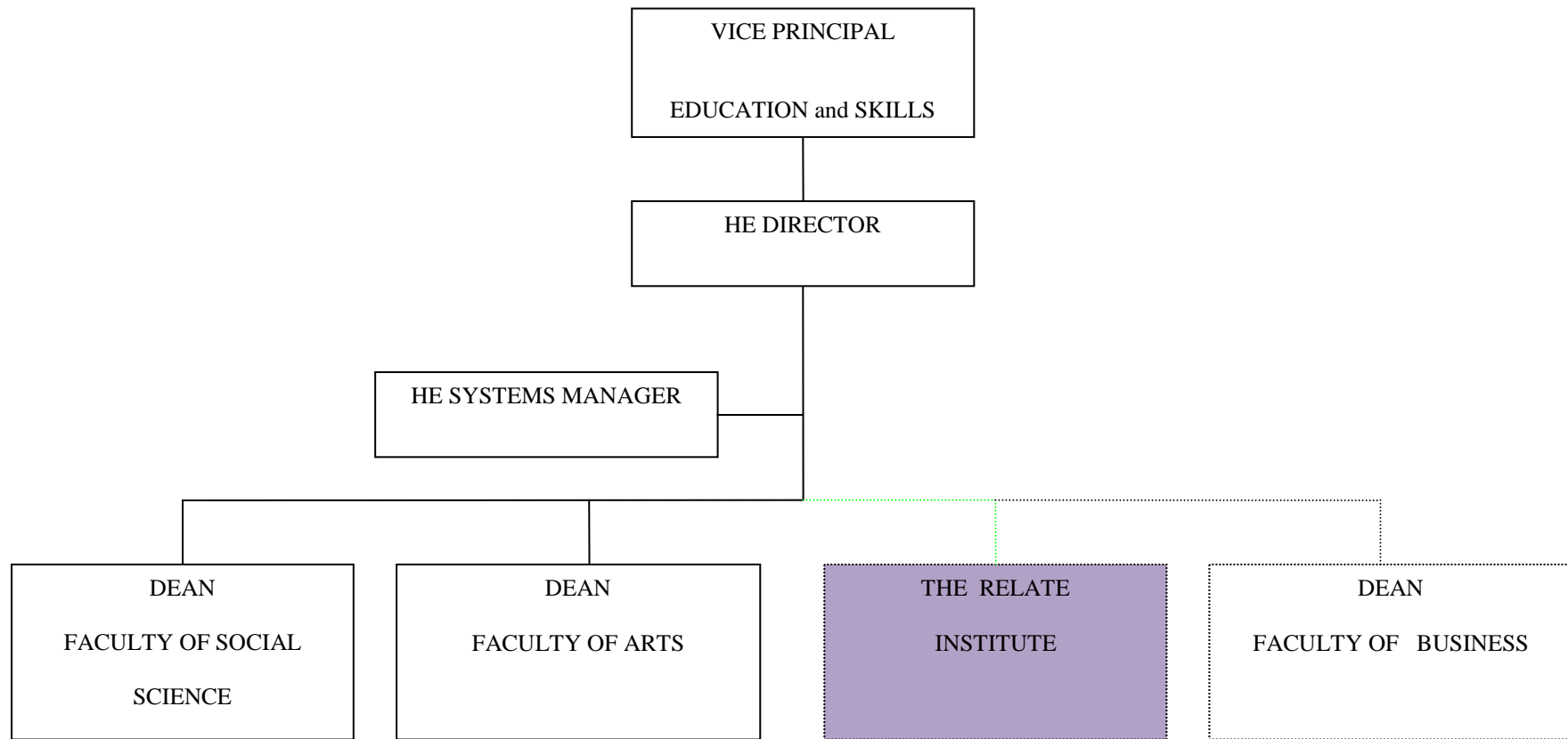
Having examined the formation and formalisation of the partnership, it is now necessary to explain where the Relate Institute is situated within both organisations. In terms of Relate, the Relate Institute is situated within the Head Office infrastructure, as can be seen below. Relate Institute's location within Doncaster College can be seen below; and where it will finally be situated, within Doncaster College's University Centre, is shown below:



Relate Head Office / The Relate Institute within Relate



The Relate Institute within Doncaster College



Relate Institute in Doncaster College University Centre

The Bilateral Agreement (2006)

The following extract taken directly from the Bilateral Agreement 2006, highlights the parties to the agreement and the two recitals, to which they are entering this agreement: The parties to the 2006 Agreement are:

- (1) DONCASTER COLLEGE of Waterdale, Doncaster DN1 3EX, an exempt charity established by Act of Parliament ('Doncaster College'); and
- (2) RELATE whose registered office is at Herbert Gray College, Little Church Street, Rugby, Warwickshire CV21 3AP, registered charity no. 207314 ('Relate').

And that the Recitals comprise of:

- A Doncaster College and Relate have agreed to co-operate in the establishment and operation of an institute for the development and provision of courses in respect of and research into couple and family relationships and relationship support services.
- B Doncaster College and Relate have agreed to enter into this Agreement for the purpose of recording the terms and conditions of their agreed activities and of regulating their relationship with each other and certain aspects of the affairs of and their dealings in relation to the establishment and operation of an institute for the provision of courses in respect of and research in relation to couple and family relationships and relationship support services, as is referred to in Recital A above.

(Bilateral Agreement 2006: 2)

4.3.3 The Operation of the Relate Institute

Having looked extensively at the establishment of the Relate Institute, this study now focuses upon the operation of the Relate Institute, in terms of Governance, Corporate, Business and Functional Levels.

Governance

The governance of The Relate Institute is via an Executive Board. There have been two amendments with regard to the establishment of the Relate Institute, which occurred after signing of the 2006 Agreement at Executive Board Meetings:

An amendment was made to point 1.2 of the Composition of the Board as cited in the 2006 Agreement, which reads: 1.2 for the purposes of clause 7.1

1.2.1 the first three representatives of Doncaster College on the Executive Board shall be the Director of Finance, the Vice-Principal (Administration) and the Assistant Provost (Development); and

1.2.2 the first three representatives of Relate on the Executive Board shall be the Chief Executive, the Head of Training and the Head of Business Development; or such other alternate representative(s) as may be nominated by either party by notice in writing to the other party in advance of the meeting of the

Executive Board which those alternative representatives are required to attend.

But at the Executive Board Meeting dated 2 November 2006, it was put forward and agreed that this should be amended to read as follows:

Representatives of Doncaster College shall consist of:

- Director of Finance
- Vice Principal (Development)
- Assistant Principal (Development)
- Director of H.E.

Representatives of Relate shall consist of:

- Chief Executive Officer
- Head of Development
- Head of Relate Institute
- Head of Finance

The author has great difficulty in comprehending why the Head of the Relate Institute is an official representative of Relate on the Relate Institute Executive Board.

If one were to follow the guidance as stipulated by the Charity Commission, an employee may sit on the board “only after establishing transparent appointment processes, or obtaining a letter from Charity Commission in specific

circumstances”. (Charity Commission 2012).

According to these considerations, a transparent process is observable in appointments to the Relate Institute Executive Board, via the details cited in the Bilateral Agreement (2006). Since this is an Executive Board, and not the Corporation Board, in the case of Doncaster College, or the Board of Trustees, in the case of Relate, there is no legal guidance stipulating that Turner cannot sit on the Relate Institute Board. However, the author would contend that this is too self-governing; it forms ‘inappropriate practice’ and Turner should only be invited to the meetings as an observer where appropriate.

With regard to the attendance of the Representatives of the Relate Institute Executive Board, the statistics below are of the Dates and Register of Attendance of the Executive Board Meetings:

	02.11.06	13.12.06	23.02.07	04.06.07	12.09.07	03.12.07
On behalf of Relate						
CEO	X	X	X	X	X	X
Head Relate Institute	X	X	X	X	X	X
Head of Finance			X	X		
Head of Development	X	X	X	X		
Nominated Representative / Invitee						
On behalf of Doncaster College						
Vice Principal (Development)	X	X	X	X	X	X
Director of Finance	X	X	X	X	X	X
Director of HE	X	X	X	X	X	X
Assistant Principal (Development)	X	X	X	X	X	X
Director of HE Quality and Curriculum	X	X	X	X	X	X
Invitee			X			

Executive Board Meetings, those in attendance

There was also an amendment to point 7.7, as cited in the 2006 Agreement, which read:

7.7 The Executive Board shall meet not less than four times in each calendar year but no two consecutive meetings shall be more than four months apart. The Executive Board shall meet at High Melton, Doncaster College, unless otherwise agreed by the parties. The Chair of the Executive Board shall give written notice (including an agenda) of any proposed meeting of the Executive Board to each member of the Executive Board at least ten (10) business days before the date of the meeting Provided that any party may summon a meeting of the Executive Board on not less than forty-eight (48) hours' notice given in writing to the other together with a full explanation of the purpose of the meeting Provided further that such notice shall be given only in circumstances which are reasonably considered by the party calling the meeting to be sufficiently serious to justify such summons.

But at the Executive Board Meeting dated 13 December 2006, it was put forward and agreed that this should be amended as follows:

The meetings of the Relate Executive Board should meet every 6 weeks.

This amendment was highlighted by Bill Webster (26 February 2008), who stated:

I think the Executive Board, when it meets, has worked pretty well,

very well and certainly if anything could have done with meeting more often, because where problems have arisen, which of course they have, and by nature they do, the Executive Board has been the route by which they have been sorted out.

Corporate Level

This section will begin with an examination of the strengths of the Relate Institute. Its mission statement is as follows:

The Relate Institute exists as a centre of excellence for relationship studies.

A source of expertise in what works for families, the Relate Institute aims to make a positive contribution to society's understanding of couple and family relationships and undertake new research to inform both practice and policy. It develops and delivers training for those working in the frontline with families via its university accredited programme, Continuous Professional Development courses and workforce training packages. The Relate Institute is a faculty of Doncaster College. Its academic programme is accredited by the University of Hull and over 400 students undertake this programme each year at five locations across the country.

(Relate Institute, 2008a)

A further strength of the Relate Institute at Corporate Level pertains to its Executive Board, who enjoys excellent interpersonal relationships, as described below by Bill Webster (26 February 2008):

The relationship at Board level is not emotive; in fact it is professional and pretty businesslike. And personal relationships on the Board are very good, so there are no worries on that score.

But a weakness at Corporate Level is that it concentrates far too heavily on day to day issues, which should be the responsibility of the Head of the Relate Institute. As a consequence, this has left very little time for strategic focus. This problem was highlighted by Bill Webster (26 February 2008):

With regards to the Executive Board, it can deal with absolutely anything. But if you spend a lot of time dealing with the detail, then there is less time to deal with the strategic long term issues.

The Director of HE (21 August 2007) of Doncaster College also stated:

I did make a proposal nine months ago for the appointment of a Research Professor, but we haven't paid that much attention to the research component at the minute because we've been too busy getting the taught courses ready.

Business Level

The Business Level of organisational strategic planning sets out the strategies employed, in order to ensure that the organisation is competing and/or performing within the areas delineated in its mission. Katsioloudes (2006) advocates that without these strategies, made up of Business Units (BUs), corporate level strategies could never be realised.

In this case, the Relate Institute's BUs are its Training Programmes. The courses scheduled for September 2008 comprised:

- University Advanced Diploma: Introduction into Couple Counselling
- Working with Couples (conversion course)
- Postgraduate Diploma in Psychosexual Therapy
- Postgraduate Diploma in Clinical Supervision
- Postgraduate Diploma /MA in Relationship Therapy
- MSc in Relationship Therapy
- Postgraduate Diploma in Relationship Therapy (Couple Therapy)
- Postgraduate Diploma in Relationship Therapy (Systemic Therapy)
- Specialisation: Counselling Young People

(Relate Institute, 2008b)

The Relate Institute's Training Programmes constitute its greatest assets, offering competitive and sustainable advantages. Relate is a National Third Sector organisation and as a brand is a household name. It has some 70 centres

nationwide, and to work in these centres, an individual must achieve the appropriate training and qualifications. In this case, the educational provision extends the boundaries of current dual-sector educational establishments and it offers post-graduate (Master's) level provision, thereby extending the current dimensions of a dual-sector educational establishment in terms of available partners and its level of provision.

Therefore, its target market is indirectly linked with the Relate Institute via Relate, through its Federation Centres. It is now employing a focus strategy, having identified and satisfied a niche market. Being a market leader in Relationship Therapy and the training of its therapists, the Relate Institute has been able to develop, amend and refine its BUs to meet organisational and market needs.

Doncaster College is a well established College of Further Education within South Yorkshire. Its partnership with the University of Hull in delivering Higher Educational Programmes is, according to both Pawlett (2007) and Webster (2008) firmly established and works extremely well.

Functional Level

The Functional Level of organisational strategic planning addresses the functions of Marketing, Research and Development, Accounting/Finance, Human Resource Management and Implementation.

Strength within the Relate Institute can be seen in the case of marketing. A good example pertains to its partnership with the IT Department of Doncaster College, whereby the Relate Institute have the information, and the IT Department have the necessary skills and expertise to devise and regularly update the website as required. This website is an excellent resource with regards to the marketing of BUs in relation to the training programmes. It can be found at [www.don.ac.uk /relate](http://www.don.ac.uk/relate).

This strength is mirrored in the production of the first Relate Institute brochure. Again, this was compiled and developed by individuals of Relate, Relate Institute and Doncaster College, pooling together all their expertise, knowledge and skills.

However, a major weakness of the Relate Institute is its student and word-of-mouth marketing, which has not always been as complimentary as it should be.

Both partners on a corporate level have emphasised the importance of research and development. For example, Bill Webster (26 February 2008) stated:

I would love to see research base development.

And Rita Stringfellow (24 January 2008) contributed:

We have pro-formas that clients complete at the beginning, middle and end of experience with Relate, and we have got at least 24,000

at the moment, which are all being processed at the moment, we have got data to kill for, and we did a pilot with Bath University around 2003 where we got some information from that. If we can get this synergy between delivering the services, the training and doing the research, we will have a massive pool of data that really ought to bring Relate right up to the top of the list, in terms of its research. And that is the bit that is struggling at the moment, because of the lack of funding.

However, with regard to the past data available within Relate, it is highly questionable whether it has met the necessary ethical considerations to make it available as research data, in terms of consent, reliability and validity.

According to Katsioloudes (2006), the finance/accounting function performs two essential activities. Firstly, the acquisition of funds, necessary to meet an organisation's current and future needs. From a practical/implementation perspective, the model itself is not working because there is presently not enough A1 (income) or A2 (HEFCE Funding) to support B (Direct Staffing Costs), C (Administration Costs), or D (Development and Management Costs), to make the Relate Institute sustainable. Dr Rory Perrett (13 September 2007) recalled:

When we sat down and did the first budget, it was a £207,000 deficit.

In addition, changes in funding at government level in particular, pertaining to Equal Level Qualifications (ELQs) with effect from September 2008. The government will no longer provide funding for an individual who holds an equal level qualification. Therefore, anyone wishing to undertake training at the Relate Institute, who presently holds a postgraduate award, will not receive the government subsidy. Thus presenting financial challenges for the Relate Institute.

Instead of trying to find a new model to fit current practices, Nick Turner (05 April 2007) suggested:

The big question mark is over whether we can find a financial model that is going to work well enough for Doncaster College and Relate, which will compliment the model and ensure financial sustainability of the Relate Institute, and give the Relate Institute the national recognition in the field of counselling the recognition which it, in the beginning strived to be.

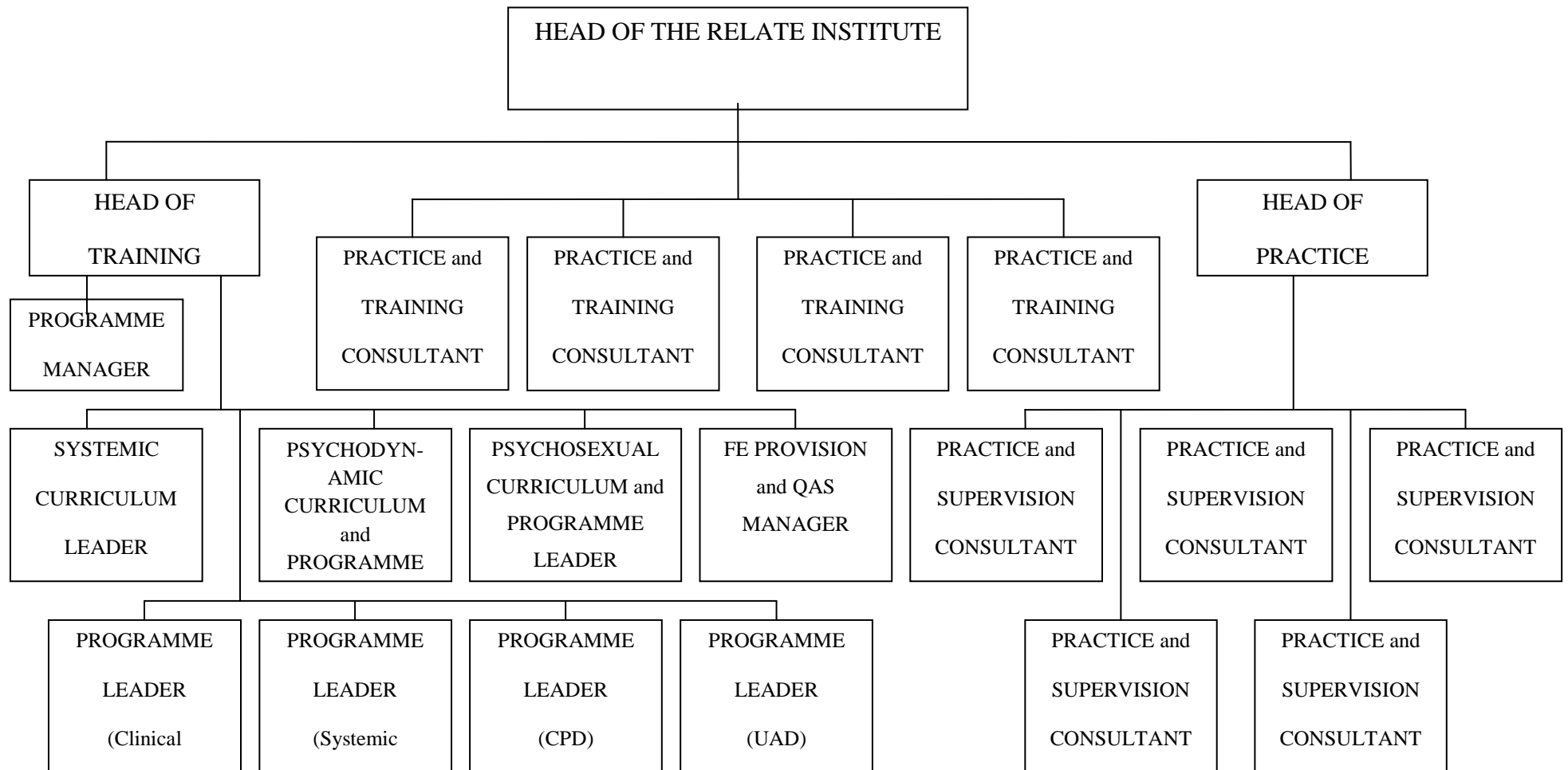
Put simply, the expenditure at the time of data collection was greater than the income; therefore new practices must also be implemented to ensure that the income becomes greater than expenditure.

The second essential activity is that of recording, monitoring and controlling the organisation's financial results: in this case, the Relate Institute's finances. The accounts presented at the Executive Board are produced by the Finance

Department within Doncaster College, because the Relate Institute is a Department within Doncaster College (Myers, 2008). The strength of this accounting procedure is that all of the work is undertaken by individuals trained in this area.

Within the Relate Institute, there are some quite complex cross-charging arrangements between Doncaster College and Relate, because there are a number of staff on both sides whose work is split between Relate, the charity, and the Relate Institute (Myers, 20 February 2008). A weakness of this system is that these cross-charging arrangements are not operating as slickly as they should be (Myers, 2008). At the time of the interview with Myers (20 February 2008), there was a backlog of invoices from both Doncaster College and the Relate Institute which needed to be acted upon. The ten day allocation as stipulated within the 2006 Agreement is proving to be an unworkable timescale.

We turn now to examine Human Resource management and implementation, first with regard to structure, this structure can be observed below. Second, with regard to roles and responsibilities. According to Webster (2008), the Relate Institute employs a unique personnel structure, which is administered via its Executive Board.



The Relate Institute Organisational Chart

One strength of this structure is that the Relate Institute can focus on providing a more individualised/focused/tailored approach towards the establishment and operation of the Relate Institute. A further strength is that it captures the expertise of both Relate and Doncaster College Human Resources: Relate, with regard to knowledge and expertise in the field of relationship counselling; and Doncaster College, with regard to delivering and administering educational programmes. A strength of the tutors within the Relate Institute was that they were extremely experienced Relate Practitioners and Trainers. For example, one tutor (22 November 2007) stated that:

I have been training on Relate courses now for 12 years, I have written a lot of the current material that we currently train with, I have a master's degree in Counselling and Psychotherapy, I have written articles, a chapter in a book, I have worked on developing our whole range of life skills training course for Relate Institute, I have done presentations, along with 22 years as a practitioner.

However, there are a number of weaknesses that can be attributed to this system. First, the Relate Institute is extremely top-heavy in terms of its management and overheads and hence is financially expensive: according to Myers (2008) two-thirds of its income goes on wages. Second, the teaching staff are also financially expensive. This is because they were transferred over from Relate to become employees of Doncaster College via TUPE and hence, quite rightly so bringing with them their Relate terms and conditions of employment. One tutor (17 November 2007) recalls:

We weren't given new jobs, we were tupe'd over. And that meant as far as we knew our jobs would be the same and with the same rate of pay. It was very soon realised that what we were expected to do here was a lot different than that before. So with that difference came more responsibilities and more work. But there is far more work for the same money. And our roles as trainers would be significantly changed.

Interviews with teaching staff, at the time of data collection revealed that certain staffs were disillusioned by the overall working environment within the Relate Institute:

The bottom line is I can't wait for this course to end because I do not want to work at this venue anymore. I know that that is quite a statement but I cannot wait to finish the block here, so that I never ever have to train in this establishment again.

(Tutor, 22 November 2007)

The higher rate of pay, which tutors who were Tupe'd quite rightly received in order to retain the knowledge base, appears not to be enough to retain the experienced tutors. Instead, they stated that they desired proper working conditions through effective communications and a sense of belonging to a team.

Relate Institute students (21 November 2007) recalled:

Our tutors were told at the end of our block if they were going to get another contract, and in fact they were told that they weren't going to get it renewed and the next people would only have the one tutor, there isn't going to be the systemic and psychodynamic split, there is going to be one tutor. We have 24 people on our course; I don't see how one tutor can do what we did.

(Student, 2008)

The students here may well be mis-informed, but it is not the fault of the students, it was the thoughts and feelings at the time of data collection of the tutors who unfortunately, let their guard down professionally and spoke out of turn within the classroom environment.

From my observations throughout the time of data collection, within the human resources structure, there appears to be duplication of roles and responsibilities, which would otherwise be incorporated into other designations, were the Institute pursuing a more traditional educational infrastructure. As outlined by Bill Webster (26 February 2008):

For the model to work, some of the Relate norms have to be abolished. As a well established college in the F.E. sector, Relate have to adopt some of its practices and norms, in terms of output and expected staff output.

This has proven to be the case in the following terms. Initially, Programme Leaders were not contracted to undertake any teaching hours, which proved to be very expensive, and a revision to the contracts was essential. In response to this, Programme Leaders were scheduled to undertake regular teaching (Myers, 2008). Moreover, tutors of Relate had hitherto not undertaken any administration of the programme on which they taught. Instead, lesson plans and materials would be provided to them by administrators. Tutors recalled (22 November 2008):

I think what I have been forcibly struck by is that the whole sort of process of the way that we administer and provide training within Relate has disappeared and we now have an admin system that is very different.

Furthermore, due to the way in which the contract was written, and the very nature of the partnership, some staff are employed by Relate, and others by Doncaster College. As a partnership, both share responsibilities for Relate Institute workers. From my observations at the time of data collection, in personnel terms, this has caused problems in day-to-day line management, and is a weakness of this current infrastructure. For example: those who are paid by Relate feel that they are *employees* of Relate, and those who are paid for by Doncaster College believe that they are *employees* of Doncaster College. One tutor (17 November 2007) remarked:

I don't know any Doncaster College tutors, so I don't know how different our experience is to theirs. So if I am a Doncaster College tutor, which I understand I am, do all tutors experience what we have experienced and is it better or worse or, and that is still something as a bit of a loss for me because I have got this label that I am a Doncaster College tutor, but I have never seen another one except for those who do ours, I have never been in a meeting with them, I have no idea what benefits they have that I haven't, I have no idea whether they have similar moans and groans or not, I don't know how they are supported administratively and whether it compares or whether we are getting a good deal, or a bad deal actually. I think that that has happened is that as trainers who are not based here, we do operate from a very different set of ideas from the people who work here full time, who are employees of Relate.

In reality, all are staff within the Relate Institute. But this has not filtered through at all: as is most apparent in terms of responsibility. The interviews revealed that there was no clarity of line management, for example, the Programme Leaders within the Relate Institute had never received a staff appraisal since its inception 18 months before. The tutors who facilitated the programmes were employed on a sessional basis, once again leaving line management responsibility uncertain.

According to Katsioloudes (2006) issues of Human Resources can also be

linked with 'Implementation.' The latter will now be considered, in order to provide a comprehensive evaluation of the operation of an institute for the development and provision of courses, in respect of and researching into couple and family relationships and relationship support services.

Strategy implementation relates to a set of activities necessary to the full execution of an organisation's strategies (Katsiolouides, 2006). It must be remembered that implementation is part of the Strategic Process because it truly *is* a process. The ultimate outcome depends on how well everything fits together. According to Hambrick and Cannella (1989):

A strategy is really nothing but a fantasy without successful implementation.

(Cited in Katsiolouides 2006)

The above has certainly become apparent in the partnership between Relate and Doncaster College. To highlight this in detail, budgets and procedures will now be considered, along with mechanisms of programmes:

An accurately designed budget should aid implementation, by identifying expenses and benefits expected to be realized in carrying out the organisations programme (Katsiolouides, 2006). The budgeting process for the Relate Institute is no different to any other school within Doncaster College. This is highlighted by Myers (20 February 2008):

There should be no significant difference between the schools and the Relate Institute.

Myers (20 February 2008) went on to outline the procedure, where:

The budgets are put together from numbers given by the schools. We look at the staffing that they have got, the teaching hours, and then compile a budget to bridge any gaps and we have people tell us what they think they need, in terms of non-pay costs.

But because of the uniqueness of its governance, there are differences in the budgeting procedure. Myers (20 February 2008) elaborated on these differences when stating:

The college and its folk are closely involved in putting together the budget for RI, and that then goes to the Relate Institute Executive Board, and what might and might not be acceptable for the college and ultimately the college governors.

Myers (20 February 2008) went on to suggest that:

...It is about risk and reward. At the minute it's all risk and no reward. The RI had made a direct loss, we would expect a significant percentage contribution from schools in order to pay for the central costs, if schools are making a direct loss.... We need to

get this back into the black.

The financial status (i.e. the budgets) of the Relate Institute has been extremely turbulent since its inception. Considering the historical perspective of the budgeting procedures, taking into account the revisions which have been made, will highlight the strength of the collaborative partnership between Doncaster College and Relate in respect of the Relate Institute, and highlight the importance of the current financial model, along with identifying good working practices for the future, so as to secure the sustainability of the Relate Institute. Dr Rory Perrett (13 September 2007) recalled:

When we sat down and did the first budget it was a £207,000 deficit. We have been from £55,000 to £170,000 to £207,000 back to £140,000 to a surplus now.

Observable from the above, there are a number of processes necessary in order to identify the budget. First, income: it is important that an organisation can identify from where it can obtain its funds, and what amount is involved. The Relate Institute presently receive funding via HEFCE and student fees. According to Myers (20 February 2008):

From the Relate Institute and College point of view, the fact that some of the HEFCE funding goes via Hull and some directly to us, once that has been resolved, once the initial difficulties had been resolved it was swings and roundabouts, it comes to us – it is just a

different route. At the minute it is not a problem as far as I am aware.

Second, expenditure: it is important that an organisation can identify what items it is spending money on, and precisely how much is being spent on each item. A successful budget - whereby expenditure does not exceed income - fits the financial model employed. After many meetings, Dr Perrett and Turner identified a monetary budget which delivered the BUs in conjunction with aspiring to meet the corporate mission of the Relate Institute. According to Dr Rory Perrett (13 September 2007):

In terms of partnership process, we have actually managed to bring the necessity of needing to be in the black for sustainability reasons... we have actually managed to bring the sum of the ideas and working practices from the college together with the existing knowledge and experience from Relate and turn into a model that is sustainable.

Great steps were taken on behalf of both organisations to help the Relate Institute into the position that it had gained: Turner, the Head of the Relate Institute, implemented organisational changes in terms of Human Resources, with particular reference to roles and responsibilities of Programme Leaders, along with identifying changes in the facilitation of Counselling Programmes to comply with the monetary budget. However, according to Dr Rory Perrett (13 September 2007):

This is still not good enough, because it is supposed to be a 45% return, which is where this curious thing in the agreement came; there was an assumption that after operational costs the surplus would be equivalent to or greater than 45%. This would then get split to Doncaster College and Relate.

There are various explanations identified within the budgeting process that have contributed to the uncertainty of the future sustainability of the Relate Institute. First, there were numerous discussions between Sibson, McKay and Bannigan, on behalf of Relate and the Finance Department for Doncaster College, surrounding the funding of the programmes at the initial discussions phase, upon which budgets were loosely identified. However, by the time of the Implementation phase, there were questions as to whether or not this funding could be attained. In actual fact, HEFCE weighting increased from 1 to 1.5 due to the nature of the new programme.

Second, the numbers of students undertaking the programmes was not as high as originally thought. Statistics pertaining to recruitment, attendance, retention and attainment had not been previously compiled. As a result, actual numbers were difficult to specify (McKay, 2007); and subsequent recruitment resulted in very low, i.e. student uptake being less than predicted (Dr Perrett 2007).

Third, the introduction of the Equal Level Qualifications (ELQs) has removed essential funding from approximately 70% of students currently enrolled on the programmes. The Government will not fund students who already have a

qualification of equal level to that which they are currently studying. Measures were taken to transfer students on to the Postgraduate entry route and away from the undergraduate entry route which restored some of the lost HEFCE funding (Turner 2011).

Students' Experience

A content analysis of the transcribed data, attained from interviews and focus groups, yielded the following categories, each with their own set trends revealing their own unique themes, observable below:

Categories	Trends	Themes
Partnerships	Doncaster College and the University of Hull	A trading arrangement
	Doncaster College and Relate	Inter-organisational relationships
		Internal Changes
		Prior knowledge
		Roles
		Communication
	Relate and Relate Institute	
	Relate Institute and Relate Federation Centres	Counsellor Requirements
		Interpersonal Relationships
		Administration
Relate Institute, Doncaster College and the University of Hull	Unclear Relationship	
Relate Institute within Doncaster College	Operational Weaknesses	
	Frame of Reference	
Administration	Administrative Procedures	Register of Attendance
		Teaching Files
		Support
	Administrative Team	Standardisation
Programme Enquiries and Applications	Programme Enquiries	Experience
	Applications	Experience
House Keeping	Front of House	Experience
	Catering	Personnel
		Food Provision
		Opening Hours
		Light Refreshments
	Overnight Accommodation	Individual Perceptions
		Booking Facilities
		Quality of Facilities
		Personnel
	Student Cards	Attaining a Student Card
Different types of cards		
Resources	Value for Money	Short changed
	Campus Facilities	Library
		Montagu Building
		Teaching Rooms
	Classroom Aid	Materials
		Equipment
	Support	Technical Support
		Student Support
Programme Delivery	Programme Content	Student Expectations
		Syllabus
	Programme Providers	Knowledge and experience
		Quality of provision
	Placements	Location
		Placement experience
		Standardisation of placements
		Power
Communication		
Conflict	Training and Practice	
Quality Assurance	Internal Procedures	Policies and Procedures
	Complaints and Feedback	Policy and Procedures

		Breakdown in Communication
	Student Support	Breakdown in Communication
	External Examiners	Quality of work
	Professionalism	Professional Standing
Communication	Verbal	Breakdown in the Relationship
	Written	Administration
		Academically
	Information Technology	Computer Network
		Use of Email
	Lack of communication	Breakdown in communication

Figure 9. Content Analysis Results as performed on Focus Groups

Every interview and focus group was audio-recorded. These recordings were then transcribed word for word to give an accurate and thorough written account. From ‘eyeballing’ the raw data (in its transcript form) and re-listening to the interviews/focus groups, a process that mirrors that of iterative development was employed (“Iterative development is a way of breaking down a large application into smaller chunks” (Rouse, 2012)). From this wealth of information, categories emerged which could be divided into a variety of trends, and these trends could themselves be sub-divided into themes, some of which will be considered in the next section.

Chapter 5. Discussion

5.1 Links to Previous Literature

This research did not emerge as a result of prior literature or research: therefore, relevant literature has been considered in order to support this study. This thesis now presents an overview of its findings, in line with the structure of Chapter 2, the literature review.

5.1.1 The Civil Sector

In accordance with the NCVO, and consistent with Edwards (2004) and Etherington (2008), Relate positions itself within what is now called the ‘civil society’, in which it is a non-state, non-capitalist organisation, devoted to its vision which advocates pursuing “a future in which healthy relationships form the heart of a thriving society”. This is mirrored by its mission of aspiring to “develop and support healthy relationships by: helping couples, families and individuals to make relationships work better; delivering inclusive, high-quality services that are relevant at every stage of life, and; helping both the public and policymakers to improve their understanding of relationships and what makes them flourish” (Relate 2012).

The resource dependency theory of governance, as presented by Cornforth (2004), is the description most applicable to Relate and Doncaster College. For example, Relate wanted the resource of Doncaster College’s buildings and

infrastructure, and Doncaster College wanted the resource of Relate's Higher Education student numbers, and thus they would be interdependent.

However, elements of agency theory have become apparent with regard to the Relate Institute: the Executive Board Members, who are made up of an equal number of representatives, are each fighting for their own interests and not necessarily in the service of users or shareholders.

Similarly, the interpersonal relationships between the two partner organisations have been shown throughout this case study to be based on mutual respect. Likewise, the stewardship theory is also representative: the Course Leaders of Relate want to do a good job, acting as 'stewards' of Relate (not necessarily of the Relate Institute), and the strategy of recruiting Claire Tyler was primarily so that value could be added to the decisions and her previous experience and contacts within the field would be beneficial.

These findings are consistent with the work of Cornforth (2004) who believes that, taken individually, the theories of governance can be criticised for only revealing a particular aspect of the board's work. Hung (1998, cited in Cornforth, 2004) and Tricker (2000, cited in Cornforth, 2004) believes that this has led to a new conceptual framework where the facets of each theory are integrated. Morgan (1986, cited in Cornforth, 2004) argues that countless theories and ways of perceiving organisations do not match the complexity and sophistication of the realities they face.

The stakeholder theory is not representative of the Relate Institute Executive Board, because there are no 'service users' on the Board and members are appointed based on their posts within each of the respective partners. However, 'service user' involvement could be extended to the wider partners of Doncaster College and Relate who do have service user representation.

The Relate Institute is indicative of the communitarianism/pluralism perspective, in that it presents a multi-stakeholder model of governance to be consistent with Ridley-Duff's (2007) 'stakeholder democracy' perspective: for example, the multi-stakeholder ownership and recognition of interest groups, in this case Doncaster College and Relate. The executive positions are controlled by stakeholder groups and in this case there is an equal representation of membership from both organisations which is subject to executive and/or direct democratic control.

The multi-stakeholder governance models adopted by the organisations presented here all go some way to challenging the prevailing perspectives on who controls the enterprise and how surplus value should be distributed amongst the stakeholders. This is true for the Relate Institute, where the corporate stakeholders are Doncaster College and Relate, and, together with the formation of the Executive Board, they have created their own multi-stakeholder model of governance in relation to the Relate Institute. The details of the arrangement have been formalised in the compilation, in the first instance of the 2005 Agreement, and later revised and ultimately replaced by the 2006 Bilateral Agreement.

With respect to the ‘meta-theoretical view of organisation governance’, highlighted by Ridley-Duff (2007:384) and described by Coule (2008), Relate is representative of a unitary approach, particularly with regard to the relationship and communication between the Board of Trustees and the staff team, which is facilitated via the CEO to maintain a clear distinction between governance and management.

Utilising the ‘three systems of economy’ as depicted by Pearce (2003), and taking into account organisations of the public, private and third sectors. Due to stipulations with the Federation Agreement, Relate Federation Centres can be observed to be representative of voluntary organisations and charities that trade regionally and/or locally, and also fall within the social economy and come under the third system of self-help, mutual and social purpose.

Within the third sector, and in agreement with Ridley-Duff and Bull (2011) Relate itself distributes services (in this case Relationship Counselling that is not accessible through the state or the market), and offers an alternative to the private practitioner. Relate canvasses on a local level through its Federation Centres, regionally through its North, South-East, West and Central Representatives, and nationally via its central Head Office. This is depicted diagrammatically in figure 13.

In the social economy of democratic politics, pluralism is a guiding principle, which permits the peaceful coexistence of different interests, convictions and

lifestyles. For example, Doncaster College and Relate co-exist and they have different interests, convictions and lifestyles.

As a national charity, Relate has a significantly powerful position within the social economy of the third sector, as there is no other organisation, either public, private or voluntary, that contends with it, challenges, opposes, resembles or rivals it.

This advantageous competitive position presents a picture of the civil society as a limited number of economic groups (organisations) which hold the same status, and which can significantly constrain the autonomy of a government.

After the resignation of Angela Sibson as Chief Executive of Relate, Claire Tyler was appointed in 2007. Her career is certainly decorated: her life peerage was announced on 19 November 2010, and she became Baroness Tyler of Enfield, in the London Borough of Enfield, on 28 January 2011. Under her guidance, Relate has become a significant influential player in the economy of the third sector. With regard to 'Relationships', one of Relate's mission statements reads: "helping both the public and policymakers to improve their understanding of relationships and what makes them flourish" (Relate, 2012) and "Relate campaigns to see relationship support for children, adults and families at the heart of the social justice agenda, and is also part of the Family Room group of charities, who share a common voice on family policy" (Relate 2012).

Whilst the previous decade had been synonymous with Tony Blair's Labour party government and Anthony Giddens and the third way, the Conservative/Liberal Democrat coalition, which was formed after the 2010 general election, announced the introduction of 'the Big Society'.

The DTI definition of social enterprise presented by Ridley-Duff and Bull (2011) in reference to Campi, Defourney and Grégoire (2006), captures the essence of this case study. Doncaster College and Relate entered into a partnership agreement "in order to achieve sustainability through trading" by undertaking the two recitals:

- A Doncaster College and Relate have agreed to co-operate in the establishment and operation of an institute for the development and provision of courses in respect of and research into couple and family relationships and relationship support services.
- B Doncaster College and Relate have agreed to enter into this Agreement for the purpose of recording the terms and conditions of their agreed activities and of regulating their relationship with each other and certain aspects of the affairs of and their dealings in relation to the establishment and operation of an institute for the provision of courses in respect of and research in relation to couple and family relationships and relationship support services, as is referred to in Recital A above.

(Bilateral Agreement 2006: 2)

Alter's (2007) social enterprise sustainability equilibrium informs the position of Doncaster College and Relate. The different stakeholders originated from different points of the social enterprise sustainability equilibrium, which is advantageous because it allows both stakeholders to retain their original identities in their respective sectors.

In accordance with the public sector and social entrepreneurial activity as depicted by Alter (2007), Doncaster College is representative of the public sector (i.e. heavily subsidised by the state); Relate is representative of the third sector (i.e. trading with public sector customers along with trading with consumers, competing with private sector businesses and third sector organisations and charities); and the Relate Institute is representative of the third sector (i.e. trading with public sector customers and third sector organisations and charities).

The relationship between Doncaster, Relate and the Relate Institute is consistent with the Billis (1993) notion of the three worlds having their own culture. For example, each of the organisations has its own distinct governance system – Doncaster College via its Corporation Board, Relate via its Board of Trustees, and the Relate Institute via its Executive Board – which is then further governed by the governance systems of both partner organisations.

In the case of Relate, the funding typology is also consistent with that of earned income, which is from the sale of goods and services, and includes the gross income of trading subsidiaries, of which the Relate Institute is one, according

to the Bilateral Agreement (2006) which identifies Relate's Fee (G), along with a share (H) which is the surplus.

This is in accordance with Coule (2008), who believes that, with the demise of certain funding streams, organisations need to focus on and take responsibility for their financial sustainability; this was certainly true for Relate, which had all of its unrestricted funds withdrawn.

Fowler (2000) acknowledges that change sometimes does occur in non-participatory, top-down ways. This was true for the Relate Institute, which based its 'survival' strategy on the vision of the Senior Management Team of Sibson, Bannigan and McKay, working with Stringfellow as the link to the Board. A major research topic that is often linked to survival is that of change (Billis, 1996 and Glasby, 2001). Evident from Chapter 4, regarding the history and milieu of Relate, over the years the organisation changed its focus from training to service delivery to supervision and back again.

We will consider each of the five systems depicted in the Billis Model in turn. Firstly, in consideration of the internal components of the explanatory system, the operational policies with regard to service provision were no longer satisfactory. For example, the booking and scheduling of appointments, was problematic because there was not always someone available to answer the telephone, not everyone liked to leave messages on an answerphone, and new waves of technology (i.e. the internet) were not taken into account. Also the

opening times of some of Relate's Federation Centres were not conducive to user service.

Secondly, where the internal components in terms of governance were concerned, this was a very turbulent time during which Board Members' terms were due to end. This was especially true in relation to the then Chair: according to Sibson (2007), any changes that were to be made needed to be done whilst the Chair was in post, otherwise the whole process of re-positioning would have been undone in the event that new representatives did not agree with the chosen pathway.

Thirdly, as regards the internal components of human resources, Relate lost its senior management team in one fell swoop – Angela Sibson, Debbie Bannigan and Barbara McKay did not make the transition and move with Relate when it re-positioned itself in Doncaster.

Fourthly, in relation to the internal components of funding, it was during the early 2000s that the financial crisis hit Relate. The effects were the total removal of all their non-restricted government funding, the difficulty of possessing a building that was no longer fit for purpose (the Herbert Gray College) but that was too expensive (as regards both knowledge and money) to restore. Furthermore there was a significant drop in service users and a decline in Relate Federation Centres.

Fifthly, accountability: with all the systems taken together, along with identifiable issues regarding its activities, it is clear to see why Relate was not in a state of 'dynamic equilibrium', and found itself in the serious position of fighting for survival.

Mirroring Relate, and of particular importance, is an example presented by Glasby (2002) relating to organisational change. The example represents an organisation (albeit only one) – the Birmingham Settlement, which encountered a series of barriers to its work including a continuous battle for funding, problems with its buildings, profound changes brought about by expanding state services and the need for the organisation to reappraise its traditional role: barriers which on occasions had threatened to endanger the organisation's very survival (Coule, 2008). Despite the difficulties, the Settlement has continued to function and expand. Glasby attributes the Settlement's success to three areas – individual contributions, organisational feature and state policy/social forces – which impart ten main factors.

In support of Gladby's model, Relate had long-standing support from leading local politicians (not families), in the form of Rita Stringfellow and Mayor Winter. It also had long-standing dedication from Relate (Head Office) and Relate Federation Centre staff, in terms of the senior management teams, Centre Managers, staff and volunteers, the knowledge and the know-how in relation to flexibility and the ability to combine continuity with change. Furthermore, the organisation had a commitment to innovation and to meeting unidentified needs, in the form of: a radial re-positioning of the national

charity; a holistic multi-purpose approach, where the re-positioning required the support of the whole organisation; collaboration across sectors, which is particularly representative for this case study, since Relate (of the civil society, the third system) joined in partnership with Doncaster College (of the public sector, the second system), and new links were sought and developed with the University of Hull. Due to the Relate Institute operating in a multi-sectoral environment, new pathways have opened up for funding with which to continue delivering services in terms of educational programmes to support the work of its Federated Centres.

I would have to concede that this model alone does not take into account all of the complexities that arose; however, it does show that organisations that find themselves in crisis, can succeed.

5.1.2 Post-Compulsory Education.

In respect of the meta-theoretical view of human resources/governance dynamics and strategy development, Doncaster College, like Relate, subscribes to a unitary approach. Once again, this is particularly true as regards the relationship and communication between the Corporation Board and the staff team, which is facilitated via the Principal to maintain a clear distinction between governance and management.

Economically, Doncaster College can be observed to be representative of a district/local, planned provision within public service that comes under the second system (Pearce, 2003).

Similarly, Doncaster College's funding typology is also consistent with that of earned income, which is from the sale of goods and services, according to the Bilateral Agreement (2006) which identifies Doncaster College's fee (F), along with a share (H) which is the surplus.

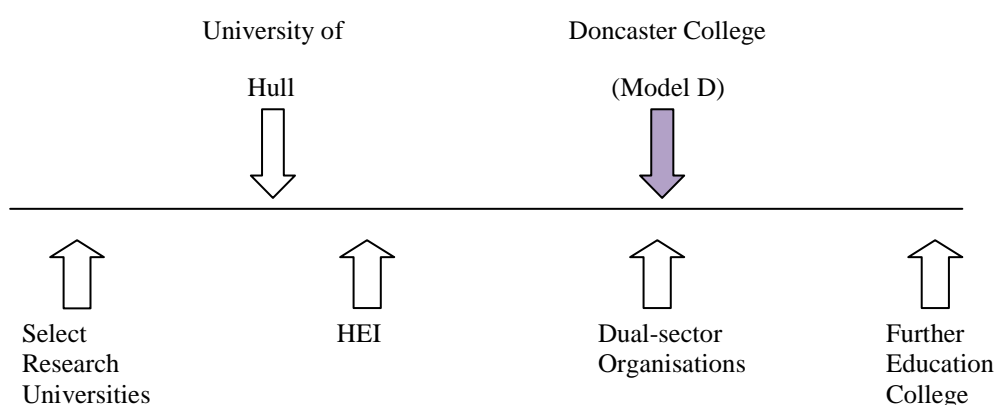
Whilhelmson and Doos (2002, cited in Coule, 2008:3) concur that sustainability is "an interesting but problematic concept." As such, sustainability cannot be regarded as a static characteristic of a structure or process because everything in the system is constantly on the move. There is no doubt that Webster, Perrett and Turner know to their cost the amount of time, effort and energy that has been spent collaboratively working to minimise both internal and external factors that have arisen and that continue to arise within the Relate Institute, Relate and Doncaster College and also within the public and civil sectors in general. Therefore, the overall impact has been to "focus attention on strategic decision making in voluntary organisations, not only to ensure survival but also to facilitate future planning and sustain the momentum of change" (Whilhelmson and Doos 2002, cited in Coule, 2008:3).

Doncaster College is representative of Santos and Eisenhardt's (2005) Boundary Conceptions Framework, Model D, where:

Model D is representative of a further education establishment offering a substantial amount of higher education, and separating its organisation of further and higher education.

(cited in Bathmaker, Brooks, Parry and Smith, 2008: 132)

The educational boundary paradox, i.e. the Educational Continuum as suggested by Bathmaker, Brooks, Parry and Smith 2008, is depicted below in diagrammatic form and representative of this case study:



The Educational Continuum

(suggested by Bathmaker, Brooks, Parry and Smith, 2008)

Financially, Doncaster College and Relate are consistent with Dart (2004) and Emerson and Twersky (1996) in their repositioning themselves within both the public and third sector markets as hybridised, non-profit/for profit organisations, along with looking at a double line of mission and money, incorporating corporate planning and business design tools with a distinct shift from donations, members' fees and government revenue to a bottom line revenue earned from the academic programmes.

This study is in agreement with Bathmaker, Brooks, Parry and Smith (2008), who stated that dual regimes have been permissive in cases where the boundary between FE and HE has proven to be permeable and workable, leading to relationships and alliances of many kinds as well as new and changing configurations of FE and HE. This is explicitly represented in this case study: Doncaster College currently works with two Universities, Hull and Wales. Doncaster College does not hold TDAP status, and is reliant on institutions in another sector for the validation and funding of their higher level courses: in this case, the University of Hull.

Doncaster College can also be categorised as being a hybrid institution (Bathmaker and Thomas (2009), working with another sector, in this case the Third or Civil sector. This study research is consistent with Bathmaker and Thomas (2009), insofar as Doncaster College offers both further and higher education. The major difference between Bathmaker and Thomas' (2009) work is that the Relate Institute offers postgraduate (Master's) level programmes instead of foundation degrees. In addition to concur with being both 'contained' and 'discrete' within the college structure.

This case study remains consistent with the work of Bathmaker and Thomas (2009), who stipulate that institutions undergo processes of firstly, institutions in transition: as they work to position and sometimes reinvent themselves within the field. For example, Doncaster College re-invented itself in terms of the building of the main campus: the new £65m Waterfront development now located in the centre of Doncaster, known as the Hub, which opened in

September 2006. The High Melton Campus has been part of Doncaster College since 1948, and like the main campus has been subject to various re-inventions, emerging as the University Centre. Doncaster College is at yet another stage of its HE development. Given its vision of becoming an Education City, Doncaster strived to achieve its mission by re-positioning its entire education provision, providing both horizontal and verticality in its programmes, to serve both the local community and those who choose to study within Doncaster.

In addition, Doncaster College re-positioned itself through the partnership with Relate, creating the Relate Institute, a school within Doncaster College and assigning it the Montagu Building. This is consistent with the research of Weatherald and Mosely (2003, cited in Griffiths and Golding Lloyd, 2009). This envisaged an environment where HE activity would flourish, and where there is identifiable and ‘badged’ space for students studying at HE level. The centre is in a self-contained block, slightly away from the main campus buildings, and used exclusively for the delivery of HE Relate Institute programmes.

Secondly, transitions in institutions. It is not surprising that Harwood and Harwood’s (2004) research highlighted that each of the five colleges involved in their study were all at very different stages in their HE development, as no two colleges are the same. However, the range of issues that Harwood and Harwood (2004) identified as not sitting particularly well with the requirements of creating a conducive HE learning environment - contractual issues, cultural

issues and relationships with the university - were also highlighted as problematic areas by this case study. In the case of contractual issues, this case study identified many comments relating to the contractual obligations. These included the issue of TUPE; roles and responsibilities; teaching allocation; rates of expenses and what could be claimed for. Contrary to Harwood and Harwood (2004), the study did not highlight the issue of teaching HE courses on FE contracts and rates of pay, because it was not a factor that emerged. However, as the Relate Institute's physical resources (employees of Relate and/or Doncaster College) leave to work elsewhere, and they begin to recruit, discrepancies may then materialise.

Cultural issues concern the problem of trying to fit HE into an FE culture, and in this study, these related to: mixed economy teaching; FE timetables; and quality systems differences between FE and HE. For example: this research was not consistent with that of Turner, McKenzie, McDermott and Stone (2009), in that none of the academic staff were engaged in scholarly activities, nor did they want to be: they were practitioners, turned tutors, turned lecturers. However, research was identified as a predominant part of the Bilateral Agreement (2006) concerning the requirement for the Relate Institute to inform its policy and practice, and in turn, government initiatives. The lecturers are at the cutting edge both in terms of theory and practice: surely, they should also be the forerunners in the research. Their knowledge and skills should not be overlooked: Likewise, the Relate Institute facilitated its programmes at a weekend, while Doncaster College predominantly opened Mondays to Fridays; and the majority of students did not feel that they were getting value for

money. Having paid £1400, they believed that they were being short changed.

One student (25 January 2008) recalled:

When I looked at the website about Doncaster College, I looked at the facilities that it offered, a gym, a fitness centre etc, and I can't access any because I am here at a weekend.

Initially, because of the R. I. Library's opening hours, students (25 January 2008) had negative experiences of it:

...Three of the weekends that I have been here, the library hasn't been open.

However, Doncaster College and Relate Institute personnel have worked tirelessly and diligently together to support the learning needs of the students undertaking Relate Institute Programmes, in terms of Library provision. Once the operational issues were sorted out, the Library was opened at weekends, as confirmed by the following student (25 January 2008):

...The library wasn't open early on, but towards the end of the year it was open. It's now open during the day.

With regard to the personnel, students (22 November 2007 and 25 January 2008) stated:

I would have to say that the staff at Doncaster College are really good. I have found them so friendly in the library.

This study is also consistent with the research of Scott (2009), who highlighted the structural differentiation of further and higher education through funding systems, along with identifying that the monitoring of quality is very different for higher education and further education. Higher education follows the traditional universities' self-policing peer review-based quality regime, whilst further education colleges have continued to be subjected to an inspectoral regime. This case study highlighted that the funding stream was via a collaborative partnership agreement between Doncaster College and the University of Hull, whereby Doncaster College would pay a fee to the University of Hull, in return for student numbers, who would then be eligible to receive funding from HEFCE.

Finally, Student's experience of transition. This case study identified that the Relate Institute students were extremely passionate about the work of Relate, and felt that the training they were required to obtain prior to embarking upon their careers does not mirror its organisational ethos. For example:

It is quite ironic when you think what Relate stands for, or what it is supposed to stand for, communication, relationship equality... there is no relationship from our point of view, or there is a breakdown in the relationship.

(Student, 22 November 2007)

The student handbooks, on which the students (22 November 2007) and (25 January 2008) commented respectively, were referring below:

...I did receive a square book, and maybe they consider that they have given us the information.

...I tried to read it, but it was very disjointed.

The handbooks were not written in the most conducive way, were not easy to follow and are a requirement of the QAA IQER. For example, some of the pages have twisted in the photocopier and are crooked; and there is no coherence to the pages at all. Ultimately, this presents an unprofessional image of the Relate Institute. As the statement suggests – ‘you never get a second chance to make a first impression.’

Lowe and Gayle (2007), exploring the work/life/study balance, found that work and family life had both positive and negative consequences for study. This case study revealed that students’ work/life/study balance painted a picture of a diverse community of individuals, who lead busy lives as they juggle study, placements, work and personal family life.

Consistent with Grey and Mitev (1995), this case is indicative of a ‘commodity’ as regards the educational programmes that are available, and the market in which the organisation operates. Learners pay their fees and believe that they will be able to gain paid work within their Relate Federation Centre

once they have successfully completed their programme.

In light of this, the case also highlights how the Relate Institute, via the Relate Federation Centres, Doncaster College and the University of Hull, appears to be based on what Grey and Mitev (1995) identified as totalitarianism. For example, the Relate Federation Centres indirectly stipulate who can enter the programme, because, at the end of the day, the learner needs a placement, and these are within the Centres; Doncaster College has its stipulations with regard to policies and procedures that must be followed, for example, registration documentation, roles and responsibilities of posts in connection with human resources, photocopying etc; the University of Hull has its own stipulations which must also be adhered to, for example, they require their own registration documentation, have pre-requirements of academia and level. As such, the Relate Institute has its hands very much tied, and hence faces triple action totalitarianism.

5.1.3 Partnerships

Those determined to partner must share common aims: compromise, communication, democracy, equality, trust and determination. These are the key ingredients of successful micro level collaboration (Huxham and Vangen, 1996; Hardy et al., 2004, cited in Entwistle et al., 2007). This case study has considered the various levels of partnerships. On the micro level, looking at the interpersonal relationships between the key members of each of the

partnerships, firstly, this study identified that a major strength of the partnership between Doncaster College and Relate is their inter-organisational relationships. This has proved consistent with Entwistle, Bristow, Hines, Donaldson and Martin (2007) and was most certainly confirmed by Nick Turner (25 March 2008), when he said:

...We've worked well and hard at forming good working relationships.

Similarly, this case study has highlighted that, in their partnership, Doncaster College and Relate expressed successful partnership characteristics as described by MacIntyre (2005), including: engagement and commitment, high levels of trust, reciprocity and respect, understanding of the purpose of and need for the partnership, and sustainable institutional and legal structures.

More specifically, and in relation to Dhillon (2005), this case study revealed that both parties, and in particular those individuals who form the 'social glue' of the Relate Institute, have been dedicated and committed to the relationship, and worked tirelessly to create and establish the Relate Institute, namely: Bill Webster, Dr. Rory Perrett, the Director of HE, Tony Myers, Nick Turner, the Head of Training, the Programme Leaders and the Tutors, thus holding the two organisations together.

Secondly, the study has considered the meso level, looking at ungovernability, instability and unaccountability. Again, consistent with the findings of

Entwistle, Bristow, Hines, Donaldson and Martin (2007), this case study has highlighted that key members of the Relate Institute were unaware of the failings of their own practice; in simple terms, “they have got it wrong”.

Consistent with Fowler (2000; Wallace and Mordaunt, 2007 and Coule 2007, cited in Coule, 2008:32), Relate knew exactly what they were looking for in a partner organisation; this included both physical resources and financial viability and sustainability. Various questions emerged from the perspective of Relate, such as, ‘why Doncaster College?’ – a failing college, UEL were no longer wishing to continue their partnership – but no other consultations with other educational establishments were undertaken.

One strength of the partnership between Doncaster College and the University of Hull is that of its collaborative working relationship, implementing both organisations’ strengths to resolve each other’s weaknesses, whilst working towards a mutual final goal, i.e. a trading arrangement. Therefore, collaborative provision can be defined as:

Educational provision leading to an award or to specific credit toward an award, of an awarding institution delivered and/or supported and/ or assessed through an arrangement with a partner organisation.

Whilst also identifying a serial collaborative provision:

one in which an awarding institution enters into a collaborative arrangement with a partner organisation which, in turn uses that arrangement as a basis for establishing collaborations of its own with third parties.

(Code of Practice for the assurance of academic quality and standards in higher education: Section 2: Collaborative Provision and flexible distributed learning (including e-learning), September 2004: 4/5)

Employing the above descriptions to this case study, the awarding institution is the University of Hull; the partner organisation is that of Doncaster College; and the third party to this arrangement is Relate.

Taking into account each of Foskett's (2005) aims of collaboration, this case study revealed: first, that the explicit aim of Doncaster College relates to the establishment and operation of the Relate Institute, whereby the student numbers count towards the requirements stipulated, in order to attain TDAPs and a university title. In contrast, the explicit aim of Relate was to re-position and re-structure itself, in order to attain viability and create sustainability. Hence, the explicit aim of the Relate Institute was to become a self-sustaining training arm of Relate and a school within Doncaster College, focusing on the provision of courses in relationship studies.

Second, on the question of the emergent themes of Doncaster College: the

Relate Institute must become a viable and sustainable school within Doncaster College, emerging as a Centre of Excellence in Relationship Studies. Hence, the emergent themes of the Relate Institute represent a combination of Doncaster College and Relate taking into account the development and provision of courses in respect of and research into couple and family relationships, and relationship support services.

In contrast to Thurgate and MacGregor (2008), the collaborative provision delivered by the Relate Institute is what makes it different from other dual-sector educational establishments, is its undergraduate and its postgraduate (Master's) level programmes, including: the University Advanced Diploma: Introduction into Couple Counselling; Working with Couples (conversion course); Postgraduate Diploma in Psychosexual Therapy; Postgraduate Diploma in Clinical Supervision; Postgraduate Diploma/MA in Relationship Therapy; Postgraduate Diploma in Relationship Therapy (Couple Therapy); Postgraduate Diploma in Relationship Therapy (Systemic Therapy) and the MSc in Relationship Therapy (Relate Institute, 2008b).

Weiss' (1987) process model of collaboration was followed by both Relate and Doncaster College, when forging and formalising their partnership in terms of calculating net resources, staff support co-operation, a political advantage, improving internal problems, and reducing environmental uncertainties. What is observable from this case study, is that the information presented with regard to each of the aforementioned categories was ambiguous. For example, the actual number of students was not as great as first thought, i.e. there were

misunderstandings regarding student equivalents along with the emerging issue of ELQ's.

Mattessich and Monsey's ideas on institutional perspective (1992, cited in Connolly, Jones and Jones, 2007) were expressed in terms of a favourable political and social climate, membership characteristics, process and structural issues, communication and purpose. In this case study, all members respected and trusted each other, were prepared to compromise, and both organisations were clear about their roles. Communication was fluent but on occasion was ambiguous with regards to terms of reference.

Any partnership or collaborative provision has an element of risk associated with it. As argued by Craft (2004), a risk tool can never provide a definitive answer; but it can provide a starting point, regarding the level of risk / benefit for any collaborative proposal. This case study had the capability of looking not only at the collaborative provision risk factors on behalf of Doncaster College and the University of Hull and between Relate and Doncaster College (a); but also the risk factors of Doncaster College and Relate (b); in order to give an overall risk score, which can be found in Appendix 8.9. This case study highlighted a medium risk with regard to Doncaster College and the University of Hull; and a high risk with regard to Doncaster College and Relate.

This case study concludes that the collaborative arrangement between the University of Hull and Doncaster College could be perceived as a calculated

risk, but the serial partnership between Doncaster College and Relate regarding the Relate Institute remains a high risk, and the risk is not shared equally among the partners.

This case study is in agreement with Draxler (2009) above, in that the partnership arrangements between Doncaster College and Relate, and so creating the Relate Institute, are characteristic of being an MSPE. Doncaster College, a public, dual-sector educational establishment; and Relate, a national civil sector organisation involved in voluntary and community activities; pooled their resources and mobilized their competencies on the basis of data presented – that the merger satisfied the financial needs of Relate (to avoid the costs of refurbishing Rugby), and the political aspirations of the Council Leader at Doncaster (to create a university in Doncaster), to the detriment of staff, course quality and students.

This case study is consistent with Marriott and Goyder (2009), who documented six main phases they considered to be involved in the building, inception and implementation of an MSPE. To begin with, the Scoping Phase, both Doncaster College and Relate took time to understand the challenge, gather information, consult with stakeholders, build on their working relationship, and agree the goals, objectives and core principles that would underpin their vision. In the Enabling Phase, the partners formalised the regulatory and management framework of their partnership by introducing the agreement (2005). During the Managing Phase, both partners worked to pre-agreed schedules and specific deliverables, as defined in the 2005 agreement.

In the Reviewing Phase, Doncaster College and Relate reviewed their partnership early in 2006, where they identified that although both were not-for-profit organisations; individually they existed in two contrasting sectors: the public sector and civil sector respectively and thus making their coming together collaboratively was what would make the partnership interesting. However, these differences became increasingly apparent, and at times very challenging for the two organisations, especially in terms of the Frames of Reference: with regard to common language; roles and responsibilities.

This resulted in a new agreement being drawn up, the Bilateral Agreement (2006), which formed the Revision Phase, within which the amendments and inclusions to the Partnership Agreement 2005 sought to achieve clarification on any ambiguous frames of references. But, as the two organisations have wholly different sector perspectives, each with its own articles of association, there are bound to be some differences. It is important to note that the frames of reference have been acknowledged, and can now be addressed as and when necessary. The final Institutionalising Phase, whereby both parties ensure their value is protected over the longer term, was continually addressed in light of the circumstances surrounding Equal Level Qualifications (ELQs), and the financial implications this was to have upon funding for the Relate Institute, now and in the future.

Draxler (2009) stated that there are six themes essential to successful outcomes of MPSE:

Needs: a needs analysis was informally conducted by Sibson (2006), which identified the requirement for radical change in 3 areas. The way forward was to be tri-fold:

- (1) Develop Relate Institute
- (2) Develop Relate Response (formerly Gateway)
- (3) Relocate the Head Office

(Rita Stringfellow, 24 January 2008)

In this case, 'needs' did not entail a need for formal training, but merely to preserve the organisation. For Doncaster College, this was to assist them in their venture to gain TDAPs and ultimately, the title of 'university.' Whereas for Relate it was to ensure their continued existence.

Ownership: consistent with Hurrell et al. (2006), Jorgensen (2006) and Tomlinson and Macpherson (2007), ownership can be impossible to achieve when the stakeholders, who will be on the receiving end and are essential for implementation from the outset, are not involved in conception and planning. This is certainly true for Relate, where there were numerous resource changes, especially with regard to the Senior Management Team. At the time of writing, Sibson, Bannigan and McKay have dispersed, and the new team is not fully up and running. Barbara McKay (26 September 2007), believed that in the early days:

...It pulled together the management team in Relate, I think in a

remarkable way – we were differently trained and had different interests, and one of the things that came together to give this opportunity this best possible chance of success meant that we worked closely – from my point of view – very close and very successful throughout that time.

Only time will tell if the new team of Turner and Tyler under the direction of a new chairperson will be as effective as the old team.

Impact: this refers not only to how many students are enrolled, and counsellors trained, but to the wider impact, upon the clients whom they counsel and communities in which they serve. *Regulation and accountability:* this case study has highlighted that regulation was lacking at governance, corporate and functional level. *Sustainability:* this case study shows that this model can be replicated by any dual-sector educational establishment, together with any civil organisation with its own set of unique skills. Finally, *Monitoring and Evaluation:* this case study observed a comprehensive monitoring and evaluation schedule in the beginning, right up until the formulation of the Bilateral Agreement (2006) but in the following 24 months and observable throughout the duration of data collection, it was not undertaken rigorously enough, nor were any service specifications or targets identified. Therefore, it could not be monitored or evaluated at corporate or functional level.

Consistent with Marriott and Goyder (2009), the Relate Institute has its own unique development pathway. In 2009 Marriott and Goyder produced a

Manual for Monitoring and Evaluating Educational Partnerships. It must be noted that this manual was written three years after this case study, and could not have been accessed by either organisation.

5.1.4 Professionalism

House and Totton (2001:122) suggest that:

If we embrace the argument that counselling is a form of healing via two interpenetrating co-creating subjectivities rather than a mechanistic scientific-model activity, then there must be very severe doubts as to whether competence can be measured, practice must be successfully monitored and controlled and capacity to practice be accredited and guaranteed in anything approaching a reliable way. But if such attempts at monitoring, controlling and didactically accrediting are inappropriately foisted upon the field, then the cost in terms of the quality of the healing care that good counselling practice provides – may well be an enormous one.

Brown and Mowbray (2011, cited in House and Totton, 2011:261) state:

Where there is a genuine need for structures, we should develop structures that foster our values, rather than betray them.

The positive contribution of the professionalism debate is that it has brought into relief the true need for greater accountability (House and Totton, 2011)

Over the past few years, there have been many people in the therapeutic domain who have become genuinely unhappy about the process of regulation and control under the guise of registration. Out of this upheaval, in 1994, came the alternative model of accountability in the form of the IPN (House and Totton, 2011).

The benefits of professionalisation and registration in the fields of counselling, psychotherapy, psychology and personal growth in the UK, which were formerly taken for granted, are now matters for debate, discussion and substantiation. (House and Totton, 2011:84)

Within their partnership, Doncaster College and Relate have, “agreed to co-operate in the establishment and operation of an institute for the development and provision of courses in respect of, and research into, couple and family relationships and relationship support services” (Bilateral Agreement 2006: 2). They have become what Murphy (2010) would consider a passive shaper of the psychotherapy profession via the adaption of congruently radical pedagogies. For example, the Relate Institute offers post-graduate programmes that were written specifically for the University of Hull, via the validation agreement of Doncaster College.

The programmes were written initially to support the workers (both paid and unpaid) within the Relate Federation Centres, to enable them to meet the needs of their local communities, with a view to expanding to offer these services to external trainees. In addition, the facilitation of all of the programmes was by experienced and trained relationship counsellors/supervisors from Relate and trainers who themselves work/worked within the Relate Federation Centres.

The Relate Institute, according to Murphy (2010), appears to be colluding in the notion of ‘false generosity’, where it has endeavoured to professionalise its training courses for Relate Federation workers (both paid and unpaid) who work in the capacity of ‘relationship counsellor’, by ensuring that its programmes meet the required standards with regard to the QAA, the University of Hull and ultimately the BACP.

However, the Relate Institute, unlike the HPC which employed a broad spectrum approach to NOS and its guidelines and disciplines within the profession of psychotherapy, has professionalised its relationship counselling training and practice unitarily:

What has worked well is what we are here to do, and that is to teach and to train people to be good practitioners, working with couples to do a good job.

What we are trying to do here is to professionalize the training of the people who are going to work principally within the Relate Federation. And certainly we have achieved that, with the professional accreditation of the Postgraduate Programmes.

(Nick Turner, 25 March 2008)

5.1.5 Findings in relation to the Relate Institute

Economically, this poses the question of where the Relate Institute positions itself: is it with Relate or with Doncaster College?

At first glance, the Relate Institute appears to be congruent with, and representative of, both Relate and Doncaster College, but on closer examination, it appears to be linked significantly more closely with Doncaster College, in respect of what it provides, i.e. educational courses. Justification for this lies in the fact that the courses offered are, in essence, no different from other courses that are offered and facilitated subject to a partnership/validation with a university within the University Centre of Doncaster College. Therefore, the Relate Institute is observed to be representative of a national/regional, planned provision within public service that comes under the second system.

According to Ridley-Duff and Bull (2011), in respect of organisations in the public and private sectors, Relate can be categorised as being an organisation that is representative of the civil society, that is, representative of the third

sector (i.e. the third system) and is commensurate with the social care element. In these terms, Doncaster College can be categorised as an organisation that is representative of the public sector (i.e. the second system) and is commensurate with an education element.

This is where it gets tricky. Of what is the Relate Institute representative?

- (a) the civil society: that is, representative of the third sector (i.e. the third system) and commensurate with the social care element. or,
- (b) the public sector (i.e. the second system) and commensurate with the education element.

The Relate Institute was never intended to be a school within the University Centre of Doncaster College; instead, it was meant to be the trading arm of Relate as regards its educational programmes, thus gravitating towards (a) above.

The justification for this comes from the fact that all of the Relate Institute Programmes regarding Relationship Counselling are only accessible to volunteer workers within the Relate Federation Centres. As discussed, this was not the intention of McKay (2007) or Sibson (2007) whose vision was to extend the Educational Training Programmes of Relate to “train individuals in other organisations”, and not just Relate Federation Workers. The Relate Institute has recruited two external individuals onto its programmes, but neither could attain a suitable placement in accordance with the stipulations of the

Institute and were subsequently withdrawn. Therefore, at the time of the data collection, the Relate Institute Educational Counselling Programmes were only available to volunteer workers within the Relate Federation Centres and hence, commensurate with Relate as representative of the third sector (i.e. the third system) and commensurate as regards the education element.

Out of the four perspectives Ridley-Duff and Bull (2011) use to define social enterprise, the Relate Institute would share characteristics with the third, relating to the Department for Trade and Industry, where the social objectives include providing courses in respect of, and research into, couple and family relationships and relationship support services (Bilateral Agreement, 2006:3). The Relate Institute also shares characteristics with the fourth definition, relating to Virtue Ventures, where the Relate Institute works within the parameters of public, not private sector business of education.

More specifically, in relation to the EMES definition presented by Ridley-Duff and Bull (2011), and in particular the associated goals stipulated by Campi, Defourney and Grégoire (2006), the Relate Institute is in accordance with their social goals, in that it trains relationship counsellors in order to support the Relate Federation Centres, which in turn support citizens from local communities through any life events or relationship issues. Their economic goals refer directly to the courses that are being provided by the Relate Institute. These consist of: the University Advanced Diploma, Introduction to Couple Counselling, Working with Couples (conversion course), Postgraduate Diploma in Psychosexual Therapy, Postgraduate Diploma in Clinical

Supervision, Postgraduate Diploma/MA in Relationship Therapy, MSc in Relationship Therapy, Postgraduate Diploma in Relationship Therapy (Couple Therapy), Postgraduate Diploma in Relationship Therapy (Systemic Therapy) and Specialisation: Counselling Young People (Relate Institute, 2008b). Finally, the socio-political goals refer here regarding the uniqueness of the multi-stakeholder partnership involving a public body and a third sector organisation in the establishment and operation of the Relate Institute, which in turn promotes a new model of economic development. The Relate Institute Executive Board serves to promote the democratisation of decision-making processes, while the trainees themselves, in the wider sphere of Relate within their Federation Centres, promote the inclusion of marginalised parts of the population as regards serving communities in matters of life events in connection with relationship issues. All of which has been extensively reviewed within this case study.

Doncaster College and Relate came together with their expertise and resources to form the Relate Institute – in this case a DTI Social Enterprise, with elements and twists in relation to a Virtue Venture Social Enterprise. This was done whilst adhering to their respective charitable objects, and coming together to develop and implement a specific mission in relation to the Relate Institute without compromise.

Taking into account Somer's (2007) and Curtis's (2008) accounts of social enterprise, the Relate Institute could be labelled as a state sponsored social enterprise, primarily because it receives its funding from the same places as

further and higher educational establishments, albeit via a complex web of arrangements, agreements, and administrative procedures.

Consistent with Billis (1993), as regards the three worlds having their own culture, the Relate Institute should be able to capitalise on its position within both the third sector and the public sector, having access to multiple funding streams. At the time of data collection, there was no evidence of the pursuit of multiple source funding.

In accordance with Ridley-Duff and Bull (2011) the Relate Institute is sympathetic to a Social Enterprise Typology congruent with Model C, i.e. the 'more than profit' model. Here the boundary area extends to that of the third sector and brings with it an aversion to the state as a vehicle for meeting the needs of disadvantaged groups and a realism about the state's capacity to oppress minorities. The social enterprise is that of a trading arm that generates (or endeavours to generate) a surplus from its trading in relationship counselling courses to increase its social investment.

Consistent with the Voluntary Sector Almanac (2006), the Relate Institute acquires its income from both the public sector and individuals and is also consistent with the typology known as 'earned income', which is income from the sale of goods and services. In the case of the Relate Institute, it comes from the sale of educational courses.

This is apparent in the financial stipulations that form part of the Bilateral Agreement (2006: Schedule 3). The income (E) is made up of Student Fees (A1) and HEFCE Funding (A2):

$$A1 + A2 = A$$

$$A - (B + C + D) = E$$

$$E - (F + G) = H$$

Taking into account the three elements described by Fowler (1999) as regards sustainable local impact, the Relate Institute is well placed in terms of depth (both partners – stakeholders – have a great and equal influence on strategic and corporate decision-making) and breadth (there is an equal number of representatives from both partner organisations). Since a place on the Executive Board appears to be commensurate with other posts within the partner organisations, a momentum is brought about by past, present and future representatives which can support and/or hinder the impact. The Institute is also well placed in terms of timing (regular Executive Board meetings take place) and all stakeholders are well versed as to the Relate Institute. Wider stakeholders, such as visiting lecturers, have been observed to be overly committed.

Below is a table that highlights Fowler's (2000) definition of what makes an organisation more agile and adaptive, and its relevance to the Relate Institute:

Fowler's (2002) resource	Fowler's (2002) criteria of what makes an organisation more agile and adaptive	The Relate Institute
Vulnerability	Low	Low
Sensitivity	Low	Low
Criticality	Low	High
Consistency	High	High
Autonomy	High	High
Compatibility	High	High

The observable difference is with regard to criticality (highlighted above). The funding and resources available to the Relate Institute through Doncaster College and Relate are not easily replaced. This is not impossible, as it is stated in the 2006 Agreement that, at any time, should the validation for the courses be removed, Relate reserves the right to take its intellectual property elsewhere. As identified, there could be a question as to the ownership of the Intellectual Property rights; they are definitely not owned by Doncaster College, as is cited in the Partnership Agreement, but there is uncertainty when it comes to the University of Hull.

Consistent with Wilhelmson and Doos (2002, cited in Coule, 2008:78):

This is a learning process that creates the added value of synergy, via which what is learnt becomes qualitatively different to what any individual could have reached alone; it entails learning that results in shared knowledge, in a similar understanding of

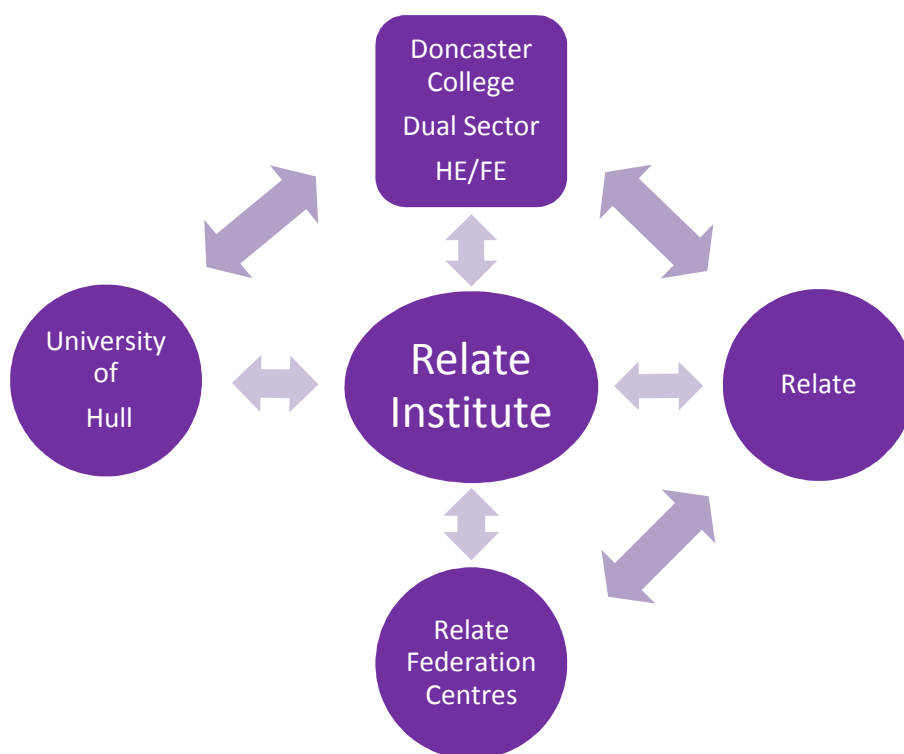
something specific, and – grounded in this – an ability
for joint action.

Mayor Winter, Webster, Dr Perrett (on behalf of Doncaster College), Stringfellow, Sibson, Bannigan, McKay and Turner (on behalf of Relate) could not have secured Relate's future in the Relate Institute, and subsequently the viability and sustainability of the Relate Institute itself, if it did not endorse the position of Wilhelmson and Doos (2002) for whom learning as a collective was most definitely greater than the sum of any individual learning.

My case study is consistent with the work of Coule (2008), in which, ultimately, viability and sustainability were established heuristically. The difference in this study lies in the writing: where Coule's (2008) presentation of her heuristic model serves to name the perceived major internal systems (funding, financial management, explanatory, HR, governance and internal accountability) and external systems (policy, regulatory, funding and constituency) that are important considerations for voluntary organisations when developing strategies for sustainability, this study, like Glasby (2002) presents the actual case of forging, forming, governing and operating a multi-stakeholder partnership for education.

This case study has identified all of the internal arrangements through a content analysis: depicted diagrammatically below in Figure 15. This will have a significant role to play within the governance and operation of the Relate Institute. The literature review suggested that within each of these internal

arrangements, are sub-sections: each with their own discipline of literature and research, MSPE internal arrangements:



However, it can be seen within the operation of the Relate Institute that neither of the collaborative approaches or their characteristics have been re-considered. It is the opinion of this study that the Executive Board should re-consider the process model, not with regard to forging or forming the partnership, but with regard to the operation of the Relate Institute, i.e. functional level; along with considering the students' experience, while paying greater and particular attention to governance.

Institutional theory, and particularly its central construct of legitimacy, was considered by Dart (2004) to suggest reasons for the increased prevalence of the commercial and quasi-commercial behaviour of social-purpose

organisations. In accordance with the writings of Dart (2004): pragmatic legitimacy is contingent on real value production. Thus, if social enterprise activities do not produce outcomes of value for stakeholder groups (including but not limited to Relate, Doncaster College, Counselling Trainees, Relate Federation Centres and Clients), then their pragmatic legitimacy would swing sharply into question. This is exactly what happened with the Relate Institute in its first two years of operation when it was losing money.

Moral legitimacy, with reference to socio-political values and value change, requires government to run more like a business or to engage and address social needs such as education or social welfare through distinct mechanisms. If business values, business models and business language have become dominant and are the preferred modes of problem-solving and preferred structures of organising in this sociocultural environment, then even social-sector organisations can be accorded legitimacy by adopting the language, goals and structures of this ideologically ascendant form.

This is what has happened within the Relate Institute: Relate needed an established educational establishment in which it could facilitate its programmes, whilst tapping into its existing structures. The terms of reference initially used within the partnership were ambiguous and a lot of time and effort was spent on the clarification of terminology for both partners. This was evident between the Agreement of 2005 and the Bilateral Agreement of 2006. Doncaster College and Relate have together built extensive social capital and managed to overcome differences to date, between the public, private and third

sectors; together they have created a unique character in the form of the Relate Institute, where they have professionalised their relationship counselling training and practice unitarily.

In their research, Reay, David and Ball (2005, cited in Bathmaker and Thomas, 2009), identified that students needed to be conscious of particular sections of the higher education market, depending on their own precise positioning within the field. They also believed that students' positioning was influenced by institutional habits. This case study has confirmed that presently, the Relate Institute only offers its counselling training programmes to members of the Relate Centres: thus, the individuals have positioned themselves in an advantageous position, enabling them to further their counselling careers within Relate Federation Centres.

5.2 The Forging of a Multi Stakeholder Partnership for Education

Rita Stringfellow and Mayor Martin Winter happened to attend the same Labour Party Conference in Manchester, where they sat next to one another and began talking. After a while, the conversation changed from politics to chat of a more personal nature, and Stringfellow disclosed that she had recently taken up the position of Vice Chair of Relate, and began explaining the new corporate strategy. Meanwhile, in his capacity as Mayor, Winter knew exactly what resources and funding opportunities were available within Doncaster, and began sharing vital information. It quickly became apparent that Relate's corporate strategy and Doncaster's resources could be mutually beneficial.

Stringfellow and Mayor Winters certainly left, that day, with a very different agenda to when they had arrived: and subsequently arranged meetings with their colleagues, which in turn led to meetings between Doncaster College, the Relate Board and Senior Management Team, leading to the creation of a Partnership Agreement. Figure 10 below highlights the processes which took place in the forging of the partnership:

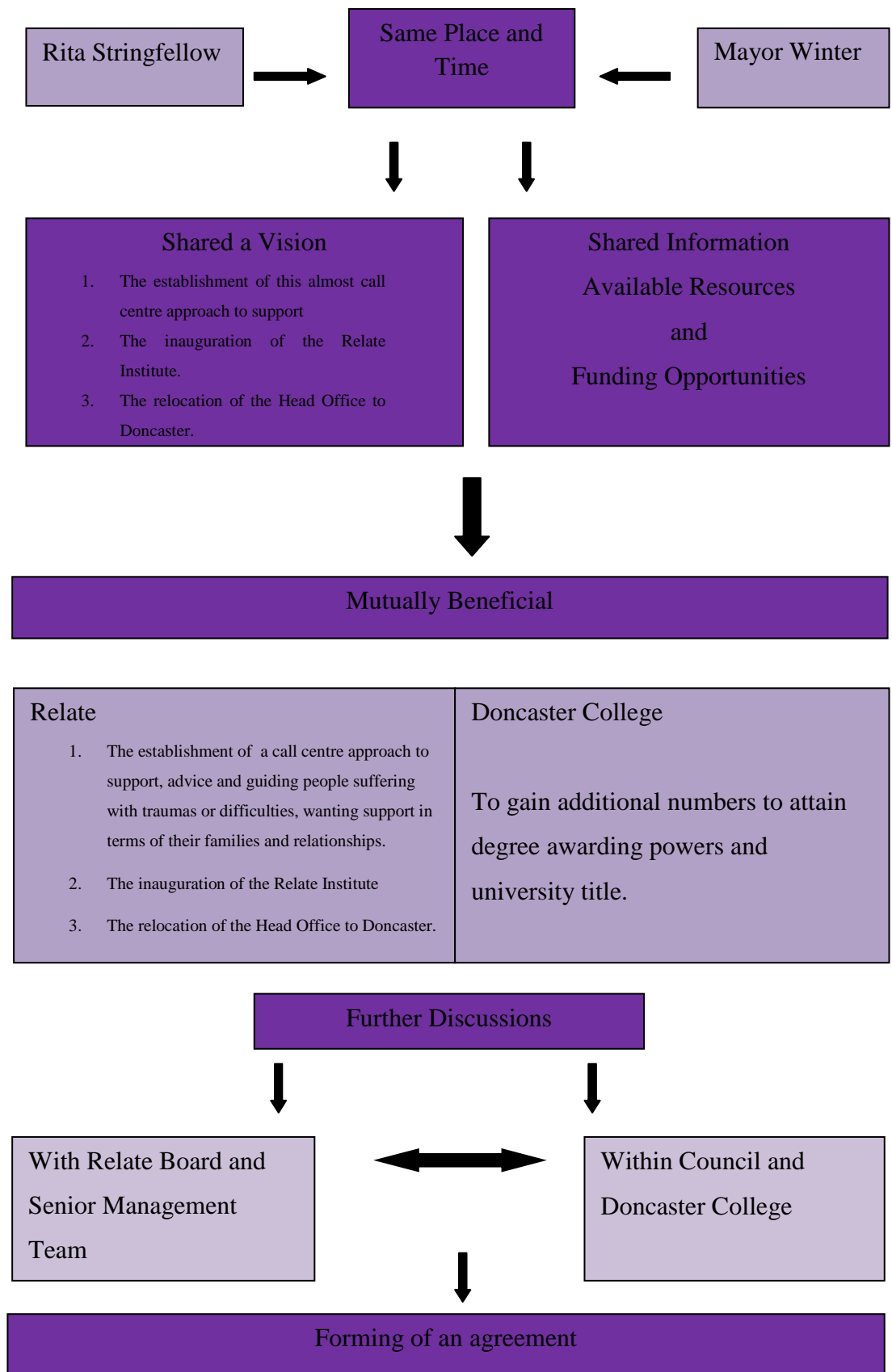


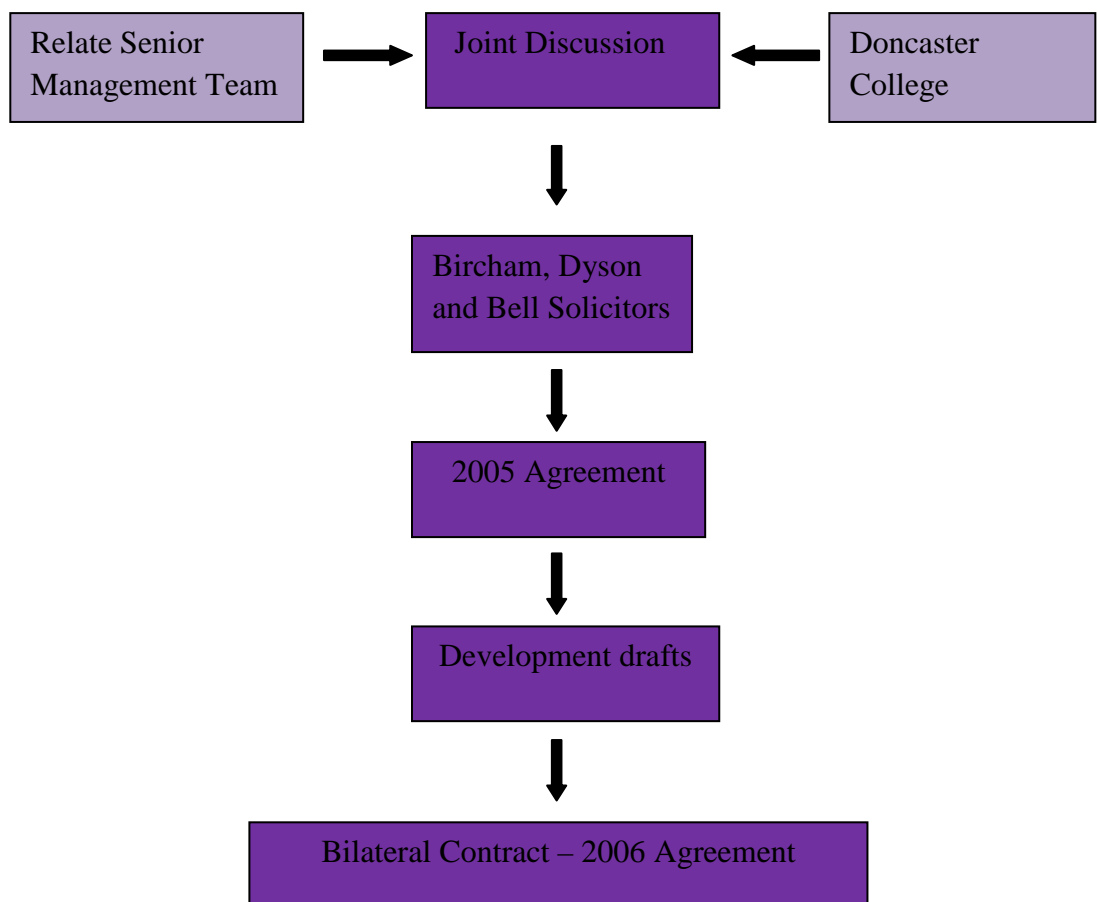
Figure 10. Forging of a Partnership

But the process outlined above does not illustrate its full complexities: for example, it does not state how many discussions took place, or with whom. However, in combination with the statements of key informants cited earlier in Chapter 4, the clearly observable factors are:

1. Luck. Two people from two different parts of the country (North East and South Yorkshire) attended the same meeting, got to sit next to one another, struck up a dialogue in which they had the opportunity to share their personal and professional aspirations; thereby establishing an inter-personal relationship, whereby opportunities for future discussions for both Relate and Doncaster College were forged, and the foundations upon which a mutually beneficial multi-stakeholder partnership began to be built.
2. Foresight. The ability of both Relate and Doncaster College Senior Management Teams to envisage that opportunities were available to them through a partnership.
3. Consistency. From the early discussions, the concepts and ideas which were discussed, generated and developed remained consistent from the perspectives of both Relate and Doncaster College, throughout the forging of the partnership. For example, Stringfellow's account perfectly mirrored that of Mayor Winter; and vice versa.

5.3 The Formalising a Multi Stakeholder Partnership for Education

Having embarked upon the process of forging a partnership, the next step was to formalise the partnership. Joint discussions were undertaken between Doncaster College and Relate, whereby it was decided that Relate should be responsible for drawing up the partnership agreement. Relate therefore appointed a firm of solicitors, who drew up a draft agreement, which was then revised, resulting in the 2006 Bilateral Agreement. Figure 11 below highlights this process:



Once again, the process outlined above does not fully illustrate the complexities of the process. For example, it does not state how many discussions took place both jointly and singularly before the two parties arrived at the position of appointing solicitors to draw up an initial agreement or subsequent agreements; nor does it consider the content of the agreement or, indeed, how many drafts were written. However, when combined with the statements of key informants, cited earlier in Chapter 4, aspects which can be observed include:

Commitment. The commitment of those involved from both Relate - namely, Sibson, Bannigan and McKay - and Doncaster College - namely, Webster, the Director of HE, and Dr Perrett - could not be faulted in any way. This is evident from the accounts of the journeys of both parties, whereby they provided the driving force behind the move from Rugby to Doncaster, along with the drafting of the initial Partnership Agreement, and the setting up of the Relate Institute.

Consistency. From the early discussions through to the Bilateral Agreement (2006), the HE provision of the Relate Institute's educational programmes, which were discussed, generated and developed, remained consistent, from the perspectives of both Relate and Doncaster College. Sibson's, Bannigan's and McKay's accounts perfectly mirrored those of Webster, the Director of HE and Dr Perrett.

Content of the agreement. Doncaster College were more than happy to allow

Relate to take the lead with regards to the compilation of the Partnership Agreement. As such, it is noticeable that the agreement in many ways appears to favour Relate over Doncaster College. For example, in certain circumstances, Relate representatives on the Executive Board were to have a casting vote, thus ensuring both that they retained ‘power’, and rendering Doncaster College ‘powerless’ in certain matters, should events and disagreements occur.

In order to provide a safeguard for their organisation, and taking into account clause 7.12.1, the Bilateral Agreement (2006) stipulates that in the event of a course not attaining validation via Doncaster College, it reserved the right to use another educational partner.

Relate safeguarded themselves against any financial loss: the Agreement stipulates that any loss shall be “borne solely by Doncaster College” (Bilateral Agreement, 2006: Schedule 3). This clause proved extremely beneficial for Relate during the first two years of operating the Relate Institute. Initially, the Relate Institute operated in exactly the same way as it had always done at Herbert Gray College. However, it now found itself in a dual-sector educational establishment, delivering a new set of higher educational accredited programmes via a serial collaborative arrangement, and its old policies and procedures were not adequate to deal with this new environment, which resulted in financial losses, and these were borne by Doncaster College. This inevitably leads us to the question of where the money came from in order to deal with the financial losses; and what detriment this had upon Doncaster

College.

Relate were extremely passionate about retaining full ‘ownership’ of their programmes, as can be seen within the Bilateral Agreement (2006), under the sub-heading Intellectual Property: which identified sixteen clauses and nine sub-clauses in such regard. As a result, the Intellectual Property rights are explicitly clear.

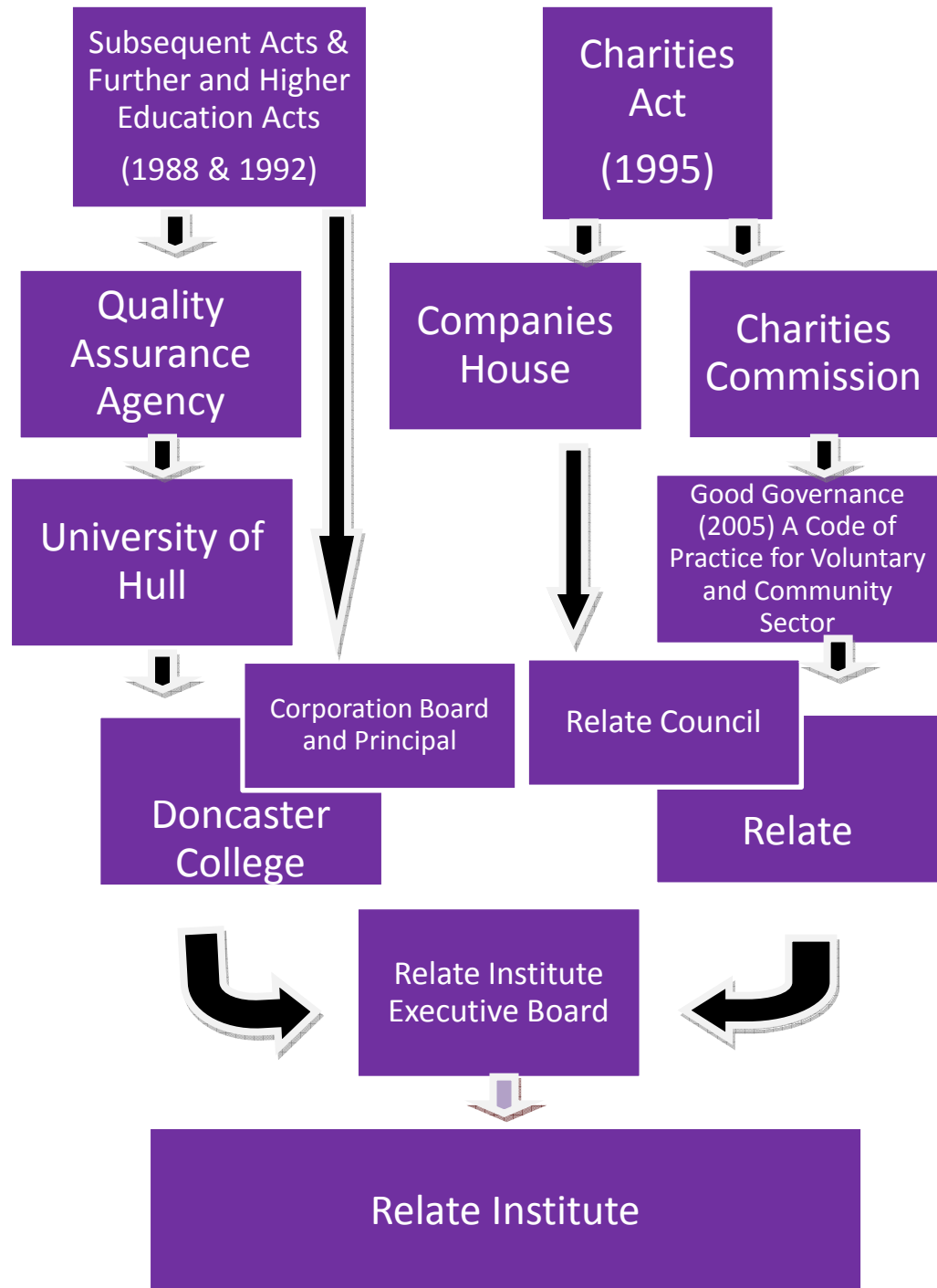
But this area is more complex than initially thought, given the serial collaborative arrangement in which the Relate Institute finds itself. Therefore, the nature of the Intellectual Property Rights, with regard to the validating University, can still be questioned. The collaborative agreement is between the University of Hull and Doncaster College; and all documentation prepared for full approval is submitted using the validating university’s pro-forma. The significance of this is that despite all the hard work that Relate have put into educational programmes, and the intellectual property that they have tried so hard to retain, it is questionable as to whether the programmes actually belong to the University of Hull. Therefore, should Relate wish to leave Doncaster College and find a new educational partner, the University of Hull could continue to utilise the syllabus provided by Relate, should it so wish.

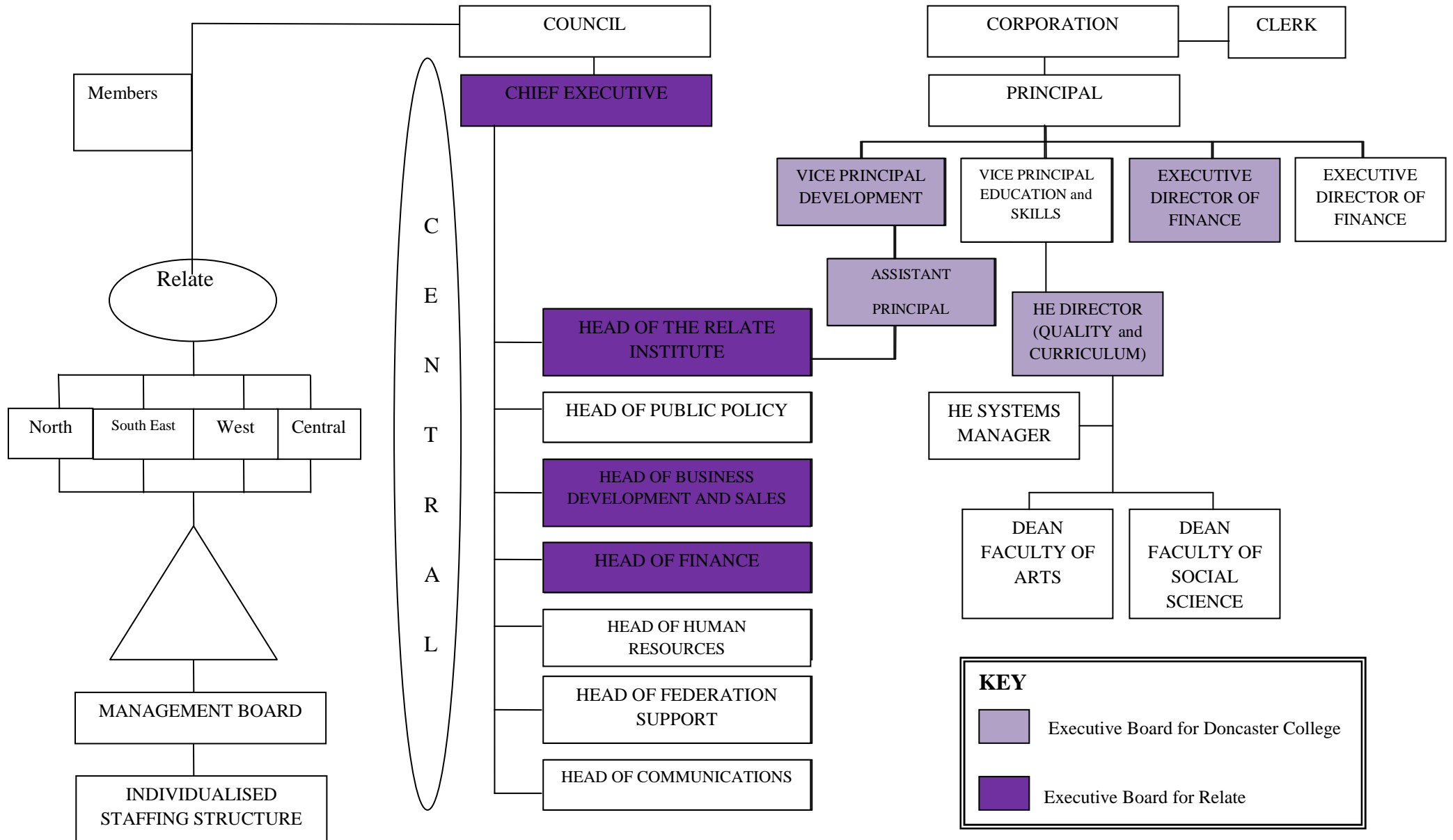
5.4 The Governing of a Multi Stakeholder Partnership for Education

Doncaster College is an exempt charity, established by Act of Parliament. The Corporation Board is the Governing Body of the College, responsible for the overall functioning of the College. Hence, it is responsible for the quality of service that the College offers to learners and the local community, as well as the College's financial health and its strategic direction (Doncaster College, 2010a). Relate is a national federated charity (Number 207314), and governed by a Council, all of whom are volunteers, committed to realising the vision of a future in which good couple and family relationships form the heart of a thriving society (Relate 2010).

Bringing both organisations together in the form of an MSPE, the mechanisms of the Relate Institute is extremely unique and complex. The Relate Institute is administered by an Executive Board (this is considered in greater detail in the next sub-section), made up of an equal number of representatives from two not-for profit organisations, i.e. from a national third sector organisation (Relate), and a dual-sector educational establishment (Doncaster College). The Relate Institute Executive Board is further illustrated below, working collaboratively in the establishment and operation of an institute for the development and provision of courses in respect of and research into couple and family relationships, and relationship support services. Most apparent in is the complex nature of the governance, highlighted below, of the Relate Institute, whereby the Relate Institute is a school within Doncaster College, not

to mention the national policies and governing agencies overseeing the organisations themselves.





Relate Institute Executive Board

In addition, the governance has been further complicated by a shift in power within the Relate Centres. Nick Turner (28 August 2007) stated:

...a typical Relate Centre, 5-6 years ago would have seen the function of Relate Central Office to train someone who we are sponsoring to you, to who we want to have working in our centre. So there was a sense of ownership by the Relate Centre, i.e. the Relate Federation, the training part, of Relate Central Office, and that doesn't exist anymore. So now Relate Centres tend to feel a bit, that they have placement students thrust upon them, whether they want them or not. They no longer have that sense of ownership. And I think that it has been hard work trying to convey to some Relate Centres, how this new system which is academically validated needs to work. I think what has been hard is to carry the whole of the Relate Federation with us at times.

This has also been acknowledged by Doncaster College, namely Bill Webster (26 February 2008) who stated:

...there have been a number of operational weaknesses or problems which have strained the partnership, and of course that is partly how they, Relate, operate within the structure. They have got their own market and can find themselves under pressure from different routes.

This can also be explained in terms of its being less of an operational weakness and more related to ideological differences within the Federation. Cornforth (2004) writes about how organisations are governed and, based on his thinking, what has happened within Relate is that the pluralism, and in fact the elite pluralism, has changed the emphasis from what was once a bottom-up, democratic process, to a centralised top-down process, as can be observed in the change of leadership, the new Board Members and the Senior Management Team.

5.4.1 The Executive Board

This research adopted *Good Governance: A Code for the Voluntary and Community Sector* (2005) as a baseline for evaluating the administration of the Relate Institute. The Senior Management Team of the Relate Institute are employed by Relate, a Third Sector organisation and to whom these guidelines should be familiar. Based upon these guidelines, my observations highlighted the ‘performance issue’ of self-regulation for example, should the Head of the Relate Institute, sit on its Executive Board?

The R.I. Executive Board did not possess a statement of its strategic and leadership roles, and its key functions. My observations included that there were no direct strategic involvements from the stakeholders, i.e. the Relate Federation Centres to whom the Relate Institute provide the training programmes. However, as a vehicle for the Federation Centres to become

involved a Relate Institute Advisory Group was established as stipulated in the Bilateral Agreement (2006). But I feel a more direct involvement by the stakeholders at the Executive Board meetings could have been more constructive.

In addition, one of the representatives of Doncaster College on the Relate Institute Executive Board, who had been co-opted onto the Board on 2 November 2006, after the signing of the Contractual Bilateral Agreement, was unaware of the changes, and therefore, of their increased roles and responsibilities. But the code stipulates that every trustee must act personally and not as the representative of any group or organisation; and trustees must ensure that they remain independent. This will be difficult, as each member of the Executive Board is the nominated member from one of the parties, i.e. either Relate or Doncaster College, and therefore true independence is likely to prove impossible. Ultimately, the 'power' lies with Relate's Council or with Doncaster College's Principal and Corporation Board, because the Relate Institute works within the parameters and agenda set by both parties.

This case study highlighted that, on behalf of the Relate Institute Executive Board, Relate was not compliant with its own Bilateral Agreement (2006), for example, an amendment was made to the Bilateral Agreement (2006) at an Executive Board meeting to increase the required number of scheduled meetings i.e. from 'not less than 4 times per year' (Bilateral Agreement 2006:18) to every six weeks (Executive Board Minutes, 13 December 2006, item 8.1).

The Relate Institute Executive Board is not compliant with regard to maintaining and regularly reviewing the organisation's system of internal controls, performance reporting, policies and procedures, including equality and diversity; along with ensuring that there is a system for regular review of the effectiveness of its internal controls. As a consequence, the Board is not fully aware of its current position, and in the opinion of this study, should seek to undertake a full risk assessment and take appropriate steps to manage the organisation's exposure to significant risks as a whole, rather than merely addressing certain aspects.

The Relate Institute Executive Board needs to re-address the issue of its composition, following amendments made at the Executive Board meeting dated 2 November 2006. For example, the attendance of the Relate representatives was low, observable in Figure 7 on page 159).

According to copies of the minutes, there were no letters of apology from those who did not attend any of the above meetings, nor were there any reports attached.

From my observations it would appear that the Relate Institute Executive Board have not paid due cognisance with regard to Review. To remain effective, the Board should periodically conduct strategic reviews of all aspects of the organisation's work and functioning, to ensure that the needs for which the organisation was set up still exist; its objects as set out in the Bilateral Agreement (2006) remain relevant to those needs; and the needs themselves

are met in the most effective way. The Bilateral Agreement (2006) does not include and items with reference to Key Performance Indicators (KPI's), service specification, benchmarks or targets and hence cannot be monitored effectively.

In addition, the Board should consider setting maximum terms of office to ensure a steady renewal of members; these may be set out in standing orders or in the organisation's governing document. Before new members are appointed, the Board should determine what new attributes and knowledge are needed, and write them down in the form of a role description, or role profile; and the Board should ensure that the procedures for joining and leaving it are clearly understood by all and others involved. This research found no evidence to support the above, except where individuals had left their employment and been replaced accordingly: as in the case of the CEO

From my observations and according to the minutes, no complaints were raised whatsoever, and according to Holden (2007), were not formally recorded prior to her arrival: this will be discussed further, later in this chapter.

5.5 The operation of a Multi Stakeholder Partnership for Education

Here, I will present an overview of the findings in relation to the corporate, business and functional levels of operation with regards to the Relate Institute:

5.5.1 Corporate Level

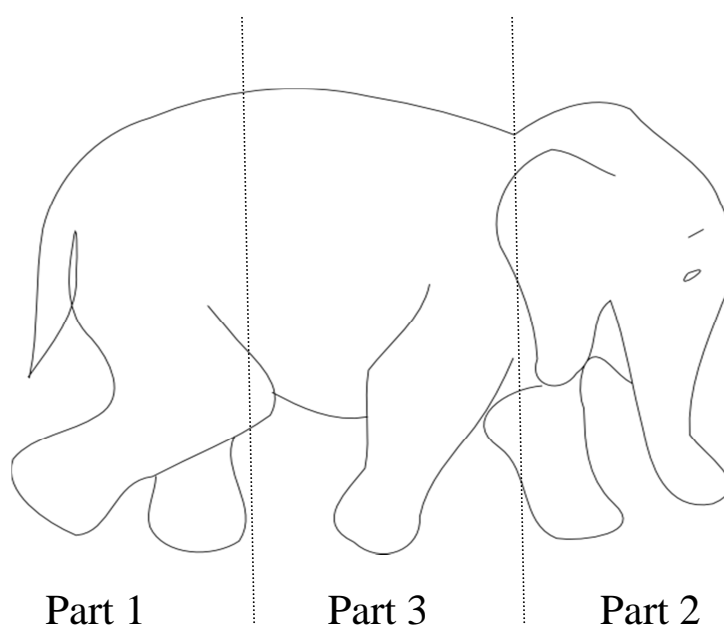
It can be concluded that the Relate Institute has established firm corporate foundations. The relationships between the members of the Executive Board, both past and present, have been shown to be based upon mutual respect and admiration, thus forming the basis of a healthy working environment, driven by its compelling organisational mission.

But, that said, the Executive Board should be setting the agenda, in order to become market leaders. This would include: setting internal targets to gain a reputation as *the* centre of excellence for relationship studies; making a positive contribution to society's understanding of couple and family relationships; undertaking new research that will inform both practice and policy; and continuing to develop and deliver training for those working with families, on the 'frontline.' However, it has to be concluded that the Corporate Level of the Relate Institute has been too busy dealing with the functional level/day-to-day duties, as confirmed by Bill Webster (26 February 2008):

With regards to the Executive Board, it can deal with absolutely

anything. But if you spend a lot of time dealing with the detail, then there is less time to deal with the strategic long term issues.

A major weakness of the partnership was the lack of knowledge and understanding of each other's requirements, to "agree to co-operate in the establishment and operation of an institute for the development and provision of courses in respect and research into couple and family relationships and relationship support services" (Agreement, 2006:2). By employing the safari strategy of Mintzberg, Ahlstrand and Lampel (2009), this can be summed up diagrammatically:



Part 1 is representative of Doncaster College and its collaborative arrangements with the University of Hull; together they enable learners to undertake and complete (turn out) validated post-graduate qualifications. Part 2, is representative of Relate, via the Federation Centres, where volunteers, i.e. prospective counselling trainees, emerge and can be classed as 'food for the

elephant'. Part 3 is representative of the internal workings of the Relate Institute. Doncaster College and Relate, who together have forged and formed and now govern and operate the Relate Institute, need to be aware of each other's strengths and weaknesses, so that any 'blind spots' which might stop part 1 and 2 working properly may be addressed, and thus join the back and the front of the elephant together. This was confirmed by a Programme Leader (2007), who stated:

...To me, the college has not understood how completely unaware of education systems some of Relate's incomers were going to be. And the Relate incomers have not acknowledged how much they didn't know.

It was also summed up by Bill Webster (26 February 2008):

I suppose as an organisation, we have undergone significant change, and experienced difficulties as an organisation. Relate are going through their own changes. Therefore, both organisations were trying to maintain their own problems as well as making a new one.

Relate had begun to appreciate how much it did not know about operating within an academic educational environment; and Doncaster College had recognised this too. So Webster, Acting Principal in 2006, initiated measures

via Dr Perrett and Turner (2007), whereby the financial viability and ultimately, the future of the Relate Institute could be determined.

5.5.2 Business Level

This case study identified that the Relate Institute exists as a centre of excellence for relationship studies, thus meeting 3 out of 4 objectives regarding its mission statement: (Relate Institute, 2008a) whereby it develops and delivers training for those working in the frontline with families, and is a school within Doncaster College. Its post-graduate level academic programmes are validated by the University of Hull as part of a collaborative agreement with Doncaster College.

Observable within this case study the Relate Institute is currently failing to reach a substantial target audience outside its own organisation. This was suggested by McKay (2007), and substantiated by Sibson (2007), who did not want to see this practice continue and wished Relate to train individuals in other organisations. According to a Federation Centre Manager (2008), Relate Centres can only recruit, induct and supervise a certain number of trainee counsellors at any one time (circa 2.5 per centre), meaning that the target market can soon get restricted. If the Relate Institute continues to work internally and facilitate the programmes to Relate personnel only, it is likely that its long-term sustainability will be brought into question.

This indicates that the Relate Institute is failing to meet the other objective of

its mission: where it is not performing in the area of being a source of expertise in what works for families, and is not currently undertaking new research to inform both practice and ultimately, government policy. This area has not been forgotten by either the Director of HE or Stringfellow, both of whom wish to pursue it in the future.

The possible appointment of a research fellow, at the time of data collection, raises three questions which appear pertinent. What contribution would one Research Professor make to the Relate Institute? When Doncaster College is receiving highly uncomplimentary reports from Ofsted stating that it does not have a good national reputation, why should anyone take the Relate Institute seriously? And finally, is the Relate Institute spending money that it does not have?

At present, no other organisation represents an apparent rival either to Relate or the Relate Institute. There are clear advantages of being the first to market such a programme. However, there are also a number of significant advantages to being second. Most notable are lower research and development costs, and the luxury of seeing how regulatory issues evolve (Katsioloudes, 2006). The Relate Institute should clearly be developing strategies in order to maintain its competitive advantage; findings of this research indicate this not the case at present.

5.5.3 Functional Level

This case study identified that Doncaster College was fully aware that its first operating year might not yield a profit, but once all policies and procedures and educational programmes were in place, the Relate Institute should, in its second year, become self-sufficient and financially viable. But this was not to be the case; and by its third year, at the time this research began, Relate had begun to appreciate how much it did not know about operating within an academic educational environment; and Doncaster College had recognised this too. So Webster, Acting Principal in 2006, initiated measures via Dr Perrett and Turner (2007), whereby the financial viability and ultimately, the future of the Relate Institute could be determined.

What became obvious was that the student numbers quoted by Relate, were in fact part-time equivalents (PTS's) and not full-time equivalents (FTE's) as had previously been assumed. This led to an effective decrease of approximately 75%, i.e. 3 PTE's to 1 FTE (Dr Perrett 2007). Thus the assumed income from HEFCE and student fees was thereby significantly reduced.

Accordingly, one of the measures to be put in place involved increasing student numbers. However, Dr Perrett (2007) acknowledged that merely raising the number of student FTEs would not be enough: there needed to be a balance between class sizes and number of tutors required. This was important, because if class sizes were too small in relation to the amount of tutors required, there would be financial implications.

Another measure pivotal to the Relate Institute was to reduce the cost of its overheads. With regard to the Programme Co-ordinators, who up until this point were not contracted to teach, contracts needed to be amended to be more consistent with job descriptions used by Doncaster College. By way of comparison, a Programme Co-ordinator within Doncaster College would be contractually obliged to undertake a 722 global hour teaching commitment. Accordingly, the Programme Co-ordinators were brought more in line with Doncaster College, to include administration and teaching duties, along with allowing greater 'control' over their programmes. This would not only increase the efficiency of the Programme Co-ordinators, but also reduce the teaching cost for facilitating the programme, by significantly reducing the use of sessional tutors.

With regard to those teaching staff who were transferred from Relate to Doncaster College, their job descriptions were not appropriate for an educational establishment, in terms of roles, responsibilities and rates of pay. The tutors had hitherto been provided with all resources: including lesson plans and all materials. Their hourly rate was nearly double that of a Doncaster College sessional tutor, along with allocations for marking and travel, where this was paid at the same hourly rate as teaching (Myers 2008). New job descriptions were urgently required to be formulated and implemented within the Relate Institute, consistent with that of a teaching post. This would be difficult due to TUPE legislation, but enquiries needed to be made, and discussions entered into with Human Resources and, where necessary, the Union. Essentially, the Relate Institute could not afford to employ, on a

sessional basis, Tupe'd staff (Myers 2008).

A final measure was to increase funding. This was achieved by the programme being awarded an HEFCE weighting of 1.5, where previously the programme had only received a weighting of 1, thus increasing its government funding per student. However, at the same time there were numerous shifts in relation to broader government funding. The Equal Level Qualifications (ELQs) were implemented, and in relation to postgraduate qualifications, especially in counselling, this left approximately 70% of students without assistance, because they fell prey to new funding regimes. Therefore, statistics needed to be compiled as to whom the ELQs applied, to identify where the shortfall would occur.

The imminent 2008, September intake also required the introduction of an admissions process, to ensure that new students enrolled onto the correct course, and was not discriminated against because of their previous education level, whilst ensuring that maximum available funds were received.

Accounting and Finance: the current financial model, as stipulated in the Bilateral Agreement (2006), is practicable, workable and easy to follow. However, in saying that, it is not mathematically correct. For example, Schedule 3 of the Bilateral Agreement (2006) states:

In the event that E is less than $(F + G)$ or F or G, F and G shall be pro-rated accordingly.

But the above would never come to fruition, because this statement does not work. F and G are percentages of E: therefore E can never be less than F or G as there will always be 40% and 5% respectively of E, as per the fee structure stated in the Bilateral Agreement (2006: 4 and 11).

As highlighted previously, the Relate Institute from inception to March 2008 has not been financially viable. It has only remained viable because Doncaster College made up the deficit, in accordance with the Agreement 2006 Schedule 3:11, “where any loss shall be borne solely by Doncaster College.” A question which must be posed at this point is: where did the money come from to bail out the Relate Institute? And at what cost to Doncaster College? The author is led to believe that in 2005-2006, the financial loss was in the region of £250,000; and in 2007-2008, the predicted loss was between £165,000 and £207,000; but measures were being put in place to reduce this deficit (Perrett, 2007). The cost to Doncaster College, one could only surmise, is evident in its unsatisfactory Ofsted reports of the time.

Thus the weakness of the present financial model is that, “in the event that E is negative, the loss represented by E shall be borne solely by Doncaster College” (Bilateral Agreement, 2006: 11). Surely, Relate should take some of the financial responsibility, as RI’s administration through the Executive Board comprises an equal membership of Doncaster College and Relate representatives; and Relate personnel take day-to-day responsibility for the Institute. This unequal responsibility regarding deficit was down to the ambitious nature of the people involved at the outset, leading to problems later

on.

Key to any business is the effective deployment of its human resources. At the time of data collection, my observations included that the Human Resources infrastructure has been extremely reactive to the needs of the Relate Institute. As well as a lack of clarity, duplication regarding some designations, and in particular, a lack of understanding as to the roles and responsibilities of each, the Relate Institute at the time of data collection showed a fragmented and unhappy staff team, who were only being held together because of their commitment to do the best possible job that they can; this was confirmed in the interviews undertaken with certain members of the teaching team.

Effective marketing is required in any business if it is to maintain and extend its business units. Unfortunately, due to developments within the Relate Institute within its first 24 months with regard to its programmes, its brochure became out of date. At the time of data collection, it was unclear whether a new brochure was to be developed; and it can only be hoped that a lack of up-to-date information would not deter prospective students from making initial enquiries. When it comes to putting together a new brochure (assuming one does not exist), it is to be hoped that the Relate Institute will be of equal standard to its previous professional and informative brochure.

On the question of research and development, Stringfellow (2008) suggested using data that had previously been collected. But great care must be taken to ask ethical questions of its validity and reliability, as well as whether consent

has been given for this data to be used for research purposes at the time of its collection.

If the Relate Institute is to effectively deliver its business units through its functional level activities, and so support its corporate mission, it is crucial that it attains comprehensive knowledge and understanding of the operations within the functional level of strategy. Without effective policies and procedures at the functional strategic level in order to effectively deliver the business units which corporately support the mission, including human resource management, marketing, or recruitment of students, the viability and sustainability of the Relate Institute could be put at risk.

5.6 Professionalisation

With the re-positioning of Relate in the mid noughties, with the further formalisation of the in-house training programmes and the establishment and creation of the Relate Institute, it was able to re-construct its provision and policies and procedures to take into account developments within the field, with regards to professionalism. For example, firstly, Industry: Relate is most certainly the household name with regards to relationship counselling, thus being the market leader. This in combination with one of its aims, which was to become an essential advisor to the government. Relate Institute has firmly secured its economic position through its Federated Centres.

Secondly, Academic. The University of East London had previously validated all of Relates counsellor training programmes and as such held the Intellectual Property rights of those programmes, and this collaborative partnership was ending. The new partnership with Doncaster College meant that the courses needed to be re-written in the specified format for the University of Hull, along with meeting internal and QAA requirements. In addition, Turner (2006) was simultaneously writing the new course material to meet the requirements of the BACP, with regards to ultimately getting the programmes accredited. Whilst meeting and exceeding the recommended level 5 qualification in which to practice.

Thirdly, Individual. Each trainee counsellor, was ultimately able to attain a post-graduate qualification, and be eligible to apply for BACP membership,

whilst working within a Relate Federated Centre.

Each of the three areas are interlocking, and are reliant on one another. Together and from a professional perspective they encompass Industry standards in the form of the BACP, where individual trainees are eligible to apply for membership; Academic Standing in the form of the Post-Graduate level programmes validated by a University in accordance to the QAA, along with (fundamentally) an accredited programme from the BACP; Ultimately, self-governing. Where Relate Federation Centres choose who will ultimately work in the Centres, both in paid and voluntary capacities. Representatives of the Relate Institute wrote the academic programme specifications, hence they were able to put into the programme what they deemed appropriate, Relate Institute follow a recruitment process where they can offer or decline places on the programmes, and are responsible for facilitating the programme inclusive of assessment, once again regulating who meets these standards and who does not.

With the professionalisation of the Counselling Programmes and the Creation of the Relate Institute, it is worth noting the writing of Grossman and Hart (2006) who consider the 'Costs and Benefits'. They stipulate: "given that it is difficult to write a complete contract between a buyer and seller and this creates room for opportunistic behaviour". This has been observed in this case study where Relate signed over the responsibility for teaching and learning with regards to the actual facilitation of the programmes i.e. the tutors. This caused internal problems as these new (Relate) tutor's contracts were not

consistent with the contracts of the other tutors within Doncaster College and although legally Doncaster College were legally obliged to keep the Relate Tutors on their current terms and conditions, this would significantly impact financially on Doncaster College, and hence Relate have employed opportunistic behaviour to reduce their financial outgoings. Third Sector Organisations in this case Relate, are not always the 'weaker' organisation or at a disadvantage. Observable here is that the professionalisation of the counselling programmes has meant that experienced Relate Tutors have been degraded from their third sector status to a point that they could not bear to teach any longer in Doncaster, and their role to be consistent of public sector tutors.

5.7 Chapter Summary

There are many third sector organisations fighting for survival, be they national charities, local charities, or community groups. It is yet to be seen if the number of organisations who will cease operating will further increase: especially given the UK's recent change from a Labour government to a Conservative-led coalition, under whom the number of commissioned projects and the available funds are decreasing, in order to reduce the national debt, and help introduce the so-called 'Big Society.' An announcement, made in August 2011, revealed a cut of £100 million pounds to the voluntary and community sector budget (BBC News)

It is to be hoped that these organisations, should anyone from them read this thesis, look to follow in the footsteps of Relate, do not go changing their mission or charitable objects in order to chase funding, but instead, revise their missions and stick to their objectives: so continuing to serve their local communities.

There are other Further Educational establishments which may wish to deliver Higher Education provision. In theory, a dual-sector educational establishment can work with a third sector organisation in a serial collaborative partnership, whereby they identify a validating university body, to accredit their programmes and seek available higher education funding.

As observable below with regards to the student tuition fees, this may be the ideal time where dual-sector educational establishments can capitalise on delivering higher-level educational programmes, at degree level, where they can charge a lesser fee, along with being able to offer academic programmes at Master's Level. However, in doing this, it should be noted that this would further create a social educational tier.

With the introduction of student fees in Labour's first year of office (1998) beginning at £1000 and rising in 2004 to circa £3000, it was stated that this would: lead to lower take-up of Higher Education across the board; lead to even greater social exclusion for those from poorer backgrounds, and lead to University closures and a diminishing of Britain's academic standing. However, this proved not to be the case (Coughlan, 2010). But a further announcement in relation to student fees in 2010 revealed that Universities in England will be able to charge tuition fees of up to £9,000 per year from 2012, as the government transfers much of the cost of courses from the state to students (Coughlan, 2010).

According to Coughlan (2010) the proposals were welcomed by the Russell Group of leading universities as "a life-saving cash transfusion" which would be the "only way for the UK to remain a serious global player in higher education". In contrast, the Million Plus group of new universities warned that the withdrawal of public funding will result in the universities being forced to charge students the maximum £9,000 - and that the proposals are "very unlikely" to provide a "long-term and sustainable basis" for university funding

(Coughlan, 2010).

With the prospect of being able to charge large amounts of money in relation to course fees, and the dual educational sector hot on their heels to deliver higher educational level programmes, some universities may find that they are fighting for survival. They may seek to top-up in the form of collaborative provision with dual-sector educational establishments, having re-positioned themselves within the education market.

However, as a consequence of re-positioning themselves to attain viability and sustainability in this way, they may begin to put their reputation at risk, because they are entering into collaborative partnerships and becoming validating awarding bodies, for dual-sector educational establishments who do not have the necessary experience or expertise to deliver such programmes, and students do not achieve their desired academic award, which results ultimately in a lack of student numbers.

Despite all the trials and tribulations along their journey, two public sector organisations, Doncaster College and Relate have together managed to re-position themselves economically and establish the Relate Institute, which boasts chameleon-like qualities where it is able to operate multi-sectorally, i.e. in both the Public and the Civil arenas, either together or independently, by innovatively creating a multi-faceted Institute. In this way it can present itself as a MSPE which employs a serial collaborative arrangement with the University of Hull, to deliver postgraduate counselling programmes within the

Relate Institute: a School within Doncaster College, or alternatively a Social Enterprise, thus opening up a variety of funding streams which could otherwise be closed to them, if it wasn't for their multi-sectoral, multi-faceted Institute, which serves towards their viability and sustainability within the not-for-profit sector in the twenty-first century.

5.7.1 Multi-Stakeholder Partnership for Education

This case study has yielded much-needed empirical data, in order to substantiate the theoretical assumptions of Marriott and Goyder (2009), and Drexler (2009), in the form of the journey that both organisations have taken to create their unique MSPE.

The collaborative arrangement regarding the University of Hull enabled Doncaster College to extend their postgraduate portfolio, strengthen their position in the industry of HEI, expand their health-related course provision, secure access to wider resources, retain its identity, and gain the necessary experience and criteria (for example, increased student numbers), in order to attain TDAPs and ultimately, a university title. Meanwhile, Relate maintained its level of control over the Relate Institute, created a sustainable training arm to increase its portfolio, reinforced its identity, and strengthened its position within the industry (i.e. the Civil Sector), by implementing programmes that are academically rigorous at postgraduate level, namely: Master's, vocationally orientated, and University validated with a view to being professionally recognised by the British Association for Counselling and Psychotherapy.

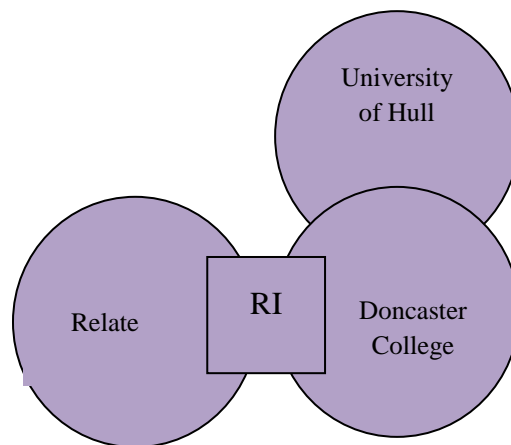
This case study revealed this to be the only formal partnership of its kind in the UK. To recapitulate, the recital states:

- A Doncaster College and Relate have agreed to co-operate in the establishment and operation of an institute for the development and provision of courses in respect of and research into couple and family relationships and relationship support services.
- B Doncaster College and Relate have agreed to enter into this Agreement for the purpose of recording the terms and conditions of their agreed activities and of regulating their relationship with each other and certain aspects of the affairs of and their dealings in relation to the establishment and operation of an institute for the provision of courses in respect of and research in relation to couple and family relationships and relationship support services, as is referred to in Recital A above.

(Agreement, 2006: 2)

This arrangement goes above and beyond other civil sector partnerships, where observable in chapter 2, literature suggests that partnership arrangements are in the form of service level agreements where a service is being provided, usually within the health and social care sector. This arrangement is ground-breaking in that two not-for-profit organisations from two different sectors, i.e. education and civil, joined together and agreed to co-operate in the

establishment and operation of an institute for the development and provision of courses in respect of and researching into couple and family relationships, and relationship support services. Additionally, this MSPE is innovative in that it joined forces with the University of Hull in a serial collaborative arrangement. This arrangement is depicted below:



5.7.2 Centre of Excellence for Relationship Studies

From the outset, this case study identified that the Relate Institute was to become a Centre of Excellence for Relationship Studies. Together, Doncaster College and Relate have again been extremely innovative. It is believed that this is the first and only Centre of Excellence in Relationship Studies offering both undergraduate and postgraduate courses.

The staff at the Relate Institute have the opportunity to work in two sectors: the public sector (in the form of an educational setting of a dual-sector

establishment); and the civil sector (namely, the voluntary and community sector), regarding their chosen field of relationship counselling. This allows numerous opportunities for personal and professional development.

The students of the Relate Institute have the opportunity to gain a university validated award at a recognised Centre of Excellence, which employs the leading authorities in the field of Relationship Counselling, thus gaining the theory, skills and confidence to be effective practitioners. They also gain additional life skills, in that they embark upon a learning experience within higher education, with a vocational / work-based programme.

5.7.3 Programme Delivery

Collaborative provision between validating Universities and dual-sector or hybrid Further Education Colleges or HEIs, delivers foundation degree awards, sometimes incorporating the first year of a full degree. However, this is where the Relate Institute differs from all other collaborative arrangements, in that it delivers post-graduate programmes:

The Relate Institute offers specific pathways at Post Graduate level which specialise in different theoretical and practice perspectives. They build on the learning and experience gained on the University Advanced Diploma and existing related knowledge, by providing advanced training to Masters Level in Relationship Therapy to people who have already gained the Introduction to Couple

Counselling or equivalent. Each of these Higher Education programmes is validated by the University of Hull.

(Relate, 2010)

In September 2008, the Relate Institute was scheduled to run the following programmes: Postgraduate Diploma in Psychosexual Therapy; Postgraduate Diploma in Clinical Supervision; Postgraduate Diploma/MA in Relationship Therapy; Postgraduate Diploma in Relationship Therapy (Couple Therapy); Postgraduate Diploma in Relationship Therapy (Systemic Therapy); MSc in Relationship Therapy (Relate Institute 2008b).

The postgraduate market is not itself without its faults, but the Relate Institute's niche in higher education within the domain of relationship counselling currently gives it a competitive edge: not only widening, but deepening participation.

5.7.4 Governance

This research has identified that the parties involved in this case study each have their own inherent inadequacies. For example, Relate is a charitable organisation made up of a 'Council,' consisting of a group of people who provide their time voluntarily, and who are responsible for the governance of Relate. It has a 'Central Office,' which provides services, governance and operational support to the Relate Federation Centres. These 'Relate Federation Centres' are each affiliated to Relate via a Members Agreement, and each

consists of its own Management Board, responsible for its own income, individualised staffing structure and services.

With the removal of its grant from central government, and local authorities moving into commissioning services, Relate's Central Office found itself in possible financial difficulties. It could no longer sustain its level of overheads in terms of human resources, or its level of non-fundable activities. This was in addition to the problems posed by Herbert Grey College, no longer meeting the needs of the organisation, or compliant with government legislation; and the probable closure of various Federation Centres in England and Wales. All this at a time when it was observed that there was a significant decline of people using Relate's services. Thus, in order to ensure sustainability, Relate's council and senior management team were forced to respond.

At this time, Doncaster Council, in the guise of the then Mayor, Martin Winter, had a vision: namely, Doncaster Education City, a grand notion which everyone in Doncaster would have access to:

...a comprehensive range of inclusive, high quality learning opportunities that meet individual as well as Borough-wide needs which maximise their potential, and effective guidance and support to help them make well-informed choices and to encourage further progression and high achievement.

(DEC, 2010)

Doncaster Education City was a concept that was to be distinctively different to any other venture: one seeking above all to make learning more *fun*. The idea was that students would learn different things in numerous different ways, in state-of-the-art, ultra-modern premises.

As both a concept and partnership, Doncaster Education City gradually developed. Partners firmly believed that by working together; they could be more than the sum of their parts. In addition, they were convinced that together, they would achieve a greater impact in meeting challenging education, training and employment targets.

Mayor Winter believed in DEC: but results were not proving to be favourable. Ofsted's inspection indicated that Doncaster College was less than satisfactory; and at one stage the Learning and Skills Council threatened to cut off its funding.

Mayor Winter believed that his role also involved bringing new jobs into the city, so when the opportunity arose for Relate Central Office to relocate to South Yorkshire, and establish the Relate Institute, Mayor Winter championed this opportunity.

There have been problems in Doncaster Council for many years; and despite elected officers and officials promising changes, these tend to prove very short lived. As John Denham went on to say:

The Audit Commission's report on Doncaster Council shows the severity of the problems in the local authority across the board and concludes that the local authority is failing the people of Doncaster, not just on one service or issue but in the very way it operates.

(Waugh and Slack,
2010)

Doncaster College, although not led specifically from Doncaster Council, does sit within the local authority, at the time of data collection Doncaster College, a dual-sector educational establishment, in debt for its brand new 'hub' development: part of the Doncaster Education City project, which despite its state-of-the-art facilities was failing to achieve any satisfactory recognition from Ofsted. The College was also trying to establish itself with regard to its Higher Education provision, on its University Campus based at High Melton.

The University of Hull has been delivering Higher Education since 1928, through a portfolio that includes a prestigious Law School, an innovative Medical School and a leading UK Business School. This University has taken advantage of the details contained in the Further and Higher Education Act (1992), working in partnership with Further Educational Establishments, and acting as a validating university. In terms of the University's reputation, what were the risks to it of validating programmes at Doncaster College or the Relate Institute? Was it fully aware of all the problems associated with its Ofsted Reports? Or, was it merely interested in securing greater student numbers through alternative routes?

This research has also revealed the governance of the Relate Institute to be unique. None of the current literature or research papers have identified any other ‘serial’ collaborative arrangements administered by an Executive Board, as is the case with the Relate Institute. This is clearly setting an innovative precedent within the education field of MSPE.

The Relate Institute encompasses the current modes of governance of both Doncaster College and Relate. Instead of having a Corporation Board or a Board of Trustees, the administration of The Relate Institute is via an Executive Board, made up of an equal membership from both parties; this is observable in Figure 13, entitled “The Relate Institute Executive Board” cited earlier in Chapter 4.

It has been noted that the inherent inadequacies of the partner organisations, as outlined above, have been replicated and perpetuated within the Relate Institute. Accordingly, it would be advisable and advantageous for the Relate Institute Executive Board to take into consideration the recommendations of the *Good Governance: A Code for the Voluntary and Community Sector* (2005) document, in order to ensure recognised and standardised governance. Given the present lack of governance or corporate direction, along with an inability to manage functional duties effectively, the Relate Institute’s need to ensure viability and sustainability.

5.7.5 Professionalisation

At a time when individual counselling and psychotherapy practitioners, whether in training or practising, are being 'threatened' with the HPC, should they or should they not join the BACP and consider what benefits or advantages this will give them in their chosen career?

The Relate Institute has covered all of its bases as regards the professionalisation of relationship counselling within the civil sector, covering aspects of the voluntary and group work on a national basis. It not only has academic programmes that are university validated, its programmes are written to meet the requirements of BACP Accreditation, and hence individuals are eligible to become members of this voluntary professional body. Relate also has positioned itself within the market, where it is an advisor to government, and, through its Federated Centres and the Relate Institute, can govern/self-regulate its in-house policies, procedures and practices.

The role of the Higher Educational Institution has also changed with the prevailing winds of professionalism within the counselling and psychotherapy arena. This is in part because of the withdrawal of government funding for any counselling courses; consequently trainees have become customers, who now have invested financially, emotionally and (most definitely) time-wise in both the academic component of the programme and the placement requirements. Even though some courses only stipulate 100 to 150 therapeutic hours, in order to become accredited by the BACP, 450 therapeutic hours are required.

Hence, once a trainee has completed their academic course, this is only the tip of the counselling and psychotherapy iceberg on the way towards voluntary professionalisation.

Chapter 6. Conclusion

This study has presented a synopsis of the last three decades, which have borne witness to the introduction of several key policy initiatives, aimed at ensuring that the fiscal, legal and statutory framework in which the voluntary sector operates has been greatly improved.

It has considered three different sectors of post-compulsory education. Higher Education has grown massively over the past 50 years: a process leading to the Education Acts of 1988 and 1992. Further Education was then considered, taking into account both the economic and political movements of the time, which led to the Educational Reform Act of 1988, whereby three significant changes are pertinent to the field of further education were highlighted. Along with the introduction of the Educational Reform Act 1992, particular attention was paid to the birth of Incorporation, on 1 November 1990, providing colleges of further education with their principal powers.

Without these developments in the not-for-profit sector, which enabled organisations from different sectors to work together in a way that they had never done so before, this research would not have come to fruition? The precise research question addressed by this study reads:

What processes are involved in forming, governing and operating a multi-stakeholder partnership for education, in order to develop

viability and create sustainability in the not-for-profit sector in the twenty-first century?

The words of Winston Churchill:

There is no doubt that it is around the family and the home that all the greatest virtues of human society are created, strengthened and maintained.

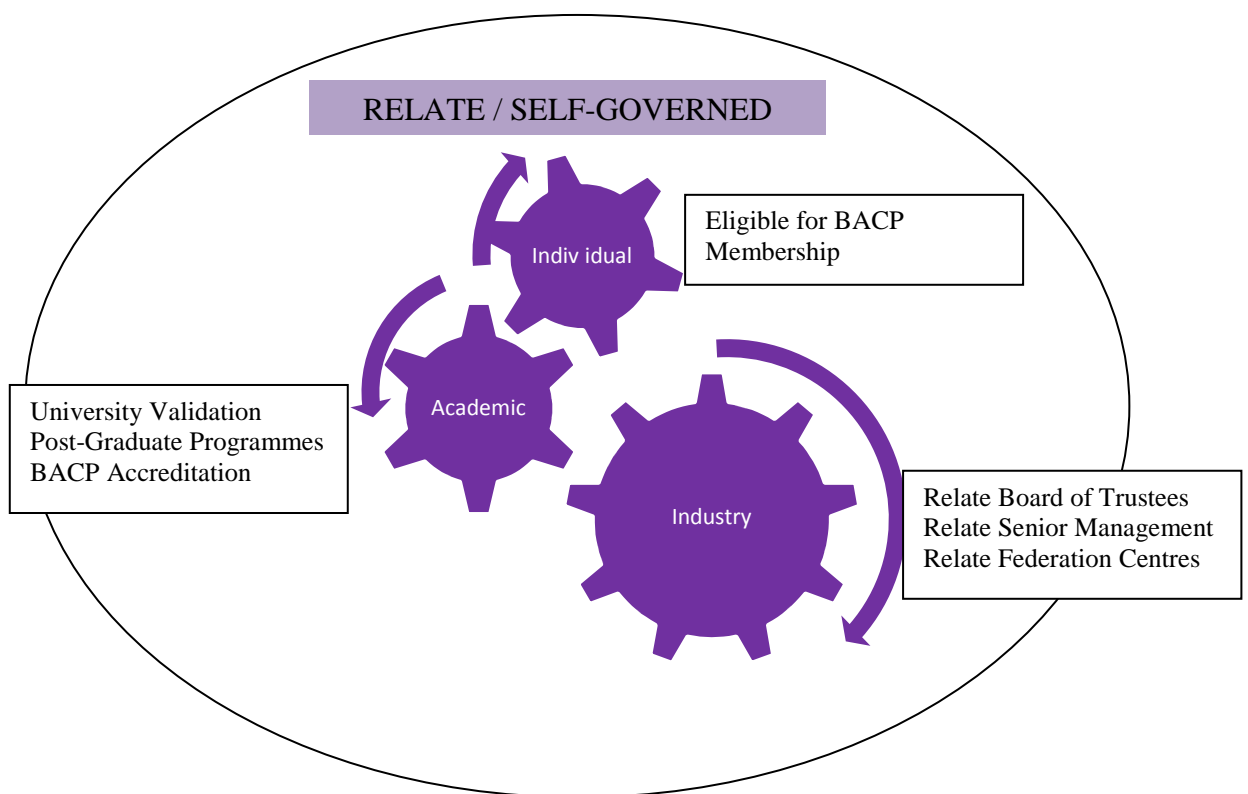
6.1 This thesis' contribution to the creation and interpretation of new knowledge

6.1.1 The professionalisation of relationship counselling services

Alongside the professionalisation and state regulation of counselling and psychotherapy, Murphy (2011:4) writes about the implications for lecturers and trainers:

A challenge facing those involved in psychotherapy training within HE is whether they become passive responders to the environmental and social demands of systems of professionalisation or whether they become progressive shapers of the psychotherapy profession via the adoption of congruently radical pedagogies.

This case study has revealed a radical pedagogy in relation to the professionalisation of relationship counselling within Relate. This is comprised of a three-gear system of professionalisation encompassing both professional body (BACP) and ultimately self-regulation, which can be seen in the following diagram:



6.1.2 The Role of the Higher Educational Establishment

Whereas Murphy (2011:7) looks at the role of the HEI in terms of its lecturers and trainers, and the role of the programme specifications in terms of “system of skill dispensation and intellectual knowledge transfer”, this research looks at

the actual HEI, in this case Doncaster College.

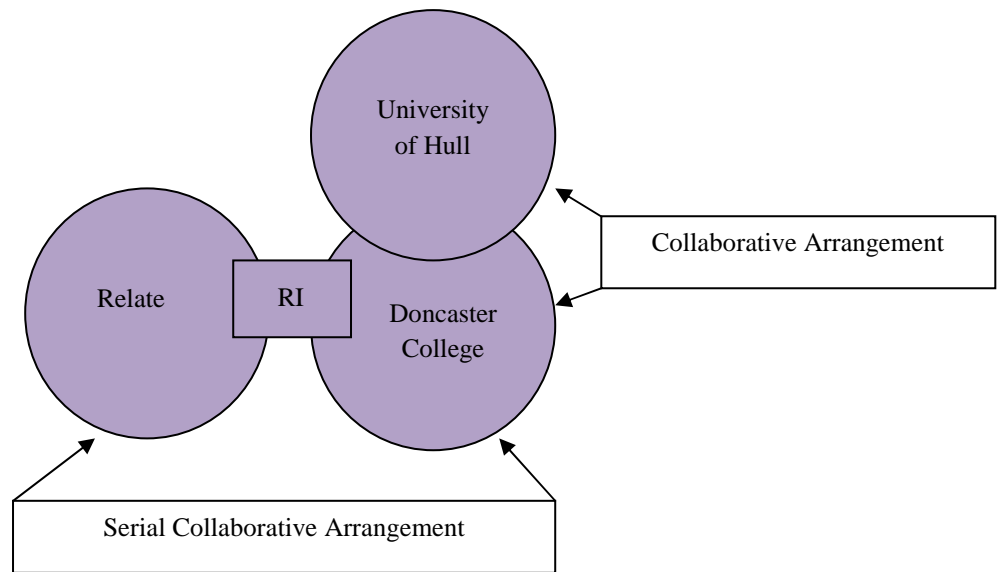
Bathmaker, Brooks, Parry and Smith (2008), estimate that there are approximately 140 colleges which are funded directly by the HEFCE for higher education courses and a much greater number (approximately 260) receive funds indirectly, mainly through partnerships with one or more higher educational institutions (HEIs); through their research they identify 4 models of provision: A,B,C and D, of which Doncaster College is representative of Model D, described as being:

representative of a further education establishment offering a substantial amount of higher education, and separating its organisation of further and higher education.

(Bathmaker, Brooks, Parry and Smith, 2008: 132)

For clarification, the further education courses are delivered primarily at Doncaster College, based at The Hub, whilst the higher education courses, including the Relate Institute, are located care of the University Centre Doncaster, in High Melton.

The role of the HEI, in this case Doncaster College, is three-fold, and is depicted diagrammatically below:



Firstly, in terms of Doncaster College and the University of Hull. In accordance with the Education Act, 1992, Doncaster College entered into a collaborative partnership agreement with the University of Hull, whereby the University would provide a set number of student places, validate higher educational programmes, and access funding from the HEFCE, and Doncaster College would in turn pay a fixed fee for this arrangement.

Secondly, in terms of Doncaster College and Relate: in addition to current literature and the definition as provided by the Code of Practice for the assurance of academic quality and standards in higher education: Section 2: Collaborative Provision and flexible distributed learning (including e-learning) September (2004), this case study has been instrumental in identifying a serial collaborative arrangement.

A 'serial' arrangement is one in which an awarding institution enters into a collaborative arrangement with a partner organisation which, in turn uses that arrangement as a basis for establishing collaborations of its own with third parties.

(Code of Practice for the assurance of academic quality and standards in higher education:
Section 2: Collaborative Provision and flexible distributed learning (including e-learning)
September (2004: 5),

In this case, the 'serial partner' is Relate, and to reiterate here, the recitals of this partnership include:

- A Doncaster College and Relate have agreed to co-operate in the establishment and operation of an institute for the development and provision of courses in respect of and research into couple and family relationships and relationship support services.
- B Doncaster College and Relate have agreed to enter into this Agreement for the purpose of recording the terms and conditions of their agreed activities and of regulating their relationship with each other and certain aspects of the affairs of and their dealings in relation to the establishment and operation of an institute for the provision of courses in respect of and research in relation to couple and family relationships and relationship support services, as is referred to in Recital A above.

(Bilateral Agreement 2006: 2)

Ultimately Doncaster College has the responsibility for governance of the academic programmes because it has a collaborative agreement with the University of Hull, offered via the Relate Institute and stipulated via the QAA – namely that of the academic infrastructure, regarding: frameworks for higher education which ensure that the qualifications are recognisable across Europe; subject benchmarks which ensure the standard of the curricula; programme specifications which stipulate what information should be written to support learners with successful course completion; and codes of practice with regard to the academic quality and standard.

Consistent with the writings of Cohen (2001) and Billis and Glenminister (1988), Doncaster College has provided both the physical infrastructure and the human resources required to operate the Relate Institute – buildings and personnel who have educational knowledge – and Relate has allowed them the use of its intellectual knowledge of relationship programmes.

6.1.3 The Uniqueness of the Multi-Stakeholder partnership involving a public body and a third sector organisation

This research has presented and considered the journey undertaken by Doncaster College and Relate in the forging of their partnership. This case study highlighted the process simultaneously undertaken by both organisations whereby two strangers, in this case Rita Stringfellow and Mayor Martin Winter, were at the same place, at the same time, where they sat next to one another and entered into a dialogue which resulted in the sharing of personal

and professional information, which turned out could be mutually beneficial. Following a succession of further discussions and meetings including other key personnel, personal and professional relationships between representatives of Doncaster College and Relate were forged.

My findings are consistent with the work of Amery (2000); Bliss, Cowley and While (2000); and Goodwin and Shapiro (2002, cited in Dowling, Powell and Glendinning, 2004) who believe that successful partnerships depend upon the level of engagement and commitment of the partners. Miller and Ahmad (2000) and Elston and Holloway (2001, cited in Dowling, Powell and Glendinning, 2004), believe that successful partnerships involve high levels of trust, reciprocity and respect between the partners. In addition to current literature and evidence from the accounts of Stringfellow and Winter, this case study has been instrumental in identifying the elements of luck, foresight and consistency to be paramount in the forging of the relationship of the partnership.

This research has presented and considered the journey undertaken by Doncaster College and Relate in the forming of their partnership.

In addition to current literature, this case study has been instrumental in identifying the elements of commitment, consistency and content, which are paramount in the formalising of a partnership.

Along with drawing attention to the negative aspects of formalising a partnership, when the content of the agreement has been observed to be one-

sided, in this case it favoured Relate: indicative, in hindsight at least, of Doncaster College's naiveté, and in practice, very much to its detriment.

This research has presented and considered the journey undertaken by Doncaster College and Relate in the governance of the partnership. The thesis has documented a model of governance which is employed by the Relate Institute. It exists as one which is extremely innovative, complex and unique. Most apparent is the complex nature of the governance of the Relate Institute, whereby the Relate Institute is a trading arm of Relate and also a school within Doncaster College. Particular attention must be paid to the national policies and governing agencies overseeing the partner organisations themselves as well as the ones pertaining to the Relate Institute.

The Relate Institute itself is directly administered by an Executive Board made up of an equal number of representatives from two not-for profit organisations, in this case from Relate and Doncaster College which are working collaboratively in the establishment and operation of an institute for the development and provision of courses in respect of and research into couple and family relationships, and relationship support services.

The Relate Institute Executive Board has established firm foundations upon which to build, through a strong organisational mission, and already enjoying the mutual respect and admiration of its members. This is consistent with Dhillon (2005): this case study revealed that both parties, and in particular those individuals who form the 'social glue' of the Relate Institute, have all

been dedicated and committed, and worked tirelessly to create and establish the Relate Institute.

But personalities aside, the work which is being undertaken is not as productive as it could be, because the Relate Institute Executive Board is not compliant with the administrative duties depicted within the code entitled, *Good Governance: A Code for the Voluntary and Community Sector* (2005).

This case study employs this code, *Good Governance: A Code for the Voluntary and Community Sector* (2005) as a benchmark, in relation to the Relate Institute Executive Board, and stipulates how it could improve its 'performance' by taking into account some of its recommendations. For example, the author strongly believes that the composition of the Executive Board should be consistent with the guidance stipulated by the Charities Commission, in order to: eliminate any evidence of self-regulation; provide clarity of roles; clear descriptions of responsibilities; delegate more effectively; and implement procedures regarding Board renewal.

As long as the Executive Board is fully represented by an equal ratio of partnership members, this particular model of governance has the 'platform,' the 'social' glue' to re-position itself where it can only burgeon to effectively deliver its corporate mission, and become a 'model' for other agencies to incorporate and adapt as necessary.

This research has presented and considered the journey until February 2007,

undertaken by Doncaster College and Relate within: corporate, business and functional strategic levels with regard to the Relate Institute.

This case study is in agreement with Katsioloudes (2006), who advocates that strategic planning set out the strategies employed, in order to ensure that the organisation is competing and/or performing within the areas delineated in its mission, corporate level strategies could never be realised. The accounts from the key informants indicate that the Relate Institute is not delivering its mission as effectively or successfully as it could through its business and functional strategic levels.

This case study is consistent with Bathmaker and Thomas (2009) on institutions in transition and transition in institutions: Doncaster College re-invented itself at various times in its history, most recently, in terms of the building of the main campus: the new £65m Waterfront development known as the Hub. The High Melton Campus, where the Relate Institute is situated, has been part of Doncaster College since 1948, and like the main campus has been subject to various re-inventions, emerging as the University Centre, and; the partnership involving Doncaster College, Relate and the University of Hull.

This case study identifies the Relate Institute's operating policies and procedures, offering a unique insight, along with presenting the students 'perception of their experience of transition (Bathmaker and Thomas, 2009) in relation to Partnerships; Administration; Programme Enquiries and Applications; Housekeeping; Resources; Programme Delivery: Quality

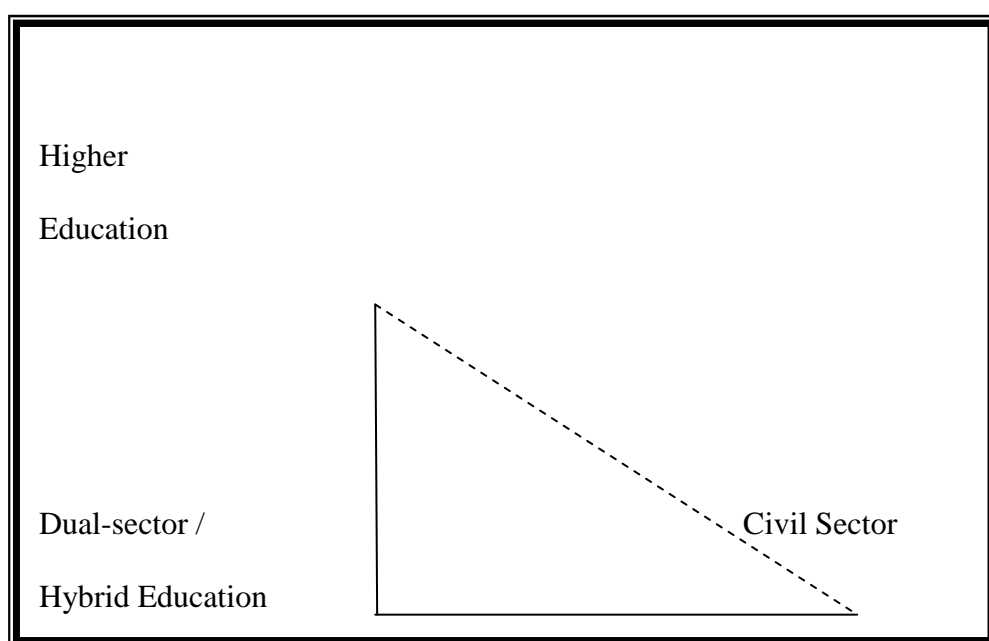
Assurance; and Communication.

This case study identified that the senior management team of the Relate Institute were clearly impoverished in their knowledge of critical external domains of further and higher education; and lacked business acumen in terms of the operations within the functional level strategy, including Accounting /Finance, Human Resource Management and Implementation. It has only remained viable because, over its first two academic years of existence, Doncaster College has borne the financial losses, as it is contractually obliged to do. If it does not strive to maintain its sustainable, competitive advantage within the marketplace, and bring in further students, the author is of the strong belief that the long-term validity and sustainability of the Relate Institute will be brought into question: affecting not only the Relate Federations, but also the nationwide communities which they serve. In any organisation, change is inevitable. With the Relate Institute being an innovative department within Doncaster College, working changes were bound to occur, but it is clear from the research that it has not been managed as effectively as it could have been.

The partner organisations created what is now called a Multi-Stakeholder Partnership for Education. By presenting and considering the journey that both organisations have simultaneously and jointly undertaken to create their unique MSPE in the form of the Relate Institute, this case study has yielded much needed empirical data, in order to substantiate the theoretical assumptions of Marriott and Goyder (2009), in particular with regard to the six main phases involved in the building, inception and implementation of an MSPE, and

Drexler (2009), with regard to the essential themes required to ensure successful outcomes of MPSE.

In addition to current literature, this case study have been instrumental in identifying new dimensions in relation to MSPE; this is represented diagrammatically below:



Model of Provision. In combination with the model of provision (Serial Collaborative arrangement) is the Partners within the MSPE, whereby two not-for-profit organisations from two different sectors, i.e. educational and civil, joined together.

Doncaster College which had secured partnership arrangements leading to programme validation arrangements with the University of Hull (for the purposes of this case) and Relate joined in partnership.

Foskett's (2005) case study focussed on the collaboration between a higher education institution and a charitable organisation. The aim of the collaboration was to develop the GDMI syllabus, provided by the employer to diploma in HE level, accredit work-based learning and provide this workforce with access to higher education. In furtherance to Foskett (2005), this case study provides further evidence that two not-for-profit organisations from two sectors: education and third sector, can work together, for the greater good of the community. To the best of the author's knowledge, this was the first and is still today the only 'equal' partnership agreement between Doncaster College and Relate; to form the serial collaborative arrangements with a validating University, in this case the University of Hull.

As such, this thesis is setting a clear precedent in the forging, formalising, governing and operating: employing a unique model of provision, within an MSPE within the twenty-first century, whereby the partners to the bilateral Agreement (2006): Agreed to co-operate in the establishment and operation of an institute for the development and provision of courses in respect of and researching into couple and family relationships, and relationship support services.

Programme provision. The courses, outlined above, bring us to the next revolutionary dimension, of postgraduate provision within an MSPE which is made up of a serial collaborative arrangement.

Doncaster College can be described as a hybrid institution, according to

Bathmaker and Thomas (2009), because it is working with another sector, in this case the Third or Civil sector. Hybrid institutions offer both further and higher education, with particular reference to two year vocational degrees: known as Foundation Degrees.

Thurgate and MacGregor (2008), considered the experiences of collaborative working with employers and further education providers in designing and delivering foundation degrees.

In addition to current literature this case study has been instrumental in identifying that dual-sector or hybrid institution. Where in this case, it is the Relate Institute (the serial partner) which is responsible for programme delivery, because they are the experts in the field, even though they are employees of Doncaster College, what this case has identified is that the Relate Institute is more than capable of delivering higher education in the form of Post-graduate and Master's level programmes.

To the best of the author's knowledge, this was the first and is still today the only partnership agreement between a dual-sector/hybrid educational establishment and a national civil sector organisation to deliver postgraduate educational programmes. In delivering postgraduate level programmes, the Relate Institute is setting a clear precedent in programme delivery/the 'business units' within the domain of operating an MSPE.

It was only natural that the partnership between Doncaster College and Relate

was going to meet a variety of challenges along its journey and sort them out heuristically: the pertinent issue now is, how, in partnership, Doncaster College and Relate rise to future challenges and how the Relate Institute will determine its viability and sustainability.

6.2 Reflections upon the research process

When the author embarked upon this research in 2006, primary literature was non-existent. This meant that the inductivist approach worked extremely well. But whereas the literature used to underpin this research outlines the not-for-profit sector in terms of charities and post compulsory education, there is still no directly comparable research documentation supporting this case study.

The disadvantage of employing the inductivist approach was that this case study proved extremely expansive. This thesis has endeavoured to provide an overview of the forging and forming, governing and operating of the Relate Institute, i.e. an MSPE. The author is confident that this serves as a foundation upon which to build future research from a deductive theoretical framework.

Philosophically, interpretivism has worked extremely well in this case, because it has permitted the 'whole' - the forging and forming, governing and operation of the Relate Institute - to be considered, so leading to a comprehensive piece of work. In addition, the research was able to take into account the multiple competing realities of both Doncaster College and Relate.

Methodologically, the research followed a qualitative approach, which was more conducive than following a quantitative approach, because it succeeded in collating accounts and opinions, not facts and figures.

The theoretical approach of case studies worked extremely well in this research, as it allowed the author to employ multiple sources of data, including documentary evidence, interviews and focus groups; and organise them in a way which established cause and effect, and allowed the 'case' to tell its own story.

At the outset of the research, arriving at an understanding of the Relate Institute's organisational structures and 'family tree' did prove difficult; because neither had been previously documented. Hence, the number of interviews (31) was significantly greater than might have been anticipated: one key informant leading to another, and so on.

One of the focus groups in particular was especially challenging, in that some (about half) of the Relate Institute students did not wish to partake in the research. Had they participated, the author believes that they would have positively contributed to the focus group; and as a result, the data generated from a larger group would have led to a more in-depth analysis of their thoughts, feelings and experiences.

A purposive sample was employed in this research, and it worked extremely well, because it meant that the participants were hand-picked for a specific purpose. But a drawback in employing a purposive sample is that it is not possible to lay any claims of generalisation.

The lecturers who participated in the interviews within this research taught at

the Relate Institute, based at the High Melton campus. No interviews with other lecturers teaching at other permitted venues were conducted. Similarly, the students participating in the focus groups within this research were studying at the Relate Institute based at the High Melton campus.

At the outset of the research process, the author determined that Relate Institute staff and students attending other permitted venues would not be included in this case study. Logistically, scheduling such visits so that they fitted in with students' courses would have been extremely difficult; time costs affecting the students, lecturers, and when it came to assembling and transcribing all the resulting data, the author, would have posed an enormous, impracticable challenge; and the simple monetary costs of such an undertaking would have been prohibitive.

Throughout the duration of this research, the author has been mindful of ensuring that all ethical considerations were upheld. When it was realised that certain key informants could be identifiable by their accounts, meaning anonymity would be very difficult to maintain, all those potentially affected by this were contacted, and their permission granted to use their names. All but one agreed; but in this case, they did agree to the use of their position, rather than their name.

Whilst writing up this research, the author has remained mindful of ensuring that the journey was portrayed from the perspective of those involved. Regrettably, such has been the length of time it has taken to compile and write

this document, it was extremely beneficial to allow time for a de-brief with key informants prior to submission, where any inaccuracies, misunderstandings and misrepresentations could be identified, thus adding greater validity to the final document. The impact of the achievement of Doncaster College and Relate in the establishment and operation of the Relate Institute may have been diluted. Thus, the author above and beyond the original contractual agreements, at the request of Nick Turner was afforded the opportunity to submit a 500 word statement, in support of the MPSE.

Prior to submission, the issue of informed consent became unclear. Firstly, because Bill Webster and Rowland Foote were no longer employees of Doncaster College, even though both received de-briefings as agreed and opportunities were made available to clear any inaccuracies, misunderstandings or mis-representations with regards to the content and amendments were duly undertaken, along with the opportunity to submit a 500 word statement, in support of the MPSE. They are not current employees, the Principal, i.e. the 'Gate-Keeper' of Doncaster College. The question remains, Are the previous arrangements adequate? Or should new agreements be formed? And if so, what form do these new arrangements take?

Secondly, who should give Organisational Consent? At the de-brief in August 2011, with Nick Turner, it was identified that in hindsight, he was not best placed in terms of, firstly, his position: as the Head of Relate Institute, he was too closely involved with the day to day operations of the Relate Institute, to be objective with the findings and not take them personally as in this case and.

Secondly, his authority to give organizational access on behalf of Relate, could be contested by the Chief Executive Officer. However, it was appropriate at the time, Relate were undergoing changes in Senior Management, and Rita Stringfellow (the Vice-Chair) was very much involved at the onset of the research.

Having said this, it is important to re-iterate, that both of these issues were dealt with ethically and appropriately prior to the submission of this document, for further details, please refer back to methodology section, in particular pages 104/105.

6.3 Future Research

Through the employment of an inductive approach, this case study has yielded a plethora of opportunities for further and future research, including, and certainly not only relating to, the following:

- The research was undertaken in 2006-7: hence a comparison of where the MSPE is now in terms of its governance and operation would be enlightening and fruitful.
- Forging and forming partnership arrangements in higher education in further educational establishments, making direct comparisons to the Relate Institute.
- Governance and/or administration arrangements in partnership arrangements in higher education at further educational establishments, making direct comparisons to the Relate Institute.
- Operating arrangements in partnership arrangements in higher education at further educational establishments, making direct comparisons to the Relate Institute.
- Organisational culture of partnerships in higher education at further educational establishments, as well as a comparison of departments within the same institution.
- Collaborative provision from a validating university perspective
- Serial collaborative partnerships and organisational cultures
- Due to the lack of standardisation observed across the programmes delivered at the Relate Institute based at the High Melton Campus, it

would have been interesting to gain the perspectives of both staff and students who attended other permitted venues, to ascertain their thoughts, feelings and experiences of the Relate Institute. This is considered in the following sub-section, where possible future research is addressed.

- The professionalisation of ‘counselling services’ within the third sector, comparing the findings with what is happening within the counselling industry.
- The role of Higher Educational Institutions and Universities as regards counselling programmes, comparing the findings with those of the Relate Institute.

6.4 Implications of this case study

This sub-section looks at the implications, both for the Third Sector, as well as the post-compulsory education sectors.

6.4.1 Third Sector

As we face up to the challenges of these difficult economic times, we must continue to build on the progress made towards achieving a thriving third sector, fully engaged in delivering services that people value and which can change lives. In 2007-2008, there were 464,000 full-time employees employed in the civil sector in England (OTS 2009). In 2007 – 2008, 73% of adults took part in some form of volunteering in England: serving the UK economy in terms of service provision, along with providing opportunities for both voluntary and paid employment.

But over the next decade, there may be as many as 25% of not-for-profit organisations likely to find themselves fighting for financial survival. Those most at risk are smaller independent charities, with an annual turnover of between £80,000 and £100,000. In an ever more ruthless financial and funding environment, organisations will be forced to become ever more competitive with one other, with regard to securing contracts and delivering public services. Those who are unsuccessful in attaining the contract will, surely, ultimately cease to trade, because there are only so many contracts to be had.

6.4.2 Post Compulsory Education

The vast majority of Further Education Colleges are now providing Higher Education Programmes, thanks to the Further and Higher Education Act 1992. The chief concern here is that the student experience of ‘university’ is severely lacking, for the following reasons: buildings may not be fit for purpose; the use of the latest information technologies to facilitate learning is non-existent; and library provision is not adequate with regards to books, journals and DVDs. Moreover, further education colleges monitor student activities, preventing the development of academic independence amongst their learners. There also appears to be significantly more peer support between students of further education colleges than those who are studying at a genuine university. Within the dual educational sector, it is imperative that the organisations themselves ensure that both the student experience and academic environment are conducive to the requirements of the twenty-first century.

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7.1 Primary Resources

7.1.1 Interviews

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Debbie Bannigan	17.08.2007	Relate, Herbert Gray College, Rugby
	04.09.2007	Relate, Herbert Gray College, Rugby
Course Leader	21.11.2007	University Centre Doncaster, Doncaster
Course Leader	05.11.2007	University Centre Doncaster, Doncaster
June English	19.10.2007	University Centre Doncaster, Doncaster
Rowland Foote	26.06.2008	Doncaster College, The Hub, Doncaster
Michelle Logue	21.02.2008	University Centre Doncaster, Doncaster
Course Leader	21.11.2007	University Centre Doncaster, Doncaster
Course Leader	05.11.2007	University Centre Doncaster, Doncaster
Director of HE	21.08.2007	University Centre Doncaster, Doncaster
Barbara McKay	26.09.2007	Relate, London
Tonly Meyers	20.02.2008	Doncaster College, The Hub, Doncaster
Jenny North	10.08.2007	Relate, London
Anthony Pawlett	03.10.2007	University Centre Doncaster, Doncaster
Rory Perrett	04.09.2007	University Centre Doncaster, Doncaster
	13.09.2007	University Centre Doncaster, Doncaster
Angela Sibson	24.01.2008	Relate, London

Andrea Shepherd	13.11.2007	University Centre Doncaster, Doncaster
Rita Stringfellow	24.01.2008	Relate, London
Nick Turner	29.05.2007	University Centre Doncaster, Doncaster
	30.05.2007	University Centre Doncaster, Doncaster
	28.08.2007	University Centre Doncaster, Doncaster
	25.03.2008	University Centre Doncaster, Doncaster
	27.07.2011	University Centre Doncaster, Doncaster
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Tutor	22.11.2007	University Centre Doncaster, Doncaster
Tutor	22.11.2007	University Centre Doncaster, Doncaster
Tutor	02.02.2008	University Centre Doncaster, Doncaster
Tutor	22.05.2008	University Centre Doncaster, Doncaster
Tutor	23.05.2008	University Centre Doncaster, Doncaster
Bill Webster	05.12.2006	The Hub, Doncaster College, Doncaster
	26.07.2007	The Hub, Doncaster College, Doncaster
	26.02.2008	The Hub, Doncaster College, Doncaster
Martin Winter	03.11.2007	Council House, Doncaster

7.1.2 Internal Documents

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Student Group	22.11.2007	University Centre Doncaster, Doncaster
Student Group	25.01.2008	University Centre Doncaster, Doncaster

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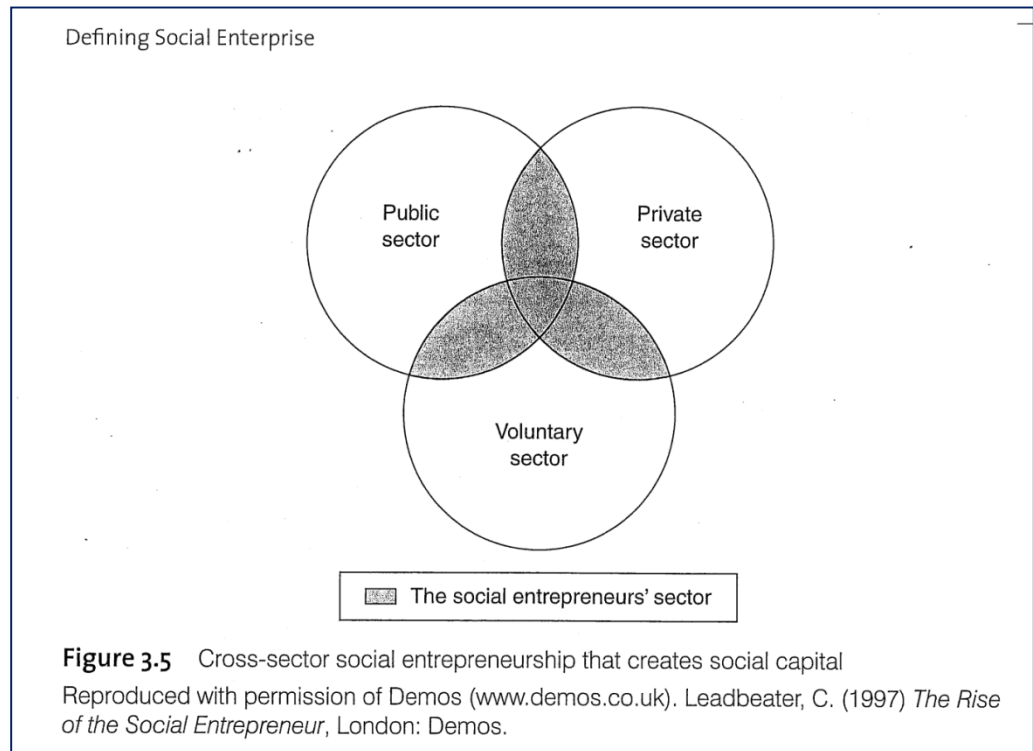
Located at:

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Accessed 8 December 2010

8. Appendices

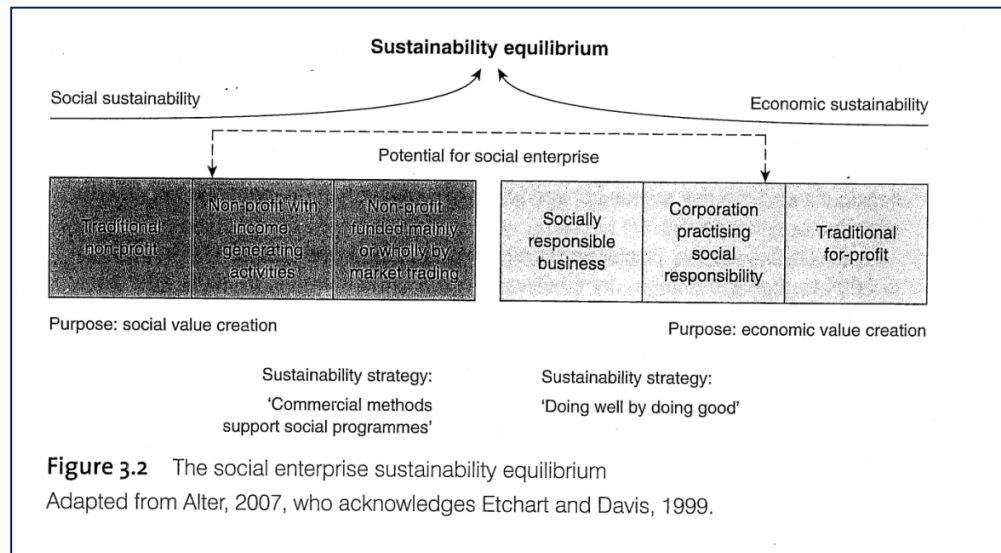
Appendix 8.1



(Leadbeater, 1997, cited in Ridley-Duff and Bull
2011:73)

Appendix 8.2

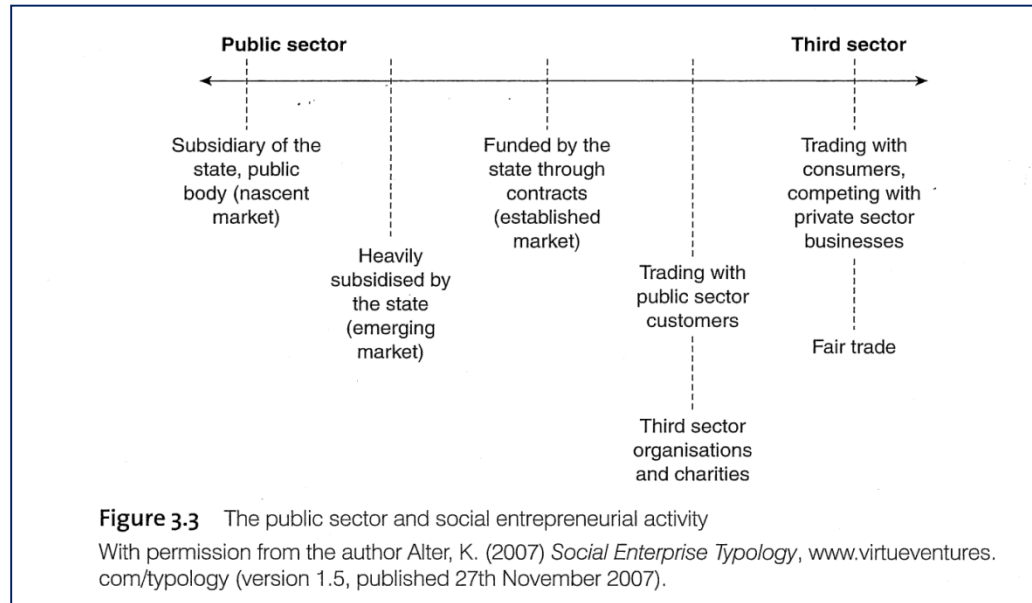
The social enterprise sustainability equilibrium



(Alter 2007, taken from Ridley-Duff and Bull 2011:67)

Appendix 8.3

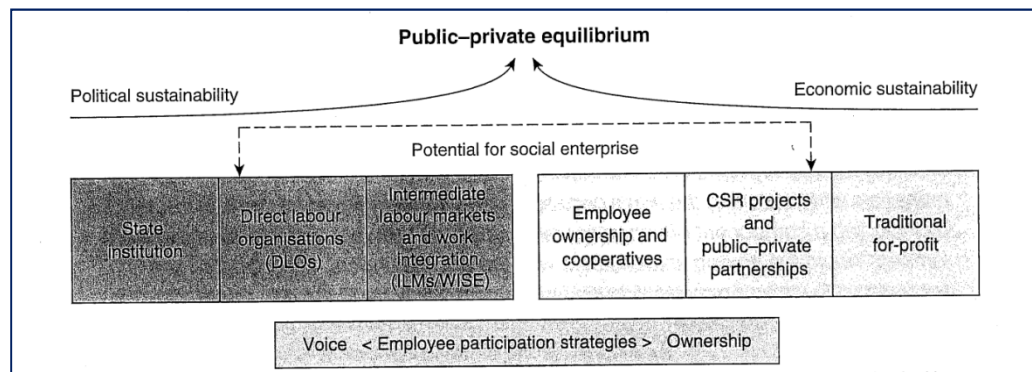
The public sector and social entrepreneurial activity



(Taken from Ridley-Duff and Bull 2011:70)

Appendix 8.4

The public legitimacy and private support model



(Taken from Ridley-Duff and Bull 2011:72)

Appendix 8.5

Fowler's (2000) Trade-offs

Vulnerability	An organisation's ability to suffer costs imposed by external events; highly vulnerable organisations are unable to cope, invulnerable and unaffected.
Sensitivity	The degree and speed at which changes in a resource impact on the organisation; low sensitivity means that external changes do not cause immediate severe disruption; high sensitivity means that they do.
Criticality	The probability that an existing resource can be replaced by another for the same function; highly critical resources (such as core support) cannot be easily replaced; resources with low criticality can.
Consistency	An ability to alter a resource profile without compromising mission and identity; high consistency resources mean that an organisation is less forced to compromise than it must do if it is to gain access to low consistency resources.
Autonomy	The degree to which the resource affects the ability to say no when it is needed. Turning away or not pursuing available resources is not easy but it should always be possible. If it is not, an organisation's decision making is effectively enslaved to the dictates of others. Hence autonomy is reflected in an organisation's freedom in decision making about resources it wishes to accept and the outputs and social value it will provide.
Compatibility	The degree of similarity between new and existing resources that call for minor to major modification to the organisations processes, structure and functioning.

(Fowler, 2000, taken directly from Coule 2008:44)

Appendix 8.6

Billis Model

Accountability			
EXPLANATORY	GOVERNANCE	HUMAN RESOURCES	FUNDING
Operational Policies	Members	Volunteers	Association
Implicit Policies	Board	Paid Staff	Government
Values			Market
ACTIVITIES			

(Taken from Coule 2008:52)

Appendix 8.7

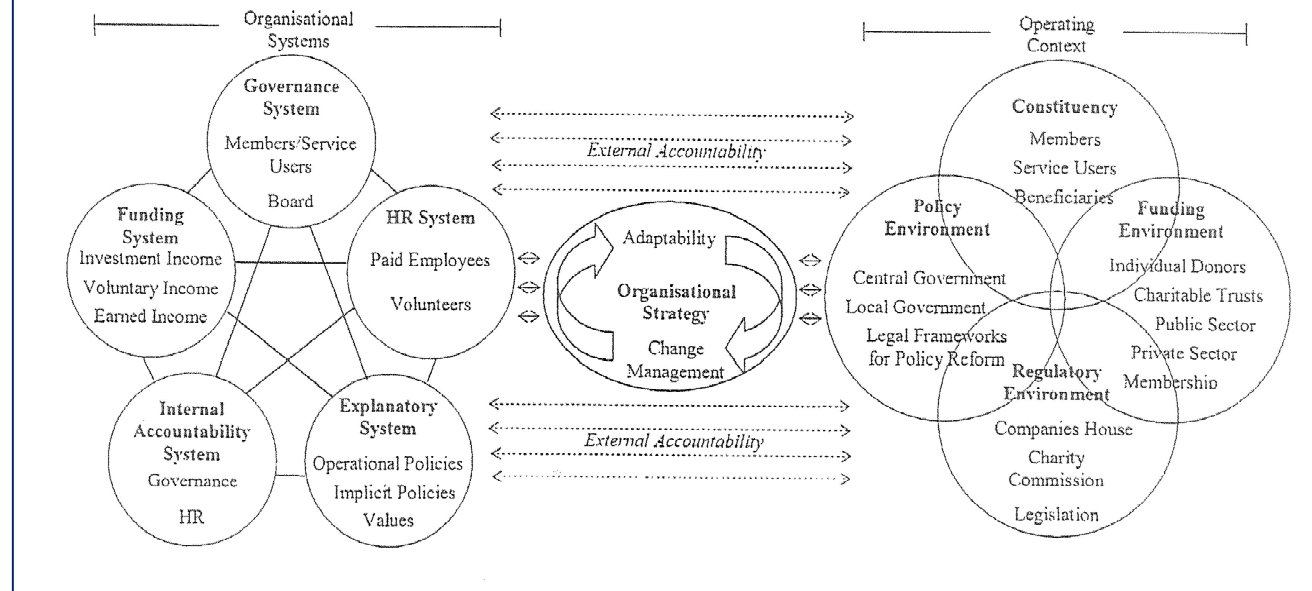
Glasby's Model

Area	Main Features
Individual Contributions	Long standing support of leading local families
	Commitment and contribution of the Settlements staff and volunteers
Organisational Features	Flexibility and ability to combine continuity with change
	A commitment to innovation and meeting previously unidentified need
	A holistic, multi-purpose approach
	An emphasis on empowerment
	Collaboration across sectors
	Ongoing links with the University of Birmingham
State Policy / Social Forces	Expansion of state welfare allowed freedom to develop new services and focus on marginalised groups
	Existence of ongoing need and state failure to eradicate poverty

(Taken directly from Coule 2008:55)

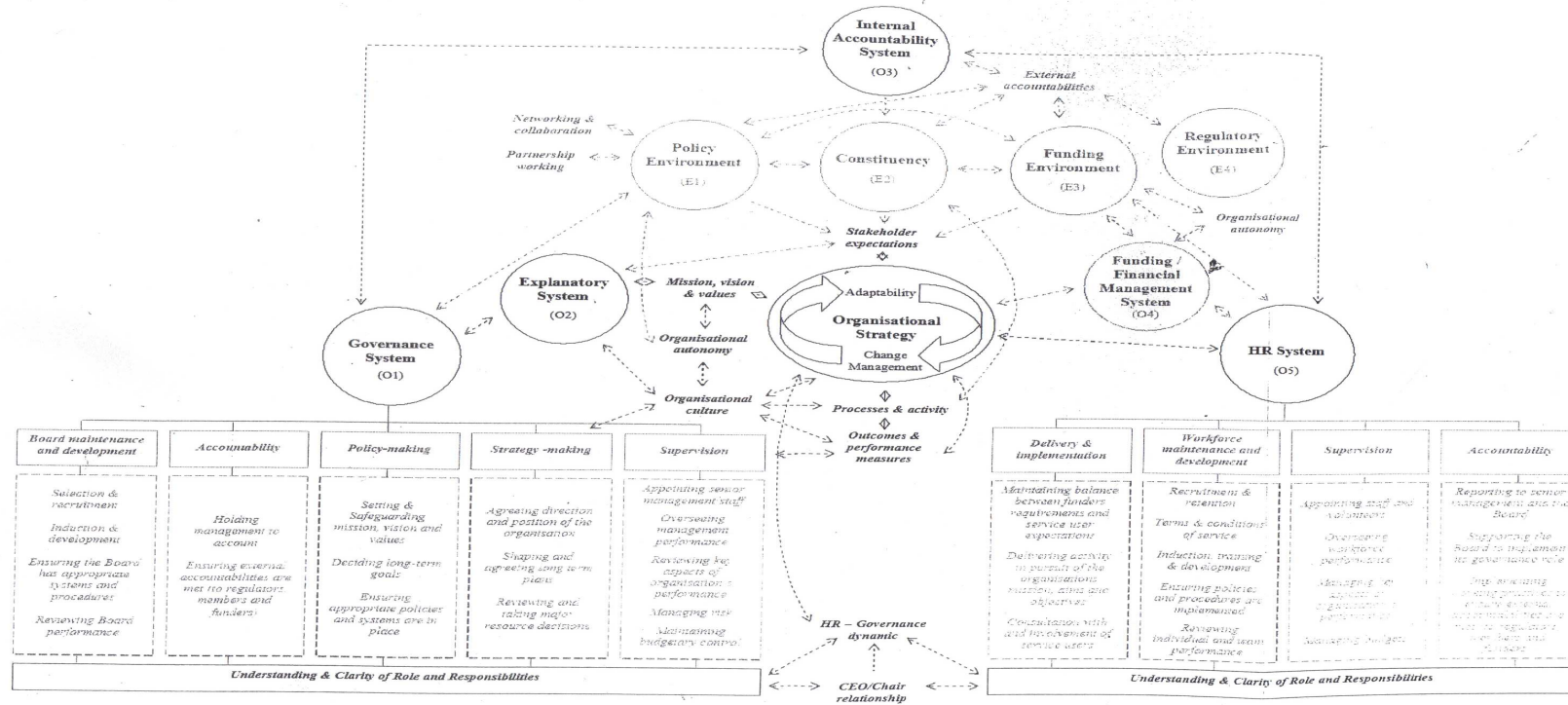
Appendix 8.8

Figure 5: Diagrammatic overview of exploratory fieldwork results



Appendix 8.9 Systemic heuristic for developing strategies for organizational sustainability in the voluntary sector.

Figure 6: Systemic heuristic for developing strategies for organisational sustainability in the voluntary sector



Appendix 8.10

The New Public Management's seven dimensions of change

No.	Element	Doctrine	Typical Justification	Replaces	Operational Significance	Some possible accounting implications
PS distinctiveness						
1	Disaggregation	Unbundling of the PS into corporatized units organised by product	Make units manageable and focus blame; split provision and production to create ant-waste lobby	Belief in uniform and inclusive PS to avoid underlaps and overlaps in accountancy	Erosion of single service employment; arms-length dealings; devoted budgets	More cost centre units
2	Competition	More contract-based competitive provision, with internal markets and terms contracts	Rivalry as the key to lower costs and better standards; contracts as the key to explicating performance standards	Unspecified employment contracts, open ended provision, linking of purchase provision, production, to cut transaction cost	Distinction of primary and secondary public labour force	More stress on identifying costs and understanding cost structures; so cost data become commercially confidential and cooperative behaviour becomes costly
3	Management Practices	Stress on private-sector styles of management	Need to apply proven private sector management tools in the public sector	Stress on PS ethic fixed pay and hiring rules, model employer orientation centralised personnel structure jobs for life	More from double imbalance PS pay, career service, unmonetised rewards "due process" employee entitlements	Private sector accounting norms
4	Discipline Parsimony	More stress on discipline and frugality in resource use	Need to cut direct costs, raise labour discipline, do more with less	Stable base budget and establishment norms, minimum standards, union vetoes	Less primary employment, less job security, less producer-friendly style	More stress on the bottom line
Rules vs Discretion						
5	Hands-on Management	More emphasis on visible hands-on top management	Accountability requires clear assignment of responsibility not diffusion of power	Paramount stress on policy skills and rules, not active management	More freedom to manage by discretionary power	Fewer general procedural constraints on handling contracts, cash, staff, coupled with more use of financial data for management accountability
6	Explicit and Measurable	Explicit formal measurable standards and measures on performance and success	Accountability means clearly stated aims and efficiency; needs hard look at goals	Qualitative and implicit standards and norms	Erosion of self-management by professionals	Performance indicators and audit
7	Output Measures	Greater emphasis on output controls	Need for greater stress on results	Stress on procedure and control by collibration	Resources and pay based on performance	Move away from detailed accounting for particular activities towards broader cost centre accounting; may involve blurring of funds for pay and for activity

(Taken from Hood 1995:96)

Appendix 8.11

The Blind men and the Elephant

It was six men of Indostan
To learning much declined,
Who went to see the Elephant
(Though all of them were blind)
That each by observation
Might satisfy his mind

The First approached the Elephant,
And happening to fall
Against his broad and sturdy side,
At once began to brawl:
“God bless me but the Elephant
Is very much like a wall

The Second, feeling of the tusk,
Cried, “Ho! What have we here
So very round and smooth and
sharp?
To me ‘tis mighty clear
This wonder of an Elephant
Is very like a spear!”

The Third approached the animal,
And happening to take
The squirming trunk within his
hands,
Thus boldy up and spake:
“I see,” quoth he, “The Elephant
Is very like a snake!”

The Fourth reached out an eager
hand,
And felt around the knee,
“What most this wondrous beast is
like
Is mighty plain,” quoth he;
“Tis clear enough the Elelphant
Is very like a tree!”

The Fifth, who chanced to touch
the ear,
Said “E’en the blindest man

Can tell what this resembles most;
Deny the fact who can,
This marvel of an Elephant
Is very like a fan!”

The sixth no sooner had begun
About the beast to grope,
Than, Seizing on the swinging tail
That fell within his scope,
“I see,” quoth he “the Elephant
Is very like a rope!”

And so these men of Indostan
Disputed loud and long,
Each of his own opinion
Exceeding stiff and strong,
Though each was partly in the
right,
And all were in the wrong!

MORAL

So oft in theologic wars,
The disputes, I ween,
Rail on in utter ignorance
Of what each other mean,
And prate about an Elephant
Not one of them has seen!

Appendix 8.12

Phases of building, inception and implementation of a MSPE.

Phase	Definition
The Scoping Phase	this is where prospective partners take time to understand the challenge, gather information, consult with stakeholders and potential resource providers, build their working relationship, and agree the goals, objectives and core principles that will underpin their relationship should they decide to partner.
The Enabling Phase	this is where the partners bring into being the regulatory and management framework of their partnership, including a performance-based monitoring and evaluation system.
The Managing Phase	this is where the partners initiate implementation and work to pre-agreed schedule and specific deliverables, once resources are in place and programme and project details have all been agreed.
The Reviewing Phase	this involves a review of the partnership, taking into account the impact of the partnership on the partner organisations, and identifying if it is time for some partners to leave and others to join.
The Revision Phase	this involves revising the partnership programme(s) or projects in the light of the partners' experiences.
The Institutionalizing Phase	this involves the partners incorporating responsibility for activities and outcomes of the partnership into alternative structures to ensure their value is protected over the long term. This will involve creation of a moving-on strategy for all partners.

(Adapted from Marriott and Goyder 2009)

Appendix 8.13

Six broad themes essential for successful outcomes of MPSEs

Theme	Description
Needs	Developed around the notion of supply: the will of a party or several parties to contribute to the provision or enhancement of education in a way that they judge positive.
Ownership	This refers to relations among stakeholders in development, particularly their respective capacity, power or influence to set and take responsibility for a development agenda, and to muster and sustain support for it.
Impact	This refers to the effects of a programme or initiative on the target group.
Regulation and accountability	General regulation for partnerships is voluntary and relatively weak. Whilst waiting for a larger debate on these issues, the best tool for enabling stakeholders to weigh in is transparency about how partnerships are formed and about their management, financial structures, processes and results.
Sustainability	This is the key to lasting impact on teachers, learners and the education system, either through its long-term local effects or because its methods and/or means can be sufficiently tested to be replicated with confidence in the outcomes. In this sense, sustainability means providing the innovative impetus for improvements elsewhere in the educational system.
Monitoring and evaluation	should be an integral part of the partnering process, conceived and planned along with the assessment of need.

(Draxler 2009)

Ethical Approval and gaining consent

8.14 Access Consent

Bassey (1999, cited in Greenbank 2007), argues that there are three major ethical values in research: respect for democracy; respect for the truth; and respect for persons. The British Educational Research Association added a fourth principle: respect for educational research itself. This research has observed the major ethical values of Bassey (1999, cited in Greenbank, 2007), as well as the fourth principle identified by the British Educational Research Association. For example, every participant involved in this case study had freedom of speech. They were also given every opportunity to retract any information, should they wish to. This case study was respectful of the truth, in that both organisations had the opportunity to state their side, without prejudice from the researcher, and each organisation's perspective was documented within this case study. At first glance, where allowing people to retract information (ethical value 1) could be observed as compromising the principle of the 'truth' (ethical value 2), key informants were only allowed to retract or amend quotes appertaining to themselves. As a result of this ethical practice, only one piece of data was requested to be changed. George Trow, the Principal requested that the figure £80 million be removed, because the College had never been in that much debt. Hence the figure was removed and appropriate wording was put in its place. At no point in the duration of this research was any trade-off or compromise made in attaining the 'truth'.

Throughout this study, the researcher was mindful of ensuring and maintaining a respect for the organisations and the participants themselves. Also paramount was a respect for educational research. All stages of the research process were adhered to most rigorously from beginning to end. These stages consist of planning, informed consent, confidentiality, research community and social responsibility, each of these will now be considered in turn:

Planning: research that is conducted in various establishments requires the approval of an Ethics Committee. In this research, details were passed to the University's ethics panel. It is reasonable to suggest that any research design / methodology employed in research will generate ethical dilemmas. The implication is not that the research should be abandoned: instead, every effort should be made to examine the effect that a study will have on all of the people who participate in it. This not only includes the informants, but the researcher and anyone else involved in the research: for example, the researcher's supervisor and the organisation where the research is being conducted.

According to Burgess, Sieminski and Arthur (2006), qualitative work encompasses involvement: it cannot be performed in an 'objective', 'neutral' or 'disengaged' manner, if it is to yield a valuable insight into the informant's world. Therefore, the intended relationship with the organisations taking part in this research takes the form of using the informants as a source; after the research has concluded, there is no purpose in continuing the relationship. This research was not undertaken within the author's work environment: there was no potential conflict of interest amongst friends or colleagues. The author

undertook full responsibility for ensuring the well-being of the participating individuals or groups of individuals. Time was allocated at the end of the research for feedback, providing the opportunity for any issues to be raised, and to de-brief. No undeliverable promises were given by the author throughout the duration of the research. When the research had concluded, the author also gave of her time and de-briefed by presenting the findings, on 26 June 2008 to the Principal at his request.

To introduce the nature of what was being proposed, the author had two meetings with Bill Webster of Doncaster College. The first consisted of a more unstructured conversation, and included introductions, backgrounds, personal and research interests, taking into account both our perspectives. The author left this meeting with an idea of the research necessary, as well as a signed 'Access Consent' agreement which, upon formalisation and producing a research proposal, would allow research to be undertaken at Doncaster College. A copy of this agreement can be found in Appendix 8.14.

The author then put together a research proposal, which was presented in writing to her supervisor, Simon McGrath, in order to ensure that it was in accordance with the requirements of the Doctorate in Education Ed.D (Lifelong Learning) Programme. Upon negotiation and amendment within a supervision session, the author agreed not to consider interviewing clients of the trainee counsellor, for the following two reasons: there would have been difficulties regarding confidentiality, and problems of time and cost relating to the wide geographical dispersal of students throughout the UK. The research

proposal was then forwarded to Bill Webster for his perusal and on to Doncaster College Corporation Board on 24 February 2007, in order to obtain final permission. Notification of the granting of full permission was received via email on 27 February 2007. A copy of the organisational information sheet can be observed in appendix 8.15 and a copy of the organisational consent document can be found in Appendix 8.16.

The first key informant was Nick Turner, Head of the Relate Institute. Thanks to a prior introduction from Bill Webster, the author was able to contact him directly by telephone, on 2 March 2007. However, in conversation, Mr Turner identified two possible areas of concern on behalf of Relate: time-scales and confidentiality. The author assured him that the research to be undertaken would be professional, with confidentiality maintained at all times. Following this conversation, the author forwarded the research proposal to Mr Turner, along with a personal statement, CV and clarification on the possible areas of concern noted by him. Mr Turner provided his consent for the research to proceed over email on 23 March 2007; and a face-to-face meeting was arranged, in order to formally introduce the author, discuss the nature of the research, and above all, to gain organisational consent to undertake the study. A copy of this Agreement can be found in Appendix 8.17.

Having secured organisational access, it was then necessary to obtain informed consent, on a more personal level, from the individuals concerned. According to Burgess (2006), the principle of informed consent is at the centre of the ethical research activity. A frequently employed strategy for dealing with

ethical dilemmas is to rely on the fact that participants have been fully informed about research procedures and the risks entailed from participating in the research: therefore, they accept personal responsibility for any negative consequences of participation (McLeod, 1994).

It is generally accepted that genuine informed consent depends upon the fulfilment of the following three criteria. First, the *competence* of the person giving their consent: has their co-operation been given rationally? Second, basic informed consent depends upon the provision of adequate information about the possible risks or harm that could be incurred from participating in the research. Third, informed consent requires the participants to be undertaking the research because they have *volunteered* to participate.

This research has followed all the criteria listed above. Both organisations involved in this research received information relating to it as it applied to the organisation, were happy to proceed, and subsequently signed an informed consent agreement; and the individuals participating in the research received information relating to it, were happy to proceed, and subsequently signed an individual consent form. All participants participated on a voluntary basis. They were given the opportunity to withdraw their participation at any stage throughout the research. At the end of either the interview or the focus group, everyone was given an opportunity to retract any information, should they wish.

All interviews undertaken on behalf of this research began with polite

introductions, followed by a verbal preamble, which was also presented in writing. This was known as the individual information sheet, and can be found in Appendix 8.18. This was known as the individual information sheet. If the individual was happy to commence the interview, they signed an agreement: a blank copy of this individual consent form can be found in Appendix 8.19.

Although anonymity is a common goal of ethical research, in this study, the organisations themselves agreed to be named. As it would also have been easy to identify interviewees from their roles in these organisations, they were asked via email on 3 October 2007 for permission to name them where they might be easily identifiable: see Appendix 8.21. Almost all gave their consent; steps were then taken to preserve the anonymity of others.

In this case of all focus groups data was put together for the purposes of this research, the participants were given prior knowledge of their date, time and nature. Each focus group began with polite introductions, followed by a verbal preamble, which was also presented in writing. This was known as the individual information sheet and can be found in Appendix 8.19. If the individual was happy to commence the interview, they signed an agreement: a blank copy of which can be found in Appendix 8.20.

Before the focus group began, it was ensured that the author had the same number of consent forms as participants. This was the most logical way to ensure informed consent, and that individuals remained anonymous.

Throughout the duration of this research, all documentation has been safeguarded. All participants were given the opportunity to retract material from the research. The data protection act was enforced and adhered to at all times throughout this research. It is the researcher's intention to destroy all documentation once the final report has been submitted and approved.

The author's email address was distributed to all participants of this research, together with the reassurance that if they wished to contribute anything else to the research which they had not already had an opportunity to state, or they did not wish to state in front of others (in the case of focus groups), any emails would be treated in the strictest of confidence.

The moral and ethical dimensions of research go beyond the immediate participants and serves to include the research community as a whole (McLeod, 1994). It is clearly unethical to distort or amend research data for personal gain or to plagiarise from studies carried out by other researchers.

The moral justification of the research is that it makes a contribution to the public good by easing suffering or promoting truth. It is also important to carry out research in a way that enhances public perceptions towards the field of research.

Throughout the research process, the author has adopted a reflective standpoint, considering the methods, values, biases and decisions which were generated. It is hoped that this study has contributed towards creating a more

positive image for research. A professional standpoint has been maintained throughout the duration of the research, and gratitude expressed to all involved.

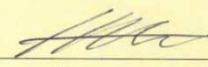
Access Consent

Doncaster College is invited to take part in a research project, a requirement of the Doctorate in Education Lifelong Learning (Ed.D.) Programme currently being undertaken by Katie Louise Wrennall at Nottingham University.

The exact nature of the research proposed above, is still to be finalised, in collaboration with myself, a representative of Doncaster College, Dr S. McGrath and Professor W.J. Morgan of Nottingham University.

All information ascertained throughout the research will be treated in a CONFIDENTIAL manner.

I have read the above and hereby grant Katie Louise Wrennall access to Doncaster College resources to undertake her Doctoral Research Project.

 (Signature) Julie Webster (Name)
Acg. Principal (Position) 4 / 12 / 06 (Date)

ORGANISATIONAL INFORMATION SHEET

An evaluation of partnership working between
a Further Educational Establishment and a
Third Sector Organisation in the facilitation of
educational programmes in Yorkshire.

The research aims are to:

1. Identify the partnership agreement, its history and evolution.

2. To obtain the attitudes and expectations of those involved in the partnership at all levels; inclusive of Corporate, Functional and Operational, along with the service user.
3. To examine the partnership agreement regarding contractual specifications, service specifications and to evaluate these.

In order to undertake the above the following would be required:

1. Access to Documents. The original Partnership Agreement, subsequent minutes of Review Meetings and (observational) inclusion in future Review Meetings.
2. Access to staff and students. For interview, focus group and questionnaire.
3. Access to Internal Monitoring Procedures and Quality Assurance Documentation.

* Your participation in this study is deliberately and voluntarily undertaken.

* You have the right to withdraw at any time, without prejudice or negative consequences.

* You will receive a full-briefing prior to the commencement of

the study. Along with the opportunity to ask questions.

- * An opportunity for you to ask questions is available at any time throughout the research via email communications
- * You will be given a full de-briefing of the study at the end. Here you will have the opportunity to retract any information that you do not wish to be included in the final documentation. Along with the opportunity to ask further questions.
- * The Further Educational Establishment will be referred to as Doncaster College within published literature.
- * The Third Sector Organisation will be referred to as The Relate Institute (Doncaster) within published literature.
- * Even though the organisations themselves will be identified throughout this research, the informants from each of these organisations will have full anonymity and what they say will not be used in a way which enables individuals to be identified.
- * Data generated by the study will be kept in a safe and secure location, and will be used purely for the purposes of the study. All data will be destroyed upon successful completion of the study.

- * The final thesis is a public document. However, no-one other than research colleagues, supervisors or examiners will have access to any of the data collected from this study.

- * Where appropriate a further contract will be devised by the Principal Investigator and both Organisations (Doncaster College and Relate Institute –Doncaster) approval will be sought if this study leads to further writing.

- * The Principal Investigator’s motive for conducting a study of this nature is to genuinely move partnerships forward regarding educational facilitation in a positive and appropriate way.

- * The Principal Investigator is Mrs Katie L. Wrennall
Mrs Wrennall can be contacted on the following mobile telephone number: [REDACTED]

- * The Supervisor of this study is Dr Simon McGrath. Professor of International Education and Development AND Editor-in-Chief, International Journal of Educational Development.
He can be contacted in writing to the following:

UNESCO Centre for Comparative Education Research
School of Education

University of Nottingham

Jubilee Campus

Wollaton Road

Nottingham

England.

NG8 1BB

Dr Simon McGrath can be contacted at the above by
telephoning [REDACTED]

- * Should you wish to make a complaint upon Ethical Grounds in
relation to this study, please contact

The Research Ethics Co-ordinator

University of Nottingham

Jubilee Campus

Wollaton Road

Nottingham

England

NG8 1BB

Organisational Consent Agreement Doncaster College

ORGANISATIONAL CONSENT FORM

You are invited to take part in a research project investigating:

An evaluation of partnership working between
a Further Educational Establishment and a
Third Sector Organisation in the facilitation of
educational programmes in Yorkshire.

- * The welfare, dignity and personal privacy of all participants will be respected at all times.
- * I have been informed of and understand the purposes of the study inclusive of its methodologies.
- * I have been given the opportunity to ask questions.
- * I understand that I can withdraw at any time without prejudice.

I have read the above, and fully understood the requirements of the research. I agree to participate in the study as outlined to me in the Organisational Information Sheet.

I hereby give my consent



(Signature)

Bill WEBSTER

(Print Name)

26/7/07

(Date)

8.17 Organisational Consent Agreement Relate Institute

ORGANISATIONAL CONSENT FORM

You are invited to take part in a research project investigating:

An evaluation of partnership working between
a Further Educational Establishment and a
Third Sector Organisation in the facilitation of
educational programmes in Yorkshire.

- * The welfare, dignity and personal privacy of all participants will be respected at all times.
- * I have been informed of and understand the purposes of the study inclusive of its methodologies.
- * I have been given the opportunity to ask questions.
- * I understand that I can withdraw at any time without prejudice.

I have read the above, and fully understood the requirements of the research. I agree to participate in the study as outlined to me in the Organisational Information Sheet.

I hereby give my consent

Nick Turner

(Signature)

(Print Name) Nick Turner

(Date) 8 August 2007

8.18 Individual Information Sheet

INDIVIDUAL INFORMATION SHEET

My name is Kate Wrennall, and I am currently a student at the University of Nottingham, undertaking a Professional Doctorate in Lifelong Education.

For the thesis component of the programme with reference to Doncaster College and The Relate Institute (Doncaster) I am undertaking the following research:

An evaluation of partnership working between a
Further Educational Establishment and a Third
Sector Organisation in the facilitation of educational
programmes in Yorkshire.

The research aims are to:

1. Identify the partnership agreement, its history and evolution.
2. To obtain the attitudes and expectations of those involved in the partnership at all levels; inclusive of Corporate, Functional and Operational, along with the service user.
3. To examine the partnership agreement regarding contractual specifications, service specifications and to evaluate these.

In order to successfully undertake the above: I am in great need of your assistance, with regards to the following:

- * In the form of either an interview, focus group or questionnaire, to discuss points 1, 2 and 3 as appropriate.
 - A date, time and venue will be agreed that is mutually convenient.
 - The duration will be dependent upon the flow of conversation and information.
- * Your participation in this study is deliberately and voluntarily undertaken.
- * You have the right to withdraw at any time, without prejudice or negative consequences.
- * You will receive a briefing prior to the commencement of the data collection. Along with the opportunity to ask questions.

- * You will be given a de-briefing at the end of the session. Here you will have the opportunity to retract any information that you do not wish to be included in the final documentation. Along with the opportunity to ask further questions.
- * Even though the organisations themselves will be identified throughout this research, the informants from each of these organisations will have full anonymity and what they say will not be used in a way which enables individuals to be identified, unless otherwise stated, and agreed by those involved.
- * Data generated by the study will be kept in a safe and secure location, and will be used purely for the purposes of the study. All data will be destroyed upon successful completion of the study.
- * The final thesis is a public document. However, no-one other than research colleagues, supervisors or examiners will have access to any of the data collected from this study.
- * Where appropriate a further contract will be devised by the Principal Investigator and both Organisations (Doncaster College and Relate Institute –Doncaster) approval will be sought if this study leads to further writing.
- * The Principal Investigator’s motive for conducting a study of this nature is to genuinely move partnerships forward regarding educational facilitation in a positive and appropriate way.
- * The Principal Investigator is Mrs Katie L. Wrennall

Mrs Wrennall can be contacted on the following mobile telephone number:

[REDACTED]

- * The Supervisor of this study is Dr Simon McGrath. Professor of International Education and Development AND Editor-in-Chief, International Journal of Educational Development.
- He can be contacted in writing to the following:

UNESCO Centre for Comparative Education Research

School of Education

University of Nottingham

Jubilee Campus, Woollaton Road

Nottingham, England. NG8 1BB

Dr Simon McGrath can be contacted at the above by telephoning [REDACTED]

[REDACTED]

- * Should you wish to make a complaint upon Ethical Grounds in relation to this study, please contact

The Research Ethics Co-ordinator, University of Nottingham

Jubilee Campus, Woollaton Road, Nottingham, England, NG8 1BB

8.19 Individual Consent Form

INDIVIDUAL CONSENT FORM

You are invited to take part in a research project investigating:

An evaluation of partnership working between a
Further Educational Establishment and a Third Sector
Organisation in the facilitation of educational
programmes in Yorkshire.

- * The welfare, dignity and personal privacy of all participants will be respected at all times.
- * I have been informed of and understand the purposes of the study inclusive of its methodologies.
- * I have been given the opportunity to ask questions.
- * I understand that I can withdraw at any time without prejudice.

I have read the above, and fully understood the requirements of the research. I agree to participate in the study as outlined to me in the Individual Information Sheet.

I hereby give my consent

(Signature)

(Print Name)

(Date)

8.20 Consent Form – Focus Group

CONSENT

My name is Kate Wrennall, I am a student at the University of Nottingham undertaking a Professional Doctorate of Education in Lifelong Learning.

My research interest is with regards to:

The Partnership between
The Relate Institute, Doncaster College and
The University of Hull

I have read the above, and fully understand the requirements of the research. I agree to participate in the focus group

8.21 Permission to use names

Copy of email forwarded to all participants, reads as follows:

Page 1 of 1

Subj: **Request for Permission - Kate Wrennall**
Date: 03/10/2007 18:07:31 GMT Standard Time
From: [Kate Wrennall](#)
To: Nick.turner@relate.org.uk

Dear Nick

Further to a supervision session that I had with Professor McGrath at Nottingham University, where I brought to his attention the issue of anonymity within this study:

Firstly, with regards to any transcripts of interviews: I do not have to submit any transcripts at all, thus keeping the interviews confidential between ourselves.

Secondly, it has now been suggested that I write to ascertain whether you would now give me permission to use your NAME within my research.

This change has become about because of firstly, due to the nature of the research, key informants such as yourself, could easily be identifiable within the research, and. Secondly, because I believe that those involved should be credited for all the hard work, commitment and professionalism that they have shown to the partnership.

Should you grant me permission, I guarantee that I will give you the opportunity to retract any of the information written, prior to any submission.

Should you wish to discuss any of the above further, please do not hesitate to contact me on 07989972858.

Please could you confirm by return email, as to whether or not you will allow me to print your name.

I look forward to hearing from you in the very near future.

Yours truly,

Kate Wrennall

03 October 2007 AOL: Kate Wrennall

8.22 Complete Risk Assessment Tool

Factors	Key dimensions	Scale	a	b
Student Language	UK or overseas: English first language	1	X	X
	UK based, English second language	2		
	Overseas, English second language	3		
Cultural and educational context	UK	1	X	X
	Commonwealth	2		
	European or other	3		
Partner Status	University / Polytechnic / p/grad + u/grad	1		
	Polytechnic, u/grad only	2		
	Publically funded FE college	3	X	
	Private college / organisation	3		X
Partners Strength	Large, generally well-resourced	1	X	
	Small, generally well resourced	2		
	Any size, with generally limited resources	3		X
Role of Partner	Administrative Support	1		
	Learner support centre	2		
	Teaching centre	3	X	X
Partners experience in this field	Has programmes at this level	1	X	
	Has programmes at lower level	2		X
	Has no experience in this field	3		
Partners previous collaboration with UK HEIs	At this level	1	X	
	At lower level	2		X
	None	3		
Host schools experience of collaboration	Overseas (and local)	1	X	X
	Local (no overseas)	2		
	None	3		
Programme	Established collaborative programme	1		
	Established on campus	2		
	New programme	3	X	X
Credit level	Level 0	1		
	Levels 1,2	2		
	Level 3, M	3	X	X
Summation of score			18	22
overall risk			Medium	High