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"Geography Fieldwork Planning in a Period of Change 1985-1990"

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ABSTRACT

This study considers the planning process of the Geography fieldwork-planner. Arising from personal experience and from a review of relevant literature a number of different aspects of this process has been examined. Emphasis is on practical planning in a period of educational change. In essence the study identifies a balance between opportunity and constraint, between the ideal and what is practical.

The research design, a combination of qualitative and quantitative methods, is built upon a series of questionnaires and interviews involving schools, local education authorities and field study centres. This study, which covers the second half of the 1980's, has the value, therefore, of painting a picture of fieldwork provision, through an assessment of planning during a period of change. Questionnaires and interviews conducted with teacher-planners, pupils, local education authority representatives and field study centre staff raise a number of questions and reveal a complex inter-relationship of influencing factors, all of which affect the fieldwork picture.

Results show that the commercialised fieldwork market is becoming wider, greater opportunities are now available for field study through a range of approaches. Competition and market forces determined by supply and demand trends are setting out a new climate of fieldwork opportunity, supported by requirements of GCSE and 'A' Level syllabuses for outdoor study.

However the picture also shows that the fieldwork planner is now faced with a much more complex planning environment in which to operate, one which reveals a lower confidence level, a requirement for a greater input of energy, enthusiasm, expertise and time if fieldwork programmes are to be planned safely and successfully so as to achieve a set of predetermined geographical and educational aims and objectives.

The balance between the two sets of forces creates the dynamic picture which is painted here. Although the onus to provide fieldwork in secondary schools is on the fieldwork planner the number of factors acting on the planning process is numerous and interrelated. A view of the completed picture provides opportunity to assess pointers which may well affect the provision of fieldwork in schools during the 1990's.

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PROLOGUE

This study of fieldwork, which covers the second half of the 1980's has the value of painting a picture of a period of change. The research design aims to cut a slice through a period of educational change and development and assess the impact of these on a part of curriculum planning and provision concerned with the organisation of geography fieldwork; impacts which ultimately shape the fieldwork picture. In this sense the study becomes an historical record.

My belief, based on 13 years of teaching, is that fieldwork is one of the most important tools of the geography teacher. Fieldwork brings the subject alive and makes it practical and tangible to pupils. Recognition of its academic value has taken a considerable time. Yet at the point when this recognition has been given official approval through, for example, compulsory inclusion in GCSE syllabuses, the fieldwork planner is faced with a mesh of interrelated factors which complicates what should be a simple process. This may seem contradictory but fieldwork, now seen by teachers, pupils, LEAs and Government, parents, industrialists and academic geographers alike, as an essential part of any geography course, is under threat. Certain aspects such as residential fieldwork are under great pressure. Constraints identified early in the development of fieldwork have increased to such an extent that fieldwork's viability, in its present form, is uncertain.

Personal contact with colleagues has shown that these beliefs are widespread and this prompted my research. Change in recent years has been both positive and negative. Opportunities for new and exciting fieldwork programmes, at different levels, undertaken at new sites, using well developed resources and facilities are balanced by new and extended restrictions which often impose severe limitations on action within a prescribed planning and provision environment. Analysing these positive and negative influences is one way of assessing fieldwork's place and viability. So in the work that follows I build up a picture of fieldwork provision in secondary schools.

The picture which emerges is presented as a series of topics (termed targets of investigation) through which the findings within this research are pointed, channelled and organised. The targets of investigation give me the

major brush strokes of my picture. All the targets have been the focus of and subject to change within the period of my research. Although this change has created new opportunity it has also resulted in a period of uncertainty and confusion. As a result the emerging picture will, therefore, have an indistinctiveness in some of the brush strokes and while this illustrates the close links between them it does provide for contrasting patterns in the overall picture.

However it is precisely this point which justifies the study, one which, from the outset, has its roots firmly in practical fieldwork planning. Emphasis, originating from personal experience, falls on assessing the real and day-to-day situation in schools. While targets give a framework towards the end the detailed planning environment is pieced together, an end which is historical as further, potentially influential, change has taken place since 1989. This study, therefore, becomes the basis and benchmark for further studies of the fieldwork planning environment. Participants have shown overwhelming support for, interest in and concern over the issues of which it deals proving that fieldwork lies close to the heart of the vast majority of teachers and justified this study's place in practical curriculum research.

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CHAPTER 1

Setting the Scene for Practical Fieldwork Planning

1:1 PERSONAL EXPERIENCE

Interest in this research stems initially from personal experience of geography fieldwork organisation spanning many years. This planning has ranged across a variety of levels in secondary schools and involved activities lasting anything from a double classroom lesson to a 10 day residential fieldcourse. Destinations and travel modes, type and content of work undertaken, numbers of pupils or students and staff involved and the amount of planning time required obviously vary with the level at which the work is undertaken and the overall scope and scale of the activity itself. School experience, teacher training and professional practice have each strengthened a personal view that fieldwork plays an essential and central role in school geography.

Recent advertisements for geography teaching posts have emphasised the need for or at least the advantage of experience in fieldwork organisation. Planning of school fieldwork involves important decisions on the amount, content, role, objectives and practical organisation. Yet the increasing amount of time and energy required must be balanced against the important place & position of fieldwork in the great majority of geography teachers' minds. Fieldwork is seen to lie at the heart of the practical approach to the subject and fully integrated programmes should parallel the subject's developmental process through a child's education from primary to secondary levels. Like many schools, Oakwood Park Grammar School, where much of the personal experience in the fieldwork planning

under study was gained, follows a programme developed over a number of years. The spiral nature of the programme is developed through changes in type, content of activity, the degree of pupil involvement in planning the collection and analysis of data and the type and extent of follow-up work. An example of one year's programme is shown on the next page.

General aims and specific objectives of the fieldwork vary at different points through the programme but each focus on the interplay between the collection of geographical data for use either in testing existing theory and models or for primary research material, the extension and development of an individual's social skills and the opportunity to study familiar or unfamiliar environments at first hand. Through this interplay methods of study can be monitored, evaluated and improved, individual viewpoints are formed and justified and a positive attitude towards the environment built up. Personal experience of the organisation of residential courses, integrated fully into the programme has highlighted the additional benefits of the residential experience and also the flexibility of a residential course both in terms of cross-curricular links and in its suitability to all levels of geography teaching. Planning and organising such programmes have clearly highlighted fieldwork's developmental role.

A number of factors influence the planning process and through this, the provision of geography fieldwork in schools. These factors ultimately complicate what would otherwise be a simple step by step process and to analyse fieldwork planning as a way of painting a picture of present day school fieldwork is to attempt a difficult piece of multi-coloured work.

From personal organisation of fieldwork influencing factors have been seen to direct, modify, hinder and motivate the planning process. Some constraints such as staffing and school timetable restrictions are internal to the school or the geography department whereas others such as Central Government policy on charging for school activities and local education authority (LEA) support policies or organisational regulations or the requirements set by public examination syllabuses are imposed from outside. Similarly motivations and opportunities for fieldwork provision may be school-based such as local attempts to extend outside

YEAR GROUP	DURATION	DESTINATION	COMMENTS
3	½ day	Tovil	Transect studies across R. Medway
	½ day	Maidstone	Urban fringe studies
	1 day	Sheppey	Traffic analysis in Maidstone Village studies Decision-making exercise in planning coastal studies and resorts
4	1 day	Maidstone	Urban settlement studies planning problems in Maidstone Structure studies and study of change
	1 day	Hastings	Coastal geography Beach studies/cliff profiles Fairlight Hastings as a resort town Management of leisure
5	1 day	Medway Valley	Industrial geography Transect studies/land use change Settlement location Impact of industry on villages and on landscape Industrial visits
6A	1 day	Maidstone	Settlement studies
	1 day (equiv)	Maidstone area	Pollution studies (in groups)
	1 day	Upnor, Rochester	Vegetation studies - woodland ecosystems
	1 day	Tenterden	Rural land use management
	1 day	London Docklands	Industrial/urban renewal
	1 day	Hastings	Coastal geomorphology/management
6U	1 day	Cranbrook	Decision-making planning exercise the location of a country hotel
	7 days	Scotland	Fieldcourse to Callander, C. Scotland looking at urban geography Glasgow and Edinburgh Silicon Glen and Ravenscraig Cumbernauld as a new town Stirling as a historical town Queen Elizabeth Forest Park Management of the Trossachs Glaciation in the Highlands
	½ day	Maidstone area	Local farm studies
	½ day	Faversham	Industrial visits

AN EXAMPLE OF A PROGRAMME OF FIELDWORK AT OAKWOOD PARK GRAMMAR SCHOOL (1989-90)

school activities or to develop curricular initiatives through the 16-19 Geography Project or TVEI for example or introduced from outside via field study centres, environmental or countryside groups or companies engaged in the organisation of fieldwork courses on a commercial basis. Some of these factors set the very parameters in which the planner operates. Essentially therefore it is this planning process and the factors which act upon it which provide the basis for research aimed at painting a picture of these aspects of geography fieldwork in schools.

Such research interests beg two necessary questions: how do geography teachers perceive the role of fieldwork in their subject and then to what extent are they allowed to put their ideals into practice? Issues involved in answering these questions have been identified through personal experience and these can now be supported by a review of appropriate literature. Because the development of geography fieldwork is closely linked to the developing philosophy, aims and role of the subject itself this review can only be generalised and summative, set out in a historical context.

1:2 LITERATURE REVIEW OF THE RESEARCH STUDY THEMES

The next part of this chapter is divided into 5 sections:

- 1:2:1 Early development of fieldwork
- 1:2:2 Establishment of a role for fieldwork
- 1:2:3 The influence of public examinations on fieldwork development
- 1:2:4 Past surveys of the trends in fieldwork provision
- 1:2:5 Past surveys of the objectives and constraints of fieldwork

The historical review (1:2:1) highlights a series of signposts which create the basis for measuring the importance of school fieldwork in geography teaching through an analysis of its role (1:2:2). This role is translated into objectives and past surveys of teachers' perceptions of these are reviewed in Section 1:2:5. Comparative studies of teacher perception of these objectives and those concerned with related constraints can then be seen within the context of earlier, contemporary surveys of

surveys of fieldwork provision in schools (1:2:4). Section 1:2:3 outlines some important influences on the fieldwork development process based on general change in public examinations at 14-16 and 16-19 and on reaction and proaction to these changes by the subject itself. Reviews of literature appropriate to other influences already identified and discussed later accompany the relevant discussions in Chapters 8 and 9.

1:2:1 EARLY DEVELOPMENT OF GEOGRAPHY FIELDWORK

Fieldwork's early development is linked closely to the establishment of local studies. The work of Huxley (1874) and Geddes (1902) for example was of paramount importance in the establishment of a rationale for geography fieldwork. To Geddes a visit to the local golf course, with its sand dunes, should open up a perspective on the sand dunes of the shores of Britain and Europe, not specifically as a nature study but as a study of the local community as well (Geddes 1902).

The work of Geddes was considerably influenced by the society established by Le Play in Paris, the 'Societe Internationale des Etudes Pratiques d'Economie Sociale'. He set up the Le Play Society in Britain in 1930 establishing connections with eminent geographers such as Stamp, Dickinson, Mackinder, Fleure and Pelham all of whom were advocating field studies in the style of Geddes and Le Play. Beaver (1962) highlights the work of pioneers in local studies such as Charlotte Simpson who was a member of the Le Play Society. By the 1930's fieldwork had become a compulsory part of the degree at London University, with many students attending Simpson's local studies courses at Cranham.

There are many reports, in the early issues of the Geography Teacher, of local studies excursions which were described by Layton and Blanco (1948) as a voyage of discovery of the locality using methods based on exploration, personal observation and the finding of facts first-hand. Lomas (1903), in describing his own work along a "very ordinary stream in Cheshire", highlights two major themes - 'impression' and 'expression' - both strongly represented in most local studies accounts of the time.

Reynolds (1901) was a great enthusiast. Organising excursions around her school in Cardiff, mainly in her own and the children's free time because of the lack of timetabled time, she claimed that such studies arouse the pupils' interests with most opting to participate even though there was no compulsion to do so. The enthusiasm of teachers involved was important. Lomas, highlighting similar timetable restrictions, claims that summer evenings, Saturday afternoons, chance holidays and summer vacations can be utilised providing the teacher is willing to sacrifice leisure time for the benefit of pupils. Lomas was convinced that once teachers realise the benefits and delights of local studies the practice of their organisation would become much more widespread.

The early identification of timetable problems was accompanied by reference to another issue - that of payment. Any kind of excursion, Reynolds highlights, requires money for bus or tram fares and this must be found by the pupils (or rather their parents). Practical and quite influential problems were evident early in fieldwork's development.

The work of the 'fieldwork pioneers' (Lomas 1902) is well recorded. Smith (1907), Wallace (1908), Orford (1908), Cooke (1926) are examples. Local studies followed similar patterns with classroom demonstrations beforehand giving instructions as to what to look for and a follow-up session discussing pupils' observations afterwards. Mapping, note-taking and sketching played important roles. The aim was to create interest and enthusiasm for both the subject and the local area.

How widespread these 'excursions' were is difficult to estimate, but it is almost certain that only a minority of schools took part in their organisation. Despite the support for local studies within academic circles they were still spasmodic in school geography teaching, particularly when even the most enthusiastic organisers were criticising the total lack of time given to such outdoor studies in the school timetable.

In 1938 the Geography Association's Standing Committee for Geography in Secondary Schools Report was confidently claiming that the 'days when

a course in geography meant study from a text book' were rapidly disappearing. It emphasised the vital role of taking pupils out of the classroom for local studies, for they were the basis of the whole structure of geographical knowledge. Wider benefits of local studies, beyond local knowledge and interest, were also being recognised. Intellectual stimulation, intelligent observation and correct deductions leading to a balanced set of views were now seen as important aims. By providing a greater understanding of the local community pupils can be more relevantly 'fitted' to take part more effectively in the changes taking place. This 'inspiration towards a sense of citizenship' links well with the need for a 'sense of adventure' which Fairgrieve (1935) saw as being one of the main benefits of local studies.

Although the organisation of local studies was slow to spread and discontinuous in distribution it did set the pace and direction of the development of geographical fieldwork in general. Fieldwork development relied on the continuing role of the 'fieldwork advocates' such as Hutchings, Wheeler, Brooks, Layton, Blanco, Dilkes, Gopsill and Wooldridge. Hutchings (1962) used his presidential address to the G.A. in 1961 to claim that educational fieldwork should continue throughout a child's school life, with earlier beginnings tending to influence quality in the latter stages.

Between 1945 and 1965 a series of handbooks and articles were published concerning geographical fieldwork and local studies in particular. Many articles in 'Geography' refer, if only in passing, to the need for and the real benefits of fieldwork in school geography e.g. Suggate (1956), Jensen (1946), Brooks (1952) and Wooldridge (1955). Authors of several of these were able to identify frustration among teachers keen to put theory into practice. Specialist conditions in grammar schools, for example, were, according to Suggate, restricting fieldwork to small groups organised on a voluntary basis at weekends or during vacations. Fieldwork was not available to all pupils. Such limitations meant that fieldwork provision was heavily dependent on teacher willingness to sacrifice time and leisure. Direct encouragement was dismally lacking.

Although its importance was growing there were few signs of a formulated role for fieldwork. Wooldridge (1955) highlighted this identity crisis in arguing that all geographers 'pay lip service to' the importance of fieldwork in their subject yet they show considerable doubt as to its objectives and methods. Evidence, through the literature of the time, showed an increasing critical element towards fieldwork organisation. Although protagonists showed immense enthusiasm and individual zeal the development of a fieldwork role was slow and sporadic.

The early development, strongly influenced by trends in higher education and the personalities of its academics, set the scene for geographical fieldwork of the next thirty years. Since 1960 a definite role has been established and it is both relevant and important to this research to review briefly how this role has developed, for from this, valuable pointers can be gained as to teacher perception of fieldwork and to its importance to them in their classroom teaching.

1:2:2 ESTABLISHMENT OF A ROLE FOR FIELDWORK

Local Geography courses were aimed at giving 'actuality and reality' to the study of the subject (G.A.1938), training pupils in habits of intelligent observation and in making deductions from facts observed. Through these aims studies would inspire pupils to become sensible citizens interested in the district in which they lived. Thirty four years later Sinker (1972) structured these general aims into a fivefold educational role for fieldwork, serving five broad and interrelated functions each varying in importance with the student's aims and capabilities. The five categories: Experience, Logical Thought, Enthusiasm, Citizenship Training and Technical Training reveal similarities to the earlier G.A. Report (1938). Sinker admitted the overlap of these aims with other disciplines but it was the combination of them and their collective role which were unique to fieldwork studies in geography.

Sinker's categorisation provides a useful basis on which to review fieldwork's developing role. Here split role functions have been divided into 3 key areas: Environmental Responsibility, Social Skills and Primary Data Collection and Analysis.

A ENVIRONMENTAL RESPONSIBILITY

As shown above the idea of 'political judgement' in the field is nothing new. Geddes (1902) believed the local study to be an instigator of social change, a way forward to improve life and environment. Fleure (1940) takes a similar view when advocating that the attitude of mind developed by study of the home region should lead to inquiry and reflection of the means of preserving what is best, of rectifying mistakes of the past and of planning a good life for everyone for future generations. However the shift in emphasis during the 1960's towards the quest for sufficient and relevant data left little room for construction of these more value judgements about environmental quality.

The 1980's have seen a change in direction. Teachers like Weston (1977) realised that they were teachers of future citizens of society and not just academic geographers. The move to 'environmentalise' geography comes as a response to the increasing priority of societal environmental issues and its subsequent translation into schools shown by the growth in importance of environmental education in the curriculum. The G.A. Sixth Form/University Group's Statement: 'Enduring Purpose of Fieldwork' (1984) establishes as a third of a threefold set of interrelated purposes 'student - environment purposes' with aims, amongst others, to develop understanding of conservation, planning processes and of the processes involved in rational decision-making about man-environment issues. This understanding can then be used to encourage students to identify and clarify their own value positions on environmental issues. These aims hint at a return to those of the early excursions.

The widening role, during the 1980's, of such bodies as the National Association for Outdoor Education, the National Association for Environmental Education and the Council for Environmental Education, together with the establishment of youth sections/education units of the Countryside Commission, the Youth Hostels Association and the National Parks Authority illustrate a change in direction and the strengthening of the position of environmental education. By the late 1980's writers such as Sankey (1988) and Baines (1988) were arguing that the only medium by

which young people can be trained to care for the environment is in school. Sankey claims that environmental education ranks with numeracy and literacy as a fundamental issue in the process of education and geographical fieldwork has been identified as a major means of delivering this. These links have affected the amount of fieldwork undertaken, the cross-curricular nature of the fieldwork and the amount and type of opportunities open to the fieldwork planner, all aspects important in the painting of the picture of fieldwork in schools.

Early pioneering work of Huxley had set the scene. Much later the establishment of the Council for the Protection of Field Studies (later to become the Field Studies Council), which has had a major influence on residential fieldwork, helped considerably in establishing an environmental role for fieldwork. Government and LEA policy documents called for an enhanced role. The Cumbrian Education Committee's Document 'Outdoor Education in the Curriculum' (Curriculum Paper No.3) called for outdoor environmental education to be treated as an approach to learning and decision-making, a solution to problems rather than just a subject with beginnings in nursery education following through to adulthood. This progress is highlighted elsewhere. The Special Conference on Environmental Education (1985) set out a natural progression made through heightened awareness and the acquisition of knowledge to understanding, concern and responsibility finally resulting, if the progression means anything, in informed action (Hawkins 1985). This particular theme has long been part of the primary curriculum. Scoffham (1980) emphasises the development of community values and responsibilities as well as environmental awareness in the primary years. Direct participation is seen as a key element. This participation involves fieldwork of some kind and in Smith's view (1987) geographical fieldwork more than adequately meets all the aims of direct involvement in the environment. Although geographers have no monopoly of this type of learning they do have a long tradition and expertise in organising practical work of this nature.

B SOCIAL SKILLS

Here there is some debate, not over the aim itself but over its importance. Smith (1987) forecasts a greater emphasis placed on this dimension in the

future. He argues that the social and personal benefits for pupils have always been part of geographical fieldwork but they have only recently become more widely accepted outside the subject itself. Highlighting the growing interest in learning certificates, profiles and other types of records of achievement Smith advocates the need for new forms of assessment, involving more people, with the purpose of promoting greater pupil motivation, confidence and esteem. Emphasis on cross-curricular themes and vocational education has widened the scope of fieldwork and strengthened its social aims. The G.A. Report (1984) adds flexibility, co-operation and consideration as well as a sense of achievement to the social aims already mentioned. Inclusion of geographical fieldwork in delivering what the Schools' Council (1981) referred to as the 'Practical Curriculum' has never been denied. Getting pupils to work independently as well as in group situations, teaching them to communicate ideas and experiences to others through self expression and allowing them to develop a sense of self respect while at the same time being tolerant of other people's views helps in the preparation for adult lives at home, work, leisure as consumers and citizens. Fieldwork is seen as a vehicle to develop practical problem-solving abilities and qualities of leadership. Several authorities (Smith (1987), J.J.Thompson (1975), D.B.Thompson (1985)) see help in this process of social maturity as a major component aim of geographical fieldwork.

However MacPartland and Harvey (1987) claim that this functional role only becomes important when the subject itself is periodically under threat. Such statements, according to the authors, are made to justify expenditure and to attract precious resources to fieldwork programmes at any level. Primarily the emphasis of fieldwork is subject specific which, in their view, seems to undermine the importance of its social role. However relevant or important this debate there is no denying that fieldwork has a social role and this is seen as an important element in setting out the background context of the research.

C PRIMARY DATA COLLECTION AND ANALYSIS

Literature has shown that strong aims help justify fieldwork programmes

to interested parties both inside and outside the school. Fieldwork aims also influence fieldwork planning through their effect on timing, location and type of fieldwork undertaken and this particularly applies to the third functional role, that of data collection and its subsequent analysis.

Early excursions relied heavily on observation. Students went out with notebook and map and recorded by notes and sketches. It soon became apparent, however, that field teaching during which teachers outlined what could be observed in local areas and the processes behind patterns explained 'in the field' was not effective fieldwork. Wheeler and Hutchings (1965) like Wooldridge (1955) earlier were strong proponents of the 'activating' role of teachers, directing attention, suggesting follow-up lines of enquiry, answering questions and setting the example. Open air lectures in the field were to be avoided.

Sinker (1979) identified 3 'subject specific' purposes of fieldwork only practically achieved by some kind of 'field research':

1. Learning effectively: developing logical processes of thought deductive reasoning, hypothesis testing, progressive abstraction, artistic inspiration, value judgements etc.
2. Illustrating particular concepts or principles, either by using data to build models of one's own or (more often) testing other people's hypotheses: there is a basic need to learn the distinction between observation and interpretation, how to ask meaningful questions etc.
3. Providing the opportunity to acquire various manipulative skills including the use of many kinds of apparatus, experience with both practical intellectual methods (including statistics) design of experiments etc. (Sinker 1979)

According to Everson (1973) this was not common in schools in the early 1970's. However later parallels can be made with the subject specific purposes set out by the G.A. (1984) and the Geology Teachers' Association purposes of geological fieldwork (1982). The latter were entitled, 'Possible Purposes of Geological Fieldwork Without Regard to Constraints relating to Age, Ability, Resources, Equipment and Finance' emphasising the development of intellectual skills and abilities and the mastering of practical techniques at any level for any pupil. Flexibility of

field research is evident here although extra pressure is recognised as being placed on teachers as they organise it.

Laws (1984) shows the difference in fieldwork approach set out in Figure 1:1. Any balance between these approaches will depend on the objectives of the fieldwork, the topic of study, opportunities and constraints acting in different situations, the age and ability of pupils and the attitudes, views, confidence and time available of the staff involved (Laws, Everson). However Yi Fu Twang (1972) had already stated a note of caution. Like Van Matre, he believes in the 'sensory awareness of surroundings' an in depth feeling of life around and the experience of it which is often lost in the frantic search for primary data. According to Yi Fu Twang fieldwork research often misses the point of geography itself and reduces enjoyment of study.

A stage further, 'field discovery' referred to by Hall (1976) involves pupils in establishing their own models and theories to test, and with this it is evident that, as Hart and Thomas highlight, a full transfer is taking place between passive fieldwork teaching and eye-balling of the landscape towards techniques-orientated field research and measurement. In many ways field discovery ties in closely with the 'fieldwork framework' concept introduced by Hart and Thomas in 1987 whereby 'people-environment' interactions' create questions, issues, problems and challenges which should, through fieldwork framework become the focus of concern for pupil-based and pupil-induced enquiry. Criticism, based on a lack of applicability at all levels of ability, its boredom factor and a sense of disillusionment when results in the field do not fit theory and levelled at the pure data based functional role of fieldwork, may be answered, at least in part, by the field discovery method.

The progression from field teaching to field discovery is not a progression in time. All methods are practised and teachers' articles in literature show that they all possess merits and problems. However it is this role which concerns fieldwork's developing position in public examination syllabuses and it is to this influence which the next section refers.

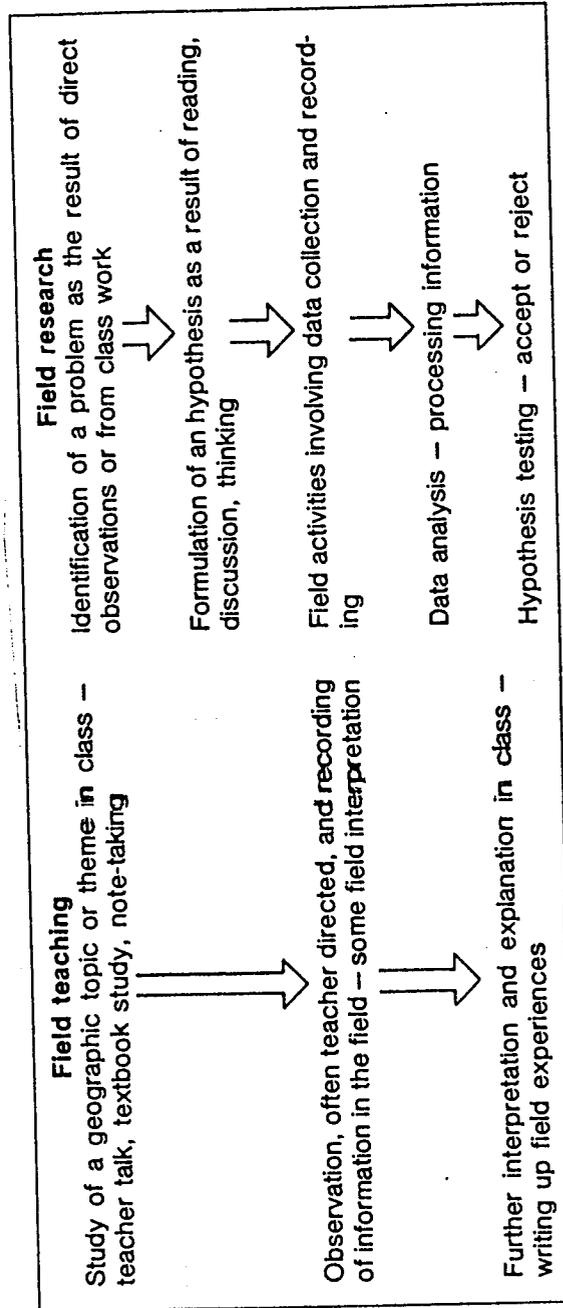


FIGURE 1:1 TWO APPROACHES TO FIELDWORK (LAWSON GEOGRAPHY TEACHERS' GUIDE TO THE CLASSROOM 1984) (p. 135)

1:2:3 THE INFLUENCE OF PUBLIC EXAMINATIONS ON FIELDWORK DEVELOPMENT

Although difficult to assess, the influence of guidelines, regulations, syllabus content and structure on the fieldwork planning process has been marked and has increased during recent years. Requests to candidates to use fieldwork evidence in answering questions, specific questions asking for case study fieldwork examples and the need for compulsory or voluntary, individual studies (projects) based on fieldwork provide the 'officially recognised' educational assessment of fieldwork undertaken by geography departments in schools. It is difficult to ascertain, however, whether examination boards have stimulated or reflected fieldwork development. Providing a question here and there which demands some fieldwork evidence does not necessarily provide initiative.

Some early influence is acknowledged. Long (1962) suggests that while some schools may include fieldwork in geography for its own sake or on the grounds that the heightening of a child's appreciation and interest will improve examination results, more schools will be encouraged to do so when the public examinations demand some knowledge of this aspect of the subject.

Unfortunately few studies of the role of fieldwork in examinations have been undertaken. The studies which do exist e.g. Long (1962), Archer (1966) Culley (1972), Harding and Lewis (1977) show the slow progress by examination boards to respond to the increasing recognition of fieldwork in geography. There is little evidence of the 'impetus' role. Harding and Lewis, in acknowledging some prominence of fieldwork in many 'O' Level and CSE syllabuses, point to the difficulties of staffing and timetables which limit fieldwork for examinations to one or two days a year. Gaining extra marks seems to be the aim rather than undertaking fieldwork because it is stated in the regulations.

Harding and Lewis undertook their study at a time of uncertainty over the future of GCE 'O' Level and CSE examinations, a time when teacher influences can be strongest felt, according to the authors, in order to achieve worthwhile educational advances. In this case, they claim, this would include a fully integrated and structured fieldwork element in the

new examination. The suggested common 16+ examination, replacing CSE and GCE 'O' Level examinations, was not universally introduced until the GCSE examination in 1986. It seems appropriate therefore to compare the situations in 1977 and 1987 (A), the year before the GCSE was first examined and then to compare these results with an analysis of the GCSE syllabuses (B). This report can then be followed by a more detailed assessment of the relationship between the individual study (project), a major part of the GCSE syllabus, and teacher-organised, class-based fieldwork. This relationship is considered to have a major influence on the planning process.

A THE SITUATIONS IN 1977 AND 1987 COMPARED

Before the introduction of the CSE examination the scope for the use of fieldwork skills and examples had been very limited with the rare opportunity arising for GCE 'A' Level candidates to use knowledge gained by observations in the field. At the time, however, there was an obvious difference of opinion between examination boards over the role of these direct observations. Although the recognition of fieldwork in examination syllabuses was there in 'spirit' the evidence was not very convincing.

The establishment of the CSE Regional Examination Boards with the first full CSE examinations in 1966 meant that fieldwork became part of the examination achieved by including requests for individual work by candidates which was marked internally and moderated externally. Table 1:1 shows the results of Harding and Lewis' investigations setting out the pattern for CSE examinations which had emerged by 1977. Out of the 17 syllabuses offered at Mode 1 by the 14 Regional CSE Boards 9 made fieldwork a compulsory element. This compares with the 5 identified by Archer in 1966 and 8 identified by Culley in 1972. By 1977 11 syllabuses provided fieldwork project guidance notes but few boards were asking specific fieldwork orientated questions, questions where fieldwork examples could be used as illustrations or providing specific instructions to use fieldwork evidence gained personally through the course in the candidate's answers.

	N. Reg.		East Anglia		S.E.		Southern Regional		Yorks. Reg.		Met. Reg.		W. Yorks. & Lind.		N.W.		South West		Assoc. Lancs.		Midd. Reg.		W. Mid.		E. Mid.		Welsh Joint			
	P	E	N	S	P	E	P	N	P	N	P	N	P	N	P	N	P	N	A	B	P	N	P	N	P	N	P	N	P	N
Specific mention of fieldwork in syllabus notes	V (11)	C	V	V	N	C	V	V	C	V	C	V	C	V	C	C	C	C	C	C	C	C	C	C	C	C	C	N		
Status of fieldwork in the syllabus	max. 30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Percentage of marks allocated to fieldwork project	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I		
Means of marking fieldwork project:																														
I—Internally	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
E—Externally																														
Oral examinations																														
A—All students																														
S—Selected students																														
N—No oral																														
Any guidance notes on fieldwork project mentioned in the syllabus	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	
List of references books on fieldwork mentioned in the syllabus	N	A	A	N	A	N	A	N	A	N	A	N	A	N	A	N	A	N	A	N	A	N	A	N	A	N	A	N	A	
Type of fieldwork project encouraged	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)
Number of questions or part questions set in 1974 directly related to fieldwork	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)
Number of questions or part questions set in 1974 enabling fieldwork examples to be used	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)
Number of the specific instructions to use fieldwork examples whenever possible to illustrate answers—1974	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)	(14)

Abbreviations- N.Reg.:North Regional;S.E.:South East;Yorks.Reg.:Yorkshire Regional;Met Reg.:Metropolitan Regional;W.Yorks.and Lind.: West Yorkshire and Lindsey;N.W.:North West;Assoc.Lancs.:Associated Lancashire;Midd.Reg.:Middlesex Regional;W.Mid.:West Midland; E.Midd.:East Midland.

TABLE 1:1 FIELDWORK CONTENT OF CSE EXAMINATIONS AND SYLLABUSES (HARDING AND LEWIS 1977)

Harding and Lewis argue for a higher status for fieldwork in the CSE (and GCE 'O' Level) examination, a role which should be recognised and assessed in the examination itself. Table 1:2 shows comparable figures for 1987. Out of 21 syllabuses 9 had a compulsory fieldwork element. Five of the syllabuses made no mention of fieldwork at all. Where the status was voluntary there was usually a choice between a classroom study based on secondary data or a fieldwork based enquiry. The Southern Regional Boards encouraged fieldwork in schools:

"It is expected that some form of Local Geography and/or Field Work will constitute part of the course of study for each candidate. It must be emphasised that Field Work does not require attendance at specific Field Study Centres or travel outside the local environment for its success. Knowledge gained from this respect of the course MAY be tested within the framework of Paper 1." (SREB 1987)

Eight of the syllabuses provided guidance notes on fieldwork content and/or practice. Very few asked for specific hypothesis testing at this level and a variety of subject areas were suggested as possibilities for fieldwork. No reference is made in the 1987 figures to the number of questions set with fieldwork connections. On analysis of a selection of papers set in 1986 and 1987 it was recognised that few boards provided the opportunity to use fieldwork experience except in the individual studies. This particular part of the comparison was, therefore, ignored.

The results of Harding and Lewis' GCE 'O' Level analysis are shown in Table 1:3 and these can be compared with the situation in 1987 (Table 1:4). In 1977 out of the 8 syllabuses 2 do not refer to fieldwork at all, 4 encourage fieldwork experience to be used in answering questions, 3 specifically encourage fieldwork and in 1 case fieldwork projects were encouraged. Seven out of the 8 syllabuses made no reference to fieldwork projects, whether compulsory or voluntary. No syllabus had any guidelines in their regulations and the number of questions involving any kind of fieldwork was also discouraging.

In 1987 there were some changes. Out of the 9 syllabuses in Table 1:4 2 still made no mention of fieldwork at all and one other made passing reference. Only the Schools' Council 14-18 Geography Project 'O' Level

	WEST MIDLANDS A B	NORTH WEST	LONDON MODE 1 GYSL	EAST ANGLIA	YORKSHIRE AND HUMBERSIDE A B C	SOUTH WEST A B C GYSL	SOUTHERN	NORTHERN	ASSOC. LANGS A B	EAST MIDLANDS	JOINT GCE/CSE WELSH	S.E 1 GYSL
Specific mention of fieldwork in syllabus notes	P P	P	P P	P	N N P*1	N P P P	E*2	N	P P	P	N	E P
Status of fieldwork in the syllabus (b)	V V	C	C C	C	N N C	N C V V	V	N	C C	C	N	V V
Percentage of marks allocated to fieldwork project	30 30	30	25 20	20-33 ^{s n}	- - 16	- 25 30 30	-	-	25 30	25	-	20 10
Means of marking fwk-project I - internally E - externally	I I	I	I I	I	- - I	- I I I	-	-	I I	I	-	I I
Guidance notes (Yes)	Y Y	Y	Y	N (No)	- - N	- N N N	-	-	Y N	Y	-	Y Y
Reference Books	N N	N	N N	N	- - N	- N N N	-	-	N N	N	-	N N
Type of fieldwork (c)	V V (A) (A)	V V (A)	H V	N	- - N	- N N N	-	-	A N	H	-	N N

(a) P - Projects encouraged or compulsory A - Fieldwork examples encouraged in answers E - Fieldwork encouraged N - No mention of fieldwork
(b) C - Compulsory V - Voluntary N - No project required *1 or teacher planned *2 tested in questions only
(c) H - Hypothesis testing A - Area Studies T - Techniques V - Various N - No mention

TABLE 1:2 FIELDWORK CONTENT OF CSE EXAMINATION SYLLABUSES 1987

	Welsh Joint Education Committee		Associated Examining Board		Oxford and Cambridge		Cambridge			Oxford		
	O	A	O	A	O	A	O	A/O	A	O	A/O	A
Specific mention of fieldwork in syllabus notes	A	A	P	P	N	P	P, A	P	P, A	N	N (7)	N
Status of fieldwork in the syllabus	N	V (1)	V (3)	C	N	V	N	V	V	N	N	N
Percentage of marks allocated to fieldwork project	—	—	max. 25 min. 0	10	—	— (10)	—	max. 20 min. 0	max. 25 min. 0 (4)	—	—	—
Means of marking fieldwork project:	—	E (2)	F	F	—	E	—	F	E	—	—	—
1—Internally, F—Externally												
Oral examination: A—All students, S—Selected students, N—No oral	N	A (2)	S	A	N	S	N	N	A	N	N	N
Any guidance notes on fieldwork project mentioned in the syllabus	No	No	No	Yes	No	Yes	No	Yes	Yes (6)	No	No	No
List of reference books on fieldwork mentioned in the syllabus	No	No	No	Yes	No	Yes	No	No	No	No	No	No
Type of fieldwork project encouraged	N	A	T, A	A	N	H	A	H	H	N	N	N
Number of questions or part questions set in 1974 directly related to fieldwork	0	1-P1 1-5	2-P1	2-P1 1-P2	0	3-P2	1-P1 1-P2	0	1-P1 3-P3 1-P4 1-P5	0	0	1-P1 1-S
Number of questions or part questions set in 1974 enabling fieldwork examples to be used	4	0	0	0	0	1-P1 2-S	2-P2	0	1-P3	1-P1 1-P2	0	0
Number of papers set which have specific instructions to use fieldwork examples whenever possible to illustrate answers—1974	0	0	0	0	0	0	0	0	2 (5)	0	0	0 (8)

Note to Tables I and II. Mr. J. E. J. Lewis has compiled two papers setting out the current position of field studies in the examination papers of the G.C.E. Boards, O, A/O and A levels, and in the C.S.E. Mode 1, *Fieldwork in Examinations 2* and *Fieldwork in Examinations 3*, respectively. These are available from Headquarters on receipt of a large stamped addressed envelope.

Table I (cont.)

	Southern		Joint Matriculation Board				Scottish					London			
	O	A/O	A	O	A	1977 A	Trad.: O	Alt.: O	Higher		6 year studies	O	New 1976 (A)	O 1977 (B)	A
Specific mention of fieldwork in syllabus notes	E	N	N	E, A	E, A	P, E	P	N	E	P	P	E, A	E, A	E, A	E, A
Status of fieldwork in the syllabus	N	N	N	N	N	C	N	N	N	C	C	N	N	N	N
Percentage of marks allocated to fieldwork project	—	—	—	—	—	20	—	—	—	12.5	49	—	—	—	—
Means of marking fieldwork project:	—	—	—	—	—	I	—	—	—	E	E	—	—	—	—
1—Internally, E—Externally															
Oral examination: A—All students, S—Selected students, N—No oral	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Any guidance notes on fieldwork project mentioned in the syllabus	No	No	No	No	No	Yes	No	No	No	No	Yes	No	No	No	No
List of reference books on fieldwork mentioned in the syllabus	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No
Type of fieldwork project encouraged	N	N	N	N	N	H, T, A	A	N	A	A, H	A	N	N	N	N
Number of questions or part questions set in 1974 directly related to fieldwork	3-P2	0	1-P1 1-P2	1-P1	0	—	0	—	0	—	2	1-P1	—	—	0
Number of questions or part questions set in 1974 enabling fieldwork examples to be used	0	0	0	Many	—	—	0	—	0	—	0	1-P1	—	—	1-P1 2-P2
Number of papers set which have specific instructions to use fieldwork examples whenever possible to illustrate answers—1974	1	0	0 (9)	0	1-P1	—	0	—	0	—	0	0	—	—	0

Key to Tables I and II

- Specific mention of fieldwork in syllabus: P—Projects encouraged or compulsory; A—Fieldwork examples encouraged in answers; E—Fieldwork encouraged; N—No mention of fieldwork.
 Status of fieldwork in syllabus: C—Compulsory; V—Voluntary; N—No project required.
 Type of fieldwork project encouraged: H—Hypothesis testing; A—Area studies; T—Techniques; N—No mention.
 (1) Field notebook should be kept and may be required by the examiner.
 (2) Examined as part of a practical paper.
 (3) Fieldwork questions set in an optional section.
 (4) Fieldwork project can be presented instead of a section in one of the papers.
 (5) Clear instructions appear on Papers I and III and it clearly states in the syllabus that fieldwork examples should be used whenever possible.
 (6) Included in the syllabus notes.
 (7) Except that the study of maps of the local area is encouraged in order to illustrate some parts of the physical and human geography.
 (8) Syllabus states that questions are asked that assume some familiarity with fieldwork.
 (9) No instruction appears on the examination papers but the syllabus states that fieldwork questions may appear in any paper.
 (10) Completion of a project can improve a candidate's final grade.
 (11) Choice between fieldwork, local study or project.
 (12) Examiner may visit school and conduct an oral examination for some or all students.
 (13) Percentage mark is for fieldwork, project and practical work.
 (14) Nn examination papers sent by the board.

TABLE 1:3 FIELDWORK CONTENT OF GCE O A/O AND A LEVEL SYLLABUSES (HARDING AND LEWIS 1977)

made an individual study compulsory. Such projects/studies were absent from all other 'O' Level syllabuses. However there were strong views from the boards for fieldwork inclusion:

"Fieldwork is regarded as an integral part of geographical study and such fieldwork experience should be cited wherever relevant to any part of the course. Candidates who intend to concentrate on the fieldwork approaches to physical and human geography will be expected to pursue a course of study equivalent in time to that devoted to other sections of the syllabus. A single day excursion is not regarded as adequate preparation for that part of the examination that involves specialised fieldwork questions." (University of London School' Examination Board 1987)

"Candidates offering this subject will be expected to have carried out some fieldwork. Credit will be given to candidates whose answers show that they have made personal observations in the field." (Joint Matricualtion Board 1987)

"Fieldwork should, wherever possible, be carried out as an integral part of the geography teaching throughout the course leading to this examination. While an exhaustive treatment is not feasible at this level the student should aim for a coherent study of a manageable topic or area.... The purpose of the examination is to assess the value of the record made by the candidate to test his or her knowledge of the geography of a locality." (Associated Examining Board 1987)

Examination boards were encouraging fieldwork organisers by providing specific fieldwork-based questions or by encouraging candidates to use their fieldwork experiences and skills to answer non-fieldwork specific questions. The situation at 'A' Level also saw changes in 1987, although the picture was still not encouraging. Out of the 9 syllabuses listed in Table 1:4, 1 made no reference to fieldwork, one fewer than in 1977. Of the other 8 syllabuses only 2 made the fieldwork element compulsory. All of these required the completion of an individual study to satisfy the fieldwork inclusion. The range of marks allocated for this varied from 15-25%. In several cases the study was regarded as an extra or as an alternative to a written paper. Only the 16-19 Geography Project made the individual study compulsory but the examination was not nationally recognised and was excluded from the figures. In 4 of the syllabuses fieldwork guidelines were included but no emphasis was placed

	JOINT MATRICULATION BOARD		CAMBRIDGE		OXFORD AND CAMBRIDGE		SOUTHERN		LONDON		A.E.B.		OXFORD		WELSH JOINT EDUCATION COMMITTEE		
	O	A	Trad	14-16	O	A	O	A	O	A/O	A	O	A	O	A	GCE/CSE	A
Specific mention of (a) fieldwork in syllabus notes	EA	P	N	EAP	N	P	E	EP	EA	P	EAP	EA	EAP	N	N	A	AP
Status of fieldwork in syllabus (b)	N	V	N	C	V	V	N	V	N	C	V	N	C	N	N	N	C
% of marks allocated to fwk.project	-	20	-	16	*	N	V*	*	-	25	*	-	20	-	-	-	15
Means of marking project I - Internally E - Externally	-	I	-	I	E	-	E	-	E	-	I	-	E	-	-	-	I
Oral Exam A - All students S - Selected students N - No oral	-	N	-	N	A	-	A	-	-	-	N	-	N	-	-	-	N
Guidance notes in fieldwork project mentioned in syllabus	(No)	N	Y	Y	N	-	Y	N	N	N	N	Y	Y	-	-	-	N
Reference Books list	N	N	N	N	N	-	N	N	N	N	N	N	N	-	-	-	N
Types of fieldwork project encouraged (c)	N	N	N	N	N	-	H	N	N	N	N	N	N	-	-	-	N
Fieldwork questions	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q

(a) P - Projects encouraged or compulsory A - Fieldwork examples encouraged in answers E - Fieldwork encouraged N - No mention of fieldwork
(b) C - Compulsory V - Voluntary N - No project required
(c) H - Hypothesis testing A - Area Studies T - Techniques N - No mention V - Various

TABLE 1:4 FIELDWORK CONTENT IN GCE O AND A LEVEL SYLLABUSES 1987

on specific types of fieldwork approach such as hypothesis testing.

Three of the Boards offered much encouragement. ULSEB (University of London Schools' Examination Board) argued that candidates should be encouraged to explore the human geography of their area using simple problem-solving and hypothesis testing exercises (1987). The AEB (Associated Examining Board) considered fieldwork as essential, allowing candidates to relate geographical studies to wider problems of social and scientific interest and affording the candidate greater opportunity to work independently or to accept individual responsibility within a group investigation. The SUJB (Southern Universities Joint Board for School Examinations) also put emphasis on general fieldwork and considered it a desirable element in all written papers as well as the voluntary, individual study.

B THE INTRODUCTION OF THE GCSE EXAMINATION

The GCSE examination was introduced in a climate of anticipation. It was quite widely assumed that if applied and implemented properly the draft grade criteria for GCSE could revolutionise the public examination structure. One of the 5 domains, set out in the National Geography Criteria was geographical enquiry, whereby pupils must be able to take part in geographical investigations 'in the field'. Assessment objectives in relation to skills included the selection and use of a variety of techniques appropriate to a geographical enquiry, including investigations in the field. Fieldwork, therefore, should be an integral part of the course.

Table 1:5 shows details of the initial syllabuses submitted by the GCSE Examination Boards in the summer of 1987. Although different in content and style of study approach they are similar in regard to coursework and individual enquiry elements. All syllabuses have the latter which may be subdivided, in some cases, into a series of smaller pieces of work. At least one of these must have a fieldwork base (the collection, recording and analysis of data). In some cases the number of words is stipulated usually varying between 1500 and 2500 words. In others

BOARD SYLLABUS	MIDLAND		WELSH		SOUTHERN	
	A	B	C	ORDINARY	AVERY HILL	A B
DETAILS OF FIELDWORK COMPONENT	Coursework Geography Enquiry 1,2, or 3 pieces. At least one on fieldwork	Coursework simple study e.g. extensive field study or 2/3 shorter pieces involving first hand investigation	Coursework 2 geog enquiries at least one of which must be based on fieldwork.	Individual Study based on first hand experience in the field (4 weeks class time and assoc. homeworks)	Coursework 3 pieces core and options (2 weeks 4 hours) At least one must be on a fieldwork basis	Geography Enquiry 1500-2500 words Based on fieldwork Coursework Fieldwork is compulsory Enquiry based Practical unit Fieldwork compulsory (1000 words)
% OF FIELDWORK COMPONENT (OF OVERALL MARK)	25	28	15+15 =30	20	18+11+11 =40	25 20+20 =40

TABLE 1:5 GCSE EXAMINATION SYLLABUSES: FIELDWORK COMPONENT (1988) (Part A)

TABLE 1:5 GCSE EXAMINATION SYLLABUSES:FIELDWORK COMPONENT (1988) (Part B)

BOARD SYLLABUS	LONDON AND EAST ANGLIA			NORTHERN EXAMINING ASSOCIATION			
	A	B	D	A	B	C	D
DETAILS OF FIELDWORK COMPONENT	2 units of coursework One must be based on fieldwork One on core module and one on option module	3 items of coursework 1st is a piece of fieldwork (2500) Others - fieldwork and/or secondary data	Coursework Notebook of practical ways and observation including fieldwork	Geography Enquiry one or more pieces of work fieldwork based	Geography Enquiry One or more pieces of work fieldwork based	Geography Enquiry One or more pieces of work fieldwork based	Teacher-planned Enquiry or Personal Enquiry based on fieldwork
% OF FIELDWORK COMPONENT (OF OVERALL MARK)	30 (fieldwork is a compulsory part of the course and may be seen as a means of integrating the modules studied)	20+10+10 = 40	25	25	25	30	50

the amount of time recommended for study in the field and in class/homeworks is stated. The coursework/enquiry mark allocation varies, within the National GCSE guidelines, between 25-40%.

Most of the syllabuses included guidelines on the planning, organisation, structure and layout of individual enquiries. All are teacher assessed and externally moderated. The compulsory fieldwork element fits in well with two major aims of the GCSE set out by the Secondary Examinations Council Working Paper 11, 'Coursework Assessment in GCSE' (1986) namely that coursework components give fairer treatment to hardworking pupils with nerves and fieldwork can correspond much more closely to the scale of values in the 'wider world' where the individual is judged as much by his or her style of working and the ability to co-operate with colleagues as by the eventual project (SEC 1986).

C THE RELATIONSHIP BETWEEN INDIVIDUAL STUDIES AND ORGANISED FIELDWORK

All examination 'projects or studies' at both GCSE and 'A' Level require evidence of fieldwork enquiry undertaken on an individual basis. In discussing the role of projects in higher education, Adderley et al (1975) set out common characteristics. These include the solution to a problem, often but not necessarily set by the student; the involvement of initiative by the student in utilising educational activities to solve the problem; and the involvement of the teaching staff in an advisory rather than authoritative role at any or all of a series of stages - initiation, conduct and conclusion. They claim that project methods make learning active rather than passive because they make the student responsible for his or her own education. This creates a flexibility in the learning situation as students recognise different interests, speeds of working and different motivations in study. Romey and Elberty (1980) add a cross-curricular dimension to project work as they argue that a project of this kind can include all sorts of interrelated interests from different disciplines. However it is Adderley's work which is used in the second Questionnaire to Schools later in this research.

These various aspects may relatively easily, be transferred to the school level. The ability to plan, hunt out information, select relevant material,

investigate, synthesize and analyse, evaluate and critically examine; to use commonsense in asking for advice and finally in presenting the work in a suitable and interesting way are all skills which are important. Other practical knowledge will also be required such as awareness of costs (or constraints on) solving problems in terms of time, materials, labour and overheads (after Beaumont and Williams 1983). Resourcefulness, self confidence, clear thinking and the ability to work with others are personal disciplines which, like fieldwork in general, are developed through the involvement in project work.

1.1.2.2.2

It is possible to use a similar classification to that outlined by Silk and Bowlby (1981) for higher education practical work, to create a framework in which the relationship between group organised fieldwork and project work can be fitted. Figure 1:2 illustrates a possible framework and compares it with Silk and Bowlby's original classification. Simple reapplication, in the case of fieldwork, occurs where exercises are fully organised by the teacher and pupils undertake these with the opportunity for their own follow-up presentation, analysis and evaluation of these exercises.

Structured reapplication is characteristic of many GCSE fieldwork programmes in which pupils undertake organised fieldwork which is then used in follow-up project work involving individual, supplementary work by the candidate. Unstructured reapplication involves the pupil in individual project work, typical of the 'A' Level project in which the teacher has only an advisory role. Group organised fieldwork organised by the teacher is seen, in this situation, to provide the opportunity to introduce and develop necessary skills for effective project work as well as to allow candidates to assess the processes involved in project work and the wide range of possible topic areas from which to choose.

Figure 1:3 shows the relationship between the 'project process', set out in GCSE and GCE 'A' Level syllabus regulations and group organised fieldwork. There are close ties at each stage. Organised fieldwork is seen as an opportunity to train and practice in project work skills.

Level of structuring by lecturer	Description	Examples
High	Simple reapplication	In-class practical exercises on a set topic such as calculation of standard deviation or correlation coefficient.
Moderate	Structured reapplication	In-class or take-away practical exercises, or periodic tests, on a term's or year's work.
Low	Unstructured reapplication	Undergraduate dissertation and project work.

FIGURE 1:2a A SIMPLE CLASSIFICATION OF PRACTICAL WORK
(After Silk and Bowlby (1981) p 157)

Level of structuring by teacher	Description	Examples
High	Simple reapplication	Organised fieldwork follow-up tasks based solely on fieldwork e.g. write-up and analysis (statistical or written)
Moderate	Structured reapplication	Organised fieldwork followed by development of themes for personal project work. Organised fieldwork used as basis for data collection.
Low	Unstructured reapplication	GCSE (sometimes) and 'A' Level project work fieldwork research (individual basis)

FIGURE 1:2b CLASSIFICATION OF FIELDWORK/PROJECT WORK LINKS
(based on Silk and Bowlby (1981))

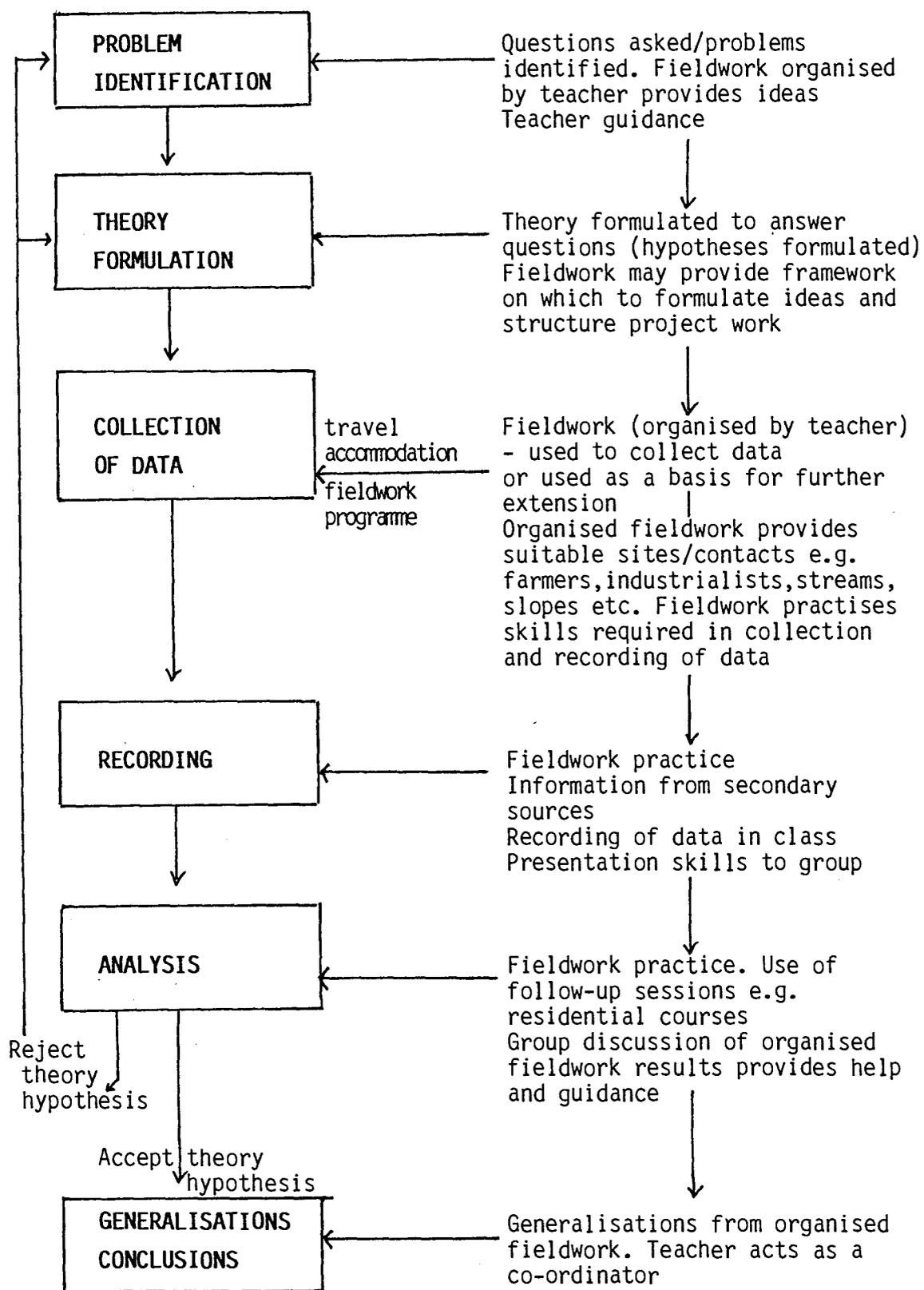


FIGURE 1:3 THE LINK BETWEEN THE PROJECT WORK PROCESS AND FIELDWORK ORGANISED BY THE TEACHER

Teacher organised fieldwork is also a valuable means of 'sparking off' ideas and providing essential information required in selecting a topic for study. Residential courses may well provide the environment in which projects are planned and undertaken. The timing of project work and the accommodation of this kind of coursework necessary for public examinations are important influences now acting on the fieldwork planning process.

1:2:4 PAST SURVEYS OF THE TRENDS IN FIELDWORK PROVISION

Culley (1972) backs the claim that fieldwork is well established in secondary schools but questions the scope of its distribution. Long and Roberson (1966) had claimed that half the secondary school population do little, if any, fieldwork of significance. Marchant (1964) had a similar view:

"Fieldwork is slowly but steadily becoming established in all kinds of school.....It must be stressed at once that such work is not yet universal. A perusal of the inspection reports of the Ministry of Education would provide abundant evidence that in many schools it is not done at all, still more it is done inadequately." (Marchant 1964)

In the 1960's school fieldwork was still, in the main, being planned by the 'minority of enthusiasts' (Long and Roberson 1966, Marchant 1964) to the extent that authorities were reporting that at least half the school population were having no contact with geography outside the classroom.

In Culley's study (1972) of the 182 schools within the East Midlands Planning Region, representing 51% of the schools in the sample area, 12% of the schools undertook no fieldwork in 1969. A high proportion of schools were doing very little despite the strides made in identifying different roles for fieldwork and its wide acceptance as an effective educational tool.

The DES Survey 19: School Geography in the Changing Curriculum (1974) classifies intentions of schools taking part in the survey into four

kinds:

1. Schools which attempt to give all pupils some experience of fieldwork - as an essential element of geography;
2. A serious attempt to do fieldwork but without a determination to surmount obstacles when they arise;
3. Minimum amount of fieldwork is done e.g. to meet the needs of examining bodies or because of difficulties not easily overcome;
4. No fieldwork is done.

In the DES Survey 8% of the 216 schools did no fieldwork and 80% regarded fieldwork as important or very important. Thirty seven (out of 44) grammar schools and 37 (out of 42) comprehensive schools with sixth forms arranged fieldwork for the sixth form. Of the 44 grammar schools 16 (36%) offered fieldwork for all pupils in the lower school and 13(30%) for all pupils studying geography in the fourth and fifth years. In the 59 comprehensive schools the comparable figures were 20 (34%) and 38 (44%) respectively. With the 103 modern schools the figures were 44 (43%) and 41 (40%). One hundred and twenty five (57%) offered residential fieldcourses, mostly for older pupils (84 out of 125 schools).

A few surveys have been undertaken since. Henry's survey (1983), in London, Surrey and Hampshire, found that schools in general were influenced by whether or not fieldwork was a compulsory requirement in the examination. Most fieldwork was undertaken, therefore, in Years 4 and 6. However the amount of fieldwork, it was thought by teachers, was not adequate and there was an element of 'making do'.

One further reference should be made. Cooper and Latham (1988) attempted a comparison of the volume, characteristics and needs of school visits on the one hand and the provisions for and perceptions of educational visits by destinations on the other. Visits include trips to art galleries, historic buildings theatres and farms as well as the more traditional fieldwork. What is important, however, is the claim that less than half the schools were able to make as many visits as they wished. Educational visits, the authors claim, demonstrate distinctive patterns in space, rhythms in time and issues for consideration. The picture is not one of uncontrolled expansion.

Literature, providing ideas and suggestions, the range of institutions and authorities from rural countryside management to examination bodies and the DES (as well as the G.A. itself) offering advice, and the training and feelings of teacher-planners direct thinking towards an expansion of fieldwork provision. The growth of fieldwork opportunities, the increased pressure from commercialism and advertising and the increased emphasis on vocational education combine to strengthen this optimistic viewpoint. However planning and organisation of geography fieldwork are done almost within prescribed and predetermined environments. The study of past surveys of the balance between objectives of and constraints on fieldwork is an important part of the background to the overall fieldwork picture.

1:2:5 PAST SURVEYS OF THE OBJECTIVES AND CONSTRAINTS OF FIELDWORK

Boardman (1974) refers to the lack of emphasis placed, in this balance, on objectives. Studies of general aims, he argues, are never translated into studies of specific objectives. These studies, however, increase both teacher awareness and the awareness of other associated 'parties' such as parents and LEA representatives of fieldwork on the pupil learning process.

Boardman's list included 30 objectives consisting of abilities involving knowledge, skills and attitudes which pupils in the 14-16 age range might be expected to develop as a result of being involved in a fieldwork programme. Teachers were asked for opinions in the ideal situation and were asked to use a sliding scale of 1-4 from major to no importance respectively. 110 teachers were involved in this priority listing. His results are shown in Figure 1:4. Teachers regarded mapping as a major objective along with the ability to give reasoned interpretation or analysis of features observed in the field. Surprisingly skills of collection, recording and measurement came low in priority order.

Objectives concerned with attitudes and values were also low, although the objective to increase enjoyment of the subject through fieldwork

did rank fifth. Aesthetic awareness and environmental conservation had low ranks. Surprisingly too a low priority was given to the interpretation of field features studied in class and the use of first hand experience of one area as a means of visualising another, both of which were key aims of the excursions organised during the earlier part of the century.

Lancastle (1984), following the same method, shows that environmental and aesthetic awareness have increased in importance while map skills have shown a marked decline. Comparative figures are shown in Figure 1:5 Man/environment interaction continues to figure highly in teachers' minds as a major fieldwork objective. This is in line with today's thinking behind many of the GCSE syllabuses and the 16-19 Geography Project 'A' Level from the University of London.

Both Boardman and Lancastle also refer to a series of constraints in the organisation of fieldwork in schools. Many authors (Culley 1972, Yates and Robertson 1968, Wilks 1976, Weston 1977, Frew 1980, Brunsdon 1987, Cooper and Latham 1988, Ward 1987, O'Vastar 1987, Bain 1987) refer to constraints and problems although many of these are passing references with the briefest discussion of the negative aspects involved. Boardman and Lancastle attempt a more thorough review.

Boardman lists 40 constraints. Ranking 4 was considered an important constraint while rank 1 was seen as a definite help as some teachers may regard selected factors not as constraints but as a positive advantage. Both Boardman's and Lancastle's results are shown in Figure 1:6. The highest ranking constraints are the same in each case, although reversed. Time and safety factors have increased in importance. The school timetable has shown decline and there is little emphasis on costs. This is surprising. Range of ability is seen as a major constraint in the later survey and this links closely with the increasing concern over preparation time which effective fieldwork to suit all abilities now entails. Where private and state schools were compared, in Lancastle's study, the rank orders showed few differences.

THE OBJECTIVES OF FIELDWORK: RESPONSE STATISTICS: ALL SCHOOLS.

BROMLEY, 1984

RANK ORDER	ITEM NO.	ITEM SUMMARY	CAT.	DISTRIBUTION*				MEAN	S.D.
				1	2	3	4		
1	15	INTERPRET IN THE FIELD	S	1	1	9	16	3.48	0.75
2	22	ROLE OF MAN	K	2	1	8	16	3.41	0.89
3	23	PHYSICAL - HUMAN	K	2	1	8	16	3.41	0.89
4	14	CONCEPTS IN FIELD	K	2	1	10	14	3.33	0.88
5	30	ENJOYMENT	A	2	1	10	14	3.33	0.88
6	19	CONCEPTS IN CLASS	K	2	3	7	15	3.30	0.95
7	11	MAPS IN FIELD	K	3	1	8	14	3.30	0.99
8	21	PHYSICAL PROCESSES	K	2	2	10	13	3.26	0.90
9	24	GEOG. OF AN AREA	S	3	2	7	14	3.23	1.03
10	13	DIAGRAMS IN FIELD	K	3	2	8	14	3.22	1.01
11	9	MEASUREMENTS	S	1	5	9	12	3.19	0.87
12	28	CO-OPERATION	A	2	4	8	13	3.19	0.96
13	20	INTERPRET IN CLASS	S	1	4	12	10	3.15	0.82
14	27	CONSERVATION	A	1	7	7	12	3.11	0.93
15	12	PHOTOS IN FIELD	K	3	3	10	11	3.07	1.00
16	25	OTHER AREAS	S	2	6	7	12	3.07	1.00
17	2	FOLLOW A ROUTE	S	4	3	8	12	3.04	1.07
18	7	ADD TO BASE MAP	S	0	7	13	7	3.00	0.73
19	16	MAPS IN CLASS	K	2	4	13	8	3.00	0.88
20	4	CONTOUR PATTERNS	S	3	4	10	10	3.00	1.00
21	17	PHOTOS IN CLASS	K	2	6	10	9	2.96	0.94
22	18	DIAGRAMS IN CLASS	K	2	7	8	10	2.96	0.95
23	8	DRAW FIELD SKETCH	S	1	7	12	7	2.93	0.82
24	26	AESTHETIC	A	2	7	9	9	2.93	0.96
25	3	COMPREHEND SCALE	K	3	5	10	9	2.93	0.99
26	10	INTERVIEWS	S	1	6	16	4	2.85	0.71
27	6	MAKE NOTES	S	1	9	10	7	2.85	0.86
28	1	ORIENTATE A MAP	S	3	7	9	8	2.81	1.00
29	5	MAP SYMBOLS	S	6	4	8	9	2.74	1.16
30	29	OUTDOOR ACTIVITY	A	2	8	11	5	2.73	0.87

* 1 = NO IMPORTANCE 2 = MINOR IMPORTANCE 3 = FAIRLY IMPORTANT
4 = VERY IMPORTANT

K = KNOWLEDGE

S = SKILLS

A = ATTITUDES

NOTE: WHERE THE 'MEAN' IS THE SAME THE VARIATION IN RANK ORDER IS DEPENDENT ON THE LOWEST STANDARD DEVIATION (S.D.)

FIGURE 1:5 THE OBJECTIVES OF FIELDWORK (LANCASTLE 1984)

THE CONSTRAINTS IN FIELDWORK: RESPONSE STATISTICS

D.J. BOARDMAN

WEST MIDLANDS 1972

RANK ORDER	ITEM NO.	ITEM SUMMARY	CAT.	DISTRIBUTION*	MEAN S.D.
				1 2 3 4	
1	8	NUMBER IN CLASSES	P	6 11 26 66	3.39 0.88
2	26	LESSONS MISSED BY TEACHER	T	4 19 29 54	3.25 0.98
3	33	TEACHER-PUPIL RATIO	T	11 12 16 50	3.15 0.98
4	10	LESSONS MISSED BY PUPILS	P	3 22 28 45	3.12 0.88
5	35	SCHOOL TIMETABLE	T	14 14 20 52	3.09 1.05
6	36	RELEASE OF TEACHER	T	18 11 26 54	3.06 1.12
7	21	TIME FOR RECONNAISSANCE	T	20 17 31 51	3.04 1.12
8	7	SUPCAUSION OF CLASSES	T	16 16 28 49	3.02 1.15
9	24	TIME FOR WORK IN FIELD	T	20 11 25 53	3.01 1.09
10	7	SAFETY OF PUPILS	P	9 25 33 42	2.99 0.97
11	22	TIME FOR PREPARATION	T	19 13 33 44	2.94 1.10
12	25	TIME FOR ADMINISTRATION	T	11 25 28 35	2.89 0.97
13	16	AID FOR RESIDENCE	R	34 6 15 55	2.83 1.33
14	34	AID FOR TRANSPORT	R	36 3 18 53	2.80 1.33
15	34	MEN AND WOMEN STAFF	T	17 25 26 36	2.78 1.09
16	27	G.C.E. SYLLABUSES	E	14 34 15 38	2.76 1.10
17	23	TIME FOR TRANSPORT	T	17 22 42 29	2.75 1.01
18	31	RANGE OF ABILITY	P	10 34 44 22	2.71 0.99
19	4	NUMBER IN DEPARTMENT	T	23 28 20 39	2.68 1.16
20	34	ATTITUDE OF PUPILS	P	14 18 41	2.68 1.28
21	29	QUESTIONS SET IN G.C.E.	E	17 37 12 32	2.60 1.11
22	13	ORDNANCE SURVEY MAPS	R	35 15 23 37	2.56 1.25
23	6	CONDUCT OF PUPILS	P	34 14 27 33	2.55 1.22
24	38	CO-OPERATION OF COLLEAGUES	T	35 11 35 27	2.50 1.16
25	1	ABILITY LEVEL OF PUPILS	P	13 50 27 20	2.49 0.92
26	14	EQUIPMENT	R	33 16 36 24	2.47 1.14
27	11	PUPILS' BOOKS	R	11 56 23 19	2.46 0.99
28	17	AID FOR TEACHERS	R	30 34 18 28	2.40 1.14
29	9	EXPERIENCE OF PUPILS	P	19 41 33 14	2.39 0.92
30	32	EXPERIENCE OF COLLEAGUES	T	35 25 24 26	2.37 1.16
31	5	CO-OPERATION OF PUPILS	P	49 7 21 32	2.33 1.31
32	3	AGE OF PUPILS	P	10 66 26 8	2.29 0.73
33	12	TEACHERS' BOOKS	R	23 49 18 18	2.29 0.98
34	18	CLERICAL HELP	R	27 46 14 22	2.28 1.05
35	19	PARENTS' CONTRIBUTION	R	46 16 21 26	2.25 1.23
36	39	INITIAL TRAINING	E	49 18 13 27	2.17 1.25
37	20	FIELDWORK CLOTHING	R	40 29 25 15	2.14 1.06
38	30	QUESTIONS SET IN G.C.E.	E	31 43 12 13	2.07 0.98
39	28	G.C.E. SYLLABUSES	E	44 27 15 15	2.01 1.09
40	40	IN-SERVICE COURSES	E	55 19 18 15	1.93 1.11

* 1 - DEFINITE HELP
3 - MINOR CONSTRAINT

P: PUPIL R: RESOURCE T: TIME I: INTERNAL E: EXTERNAL

* 1 - DEFINITE HELP
3 - MINOR CONSTRAINT

P: PUPIL R: RESOURCE T: TIME I: INTERNAL E: EXTERNAL

NOTE: WHERE THE 'MEAN' IS THE SAME THE VARIATION IN RANK ORDER IS DEPENDENT ON THE LARGEST STANDARD DEVIATION (S.D.)

THE CONSTRAINTS OF FIELDWORK: RESPONSE STATISTICS: ALL SCHOOLS

BRODLEY, 1984

RANK ORDER	ITEM NO.	ITEM SUMMARY	CAT.	DISTRIBUTION*	MEAN S.D.
				1 2 3 4	
1	26	LESSONS MISSED BY TEACHER	T	1 1 3 9 14	3.13 0.93
2	8	NUMBER IN CLASSES	P	3 7 6 13	3.13 0.93
3	2	RANGE OF ABILITY	P	3 11 10 13	3.04 0.98
4	24	TIME FOR WORK IN FIELD	T	2 7 6 12	3.04 1.02
5	33	TEACHER - PUPIL RATIO	T	1 2 7 9 9	3.00 0.89
6	25	TIME FOR ADMINISTRATION	T	1 6 12 7	2.96 0.92
7	2	SAFETY OF PUPILS	P	3 2 5 12	2.95 1.09
8	22	TIME FOR PREPARATION	T	5 2 10 10	2.93 1.11
9	37	SUPERVISION OF CLASSES	T	2 7 9 8	2.93 0.95
10	36	RELEASE OF TEACHER	T	3 7 8 9	2.93 1.03
11	21	TIME FOR RECONNAISSANCE	T	1 6 11 9	2.93 1.13
12	1	ABILITY LEVEL OF PUPILS	P	4 2 16 5	2.91 0.92
13	10	LESSONS MISSED BY PUPILS	T	0 13 7 7	2.78 0.95
14	23	TIME FOR TRANSPORT	T	2 7 10 6	2.74 0.90
15	16	AID FOR RESIDENCE	R	6 5 6 9	2.69 1.19
16	14	EQUIPMENT	R	7 5 5 10	2.67 1.24
17	35	SCHOOL TIMETABLE	T	2 10 6 5	2.61 0.94
18	34	MEN AND WOMEN STAFF	T	3 8 3 6	2.53 1.10
19	3	AGE OF PUPILS	P	1 12 11 3	2.59 0.75
20	31	NUMBER IN DEPARTMENT	T	4 10 6 7	2.59 0.96
21	15	AID FOR TRANSPORT	R	7 6 5 9	2.53 1.22
22	6	CONDUCT OF PUPILS	P	9 5 10 2	2.52 1.31
23	30	QUESTIONS SET IN G.C.E.	E	0 11 2 7	2.50 0.92
24	17	AID FOR TEACHERS	R	6 8 5 7	2.50 1.14
25	4	ATTITUDE OF PUPILS	P	8 6 6 7	2.44 1.19
26	13	ORDNANCE SURVEY MAPS	R	8 6 6 7	2.44 1.19
27	27	G.C.E. SYLLABUSES	E	5 9 8 6	2.42 0.99
28	18	CLERICAL HELP	R	5 11 4 6	2.42 1.06
29	28	G.C.E. SYLLABUSES	E	2 8 7 1	2.39 0.78
30	9	EXPERIENCE OF PUPILS	P	2 14 4 2	2.34 0.75
31	12	TEACHERS' BOOKS	R	6 11 5 2	2.33 1.04
32	19	PARENTS' CONTRIBUTION	R	9 6 6 6	2.33 1.18
33	11	PUPILS' BOOKS	R	7 14 7 2	2.26 0.91
34	29	QUESTIONS SET IN G.C.E.	E	6 10 4 4	2.25 1.03
35	32	EXPERIENCE OF COLLEAGUES	T	10 4 4 6	2.25 1.26
36	5	CO-OPERATION OF PUPILS	P	12 5 2 8	2.22 1.31
37	20	FIELDWORK CLOTHING	R	9 8 7 3	2.15 1.03
38	39	INITIAL TRAINING	E	8 10 7 1	2.04 0.95
39	28	G.C.E. SYLLABUSES	E	9 11 2 4	2.04 1.04
40	40	IN-SERVICE COURSES	E	10 8 7 1	1.96 0.92

* 1 - DEFINITE HELP
3 - MINOR CONSTRAINT

P: PUPIL R: RESOURCE T: TIME I: INTERNAL E: EXTERNAL

NOTE: WHERE THE 'MEAN' IS THE SAME THE VARIATION IN RANK ORDER IS DEPENDENT ON THE LARGEST STANDARD DEVIATION (S.D.)

FIGURE 1:6a THE CONSTRAINTS OF FIELDWORK (COMPARISON OF BOARDMAN (1974) AND LANCASTLE (1984))

Specific attitude statements	Agree (%)	Disagree (%)
Many courses and educationalists overrate the importance of field work	39	61
Most children find field work a boring part of biology	13	87
Field work takes up too much time for the amount of benefit gained by the pupils	42	58
It is good experience for children to participate in field work	98	2
Most pupils behave sensibly on field trips, even if less closely supervised than in school	92	8
Field work studies are of little use, because clear-cut results can rarely be obtained	13	87
Taking pupils out for field work is a rewarding aspect of biology	92	8
Field work stimulates or maintains an interest in biology in many pupils	89	11
A lot of children take the opportunity of fooling around on field trips	19	81
Staff and pupils usually get on better after going out together for field work	91	9
Field work is just a bandwagon for modern 'trendies'	10	90
Most biology syllabuses do not emphasize field work enough	47	53
Field work provides little factual material for children which they can use to answer examination questions	51	49
Work out of doors should be an integral part of nature study and biology from primary school on	93	7

FIGURE 1:6b OPINION STATEMENTS OF FIELDWORK STAFF (FIDO AND GAYFORD 1982)

Specific Problems	Limiting(%)	
	Pre A level	A Level
Lack of interest in this part of the work	31	14
Number of pupils in some classes	79	12
Inadequate blocks of time on timetable	84	59
Suitable field sites not available	39	34
Not much emphasis on fieldwork in exam	66	42
Lack of transport to field sites	67	45
Insufficient money to finance fieldwork	73	61
Not enough time to prepare for field work in lessons	68	57
Pupils difficult to control while doing fieldwork	23	0
Apparatus and/or books on fieldwork inadequate	52	37
Difficulty in planning or teaching field studies	36	29
Lack of cooperation from other members of staff	32	25
Fieldwork not included in syllabus studied	39	16
Insufficient time during course for field work	82	69

FIGURE 1:6c THE LIMITING PROBLEMS OF FIELDWORK WITH THE PERCENTAGE OF TEACHERS WHO HAD FOUND THEM A PROBLEM (FIDO AND GAYFORD (1982))

Between these surveys the DES Survey 19, referred to earlier, set out four kinds of difficulty which geography departments face. Of the schools in the survey 50% stated the timetable proved difficult, 42% reported difficulties in financing fieldwork, 27% stated that there were difficulties in staffing fieldwork and 26% were limited by being 'uncertain' about their fieldwork organisation and control. Only 13% of the schools reported no special difficulties in organising and conducting fieldwork.

Fido and Gayford (1982) also included a number of limiting problems in their analysis of teacher perception of the role of fieldwork in biology teaching. Their results are shown in Figure 1:6, together with opinion statements of fieldwork staff and these can be compared with those of Boardman and Lancaster.

Henry (1983) listed a number of constraints highlighted by teachers including the lack of finance both for pupils and geography departments, the prohibitive size of classes causing logistical problems, the covering of classes and the time missed by pupils. Timetable restrictions and the lack of time was also mentioned. Attitudes of the headteacher and other members of staff were also seen to be important factors and possible areas of constraint. Few teachers, according to Henry, wanted fieldwork to become a compulsory unit of examinations in the present economic climate, since it was claimed it would debar or discourage some candidates from taking geography at a higher level and it would be difficult to examine such an activity fairly. Teachers did argue that most constraints could be overcome to some degree but to what extent the objectives of the fieldwork are achieved is then open to debate.

1:3 IDENTIFYING THE 'TARGETS OF INVESTIGATION' OF THE RESEARCH

A number of general areas or targets of research interest or investigation can now be identified, from both personal experience and supported by reference to the literature. These lead to a framework for data collection. The targets are set out below, subdivided, in each case, into a number of relevant questions:

1. FIELDWORK PROVISION AND APPROACHES TO STUDY

How much geography fieldwork is being organised at each level in schools?

What trends, if any, are identifiable at each level within the school?

What resources and time allocations are invested in the planning and organisation of fieldwork?

What are the approaches to modern fieldwork? Have these changed in recent years?

How have fieldwork programmes changed?

2. PLANNING AND ORGANISATION OF FIELDWORK PROGRAMMES

What is involved in the practical organisation?

How do teacher-planners perceive the interplay between opportunities and constraints in fieldwork planning?

How does this interplay affect the amount of fieldwork undertaken and the programmes of that fieldwork?

To what extent are the influencing factors internal or external to the school?

3. THE ROLE OF PUBLIC EXAMINATIONS

How important a stimulus have developments in the structure and content of geography examination syllabuses been on fieldwork provision in schools?

What has been the early impact of the GCSE examination?

How much of an influence has the emphasis on the individual study or project at GCSE and 'A' Level had on structured class-based fieldwork planning?

4. THE INFLUENCE OF CENTRAL GOVERNMENT AND LEA POLICY

What is involved in Government/LEA policy towards school fieldwork?

How does the policy of LEAs differ nationwide?

What influence does this policy and that of Central Government have on the planning process of individual teacher-planners and how important has this influence become?

How do LEAs perceive the interplay between opportunity and constraint facing the fieldwork planner in schools?

5. THE RESIDENTIAL EXPERIENCE AND THE ROLE OF THE FIELD STUDY CENTRE

What is the role of the residential experience?

How important is residential fieldwork?

What influences its organisation?

How influential is the field study centre in this process?

How do field study centre staff perceive the interplay between opportunity and constraint facing the fieldwork planner in schools?

6. TEACHER AND PUPIL ATTITUDES TOWARDS FIELDWORK

How do teachers and pupils perceive the balance between benefits and costs of fieldwork organisation?

How do teachers and pupils perceive the role, importance and enjoyment of fieldwork compared to other methods of study?

These targets of investigation are selected as being the most important. They range over a number of issues, both internal and external to the geography department and school and have been identified in background reviews.

There are others which could have been selected. The role of teacher training, the influence of the headteacher and staff on the provision of fieldwork, the influence of personal characteristics of the teacher planner and the type of fieldwork programmes undertaken are all possible study areas. More emphasis could be placed on obtaining information on fieldwork provision in schools, on the links between primary and secondary schools, on the links with higher education and the ways in which students who have left school perceive the benefits and the purposes of fieldwork undertaken at school. However these six targets of investigation set out the basis on which a picture can be painted. The emphasis lies firmly on the practical aspects of fieldwork organisation and the targets of investigation aim to do this.

1:3:1 OVERALL AIM

The overall aim of the research is to paint a picture of the state of school fieldwork in geography at the change of the decade. This picture has been built up around the organisational process and the influencing factors which act upon this process in schools. The targets allow for discussion of the roles of local and residential fieldwork, individual and group enquiry, theory and practice, constraint and opportunity all of which are important. This study, by

necessity, can only deal with a number of situations in a very dynamic 'global' picture. The research design selected for this research, therefore, needs to be justified in this context and with these aims in mind. The following section contains a discussion of the possible designs and of the justification of the final choice.

1:4 JUSTIFICATION OF THE RESEARCH DESIGN

1:4:1 QUANTITATIVE AND QUALITATIVE RESEARCH DESIGNS

Curriculum topic areas of which geographical fieldwork is one do not often lend themselves to investigations which rigidly follow the research paradigm developed in science and widely adopted by the social and behavioural sciences in the 1960's. Writers on curriculum studies (e.g. Walker 1973, Reid 1978, Bastiani and Tolley 1982) suggest a style of research more appropriate to the nature of the curriculum problem under study. They go as far as suggesting an alternative approach to the more rigid framework of scientific research based on a particular theoretical viewpoint - an approach which poses questions during the observing and gathering as well as beforehand. Such an approach to the research under review here, which is based loosely on investigating factors making up an overall 'fieldwork picture' rather than on a preconceived theoretical design is considered more appropriate for the nature of this kind of curriculum circumstance.

It seems that in the social and educational research field dominated by reference to relevant indicators, variables and measurements, by the use of surveys and experiments and their subsequent quantitative analysis, space is still there for an element of qualitative research. Yet, at the same time, although there are blurred areas, the differences between these quantitative and qualitative research designs have become quite stark in the language used to describe them. The qualitative method has consistently been used to cover approaches of a research design which are described as 'soft' and less rigorous, compared to the 'hard', objective and rigorous approaches characteristic of the quantitative method. The former is more subjective and grounded in illustration whereas the latter is deductive based on the abstract and focused on hypothesis-testing.

Treating the wider qualitative and quantitative research designs as mutually exclusive does create narrowness and rigidity and many authors such as Burgess (1986), Bastiani and Tolley (1982), Bryman 1988 advocate that careful consideration of the methods making up a research design appropriate for particular research problems often lead to the utilisation of different techniques alongside each other to obtain different types of data. Flexibility of attitude to research design can bring distinct advantages to a project and the integration of both qualitative and quantitative methods can lead to effective measurement. One of the failings of much of the literature on educational research is its tendency to suggest this stark choice between research designs, whereas Bastiani and Tolley suggest these two extremes should more realistically be seen as two ends of a continuum of styles of curriculum research.

Nisbet (1980) identifies for example four stages or methods ranging from experimental, exploratory survey, through curriculum development and action research to open-minded enquiry. He suggests the most effective research will use a combination of these. The two approaches to research design can, therefore, be complementary and the research aims to build on this integration.

The research is essentially concerned with a practical curriculum matter. Fieldwork planning and organisation involves making choices based upon decisions made and events occurring at national, local authority, school, department and individual teacher level. The provision of fieldwork is a reflection of a series of value judgements influenced by a number of educational, political, economic and, to a certain extent, social factors. These need to be included in curriculum research of this kind. Ways have to be devised to study the influences behind planning decisions and the resulting pattern of fieldwork programmes.

1:4:2 JUSTIFICATION OF THE RESEARCH DESIGN SELECTED

The quantitative research design is characterised by measurement techniques used to collect objective data about variables. These variables have been initially isolated to test preconceived hypotheses

already deduced from a known body of theory. Results of the research should therefore be capable of withstanding statistical tests of significance so as to verify, modify or reject the initial theoretical assumptions. Quantitative research tends to adopt a structured approach where the variables are mapped out and introduced into the survey instruments. Survey research is structured in the sense that sampling and questionnaire construction are conducted prior to the start of data collection and then imposed on the sample members.

However in following a rigid 'closed' quantitative design method this research on fieldwork planning would not give adequate consideration of participants' values and therefore their views on which decisions depend. The more complicated the mesh of influencing factors may well be overlooked in the search for simple cause and effect relationships which the quantitative approach calls for. In addition the structure of concepts related to fieldwork provision, the role of outside school activities of which fieldwork in geography is part, and the practical problems connected to their organisation are not sufficiently well developed to provide strong hypotheses which are worth testing. The theoretical basis therefore was considered inadequate for the rigid following of this kind of research design which is based on verification and proof.

Although a series of targets of interest have been identified and outlined and these will be further developed in the next chapter, this research is not based upon a fixed set of procedures. It aims to take a more 'holistic view' of the fieldwork picture, to paint an overall picture of fieldwork provision in schools. The objective is clearly to portray observations from a number of source areas, including personal experience, general educational and geographical literature, and contact with a range of interested groups. The research therefore, it seems, includes a major interpretative element with emphasis on the study of the practical situation in which teacher-planners find themselves as they plan geography fieldwork programmes and the results of their decisions which, in practice, defines the fieldwork provision now pertaining in schools.

This practical emphasis can best be obtained with a more qualitative research design, while at the same time, using some quantitative techniques at times e.g. the School, Field Study Centre and LEA questionnaires. The aim is to set out generalisations and not proofs. Although certain signposts can be set out initially, most relevantly through personal experience, there is always the possibility that important and relevant factors may be missed or ignored simply by concentrating purely on observable, measurable and controlled phenomena. Many of the factors already identified in this research outline are very difficult, if not impossible, to measure in a meaningful, quantifiable way. Focusing on what Bastiani and Tolley term the 'reconstructed logic of science' reduces the practical nature of the research design and lessens the chances of successfully completing a wider picture of fieldwork provision.

Bogdan and Biklen (1982)

Bogdan and Knopp Biklen (1982) highlight the fact that qualitative research attempts to understand the meaning of events and interactions to ordinary people in particular situations. In agreeing with this, Taylor (1984) refers to the 'humanistic' value of some kind of qualitative research by which the researcher experiences the subject's experiences in an attempt to ensure as close a fit as possible between data and what the people actually say and do. As a teacher and fieldwork planner with considerable experience of fieldwork planning it seems appropriate in this case to include an element of qualitative, though not purely phenomenological research design to build on and effectively utilise this advantage. The traditional hostility between teacher and researcher can therefore be minimised and the interview technique and survey methods for example, techniques from both research designs, can be used to greatest effect.

1:4:3 RELATIONSHIP BETWEEN TEACHER AND RESEARCHER

Threadgold (1984) argues that from the teacher's standpoint the researcher frequently operates outside of and in isolation from the mainstream of educational practice, the school. She repeats Burgess' claim that few researchers have practical experience of teaching and are therefore not qualified to comment upon the processes of practices involved in a manner that commands the respect of the actual people putting the curriculum into practice. Teachers' impatience with technical language

is recognised by David Hargreaves in his preface to *The Challenge for the Comprehensive School* (1982) where he also acknowledges the great difficulty of writing for different audiences, on this occasion, specifically for teachers.

In this research, with emphasis on practical planning of part of the school curriculum, aimed at identifying aspects of a changing and often complicated picture, it was hoped that teachers would co-operate by setting out their views and priorities, both essential features of a total picture. Burgess (1986) claims that currently many teachers consider educational research to be an expensive irrelevance. They mistrust its conclusions because they are obtained in artificial conditions and are marginal to their actual teaching. This research outline, aimed at studying a topic close to the heart of most geography teachers' plans for their school syllabuses, requires a research design which can be conducted under conditions as close to the practical environment in which decisions are made as possible and which involves those 'parties' which may influence those decisions. To use experimental situations or to rely heavily on statistical hypotheses on the one hand or to rely too much on one case study or a few in depth interviews with the aims of amassing vast quantities of descriptive and illuminative data on the other would lose the purpose of the research.

The teacher as researcher is, therefore, important to this research, although it is difficult to see where it lies within Massey's threefold division of research paradigms. His second, interpretive research, identifies that people perceive and so construe the world in different ways which are often similar but not necessarily the same i.e. it is a study of interpretation. Human actions are based on beliefs and intentions and it is the purpose of the interpretive researcher to describe and interpret the phenomena of the world in attempts to get shared meaning with others. Data collection is, therefore, qualitative in nature. Constructing a fieldwork picture can be seen in this context but some quantitative methods of research are required to make the picture a more general one.

However the third division, the action research paradigm is grounded in school and classroom practice with no established theoretical background

which can provide a framework for testing results. Although the purpose of the research is to identify issues or 'signposts' which create the overall picture of fieldwork provision and to report on the present state of its provision there is no attempt to set about highlighting improvements or changes in action. Improving fieldwork practice is not the main aim. Therefore, although to a certain extent this present research is seen as action research, it does not have the essential action research purpose to lie completely in this category. However the teacher-researcher aspect of action research remains important.

It is also difficult to determine where the research lies in Bulmer's fivefold classification (1978). As can be seen by Figure 1:7 research into fieldwork studies and their practical organisation does not fall into Bulmer's educational research, principally concerned with advancing knowledge through testing and developing theories. As strategic educational research this particular project is constructed clearly within the framework of geographical education but orientated towards the problem of planning and organisation in an attempt to analyse the environment in which decisions are made. However the emphasis on the practical probably makes the research part of Bulmer's specific problem-orientated research, although the problem is one of organisational planning and not one which is educationally based. The research lies across the boundaries, therefore, of Bulmer's second and third types of research. Differences are not clear cut and since decisions on curriculum issues cannot be taken in isolation any investigation of them may well cut across any classification boundary.

1:4:4 SELECTION OF THE RESEARCH DESIGN

Figure 1:8 outlines the research methodology and style followed in the research. It is an attempt to match research to the problem with specific reference to the manageability of the research proposals. The figure shows the combination of qualitative and quantitative approaches used with the research lying almost half way along the continuum between the two. Scale and methodology must be assessed in the light of limited resources and questions may arise over the degree of generalisation of the findings and how typical they are. However the almost equal mixture of research questionnaire and interview range of

BASIC EDUCATIONAL RESEARCH

Concerned with the advance of knowledge through testing, generating and developing theories. The theoretical study of educational theories

STRATEGIC EDUCATIONAL RESEARCH

Based on an academic discipline but is orientated towards an educational problem. In sociological research, for example, work concerned with conceptual issues of sociology has, in turn, been concerned with practical problems.

SPECIFIC PROBLEM-ORIENTATED RESEARCH

This is designed to deal with a practical problem. Such work might be conducted on behalf of a government department or local authorities, but not necessarily. The problems may be any curriculum based issue.

ACTION RESEARCH

This involves research in a programme of planned change. This research is often designed to study the effects of change, e.g. with curriculum development and administration. Other educational priority areas may also be involved. Teachers themselves may also conduct their own small-scale action research.

INTELLIGENCE AND MONITORING

This involves the collection of statistical data on education by such bodies as the Office of Population, Censuses and Surveys. It is reported in the General Household Survey and Social Trends as well as in Statistics of Education.

FIGURE 1:7 BULMER'S FIVEFOLD CLASSIFICATION OF RESEARCH
MARTIN BULMER: SOCIAL POLICY RESEARCH LONDON
MACMILLAN 1978

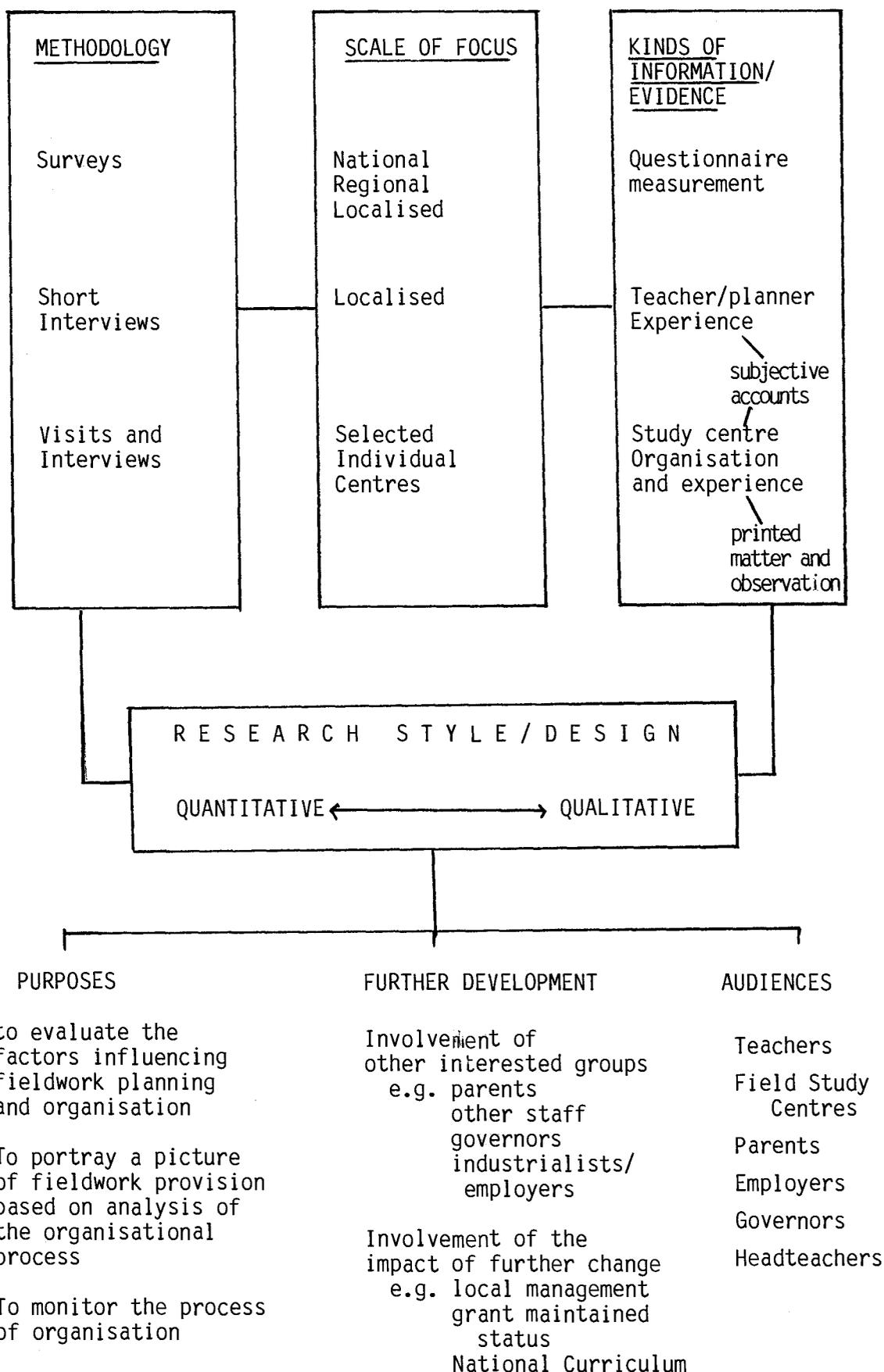


FIGURE 1: 8 DEVELOPING A RESEARCH METHODOLOGY

methods will allow cross-checking across a variety of sources. It is clear that, although the targets of investigation have been identified and these act as guidelines, the fieldwork picture is not known beforehand. For this reason the present research can be considered inductive. Because the study also includes different respondents acting in situations at different times the research design may also be considered cross-sectional as well as descriptive. It is for this reason too that the research contains an almost equal element of qualitative research.

The use of descriptive questionnaire surveys was preferred over case study analysis. Participant or non-participant observations of case study geography departments or one specific school year group as they organise and experience fieldwork programmes respectively would have been a full qualitative design method. The mixture of questionnaires, interviews and study visits involves a greater number and range of participants, from different types of schools, LEAs and field study centres, a diversity of locations and situations in which decisions are made and therefore greater opportunity to build a more complete picture. These factors prevent the research from being considered purely in the action research paradigm. The relatively short and semi-structured interviews are considered the most appropriate qualitative design method to follow-up the questionnaire surveys. In setting out the research design the aim has been to select methods relevant to the topic of practical planning under investigation based upon the information available.

1:5 THE RESEARCH LAYOUT

The first part of Chapter 2 sets out discussion of the methods selected for data collection on the chosen targets of investigation. The second part focuses the research away from general justification of data collection methods directly towards an outline structure of the questionnaires, interviews and study visits involved in the research. The targets of investigation are, therefore, translated into questionnaire and interview surveys. Through this structure the questions can be justified within the overall context of the research.



Chapter 3 outlines the sampling frame of each questionnaire and interview survey, setting each instrument of measurement into a context with each other as well as within the overall framework. Through succeeding Chapters the results of each instrument of measurement are discussed. The aim of these discussion reports is to build up the parts to the jigsaw in order to create the final picture. The final Chapters extract a number of selected signposts identified through discussion of the survey results for further description and reflect on issues which transmit the picture into the future.

CHAPTER 2

Data Collection Methods and Targets

2:1 SELECTION OF MEASUREMENT INSTRUMENTS

2:1:1 THE ROLE OF QUESTIONNAIRES

Questionnaires, conducted as part of the research design discussed in Chapter 1 (pp 41-49) pose immediate problems both in questionnaire design and validity of results. Oppenheim (1986) shows that a survey is a form of planned collection of data for the purpose of description or prediction basically for the purpose of analysing relationships between certain variables. However there is the problem of what data areas to concentrate on and how to structure the survey so as to optimise its collection for the most effective and valid results. Because fieldwork planning is practically based emphasis must be on 'teacher contact' and 'teacher discussion' and therefore, to some extent, the data collection methods were refined and developed throughout the research period.

The subject of questionnaire design is inextricably linked to the general plan or design of the research itself. As already indicated in Chapter 1 the questionnaire method was seen as the appropriate instrument for measurement to collect data on the targets of investigation previously outlined (pp 39-40 Chapter 1). In addition questionnaires:

- (i) directly involved teachers, LEA representatives, field study centre staff and pupils in the survey,
- (ii) allowed a large number of people to be involved,
- (iii) allowed anonymity in the research analysis which increases

- the chances of receiving responses that genuinely represent the teachers' opinions ,
- (iv) allowed time for thought over the open questions which made up a considerable part of the surveys,
 - (v) provides uniformity across measurement situations. A much greater range of information, some of which was factual, can be collected and then analysed in a more structured way than the interview method alone.

A certain inflexibility inherent in the questionnaire approach proved a problem. Only in interview situations can issues and themes be followed up and comments further explained. Some of the questions are less well answered than others and without follow-up facilities certain areas of data collection become weaker. However given the research design discussed in Chapter 1 it was considered that a series of questionnaires aimed at a range of 'actors' in the fieldwork planning process would provide the necessary basis of the picture being painted. These 'actors' were teachers, LEA representatives, field study centre staff and pupils. Directing questionnaire surveys at these interested groups satisfies and conforms to my targets of investigation.

2:1:2 QUESTIONNAIRE DESIGN

Each questionnaire used here consists of a number of question sequences in which factual questions were, in each case, followed by attitudinal ones. The funnel approach, starting off with very broad questions and then progressively narrowing down the scope through a series of associated filter questions to include specific points, was used in the Regional Schools' Questionnaire particularly with questions concerning the role of individual project work. Elsewhere a succession of closed and open questions were employed each set dealing with a different variable.

There was plenty of space in the open questions for free comment, an opportunity utilised by most respondents as they described and then explained their views as representative of their institution/department on particular issues. An additional letter was often included with the completed questionnaire outlining a more detailed picture.

The open question, used in the questionnaires conducted in this research, often asked for embellishment of the immediately preceding closed or factual question. The main advantage of the open question - the freedom for the respondent - is important in certain circumstances even though analysis is much more difficult. Given the aim of the research achieved by assessing the practicalities of fieldwork planning within the chosen research design, there is a need to gain a 'feel' from teachers for the interplay between their ideals and what is practical. Incorporation of open questions in the questionnaire designs was therefore considered the best possible method of data collection. Too many closed questions provides for loss of spontaneity and expressiveness and they allow little evidence of the strength of feeling on important issues. Respondents can express their exact and measured opinion in an open-ended response whereas if asked to simply check items they may feel that they have been forced into responses that do not exactly match their attitudes or their situation. Inclusion of open questions may also produce responses which draw attention to situations or issues that were unanticipated when the instruments of measurement were being constructed. A full discussion of the question sequences for each of the questionnaires included in this research will be undertaken later in this chapter.

2:1:3 INTERVIEW SURVEYS

The use of interviews, as discussed in the section on the overall research design in Chapter 1, was also considered an important measurement tool. Reference to Kahn and Cannell (1957), Hyman (1954), Merton (1956), Sheatsley (1951), Macuby and Maccoby (1954), Bradburn, Norman Seymour and Sudman (1979) reveals the art or science of interviewing. The interview provides greater flexibility and opportunity to expand on issues which may require further elaboration. However interviews are time consuming and full of organisation, implementation and evaluation problems. They are fraught with possibilities of bias.

Providing directed opinions or expectations and selective understanding and recording of the answers may produce bias. Because the interview is a face to face interaction the interviewer can subtly influence the

respondent's answers by inadvertently showing approval or disapproval of answers. The response set is also a problem. There is always the tendency to respond to all questions from a particular perspective rather than to provide answers that are directly related to the questions. Concerns of 'social desirability' and 'social undesirability' were also considered but were seen to be of a lower priority problem. Teachers, LEA representatives and field study centre staff, it was considered, would not misrepresent their views, particularly as they discuss issues they believe to be important. Teachers, in particular, have a reputation for precise and straight answering.

Relationships between teachers and researchers were discussed within the context of the justification of the selected research design, contained in Chapter 1. Being a teacher meant that people would hopefully speak freely to me as an interviewer whom they perceive to be like themselves. The face to face nature of the interview, therefore, provided the best means for identifying the issues involved in practical fieldwork planning, and for developing a comparative assessment of opportunities and constraints of fieldwork provision, descriptions of programmes and discussions of the major influences at work both now and in the future. Measurement of the strength of attitude, seen in the context of this research as a valuable advantage, can also be ascertained. The interview, in allowing both parties to explore the meaning of questions and answers involved, includes a negotiation of understanding which other data collection methods do not have (Brenner, Brown and Canter 1985). Through this, therefore, any misunderstanding can be checked and cleared and so the interview method was considered an essential extension and follow-up data collection method.

2:1:4 INTERVIEW STRUCTURE AND DESIGN

Interviews can be unstructured, structured or semi-structured. Unstructured interviews have no plan and may cover a range of issues whereby direction is determined from one aspect to another. Structured interviews follow closely a programme of questioning, almost questionnaire-like. Neither of these two extremes was suitable here and the semi-structured approach was selected as appropriate. Some specific questions were included to

to channel teachers' responses but not restrict them. In this way the interview proves a direct measurement instrument of the influences on the organisation of and attitudes towards fieldwork planning.

Question sequences moved from general to specific because it was considered that fieldwork is an issue geography teachers take seriously. They, therefore think carefully about it and a logical progression is important to structure these discussions. A verbally conducted repeat questionnaire was not the idea of the case study interview exercise.

2:1:5 STUDY VISITS

Accompanying the interviews and follow-up interviews made with the field study centre wardens and/or their staff study visits were also undertaken. These involved a visit to the field study centre, usually a tour of the premises and an informal inspection of the facilities and equipment provided. These facilities included both those used for study and those required and offered for general accommodation. There was also opportunity to talk to students staying at the centre and to accompany them on fieldwork assignments in the local area. The visit also included an assessment of the location of the centre and the suitability of the local area for geography fieldwork. Fieldwork programmes were discussed in relation to the opportunities available locally. These study visits, at each interview, were necessary in order to become personally acquainted with the centre, its staff, the facilities it offers and the environment in which it is located. This, in turn, provides for the more personalised and direct approach to this research already outlined in the discussions of its design. The study visits were seen as valuable in obtaining an overall impression of the state of fieldwork in schools from the point of view of the residential field study centre. Although time consuming and difficult to organise they proved valuable within the overall framework of data **collection**. Details of the interview questions and study visit aims will be discussed later in this Chapter.

2:1:6 VALIDITY AND RELIABILITY

Judgements of validity answering the question concerning the measurements

appropriateness for its needs are difficult. Reliability, concerning the consistency of results, too is such that if the respondent's answers to the items are not affected by other unpredictable factors then each time the instrument is administered it should yield essentially the same results. Given that the major function of the instruments selected is descriptive, with only a small predictive element, the validity lies in the extent to which interpretation of the instruments' of measurement results other than those wanted can be ruled out. Potential critical arguments can be anticipated. Overall the instruments of measurement are, in total, aimed at describing a process, the influences on that process and then to describe the provision of fieldwork resulting from this process. Construct validity which refers to how well the instrument measures what it claims to and content validity which refers to how well the items give appropriate emphasis to the various components of the construct seem the most appropriate validity areas to concentrate on.

Interviews suffer from lack of reliability. Would two interviewers using the schedule procedure underlined in this research get similar results? Would an interviewer obtain a similar picture using the same procedure on different occasions? Reliability of the interviews conducted in this research is difficult to measure. Undertaking interviews of this nature on a part time basis rules out repeat interviews immediately afterwards or at some time in the future. It also rules out the use of other interviewers or other instruments of measurement to compare with the initial interview situations. Interviews were conducted in different places on different days in different situations. The need for reliable results to 'generalise' patterns is not the aim of the interviews or the questionnaires. The samples are too small to make any major generalisations from the results. The aim is to undertake a study of the state of fieldwork in school geography teaching within the samples used. As stated in the section outlining selection of the research design (p 49 Chapter 1) the range of methods will allow cross-checkings across a variety of sources and these will indicate the research's reliability at least to a certain extent. Further reference to the concepts of reliability and validity will be given in later chapters.

2:2 THE STRUCTURE AND QUESTION SEQUENCE OF QUESTIONNAIRES AND INTERVIEWS USED IN THIS RESEARCH

The framework of questionnaires, interviews and study visits which make up this research is set out in Figure 2:1. The figure charts the progress in chronological order, outlining in general detail, the dates and role of each survey instrument. This figure is repeated (figure 3:1) in Chapter 3 and used in discussions concerning full details of the respective sample sizes, sample populations, prototypes and response rates of each survey. In this Chapter the figure provides a framework in which to place the discussion which follows concerning each survey's question sequence and in this respect the chart should be seen in relation to Figure 2:2 which summarises the question sequences within the overall framework of the targets of investigation discussed and outlined in Chapter 1. A copy of each of the survey instruments is included in the Appendices, together with their respective letters of introduction.

2:2:1 NATIONAL SCHOOLS' QUESTIONNAIRE (QUESTIONNAIRE 1)

The National Schools' Questionnaire consisted of 11 questions (four sheets). The opening two questions, beginning the collection of data on the first target of interest (fieldwork provision and approaches to study), seek the size of the geography department in terms of staff and pupils at all levels. These were seen as important background questions which may well have direct and indirect implications for fieldwork planning. Question 3 refers to the amount of fieldwork done at each level in the school. Answers were asked for in fieldwork units of half day, considered to be the most suitable and practical unit for comparison. A grid or matrix was provided as the easiest method for answering and the best way of gaining a complicated set of data. Part 3b was included as in certain circumstances, such as residential fieldcourses, all pupils do not participate. Part 3c, referring to changes in amount of fieldwork asks simply for a positive or negative trend. It was considered too difficult for teachers to provide actual statistics for this question and an opportunity for further comments was included. These, together with question 4 which refers to changes in the time spent on preparation and

FIGURE 2:1 OUTLINE OF SURVEY INSTRUMENTS

INSTRUMENT OF MEASUREMENT	DATE(S) INSTRUMENT CONDUCTED	SAMPLE BASE	INSTRUMENT OF MEASUREMENT: General details (e.g. role)
NATIONAL SCHOOLS' QUESTIONNAIRE	APRIL - MAY 1985	STRATIFIED SAMPLE 261 schools (from lists provided by field study centres)	Based on schools using a field study centre for fieldwork Testing of the strength and validity of the selected targets of investigation. To set the scene across a range of target areas. An emphasis on the planning involved in residential fieldwork.
REGIONAL SCHOOLS' QUESTIONNAIRE	APRIL - MAY 1986	STRATIFIED SAMPLE 256 schools from 5 south eastern counties	A more intensive study of schools to provide regional results -to add a further dimension:the link between organised fieldwork and individual project work. To extend data collected in NSQ on a number of target areas e.g. the role of public examinations and constraints on the planning process. Perceived impact of change.
FOLLOW-UP REGIONAL SCHOOLS' QUESTIONNAIRE	SEPTEMBER 1987	RANDOM SAMPLE 142 schools from the Regional Schools' Questionnaire	A follow-up survey of schools used in the sample above. One year into the GCSE examination course. Effect of change one year on. Impact of changes across the range of targets.
INTERVIEWS	JANUARY - JULY 1989	OPPORTUNITY SAMPLE of 45 schools	An overview of the planning process - the balance of opportunities and constraints. The impact of change on the planning process Measurement of strength of feeling on influential factors.
LEA QUESTIONNAIRE	OCTOBER 1987	ALL 47 COUNTY BOROUGHs and 57 METROPOLITAN DISTRICTS	Assessment of the positive and negative influences on the planning process Collection of information on financial and other LEA support to fieldwork. Impact of change on LEA support. Assessment of LEA attitudes towards fieldwork provision and planning.
FIELD STUDY CENTRE QUESTIONNAIRE	OCTOBER 1987	RANDOM SAMPLE 100 centres	Assessment of the role of the field study centre on school fieldwork and its planning. Measurement of reactive and proactive influences on fieldwork planning. Fieldwork opportunities. Field study centre staff attitudes towards fieldwork planning.
VISITS TO CENTRES	MAY - AUGUST 1986 JUNE - SEPTEMBER 1989	5 SELECTED CENTRES	Follow-up to the questionnaires. Assessment of the strength of feeling about issues which link centre with schools in fieldwork planning.
TEACHER/PUPIL ATTITUDE QUESTIONNAIRE	JANUARY - MAY 1989	45 Schools 131 teachers,540 GCSE pupils,360 'A' Level pupils	Assessment of the perceived role of fieldwork (present and future) Assessment of teacher attitudes across range of targets Assessment of pupil attitudes towards fieldwork and its role.

INSTRUMENT OF MEASUREMENT	TARGET 1 Fieldwork Provision Approaches to study	TARGET 2 Planning and Organisation of Fieldwork programmes	TARGET 3 The Role of Public Examinations	TARGET 4 The influence of Central Govt. and LEA policy	TARGET 5 The Residential Experience and the Role of the field study centre	TARGET 6 Teacher and Pupil Attitudes towards fieldwork
NATIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? How many pupils are involved? Has the number changed? If so how? Has the nature of fieldwork preparation time changed?	What are the problems of organising fieldwork? Rank problems and assess future impact. Has the amount of financial resources and preparation time changed?	What exam board do you use at each level? Do candidates undertake individual work? Is fieldwork important as preparation for these? How will fieldwork's role change with GCSE?	Does the LEA provide any financial grant? Has this changed in recent years?	What makes you choose a centre? What influences choice?	Is geography taught as separate subjects? (or integrated subjects) When and how does it
REGIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? Has this changed over the last 5 years?	What are the problems of organising fieldwork? How will these problems affect fieldwork provision in the future?	What % of pupils do a project? Which board do you use at each level? What are the purposes of project work? What problems arise in the completion of projects? How informed are you about GCSE? What implications will GCSE have for fieldwork?		How many units are residential?	
FOLLOW-UP REGIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? Has there been any change in the last 2 yrs?	Have any problems arisen or changes occurred to cause difficulties in fieldwork provision at any level?	Has the introduction of GCSE affected the type, amount and location of fieldwork? What have been the implications of project work for staff and pupils?	What is the present position regarding LEA financial support LEA policy towards fieldwork? Has it changed?	How many units are residential? Give details of residential fieldwork? Has residential fieldwork been pressurised recently?	Comment on present and future position of fieldwork and its planning.
INTERVIEWS	Aims and objectives Changes in approach Fieldwork programmes New and traditional opportunities	Planning and organisational procedure Constraints and limiting factors	Role of GCSE Role of individual studies	Role of LEA How much does LEA influence the planning process?	Local v residential fieldwork	Impact of present changes Future influences and change General attitudes towards role of fieldwork
LEA QUESTIONNAIRE	Effect of LEA on Fieldwork provision	Effect of LEA on planning		Do you support the need for fieldwork/residential fieldwork? What support does the LEA provide? Has this support changed?	Is residential fieldwork increasing/decreasing?	
FIELD STUDY CENTRE QUESTIONNAIRE		What problems do schools face as they plan for fieldwork?	Impact of 16-19 Geography project Impact of GCSE		Details of facilities Pupil numbers at centre Changes in numbers Course changes What problems do field study centres face?	
FIELD STUDY CENTRE VISITS	Link between field study centres' markets and school fieldwork provision	How does the field study centre see the interplay between opportunities and constraints in the planning process?	Impact of GCSE and 'A' Level changes.	Impact of changing policy and changes in LEA support	How does the field centre view its role? How does it view changes in the market? What courses are offered? How will the future affect the field study centre?	What does the future hold for geography fieldwork?
TEACHER/PUPIL ATTITUDE QUESTIONNAIRES	Teacher Pupil Choice of Geography -why? Enjoyment of geography Methods of study	Importance of influencing factors in planning process	Individual project factors and links with fieldwork Links between project work and fieldwork Importance of fieldwork in exams.		Value of residential experience Benefits of residential fieldwork Value of residential experience	Attitudes of teachers to fieldwork Attitudes towards fieldwork Enjoyment of fieldwork Looking forward to fieldwork?

FIGURE 2:2 THE LINKS BETWEEN SURVEY INSTRUMENTS AND TARGETS OF INVESTIGATION

organisation of fieldwork and in the financial resources set aside for fieldwork 'equipment', provide a more comprehensive picture and more detailed data for the first target of investigation.

Question 5 proved very difficult to devise; its value treated with a little scepticism. However it was considered important, in the initial stages of data collection for the target of investigation involving approach to study, to include a review of the changing nature of geography fieldwork as seen by those engaged in its planning. David Hall's classification (1976) was used, in its simplest form, as it was considered the easiest to adapt to this particular questionnaire. Although Hall comments on the variations of approach even within one heading, he claims that his four-fold division is a good basic framework.

Using this division the questionnaire attempts to identify changes over a period of 14-15 years setting up three particular divisions; the last 7 years, the present and the next 7 years. This period of 15 years provides a suitably long enough time span for new developments to filter through into school geography fieldwork. Although the scope and nature of the actual fieldwork content and method of teaching is not of direct importance to this particular survey, changes which take place have indirect influence on the planning process. It was seen as appropriate, therefore, to include approach to study as a section of the first target of investigation.

Question 6 is set firmly in the second target of investigation as this question begins what is considered as an ongoing analysis of the factors affecting the fieldwork planning process during the period of the research. It specifically sets out, at the outset, the constraints which are viewed as important. This choice proved difficult, but selection was necessary and this was based on 'generally felt' personal limitations over a period of time. Such a selection was supported by the literature reviewed in Chapter 1. There was no opportunity to add further problems but question 7, which referred to the effect of any or all of these restrictions on the priority of fieldwork in teaching, provided the opportunity to add comments on any aspect of this particular topic. It proved difficult to channel such a wide aspect of this research into one question, but it was hoped that

further pointers concerning this target of investigation would be gained from other parts of the questionnaire.

The next question deals specifically with the decision of location for residential fieldcourses at 'A' Level. This question, forming the basis of the National Schools' Questionnaire (discussed in Chapter 3 p 77), sets out the residential element of data collection and is therefore the first section of the fifth target of investigation concerning the residential experience and the role of the field study centre. Scope for further comment was wide. The 'importance' or 'unimportance' classification may seem vague but it does provide for a basic comparison statistic and reduces complete reliance on open comments from teachers. The choice of field study centre was made before sending out the questionnaire and as indicated in Chapter 3 this did provide some problems.

The final three questions deal with a selection of topics of 'outside influence', i.e. influences outside the scope of the geography department and the school. As an introduction these questions attempted to highlight the strength of influence and opinion of aspects of public examinations and LEA support. All three of these questions (questions 9 and 11 being part of the third target of investigation and question 10 part of the fourth target) were aimed at setting the scene and acting as a basis for further developmental data collection and analysis through the research. It was decided to invite comments on the role of individual projects in examinations and the scope for links between project work and organised fieldwork. At the time of the questionnaire the GCSE aims, objectives and syllabus outlines were in draft form only but a question asking for comments on the proposed examination at 16+ was included as this change is seen as one of the major changes during the years of the research and one which was expected to have direct as well as indirect influence on the fieldwork planning process. Further analysis, in the third target of investigation concerned with the role of public examinations, involves the relationship between survey results and the general aims of fieldwork components of the GCSE courses as outlined in Chapter 1. Generally these questions introduced parameters which were considered influential and further survey instruments would extend analysis and discussion based on additional data.

Another difficult area to question, yet of potential interest and value to both the first and last target of investigation concerned with the amount of fieldwork provision and the attitudes towards fieldwork of teachers and pupils respectively was the position of geography in the school curriculum structure. Whether geography in the lower school is taught as a separate subject or as part of integrated studies may have a bearing on the amount of fieldwork undertaken at this level and in turn may also influence teacher and pupil attitudes to its value, importance and enjoyment. Equally the amount and quality of fieldwork undertaken may influence the choice of the subject at CSE/'O' (GCSE) and 'A' Levels. The final part of the question also dealt with an issue difficult to categorise because of the variety of combinations. Some of the four divisions chosen seemed to overlap. However the aim in introducing the mechanism of option choice was to assess its relevance and relate the results with the questionnaires conducted at the case study schools with pupils and teachers, part of the final target of interest. It would require further research to assess the importance of fieldwork provision as a possible contributing factor in the pupil's choice to study geography as an option although much can be gained from the reports of the final questionnaire.

2:2:2 REGIONAL SCHOOLS' QUESTIONNAIRE (QUESTIONNAIRE 2)

The Regional Schools' questionnaire, like the National one, contained four sheets. Its role is seen in context in Figure 2:1 and is discussed in detail in Chapter 3 (pp 84-90). The first sheet is devoted to obtaining factual information about the geography department. The style followed the matrix pattern which included similar questions to the first questionnaire in an attempt to build up a clearer picture of fieldwork provision and identification of any change in trends. Built within this question was a section concerned with numbers of pupils undertaking individual project work (individual studies) on a voluntary basis at each level. This survey was also undertaken before the introduction of the GCSE examination and therefore this section was seen as an important element of the target interested in the role of public examinations and, as indicated in the literature review in Chapter 1, is a vital part of the overall picture.

The question asked for percentages rather than actual numbers as the latter were considered less appropriate and less accessible. The fourth question, still within the same target area, asked for details of CSE, 'O', 16+ and GCE 'A' Level Examination Boards used in geography, with space to include specific details concerning syllabuses where appropriate.

Questions 5 and 6 further developed the aspect of the individual project, one of the main aspects of the role of this questionnaire. Question 5 consisted of a ranking exercise of 5 set purposes as identified by K. Adderley (1975) and discussed in Chapter 1 (pp 26). Respondents were asked to rank in order of importance (1-5) with 1 as the highest rank. Respondents were asked to undertake this exercise in respect of each examination level.

Once the purposes were established and arguably these chosen may or may not be the most suitable, the main priority is a ranking order as seen by fieldwork planners as they perceive the relationship between organised group fieldwork and individual project work. It is clear too that although the purposes of individual project work may not vary much between the examination levels the priority order may well do so. The information from this section can then be compared with that of 5b which deals with the problems arising from the organisation, preparation and completion of individual project work. A matrix was used rather than a list to offer greater opportunity for detail, at the 14-16 and 16-18 levels, of problems facing both staff and pupils. In most cases teachers took this opportunity to write comments, but there is the danger that little comment is made and this makes the question less effective. In setting this question out the time factor was considered and prototype discussion focused on the need to have a simple format. Open boxes were seen to provide the most appropriate structure.

Departments not involved in project work were 'filtered' through to question 6. This was also seen as a major part of the picture section concerned with public examinations (target of interest 3). Some department planners are not concerned with project work because of the nature of the school or the examination course. Probably for historical reasons no

project work is undertaken. However others make it a deliberate policy to study syllabuses which have no project element. Both need to be included and it may have been a mistake to have allowed such a small space for comment. More space does not always mean that the detail of the answer will be any greater. Answers to these questions would, it was hoped, provide useful pointers towards the GCSE and therefore essential information for the third target of investigation.

The next question returned to the target concerning the overall planning process. The problem list was similar to that used in the first questionnaire but falling rolls were omitted and were replaced by the 'any other category'. No reference was made, on this occasion, to the past 7 years as it now seemed appropriate to think of the present in relation to the late 1980's and early 1990's. The selection of 7 years was taken as a 'throw-back' from the National Schools' Questionnaire which considered change over 15 years. The rank ordering exercise was followed by an open question asking for comments on the impact of these constraints on the provision of fieldwork. A change was the addition of project work to the general fieldwork trends.

The last two questions, 9 and 10 refer specifically to the introduction of the GCSE examination developing data collection on the public examination target of interest further. At the time teachers were going through phase 1 of the 'trickle down' training sessions and different subjects as well as different counties were at different stages of this first phase. Examination boards were submitting draft syllabuses for approval by the SEC. Some syllabuses had passed, some had been returned for modification while others had not been submitted. This question asked for some sign of teacher awareness of the introduction of GCSE.

Teacher/fieldwork planners were then asked for opinions on the impact of introduction of the GCSE and these were obviously based on different degrees of information. The question (question 10) provided guidelines: (impact on) geography fieldwork; the geography department; the school timetable; any other comments, otherwise it was open, geared towards seeking information on potential impact, possible implications and future

trends of the GCSE examination. This research has the unique opportunity of assessing change over a period in the structure of public examinations and the Regional Schools' Questionnaire, building on information already provided by the National Schools' Questionnaire, attempted to set out the position before change and the initial forecasts of possible and probable impact of change as seen by those involved in the planning process. This particular questionnaire put major emphasis on examination change and, specifically the trickle down implications (or at least expected implications) for geography fieldwork planning.

2:2:3 FOLLOW-UP REGIONAL QUESTIONNAIRE (QUESTIONNAIRE 3)

So many changes were now taking place that it was essential to conduct a follow-up questionnaire to a sample of schools used in the Regional Questionnaire. These changes included those involved in the targets of investigation concerned with residential fieldwork, the role of public examinations and the influence of LEAs. In turn the influence of such change would filter through to fieldwork provision and the process of fieldwork planning itself and ultimately affect teacher and pupil attitudes to the value, importance and enjoyment of fieldwork in geography. All targets of investigation were, therefore, included in this follow-up sample and details of the sample base, its framework and response are outlined in Chapter 3.

This Regional Questionnaire needed to be short and precise. Asking co-operation from the same teachers in another lengthy questionnaire may have proved too optimistic. Two A4 size sheets were used and this limited the selection of questions. As this was a follow-up questionnaire the opportunity was taken to use open questions although such questions do lengthen the time required to complete the survey fully. The first two questions were directed at collecting new data about the first target, the amount of fieldwork provision and any change that may have occurred both in the amount of fieldwork undertaken and in the make-up of the respective geography departments.

The next question was aimed directly towards the impact of the GCSE.

What effects had the GCSE examination had, so far, on the amount, type and location of fieldwork planned? After the initial YES/NO distinction the opportunity was provided for clarification and detail. No specific data about changes in the number of days was requested. As already indicated in outlining the question sequence of the Regional Questionnaire the introduction of the GCSE examination was considered to be a major new development within the study period and an underlying area of data collection for third target of investigation.

Question 4 follows-up questions previously asked concerning the problems which have arisen or change which has occurred to cause difficulties in the planning process. As the surveys were undertaken it was assumed that some constraints would be re-enforced time and again, in different situations at different times, while others would be introduced at each stage throughout the research period, often based on developments elsewhere. Further information was therefore sought in painting the part of the picture concerned with the practical planning process. This question was seen as a last opportunity to gain an insight into this process from the fieldwork planner's viewpoint. All levels within the school were involved and this point was deliberately emphasised.

The next three questions deal with three different issues: the support from the LEA, the amount of residential fieldwork undertaken and the problems involved in its planning and the implications of the GCSE project 'coursework' element. The first of these aims specifically at measuring teacher perception of LEA support for fieldwork and thus moving a stage further in analysis of the fourth target of investigation. The second asks for summative details of timing, location, accommodation of and numbers involved (and at what level) of residential fieldwork, extending analysis, both in terms of time and space, of the target focusing on the residential experience begun initially in the National Schools' Questionnaire. The third channels the third target, once again to focus on the role of the individual project in influencing fieldwork planning and in so doing directly follows-up on the extensive data hopefully obtained in the Regional Questionnaire. It was hoped that teachers would comment on the pressures, benefits, opportunities and concerns of change in these specific areas.

The penultimate question creates the foundation for the later questionnaire to teachers and pupils about their attitudes to fieldwork and its role, the major emphasis of the final target of investigation. In the Follow-up Regional Questionnaire space was provided for comment on any fieldwork related issue and encouraged by previous responses it was hoped that teachers would set out their views related closely to the situation in which they were planning geography fieldwork. Their views of fieldwork's future role and importance were also requested.

The final questionnaire question was a factual one, asking for details of the GCSE and GCE 'A' Level Boards now used by the respective geography departments, further background information for discussion on the role of public examinations.

The three questionnaires involve all the targets of investigation. The order of questions was specific to the layout of each questionnaire and not to the respective order of the targets of investigation. Figure 2:2 outlines in summative form the relationship between the questionnaire question sequences described above and the targets of investigation identified in Chapter 1. The follow-up interviews conducted in schools and the questionnaires conducted with field study centres and LEAs are also included in the diagram. The structure of these, together with the accompanying study visits are described next.

2:2:4 CASE STUDY SCHOOL INTERVIEWS

The role of the case study interview, in this research, is discussed in Chapter 3 although its position within the overall research design has already been outlined in Chapter 1 (pp41-49). Once its role had been ascertained priority discussion areas were set and these were then subdivided into a number of semi-structured questions. Figure 2:3 sets these out in table form and relates both the priority discussion area and question sequence to the targets of investigation. Close links can be seen to the question sequences of the questionnaires and the interview situation was taken as an excellent opportunity to undertake a full analysis of the targets as they affect each respective fieldwork

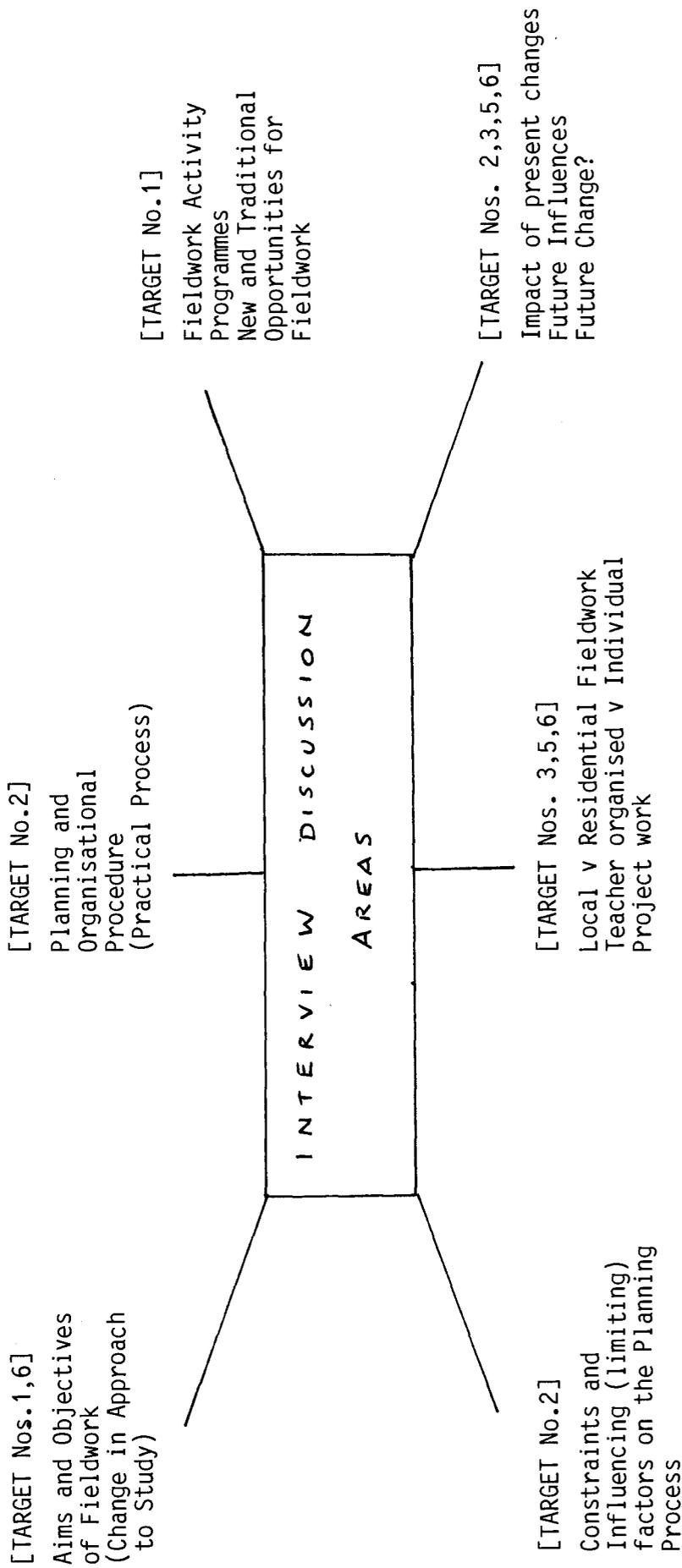


FIGURE 2:3 PRIORITY AREAS FOR INTERVIEW DISCUSSIONS

planner interviewed. The opportunity was present too, to identify new areas of relevance, new influences which had not been identified in the outline structure of the research to date as well as confirming and possibly modifying existing data already collected for the targets of interest. Although the interviews produced wide ranging discussion the priority discussion areas were strictly adhered to and it is on these that the resulting reports were based.

2:2:5 TEACHER/PUPIL ATTITUDES QUESTIONNAIRE AT INTERVIEW SCHOOLS

These surveys, it was hoped, would provide valuable information for the final target of investigation concerned with teacher and pupil attitudes to fieldwork in general, its present role and future prospects. What is the nature and strength of attitude of both teachers who are involved in fieldwork planning and of pupils who participate in fieldwork programmes at different levels within the school. Both surveys included here followed a summated ratings method devised by Likert. The statements are clear and simple, covering a range favourable, positive attitudes and unfavourable, negative attitudes. This method, it was considered, was a simple measure of strength of opinion of a range of issues involved elsewhere in the research. The Likert procedure has many disadvantages (Oppenheim 1986) but it is less laborious and time consuming than the Thurstone method. Reliability of Likert scales tends to be good and partly because of the greater range of answers permitted to respondents is often higher than that of corresponding Thurstone scales.

The main areas of interest of the Attitude Questionnaire which are summarised below provide a variety of key areas where opinions of both teachers and pupils form a vital part of the overall picture being built up. Key questions involve the relationship between fieldwork planned as a group (teacher-planned) and individual work undertaken for projects, the comparison between fieldwork and other geographical methods, the benefits of local and residential fieldwork and the degree to which fieldwork is enjoyable. All of these, at their simplest, affect the process of fieldwork planning and in turn the amount of fieldwork offered to pupils by teachers at each level in the school. It is these attitudes which are seen as providing the background to the fieldwork

picture.

The main areas of interest are:

Teacher Attitude Questionnaire

Teacher attitudes towards individual projects
Problems of Project work at GCSE and 'A' Level
Influence of project work on fieldwork organisation
The help of organised fieldwork in project work
Attitudes of teachers to fieldwork
Importance of influencing factors in fieldwork planning

Pupil Attitude (GCSE/'A' Level) Questionnaire

Choice of Geography - Why?
Enjoyment of Geography methods of study
Enjoyment of project work
Comparison of fieldwork with other methods of study
Attitudes towards fieldwork
Enjoyment of fieldwork
Benefits of residential fieldwork
The value of the residential experience
Links between teacher organised fieldwork and project work
Looking forward to fieldwork?

2:2:6 QUESTIONNAIRE TO LOCAL EDUCATION AUTHORITIES

This questionnaire is obviously directed towards data collection for the fourth target of investigation although many of the questions cross target boundaries. The first question asked respondents, as representatives of their respective LEAs, to give their views on fieldwork done in schools. In the second part, asking for views on support for residential fieldwork, the word support was deliberately used without prefix such as financial, advisory or material, in an attempt to provide general flexibility. An opportunity was provided for further comment. Although this question proved difficult to quantify it would, it was hoped, provide for a range of views both on the role of fieldwork in general and on the relationship between local and residential fieldwork in particular.

The next question was seen as an important one, aimed at assessing the present level of financial support from LEAs for fieldwork in schools. LEA support has already been identified, both in the literature review and through personal experience, as a major influence on the planning

process and in this context this question is seen to cross the boundary of both the second and fourth target areas. In practice too, residential fieldwork is also closely affected and therefore information collected here will have direct relevance to the target concerned with the residential experience. The question was presented in tabular form with division between local and residential fieldwork at Lower and Upper School levels. The spaces were left open because of the great range of support expected. A further opportunity for comment was provided below the table and Question 3 sought comments on any identifiable change in support over recent years. This format compares well with that of the survey of the Field Studies Working Group of the Geographical Association (1987).

Questions 4 and 5 are example of cross-target questions as they deal with residential fieldwork. The first seeks LEA views on residential fieldwork in more detail and so links closely with the opening question. The second asks for details of any LEA study centres, either 'in county' or outside. The direct encouragement of LEAs for residential fieldwork in schools through the establishment of LEA centres was highlighted as a major development and enhancement for fieldwork of this nature in the literature review and therefore this particular aspect is seen as a major element of data required for both the fourth and fifth targets of investigation.

The final question asks for details of regulations, guidelines and an outline of general fieldwork policy which teachers are asked to follow as they plan fieldwork programmes. A request for copies for up-to-date information documents was included. LEA and Central Government policy towards organisational regulations and financial support/charging have been identified, through personal experience, as a area of major change and influence on the planning process. In effect they create the very parameters in which the fieldwork planner operates and as such this question was seen as important in several of the target areas of interest (e.g. target areas 2,4 and 5). Reference to Figure 2:2 (p 59) puts this questionnaire survey into the context of the overall data collection.

2:2:7 QUESTIONNAIRE TO FIELD STUDY CENTRES

The aims of this questionnaire survey were threefold: to obtain details of the number and variety of facilities available at field study centres and the number of students using them; to assess change in course type and numbers attending them; and the identification of problems inherent in the organisation of field studies both from the planner's and field centre's point of view. All questions were primarily seen as tools of data collection for the fifth target of interest, that concerned with the residential experience and the extension of fieldwork planning into a residential dimension. However, once again as the picture gradually becomes clearer it is evident that there are close associations with the influence of LEA support (the subject of the previous questionnaire) and the overall fieldwork planning process and provision (targets 1 and 2).

In tabular form the first question asked for specific details of: geography staff, teaching and residential accommodation and fieldwork equipment. A space for other details was also included to take account of particular facilities which respective centres wished to note. Answers to this question, it was hoped, would provide background information on which discussion of the residential experience target could be based.

Questions 2 and 3, building on the first, concern the 'market' itself, requesting details of numbers of schools using the centre and the age and number of pupils at each level. The request for any identification of recent trends were generalised into a positive/negative change as statistics of this kind covering past years are not always available in suitable form. Such trends, valuable for discussion in target 5, are also important pointers in analysing the amount of fieldwork provision in schools covered in the first target. Questions 4 and 5 also refer to the centre's market adding a spatial dimension in that areas were requested where the dominant number of schools came from to use the centre and then to indicate the dominant type of school: does the market of the centre consist of one type of school or is there a mixture? Both these issues were seen as important information fields for study of the overall state of residential fieldwork during the years of the research period.

The next question seeks centre views on the change (if any) of courses being offered and reasons behind any change. There are identifiable links between teacher demand for courses, change in examination structure, criteria and syllabuses and the offering and development of these courses at field study centres. This question, therefore not only adds to data collected for the fifth target, but also develops analysis of the approach to study, part of the first target of investigation. The sample study visits will expand on the details gained from this particular question of the general questionnaire.

The last two questions refer to the fieldwork planning process in general and to constraints in particular. The first of these asks the respondent to identify problems facing the respective centre, while the second assesses the constraints facing fieldwork planners in school as perceived by the field study centre staff. A similar question was included in the questionnaire to the LEAs and these together were included to support the data collected on the second target of investigation in the three Schools' Questionnaires. The questions in the last section were left open to create a wider spread of opinion and example.

2:2:8 STUDY VISITS/INTERVIEWS AT FIELD STUDY CENTRES

Discussions in Chapter 1 have identified the geographical, general educational and social benefits of residential fieldwork. Personal experience, as indicated earlier, has shown that recent developments which are affecting field study centres are a result of changes in schools. It is the aim of the visits/interviews at the centres to analyse further the data collected from the questionnaire and to reveal a wider picture of the provision for residential fieldwork together with an assessment of its present and future position.

Areas of interview discussion are as follows:

- How does the field study centre view its role?
- How does the field study centre perceive changes in the fieldwork market?
- What factors are causing change?
- What is/has been the centre's response to these changes?

How does the field study centre see the interplay between opportunities and constraints working in the planning process?
What courses are now offered at the centre?
What does the future hold for geography fieldwork?
How will this future affect the field study centre?

Although much of this data collection is fixed firmly in the context of the residential experience there is much scope to include aspects of teacher and pupil attitudes to fieldwork as viewed by field study centre staff and the role in which the field study centre itself plays in the planning process. Follow-up visits aimed at assessing change during the intervening period brought the survey of field study centres to a conclusion.

This Chapter has attempted a justification of the structure of the instruments used to collect data required to satisfy the targets of investigation outlined in Chapter 1. This followed an explanation of the selection of the use of questionnaires and interviews discussed within the framework of the overall research design. Figure 2:2 (p⁵⁹) as already indicated shows in summary form the location of each question and from this each instrument of measurement in this overall framework of data collection. Each questionnaire and interview has been described separately. Figure 2:2 is therefore important in relating questions to targets of interest. The diagram doesn't always show cross-target questions very clearly and it is important to see the targets not in isolation but closely related within the framework of the picture being painted. Chapter Three sets out the sample frame, timing, prototype discussions and response rates for each of the questionnaire and interview surveys before the later Chapters report on the data collected.

CHAPTER 3

An outline of the Sampling Frame of each Survey Instrument used in the Data Collection

Chapter 1 has set out the background of the research idea indicating my original interest through personal experience and the literature reviews. Chapter 2 has discussed the structure of each survey instrument selected for data collection within a research framework which has been described and justified. In Chapter 2 each questionnaire and interview survey was outlined question by question and related to the chosen targets of investigation both in the text and in summative form in Figure 2:2. Figure 2:2 which is repeated here (as Figure 3:1) for the purposes of further reference sets out the surveys in chronological order and it is in this order that their sampling frames and later results of data collection are reported. Selection of the targets of investigation has been discussed in Chapter 1 and it is on the analysis of these that the overall picture is painted. It can be seen from Figure 3:1 that each survey of instrument has a role within the overall framework and, in most cases, both aims to support the data collected from other surveys and extend the analysis either further into the same target or across target boundaries into related areas of study. Within the following discussion these roles will be detailed further and the position in the data collection framework explained.

The research was conducted on a part time basis and so time and other resources were limited. Within the chosen period of study rapid changes have taken place and it is the fieldwork planning process during this period of change that is the subject the research and the essence of the fieldwork picture during the period in which I worked. The surveys under-

INSTRUMENT OF MEASUREMENT	TARGET 1 Fieldwork Provision Approaches to study	TARGET 2 Planning and Organisation of Fieldwork programmes	TARGET 3 The Role of Public Examinations	TARGET 4 The influence of Central Govt. and LEA policy	TARGET 5 The Residential Experience and the Role of the field study centre	TARGET 6 Teacher and Pupil Attitudes towards fieldwork
NATIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? How many pupils are involved? Has the number changed? If so how? Has the nature of fieldwork changed?	What are the problems of organising fieldwork? Rank problems and assess future impact. Has the amount of financial resources and preparation time changed?	What exam board do you use at each level? Do candidates undertake individual work? Is fieldwork important as preparation for these? How will fieldwork's role change with GCSE?	Does the LEA provide any financial grant? Has this changed in recent years?	What makes you choose a centre? What influences choice?	Is geography taught as separate subjects? (or integrated subjects) When and how does it
REGIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? Has this changed over the last 5 years?	What are the problems of organising fieldwork? How will these problems affect fieldwork provision in the future?	What % of pupils do a project? Which board do you use at each level? What are the purposes of project work? What problems arise in the completion of projects? How informed are you about GCSE? What implications will GCSE have for fieldwork?		How many units are residential?	
FOLLOW-UP REGIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? Has there been any change in the last 2 yrs?	Have any problems arisen or changes occurred to cause difficulties in fieldwork provision at any level?	Has the introduction of GCSE affected the type, amount and location of fieldwork? What have been the implications of project work for staff and pupils?	What is the present position regarding LEA financial support LEA policy towards fieldwork? Has it changed?	How many units are residential? Give details of residential fieldwork? Has residential fieldwork been pressurised recently?	Comment on present and future position of fieldwork and its planning.
INTERVIEWS	Aims and objectives Changes in approach Fieldwork programmes New and traditional opportunities	Planning and organisational procedure Constraints and limiting factors	Role of GCSE Role of individual studies	Role of LEA How much does LEA influence the planning process?	Local v residential fieldwork	Impact of present changes Future influences and change General attitudes towards role of fieldwork
LEA QUESTIONNAIRE	Effect of LEA on Fieldwork provision	Effect of LEA on planning		Do you support the need for fieldwork/residential fieldwork? What support does the LEA provide? Has this support changed? Is residential fieldwork increasing/decreasing? Details of facilities Pupil numbers at centre Changes in numbers Course changes What problems do field study centres face?		
FIELD STUDY CENTRE QUESTIONNAIRE		What problems do schools face as they plan for fieldwork?	Impact of 16-19 Geography project Impact of GCSE			
FIELD STUDY CENTRE VISITS	Link between field study centres' markets and school fieldwork provision	How does the field study centre see the interplay between opportunities and constraints in the planning process?	Impact of GCSE and 'A' Level changes.	Impact of changing policy and changes in LEA support	How does the field centre view its role? How does it view changes in the market? What courses are offered? How will the future affect the field study centre?	What does the future hold for geography fieldwork?
TEACHER/PUPIL ATTITUDE QUESTIONNAIRES	Teacher Pupil Choice of Geography -why? Enjoyment of geography Methods of study	Importance of influencing factors in planning process	Individual project and links with fieldwork Links between project work and fieldwork Importance of fieldwork in exams.		Value of residential experience Benefits of residential fieldwork Value of residential experience	Attitudes of teachers to fieldwork Attitudes towards fieldwork Enjoyment of fieldwork Looking forward to fieldwork?

FIGURE 2:2 THE LINKS BETWEEN SURVEY INSTRUMENTS AND TARGETS OF INVESTIGATION

FIGURE 3:1 A COPY OF FIGURE 2:2 (from page 59)

taken, it was considered, would cover these changes and allow the research design to be completed and the research aims fulfilled. As indicated in Chapter 1 questionnaires could have been directed at parents, governors and industrialists employing geography pupils at a later stage. Analysis of the influence of internal relationships and structures in the school, through questionnaires to teacher colleagues and the headteacher, or a character assessment of the fieldwork planners themselves, involving details of their personality, experience, character and training, provide other areas of study. The former set of ideas involves more complicated organisation of data collection while the latter studies, inside school, would involve case study research projects which, as stated in the discussions of the research design (pp 41-49) were rejected in favour of wider ranging questionnaire surveys.

The following details should be read with reference to Figure 3:1 with additional summative and structural information given in Figure 2:1 (p 58).

3:1 THE NATIONAL SCHOOLS' QUESTIONNAIRE

This questionnaire has been named 'the National Schools' Questionnaire' because the sample used was taken from lists of schools provided by a number of field study centres nationwide. The schools, therefore, came from a wide range of locations in England and Wales. Field study centres are, it was considered, at the 'sensitive end' of the fieldwork market and are therefore susceptible to even small changes in demand. As a start, therefore, the best route to begin data collection seemed to be to contact schools which use field study centres either on a regular or irregular basis. The role of this questionnaire was to create the means of testing the strength and validity of the selection of targets of interest and to set the scene across the range of target areas. Obviously this first questionnaire has an emphasis on the residential experience and in particular on the choice of location and centre for residential fieldwork but the overall 'climate' of fieldwork planning is assessed and influencing factors discussed. The data collection was therefore, initially based on the field study centre market and gradually extended through the subsequent questionnaire and interview surveys.

3:1:1 THE SAMPLE FRAME

The field study centres used in this questionnaire sample are listed in Table 3:1. Twenty were selected. It was not a random selection as some centres had difficulty providing lists of schools over recent years. Centres of the Field Studies Centre (FSC) were treated separately. The respective number of schools detailed by each centre is shown in the same Table. In most cases the schools listed by the centre were those who visited the centre on a regular basis. The overall list provided the population from which the sample for the National Schools' Questionnaire was drawn. The previous three years (before 1985) were taken as a strict guide for centres sending lists of schools.

Reference to the Education Authorities Directory (1986) showed that the list included a variety of school types and sizes. The piece-meal reorganisation of secondary education in England and Wales, which has been occurring since the early 1960's, has created a number of schemes authorised, organised and implemented by LEAs. All of these were represented and details of the classification according to type is shown in Table 3:2. LEA maintained comprehensive and grammar schools and Independent schools are included. Numbers from the original lists from the centres are shown in the first column. National statistics of the number of schools in each of these categories, their size and pupil make-up were seen as impractical bases on which to set up a sample. It was decided, therefore, to use the classification as provided by the centre and use the numbers in each division as the basis for a stratified random sample. A 75% sample was used and the results are shown in the second column of Table 3:2. Because of the limited scope of the sample, the size and pupil-make-up of schools together with their geographical location were ignored in the sample construction.

3:1:2 THE PROTOTYPE SURVEY

The question sequence and therefore overall design of this questionnaire has been discussed in Chapter 2 (pp 57-62) and through this its relevance within the framework of the targets of interest examined. This was a main

FIELD STUDY CENTRE	NUMBER OF SCHOOLS GIVEN
DALE FORT	4
JUNIPER HALL	29
LEONARD WILLS	43
PRESTON MONTFORD	47
ORIELTON	18
SLAPTON LEY	70
THE DRAPERS'	11
MALHAM TARN	26
MEDINA	2
JOSEPH ALLNATT'S (SWANAGE)	13
YORKSHIRE DALES	7
CASTLE HEAD	11
LOSEHILL HALL	9
RHEIDOL	15
COURTLANDS	10
ROCK PARK	5
ABERGAVENNY	9
LEESON HOUSE	4
NEWTON HOUSE	8
HYDE HOUSE	7
TOTAL	348

TABLE 3:1 FIELD STUDY CENTRES USED IN THE INITIAL SAMPLE FOR NATIONAL SCHOOLS' QUESTIONNAIRE

SCHOOL TYPE	No. in original list	% of Total	Number in 75% Sample
Comprehensive 11-18	146	41.9	109
Comprehensive 12-18	9	2.6	7
Comprehensive 13-18	35	10.0	26
Comprehensive 14-18	17	4.9	13
Comprehensive 11-16	13	3.7	10
High 11-16	5	1.4	4
Selective Gr. 11-18	16	4.6	12
Selective Gr. 12-18	4	1.1	3
Selective Gr. 13-18	3	0.9	2
Sixth Form College	13	3.7	10
Independent	87	25.2	65
TOTAL	348	100.0	261

TABLE 3:2 SCHOOLS, BY TYPE, USED IN THE NATIONAL QUESTIONNAIRE SAMPLE

area of concern in early discussions of its reliability and suitability. Tests were carried out on its layout, question relevance and general presentation. A preliminary survey was undertaken involving PGCE students at the Institute of Education, London University who tried out the initial question sequence and made constructive criticism about wording of questions and about the setting out of Questions 5 and 6 in particular. Details of these are discussed in Chapter 2 (p 60) and a copy of the questionnaire is provided in the Appendix. Students were in no position to answer from a departmental viewpoint, nor were they in a position of planning fieldwork. However their opinions and experience from recent training were of great value to the planning of the first questionnaire.

A modified draft was sent to 25 local schools in the Maidstone area for further comment and from results of these consultations the final draft was decided upon. The layout was still to cause some problems, particularly the matrix system, but generally the final layout worked well. A more widespread prototype survey would, obviously, have made the questionnaire more effective but limited resources kept the prototype small-scale.

3:1:3 THE RESPONSE TO THE QUESTIONNAIRE

It was decided to send the National Schools' Questionnaire out during the last week of April and first week of May (1985). This seemed a 'quiet time' with an adequate period for replies to be returned before the end of term. Each questionnaire was accompanied with a letter and stamped addressed envelope. Each letter was individually headed and signed. It set out the purpose of the research and how the sample had been arrived at. A copy of the letter accompanies the full questionnaire in the Appendix. The questionnaire was addressed to the head of department and not the headteacher of respective schools. It was seen that headteachers are influential in the planning process at different stages in a variety of possible positive and negative ways and so the head of department was contacted direct.

Replies were spread over a long period. Some arrived in late August. Despite this the response rate proved very encouraging, particularly if

this survey is compared to other postal surveys. Of the 261 questionnaires sent 152 (58%) replies were received. A second copy of the questionnaire was sent with a reminder letter to those schools which had not responded and the response rate was increased to 189 (72.4%) of the questionnaire sample. However 7 of these could not be used as only a few questions were completed. The final figure was 182 (69.7%). This level of response highlighted the interest shown in this area of research.

Consideration must be made of the 79 schools which failed to return their questionnaire. Research has shown that it is likely that behaviour of the response and non response groups will be dissimilar with respect to whatever a survey is studying (Moser and Kalton 1971). It is possible, in this particular situation, that there would be a higher proportion of schools undertaking fieldwork amongst the respondents than amongst the non respondents. One way in which this bias may be reduced is to assume that the behaviour of the group which responded following reminder will relate more closely to the non response group than the group responding to the initial request. Adjustments can then be made to permit calculations to a base of the total sample size as opposed to the sample response size. However, in this case, no pattern emerged between the two groups. There was no difference statistically between respondents and non respondents in terms of type, size or make-up of school or geographical location. The amount of bias would therefore be small and results not greatly affected.

The classification of respondent schools is shown in Table 3:3, divided into type, size and pupil make-up. Figure 3:2 illustrates their geographical spread. Clearly Wales is under-represented and schools in the south over-represented. However both the Table and Figure show that, although no comparisons with national statistics can be made, the resulting sample structure can provide a basis for a wide-ranging report on the questionnaire survey. Discussions of the question sequence in Chapter 2 and this description of the sampling framework and response set the scene for examination of the results in Chapter 4. Conduct of this questionnaire began the process of data collection and set the framework in which the overall research design will be implemented.

SCHOOL TYPE	RESPONSE NUMBERS	(ORIGINAL SAMPLE)
Comprehensive 11-18	79	(109)
Comprehensive 12-18	4	(7)
Comprehensive 13-18	17	(26)
Comprehensive 14-18	7	(13)
Comprehensive 11-16	7	(10)
High 11-16	3	(4)
Selective Gr. 11-18	9	(12)
Selective Gr. 12-18	2	(3)
Selective Gr. 13-18	2	(2)
Sixth Form College	5	(10)
Independent	47	(65)
TOTAL	182	(261)

TABLE 3:3a. SCHOOLS RESPONDING TO NATIONAL QUESTIONNAIRE (BY TYPE)

SIZE OF SCHOOL	NUMBER OF SCHOOLS
- 500 pupils	23
500 - 900	57
901 - 1200	69
1201+	33
TOTAL	182

TABLE 3:3b. SCHOOLS RESPONDING TO NATIONAL QUESTIONNAIRE (BY SIZE)

BOYS/GIRLS/MIXED	NUMBER OF SCHOOLS
BOYS	45
GIRLS	31
MIXED	106
TOTAL	182

TABLE 3:3c. SCHOOLS RESPONDING TO NATIONAL QUESTIONNAIRE (BY MAKE-UP)

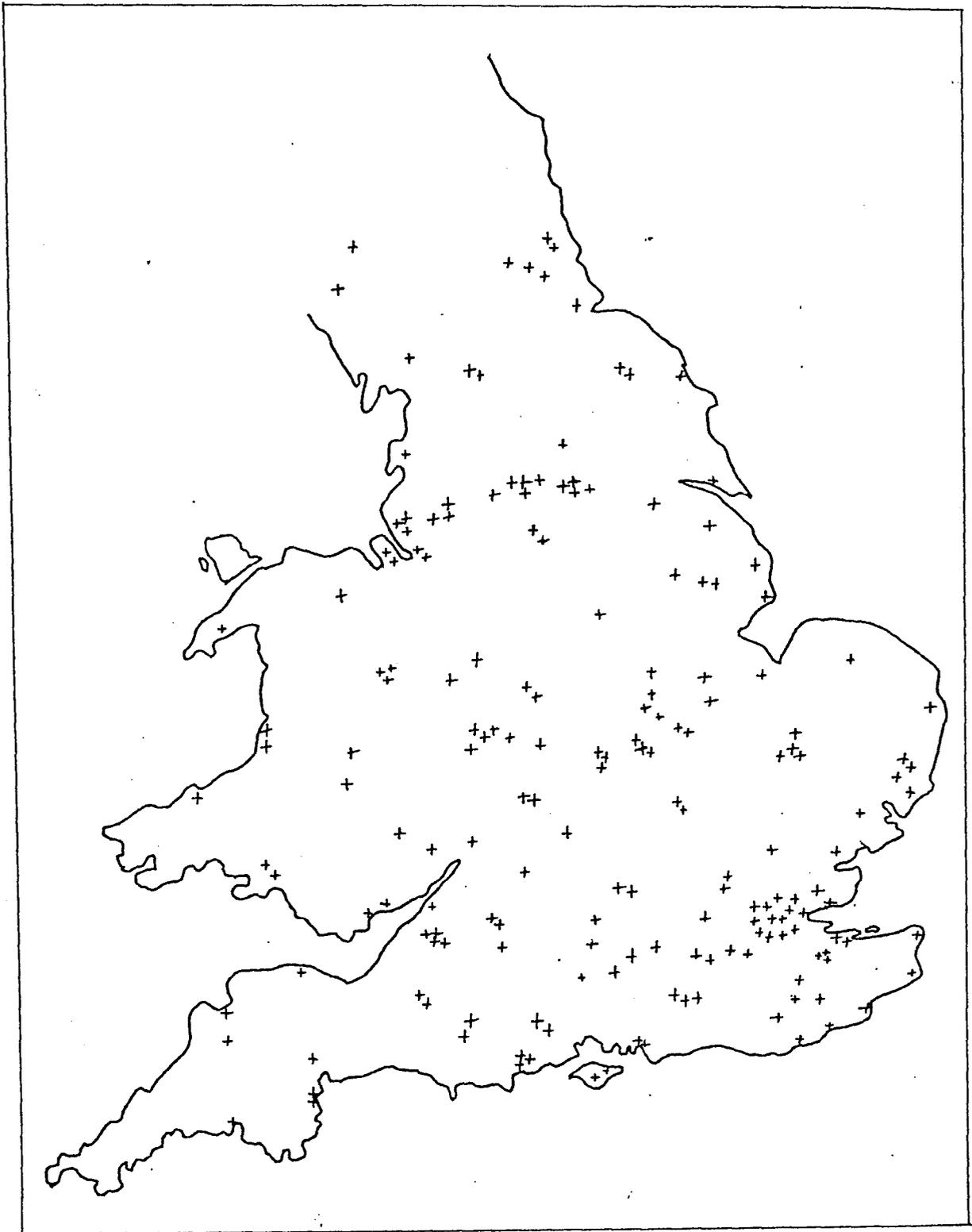


FIGURE 3:2 DISTRIBUTION OF SCHOOLS RESPONDING TO THE NATIONAL SCHOOLS' QUESTIONNAIRE SURVEY

3:2 REGIONAL SCHOOLS' QUESTIONNAIRE

This questionnaire covered schools in the five south eastern counties of Kent, Essex, East Sussex, West Sussex and Surrey. The aims of the survey were:

- a) to conduct a more intensive questionnaire study of schools within one area to produce a valuable and reliable regional result wherever that region may be;
- b) to conduct a manageable survey within restricted time and resource limits;
- c) to extend the data collection on important issues which the research had already identified and which had been highlighted by respondents of the National Schools' Questionnaire and
- d) to add a further dimension, that of the link between organised fieldwork and the individual project (study) in line with major changes being introduced through the public examination system.

As already indicated in Chapter 2 (pp 62-65) the question sequences of the Regional Schools' Questionnaire covered several aspects of the targets of investigation but were principally concerned with the role of public examinations (target 3) and their influence on the planning process (target 2). Reference to Figure 3:1 (p 76) shows the role of this questionnaire within the framework of data collection.

3:2:1 THE SAMPLE FRAME

The breakdown of schools by type in each of the five south eastern counties used is shown in Table 3:4 with percentage figures shown in brackets. Although the south east, as a region, was chosen for practical reasons only the resulting distribution is wideranging and there is considerable diversity between counties. Kent, with most secondary schools, also has the greatest number of selective schools while Surrey has the greatest number of Independent schools. The names (and types) of schools were taken from the Education Authorities Directory 1986.

A stratified random sample method was used. 512 schools composed the parent population from which a 50% sample (256 schools) was taken. Table 3:5a and b sets out the sample breakdown as a total and by county respectively. Only the school type was taken into consideration. Although therefore there may

REGION	COMP 11-16	COMP 12-16	COMP 11-18	COMP 12-18	COMP 13-18	HIGH 11-16	SELECTIVE 11-18	SELECTIVE 13-18	NON SEL 11-16	IND SIXTH FORM COLL	TOTAL	% OF OVERALL TOTAL
KENT			18(10.5)			30(17.5)	28(16.3)	13(7.6)	54(31.5)	28(16.6)	171	33.4
SURREY	2(1.9)	23(21.9)	2(1.9)	29(27.6)						41(39.1)	105	20.5
EAST SUSSEX	13(22.4)	3(5.2)	17(29.3)							21(36.2)	58	11.3
WEST SUSSEX	10(17.2)	4(6.9)	15(25.9)	5(8.8)	2(3.5)					18(32.4)	57	11.1
ESSEX		4(3.3)	94(77.7)		3(2.5)		8(6.6)			9(7.4)	121	23.7
TOTAL	25(4.9)	34(6.6)	146(28.5)	34(6.6)	5(1.0)	30(6.1)	36(7.0)	13(2.5)	54(10.5)	117(22.8)	512	100.0

TABLE 3:4 BREAKDOWN OF SCHOOLS IN THE FIVE SOUTH EASTERN COUNTIES BY TYPE (FIGURES IN BRACKETS SHOW % OF COUNTY TOTAL)

REGION	TOTAL SCHOOLS	SAMPLE NUMBER OF SCHOOLS
KENT	171	86
SURREY	105	53
EAST SUSSEX	58	29
WEST SUSSEX	57	28
ESSEX	121	60
TOTAL	512	256

TABLE 3:5a SCHOOL SAMPLE NUMBERS BY COUNTY, REGIONAL SURVEY

REGION	RESPONSE NUMBER	% OF COUNTY SAMPLE	% OF COUNTY SCHOOLS
KENT	71	82.5	41.5
SURREY	37	69.9	35.2
EAST SUSSEX	21	72.4	36.2
WEST SUSSEX	17	60.7	29.8
ESSEX	43	71.7	35.5
TOTAL	189		

TABLE 3:5a QUESTIONNAIRE RESPONSE RATES BY COUNTY, REGIONAL SURVEY

REGION	COMP 11-16	COMP 12-16	COMP 11-18	COMP 12-18	COMP 13-18	HIGH 11-16	SELECTIVE 11-18	SELECTIVE 13-18	NON SEL 11-16	IND	SIXTH FORM COLL	TOTAL
KENT			9			15	14	7	27	14		86
SURREY	1	12	1	15						20	4	53
EAST SUSSEX	6	2	8							11	2	29
WEST SUSSEX	5	2	7	3	1					9	1	28
ESSEX		2	47		2		4			4	1	60
TOTAL	12	18	72	18	3	15	18	7	27	58	8	256

TABLE 3:5b SAMPLE OF SCHOOLS, BY REGION, AS USED IN THE REGIONAL SCHOOLS' QUESTIONNAIRE

be criticism of the sample frame, to take into consideration type, size and pupil make-up would make the sample procedure unnecessarily complicated and time consuming.

No school used in the National Schools' Questionnaire was, in fact, used in the Regional survey and a 50% sample was considered adequate for the purposes of this data collection. The aim of this is not to produce an on-going record of fieldwork within one school or a few schools over a period of terms or years. The overall aim is to build up the picture within the period of the research which shows what influencing factors are acting upon the planning process and how changes in these have affected the provision of fieldwork in schools.

3:2:2 THE PROTOTYPE SURVEY

The design of this questionnaire was discussed in Chapter 2 where I emphasised the layout of questions, their sequence and the importance of the questions in relation to the targets of interest. The latter is summarised in Figure 2:2 (p 59). A preliminary survey, with these factors in mind, was conducted with local schools in Maidstone, Tonbridge and Chatham. Fifteen schools kindly acted as test cases and a discussion followed the completion of the questionnaire on each occasion. The final questionnaire was the result of several draft runs, covering wide-ranging modifications and the National Schools' Questionnaire provided helpful pointers. Although a weakness, the openness of questions was used to full advantage by respondents and as a result they were effective in revealing the strength of opinion on important issues, a point raised during the discussions of the research design in the first Chapter.

3:2:3 THE RESPONSE TO THE QUESTIONNAIRE

The success of the National Schools' Survey encouraged the use of another postal questionnaire. The 256 questionnaires were sent out during late April and early May 1986. Each letter was accompanied by a covering letter, which was individually headed and signed. This set out how the survey was viewed within the background of educational change and within the context of this research. The survey's aims were stated particularly with reference

REGION	COMP 11-16	COMP 12-16	COMP 11-18	COMP 12-18	COMP 13-18	HIGH 11-16	SELECTIVE 11-18	SELECTIVE 13-18	NON SEL 11-16	IND	SIXTH FORM COLL	TOTAL
KENT			7			11	12	5	24	12		71
SURREY	1	8		11						14	3	37
EAST SUSSEX	4	1	6							9	1	21
WEST SUSSEX	3	2	5	1	1					4	1	17
ESSEX		2	31		2		4			3	1	43
TOTAL	8	13	49	12	3	11	16	5	24	42	6	189

TABLE 3:6 SCHOOLS RESPONDING TO THE REGIONAL SCHOOLS' QUESTIONNAIRE, BY REGION

to the link between individual project work and organised fieldwork within the framework of changing examination structures at 16+. An explanation of the sample basis was also included.

Each of the 256 questionnaires was addressed to the respective head of geography of the school. The returns were again spread over a long period with some being returned at the beginning of September. Initially 156 (60.9%) questionnaires were returned. A reminder letter and second copy of the questionnaire was sent out at the beginning of June to schools which had not replied. The final survey response reached 197 replies (76.9%). Due to improper completion 8 of these could not be included. This left a response rate of 189 (73.8%). Analysis of the relationship between those schools replying first and those after a reminder showed no pattern to identify bias between respondents and non respondents. It was considered that the non respondent group would provide the survey with little recognisable bias, an amount which would have little effect on the results.

The response rate, which was greater than with the National survey, is divided in schools and counties as shown in Table 3:6. There is no overall dominance by one county and no school type is under represented. It is possible, therefore, to use this sample to show general patterns which were emerging in the South East counties during this period of change both in general terms and within particular school types. Discussions of the question sequence in Chapter 2 and this description of the sampling framework and response set the scene for examination of the results in Chapter 5 and an assessment of the developing picture thus far.

3:3 FOLLOW-UP REGIONAL QUESTIONNAIRE

As the name suggests the aim of this survey was to follow-up the Regional Schools' Questionnaire at the beginning of the second year of the GCSE examination. Although this time period is not long enough for any firm patterns to have developed and therefore be identified this research was taking place in a period of rapid educational change, most of which has direct and indirect effect on the planning and therefore provision of school fieldwork. A review, therefore, was necessary to see the initial impact of

of the introduction of the GCSE examination as well as a measure of other developments such as changes in LEA policies on charging and support for fieldwork in general. At the end of one year teachers evaluate courses, make relevant modifications and plan ahead for the second. In this way the timing of this Follow-up Regional Survey could be considered a valuable and relevant one. The situation was still very uncertain and in many cases confused. There are important elements still to be evaluated - the choice of GCSE Examination Board, the development of fieldwork strategies, the possibility of change at 'A' Level to reflect the changes at 16+, the need to prepare pupils in the lower school for GCSE fieldwork and the increased constraints on fieldwork itself. As already indicated in Chapter 2 the question sequence of this questionnaire cover most of the targets of investigation in a general review of the situation after one year of GCSE. Reference to Figure 3:1 (p 76) shows the role of this questionnaire within the overall framework of data collection.

3:3:1 THE SAMPLE FRAME

The sample for the Follow-up Regional Questionnaire was taken from the respondents of the Regional Questionnaire. A random sample of 142 schools (75.1%) was taken, the largest sample practically possible. There was no attempt to relate results to size, make-up, and type of school and so a random sampling method was used. A prototype questionnaire was distributed to 10 schools within the random sample and feedback from these showed that only minor modifications were required for the full survey. These results were, therefore included in the final results.

3:3:2 THE RESPONSE TO THE QUESTIONNAIRE

The questionnaires, together with a covering letter and stamped addressed envelope, were sent to respective sample schools in early September. The covering letter (a copy is provided in the Appendix accompanying the Questionnaire) set out the aims of the survey within the context of new changes, of the relative merits and disadvantages of local and residential fieldwork, the regulations and guidelines for fieldwork organisation and the implications of these on cost, time and resources. These, by now, had

become topical and in some cases controversial. Emphasis was placed, in the letter, on the research's study of the practicalities of organisation and planning of fieldwork as well as its implementation and on the need to highlight the major influences acting on this planning process.

The questionnaire was addressed to the person who had completed the previous survey. This provided a personal touch which was seen as essential throughout the data collection. Initially 97 (68.3%) of the questionnaires were returned (by 23rd October 1987). Reminder letters and a second copy were sent to those schools who had not replied during the last week of October. The response rate increased to 117 (82.4%) during November with a few late returns in early December 1987. Although the sample was small the number of replies made it possible to build up a valuable assessment of the ongoing situation in 1987 and add further data to the identified targets of interest. The design of the Follow-up Regional Questionnaire, discussed in Chapter 2 together with this description of the sampling framework and response provide the background for a report of the results in Chapter 6.

3:4 CASE STUDY SCHOOL INTERVIEWS

Reference to Figure 3:1 (p 76) shows the overall role of the case study interview in this research design. Discussions in Chapter 2 and particular reference to the summary Figure (Figure 2:3 p 68) set out the structure of the case study interviews and their position, both within the overall framework of data collection and in relation to the targets of investigation. As already highlighted these interviews were seen as a technique for detailed discussion of the factors involved, of assessing the strength of feeling about these factors and using face to face contact to identify the process of planning, and the impact of multiple change acting upon it. Much of this cannot be gained from questionnaire surveys alone.

The sample used was an opportunity sample, using those schools convenient to interview. They were locally accessible, although the local area was extensive (Figure 3:3) The selection may seem arbitrary but schools had

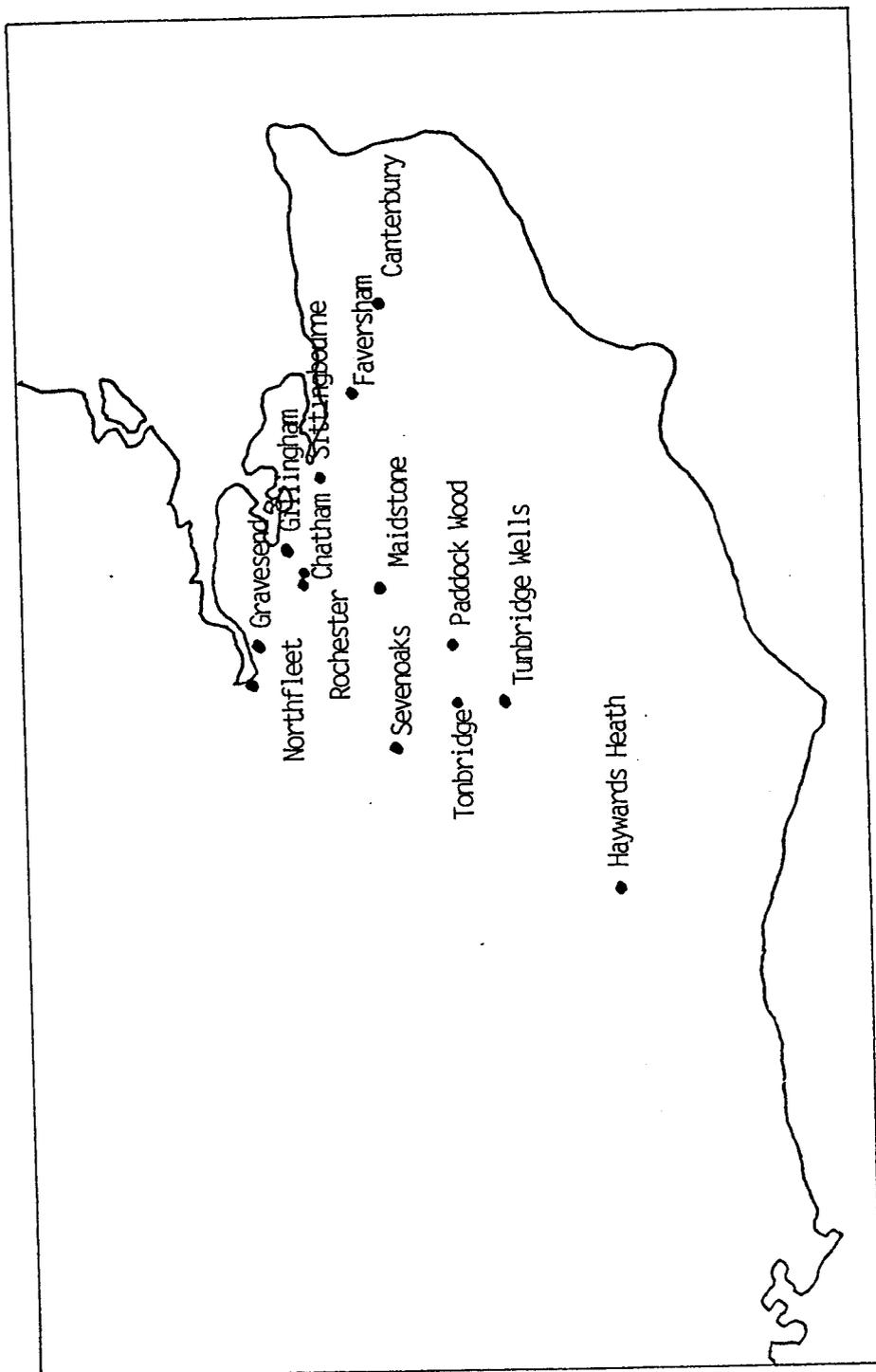


FIGURE 3:3 DISTRIBUTION OF SCHOOLS USED IN THE INTERVIEW SURVEY (MAIN TOWNS ONLY)

SCHOOL	N.O.R.	B/G/M	TYPE
1. Aylesford	904	M	High (11-16)
2. Maidstone G.S.	928	B	13-18 Grammar
3. Maidstone G.G.S.	748	G	13-18 Grammar
4. Invicta G.S.	691	G	13-18 Grammar
5. Maplesden Noakes	623	M	High
6. Oldborough Manor	740	M	High
7. Senacre	854	M	High
8. South Borough	210	G	High
9. St-Simon Stock	882	M	All Ability(11-18)
10. Astor of Hever	668	M	High
11. Mascall's	1320	M	All Ability(11-18)
12. Fulston Manor	740	M	High
13. Vinters Boys	820	B	High
14. Vinters Girls	567	G	High
15. Cornwallis	909	M	High
16. Sutton Valence	370	M	Independent
17. Borden G.S.	580	B	13-18 Grammar
18. Kings Rochester	420	B (G in 6th)	Independent
19. Clare Park	699	M	High
20. Haywards Heath	1000	M	Sixth Form College
21. Rochester Girls	550	G	11-18 Grammar
22. Sir Joseph Williamson Maths	710	B	11-18 Grammar
23. Warren Wood	370	B	High
24. Tonbridge	660	B	Independent
25. Chatham G.G.S.	540	G	11-18 Grammar
26. Holmesdale	520	M	High
27. Queen Elizabeths G.S.	600	M	11-18 Grammar
28. Thamesview	1080	M	High
29. Fort Pitt G.S.	740	G	11-18 Grammar
30. Sir John Fisher	970	M	All Ability(11-18)

TABLE 3:7 : SECONDARY SCHOOLS USED IN THE INTERVIEW SURVEY

SCHOOL	N.O.R.	B/G/M	TYPE
31. St Georges C.E.	1010	M	All Ability (11-18)
32. Robert Napier	780	M	High (11-16)
33. The Howard	1700	B	Bilateral (11-18)
34. Rainham G.S.	970	M	Grammar (11-18)
35. St John's R.C.	970	M	All Ability (11-18)
36. Northfleet G.S.	800	G	High
37. Northfleet B.S.	960	B	High
38. Hugh Christie	1100	M	High
39. Tunbridge G.G.S.	510	G	Grammar (11-18)
40. Simon Langton	630	B	Grammar (11-18)
41. Walderslade	750	G	High
42. Chatham G.S.	480	B	Grammar (11-18)
43. Tunbridge Wells B.G.S.	650	B	Grammar (11-18)
44. Swadelands	860	M	High
45. Sevenoaks	900	M	Independent

TABLE 3:7 (contd.) SECONDARY SCHOOLS USED IN THE INTERVIEW SURVEY

to give their permission. It was hoped that the final selection would provide the variety of school and geography department necessary to make the data collected valuable and reliable.

The size, make-up and type of schools used in the survey are shown in Table 3:7. A total of 45 schools were used. Interviews took place over a long period during the first half of 1989 (January - July). Due to the time consuming nature of the process any shorter period would have been difficult. Interviews were conducted at mutually agreed times, during term time throughout the week and at any time during the day. As the environment was considered an important factor they were all conducted at the respective school, a location which, given the nature of the interview and its purpose within the research design, made most sense. Within the school interviews took place in a variety of locations ranging from the staff room or geography staff room to the head of department's office. Only in a very small minority of occasions was anyone else present and in these, it was because the interview was held in a quiet corner of the staff room. All interviews were held in a positive and friendly atmosphere. On many occasions the meeting included a talk with the headteacher and with other members of the geography department, as well as a tour around the classrooms and other geography resource areas.

Each interview was expected to last between half an hour and three quarters of an hour but many were longer. Early interviews were seen as test cases and the whole procedure was reviewed and modified after the first 5 case studies. Advice was requested from the interviewees and on this modifications were made before the process was extended further.

The interviews are a vital tool for the picture painting. Discussions, face to face between researcher and planner provided the 'human feel' which was referred to while justifying the research design in Chapter 1. Much valuable information was gathered during the interviews and this provided example case study material to support and strengthen the data already collected for each target of investigation through the school questionnaire surveys. The interviews provided the opportunity to assess the planning process as a whole within the context of rapid change occurring in the late 1980's.

3:5 TEACHER/PUPIL ATTITUDES QUESTIONNAIRE AT INTERVIEW SCHOOLS

A small survey aimed at teacher and pupil attitudes was undertaken at the same time as the interviews. Reference to Chapter 2 (2:2:5) reveals the main aims of the survey and its design. All the teachers involved had been involved in fieldwork planning and its implementation at some time and the instrument was seen as an effective measurement of teacher attitudes in a few selected schools (45 in number). The sample was not random or stratified as only interview schools were used. The purpose was opinion seeking assessing the perceived role of fieldwork both in the time period of the research and in the future. Built into this is a measurement of the strength of factors affecting the planning process.

The survey involved 131 teachers. Reference to the Likert scales has already been made (p 69) and a copy of the questionnaire is located in the Appendix. Chapter 10 reports on the results, after discussions of the Schools' Questionnaires and surveys involving the LEAs and field study centres. In many ways the questionnaire involving attitude measurement is seen as an assessment, by school staff (and pupils) in selected schools, of the situation as painted by the rest of the data collection methods. The survey proved a means of putting the results from the data collection into a context as perceived by those involved in planning and implementation of fieldwork.

Parallel surveys were also conducted with pupils studying for the GCSE and 'A' Level examinations. Again pupils from the selected interview schools were used in the sample. A list of the main areas of interest in this survey was set out on p 70 . and this provided an added yet important dimension to the data collection. Identifying links between teacher planned fieldwork and their own project work, the benefits of both locally based and residential fieldwork and the relative position of fieldwork against other aspects of the subject is seen as an essential element of the overall study. It involves pupils and both from personal experience and from the earlier literature review it is seen that pupil attitudes play an influencing role on the planning process for example.

Pupil surveys were neither random or stratified. 12 GCSE pupils in their second year of the examination course were randomly selected from a teaching group from each interview school. These attitude questionnaires were not necessarily carried out at the same time as the interview. Overall 540 GCSE pupils were involved over the period January to May 1989. For the 'A' Level pupil survey 12 pupils were randomly selected from the 29 interview schools with sixth form groups. Twenty-four pupils were included from the one sixth form college involved in the interview survey. Overall 360 'A' Level pupils were involved. All pupils at each school completed the survey at the same time, in class, and the completed questionnaire forms collected after a set time period. A period of 15-20 minutes was considered an ideal time.

A small pilot survey was completed with all students at the respective levels at Oakwood Park Grammar School beforehand. Pupil and staff attitudes were gauged, together with question suitability, question wording and overall length of the question form. Certain modifications were made and the final draft is included in the Appendix.

Use of the interview schools meant that the base population from which the sample population was taken was already biased. GCSE candidates were selected from one teaching group and were therefore biased to one teaching strategy or one set. These did not apply to the 'A' Level survey. Bias was a major problem and this needs to be taken into consideration in the analysis of the results. However these small scale attitude surveys, taken in context with the case study interviews provided valuable information on the opinions of both staff and pupils across the range of targets of interest. Because of this reporting on this survey instrument is left until Chapter 10.

3:6 QUESTIONNAIRE TO LOCAL EDUCATION AUTHORITIES

From the outset this was seen as a nationwide survey of all the County Boroughs and Metropolitan Districts of England and Wales (including ILEA). A background review for this particular target of interest (Target No.4) is provided in Chapter 8. From the earliest outlines of selection of target areas the influence of LEAs was seen to be a major factor and

the literature review in Chapter 1 highlighted both early direct and indirect influence of LEA policy. Such influence was identified as both positive and negative; positive in terms of direct support for school fieldwork in geography through financial grants or the provision of a field study centre for example and negative in terms of discouragement to planners with restrictive limitations and the lack of any financial help at all. Personal experience of the fieldwork planning process has borne these factors out. Over the period of the research several major incidents and events have created both the need for and cause of change and these changes have had major implications for the planning process. Reference to Chapter 8 will show that change has come through new policies for charging for school activities, new guidelines on safety in outdoor studies, new structures of management for schools, new roles for school governing bodies and policy reviews by the LEAs in the wake of expenditure restrictions. The late 1980's has been a period of major change within this target of investigation and as such forms an essential part of the overall picture. Because of this the Questionnaire to LEAs, as mentioned in Chapter 2, (pp 70-71) where the questionnaire design and question sequence were outlined, covers the range of targets as well as its emphasis on Target No.4.

The survey also provided a last opportunity to assess the situation before local management in schools was nationally introduced. All 47 County Boroughs and 57 Metropolitan Districts were contacted. The letter, of which there is a copy together with the questionnaire in the Appendix, was addressed to the Geography Advisor/Inspector or similar post as listed in the Education Authorities Directory 1986. The letter asked respondents to answer on behalf of the LEA (s)he represents. Reference to the details in 2:2:6 shows that the questionnaire was kept simple because of recent changes. Requests for detailed information may well have been ignored mainly because such information would not be available.

3:6:1 PILOT DISCUSSIONS

There was no pilot survey. Because of the limitations of this type of research it was practically not possible to undertake one. The initial

draft was discussed with the Geography Inspectorate of the Kent County Council and the final form evolved from a number of 'draft stages' based on lengthy discussions of question form and content, length of survey and variety of information required to satisfy the purposes of the questionnaire. The difficulties of contacting and involving LEA representatives direct through a questionnaire were clearly stressed. Reliance on one evaluation source can, obviously be criticised, but the aim was to provide a simple, unbiased, and clearly defined questionnaire which included a request for factual information and opinions representative of the LEA concerned.

3:6:2 THE RESPONSE TO THE QUESTIONNAIRE

A total of 104 questionnaires were sent out during the first two weeks of October 1987, at the same time as the field study centre questionnaire was conducted. A stamp~~ed~~ was included for return. Of the 47 to the non metropolitan districts 35 were returned within the first 6 weeks, a response rate of 74%. Of the 57 metropolitan districts 36 were returned (63.5%). Reminder letters and a second copy of the questionnaire were sent out to those LEAs who had not replied and the rates were boosted to 41 (87%) and 46 (80%) respectively. Figure 3:4 shows the geographical distribution of the replies.

The non metropolitan boroughs provided a better response rate probably because they are more directly involved with fieldwork funding. Overall it was considered to be an excellent response rate. Where no reply was received a notification of a vacancy was sometimes sent in its place. Answers were usually fully detailed and much extra information was provided. A majority (59%) included information on policy directives on outdoor studies.

The survey had major limitations and reference to reports on the results will bring these to light. The survey could have been extended to look closely at the number of schools undertaking fieldwork in each LEA and the ways in which LEAs are involved (or not) in planning for this fieldwork. However much is left up to the school so what records do LEAs have of the work being done in their own centres, let alone in schools? The survey

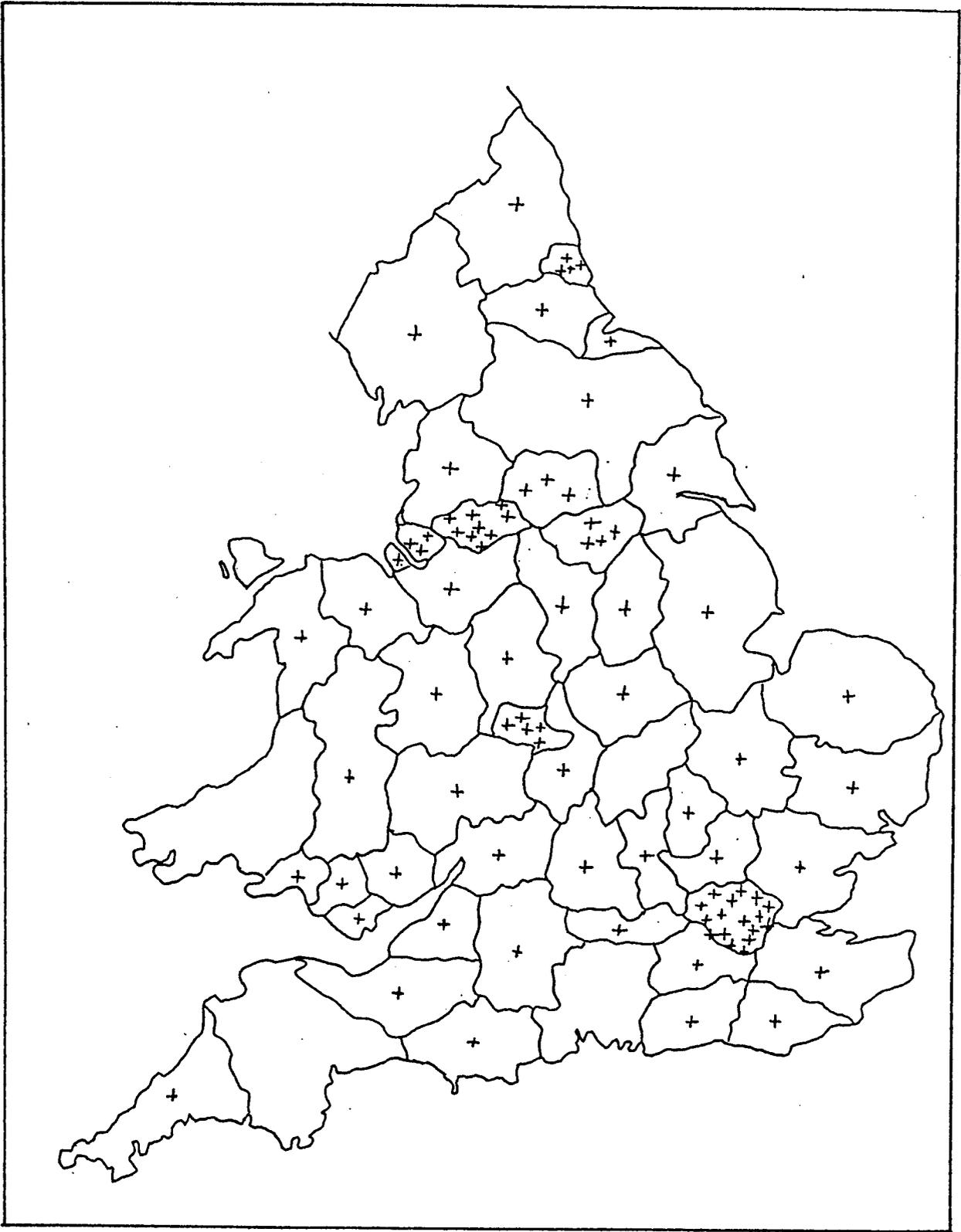


FIGURE 3:4 DISTRIBUTION OF LEAs REPLYING TO THE LEA QUESTIONNAIRE

provided a nationwide assessment of the situation in 1987, in the middle of a period of change which was causing uncertainty both in schools and in the LEAs themselves. However uncertain, the results provided essential information for the overall picture.

3:7 QUESTIONNAIRE TO FIELD STUDY CENTRES

The aim of this questionnaire was not to collect information on the field study centre in isolation. Detailed study of the centre would have involved case study qualitative research of its own. The aim, as already indicated in Chapter 2, lies within the context of fieldwork planning in schools. There is no doubt that field centres do follow (and are closely linked to) what is going on in school geography departments in terms of curriculum development, changing examination structures and syllabuses and school management. Background research focused around personal experience of residential fieldwork planning has identified a close two way link between centre and school. Competition for pupil places, the need to satisfy changing demands from schools, the pressure on time to find new sites and introduce new courses must be balanced by the school's enthusiasm to use centres because of time pressures or because residential field courses provide the opportunity for pupil-centred learning and new study areas but only at practical and realistic costs. What is a realistic cost? At what point do the benefits of the residential experience become outweighed by timetable restrictions, the lack of cover and loss of pupil or staff time? These questions are basic and are vital to the planning process.

The field study centre is seen as both a reactive and proactive influence on the planning process. They lead change in fieldwork provision and they also react to change elsewhere in the planning system. Although many schools do not utilise field centres for residential fieldwork assessment of their role is an important part of the picture. Earlier in this Chapter, in discussions of the National Schools' Questionnaire reference was made to the centres' position at the 'sensitive end of the fieldwork market' and the centre therefore provides a valuable barometer in the middle of a period change. Like the LEA Questionnaire this survey aims to cross several target boundaries and as Figure 3:1 shows it is a vital part of the overall design, particularly in the role of cross-reference within the overall data collection.

3:7:1 THE SAMPLE FRAME AND PROTOTYPE DISCUSSIONS

The population from which the sample was taken was difficult to determine. There was no one directory of field study centres which offer geography fieldwork courses. It was decided to list all those where geography was known to be taught and to obtain a sample from this. LEA centres were omitted as, at the time, they were not run on a commercial basis and only schools from the LEA area used the centre on a frequent basis. Hostels from the YHA were also omitted as the YHA did not have accurate records of schools using their hostels for geography fieldwork.

The list was not classified in any way. Location was also ignored for this sample frame. However it was hoped that the random sample would provide variety in the local environment.

A small pilot survey was undertaken with local centres; an LEA centre, a centre from the FSC and three private ones within the south east. The final draft questionnaire evolved, like that of the LEA survey, from a series of discussions focusing on type, subject area and number of questions and on how the questionnaire can best satisfy the range of targets of interest selected. Discussions of the question sequence (in Chapter 2, section 2:2:7) refer to these within the overall framework as summarised in Figure 2:2 (p 59). The pilot discussions also covered the difficulties involved in providing an adequate sample frame.

3:7:2 THE RESPONSE TO THE QUESTIONNAIRE

A total of 100 questionnaires were sent out to a random sample of field study centres from the list referred to above. This was the largest sample possible under the circumstances of the research. A copy of the questionnaire was sent with a letter during early October. A copy of the letter and the questionnaire are located in the Appendix. Each letter was headed and signed individually. Within a four week period 53 replies were received. Reminder letters were sent in November and a further 23 were returned giving a response rate of 76%. The distribution of the replies is shown in Figure 3:5, showing a reasonable nationwide spread of centres. The majority of answers were full and were accompanied by details of the



FIGURE 3:5 DISTRIBUTION OF FIELD STUDY CENTRES REPLYING TO THE FIELD STUDY CENTRE QUESTIONNAIRE

centre and its courses. The use of open questions, a major weakness in questionnaire design, seemed to be successful in this particular case, and provided the means by which valuable information was collected on the courses offered and the facilities offered by the centres. It also provided a means by which strength of opinion concerning the impact of change on their own centre and on schools which use their centre can be gauged. The results of the survey are reported in Chapter 9.

3:8 STUDY VISITS/INTERVIEWS AT FIELD STUDY CENTRES

Reference has already been made in 2:2:8 to the question sequence of these interviews and visits. Like the interviews in schools these were aimed at following up the questionnaire surveys and through a face to face meeting identify much more successfully the strength of feeling about issues which link centre with school in the planning process. In many ways these visits covered the whole range of target interests. Opinions of field study centre staff of the constraints facing fieldwork planners in schools, like those of LEA representatives proved invaluable in completing a fuller picture of the influencing factors. It was also important to obtain a closer and more direct insight into the planning of residential fieldwork and an assessment of the debate which was taking place during the period of the research between the respective roles and importance of local as opposed to residential fieldwork.

Interviews/study visits and follow-up visits were made to 5 centres and these are located on Figure 3:6. The main selection factor was personal accessibility. A generally even distribution was attempted as was a variety of type and size of centre. The first visits took place between May and August 1986 with follow-up visits undertaken between June and September 1989. The purpose of the latter was to gain up-to-date data after the three^{year} interval and assess the impact of change both on the centre and on schools using the centre for fieldwork, particularly in the light of developments which had already been identified in Target 4. There was no problem obtaining permission to visit any of the five centres and each one provided as much information as possible. Each centre offered a tour of the buildings, a discussion with staff and closer inspection of the work undertaken. The results of these visits are

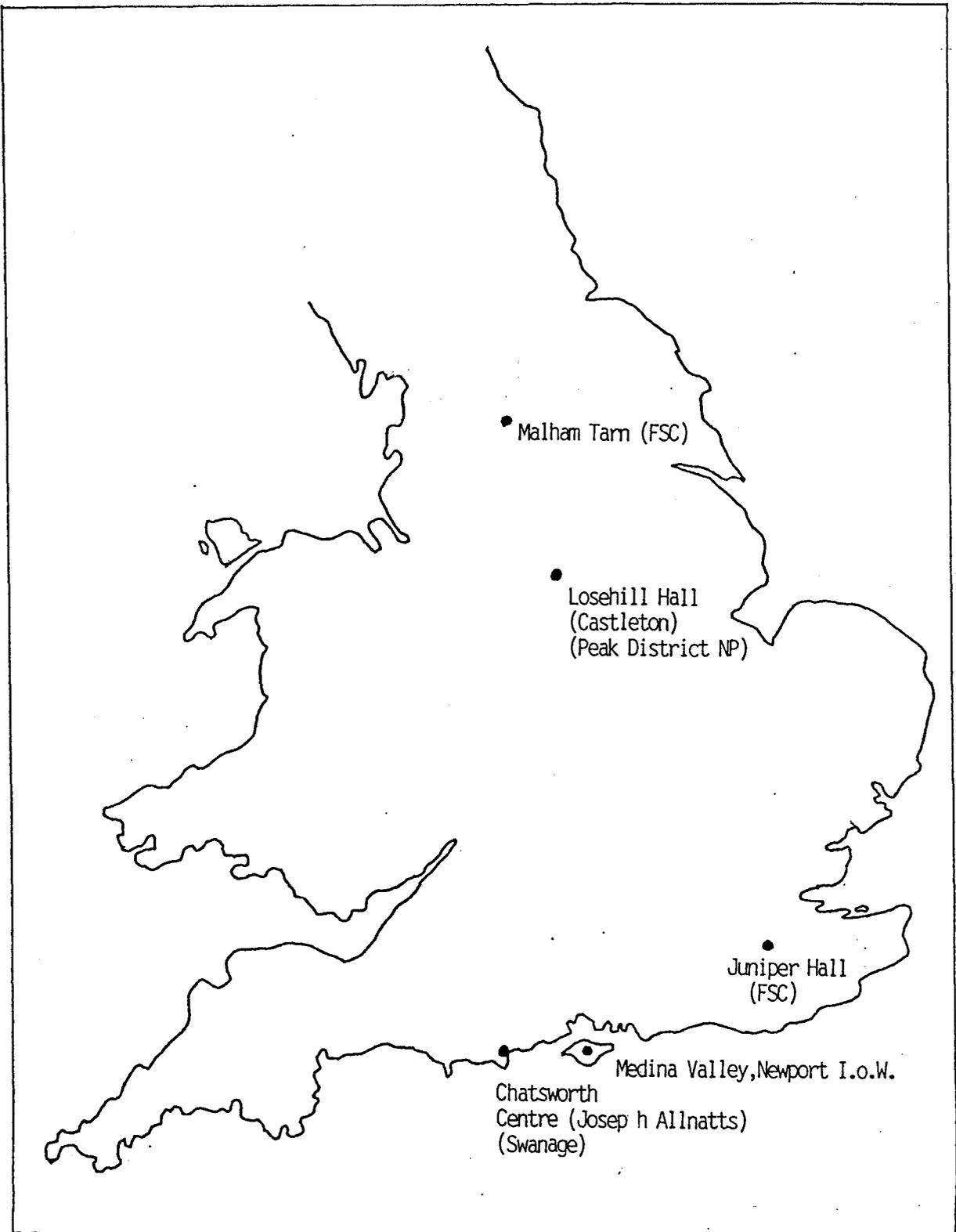


FIGURE 3:6 DISTRIBUTION OF FIELD STUDY CENTRES VISITED IN THE SURVEY

contained within Chapter 9 and will form a major component of discussions of the target of investigation concerned with the residential experience (Target 5).

Discussions of the sampling frames of each instrument of data collection conclude the introductory chapters setting out the research design aimed at satisfying the targets of investigation selected to paint the overall picture. Targets of data collection have been identified and the instruments outlined to satisfy these. The research deals with a period of marked change and as such the series of questionnaires and interviews reveals the impact not only from the planner's but also from other interested parties' points of view. The research design required flexibility as well as a mixture of qualitative and quantitative research discussed in Chapter 1. This study now goes on to report on each survey in turn based on the sequence set out in Figure 2:1. In this way results of each are assessed as a complete unit rather than analysis being split across target areas in each case. It is important for continuity, however, to see each unit as part of the overall framework with data from one being added to the next. Through the reports, therefore, trends emerge, trends which affect each target of investigation and as the reports progress these become clearer and more comprehensive. The targets are discussed in Chapter 11 in the light of these reports.

CHAPTER 4

Report on the National Schools' Questionnaire

The results of the National Schools' Questionnaire, chronologically the first of the questionnaires involved in data collection, can now be set out within the context of references already made to the outline of questions (in section 2:2:1) and the sample basis and response rate (in section 3:1). For easy reference a copy of Figures 2:1 and 2:2 which set out the sequence of questionnaires and interviews and the relationships they have with the selected targets of interest respectively are inserted at the beginning of each of the Chapters 4-7 and 10, all concerned with reports of the main school surveys involved in this study.

The National Schools' Questionnaire conducted during April and May 1985 used schools named by field study centres which use these centres for fieldwork. Data is collected for Targets of Investigation 1-5 (see pp 39-40) and through response comments to the open questions, particularly questions 4, 7 and 8, data is indirectly collected on teacher attitudes towards fieldwork, the subject of the sixth Target of Investigation.

Sections identified in section 2:2:1 are used as an outline for the Chapter and the specific questions from the National Schools' Questionnaire are inserted at the beginning of each section. This makes it easier to relate the report to the questionnaire. A copy of the full questionnaire is located in Appendix A. Each of the Chapters 4-10 concludes with a general perspective which identifies the main brush strokes of a developing picture and cross-referenced with each other aim to build up an analysis of the planning process and the environment (created after a period of intense educational change) in which fieldwork planning takes place.

FIGURE 2:1 OUTLINE OF SURVEY INSTRUMENTS

INSTRUMENT OF MEASUREMENT	DATE(S) INSTRUMENT CONDUCTED	SAMPLE BASE	INSTRUMENT OF MEASUREMENT: General details (e.g. role)
NATIONAL SCHOOLS' QUESTIONNAIRE	APRIL - MAY 1985	STRATIFIED SAMPLE 261 schools (from lists provided by field study centres)	Based on schools using a field study centre for fieldwork Testing of the strength and validity of the selected targets of investigation. To set the scene across a range of target areas. An emphasis on the planning involved in residential fieldwork.
REGIONAL SCHOOLS' QUESTIONNAIRE	APRIL - MAY 1986	STRATIFIED SAMPLE 256 schools from 5 south eastern counties	A more intensive study of schools to provide regional results -to add a further dimension:the link between organised fieldwork and individual project work. To extend data collected in NSQ on a number of target areas e.g. the role of public examinations and constraints on the planning process. Perceived impact of change.
FOLLOW-UP REGIONAL SCHOOLS' QUESTIONNAIRE	SEPTEMBER 1987	RANDOM SAMPLE 142 schools from the Regional Schools' Questionnaire	A follow-up survey of schools used in the sample above. One year into the GCSE examination course. Effect of change one year on. Impact of changes across the range of targets.
INTERVIEWS	JANUARY - JULY 1989	OPPORTUNITY SAMPLE of 45 schools	An overview of the planning process - the balance of opportunities and constraints. The impact of change on the planning process Measurement of strength of feeling on influential factors.
LEA QUESTIONNAIRE	OCTOBER 1987	ALL 47 COUNTY BOROUGHs and 57 METROPOLITAN DISTRICTS	Assessment of the positive and negative influences on the planning process Collection of information on financial and other LEA support to fieldwork. Impact of change on LEA support. Assessment of LEA attitudes towards fieldwork provision and planning.
FIELD STUDY CENTRE QUESTIONNAIRE	OCTOBER 1987	RANDOM SAMPLE 100 centres	Assessment of the role of the field study centre on school fieldwork and its planning. Measurement of reactive and proactive influences on fieldwork planning. Fieldwork opportunities. Field study centre staff attitudes towards fieldwork planning.
VISITS TO CENTRES	MAY - AUGUST 1986 JUNE - SEPTEMBER 1989	5 SELECTED CENTRES	Follow-up to the questionnaires. Assessment of the strength of feeling about issues which link centre with schools in fieldwork planning.
TEACHER/PUPIL ATTITUDE QUESTIONNAIRE	JANUARY - MAY 1989	45 Schools 131 teachers,540 GCSE pupils,360 'A' Level pupils	Assessment of the perceived role of fieldwork (present and future) Assessment of teacher attitudes across range of targets Assessment of pupil attitudes towards fieldwork and its role.

INSTRUMENT OF MEASUREMENT	TARGET 1 Fieldwork Provision Approaches to study	TARGET 2 Planning and Organisation of Fieldwork programmes	TARGET 3 The Role of Public Examinations	TARGET 4 The influence of Central Govt. and LEA policy	TARGET 5 The Residential Experience and the Role of the field study centre	TARGET 6 Teacher and Pupil Attitudes towards fieldwork
NATIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? How many pupils are involved? Has the number changed? If so how? Has the nature of fieldwork changed?	What are the problems of organising fieldwork? Rank problems and assess future impact. Has the amount of financial resources and preparation time changed?	What exam board do you use at each level? Do candidates undertake individual work? Is fieldwork important as preparation for these? How will fieldwork's role change with GCSE?	Does the LEA provide any financial grant? Has this changed in recent years?	What makes you choose a centre? What influences choice?	Is geography taught as separate subjects? (or integrated subjects) When and how does it
REGIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? Has this changed over the last 5 years?	What are the problems of organising fieldwork? How will these problems affect fieldwork provision in the future?	What % of pupils do a project? Which board do you use at each level? What are the purposes of project work? What problems arise in the completion of projects? How informed are you about GCSE? What implications will GCSE have for fieldwork?		How many units are residential?	
FOLLOW-UP REGIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? Has there been any change in the last 2 yrs?	Have any problems arisen or changes occurred to cause difficulties in fieldwork provision at any level?	Has the introduction of GCSE affected the type, amount and location of fieldwork? What have been the implications of project work for staff and pupils?	What is the present position regarding LEA financial support LEA policy towards fieldwork? Has it changed?	How many units are residential? Give details of residential fieldwork? Has residential fieldwork been pressurised recently?	Comment on present and future position of fieldwork and its planning.
INTERVIEWS	Aims and objectives Changes in approach Fieldwork programmes New and traditional opportunities	Planning and organisational procedure Constraints and limiting factors	Role of GCSE Role of individual studies	Role of LEA How much does LEA influence the planning process?	Local v residential fieldwork	Impact of present changes Future influences and change General attitudes towards role of fieldwork
LEA QUESTIONNAIRE	Effect of LEA on fieldwork provision	Effect of LEA on planning		Do you support the need for fieldwork/residential fieldwork? What support does the LEA provide? Has this support changed? Is residential fieldwork increasing/decreasing?		
FIELD STUDY CENTRE QUESTIONNAIRE		What problems do schools face as they plan for fieldwork?	Impact of 16-19 Geography project Impact of GCSE		Details of facilities Pupil numbers at centre Changes in numbers Course changes What problems do field study centres face?	
FIELD STUDY CENTRE VISITS	Link between field study centres' markets and school fieldwork provision	How does the field study centre see the interplay between opportunities and constraints in the planning process?	Impact of GCSE and 'A' Level changes.	Impact of changing policy and changes in LEA support	How does the field centre view its role? How does it view changes in the market? What courses are offered? How will the future affect the field study centre?	What does the future hold for geography fieldwork?
TEACHER/PUPIL ATTITUDE QUESTIONNAIRES	Teacher Pupil	Importance of influencing factors in planning process	Individual project and links with fieldwork Links between project work and fieldwork Importance of fieldwork in exams.		Value of residential experience Benefits of residential fieldwork Value of residential experience	Attitudes of teachers to fieldwork Attitudes towards fieldwork Enjoyment of fieldwork Looking forward to fieldwork?

FIGURE 2:2 THE LINKS BETWEEN SURVEY INSTRUMENTS AND TARGETS OF INVESTIGATION

	NUMBER OF FIELDWORK UNITS (IN HALF DAYS)							
	0	1	2	3	4	5	6	6+
YEAR 4 (secondary)	25(14.1)	8(4.5)	18(10.1)	22(12.4)	36(20.3)	15(8.5)	23(13.0)	30(17.1)
YEAR 5 (secondary)	46(26.0)	10(5.6)	26(14.7)	11(6.2)	39(22.0)	11 (6.2)	7(3.9)	27(15.4)

TABLE 4:1a FIELDWORK UNITS (HALF DAYS) (NATIONAL SCHOOLS' QUESTIONNAIRE)
YEARS 1,2 and 3 (secondary) (% IN BRACKETS)

11 - 16/18		
145 Schools	39 (26.9)	do no fieldwork in Year 1
	34 (23.4)	do no fieldwork in Years 1 and 2
	31 (21.4)	do no fieldwork in Years 1,2 and 3
12 - 18/13 - 18	5 (20.0)	do no fieldwork in Year 3
25 Schools		

TABLE 4:1b SCHOOLS DOING NO FIELDWORK IN YEARS 1,2 and 3

	NUMBER OF ½ DAY FIELDWORK UNITS						TOTAL
	0	1	2	3	4	5+	
YEAR 1 11-16 /11-18	39 (26.9)	28 (19.3)	37 (25.5)	5 (3.4)	21 (14.5)	15 (10.4)	145
YEAR 2 11-16,11-18, 12-18	60 (39.7)	13 (8.6)	52 (34.4)	9 (5.9)	11 (7.3)	6 (4.1)	151
YEAR 3 11-16,11-18 12-18,13-18	72 (42.3)	19 (11.2)	37 (21.8)	24 (21.8)	10 (5.8)	8 (4.8)	170

TABLE 4:2 FIELDWORK UNITS (HALF DAYS) IN YEARS 4 and 5 (secondary)
(% IN BRACKETS)

4:1 TRENDS IN FIELDWORK PROVISION

4:1:1

Question: How much fieldwork is done at each level?
How many pupils are involved in fieldwork at each level?
Has this number changed in recent years?

Out of the 182 schools replying to the National Schools' Questionnaire, 145 took pupils from the age of 11. Reference to Table 4:1 shows that of these 39 (26.9%) do no fieldwork in Year 1, 34 (23.4%) do no fieldwork in Years 1 and 2 and 31 (21.4%) do no fieldwork in Years 1, 2 and 3. Of the 25 schools taking pupils from 12 and 13 years, 5 (20%) do no fieldwork in Year 3. The distribution of $\frac{1}{2}$ day units in Years 1-3 is shown in Table 4:1 for all schools. Difficulty occurs in identifying fieldwork trends in the Lower School because Humanities teaching makes the estimation of geographical fieldwork confusing.

Of the 145 schools taking pupils at 11 years, 55 (37.9%) had integrated studies in Year 1, 21 (14.5%) in Years 1 and 2 and 16 (11.0%) in the first three years. It is interesting to note, in this context that 39 (26.9%) schools do two $\frac{1}{2}$ day units of fieldwork in Year 1 and yet as many as 25 (17.2%) do five $\frac{1}{2}$ day units of fieldwork or more. It may therefore be possible to see evidence of a 'trickle down' effect of increased fieldwork in Years 4 and 5. Early preparation and practice in the techniques and skills required in the examination are now seen as desirable and teachers' comments to later questions support this.

Of the total schools replying 21 (11.5%) did no fieldwork in Years 4 and 5. From the others some organised separate fieldwork for CSE and GCE 'O' Level groups while others combined the two groups together for fieldwork exercises. However general trends are identifiable. Most schools do the majority of their fieldwork in Year 4, although some replies showed schools providing two to four $\frac{1}{2}$ day units in the Fifth Year. Where the number of $\frac{1}{2}$ day units reaches double figures it is highly likely that residential fieldwork is organised. Out of the 161 schools undertaking fieldwork at this level 56 (34.7%) had $\frac{1}{2}$ day fieldwork units in excess of 10 in Year 4 or 5 or both, with the majority of residential fieldwork being in Year 4. Results tend to reflect the importance of fieldwork at CSE and other 16+ examination levels (including the Schools' Council 14-18 Geography Project 'O' Level) and are shown in Table 4:2.

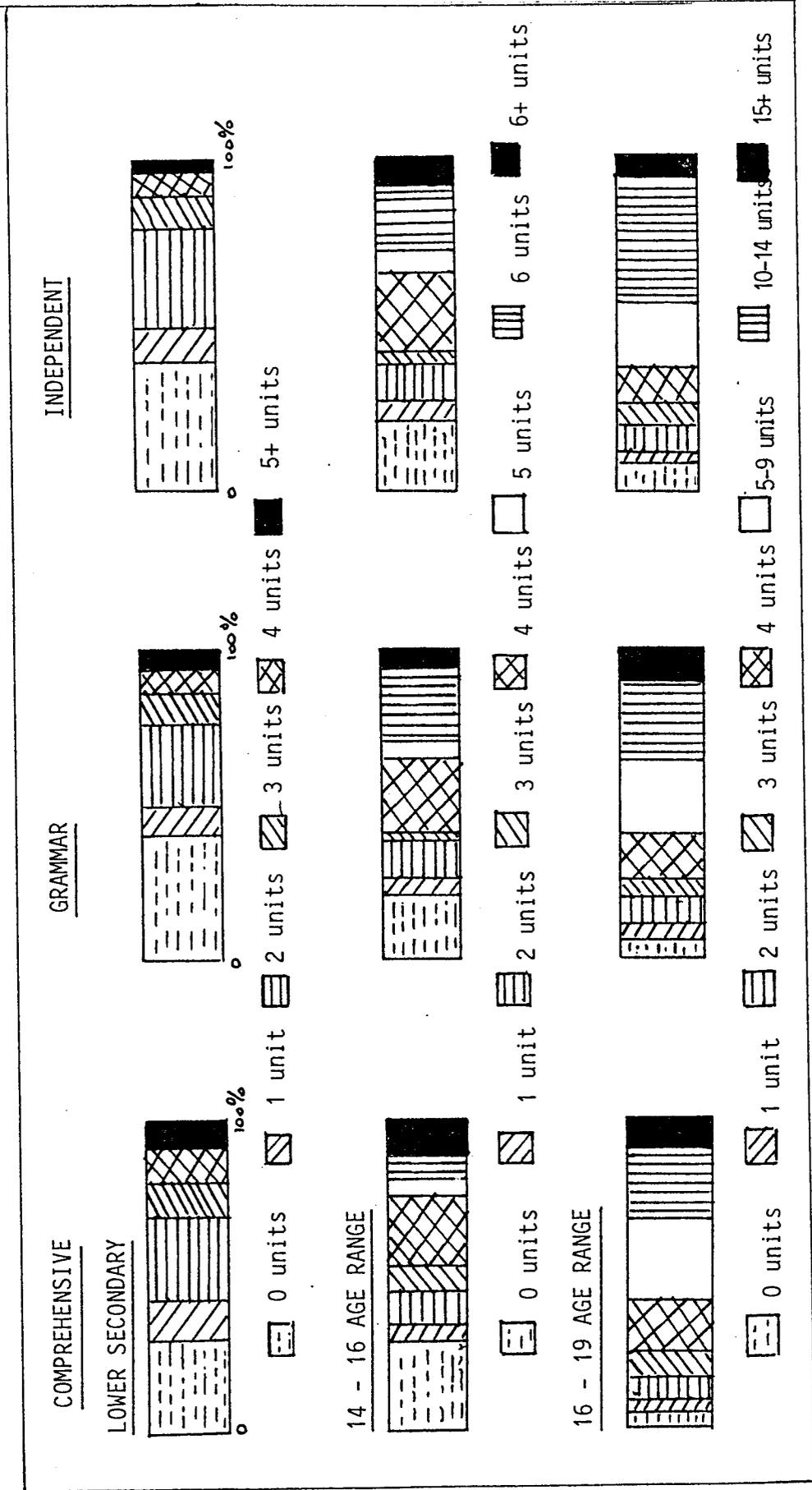


FIGURE 4:1 COMPARISON BETWEEN TYPE OF SCHOOL AND THE NUMBER OF FIELDWORK UNITS AT EACH LEVEL

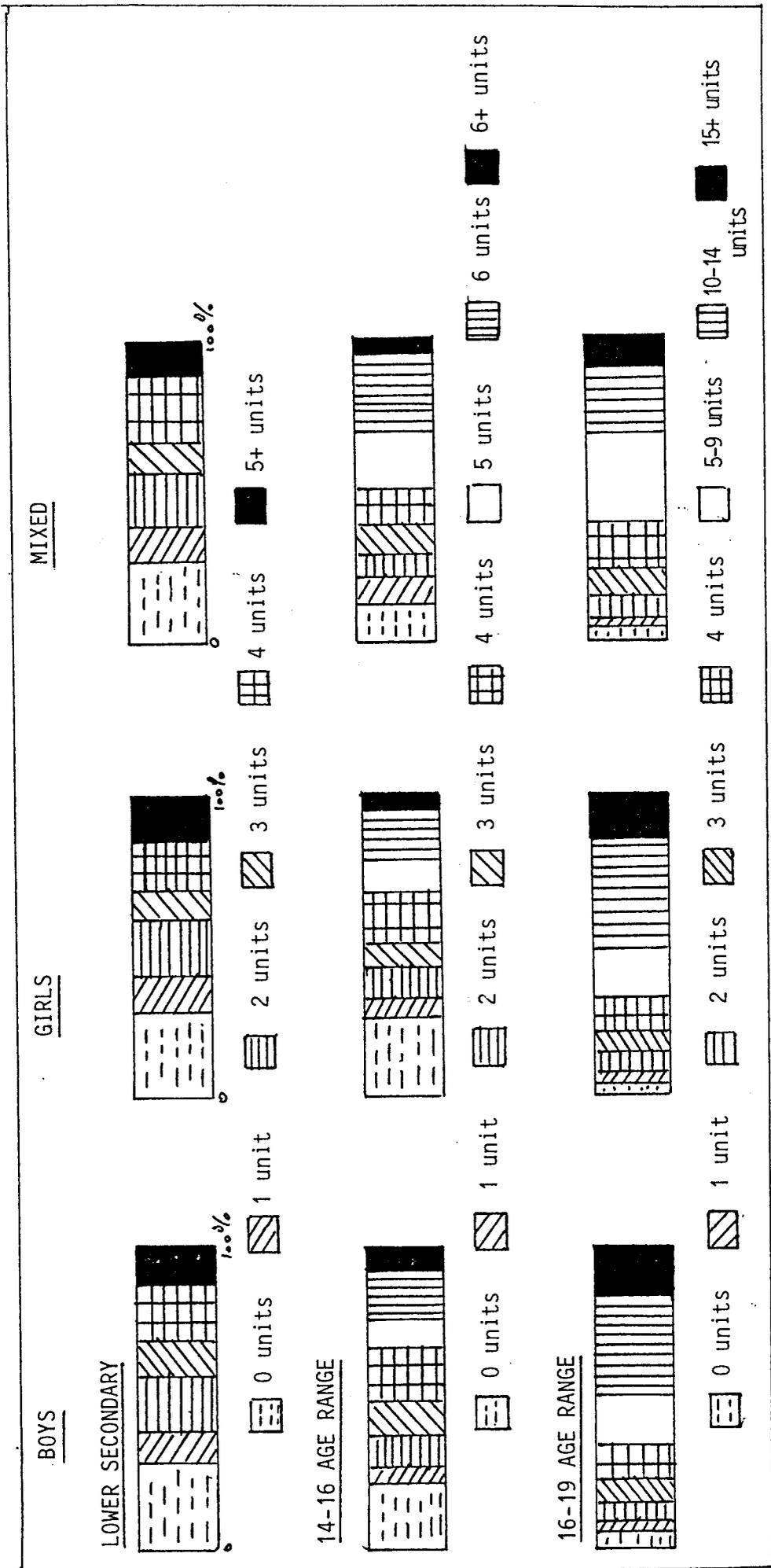
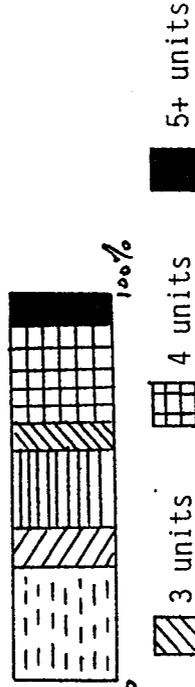
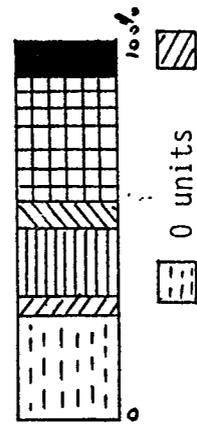


FIGURE 4:2 COMPARISON BETWEEN MAKE-UP OF SCHOOL AND NUMBER OF FIELDWORK UNITS AT EACH LEVEL

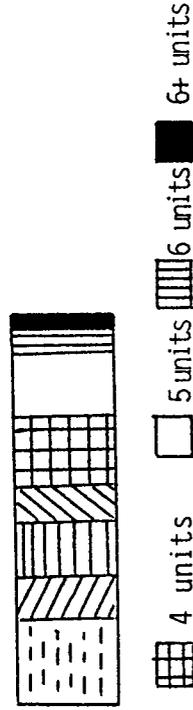
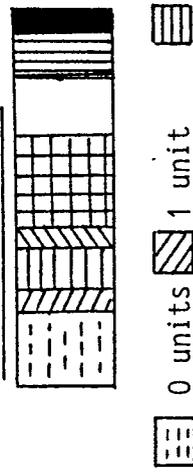
500 - 900 PUPILS

- 500 PUPILS

LOWER SECONDARY



14 - 16 AGE RANGE



16 - 19 AGE RANGE

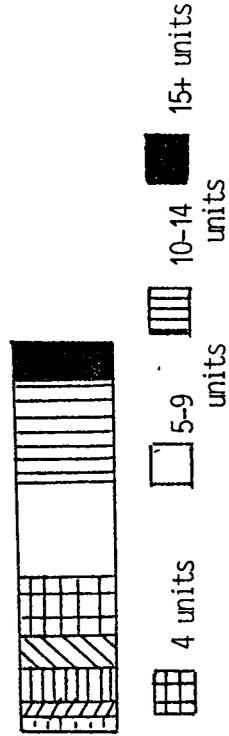
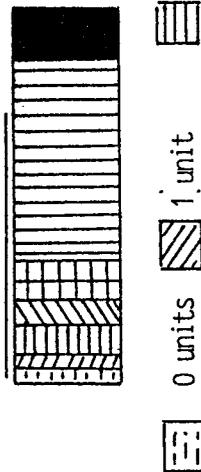


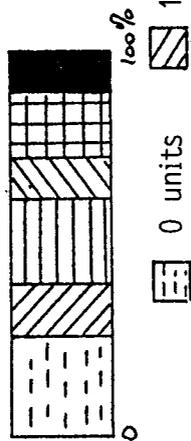
FIGURE 4.3 COMPARISON BETWEEN SIZE OF SCHOOL AND THE NUMBER OF FIELDWORK UNITS AT EACH LEVEL

(contd page 114)

901 - 1200 PUPILS

1201+ PUPILS

LOWER SECONDARY



5+ units

4 units

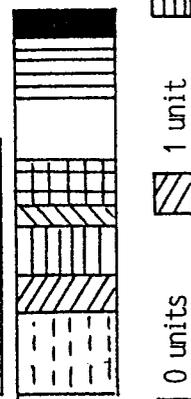
3 units

2 units

1 unit

0 units

14 - 16 AGE RANGE



0 units

1 unit

2 units

3 units

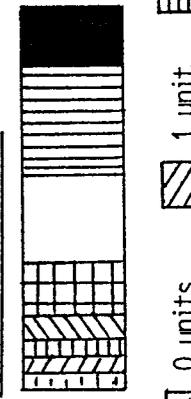
4 units

5 units

6 units

6+ units

16 - 19 AGE RANGE



0 units

1 unit

2 units

3 units

4 units

5-9 units

10-14 units

15+ units

FIGURE 4:3 COMPARISON BETWEEN SIZE OF SCHOOL AND THE NUMBER OF FIELDWORK UNITS AT EACH LEVEL

(contd from p 113)

The number of $\frac{1}{2}$ day fieldwork units in the Sixth Form is shown in Table 4:3. From the 182 schools, 172 had a Sixth Form. Out of these 8 (4.6%) do no fieldwork at all at this level. From the remaining 164, 18 (10.9%) have no residential element. The majority of schools surveyed do more fieldwork in the first Year Sixth than in the second when examination pressures are greater. Although no specific question was asked about residential fieldwork 58 (33.7%) did between 14-17 $\frac{1}{2}$ day units and 50 (29.1%) did between 10-13 $\frac{1}{2}$ day units which illustrates evidence for residential fieldwork. 94 (54.6%) schools do no fieldwork in the second Year Sixth.

An attempt to make diagrammatic correlation between type, make-up and size of school and the number of units of fieldwork is shown in Figures 4:1, 4:2 and 4:3. Overall more fieldwork seems to be undertaken in Comprehensive schools although the correlations vary at different levels. All three types show 4 units to be most popular at the 14-16 age range and 5-9 units at the 16-19 level. The Independent Sector is less represented at the 15+ units yet more schools in this sector do between 10-14 $\frac{1}{2}$ day units. There is little evident correlation between boys, girls and mixed schools although mixed schools tend to have fewer schools having high units in the 14-16 age range and more in the 16-19 range. Schools with fewer than 500 pupils tend to organise more fieldwork at all levels. Whether this is because logistical problems are fewer and therefore organisation easier is difficult to state yet the very largest schools in the survey still organise extensive fieldwork programmes particularly in the Sixth Form. The correlations are weak and they have not been statistically tested. Yet some identifiable trends are present and can be seen by reference to the diagrams.

In the majority of schools, too, the amount of fieldwork in the Lower School remains, near enough, unchanged. The number of schools experiencing an increase balanced those where fieldwork had declined in recent years. Of the total, 118 (64.8%) schools showed an increase in fieldwork in Year 4 as schools, for example, were beginning to integrate fieldwork programmes below the Sixth Form for the first time starting with Year 4 a trend relating to a move towards 16+ examinations, the Schools' Council 14-18 Project and the Avery Hill Project as well as CSE project requirements. To counter this

	NUMBER OF FIELDWORK UNITS (HALF DAYS)						
	0	2-5	6-9	10-13	14-17	18+	TOTAL
LOWER SIXTH	8 (4.6)	3 (1.7)	19 (8.7)	56 (32.5)	58 (33.7)	13 (7.8)	172
UPPER SIXTH	56 (32.5)	9 (5.2)	52 (30.2)	23 (13.4)	10 (5.8)	3 (1.9)	172

TABLE 4:3 FIELDWORK HALF DAY UNITS IN THE SIXTH FORM (% IN BRACKETS)
(NATIONAL SCHOOLS' QUESTIONNAIRE)

YEAR	PERCENTAGE OF REPLIES SHOWING POSITIVE/NEGATIVE CHANGE							
	1	2	3	4	5	6(1)	6(2)	POST 16+
CHANGE +	12.6	13.3	19.6	68.6	35.2	20.9	7.1	31.0
CHANGE -	10.9	11.7	23.7	18.0	39.1	8.6	31.7	26.4

TABLE 4:4a THE CHANGE IN PROVISION OF FIELDWORK IN ALL YEARS OF
THE SECONDARY SCHOOL: NATIONAL SCHOOLS' QUESTIONNAIRE

PERCENTAGE OF REPLIES INDICATING CHANGE IN FINANCIAL RESOURCES AND PREPARATION/ORGANISATION FOR FIELDWORK					
YEAR		1 - 3	4 - 5	6A - 6U	16+
FINANCIAL PROVISION	+	15.7	17.8	22.7	19.6
	-	27.3	19.1	24.3	17.3
PREPARATION/ORGANISATION	+	86.4	76.3	59.4	61.6
TIME	-	2.6	1.6	3.6	4.2

TABLE 4: 4b PERCENTAGE OF REPLIES INDICATING CHANGE IN THE
FINANCIAL RESOURCES/TIME FOR FIELDWORK
NATIONAL SCHOOLS' QUESTIONNAIRE

31 (17.0%) schools had experienced decline in Year 4 fieldwork. Comments centred on the need to concentrate time resources into the Sixth Form and to keep within timetable restrictions. Fieldwork in the first Year Sixth shows an increase with 36 (20.9%) reporting this while, in contrast, fieldwork in the second Year Sixth is decreasing due mainly, according to comments, to cost increases and problems or timetable rearrangements especially for exam classes. Table 4:4a summarises the survey's figures of fieldwork change.

4:1:2 Question: Has the amount of financial resources and preparation and time spent on fieldwork changed in recent years?

Fieldwork resources and preparation time also show varying trends. Lower School years individually show no real patterns and so Table 4:4b combines the first three years into a general figure. This also applies to Years 4 and 5. The point was often made that fieldwork provision warranted few resources and expenditure on more than the basic requirements could not be justified. Basics included paper, books and maps, clip boards and poles. Lower School fieldwork, according to many respondents, meant local studies and to undertake these effectively requires a build-up of local knowledge and experience, worksheets, information sheets and maps.

For Years 4 and 5 the number of resources set aside for fieldwork is also limited and it is often difficult to assess the fieldwork budget as it is all part of the departments's capitation allowance. Computers seem a popular way of storing data collected in the field and making subsequent analysis; these require software but again it is difficult to separate fieldwork from classroom use and positive or negative trends are difficult to gauge. Spending on resources obviously varies from school to school as decisions lie within individual departments. However it is clear, from the questionnaire, that less money is spent on fieldwork in its own right. The exception lies, as comments show, with individual projects where guidance books and basic equipment are valuable. In the Sixth Form more equipment is used such as slope and soil measuring instruments although geography departments, as the survey comments illustrate, cannot justify expenditure on these as they are infrequently used.

Reference to Chapter 9 shows that one of the benefits of the field study centre is the use of specialised equipment handled by expert tutors in suitable surroundings and this point was emphasised by teachers' comments regarding residential fieldwork organisation dealt with in Question 8 of the National Schools' Questionnaire. Although the percentage of schools doing fieldwork in the first and second Year Sixth is high the amount of money spent on fieldwork resources is very low and by the results of the survey will decrease further in the future.

There was also no doubt that teachers believed the amount of preparation and organisation time necessary to be increasing. The planning process takes time and with new regulations and guidelines to follow, new procedures to adopt concerning insurance and safety, charging and communication (all discussed in full in Chapter 8 in reference to Target of Investigation No.4). the time required lengthens. More time is also required for preparation of fieldwork exercises and being more enquiry based and small group orientated towards issues analysis these demand yet more time. Without proper preparation and organisation time respondents claim the fieldwork becomes boring and ineffective and the amount of fieldwork, as a result, is often curtailed with some disappearing altogether.

Section 2:2:1 of this study has already shown that some record of the type of fieldwork undertaken at different levels is essential as this provides a basis not only for the trends in fieldwork provision already discussed but also establishes a backdrop for analysis of the planning process itself. Mention, in this Chapter, has already been made to the changes in fieldwork approach and the shift towards pupil-centred enquiry work. The next section outlines teachers' views on these changes.

4:2 TRENDS IN FIELDWORK APPROACH

Question: How do you view the changing of fieldwork themes (as set out by David Hall) at different levels in the school?
(Field Demonstration, Field Study, Field Testing and Field Discovery)

David Hall's classification does not concern itself with content as much as approach and pupil involvement. It is these however which are important in

fieldwork planning.

Culley (1972) found that the commonest type of fieldwork was the study of the landscape and its physical features although at what level this refers to is not stated. The DES Survey 19 (1974) also refers to the common 'field teaching' and traditional fieldwork by pupils. A teacher takes groups out, describes selected features, points out relationships and demonstrates techniques such as the orientation of a map, use of a clinometer, sketching and note recording. Fieldwork by pupils develops from field teaching and often runs concurrently with the work of observing, describing, explaining and recording carried out by pupils. In the DES Survey problem solving exercises were carried out in the upper school in 25% of the schools, but only 15% in the lower school. Hypothesis testing was, according to the survey, a new venture with 15% of schools using it in 1971/72 whereas none were using it in 1967. Although sophisticated techniques, the survey states, are suitable only for older pupils, authors like Nordstrom (1979), Everson (1973) and Bailey (1974) do not agree. They believe that 'field research', the involvement of pupils in their own enquiry work, should be part of all fieldwork.

The positive and negative trends of each of Hall's categories, at different levels, as viewed by respondents to the National Schools' Questionnaire, are shown in Table 4:5. Emphasis was on change in approach and trends show an overall reduction in field demonstration and increasing importance in field testing and field discovery. Field study also shows decline. In the lower age range Years 1, 2 and 3, field demonstration played a dominant role but has gradually been replaced by a more balanced content of all four classes.

For the 14-16 age range field study was dominant but field testing and field discovery will, it is thought by teachers, play a more dominant role in the future, particularly as individual projects feature more in public exams. In the Sixth Form field demonstration has shown major decline while field discovery has increased dramatically in importance. This was expected and the survey figures support the trend towards a skills based, open ended enquiry as reflected in the '16-19 Fieldwork Way' from the Schools' Council Project. Although the structure of the question proved difficult and the results are

CLASSIFICATION OF FIELDWORK	LAST 7 YEARS			PRESENT			NEXT 7 YEARS		
	L	14-16	16+	L	14-16	16+	L	14-16	16+
FIELD DEMONSTRATION	139 43	136 46	127 55	121 61	96 86	91 91	106 76	79 103	58 124
FIELD STUDY	149 33	143 39	132 50	126 56	123 59	86 96	119 63	96 86	79 103
FIELD TESTING	59 123	67 115	71 111	62 120	78 104	117 65	73 109	84 98	132 50
FIELD DISCOVERY	20 162	31 151	47 135	27 155	31 151	82 100	58 144	70 112	98 84

TABLE 4:5 POSITIVE AND NEGATIVE TRENDS OF EACH OF D.HALL'S CLASSIFICATION AT DIFFERENT LEVELS (SCHOOLS' QUESTIONNAIRE (NATIONAL))

are open to criticism Table 4:5 reveals these identifiable trends. Analysis of the changing approach to fieldwork leads on to a more detailed study of the planning process, beginning with an outline of the problems identified by teachers as the major restricting influences.

4:3 PROBLEMS INVOLVED IN FIELDWORK ORGANISATION

Question: What are the problems of organising fieldwork? Rank in order of importance the following problems, for the last seven years, the present and the next seven years at Lower, 14-16 and 16-19 levels:

- Cost for pupils
- Staff preparation time and organisation
- Lack of finance for resources
- Timetabling problems - arrangements of dates
- Lack of staff to organise and participate
- Falling rolls - viability of fieldwork

Because there are so many constraints (Boardman (1974) uses 40!) it is difficult to summarise them into a manageable number. Six were chosen after pilot discussions and as stated in section 2:2:1 Question 7 provided an opportunity for open comment. The aim here is the identification of general trends setting the overall framework for, at least part of, Target of Investigation No. 2 (see p 39). The matrix used is shown in the National Schools' Questionnaire located in Appendix A.

Results and overall rank orders are shown in Table 4:6. Reference to the question summarised above shows that respondents were asked to rank the problems over a period of 15 years and the second set of Tables (Tables 4:7 a, b and c show the number of replies placing each problem as rank 1, 1 and 2 and 1, 2 and 3. Figures in brackets show a percentage of the total number of replies. The grouped ranks provide a comparison as ranking in questions such as these often prove a little arbitrary and grouping the ranks 1, 1 and 2 and 1, 2, and 3 shows a more secure position. In the second set of tables problem 6 (falling rolls) was omitted as it seemed inapplicable in the majority of situations.

Initial analysis shows up expected trends. Timetabling in Years 1, 2 and 3 holds a strong position both in the past and at present. For the future, the main problem at this level, it is thought, will be the amount of staff preparation time and organisation, a move up from second in the previous order.

PROBLEM	LAST 7 YEARS	PRESENT	NEXT 7 YEARS
LOWER SECONDARY (a)			
1	538 (3)	515 (3)	492 (2)
2	496 (2)	485 (2)	465 (1)
3	555 (4)	558 (4)	554 (4)
4	426 (1)	453 (1)	525 (3)
5	640 (5)	653 (5)	656 (5)
6	966 (6)	955 (6)	935 (6)
14-16 AGE RANGE (b)			
1	471 (1)	432 (1)	420 (1)
2	527 (3)	539 (3)	495 (2)
3	563 (4)	566 (4)	660 (5)
4	482 (2)	497 (2)	530 (3)
5	635 (5)	661 (5)	546 (4)
6	960 (6)	942 (6)	986 (6)
16+ AGE RANGE (c)			
1	448 (1)	381 (1)	386 (1)
2	546 (3)	523 (2)	420 (2)
3	557 (4)	560 (4)	607 (5)
4	491 (2)	529 (3)	549 (3)
5	682 (5)	714 (5)	582 (4)
6	913 (6)	930 (6)	934 (6)

TABLE 4:6 RANKING OF PROBLEMS BY RESPONDENTS TO THE NATIONALSCHOOLS' QUESTIONNAIRE

PROBLEM	RANK	LAST 7 YEARS	PRESENT	NEXT 7 YEARS
1	1	52 (28.6)	63 (34.6)	79 (43.4)
	1 & 2	80 (43.9)	76 (41.7)	91 (50.0)
	1,2 & 3	96 (52.7)	100 (54.9)	111 (60.9)
2	1	33 (18.1)	33 (18.1)	45 (24.7)
	1 & 2	84 (46.2)	82 (45.0)	99 (54.4)
	1,2 & 3	123 (67.6)	133 (73.0)	166 (91.0)
3	1	24 (13.2)	24 (13.2)	25 (13.7)
	1 & 2	83 (45.6)	80 (43.9)	87 (47.8)
	1,2 & 3	103 (56.6)	107 (58.8)	112 (61.5)
4	1	64 (35.2)	64 (35.2)	47 (25.8)
	1 & 2	100 (54.9)	93 (51.1)	73 (40.1)
	1,2 & 3	131 (71.9)	118 (64.8)	109 (59.9)
5	1	29 (15.9)	30 (16.5)	36 (19.8)
	1 & 2	50 (27.5)	53 (29.1)	51 (28.00)
	1,2 & 3	84 (46.1)	81 (44.5)	72 (39.6)

TABLE 4:7a RANK ORDERS 1,2 AND 3 OF PROBLEMS
LOWER SECONDARY (YEARS 1,2,3) (% IN BRACKETS)

PROBLEM	RANK	LAST 7 YEARS	PRESENT	NEXT 7 YEARS
1	1	64 (35.2)	82 (45.0)	86 (47.2)
	1 & 2	98 (53.8)	107 (58.8)	121 (66.5)
	1,2 & 3	115 (63.2)	134 (73.6)	139 (76.4)
2	1	27 (14.8)	38 (20.8)	51 (28.0)
	1 & 2	80 (43.9)	85 (46.7)	92 (50.5)
	1,2 & 3	112 (61.5)	118 (64.8)	126 (69.2)
3	1	22 (12.0)	16 (8.8)	18 (9.9)
	1 & 2	53 (29.1)	55 (30.2)	57 (31.3)
	1,2 & 3	103 (56.6)	111 (60.9)	113 (62.1)
4	1	49 (26.9)	51 (28.0)	50 (27.5)
	1 & 2	91 (50.0)	84 (46.1)	90 (49.4)
	1,2 & 3	124 (68.1)	115 (63.2)	119 (65.3)
5	1	23 (12.6)	18 (9.9)	29 (15.9)
	1 & 2	52 (28.6)	55 (30.2)	58 (31.9)
	1,2 & 3	89 (48.9)	80 (43.9)	71 (39.0)

TABLE 4:7b RANK ORDER OF PROBLEMS (1,2, AND 3)
14-16 AGE RANGE (% IN BRACKETS)

PROBLEM	RANK	LAST 7 YEARS	PRESENT	NEXT 7 YEARS
1	1	82 (45.0)	96 (52.7)	102 (56.0)
	1 & 2	100 (54.9)	126 (69.2)	131 (71.9)
	1,2 & 3	120 (65.9)	140 (76.9)	136 (74.7)
2	1	20 (10.9)	25 (13.7)	31 (17.0)
	1 & 2	69 (37.9)	69 (37.9)	67 (36.8)
	1,2 & 3	109 (59.9)	135 (74.1)	129 (70.8)
3	1	20 (10.9)	20 (10.9)	16 (8.8)
	1 & 2	58 (31.9)	55 (30.2)	60 (32.9)
	1,2 & 3	111 (60.9)	113 (62.1)	101 (55.5)
4	1	52 (28.6)	40 (22.0)	35 (19.2)
	1 & 2	58 (31.8)	73 (40.1)	69 (37.9)
	1,2 & 3	117 (64.3)	112 (61.5)	114 (62.6)
5	1	29 (15.9)	31 (17.0)	36 (19.7)
	1 & 2	68 (37.3)	72 (39.6)	69 (37.9)
	1,2 & 3	98 (53.8)	100 (54.9)	108 (59.3)

TABLE 4:7c RANK ORDER (1,2 and 3) OF PROBLEMS (16+ AGE RANGE)
NATIONAL SCHOOLS' QUESTIONNAIRE

Timetabling, according to the survey, holds third position behind financial considerations.

In the 14-16 age range where fieldwork is of longer duration and schools often organise residential fieldwork the dominant constraint lasting across the whole 15 years and increasing in importance is the issue of finance. Timetabling problems have not increased in influence and if anything their importance has shown decline. However, there are other 'timetabled related' factors which the list of six does not take into consideration and which were highlighted in respondents' comments. The amount of staff time required in preparation and organisation for fieldwork to take place remained a high constraint and, as results show, will remain so in the immediate future.

At the 16+ stage, cost to pupils maintained its strong position over the 15 year period. Timetabling problems are not quite so important at this level although it is interesting to see the problem of the lack of staff to organise and participate is viewed as a problem for the future, along with the lack of time for fieldwork planning. Lack of resources is also viewed as a problem with no immediate or long term solution. Teachers, it seems, have become resigned to the fact that fieldwork resources are a luxury which few of them will be able to afford. Where priority spending is forced upon departments and financial resources become scarce fieldwork will always be a low priority.

The next section follows up these problems in more detail using comments from answers to the open-ended Question 7. The following problems are used as sectional headings:

The Timetable

Costs of fieldwork

Availability of Time and Staff for Fieldwork

Other Problems including Falling Rolls

4:3:1 THE TIMETABLE

In Boardman's survey (1974) no less than 5 out of the top 8 ranked constraints had a connection with the timetable, e.g. time missed by staff, pupil supervision (supply cover), release of staff from the timetable and possible alteration

of the timetable because of residential fieldwork. Even a $\frac{1}{2}$ day fieldwork unit, envisaged in this Questionnaire as a manageable and worthwhile unit of fieldwork, usually involves both teachers and pupils missing 4 or 5 periods, of which only 1 or 2 may be geography. The problem is increased with day and residential courses. Co-operation of other staff colleagues is therefore essential. Although the National Schools' Questionnaire results found attitudes of staff colleagues, on the whole, were sympathetic and co-operative, their goodwill is increasingly seen as being put to the test and comments often made the point that saturation may soon be reached:

"We rely heavily on the goodwill of colleagues from other departments. We have to justify our fieldwork. It has to be seen to be worthwhile. It all has to be planned well in advance. So far they have been co-operative but with GCSE and other subjects wanting to take pupils out we are not sure of the future."

"The increasing reluctance of other staff to accept the 'turmoil' of fieldwork and the absence it creates has seriously affected the amount of fieldwork we do. We do hardly any lower school fieldwork at all now."

"The problem is the staff of other departments. They are beginning to resent the absence of pupils and staff on fieldwork and it is causing some friction. The problem will get worse."

"We are continuing to organise fieldwork but the problem with other subjects is increasing. We have to make sure that we justify all our fieldwork to the headmaster and to the staff. This causes a need for very careful planning. It is a matter of using time that we are allowed out of school to the full. As it is we are doing little lower school fieldwork."

There are other timetable problems. Most geography teachers in the survey agree that fieldwork should be an integrated part of the syllabus, being viewed as Weston (1977) argues as fitting into and being part of the normal pattern of work. It is only when this is done that fieldwork exercises can be adequately justified. Any time will not do therefore, yet the headteacher and deputy have to agree to alterations and to ensure that adequate arrangements are made to permit the release of geography staff from the normal school timetable. This may not, of course, correspond to the time requested by the fieldwork planner. The timetable problem therefore creates major constraints. Its influence, according to survey results, may be declining but

it is still important and comments show this importance:

"The timetable is a big problem. Problems of staffing may well affect our fieldwork programmes. We have a problem over supply cover. It is a matter now of fieldwork being controlled by the timetable and staffing."

"Fieldwork is being influenced by the timetable. It is our main problem."

"Timetabling problems are likely to be an increasing problem factor with falling rolls."

"Arranging dates to avoid conflict with other staff is a nightmare. It will get worse too!"

"Because of school cover problems and other timetabling problems there is now no lower school fieldwork. Fourth and Fifth Year fieldwork is now at a minimum. We are limited to a few half days."

"Supply cover is a major factor. Staff going out on fieldwork require cover and with staffing problems it is becoming more and more difficult to cope with the factor. Fieldwork is suffering."

"The LEA puts a constraint on supervision-one member of staff per 20 pupils (max). This precludes much of the lower school from doing any fieldwork. We just cannot arrange it with the staff we have. Timetabling reorganisation is essential. Because of this I really wonder whether the benefits outweigh the problems."

"We can only go out when the school calendar allows us to. This makes fieldwork planning very difficult,if not impossible."

"The school timetable makes it very difficult for us to do much fieldwork. It dictates what we can do and when,which is not particularly helpful to the geography department."

"Timetabling and the demands of the exam courses in other subjects have made it difficult to expand fieldwork - if it has to expand for exam requirements,then finance is likely to be the main problem."

Humanities teaching in the lower school,it was thought,made organisation easier as exercises can be cross-curricular rather than geography competing with history,for example,for timetable space. Blocking was also seen as a

possible solution. A few respondents believed that, with blocking, local fieldwork can be done with a minimum disturbance. However, whatever timetable structure is in place cover is a problem. Of the 182 replies to this Questionnaire 131 (71.9%) referred to the 'cover' constraint. Rigid procedural regulations from the LEA on safety measures (referred to in more detail in sections 8:3 and 8:8:5) including a tight teacher-pupil ratio and mentioned in many answers, create disruptions especially when large numbers are involved. Boardman (1974) found that the biggest single constraint was the number in class. To keep large numbers 'happy and hard working' not only requires time, it also requires several staff. This is more likely to be problem for the future.

Residential fieldwork poses a larger problem. Respondents often stated that residential fieldwork had to take place in vacation time and example comments illustrate this concern:

"Problems seem to be ongoing-no marked change. We have adapted to suit the circumstances e.g. I take the 'A' level 1 week trip during the Easter holiday and 4th Year fieldwork has been reduced from five day residential to two separate local days."

"Fieldwork is difficult due to opposition from other departments. We now limit it to short periods in holidays and at weekends, low cost and using our own resources."

Timetabling for the lower and middle school has always prevented fieldwork here except for 16+ where it is compulsory by the Board. The increasing flexibility of the timetable will make it more difficult for the upper school as well. We shall probably have to use holidays for fieldwork. Residential fieldwork will soon be a thing of the past here."

"Residential fieldwork can only be arranged in vacation time. This is proving very difficult now especially as teachers are not prepared to give up their holiday time. In many cases nor are the students."

"There are so many problems in arranging residential fieldwork. We don't do it now. We rely heavily on a few local day fieldwork exercises. It's a pity but the timetable will not allow any residential courses."

Although this survey showed up many schools undertaking vacation courses

indications were that schools were recognising the 'A' Level fieldcourse as a feature of the timetable. The survey showed up three separate groups:

- i) those fieldwork planners who were allowed to organise residential courses in term time,
- ii) those fieldwork planners who are faced with the difficult or impossible task of organising residential fieldwork in school time and had therefore resorted, because of their desire to carry out fieldwork on a residential basis, to arranging it in vacation time, and
- iii) those fieldwork planners who are faced with the impossible task of organising residential fieldwork and have given up the idea of residential fieldwork and rely upon local days/half days.

Each category was strongly represented and comments in each were strongly phrased from "NO PROBLEM WITH RESIDENTIAL FIELDWORK AT ALL" to "NO RESIDENTIAL FIELDWORK AT ALL". Although the timetable, in itself, may be seen as less of an influence as Tables 4:6 and 4:7 show the associated constraints make the problem a difficult one to overcome and a complicated one to assess.

An attempt was made to compare questionnaire results of this section with size and type of school. A comparison is shown diagrammatically in Figure 4:4. Only very general trends show up and these illustrate that larger schools and mixed schools face more problems, as a result of timetable and staffing factors. However many other factors prevent anything other than general relationships being identified. Smaller schools clearly show fewer replies with higher ranks. Differences between schools of different types are less clearly shown.

4:3:2 COSTS OF FIELDWORK

Reference to Tables 4:6 and 4:7 shows that the cost is clearly seen as a major and increasing influence. Events have, in many ways, overtaken this constraint as the charging policy was introduced in the Education Act 1988. However, as section 8:3 shows, schools still require parents to make contributions to costs, unless schools, under local management, are able and willing to fund the total costs of geographical fieldwork. The National Schools' Questionnaire predates the problems over charging and the introduction of local management yet issues of cost are clearly identifiable at this stage.

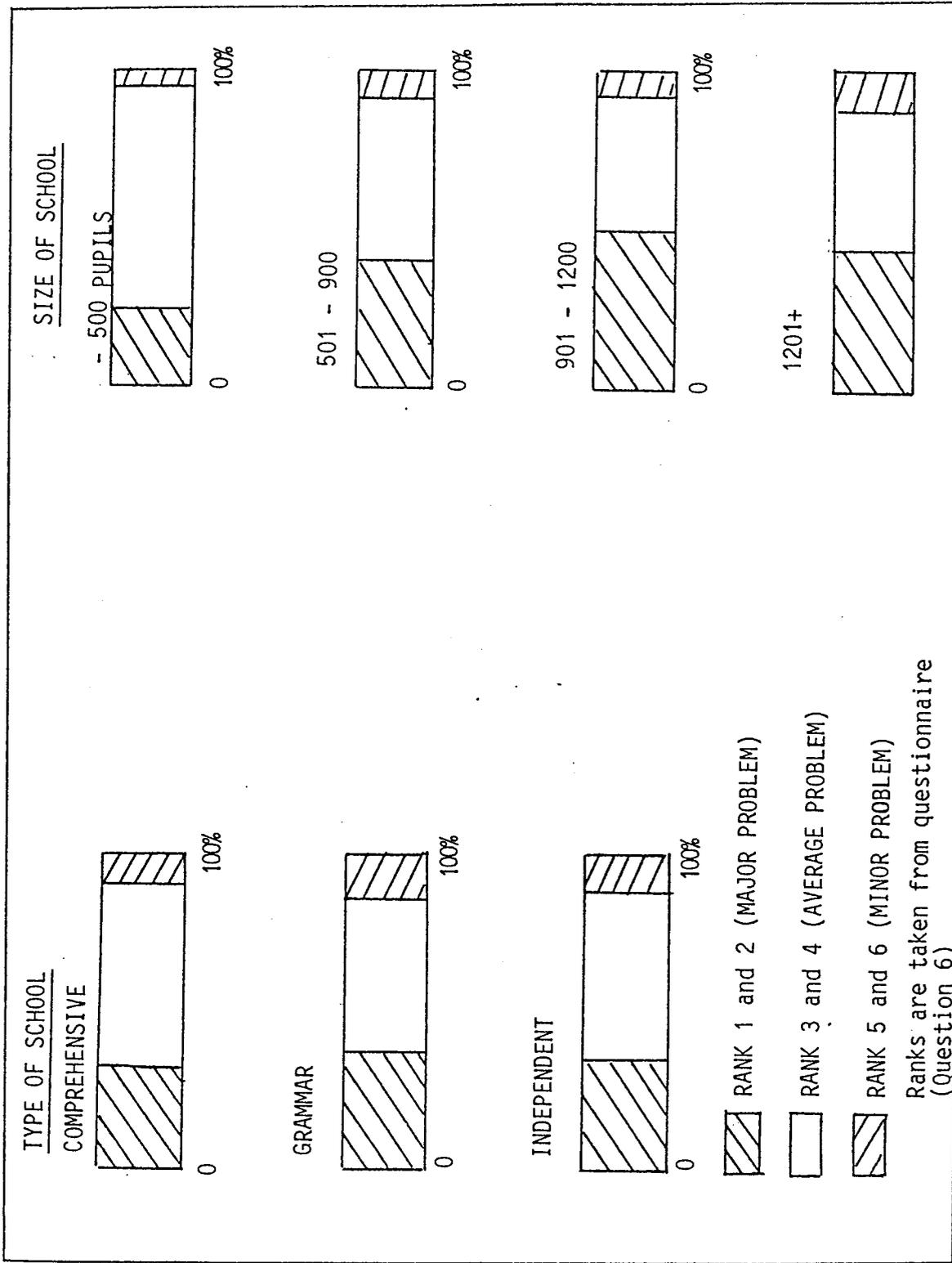


FIGURE 4:4 COMPARISON BETWEEN SIZE AND TYPE OF SCHOOL AND THE 'TIMETABLE PROBLEM'

Figures from Tables 4:6 and 4:7 show that the 14-16 age group, Years 4 and 5, where examination fieldwork is becoming increasingly important, 35% of the answers ranked finance as the major constraint in the past, rising to 46% today and 51% in the future. If the first three ranks are considered together, the respective figures rise to 57%, 63% and 71%. Figures for the 16+ age group are also high with a figure of 77% of respondents ranking costs as a major constraint (rank 1, 2 and 3) for the future.

Increased worries over financial considerations tie in with LEA policy reviews of financial support for geography fieldwork confirmed by 71% of the LEAs in the Questionnaire discussed in Chapter 8. Analysis of the LEA Questionnaire illustrate the great range of financial grants given to schools and answers to Question 10 in the National Schools' Questionnaire concerned with LEA support can be compared closely with the problems which teacher/fieldwork planners have over costs. It is clear that greater problems lie in LEAs where little or no support is provided.

Comments in answer to Question 7 showed the range of concern:

"Decreasing capitation and increasing parental financial difficulty mean that it is already hard to run fieldwork for all. I avoid discrimination in favour of the financially better off where possible and I foresee a decline in fieldwork away from the local area."

"Fieldwork is affected by financial pressures. Pupil costs are an increasing restraint. Finance for resources may be an increasing factor in the future as emphasis is put on practical skills."

"There is no fieldwork because of the financial restrictions."

"Choice of areas for fieldwork is already by costs, and the type of fieldwork we arrange is dictated by the costs involved."

"As all pupils have to do an element of fieldwork costs have to be kept as low as possible and this affects the type of fieldwork we organise."

Capitation has been cut, even less money is available now. There is no minibus available and residential courses are only contemplated for exam courses in the Sixth Form. Costs just would not permit otherwise."

"The problem of pupil costs is very important. Calderdale Education Authority gives no financial aid below the Sixth Form even for teachers. It is very generous in the Sixth Form but otherwise we have serious problems which will only get worse."

"We will undoubtedly find ways of raising money to fund essential course fieldtrips. Staffing reductions will be the greater problem in the longer term."

"Pupil costs are very important. Their increase has certainly affected the fieldwork we organise. Our local area is not wealthy and it is wrong to expect parents to contribute much. The school won't find the money so our fieldwork is limited to a few local exercises."

"It is vital that more funding should come from the LEA especially if more fieldwork is required. Capitation should ideally be expanded to incorporate more fieldwork equipment and resources and to help pay pupil costs."

"Where we go and what we do are already dictated by the increasing costs, particularly of transport. We have arranged a series of day trips in the 4th Year as an alternative to any residential work and we do no fieldwork in the 5th Year."

"Yes, the greatest problem is cost. At 'O' Level fieldwork is becoming increasingly important, taking up more time each year. Due to costs however, residential fieldcourses are being reduced in length or abandoned. Some more distant day work is under threat too."

"Fieldwork has no priority below the Sixth Form. Costs make it too difficult."

These comments, in other words, were often repeated. There were some contrary comments. A few (9%) viewed costs as no real problem at all. Jumble sales, sponsored events and other fund raising events are arranged if necessary to bring in the required funds so that residential fieldcourses may take place. Such action was highlighted by field study centre staff when discussing cost problems which geography departments face (discussions recorded in reports on the study visits in section 9:3). A number of replies in the National Schools' Questionnaire (to Question 7) referred to the different ways of raising money, even for local fieldwork, as the most practical and realistic way, if not the only way, of obtaining the required funds.

An attempt is made in Figure 4:5 to compare results from the Independent and Maintained Sectors. Although fieldwork planners in both types of school found real problems with costs the situation, according to the Questionnaire analysed here, is more acute in the Maintained Sector. The diagram makes a simple division between Ranks 1 and 2 (major problem), Ranks 3 and 4 (average) problem and Ranks 5 and 6 (Minor problem). It is clear that more than 50% of the replies placed costs as a major problem although it is interesting to note that even in the Independent Sector 41% of the replies considered costs to be a major factor influencing the planning process not only via location but also via the type of work undertaken.

4:3:3 AVAILABILITY OF TIME AND STAFF FOR FIELDWORK

Again this is, according to the survey's results a constraint which has had an increasing influence. In Table 4:6 and 4:7 these two together never fell below rank 3 in the 15 year period at all levels and the identifiable trend is of increasing future importance, moving to first rank in Years 1, 2 and 3 and second in the Sixth Form. In the lower range, if all three ranks are cumulated the respective percentages for the past 7 years, the present day and the next 7 years are 68%, 70% and 74%. In the 14-16 range the position is a little more stable with the percentage of answers ranging from 11-15% and for the three ranks between 62-64%. Concerning the 16+ age group there are clear signs of its increasing importance with the percentage putting it first rising from 11 to 17%.

Comments from the survey, once again, showed up the concern:

"The main problem is staff preparation time and organisation. All members of the Department are involved in out of school activities."

"There is now little time to explore new approaches or venues for the study. It is a slow process updating resource material. It is increasingly confined to the school area and the problem will increase."

"All First and Second Year Sixth go on fieldwork but staff in the Department has fallen from 3 to 2. Therefore school cover, preparation time and time to organise the work has meant that there has been no

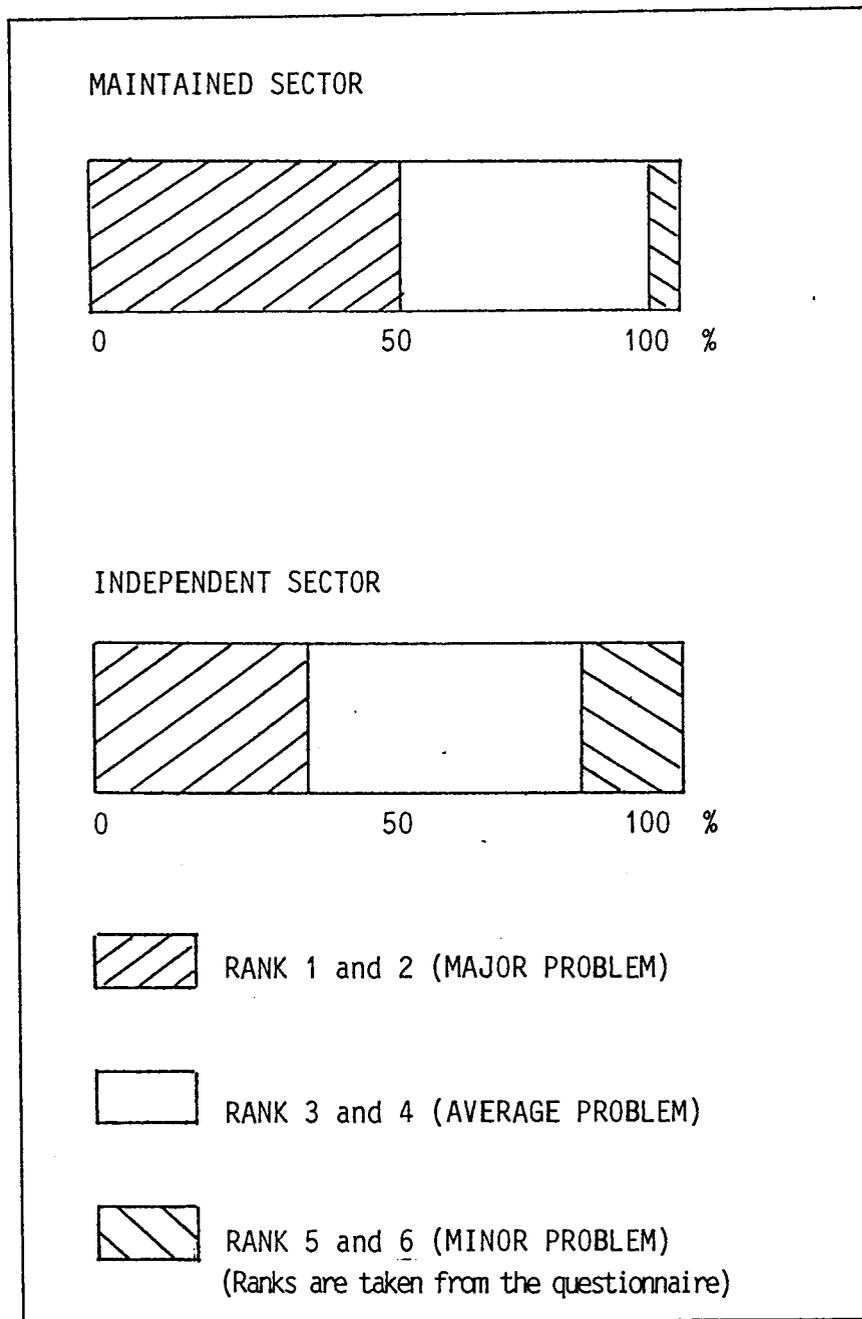


FIGURE 4:5 COMPARISON BETWEEN MAINTAINED AND INDEPENDENT SECTORS AND THE 'COST PROBLEM'

extension of fieldwork to the lower school. There are severe problems on time for administration of fieldwork as free periods are decreasing."

"Time and money are our biggest problems! They are causing all sorts of problems. With increasing pressure on teacher time, fieldwork provision is suffering. We do not get the time to organise anything different."

"Preparation time required has increased. So too has the need to spend more time organising the fieldwork. I have now got an assistant which may help, but the problem is getting worse."

"Attempts to get 'O' Level residential fieldwork off the ground failed mainly because of the lack of time to organise it."

"I have initiated and organised all fieldwork at the school over the last 10 years. The time now required is making this much more difficult."

"We have to make the time. Our department feels it is important that we organise fieldwork in our own time. It is an increasing problem but we find the time somehow."

"There is a distinct reluctance from other staff to organise fieldwork as there is only one full time geographer. The other staff have other responsibilities."

"Many of our staff have pastoral responsibilities and they see fieldwork as a major impingement on time. Therefore our fieldwork programme has been influenced by the time available both to organise and to do."

An important aspect identified by teachers is the availability of the right number of staff and particularly specialist staff for the preparation, organisation and implementation of fieldwork, showing close relationship to the problem of time. More than 25% of the replies referred to the industrial action by teachers, many in the context of its implications on the amount and type of fieldwork undertaken.

The implications are on-going. In schools where the staff turnover is quite rapid the situation is very fluid and may change several times through a geography examination course. Geography teachers often have responsibilities elsewhere. Some have teaching commitments in other departments while others are managerial or pastoral. These add pressure to the time factor and reduce

the willingness of staff to help in or undertake fieldwork planning. This issue may be one of the causes of the emphasis placed on fieldwork in geography staff advertisements.

As schools face staff shortages the problem, according to teachers in this survey, will intensify. Shortages are reflected in other areas such as supply cover and timetable restriction. Figure 4:6 illustrates a general diagrammatic correlation between type of school (comprehensive, Grammar, Independent) and the staff/time problem as highlighted in the National Schools' Survey. The problems appear to be strongest in the comprehensive schools although independent schools reveal a high percentage (43%) of replies placing these as Rank 1 and 2 problems. The more rigid timetable and examination deadlines make it more difficult to organise fieldwork in the independent schools. However these correlations cannot, based on this survey, be carried too far. They only show generalised trends illustrated by the comments already made.

4:3:4 OTHER PROBLEMS INCLUDING FALLING ROLLS

Falling rolls in some schools create major problems but these are not widespread. The major initial impact is in the Sixth Form where geography sets become too small to arrange effective fieldwork programmes. Schools, as stated in a few replies, often then joined together to organise viable fieldwork, particularly residential work. Staying at an Field Studies Council or other centre, as shown in Chapter 9 (section 9:3) has the advantage that schools with few 'A' Level candidates may join courses based upon several schools working together. Staff need not accompany the group and this constitutes another benefit of this system.

There is also the problem of high numbers in the class or year groups. Boardman's study (1974) showed that teachers believed this to be the biggest single constraint. Teacher-pupil ratios or class sizes were not selected in the list of six problems in this survey. However in comments many references were made, directly and indirectly, to the problems these cause. Indirectly low teacher-pupil ratios put pressure on staffing and timetables. Directly problems highlighted included safety, another factor tied in closely with adequate staffing and teacher-pupil ratios and the lack of in service teacher training on fieldwork procedures although few raised the latter as a major

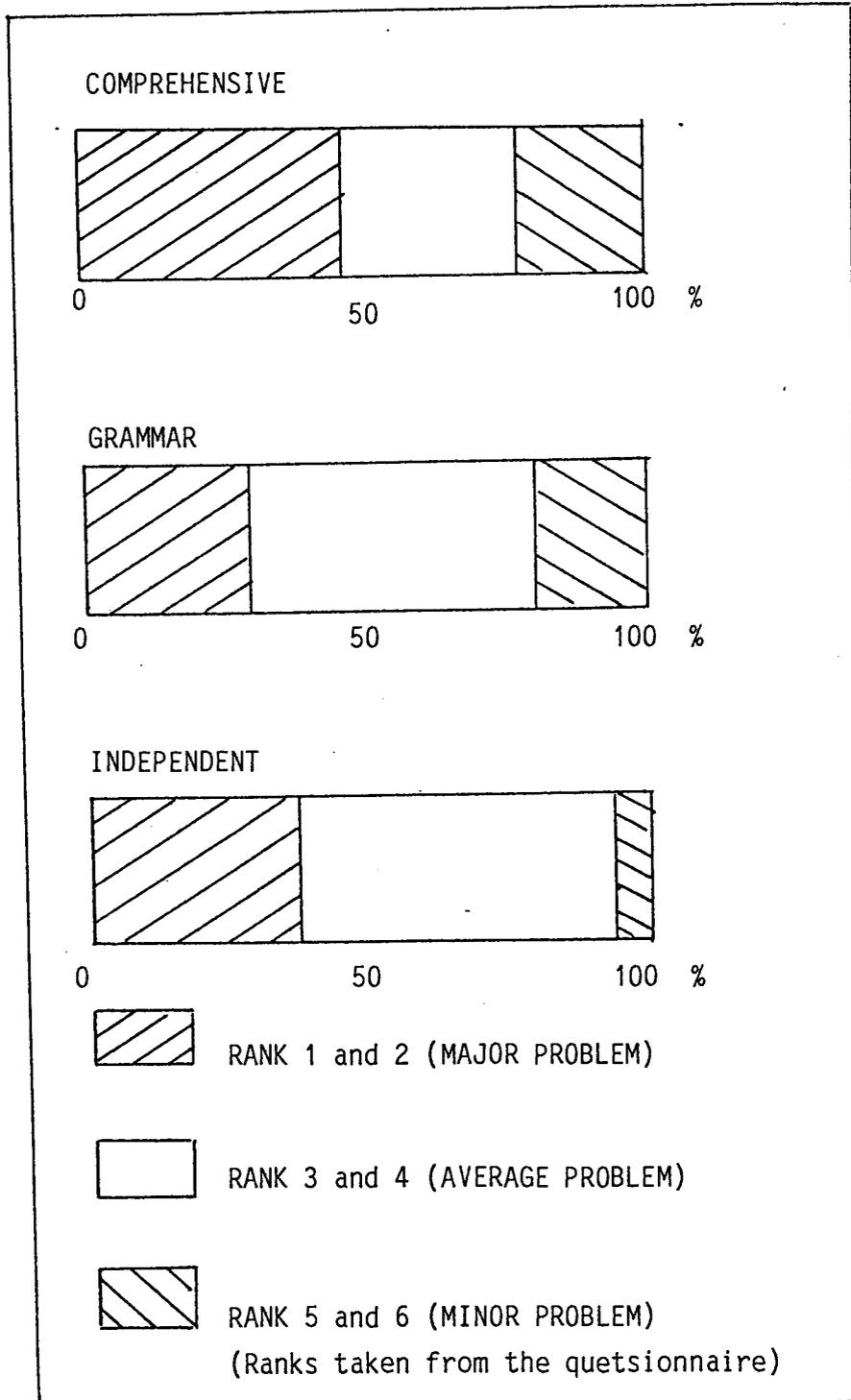


FIGURE 4:6 COMPARISON BETWEEN TYPE OF SCHOOL AND THE 'STAFF/TIME FACTOR'

problem or the provision of training as a possible solution.

The previous discussion illustrates the interrelationship between the influencing (restrictive) factors on the planning process and provides a structure for data collection and analysis of Target No. 2 concerned with the planning process itself. In practical terms the process is complicated further when the residential dimension, already referred to in this section, is studied.

4:4 THE RESIDENTIAL PLANNING PROCESS: OTHER INFLUENCING FACTORS

QUESTION: For residential fieldwork, what made you choose a specific centre?

The sample for the National Schools' Questionnaire, as outlined in section 3:1 (pp 77-78), was based on a list provided by the Field Studies Council and other private centres of schools using their facilities for residential fieldwork. This question, therefore, provides a major theme of the whole survey and in attempting to analyse the factors behind choice of base for residential fieldwork, it adds further data for Target No. 5 to that already collected from earlier questions (particularly Nos. 3 and 7). It is clear that much cross-referencing is required as many of the practical difficulties discussed in the previous section also refer directly to residential fieldwork.

The aim of the question was to identify the weighting of the influential factors involved in centre choice planning. There was no attempt at priority ranking and only a simple important/unimportant split was used. The % figures are shown in Table 4:8 and the factors used: ACCOMMODATION, TEACHING ACCOMMODATION/EQUIPMENT, KNOWLEDGE OF THE AREA OR CENTRE, SUITABILITY OF THE AREA FOR GEOGRAPHY FIELDWORK, PROXIMITY TO SCHOOL, COURSES PROVIDED AT THE CENTRE and ANY OTHERS in the question form the divisions of the analysis of the accompanying comments.

4:4:1 ACCOMMODATION

Accommodation is an important consideration. 80.2% of replies believed it to be so. Reports of interviews at field study centres, described in Chapter

FACTOR	IMPORTANT	UNIMPORTANT
(A) Accommodation	146 (80.2)	36
(B) Teaching accommodation	167 (91.7)	15
(C) Your knowledge of the area/centre	113 (62.1)	69
(D) Suitability of the area for fieldwork	177 (97.2)	5
(E) Proximity to school	33 (18.1)	149
(F) Courses provided at the centre	116 (63.7)	66

TABLE 4:8 THE IMPORTANCE OF FACTORS IN PLANNING RESIDENTIAL FIELDWORK (REPLIES FROM NATIONAL SCHOOLS' QUESTIONNAIRE)
(% ARE SHOWN IN BRACKETS)

Nine, show the emphasis on the amount and quality of pupil and staff accommodation placed by schools looking for centre based fieldwork. Details of the accommodation offered can be seen in answers to Question 1 of the Field Study Centre Questionnaire set out in section 9:2 . However, although 80% of the teachers involved in the survey stated it as important many claimed it was not of major significance. Using a field study centre does increase the cost of the course and accommodation is approximately half of the overall charge. However teachers did state that the use of centres made it easier to make arrangements as it reduced the need to organise their own accommodation. This advantage of field study centres was highlighted by centre staff during visits to particular centres. Comments from the National Schools' Questionnaire showed the value of comfortable accommodation:

".....fieldwork has to be comfortable enough to be enjoyable as well as hard work. Good food is essential."

"Good accommodation is essential during a week of hard work."

"Accommodation is very important. Students work better if comfortable."

"Unhappy students, due to deficiencies of accommodation, are unhappy learners."

Although there were complaints about quality and cost of accommodation the majority of comments stated that basic accommodation was adequate and field centres provide a reliable standard. Accommodation is seen as important as a 'background' to study and sets up the atmosphere for efficient working during the course. Because standards are usually reliable and in many cases 'excellent' the accommodation itself becomes less of an influence. Competition between centres, however, for a share in the residential market has increased standards and made the centre much more aware of their image. This element of competition was emphasised in all of the questionnaire survey results. One teacher wrote:

"If pupils have excellent facilities, then the worries about the suitability of the centre are non-existent."

Teaching equipment and teaching accommodation are also included are are reasons quoted, in discussions at field study centres, for using the Field Studies Council and other centres. Details are again listed with reference to Question 1 of the Field Studies Centre Questionnaire (section 9:2).

Teachers wrote in comment:

"Teaching accommodation is very important, a factor which means we go the FSC rather than arranging our own week."

"Availability of specialised equipment and chance to use it are very important."

"Teaching equipment is very important. School facilities could not compete as the expense could not be justified."

"Availability of equipment is a very important factor, it is a waste to buy any in school."

"Provision of laboratory facilities and expensive equipment is important at 'A' Level."

4:4:2 KNOWLEDGE AND SUITABILITY OF AREA

This leads to the next two factors in the selected list for Question 8. It is difficult to organise fieldwork in an area which is unknown to the department or individual teacher although, as Long and Roberson (1966) argue, this 'ignorance' leading to a 'spirit of enquiry' can be a positive advantage. Actual fieldwork planning creates practical difficulties. Unknown areas for study e.g. finding a suitable stretch of stream for measurement, or slope, or the suitability of a town for specific urban work cause difficulties in planning transport and fieldwork logistics such as the time to be allocated for each task. Access is also a problem. Farmers and local landowners may, for example, have to be contacted and 'ignorance' is a constraint. In addition pressure may be put on the same 'ideal' site and as Yates and Robertson (1968) argue, this may account for a certain amount of ennui or lassitude being shown by local people. In the National Schools' Questionnaire these problems, it was stated, are solved by using field study centres which provide excellent resources and exercises suitable for the area. Tutors have excellent local knowledge and this may explain the lower figure of 62% of replies thinking

that knowledge of the area is important with accompanying views:

"knowledge of area is unimportant if tutors are available or the area is checked out."

"Knowledge is unimportant if you have a centre run course."

"Girls go without staff from school so knowledge of area is relatively important."

"Knowledge and suitability of the area is important due to access and 'back-up' information. There is a 'time factor' also if we are forced to use a different area and start resources all over again."

"Familiarity with area grows and opportunities increase as you go each year."

The trend, according to this survey, was to repeat fieldcourses at the same locations. Few staff have sufficient time to go to a different place each year because of the level of preparation it requires.

The highest score of importance (97.2%) was the suitability of the area for fieldwork. Most replies commented on two specific points: the idea that the environment should be different and secondly the diversity of the landscape. Schools, for example, go to the Field Studies Council centres because they are located in environments which are radically different from anything available locally. Teachers wrote:

"We think it is a good idea for 'lowland Britain' students to see 'highland Britain'."

"Suitability of the area is important, it should be a contrast."

"There is no point in going if the area is not suitable. Field study centres are usually located in suitable areas. That is one of the main reasons why we use them."

"It is very important that there is a variety of fieldwork topics to study - both physical and human geography. We try to cover a range of issues from the course and therefore suitability is seen as very important. This variety makes the fieldcourse of more interest."

4:4:3 PROXIMITY TO SCHOOL AND TYPE OF COURSE

The lowest score of importance is the proximity to the school. Only 18.3% of replies regarded this as important. It seems, from the survey, that once residential field courses are arranged the location does not, at present, depend on transport costs. The previous section suggested that a different environment was considered important and transport costs may therefore be high. With cuts in the real value of grants teachers were keen to point out that transport may become a more important influence in the near future.

The final selected factor is the course provided by the centre. Although there are many schools which visit centres and organise their own courses or take part in centre-assisted courses, most still take part in courses run by the centre. 64% of replies regarded the course as providing an important consideration in the planning process. Reference to replies of the Field Study Centre Questionnaire discussed in Chapter 9 (particularly sections 9:2:3 and 9:2:4) and to the reports of study visits to specific field study centres (section 9:3) supports this view. In a competitive fieldwork situation when changes in examination syllabus requirements affect demands from schools the course offered by the centre is a major influencing factor. Many teachers, in the National Schools' Questionnaire, commented on the direct contact with centres in the organisation of suitable courses and they quoted centre staff's willingness to organise courses to fit individual requirements. They can then be appropriate to pupils of all abilities and interest, interests focusing on activity, getting the 'feel' of the area. They need to provide opportunities for pupils to take part in field research, an important change identified in answers to Question 5 of this survey.

These courses provide many advantages to schools. They help in preparation of individual project work and reduce time in preparation for school staff. They provide a friendly contact with centres which many replies quoted as a reason for repeating visits each year:

"Attitude of staff at centres to both pupils and school staff must be positively social!"

"It is important for 'A' Level pupils to be taught by a variety of people."

"Field centre staff are flexible and understanding of boys from difficult environments,very co-operative."

"Pleasant nature of the people involved with whom there is a close working relationship."

Quality of teaching at field study centres is also important and a major factor in prioritising the centre in relation to others for fieldwork use. A welcoming atmosphere is,according to teachers, a good 'moral' boost for teachers giving them a rest,refreshing enthusiasm and providing a new experience to students. All these immediate side issues are seen as important in deciding the centre and planning the fieldwork.

The Policy Statement of the Field Studies Council (1983) sets out its directive:

"Key personnel,as leaders,have to demonstrate their ability to become as flexible and effective in their approach to environmental teaching and 'skills transfer' as the best of their peers,or make way for those who can. The team at each centre must be flexible enough in its attitudes and skills to cope with all ages,all educational backgrounds and especially the 16-23 age group. In this area integrating the teaching of awareness with landscape and management skills and arts towards a 'satisfaction course' must be an early achievement." (FSC POLICY STATEMENT)

This shows an awareness of these teacher attitudes highlighted by the National Schools' Questionnaire. Personality of the warden,a point highlighted from earliest times by the Field Studies Council,the structural organisation of the centre and the suitability and relevance of the courses offered are all interrelated and can be cross-referenced to the reports of the study visits made to particular centres (section 9:3).

The main disadvantage of using a field study centre is cost. Many teachers (73%) referred directly or indirectly to the high costs of courses at the Field Studies Council and other centres and this issue is raised in discussions of both the Field Studies Centre and LEA Questionnaires (Chapters 9 and 8 respectively). Replies to Question 8 of the National Schools' Questionnaire mentioned changes being made towards school run as opposed to centre run courses because of cost. Reduced LEA grants means that centres are now often

out of financial reach of many schools. Several teachers referred to a change from two residential courses, one in 6(1) and the other in 6(2) to one fieldcourse in 6(1):

"We no longer use the centre (FSC) and have not done so since 1982 because of prohibitive costs."

"Prices will force change in the future: they are overpriced."

"Form 4 and 6 have residential courses in cottages as we can no longer afford the FSC. The total cost is now paid by pupils. Teaching is first class and FSC courses are excellent. We only wish we could take out 6th formers here every year. The cost makes it impossible."

"Unfortunately we now no longer use field centres. Costs do not allow it. We arrange our own fieldwork now in a old school."

"We used to organise two residential courses in the Sixth Form but now we have reduced this to one because of costs. Even this one is under threat as prices escalate."

The factor of cost, already discussed in detail in reference to Questions 6 and 7 of this Questionnaire, can be transferred, therefore, into the residential dimension where, in effect, it increases in importance.

The rest of this Questionnaire concerns 'outside influences' - outside the scope of the department or school and as section 2:2:1 states the questions aim to establish a basis for further developmental data collection and analysis through the research.

4:5 OTHER POSSIBLE INFLUENCING FACTORS

Questions: Is geography taught as a separate or integrated subject?
In which year does geography become an option?
How are the options chosen?
Does the LEA provide financial support? Have there been recent changes in this support?
Which examination board do you use at each level?
How important is fieldwork in the preparation for individual projects?
How do you think the role of fieldwork will change with the introduction of new GCSE courses?

As can be seen these questions mainly cover the targets of investigation 3 and 4. concerned with the influence of LEAs and public examinations respectively. Table 4:9 related fieldwork undertaken in Years 1,2 and 3 with the schools organising and teaching geography either as a separate or integrated subject. There are no identifiable trends and therefore the comments made earlier that fieldwork is perhaps easier to organise if geography is taught as an integrated subject are not reflected in the overall results. Most schools do geography as a separate subject in Year 3, but generally this year is shown up as one when least fieldwork is undertaken.

Table 4:10 outlines the results for Question 9c (concerned with the method of choice for option subjects) and these can be seen in connection with the surveys conducted on Teacher/Pupil attitudes and which are reported on in Chapter 10. Free choice is the most popular method although 58 replies (32.8%) of the replies stated that this choice had to include at least one humanities subject. Details of answers to Question 10 concerned with LEA support are shown in Table 4:11 and these form a basis of discussion extended further in each of the following Chapters. 76.4% of the respondents had the benefit of some LEA financial support although there were great differences in substance set out in part (b) of the question which asked for details of change in this support. 135 (74.2%) of teachers stated a change had occurred although the figures show no direction of this change. It was clear from the accompanying comments, however, that most of the changes were negative. There was evidence of an increase in grants from some LEAs but this was rare.

Examination Boards and syllabuses represented in the survey are set out in Table 4:12. The Table is divided into GCE 'O' and 'A' Level and CSE Boards. As can be seen the London Boards are the most popular, probably because of the original spread of questionnaire replies which was biased towards the south of the country. For CSE the London and South Eastern Boards were the most popular, another reflection of this uneven distribution. However other regional boards were well represented and it can be seen that the results from Questions 1 - 7 are based on a wide range of examination syllabuses. Reference to analysis in Chapter 1:2:3 reveals the difference between syllabuses over the compulsory, voluntary or non-existent role of fieldwork at 16 and 18 and these, to a certain extent, are shown up in the

<u>YEAR 1</u>							
	0	1	2	3	4	5+	TOTAL
GEOGRAPHY	15	12	17	3	12	8	67
INTEGRATED STUDIES	24	16	20	2	9	7	78
TOTAL	39	28	37	5	21	15	145



<u>YEAR 2</u>							
	0	1	2	3	4	5+	TOTAL
GEOGRAPHY	33	5	21	3	5	5	72
INTEGRATED STUDIES	27	8	31	6	6	1	79
TOTAL	60	13	52	9	11	6	151



<u>YEAR 3</u>							
	0	1	2	3	4	5+	TOTAL
GEOGRAPHY	35	11	19	9	7	6	87
INTEGRATED STUDIES	37	8	18	15	3	2	83
TOTAL	72	19	37	24	10	8	170

TABLE 4:9 THE RELATIONSHIP BETWEEN FIELDWORK UNDERTAKEN AND THE ORGANISATION OF THE SUBJECT IN YEARS 1,2 AND 3 OF THE SECONDARY SCHOOL

FREE CHOICE	CHOICE OF HUMANITIES	BLOCKING	OTHERS
88 (49.7)	58 (32.8)	22 (20.9)	9 (5.1)

Figures show number of replies (% in brackets)

TABLE 4:10 BASIS OF CHOICE FOR GEOGRAPHY AS OPTION SUBJECT
YEAR 4 IN THE SECONDARY SCHOOL

LEA SUPPORT		CHANGE IN LEA SUPPORT	
YES	NO	YES	NO
139 (76.4)	43	135 (74.2)	47

Figures show number of replies (% in brackets)

TABLE 4:11 LEA SUPPORT FOR SCHOOLS AND CHANGE IN RECENT POLICY

GCE 'O'/'A' LEVEL EXAMINATION BOARD	NUMBER OF REPLIES	
	'O'	'A'
Welsh Joint Exam Comm.	6	5
Cambridge	31	25
Oxford and Cambridge	17	10
Southern	25	27
London	36	42
Associated Exam Board	20	25
Joint Met. Board	30	32
Oxford	17	16
TOTAL	182	182

TABLE 4:12 EXAMINATION BOARDS ('O'/'A' LEVEL) REPRESENTED
IN THE NATIONAL SCHOOLS' QUESTIONNAIRE

CSE EXAMINATION BOARD	REPLIES
West Midlands	12
North West	15
London	23
East Anglia	18
Yorkshire and Humberside	8
South West	4
Southern	19
Northern	8
Associated Lancashire	9
East Midlands	15
Joint Welsh Committee	8
South Eastern	28
TOTAL	167

TABLE 4:12 EXAMINATION BOARDS (CSE) REPRESENTED IN
THE NATIONAL SCHOOLS' QUESTIONNAIRE

fieldwork provision detailed in this survey. Because of other related influencing factors it is difficult and generally unproductive to make direct correlations between examination board and fieldwork provision. There proved to be so many differences between schools following the same course, even on issues of interpretation of specific syllabuses, Although therefore examination syllabus requirements may provide essential guidelines which ultimately affects the planning process other related or unrelated factors cloud what would otherwise be a simple correlation.

Parts (b),(c) and (d) of Question 11 introduce the role of individual studies. 74% of the replying schools were involved with individual projects at one or more levels,mostly CSE,although some schools were involved at CSE,14-18 ('O' Level) and 'A' Levels. Part (c) which relates individual project work to organised fieldwork revealed that 63% of the respondents believed fieldwork to be of real value (important,valuable or essential),while 26% stated that it was inapplicable. 5.5% found it of general use only,with some replying that the chance to use it for individual project work was very small. Another 5.5% had no comments. Comments that were made were wide ranging and a few are selected here:

"Fieldwork is crucial; it takes up one tenth of project preparation."

"Very valuable as a means of introducing hypothesis testing. This is the approach recommended by the 14-18 Project."

"The chances of using the work we do at Malham are low but it does have general value."

"The 'A' Level candidates uses the work done at the field study centre for their own studies - especially the skills."

"The fieldwork we do is integrated closely to the requirements of the GYSL 'O'/CSE syllabus. At 'A' Level we select topics which fascinate and interest students."

"It is difficult to use the fieldwork because it is too guided."

"It is the purpose of the courses - to collect data and teach skills."

The last part anticipates the introduction of the GCSE examination. Of the total number of replies 70% shared the opinion that fieldwork provision would have to increase to meet the requirements of the GCSE examination. 14.3% could not or did not make any comment and the rest of the replies believed that the situation would not change as the geography department does enough fieldwork already and they would not be willing or able to undertake any more.

Comments ranged over the amount and type of fieldwork change and these will be supported further in the report on the Regional Schools' Questionnaire in Chapter 5. This question, deliberately left open provided opportunity for comment on respondents' priority views. The more individual approach was a common theme throughout the replies:

"It will increase, but pupils will have to do more individual work having learned possible methods on organised work. It is going to require more fieldwork equipment - and it won't be so easy to borrow from other friendly teachers/schools as at present."

"The importance will increase particularly on local studies and on the role of individual pupils. The emphasis will be much more on them. That means they need to be taught the skills."

"It will become more important as geographical investigation is one of the 5 domains of the National Criteria that will be assessed on the actual certificate. Therefore fieldwork will have to be carefully organised, more structured in its objectives and this will be quite a challenge."

"It will become essential for individual studies - hence more will occur. It will also be more structured, getting away from the descriptive approaches and much more towards problem/question orientated personal investigations."

Many replies reflected uncertainty:

"I regard this with much trepidation. Compulsory fieldwork seems inevitable. Local area studies are virtually saturated (Thank God we have patient shopkeepers!). If this comes about then it seems to me that we will have to rely on fieldwork by 'remote control' i.e. suggesting guidelines in school and then letting pupils carry out their investigations in their own time. We use this method with

considerable success in our 4th and 5th CSE classes. In my school the days of the 'day out' and 'week out' are already numbered before the GCSE regulations come in."

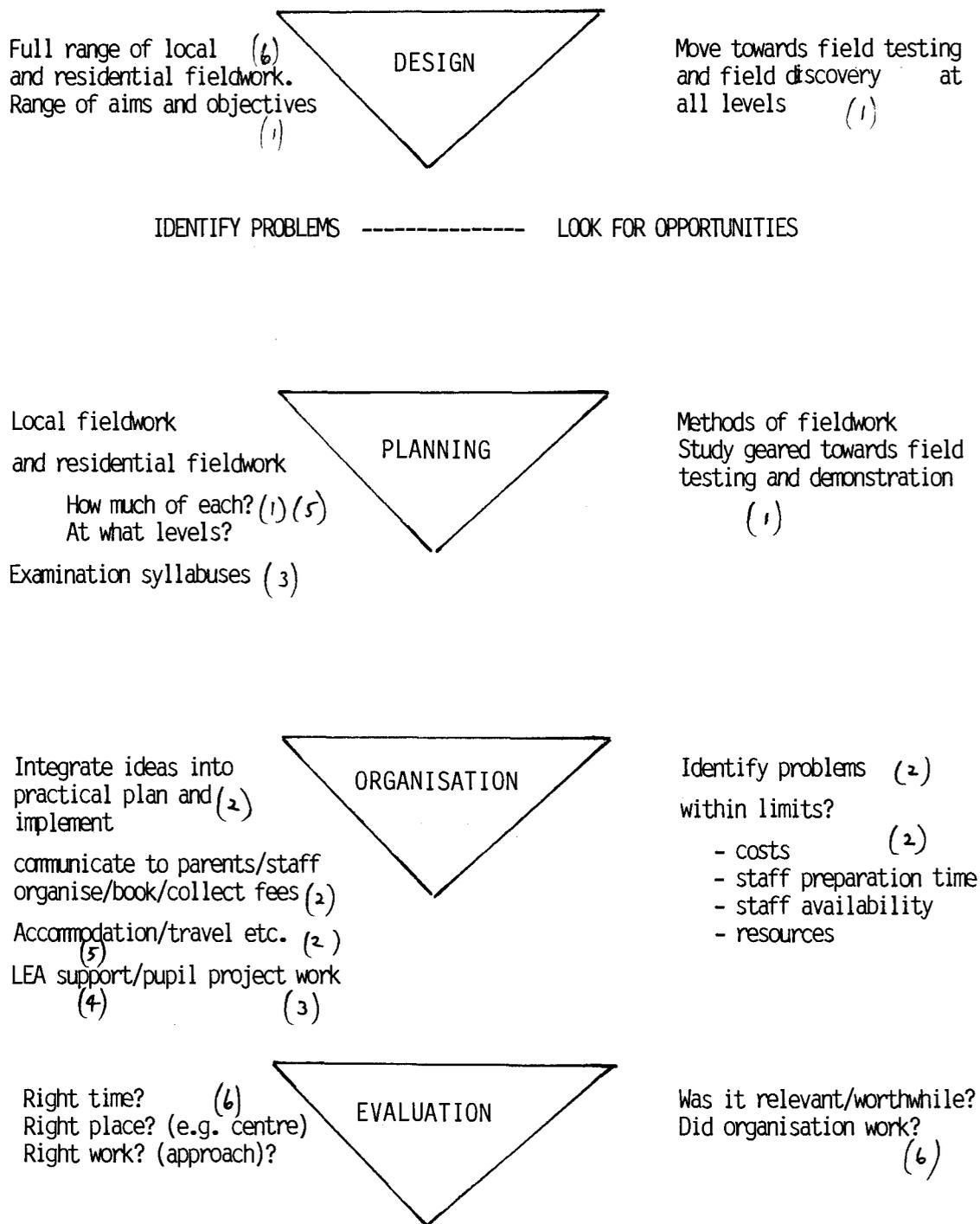
This comment represents the uncertainty felt by many fieldwork planners. The problems outlined earlier in the Chapter were emphasised again and their increasing influence noted. The need, or at least the desirability, to extend fieldwork lower down the school as a means of preparation provided food for thought especially in terms of staffing and timetable restrictions as well as the costs involved.

Although this survey shows more uncertainty than confidence respondents eagerly anticipated the GCSE examination as a means of doing more fieldwork. Fieldwork planners replying, saw it as a way of advocating more organised fieldwork in schools where the odds are against it. That view, although stated clearly by those who held it, was not however widespread. The overwhelming theme was one of anxiety, knowing that the fieldwork element will increase, that it would, more than likely, become compulsory and trying to assess the impact of this change on their planning process. This is an issue of educational change, included in both Targets of Investigation 2 and 3 (concerned with the planning process and public examinations respectively). It will be developed further in the next Chapter.

GENERAL PERSPECTIVE ON THE NATIONAL SCHOOLS' QUESTIONNAIRE

The National Schools' Questionnaire fulfilled its role of testing strength and validity of the selection of targets of investigation and setting the scene, nationally, across the range of target areas. The national scene, according to the survey, was an encouraging one. Only 11.5% of schools did no fieldwork in Years 4 and 5 and 4.6% in the Sixth Form. These compare favourably, in terms of fieldwork provision at these levels, with the studies conducted in earlier years (Long and Roberson (1966), Culley (1972) and DES (1974)). Lower school fieldwork remains unchanged and low in comparison. Only 10.9% of schools involved in the survey organised no residential fieldwork in the Sixth Form. Although the type, amount and content of the fieldwork undertaken differed between schools, the National Schools' Questionnaire revealed a high provision of $\frac{1}{2}$ day fieldwork units

FIGURE 4:7 THE PLANNING PROCESS [NATIONAL SCHOOLS' QUESTIONNAIRE]



(Numbers in brackets refer to the targets of investigation)

at the examination levels (16+ and 18+).

Schools did reveal a downward trend in the amount of Sixth Form fieldwork particularly residential but this was not widespread. Evidence, however, was clear of a reduction in the financial and other resourcing of fieldwork and in the time spent on preparation and organisation. Fieldwork planning was already becoming a victim of the increased pressure of change. Comments stated clearly that fieldwork organised properly and effectively requires time.

The move towards field testing and discovery and away from field study and demonstration means that even more time is needed. Reference to Table 4:5 reveals that this trend is present at all levels and not just in the Sixth Form. These clear signs of teacher perception of future fieldwork patterns have important implications on the planning process.

The encouraging picture emerging at the beginning of the questionnaire needs to be set in context with the problems outlined later in the survey. The National Schools' Questionnaire, conducted in April and May 1985 outlined a series of constraints which were seen by teachers to be most influential. Comments revealed that teachers saw these constraints beginning to act to change established patterns of fieldwork and to modify ideas for the future. Emphasis lay on internal factors i.e. those within the school. Analysis, in the questionnaire, related to fieldwork provision and the planning process has identified a series of stages with interrelated influencing factors. These are set out in Figure 4:7. This diagram will be developed further as data is collected on each target of investigation. Once goals have been stated and a design created based upon perceived aims and objectives, planning and preparation can take place. Organisation follows the prepared plan and after practical implementation evaluation ensures a measure of the fieldwork's success and sets the scene for further design, re-design and planning. Evaluation is considered an important part of the process.

The next survey, the Regional Schools' Questionnaire, follows up certain of these themes and analysing these brush strokes in more detail develops the picture further.

FIGURE 2:1 OUTLINE OF SURVEY INSTRUMENTS

INSTRUMENT OF MEASUREMENT	DATE(S) INSTRUMENT CONDUCTED	SAMPLE BASE	INSTRUMENT OF MEASUREMENT: General details (e.g. role)
NATIONAL SCHOOLS' QUESTIONNAIRE	APRIL - MAY 1985	STRATIFIED SAMPLE 261 schools (from lists provided by field study centres)	Based on schools using a field study centre for fieldwork Testing of the strength and validity of the selected targets of investigation. To set the scene across a range of target areas. An emphasis on the planning involved in residential fieldwork.
REGIONAL SCHOOLS' QUESTIONNAIRE	APRIL - MAY 1986	STRATIFIED SAMPLE 256 schools from 5 south eastern counties	A more intensive study of schools to provide regional results -to add a further dimension:the link between organised fieldwork and individual project work. To extend data collected in NSQ on a number of target areas e.g. the role of public examinations and constraints on the planning process. Perceived impact of change.
FOLLOW-UP REGIONAL SCHOOLS' QUESTIONNAIRE	SEPTEMBER 1987	RANDOM SAMPLE 142 schools from the Regional Schools' Questionnaire	A follow-up survey of schools used in the sample above. One year into the GCSE examination course. Effect of change one year on. Impact of changes across the range of targets.
INTERVIEWS	JANUARY - JULY 1989	OPPORTUNITY SAMPLE of 45 schools	An overview of the planning process - the balance of opportunities and constraints. The impact of change on the planning process Measurement of strength of feeling on influential factors.
LEA QUESTIONNAIRE	OCTOBER 1987	ALL 47 COUNTY BOROUGHs and 57 METROPOLITAN DISTRICTS	Assessment of the positive and negative influences on the planning process Collection of information on financial and other LEA support to fieldwork. Impact of change on LEA support. Assessment of LEA attitudes towards fieldwork provision and planning.
FIELD STUDY CENTRE QUESTIONNAIRE	OCTOBER 1987	RANDOM SAMPLE 100 centres	Assessment of the role of the field study centre on school fieldwork and its planning. Measurement of reactive and proactive influences on fieldwork planning. Fieldwork opportunities. Field study centre staff attitudes towards fieldwork planning.
VISITS TO CENTRES	MAY - AUGUST 1986 JUNE - SEPTEMBER 1989	5 SELECTED CENTRES	Follow-up to the questionnaires. Assessment of the strength of feeling about issues which Link centre with schools in fieldwork planning.
TEACHER/PUPIL ATTITUDE QUESTIONNAIRE	JANUARY - MAY 1989	45 Schools 131 teachers,540 GCSE pupils,360 'A' Level pupils	Assessment of the perceived role of fieldwork (present and future) Assessment of teacher attitudes across range of targets Assessment of pupil attitudes towards fieldwork and its role.

INSTRUMENT OF MEASUREMENT	TARGET 1 Fieldwork Provision Approaches to study	TARGET 2 Planning and Organisation of Fieldwork programmes	TARGET 3 The Role of Public Examinations	TARGET 4 The influence of Central Govt. and LEA policy	TARGET 5 The Residential Experience and the Role of the field study centre	TARGET 6 Teacher and Pupil Attitudes towards fieldwork
NATIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? How many pupils are involved? Has the number changed? If so how? Has the nature of fieldwork preparation time changed?	What are the problems of organising fieldwork? Rank problems and assess future impact. Has the amount of financial resources and preparation time changed?	What exam board do you use at each level? Do candidates undertake individual work? Is fieldwork important as preparation for these? How will fieldwork's role change with GCSE?	Does the LEA provide any financial grant? Has this changed in recent years?	What makes you choose a centre? What influences choice?	Is geography taught as separate subjects? (or integrated subjects) When and how does it
REGIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? Has this changed over the last 5 years?	What are the problems of organising fieldwork? How will these problems affect fieldwork provision in the future?	What % of pupils do a project? Which board do you use at each level? What are the purposes of project work? What problems arise in the completion of projects? How informed are you about GCSE? What implications will GCSE have for fieldwork?		How many units are residential?	
FOLLOW-UP REGIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? Has there been any change in the last 2 yrs?	Have any problems arisen or changes occurred to cause difficulties in fieldwork provision at any level?	Has the introduction of GCSE affected the type, amount and location of fieldwork? What have been the implications of project work for staff and pupils?	What is the present position regarding LEA financial support LEA policy towards fieldwork? Has it changed?	How many units are residential? Give details of residential fieldwork? Has residential fieldwork been pressurised recently?	Comment on present and future position of fieldwork and its planning.
INTERVIEWS	Aims and objectives Changes in approach Fieldwork programmes New and traditional opportunities	Planning and organisational procedure Constraints and limiting factors	Role of GCSE Role of individual studies	Role of LEA How much does LEA influence the planning process?	Local v residential fieldwork	Impact of present changes Future influences and change General attitudes towards role of fieldwork
LEA QUESTIONNAIRE	Effect of LEA on fieldwork provision	Effect of LEA on planning		Do you support the need for fieldwork/residential fieldwork? What support does the LEA provide? Has this support changed? Is residential fieldwork increasing/decreasing? Details of facilities Pupil numbers at centre Changes in numbers Course changes What problems do field study centres face?		
FIELD STUDY CENTRE QUESTIONNAIRE		What problems do schools face as they plan for fieldwork?	Impact of 16-19 Geography project Impact of GCSE			
FIELD STUDY CENTRE VISITS	Link between field study centres' markets and school fieldwork provision	How does the field study centre see the interplay between opportunities and constraints in the planning process?	Impact of GCSE and 'A' Level changes.	Impact of changing policy and changes in LEA support	How does the field centre view its role? How does it view changes in the market? What courses are offered? How will the future affect the field study centre?	What does the future hold for geography fieldwork? What courses are offered? How will the future affect the field study centre?
TEACHER/PUPIL ATTITUDE QUESTIONNAIRES	Teacher Pupil	Importance of influencing factors in planning process	Individual project and links with fieldwork Links between project work and fieldwork Importance of fieldwork in exams.		Value of residential experience Benefits of residential fieldwork Value of residential experience	Attitudes of teachers to fieldwork Attitudes towards fieldwork Enjoyment of fieldwork Looking forward to fieldwork?

FIGURE 2:2 THE LINKS BETWEEN SURVEY INSTRUMENTS AND TARGETS OF INVESTIGATION

CHAPTER 5

Report on the Regional Schools' Questionnaire

The Regional Schools' Questionnaire, the second survey conducted, is located specifically in the South East, in the Counties of Kent, East and West Sussex, Essex and Surrey. None of the schools replying to the National Schools' Questionnaire were contacted again and so the questions in this survey which are similar or the same as those in the national survey provide additional data on the same themes. Section 2:2:2 of this study (pp 62-65) outlines the question sequence of this questionnaire and sets them within the framework of both the other instruments of measurement used in the research design and the Targets of investigation. A copy of both Figures 2:1 and 2:2 which summarise the dates and roles of questionnaires and interviews and the questions related to the Targets of investigation are inserted here for easier reference. Results of this Regional Schools' Questionnaire should also be seen within the context of the sample frame discussed in section 3:2 (pp 84-90).

This 50% stratified sample of 256 schools in the five south eastern counties produced a response rate of 73.8%. It was conducted in April/May 1986, a year after the national survey. The basis was not made up of schools using field study centres. Schools were selected in a stratified random way using the Education Authorities' Directory 1986. From this point of view, therefore, it is a more general survey of schools, but concentrated into one region.

Sequences identified in section 2:2:2 are used as an outline for the Chapter and the questions are summarised at the beginning of each section so that discussions of the results can be easily related to the Questionnaire. A copy of the full Questionnaire is located in Appendix B. As Figure 2:2 shows the Regional Schools' Questionnaire aimed to collect data on Targets of investigation 1, 2 and 3 although indirect reference to Target 4 is made in Questions

7 and 8 concerned with fieldwork planning and its constraints. Emphasis, however, lies on Target No.3 and in particular on two themes: the link between individual project work and organised (teacher) fieldwork and the anticipated introduction of the GCSE examination. It is the influence of these (together with additional information on already identified factors) which are added to the planning environment already set out in the general perspective at the end of the report on the National Schools' Questionnaire in the previous Chapter. More detailed reference to the Targets of Investigation (other than that in Figure 2:2 is found on pp 39-40).

5:1 TRENDS IN FIELDWORK PROVISION

Questions: How many pupils take geography in each year group?
How much fieldwork is done at each level ($\frac{1}{2}$ day units)?
Has this number changed over the past 5 years?
How many of the $\frac{1}{2}$ day units referred to are residential?
If individual projects at any level are voluntary, what % of pupils complete a project?
Which examination board do you use at each level?

The first three questions aim to provide more information about trends in fieldwork provision in schools. They are similar questions to those used in the National Schools' Questionnaire. The amount of fieldwork undertaken, in $\frac{1}{2}$ day units, in the survey schools is shown in Table 5:1. These figures can be compared with the results of the National Schools' Questionnaire shown in Tables 4:1, 4:2 and 4:3. Fieldwork provision is lower in the Regional Schools' survey. Comparisons show that more schools (28.7% in Year 1 and 43.4% in Year 2 as compared with 26.9% and 39.7% respectively) do no fieldwork in the early secondary years. However the Regional Schools' survey revealed fewer schools doing no fieldwork in Year 3. In general fieldwork done in this particular year increased with, for example 7.6% doing 4 $\frac{1}{2}$ day units as opposed to the 5.8% in the National Schools' survey. In Years 4 and 5 it is interesting to note that although the number of schools doing no fieldwork has increased the number of fieldwork $\frac{1}{2}$ day units (in categories 1, 2 and 4 $\frac{1}{2}$ day units) has also increased. The number of schools undertaking 6 or more $\frac{1}{2}$ day units has decreased in both Years 4 and 5. Figures for the Sixth Form show an increase in schools doing no fieldwork, particularly in the Upper Sixth and a general reduction in the number of $\frac{1}{2}$ day fieldwork units across the range of categories shown in Table 5:1. The identifiable

YEAR	0	1	2	3	4	5 +	TOTAL
1	43 (28.7)	26 (17.3)	46 (30.7)	7 (4.7)	16 (10.7)	12 (7.9)	150
2	76 (43.4)	18 (10.3)	52 (29.7)	12 (5.1)	9 (5.1)	8 (4.6)	175
3	67 (36.6)	27 (14.7)	42 (23.0)	16 (8.7)	14 (7.6)	7 (9.4)	183
4	34 (18.3)	11 (5.9)	26 (14.1)	19 (10.3)	41 (22.2)	5	TOTAL 185
5	62 (33.5)	15 (8.1)	38 (20.6)	9 (4.9)	26 (14.0)	9 (4.9)	15 (8.1) 25 (13.5) 185
6A	9 (6.8)	10 (7.5)	2 - 5 26 (19.5)	6 - 9 23 (17.3)	10 - 13 41 (30.8)	14 - 17 19 (14.3)	18+ 5 (3.8) TOTAL 133
6U	33 (24.8)	14 (10.5)	45 (33.8)	19 (14.3)	11 (8.3)	9 (6.8)	2 (1.5) 133

TABLE 5:1 FIELDWORK UNITS UNDERTAKEN BY RESPONDENT SCHOOLS (REGIONAL_SCHOOLS' QUESTIONNAIRE)

trend is towards fewer fieldwork units, illustrated by the large increase in replies focused in the 2-5 ½ day unit category (from 1.7% and 5.2% for the Lower and Upper Sixth to 19.5% and 33.8% respectively).

The reduced provision may be explained by respondents to the Regional Schools' Questionnaire being more aware of the constraints facing them as fieldwork planners. This survey was conducted a year after the National Schools' survey so it is possible that these constraints, discussed in more detail in section 5:3, have become more influential.

Alternatively schools in the south east do less fieldwork, in general, than other schools, although this hardly seems a likely explanation especially as LEAs, although showing a great diversity, are generally supportive to schools doing fieldwork. This support, revealed in replies to the LEA Questionnaire, discussed in the last sections of Chapter 8, does not, however, extend much below the Sixth Form.

A comparison of fieldwork undertaken between the five counties is shown in Figure 5:1. Few identifiable trends show up and a number of influences, already discussed in Chapter 4, blur any tangible correlation patterns between the counties. Further comparisons, between fieldwork provision and type/size of school (Figure 5:2) and the four most popular examination boards (Figure 5:3) reveal general trends. Fieldwork provision in Figure 5:2 is graded between schools undertaking a substantial amount of fieldwork at all levels and schools undertaking little fieldwork below the Sixth Form. Grammar and independent schools show greater numbers in the category where a small provision is made for the lower school. More comprehensive schools (40% as opposed to 33% and 34% for grammar and independent schools respectively) undertake substantial fieldwork at all levels. The term substantial was based on replies to part 3(a) of the Questionnaire. Correlations with different size schools show that schools of 501-900 pupils tend to do more fieldwork although it is interesting that schools below 500 and above 1201 pupils undertaking substantial fieldwork at all levels are similar in number. The highest percentage doing little fieldwork below the Sixth Form was in schools below 500 pupils.

A similar categorisation was used in comparisons with examination boards.

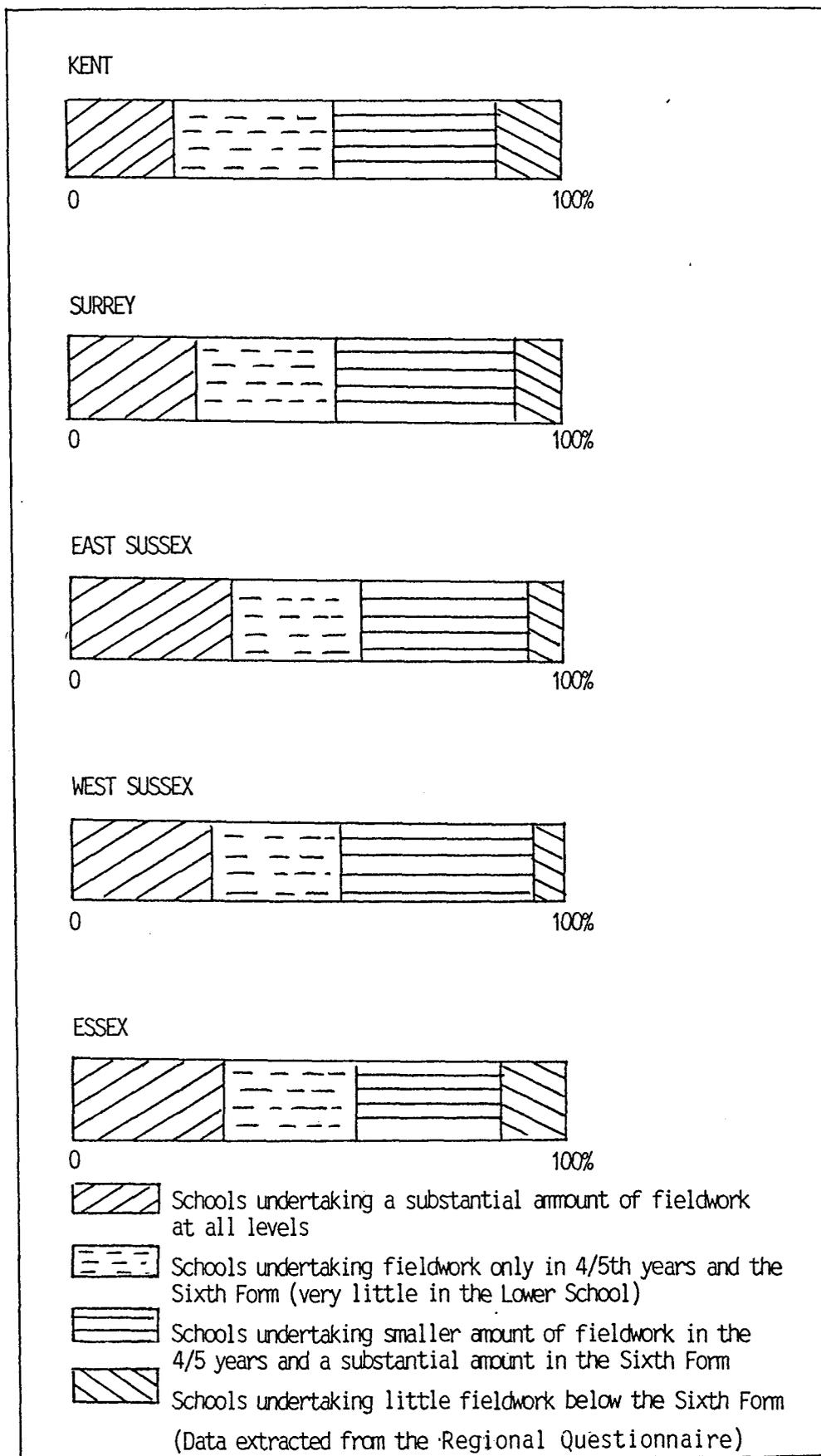


FIGURE 5.1 COMPARISON BETWEEN COUNTIES: SCHOOL FIELDWORK

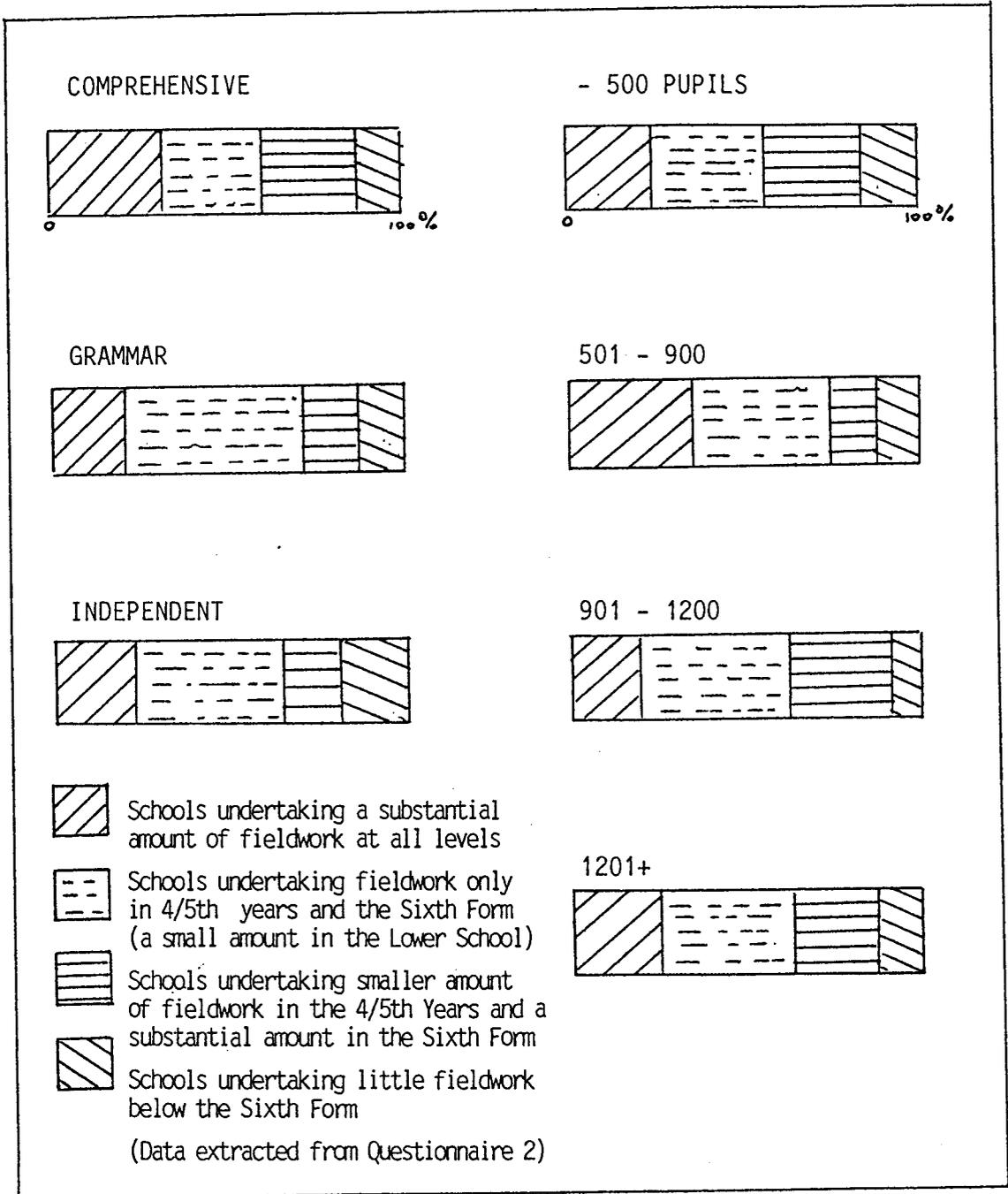


FIGURE 5:2 COMPARISON BETWEEN TYPE AND SIZE OF SCHOOL AND THE AMOUNT OF FIELDWORK UNDERTAKEN

The University of London Schools' Examination Board, at GCE 'O' Level, and at 'A' Level can be correlated with the largest number of replies in the highest fieldwork category and also in the category showing a small amount in the lower school and a substantial amount in the Sixth Form. More schools using the Associated Board seem to do little fieldwork at both levels. However these links are not very strong and the complexity of the planning process already referred to in Chapter 4 makes them somewhat tenuous.

Analysis of changes in fieldwork provision shows that over the past five years the Sixth Form has been relatively stable. At 'O' Level/16+ and CSE the trend was generally upwards. No request, in Question 3(b), for the amount of fieldwork increase was made as this, in many situations, would have been impossible to record. Signs were, however, positive. In the Lower School the situation was less positive with most schools showing signs of stability and in the case of 45 (23.8%) schools showing an overall decrease. Figures are shown in Table 5:2.

Most residential fieldwork is done in the Sixth Form, although some schools do arrange a residential experience in the 14-16 age range. Of the 185 replies 39 (21.3%) recorded residential work in Year 4 and 21 (11.3%) in Year 5. Often this has elements of history, biology, environmental studies and outdoor pursuits but geographical fieldwork is undertaken and should therefore be included. Very little residential fieldwork is undertaken in the Lower School. Only 15 (7.9%) of the replies indicated that any residential experience was gained during the first three years. These results are shown in Table 5:3. Question 3(d) followed on from the residential theme by requesting data on the numbers of pupils (particularly at 'A' Level), who completed voluntary projects. The numbers varied considerably. In some cases the figure was 100%, whereas in others it reached as low as 15-20%. These results, shown in Table 5:4, may have been influenced by one or a number of the different aspects highlighted in discussions of the results of Question 5, which follow in the next section.

5:2 TEACHER ATTITUDES TO PROJECT WORK IN GEOGRAPHY/LINKS WITH FIELDWORK

Questions: For departments involved with project work-
What are the purposes of these projects?
What problems do the organisation, preparation and completion of individual projects have for pupils and staff?

REPLIES SHOWING CHANGE IN FIELDWORK PROVISION						
YEAR	1	2	3	4	5	6A 6U
+	12.7	11.4	9.1	51.6	37.2	28.3 7.4
-	15.8	19.7	17.1	13.1	26.9	26.5 41.2

TABLE 5:2 PERCENTAGE OF REPLIES SHOWING POSITIVE AND NEGATIVE CHANGE IN FIELDWORK

YEAR	1	2	3	4	5	6A 6U
RESIDENTIAL ELEMENT (%)	6.1	5.5	15.6	21.3	11.3	75.1 17.9

TABLE 5:3 PERCENTAGE OF FIELDWORK UNITS AS RESIDENTIAL UNITS IN RESPONDENT SCHOOLS

TAKE-UP RATE OF VOLUNTARY PROJECT WORK						
%	Below 20	20-40	41-60	61-80	81-100	Total
5th	-	-	7	24	30	61
6U	5	4	-	17	14	40

TABLE 5:4 TAKE-UP RATE OF VOLUNTARY PROJECT WORK
REPLIES FROM SCHOOLS' QUESTIONNAIRE (REGIONAL)

	CSE	'O'	16+	A
1	3.5	3.1	3.7	4.3
2	2.4	1.9	1.8	2.9
3	3.9	3.8	3.2	2.9
4	4.3	4.5	4.6	2.3
5	2.9	2.6	3.1	3.7

TABLE 5:5 MEAN VALUES OF RESPONDENTS' RANK ORDERS FOR
THE AIMS OF PROJECT WORK IN GEOGRAPHY

For departments not involved in the organisation of projects-
What problems would you envisage facing in setting up project
work and/or what are your reasons against becoming involved
in project work as part of a geography examination?

Questions 5 and 6, through the funnel approach discussed in section 2:1:2 (p 52) are linked and respondents who answer Question 5 (a) and (b) are not required to complete Question 6 and vice versa. Reference to Adderley's work (1975) which is used to divide purposes into a series of categories is made in Chapter 1 (p 26). Adderley et al were concerned with the project method ideas in Higher Education and this question proposes a transfer of these to CSE, GCE 'O' Level, 16+ CSE/GCE and 'A' Levels. The five purposes set out in Question 5 are in fact advantages which project work is seen to hold over other types of teaching. They are all part of the project method but their priority may be seen to change between the different age groups. What is important here is the influence on the fieldwork planning process. Results from these questions can be seen in the light of the discussions in Chapter 10 of surveys, among case study interview schools, of staff and pupil attitudes about fieldwork (and project work) in geography.

5:2:1 THOSE INVOLVED IN PROJECT WORK

Of the 189 schools replying teachers from 56 (29.6%) stated that they were not engaged in project work at any level. The other 133 were involved at a variety of levels and the rank orders shown in Table 5:5 reveal the mean values of their responses. At 16 years the practices in learning by research, planning, hunting out sources, collecting material, selecting and presenting it are considered the most important purposes (advantages) of project work. This seems to apply to all examinations at this level.

Teachers also view communication skills as important. Disciplines involved in planning, organising, implementing and writing up the project are seen as part of the education process at this level. Experience on a complex task over a period of time is seen a fulfilling purpose even at 16.

Teacher responses believed the result at 'A' Level to be of more permanent value and interest. More time, a greater degree of maturity, both socially and academically and a greater interest in the subject point to a more sustained

and more valuable piece of work. This, the group organised fieldwork programme cannot, according to many fieldwork planners, achieve. Co-operation among other students and encouraging a sense of commitment and personal responsibility it can. Teachers see project work as playing a part in the move towards pupil-centres or flexible learning and once again, at 'A' Level the practice of learning by research is seen as a high priority for individual project work. Organised fieldwork and therefore its planning must bear these developments in mind.

Problems of which Question 5(b) is concerned fell into certain categories. For pupils, teachers considered the completion of work on time was a major problem and this was universal at 14-16 and 'A' Level. Pressure of time had common reference, particularly at the lower level where project, practical and coursework for other subjects pressurise candidates, especially at certain times of the year. Comments expressed a concern which is expected to increase with the GCSE:

"So many other subjects now ask for projects to be done. This causes so much pressure for pupils. They find it difficult to cope. This especially applies to the less able pupils."

"There seems to be great trouble fitting project work in around other commitments. These are not purely academic but includes part time jobs and recreational activities."

"The time factor is so important. Other subjects are now doing project work and it makes it difficult for pupils to cope with it all."

"The usual problem is the organisation of time. Most projects are completed but only about 90% are completed by the target date. Others get too bogged down both with these and other projects."

"They are engaged in similar work in other subjects - perhaps they are under too much pressure already."

At 'A' Level too, time was a commonly stated problem. Here other distractions are probably more influential than merely academic ones although projects in other subjects at 'A' Level such as biology, history, computer studies as well as practical work involved in technical subjects, for example, do take up considerable time.

Teachers also highlight motivation as a factor. Many comments stated that pupils lose motivation and tend to panic before deadlines. Pupils also find difficulty in organisation and this was stated on many occasions. At the lower level this problem tends to be much worse. Survey comments referred to the descriptive rather than analytical nature of many projects. At 'A' Level the lack of originality, the problems over choice of topic and the setting up of a hypothesis or issue to study were seen as difficult tasks to overcome. Finding information, knowing what information to collect and knowing which methods of collection to use (as well as techniques of analysis and presentation) were all stated as major problems at 'A' Level. All of these are now seen therefore, as key influences on the fieldwork planner undertaking the organisation of appropriate fieldwork throughout the school.

For staff the main problem is the time required to see every candidate about their project, to check everyone's progress and to assess their product at the end. Almost every reply mentioned time as a major factor. Lack of information, lack of project resources and the need to be fully aware of as many opportunities (information sources, fieldwork sites etc.) as possible were considered to emphasise the time factor. Lack of project resources is also a separate issue and is related to the lack of fieldwork resources and equipment, discussed in connection with the National Schools' Questionnaire.

Many respondents highlighted the need for organised fieldwork. Yet industrial action, lack of staffing and timetable problems had caused problems in organising fieldwork and this was having a 'knock-on' effect on project work as pupils were not introduced to and practised in the skills and fieldwork methods required for project work. Pupils then relied on too much secondary data. Project work, in some cases, had been abandoned because of the problems over fieldwork organisation. This clearly shows the direct link between the two fieldwork methods. As with problems involved in group organised fieldwork the difficulties in project work are closely interrelated and it is difficult to assess their importance individually.

5:2:2 THOSE NOT INVOLVED IN PROJECT WORK

Comments strongly supported the time factor:

"The problem is time and the need to collect primary data. We have only 2 single lessons in the 4th Year at present. This is likely to change but at the moment we can't get involved in project work."

"The main reason at present is the lack of time. Lessons are 40 minutes and this allows very little time for going out. Other departments are not happy about lessons missed. Hence we do no project work either."

"The time available for staff co-ordination and organisation. All will change with GCSE but at the moment we do not undertake project work because of time."

"The major problem is time. Time for preparation, for getting students out of school and for assessment. We have a complete lack of any fieldwork equipment and have little prospect of being able to finance any in the near future."

"Too many other things to do! Lack of supervision time for individuals or small groups."

"Time is the problem with a large number of students. Staff-pupil interview time increases pressure on staff and pupils. There is the difficulty of a large number of pupils living abroad where it may be difficult for them to do projects during the holidays. They cannot easily return to complete unfinished work."

Other factors highlighted were the cost of resources and the timetable, although here project work often seemed to be confused with group organised fieldwork. In terms of departmental timetabling problems may arise in fitting in project work preparation, planning and implementation. Project work, as indicated, takes a considerable amount of time in counselling and guidance and this needs to be taken into account when planning the department's teaching schedule.

Some teachers argued that at 4th and 5th Year levels students lacked the ability/organisation/initiative to follow through work that is geographically 'sound' and original. Impact on the local environment was another concern expressed. Too many projects, it was considered by teachers, done in the same area soon deplete the resources on which the projects are based. In order to overcome this respondents believed that more organised fieldwork would have to be done and this would be very difficult if not impossible.

Parental support and interest were also seen as important aspects. 31% of those answering this question claimed that projects discriminated according to pupil background. Parental interest, resources (cash, car advice!) and work facility plus the ability of one's parents to assist all play an important part. Project work discriminates too, against low ability pupils who can score higher grades easier on traditional structured classwork. These are views of a significant proportion of the respondents.

Many of the points raised here are followed-up in the report on Interview case studies and in the Teacher/Pupil Attitude Questionnaires in Chapters 7 and 10 respectively. This section raised important pointers concerning the relationship between organised fieldwork and project work as a major influence on the planning process. However at this stage the Regional Schools' Questionnaire builds up more data on the planning constraints, a major element of target of investigation No 2.

5:3 PROBLEMS INVOLVED IN THE ORGANISATION OF FIELDWORK

Questions What are the problems involved in organising fieldwork?
How will these problems affect the provision of fieldwork in schools in the future?

The identification of the major problems (set out at the beginning of section 4:3 (p 121) has already underlined major constraints in the planning process. Inclusion of these questions, therefore, was aimed at adding support to Questions 6 and 7 on the National Schools' Questionnaire so as to re-inforce these results and identify any new and equally influential constraints. Replacement of falling rolls by the (f) any other category was a change from the original list used in the National Schools' survey. The problems used in the Regional survey are as follows:

- (a) cost to pupils
- (b) staff preparation time
- (c) lack of staff to participate and organise
- (d) timetabling problems
- (e) lack of finances for fieldwork resources
- (e) any other

A second change was the use only of 'present' and 'future' 'seven' years concentrating on change for the future particularly in line with examination changes and this confused some respondents who were unsure of the significance of seven years!

As with the National Schools' Questionnaire the mean of the replies was used in the data presentation and the results are set out in Table 5:6. These show similar trends to those identified in the National Schools' Questionnaire shown in Table 4:6 (p 122) and so no attempt was made to combine the first three ranks as was undertaken after the first survey. Trends were seen to be clearly identifiable. In the lower age group, Years 1, 2, and 3, the time-tabling problems dominate together with the need for increased staff preparation time. Answers to Question 10 of this Questionnaire, concerned with the impact of the GCSE examination, reveal that many fieldwork planners believe that the GCSE will require fieldwork skills to be introduced lower down the school. This has already been identified as putting extra strain on staff time and extra pressure on the timetable. Comments quoted teacher-pupil ratios as a restriction although their value was obviously realised for safety reasons. This clearly links with the availability of staff to accompany fieldwork groups even in the local area, irrespective of the time and staff needed to plan, prepare and organise the fieldwork exercises in the first place. A few examples show the strength of feeling:

"There will always be the problem of staff, as GCSE demands fieldwork at 14-16 so the problem will increase as will timetable stress."

"We shall go on managing, we have to! But with more fieldwork required the problems of staffing and timetabling are becoming insurmountable."

"As an independent school I feel our problems may be slightly different from those in state schools. Preparation time, participation time and organisation time is going to be quite a major factor for us."

"Union action has meant no field day trips for 18 months. Staff will not cover. The LEA will not pay for supply. We are in limbo at present. The future seems unresolved."

"Staffing and timetabling problems restrict fieldwork to the minimum. We don't know what will happen in the future. What we do organise takes up considerable time and any more would be very difficult to fit in and to prepare in the first place."

"We have a major problem getting out of school. Other departments are not keen and teachers in school have to cover our lessons. With a large school like ours we can't take all pupils at once. This leads to disruption over a protracted time. The sheer numbers involved is a major problem too."

"Preparation time is increasingly eating into out of school time. Our department is now coping with reduced staffing at the same time as the workload is increasing. How can fieldwork be prepared and planned properly when time is pressurised? This makes it less effective. We would like to extend it further down the school but this is highly unlikely in the present circumstances."

There are other identifiable trends too. The 'Wiltshire Case' (discussed in detail in section 8:3 (pp 248-252) had been made public and was referred to by many teachers in their replies to Question 8. This, together with the Lands End tragedy, also discussed in Chapter 8 (section 8:2), lead to many concerned comments. The twin problems of safety and finance with the recent legal implications seemed to put the continuance of fieldwork, in its present form, according to teachers involved in this survey, seriously at risk.

The implications, set out in discussions in Chapter 8 concerning charging for fieldwork and the need for tight supervision and planning before and during fieldwork visits, might well cause residential fieldwork to disappear. Group work would be, according to anxious teachers, reduced to a minimum as staff became more and more reluctant to organise and particularly to participate in fieldwork where the responsibility has now been publicly recognised. Costings too make the future of organised fieldwork uncertain. With the advent of GCSE, it was commonly considered that group work may well be replaced by more individual project work by the candidate. Such a change has already been highlighted in the previous section. Even here the safety (responsibility) aspects were seen as very considerable and a restriction on 'movement' here too.

Residential fieldwork, according to this survey's results, does not have a certain future. Yet, as Table 5:3 shows, the majority of schools run residential fieldcourses at 'A' Level and a number organised 'O'/CSE fieldcourses. However respondents consider that increased pressure on staff in terms of time (planning, organisation and implementation) and the safety/costs involved will deter many fieldwork planners from organising residential fieldwork in the future. The LEA often featured in comments of which a sample is set out below:

"Unless LEAs fund fieldcourses many schools will not be able to provide them in the future."

"Unless the LEA helps out costs will seriously reduce our 'A' Level programme. We will be forced to do more local fieldwork. Our residential fieldwork will go."

"The legal position after the Wiltshire court case is confused. West Sussex are investigating this. It is and will continue to be impossible to offer residential fieldwork and project work to all pupils. Fortunately the Joint 16+/Midland GCSE we follow is geared up to this with a realistic alternative in teacher planned enquiries."

"For us residential fieldwork is a problem as it adds £100 - £150 to fees. For state schools the situation is made worse by the Wiltshire case."

"There will be less residential fieldwork unless an injection of money comes about. What will come from the LEA?"

"Wiltshire ruling has devastated our programme which at present is in jeopardy. I am having to fight the school to get ANY done next year now if the school/LEA has to bear the cost. No national or LEA decision has been reached yet so everything is in a vacuum."

Costs were seen to be very important. Reference to Table 5:6 shows that they are ranked first for the 'next seven years' at both the 14-16 and 16+ levels and second at the lower level. As costs increase the lack of LEA support seems to be changing the emphasis away from distance to local fieldwork. This leads to, as highlighted by comments, a narrowing of pupils' experience, the loss of a chance to participate in a residential experience and the reduced opportunity to undertake fieldwork in a different environment. Costs push the planner, it seems, towards what is practical and possible and away from what is desirable. Descriptions such as 'satisfactory', 'fudge' 'muddle through', 'less than ideal' and 'compromise' were common in comments to Question 8 asking for the affects of the problems on future fieldwork. The strong feelings that timetable, staff and time problems linked closely to increasing costs all played a part in separating the 'ideal' from 'reality' underpinned the answers in the Regional Schools' Questionnaire more than they did in the National Schools' Questionnaire. Perhaps the anxiety over the GCSE examination and concerns over safety and charging were key elements in this increased strength of feeling. A few respondents (7 out of 189) believed that geography may well price itself off the curriculum if it becomes too costly on staffing and disruption of the school timetable. Where less able pupils find fieldwork/project work is difficult or parents cannot or will not afford

PROBLEM	LOWER				14 - 16		16+	
	Present	Next 7 Years						
1 (a)	512 (3)	386 (2)	371 (2)	217 (1)	226 (1)	205 (1)		
2 (b)	493 (2)	427 (3)	456 (3)	392 (3)	342 (3)	271 (2)		
3 (c)	653 (4)	678 (4)	696 (4)	683 (4)	526 (4)	521 (4)		
4 (d)	346 (1)	271 (1)	314 (1)	293 (2)	293 (2)	356 (3)		
5 (e)	892 (5)	901 (5)	836 (5)	923 (5)	726 (5)	691 (5)		

TABLE 5:6 THE PROBLEMS OF FIELDWORK (SCHOOLS' QUESTIONNAIRE 2 (OVERALL RANK IN BRACKETS))

to pay pupils may opt for other subjects. This is a small minority view but it shows evidence for factors now seen as influential. All factors seem related and the interlinked chain runs on into the future.

The (f) category in the problem ranking of Question 7 (any others) introduced key concerns most of which have been referred to in previous discussions of this aspect of the planning process in Chapter 4. The size of groups was seen as an important limiting factor and influential in deciding the timing, location and type of work undertaken. Larger groups require more supervision and they disrupt the timetable as more staff are required to accompany groups. Residential fieldwork, in particular, becomes difficult to organise.

Increased involvement of 'outside parties' was also highlighted as having a greater influence both now and in the future. A number of replies referred to the problem of students, particularly 'A' Level students, getting part time jobs. This may, in some respects, ease cost problems but in others it increases timing problems and increases competition against residential fieldwork. Increased money to spend, according to teachers, means increased opportunities to spend it and this may not necessarily mean a geography fieldcourse.

Parental involvement was also a key theme, particularly in reference to costs and safety. Several teachers highlighted the fact that the Lands End tragedy had made parents very concerned about their children's participation in fieldwork with the result that some had refused permission for their children to become involved. How widespread this practice had become is difficult to assess but the tragedy had definitely concentrated both parents' and teachers' minds on the safety responsibilities involved in fieldwork organisation. The Wiltshire Ombudsman's case also provided the focus for parental involvement involved, this time, in charging policies. Both of these are detailed further in Chapter 8.

Governor involvement was referred to on several occasions, both directly in relation to permission for fieldwork to take place and also indirectly as governing bodies set out school policies on visits/out of school activities. Schools obviously vary considerably with regard to direct governor involvement in the fieldwork planning process and this variety is evident in the comments made in answer to Question 8. The influence of the local community was also expressed ranging from beleaguered shopkeepers to industrialists,

town planners, farmers and local residents. For those who referred to the local community reference was mainly directed at the 'pressurising' impact of local fieldwork on the local area and local community in general. The role of senior school staff and the headteacher were also seen to be influential although their significance was not seen to be as strong as in the National Schools' questionnaire.

Comparisons across the five counties was considered irrelevant. However Table 5:7 compares the ranked problems of schools of different type and size. Reference to the Table shows that grammar and comprehensive schools reveal the same rank order. Independent schools regard timetable problems to be a greater restraint and cost considerations rank third as opposed to second for state maintained schools. School size does not seem to play an important role in influencing teacher ranking of the selected problems. Timetabling problems and lack of staff to participate in fieldwork implementation have similar rank orders in all the school size divisions. Staff preparation time and cost factors are seen as most important across the size range.

Analysis of these problems provides a background for an assessment of teachers' perceptions of the introduction of the GCSE examination. It was highlighted in Chapter 2 (section 2:2:2) that these perceptions would obviously depend very much on the information they have available. At the same time however, their attitude towards the constraints they face in planning fieldwork and the way in which these are successfully (or not?) faced is a key factor. The two aspects are therefore closely linked.

5:4 THE IMPLICATIONS OF THE NEW GCSE ON FIELDWORK PLANNING

Questions: How informed are you concerning the introduction of the GCSE examination?
What implications will the GCSE examination have for fieldwork?

Reference to the copy of Figure 2:2 at the beginning of this Chapter (p59) shows where these questions fit into the framework of data collection directed through the selected targets of investigation. As indicated in Chapter 2 this research study, and the Regional Questionnaire in particular, has the unique opportunity of assessing change over a period in public examination structure. The Regional Schools' Questionnaire measures teacher perception

	COMPREHENSIVE	GRAMMAR	INDEPENDENT	- 500	501 - 900	901 - 1200	1201+
1. Cost to Pupils	2	2	3	2	1	2	2
2. Staff Preparation Time	1	1	2	1	2	1	1
3. Lack of Staff to Participate and organise	4	4	4	3	4	3	4
4. Timetabling problems	3	3	1	4	3	4	3
5. Lack of finances for fieldwork resources	5	5	5	5	5	5	5
	TYPE OF SCHOOL			SIZE OF SCHOOL			

TABLE 5:7 COMPARISONS BETWEEN SIZE AND TYPE OF SCHOOL AND THE RANKING OF PROBLEMS

of future change and the impact of that change. Figure 2:2 shows that these questions are specifically located within target of investigation 3 and discussions of these follow directly on from the report on Questions 5 and 6 of the Regional Schools' Questionnaire concerned with teacher attitudes towards individual fieldwork and its links with teacher organised fieldwork.

Question 9 simply asks teachers to record how well informed they are of the new GCSE syllabuses. Are they well informed, merely aware of the general aims of the examination but have no specific information concerning detailed syllabuses or do they have no real information? The majority of teachers (113 59.7%) in response stated that they were quite well informed about the variety of syllabus requirements although many commented on the questionnaire that their information had arrived very late. However there was a considerable number (34%) who had only a general awareness of the aims and structure of the examination and little if any specific knowledge of the geographical content of syllabuses on offer. Only 12 schools (6.3%) claimed they had no information at all. If these results are subdivided by county no trends were identified. Teachers being fully informed, more generally informed and not informed at all were spread equally across each county.

Comments recorded in answer to Question 10 provided an interesting assessment of teacher perception of the new examination's impact on their fieldwork programmes. The open format of the question proved a successful method of acquiring a range of attitudes and a summary of views about the implications of the GCSE is shown in Table 5:8. These views are divided simply into positive and negative and provide an idea of the aspects referred to in respondents' comments. The following report of these comments is divided into two parts; the first identifies themes concerning the implications of the GCSE on fieldwork provision itself and the second part assesses implications, considered important by teachers responding to the survey, on the fieldwork planner and the planning process.

5:4:1 IMPLICATIONS OF THE GCSE ON FIELDWORK PROVISION

The following themes were extracted from teacher comments: INCREASE IN FIELDWORK, RECOGNITION OF FIELDWORK, "TRICKLE-DOWN" INFLUENCE, LOCAL FIELDWORK and INDIVIDUAL FIELDWORK. Although these will be reported on separately there

are obvious links between them and these must be borne in mind throughout this analysis.

A INCREASE IN FIELDWORK

The vast majority of teachers, with very few exceptions, believed that the amount of fieldwork would increase with the introduction of the GCSE examination. Emphasis on fieldwork in the GCSE National Criteria made it clear that it was to be a compulsory element in the assessment procedure, if only as part of the coursework assignments (including individual project work). Making fieldwork compulsory would, according to many respondents, ease some of their problems of finding sufficient school time to undertake fieldwork:

"Obviously more fieldwork will be necessary than we at present carry out. This will be to our advantage as it will be compulsory and so time has to be given to it. At present other departments are not happy about lessons being missed. The GCSE will change this."

"Much more fieldwork will be required in the upper school than we do at present. The need will be to develop skills in data collection presentation and analysis. It can only be good for us as we struggle to get fieldwork off the ground at present. Making it part of the exam should help."

"The amount of compulsory fieldwork will increase. This will mean that any 'non-compulsory trips' will disappear. It will also mean that it must be recognised by school management and other departments. The geography department will have to be given more time."

"It will necessitate an increase in quantity of fieldwork and this will have an impact on all aspects of the department. At Least fieldwork will be recognised by the school and by parents."

B RECOGNITION OF FIELDWORK

This particular aspect has already been referred to in the selected comments above. It was a common theme and one which was supported by the strength of feeling about the problems faced by fieldwork planners stated earlier both in the National and Regional Schools' Questionnaires. The GCSE examination is seen as a vehicle to get fieldwork officially recognised in

school as a valuable and now necessary part of geography teaching. However there were still strong feelings that however much fieldwork is officially recognised both by the examination boards(externally) and senior management (internally) fieldwork provision will not increase because the staff are not available to plan,organise and implement it. These respondents were either at saturation level as far as fieldwork programmes were concerned or were unable to arrange little or no fieldwork at present and saw no real chance of doing so in the future despite the requirements of the GCSE. In these circumstances,it was perceived,pupils would be carrying out much of their own fieldwork without the input from teacher organised fieldwork programmes which,according to many respondents to earlier questions on this questionnaire,was an important,if not essential,component.

C "TRICKLE-DOWN" INFLUENCE ON FIELDWORK IN THE LOWER SCHOOL

A third forecasted impact of the GCSE was seen to relate to lower school fieldwork. 45% of the replies referred to the 'trickle-down' influence of GCSE to the lower school and 33% to the input of compulsory fieldwork at GCSE to the 'A' Level courses and the attitude of 'A' Level students to enquiry work in general. Many comments considered the need for early preparation for GCSE fieldwork as highly desirable if not essential. While some schools (9.5%) thought that their lower school's fieldwork programme would have to be curtailed to make way for the increased focus on the GCSE course (due particularly to staffing and time factors),86 replies (45.5%) referred,either directly or indirectly,to the need to prepare pupils in a range of fieldwork skills earlier than the Fourth Year:

"Statistical techniques must be taught even as early as the Third Year. Fieldwork will also have to be undertaken further down the school so as to prepare pupils in ways to use the techniques."

"The fieldwork will have to become more varied and we hope to do more in the Second and Third Years,but it may not be possible. Somehow the Fourth Years will HAVE to do it."

"It seems that there will be a need for more lower school work. Pupils will need to know how to collect data properly."

"we are planning roughly 100% increase in existing fieldwork provision, both in the upper and lower school. The need for advanced preparation seems essential."

"There is a need now for a developmental programme through the school so that pupils have some idea about fieldwork and the skills involved before they begin GCSE. We have tried to create a complete programme for the school starting in the First Year. However there are many problems. Perhaps the GCSE will help in this."

"I foresee a great expansion of fieldwork, not only in Years 4 and 5 but also in Years 1-3. Fieldwork preparation cannot be done in half a term. It needs to be developed over a period of years. We will have to develop some fieldwork exercises in the lower school so that pupils can have practice in the skills of data collection, recording and analysis of data."

"We intend to increase the fieldwork done in the lower school. It is important that the techniques are learnt in a progressive way and not all at once too late."

"It will make fieldwork essential in pre-GCSE forms. They need to know how to collect data and analyse it. This needs to be done over a period of time."

"Training in the essential skills must begin with more fieldwork in the lower school."

The emphasis on this 'spiral fieldwork programme', based on the development and practice of essential fieldwork skills, was considered a major impact of the new focus on GCSE fieldwork. However the increased difficulties this would cause were also highlighted by fieldwork planners conscious of the problems of putting into practice what may be thought ideal and educationally and geographically necessary by educationalists, examiners and academics.

D LOCAL FIELDWORK

60% of the replies thought that local fieldwork would increase often at the expense (as many comments illustrated) of fieldwork organised for a greater distance. The selected comments showed the strength of feeling on this aspect:

"Most of the fieldwork will have to take place within about a mile or two of school. Because it is compulsory this will have to be the case. It would not be practical otherwise especially as individual pupils will be doing their own work."

"Due to costs involved all our fieldwork will have to be in the local area. We couldn't arrange some of the fieldwork we used to arrange in the past when GCSE comes in."

"I see local fieldwork being the most feasible, with the chance to do fieldwork tasks in double lessons (1 hr 10 mins). Otherwise I see problems with compulsory fieldwork."

"All the fieldwork will have to be local for practical reasons. That is bound to put major pressure on the local area when all schools have to do fieldwork in the same area."

"The local area will become saturated. The overuse of shops and leisure centres and factories will be a major problem. But the use of the local area is the only practical answer. How else can you organise fieldwork for such large numbers?"

"Popular sites e.g. firms, farms and shopping centres will get over-subscribed. Remember too that environmental studies and other subjects may also use the same sites. All these will eventually become less welcoming."

"The fieldwork will have to be local and the insufficient variety of local sites for field study means that there will be a pressure on those which are usable."

Several comments referred to the use of the school grounds for fieldwork in the event that permission is not granted to leave the school premises to undertake GCSE fieldwork. The lack of time/opportunity was also seen as a factor in considering the use of the immediate school surroundings as a source area for fieldwork ideas as opposed to organising fieldwork programmes further away.

E 'INDIVIDUAL' FIELDWORK

A common reference was to the individual nature of the coursework element in examination syllabuses with a consequent move in fieldwork techniques

towards providing examples which each pupil can use or modify for their own work:

"Less fieldtrips,more individual local outings (help save the town!). Fewer physical fieldwork outings and more town studies."

"The fieldwork is going to involve smaller groups or even individuals on a more local basis. The emphasis will be on giving the opportunity to practise."

In a number of questionnaire replies the forecasted trend seemed to be towards a reduction in organised fieldwork or perhaps the demise of it altogether to be replaced by pupils' own input in project work. Respondents believed this to be a logical progression on from the present situation. However there were plenty of misgivings about the role of individual fieldwork exercises and their increased importance in GCSE. Quite a number of replies provided a contradictory assessment claiming an increased role,if a different one, for organised fieldwork planned by the teacher. Several identifiable yet opposing trends were evident on this particular issue.

5:4:2 IMPLICATIONS OF THE GCSE ON THE PLANNING PROCESS

The implications identified in comments can be divided into three main areas: LACK OF TIME,RESOURCES and the TIMETABLE.

A LACK OF TIME

The identification of the lack of time,both in preparation and implementation of fieldwork and other aspects of GCSE work was indeed a strong one:

"The school has agreed to reduce our teaching load to cope with the extra preparation and supervision of projects ie. consultation periods. I think the fieldwork/project component will make geography more popular and thus a larger department."

"It will provide a great strain on department time. The organisation of fieldwork and project work alone will be very time consuming."

"It will take up so much time,especially in the first 2 years. There will be many more department meetings,preparing courses,developing fieldwork programmes,preparing resources and contending with coursework."

"Much more time will be required for departmental meetings, for preparation of coursework units, for fieldwork programmes and for updating resources."

"Time will be at a premium and coping with exam requirements will certainly pose a problem." The need to spend time on preparation of fieldwork and project work and to assess it will be great."

"GCSE will need a committed staff. A great deal of time must be spent on planning fieldwork studies."

"Some of us are already feeling a little strained. It is probably the fear of the unknown. The staff will have to co-operate and work together because no one will have the time or energy to go it alone. The amount of time for preparation of fieldwork and project work seems that it will be enormous."

Out of the 189 replies, 136 (71.9%) referred to the need for more time to prepare coursework units, to plan, organise and implement fieldwork programmes, to undertake supervision of project work, to keep resources, including project work resources, up to date and evaluate the whole process. Time was needed to plan new fieldwork programmes involving all students. Many comments, again made it clear that staffing problems would make these tasks difficult especially where geography staff had other responsibilities such as heads of year or house.

B RESOURCES

The other major issue, commented on, was the amount of resources available:

"Resources will be required for research and individual studies, for groups and class based fieldwork. All these will need to be acquired rapidly."

"The high cost of GCSE will not be met by increased funding. Therefore there will be a cutback in spending on the lower school and thoughts of lower school fieldwork in Years 1-3 will disappear."

"Where will the extra funds come from to purchase desirable/essential fieldwork equipment for the GCSE examination."

"Many new resources will be required, particularly for the project work of candidates. GCSE will need a lot of new resources altogether. Fieldwork and project work themselves will not be done effectively without some input of capitation."

"Considerable increase in resources demanded - OS Maps and equipment. For this amount of fieldwork to be done properly we shall need a large increase in geography department allowance."

"Resources are - AGAIN - going to be largely homemade. We have just got our specific allowance - £2.10 per pupil. Where is the extra money to buy the necessary resources, including those for project work and fieldwork."

"The department will be under a great deal of pressure, taking in a large curriculum change with little time and a lack of suitable resources."

"We envisage largely self-resourcing the GCSE especially the fieldwork and project resources. There is no way round it. We will have to improvise as usual."

"Where are the teaching resources going to come from for this different method of teaching?"

All the comments were negative. Geography departments would, according to the Questionnaire, be put under immense pressure to update resources, especially those connected with fieldwork and project work. Many schools already identified in Question 6 as having little or nothing to do with project work in examinations will have to purchase new resources. Out of the 189 replies 142 (75.1%) referred to the problem of resources and all in a negative way. A relevant and valuable fieldwork programme requires proper resources while at the same time a properly resourced GCSE must include, according to the vast majority of teachers involved in this survey, an effectively planned fieldwork programme.

C THE TIMETABLE

The timetable, in contrast, did provide opposing views although those who saw problems were in the majority. Whether this is evidence of teacher reluctance to anything new and their attempts to find problems where they

POSITIVE	NEGATIVE
Increase in fieldwork	Lack of time to co-ordinate
Recognition of fieldwork importance by Examination Boards	More resources required
Help in obtaining permission to organise fieldwork	More lessons missed
Trickle down influence in the lower part of the school and into the primary school	Timetable problems Large numbers involved in fieldwork Supply cover problems
Increased local fieldwork Recognition of the local area as resource base	More expertise required-organisation of fieldwork and project work Increased pressure on the local area (Saturation of local community) Environmental pressure
Individual fieldwork Pupil based enquiry work	Problems of individual fieldwork
More pupil-centred enquiry work. Pupil involvement in research	Increased local fieldwork-at the expense of residential fieldwork?

TABLE 5:8 SUMMARY OF VIEWS ON THE IMPLICATIONS OF GCSE

may not exist is open to question. The timetable constraint, as a whole, is made up of a number of interrelated parts (as identified in the report of the National Schools' Questionnaire section 4:3:1) and most of these were referred to in some form or other in answer to Question 10. The main problem seemed to be the timetable's rigidity. Changes which created greater flexibility provided the opportunity for increased fieldwork at Years 4 and 5 and possibly lower down the school. It was forecast too, that as more subjects ask for time out of school timetable disruption may be difficult to control. Either rigid controls are placed on the whole process or there is a 'free-for-all' in which staff colleagues may or may not co-operate. A co-ordinated plan was seen as the ideal answer but most who referred to such a solution were sceptical about its success in practice.

Of the total replies 100 (52.9%) agreed that there were some timetabling problems and these will increase with the introduction of the GCSE, whereas 58 (30.6%) commented that their timetabling situation was adequate to accommodate the GCSE and in a few cases it had been modified recently with the new demands of the GCSE in mind. The other replies were unable to give a firm opinion as no decisions had, as yet, been reached. 12 (6.3%) of the replies claimed too, that their unions had instructed them not to have anything to do with the examination and therefore all syllabuses had been put to one side and left.

Reference can be made, again, to Table 5:8 which summarises the views expressed in comments. Some schools were confident that nothing would change, either because their present courses were similar in method and approach to the GCSE (including the fieldwork and project work elements) or, in contrast, they were certain that neither staff colleagues' attitudes or the timetable or the costs or the resources situation will change and disillusionment will continue. The lack of real information so close to the introduction of the GCSE was an underlying theme. How can fieldwork programmes be planned when the bulk of the syllabuses have yet to be published? Teachers from both the Independent and Maintained sectors were equally concerned about the same issues, although it seemed that more independent schools commented on the time factor particularly in connection with project work and the extra fieldwork which may be required. Answers to this question provided an interesting end to the Questionnaire and information across a range of targets of investigation.

GENERAL PERSPECTIVE ON THE REGIONAL SCHOOLS' QUESTIONNAIRE

Reference to section 3:2 shows that the aims of the Regional Schools' Questionnaire were more restricted than those of the National Schools' Questionnaire. However its restricted nature provided opportunity to collect detailed data for the picture painting process. Figure 4:7 can now be extended into Figure 5:4 to include further details of the planning process.

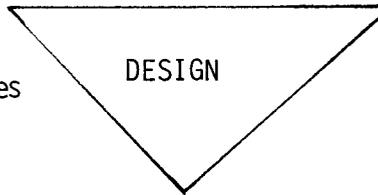
The National and Regional Schools' Questionnaires together involved a sample of 547 schools and 371 responded. This is a large enough sample to provide data for the purposes of this research but not for identifying national trends. The objective here is to portray observations and actions of teachers faced with practical fieldwork planning. Certain aspects on which the Regional Schools' survey focuses were discussed in the earlier questionnaire. Yet a year had passed between surveys and views were strengthened or modified in the light of change being experienced during the research period.

There was evidence of a general reduction in fieldwork provision from the National to Regional surveys. Table 5:1 can be compared with Table 4:1. Are teachers now more aware of the practical implications of the constraints which were identified earlier? Comments certainly seemed to indicate a greater awareness of both actual and potential influences.

Figure 5:4 shows the input from individual project work. Figure 1:2 in section 1:2:3(C) (p 28) illustrates a possible framework based on Silk and Bowlby's original idea (1981), in which both teacher organised and individual fieldwork (project work) can be fitted. These ideas are developed further in Figure 1:3 and Figure 5:4 can be seen in this context. The Regional Schools' Questionnaire sets out to assess teacher perception of the role of individual project work, its benefits and the practical problems involved in its organisation. Teachers highlighted the need for organised fieldwork, yet a possible future trend is that project work may well replace teacher organised fieldwork if constraints become much worse. All those involved in project work organisation commented on the influence it has on the fieldwork they organise in terms of timing,

FIGURE 5:4 THE PLANNING PROCESS [REGIONAL SCHOOLS' QUESTIONNAIRE]

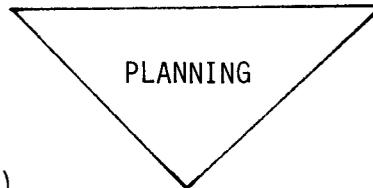
Full range of local
and residential fieldwork
Range of aims and objectives
(6) (1)



Preparation for individual
studies by candidates (3)
Move towards field testing and
discovery at all levels (1)
Perceived implications of
GCSE (3)

IDENTIFY PROBLEMS-----LOOK FOR OPPORTUNITIES

Local fieldwork (1)
Residential fieldwork
Sites, exercises, methods (5)
How much of each? (1)
At what levels?
How much support? (4)



New methods of fieldwork
study geared towards field (1)
testing and demonstration
Local more than residential (1)(5)

Integrate ideas into
practical plan and (2)
implement
communicate to parents/staff
organise/book/collect fees (2)
Accommodation/travel etc
LEA support/pupil project work
(4) (3)



Identify problems (2)
within limits?
- costs (2)
- staff preparation time
- staff availability
- resources

Right time?
Right place? (e.g. centre) (6)
- individual project work
Right work?
GCSE - suitability (3) (6)
modifications in content, approach
type, timing and location



Relevancy, value (6)
GCSE coursework
Have pupils gained - socially
-geographically

(Numbers in brackets refer to the targets of investigation)

content, approach to study and location.

The survey was also an opportunity to measure teacher perception of the forthcoming GCSE examination. Although teachers claimed uncertain knowledge about syllabus content and requirements their forecasted hopes and fears were clearly expressed. GCSE was seen as providing a positive opportunity for increasing fieldwork provision at all levels, facilitating justification of outdoor geographical study to parents, staff, pupils and the headteacher. Yet this increase, centred more on local than on residential fieldwork, had implications on the planner which were not lost on the respondents of the questionnaire. How much extra fieldwork could realistically be resourced, planned or allowed?

Table 5:8, in summarising teachers' views, reveals a gap between an ideal and what they believe to be practical. Yet teachers saw the GCSE as their best chance of putting at least part of their idealised fieldwork programme into practice. Throughout the survey teachers were realistic in their outlook and seemed genuinely to be more pessimistic about the developing fieldwork picture. The perceived role of GCSE and an assessment of teachers' views presently involved in fieldwork and project work organisation have opened up a series of sub-influences, all of which have an impact on the overall planning process. These will be further discussed in the next two Chapters.

CHAPTER 6

Report on the Follow-up Regional Schools' Questionnaire

Reference has already been made in Chapter 3 (section 3:3) to the role of the Follow-up Questionnaire to the Regional survey reported on in Chapter 5. The survey was conducted a year into the GCSE examination and as Figure 2:2 shows, a copy of which is inserted at the beginning of this Chapter for easier reference, questions are aimed at assessing general impact, within this short period, on a range of topics related to fieldwork planning. The Figure also illustrates the targets of investigation involved in this survey which uses a sample of schools contacted in the Regional Schools' Questionnaire. A copy of Figure 2:1 is also included here to highlight in summary form the roles of the respective surveys and in particular the position of this Follow-up Questionnaire within the overall framework of data collection. A sample of 75% was taken as a practical follow-up and the survey, conducted in early September of the second year of the first set of pupils following GCSE courses provided the opportunity, it was hoped, to support a number of the trends identified in the earlier questionnaires and to introduce any new influences which teachers may consider relevant in this period of rapid change.

Sequences identified in Section 2:2:3 are used as an outline to this Chapter and, as with the previous two chapters, questions are summarised as the start of each section. A copy of the full Questionnaire is located in Appendix C. The Questionnaire should be viewed as a review of the issues raised by teachers, in the Regional Questionnaire, in anticipation of the introduction of the GCSE examination. The format, discussed in section 2:2:3, provided for open discussion on a range of issues which teachers were concerned about or that they were encouraged by, within the parameters of the themes set by the National and Regional Schools' Questionnaires. Emphasis therefore was placed on the analysis of the type, location and amount of fieldwork, problems faced, LEA support, the role of residential fieldwork, the link between project work and organised fieldwork and teachers' opinions of fieldwork's future position.

FIGURE 2:1 OUTLINE OF SURVEY INSTRUMENTS

INSTRUMENT OF MEASUREMENT	DATE(S) INSTRUMENT CONDUCTED	SAMPLE BASE	INSTRUMENT OF MEASUREMENT: General details (e.g. role)
NATIONAL SCHOOLS' QUESTIONNAIRE	APRIL - MAY 1985	STRATIFIED SAMPLE 261 schools (from lists provided by field study centres)	Based on schools using a field study centre for fieldwork Testing of the strength and validity of the selected targets of investigation. To set the scene across a range of target areas. An emphasis on the planning involved in residential fieldwork.
REGIONAL SCHOOLS' QUESTIONNAIRE	APRIL - MAY 1986	STRATIFIED SAMPLE 256 schools from 5 south eastern counties	A more intensive study of schools to provide regional results -to add a further dimension:the link between organised fieldwork and individual project work. To extend data collected in NSQ on a number of target areas e.g. the role of public examinations and constraints on the planning process. Perceived impact of change.
FOLLOW-UP REGIONAL SCHOOLS' QUESTIONNAIRE	SEPTEMBER 1987	RANDOM SAMPLE 142 schools from the Regional Schools' Questionnaire	A follow-up survey of schools used in the sample above. One year into the GCSE examination course. Effect of change one year on. Impact of changes across the range of targets.
INTERVIEWS	JANUARY - JULY 1989	OPPORTUNITY SAMPLE of 45 schools	An overview of the planning process - the balance of opportunities and constraints. The impact of change on the planning process Measurement of strength of feeling on influential factors.
LEA QUESTIONNAIRE	OCTOBER 1987	ALL 47 COUNTY BOROUGHs and 57 METROPOLITAN DISTRICTS	Assessment of the positive and negative influences on the planning process Collection of information on financial and other LEA support to fieldwork. Impact of change on LEA support. Assessment of LEA attitudes towards fieldwork provision and planning.
FIELD STUDY CENTRE QUESTIONNAIRE	OCTOBER 1987	RANDOM SAMPLE 100 centres	Assessment of the role of the field study centre on school fieldwork and its planning. Measurement of reactive and proactive influences on fieldwork planning. Fieldwork opportunities. Field study centre staff attitudes towards fieldwork planning.
VISITS TO CENTRES	MAY - AUGUST 1986 JUNE - SEPTEMBER 1989	5 SELECTED CENTRES	Follow-up to the questionnaires. Assessment of the strength of feeling about issues which link centre with schools in fieldwork planning.
TEACHER/PUPIL ATTITUDE QUESTIONNAIRE	JANUARY - MAY 1989	45 Schools 131 teachers,540 GCSE pupils,360 'A' Level pupils	Assessment of the perceived role of fieldwork (present and future) Assessment of teacher attitudes across range of targets Assessment of pupil attitudes towards fieldwork and its role.

INSTRUMENT OF MEASUREMENT	TARGET 1 Fieldwork Provision Approaches to study	TARGET 2 Planning and Organisation of Fieldwork programmes	TARGET 3 The Role of Public Examinations	TARGET 4 The influence of Central Govt. and LEA policy	TARGET 5 The Residential Experience and the Role of the field study centre	TARGET 6 Teacher and Pupil Attitudes towards fieldwork
NATIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? How many pupils are involved? Has the number changed? If so how? Has the nature of fieldwork changed?	What are the problems of organising fieldwork? Rank problems and assess future impact. Has the amount of financial resources and preparation time changed?	What exam board do you use at each level? Do candidates undertake individual work? Is fieldwork important as preparation for these? How will fieldwork's role change with GCSE?	Does the LEA provide any financial grant? Has this changed in recent years?	What makes you choose a centre? What influences choice?	Is geography taught as separate subjects? (or integrated subjects) When and how does it
REGIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? Has this changed over the last 5 years?	What are the problems of organising fieldwork? How will these problems affect fieldwork provision in the future?	What % of pupils do a project? Which board do you use at each level? What are the purposes of project work? What problems arise in the completion of projects? How informed are you about GCSE? What implications will GCSE have for fieldwork?		How many units are residential?	
FOLLOW-UP REGIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? Has there been any change in the last 2 yrs?	Have any problems arisen or changes occurred to cause difficulties in fieldwork provision at any level?	Has the introduction of GCSE affected the type, amount and location of fieldwork? What have been the implications of project work for staff and pupils?	What is the present position regarding LEA financial support LEA policy towards fieldwork? Has it changed?	How many units are residential? Give details of residential fieldwork? Has residential fieldwork been pressurised recently?	Comment on present and future position of fieldwork and its planning.
INTERVIEWS	Aims and objectives Changes in approach Fieldwork programmes New and traditional opportunities	Planning and organisational procedure Constraints and limiting factors	Role of GCSE Role of individual studies	Role of LEA How much does LEA influence the planning process?	Local v residential fieldwork	Impact of present changes Future influences and change General attitudes towards role of fieldwork
LEA QUESTIONNAIRE	Effect of LEA on Fieldwork provision	Effect of LEA on planning		Do you support the need for fieldwork/residential fieldwork? What support does the LEA provide? Has this support changed? Is residential fieldwork increasing/decreasing? Details of facilities Pupil numbers at centre Changes in numbers Course changes What problems do field study centres face?		
FIELD STUDY CENTRE QUESTIONNAIRE		What problems do schools face as they plan for fieldwork?	Impact of 16-19 Geography project Impact of GCSE			
FIELD STUDY CENTRE VISITS	Link between field study centres' markets and school fieldwork provision	How does the field study centre see the interplay between opportunities and constraints in the planning process?	Impact of GCSE and 'A' Level changes.	Impact of changing policy and changes in LEA support	How does the field centre view its role? How does it view changes in the market? What courses are offered? How will the future affect the field study centre?	What does the future hold for geography fieldwork?
TEACHER/PUPIL ATTITUDE QUESTIONNAIRES	Teacher Pupil	Importance of influencing factors in planning process	Individual project and links with fieldwork Links between project work and fieldwork Importance of fieldwork in exams.		Value of residential experience Benefits of residential fieldwork Value of residential experience	Attitudes of teachers to fieldwork Attitudes towards fieldwork Enjoyment of fieldwork Looking forward to fieldwork?
<p>FIGURE 2.2 THE LINKS BETWEEN SURVEY INSTRUMENTS AND TARGETS OF INVESTIGATION</p>						

The accompanying letter, of which there is a copy in Appendix C, highlights the importance of assessing response to change in these key areas and through analysis of the results the overall picture can be further developed.

6:1 THE PROVISION OF FIELDWORK (ONE YEAR INTO GCSE)

Questions: How much fieldwork is done at each level?
Has this amount changed over the last 2 years?
Has the introduction of GCSE affected the amount, type and location of fieldwork done? (to date)

The introduction of the GCSE examination has not, according to this small survey, created any universal increase in the amount of fieldwork done in Years 4 and 5 (first and second years of GCSE). The evident trends are shown in Table 6:1. Of the total responses 34 (29.1%) have experienced an increase in fieldwork provision in the 4th Year and 26 (22.2%) in the 5th Year. 21 (17.9%) have experienced a decline in fieldwork mostly in the 5th Year although some schools declared a decline in both years. This leaves 36 schools (30.8%) which have seen no real change in fieldwork provision. Sixth Form provision has remained very much the same. Very few schools, 10 (8.5%) stated an increase in Sixth Form provision whereas 25 (21.4%) of the replies revealed a decrease in fieldwork programmes for the Sixth Form split fairly evenly between Lower and Upper (First and Second Year) Sixth.

The amount of residential fieldwork has also declined particularly at the GCSE level. Respondents made the point strongly on many occasions that the residential fieldwork they offered was optional and, therefore, was seen as an extra to the main fieldwork programme. This situation may be a reason for the decline. The figures in Table 6:2 show the survey's results. At the Sixth Form level, where most residential fieldwork is undertaken, the trend is more stable. Most fieldwork, as Table 6:2 shows is done in the First Year Sixth and in many cases this is the only Sixth Form fieldwork organised.

The openness of Question 3, concerned with the impact on fieldwork of the GCSE examination, attracted a great deal of comment. Many teachers used other paper or the back side of the Questionnaire form to complete answers to this question. Teachers seemed interested and concerned enough to reply in full.

TREND	YEAR GROUP (NUMBER OF REPLIES % IN BRACKETS)			
	4	5	6A	6U
+	34 (29.1)	26 (22.2)	8 (6.8)	2 (1.7)
-	4 (3.4)	17 (14.5)	12 (10.2)	13 (11.1)

TABLE 6:1 TRENDS IN FIELDWORK PROVISION SHOWN BY RESPONDENTS

	4	5	6A	6U
RESIDENTIAL ELEMENT	15.4	7.3	81.3	12.1

TABLE 6:2 THE RESIDENTIAL ELEMENT OF THE FIELDWORK UNITS

Identified effects on fieldwork of the introduction of the GCSE examination fall into specific categories. The first is the type of fieldwork undertaken. Hypothesis testing and more pupil-centred research studies are being carried out in the light of the approach of the GCSE examination. Comments show this trend:

"Specifically our fieldwork is now geared to hypothesis testing and the formulation of the hypothesis in the first place. These are set so that pupils studying GCSE can tackle them as part of their overall course."

"The approach is now much more 'scientific' to fit in with the projects that they do - more akin to the 'A' Level approach."

"The fieldwork this year has become much more integrated with the rest of the syllabus. The approach is much more scientific with pupils doing their own research type project work."

"There is a lot more emphasis on data collection and analysis, providing practice at the skills required for project work later. Hypothesis testing is important."

"It has allowed us to do much more fieldwork by the fact that the aims and objectives of the GCSE course demand fieldwork experiences. The type of fieldwork has moved away from the 'look and see' towards measurement and hypothesis testing although there is still an element of the former in our programmes."

"We are attempting to give all our pupils 'hands-on' experience of fieldwork techniques which they will require for individual project work. This is difficult. However the fieldwork is much more scientific."

"The style of work has changed from the 'look and see' didactic method to enquiry based questions solving and hypothesis testing. We use residential centres because we find these a more effective way of doing this kind of fieldwork."

"Until the compulsory element of GCSE fieldwork it was impossible to organise any fieldwork in school time as it affected the timetable. As an extension to TVEI residential course I am now able to take all 4th Year geographers to the Lake District during which time 2 days (4 units) are devoted to fieldwork. Much of this is measuring and collecting of data which can be analysed scientifically."

Although this change was mentioned repeatedly comments did not always support it. Some attitudes showed up an uncertainty, even anxiety about the move towards investigative fieldwork. Anxiety, already highlighted in reports on the Regional Schools' Questionnaire, occurred over the need to prepare properly for this type of fieldwork, the need to find suitable sites, suitable areas which are not too pressurised already, or which would not suffer under the pressure of fieldwork, and the need for proper expertise in this kind of fieldwork especially 'in the field'. Anxiety also came from scepticism over pupils' ability to test hypotheses and formulate their own at this level.

Many commented that fieldwork, in a sense, had to be more structured because pupils were either unwilling or unable to structure or direct their own thoughts in the right way. The ideal was a move towards pupil-centred research based investigative fieldwork. In practice this was not always the case. Weak candidates, it was highlighted by many respondents, find it very difficult to research into their own topics and therefore require strict guidance. However the aim of organised fieldwork to guide individual students towards their own project work was commonly stated. These trends clearly support the influence of these on the planning process and justify the inclusion of this aspect in the Regional Schools' Questionnaire.

Another point felt was on location of fieldwork. The local area was seen as the most common location for GCSE fieldwork, to the point in some cases that fieldwork was done unaccompanied, perhaps (but not stated) by individuals doing their own project work. In other words, in a number of situations organised fieldwork is giving way, in part or in full, to individual project work:

"Some school time is used for 'specimen' fieldwork projects (e.g. measuring valley inversion effects or heat islands around the school) But this all."

"We no longer do residential fieldwork in the 4th Year. We now do all local fieldwork. This has been curtailed and most pupils do more of their own individual research."

"All fieldwork must be in the local area - there is no charging of pupils."

"Before the GCSE no fieldwork was undertaken below the 6th Form. 5th Form are doing coursework involving fieldwork mostly as individual projects with data collection as homeworks or in their own time."

"More fieldwork is being done. However pupils do more of it themselves (with masses of previous advice but little direction in the field!) Almost entirely local fieldwork rather than trips to distant parts."

"No fieldwork is done in Years 4 and 5. It has triggered great discussions off on how to arrange local fieldwork trips. We have seriously considered it."

"The amount has remained the same. But compulsory coursework has to be done within 'walking distance' as there is no funding available for GCSE fieldwork. Enhancement studies take place but these involve cost and are therefore voluntary."

103 of the 117 replies (88.0%) agreed that the GCSE examination had an impact on the type and/or amount and/or location of fieldwork they organised for GCSE candidates. However the strong belief, identified in answers to the Regional Schools' Questionnaire, that fieldwork provision would undoubtedly increase generally has not materialised according to this small follow-up survey. Perhaps the questionnaire was conducted too early to show any change but to date no widespread impact on amount was evident. The impact on type and location, both interlinked, was more identifiable.

6:2 PROBLEMS OF FIELDWORK ORGANISATION

Question: Have any problems arisen or changes occurred to cause difficulties in fieldwork provision at any level in the school? (Please comment on any organisation points)

This theme has been used in both the previous surveys and inclusion here develops the influence of constraining factors further, one year into the GCSE courses. Reference to Figure 2:2 (a copy is found opp p192) shows how questions from each questionnaire have extended the theme and provided opportunity to collect data throughout the period of change. This change has affected the number, type and role of constraints each of which can be identified as the picture is built up. Here the comments were explicit and detailed. The increasing frustration which this Questionnaire showed

as opposed to that identified in the Regional Schools' Questionnaire is very clear. The period of change was obviously affecting the planning process and the fieldwork planner and results justified this Follow-up Regional Questionnaire. Many clues were evident concerning the more recent influences on the fieldwork planner's organisational planning.

The need to plan ahead as more departments disrupted the timetable (other than the geography department as was tradition!) meant that in small schools the use of part time staff was impossible. They could not be paid and therefore could not be employed to help supervise. Having all the geography staff out of school posed problems in small schools. Increased coursework demands of almost all subjects also increased the difficulty of selecting the optimum time to organise fieldwork programmes. Comments were wide ranging:

"The school would never be full if all the demands were met! This has a knock -on effect."

"It is difficult to undertake any form of fieldwork during the normal day because of the structure of the timetable."

"We make a point of using different days of the week for fieldwork so that no one other subject or class has too much cause for complaint. Organisational problems are greater with Years 1-3 when there are greater numbers."

"I have asked for one afternoon (double period) to be timetabled for the 4th and 5th form groups to permit fieldwork excursions but this hasn't proved possible for all groups."

"I am under continuing pressure from other subjects in the curriculum."

"One problem which is occurring in one concerning clashes with other departments who are introducing a fieldwork element as a result of GCSE. My motto is to 'get in first'."

"Most of our fieldwork is done in the school grounds. The timetable prevents us from going out. We also set fieldwork surveys for homework in pupils' own localities."

"The limitations of the timetable have greatly restricted any fieldwork sessions lasting more than 1 hour."

"We always get complaints about taking students out of other lessons. Unless we can walk locally fieldwork always has to be optional. Dealing with our large numbers is a problem. Taking some 200 students each time involves several visits to each place. This causes a lot of disruption to the timetable."

"Because all fieldwork is carried out in the local area - within walking distance or short minibus ride, time is short. Therefore some groups do not have 'double' lessons in which to complete fieldwork exercises - sometimes it is done as a homework exercise."

"In the 4th and 5th Years (and possibly in the 2nd/3rd Years) we hope to organise some ½ day/1 day trips e.g. to London Docklands but we have to work these out first and then fit them into the school timetable so as not to annoy other members of staff. I have thought of Sunday trips but am reluctant to give up my Sundays!"

The comments above, selected from a long list highlight the main timetable issues, some of which are connected closely to staffing identified in the previous report (of the Regional Questionnaire). Staffing is evidently more of a problem in smaller schools although even a general analysis of the size of geography departments show that larger departments and larger schools suffer from these problems as well.

The lack of specialist staff was also highlighted as a factor, more strongly than in the National and Regional Schools' Questionnaire. Difficulties of helping pupils 'in the field' because of the lack of staff was seen as a particular problem when attempting to introduce more pupil research into fieldwork programmes. Colleagues from other departments are essential for supervision but they are not expected to provide expert guidance in the conduct of hypothesis testing fieldwork. As 'field research' becomes more popular this problem will, as considered by the teachers responding to this Follow-up survey, increase. Parental help which was seen as a possible solution to the staffing problem will not be satisfactory in these situations.

Directed time added a new 'staff' issue. 27 replies (23.1%) referred to directed time as a problem, particularly affecting residential fieldwork. This correlates strongly with respondents to the LEA Questionnaire who also saw directed time as possibly the major threat to residential fieldwork. Reference to this is made in section 8:8:4. In all cases, here, the headteacher was unwilling to include residential fieldwork as part of directed time and

so certain staff were unwilling to become involved.

Staff reductions and staff changes were also seen as a major problem. Again these were emphasised more strongly in the Follow-up Questionnaire than they were in the original Regional survey. In one extreme case 10 different staff were involved in teaching geography. All were full time staff but the majority only taught a few periods of geography a week. To organise fieldwork in these conditions was, as the respondent pointed out, very difficult. The planning process took up a considerable amount of time and had to be done well in advance. Selecting the actual timings was made much more difficult. 22 schools in the survey (19.0%) faced staff reductions in their department with increased part time staff to compensate. Comments showed that these reductions are threatening residential fieldwork in particular as the difficulty in obtaining supply cover makes the situation worse.

The teachers' industrial action was referred to by 33 respondents (28.2%) and the repercussions, therefore, are still being strongly felt. Staff are more reluctant, it seems, to participate because of the action and this, in turn, makes the planning much harder and the motivation to plan in the first place more difficult to summon. Quotes of 'short tempered' staff upset by the loss of pupil periods to fieldwork showed that the problem is real and one which may well increase in the future.

The problem of costs also were emphasised and once again, these threatened the existence of residential fieldwork. Charging policies, the embargo of some LEAs (within the region) not to charge for fieldwork and the increasing costs of residential courses, transport and accommodation fees were all mentioned as part of the constraint. The Wiltshire Ruling, already referred to in the Regional Schools' Questionnaire was still seen as an important influence. It was clearly having a major effect. The situation was one of confusion, yet it was clear that the majority of fieldwork planners involved in this survey were finding it difficult to balance compulsory fieldwork (in the GCSE) with the problems of charging pupils to undertake fieldwork. Hence the move, forecast by respondents to both the LEA Questionnaire and the survey of Field Study Centres, towards locally based fieldwork and individual project work. 8 schools from the survey used only the school grounds for fieldwork

and costs were forcing many other schools to use the very local area i.e. distances which can be covered within a double lesson. It was very clear from the survey that teachers found it difficult to identify the impact of individual problems. They were seen as an interrelated mesh where one affects another and many, acting together, influence different aspects of the planning process.

6:3 LEA FINANCIAL SUPPORT

Question: What is the present position regarding LEA financial support towards geography in schools?

Comments should be seen in context, related to discussions in Chapter 8, specifically concerned with Target of Interest No.4. They were, as expected, quite diverse with many negative ones being aimed at the insufficiency of financial support (and agreed by LEAs in the LEA Questionnaire) given by LEAs for fieldwork. The difference between GCSE and 'A' Level was highlighted. So too was the issue of 'block grant' distribution whereby schools are allocated an amount for fieldwork, often unspecified for fieldwork studies within their overall capitation allowance. A few comments are selected:

"LEA requires extremely careful wording - no expense to be incurred for a compulsory expedition, applying particularly to GCSE coursework fieldstudy and 'A' level fieldstudy."

"Schools are given an amount per pupil for fieldwork to be allocated at the Head's discretion. The amount is about £2 per pupil. This is a new (started 1986/7) thing - will it last in the light of the latest DES pronouncements."

"The latest Baker Paper seeks to free the LEA of the obligation to pay. So it will be back to the school playground again."

"The Wiltshire Syndrome has already started to affect schools. Our charging policy is very uncertain."

"I am rather baffled at times by changing decision-making but basically compulsory day trips are paid for by the LEA, all other trips paid for by parents."

Even within the five counties there were great differences. One county has

no fieldwork policy at all, whereas another provides a set amount per pupil engaged in geography or biology fieldwork at GCSE or 'A' Level. This set amount is for travel of up to £3 per day for five days (GCSE) and £3.50 per day for five days at 'A' Level. Some staff expenses were also included in the package. Other counties pay for GCSE fieldcourses in the 'block grant' system. 12 schools were already locally funded, under pilot schemes, in different counties and teachers highlighted the problem, in these schools, of competition for limited financial resources within the school. Respondents made the point that financial support did not reflect the compulsory nature of the GCSE fieldwork. All but one county provided support at 'A' level to some degree and change in recent years, it was claimed, had been minimal.

The theme of uncertainty and confusion was evident throughout the answers to this question (Question 5). According to a small majority (62 schools 52.9%) this had affected residential fieldwork in a negative way:

"They seem to be advocating fieldwork in the local area and not residential. The examination board even suggested fieldwork to be done inside the school."

"All grants given to schools must be used for non-residential fieldwork."

"Assistance is only given to travel. There is no assistance for accommodation. This has affected our residential fieldwork."

"The LEA have financed 'A' Level fieldwork this year (but not residential) but the fieldwork allocation for GCSE has to be fought for by all the subjects whereas the 'A' Level funding is per head per subject."

"Financial support is virtually nil. I always endeavour to cover all costs from the outset by dividing all costs by nearly all pupils. I subsidise the very few pupils who cannot afford to meet the full cost."

"Up until 1985/6 the LEA grant aid was up to £50 for 'A' Level. Following the Wiltshire case the county will now provide full funding for fieldwork but this must be organised on a day trip basis and cannot be residential. A residential course can be organised but this must be pointed out as extra to parents and fully funded by them."

Confusion over charging was making it difficult to plan fieldwork courses.

Pressures, highlighted by the majority of the respondents to this Follow-up Regional Questionnaire, supported the discussions in Chapter 9. In the Field Study Centre Questionnaire staff were asked to identify problems or pressures which they believed teachers faced as they organised residential fieldwork. The results of this question cross-reference with the question under review here (Question 6). It seems that the concerns highlighted by field centre staff are borne out in practice. LEAs were, it was considered by teachers, more insistent that local alternatives are made available. Residential fieldwork should not be seen as the most important component of a fieldwork programme. Yet, at the same time, as illustrated in the report on the LEA Questionnaire (section 8:8:2), LEAs were not willing to provide much support for locally based fieldwork.

The headteacher's unwillingness to release time and staff in term time was expressed openly by 26 replies as a constraint. The teachers concerned were faced with abandonment or vacation courses. In answers to both Questions 4 and 6 of the Follow-up survey the headteacher was seen to have an increasingly important and influential role. Concerns were openly and directly expressed. The increasing unwillingness of staff, particularly after the introduction of the 1265 hours as part of teachers' contract time, was also seen as a influential factor in both the timing of any residential element and in the amount of residential fieldwork in any fieldwork programme. 36 schools (30.8%) quoted this as a factor. These new regulations were obviously, at the time of the Follow-up Questionnaire, beginning to take effect. Some schools stated that their residential programmes had not recovered from the teachers' industrial action and probably never would.

As stated in the previous section, confusion over charging was seen as a 'cloud' over residential fieldwork. The time taken to carefully word letters, and follow increased red tape procedures had increased and this, in turn put additional pressure on the planner. There was a difference of attitude evident through comments made. On the one hand some teachers stated clearly that despite the pressures which were increasing and the increased time and workload necessary residential fieldwork was worth the effort in the end. However there were an equal number who, equally strongly, voiced the opinion that the reluctance by LEAs to support residential fieldwork was regrettable, that local fieldwork, whatever its quality, was not a complete alternative

"Lower 6th go in March/April to a FSC centre. There are 2-8 students. The number varies each year."

"5th Year and Upper Sixth go away together. All 8 U6 and 31 out of the 59 5th Year went to Scarborough to Yardley Manor Hotel. We go late September/early October."

"This question is not applicable as we cannot arrange residential fieldwork."

"We are not able to arrange any fieldwork on a residential basis because of the costs involved. All our fieldwork is very local to the school."

It is interesting to note that departments with small sixth forms use the FSC centres. Independent schools tend to use FSC centres too, and both these points are supported in the results of the Field Study Centre Questionnaires reported on in Chapter 9. Of the 117 replies, 33 (28.2%) referred to FSC centres in answer to this question. The variety of accommodation used is very evident and highlights the trend, supported by comments made, towards lower cost accommodation provided by youth hostels, hotels (during off peak seasons), old junior schools (now converted into basic accommodation), holiday camps (out of season) and even camp sites. All these require teacher inputs of planning towards the fieldwork undertaken on the course. It is also interesting to note, once again, the concern raised by staffing problems in relation to term time residential courses and the unwillingness of staff to cooperate and join the group on a vacation residential fieldcourse.

Locations also vary. It is noted in Chapter 9 (section 9:2), that southern schools tended to look for an environment which was different. Case study interviews, discussed in the next Chapter, show that teachers believe there is little scope for residential fieldwork in the South East, except possibly at Juniper Hall FSC Centre. Schools organise fieldwork away from the region, either in the South West or in Yorkshire/Lake District. Transport costs, therefore, contribute a substantial amount to the total cost. These, often, have been paid for, in full or part, by the LEA. 11 schools (9.4%) referred to foreign residential courses ranging from a 3 day course in France to the 17 day tour across Europe to Morocco. Timings seemed to vary throughout the year, influenced more by internal than by external organisational factors.

Independent schools were not eligible for grants although, in some cases, replies from this sector did refer to financial sources such as trusts and foundations which were used to help out if the need arose. This especially applied to residential fieldcourses.

6:4 RESIDENTIAL FIELDWORK

Questions: Would you please give details of timing, location, accommodation numbers involved and examination group.

Has residential fieldwork been pressurised recently?

As Figure 2:2 (a copy is inserted at the beginning of this Chapter p 192) shows this question aims to update information on target of investigation 3 and to undertake a summary outline, at least, of the detailed planning of residential fieldcourses, attempting to collect information of locations, accommodation and timings of these courses. Although no negative bias was intended in the second part of the question answers to the previous questionnaires, the National and Regional Schools' Questionnaires, point in this direction and comments from this survey seemed to support the increased pressure on this type of fieldwork. The wording of the question did not prevent many respondents from outlining new fieldwork ventures, new opportunities explored and continued enthusiasm for residential fieldwork.

Most of the residential fieldwork still undertaken by schools in this survey is organised in the Sixth Form. The necessary heavy subsidies and the timetable disruptions consequent upon organising residential fieldwork in the lower school were the main reasons quoted for not expanding this kind of fieldwork into the lower school. 15 schools (17.8%) stated that residential fieldwork had been organised in the school but had now been abandoned. Other stated a reduction in the amount, either in the number of courses offered or their length. This applied to both upper and lower schools. Very little mention was made of any increased provision.

These first selected comments reveal the variety of locations and timings:

"Nettlecombe - Somerset 'A' Level April 1988 - 5 students."

"French Alps - 8 days - booked through a travel company, or a fieldcourse in North Wales - 5 days - hotel accommodation."

"Cumbria Field Centre, Aleodon - full board. All of the Sixth Form Geographers go, during the Easter holidays."

"We go to a field study centre at Barmouth during the Spring Term - 12 pupils involved. I regard this as necessary and the essential part of the course and have persuaded the headteacher that this is so."

"We use the Kent Mountain Centre - we usually go at the end of term and often into the holiday. We take about 18-24 students."

"We find it difficult to make bookings even a year ahead. We take the GCSE groups and use a variety of places e.g. the Swanage Youth Hostel or Malham Tarn Field Study Centre. Next year we are trying a new accommodation base in South Wales. We usually go in June but last time it was May."

"In the past we have arranged 'O' Level residential courses at Borth Youth Hostel (Mid Wales) with about 30-35 students involved. We have always been during the October Half Term. We have not arranged any GCSE fieldwork and don't think we will be doing so. At 'A' Level we have used the FSC centres at Malham and Slapton Ley. Again these have to be arranged during the half term or Easter Holidays. In 1986 we spent 17 days through Europe to Morocco with Hobo travel."

"We are going to North Wales again. Accommodation has not yet been arranged but there will be 5 students and 2 staff."

"The only residential fieldwork we now run is an 8 day course for 'A' Level Geography and Geology students at Easter. In the past this has been in the holiday but this year it will be in term time. Self catering basic accommodation in an old junior school now converted. The total party will be about 20 (usually including 4 staff although this may be cut as it is in term time). A residential course in the 4th Year no longer runs because of high costs and competition from 'holidays' arranged by the school."

"1 week with the Field Studies Council for our 4 students. This year we have 2 students and they will be going to Slapton Ley."

"Only residential fieldwork is done at 'A' Level. Fieldwork on this basis is very precarious, but we are managing to maintain it at present."

"We have always used a centre in Cumbria but this year we have had to change as it has become too expensive. Now we go in March to a youth hostel for 4 days (rather than the week). All the pupils go, although this year they took some persuading. The youth hostel is in Norfolk which reduces travelling costs."

One further point requires reference. 19 (16.2%) of the teachers responding mentioned the cross-curricular nature of their residential fieldwork courses. Some of these were TVEI organised and to some extent funded by TVEI. This particularly concerned the 14-16 age range. Others were geography/geology, geography/biology or geography/chemistry/biology based. Where finance is limited this amalgamation of courses was seen as a valuable solution. Even where there were no organisational problems the cross-curricular element was seen to provide important benefits and often helped justify courses to headteachers, governors and parents. Residential courses were also seen to play an important role in preparation for and even completion of individual project work by examination candidates and it this link which is dealt with in the next section.

6:5 FIELDWORK AND INDIVIDUAL PROJECT WORK

Question: To date, what have been the implications, if any, of the organisation and completion of individual project/enquiry work for GCSE for both pupils and staff? What have been the benefits and problems?

The late availability of syllabuses, already referred to in the Regional Schools' Questionnaire, some ready one or two months before the start of the course, made planning very difficult, particularly in terms of interlinking project work and fieldwork. The rushed start was highlighted a major problem in planning.

Weaknesses were already showing up, in this Follow-up Regional Questionnaire, in the preparedness of pupils for their individual project work. Little fieldwork, in the lower school, was seen as a major factor in this problem and, as highlighted in the original Regional survey, trying to organise fieldwork in the lower school (an obvious and logical next step) is fraught with difficulties, especially at this late stage. Some schools in the Follow-up survey claimed that between the surveys (Regional and Follow-up) they have, despite the problems, introduced some fieldwork in the lower school. They viewed this step as an essential one in the light of the GCSE criteria.

Two questions were now being asked in these circumstances: where is the best place to fit in teacher organised fieldwork so that the value for project work is maximised and how do these timings fit into the timetable and other internal constraints? In which order these influenced the result it was impossible to gauge.

Although many positive points were put forward it seemed that the negative factors were highlighted and this may lead to debate over the nature of the questioning and structure of the questionnaire. However points raised in perceptual studies in the Regional Schools' Questionnaire were strongly supported in this Follow-up survey. The local community was seen as a major issue. Some of the respondents were now involved in individual project work at GCSE 'AO' Level and 'A' Level. All three require pupils to do work in the local community along with other schools in the area. This pressurises the local sites and the local people. This will, it was forecast again, get worse.

These problems must be set against the benefit that pupils gain from using their local environment as a source for study which was identified as a major factor in the early local studies courses of this century. On the whole it was stated that pupils enjoy undertaking project work and see major links with teacher organised fieldwork. As discussions on the Teacher/Pupil Attitude Questionnaire in Chapter 10 reveal staff-pupil relationships are enhanced and these are developed further through teacher organised fieldwork. The ideals are, however, tainted by the constraints which lead to frustration among fieldwork planners and some concern for the future of fieldwork itself.

6:6 FIELDWORK: THE PRESENT AND FUTURE POSITION

Question: Please comment on the present position of fieldwork and any future trends you envisage

The range of comments and variety of themes which answers provided to this question supported the decision to allow the question to be open and introduced many aspects developed further in the Teacher Attitude Survey reported on in Chapter 10. Comments showed the frustration which was identified earlier in discussions of the previous question, revealing teachers' concern and anxiety about fieldwork provision in the future, mainly because of the

confusion of the present. Such concern showed the important place this aspect of geography teaching has in teachers' minds.

A real problem was in keeping fieldwork 'fresh'. Where is the time and the opportunity to think up new titles, new exercises, new sites, new ideas, new fieldwork techniques and methods all of which are essential is fieldwork is to remain interesting and valuable? This, directly or indirectly introduces the expertise of the planner for the first time. Some teachers accepted that they did not have expertise because of their experience. Others stated that limited time meant that the tried and tested fieldwork techniques and exercises at the same sites are used year after year. The great range of new publications setting out new fieldwork techniques and the increased availability of new opportunities for fieldwork (new locations, topic areas, equipment and resources) does not affect the overall picture a great deal. It must be remembered, however, this is a very small survey and it was conducted one year into the GCSE syllabus. It is quite possible that given time, these new opportunities, many them commercially based (e.g. travel companies, zoos, theme parks, etc.) will be better used and in greater demand.

Internal logistics and costs were seen as the important limiting factors. There were calls for a co-ordinated coursework programme and fieldwork throughout the school and where this does take place fieldwork planning is made easier. This internal co-ordination places restrictions on the timing of fieldwork yet it does remove uncertainty, loss of goodwill and communication problems. Internal organisation, it seems, has been noted as a major factor in all three of the questionnaires reported on so far and staff unwillingness to allow pupils and staff to miss lessons can be overcome to a certain extent with greater co-ordination. Some timetabling changes, it is noted, have favoured the fieldwork planner. GCSE, in officially recognising the role of fieldwork and making it compulsory in some form or other, has made it easier for fieldwork planners to justify their fieldwork programmes and ask for the conditions which help them fulfil them.

The important factor for the future, it was considered by a majority of teachers involved in this survey, was the staff problem. Countless hours are involved in fieldwork planning which needs to be done properly if the fieldwork is to be of value. Teachers just do not have the time (or the inclination)

to organise it. Attitudes are hardening, the number in some departments is falling, time is becoming more precious especially as new initiatives take more time for administration, preparation and organisation. The comment was made, in different words, on many occasions that staff enjoy fieldwork and understand its geographical and social importance but they cannot give it the time and importance it requires unless it is to the detriment of other classes or administration. Directed time was seen as a threat, because it provided too few hours in a day! Educational change, the lack of supply cover and teachers' contracts will work together, it is predicted, to act as a major constraint against fieldwork planning in the future. It will still take place but under restrictions which, it is forecast in this survey, may be severe in a significant number of schools.

The apparent contradictory philosophies were apparent throughout comments on this question. The GCSE examination, together with the newly introduced 16-19 Geography Project 'A' Level (referred to repeatedly by respondents to the Field Study Centre Questionnaire) call for active and participatory learning with the aim of 'getting the pupils out into the field'. The policy of LEAs and government pressures on teachers with new initiatives and regulations appear to operate in the opposite direction. They make it difficult to plan to 'get pupils out into the field' and this, in summary, is the clear message from this open final question. A compromise is reached in almost every school and that compromise is not always very satisfactory to the fieldwork planner who through geographical training has an inbuilt desire to undertake relevant and properly planned and organised fieldwork at the appropriate time. Several respondents quoted that they were 'making do'. At this early stage it was seen that the approach of the GCSE was not being fully developed for the reasons outlined in answers to other questions in the survey.

The 'pupil' and 'school' value of fieldwork are still seen as important although often lost amidst arguments about staff and money. Comments were still claiming that whatever the problems fieldwork would continue because of the value to pupils. The prestige value was also seen as a powerful benefit. One teacher believed that schools were more willing to find the money for a foreign fieldcourse because it 'looks good in the prospectus'. How widespread this particular view was among respondents is hard to assess. A number of schools, and it is difficult to quantify how many, were planning on increasing lower school fieldwork as an extension to the fieldwork programme

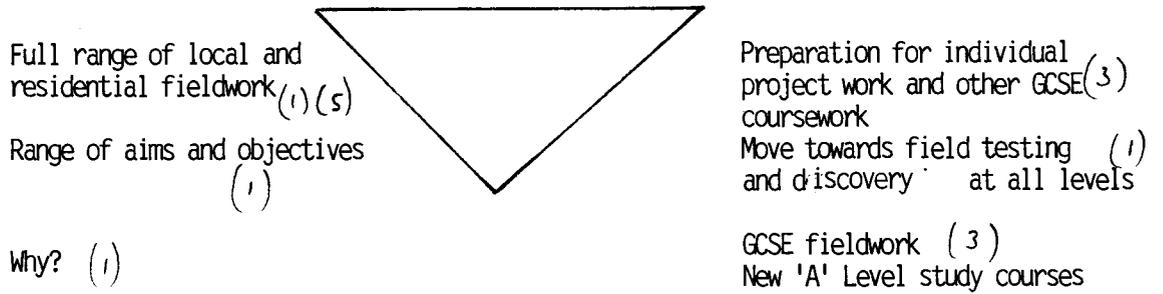
already established in the GCSE years. However much prestige value fieldwork has and however well justified fieldwork programmes are there is still the factor of costs and these seem to underpin respondents views for the future. Parental contributions, the confusions over when and when not to charge and what to charge for and the escalating costs of transport (and accommodation where applicable) as well as any course fees all form part of this important influence. This, according to this small survey of teachers, is set to dominate the planning process in the future. All of these component parts to the overall picture are developed further in the next Chapter.

GENERAL PERSPECTIVE ON THE FOLLOW-UP REGIONAL SCHOOLS' QUESTIONNAIRE

The Follow-up Regional Schools' Questionnaire, a smaller survey than either of the National and Regional Schools' Questionnaires, was conducted one year after the introduction of the GCSE, in September 1987. It attempted to review the situation outlined by the Regional Schools' Questionnaire. It was difficult to make the task a simple one and a year is not a long period for change to take effect. However early fears were not founded and teachers from the 117 schools contacted in the Regional Schools' Questionnaire and now replying to the Follow-up Regional survey made it clear that the situation had changed and the questionnaire survey, undertaken in September of the second year of the first GCSE courses seemed to be fully justified. The response rate of 82.4% showed the concern felt for the survey topic and the need for some kind of 'vehicle' for teachers to voice their feelings.

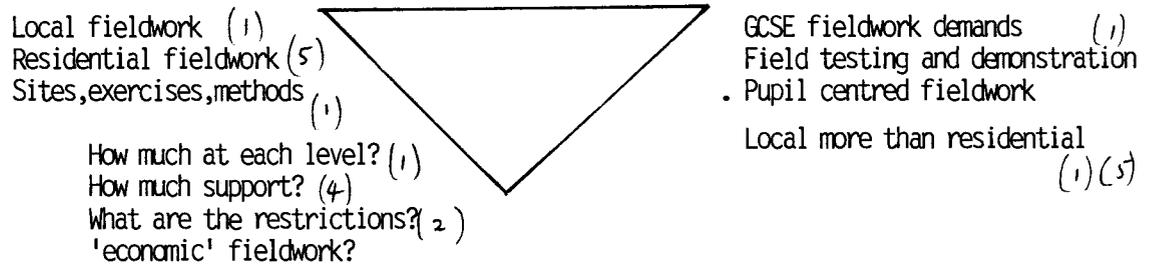
The amount of fieldwork had not, according to this small survey, increased or was planned to increase with the new GCSE. Increasing and decreasing trends at the 14-16 level were equally present among the schools replying. Provision at the Sixth Form level was more stable. Although only 12-18 months had passed since teachers were forecasting an increase in fieldwork no increase was evident. Perhaps the period was too short. However it was not too short to provide ample opportunity to discuss the impact of GCSE on fieldwork, many of the points being included in Figure 6:1, a further development of Figures 4:7 and 5:4.

FIGURE 6:1 THE PLANNING PROCESS [FOLLOW-UP REGIONAL SCHOOLS' QUESTIONNAIRE]



IDENTIFY PROBLEMS ----- LOOK FOR OPPORTUNITIES

How? (2)



When? Where? (1)

CAREFUL PLANNING

Integrate ideas into a (2) practical plan and implement

Organise
Communicate (2)
collect fees (how much?)
(charging policy)
Staffing factors - how many?
who?

Role of headteacher
School communications system (2)
School management structure

IDENTIFY PROBLEMS (2)
RESTRICTED ENVIRONMENT IN WHICH TO PLAN

Local fieldwork takes precedence
Lack of specialist staff
Timetable
Staff/supply (2)
Costs
LEA support/regulations (4)

Right time?
Right place? (6)
Right work?
Right costs?

GCSE - suitability (3)
modifications in the light of change

Relevancy
'economic value' (6)
'educational value'
Was it worth the extra time and effort?
Did organisation work?

(Numbers in brackets refer to the targets of investigation)

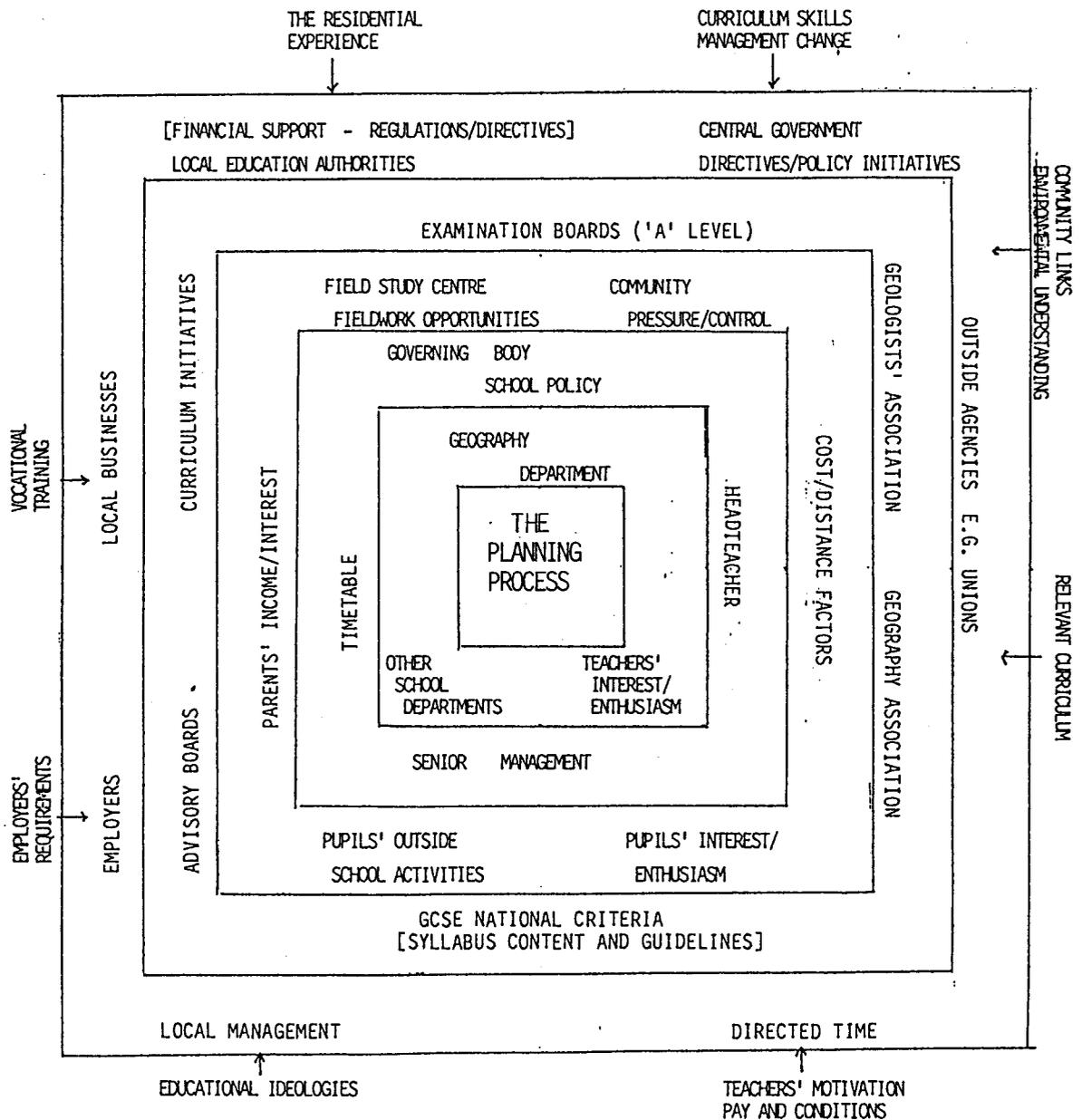


FIGURE 6:2 THE WIDER CONTEXT OF FIELDWORK PLANNING

Internal influences on the planning process, identified in the National Schools' Questionnaire and emphasised in the Regional survey, are now joined by equally important external factors. Figure 6:2 attempts to set ALL of these factors into the context of an ever widening sphere of influence. The context becomes wider, more general and external as progression takes place from the centre outwards. At the centre lies the fieldwork planner. All of these educational, societal and organisational influences have now been referred to in the three questionnaires reported on to date most of them discussed at length in teacher comments in the Follow-up Regional Schools' Questionnaire. The degree of influence varies from school to school and from area to area. This survey shows up a spectrum of attitudes about the planning process from a planner who considers all the problems to be surmountable to one whose motivation has disappeared because the problems are insurmountable. In some respects this polarisation is more evident in this survey and the majority of views tend to gravitate towards the 'negative' pole. A greater number of teachers believe the constraints to have important and modifying effects, particularly for the future and for residential fieldwork.

Collection of data on the planning of residential fieldwork was an important part of the Follow-up survey. Detailed reference will be made in Chapter 7 (in the report on the Interviews) and in Chapter 9 (on the residential experience). However cross-referencing with the results of this questionnaire and those of the LEA and Field Study Centre Questionnaires show close links between them and supports the trends identified by this survey.

The picture is becoming clearer, if more dynamic. The brush strokes i.e. targets 2,3,4 and 5 dealing specifically with the planning process, role of public examinations, LEA and Government policy and the residential experience respectively are distinctive yet their boundaries tend to merge. In a period of change one development or event creates a 'knock-on' effect which sets in motion a number of other changes in and to the planning process. The 'prescribed environment' of planning is becoming more fully defined. There are new ground rules and definitive guidelines. Even tragedy has helped set new standards and procedures. The Follow-up Regional Schools' Questionnaire provided the opportunity to measure teacher attitudes and this is now extended further through the case study Interviews.

CHAPTER 7

Report on the Case Study Interviews

Reference to Figures 2:1 and 2:2 (copies of which are inserted at the beginning of this Chapter) shows the overall aims of the Interviews reported on in this Chapter and also the way in which directed questions fit into the framework of the targets of investigation outlined in Chapter 1 (pp 67-69). These relatively short and semi-structured interviews, as stated in Section 1:4:4 are considered the most appropriate qualitative design method to follow-up the questionnaire surveys. With emphasis on an assessment of practical planning the use of interviews is a direct contact method undertaken in the environment where the planning is actually taking place. As a teacher and planner myself it seemed appropriate to take advantage of the direct professional relationship between teacher and teacher rather than between teacher and researcher. Section 1:4:4 has argued against the use of detailed case study interviews in this research design. Yet these semi-structured interviews are seen as essential as an assessment of the strength of feeling about the factors already identified through the National, Regional and Follow-up Regional Schools' Questionnaires. Face to face interviews can identify the planning process and the impact of multiple change upon it. As section 3:4 has stated, much of this cannot be done by questionnaires alone.

Section 3:4 has set out the opportunity sample used in this data collection. Section 2:2:4 (pp 67-69) has outlined the structure of the Interviews and the general topic areas covered. These are related to the Targets in Figure 2:3, a copy of which is also inserted here to provide easier reference during the course of this report. Building on the general perspectives of the previous three Chapters, this report can provide a range of examples to paint the picture, already emerging, in more detail and to bring it further up to date.

FIGURE 2:1 OUTLINE OF SURVEY INSTRUMENTS

INSTRUMENT OF MEASUREMENT	DATE(S) INSTRUMENT CONDUCTED	SAMPLE BASE	INSTRUMENT OF MEASUREMENT: General details (e.g. role)
NATIONAL SCHOOLS' QUESTIONNAIRE	APRIL - MAY 1985	STRATIFIED SAMPLE 261 schools (from lists provided by field study centres)	Based on schools using a field study centre for fieldwork Testing of the strength and validity of the selected targets of investigation. To set the scene across a range of target areas. An emphasis on the planning involved in residential fieldwork.
REGIONAL SCHOOLS' QUESTIONNAIRE	APRIL - MAY 1986	STRATIFIED SAMPLE 256 schools from 5 south eastern counties	A more intensive study of schools to provide regional results -to add a further dimension: the link between organised fieldwork and individual project work. To extend data collected in NSQ on a number of target areas e.g. the role of public examinations and constraints on the planning process. Perceived impact of change.
FOLLOW-UP REGIONAL SCHOOLS' QUESTIONNAIRE	SEPTEMBER 1987	RANDOM SAMPLE 142 schools from the Regional Schools' Questionnaire	A follow-up survey of schools used in the sample above. One year into the GCSE examination course. Effect of change one year on. Impact of changes across the range of targets.
INTERVIEWS	JANUARY - JULY 1989	OPPORTUNITY SAMPLE of 45 schools	An overview of the planning process - the balance of opportunities and constraints. The impact of change on the planning process Measurement of strength of feeling on influential factors.
LEA QUESTIONNAIRE	OCTOBER 1987	ALL 47 COUNTY BOROUGHs and 57 METROPOLITAN DISTRICTS	Assessment of the positive and negative influences on the planning process Collection of information on financial and other LEA support to fieldwork. Impact of change on LEA support. Assessment of LEA attitudes towards fieldwork provision and planning.
FIELD STUDY CENTRE QUESTIONNAIRE	OCTOBER 1987	RANDOM SAMPLE 100 centres	Assessment of the role of the field study centre on school fieldwork and its planning. Measurement of reactive and proactive influences on fieldwork planning. Fieldwork opportunities. Field study centre staff attitudes towards fieldwork planning.
VISITS TO CENTRES	MAY - AUGUST 1986 JUNE - SEPTEMBER 1989	5 SELECTED CENTRES	Follow-up to the questionnaires. Assessment of the strength of feeling about issues which link centre with schools in fieldwork planning.
TEACHER/PUPIL ATTITUDE QUESTIONNAIRE	JANUARY - MAY 1989	45 Schools 131 teachers, 540 GCSE pupils, 360 'A' Level pupils	Assessment of the perceived role of fieldwork (present and future) Assessment of teacher attitudes across range of targets Assessment of pupil attitudes towards fieldwork and its role.

INSTRUMENT OF MEASUREMENT	TARGET 1 Fieldwork Provision Approaches to study	TARGET 2 Planning and Organisation of Fieldwork programmes	TARGET 3 The Role of Public Examinations	TARGET 4 The influence of Central Govt. and LEA policy	TARGET 5 The Residential Experience and the Role of the field study centre	TARGET 6 Teacher and Pupil Attitudes towards fieldwork
NATIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? How many pupils are involved? Has the number changed? If so how? Has the nature of fieldwork preparation time changed?	What are the problems of organising fieldwork? Rank problems and assess future impact. Has the amount of financial resources and preparation time changed?	What exam board do you use at each level? Do candidates undertake individual work? Is fieldwork important as preparation for these? How will fieldwork's role change with GCSE?	Does the LEA provide any financial grant? Has this changed in recent years?	What makes you choose x centre? What influences choice?	Is geography taught as separate subjects? (or integrated subjects) When and how does it
REGIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? Has this changed over the last 5 years?	What are the problems of organising fieldwork? How will these problems affect fieldwork provision in the future?	What % of pupils do a project? Which board do you use at each level? What are the purposes of project work? What problems arise in the completion of projects? How informed are you about GCSE? What implications will GCSE have for fieldwork?		How many units are residential?	
FOLLOW-UP REGIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? Has there been any change in the last 2 yrs?	Have any problems arisen or changes occurred to cause difficulties in fieldwork provision at any level?	Has the introduction of GCSE affected the type, amount and location of fieldwork? What have been the implications of project work for staff and pupils?	What is the present position regarding LEA financial support LEA policy towards fieldwork? Has it changed?	How many units are residential? Give details of residential fieldwork? Has residential fieldwork been pressurised recently?	Comment on present and future position of fieldwork and its planning.
INTERVIEWS	Aims and objectives Changes in approach Fieldwork programmes New and traditional opportunities	Planning and organisational procedure Constraints and limiting factors	Role of GCSE Role of individual studies	Role of LEA How much does LEA influence the planning process?	Local v residential fieldwork	Impact of present changes Future influences and change General attitudes towards role of fieldwork
LEA QUESTIONNAIRE	Effect of LEA on Fieldwork provision	Effect of LEA on planning		Do you support the need for fieldwork/residential fieldwork? What support does the LEA provide? Has this support changed? Is residential fieldwork increasing/decreasing?		
FIELD STUDY CENTRE QUESTIONNAIRE		What problems do schools face as they plan for fieldwork?	Impact of 16-19 Geography project Impact of GCSE		Details of facilities Pupil numbers at centre Changes in numbers Course changes What problems do field study centres face?	
FIELD STUDY CENTRE VISITS	Link between field study centres' markets and school fieldwork provision	How does the field study centre see the interplay between opportunities and constraints in the planning process?	Impact of GCSE and 'A' Level changes.	Impact of changing policy and changes in LEA support	How does the field centre view its role? How does it view changes in the market? What courses are offered? How will the future affect the field study centre?	What does the future hold for geography fieldwork?
TEACHER/PUPIL ATTITUDE QUESTIONNAIRES	Teacher Pupil	Importance of influencing factors in planning process	Individual project and links with fieldwork Links between project work and fieldwork Importance of fieldwork in exams.		Value of residential experience Benefits of residential fieldwork Value of residential experience	Attitudes of teachers to fieldwork Attitudes towards fieldwork Enjoyment of fieldwork Looking forward to fieldwork?

FIGURE 2:2 THE LINKS BETWEEN SURVEY INSTRUMENTS AND TARGETS OF INVESTIGATION

7:1 THE AMOUNT AND TYPE OF FIELDWORK UNDERTAKEN

The amount of fieldwork undertaken by the secondary schools involved in this Interview survey is set out in Table 7:1. Fieldwork was divided into each year group and the $\frac{1}{2}$ day unit, used in the questionnaire surveys was also used here. The figures reveal a considerable amount of fieldwork organised, particularly at the GCSE and 'A' Levels. The range of work undertaken was impressive and these together provide an excellent basis on which to extend the data collection across the range of targets of investigations.

A summary of the destinations and the type of local area fieldwork done by the Interview schools is shown in Table 7:2 and this, together with Table 7:3 which shows destinations, duration and programme summaries of residential courses at a selected number of the school contacted, reveals the wide-ranging opportunities open to pupils in these schools and the number of sites and destinations used by fieldwork planners. The emphasis in the main is on pupil-participation. The 'look and see' (the field teaching and demonstration of David Hall's classification used in the National Schools' Questionnaire) has, lamentably for some interviewees, almost disappeared. There was some evidence for it, in tours around the London Docklands for example but the emphasis, as highlighted in the National survey, is now on hypothesis testing and 'field research', even at the GCSE level. This trend has the knock-on effect that fieldwork planned needs to be prepared and planned in detail, taking into account the suitability of the work for different ability ranges, the suitability of the area for the work being completed, the pressures this work may place upon the local area and community and the appropriateness of the work itself for the examination syllabus and its link with the project work (or coursework) of the pupils themselves.

The emphasis here is on creation and extension of opportunities. An introduction to fieldwork techniques was seen by most interviewees to be very important in the lower school, although in many cases it was openly admitted that this was on a very adhoc basis at present and may disappear altogether in the near future. Most of the lower school fieldwork, in the survey, was undertaken in the local area, often within walking distance of the school. Three schools were forced to use the school grounds as the fieldwork source area. Studies of the local area included (and interview school examples are

	NUMBER OF FIELDWORK UNITS (HALF DAYS)									
	0	1	2	3	4	5	6-10	10-15	18+	TOTAL
1	9	5	15	5			6			40
2	8	2	12	9	8		1			40
3	6	2	10	11	3	3	5	4		44
4	2	1	10	12	14			6		44
5	11	4	16	9	2			2		44
6A	2		4			3	5	9	2	25
6U	7	3	7		3		2	3		25

TABLE 7:1 SECONDARY SCHOOL FIELDWORK (INTERVIEW SCHOOLS)

DESTINATION	TYPE OF FIELDWORK
Town centres: Chatham Canterbury Maidstone Tonbridge Tunbridge Wells Gravesend Rochester	Urban studies - Zoning of landuses, urban conflicts, urban change - decay and growth urban fringe areas/green belt CBD analysis social/residential zoning transport studies pedestrian analysis pollution analysis exercises perception studies recreation studies
London	
South coast resorts e.g. Hastings Brighton Folkestone, Margate	
South Downs: Seven Sisters Country Park, Ditchling Beacon	Management of the landscape Conflict Recreation/visitor surveys
Local nature reserves e.g. Swale Wye	ecosystem studies ecosystem management
The Warren, Folkestone Camber Sands Broadstairs Dungeness Leysdown/Minster, Sheppey	Coastal studies - cliff retreat longshore drift dune development coastal management
Local woodlands - e.g. Ham Street Woods, Cockham Woods, Upnor Ashdown Forest Hothfield Common	Ecosystem studies - Measurement of the workings of ecosystems and changes identified Man's influence
Littlebrook Power Station Richborough Power Station Dungeness Power Station	Power supplies Electricity generation
Commuter villages - e.g. Staplehurst Conservation villages - e.g. Alfriston Agricultural villages - e.g. Wye Industrial settlements - e.g. Snodland	Changes in rural settlements Development of rural patterns Link with landuse patterns Conflict in village growth Social change Environmental studies
Various industrial visits - Reeds Paper and Board ICI Yalding Sheerness Steel Sheerness Docks Marley Foam. Lenham	Industrial studies Industrial location and change Problems of industry New developments in industry
Transport: Channel Tunnel	Transport change/development

TABLE 7:2 SUMMARY OF A SELECTION OF DESTINATIONS AND FIELDWORK

TAKEN FROM ALL THE SCHOOLS IN INTERVIEW SURVEY

1. <u>MALHAM TARN:</u>	7 DAYS	Moorland Habitats (ecosystem studies) Settle/Skipton as market/tourist towns Extractive industry in a National Park? (Giggleswick Quarry) Reservoir Planning enquiry in Ribblesdale Oxenbur Wood, Wharfe Wood and Feizer Wood (the impact of man on a woodland) Management of limestone scenery, Malham
2. <u>NORTH YORK MOORS</u>	5 DAYS	Rural deprivation in the North York Moors Landuse conflicts in the Park Teesside - a changing industrial region Landform management and natural processes on the Yorkshire coast Selby coalfield
3. <u>SWANAGE</u>	5 DAYS	Swanage as a tourist resort - management problems Landform management along Dorset coast Landform development along the coast Transport problems on the Isle of Purbeck A bypass for Corfe Castle Wytch Farm/Poole Harbour oil development
4. <u>NORFOLK</u>	6 DAYS	The problems of the Norfolk Broads Change along a river's profile Yarmouth as a resort settlement Changing face of agricultural industry Landuse changes/rural settlement Coastal landform development e.g. Blakeney Point, Hunstanton cliffs
5. <u>NELSON</u>	7 DAYS	Landuse/environmental assessment of the Yorkshire Dales Planning issue at Ingleton Industrial change in Burnley and Nelson Management of limestone scenery, Malham Selby Coalfield and Drax power station Inner Manchester
6. <u>HOLLAND</u>	7 DAYS	Rural/urban conflict in the Green Heart Development of Schipol Airport Sand dune systems Industrial complex of Rotterdam Agriculture and intensive farming Water resource management/flood control - the Rhine Delta/New Polders Amsterdam - problems of a major city
7. <u>SWANSEA</u>	5 DAYS	The Gower Peninsula Coastal management on the Gower Swansea - a changing industrial city Rhondda Valley Management in the Brecon Beacons Park Agricultural change on the Gower

TABLE 7:3 SAMPLE OF RESIDENTIAL COURSES:SUMMARY OUTLINES

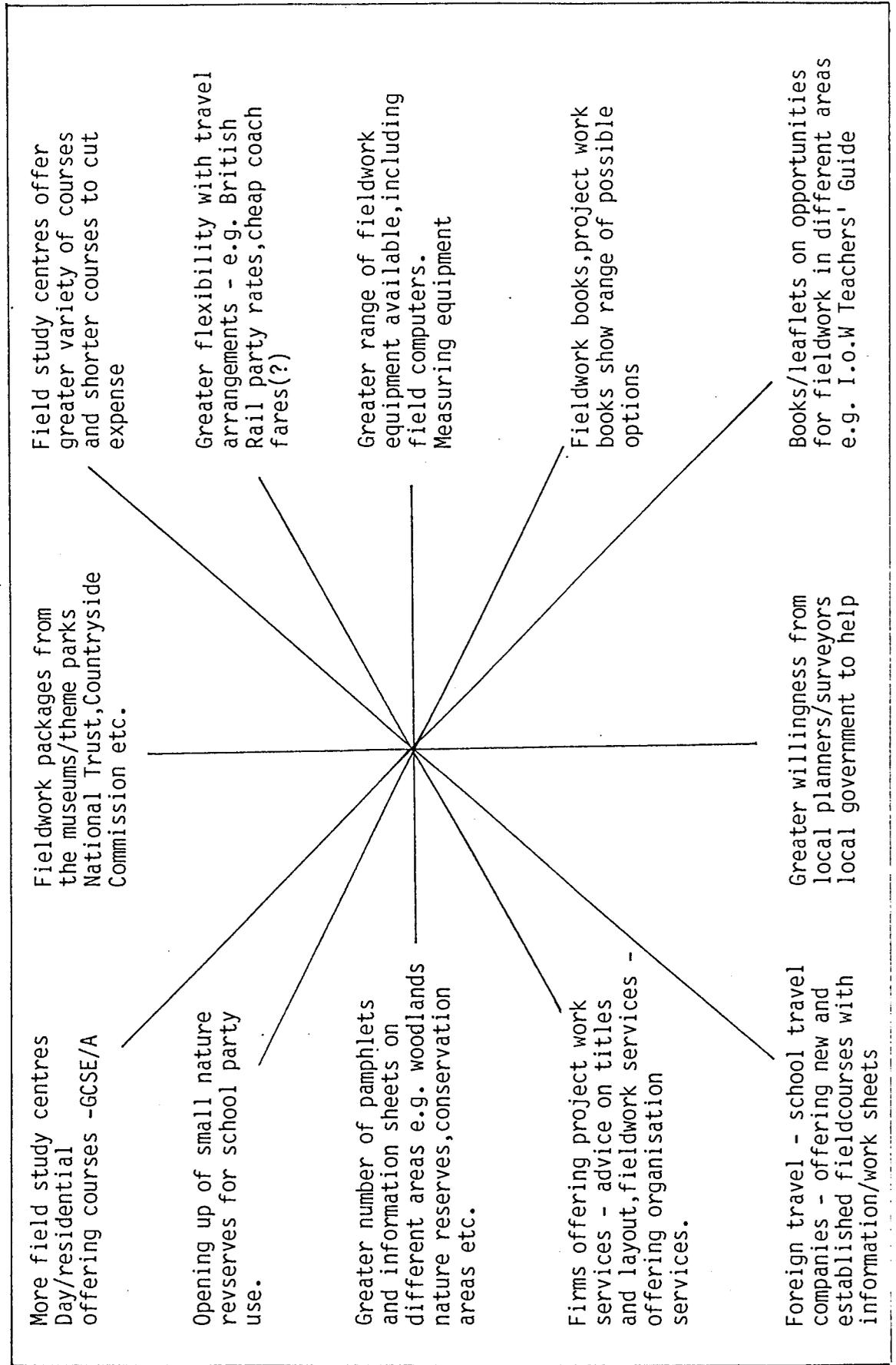
used) work in the surrounding farmland/countryside, an urban landuse transect, a village survey or local stream analysis. Physical geography fieldwork was not as common as human geography fieldwork. In fact very little physical fieldwork is undertaken except in the Sixth Form (except for some coastal work and analysis on the South Downs) and this is usually done on a course away from the local area.

Many of the new developments in fieldwork opportunity which are being advertised and offered to school geography departments were discussed in the Interviews and these are summarised in Figure 7:1. The diagram includes both local, longer distance day and residential fieldwork possibilities. A competitive market for 'fieldwork students' is clearly evident. Many different institutions, field study centres, museums and companies, for example, have recently entered this 'new market'. Provision of fieldwork opportunities has, according to details produced at the interviews, become big business. This applies, as the diagram shows, not only to the planning and publication of fieldwork programmes, fieldwork worksheets and information packs, but also to accommodation packages, travel companies which organise the whole fieldwork package, and transport companies providing special rates for fieldwork ventures.

Most of the fieldwork planners interviewed had made some attempt, despite the constraints, to develop their fieldwork programmes in some way; to introduce new techniques, sometimes introduced to them through the range of new fieldwork books which are now on the market, to use new sites for 'old' techniques and to be much bolder and organise residential fieldwork in a 'new' area where different opportunities exist. These areas, as some interviewees quoted, were made known by teacher colleagues or by local schools, or by advertisements in geographical journals. Commercialism of the fieldwork market, through advertising and aggressive marketing, has certainly increased and has had some effect as this small sample of schools shows. One school even, for example, used worksheets and information sheets produced by Chessington Zoo on a visit there as part of a recreation module for GCSE. The results, it was clearly stated, were very interesting and the fieldwork venture very worthwhile. On other occasions the interviewees were not so certain.

The interviews provided excellent opportunity to discuss these new developments and to assess their results. There was evidence of the use of commer-

FIGURE 7:1 A SUMMARY OF NEW DEVELOPMENTS IN FIELDWORK OPPORTUNITY (FROM INTERVIEW SCHOOLS)



cially produced GCSE humanities projects, of guidance sheets on the structure and organisation of geography projects, of fieldwork packages, and of fieldwork lectures delivered by former teachers who now can be contracted out to prepare and conduct studies 'in the field'. These newly available opportunities must, in the overall picture, be set against the number of constraints many of which have already been identified and discussed. Reference to both are important in the analysis of the planning process, the theme of target of investigation No.2.

Very few of the interview schools ventured abroad for residential fieldwork courses. Seven schools organised foreign courses at 'A' Level and three at GCSE. How typical this percentage is (15.5% and 6.7% respectively) is difficult to judge but some of the interviewees said, with some concern, that they had been abroad in the past but now no longer did so. Of the seven venturing abroad destinations ranged from the Netherlands where the school undertook fieldwork using a travel company, to Spain, Switzerland, Italy, and France. Hotels and youth hostels were mainly used for accommodation although one school undertook fieldwork as part of an exchange visit with a partner school in Northern France. In this way the Modern Language Dept. was also involved and French and Geography students went together on a cross-curricular residential course.

In this country, the destinations of residential courses at both GCSE and 'A' Level are spread widely across the country, many of them stating that they wanted a different environment from the 'boring' south east. Accommodation varied from hotels to farmhouses (modernised outbuildings), village schools, guesthouses, university and polytechnic campuses, holiday camps, camp sites and field study centres. 10 schools (22.2%) used the latter as a basis for residential fieldwork, with the Field Studies Council, private and National Park centres being represented. Those who used the field study centres were happy to continue to do so, although costs were rising and some interviewees were concerned about increasing parental contributions. One school had its own centre in North Wales, an old farmhouse now used exclusively for outdoor pursuits and study. Interviews began on a positive note, outlining an extensive programme of fieldwork provision and fieldwork planners were clear about their aims in providing this fieldwork.

7:2 THE AIMS AND OBJECTIVES OF GEOGRAPHICAL FIELDWORK

From discussions concerning the amount of, type and opportunities for fieldwork the interviews aimed at identifying and defining the aims and objectives of the geographical fieldwork undertaken and in particular to assess any identifiable change. There was no doubt, throughout the interviews, of the value of fieldwork and the extreme lengths (in some cases) which fieldwork planners were going to go to keep fieldwork (and hopefully extend it) in the geography curriculum. Fieldwork planners were keen to maintain a fieldwork presence in all geography courses, although the degree and characteristics of this presence obviously varies from school to school and from fieldwork planner to fieldwork planner. Comments add details of the circumstances in which some of these are recognised:

"The role of our geographical fieldwork has changed to some extent although fieldwork has always been very important. Today fieldwork is much more pupil-centred and problem solving biased. It is a means of developing knowledge of key concepts and processes. The fieldwork has become a tool in the overall process of developmental project work. It is not an end in itself. Long gone are the days when fieldwork is seen as a way of visiting a new area and looking around, analysing the landscape. Local work is the key factor today. If we were to arrange anything else we would have problems. At least in this way, we can suit work to different abilities and make sure that all pupils involved benefit educationally and geographically from the work."

"I could speak for hours on this. Do we have time? I believe that fieldwork is so important that nearly every educational objective is satisfied in doing fieldwork. Because it is becoming much more pupil-based, it is becoming a little harder to organise but at least the GCSE syllabus requirements meant that there could be little opposition to our plans. I believe that fieldwork has a lot of social attributes too. They really do learn how to co-operate and listen to others and this doesn't just apply to 'A' Level. In the first and second Year the little fieldwork we do is aimed at introducing some of the techniques and skills required for GCSE. These skills include an emphasis on social ones."

"It is all hypothesis testing and collection and interpretation of data. Some pupils find this extremely difficult and boring. The old fieldwork approach has gone which is a great pity. The old 'Cook's tours' are out."

"It seems that the move to enquiry based learning has provided a new direction for fieldwork, but I'm certain that the look and see type

should be completely abandoned. Otherwise the objectives are as before - development of social skills, an experience in using techniques in other places, the development of self and group reliance for collecting data even for study in general. Motivation is a key objective too."

"Fieldwork is now more essential than ever, since at both GCSE and 'A' Level topic based investigation is required. Pupils are now generally working in small groups without staff supervision, the necessary preparation having been done in advance in the classroom, whereas formerly pupils were taught in large numbers in the field. I can remember trying to conduct lectures about stacks and arches in the field near Durdle Door. We don't do that anymore. In many ways I regret this. There is room for this kind of fieldwork in the present picture, if treated as one of the many different approaches. Analysis skills and enquiry based skills are important now, when pupils and students are expected to undertake their own work later. At 'A' Level we are also using the field course to teach techniques which students will later be using in their projects, as well as illustrating various aspects of two coursework units - recreation and leisure and regional disparities. How can you illustrate the latter unless you are prepared to visit other areas."

"Fieldwork was once tacked onto the end of the year's work in the classroom and was very much teacher led 'look and see'. It was normally a coach trip to a new environment. Today fieldwork should be (and the emphasis is on should) integrated to the geography syllabus throughout all years and if possible reflect a range of scales. Social and study skills are of real importance. Pupils need to be involved in the work - even in the planning and preparation. Through this kind of fieldwork they can learn to be responsible for their work and for the environment in general. They learn to co-operate too."

"The role has not changed but the emphasis has increased, with TVEI, to new syllabus objectives - to appreciate the environment, to develop skills in observation and to perceive approaches to problem-solving. The TVEI extension has, in fact, given us a chance to develop some new fieldwork. We have been quite lucky about this. At least with some new resources and a new approach it has worked quite well. The school runs a residential course in the 4th Year and geography plays a part in this although it is not specifically a geography fieldcourse. Social skills in TVEI are equally as important as study skills."

"It doesn't matter about coming to the right answer. It is practice at the techniques which counts. This is the most valuable thing. The overall aim is to develop an enquiring mind, responsible to the environment, towards other people, towards study and towards life in general. Fieldwork is as essential to the geographer as a laboratory is to science teaching. It adds reality to enquiry-based learning. Pupils can tackle realistic and local investigations."

"Fieldwork was a lesson in the open air looking at a whole variety of things. Some survey would be included. Now pupils spend more time studying one narrow topic in detail and doing more of the work themselves. The variety of benefits from this is great. The change to individual investigation work away from the conducted tour by the teacher makes pupils more responsible for his or her work. They became more aware of their environment and are able much more effectively to apply their geography to the real world."

The 'hands-on' experiences of the modern fieldwork approach, outlined in the comments above, involve a number of different objectives - educational and social. However the changes identified show that the function hasn't changed a great deal and it remains to widen student appreciation of a practical subject, to encourage interest in the subject in particular and the environment in general and to provide a social experience. These aims, focused through the traditional (and new) opportunities set out in the previous section, should now be set within the context of the organisational process and in particular the constraints identified as influencing this planning process.

7:3 THE PLANNING PROCESS INVOLVED IN GEOGRAPHICAL FIELDWORK

The step by step process is similar in most schools. It has been developed through the general perspectives following each of the questionnaire reports. The interviews reviewed the practical steps involved such as actual wording of letters (an important aspect now that charging has become a major factor), timings of bookings, the nature of different meetings, the practical implications of internal communications systems and management decision-making, the involvement of interested groups and the information required to undertake effective and efficient planning. Specific letters and forms were discussed and alternatives compared. The interview method provided a unique opportunity to see evidence of the planning process. More about this will be added to the picture already painted in the general perspectives in Chapter 11. Here it is the influences highlighted as affecting the process which are important.

Figure 7:2 reveals these influences on the organisational process. The diagram shows the number of references to the particular influence during the interviews in the 45 schools. Only one reference per interview is recorded. In the period of uncertainty in which these interviews were conducted the

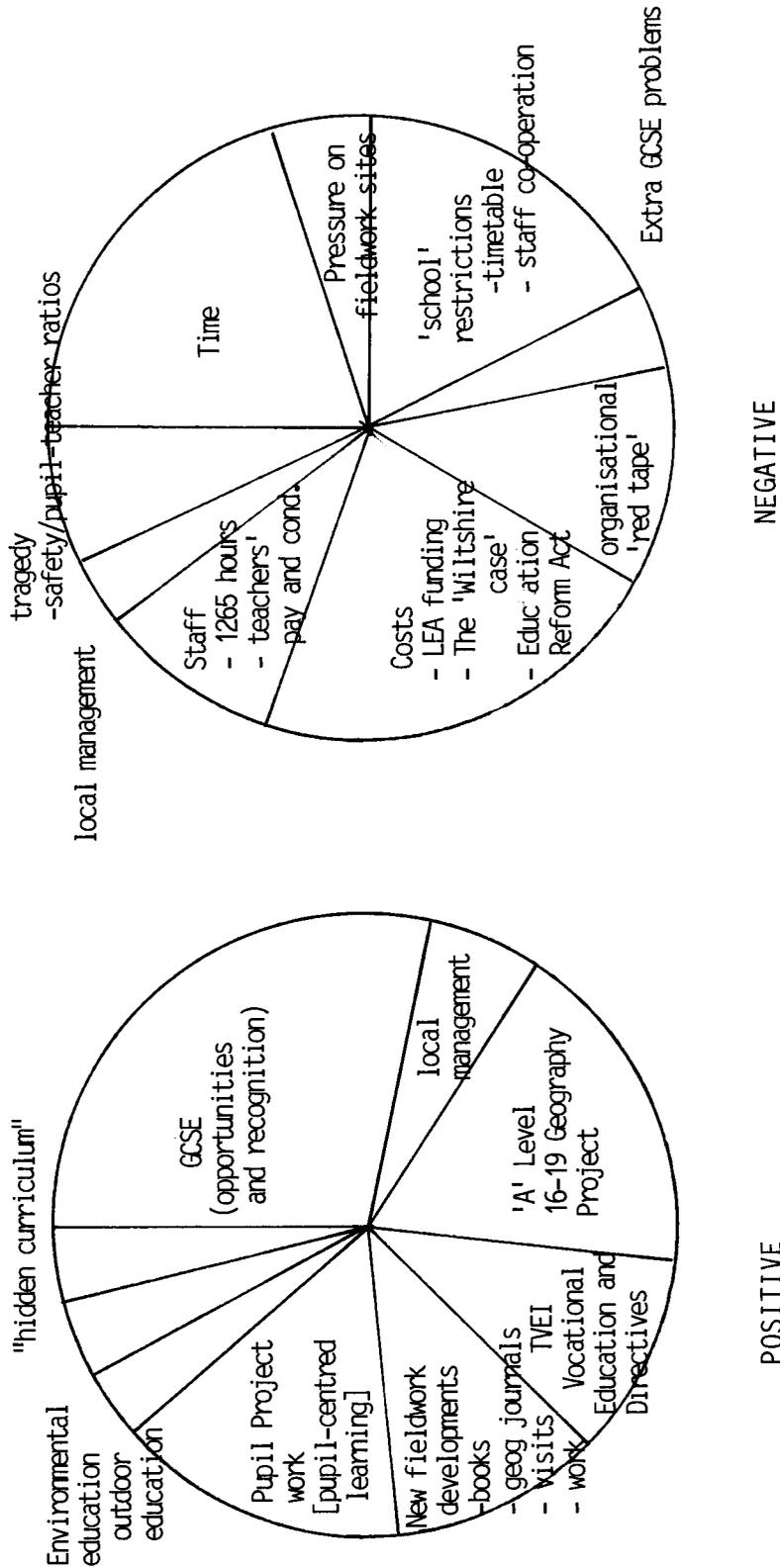


FIGURE 7:2 RECENT INFLUENCES ON THE PLANNING AND ORGANISATION OF FIELDWORK
 (SECTORS ARE BASED ON THE NUMBER OF REFERENCES DURING INTERVIEWS)

influence of many of these factors could only be forecast. Sometimes the same factors were seen positively and negatively by different fieldwork planners. An example of this was the introduction of local management in schools. Vocational education plays a greater part than was expected. Although it has been referred to in the questionnaire reports, particularly with reference to the TVEI extension, it hasn't been seen to be as important as the interview surveys showed. These interview surveys also provided the first opportunity to assess the role of new fieldwork developments in a more commercial market situation and these are represented in Figure 7:2. The 'popularity' of the constraints support the trends of the earlier questionnaires and together the opportunities and constraints set up the balance which fieldwork planners have to weigh-up as they prepare to plan and then plan for a school fieldwork programme. Terms in the diagram such as LEA restrictions, school restrictions, organisational redtape are left deliberately general as detailed discussion on these has been included in reports on the National, Regional and Follow-up Regional Schools' Questionnaires and Chapter 8 (concerned with Government and LEA policies).

The residential fieldcourse requires special mention at this stage. An example of the planning process is included in Figure 7:3 taken from the interview schools. This process must be seen within the context of the programmes outlined earlier in this Chapter. As the National Schools' Questionnaire illustrated organisational planning for a residential fieldcourse is closely linked to the type and location of the work undertaken. This link is present with all fieldwork organisation but is particularly strong in residential fieldwork. Each school has its own organisational path and its own internal procedures. The link between fieldwork planner and headteacher may be direct. Contact may however have to be through a deputy headteacher or a Head of Faculty or an Outdoor Studies Co-ordinator. A GCSE coursework co-ordinator may be involved in early planning. Governors may also play a direct role in the early stages of planning. All of these scenarios were represented in the interview schools. Sometimes the path of organisation was 'official', structured and formal. Other schools provide a more informal and unstructured atmosphere in which the fieldwork planner operates. Each path varies in complexity and flexibility according to the management structures of the school involved. Not only does the

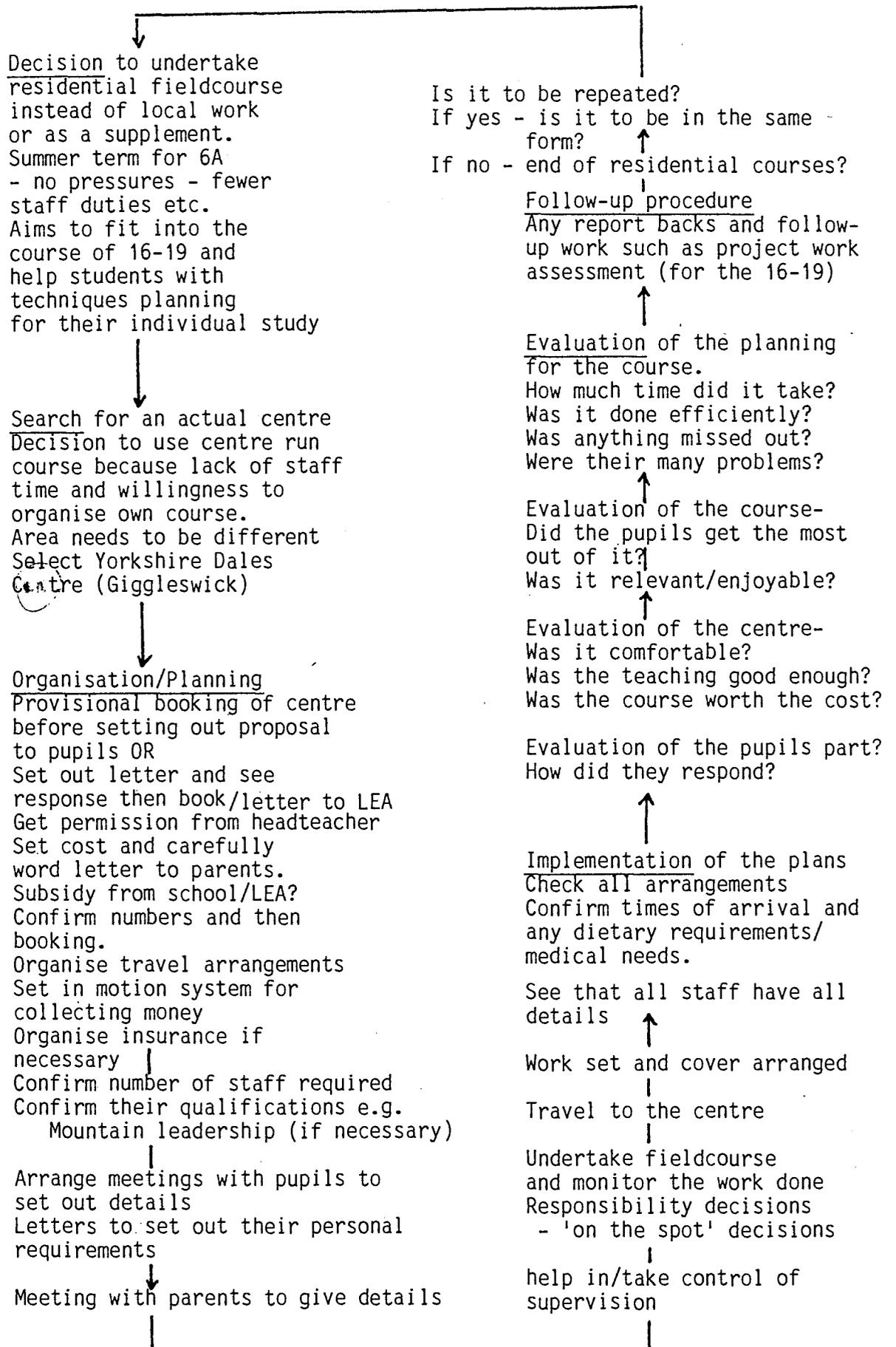


FIGURE 7:3 GENERAL ORGANISATIONAL PROCESS FOR A RESIDENTIAL COURSE (TAKEN FROM INTERVIEW SCHOOLS)

personality and attitudes of individuals concerned influence the planning process (e.g. the headteacher, deputy headteacher, Head Faculty) but also, it seems from the interview survey that the structure of school management and its communication system plays an increasingly influential role.

7:4 THE CONSTRAINTS ON FIELDWORK ORGANISATION

The interviewees fully supported the situation already outlined, that increased opportunity and increased recognition of fieldwork's role are, at least balanced, if not outweighed by a number of constraints. The interviews, in revealing the practical side of fieldwork planning, provided evidence for the sense of frustration which many fieldwork planners now feel as they try to establish this balance. Pupil enjoyment and pupil benefits, as illustrated in the Pupil Attitude Surveys discussed in Chapter 10, act as powerful driving forces. So too do teacher intuition, teacher training, experience and enjoyment. Yet continuing and intensifying constraints, quoted almost every time in interviews, increase the planning time and energy required, increase bureaucracy in the planning process and sap the willingness of fieldwork planners to support their 'driving forces'. The strength of feeling was marked and, in many ways seemed to justify the use of the interview technique at this stage. Interviews show clearly the debate between residential and local fieldwork, the ideal fieldwork programme as opposed to what is practically possible under the circumstances in the school, the relative importance of internal as against external pressures (or influences) on the planning process and between the relative emphases on individual project work and organised fieldwork on a class/group basis.

An adaptation of Lewin's diagram (1969) is set out in Figure 7:4. Lewin, writing on the management of organisational behaviour identifies an equilibrium between driving and restraining forces of change which acting against each other creates the present level of productivity. The strength of each force can be estimated and their relative strengths assessed. This concept can be adapted to show the forces at work influencing the fieldwork planning process. The balance between them establishes the present provision of fieldwork in schools.

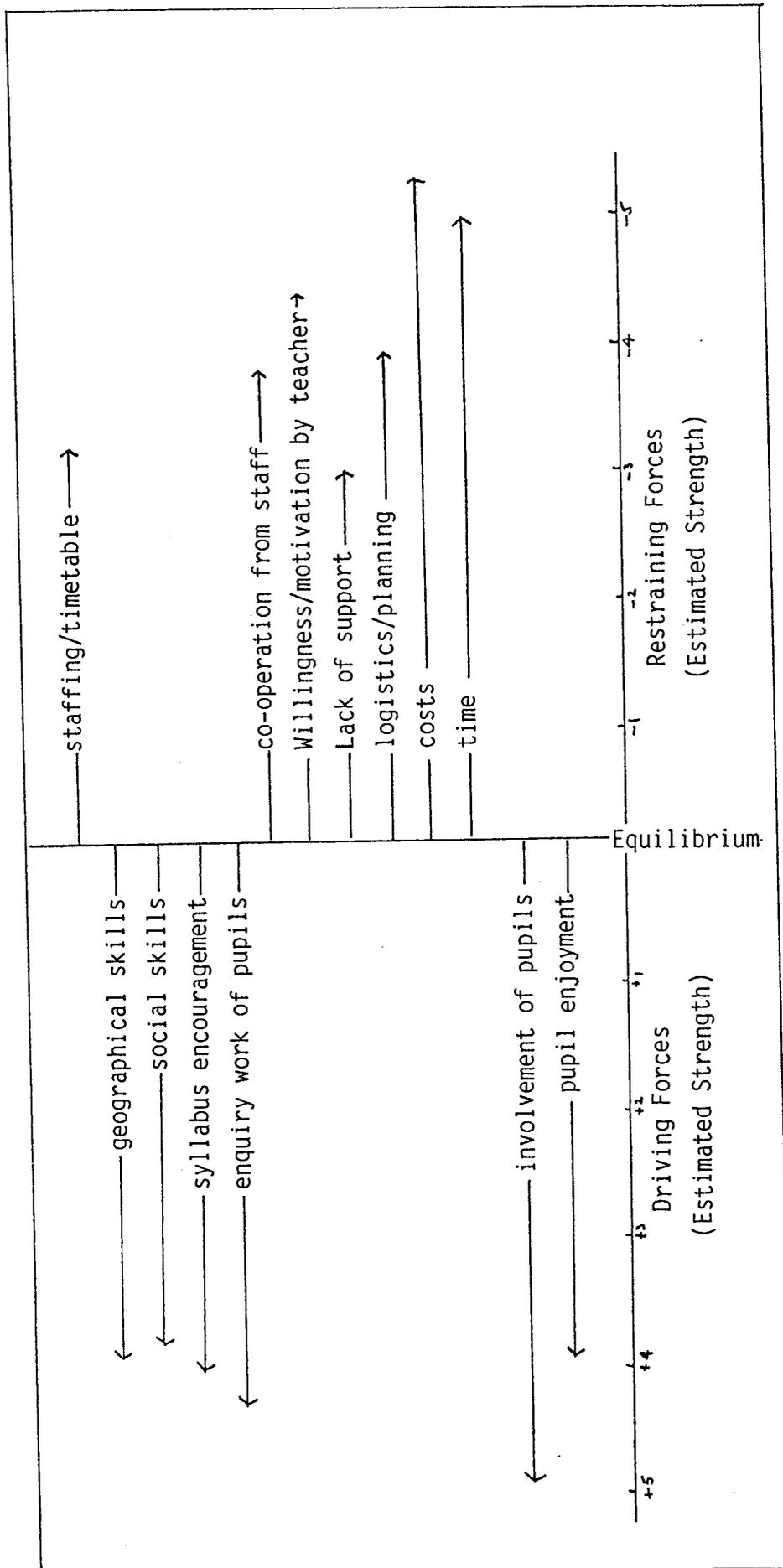


FIGURE 7:4 BALANCE OF DRIVING AND RESTRAINING FORCES IN THE SECONDARY SCHOOL (INTERVIEW SCHOOLS)

Respective strengths of the factors are obtained by assessing the answers the interviews make during the interviews making an objective measurement from a qualitative technique. The balance, it is clear from these interviews as it was from the three questionnaires, operates within a spectrum ranging from one extreme where the overriding constraints cause little or no fieldwork to be organised at all to the other extreme where the fieldwork planner is almost a free agent. The latter situation is rare and was not encountered during the interviews. Every interviewee identified constraints although their degree of influence varied from school to school.

Because of their interrelated nature it is difficult to know from where to start. Comments were direct and very blunt. Strong feelings were shown, particularly in schools where frustrations were running high. Persons, other than the fieldwork planner were seen to be directly involved, including the headteacher, deputy headteacher, other staff colleagues (both geography and non geography specialists), parents, pupils and the Governing body. The influence of these varies but their growing importance in the process shows an increasing emphasis on internal as much as external pressures. In a few cases the headteacher provided much needed encouragement and enthusiasm but more often (s)he created a neutral or negative influence. The period of change must also be borne in mind. New developments create new forces of change and these in turn modify factors already established as influences on the organisational process. This has been shown, for example, with the Ombudsman's Ruling against Wiltshire County Council regarding the charging for residential fieldcourses which occurred in 1986. This is discussed in Chapter 8 and often referred to in the Follow-up Regional Schools' Questionnaire and the Interviews. Change never operates in isolation and therefore nor do the influences on the planning process. It is difficult, therefore, to assess the relative strengths of the influencing factors.

Staffing is seen by the three questionnaires as underpinning much of the planning process. It features strongly in Figure 7:4. Staffing pressures create a shortage of time, another strongly represented 'force' in diagram 7:4. Expert staff required to prepare, plan and implement fieldwork courses aimed at introducing hypothesis testing and pupil-centred enquiry are in short supply. They were throughout the Interview schools. Fieldwork planning

was becoming a skilled task, one which requires detailed information about procedures, available opportunities, and legal requirements. The time needed, interviewees claimed, meant that fieldwork was no longer a sideline activity extra to the syllabus. If the fieldwork was to be of proper value and benefit time was required to plan it. If a considerable amount of time is put into planning the fieldwork, then it is not classed as a sideline, or 'hobby' but a major element of the teaching through the year. Unfortunately, in many of the Interview schools this caused problems because only certain times of the year were available for fieldwork of any length and these did not necessarily fit into the geography syllabuses being followed.

The unwillingness of staff to involve themselves in fieldwork implementation, a factor which was shown to be even stronger in the Interviews than it was in the Follow-up Regional Schools' Questionnaire, spilled over into cover provision and the acceptance of staff missing lessons. By the time that these interviews were conducted other subjects had established the need to disrupt the timetable (for oral examinations, biology fieldcourses, science practicals for example) and this, interviewees claimed, was causing modification of the planning process and a greater awareness of the need for a whole school policy on 'out-of-school' activities. Seven interviewees quoted the teachers' industrial action as being to blame for the reduction in the fieldwork they undertake and the loss, in some cases, of all residential courses. This ongoing reluctance to participate directly or indirectly in the planning process causes difficulties and frustration on the part of the planner. Comments were very direct:

"The major constraint on fieldwork here is the extra staff required for classes over 20 taken out of school. It is almost impossible to arrange fieldwork because staff are unwilling to accompany us. They do not like missing lessons. The teachers' contractual arrangements are making things worse. We used to run a residential course at both 'A' Level and 'O' Level. We don't run either now."

"The real problem is staff co-operation. Even with the requirements of GCSE staff colleagues are not very willing to allow pupils to miss lessons. The timetable of this grammar school is somewhat rigid and it does not allow for much flexibility. Senior management are not very sympathetic either."

"In a small school like ours all the staff have other duties. They have heads of year jobs and other pastoral/management positions so they have no time to organise or be involved in fieldwork. They are also reluctant to participate. Frankly I feel that fieldwork will not be developed much at this school even though I would like to see it do so. I am the only full time geography teacher in the school. I cannot do everything and so something has to give. Its fieldwork at the moment. We still arrange some but nothing like we should."

"The staff are reluctant to co-operate. It takes a lot of time to develop fieldwork courses and implement them. Other staff are just not interested anymore. After the teachers' industrial action when all the fieldwork stopped we haven't really recovered. Motivation has gone. Because of the shortage of time, its becoming a chore."

Apart from reference to strong geography departments and staff devoted to maintaining fieldwork programmes in as near their present state as possible most of the staff influences were negative. As already indicated a few quoted the headteacher as an encouraging factor with a change in headship providing a stimulus to fieldwork provision in the school. To counter this, however, other interviews (3 out of 45) referred to the change of headship in a negative way, causing a hardening of attitudes to time out of school and a greater emphasis on detailed justification of why the fieldwork was essential and why it had to be where it was planned to be done.

Interviewees gave strong indication that fieldwork was being compromised. Fieldwork was being squeezed in a number of cases, down the priority order which not only includes geographical methods of teaching but also administrative tasks and new educational initiatives. Issues highlighted in the Interviews included records of achievement and profiling, staff appraisal which was already being piloted in several schools in the survey, more staff, faculty and departmental meetings, TVEI, the requirements of GCSE assessment (including coursework preparation and marking) local management and general administration. All these take time and energy and they all compete with fieldwork planning especially if it is to continue to be updated and developed in a meaningful way. Interviewees were sticking to the same fieldwork techniques, the same programmes and locations merely to save time. Every interviewee shared the frustration of compromise because of the lack of time in this period of educational change.

In comments forecasting the effects of the GCSE on fieldwork done in schools respondents to the Regional Schools' Questionnaire claimed that the new examination would make justification of the fieldwork programme to others (pupils, parents and staff colleagues including the headteacher) easier. Geographers were convinced of its value. The GCSE would make it easier to convince others of its social and educational benefits. Although this forecast has become true it is by no means universal. Interviewees, on the whole, stated that the GCSE examination had forced others to recognise that the geography department had to undertake fieldwork as the GCSE requires a statutory minimum fieldwork contribution. But what is and who decides on the minimum? Where do you have to go to undertake the minimum? The school grounds? The local housing estate in which the school is located? How much of a role does the headteacher play? How much does (s)he influence what this minimum is and how much more than the minimum can be provided? These were questions posed and indeed answered by interviewees, often very directly.

Costs also influenced the amount of fieldwork undertaken at each level. Throughout the three previous questionnaires costs have been seen to be a major influencing factor which possibly affects the type, amount and location of the fieldwork provided. As Figure 7:4 shows costs were also considered most important in the Interviews. The new charging policy had not really become effective and as with the Follow-up Regional Schools' Questionnaire, the climate in which the Interviews were conducted was still one of confusion. Every Interview referred to costs as a problem:

"Payment by pupils (or at least by their parents) means that we cannot go very far and very often. Our parents are unwilling to contribute very much to fieldwork excursions and so our work is limited to local work. The new charging policy of the ERA is such that if one parent doesn't pay the fieldwork would have to be cancelled. So far this hasn't happened. But I fear it might. The LEA never paid us very much at all. We got a small grant for travel which I suppose was better than nothing at all but it all relies on voluntary contributions from parents. What will happen if they don't pay?"

"The complications of the present system have made it so difficult to arrange anything with confidence. I am not sure what might happen. We have scrapped our residential fieldcourse at both 'O' and 'A' Level because of the situation over payments. It is a great pity but

the LEA is not particularly sympathetic towards residential fieldwork and we just think that it will become too expensive. It is all local fieldwork now."

"Our residential fieldwork has been abandoned. We went last year but I am afraid that the new charging policy has meant that the headmaster is not too keen on the idea. So we are forced to do more local work and even here it is being made more difficult."

"Costs are to be met by the school or by parental voluntary contributions. The school won't pay so we rely on parents to support the fieldwork programmes. We still run a residential fieldcourse at GCE 'A' Level. How long this will remain so I don't know."

Situations obviously vary from school to school but the Interviews support the initial identification of cost as a major influence in the National Schools' Questionnaire. Both State and Independent schools suffer from the same worries. Schools which were not into local management believed that it might be the answer to their financial worries although many were sceptical. Those schools which were actually in the scheme claimed that very little difference had been noticed and if anything, more power and therefore influence was now in the hands of the headteacher. Sponsorship by local firms (local travel agents, estate agents, manufacturing companies or councils) did, it was stated, provide opportunities for extra finance and this had been achieved by four of the schools contacted in the survey. This particularly applied to specific residential fieldwork or to a local project. TVEI funds had also been used for cross-curricular fieldcourses and the programmes of these have already been referred to earlier in this Chapter. Fund raising was also mentioned as a way of earning extra money but this practice was not widespread among the schools interviewed.

7:5 INDIVIDUAL PROJECT WORK AND ORGANISED FIELDWORK

The future, according to many interviewees lies in 'self help' fieldwork as pupils become more involved in their own fieldwork organisation. This implies, by definition, that the work will be almost all locally based and focused on individual project work undertaken by examination candidates. The teacher, in these circumstances, acts as guide and advisor rather than organiser and this applies at both GCSE and 'A' Levels.

This trend is also recognised in both the Questionnaire to LEAs and to the Field Study Centres. The Regional Schools' Questionnaire recognised the link between teacher organised fieldwork and project work undertaken by pupils as it focused on teacher attitudes towards project work itself. In the Interviews this link was further detailed with particularly close links between residential fieldwork and the preparation for project work by the students ('A' Level) afterwards, The course was deliberately planned to introduce a range of techniques which students could develop for their own individual work. The popularity of the Schools' Council 16-19 Geography Project 'A' Level is seen as a reason for the closeness of this link. There was also direct evidence to show the link with local work, more so at GCSE level as a day's work in the local town is seen as a way of structuring GCSE coursework, introducing ideas and topics which can be further developed in pupils' own project work. This function, of teacher organised fieldwork, is now considered very important. In the future, it was hinted, this may be its only function although interviewees who pointed this out were keen to add that in fulfilling this function fieldwork would also be satisfying a number of other educational and social objectives.

At GCSE the actual examination board used was not important. As Chapter 1 has shown all GCSE syllabuses required an element of coursework of which part must be fieldwork based and so this link between fieldwork and project work is evident whatever the examination syllabus followed. At 'A' Level the emphasis was not so much on coursework. Only the 16-19 Geography Project 'A' Level had a substantial amount of coursework, although some other syllabuses had voluntary or compulsory project work in their requirements. 'A' Level fieldwork contained more of the traditional 'example gathering' function and observation-recording-interpretation processes of the earlier fieldwork, although there was much evidence of 'field research' in the programmes studied from the interview schools. The link with pupils' project work is not seen as so strong at 'A' Level although interviewees claimed that the move towards individual based fieldwork at this level may not be too far off. With increased emphasis on environmental management this trend will be directly related to pupil-centred environmental enquiry work probably of a cross-curricular nature.

GENERAL PERSPECTIVE OF THE CASE STUDY INTERVIEWS

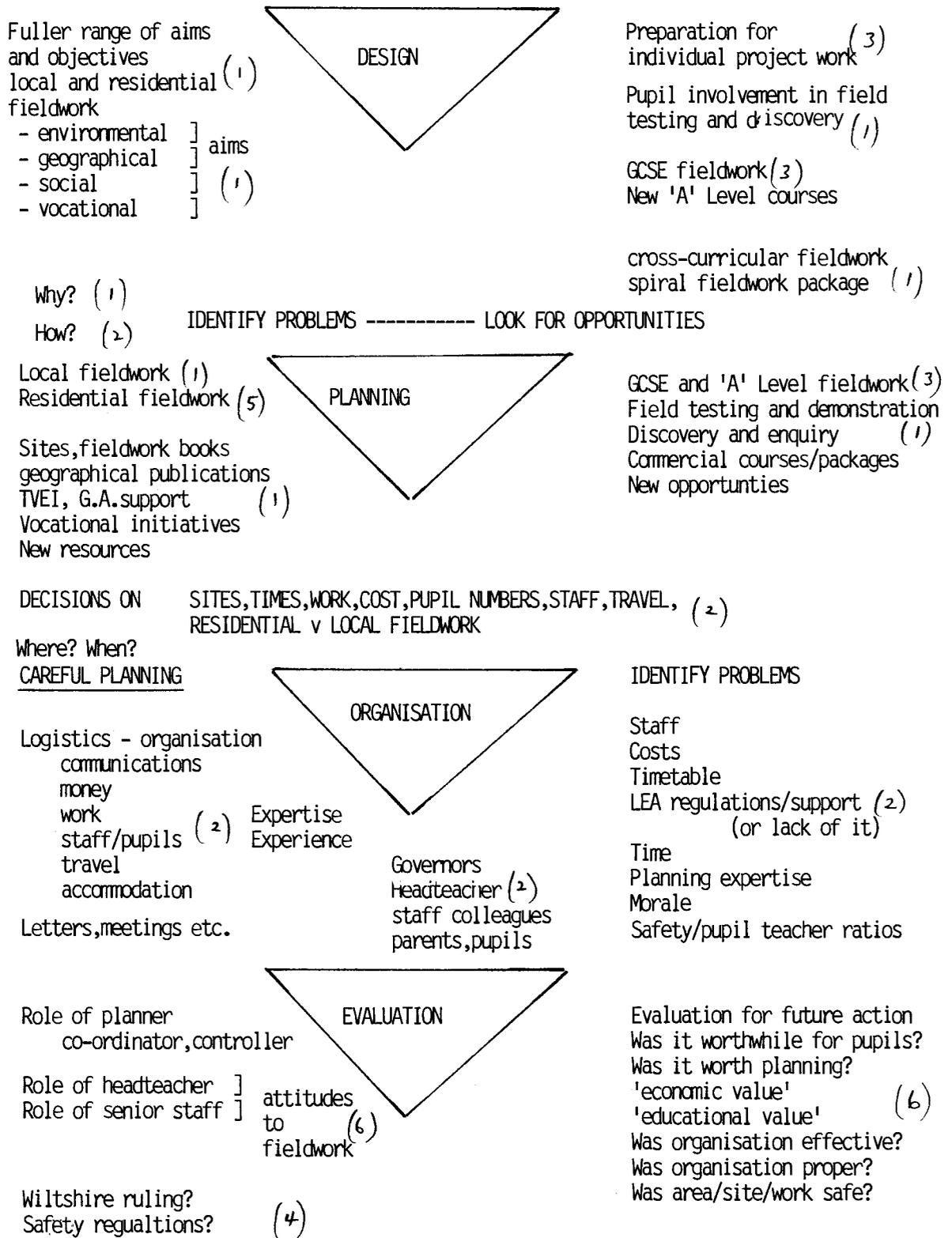
The face to face interviews provided opportunity to measure the strength of feelings already identified in the National, Regional and Follow-up Regional Schools' Questionnaires. Most of what was discussed had already been outlined and therefore the Chapter was not unnecessarily lengthened with repetition. Emphasis lay on identifying new areas of investigation. It was, for example, in the interviews that the commercial nature of fieldwork provision was identified and discussed. Figure 7:1 provides a summary of some of the opportunities outlined.

The interviews were also a chance to review the aims and objectives of fieldwork and to compare them with those outlined in Chapter 1. Once, however, discussions focused on the planning process comments became direct and blunt. Figure 7:4 conceals much straight talking about specific influences which affect the gap between ideal and practical. Headteachers, geography and other staff colleagues, parents, governors, the LEA and pupils are now seen as players in the action of planning, some of them having dominating roles. Changes in personnel often causes major modifications of plans and the planning process with consequent effect on the fieldwork provided for pupils. Figure 7:5 sets out the picture to date.

The interviews provided insight into the practical aspects of planning fieldwork. Constraints ranged from the wider issues of national charging policies to the locally based problems of who will be able to drive the school minibus. Planning takes place on different levels and all of these were exemplified during the interview discussions. Fieldwork planners, during the interviews, frequently referred to their role as co-ordinators as well as controllers and whatever their task much time and energy is required to make the fieldwork a success.

Interview discussions took place in the environment in which the planning takes place. This made it easier to understand how planners prioritise between factors and use their expertise and time to plan fieldwork in their own unique situation. In this way the difference between what they believed ought to be and what actually is could be identified.

FIGURE 7:5 THE PLANNING PROCESS [INTERVIEWS]



(Numbers in brackets refer to the targets of investigation)

Measurement of LEA and Field Study Centre involvement is now undertaken in Chapters 8 and 9 and the information collected overall on the targets of investigation is used in Chapter 10 to assess teacher and pupil attitudes towards the role and importance of fieldwork both now and in the future.

CHAPTER 8

The Role of the Local Education Authority and Central Government

One of the major brush strokes of the fieldwork picture, identified early on, is the role played both by the Local Education Authority (LEA) and Central Government in the planning process. In Chapter 3 (pp 99-100) positive and negative influences of Local and Central Government were highlighted and it is these which are discussed more fully here. As early as 1947 the Circular 140 (Ministry of Education) allowed all schools the freedom to arrange school visits off the school premises previously only the privilege of a few secondary schools given special permission. With this extended freedom came the hope of financial support. The Circular also made it clear that these school visits should have real educational value, linked to the normal school curriculum and that they should not cause any undue dislocation of the school timetable. Where visits formed part of the curriculum all pupils' expenses were to be met as part of the cost of maintaining the school. Charges were only permitted where visits were extra-curricular and even here no child eligible to take part was to be excluded through inability to pay.

Official parameters for fieldwork planning were therefore set in 1947 yet these were vague and were set to cause increasing confusion, particularly in recent years. From the results of the three Schools' Questionnaires and the Case Study Interviews it is evident that this confusion has created, at the best, frustration and extra work negotiating red tape and at worst, the reduction in or abandonment of traditional fieldwork programmes in many schools. The inclusion of this target of investigation (Target 4) in the National, Regional and Follow-up Regional Schools' Questionnaires and in the Interviews has been more than justified by the amount of concern this influence has

caused fieldwork planners during the second half of the 1980's. The strong interlinkages and evident cross-referencing between survey results involved in the data collection proves the close relatedness of the influencing factors identified in the targets of investigation outlined in Chapter 1. This cross-referencing particularly applies to the role of Local and Central Government in fieldwork planning and it is important, therefore, that this Chapter is read within the context of the data already collected and reported on this target by the other instruments of measurement involved in the research design. Before reporting on the Questionnaire directed at LEAs a number of past surveys of LEA influence are outlined and these are followed by a brief summary of the major and associated developments which have occurred during the period of change which this research covers.

8:1 PAST SURVEYS OF LEA INFLUENCE

Long (1962) undertook two similar, comprehensive and nationwide surveys, one in 1952 and the other in 1960. She concluded that, generally, due to the freedom allowed LEAs in Ministry Circulars there were many differences in financial support and in interpretation of the Ministry's guiding principles. Inadequate financial support, Long claims, could be due, at least in part, to the uncertainty of geographical fieldwork's place in the overall curriculum. To what extent, for example, is it extra-curricular? At the time there was a difference between 1/6 per year per child over 10 years old to 25s on approved journeys. Similarly some counties had no regulations on the conduct of school visits, excursions or journeys, whereas London County Council, for example, had strict guidelines on pupil/teacher ratios, insurance, finance and health.

The specific questions in Long's survey and their respective answers are useful comparative statistics. Pupil/teacher ratios averaged 1:20 although this is reduced to 1:10 for residential visits. The question concerning financial support revealed significant differences even though LEAs were subject to Circular 140 (1947). From Long's surveys the numbers prepared to guarantee to pay some part of the expenses fell from 15 in 1952 to 14 in 1960. These figures are reproduced in Table 8:1. Financial aid for vacation courses also fell, with the number of authorities paying nothing or assisting only the 'needy' cases increasing substantially.

	LEA Pay						LEA Pay Travel Only			Paid by School			
	Replies	Not Stated	Not Paying	Assist Needed only	Pay All Expenses	Pay Some Part	Depends on Merit	Inside Area	Outside Area	Not Stated Where	Part only from L.E.A. Fund	Needed only from L.E.A. Fund	From Per Capita Fund
1952													
English County Council LEAs	48	9	6	9	1	11	3				10	4	4
English County Borough LEAs	59	3	6	9		4	6	3	2		11	7	8
Total	107	3	15	15	1	15	9	3	2		21	11	12
1960													
English County Council LEAs	49	1	5	7		9	7		2		12	1	5
English County Borough LEAs	65	3	9	15	1	5	7	2	6		5	2	10
Total	114	4	14	22	1	14	14	2	8		17	3	15

TABLE 8:1 PAYMENT (LEA) MADE FOR WHOLE OR ANY PORTION OF PUPIL EXPENSES (After Long: Geography Vol 47 1962 p 79)

Long concludes that inadequate financial provision appears partly to be a result of the 'extra-curricular' status of fieldwork and partly to be a reflection of teachers' attitudes towards field studies. Overall no limits seemed to be set for the number of fieldwork excursions undertaken in schools although the in-built limitation of restricted financial aid was seen as a factor. Where permission had to be gained from governors, directors or committees, this was seen as an additional restriction on the amount of fieldwork undertaken.

A majority of replies from LEAs confirmed that excursions lasting a week or longer were normal and the number allowing long term time excursions increased between 1952 and 1960. However much rested on the excursion's curriculum value. The Field Studies Council was seen as a valuable and worthwhile organisation to use for such courses. As expected all replies except one allowed vacation courses to take place and the vast majority agreed that vacation courses should, in fact, be encouraged.

The situation in 1960 was reasonably clear. Fieldwork in school geography was supported by LEAs and by Central Government. Several LEAs were making efforts, not only to support teachers, but to establish their own field study centre, either in their own area or in a different environment. If fieldwork was to be seen as an integral part of school geography then, as Long highlights, the degree to which LEAs facilitate such work is very important. However, despite outside pressure from examination boards and suggestions from the Ministry of Education, the onus still seemed to be on the teacher-planner to convince both headteacher and the LEA that fieldwork is an essential part of the curriculum.

Glover (1965) sees a marked change in attitude. LEAs were asked, in a small survey, to complete a questionnaire of eight items asking for an estimate of the proportion of total cost which would be met by the authority for students attending fieldcourses organised by schools, courses at Field Studies Council Centres and foreign courses at GCE 'O' and 'A' Levels. 'A' Level fieldwork was well established with only one LEA failing to provide support yet, according to Glover, LEAs were still treating school organised courses with a degree of scepticism. Glover's results are reproduced in Table 8:2.

Authorities replying	Advanced level														
	School-organized course					Field Studies Council course					Foreign course				
	#	1-1	1	Nominal	Only needy	#	1-1	1	Nominal	Only needy	#	1-1	1	Nominal	Only needy
County Boroughs	44	17	20	3	—	4	19	1	—	3	5	7	2	21	9
Rural Counties	23	13	6	2	1	1	13	2	1	1	1	4	3	6	9
Other Counties	27	11	14	1	—	1	13	—	—	1	1	5	2	12	7
Total	94	41	40	6	1	6	45	3	1	5	7	16	7	39	25

Authorities replying	Ordinary level														
	School-organized course					Field Studies Council course					Foreign course				
	#	1-1	1	Nominal	Only needy	#	1-1	1	Nominal	Only needy	#	1-1	1	Nominal	Only needy
County Boroughs	44	9	6	7	18	8	8	1	23	4	2	3	—	31	8
Rural Counties	23	3	3	3	4	4	3	3	4	9	—	2	2	10	9
Other Counties	27	1	6	—	16	—	4	2	17	4	—	—	—	23	4
Total	94	13	15	10	38	12	15	6	44	17	2	5	2	64	21

TABLE 8:2 PROPORTION OF TOTAL FIELD STUDY COSTS MET BY LOCAL EDUCATION AUTHORITIES (GLOVER 1965)

At '0' Level the picture was less clear. Glover found that because '0' Level syllabuses were not as specific in the requirements for fieldwork the corresponding financial support from LEAs was less forthcoming. Glover concludes that, although the 1944 Education Act states that help must be given to 'needy cases' in the participation of necessary curriculum activities, interpretation of this was very rigid with no sliding scale much in evidence. Glover was disturbed that some authorities regarded '0' Level fieldcourses, particularly ones organised by schools, as needless extras in which social and personal experience plays a greater part than academic pursuit. Foreign excursions, although limited in number, were not, according to Glover's survey, supported particularly well.

Several points were already emerging. The debate over the place of fieldwork as an integral part of the curriculum or as an extra-curricular treat had surfaced and would cause confusion for some time to come. There was no standardisation in the amount of financial support between LEAs and many authorities were using a 'school journey allowance fund' administered by the school as a means of payment. The onus fell on the headteacher to distribute the fund to different school activities. Another debate emerging was that between residential and local fieldwork. One authority had, according to Glover, referred to the need for 'economically arranged' fieldcourses stating that the "committee is not in favour of expeditions to distant centres which has no better opportunities than are available close at hand". This was a second debate set to continue well into the time of this research. There were other identifiable trends too. The Field Studies Council was a favoured organisation with LEAs. Preference was given to these when finance was considered. And at the same time many LEAs were establishing their own centres where residential fieldwork could be undertaken. Vacation time was still the most popular time for this kind of fieldwork, a similar situation to the field excursions taking place early this century.

Although LEAs have been seen to increasingly influence the fieldwork planning process since 1965 these early studies of Long and Glover have not been followed up. In recent years several writers (e.g. Ward 1987, O'Vastar 1987) have made direct reference to this strong influence yet its importance has not been assessed. Ward (1987) identified the major dilemma facing fieldwork planners as they attempt to balance 5 days of practical outdoor work in

some GCSE syllabuses with preparatory or exploratory visits, LEA policies on staff/teacher ratios for out of school groups and the reimbursement of travel and accommodation for teachers and pupils, all of which form part of this important influence. The inclusion of this target of investigation. (Target 4) has been further justified by events and developments which have affected all three of the above issues, which have complicated the fieldwork planning process identified by Ward and O'Vastar still further. These are now discussed.

8: 1 FIELDWORK SAFETY: THE PRESENT CONCERN

In May 1985 four boys from Stoke Poges Middle School, Buckinghamshire were tragically swept to their deaths off Lands End by a wave. The resulting LEA inquiry found that planning and preparation for the school visit had been unsatisfactory and misleading information had been given to parents about insurance cover. Supervision for the party had also been inadequate.

Part Two of the Report (Buckinghamshire County Council (BCC) Nov 1985) deals with lessons to be learnt from the Lands End tragedy and these have had far reaching repercussions for geography fieldwork at all levels.

This second part divides into two main sections, the first Part (a) is concerned with preparation and planning, approval arrangements, procedures and notes of guidance and the second, Part (b) deals with the issues of supervision and leadership of visits and journeys. For this target of interest it is important briefly summarise both parts.

8:2:1 THE BCC REPORT: (a) PREPARATION AND PLANNING

Great emphasis was put on a preliminary visit, although problems were identified in, for example, releasing a teacher to undertake such a visit and in reaching destinations a long distance away, particularly abroad. Another aspect identified was that of cost. Who pays for the preliminary visit? The Report was conscious that it was not just:

"I must learn the geography of X before I take the children there."

but:

"How safe is it to go to X? How suitable is the area for a group of children?"

The Report concludes:

"Good practice by those concerned with the preparation and planning of visits will recognise the importance of doing everything they can to obtain information in advance both about the opportunities which the places to be visited will provide and the hazards which may be encountered.....The planning and preparation of visits and journeys should take into account the possibility that conditions will change and that activities that were reasonably enough planned to take place may have to be quickly modified or cancelled."
(BCC LANDS END REPORT 1985)

Effective and efficient communication was another concern highlighted by the Report. Information to parents needs to be comprehensive. So too does information to Governors, even though they are more than likely not involved with approving the visits, residential or otherwise. The Report does, however, state that all visits involving absence for one night or more and all journeys involving travel by sea or air should require the approval of the governing body. Governing bodies, according to the Report, would expect to know the:

- nature, purpose and length of visit,
- number and age of pupils,
- number of supervisors (including number of teachers and how this relates to CC regulations)
- name and experience of the party leader,
- experience of adults other than teachers and
- if in term, the educational context.

Insurance details also require full explanation to parents although, as the Report realises, teachers are not expert on insurance and would need advice from the LEA (without the LEA having to meet the cost of the insurance premium). Such a recommendation, in the present climate, has a major repercussion on the cost of an educational visit or journey.

8:2:2 THE BCC REPORT: (b) SUPERVISION AND LEADERSHIP

The Report identifies the need to decide levels of supervision of any visit according to the circumstances (e.g. age, previous experience and maturity of pupils, whether the party is mixed or single sex, the capabilities and experience of the supervisory staff, travel arrangements, activities to be

undertaken and the time of year). The Report puts forward a much more involved role for governors, one which has been developed in Education Acts during the period of change covered by this research. The Report also identifies a move towards greater delegation of responsibilities to head-teachers for approval of visits, safety procedures and financial support for all educational activities undertaken outside school.

Other recommendations included the general principle that funds should be made available for preliminary visits and that all details about insurance should be made available to everyone concerned (including the liabilities of the LEA and the school). The Report argued, not for a statutory pupil-teacher ratio to guarantee proper supervision but for a consideration of all the factors applicable for each journey or fieldwork activity and then for a decision to be made as a result. There was also a plea for greater in service training for teachers in relation to all activities outside school.

The tragedy at Lands End, followed by the skiing disaster at Easter 1988, have caused much concern among geography teachers, echoed throughout the surveys included here. Immediately following the publication of the BCC Report the outline of a new basic training course for leaders of school and youth expeditions was made public to cover skills in planning and management. Horsfield and Richardson (1986) agree that drawing up lists of rules and requirements which lay down ratios, prohibitions and minimum certificate qualifications is a way forward but it is a negative rather than positive solution:

"These (rules etc.) tell the administrator who, by the rules is not eligible, competent or in certain circumstances permitted but this does not tell you much about the real leadership ability and commonsense of the teacher or identify the real danger as hazard is ubiquitous and generally unexpected."
(HORSFIELD AND RICHARDSON 1986)

Although necessary the BCC Report can become, as Howard (1986) claims, an excuse to put a 'straitjacket' on school journeys, swamping the party leader or fieldwork planner with paperwork and administration before the journey. Restrictions on geography fieldwork such as the use of areas above 1000' and paths above certain slope angles may, together with the mounting paper-

work discourage participating staff and would be planners from taking part. Such an attitude has been borne out in the results of the Schools' Questionnaire surveys reported on in Chapters 4-6. Howard (1986) says that, however much preparation is done, precautions taken and pre-fieldwork briefing provided, there is always the possibility of an accident and the potential hazard becomes real. The aftermath of tragedy, as identified in the study, has had major implications on fieldwork planning .

8:3 CHARGING FOR FIELDWORK

Throughout the questionnaires and interviews this part of target of investigation No. 4 has been of major importance leading, in part at least, to the need to undertake a questionnaire directed at LEAs. Charging for fieldwork was brought to public notice with the publication of the Local Ombudsman's Report concerning findings following a complaint brought by a parent of an 'A' Level pupil against Wiltshire County Council (WCC) in 1986. Since this publication debate has intensified over LEA financial support and the role of residential fieldwork, a debate which has surfaced on many occasions through the Schools' Questionnaires and Interviews, the Field Study Centre Questionnaire and visits and the LEA Questionnaire. It is important, therefore, to follow the debate here and the repercussions which have resulted. Such a review reveals a confused situation, with major differences in LEA attitudes and responses. The debate's effects have been widespread.

In the WCC case the parent believed that she had been wrongfully charged for the cost of a residential course which her son had attended as part of his 'A' Level geography course. The school had indicated that it was essential for pupils to go on the course and the parent contested, therefore, that she should not be asked to pay. The request for payment, according to the parent, conflicted with WCC's statutory duty under the Education Act of 1944.

The basis of the complaint was the 1981 application for judicial review re Hereford and Worcester LEA concerning individual music tuition. It was decided that this was capable of forming part of the curriculum of a maintained school and that, if it was provided as part of the curriculum, it was part of the education provided in that school within section 61(1) of the

1944 Act and, consequently, it was unlawful for a charge to be made. In October 1975 WCC'S Schools' Committee recommended that grants should no longer be awarded to 'A' Level students attending courses at field study centres except in special hardship cases (where supplementary benefit or family income support is being received). This was accepted in full on the grounds of pressure of resources and difficulty in deciding priorities.

The course in question, which had run for 15 years at the school, was at Slapton Ley, one of the Field Studies Council centres and was part of the 'A' Level Geography course, used in conjunction with project work for the 'AO' Level examination taken at the end of the Lower Sixth. It was made clear, however, that the work could be done locally; there was no necessity, as the 'A' Level syllabus made clear, for the fieldwork to be done on a residential basis. The headmaster, however, regarded that, although fieldwork could be done locally, the residential course was an essential element in maintaining high standards.

The Ombudsman's conclusions were clear:

"They (the school) were not obliged to organise the necessary fieldwork as they did but chose, for what I am sure were entirely good reasons to do so. It was therefore an important part of the education provided by the school and therefore, in my view, the Council failed to discharge their duty under section 61 of the Education Act 1944 by not meeting the costs of such education."
(OMBUDSMAN'S REPORT AGAINST WCC JANUARY 1986)

If taken further the refund of charges incurred since 1975 could have amounted to a sum in excess of £600 000. In concluding the Ombudsman pointed out that a consequence of this might be that the WCC instruct headteachers that such residential fieldwork should no longer be organised as part of courses to the 'A' Level examination:

"I appreciate that many teachers regard residential fieldcourses as being a better use of their and the pupils' time and, if this is so, the abandonment of residential courses will be unfortunate but this is a decision for the County Council to make taking into account all relevant consideration."
(OMBUDSMAN'S REPORT AGAINST WCC JANUARY 1986)

The complaint was upheld and four more complaints have followed. The case against North Yorkshire County Council (NYCC) (February 1987) concerned a residential fieldcourse in 'A' Level Geology. NYCC in 1979 had, like WCC in 1975 decided not to provide assistance for attending field study courses. Only tuition fees were paid. The particular 'A' Level Geology syllabus assumed that all candidates will have spent a minimum of 7 full days (or equivalent) in the field. The school charged for accommodation and travel, the NYCC stating:

"The Authority takes the view that a residential course for field study is not essential. The costs of accommodation and travel therefore are costs which it is appropriate for the parents to pay." (NYCC 1986)

The school's view was that without the fieldcourse no more than 2 days of the minimum of 7 could be undertaken and so all pupils attended the course. In their view too, day courses, as a replacement of the residential course, would still require a substantial contribution from each pupil's family.

The parent's complaint caused NYCC to review policy and accept that no charges should be made for tuition or transport costs. Board and lodgings costs were not included. However the Ombudsman's conclusion was that, although the NYCC regarded the residential work as optional, they couldn't offer an alternative and therefore if board and lodgings are necessary to enable participation in this part of the curriculum there should be no charge for these either.

The position was quite confused by now. In the case against the Kent County Council (KCC) (April 1987) the school seemed to change the status of the residential fieldcourse in question from essential to non-essential although the headteacher claimed that this was more of a change in the nature of the information given to parents than a change in status. During the investigation the benefits of the residential course were comprehensively aired but it was pointed out that the fieldwork skills could be gained by organising local courses instead. KCC made it clear that they were reassessing their policy in the light of the WCC Investigation and, pending further advice, all parents were to be informed that residential visits were not essential for examinations.

KCC Schools' Sub Committee, meeting in September 1986, decided that:

- a) Aid to pupils for educational visits should be restricted to field study courses required by examination syllabuses,
- b) Transport costs should be met (subject to certain max. figures),
- c) Tuition costs, where applicable, should be met,
- d) "Necessary cases" - would continue to be dealt with,
- e) Discretion should be retained to allow the Authority to continue to provide assistance in circumstances falling outside the normal criteria where this was considered justified and
- f) Outstanding cases will be reviewed on their merit.

The complainant was reimbursed with all costs except accommodation. The Ombudsman, in pointing out that the school did provide contradictory information to parents (and if this had not been the case then parents may have reacted to requests for payment differently), did conclude that if it is decided to teach a part of the curriculum in a way which involves additional expenditure on board and lodging or travel, then the Council should not require parents to meet that additional expenditure. Due to maladministration the Local ombudsman upheld the complaint and asked that she be refunded all costs.

Similar issues appear again with the two complaints against Derbyshire County Council (DCC) (September 1987). In their review of policy DCC put forward 3 alternative courses of action:

- 1) To decide that all fieldwork should be undertaken locally or by day trips and that the full costs should be met by the authority,
- 2) To consider a field studies course (residential or non residential to be an essential element of 'A' Level Geography courses and pay the full costs for all students or
- 3) To pay the tuition and transport costs arising from field study courses for 'A' Level Geography. Parents would be asked to pay for board and lodgings with a contribution from the DCC in cases of need.

The third one was chosen and the complainant duly reimbursed. The Ombudsman's conclusion, however, was that although the DCC says that the residential course was optional the syllabus sent to parents says that candidates will be required to participate in all excursions. The failure to pay board and lodgings for pupils attending field courses is in conflict with the duty laid down by the Education Act 1944. DCC should therefore refund all the money paid for the courses organised by the school.

In the case against Berkshire County Council (BeCC) (December 1987), the residential course in question was to the Field Studies Council Centre at Pembroke, Dyfed. BeCC's policy, since April 1974, had been to meet half the total cost of residential fieldcourses undertaken as an essential part of GCE 'A' Level courses. To meet all tuition fees and transport costs would add a further 14% to existing expenditure of £34000 in 1985/6 i.e. £5000. This was consequently undertaken and for the complainant at the time it meant an increase in the refund of £9. The overall conclusion was the same. The BeCC had failed to discharge their duty under section 61 of the Education Act 1944 by refusing to meet, in full, the costs of the fieldcourse.

These Ombudsman Reports have been noted by fieldwork planners and head-teachers throughout the collection of data for this study. There was, obviously, a clear need for LEAs and schools to be more precise about how they regard activities 'out in the field'. Widdison (1986) writing for the Council of LEAs in the Sunday Times claims that the whole legal position is a mess. LEAs have, according to Widdison, been adopting the device of saying that courses they charge for are not compulsory. It is legal to ask parent to pay if the course is voluntary. But if a geography fieldcourse is part of the syllabus, then a pupil would have to go on it. This confusion is a strong theme throughout the collection of data for Target 4 and it was this confusion that government legislation was aimed at eliminating.

8:4 RECENT CENTRAL GOVERNMENT POLICY: A CONSULTATION DOCUMENT

The complaints to the Ombudsman and their subsequent investigative reports have caused LEAs to reassess their policies towards educational visits. Some attempt to clarify the situation came with the consultation document: Charges for School Activities (DES 1987). LEAs and schools, according to the document, fear that their ability to offer pupils a range of desirable experiences will be severely reduced if they cannot continue their practice of charging. Some kind of clarification of section 61 of the 1944 Act should, therefore, be made.

The Consultation Document lists items which might be charged for (subject to full remission for those receiving Income Support and Family Credit and arrangements made by Governors to help in other cases of hardship). These

include such costs as those incurred in arranging or providing transport (other than transport which the Authority are bound to provide pursuant to section 55(1) of the 1944 Act e.g. to a residential centre), costs for board and lodgings necessary to enable a pupil to receive education which is provided otherwise than at the premises of the school of which he is a registered pupil (e.g. the residential field study centre) and the cost incurred in meeting additional insurance premiums consequent upon engaging in activities away from school premises.

This was, according to the DES in 1987, current practice. The DES made it clear that their list would allow for charges for any visits whether or not they are linked to an examination course, and this, in their opinion, reflects current practice in many LEAs. The question they pose is central to the ongoing debate: is there a practical alternative which would avoid placing too great a burden on schools and LEAs? A parallel question, equally poignant, was also asked: would it be right to allow parents to withdraw pupils from school activities just because they were charged for?

8:5 RESPONSE TO THE CONSULTATION DOCUMENT

The reply from the Geographical Association leaned heavily on its recognition of fieldwork in both local and more distant areas as a vital component of all geographical education. In accepting the need for clarification of the 'hornets' nest of local variations in policy and practice' the G.A. could not support the idea that fieldwork should be considered an extra and therefore a chargeable item:

"The Association believes that fieldwork is an integral and inseparable part of the subject; more than that it is a fundamental 'pedagogical device within the British education system'." (BRUNSDEN 1987 IN G.A. RESPONSE TO CHARGES FOR SCHOOL ACTIVITIES 1987)

Basing their arguments on the educational value of fieldwork and its recent recognition in curriculum developments such as the GCSE the G.A. claims that it is unique:

"Fieldwork is exciting, it is fun, it is enjoyable, it is relevant it is rewarding. Nothing can replace the value, the direct experience and experience of 'place and places' is provided within the education system almost uniquely by fieldwork. In educational terms, fieldwork is the direct equivalent of practical

work in the sciences. The laboratory of the Geographer is the world beyond the classroom."
(G.A.RESPONSE TO CHARGES FOR SCHOOL ACTIVITIES DECEMBER 1987)

Emphasis on local studies should not be viewed, according to the G.A., as the low cost panacea to all fieldwork funding problems. All pupils should be entitled to a minimum of fieldwork experience and consequently no charges should be made. This minimum should be worked out by a working party involving the G.A., the DES, LEAs and other relevant bodies.

As identified through the reports on Questionnaires and Interviews conducted with schools and field study centres this ongoing debate merely added to the confused environment of the fieldwork planner. Reference to the Follow-up Regional Questionnaire, the Case Study Interviews and the Field Study Centre Questionnaire reveals strength of the feeling of frustration of fieldwork planners. Bain (1987) identified the possible threat to fieldwork organisation and quotes an extract from Brunsdon's letter to the Secretary of State for Education (1987) which concludes by claiming that fieldwork is geography's fundamental data source and training ground. To deprive young people of these opportunities would be to destroy a major national achievement and need (Brunsdon 1987).

8:6 THE EDUCATION REFORM ACT 1988

The Circular No 2/89 (12 January 1989) entitled "Charges for School Activities" made it clear that the law required clarification and it sets out 4 objectives:

- 1) To maintain the right to free education,
- 2) To establish that activities offered wholly or mainly during normal teaching time should be available to all pupils regardless of their parents' ability or willingness to help meet the cost,
- 3) To emphasise that there is no statutory requirement to charge for any form of education or related activity, but to give LEAs and schools discretion to charge for optional activities provided wholly or mainly out of school hours and
- 4) To confirm the right of LEAs and schools to invite voluntary contributions for the benefit of the school or in support of any activity organised by the school whether during or outside school hours.

Paragraph 18 of the Circular refers to Section 118 (4) of the 1988 Education Act which identifies the role of a third party in activity organisation. A third party is able to levy charges direct to parents in return for services provided. The school and LEA would take no part except in a monitoring role.

For activities taking place outside school hours the Circular begins by reiterating the point of Section 106 (4) of the 1988 Act that no charges may be made for education provided wholly or mainly OUTSIDE school hours for pupils where that education is provided to fulfil curriculum requirements or to fulfil the duties imposed by the National Curriculum. The only charges in these circumstances which can be made relate to board and lodgings on residential visits.

Outside these activities are seen as 'optional extras' and charges can be made. Any activity which takes place DURING school hours cannot be, by definition, an 'optional extra' and so cannot be charged for. Costs passed on to parents may include: travel costs, board and lodgings, materials, books, instruments and other equipment, non teaching staff, entrance fees and insurance costs. Where staff are involved who are already employed by the LEA or the Governors of the school their costs may not be included in costs passed on unless they are engaged in a separate contract for services to provide the optional extra. The contract, the Circular adds, need only be a simple document or letter written on behalf of the Governors or the LEA inviting the teacher to participate in the activity at the specified time. All governing bodies must have a stated policy on charging and remission so that every interested party is clear about the particular approach to be adopted now and in the future.

Where non residential activities are concerned they are deemed to take place during school hours if 50% or more of the period spent on the activity occurs during school hours. Travel time only counts if it takes place outside school time. School hours do not include the midday break. For residential visits the Act sets out a complicated calculation involving 'half day sessions'. One 'half day session' is, in fact 12 hours:

"If the number of school sessions missed by pupils is less than 50% of the number of half days taken up by the activity then the activity is deemed to take place outside school hours. If the number of school sessions is 50% or more of the number of half days the activity is deemed to take place during school hours." (CIRCULAR 2/89 CHARGES FOR SCHOOL ACTIVITIES DES 1989)

An example is quoted where a term time trip from noon on Wednesday to 9pm on Sunday (i.e. 9 half days including five school sessions) would be classified as taking place during school hours whereas a trip from noon on Thursday to 9pm on Sunday (i.e. 7 half days including three school sessions) would be classified as an out of school activity. Where the residential visit is made during school hours no charge can be made for the education provided nor for the travel costs and any fund raising must be on the basis of voluntary contributions. Charges can, however, be made for board and lodgings, although headteachers are reminded of the need to advise all parents that anyone in receipt of family credit or income support is entitled to remission.

8:7 REACTION TO THE NEW CHARGING POLICY (EDUCATION ACT 1988)

Reaction to the new charging policy, through the instruments of measurement involved in this research, was shown only through the case study Interviews. Although the later Schools' Questionnaires were conducted during the consultation phases they predate the Education Reform Act of 1988. Reference to the report in Chapter 7 shows that reaction was immediate and vociferous. Initial thoughts were that the confused situation had been confused further. Residential fieldwork, already under threat was threatened further.

Reaction from official organisations paralleled this response from fieldwork planners. John Sutton from SHA (Secondary Headteachers' Association) claimed that normal contributions from parents to educational activities had never been obligatory, but had become custom and practice. Now the DES had made it a muddle. The AMMA Report (May 1989) claimed that many schools will now satisfy themselves with local work, as fieldwork programmes are reassessed in the light of the legislation. Schools will be divided, according to the Report, between those that can afford to subsidise hardship cases and those which will have to cut down on educational visits.

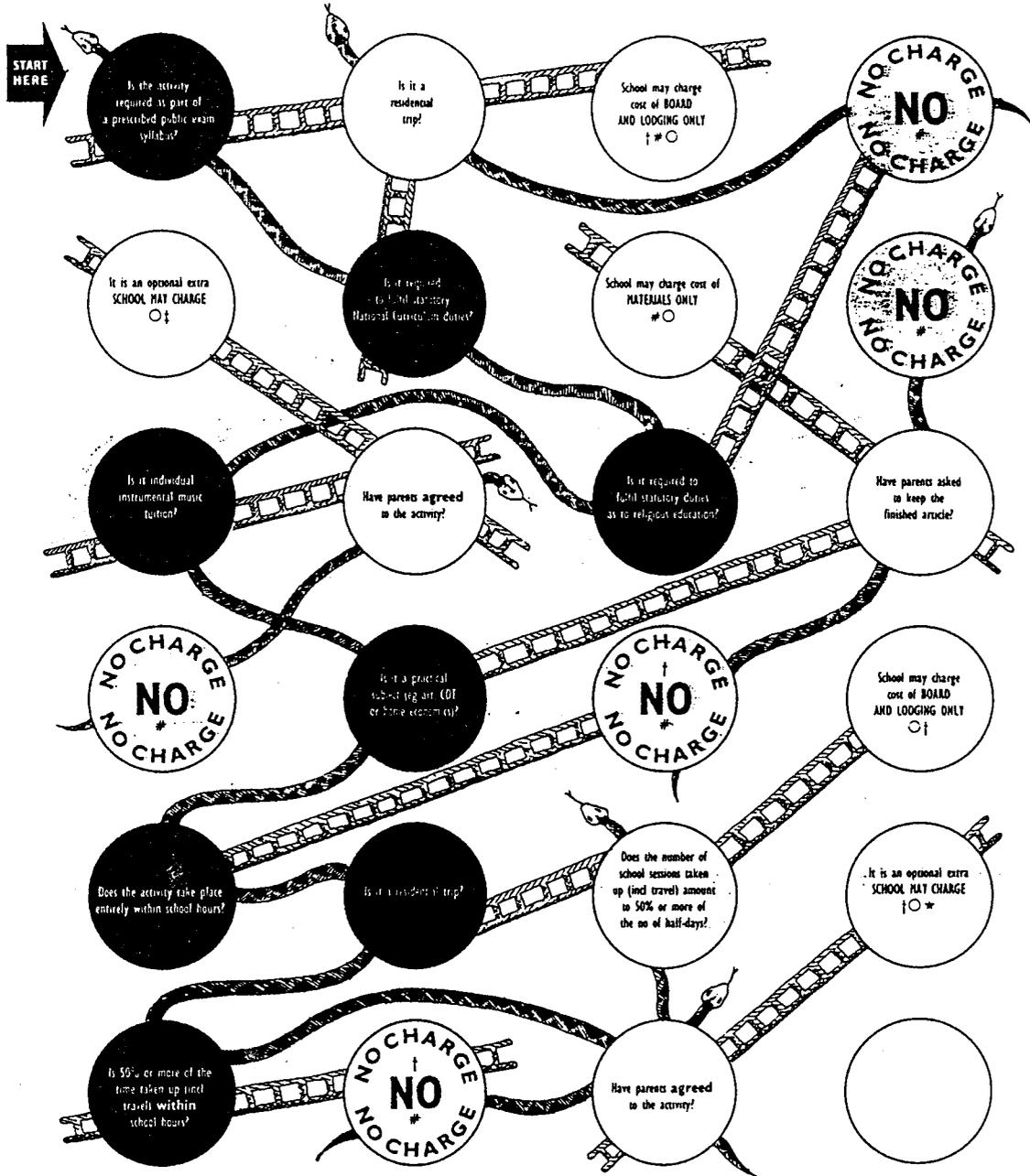
AMMA produced an amusing and interesting flow diagram both in the May Report and in their Advice Document for Members "Charging for School Activities" (April 1989), a diagram which shows the confusion facing field-work planners at the end of the 1980's. The diagram is reproduced as Figure 8:1.

The 1988 Act was followed by a number of publications all concerned with the possibility of change in the number and type of educational visit/field work once the Act's regulations are in operation. The range of publications included, for example, 'A Case Study from Alton Towers' (June 1989), to a full issue of SAGTA News devoted to the legislation (Autumn 1989) and a 'Step by Step Guide to the Education Reform Act and School Travel' issued by Schoolplan Travel Company in the summer 1989. The AMMA Briefing 'Out of School: A practical guide to the responsibilities of teachers in charge of pupils on school journeys', already amended after the Stoke Poges and Altwood School Inquiry Reports, was amended again after the Act of 1988. Because of the risk and the potential problems involved the AMMA recommended that no members should take part in school journeys which are organised through a 'third party'. Because of its independence organisation of such visits does not allow a balancing of other crucial factors such as safety, insurance, suitability and supervision arrangements.

Although the DES promised a full monitoring of the situation, geographical fieldwork is left, in many ways, in the middle of this confusion and inconsistency. As identified through the literature review in Chapter 1 and throughout the responses to the Schools' Questionnaires (particularly the National and Regional Questionnaires the results of which are discussed in Chapters 4 and 5 respectively) fieldwork has made its claim very clear in the geography curriculum. Yet the new legislation has created problems, not only of planning, but also of the role of fieldwork itself. Initial reaction may have been over reaction and further studies need to be made to assess the impact in 5 or more years time. However initial influences were strong, in many cases dampening enthusiasm and reducing motivation to overcome more 'redtape' challenges except where it is absolutely necessary for examination coursework or National Curriculum stipulations.

? WHEN CAN SCHOOLS CHARGE ?

Travel UP the ladders if the answer is YES or DOWN the snakes if the answer is NO



KEY

<p>○ No charge can be levied by the school unless and until the governors have agreed policies for charging and remission.</p> <p>* Schools can seek voluntary contributions from parents, provided it is made clear that:</p> <ol style="list-style-type: none"> a) there is no obligation to contribute, and b) pupils will not be treated differently according to whether or not their parents have paid. 	<p>‡ Charges may include costs of hiring and/or insuring instruments and an "appropriate proportion" of teaching staff costs.</p> <p>† External third parties (eg travel companies) may run trips and charge parents.</p> <p>* Charges may include the costs of pupils' travel, insurance, board and lodging, books and materials, non-teaching staff (and teaching staff if separately engaged for this activity).</p>
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FIGURE 8:1 WHEN CAN SCHOOLS CHARGE? ("Charging For School Activities" AMMA Report April 1989)

Even before the Education Act 1988 O'Vastar (1987) was highlighting the frustrating situation whereby field studies had been given the green light of official approval, but there was general reluctance to make full use of the opportunities available. The main reason for this reluctance, borne out by previous discussions of data collected on this Target (Target 4), according to O'Vastar is the 'administrative and organisational minefield capable of deterring all but the most dedicated leader'.

Somewhere in the minefield the fieldwork planner has to create a balance between regulations and restrictions on the one hand and examination and subject requirements on the other. As the reports in Chapters 4-7 show the process is complicated and is affected by constantly changing factors which distort the picture. The period 1985-89 has seen tremendous change in the component elements which make up the target concerned with LEA and Government policy. However there is no doubt of its importance in shaping the final fieldwork picture.

The questionnaire survey now discussed predates the Education Reform Act itself but was conducted during the consultation phase. It was also conducted in the wake of the first Ombudsman's Report (against Wiltshire County Council 1986) and immediately following the second (against Kent County Council 1987). The following report needs to be seen in conjunction with responses to the relevant questions from the Schools' Questionnaires and Interviews and also with those from the Field Study Centre Questionnaire and visits.

8:8 A REPORT OF THE RESULTS OF THE QUESTIONNAIRE TO LEAs

The sample frame of this questionnaire, together with its aims and objectives are discussed in Chapter 3 (3:6 pp 98-102). The position of this particular survey within the overall research design is shown, in diagram form, in Figure 2:2 (p 59) and the questions which make up the questionnaire to LEAs are discussed in Section 2:2:6 (pp 70-71). It is on the basis of answers to these questions that this report is built. Reference to the discussion on the question sequence (and its role within the structure of targets of interest) reveals a division into a number of 'topic areas' (introductory LEA attitudes/support, LEA financial funding for fieldwork, changes in LEA

support for fieldwork, residential fieldwork and LEA regulations, policies and procedures) and it is on these that the outline of this report is based.

8:8:1 LEA ATTITUDES AND SUPPORT FOR SCHOOL GEOGRAPHY FIELDWORK

This analysis begins on a positive note. The introductory question, as referred to in section 2:2:6 aimed at assessing the LEA view of school fieldwork and all responses, without exception claimed that there was a need for fieldwork in geography and that there was a place for residential fieldwork. The space for comment provided opportunity for clarification and this section was particularly heavily used.

There was no attempt to classify fieldwork in any way in this question. It was left to individual respondents to make specific relevant reference to issues or views of the particular LEA and its policies. The major division came between GCSE and 'A' Level fieldwork, a factor taken into account in the framework of the second question which deals with financial support.

The common theme of comments lay with the desirability rather than necessity of fieldwork which illustrated a slight change of emphasis from the simply structured first question. This difference is highlighted by one response which claimed that although fieldwork is an integral and necessary part of all geographical work there is no county policy, at present, no specific regulations and no funding except for some special consideration for very needy cases. Even here funds are strictly limited.

General comments included in answers here revealed similar trends:

"Residential fieldwork is more desirable than essential."

"Fieldwork should be organised where relevant and possible."

"The residential aspect is desirable socially for all pupils and probably necessary post 16 when 'A' Level students should have experience of contrasting locations at a distance from their county. However the LEA gives very little support."

"We are supportive but finance is very limited."

"Residential fieldwork is highly desirable but logistically not all pupils can receive it."

"In principle, of course, social and educational spin-offs are tremendous. In practice it is difficult to make it compulsory because of cost etc.... Therefore any residential fieldwork tends to be selective either by teacher or pupil."

Some attempt at a classification of support from the comments is shown in Table 8:3 and through analysis of these comments in Question 1 and information provided in Question 2 the strength of each type of support can be ascertained. There are obvious differences between LEAs. Very few referred to any in service training and this was one area highlighted in the School Interviews. Teacher/planners saw a need for practically based in-service courses on fieldwork and its organisation in the local area which should, if possible, be run in school time. This should also be extended to include the residential dimension, particularly as many teachers contacted through the questionnaires were anxious of safety and organisational detail following the Lands End tragedy. There was also no reference to what Henry (1983) calls a 'pool of resources' e.g. information about accommodation, field study centres and travel, work programmes and visits all of which are means of material support. Personal support and advice, from the LEA was, as the survey shows, patchy. The use of LEA centres and financial support are dealt with elsewhere. However the opening questions showed up a major difference between open encouragement and interest and the more difficult specific and practical support which tends to strengthen the gulf between what is seen as ideal and what is practical, a gulf already identified throughout the reports on the Schools' Questionnaires and Interviews.

8:8:2 LEA FINANCIAL FUNDING FOR FIELDWORK

Section 8:3 referred to the importance of charging for fieldwork in the opinion of a majority of fieldwork planners questioned and interviewed through the collection of data for Target 4. One of the main aims of the Questionnaire to LEAs was the collection of information on financial support which LEAs provide for schools as they organise fieldwork and face pupils or parents with a charge. It was considered important for the overall picture to have as widespread a data bank of financial information as possible. Reference to the literature reviewed in section 8:1, together with responses from the questionnaires shows that this support is a major component in planning.

CATEGORY OF SUPPORT	% OF LEAs
1. INTEREST	22.9
2. ENCOURAGEMENT [some financial support]	48.3
3. FINANCIAL SUPPORT [more substantial]	25.3
4. PERSONAL SUPPORT [inorganisation and planning] [in addition to finance]	3.5

TABLE 8:3 SUPPORT CATEGORIES: SUMMARY OF SURVEY RESPONSES

SUPPORT CATEGORY	LEA												
	Not Paying Any Grant	Payment of All Costs	50% of All Costs - Travel, Accom. and Tuition	Payment of All Costs at LEA Centre	50% of Travel and Tuition Costs only	Set amount Per Pupil £20 or below	Set amount per Pupil £21 - £99	Pay All Costs Except Accommodation	Subsidised use of LEA Centre only	Transport Costs only	Accommodation Costs only (or subsidised)	No specific Policy outlined but some financial support	
NON METROPOLITAN COUNTIES	41	7	0	0	1	6	7	6	1	6	2	1	4
METROPOLITAN DISTRICTS	46	13	1	1	2	9	2	8	1	4	1	1	3
TOTAL [% OF TOTAL]	87	20	1	1	3	15	9	14	2	10	3	2	7
	[100	22.9	1.2	1.2	3.4	17.2	10.3	16.1	2.3	11.6	3.4	2.3	8.1]

TABLE 8:4a LEA SUPPORT: GCE 'A' LEVEL (RESIDENTIAL MAINLY)

SUPPORT CATEGORY	Replies										
	LEA	Not Paying Any Grant	Payment of All Costs	Set Amount Per Pupil £1.50 - £5.00 (Maximum No. of days)	Transport Assistance	Fieldwork Fund (inc. sliding scale funds)	Fieldwork Taken from GCSE monies	Schools to Take Fieldwork From Capitalisation Allowance	Lump Sum for Each Fieldwork	Reference to Supply Cover	Separate Policy for GCSE Residential
NON METROPOLITAN COUNTIES	41	18	0	4	3	4	3	8	1	2	5
METROPOLITAN DISTRICTS	46	16	1	5	5	7	2	10	0	0	7
TOTAL	87	34	1	9	8	11	5	18	1	2	12
[% OF TOTAL]	[100	39.0	1.2	10.3	9.2	12.7	5.7	20.7	1.2	2.3	13.8]

TABLE 8:4D LEA SUPPORT: GCSE LEVEL (DAY COURSES MAINLY)

Responses to Question 2 showed up a great range of support with major differences occurring in the amount of grant payable, the rigidity of and procedure for payment and the range of costs re-imbursed. 7 out of 41 replies from non metropolitan boroughs (17.1%) and 13 (28.3%) of the metropolitan districts had no policy on fieldwork at any level. This compares with Long's results from Table 8:1 (p 241). Most of the LEAs supported 'A' Level fieldwork although very little of this was more than a residential fieldcourse. Certain LEAs provided a set amount per pupil ranging, as Table 8:4 shows, from £6.00 to £99.00 for a residential course. 14 (16.1%) of the LEAs supported pupils in this way. Another support method was to pay part of the costs e.g. tuition fees, accommodation or travel costs. Reference to Table 8:4 shows how widespread this policy was and these figures are interesting in the light of the Ombudsman's Report which later was to claim that LEAs should be responsible for paying all tuition fees and travel costs for residential fieldwork.

Some LEAs required schools to use their own residential centre and costs here were heavily subsidised. For schools using other centres the support was considerably less if at all. A few LEAs provided very generous grants to cover all costs incurred. Table 8:4 shows up remarkable differences. 2 LEAs pay accommodation fees and no other costs. Others pay all costs except accommodation. 62 (71%) of the respondents made it clear that the policy was under consideration in the light of recent developments, mainly the Ombudsman's Report against Wiltshire County Council and many of these claimed that such consideration was made more difficult by the confusion caused by uncertainty about charging clauses in the forthcoming Education Act.

Grants at 'A' Level for day fieldwork were not popular. 57 (65.5%) stated that no provision was made and many of the others claimed that schools received a grant to cover all year groups and all subjects. Very little support was forthcoming for the lower school (mostly GCSE) fieldwork. Where LEA centres were available the opportunity was present for subsidised GCSE fieldcourses but as Table 8:4 shows only 12 (13.8%) provided a separate residential policy. At GCSE the fieldcourse was not seen to have the same relevance. They are difficult to arrange and involve more pupils, hence the reluctance of LEAs to support them with any kind of substantial funding.

A number of LEAs did mention a set amount of GCSE money for schools or a fieldwork fund with the responsibility of distribution resting with schools. Several responses highlighted the headteacher's enhanced role in this method which as Table 8:5 shows, was used by 34 (39.1%) of the LEAs. It is interesting here to cross reference to strong comments made by teachers in Schools' Questionnaire 1 (National) and 2 (Regional) regarding the important role of the headteacher sometimes positive but often negative in providing encouragement and restriction respectively on the planning process. Survey responses gave this fund a variety of names ranging from 'lump sum allocated to GCSE' to a 'fieldwork allocation,' 'General GCSE fund', 'block grant' and 'lump sum for fieldwork'. In 9 of the 31 LEAs paying in this way the sum was the normal capitation allowance with a special transport allowance. In 30 of the 31 cases the sum was fixed with the amount varying from £150 to £1000 per school. The exception operated a sliding scale dependent on roll numbers beginning at £3500 and rising to £7500, a sum which included all subjects.

Table 8:4 does not provide an encouraging picture and seems to support much of the data collected for this target from other instruments. One LEA stated that a grant for 1 day fieldtrip of £5 is provided at GCSE and 2 days at 'A' Level of £10. That constituted the only support available. There were evident differences even between neighbouring LEAs, a point already apparent from the report of the Regional Questionnaire. Uncertainty about the present and future position was a major theme throughout the responses. Many replies, although completed in full, stated that it was a difficult time. The situation was fluid. There was a state of flux 'pending clearer national guidelines on funding'.

The situation in geography is complicated further as more subjects demand a share of the fieldwork budget. The idea that fieldwork must sell itself as relevant and valuable with major academic benefits (a point already identified in Chapter 4) was referred to in the questionnaire responses. The climate is one of caution:

"Residential fieldwork is not encouraged - and schools have to point out it is optional not obligatory. The Ombudsman's judgement has made the Authority very wary."

<u>CHANGE IN FIELDWORK SUPPORT</u>	<u>NUMBER OF REPLIES (%)</u>
POSITIVE	25 (28.8)
NEGATIVE	31 (35.6)
NO CHANGE	31 (35.6)

<u>POSITIVE</u>	<u>NEGATIVE</u>
Further development of residential centre	Movement towards capitation allocations to schools
Recent appointment of advisory teacher	Reduction in overall finance for fieldwork
Higher capitation allowance for schools in general	Reduction in scope of grants
Higher fieldwork grants	Needy cases only now as opposed to 'blanket' support before
Recent appointment of Adviser for Residential Experience	Closure of field study centre (LEA)
Greater emphasis on outdoor activities	Abandonment of all grants for fieldwork study
GCSE courses as well as 'A' Level fieldwork	Cut in schools capitation - therefore a cut in fieldwork
Wider availability of grants possible	

TABLE 6:5 CHANGES IN FIELDWORK SUPPORT (LEA SURVEY)

"Residential fieldwork is difficult since Wiltshire"

"The Committee has fought off pressure to cut the grant following direct intervention by Ombudsman"

"Wiltshire has meant that there will be mostly local trips now."

"There is no policy as yet and we are feeling our way towards it."

"GCSE fieldwork money will be available after Wiltshire."

"For GCSE we tried and the Education Committee put in a bid for £50000 but the County Council cut it out of their estimates."

"The LEA has yet to deal with the problems caused by local/day fieldcourses set out with the GCSE."

8:8:3 CHANGES IN LEA SUPPORT FOR FIELDWORK

The major changes in fieldwork support, a question seen as important within the context of the overall research, set out by the respondents to the questionnaire are shown in Table 8:5. The results seemed equally distributed between positive and negative change and no change at all. The range of influence was wide ranging and it is interesting to note that similar influencing factors affected LEAs in different ways, sometimes with totally opposite results.

An example is the development, already referred to, of the Ombudsman's Report to Wiltshire County Council in 1986. This was highlighted on many occasions throughout the responses. 48% of the replies referred directly, or indirectly to the Report as a major factor in creating a change of policy. The trend of change is shown in Table 8:5. Where a decrease in support had occurred or was forecast the main reason lay in the uncertainty caused by the case and the respective LEAs' wariness about their duties in paying certain of the costs of fieldwork, depending, as discussed in section 8:3, whether the fieldwork was seen as 'essential' or 'non-essential'. These LEAs were unwilling to commit the extra money necessary and were therefore prepared to abandon all fieldwork funding as a result of the ruling. In other cases, where LEAs felt insecure, money from other fieldwork support was given over to a limited number of fieldcourses in the Sixth Form only.

Several LEAs commented that the Wiltshire judgement accelerated change to a 'fieldwork fund' in schools or an additional sum to the school's capitation allowance. This made fieldwork support less specific and put the onus on the school to distribute funds according to demand. Comments from the questionnaire proved interesting:

"The LEA used to fund 50/50 until a parent complained about being charged at all. After that all funding ceased after legal advice."

"Due to the judgement we used to pay £3.50 per pupil for residential visits. Now it is nil."

"Since Wiltshire the fieldwork funding has been abandoned."

"Fieldwork support is under review but it is unlikely that it will remain at the levels before the Ombudsman's Report to Wiltshire."

"The judgement on Wiltshire makes us tread very warily. It seems that funds will be much more limited in the future, particularly for residential courses."

"The LEA will not be providing any support for fieldwork below the age of 16, especially as the Wiltshire case has forced us to review priorities. Priority will be given to the Sixth Form."

"Residential fieldwork is now not encouraged - due to the judgement we used to pay £5.00 per pupil for residential visits. Now we pay nothing."

There were, however, positive effects too. Hence the confusion and the importance of the LEA in fieldwork planning. In these responses LEAs saw the ruling as clearly illustrating the Authority's role in supporting school fieldwork, both on a residential and local level. Funding therefore increased. Comments were equally interesting:

"Per capita grants have now been introduced for school fieldwork since the Ombudsman's decision. These replace a centralised pool from which schools made a claim."

"In response to 'Wiltshire' there have been major increases. Prior to Wiltshire there was a grant of £13 per pupil for all courses. Now a £60 grant is given to 'A' Level residential courses and £18 to lower school residential visits."

"All funding has been increased to take into account the Wiltshire decision."

"GCSE fieldwork money became available as a result of the Wiltshire judgement. Now fieldwork funding is given to 'A' Level students."

"'A' Level support existed until 1974 when it was stopped. Then nothing until the Ombudsman's Report last year. Now transport and

tuition fees are paid for 3 'A' Level courses."

"The situation worsened after 1979 but has improved since last year particularly because of the ruling to Wiltshire. £10 grants are made available to each pupil doing geography for residential courses in the Upper School and £4 for Lower School pupils."

"Pre-Wiltshire - about £20 per head
Post Wiltshire - up to £70 per head."

There were other factors too which are highlighted in Table 8:5. Negative factors were centred mainly around reductions in LEA spending overall, with ripple effects experienced in fieldwork support. 9 of the replies (10%) stated that they had been rate capped and that fieldwork support had been a direct sufferer. 2 of these claimed that support had not disappeared but had become only a token gesture. 17 of the LEAs (19.5%) claimed that general spending had been reduced. Another concern, mirrored in responses from the Schools' Questionnaires already discussed (particularly in Chapter 4), was the move towards the 'lump sum' arrangement. Strong concern was shown by LEA representatives that this, in many cases, results in a reduction of support. Comments were strongly worded:

"Up to 5 years ago we subsidised 14-16 fieldwork, residential and non residential. We now provide schools with a capitation allowance that took this subsidy into effect. In reality geography departments lost the allowance."

"The distribution of the lump sum is at the school's discretion. This means that sometimes fieldwork loses out to other 'higher priority expenditure."

"In 1974 a previously existing 50% grant was abandoned and the money supposedly distributed as an element of capitation i.e. it was lost."

There is no doubt that the main element of this target of interest has been finance. It has been identified that on the strength of LEA support will depend the need for other financial funding such as parental contributions, a share of school fund or fund raising. Parental support will, of course, depend on the socio-economic environment of the school and the willingness of parents to support fieldwork. Parental contributions have, themselves, been highlighted by the Ombudsman's Reports and subsequent charging policies. Independent schools, as seen in discussions concerning the problem of cost identified in Schools' Questionnaire 1 (National)(pp 130-134) do not receive

LEA support but they are faced with similar decisions.

45 (51.7%) of the LEAs quoted the introduction of GCSE as a factor resulting in increased support. These realised the LEA's role in supporting compulsory fieldwork either through a set, per capita amount for day/residential work or an extra allowance added to the school's capitation allowance. In some cases (16 LEAs) this fund was specifically for GCSE fieldwork, which LEAs stressed was now 'essential' to the syllabus. Very few LEAs seemed to have any significant support policy for the lower school and with the climate pertaining after the 'Wiltshire' decision, this was unlikely to change in the near future.

8:8:4 LEA POLICIES TOWARDS RESIDENTIAL FIELDWORK

It is interesting to relate the responses from LEAs, to this section, with the responses from fieldwork planners particularly through the Follow-up Schools' Questionnaire and Case Study Interviews. This cross-target theme, once again, revealed opposing trends. The results to Question 4, asking for LEAs' views on residential fieldwork are shown in Table 8:6. Only the numbers of replies (and respective percentages) are tabulated, although a division is made between metropolitan and non metropolitan districts. This classification revealed few identifiable trends, and as with the previous section it was the comments which proved interesting.

LEAs responding negatively gave the 1265 hours set as part of teachers' contracts as a major reason. 62% of replies referred to this as a direct influence which corresponds with the strong concern shown by respondents to the Follow-up Regional Questionnaire and planners interviewed later. 75% of all LEA replies referred to this 'directed time' somewhere on the questionnaire as an influence on the future of fieldwork. The concern lay, according to LEA representatives, with teachers' desire to limit the time they spend on 'out of school activities', and many hours, for example, from the 1265 hours are taken up on a residential course. The headteachers' influence on the planning process is felt as they become aware of time being allocated for fieldwork out of school hours. Within a similar context the wider aspect of the loss of goodwill has also had, according to LEAs, a major impact on fieldwork organisation and residential fieldwork in particular.

<u>ATTITUDES TO RESIDENTIAL FIELDWORK</u>	<u>NUMBER OF REPLIES (%)</u>
<u>METROPOLITAN DISTRICTS</u>	
INCREASING RESIDENTIAL FIELDWORK IN SCHOOLS	10 (21.7)
RESIDENTIAL FIELDWORK IS REMAINING STATIC	21 (45.6)
DECREASING RESIDENTIAL FIELDWORK IN SCHOOLS	16 (32.7)
<u>NON METROPOLITAN COUNTIES</u>	
INCREASING RESIDENTIAL FIELDWORK IN SCHOOLS	10 (24.4)
RESIDENTIAL FIELDWORK IS REMAINING STATIC	16 (39.0)
DECREASING RESIDENTIAL FIELDWORK IN SCHOOLS	15 (36.6)

**TABLE 8:6 TRENDS IN RESIDENTIAL FIELDWORK UNDERTAKEN
IN SCHOOLS (LEA SURVEY)**

Comments were wide ranging:

- "Residential fieldwork is decreasing because of the teachers' industrial action. The Teachers' Conditions of Service now make it difficult to arrange courses."
- "The 'Baker' proposals are certainly not helping in the organisation of courses. Additional pressure is being felt."
- "This is a complex issue. Curriculum organisation, finance, teacher attitudes and teacher time allowances will all affect the amount of residential courses undertaken."
- "Teachers' contracts will generally reduce fieldwork as much as in teachers' time out of goodwill."
- "Residential fieldwork was increasing until the teachers' industrial action. Now it is clear that school residential fieldwork is fast decreasing. Teachers are working within directed time."
- "The main factors are definitely financial and the directed time issue. Both of these are causing a fall off in demand for our centre."
- "Reductions are being recognised particularly as courses become more expensive and the 1265 hour limit has been imposed."
- "It is very difficult to generalise but Baker's 1265 hours will have the greatest and most significant effect."
- "Although it is hard to quantify and there are fluctuations it is clear that the industrial action of teachers has had a major impact and the imposition of the 1265 hours directed time and new contracts will play a significant part in the future."
- "The problems with directed time are enormous and these, coupled with uncertainties about charging make it very difficult for teachers to plan residential courses."
- "The impact of the loss of teacher goodwill has been and will be very great. Many teachers arranged courses in vacations or in their own time. This has been substantially reduced. New impositions of working hours (1265 of directed time) will not help at all."

There were other reasons highlighted for a notable decrease in residential fieldwork identified by LEAs. Charging policies, already discussed, and increased expense were two of the major ones. 31 LEAs (36%) referred to the 'selective' nature of residential fieldwork which may influence its gradual reduction. Supply cover, a factor highlighted by fieldwork planners, was also mentioned by 39 (45%) of the LEAs questioned. With problems of safety, finance and the low level of teacher goodwill the LEAs have highlighted, together with difficulties over supply, a complex interrelated set of factors facing the fieldwork planner.

A minority of LEAs, as shown in Table 8:6, considered that residential fieldwork was increasing, particularly in the 14-16 age range as groups undertake GCSE fieldwork on a residential basis. A few respondents stated that TVEI money had been used for this purpose. It was also pointed out that many private school travel companies and field study centres (as will be seen in Chapter 9 during discussion of changes being experienced by field study centres) have directed efforts to this particular market. As stated in section 2:2:6 the direct encouragement for schools from LEAs by the establishment of centres has been seen as a major development and so Question 5 of the LEA Questionnaire sought a factual response. There was no detailed answer expected and so Table 8:7 shows the simple framework of answers. The whole of Chapter 9 is devoted to residential fieldwork and this question aimed, therefore, in gaining a simplified but overall picture of the number of LEAs having a centre and their school use for geography fieldwork. Some authorities, it seems, provide their own tutors although most rely on schools to arrange their own fieldwork programmes and on senior staff from those schools to accompany and lead the group.

8:8:5 LEA REGULATIONS, POLICIES AND PROCEDURES FOR FIELDWORK

These proved very difficult to measure. The variety and complexity of LEA regulations and policies was wide ranging and Table 8:8 shows a checklist of four examples taken from LEAs which sent details of their guidelines and procedures. Pupil ratios vary a little between LEAs although these are now becoming more standardised particularly following the tragedy at Lands End. The notification period does vary, although the unwieldy periods highlighted by Long (1960) of 3 months-one year did not seem to occur. The emphasis lay very heavily on safety procedures and many LEAs issued safety documents including set guidelines even for fieldwork in non hazardous areas. LEAs, in the main, allowed residential fieldcourses at any time, whether in term or in vacation time, a major change from the results of Long's surveys which stated that few LEAs were in favour of residential fieldcourses during the school term. Details of procedure, such as the completion of specific forms and reports before and after the fieldcourse, or fieldwork day, varied although the majority of LEAs required a certain procedure to be adopted. This procedure included monitoring of insurance policies, pupil teacher ratios, leadership qualifications and overall safety precautions.

	NUMBER OF REPLIES		TOTAL
	YES	NO	
LEA FIELD STUDY CENTRE	35 (40.2)	52 (59.8)	87
MAJORITY OF SCHOOLS USE CENTRE	11 (31.4)	24 (68.6)	35
PROVISION OF GEOGRAPHY COURSES	17 (48.6)	18 (51.4)	35

TABLE 8:7 LEA FIELD STUDY CENTRES (LEA SURVEY)

LEA	LEA CENTRE	PUPIL/TEACHER RATIO	PROCEDURE	GENERAL GUIDELINES
1. NORTHUMBERLAND	2 Field Study Centres	1-25 26-39 40-59 (1:12 abroad)	48 hours notice for day visits 14 days notice for other visits (Form SA150)	Substantial document "Educational Visits Safety and Insurance Regulations NCC 1986 Guidelines divide locations into mountains/remote uplands rivers and coastal sites, lowland rural sites and urban sites Upland sites need a teacher with Certificate in Mountain Leadership
			Written requests to parents with replies	
			"The quality of the planning should be reflected in the information provided for staff, pupils, parents, headteacher and other relevant parties such as Centre Wardens.... Pupils need adequate pre-trip preparation.... Parents require similar information on the aims organisation, activities and timing of the visits." NCC 1986	
2. CORNWALL	Several centres e.g. Delaware Centre, St Austell Roseland Centre St Austell Porthallow Centre The Lizard	1:12/13 on resid. courses	As set out at the various centres No overall safety or insurance details	Each Centre has full, detailed documents of bookings procedure Support is given with little financial backing Outdoor Education Adviser

LEA	LEA CENTRE	PUPIL/TEACHER RATIO	PROCEDURE	GENERAL GUIDELINES
3. BARNET	-	1:12	Borough insurance Policy paid for by school Forms in triplicate - 2 beforehand 1 after (School Approval Form ES 48)	Guidelines are provided which set out details of escort requirements insurance medical special risks/travelling details necessitous pupils
4. KENT	Snowdon Mountain Centre Swattenden Study Centre	1:12 (1:10 abroad) 1:20 (non-res)	Form S25 for Approval Specified amounts for insurance cover (especially abroad) six weeks notice of visits/courses	Mountain certificates for upland courses Documents on Safety Measures "Safety Measures in Physical Education" "Safe Practice in Outdoor Education" Full costs details

TABLE 8:8 CHECKLIST OF LEA POLICY OUTLINES (SAMPLE OF FOUR LEAS TAKEN FROM QUESTIONNAIRE SURVEY)

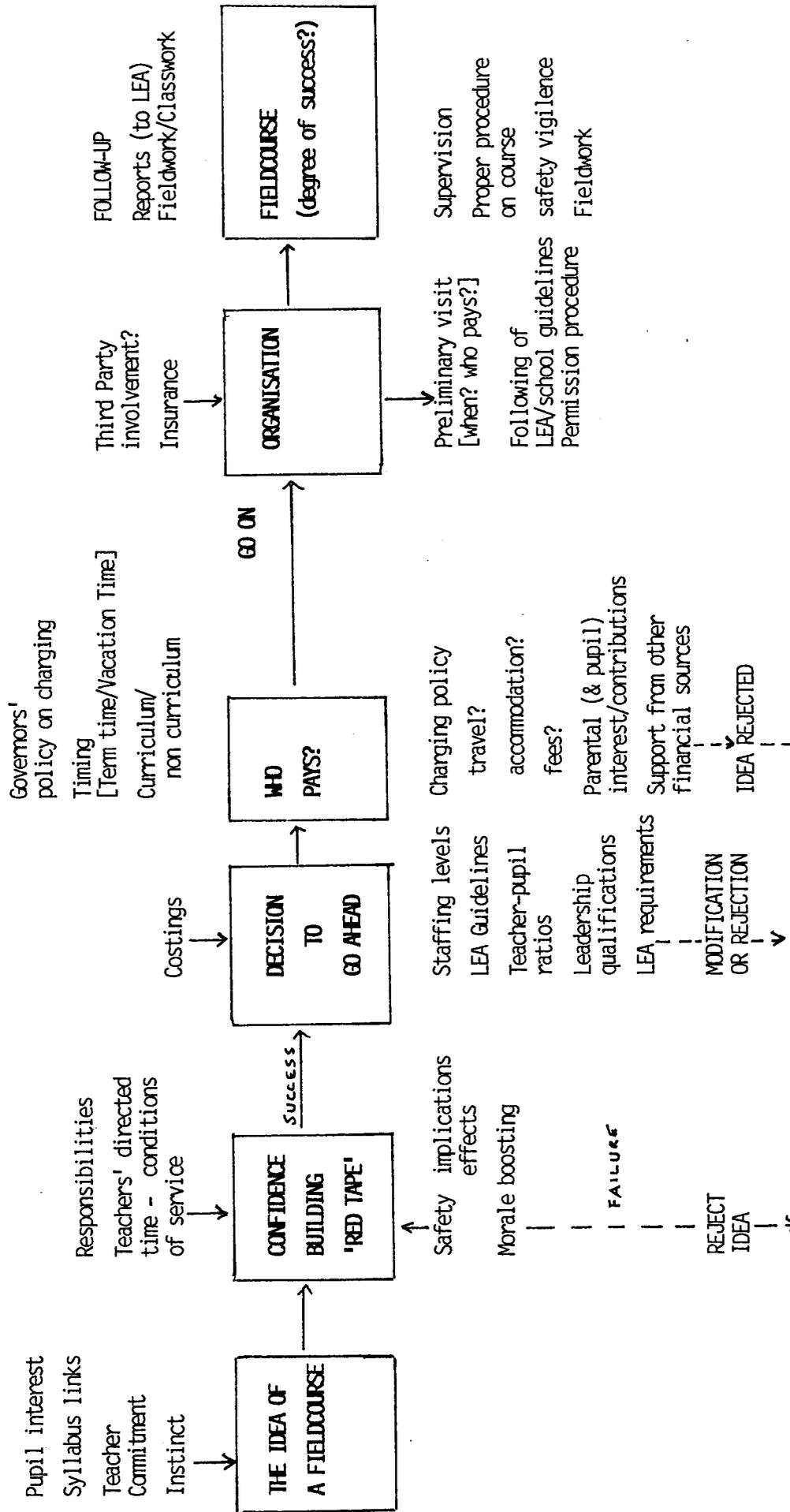


FIGURE 6:2 POSSIBLE INFLUENCES OF THE LEA ON THE PLANNING PROCESS

In many ways these procedures set the stages of the planning process and identify planning priorities. Decisions about alternative sites, programmes, and centres for example are made on the basis of these policy guidelines. The information which LEAs sent, in addition to the completed questionnaire and in answer to the final question concerning policy and procedures, showed that most LEAs were concerned about fieldwork organisation. Many published comprehensive guides on a range of topics such as 'safety measures', 'planning procedures', 'aims and benefits of outdoor education' and 'a list of handy tips in organisation'. All of these emphasised the importance of this specific target of interest and the strength of the LEA influence on fieldwork planning during the period of this research.

GENERAL PERSPECTIVES ON THE QUESTIONNAIRE TO LEAs

The influence of the LEA can be seen at every stage of the planning process. If the sub-sections of charging, policy making and general support/advice are considered then the influences, as shown in Figure 8:2, are important as the planning proceeds from identifying needs and seeking alternatives to choosing the programme of work and specific sites and organising the fieldwork itself. Even evaluation is influenced as LEAs require reports on completed fieldwork programmes and support payments are made. The questionnaire has shown that a gap exists between an ideal which LEA representatives would like and what they can actually achieve. The climate of uncertainty, created by confusion over the original charging sections of the 1944 Education Act and the vagueness of such terms as 'essential' and 'non essential' fieldwork has created greater difficulties both for LEAs who wish to support geography teachers as much as possible and for teachers who have to plan for fieldwork at a time when certain practices, laid down more by tradition than by law are being questioned. As respondents claimed, more of an onus is now being put on fieldwork planners to justify what they are planning as something of curriculum value not only to their staff colleagues but also to parents and LEAs. This trend was highlighted by replies to the Regional and Follow-up Regional Questionnaires. Change and uncertainty within this target of investigation has certainly made fieldwork planning a difficult and, in many ways, very complicated process.

CHAPTER 9

The Residential Experience

Throughout this study residential fieldwork has been seen as an important target of investigation. Reference to this fieldwork dimension has been made in all of the questionnaire and interview surveys. The National Schools' Questionnaire had as its sample base schools which used field study centres for their fieldwork. Choice of centre and other influential factors on the planning process for residential fieldwork were key themes of this first questionnaire. Further reference is made in the Regional Schools' Questionnaire in answers to questions concerning fieldwork provision in schools (section 5:1) and the problems involved in its organisation (section 5:3). Residential fieldwork was also discussed as teachers perceived the effects of the new GCSE examination on fieldwork planning in the same questionnaire. Section 6:4, as part of the report of the Follow-up Regional Schools' Questionnaire, outlined teachers' responses to requests for details about the residential fieldwork they organise and the pressures now being felt as they plan for it. In addition to these references Chapter 7 reports on teacher interviews and their responses to questions on their residential fieldwork and Chapter 8 illustrates the direct link between LEA fieldwork policies and financial support and the role and organisation of residential fieldwork.

Target No.5, therefore, is an essential part of the picture. Figure 2:2 (p 59) shows the emphasis placed on residential fieldwork through the collection of data and the position of the Field Study Centre Questionnaire and Study Visits in the overall framework. The first part of the Chapter outlines a background review of the residential experience and this is followed by reports on both the Field Study Centre Questionnaire and Study Visits to a selected number of centres. Although the question sequence and role of each of these have been discussed in Chapters 2 and 3 respectively these are detailed further in the second part of this Chapter.

9:1 THE RESIDENTIAL EXPERIENCE: A BACKGROUND REVIEW

The residential fieldcourse has its roots set in the early development of the subject, but its beginnings were slow. Reynolds (1901), comparing the situation with schools in Switzerland, lamented the case for UK schools. She highlighted the rift between the academics' view that residential fieldwork was of great benefit and value and its practice in schools. Early issues of the Geography Teacher record a number of specific fieldcourses undertaken on a residential basis and these accounts highlight their intrinsic geographical value as well as their wider application for pupils after they have left school. However, although these benefits were recognised, organisation of these courses was scanty.

Practical problems and criticisms were also evident in these early accounts. More distant excursions were immediately labelled a 'luxury'. Reynolds, for example emphasises the danger that parents may often perceive the value of this new form of training as a needless extravagance. Against this criticism there was no national recognition of their value as there was in other parts of Europe, USA and Japan. There were no national measures to encourage schools to undertake residential work such as free rail travel (as in Switzerland) or the more formal part played by residential excursions in Japanese schools during school hours.

In England and Wales it was the enthusiastic teacher who organised the fieldcourse in his or her own vacation time. Although official publications from the Government were supporting the idea of the residential experience organisation of the experience continued to depend on the enthusiasm and energy of teachers. Hence its development was haphazard and spasmodic.

9:1:1 THE INPUT FROM GOVERNMENT PUBLICATIONS

The Hadlow Report (HMSO 1926) argued for local studies and school journeys to be as much part of the school timetable as the subjects themselves. Fieldwork, in general, was strongly supported as a help in the development of map skills, in the analysis of a particular region and in the study of more distant, especially foreign, locations.

The Norwood Report (HMSO 1943) also supported fieldwork through school journeys and visits claiming that these create a 'freer treatment of education' in direct contrast to the 'set task and routine' of the classroom. However it was the Newsom Report (HMSO 1963) which emphasised the residential element. All pupils, according to the Report, should be entitled to residential experience at least once during their schooling with particular emphasis on schools in deprived urban environments where opportunities for natural environment work were scarce. The benefits, the Report argues, are of both a social and personal nature. Living and working together in a small community forces pupils to co-operate and contribute in an atmosphere more conducive to doing so than in the larger school community. Reference here is made to the social skills emanating from fieldwork which were discussed in Chapter 1. In residential activities, the Report goes on, pupils of different abilities mix more effectively and pupils and teachers enjoy a closer companionship which is not so much in evidence in the classroom situation.

In the Newsom Report residential geography courses were one of a series of outdoor residential activities which were recommended. Others included outdoor pursuits, history visits, Duke of Edinburgh Award Scheme, ski holidays, youth hostelling and other activity holidays. Demand is often stimulated by the opportunities available and it was seen at the time that LEAs with the largest and most varied programmes were usually the ones which were planning to extend their provision to meet the increasing demand.

Developing the theme of curiosity and adventure through enquiry the Plowden Report (HMSO 1967) stated that "an effective way of integrating the curriculum is to relate it through the use of the environment to the boundless curiosity which children have for the world around them". Specifically aimed at the Primary Level what impact the Plowden Report had on schools and LEAs is difficult to assess but the period after its publication experienced a growth in the number of opportunities available for residential study, including an increase in the number of field study centres across the country. National Parks also began an educational service and schools began acquiring their own residential centres. Documents such as the Schools' Council Report 'Short Stay Residential Experience: Residential Work by Secondary School Pupils' (Schools' Council 1972), the HMI Survey 'Learning Out of Doors' (1972),

the Curriculum Matters: Geography 5-16 (HMSO 1986) and the Curriculum Matters: Environmental Education 5-16 (HMSO 1989) continued to highlight the benefits of residential study courses and it seemed that a role for residential fieldwork was being officially recognised.

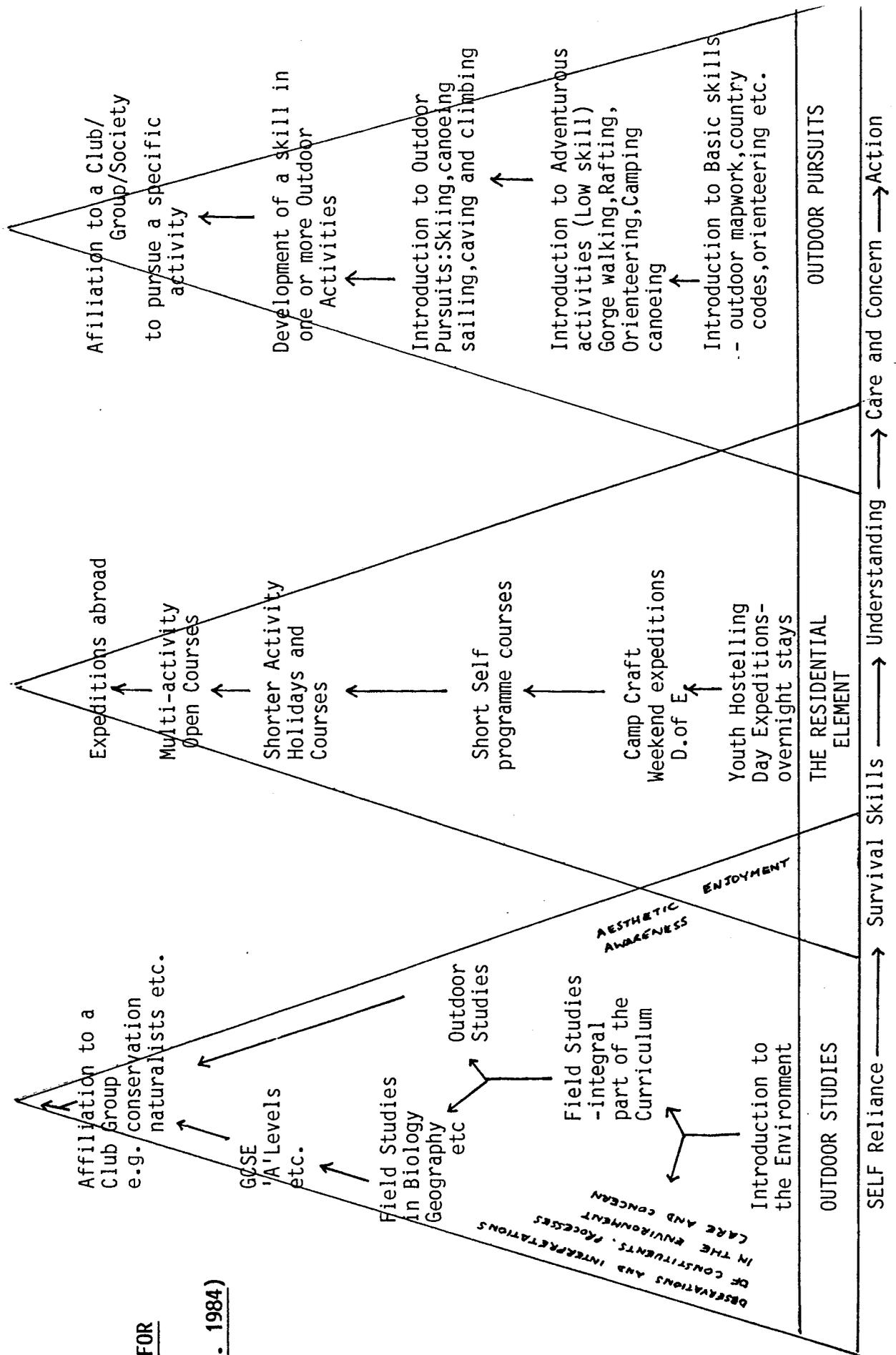
9:1:2 AIMS AND OBJECTIVES OF RESIDENTIAL FIELDWORK DEFINED

Smith (1987) echoed the thoughts of many geography teachers when he points out that one of the great pleasures of geography teaching has always been the residential fieldcourse. Smith claims that in the style of learning promoted - the first hand experience, and in the close, often intense social relationships of pupils with pupils and pupils with teachers, something quite special occurs. The geography is of possibly secondary importance at times compared to the moments of shared experience, in times of tension in the completion of a task or the contemplation of a beautiful view and its harmonious atmosphere which lift soul and spirit (Smith 1987). He therefore puts as much emphasis on the development of social and personal skills as on the collection and analysis of geographical data.

With the introduction of TVEI (Technical and Vocational Education Initiative) the residential experience is identified as an entitlement of many LEA, school and geography course curricula. One of the most progressive has been Cumbria County Council. Seen within the overall context of a framework for a progressive programme in outdoor education (set out in Figure 9:1) its aim has been to provide all young people in Cumbria with the opportunity to participate in a series of residential experiences in order to develop aspects of their personal, social and environmental awareness (CEC 1984). Figure 9:2 outlines the details of the document (CEC 1984).

Some of these aims are linked using an example set out in Figure 9:3. The range of the aims shown is wide and the number of objectives high but the residential fieldcourse is seen as a way of developing them within a concentrated timespan in different situations to those met in the classroom. The experience is also seen in the context of the school's links with industry and the outside community, with the school's developing cross-curricular programme, with personal and social education and its problem solving, pupil centred approach to education. Reference has already been

FIGURE 9:1
A FRAMEWORK FOR
PROGRESSION
(AFTER C.E.C. 1984)



(A) SOCIAL DEVELOPMENT

In living with a group away from home it is hoped young people will:

- develop an increasing understanding and tolerance of themselves and others.
- understand and accept the need for guidelines necessary for living in a small compact community,
- develop a willingness to contribute to the welfare of the group in activities, leisure, study and household chores,
- develop better relationships with their leaders and with each other,
- adjust to living in a different community to that which they have become accustomed,
- learn to accept new challenges; physically, socially and mentally,
- develop a sense of independence and responsibility,
- experience new and intensive learning situations,
- accept the strengths and weaknesses of themselves and others,
- develop a sense of compassion and sensitivity.

(after Outdoor Education in the Curriculum CEC 1984)

"Most young people and staff are impressed by the increased mutual understanding and respect developed over a period of time in a residential centre and would claim to be better people as a result of the experience." (CEC 1984)

(B) PERSONAL DEVELOPMENT

The opportunities for personal development are equally emphasised as young people, through a residential course, have the opportunity to:

- learn initiative, independence, confidence and self reliance,
- develop leadership qualities,
- develop a sense of responsibility,
- learn to adapt to unfamiliar situations, environments and people.

"It can be argued that within the framework of the residential experience in outdoor education, there exists profound influences which can have an important impact upon, not only the social but also the personal development of young people." (CEC 1984)

(C) ENVIRONMENTAL AWARENESS AND ACADEMIC DEVELOPMENT

The third aspect of these aims concerns the experience that a residential fieldcourse provides to enjoy and study the environment, to gain a respect, first-hand practical experiences, understanding and awareness and to develop academically and cognitively. The residential fieldcourse provides an intensive period of learning through practical 'doing' and follow-up work in the evening. Because of this and as a result of the curriculum development and innovation which have made fieldwork compulsory in many subjects including geography greater use is being made of residential outdoor centres as laboratories/centres for academic study. (after CEC 1984)

Many of these themes were identified in the Schools' Council Document, 'The Short Stay Residential Experience, Residential Work by Secondary School Pupils' (Schools' Council 1972);

"Most pupils and staff are impressed by the increased mutual understanding and respect developed over a period of residential work and would claim to be better for this. The informality possible in the residential situation contributes greatly to this; it is not easy to remain distant after a day in the rain, ploughing through bogs and streams in the company of a group of children. This sharing of all experiences, gay and dismal, pleasant and nasty, and particularly the special interest or achievement sometimes drawing on the limits of one's own mental or physical resources - all this creates a bond." (Schools' Council 1972)

FIGURE 9:2 OUTDOOR EDUCATION IN THE CURRICULUM
(CEC 1984)

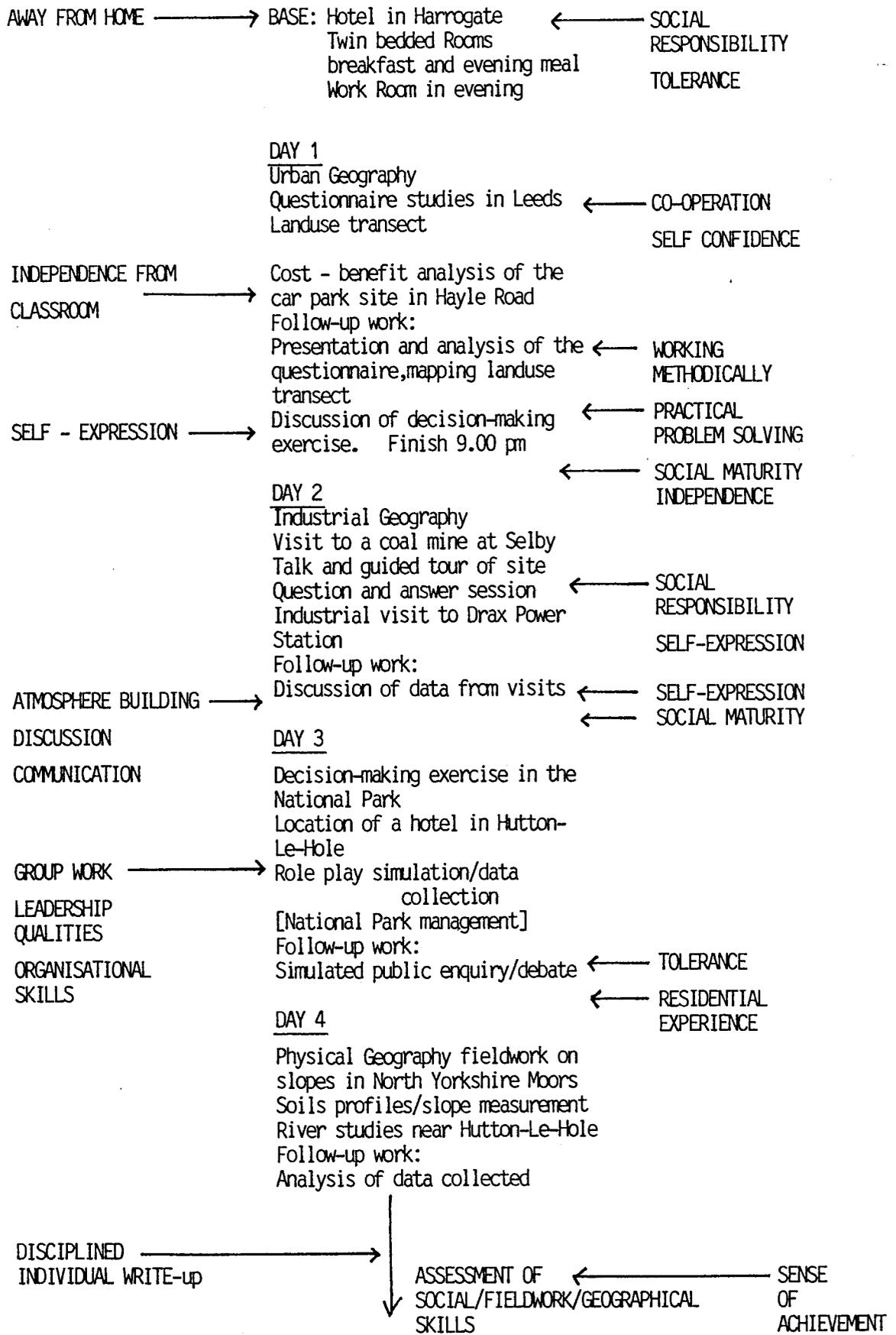


FIGURE 9:3 THE RESIDENTIAL EXPERIENCE (AN EXAMPLE FROM THE SIXTH FORM)

made in Chapter 1 to the possible value of fieldwork in pupil profiling. With the need to create a record of achievement for every pupil at the age of 16 the residential experience may well become an important tool of assessment as well as one of development.

Pupil attitude surveys reported on in the next Chapter support the view that fieldcourses provide some of the best memories of a pupil's life at school and from relevant literature it is evident that residential fieldwork is of major educational and social value to those who participate and this value has been officially recognised. The establishment of the field study centre has had an important part to play in this process of recognition. The growth in the number of field study centres has demonstrated their useful role in formal education, a fact confirmed by the conclusions of the 1965 Keele Conference on Education and by the Newsom Report (1963). The influence of the field study centre is seen as a major element of target of investigation No.5 and therefore an essential part of the overall study. Before reporting on the Questionnaire to Field Study Centres their growth is briefly outlined.

9:1:3 THE FIELD STUDY CENTRE

The earliest example in Britain of a centre dedicated to field studies was the Haslemere Educational Museum founded in 1889. However the field study centre movement did not really begin until the establishment of the Council for The Promotion of Field Studies in 1946.

Wooldridge's view (1955) was that the founding of this Council, now known as the Field Studies Council, was the most important step for the improvement of the status and teaching of geography since the founding of the Geographical Association itself. No grammar school boy or girl, Wooldridge argues, should complete his or her course without a visit to EACH of the centres of the Council.

Both Wooldridge and Butler (the founder of the Council for the Promotion of Field Studies) believed that the greatest singly obstacle to field teaching at the time was the shrinking of the teacher from his or her own ignorance of unknown country. The field study centre, in offering residential study, aimed to cure this. The geographical distribution of the Council for the

Promotion of Field Studies, later the Field Studies Council centres is shown in Figure 9:4. The date of each centre's establishment is also shown. In 1961 the Youth Hostels' Association (YHA) established specifically equipped rooms at six hostels for parties wishing to use them for field studies. By 1988 the number of these Field Study Hostels had risen to 28. Of the 260 hostels in 1988, 180 of them were classed as suitable for field studies and these are shown in Figure 9:5. The YHA's Education Department aimed, through the establishment of these centres of study, to make hostels more adaptable to the changing needs of education out-of-doors. Many hostels now provide study opportunities for GCSE, CPVE and TVEI curriculum projects with GCSE project work, for example, quoted by the YHA as being particularly suited for YHA visits, linked closely to the 'geography, biology and environmental science environments' in which the hostels are situated. As a result the YHA has experienced a rise of 260% in the use of hostels by school parties during the last 15 years.

Other centres are run by LEAs (fieldwork is seen as part of the overall package of outdoor activities) and by private companies or individuals. The Directory, published in 1970 for the Council for Environmental Education (CEE) showed that out of 203 centres, 120 were LEA run (91 of these being inter-territorial or inside county and 29 extra-territorial or outside county), 24 were run by the YHA and 9 were owned by the Field Studies Council. The 50 'others' were privately owned, some of them being run by schools themselves.

A second Directory, published for the CEE in 1981, consisted of entries extracted from a survey undertaken by the Dartington Amenity Research Trust for the Countryside Commission in association with the CEE and the Sports Council (1979). Urban centres were included for the first time and centres run specifically for outdoor recreational pursuits were excluded. The resulting distribution is shown in Figure 9:6. No official survey has been completed since 1981. The 'Good Field Study Centre Guide' (Hindson and Savin 1988) attempted to provide information on the standard of selected centres in terms of the accommodation, food, facilities, fieldwork opportunities, recreational facilities, access and friendliness they offer. Each centre was given a star rating based on teacher responses to a

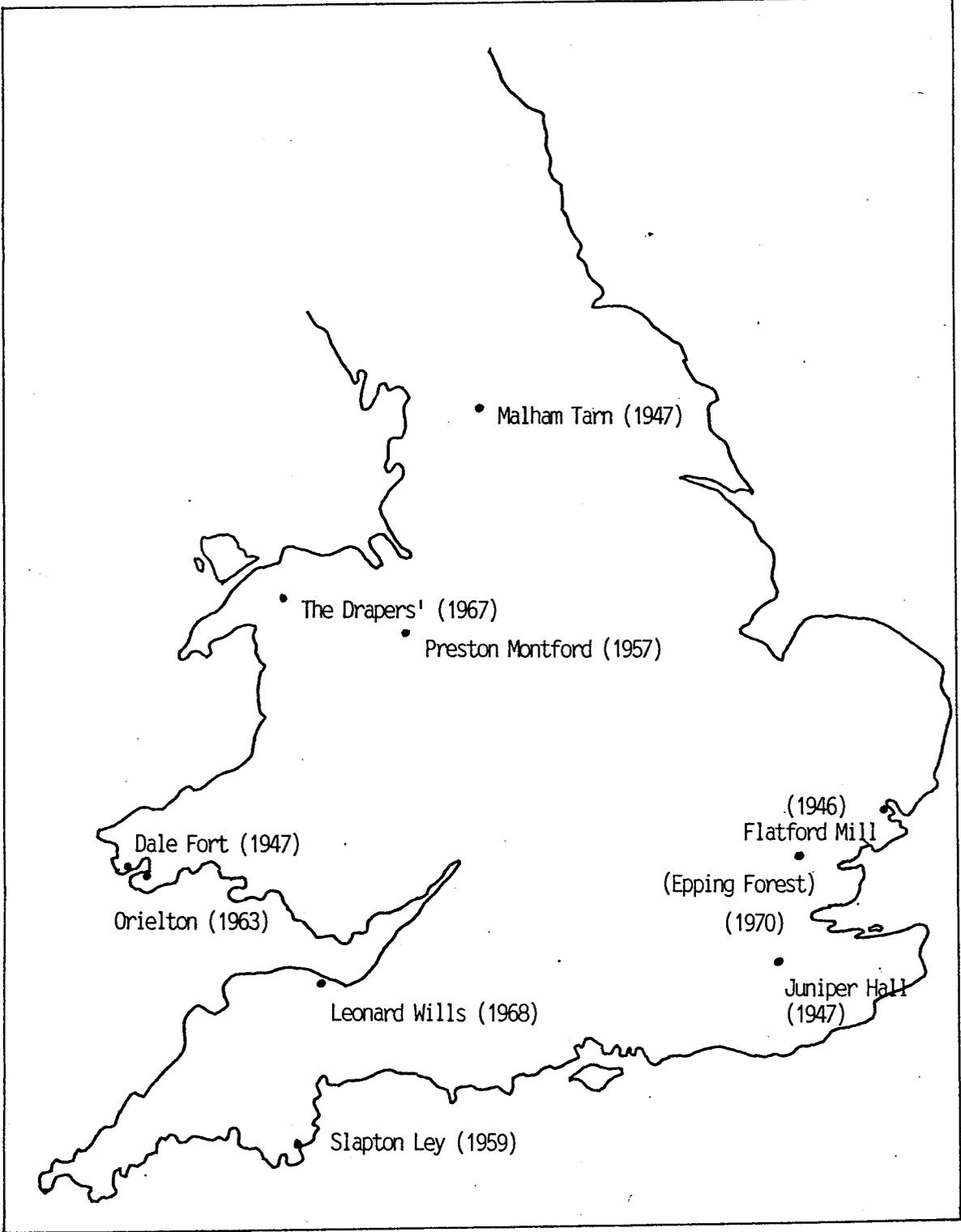


FIGURE 9:4 THE DISTRIBUTION OF CENTRES RUN BY THE FIELD STUDIES COUNCIL

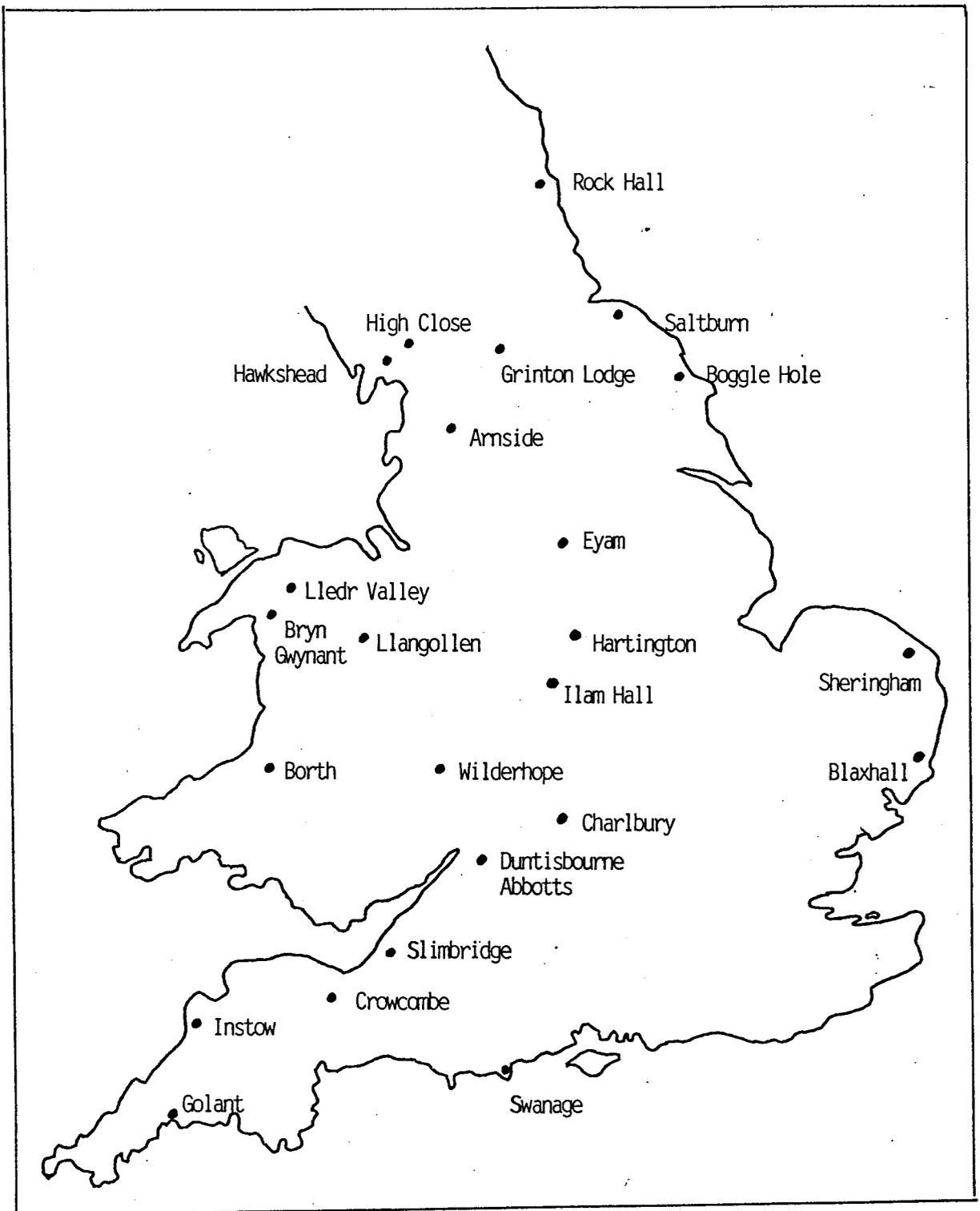


FIGURE 9:5 DISTRIBUTION OF YOUTH HOSTELS WITH SPECIAL FIELD STUDY STATUS (YHA 1989)

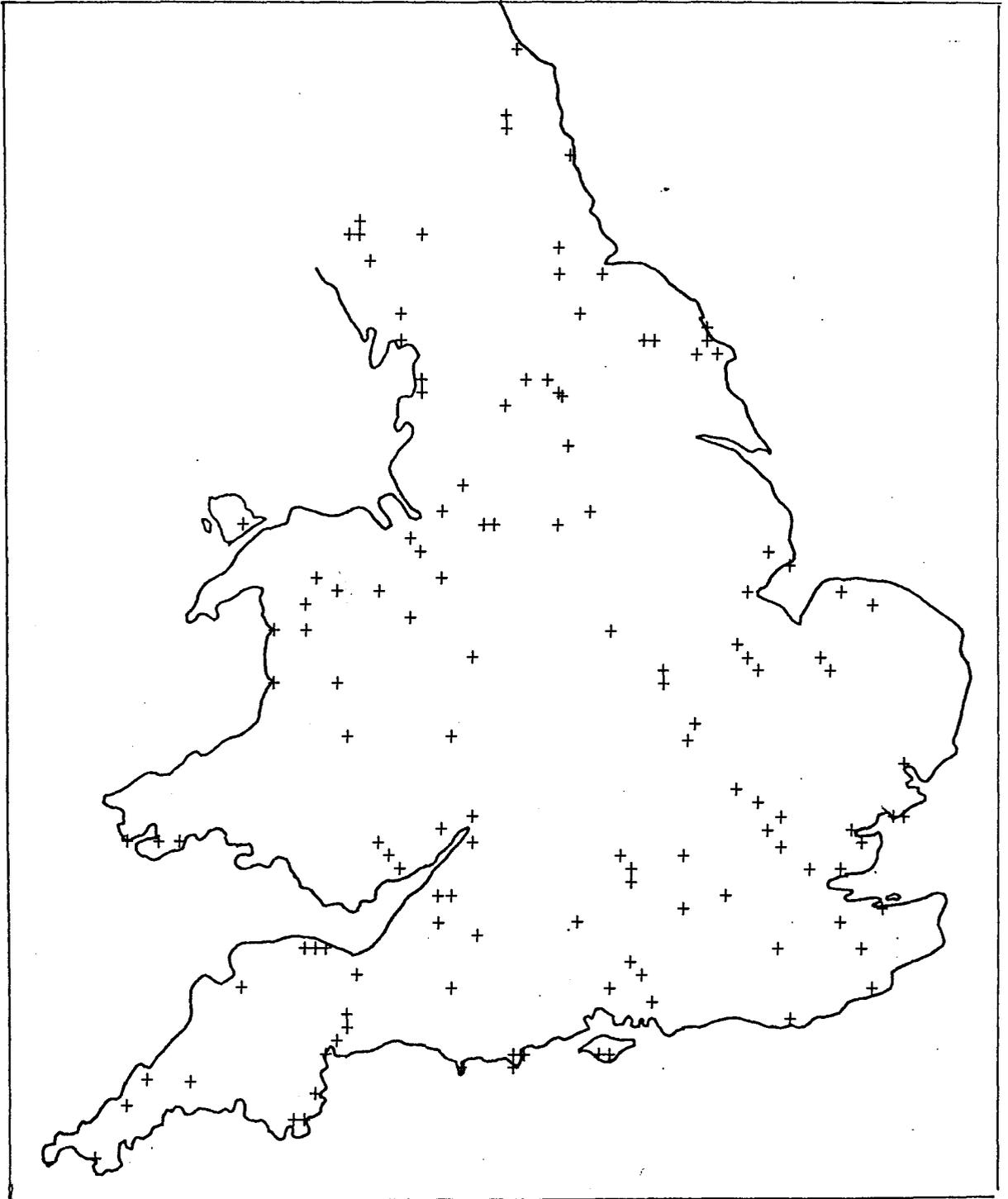


FIGURE 9:6 DISTRIBUTION OF FIELD STUDY CENTRES
(TAKEN FROM THE DIRECTORY OF CENTRES FOR
OUTDOOR STUDIES IN ENGLAND AND WALES 1981)

questionnaire on each centre and visits made by the authors. There was no attempt to undertake a full survey of all centres providing the facilities for field study. Since the survey of 1981 several more centres have opened but at the present time it seems extremely difficult if not impossible to complete such a comprehensive survey of all centres because of the wide range of opportunities offered, activities provided and type of centres established.

The appearance of the 'Good Field Study Centre Guide' illustrates the commercial bias of the competitive fieldwork market referred to in the report on the Follow-up Regional Schools' Questionnaire in Chapter 6. The commercialism of this market was also discussed further in the Interview reports (section 7:1). The role of the field study centre and its response to changes in the fieldwork market is now discussed in the report on the Field Study Questionnaire. As stated in section 3:7 the aim of the survey was not to collect information on centres in isolation. The aim lies in the measurement of the influence of the centre on fieldwork planning being undertaken in schools. The link is seen to be strong and has been supported in the reports in previous Chapters. The report on the Field Study Questionnaire should be seen in the context of the description of its sample frame outlined in section 3:7 and the question sequence discussed in section 2:2:7. As with each of the other reports the questions are summarised at the beginning of each section and the sections follow the main themes of the questionnaire. A full copy of the Field Study Questionnaire is located in Appendix E.

9:2 REPORT ON THE QUESTIONNAIRE TO FIELD STUDY CENTRES

9:2:1 FACILITIES AND ACCOMMODATION OFFERED

Question: What facilities and accommodation does your centre provide?

Table 9:1 is constructed using the replies to the first question. It is interesting to note that 52 (68.4%) of the centres had specialist geography staff to run courses and of these 31 (40.7% of the total) had two or more geography tutors. In certain cases geography lecturers would be bought in

from outside the centre as and when required. Often, in these circumstances, the tutor is a retired teacher or teacher/lecturer who has left the profession in order to take up this kind of tutoring on a full or part time basis.

A checklist of field study centre facility provision is set out in Table 9:2. These facilities include accommodation, teaching accommodation and fieldwork equipment. Opportunity was also provided in the question for details of any extra provisions and those recorded included an outdoor pursuits programme which is integrated to the field studies course; a shop, bar, rest room, television room, recreation room; swimming pool, volley ball court, tennis courts and gymnasium; and extensive grounds for the use in fieldwork exercises.

No reference was made to the standard of the accommodation, the size of the teaching laboratories or classrooms or to the type of sleeping accommodation (e.g. dormitories or twin-bedded rooms). There was also no reference to the age of the buildings making up the centre. The aim of the question was to collect a check list of facility provision at the centres in the survey to provide a background of factual information against which the rest of the survey results can be considered. Accommodation, teaching accommodation ('living and teaching atmospheres') are key 'market' factors for the field study centre, although this particular aspect of detailing the competitiveness of each centre contacted is beyond the scope of the present questionnaire. The 'market situation', however, is important and concerns the next three questions.

9:2:2 THE FIELD STUDY CENTRE MARKET SITUATION

Questions: How many schools visit the centre each year for geography fieldwork?
How many pupils come to do fieldwork each year?
How do these divide up into school levels?
Have these numbers changed in the last 5 years?
Where do the schools come from - general distributions?
Does any particular school type use the centre?

Answers to this series of questions were expected to be estimates. Unlike the first two questions asking for specific detail concerning staff and facilities, these questions request approximate numbers and identifiable

NUMBER OF GEOGRAPHY STAFF			
	PART TIME STAFF	1 PERMANENT STAFF	2+ PERMANENT STAFF
NUMBER OF FIELD STUDY CENTRES	24 (31.7%)	21 (27.6%)	31 (40.7%)

TABLE 9:1 THE NUMBER OF SPECIALIST STAFF AT FIELD STUDY CENTRES
(FIELD STUDY CENTRE QUESTIONNAIRE)

	<u>NUMBER OF CENTRES</u>
<u>Teaching accommodation</u>	
1 classroom	18
2 classrooms	35
3 classrooms	16
4+ classrooms	7
1 science laboratory	31
2+ science laboratories	23
Lecture theatre	21
Library	74
Computer Room	50
Furnace Room	4
Sieve Shaking Room	5
<u>Teaching Equipment</u>	
Flowmeter(s)	63
Weather Station	7
Soil Testing Equipment	72
Surveying Equipment (e.g. ranging poles,clinometers tapes,quadrats,measruing rods pantometers,maps)	75
Hydrology equipment for monitoring	53
Microscopes (including binocular)	67
Environmental Comparator	3
Geological hammers	42
(Other equipment such as buckets spades,test tubes etc are seen as standard)	
<u>Residential Accommodation</u>	
Under 30 persons	16
Between 30 and 70 persons	46
Over 70 persons	10

TABLE 9:2 CHECKLIST OF FACILITIES/EQUIPMENT PROVIDED BY THE
FIELD STUDY CENTRES (FIELD STUDY CENTRE QUESTIONNAIRE)

trends. Answers shown in Table 9:3 reflect the dominance of 'A' Level students over GCSE pupils. However because GCSE groups involve more numbers this section of the market has become increasingly important to the fieldwork centre. Answers to later questions showed that advertising is now aimed at increasing this share using the emphasis on fieldwork studies in the National Criteria for the GCSE examination. This, many centres clearly admit, is a way of countering the identifiable reduction in the 'A' Level market. Lower school numbers are, as one would expect, much lower than at GCSE and 'A' Level and in many respects, taking into consideration the constraints highlighted in the Schools' Questionnaires and Interviews, it is surprising to see the amount of residential undertaking at this level which this survey shows. Middle schools often see field studies as part of an overall 'residential package' which is offered to pupils at some stage during their education at the school. Table 9:3 shows the overall pattern with pupil numbers being divided into 8 classes ranging from no pupils to over 500 pupils. Between 100 and 300 pupils visiting a centre lie the most numerous number of centres at both 14-16 and 16-19 age levels. These figures can be compared with the number of schools visiting centres, which are shown in Table 9:4. As answers to other questions support, the average number of pupil/students in a party is between 10-20 at the 16-19 level and 35-60 at the 14-16 level. However these are average figures and the survey shows that groups can be much smaller or larger than these figures testify.

Section 2:2:7 has already indicated that a simple positive/negative trend indicator was considered the best way of assessing recent changes in the market situation and this was requested in Question 3. At the 16-19 level there is evidence for contradictory trends. Using the general comments, requested in the second part of the question, it is clear that 41 centres (53.9%) indicated a decrease in student numbers at this level indicating change in LEA funding policies, the competition from other centres (including those run by the LEA which restrict teacher choice of fieldwork venue) and the impact still being felt by the teachers' industrial action as the main causal factors for the decline. Rising costs are also seen as an important element and these together show the complex interrelationship between LEA policy, field study centre markets and teacher fieldwork planning. This decline is shown in Table 9:5.

NUMBER OF PUPILS (Average per Year)	NUMBER OF REPLIES		
	Lower Secondary	14 - 16	16 - 19
0	22	3	0
1 - 50	11	3	4
51 - 100	18	14	5
101 - 150	6	21	20
151 - 200	3	17	23
201 - 300	7	18	10
301 - 500	5	7	9
Over 500	4	7	5

TABLE 9:3 THE NUMBER OF PUPILS AT EACH LEVEL VISITING FIELD STUDY CENTRES (FIELD STUDY CENTRE QUESTIONNAIRE)

AVERAGE NO. OF SCHOOLS PER YEAR	< 10	11-20	21-25	26-30	31-35	> 35
NO. OF CENTRES	7	16	22	14	10	7

TABLE 9:4 NUMBER OF SCHOOLS VISITING FIELD STUDY CENTRES
FIELD STUDY CENTRE QUESTIONNAIRE

POSITIVE or NEGATIVE CHANGE	NUMBER OF REPLIES (%)		
	LOWER SECONDARY	GCSE	'A' LEVEL
+	9 (11.8)	47 (61.8)	29 (38.1)
-	21 (27.6)	11 (14.5)	41 (53.9)
No Change	46 (60.6)	18 (23.7)	6 (8.0)

TABLE 9:5 TRENDS IN FIELDWORK PUPIL NUMBERS AT FIELD STUDY CENTRES
(FIELD STUDY CENTRE QUESTIONNAIRE)

	NUMBER OF REPLIES (%)
Majority of Schools coming to the centre are in the Maintained Sector	32 (42.1)
Majority of Schools coming to the centre are in the Independent Sector	20 (26.3)
Equal/near Equal Mixture	24 (31.6)
TOTAL	76

TABLE 9:6 TYPE OF SCHOOLS VISITING FIELD STUDY CENTRES
(FIELD STUDY CENTRE QUESTIONNAIRE)

CHANGE IN COURSE CONTENT/STYLE	NUMBER OF REPLIES
YES	71
NO	5
Summary of reasons for Change Change is going on all the time In line with GCSE and 'A' Level changes Competition with other centres New vocational needs/emphases Recent geography directional changes Changes in centre staff Change in centre resources Increasing emphasis on individual project work Increasing numbers of pupils on courses (GCSE)	

TABLE 9:7 CHANGES IN THE COURSES AT FIELD STUDY CENTRES
(FIELD STUDY CENTRE QUESTIONNAIRE)

However 29 (38.1%) of the centres indicated that student numbers at the 16-19 level had, in fact, increased. The main reason given for this is the increasing number of courses offered for the 16-19 Geography Project 'A' Level organised by the University of London Schools' Examination Board. Reference to this new development is made later in the Field Study Centre Questionnaire.

Where GCSE course numbers are increasing, and the pattern is shown in Table 9:5, the availability of basic fieldwork equipment has crucial significance. Adequacy of teaching space, the capacity of computer equipment, and the availability of teaching staff are all involved. This dilemma was clearly identified both in comments to this question and in answers to Question 7 which requested 'centre opinion' on the problems facing centres both now and in the future. Table 9:5 shows a major increase in GCSE fieldwork. Forty-seven (61.8%) of replies recorded an increase in numbers of GCSE pupils coming to their centres as against an increase at 'A' Level of 38.1%. Only 11 centres (14.5%) stated that numbers at the 14-16 level had fallen. Although school fieldwork is not quite as important a market for field study centres as it once was it is evident from answers to this question that field study centres are anxious about trends in fieldwork provision in schools and this supports their sensitivity to change, a point referred to in discussions about the role of the National Schools' Questionnaire.

Question 4, asking where schools came from to visit the centre, provided a range of answers. Centres fell into two main categories; the first were local centres used by schools within the region such as those in the North West and South East and the second are 'national' centres where schools visiting tend to be from different environments in other parts of the country. This particularly applied to upland centres. Many of the centres in the survey stated that several schools came each year and therefore their market had changed little in recent years.

More detailed analysis of Questions 5 and 6 concerning type of school visiting the centre and changes in the type, number and content of courses offered

respectively, is undertaken later in the Chapter. However a summary of the results of each question is shown in Tables 9:6 and 9:7. Centres were evenly split over the type of school which dominates their market although more centres (42.1%) claimed that the main part of their school market was taken up by the maintained school sector. 71 centres highlighted changes in the courses they offer although reasons for these changes were wide ranging. A summary is outlined in Table 9:7. No one factor dominated comments although the emphasis did tend to lie with changes in the examination structure and the increasing number of pupils undertaking individual project work at different levels. These factors and the implications of their influence are discussed in more detail during reports of the field study centre visits later in the Chapter.

9:2:3 PROBLEMS FACING FIELD STUDY CENTRES AND FIELDWORK PLANNERS IN SCHOOL

Questions: What problems are now affecting the field study centre?
What problems, in your opinion, are affecting school geography departments coming to field study centres as organise fieldwork programmes?

Here the aim was to assess both the pressures on the centre as it tries to satisfy changing market demands and also the centre's perception of the problems facing the planner undertaking the task of organising fieldwork courses to their centre. In requesting opinions and factual information on both subject areas it was hoped that the clear link between school fieldwork planning and the field study centre can be identified and more data can be collected for the second target of investigation as well as Target No.5. Reference to Figure 2:2 shows how the questionnaire's question sequence fits into the overall targets of investigation and highlights the overlap which occurs.

The main problem, highlighted by centre staff, for centres at present is keeping up-to-date. Rapid change in examination course requirements (in structure and content) creates severe difficulties for centre staff in updating their own courses to suit these new demands. Staff claimed that they were out of the mainstream of teaching and therefore only indirectly in touch with subject developments. They, therefore, find difficulty in gauging what teachers require. Comments often made the point that reading examination syllabuses was not enough. Teachers require help, for example,

with different aspects of fieldwork-based coursework, fieldwork techniques and issues-based enquiry. Centres need to work closely with teachers and this demands an up-to-date knowledge not only of the courses and their requirements but also of sites and exercises in the local area to the centre which fulfil these requirements. Reference to the figures in Table 9:8 show that 78% of replies quoted this as a problem, much higher than any of the other problems highlighted and reports of the study visits support this anxiety. Other problems quoted included the increasing competition from a variety of other centres, competition from other accommodation bases such as hotels and hostels both of which often have policies aimed at attracting school groups interested in doing fieldwork in the area. Pressure on the 'local' sites also caused concern referred to by 44.7% of the replies and this parallels teacher concerns in the Regional Schools' Questionnaire voiced when asked about the problems of individual project work. Keeping up-to-date resources also seemed to cause problems. As courses change and fieldwork changes to meet the new demands so the type and amount of fieldwork equipment required also changes. Many respondents viewed the future with the same degree of uncertainty as respondents to the LEA Questionnaire and teachers replying to the Schools' Questionnaires, particularly the Follow-up Regional survey. Interview surveys supported this uncertainty.

Comments were direct and to the point:

"We find it very difficult to keep up-to-date with the face of change. Yet this is very important if we are to keep schools coming to the centre."

"We have no time to read about and plan new courses. Yet this is essential particularly with the emphasis now on individual work. Courses have to be interesting and relevant. They have to suit examination requirements otherwise schools will not come."

"Every minute of our courses has to count now. Everything has to be relevant. This obviously involves a harder and heavier workload for our tutors."

"Shorter residential courses and day courses are putting increased pressure on the centre. The number of accessible sites demanded has increased. So too has the required workload for our centre's staff."

"The variety of courses has meant more resources are required and teaching space is stretched to the limit."

"All our courses have to be relevant and up-to-date. They have to be intensive with great variety. Schools often want pupils to do their individual studies here. This puts great strain on our staff and on sites available for fieldwork in the local area. yet we are expected to be aware of all the best sites and contacts."

As more schools organise their own fieldwork this pressure will increase. Field study centres most concerned with this problem are situated in 'pressure' areas such as the National Parks. Centres' complaints (voiced by the 34 replies) are that schools often use 'specific prime fieldwork locations' without prior permission, without full local knowledge of the environmental effects of the fieldwork or impact on the local community (whether that community is a plant ecosystem or small village). As two centres commented:

"The big problem is rural access. Greater use is now made of sites, particularly popular ones, and especially by self-programming groups. These groups often work without prior knowledge of the area."

"There is great concern here by staff over the use or overuse of prime sites. Some of these e.g. excellent river profiling sites, study areas of moorland ecosystems and land management sites are being totally ruined by their popularity for fieldwork. This is likely to increase in the future."

Undertaking a number of individual projects involves a variety of different sites which are suitable and accessible. To find these creates added work for centre staff and introduces wide ranging practical problems which, if the centre is to continue to attract customers, it has to address. These problems will be further discussed in the reports on the study visits.

Underlying uncertainty was evident in most of the answers to Questions 7 and 8 (concerned with problems facing centres and schools). School geography departments face change in syllabus content and examination structure which is reflected in the need for new fieldwork programmes. Centres, it was seen by their staff, need to plan well ahead so as to invest in the right teaching space, the relevant resources and equipment and to

MAIN PROBLEM	ESTIMATED % OF REPLIES (ESTIMATED STRENGTH OF PROBLEM)
Keeping up to date - staff	78.3
Increased competition from other centres	37.0
Increased competition from other accomm. bases	29.8
Pressure on 'local' fieldwork sites	44.7
Uncertainty of future market trends	55.7
Keeping up to date - resources	53.6

TABLE 9:8 PROBLEMS FACING FIELD STUDY CENTRES
(FIELD STUDY CENTRE QUESTIONNAIRE)

MAIN PROBLEM	ESTIMATED % OF REPLIES (ESTIMATED STRENGTH OF PROBLEM)
Decline in school support for Residential Fieldwork	36.0
Logistical problems of GCSE Fieldwork	41.7
Cost of Residential Courses	86.8
Staffing problems - term time courses only (1265 hours)	78.9
Logistics of planning and Organisation LEA and Redtape	37.1
Timetable Problems	61.8
Pupil interest/support	43.4
Competition from other interests	

TABLE 9:9 PERCEPTION BY FIELD STUDY CENTRE STAFF OF THE
MAIN PROBLEMS FACING FIELDWORK PLANNERS IN SCHOOLS

organise relevant courses at suitable locations to meet this need. The concerns came over time, resource provision, tutor expertise and pressure on sites.

The threat to residential fieldwork was strongly noted by most respondents to the survey and there was much overlap between Questions 7 and 8 linking problems facing the centre with those facing the fieldwork planner. Comments were direct and the three selected show the strength of feeling:

"We have concern for the future of state education in general. There are too many detrimental 'spin-offs' for residential fieldwork and indeed for the residential experience in general."

"There is no national policy on fieldwork. There should be. The residential experience is undersold. All the signs are that residential fieldwork course is going to be pressurised even more. In the State sector it may well become extinct."

"There seems to be general malaise in education. Fieldwork and particularly residential fieldwork is suffering and with all the problems teachers face set to increase, this suffering is likely to continue. This is a pity as pupils gain so much from the experience."

The main problems, highlighted by centre staff, facing fieldwork planners in schools are listed in Table 9:9. Logistical problems involved in organisation of residential fieldwork were rated highly with 41.7% of replies recording this as a major factor. However cost and staff factors were seen to be the main problems. 86.8% of the respondents from field study centres viewed costs to be a problem facing the planner. It was difficult selecting a few comments to illustrate the strength of feeling:

"How can schools continue to encourage parents and pupils to part with money for expensive fieldcourses."

"Who pays? The charging policy for fieldcourses is uncertain after the Wiltshire Ombudsman's Report. This must affect schools. Changes in LEA policy has certainly had an impact at this centre."

"We find it difficult to compete with the local LEA centre. Now that finance is a key issue with LEAs the problem will get worse. Some LEAs are giving no help at all. Parents will be increasingly asked to pay for the whole course."

"How can schools be expected to organise expensive courses in the present climate. They will be thinking more in terms of local fieldwork. The residential fieldwork course is a luxury."

"Reduced financial help is causing problems for schools and ultimately for us. Parents and students will be asked for higher contributions."

"Finance is the big problem. Funding from the LEA is a prime factor. Because of the Wiltshire case LEAs are being very careful about fieldwork support. The result is a reduction in funding. Fewer schools will use fieldwork centres."

Staffing problems were also highlighted by 78.9% of the respondents in the survey and reports of the Schools' Questionnaires have already shown that staffing problems can be directly related to those connected with the school timetable. Of the total respondents 61.8% commented on the latter as a problem now facing schools which visit their centre for residential fieldwork.

Again there were wide ranging comments:

"The upheaval in curriculum studies and staffing contracts are causing difficult problems during this transitory phase. Hopefully these problems will resolve themselves."

"The teachers' dispute and lecturers' overtime ban have caused problems for fieldwork organisers. The incentive has not been easy to find again. We have lost many schools because of this."

"The calculation of 'fieldwork hours' for new contractual arrangements has been a great problem."

"There is a lack of supply staff. Cover is difficult for schools to find. Hence geography departments are finding it more difficult to find a practical time to run the fieldcourse."

"How do they take away 150 students? Is it classed as 'contact time'? If not why not?"

"There are increasing diplomatic problems in school, persuading headteachers and colleagues of the need to take pupils out."

"There seems to be a greater reluctance by staff to organise fieldcourses. The problems they face cause a lack of confidence or low incentive."

"The releasing of staff to accompany fieldcourse groups is a major factor. Schools are less reluctant to do so."

"The general malaise has affected staff morale which is now low. The new conditions of service and the lack of recognition of residential study as 'directed time' create a poor environment in which to organise a fieldcourse. With the lack of funds as well the picture is not an optimistic one."

Other general logistical problems, referred to by field study centre staff, included the timing of the residential course, the confidence in setting time aside for the course and for the follow-up work back at school, the monitoring problems of individual coursework undertaken on fieldwork courses and the time, patience, expertise and organisation skills required for the planning, preparation and organisation of the fieldcourse itself.

One respondent to the questionnaire believed that the likely outcome of all this will be the creation of expensive 'centres of excellence' i.e. the Field Studies Council centres for those who can afford it while other centres must adapt quickly and effectively to market demands particularly in the requirements of new courses. Otherwise they will close. The rise in the number of centres, according to this belief, is over. What the future holds, according to respondents, is very uncertain. Whatever happens, the important point according to field study centre staff, is to advertise the great benefits of the residential experience. These need to be widely appreciated and as one comment claimed, appreciation should be 'greater than financial and logistical terms. Benefits go beyond subject boundaries. It is the experience which matters and fieldwork is only part of this experience.

Before generalising on the results of the Field Study Centre Questionnaire reports will be made on the visits to 5 selected centres. Interviews held with the respective staff highlight many of the patterns identified in the questionnaire and support views held by the respondents. Many of the issues outlined in this survey will, therefore, be further developed in the next section.

9:3 REPORT ON THE STUDY VISITS/INTERVIEWS AT FIELD STUDY CENTRES

Interviews/study visits and follow-up visits were made to 5 centres. The first visits took place between May and August 1986 with follow-up visits undertaken between June and September 1989. Reference has already been made to the selection of the sample of centres in section 3:8 and to the role of these visits in the overall data collection and targets of investigation. Areas of interview discussion were outlined in section 2:2:8 and reports from each centre in turn will be based on this outline.

The following centres were visited:

Malham Tarn Field Study Centre
Juniper Hall Field Study Centre
Medina Valley Field Study Centre
Chatsworth Centre
Losehill Hall (Peak District National Park Centre)

9:3:1 MALHAM TARN FIELD STUDY CENTRE (FIELD STUDIES COUNCIL)

Malham Tarn Field Study Centre, near Settle, is in the centre of classic limestone country of the Yorkshire Dales National park. It provides outstanding opportunities for fieldwork in physical and human geography. Accommodation is at Tarn House, a Victorian house leased to the FSC by the National Trust. The house is central to a nature reserve based around the Tarn itself. Set up in 1948 it was the third centre to be established by the Field Studies Council, the first two being at Flatford Mill and Juniper Hall respectively.

Like many of the Field Studies Council centres Malham Tarn is not purpose built. It is housed in old buildings with the main house providing large rooms with high ceilings. In many ways the house is not suited for accommodation which the Council seeks to provide. Outside stables are used as teaching rooms and these, according to staff, give Malham Tarn its sense of individuality'. Yet they cause major problems as the centre tries to provide adequate teaching space. Teaching is undertaken in cramped conditions. At the time of the visit there was much need of redecoration. Accommodation was in 2/3/4 bedded rooms, some single rooms and several large dormitories, housed

in the large rooms upstairs in the house. Two cottages close by are also used and these attract some parties who enjoy privacy and staying together as a unit rather than intermixing with students from other schools. Overall there are 78 spaces.

The library is well stocked with local maps and publications. There is also a quiet room, tea and recreation room and dining room. Laboratories and classrooms are small but well equipped. There is one classroom, 3 laboratory/classrooms and one laboratory. There was enough of the basic fieldwork equipment to run two courses concurrently.

At each Field Studies Council centre there are set courses, course-assisted (joint run with schools) and independent courses (organised by the school itself). In the first the whole week is planned, organised and run by the centre. In the second two or three days are organised by the centre and the rest by the school. Schools are free to use the centre's equipment and teaching space. Independent courses are organised by the school using the centre's equipment. At Malham recent statistics show a number of independent courses but no joint run courses. The main bulk are centre run. With lower school pupils all the courses were organised by the centre mainly because, according to the warden, of the logistics of planning fieldwork for a large number in a group.

The educational basis on which the centre is built is narrow although between the first and second visits major efforts were evident to widen the centre's appeal and to tap different markets. The school market is still the most important. 'A' Level courses can either be non syllabus or syllabus specific. The general trend has been away from the first towards the second particularly with the recent introduction of the 16-19 Geography Project 'A' Level.

Each course must have a minimum of 10 for it to run and, with falling numbers of sixth form groups, the centre stated that many of these courses are made up of an amalgamation of several school groups. This, according to the warden, is an increasing trend and one highlighted positively by teachers in the National Schools' Questionnaire. School staff are obviously welcome but not essential, another way of reducing timetable problems. At Malham only 25% of the schools now bring staff. The 14-16 level courses (originally 'O'/CSE

16+ and now GCSE and TVEI) are run by arrangement with individual schools who are contacted beforehand. Staff are expected to accompany these groups.

Geography topic areas included in an 'A' Level course are shown in Table 9:10. Centre staff put great emphasis on the 'completeness' of the course, both in its variety and in the fact that the introductory work, measurement and collection of data and interpretation can all be undertaken in one unit, usually in one day. Enjoyment, interest and relevance are all increased by this, and this, according to centre staff, is a major attraction for schools. Table 9:11 sets some of these topics in their environmental context within the National Park.

Changes in recent years have moved courses towards pupil-centred learning, skill accumulation and the provision of help in choosing of, preparing for and organisation of individual projects for examinations, all points highlighted in the Follow-up Regional Schools' Questionnaire responses set out in sections 6:4 and 6:5.

Figure 9:7 reveals the pattern of total geography/geology student weeks at Malham Tarn over the period 1973-88. Numbers have not changed much compared with those of other centres of the Field Studies Council. A general decrease experienced between 1975-1980 can be seen at Malham with lower numbers visiting from 1980-1986. An increase was experienced during 1987 and 1988. Centre staff blame increasing costs and a move towards other types of accommodation for residential fieldwork for the decline. The centre strongly emphasised that 1988 was their best year and Figure 9:8 indicates that much of the increase is due to the buoyant sixth form market of the last two years (1987 and 1988). Sixth form numbers actually rose from 532 in 1987 to 672 in 1988, an increase of 26.3%. This can be compared to a static number of Lower school geography student weeks 1987-1988 of 202 shown in Figure 9:9. Overall the number of GCSE student weeks has increased since 1983. Before 1983 these courses were insignificant and in some years non-existent. On the follow-up visit it was made clear that GCSE student weeks were increasing at a rate of about 100 every year. This, however, did not happen between 1987-88.

The warden's view was interesting:

"We rely on schools to come back each year. We rely on the reputation

MALHAM TARN FSC CENTRE - 'A' LEVEL GEOGRAPHY TOPICS

1. The evolution of pavements. Influence of structure on pavement form; maps and transects to measure gryke depth, width and orientation. The influence of man.
2. Glacial processes. The evidence of glacial drift, till fabric analysis. Scree slopes measurement
3. Settlement in the Dales. Settlement patterns in an isolated Dale. Village site factors. Effect of physical geography on the settlement. Relationship with other Dales. The impact of change on settlement function, size and structure.
4. Ecology. Influence of physical factors on plant/animal communities. Effect of human factors on the workings of the ecosystem.
5. Reservoir planning in the Yorkshire Dales. Water Resource Management.
6. Competing interests in the National Park - quarrying/tourism/agriculture.
7. Hydrology studies. Analysis of the behaviour of an unregulated river with emphasis on flood prediction and control.
8. Agriculture study: simple sample case studies of farming types
9. Study of by-pass routes for Settle/giggleswick (a similar issue based enquiry) The finding of alternative routes and a discussion of the issues involved.
10. The influence of man on slope form.

TABLE 9:10 'A' LEVEL THEMES FOR GEOGRAPHY FIELDWORK
MALHAM TARN FSC CENTRE

<u>TOPIC UNDER STUDY</u> →	<u>LOCAL AREA CONTEXT</u>
Limestone pavement analysis	Malham Tarn, Malham Cove Gordale Scar
Glacial studies	Yorkshire Dales
Settlement in the Dales	Study of selected village sites and several small towns such as Ingleton, Grassington and Kettlewell. Change and development in Settle and Skipton.
Ecology	Upland plant and tree communities along Wharfedale and Littondale Also limestone pavement analysis at Malham.
Reservoir planning	Proposed site near Settle
Competing interests in the Park	Ribblesdale
Hydrology studies	Malham Tarn (drainage around Malham) Wharfedale - upper catchment area
Agriculture	Local farming near to Malham
By-pass studies	Settle-Giggleswick
Slope form and influence of man	Study of the Anglian Lynchets
The Field study centre has negotiated with a large number of land-owners which alleviates the problem of access to many of the sites in the Yorkshire Dales National Park.	

TABLE 9:11 'A' LEVEL FIELDWORK THEMES IN LOCAL CONTEXT
MALHAM TARN FSC CENTRE

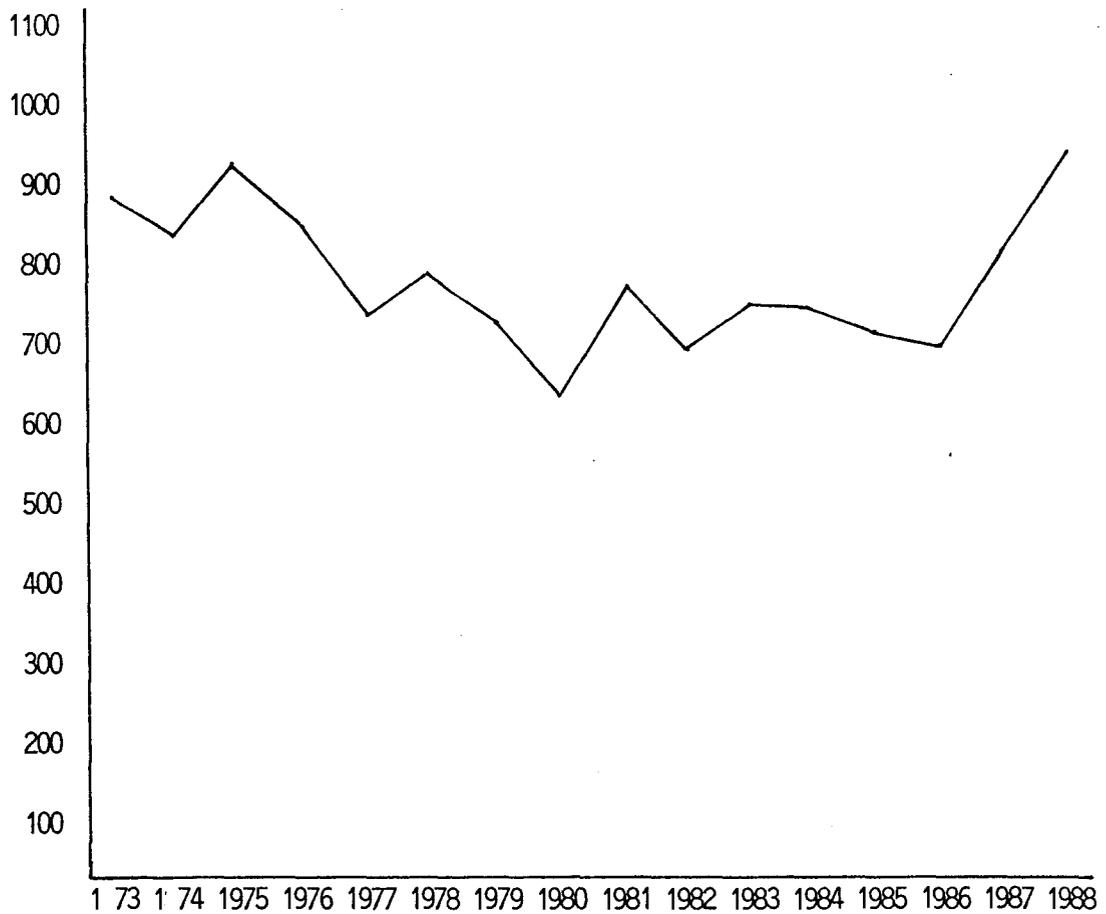


FIGURE 9:7 THE FSC MALHAM TARN CENTRE: STUDENT WEEKS IN GEOGRAPHY/GEOLOGY 1973-1988

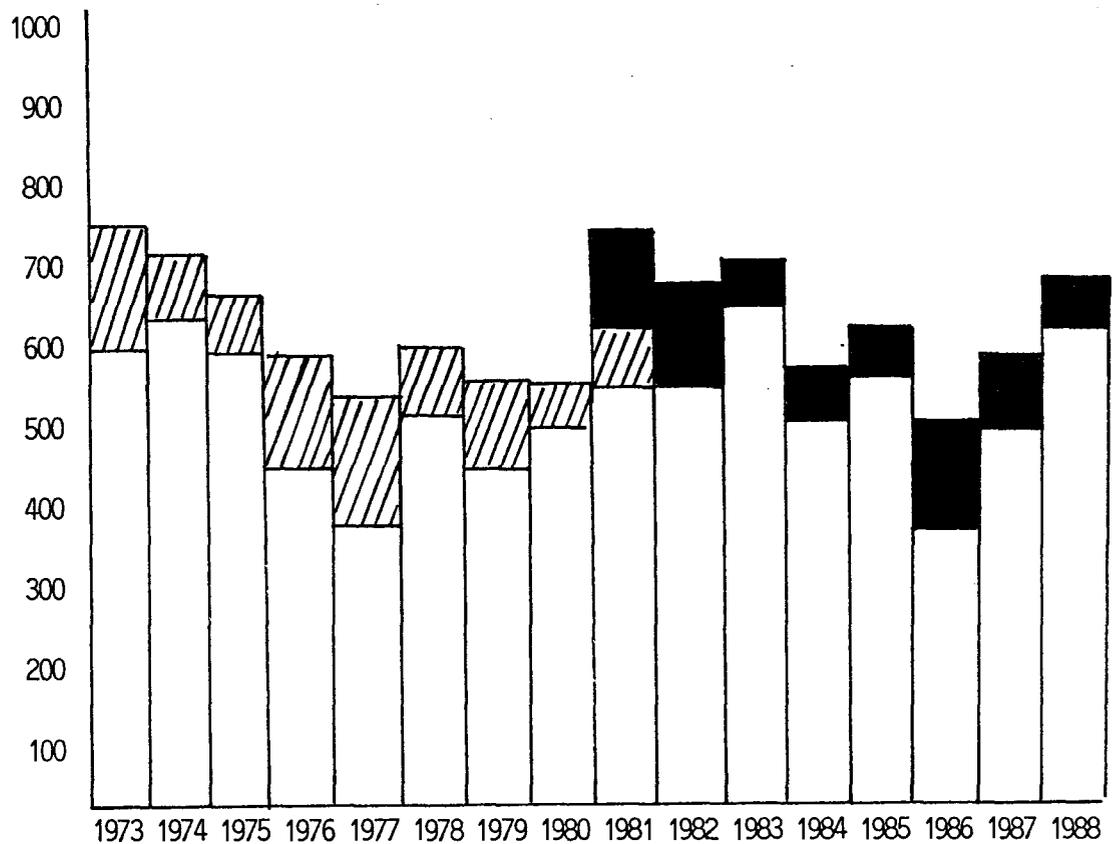


FIGURE 9:8 THE FSC MALHAM TARN CENTRE: GEOGRAPHY 'A' LEVEL STUDENT WEEKS CENTRE, JOINT OR INDEPENDENT COURSES 1973-1988

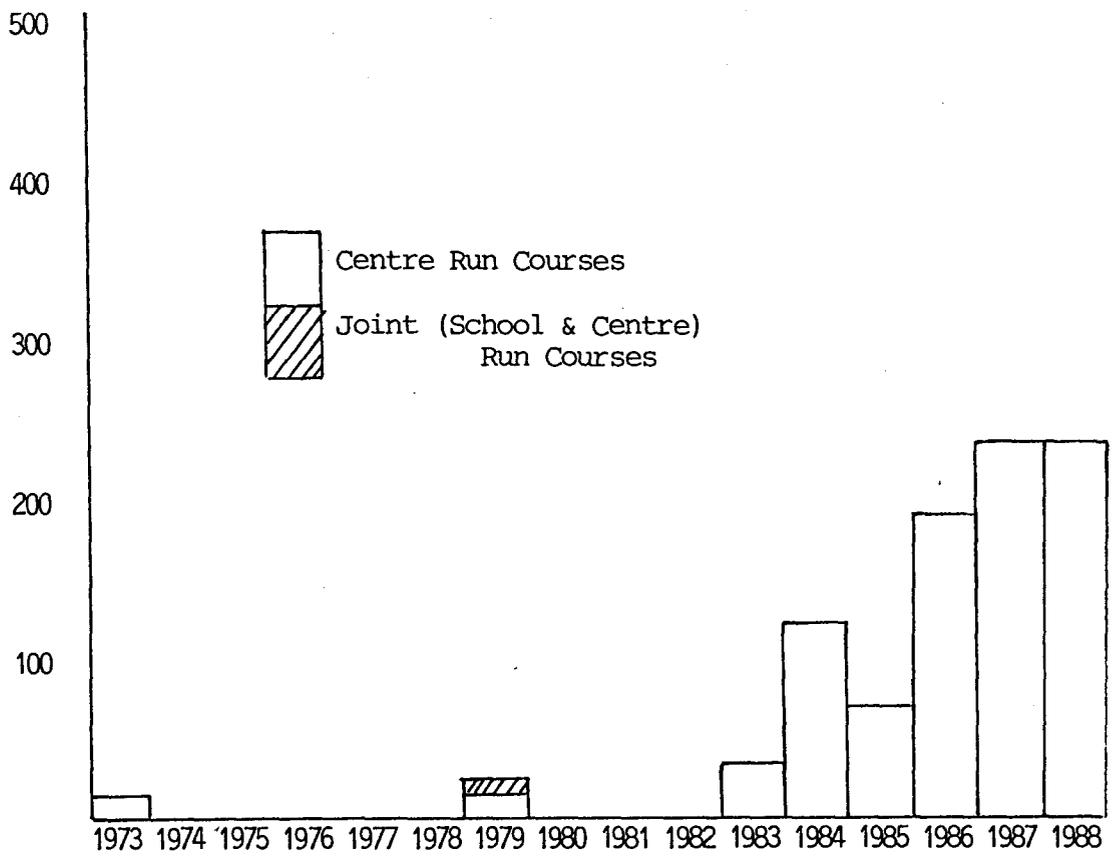


FIGURE 9:9a THE FSC MALHAM TARN CENTRE: GEOGRAPHY JUNIOR/LOWER SECONDARY SCHOOLS
STUDENT WEEKS CENTRE AND JOINT RUN COURSES 1973-1988

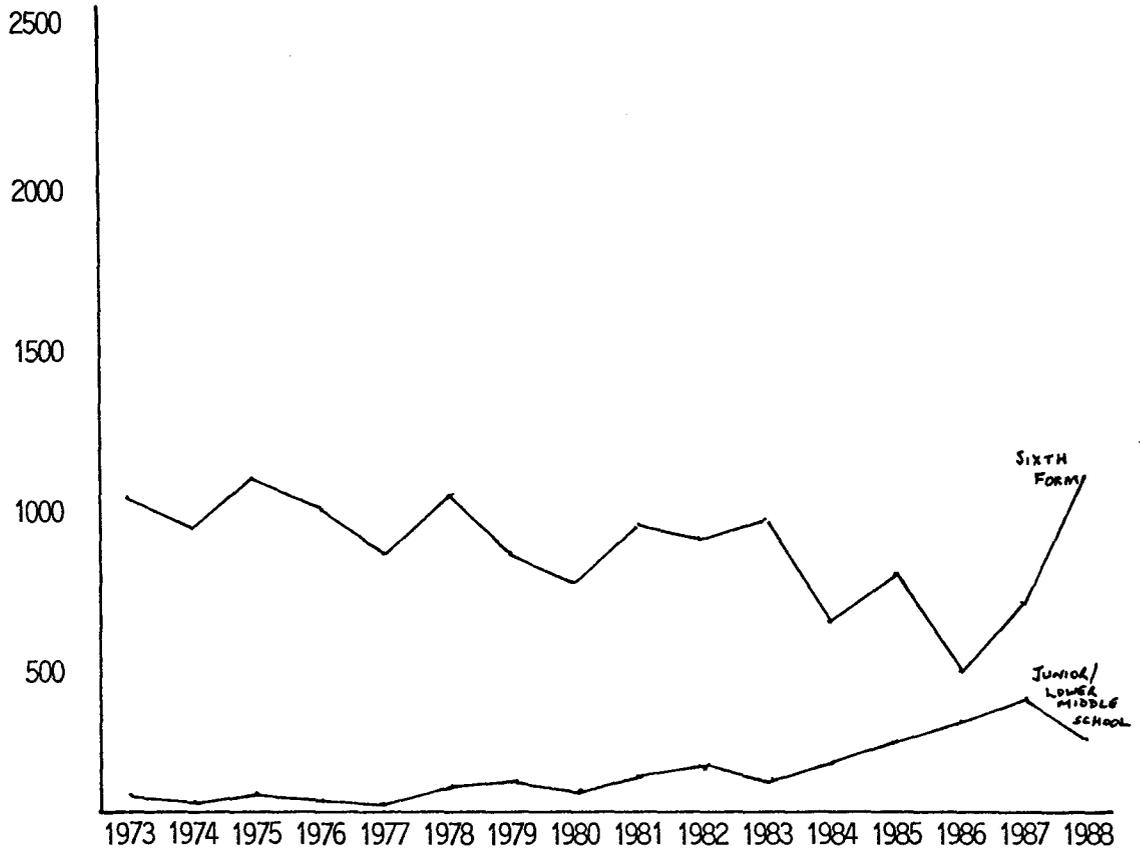


FIGURE 9:9b THE FSC MALHAM TARN CENTRE: SIXTH FORM (+ C of FE) AND MIDDLE/LOWER SCHOOL STUDENT WEEKS 1973 - 1988

of our courses and the way we teach. Relations are extremely important. Pupils have to work in a pleasant environment to get most out of the course and it is this atmosphere which we must cultivate so that schools will come back next year."

"It is the pupils' interest which is the key to our existence. We are here to provide an educational service and it must be what the schools want. Otherwise we would go out of business. The quality of service is extremely important. We must be prepared to adapt to suit the changing market and it is the pupils which show us whether we are providing the right course. Getting them interested in the subject and showing them how to enquire about their local area are our main aims.

"If students say that they are more interested in geography then we can safely say that we have succeeded."

The point, highlighted by teachers in the National Schools' Questionnaire, of 'growing relationships' between staff and the school over a period of years was mentioned on several occasions. This 'relationship' is seen as an important factor by the centre and at Malham Tarn schools returning year after year are a major part of their market base.

Centre staff commented on this market situation:

"The 'A' Level customers must be kept coming: they must be kept happy."

"Any drop in numbers would seriously hit the centre. 'A' Level courses are our main business. The decrease in numbers of students and schools visiting the centre has already affected the viability of some of the courses and the viability of the centre at certain times of the year."

"It is essential to move with the times. We have to be flexible in our teaching approach and course content. We must be able to integrate the teaching of awareness with landscape management skills as well as fieldwork skills and enquiring methods. Our motto is "Environmental understanding for all". We have got to make fieldwork interesting and so make geography more interesting. In this competitive market we have got to succeed in this."

"Our image is very important. We have got to show a professional attitude as well as providing a friendly service. It is important to give 'A' Level students a variety of work programmes and get them involved in fieldwork assignments. The days of fieldwork teaching

are over. We provide the opportunity for study now and give guidance. Students do a lot of project work here now." (Centre staff)

Centre staff blame the teachers' conditions of service and the introduction of directed time. Many schools did not return after the industrial action. In many cases, the warden claimed, residential fieldwork died at this point. He also admitted that course fees were high, although he justified their level as necessary to maintain an effective course programme linked to good accommodation:

"Schools demand good accommodation, a friendly atmosphere and good food. All these cost money. The cost of the accommodation has to be realistic but it is too much for some schools to entertain. They go somewhere cheaper."

"Although the centre is in a very good position for fieldwork, its inaccessibility makes it more expensive than ever. Travel is very expensive for schools coming from the south. LEAs are reducing their grants and this makes it more difficult than ever for schools to come to Malham Tarn."

"The costs put students off. We are competing with so many other distractions these days and schools are more restricted in their finances. LEAs are not supporting fieldwork, although FSC courses are better supported than many. The high costs are making it difficult for us to attract schools."

Costs for an 'A' Level course, at the time of the first visit were £136 (high season 10th March - 22nd September) and £120 (low season). This is for a 7 day course and does not include transport. Reductions are made for centre-assisted and independent courses. Staff, in the high season, only pay board and lodgings and nothing in the low season. For a GCSE course the costs are £126 and £110 for high and low seasons (in 1986). Transport is provided by a minibus from Settle Station and a charge is added to the cost. These costs, although high, were seen as relatively comparative with other centres. Yet centre staff claimed that cost problems will get worse in the future and may well further affect the number of schools visiting the centre.

Malham Tarn has therefore had to adapt to changing situations. A variety of courses is now seen as an answer integrating school subjects together

and attracting more adults onto courses. The warden quoted that the days of the 'pure fieldwork course' may be numbered. Courses needed to satisfy a variety of aims.

The centre had 16 staff in 1986 a higher number than most centres. 4 of these were teaching staff (2 biology and 2 geography). Centre staff indicated their desire to employ another tutor although no one had been added to the staff at the time of the second visit. The buildings also had not been touched. The limited space of 78 accommodation places was causing problems with large groups. There were, however, plans to develop new buildings. A further 40 year lease had been granted by the National Trust, but no help for any of this development work. Ideas were being put forward to develop the High Stables into adult accommodation and renovation of school accommodation but no firm plans had been published. Image and reputation were seen to be extremely important in the competitive climate the centre finds itself in.

9:3:2 JUNIPER HALL FIELD STUDY CENTRE (FIELD STUDIES COUNCIL)

Juniper Hall, according to Field Studies Council reports, suffers most from the effects of market trends. Figure 9:10 shows trends in student weeks for the period 1973-88. From 1978-82 very little geography was taught at the centre but has since been revived. Since 1978 course numbers at 'A' Level have stabilised and in the lower school levels shown an increase. All courses are centre run except for a few joint run courses in 1988 (at 'A' Level). Figures 9:11 and 9:12 show the trends at both levels for the period 1973-88. The large increase in lower school groups can be easily be seen in Figure 9:12. Most 'A' Level courses are made up of a number of schools with the contents of the course being aimed at the school contributing the largest number of students. A typical course programme offered is shown in Figure 9:13. Only an 'A' Level course is used as an example. It shows a variety of human and physical geography topic areas and provides much opportunity for enquiry based fieldwork.

The staff include 2 geographers and 2 biologists, with all four helping to teach environmental studies. There is one trained teacher on the staff.

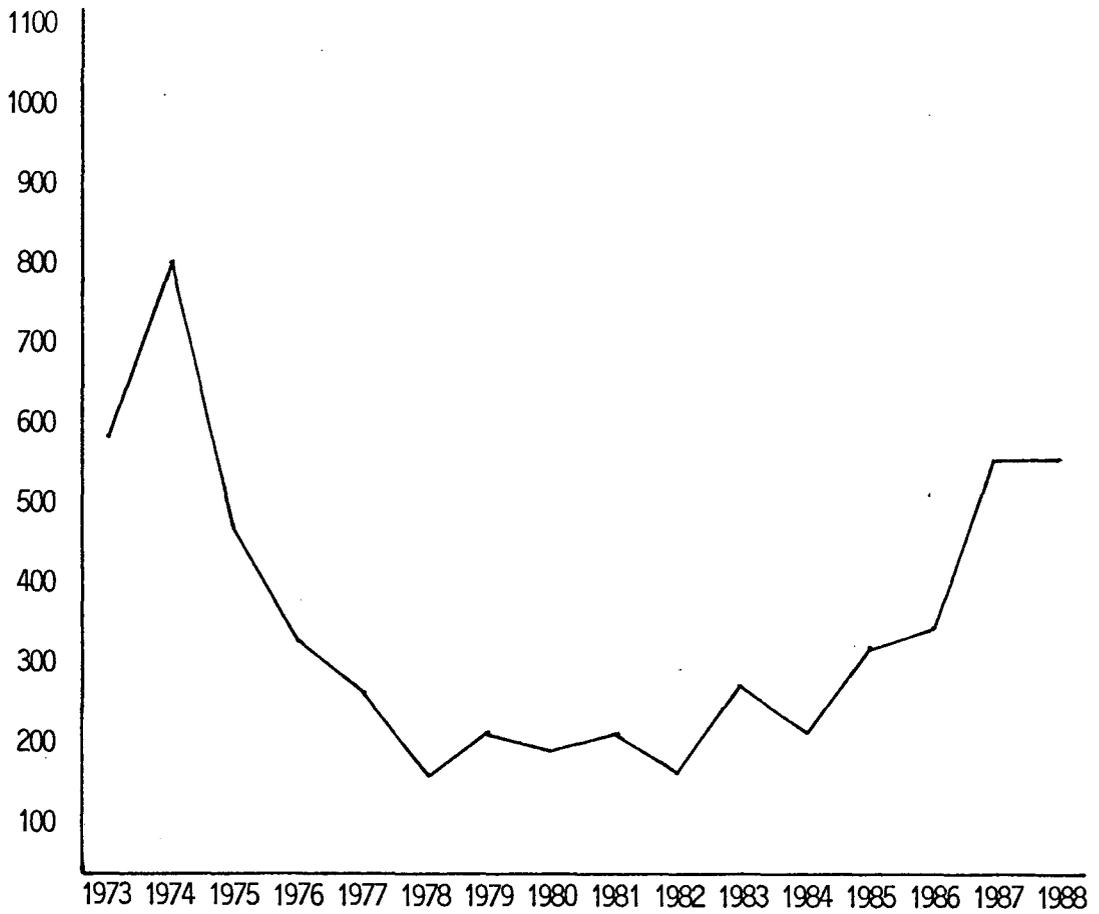


FIGURE 9:10 THE FSC JUNIPER HALL CENTRE:STUDENT WEEKS GEOGRAPHY/GEOLOGY 1973-1988

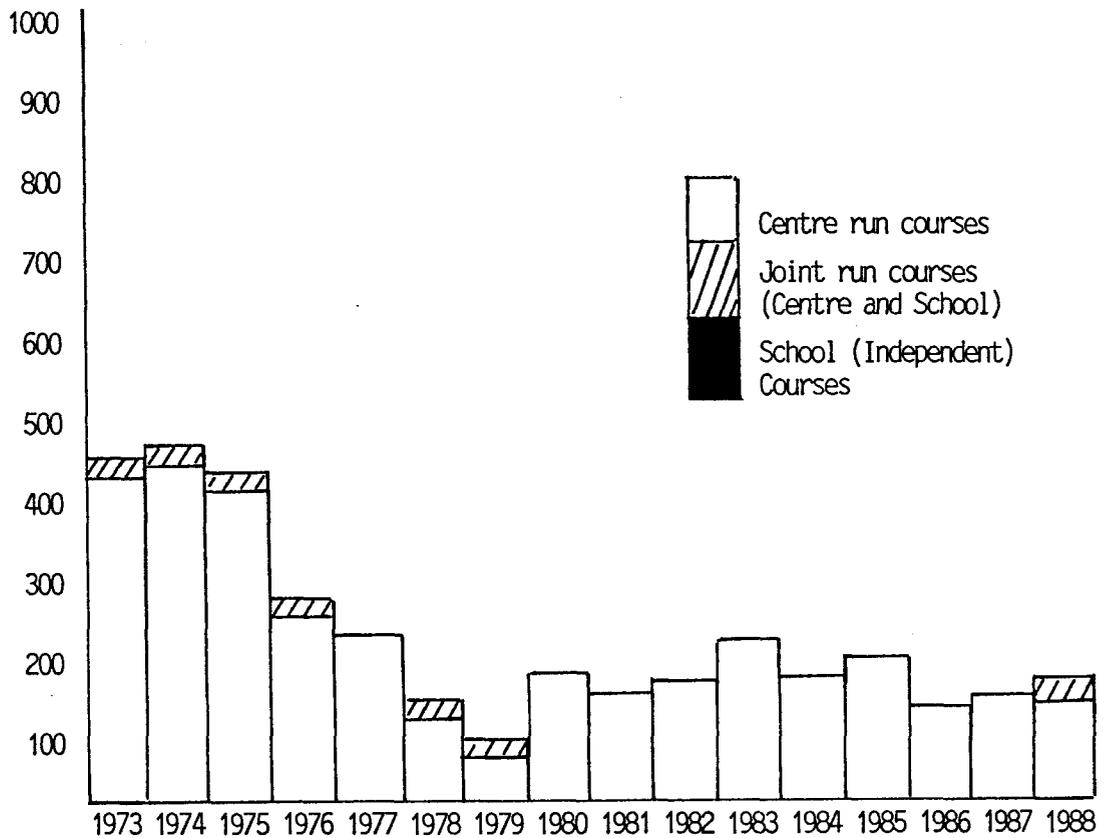


FIGURE 9:11 THE FSC JUNIPER HALL CENTRE: GEOGRAPHY 'A' LEVEL STUDENT WEEKS CENTRE,JOINT OR INDEPENDENT COURSES 1973-1988

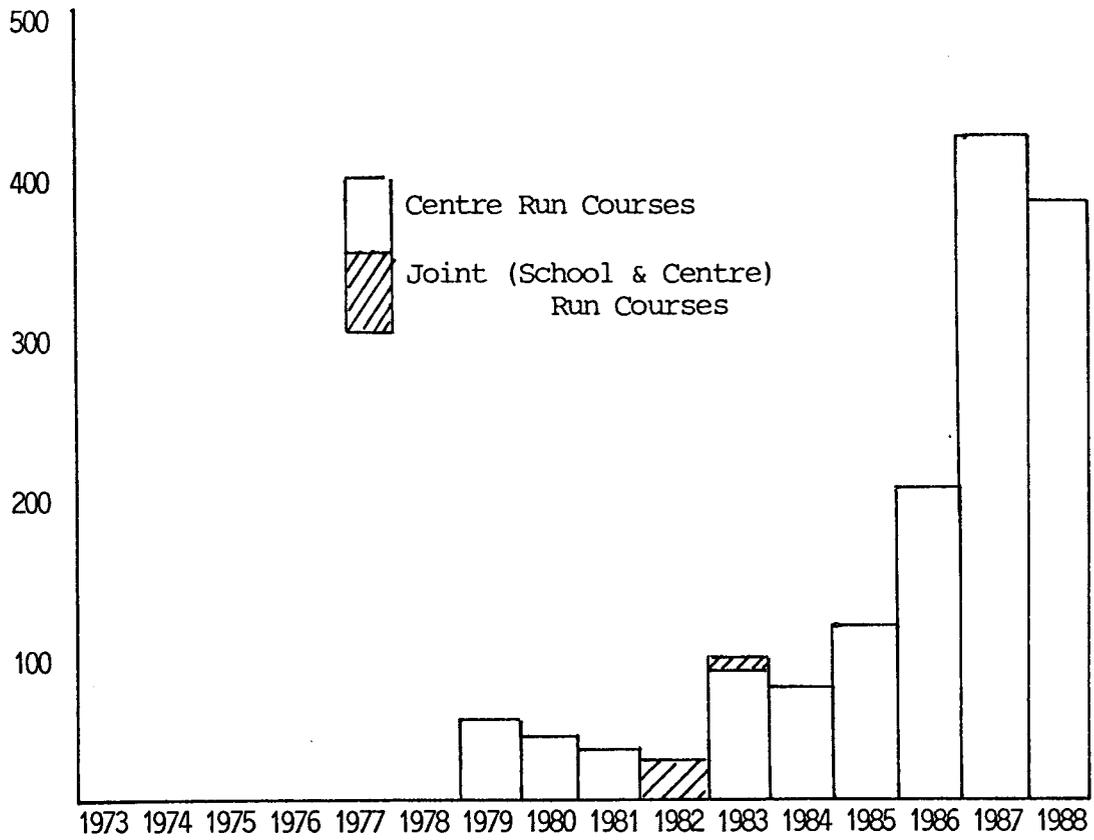


FIGURE 9:12a THE FSC JUNIPER HALL CENTRE: GEOGRAPHY JUNIOR/LOWER SECONDARY SCHOOLS
STUDENT WEEKS CENTRE AND JOINT RUN COURSES 1973-1988

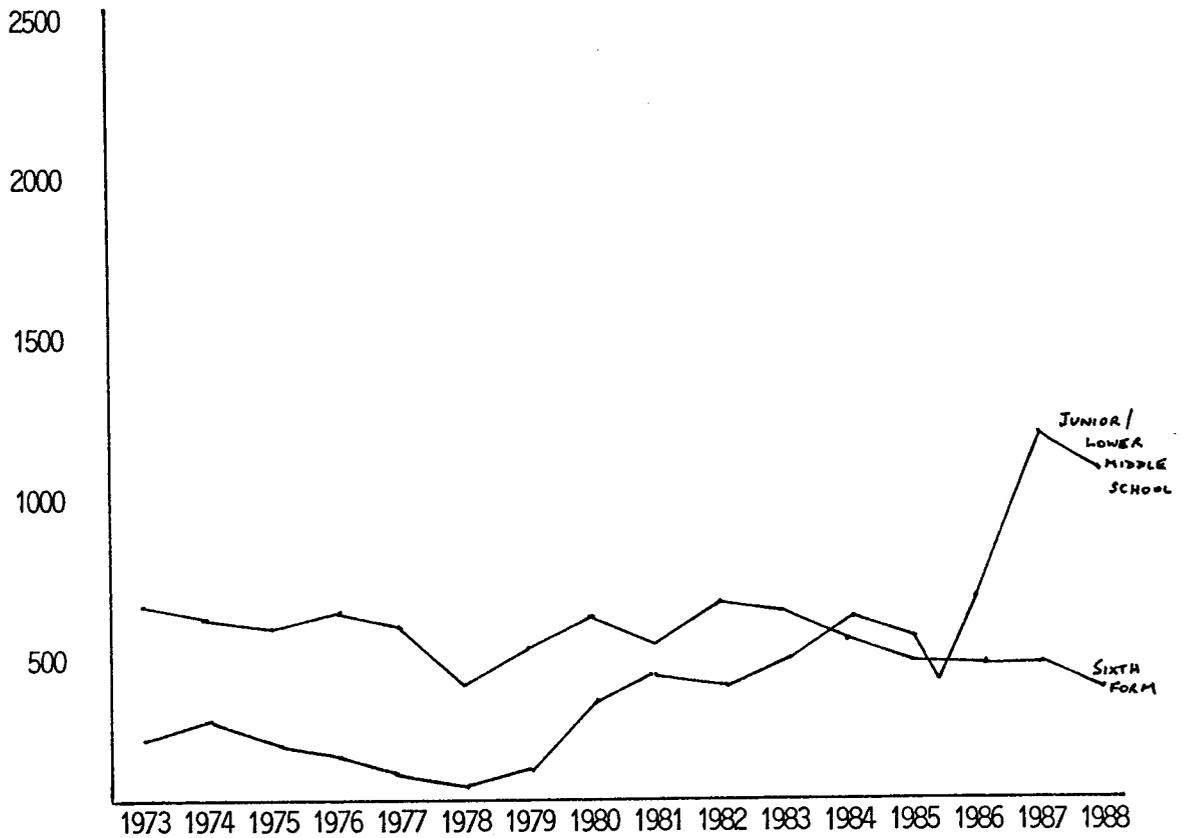


FIGURE 9:12b THE FSC JUNIPER HALL CENTRE: SIXTH FORM (+ C of FE) AND MIDDLE/LOWER
SCHOOL STUDENT WEEKS 1973 - 1988

The centre has several geography teaching rooms - a large dividable laboratory, 2 lecture rooms and a smaller laboratory. The centre is well stocked with local books, maps and equipment. All basic fieldwork equipment is provided. Accommodation provides room for 70 students at any one time. The hall, like at Malham Tarn, is a Victorian house and this makes it rather unsuitable as living accommodation. Rooms are large and dormitories unfriendly.

Several points were noted on each visit. On the first the centre staff strongly felt that teaching had reached saturation point! Quality of service was, according to them, suffering:

"Our teaching and the contents of courses are of paramount importance. We have to keep up a high quality if we are to survive. At present we have reached capacity and we need more space and tutors. In this competitive period we have to put our teaching first. We also need a lot more living accommodation."

"Our accommodation needs to be fully renovated. Our teaching space is very cramped and outdated. It is all very well having computers but the classrooms need to be done up if we are to maintain our reputation. We don't want the image of being outdated. It costs enough for schools to come. They want comfort and modern surroundings."

"Our time is taken up teaching and keeping up-to-date with developments in geography courses. Schools require study in different fieldwork issues and techniques today in line with the new 16-19 Geography and GCSE. It takes all our staff time to develop new courses and we are understaffed." (Centre staff)

On the follow-up visit a new tutor had been appointed to the teaching staff to teach a combination of subjects. The centre was also embarking on new teaching space developments. Planning permission had been granted for the Coach house to be turned into offices and laboratories. Progressive upgrading of the living accommodation had also begun, a factor which staff were proud about. They believed the standard of the accommodation to be crucial in keeping students interested and happy and schools more willing to return.

Juniper Hall has reacted in different ways to the decline in 'A' Level numbers. The number of short courses has increased lasting from Monday to Friday or over a weekend. Schools, it was considered, are increasingly unable to afford a week's fieldcourse and shorter courses will allow

'A' LEVEL

GEOLOGY

Box Hill and Leith Hill can be used to show relationship between geological structure, lithology and landform. Slope techniques on the chalk landscape.

SOILS

Three basic soil types (Rendzina, Brown Earth and Podzol) are closely examined. Effects of management practice (past and present) and associated problems on Box Hill, Leith Hill and Headley Heath.

ECOSYSTEMS

Heathland and chalklands can be studied to show the interaction between the physical environment and plant/animal communities. Study of the human intervention in this interrelationship.

RESOURCE MANAGEMENT

Box Hill is a Country Park, a site of Special Scientific Interest (SSSI) is part of the Surrey Hills Area of Outstanding Natural Beauty and is easily accessible to London. Study can be made of the relationship between SSSI status and farming, recreation and conservation. Honey-pot and Trampling surveys can be discussed with National Trust staff.

AGRICULTURE

Rural-urban fringe farming. Land capability surveys can be used to indicate the relative importance of physical factors. The functions of an individual farm. Farming in a newly designated "Environmentally Sensitive Area".

FLUVIAL AND HYDROLOGICAL STUDIES

Use of the River Mole - flooding in the Mole Basin (visit to the flood alleviation scheme) The use of Juniper Hall Meteorological Station equipment.

COASTAL PROCESSES

Sussex coast - shingle ridges, pebble analysis
chalk cliffs, coastal erosion
coastal management - problems, policies, conflicts

RURAL SETTLEMENT

Green Belt Policy. The comparison between theory and practice as regards settlement hierarchies. The influence of London

URBAN MORPHOLOGY

Site development, growth of Dorking studies show changing nature of towns in the area.

FIGURE 9:13 POSSIBLE FIELDWORK THEMES DURING A COURSE AT JUNIPER HALL FSC CENTRE ('A' LEVEL)

greater flexibility with timetables and staffing problems in school. Centre staff believe that schools use them because they provide specialised teaching, local knowledge and advice and specific equipment and shorter courses, particularly at weekends, provide opportunity for the centre to provide 'example' based topics on the GCSE syllabus ready for their later use in fieldwork projects.

The emphasis of teaching is on an 'investigative heuristic approach' with logical planning of fieldwork and experimentation, concise and retrievable recording of data and statistical analysis. The centre has attracted GCSE groups on this basis. They admit to changing their approach to take into account the growing emphasis on individual project work. The warden stated that it was his task to provide a course in techniques and then help pupils decide on project based work. The increased numbers of lower school pupils has compensated, to a certain extent, for the decline in 'A' Level students.

Independent schools form a generally higher percentage of the customers than 5 years ago, and all staff, including the warden, claim this to be a result of the reduction in local LEA support for residential fieldwork. Competition with LEA centres has meant that the Field Studies Council centre has had to 'tout' for business. Greater emphasis has been put on establishing links with schools and a reduction on the reliance on 'reputation by experience'. Publicity has been increased, particularly noticeable on the follow-up visit, with staff going into schools and talking to parents and pupils directly. The warden was clear in claiming that they need to know that the money we charge is well spent. Courses need to be viable, yet there needs to be variety. It is difficult to create a balance and to change as the market requires it (centre warden). The emphasis was on direct contact with schools, in school:

"They (schools) don't know we're here!
What value do we have?
How do teachers see the FSC now and what about Juniper Hall?
We have got to publish the benefits of the centre and its aims."
(centre warden)

To widen its base the centre is offering a large variety of adult courses,

weekend leisure courses, more and greater variety of courses for teachers, courses for TVEI and a variety of environmental studies courses for junior schools. Many of these are of 1/2 day duration.

The centre staff are concerned by the input now required to persuade parents and governors of the viability and value of courses. The charging policy included in the Education Act is an area of great uncertainty and it seems possible, according to staff, that Independent schools will take a greater share of the centre's market for longer stay residential fieldwork in the future, particularly at 'A' Level. Costs must be kept at a realistic level. Yet at the same time, if schools continue to demand greater flexibility in their course content and teaching method, time, effort and finance need to be invested by the centre:

"High standards of relevance, interest, enjoyment and value must be maintained in our course if we are to keep schools coming each year. That is important for it builds up a close link and provides excellent publicity for the centre. If we are to remain competitive we must maintain high standards of teaching, and the right living, working and leisure environment." (centre staff)

The visits to the Field Studies Council centres provided greater insight into the role of the field study centre in field work planning. Many of the aspects discussed had already been highlighted by the questionnaire but the interviews on site provided an opportunity to explore these aspects in more detail. Reference to the Field Studies Council will be made again in the general perspective at the end of the Chapter. The next two visits reported are at privately owned field study centres.

9:3:3 MEDINA VALLEY FIELD STUDY CENTRE

The Medina Valley Christian Outdoor Activity and Training Centre is located at Dodnor on the west bank of the River Medina on the Isle of Wight. It is a registered charity and its whole approach to activity learning is based on the aim to enhance students' understanding and concern for the natural environment within a caring Christian context. The centre was founded in 1963 as the Christian Sailing Centre, but has now become a multi-activity centre geared to a developing curriculum. Geography fieldwork courses have been offered since 1977.

Since 1980 the number of schools undertaking geography fieldwork at the centre at the 14-16 level has increased from 2/3 to 24 per year. This number, the centre staff claim, is rising rapidly as teachers realise the suitability of the Isle of Wight for residential fieldwork. 'A' Level numbers have also risen in recent years and the warden forecasts continued rises as the 16-19 Geography Project 'A' Level increases in popularity. In 1987 2000 pupils/students visited the centre of which 1700 were from the mainland schools. This figure rose by 4.6% in 1988. Of these 400-500 pupils/students undertake geography fieldwork. Of the 24 schools visiting the centre in 1988 10 came to do GCSE fieldwork and 7 to do 'A' Level work and most of the schools were from the London area and the South East.

Courses at the centre run from Monday-Friday, Saturday-Saturday or weekends. Like the FSC centres the centre welcomes schools who wish to organise their own fieldwork programmes with help from the staff and the use of the centre's equipment. Medina Valley Centre has 2 laboratories, 3 purpose built lecture rooms with accommodation for 18, 30 and 45 students in each respectively, a small but well stocked library and a 'resources bank'. There are 7 twin bedded rooms for staff, 12 x 4 bedded rooms for students, a dining room and a lounge. Accommodation is in cabins with a maximum capacity for 66 people. At the first visit a new multi-purpose classroom/games room known as the Glenville had just been completed. Other developments to the accommodation were nearing completion at the time of the second visit. Large GCSE groups had created a chronic shortage of both teaching and accommodation space and this shortage was being rectified, with maximum teaching capacity at about 80-85 pupils/students. There are two geography tutors employed by the centre.

A typical course at GCSE and 'A' Level is shown in Figure 9:14 and selected topics of study are translated into a local context in Figure 9:15. Staff highlighted the accessibility of most sites, all within a short travelling distance, making transport costs less of a problem for schools once they had arrived at the centre. Emphasis of the programme was on variety, a balance between physical and human geography and the inclusion of a range of observation, recording, measuring, analysing skills. The warden quoted a change of teaching approach away from formal teaching towards 'gentle guidance in a low key advisory capacity'. Individual project work, like that at Malham and Juniper Hall, was becoming important. More schools were

MEDINA VALLEY CENTRE - 'A' LEVEL GEOGRAPHY COURSE

MONDAY

- Afternoon - Introduction to Courses and Geology of I.o.W.
A study of the relationships between Geology and land use
- Evening - Analysis of results (using Chi-squared test
Discussion and lecture

TUESDAY

- Morning [afternoon] - Study of coastal processes - study of wave action on a coastline of varied lithology
Study of beach profiles and sediment size
- Evening - Analysis of results and discussion

WEDNESDAY

- Morning [afternoon] - Slope Processes - slope surveys and geomorphological mapping exercises
- Evening - Analysis of results and lecture

THURSDAY

- Morning [afternoon] - Settlement Studies - village analysis
- Evening - Analysis of results and group presentations

FRIDAY

- Morning - Discussion of planning policy and management in terms of industry, recreation and Conservation
- Lunch - COURSE ENDS

A one day Hydrology exercise or a one day Biogeography exercise may be substituted for any of the full day exercises outlined

MEDINA VALLEY CENTRE - 16-19 GEOGRAPHY COURSE

MONDAY

- Afternoon - Introduction to Courses - a study of local conflicts
- Evening - Discussion of the issue

TUESDAY

- Morning [afternoon] - Detailed study of a controversial planning issue
- Evening - Role Play - A meeting of the Planning Committee

WEDNESDAY

- Morning [afternoon] - Agriculture and Landscape change - study of Land capabilities and potential for change
- Evening - Discussion of results

THURSDAY

- Morning [afternoon] - Option A: Study of Recreational Potential
Option B: A Small-scale Ecosystem
- Evening - Discussion of results

FRIDAY

- Morning - Management of an environment and a country park
Role Play simulation
- Lunch - COURSE ENDS

FIGURE 9:14a. SAMPLE SIXTH FORM GEOGRAPHY COURSES - MEDINA VALLEY

MEDINA VALLEY FIELD CENTRE - GCSE GEOGRAPHY COURSE

MONDAY

- Afternoon - Introduction to Course
Medina Valley land use mapping and
environmental evaluations
- Evening - Presentation of techniques.
The Geographical Enquiry Route

TUESDAY

- Morning - Methods and apparatus Devise assertions
[afternoon] coastal study, tourist pressure exercise and
field sketching
- Evening - Presentation of data using variety of techniques
Discussion of results

WEDNESDAY

- Morning - Methods and devising assertions
[afternoon] Urban studies traffic/pedestrian studies
shoppers' questionnaire
townscape evaluation
- Evening - Discussion of results
Presentation of results - using range of maps

THURSDAY

- Morning - Methods and apparatus. Devise assertions
[afternoon] Land use transects
Visit to two farms
landscape evaluations
- Evening - Discussion and conclusions
Prepare a short Geographical Enquiry

FRIDAY

- Morning - Carry out Geographical Enquiry
Lunch - COURSE ENDS

A river study or biogeographical exercise can be built in to a course for a day or half day

FIGURE 9:14b SAMPLE GCSE COURSE (GEOGRAPHY) AT MEDINA VALLEY
FIELD STUDY CENTRE

<u>TOPIC OF STUDY</u>	<u>LOCAL AREA CONTEXT</u>
Study of the relationship between Geology and landuse	Mersley Down
Study of the effects of wave action on a coastline of varied lithology	Discordant and Concordant coasts of Alum Bay and Freshwater Bay
Beach profiles and sediment size	Freshwater Bay
Slope Processes	Undercliff near St Catherine's Point, South Coast
Settlement Studies	A number of selected villages across the island
Planning policy and management (industry, recreation, conservation)	The Medina Valley, near Newport
Study of local conflicts and values	The possible re-routing of the Military road from Brook to Freshwater via the controversial section over Afton Down
Agriculture and Landscape Change	Several contrasting farms across the island (dairy/market gardening)
Study of recreational potential	Medina Valley Country Park conflicts of landuse in the valley
Small-scale ecosystem	Estuarine ecosystem of the Medina
Estuary management	Medina Valley/Estuary
Country Park management	Medina Country Park
Urban studies	Newport
Recreational studies	Ryde/Shanklin
Land use transects	Chalk, limestone and sandstone areas of west and south I.o.W.
Geographical Enquiry	Cowes

FIGURE 9:15 GEOGRAPHY FIELDWORK PROGRAMMES IN THE LOCAL CONTEXT
MEDINA VALLEY FIELD CENTRE

asking the centre to provide opportunities for pupils to undertake their GCSE individual studies while on the residential course. This demanded a wide variety of safe, accessible and suitable sites all within easy reach of the centre. The centre's staff, like their counterparts at Malham Tarn, were anxious about the extra pressure this causes on the local environment and the extra workload on the tutors. Yet they recognised this was an impact of the GCSE examination and needed to be addressed. Another was the 'trickle down' effect of fieldwork in the lower school. Medina Valley was welcoming more school pupils of the age 11-13. Their courses were being modified, the staff stated, to relate to this age group and to establish the opportunity to 'prepare for the skills required at GCSE'.

There was still much concern about the future:

"Many staff find it difficult to get permission to come away. School staff must accompany groups at this centre. They are responsible for discipline. It is difficult therefore for staff to be released especially in term time. Outside term time teachers are not prepared to give up their time for these fieldcourses."

"In some cases we have lost schools because their LEAs have insisted that schools do fieldwork in the local area. This has been a direct result of the Wiltshire Ombudsman's Report. Funding has become a major issue and it is definitely affecting the number of schools who wish to use our centre. Although we keep costs down we have to be realistic."

"Increasingly we rely upon GCSE groups. Here teachers have the problem of selecting the pupils to come. This may well be impossible in the future. Independent schools are now playing a bigger part in our market. Even here parents are reluctant to pay the fees for fieldwork courses especially if it is 'deemed essential' by the school."

Discussions with the warden covered a range of problems he perceives faces the fieldwork planner. All of these have been covered by the Schools' Questionnaires. The main theme seemed to be costs - the lack of funding, increased costs of courses, costs of supply cover and rising transport costs to get to the island in the first place. However, probably more so than at Malham Tarn and Juniper Hall, he was optimistic about the future. He quoted the impetus provided by examination syllabuses, providing school teachers with the best opportunity ever to justify fieldwork away from

their local area. The concern he had was in the justification to students, particularly at 'A' Level, trying to make them 'part with their pots of gold and spend it on a fieldcourse rather than (or usually in addition to) a ski trip in Switzerland' (centre warden).

Justifying fieldwork in schools is very different from justifying a residential fieldcourse. Yet to other teacher colleagues, the headteacher and parents he believed this to be less of a problem than to pupils/students. Visiting the Isle of Wight, he believed was less attractive than a fieldcourse in Europe for example and the competition lay here rather than with other forms of residential accommodation. Competition from other distractions, like the ski trip was also a factor. Although the warden referred to greater opportunity for students to earn money with Saturday jobs, this may cause more problems than it solves. More money means more competition for what they spend it on.

With this uncertainty centres have the problem of knowing where to invest time, energy and money. What new courses should they provide? What new resources should they purchase? How should their teaching approach develop? Centre staff were aware of changes in schools and in geography yet the viability of the centre in the future lay, they claimed, in making the right decisions now. Competitiveness was seen as the most important factor. Medina Valley has a stable market at present and it is steadily rising but the staff, and warden in particular, were anxious about keeping abreast of change and keeping up with what their customers requires. This creates immense pressure on the teaching staff.

Image was referred to on many occasions. Good accommodation (good food, modern living space and a welcome) was considered very important. Compared to Malham Tarn and Juniper Hall the centre was modern and well maintained. The warden, like those at Malham and Juniper Hall, identified the need for a 'growing relationship' between schools. He wanted schools to return each year and this relationship was vital if this was to happen.

In 1988 family and individual courses were introduced and holidays were run through the summer vacation. More emphasis has been placed on the integration of courses, providing a 'mixed course' as opposed to pure geography. Although

the warden was unsure of the effectiveness of these integrated courses he believed that this development was necessary. However there has been no move towards shorter courses in general. Weekend courses have been held for some time. The main problem, as seen by the centre staff, is in overcoming teacher reluctance to organise residential fieldcourses, particularly with all the pressures building up on the teacher in school. If this reluctance can be overcome the centre has a major role to play. If it cannot, then the future of centres like Medina Valley have an unsure future, particularly where geography fieldwork is concerned. As the warden concluded:

"We have to win back the confidence of teachers; we have to sell our own enthusiasm!"

9:3:4 CHATSWORTH CENTRE (JOSEPH ALLNATT'S CENTRES)

Swanage has two Joseph Allnatt centres, the Purbeck and Chatsworth Centres and these were originally in a series of 6 centres owned by the company across the country. The company has been operating as a family organisation for 60 years, concerned with providing 'ideal centres for young people to enjoy their education and activities' (centre staff). Only those in Swanage focus on fieldwork facilities. The Isle of Purbeck is renowned for its variety of fieldwork opportunities and the area is very popular with schools. The centre has a series of work-rooms, recreational facilities and a substantial library. There is no specialised fieldwork equipment available and the need to improve classroom facilities has, according to the manageress, constituted a major request from groups using the centre.

There are no full time staff employed by the centre. Two external lecturers are brought in to 'field teach', one being a teacher in current employment and the other a recently retired teacher. Fieldcourses are organised on a weekend or Monday-Friday basis and are planned to suit individual requirements. Figure 9:16 outlines a sample package. Most courses are weekend courses aimed at the 14-16 age range. Although this was a growing market the centre was in fact facing declining numbers. Greater effort, at the time of the second visit, was being directed at increasing advertisements aimed directly at schools. However the centre did admit that gradually they were gearing themselves away from fieldwork towards multi-activity residential courses.

CHATSWORTH CENTRE (JOSEPH ALLNATT'S CENTRES)

FIELDWORK PROGRAMME GUIDELINES

'A' LEVEL PROGRAMME IDEAS (TRADITIONAL)

The relationship between geology and relief and their influence on physical features

Land use and settlement in Purbeck

Coastal features: stacks, arches, bays, headlands

concordant and discordant cliff coasts

Longshore drift analysis

River work - meanders, floodplains, terraces, estuaries

e.g. the Frome Valley

Valley Profile Analysis: the relationship between gradient, energy of the river and valley profile

Study of the Seacombe Valley

Swange: site, development, growth layout and zoning

Wareham: site and functions as a market town

Village studies and settlement pattern analysis

'A' LEVEL PROGRAMME IDEAS (16-19 GEOGRAPHY)

Managing Landform systems:	Flood control and protection on the Lower Stour (Bournemouth)
	Coastal management at Hengistbury Head
	Coastal management at Durlston Bay
Ecosystems and Human activity	East Dorset Heathlands
	Ecosystem Management of the Studland Dune system
The Energy Question:	Resource management in the East Dorset Heathlands (Wytch Farm oil)
The Challenge of Urbanisation	Urban fringe of Bournemouth
	Counterurbanisation in East Dorset
Impact of Manufacturing	Social and Environmental Impact of industrial development near Poole
Changing Agricultural Systems	Land use and Perception of Agricultural Opportunities in the Isle of Purbeck
Rural Management	Changing Style and Function in Purbeck villages
Demand for recreation and Leisure	Pressures on the Dorset coastal path
Policy, Planning and the Environment	The Corfe Castle By-pass - environmental considerations and issues
The Geological Challenge	Mineral Resource Management
	Building materials in Purbeck/East Dorset

Fieldwork in these would involve students in enquiry-based work in small groups with opportunities for discussion of writing of reports and follow-up work, plus discussion of the broader implications.

FIGURE 9:16 POSSIBLE FIELDWORK STUDY THEMES/AREAS FOR THE CHATSWORTH CENTRE (ISLE OF PURBECK)

This, it was believed by the manageress, was a common trend among field centres. They needed to diversify because of the uncertainty of the fieldwork market. A new development has been the creation of a team of teachers operating under the title 'Isle of Purbeck Field Studies'. These make up an independent body aimed at providing a service to schools who do not wish to use established field centres but wish to undertake residential fieldwork without organising fieldwork programmes themselves. All enquiries at the Chatsworth are now directed to them.

The majority of schools using the centre come from South West London, although the catchment area extends into South Wales and eastwards along the south coast. The manageress, on the first visit, expressed concern about the teachers' industrial action claiming that the centre had been 'exposed' as teachers refused to organised residential fieldwork:

"We are constantly monitoring the situation. We have already moved into the 'activities' market when the decline in fieldwork was anticipated some time ago. We may get out altogether in the near future. I feel we have moved in the right direction as we are a business and not an educationally subsidized institution. As a teacher I found the situation depressing four years ago. Now I feel that the centre is more broadly based and we cater for 'wide youth travel and activity'. We buy in expertise as and when we need it. That makes us more flexible and more able to adapt to changing demands of the market. We act as an educational agent rather than provider. Perhaps other centres will do the same."

These visits provided a different outlook. The situation at Chatsworth illustrated a centre which has been forced to change due to market trends. Uncertainty, it seems, may force the company out of the field studies market altogether in the near future.

9:3:5 LOSEHILL HALL (PEAK DISTRICT NATIONAL PARK STUDY CENTRE)

This centre was opened in 1972, the first of its kind in the country. From the beginning it had a broad base including:

- (a) a conference centre for National Parks, conservation groups and the National Trust;
- (b) study centre for schools, universities, polytechnics and other institutions;
- (c) training (under national criteria) for the Countryside Commission;
- (d) Provision of courses for private individuals during the summer on a wide variety of topics e.g. canals, railways,

- birds, crafts and local folklore;
- (c) Provision of a day service for schools and other groups doing work in the area and needing a specialist day's fieldwork or farm visit for example and
- (d) YTS and social skills.

Accommodation at the centre is available for 65 people with single and double bedded rooms. A full catering service is provided. The Victorian house was extended in 1972 and a new lecture theatre was added in 1981. A suite of rooms: 2 lecture rooms, 1 laboratory/equipment store, large library and a lounge (sometimes used for teaching) are available. All the basic fieldwork equipment such as tapes, clinometers, compasses, quadrats, soil augers, flowmeters and computers are at the centre. The teaching space is impressive. A new third lecture hall was under construction at the time of the second visit. The living accommodation provided an excellent, comfortable atmosphere in which to live.

Schools are given specific weeks for courses in 'A' Level geography and biology. All courses are taught. Each school is allocated a room for the week. There is one geographer and one ecologist/biologist on the staff. All students have to be accompanied by staff from the school even though most groups are small and are often amalgamated so as to make courses viable. Local knowledge of the Park, expertise of staff and specialist resources were seen as the centre's main strengths. Accessibility to suitable sites in the Park was seen as an attraction for schools to use the centre.

Figure 9:17 illustrates a sample course at both GCSE and 'A' Level. The term used is a 'package week' (Monday-Friday) based on:

- hypothesis devised in the first morning session,
- hypothesis tested and measured during the day,
- hypothesis correlated and analysed during the evening.

Teaching has, according to the staff become more issues-based and applied.

Overall student numbers have declined from 871 in 1984 to 460 in 1988. The decline is most marked at the 14-16 age range, a surprising trend given the experiences of other centres visited and the replies of the Field Study Centre Questionnaire. 'A' Level numbers had also declined but not by so much. The dramatic fall in GCSE numbers (from 462 in 1984 to 126 in 1988) was blamed on the changing policy of ILEA which meant that virtually all groups from

LOSEHILL HALL - GEOGRAPHY 'A' LEVEL PROGRAMME

MONDAY

Afternoon - Arrival and register
Evening - Introduction to Losehill Hall
The Peak District - Conflicts and Solutions

TUESDAY

Morning Fluvial Geomorphology in the Upper Derwent Valley
[afternoon]
Evening Analysis and presentation of results

WEDNESDAY

Morning Slope Analysis - Losehill, Back Tor, Mam Tor and
[afternoon] Treak Cliff Cavern
Evening Analysis and presentation of results

THURSDAY

Morning North Lees Estate Management Plan
[afternoon]
Evening Prepare and perform role play

FRIDAY

Morning Industry in the National Park (the quarrying industry)
Lunch COURSE ENDS

LOSEHILL HALL - GEOGRAPHY GCSE PROGRAMME

MONDAY

Afternoon - Arrival and register
Evening - Introduction to Losehill Hall
The Peak District - Uses and Conflicts

TUESDAY

Morning River Landforms and processes along the River
[afternoon] Grindsbrook
Evening Analysis and presentation of results

WEDNESDAY

Morning Settlements in the National Park (selection
[afternoon] of villages)
Evening Analysis and presentation of Field results

THURSDAY

Morning Solving rural conflicts - the North Lees Estate
[afternoon]
Evening Preparation and presentation of Role-Play

FRIDAY

Morning Farming in the National Park - visit to farm
Lunch COURSE ENDS

FIGURE 9:17: SAMPLE COURSE OUTLINES AT LOSEHILL HALL CENTRE

this particular area were unable to come to Losehill Hall. The change in financial funding for fieldwork and the move towards locally based fieldwork had created the impact.

Costs in 1986 were £80 for a Monday-Friday course with a cost breakdown of £42 meals, £37 tuition and £1 for hire of minibus. There had been an annual increase of 5% for some time. In discussing the volatile market the Assistant Warden highlighted two different movements. One was the cutback in educational circles of fieldwork and other 'non-essential' activities and the other was the increasing interest in the environment by adults and especially teachers.

On the second visit it was confirmed that the confusion about charging clearly identified in the Follow-up Regional Schools' Questionnaire and LEA Questionnaire, was having a major impact. The residential side of Losehill Hall had lost 5 schools since April 1989, and the visit took place in August. Day visit numbers were also down from approximately 18000 (1988) to 12000 (1989). Because of other business it was pointed out that this may not affect the centre too much, but the trend away from school fieldwork was identifiable and very worrying. The number of Independent schools using the centre was increasing. Overall, however, the number of schools using the centre had fallen from 46 in 1984 to 36 in 1988.

'A' Level courses were more stable and schools came from a wide catchment area. The nearest school coming to the centre was from Nottingham. Like Malham Tarn, Losehill Hall identified the trend for southern schools to visit a 'different area'. Like all centres visited and those contacted by the survey Losehill Hall relies heavily on advertising and publicity. A youth/schools liaison officer is now employed to put across the field study centre's role encased in informing schools of the wider issues and policies of the countryside. One purpose, emphasised strongly at Losehill Hall but mentioned at Malham and Medina Valley, was the centre's role in controlling and directing the use of the countryside for field studies. Increasing concern was being felt, particularly in pressurised areas, about the effect on the environment of uncontrolled fieldwork. Centres, through liaison with farmers, landowners and local people, can direct the studies towards sites which can effectively accommodate them and avoid areas of high risk.

The forecast for the future, set out by the Assistant Warden, was not an optimistic one. The decline in numbers had shifted the centre publicity 'out' of the centre and into the schools and other youth organisations. The emphasis was on developing a much closer link with schools in schools:

"The emphasis of the centre is a broad base of general public and professional training courses as well as fieldwork. Although Losehill Hall maintains its position our school numbers are falling and I'm sure school based fieldwork, particularly on a residential basis, will play less and less of an important role in the future." (centre assistant warden)

"One possible result of the decline in the residential element may well be the more localised fieldwork with local schools which would obviously benefit the day visit service." (assistant warden)

With broad base changes in demand for one element may, therefore, have a 'knock-on' effect on the others. Field centres in this position are not as vulnerable to market trends, although as Losehill Hall has indicated, any fall in numbers of residential students has a major impact. The move towards TVEI and other youth training projects will offset this impact, at least to some extent.

GENERAL PERSPECTIVE ON THE RESIDENTIAL EXPERIENCE AND FIELD STUDY CENTRE

The field study centre thrives on building up a reputation that will attract schools again and again. Expert teaching, a bank of local knowledge and contacts and specialised equipment provide strong attraction to schools keen on undertaking fieldwork on a residential basis. In the competitive climate field study centres find themselves in 'image' is all important. Teachers responding to the National Schools' Questionnaire stated clearly that the image is based on the provision of a relevant course backed up by modern, clean and comfortable accommodation and a welcoming and friendly staff. To the field study centre the provision of the relevant course is causing many problems particularly during a period of rapid change.

There is no doubt that both the Field Study Questionnaire and the Study visits supported the need to provide opportunities for as many pupils/ students as possible to enjoy the residential experience which is seen by all centres contacted and by teachers in the previous surveys from

both a social as well as academic standpoint. The social benefits are important. Working on an individual piece of work is considered as important a skill as the traditional group based fieldwork. Issues-based enquiry where debate and discussion is as important a part of analysis as measurement and recording are now part of centre programmes.

However relevant courses and comfortable accommodation require investment and costs need to reflect this. The popular term on study visits to the centres was 'realistic cost'. This realistic cost, according to teachers in the Schools' Questionnaires and supported by views of centre staff, is becoming increasingly out of reach of many schools who once used the centres for their residential fieldwork. This problem is made worse by the confusion over charging for fieldwork and the withdrawal of LEA funding in many areas. Figure 9:18 shows the cost changes of the Field Studies Council since 1948 both in actual terms and using inflation adjusted figures. Other costs have been quoted through this Chapter. The graph shows the upward trend and yet field study centre staff believe that the courses they provide offer value for money for hard pressed teachers unwilling to spend time planning fieldwork courses of their own.

All of the constraints highlighted by the Schools' Questionnaires were referred to by the field study centres. At the very time when examination syllabuses are offering the opportunity to do more fieldwork and new training schemes such as TVEI and YTS offer new avenues for residential experience fieldwork planners are faced by constraints upon their action space, constraints which are now recognised by all interested parties in residential activities. It is clear that change at the field study centre mirrors the trends already identified in the planning process. They are directly linked. Figure 9:19 shows different aspects of change experienced at the field study centre, using evidence from the study visits. Not every centre is involved in all these changes and some are more able to cope than others. The volatile market place is seen as the major influence on what the centre offers. Publicity and advertising are part of the centre's image building and the emphasis is now on the all-round residential experience. Flexible work packages, up-to-date and intensive courses and a full range of recreational as well as educational resources are now seen as important.

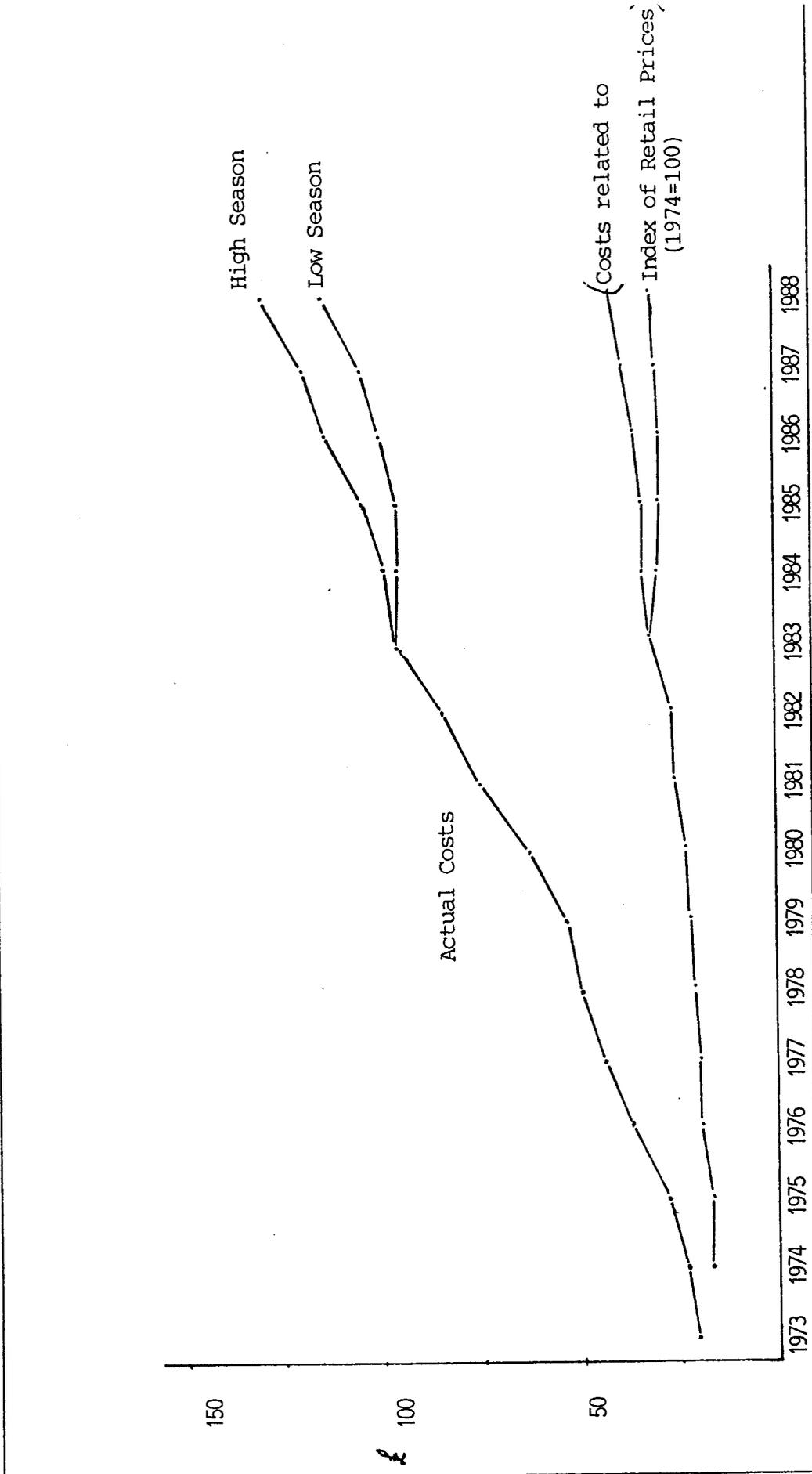


Fig. 9:18 COSTS OF A LEVEL FIELD STUDY COURSE WEEKS
 FIELD STUDIES COUNCIL 1973-1988 (Index Related Figures taken from
 Digest of Statistics 1988)

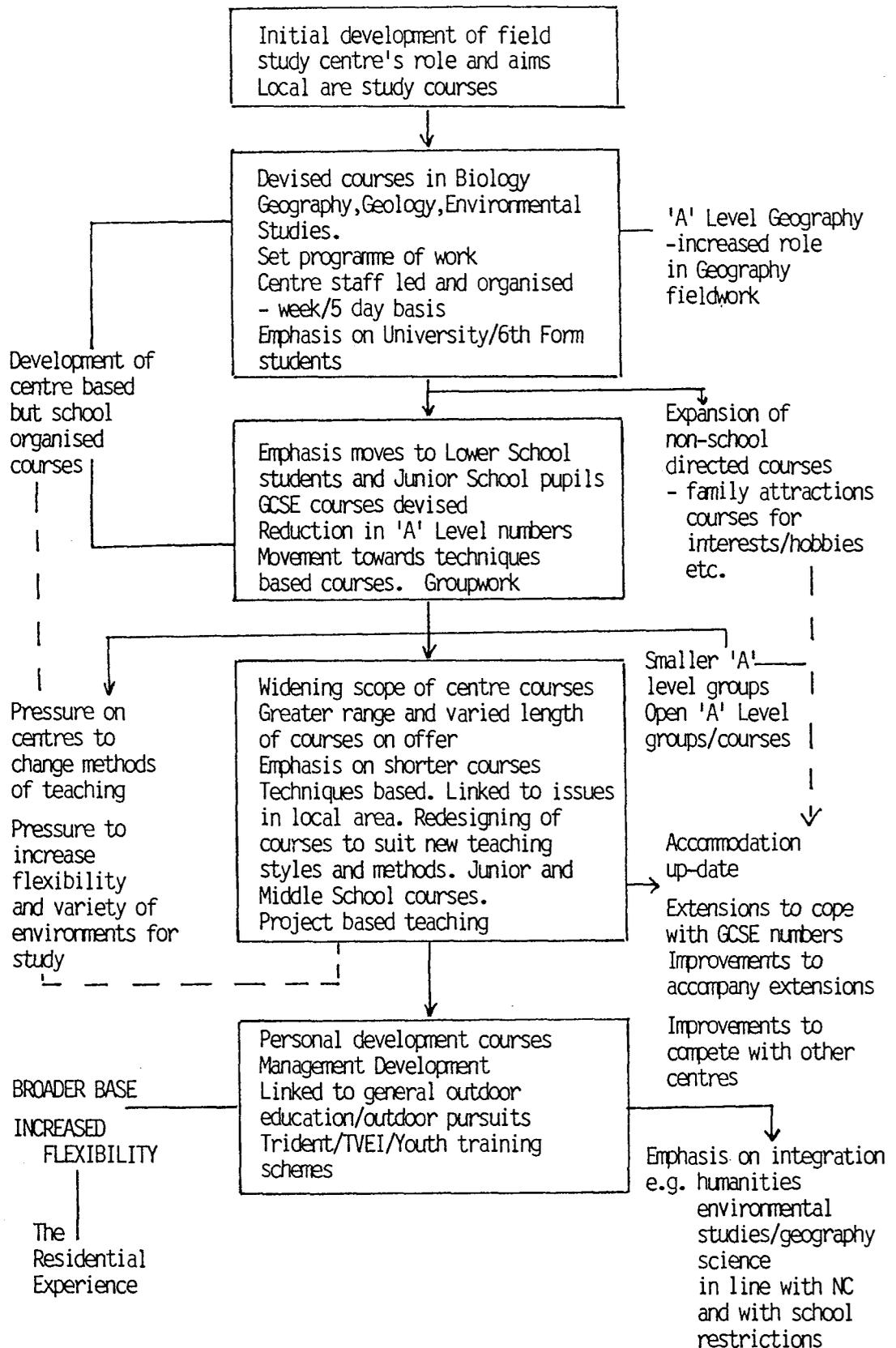


FIGURE 9:19 THE FIELD STUDY CENTRE AND THE PROCESS OF CHANGE

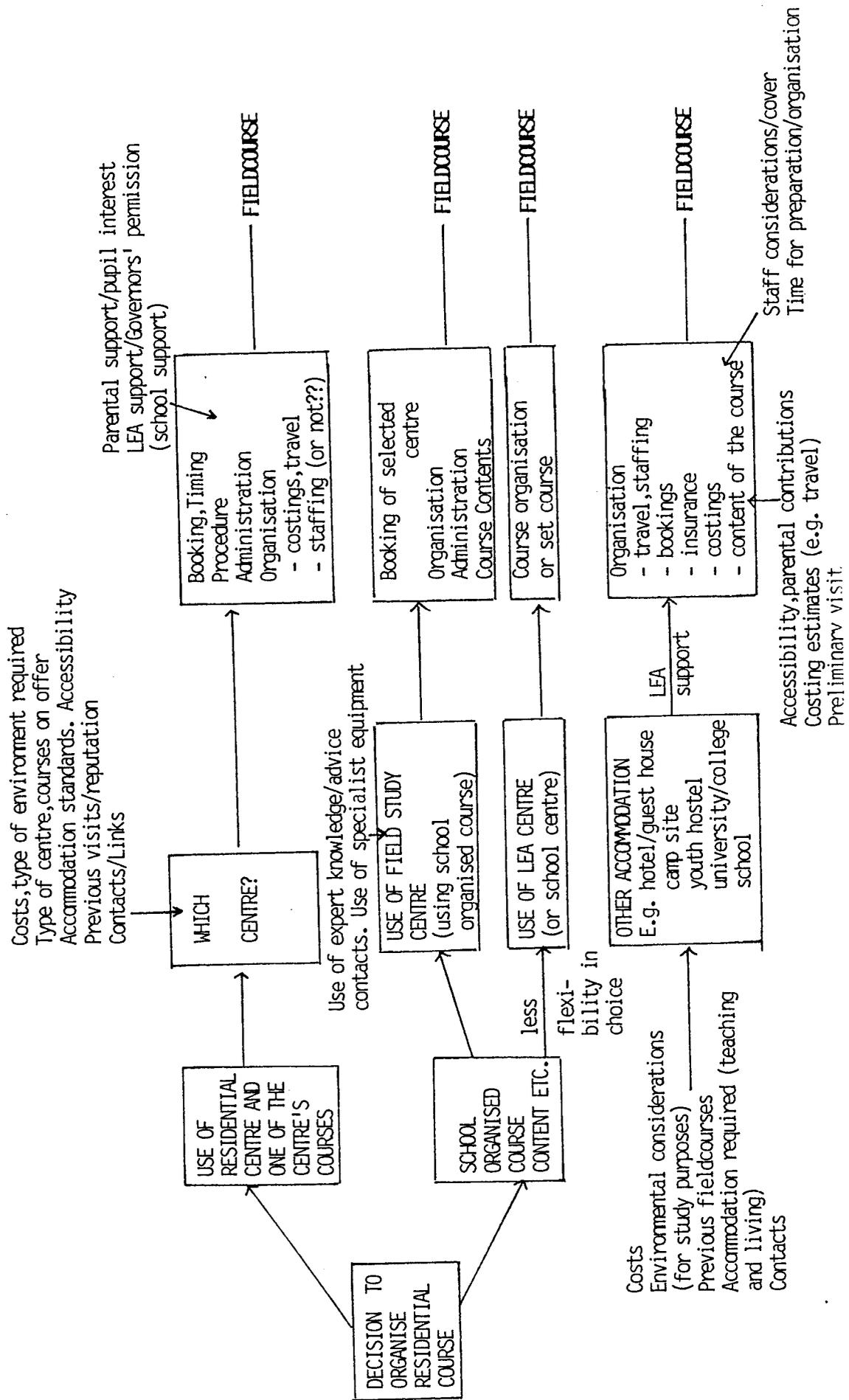


FIGURE 9:20 THE RESIDENTIAL FIELD COURSE: THE PLANNING PROCESS

Based upon the results of the National Schools' Questionnaire (section 4:4), Figure 9:20 includes many of the points referred to in the visits to centres to build up a pathway through the planning process for a residential field-course. Some of the influences are external to the school and others internal. The diagram shows the close relationship between the LEA policy, school structure (including timetable, staffing and management) and the 'image' of the field study centre. Residential fieldwork offers a different dimension to fieldwork undertaken in the local area and teachers obviously claim that both dimensions should have a place in the overall programme. Because of this influencing factors affecting the planning of residential fieldwork differ sometimes in substance and sometimes by degree from those influencing local fieldwork. The debate over their respective roles and the balance between opportunities available for residential fieldwork and the constraints acting upon the fieldwork planner to restrict his/her use of them is a valuable part of the picture of fieldwork provision. A concluding reference to this target of investigation (No.5) which concerns the role of the residential experience in fieldwork planning will be made in Chapter 11. Chapter 10 reports on teacher attitude and pupil attitude surveys towards fieldwork in general and these show that in the opinions of both teachers and pupils (at GCSE and 'A' Level) residential fieldwork is still viewed as a very important element and one which should not be allowed to disappear from the geography course.

CHAPTER 10

Report on the Teacher/Pupil Attitude Questionnaires

These small surveys were undertaken at the same time as the Case Study Interviews involving the same schools. The report on the surveys has been deliberately left until last to complete the overall picture. Patterns have been identified, processes assessed and the balance between the ideal and practice in field work planning has been analysed using a variety of interested groups (teachers, LEA representatives and field study centre staff) Data has been collected on the first 5 targets of investigation. The aim of these questionnaires is to seek opinions or attitudes held by teachers and pupils, at both GCSE and 'A' Level, about fieldwork; its role and function, its links with individual project work, its comparative place with other geography teaching methods, the planning process involved and its future.

Indirectly these opinions have been gauged through the National, Regional and Follow-up Regional Schools' Questionnaires. The questionnaires reported on here were aimed at measuring the strength of feelings directly on a range of issues covered by the Schhols' Questionnaires. Reference to Figure 2:1 shows the role these questionnaire studies play within the framework of data collection and Figure 2:2 (p59) completes the framework by locating the question sequences into the series of targets of investigation. These are outlined in more detail on p39/40 of Chapter 1. The outline of this report follows approximately the main topic areas listed in section 2:2:5 which describes the aims of the question sequence more fully.

This survey involves pupils for the first time. To complete the picture it was considered important to measure their attitudes towards the fieldwork being planned by teachers. These attitudes, in turn, play an important part in influencing the planning process itself. Pupils' attitudes towards the

INSTRUMENT OF MEASUREMENT	TARGET 1 Fieldwork Provision Approaches to study	TARGET 2 Planning and Organisation of Fieldwork programmes	TARGET 3 The Role of Public Examinations	TARGET 4 The influence of Central Govt. and LEA policy	TARGET 5 The Residential Experience and the Role of the field study centre	TARGET 6 Teacher and Pupil Attitudes towards fieldwork
NATIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? How many pupils are involved? Has the number changed? If so how? Has the nature of fieldwork changed?	What are the problems of organising fieldwork? Rank problems and assess future impact. Has the amount of financial resources and preparation time changed?	What exam board do you use at each level? Do candidates undertake individual work? Is fieldwork important as preparation for these? How will fieldwork's role change with GCSE?	Does the LEA provide any financial grant? Has this changed in recent years?	What makes you choose a centre? What influences choice?	Is geography taught as separate subjects? (or integrated subjects) When and how does it
REGIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? Has this changed over the last 5 years?	What are the problems of organising fieldwork? How will these problems affect fieldwork provision in the future?	What % of pupils do a project? Which board do you use at each level? What are the purposes of project work? What problems arise in the completion of projects? How informed are you about GCSE? What implications will GCSE have for fieldwork?		How many units are residential?	
FOLLOW-UP REGIONAL SCHOOLS' QUESTIONNAIRE	How much fieldwork is done at each level? Has there been any change in the last 2 yrs?	Have any problems arisen or changes occurred to cause difficulties in fieldwork provision at any level?	Has the introduction of GCSE affected the type, amount and location of fieldwork? What have been the implications of project work for staff and pupils?	What is the present position regarding LEA financial support LEA policy towards fieldwork? Has it changed?	How many units are residential? Give details of residential fieldwork? Has residential fieldwork been pressurised recently?	Comment on present and future position of fieldwork and its planning.
INTERVIEWS	Aims and objectives Changes in approach Fieldwork programmes New and traditional opportunities	Planning and organisational procedure Constraints and limiting factors	Role of GCSE Role of individual studies	Role of LEA How much does LEA influence the planning process?	Local v residential fieldwork	Impact of present changes Future influences and change General attitudes towards role of fieldwork
LEA QUESTIONNAIRE	Effect of LEA on Fieldwork provision	Effect of LEA on planning		Do you support the need for fieldwork/residential fieldwork? What support does the LEA provide? Has this support changed? Is residential fieldwork increasing/decreasing?	Details of facilities Pupil numbers at centre Changes in numbers Course changes What problems do field study centres face?	
FIELD STUDY CENTRE QUESTIONNAIRE		What problems do schools face as they plan for fieldwork?	Impact of 16-19 Geography project Impact of GCSE			
FIELD STUDY CENTRE VISITS	Link between field study centres' markets and school fieldwork provision	How does the field study centre see the interplay between opportunities and constraints in the planning process?	Impact of GCSE and 'A' level changes.	Impact of changing policy and changes in LEA support	How does the field centre view its role? How does it view changes in geography fieldwork? What courses are offered? How will the future affect the field study centre?	What does the future hold for fieldwork?
TEACHER/PUPIL ATTITUDE QUESTIONNAIRES	Teacher Pupil Choice of Geography - why? Enjoyment of geography Methods of study	Importance of influencing factors in planning process	Individual project and links with fieldwork Links between project work and fieldwork Importance of fieldwork in exams.		Value of residential experience Benefits of residential fieldwork Value of residential experience	Attitudes of teachers to fieldwork Attitudes towards fieldwork Enjoyment of fieldwork Looking forward to fieldwork?

FIGURE 2:2 THE LINKS BETWEEN SURVEY INSTRUMENTS AND TARGETS OF INVESTIGATION

FIGURE 2:1 OUTLINE OF SURVEY INSTRUMENTS

INSTRUMENT OF MEASUREMENT	DATE(S) INSTRUMENT CONDUCTED	SAMPLE BASE	INSTRUMENT OF MEASUREMENT: General details (e.g. role)
NATIONAL SCHOOLS' QUESTIONNAIRE	APRIL - MAY 1985	STRATIFIED SAMPLE 261 schools (from lists provided by field study centres)	Based on schools using a field study centre for fieldwork Testing of the strength and validity of the selected targets of investigation. To set the scene across a range of target areas. An emphasis on the planning involved in residential fieldwork.
REGIONAL SCHOOLS' QUESTIONNAIRE	APRIL - MAY 1986	STRATIFIED SAMPLE 256 schools from 5 south eastern counties	A more intensive study of schools to provide regional results -to add a further dimension:the link between organised fieldwork and individual project work. To extend data collected in NSQ on a number of target areas e.g. the role of public examinations and constraints on the planning process. Perceived impact of change.
FOLLOW-UP REGIONAL SCHOOLS' QUESTIONNAIRE	SEPTEMBER 1987	RANDOM SAMPLE 142 schools from the Regional Schools' Questionnaire	A follow-up survey of schools used in the sample above. One year into the GCSE examination course. Effect of change one year on. Impact of changes across the range of targets.
INTERVIEWS	JANUARY - JULY 1989	OPPORTUNITY SAMPLE of 45 schools	An overview of the planning process - the balance of opportunities and constraints. The impact of change on the planning process Measurement of strength of feeling on influential factors.
LEA QUESTIONNAIRE	OCTOBER 1987	ALL 47 COUNTY BOROUGHs and 57 METROPOLITAN DISTRICTS	Assessment of the positive and negative influences on the planning process Collection of information on financial and other LEA support to fieldwork. Impact of change on LEA support. Assessment of LEA attitudes towards fieldwork provision and planning.
FIELD STUDY CENTRE QUESTIONNAIRE	OCTOBER 1987	RANDOM SAMPLE 100 centres	Assessment of the role of the field study centre on school fieldwork and its planning. Measurement of reactive and proactive influences on fieldwork planning. Fieldwork opportunities. Field study centre staff attitudes towards fieldwork planning.
VISITS TO CENTRES	MAY - AUGUST 1986 JUNE - SEPTEMBER 1989	5 SELECTED CENTRES	Follow-up to the questionnaires. Assessment of the strength of feeling about issues which link centre with schools in fieldwork planning.
TEACHER/PUPIL ATTITUDE QUESTIONNAIRE	JANUARY - MAY 1989	45 Schools 131 teachers,540 GCSE pupils,360 'A' Level pupils	Assessment of the perceived role of fieldwork (present and future) Assessment of teacher attitudes across range of targets Assessment of pupil attitudes towards fieldwork and its role.

relevance, timing and costs of fieldwork, for example have been quoted as influential factors which teachers take account of in the preparation and organisation of fieldwork. Changing attitudes have been seen throughout the Schools' Questionnaires and Field Study Centre survey to result in changes of fieldwork approach, the amount of fieldwork provided, the timing of fieldwork and the amount of residential fieldwork undertaken. Their views are important and need to be seen in the context of the developing picture of fieldwork provision and planning in schools.

Because this questionnaire crosses target boundaries the report has been left until last. 131 teachers were involved and 900 pupils (540 GCSE pupils and 360 'A' Level students) from the 45 selected schools used in the Case Study Interview survey. No reference was made to the age, sex, teaching experience or personal experience of project work or fieldwork of the teachers asked. As section 3:5 has already indicated the Likert scheme of measurement was used with a simple scale of measurement of attitude ranging, in most cases, from strongly agree to strongly disagree. A space was provided for comments and these have been used in the report. This report should be seen within the context of detail of the survey already set out in section 3:5 (pp 97-98).

10:1 SURVEY OF TEACHER ATTITUDES

10:1:1 TEACHER ATTITUDES TOWARDS INDIVIDUAL PROJECTS

The results of the first question are shown in Table 10:1. Deliberately the question did not separate projects undertaken at GCSE from those of 'A' Level candidates. The Table reveals interesting attitude patterns. Although there is little disagreement over pupils enjoyment of project work this is not necessarily seen as the most enjoyable part of the syllabus. The comment was frequently made that, once started, pupils do enjoy studying a specific topic in detail. Overall 74 (56.5%) of the replies disagreed with the second statement. At the same time, however, many teachers stated that pupils find it a frustrating experience too. Pupils, particularly at GCSE, found difficulty in thinking up a suitable title, one that can be adapted to a geography project and one which has adequate information available on which to base a project. According to teachers' comments this is where **organised fieldwork is a help. Time is also seen as a factor. Keeping to**

	STRONGLY AGREE	AGREE	NO STRONG OPINION	DISAGREE	STRONGLY DISAGREE
Most pupils enjoy ind. project work	36 (27.4)	65 (49.6)	14 (10.7)	12 (9.2)	4 (3.1)
Projects do prove more enjoyable for pupils than the rest of the syllabus	5 (3.8)	34 (25.9)	18 (13.7)	44 (33.6)	30 (23.0)
Projects have many problems for pupils. It is a frustrating experience for many	6 (4.6)	41 (31.3)	65 (49.6)	10 (7.6)	9 (6.9)
Project work has stimulated staff thinking as an alternative to trad. thinking	35 (26.7)	73 (55.7)	15 (11.4)	6. (4.6)	2 (1.6)
Projects have proved more of a measure of the skills of parents and teachers	29 (22.1)	60 (45.8)	24 (18.3)	10 (7.6)	8 (6.2)
Projects place too much demand on staff time	41 (31.3)	46 (35.1)	15 (11.4)	18 (13.7)	11 (8.5)
Pupils rely heavily on teacher time and advice	27 (20.6)	45 (34.3)	9 (6.9)	30 (22.9)	20 (15.3)
Projects create bias as there are too many variables in local environments, personalities etc.	12 (9.2)	43 (32.8)	25 (19.0)	31 (23.7)	20 (15.3)
Projects are mor effective than org. fieldwork-they provide flexibility and evidence of understanding	17 (12.9)	51 (38.9)	26 (19.8)	34 (25.9)	3 (2.5)
Projects put pressure on the local environment-more than org. fieldwork	48 (36.6)	37 (28.3)	31 (23.7)	15 (11.4)	0 (0.0)
Projects put pressure on pupils by taking up too much time required geog. and other subjects	15 (11.4)	49 (37.4)	26 (19.8)	40 (30.5)	1 (0.9)
Projects provide a means of contact between pupil and staff	61 (46.6)	35 (26.7)	24 (18.2)	11 (8.5)	0 (0.0)

TABLE 10:1 TEACHER ATTITUDES TO PROJECT WORK IN GEOGRAPHY

deadlines ,planning the project work,working on their own,developing a range of skills and maintaining motivation were all highlighted points. Is the project of real benefit to less able pupils? Or do they,because of their more limited vision,find it most frustrating? 65 (49.6%) of the replies had no strong opinion on this,whereas 47 (35.9%) declared that pupils found projects a frustrating experience.

There was considerable agreement on the point that project work did,in fact, change teaching styles. The teachers' role has become 'pivotal' between the pupil and a wide range of ideas,concepts,fieldwork methods and contacts. Altogether 108 (82.4%) of replies regarded this statement to be true,with 35 (26.7%) in strong agreement. In many ways this change has important implications on the role and direction of organised fieldwork in the school and is seen to have a bearing on the planning process.

However,as the next question shows,project work takes up teacher time. Parental involvement is also an issue. How much parental time is involved? Of the 131 replies 89 (68.5%) agree that projects have proved more of a measure of the skills of parents and teachers. How much teachers can be involved is a matter for examination syllabus regulations and these vary between syllabuses at different levels. Attitudes over the fact that projects demand more teacher time were strongly in favour of the statement. 87 (66.4%) agreed or strongly agreed with the statement. Yet the main aim of projects is to create the opportunity for pupils to experience work on their own. Although there was stronger disagreement on this,the replies in agreement of the trend towards heavy reliance on the teacher still numbered quite high (72 (54.9%)).

A range of opinions occurred over the next issues. Equal numbers of teachers agreed and disagreed about bias in project work - from local environments, personalities and the family environment for example. A positive attitude was shown towards the benefit of projects over organised fieldwork in terms of flexibility and understanding of concepts and techniques. Project work seems to provide great opportunities for staff to work closely with pupils/students and to build up a professional relationship,one which ultimately takes up a considerable amount of time. Pupils can show understanding,or lack of it,through their project work which is not always

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evident in fieldwork exercises or their follow-up. 96 (73.2%) of the teachers in the survey considered this to be true. There were no strong disagreements.

The final issue referred to in Table 10:1 concerns the pressures imposed by project work. Teachers emphasised the point, made earlier in the Schools' Questionnaires, that the local environment is becoming increasingly saturated and it is getting more difficult to select topics which have not been done many times before. At 'A' Level it was noted that some topic areas can be emotive or controversial which may increase the problem. Out of the teacher replies 85 (64.0%) believe that this kind of pressure is important although 31 (23.7%) had no strong opinion either way.

The strength of feeling is less clear in connection with pressure on pupils. Candidates at both levels should, it was stated in comments, be encouraged to do the work in their own time and organise their time accordingly and no pressure should be imposed on other subjects. The problem can, according to many teachers, be minimised. Major factors involved in this are inter-departmental co-operation and pupil organisation. The problems arise when work is left and stress is built up near deadline dates. Having stated these points however 64 (48.8%) of the teachers replying to the survey agreed that projects do put some kind of pressure on candidates. Study visits at selected field study centres, reported on in Chapter 9 as part of the fifth Target of Interest, show that many schools now organise residential courses, particularly at GCSE, for the setting up of project work and data collection. Every effort is made to provide motivation, expert help, guidance and the opportunity to undertake the task. These courses are aimed at reducing the pressure on pupil time and provide the maximum help in the shortest period.

Questions 2 and 3 refer to the interrelationships between group organised fieldwork and individual project work. The strongest provided by replies was the incorporation of certain skills in fieldwork programmes, skills aimed at those required for individual enquiry work. Out of the 131 replies, 97 (74.0%) viewed this as a major influence or influence. If slight influence is also added the figure rises to 127 (96.9%). Overwhelmingly therefore, as seen by teachers involved in this survey, the link is skills-based. Content of fieldwork programmes was also seen as a major link. 38 (29.0%) of teachers believed that project work directly influenced the content of organised

fieldwork . The reports on the Field Study Centre Questionnaire and visits to selected centres reveal the importance which study centres attach to the need to accommodate schools wishing to undertake project work as part of their residential fieldcourse. Content of these courses is therefore different to a normal examination based fieldcourse where the whole group work on the same topic area.

As Table 10:2 shows that the debate over residential and local fieldwork is not helped by identifying project work needs. 50 (38.2%) of the replies believe there is no connection and only 15 (11.4%) regard the influence to be of major significance. This, in some ways, contradicts the trends identified by field study centres although they are involved only in residential courses. If the influence on content is evident in residential courses it must be much stronger with regard to local studies. However the debate between the respective roles of residential and local fieldwork is not a factor seen as relevant in this context. A mixed view is also taken over the influence of timing. So many other factors need to be taken into consideration, such as internal examinations, school activities, other geography syllabus work, staff commitments and timetable restrictions that isolation of one which directly affects fieldwork timing is seen as impossible. However 35 (26.7%) of the replies viewed the influence to be strong.

Question 3, seen in Table 10:3, perceives the link from a different perspective. 109 (83.2%) of teachers in the survey agreed that the development of skills and their practice were ways in which fieldwork most helped individual project work. Of these 52 (39.7%) claimed that fieldwork provided substantial help in this way. Introducing techniques, models and concepts 'in the field' is another function and the links between this and the previous supporting function are easily recognisable. The other area clearly identified as a useful link concerned the organisation and planning of projects. These two skills, it was considered, can be enhanced by undertaking organised fieldwork. Both organisational and fieldwork skills can be developed and practiced by pupils for their own studies by participating in teacher organised fieldwork either locally or on a residential basis. Results from this question and from Question 2 show evidence for a varied interlinkage between the two types of fieldwork - group organised and individual.

	MAJOR PROBLEM	PROBLEM	SLIGHT PROBLEM	NO PROBLEM
Lack of motivation	63 (48.1)	45 (34.3)	14 (10.7)	9 (6.9)
Lack of information	25 (19.1)	41 (31.3)	37 (28.2)	28 (21.4)
Difficulty of obtaining information	37 (28.2)	31 (23.7)	48 (36.6)	15 (11.5)
Thinking of a title	58 (44.3)	43 (32.8)	21 (16.0)	9 (6.9)
Knowing what information to collect	48 (36.6)	52 (39.7)	27 (20.6)	4 (3.1)
Choosing appropriate techniques of data collection, recording and analysis	33 (25.1)	40 (30.5)	32 (24.6)	26 (19.8)
Writing enough	10 (7.6)	42 (32.1)	44 (33.6)	35 (26.7)
Writing too much	15 (11.4)	27 (20.6)	45 (34.4)	44 (33.6)
Not enough time	39 (29.8)	35 (26.7)	32 (24.4)	25 (19.1)

TABLE 10:2 PROBLEMS OF PROJECT WORK AT GCSE AND A LEVEL (SURVEY OF TEACHER ATTITUDES)

	MAJOR INFLUENCE	INFLUENCE	SLIGHT INFLUENCE	NO INFLUENCE
Location	17 (13.0)	41 (31.3)	37 (28.2)	36 (27.5)
Timing during the course	35 (26.7)	37 (28.2)	31 (23.7)	28 (21.4)
Content of programmes	38 (29.0)	31 (23.7)	40 (30.5)	22 (16.8)
Residential/Local	15 (11.4)	25 (19.1)	41 (31.3)	50 (38.2)
Skills in the programme	53 (40.4)	44 (33.6)	30 (22.9)	4 (3.1)

TABLE 10:3 INFLUENCE OF PROJECT WORK ON FIELDWORK ORGANISATION (SURVEY OF TEACHER ATTITUDES)

10:1:2 TEACHER ATTITUDES TOWARDS FIELDWORK

Questions 4 and 5 attempt to cover a range of issues risking that too many generalisations cover up a lack of specificity. The results for Question 4 are shown in Table 10:4. There was no particular reason for beginning negatively although attitudes to the first statement show a degree of frustration. Out of the 131 replies 83 (63.3%) claimed some dissatisfaction with the current situation. The statement referred to increasing strain being felt by all those involved in fieldwork organisation. 38 (29.0%) strongly agreed with this view, while conversely only 7 (5.3%) strongly disagreed. Comments were varied, most highlighting the issues discussed in the reports of the Schools' Questionnaires such as responsibility for safety, the charging dilemma, timetabling problems, supply cover, teacher expertise and willingness to participate and the time necessary in planning and organisation.

The follow-up statement produced a less clear picture, with attitudes split more evenly over whether fieldwork itself is becoming too costly in terms of money and time. Teachers were clear about the fieldwork priority and although substantial modifications were expected on fieldwork programmes, including the possible (probable in some cases) loss of residential fieldwork, the attitude that fieldwork still played a major part meant that it would continue to be present in geography syllabuses. It may well be costly and time consuming but teachers, according to the survey, are prepared to continue to organise it.

Most of the replies (81.7%) agreed that fieldwork is still enjoyed by staff and is increasingly seen as a way of obtaining good publicity for the department. Organising enjoyable and valuable fieldwork programmes provides an attraction for students deciding whether or not to take the subject further. In times when viability of schools as well as viability of subjects are measured in terms of take-up rates this may prove to be a major factor in the future. Undertaking a successful fieldwork day or week is publicity for the school as well as for the department and, as many teachers commented, this is important. 77 (58.8%) agreed that this is an important element.

The debate on the role of residential fieldwork was also included. 84 (64.1%) believed that residential fieldwork was becoming a costly business and there-

	STRONGLY AGREE	AGREE	NO STRONG OPINION	DISAGREE	STRONGLY DISAGREE
Fieldwork organisation is becoming an increasing strain	38 (29.0)	45 (34.3)	12 (9.2)	29 (22.1)	7 (5.4)
Fieldwork is becoming too costly - time and money	17 (13.0)	33 (25.2)	29 (22.1)	38 (29.0)	14 (10.7)
I thoroughly enjoy geography fieldwork	51 (38.9)	56 (42.7)	19 (14.5)	5 (3.9)	0 (0.0)
Fieldwork is a major way of increasing publicity of subject and getting more pupils	35 (26.7)	42 (32.1)	31 (23.7)	23 (17.5)	0.(0.0)
Residential fieldwork is now too costly -a luxury many cannot afford	39 (29.8)	45 (34.3)	12 (9.2)	26 (19.8)	14 (10.7)
It is difficult to maintain residential fieldwork because of other pressures	20 (15.3)	47 (35.9)	27 (20.6)	23 (17.5)	27 (20.7)
All fieldwork causes too much disturbance in school and in geog. compared to its value	12 (9.2)	48 (36.6)	21 (16.0)	23 (17.5)	27 (20.7)
Pupils gain a lot more from fieldwork than anything else in geog.	13 (9.9)	43 (32.8)	19 (14.5)	41 (31.3)	15 (11.5)
Emphasis should now be on individual local studies rather than org. fieldwork	31 (23.7)	15 (11.4)	30 (22.9)	19 (14.5)	36 (27.5)

TABLE 10:4 ATTITUDES OF TEACHERS TO FIELDWORK (SURVEY OF TEACHER ATTITUDES)

fore gaining the label 'luxury' for a select few. The new charging policy may eliminate or reduce this but the implications of local management have yet to be experienced. Over half of the replies believed that the maintenance of the residential dimension was becoming difficult and pressures were not only financial. All the factors referred to in the three Schools' Questionnaires were highlighted including that of motivation - motivation to take up the challenge of organisation. Attitudes are strongly felt as Table 10:4 reveals.

Agreement on the statement that fieldwork created more disturbance than its value warranted was less forthcoming although 67 (51.5%) did show some degree of agreement with the idea. This split continued with the next issue raised which compares fieldwork with other aspects of geography in terms of what pupils gain from their study. Practical work, decision-making, world studies, mapwork and the study of topic-based geography were seen as equally important. However 13 (9.9%) strongly agreed that fieldwork was more important.

Opinions were also split evenly over the comparison between organised fieldwork and individual project work. Views tended to polarise as Table 10:4 shows showing the strength of feeling in both directions. 31 (23.7%) of teachers strongly agreed with the statement that organised fieldwork should be replaced by individual studies, not because they wanted this to be so, but for practical reasons they believed this to be necessary. Such feelings were emphasised strongly. In contrast 36 (27.4%) believed that fieldwork could not be replaced by individual studies of any kind. It is interesting that 30 (22.9%) had no opinion one way or the other. Comments from these respondents ranged from those who believed that the two must continue to have a major part, to those who were very unsure as to future trends in examination syllabus structure, in fieldwork provision and in staffing.

A question referring to important planning influences was also included as a final part of the Teacher Attitude Questionnaire. Many of the points have been recorded and discussed elsewhere. Yet there were interesting results. Table 10:5 shows that 38 (29.0%) of teachers involved considered the headteacher as a major influence and another 46 (35.1%) believed this influence to be very important. No-one considered it of no importance at all.

	CRITICALLY IMPORTANT	VERY IMPORTANT	IMPORTANT	MINOR IMPORTANCE	NO IMPORTANCE
The Headteacher	38 (29.0)	46 (35.1)	32 (24.4)	15 (11.4)	0 (0.0)
Governors	17 (13.0)	25 (19.1)	29 (22.1)	49 (37.4)	11 (8.4)
The needs of project work	19 (14.5)	29 (22.1)	40 (30.5)	31 (23.7)	12 (9.2)
Role of other staff colleagues	23 (17.5)	30 (22.9)	27 (20.6)	30 (22.9)	21 (16.1)
Costs	26 (12.2)	39 (29.8)	41 (31.2)	21 (16.1)	4 (3.1)
Publicity for the Department	16 (12.2)	27 (20.6)	38 (29.0)	21 (16.1)	29 (22.1)
Geography staff morale	16 (12.2)	25 (19.1)	41 (31.2)	36 (27.5)	13 (10.0)
Safety pressures	49 (37.4)	39 (29.8)	42 (32.1)	1 (0.7)	0 (0.0)
Supply Cover	27 (20.6)	40 (30.5)	30 (22.9)	14 (10.7)	20 (15.3)
Classes and work missed	21 (16.1)	37 (28.2)	28 (21.4)	31 (23.7)	14 (10.6)

**TABLE 10:5 IMPORTANCE OF INFLUENCING FACTORS IN FIELDWORK PLANNING
AND ORGANISATION (SURVEY OF TEACHER ATTITUDES)**

	VERY IMPORTANT	IMPORTANT	MINOR IMPORTANCE	IRRELEVANT
Enjoyment of and interest in subject	258 (47.8)	205 (38.0)	57 (10.6)	20 (3.6)
Ability in subject	97 (18.0)	145 (26.8)	142 (26.3)	156 (28.9)
Like to do fieldwork	127 (23.5)	186 (34.4)	147 (27.2)	82 (14.9)
Interested in environment	72 (13.3)	136 (25.2)	249 (46.1)	83 (15.4)
Like drawing maps	67 (12.4)	86 (15.9)	146 (27.0)	241 (44.7)
Interested in learning about other countries	121 (22.4)	183 (33.9)	127 (23.5)	109 (20.2)

TABLE 10:6 GCSE PUPIL SURVEY: CHOICE OF GEOGRAPHY - WHY?

The role of governors and other staff colleagues were seen as less important overall although 42 (32.1%) and 53 (46.4%) of teachers respectively saw these roles as important or critically important. Safety factors were also seen as very influential. Reference to Table 10:5 reveals strong feelings as to the importance of safety and this seems to take precedence over costs and supply cover as the most influential factors affecting fieldwork planning. However very few replies saw no importance for both costs and safety pressures. The other factors listed in Table 10:5 (publicity, the needs of project work, classes and work missed and geography staff morale) showed a more even display of opinion across the range from no importance to critically important. It was interesting to include this measurement of feeling about important influences on the planning process even if the results usually mirrored those gained elsewhere in the data collection. Further reference to the Teacher Attitude Survey will be made in the general perspectives on the Questionnaires at the end of the Chapter.

10:2 SURVEY OF PUPIL ATTITUDES : THE GCSE PUPIL SURVEY

Because of the links between the different aspects selected as part of the questionnaire to pupils no subdivision of the report was considered relevant and the questions are discussed in order.

Deciding on a range of factors which affect the choice of geography as a subject at GCSE and 'A' Level as opposed to other subjects proved difficult. The six selected were six among many. Enjoyment of the subject proved an overwhelming factor. Ability in the subject had a lower rating and opinion was more evenly distributed across the range from irrelevant to very important. The strength of feeling for fieldwork can be seen in Table 10:6 There is no doubt of its importance in subject choices but it is a factor among many. Once studying the subject fieldwork remains a high 'enjoyment' factor. 187 (34.6%) believed fieldwork to be critically important as a factor making geography an enjoyable subject to study. Reference to Table 10:7 shows that fieldwork has a major share of the 'critically important' replies. Interestingly of the 540 replies 152 pupils (28.1%) claimed that individual project work was of minor importance. yet Question 3, asking if pupils enjoyed project work, reveals that 275 (50.9%) of the pupil respondents enjoyed undertaking a project or enjoyed the experience very much (109 (20.2%)), whereas

	CRITICALLY IMPORTANT	VERY IMPORTANT	IMPORTANT	MINOR IMPORTANCE
World Studies	102 (18.9)	220 (40.7)	154 (28.5)	64 (11.4)
Mapwork	98 (18.1)	158 (29.2)	235 (43.5)	49 (9.2)
Fieldwork	187 (34.6)	175 (32.4)	152 (28.1)	26 (4.9)
Project (individual) work	91 (16.8)	129 (23.9)	168 (31.1)	152 (16.5)
Local studies	105 (19.4)	154 (28.5)	192 (35.6)	89 (16.5)

TABLE 10:7 GCSE PUPIL SURVEY: ENJOYMENT OF GEOGRAPHY

No,not all	55 (10.2)
Not Really	86 (15.9)
No feelings either way	126 (23.3)
Yes,enjoyed it	164 (30.4)
Enjoyed it very much	109 (20.2)

TABLE 10:8 GCSE PUPIL SURVEY: HAVE YOU ENJOYED PROJECT WORK?

	VERY MUCH BETTER	BETTER	SAME	POORER
Enjoyment	342 (63.3)	107 (19.8)	54 (10.0)	37 (6.9)
Improving interest in geography	271 (50.2)	110 (20.4)	98 (18.1)	61 (11.3)
Acquiring different geographical skills	144 (26.7)	202 (37.4)	125 (23.1)	69 (12.3)
Acquiring other skills e.g. social-group work, leadership initiative etc.	256 (47.4)	194 (35.9)	62 (11.5)	28 (5.2)

TABLE 10:9 COMPARISON OF GEOGRAPHY FIELDWORK WITH OTHER ASPECTS OF THE SYLLABUS IN TERMS OF ENJOYMENT (GCSE PUPIL SURVEY)

55 (10.2%) did not like the experience at all (Table 10:8).

Table 10:9 reveals that 83.1% of the pupils replying to the questionnaire viewed fieldwork as being better or very much better, in terms of enjoyment, than other aspects of the geography syllabus. 342 (63.3%) of these were in the latter category. In each of the other aspects too, fieldwork fared comparatively well although the selection of factors may have created bias. In terms of acquiring geographical and social skills fieldwork is seen as extremely valuable by sixteen year old GCSE candidates. These figures are borne out by the 373 (69.1%) who believed fieldwork to be an enjoyable or very enjoyable experience (Table 10.10).

Pupils were asked to state the purposes of fieldwork and below a sample list is made up of common replies:

- increase observations in the local environment,
- get us used to talking to people and using information in the right way,
- find out an idea and then prove it by finding out information,
- help us understand the ways we live in our environment,
- get us out into the town and country, and not in class all day,
- give us a grasp of real life geography and make you work things out for yourself,
- learn first hand about the countryside and land formations, for example,
- provide opportunity of practical geography,
- provide the opportunity of learning out of doors,
- see the things we learn about in class working outside,
- give us the opportunity to find out rather than relying on the textbook,
- add interest to the subject, as it helps in learning classwork,
- shows how processes work in reality,
- give us practice at collecting data and presenting it,
- give us the opportunity of working with friends in small groups,
- gives the opportunity of seeing for yourself,
- makes the subject less abstract,
- provide a change from being in class,
- demonstrate the practical nature of geography,
- collect information and prove ideas.

Many social, educational and geographical factors are in the sample list above. Practical application, increasing interest in the subject, opportunities, for collecting data and seeing for yourself as opposed to learning from a textbook were the most occurring purposes. The question was left open so as to show variety and interesting comparisons can be made with the 'A' Level survey, discussed later.

Not at all	43 (8.0)
Not really	74 (13.7)
No feeling either way	50 (9.2)
Yes, enjoyed it	221 (40.9)
Enjoyed it very much	152 (28.2)

TABLE 10:10 DO YOU LIKE DOING FIELDWORK IN GEOGRAPHY? (GCSE PUPIL SURVEY)

	STRONGLY AGREE	AGREE	NO STRONG OPINION	DISAGREE	STRONGLY AGREE
Fieldwork is a waste of time (and money) and doesn't help in geog. learning	32 (5.9)	63 (11.7)	29 (5.4)	295 (54.6)	121 (22.4)
Organised fieldwork is good preparation for ind. project work	98 (18.1)	182 (33.7)	34 (6.3)	139 (25.7)	87 (16.2)
Fieldwork is a good way of getting out of school and missing lessons	73 (13.5)	104 (19.2)	58 (10.7)	180 (33.3)	125 (23.3)
More fieldwork should have been included in course	156 (28.9)	194 (35.9)	67 (12.4)	86 (15.9)	37 (6.9)
Project work was more enjoyable than the rest of the syllabus	82 (15.2)	144 (26.7)	63 (11.7)	103 (19.1)	148 (27.3)
Fieldwork helps me with skills which I will need after school	99 (18.3)	234 (43.3)	51 (9.4)	67 (12.4)	89 (16.6)
Fieldwork experience will be helpful in the exam	72 (13.3)	246 (45.6)	85 (15.7)	72 (13.3)	65 (12.1)

TABLE 10:11 ATTITUDES TO GEOGRAPHY FIELDWORK (GCSE PUPIL SURVEY)

The majority of pupils disagreed with the statement which opens Table 10:11 that fieldwork is a waste of time and money (if costs are charged). The results showed an overwhelmingly view for the retention of fieldwork in geography syllabuses. 295 (54.6%) disagree and 121 (22.4%) strongly disagree that fieldwork is a waste of time. Over half of the pupils in the survey agree or strongly agree that more fieldwork should have been organised in their examination courses. At the same time the degree of disagreement shows up a certain amount of frustration that fieldwork is not always organised effectively. Comments, in some cases, revealed a negative attitude pointing towards the fieldwork undertaken being a waste of time. Generally however, the feeling was that schools offer a wide range of relevant, interesting and enjoyable fieldwork. Pupils were, on the whole, very satisfied with the fieldwork programmes they participated in during their GCSE course.

There were positive attitudes, too, concerning fieldwork's role in developing skills of value for the examination and of value once they left school. Although the degree of agreement was not as strong as for examination value 234 pupils (43.3%) agreed and 99 (18.3%) strongly agreed that fieldwork would be of value to them after they left school. Skills such as working with other pupils in problem-solving exercises, the experience of studying the local environment at first hand, the skills of planning and implementation of specific fieldwork exercises and the opportunity of working in the local community were highlighted as major advantages. Replies concerning the value of fieldwork as preparation for individual project work were split more evenly. 98 (18.1%) of the pupils replying strongly agreed (as shown in Table 10:11) with fieldwork's role in this way but 87 (16.1%) strongly disagreed with its preparation value. This is surprising when the views of teachers, particularly evident in the Regional Schools' Questionnaire and its Follow-up survey are taken into consideration.

Generally the results allow some degree of comfort for the fieldwork planner as GCSE pupils view fieldwork as socially, educationally and vocationally valuable. Residential fieldcourses were highlighted for special mention. Many of those replying positively viewed the residential experience as of special value in a variety of educational ways. Table 10:11 also shows the importance of fieldwork, as perceived by pupils, for examinations. The general agreement was that fieldwork experiences they had been involved in

would be of value to the overall examination and not just to the project work they had completed.

The final questions tackle a number of different and important issues. It is important for the teacher/planner to be aware of what pupils look forward to before a fieldwork exercise, if only to add extra weight to the argument to senior staff and the headteachers about the essential nature of the fieldwork itself. Table 10:12 identifies a number of key factors. Selection creates bias but comments did reveal many other factors and the pilot study showed that these were the main elements involved. Working out of school is a major benefit. Pupils at GCSE look forward to the opportunity of spending their time studying out of school. They are actively involved in fieldwork exercises, accomplishing a task from beginning to end. Field study centres, as reported in Chapter 9, often made the point that in a week tasks can be set up, data collected and analysed and conclusions reached all within a day. Several of these tasks can be done in a residential week. This is seen by both teachers and pupils as important. Pupils enjoy completing a task from beginning to end.

Learning about the local environment is another key factor which pupils look forward to. Out of the 540 replies 248 (45.9%) look forward to this aspect of their fieldwork very much. Working in a small group did pose some problems for some candidates although 371 (68.7%) of the pupils replying did regard this as an enjoyable part of fieldwork and looked forward to this. However 106 (19.6%) did not look forward to this particular aspect. Some pupils like missing lessons and this is seen as a perk, with unfortunate consequences in that missed work has to be written up. It does not, however, stop pupils from looking forward to being out of school and missing their other, sometimes less favourite, lessons!

Residential fieldwork is not experienced by many pupils at GCSE. Out of the 540 pupils in the survey only 144 (12 schools) had experience of residential fieldwork at this level. Table 10:13 indicates the common benefits highlighted by these pupils concerning their residential experience. It was not usually seen as a 'social' experience with a 'geographical' bias but as a geographical course with 'social' benefits. Observing and studying a different area was, perhaps, the most common benefit recorded. Working away from school and

	LOOKING FORWARD VERY MUCH	LOOK FORWARD TO	NO STRONG OPINION	DO NOT LOOK FORWARD TO
Working as a small group	146 (27.0)	225 (41.7)	63 (11.7)	106 (19.6)
Working out of school	336 (62.2)	168 (31.1)	21 (3.9)	15 (2.8)
Missing lessons	105 (19.4)	158 (29.2)	167 (30.9)	110 (20.5)
Actively involved Accomplishing field exercises	305 (56.5)	158 (29.2)	37 (6.8)	40 (7.5)
Learning about the environment	248 (45.9)	201 (37.2)	74 (13.7)	17 (3.2)
Involved in enquiry work	161 (29.8)	239 (44.2)	57 (10.5)	83 (15.5)

TABLE 10:12 LOOKING FORWARD TO FIELDWORK IN GEOGRAPHY (GCSE PUPIL SURVEY)

<u>GEOGRAPHICAL</u>	<u>SOCIAL (AND OTHERS)</u>
See a new area	Get away from home
Study a new area in detail	Be with friends for longer
Widen my horizon	Study/work as a group
Develop new ideas	Do concentrated study
See areas we have studied in the classroom	Enjoy being away from home Get away from the local area
Compare a different region to the local area	See each other for longer outside school
See geographical features not seen at home	See different side of teachers Get to know teachers better

TABLE 10:13 BENEFITS OF RESIDENTIAL FIELDWORK (GCSE PUPIL SURVEY)

home, in a unit with other pupils, was also seen as important. The climate of study increases the enjoyment of the subject and makes it more worthwhile. These pupils also put emphasis on the value of residential fieldwork for their project work. Pupils often stated that much of their project work was, in fact, completed during the residential fieldcourse. A summary of views about the value of the residential experience in geography is shown in Table 10:14.

10:3 SURVEY OF PUPIL ATTITUDES: THE 'A' LEVEL PUPIL SURVEY

This survey deliberately covered many of the same topics and had a similar structure. Like the GCSE survey the enjoyment of the subject was a key factor in selection at 'A' Level, although the ability in the subject also played a major role. Table 10:15 shows the degree of importance put on fieldwork as a selection factor. Although fewer replies (46 (12.8%)) gave a high degree of importance at a lower level the numbers were much higher. Fieldwork does play a role in selection although this role is not seen as being as important as enjoyment of the subject as a whole and the ability to do well in it.

As with the GCSE survey, once doing geography, the role of fieldwork as an 'enjoyment factor' is secured. Out of the 360 pupils replying to the 'A' Level survey, 92 (25.5%) agreed that fieldwork was critically important in their enjoyment of the subject (shown in Table 10:16) and a further 162 (45.0%) believed fieldwork to be important in this context. Compared with the other selected factors fieldwork received the highest number of positive attitude values. This may be a result of the combination of factors selected, although the pilot survey did reveal that these were the main elements which should be considered.

Of the 360 pupils involved 126 had completed a project as part of their 'O' Level or CSE examination. From these the attitude values, shown in Table 10:17, were equally split about whether or not they enjoyed the experience. Of the 234 candidates who did not do a project as part of their examination at 16,61 (26.1%) were unsure as to whether they would have liked one included. Generally the balance was towards the negative rather than the

	HIGH VALUE	SOME VALUE	NO STRONG OPINION	LITTLE OR NO VALUE
To any project work	12 (8.3)	45 (31.2)	61 (42.4)	26 (18.1)
To the exam	25 (17.4)	47 (32.6)	46 (31.9)	26 (18.1)
To the enjoyment of geog.	83 (57.6)	34 (23.6)	21 (14.6)	6 (4.2)
As a social experience	77 (53.5)	56 (38.9)	6 (4.2)	5 (3.4)

TABLE 10:14 THE VALUE OF THE RESIDENTIAL EXPERIENCE (GCSE PUPIL SURVEY)

	VERY IMPORTANT	IMPORTANT	MINOR IMPORTANCE	IRRELEVANT
Enjoyment of and interest in the subject	179 (49.7)	147 (40.8)	34 (9.5)	0 (0.0)
Ability in subject	113 (31.4)	141 (39.2)	65 (18.0)	41 (11.4)
Like to do fieldwork	46 (12.8)	135 (37.5)	135 (37.5)	44 (12.2)
Interested in the environment	106 (29.4)	123 (34.2)	93 (25.8)	38 (10.6)
Like drawing maps	34 (9.4)	52 (14.4)	126 (35.0)	148 (41.2)
Interested in learning about other countries	97 (26.9)	100 (27.8)	111 (30.8)	52 (14.5)

TABLE 10:15 A LEVEL PUPIL SURVEY: CHOICE OF GEOGRAPHY - WHY?

	CRITICALLY IMPORTANT	VERY IMPORTANT	IMPORTANT	MINOR IMPORTANCE
World studies	73 (20.3)	156 (43.3)	101 (28.0)	30 (8.4)
Mapwork	27 (7.5)	86 (23.9)	135 (37.5)	112 (31.1)
Fieldwork	92 (25.5)	162 (45.0)	86 (23.9)	20 (5.6)
Project (individual) work	47 (13.1)	57 (15.8)	112 (31.1)	144 (40.0)
Local studies	61 (16.9)	83 (23.1)	93 (25.8)	123 (34.2)
Statistics and practical work	53 (14.7)	62 (17.2)	103 (28.6)	142 (39.5)

TABLE 10:16 A LEVEL PUPIL SURVEY: ENJOYMENT OF GEOGRAPHY

No,not at all	25 (19.8)
Not really	31 (24.6)
No feelings either way	17 (13.5)
Yes,enjoyed it	27 (21.4)
Enjoyed it very much	26 (20.7)

TABLE 10:17 DID YOU ENJOY DOING YOUR PROJECT WORK AT GCE/CSE? (A LEVEL PUPIL SURVEY)

No,not at all	46 (19.6)
Not really	52 (22.2)
Not sure	61 (26.0)
Yes	41 (17.5)
Yes,very much	34 (14.7)

TABLE 10:18 IF YOU DIDN'T DO A PROJECT WOULD YOU HAVE PREFERRED ONE TO BE INCLUDED?
(A LEVEL PUPIL SURVEY)

No,not at all	28 (15.9)
Not really	49 (27.8)
No feelings either way	25 (14.3)
Yes,enjoyed it	39 (22.1)
Yes,enjoyed it very much	35 (19.9)

TABLE 10:19 IF YOU UNDERTOOK AN A LEVEL PROJECT DID YOU ENJOY DOING IT?
(A LEVEL PUPIL SURVEY)

positive attitude concerning projects at this level. However opinions were evenly divided (Table 10:18). For those pupils having undertaken individual project work at 'A' Level Table 10:19 shows, again, a even distribution of opinion across the range from not enjoying the project work at all to enjoying the experience very much.

Candidates at 'A' Level seem to perceive the role of fieldwork in a wider context than at GCSE. 236 (65.5%) of the pupils viewed fieldwork as playing a major role in developing a number of skills other than geographical, and the importance of geographical skills was, in fact played down. Overall, as Table 10:20 shows, fieldwork, according to the survey, plays an important role in the subject.

Once again there was a variety of opinion regarding the main purposes to fieldwork. The open question allowed some comparison between the different levels. At 'A' Level fieldwork should, according to the students asked, help them to:

get out of the classroom and investigate things which have been or are being studied in the classroom,
provide examples for the examination,
provide a change of environment for study,
take you outside and show you what is going on, providing a greater understanding,
understand the theories learnt in class,
allow us to work in small groups and devise a course of action,
allow us to work with other students in a different environment,
see for yourself what is going on,
back up our textbook examples,
relate to reality,
get out of school and work outside,
make processes and theories stick in our mind and to make study more interesting,
help understand what we are learning in class. It is difficult to imagine from books,
provide a change of environment, to give us a break from class,
make geography more interesting than in class,
make geography fun,
increase and develop analytical, observation and note taking skills,
gain experience of geographical techniques,
work with other people and exchange ideas,
make the course more varied,
make us aware of geography as something other than a textbook subject,
improve our skills of research and data collection,
provide us with titles for our project work,

	VERY MUCH BETTER	BETTER	SAME	POORER
Enjoyment	207 (57.5)	96 (26.7)	37 (10.3)	20 (5.5)
Improving interest in geography	132 (36.7)	174 (48.3)	31 (8.6)	23 (6.4)
Acquiring different geographical skills	78 (21.7)	131 (36.4)	105 (29.2)	46 (12.7)
Acquiring other skills e.g. groupwork	236 (65.5)	107 (29.7)	15 (4.2)	2 (0.6)

TABLE 10:20 COMPARISON OF FIELDWORK WITH OTHER ASPECTS OF THE SUBJECT
(A LEVEL PUPIL SURVEY)

Not at all	27 (7.5)
Not really	35 (9.7)
No feelings either way	66 (18.3)
Yes enjoyed it	141 (39.2)
Enjoyed it very much	91 (25.3)

TABLE 10:21 DO YOU LIKE DOING FIELDWORK IN GEOGRAPHY? (A LEVEL PUPIL SURVEY)

allow pupils to invent their own hypotheses and it is a method to teach evaluation and argument techniques when writing up data, give a sense of responsibility and to improve your independence in doing things eg writing up of fieldwork and to help you learn with and from others.

Emphasis is on both the educational 'study' approach of fieldwork as well as on its advantage of making geography 'real'.

There was strong disagreement over the statement that fieldwork is a waste of time and money. Fieldwork is valued more highly at this level than at GCSE. Table 10:21 shows that it is seen as very enjoyable too. Table 10:22 shows the request for more fieldwork to be included in geography courses. Of the total 196 (54.4%) agreed or strongly agreed that more fieldwork, integrated into the course, should be undertaken. The 'A' Level survey also shows that fieldwork is valued as an experience for life once the students have left school. Residential fieldwork was highlighted as being of special significance in this context. 247 (68.6%) of the replies believed that fieldwork will have helped them develop skills and obtain knowledge which will be of value after school. It is also seen as being of value for examinations in terms of skills learnt and case studies analysed. As some commented - What are we doing it for if it is of no real value to the exam? So much for the general educational value of fieldwork!

'A' pupils looked forward to a variety of aspects of their fieldwork. Like their GCSE counterparts they like working out of school, learning about their environment. Only 6 (1.7%) of the pupils replying did not look forward to working out of school. Surprisingly, too, the replies were evenly spread across a range of opinions concerning lessons missed while undertaking fieldwork. 113 (31.4%) had no strong opinion regarding lessons missed and 90 (25.0%) did not look forward to missing lessons mainly because at 'A' Level it is seen as much more important that work is written up quickly and properly and therefore much time and energy is needed to catch up with work missed. Active involvement in completed tasks was also seen as something to look forward to as is the involvement in enquiry work. Table 10:23 shows how the replies were recorded and strength of feelings revealed. Fieldwork, according to 'A' Level pupils, was clearly seen in a positive light.

	STRONGLY AGREE	AGREE	NO STRONG OPINION	DISAGREE	STRONGLY DISAGREE
Fieldwork is a waste of time (and money) and doesn't help in geog. learning	27 (7.5)	41 (11.4)	25 (6.9)	162 (45.0)	105 (29.2)
Organised fieldwork is good preparation for individual project work	72 (20.0)	143 (39.7)	83 (23.0)	41 (11.4)	21 (5.9)
Fieldwork is a good way of getting out of school and missing lessons	36 (10.0)	52 (14.4)	69 (19.2)	122 (33.9)	61 (22.5)
More fieldwork should have been included in the course	91 (25.3)	105 (29.2)	63 (17.5)	64 (17.8)	37 (10.2)
Fieldwork helps me with skills which I will need after school	121 (33.6)	126 (35.0)	36 (10.0)	47 (13.0)	30 (8.4)
Fieldwork experience will be helpful in the exam	76 (21.1)	108 (30.0)	71 (19.7)	62 (17.2)	43 (12.0)

TABLE 10:22 ATTITUDES TOWARDS GEOGRAPHY FIELDWORK (A LEVEL PUPIL SURVEY)

	LOOK FORWARD VERY MUCH	LOOK FORWARD TO	NO STRONG OPINION	DO NOT LOOK FORWARD TO
Working as a small group	97 (26.9)	163 (45.3)	81 (22.5)	19 (5.3)
Working out of school	236 (65.5)	100 (27.8)	18 (5.0)	6 (1.7)
Missing lessons	66 (18.3)	91 (25.3)	113 (31.4)	90 (25.0)
Actively involved accomplishing field exercises	207 (57.5)	116 (32.2)	27 (7.5)	10 (2.8)
Learning about environment	179 (37.5)	128 (35.5)	36 (10.0)	17 (4.8)
Involved in enquiry work	135 (37.5)	171 (47.5)	17 (4.7)	37 (10.3)

TABLE 10:23 LOOKING FORWARD TO FIELDWORK IN GEOGRAPHY (A LEVEL PUPIL SURVEY)

Residential fieldwork is more important at this level. Table 10:24 sets out the common benefits highlighted by pupils which they consider residential fieldwork provides. These results can be compared with the discussions in the report of the visits to selected field study centres. Although the majority of replies saw the benefits in terms of geography, reference to Table 10:24 shows that many social benefits were highlighted and their importance noted within the context of the residential experience.

Of the 360 replies, 264 had been involved in some kind of residential field-course and it was from these that comments were taken for Table 10:24. Generally however, the social experience plays a key part in the positive attitude towards residential fieldwork and to be involved in a residential course adds considerably to the enjoyment of the geography course overall. This is shown in Table 10:25. The high number with no strong opinion reflects the number of pupils who had not participated in project work or who were unsure as to the value which their residential fieldwork experience may have in the examination. However, from the 'A' Level pupil survey, there is clearly a strong demand for residential fieldwork and once organised and implemented it provides great value from a number of different standpoints both within geography and from the outside. Although there were divisions of opinion over many issues included in the survey the measure of pupil attitudes towards fieldwork was positive providing strong support for the fieldwork planner in a period of uncertainty and change.

GENERAL PERSPECTIVES ON THE TEACHER/PUPIL ATTITUDE SURVEYS

The measurement of teacher and pupil attitudes towards the organisation of fieldwork in schools is the aim of Target of Interest No. 6. The questions posed in Chapter 1 were: how do teachers and pupils perceive the balance between benefits and costs of fieldwork organisation and how do teachers and pupils perceive the role, importance and enjoyment of fieldwork as compared to other methods of study? These questions have, through these small and simple surveys, been answered.

Teachers/fieldwork planners show a resilience to pressure because they believe, as the teacher survey shows, a sense of fieldwork purpose which outweighs any of the constraints. Teachers see the aims of fieldwork from both a social

<u>GEOGRAPHICAL</u>	<u>SOCIAL</u>
Learning about a different environment	Groupwork is excellent
Learning new techniques	Being away from home on a study course is excellent experience
Seeing a new area	Living away from home with fellow pupils is great fun and a great help
Learning how to use fieldwork skills in a different area	It provides study discipline.
Having a new experience	It gives us an independence which in turn provides confidence
See textbook examples in practice	The social atmosphere makes work more enjoyable. We can all become involved
A concentrated and intensive study, with chance of proper and immediate follow-up	Vocationally it is a great experience A great opportunity to develop personal qualities
It provides a good opportunity to do project work	Great to get to know the teachers better

TABLE 10:24 BENEFITS OF RESIDENTIAL FIELDWORK (A LEVEL PUPIL SURVEY)

	HIGH VALUE	VALUE	NO STRONG OPINION	NO VALUE
To any project work	45 (17.0)	50 (18.9)	74 (28.0)	95 (36.1)
To the exam	55 (20.8)	98 (37.1)	63 (23.9)	48 (18.2)
To the enjoyment of geog.	126 (47.7)	80 (30.3)	31 (11.7)	27 (10.3)
As a social experience	174 (65.9)	51 (19.3)	31 (11.7)	8 (3.1)

TABLE 10:25 THE VALUE OF THE RESIDENTIAL EXPERIENCE (A LEVEL PUPIL SURVEY)

and geographical point of view and regard it as a very important part of their teaching. Even taking the impact of change now beginning to be felt into consideration these views were clearly expressed. Fieldwork planning is seen as a worthwhile exercise in terms of time, energy and cost provided it is integrated fully into courses of study and is properly organised.

Pupil attitudes, measured in this survey, support this view. The strong and clear view of pupils at GCSE and 'A' Level provides incentive to fieldwork planners who, despite the findings above, are finding fieldwork planning a frustrating, time consuming and difficult experience. Lack of motivation, from the teacher/fieldwork planner's viewpoint is considered a problem which is not easily surmountable. Pupils, at both levels, offer comfort as they showed their belief in fieldwork's relevant and valuable role, not only in their school geography as they prepare for examinations, but also in preparation for their role outside school. At both GCSE and 'A' Level pupils viewed fieldwork in a wider social and educational context than merely having an enjoyable experience studying the subject outside the school environment.

These attitude surveys have been based on simple statements which encompass a range of issues identified during the rest of the study. It was stated in section 2:2:5 that these issues (eg the relationship between teacher organised fieldwork and individual project work, the role of fieldwork as compared with other teaching methods, the benefits of local/residential fieldwork and the enjoyment 'factor' of fieldwork) affect fieldwork planning and in turn the amount of fieldwork provision in schools. In this way measurement of teacher and pupil attitudes to fieldwork and its planning make up an essential backcloth to the overall picture being painted. Through this developing picture attitudes have been modified and/or strengthened but rarely changed completely.

These direct attitude surveys focus on specific issues, establish simple statements, based on these, and then ask for opinions. The pupil surveys add a further and rewarding dimension and one which provides a relevant and interesting conclusion to the data collection. Each target of investigation can now be assessed, in the next Chapter, in the light of the data collected, reports described and views ascertained.

CHAPTER 11

Picture Painting

A picture can now be painted using the targets of investigation as brush strokes. This Chapter focuses on each target in turn and assesses change through the period of study. Data has been collected on each target and this can now be seen in relation to the framework set out in Figures 2:1 and 2:2. Figure 11:1 illustrates very simply the possible linkages between the chosen targets which were initially outlined in Chapter 1. Teacher attitudes, based not only on experience and training but also on a 'values system' built on their views of geography itself, their role as teacher and their opinions of fieldwork, affect the planning process. The 'values system' establishes goals towards which the planning process for fieldwork is working. At the same time, however, the influences on the process ultimately modify and even change completely teacher attitudes towards fieldwork itself. LEA policies and the aims of the residential experience affect this planning process. Change in public examinations have also had direct repercussions on both the planning process and on the provision of fieldwork. Together they make up the picture described by the reports.

11:1 TARGET 1 THE PROVISION OF FIELDWORK AND APPROACHES TO STUDY

All the instruments of measurement set out in Figures 2:1 and 2:2 show that more fieldwork is now organised than at any other time. Almost all schools contacted undertake fieldwork at GCSE and 'A' Level. Many teachers interviewed successfully organised a fully integrated fieldwork programme through the school. Statistically the surveys show that all schools undertake fieldwork at the upper secondary levels with many attempting to set up a 'spiral fieldwork package' through the lower school. Most teachers saw this as the ideal.

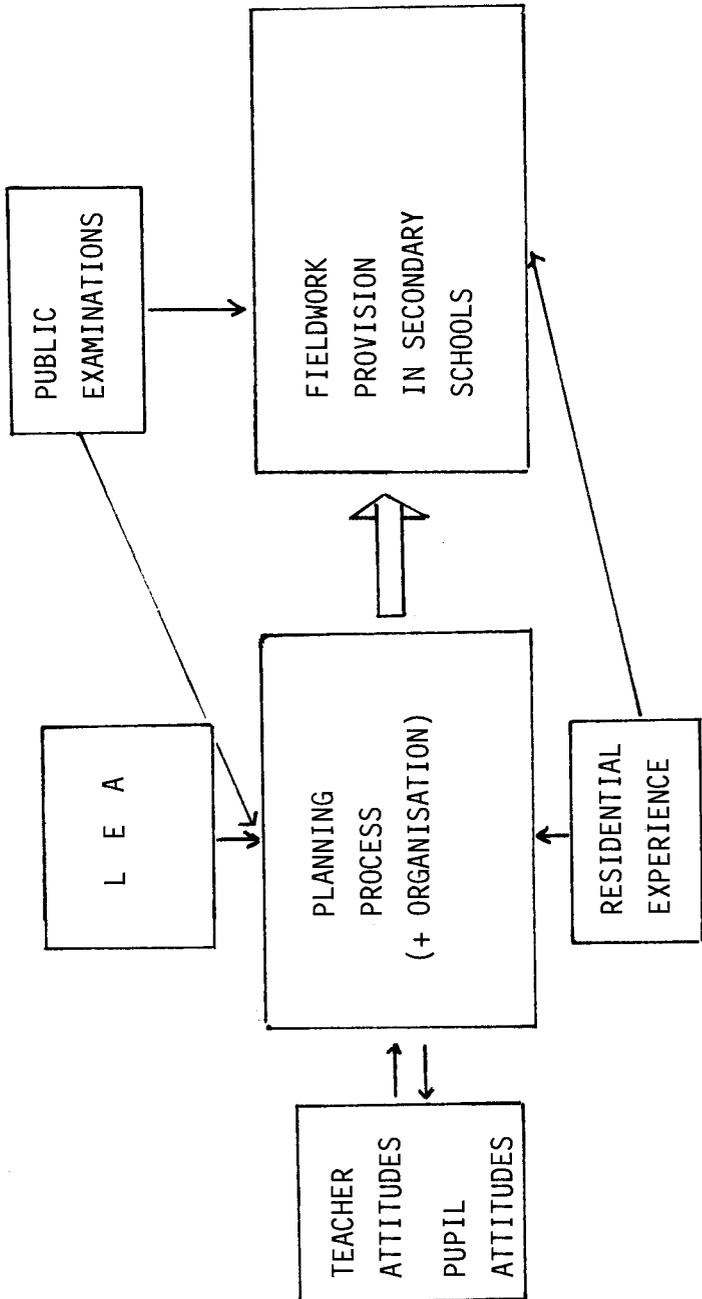


FIGURE 11:1 THE INTERLINKAGE BETWEEN TARGETS OF INVESTIGATION

The workings of the spiral fieldwork curriculum can be seen in Figure 11:2 which, in many respects, can be seen as a 'Goals Model' - a 2D/3D matrix which facilitates the achievement of all the aims and objectives in a systematic way paralleling the pupils' maturation and academic progress through their school life. Fieldwork has been accepted as a vehicle, by respondents throughout the surveys, for delivering the educational aims set out in the diagram. These aims are realised through the 7 geographical objectives of fieldwork from data collection to mapwork. Although there may be more, it is these 7 objectives which have been referred to most frequently during this research. The spiral nature of the programme begins in the primary sector and progresses through to possible 'A' Level.

It was forecast in the Regional Schools' Questionnaire, conducted during the preparation period for introduction of GCSE, that such a continuity would become more of a necessity than an ideal as the compulsory fieldwork requirements of GCSE demand knowledge and experience of techniques and skills which cannot easily be taught in Year 4 alone. The more preparation pupils have of collection, recording, presentation and analysis of data, the more relevant and valuable the individual project work, as part of GCSE, will be.

The Follow-up Regional Schools' Questionnaire and the Interviews showed that teachers were trying to put this into practice. What constitutes a fully integrated spiral fieldwork curriculum is hard to judge. Do 1 or 2 half day units a year allow full integration? Teachers highlighted the need for quality and continuity rather than quantity - evidence seen in practice of a developmental process both in terms of practical use of techniques and in the study (and interest) in a range of environments, some familiar and others unknown. A role for residential fieldwork, therefore, is seen as important.

Discussions by Thomas and Hart (1986) of the concept of 'Framework Fieldwork' illustrated the flexibility of techniques and skills to almost every level and in this way pupils can be seen by themselves to be making a valuable contribution to the overall picture of fieldwork in geography. Emphasis on observation and collection of data in the local area is replaced gradually by emphasis on recording, presentation and analysis. Discussions of answers to Question 4 of the National Schools' Questionnaire, identifying

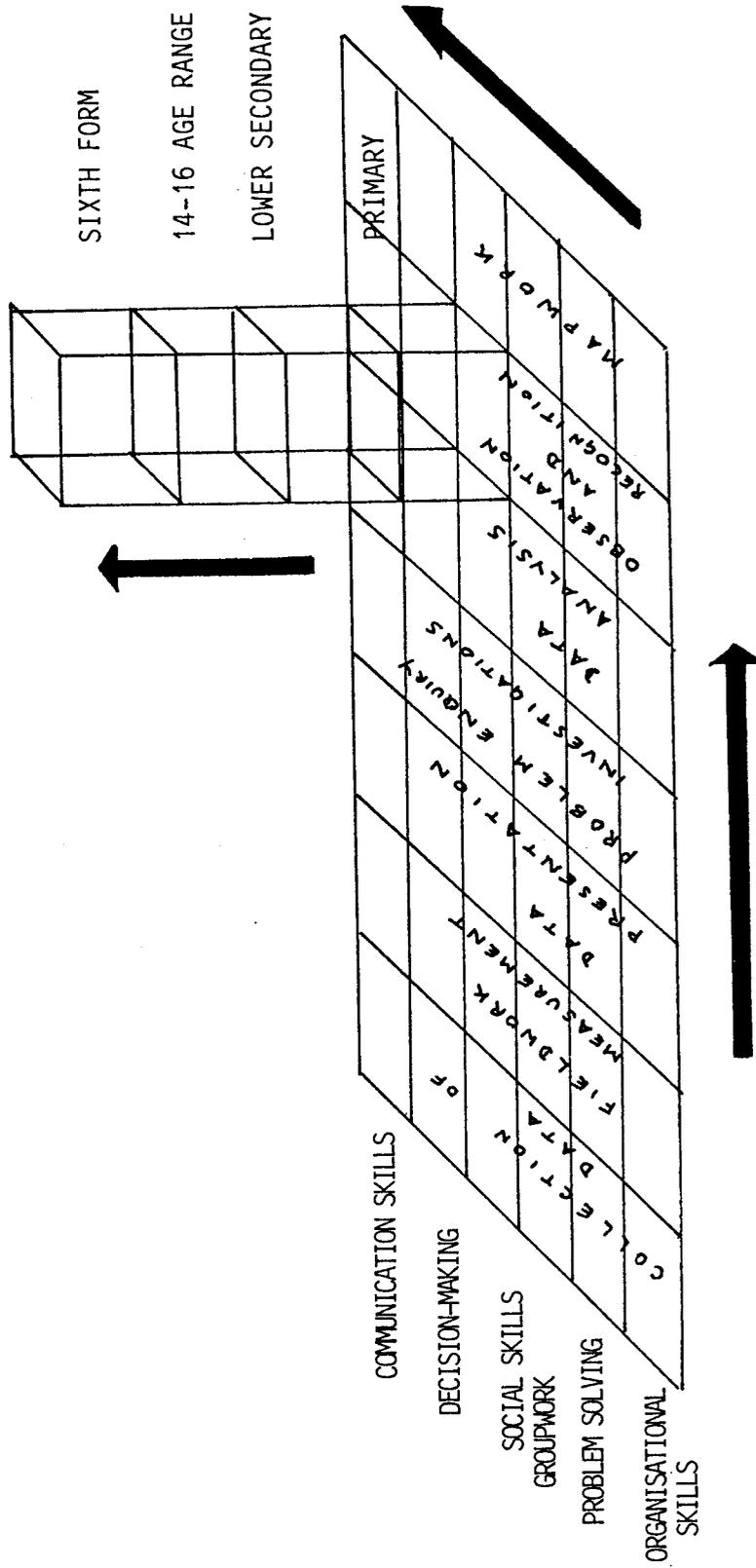


FIGURE 11:2 THE PROGRESSION OF FIELDWORK: THE FIELDWORK SPIRAL

changes in fieldwork approach, illustrated this point well and there were strong indications of a need for change at ALL levels towards more individual/group based research fieldwork rather than merely observing patterns and then collecting as much information as possible to illustrate them.

Residential courses are seen to be important in developing the cross-curricular nature of geography fieldwork. Replies to the Follow-up Regional Schools' Questionnaire and Interviews advocated cross-curricular courses, especially as pressure on staffing and timetables increased. Figure 11:3 sets out a similar Goals Model to that in Figure 11:2 but concerned with cross-curricular aims. The goals are realised through a number of subjects of which geography is one and developed through education from the primary to the Sixth Form sector. Interview schools where such cross-curricular fieldwork takes place illustrated how successful residential weeks can be organised on this basis. This may well increase the complexities of planning with planners taking on more of a co-ordinating role, but it does reduce staffing and timetabling problems and provides excellent opportunities for subject departments to work together on important cross-curricular issues.

The impression, through the latter surveys, was that geographical fieldwork, to survive and justify its position in the school curriculum, may have to become more cross-curricular. Cross-curricular themes such as economic awareness, environmental education, health education and political awareness fieldwork is in a good position to undertake but the understanding is, from the surveys, that subjects such as biology, technology, economics, history, chemistry, environmental studies and physical education must become more involved. The introduction of GCSE has created the opportunity and desirability (in some cases necessity) to develop cross-curricular fieldwork, a trend which has yet to become general.

This study clearly identifies the trend in fieldwork towards hypothesis formulation and testing and field research. The traditional approaches of field demonstration and testing have been replaced by the more pupil-centred field research of the modern day fieldwork programme. Objectives lie in introducing pupils to skills involved in enquiry to help in their

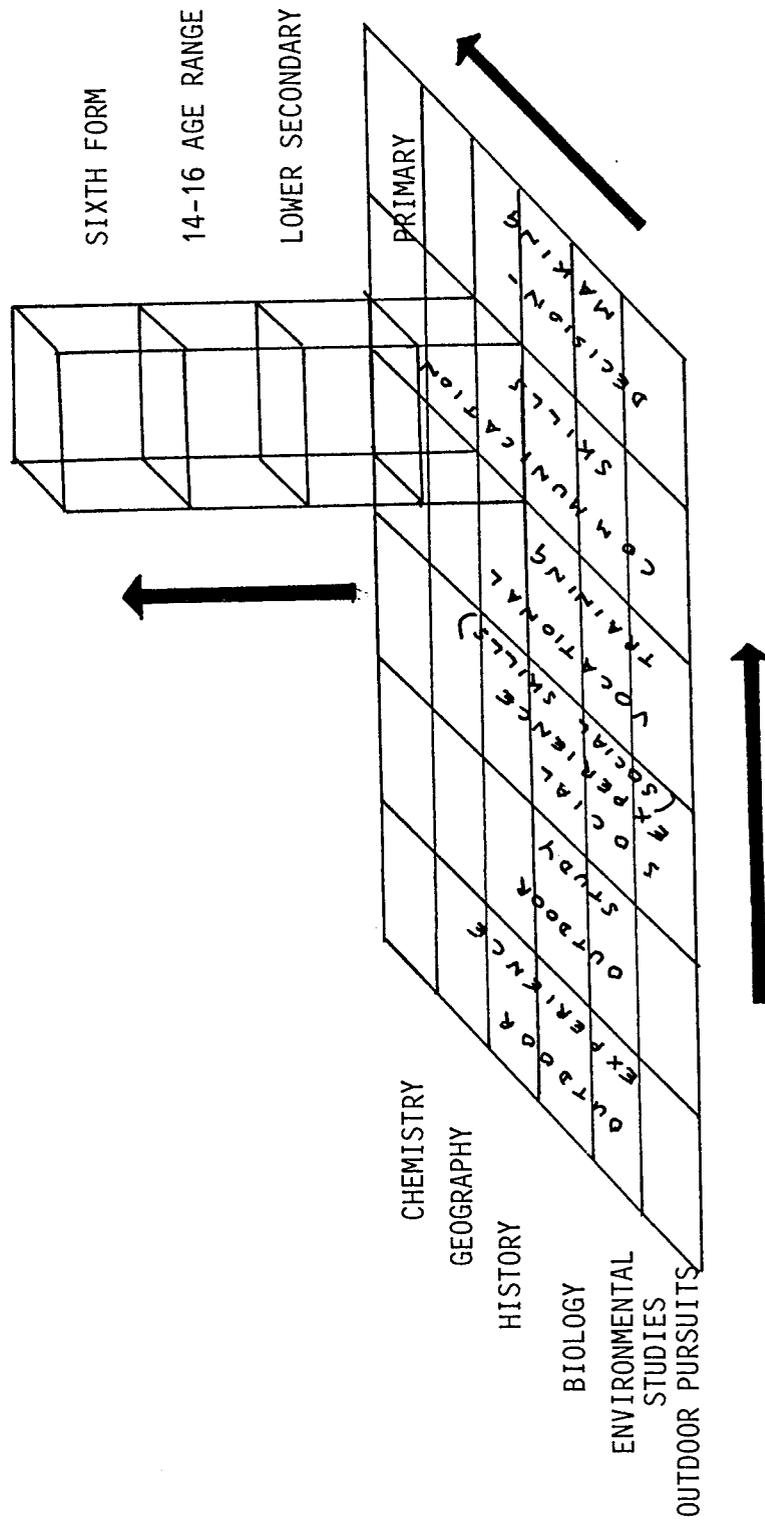


FIGURE 11:3 CROSS-CURRICULAR FIELDWORK (IN THE SPIRAL PACKAGE)

individual project work. The link between the two is seen to be strong and has an important bearing on the planning process.

11:2 PLANNING AND ORGANISATION OF FIELDWORK PROGRAMMES (TARGET 2)

The reports on the data collected outline the steps involved in the planning process. All targets of investigation are involved. Although residential fieldcourses require more detailed and complex planning and organisation even local fieldwork today requires careful planning. Setting up a spiral programme requires time in preparation, planning and organisation and this, together with the expertise demanded, creates powerful constraints from the outset. The reduction in planners' morale is an underlying theme of the reports. Being faced by regulations and red tape fieldwork planners, with difficulty, try to respond positively to the question: is the organisation worth the effort and time?

Figure 11:4 illustrates the nature and complexity of the system of constraints and opportunities which interlink to influence the planning process. The system has been identified through data collection and analysis and a generalised measure of importance has been used based upon the number of references in the instruments of measurement. This offers a crude yet useful pointer to the interrelationships involved.

The reports have identified a range of new and exciting opportunities for fieldwork, the aim of which is not merely to increase the amount of fieldwork organised in schools. Involvement by pupils in leisure pursuits, an awareness of and care for the environment and an extension of outdoor study are all aims of these new opportunities. The range is summarised in Figure 7:1. Initiatives to strengthen school links, and in particular geography links, with local industries, farms, planning departments for example, are used to develop fieldwork programmes.

The shrinking residential market and the changes in fieldwork approach have led to some dramatic developments. As economic factors dominate the market has become commercialised. Field study centres have become aware of their image and the need to publicise their courses in schools. These courses have to be relevant, enjoyable, intensive, up-to-date and well presented.

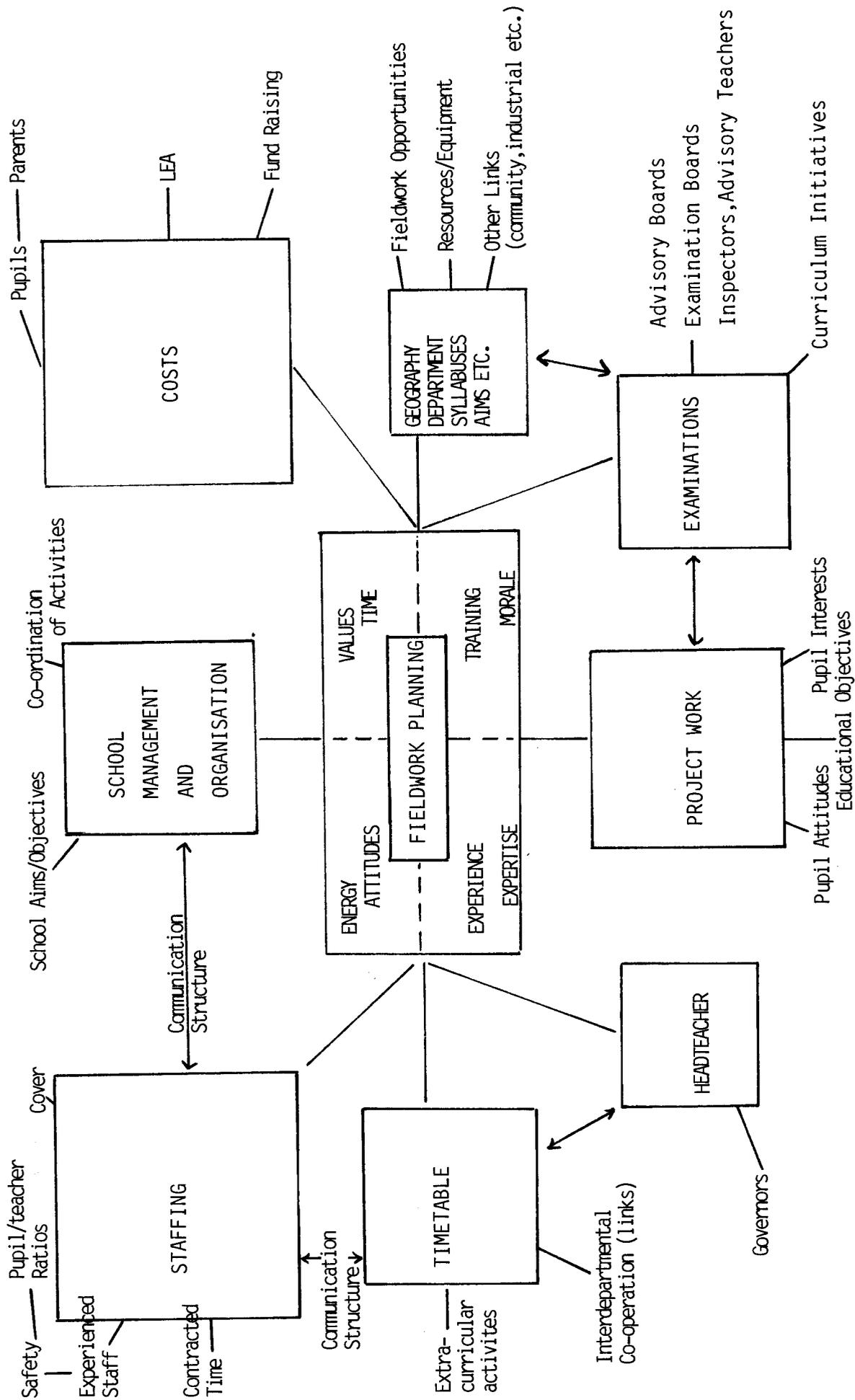


FIGURE 11:4 SYSTEM OF INFLUENCES ACTING ON THE FIELDWORK PLANNING AND ORGANISATION PROCESS

Teachers contacted have taken advantage of cross-curricular 'weeks' organised by private companies for GCSE and of tutors' expertise in 'A' Level fieldwork. A small number used travel companies for foreign fieldwork courses and these companies now provide the complete package (travel accommodation and fieldwork). Glossy brochures and slick marketing does not only involve large school travel firms. The 'Good Field Study Centre Guide' provides evidence of increasing emphasis on high standards of accommodation, service and courses and this applies even to the smallest centre. Figure 11:5 provides a summary of developments and these can be related closely to those shown in Figure 7:1. Commercialisation does reduce certain pressures for the planner. Worries about finding the right site and accommodation and the most suitable work programmes are lessened when ready made packages are used. Unfortunately, as argued by field study centre staff, these can only be provided at a realistic cost which may be too high for many fieldwork planners who would, in fact, benefit from them.

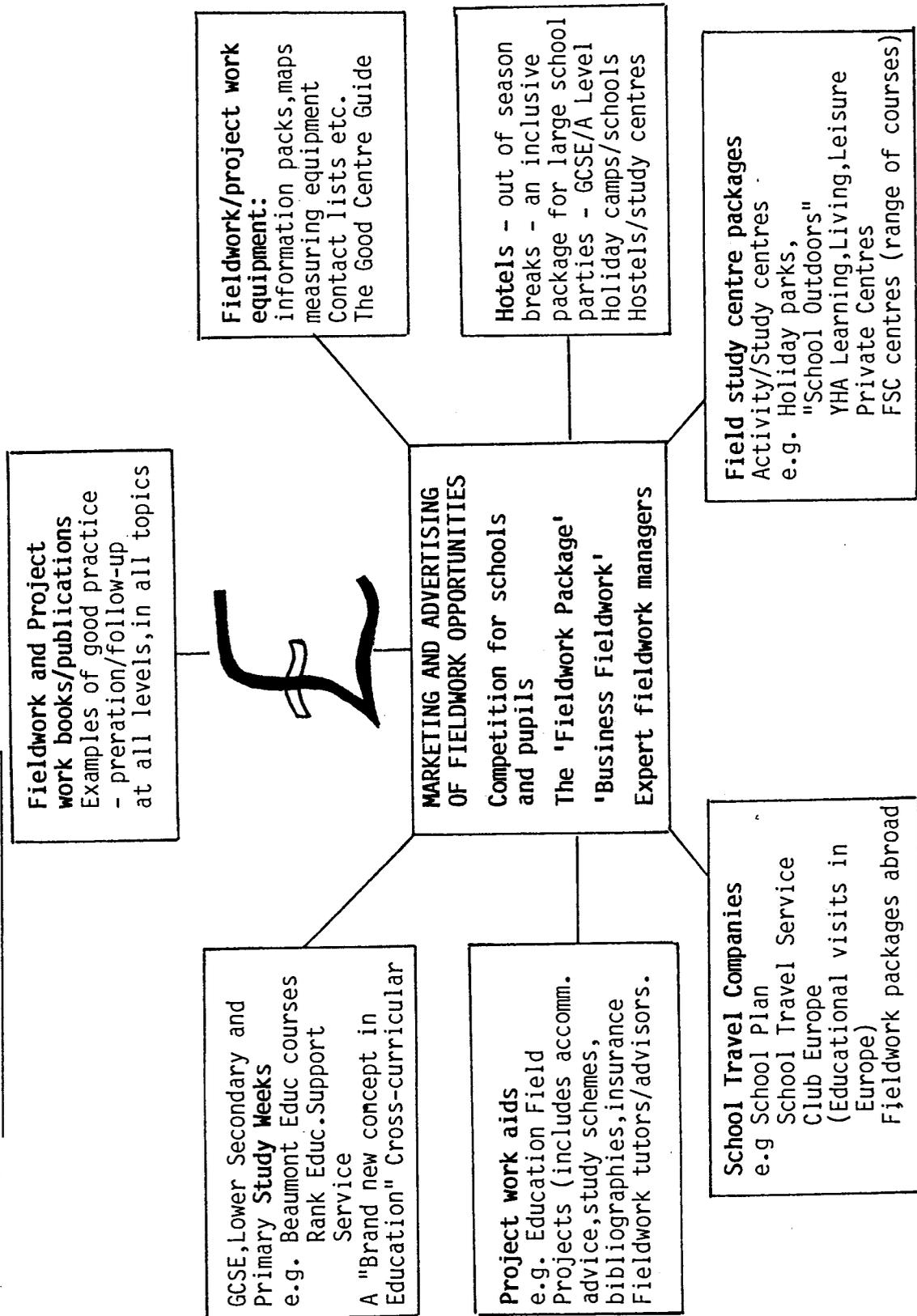
Constraints, of which costs are one important element, provide the second half of the balance. Constraints have been highlighted at every level of the fieldwork spiral. The main ones are listed below and are then discussed further:

- (i) The 'staff factor'
- (ii) The 'timetable factor'
- (iii) The 'time factor'
- (iv) The 'cost factor'

(i) The 'staff factor'

Teachers throughout the surveys highlighted the importance of staff co-operation, availability, expertise and motivation. Increased emphasis on safety has put the spotlight on teacher-pupil ratios, the thoroughness of the preparatory planning and the expertise of the planner/leader. Staff shortages, particularly in fieldwork planning expertise, may well have repercussions on the amount of fieldwork organised. The reliance on part time staff is also causing acute problems and many of the replies to the questionnaires and interviews claimed staff relationships were causing difficulty (creating conflict in some cases) in the planning process. This in turn affected the amount of fieldwork offered to pupils.

FIGURE 11:5 THE COMMERCIALISM OF FIELDWORK



Internal management problems were also highlighted. Both the Follow-up Schools' Questionnaire and the Interviews revealed problems that planners had with headteachers and other senior staff colleagues. In only a few cases were relationships positive enough to encourage more fieldwork. The difficulty of finding supply cover was also seen as an increasing influential factor. With local management this was not only difficult but expensive.

The main elements of the 'staff factor' are set out in Figure 11:6. Teachers no longer spend all their time teaching. Other responsibilities, pastoral or managerial pose constraints on time which, in turn, reduces availability of staff to accompany and indeed plan fieldwork exercises and residential courses. The effects of the industrial action by teachers and the new contractual time of 1265 hours are well documented in the survey reports. The need to set priorities with their limited time often means that fieldwork is reduced in priority order, even within a geography department's own responsibilities and the 'staff factor' increases its influence at all levels. All four of the elements outlined are directly interlinked and together are seen as a major modifying influence on the planning process. Immediate and often constant changes in the 'staff factor' create constant change in the fieldwork picture in each school. These, in turn, create an unstable picture overall.

(ii) The 'timetable factor'

Pressure of staffing difficulties and the inflexibility of the timetable are closely linked. Figure 11:7 shows a three-way interlinkage which has been identified by teachers involved in the data collection. The school's communication system plays a pivotal role. So too do the school's management structure and interdepartmental co-operation. They are different in each school and in this framework a number of influences operate - public and internal examination requirements and deadlines, option systems, assessments and profiling and annual and termly events for example. All these restrict the planner's movement in his or her action space and make the move towards a spiral programme that much more difficult. Only public examinations affect the content of fieldwork. The other logistical constraints influence timing and type of fieldwork. In the long run, therefore, they affect

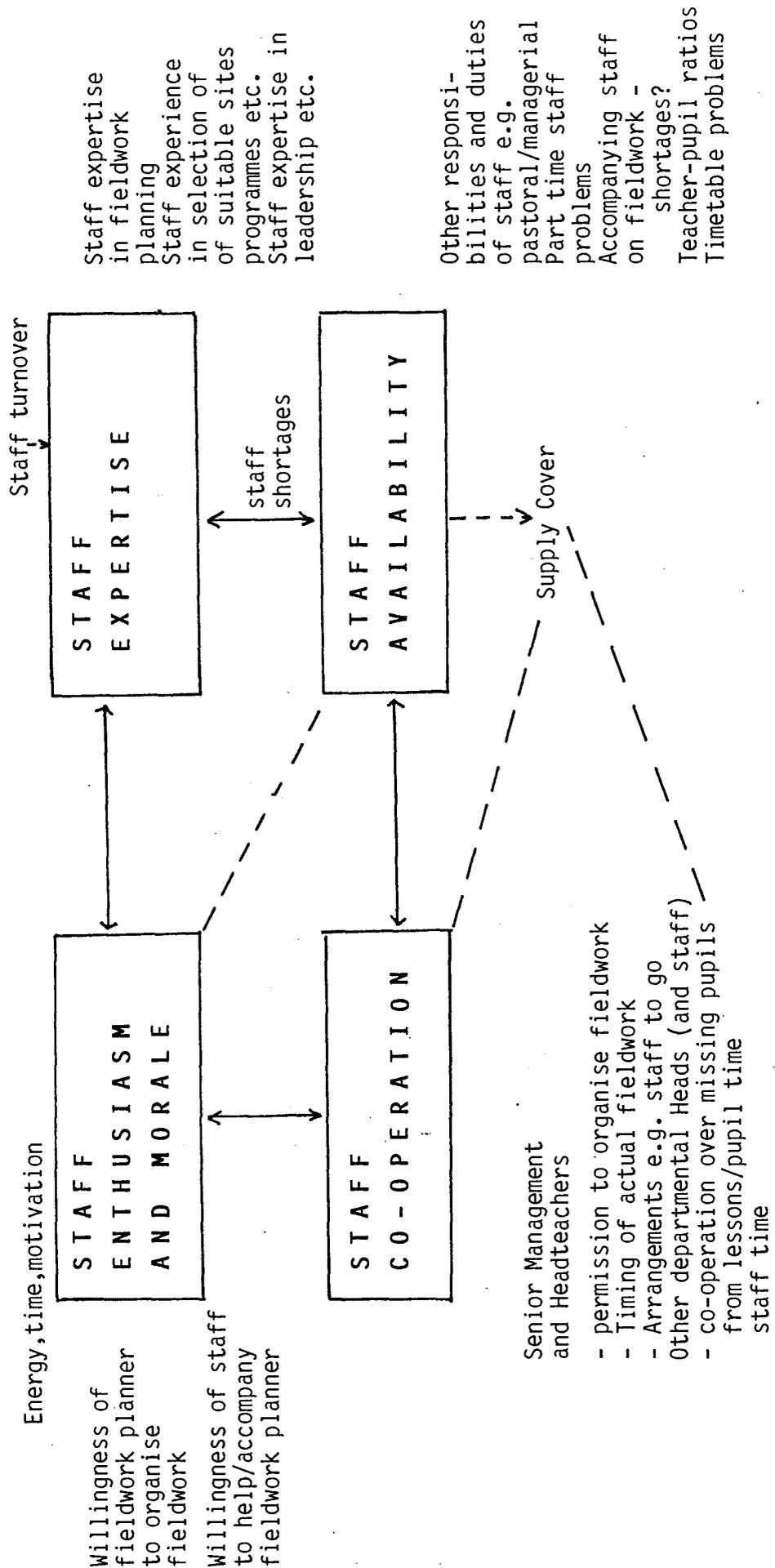


FIGURE 11:6 THE 'STAFF' FACTOR IN FIELDWORK PLANNING

What are teacher-pupil ratios(LEA)?
 How large are class groups?
 Teachers' contractual time-how important?
 Classes missed - are they losing out?
 Parents or 6th Formers to help out?
 Supply cover or internal cover?
 How many geographers staff are available?
 How many staff are available?

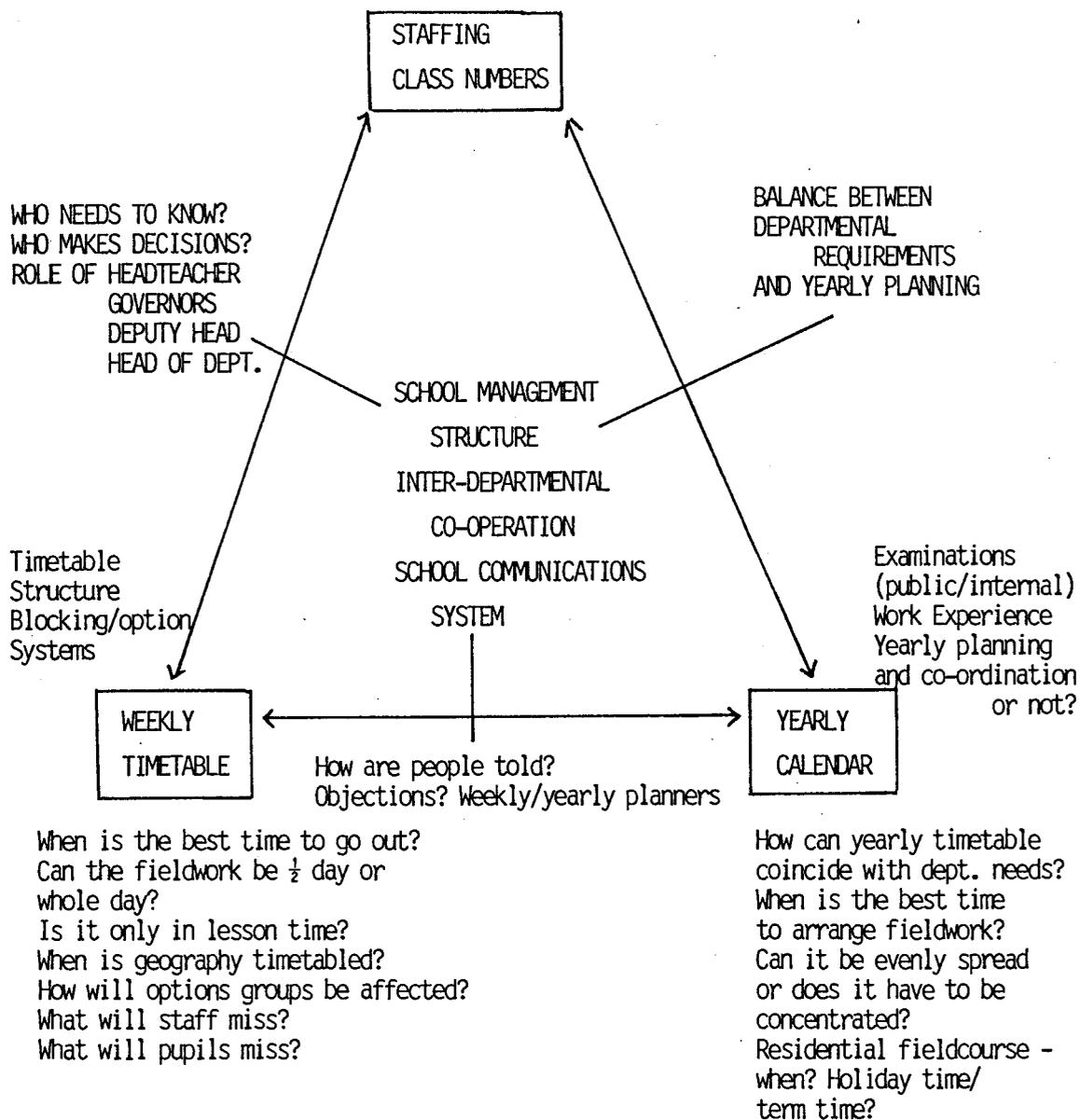


FIGURE 11:7 CONSTRAINTS OF THE TIMETABLE ON THE FIELDWORK PLANNER

'efficiency' and relevance of the fieldwork package offered to pupils.

(iii) The 'time factor'

A major factor to come to light during data collection is the issue of time. This received little attention in the work of Boardman and Lancaster discussed in Chapter 1. Two aspects are highlighted: pupil time and teacher time. Both of these are outlined in Figure 11:8 which sets out what is involved in the 'time factor' as identified by the reports. Progress through the diagram is straight forward. All issues have been discussed at length in the survey reports. It is a summative diagram which clearly emphasises the amount of time taken up by pupils and in particular by teachers in the planning, organisation, implementation and follow-up of fieldwork. Time involved in practical planning and organisation ranging from the writing of a carefully worded letter to parents (an issue discussed in Chapter 8), booking train tickets or hiring a coach to worksheet preparation is enormous. If the fieldwork is to be successful and fully justifiable the whole process requires time.

This is for one fieldwork exercise or course. Keeping up-to-date with new sites, developments, programmes, methods of study and techniques requires time on a regular basis if fieldwork is to remain 'fresh', a term often quoted in the comments of teachers. This pressure parallels a similar difficulty experienced by field study centre staff as they compete in a volatile fieldwork market. The educational changes which have taken place during the period of study have added to this constraint on the fieldwork planner. Teachers were clearly frustrated with their lack of time which they considered a major constraint both on the amount and the quality of the fieldwork they planned.

From a pupil's point of view, fieldwork takes up lesson and homework time, not only in geography but in other subjects as well. If residential fieldwork is organised, then as teachers claimed in the Interviews, pupils lose 'work time' or their own vacation time.

(iv) The 'cost factor'

The new charging policy introduced in the Education Reform Act 1988, rather

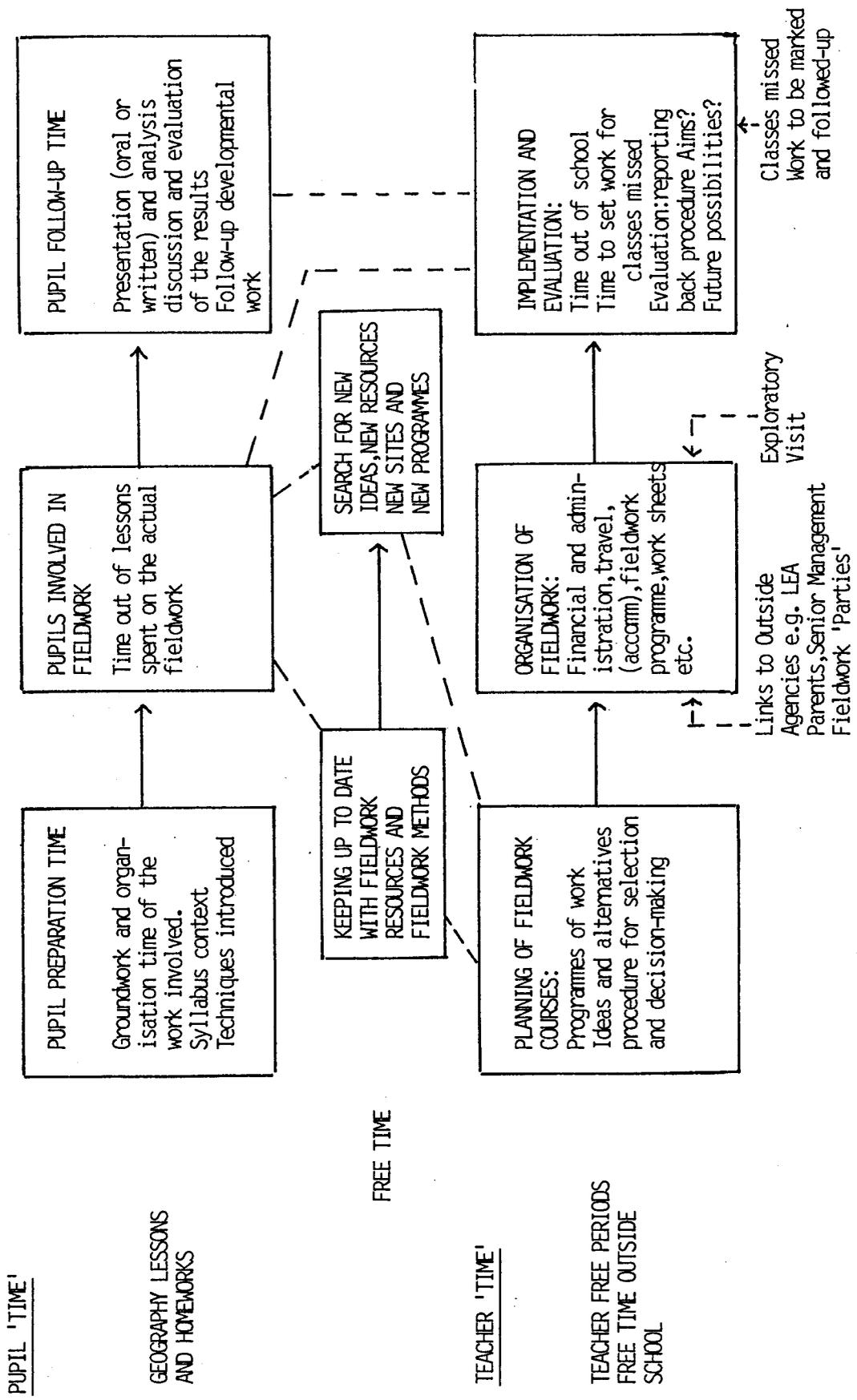


FIGURE 11:8 THE 'TIME' FACTOR IN FIELDWORK PLANNING

than simplifying a complicated picture, has made it much more confusing. The themes of confusion and frustration seemed to underlie the Follow-up Regional Schools' Questionnaire, the Interviews, the LEA Questionnaire and the survey of field study centres. Data collection has been conducted against a background of incidents, debate and developments in this context. Publication of the Ombudsman's Report to Wiltshire County Council is seen as the initial trigger of a long saga of developments and debate which seems to have included the respective roles of local and residential fieldwork, the charging of parents for 'essential' as opposed to 'non-essential' fieldwork (and the subsequent debate over the definition of these terms) and the more general roles of the school and the LEA in supporting fieldwork in geography.

The 'cost factor' is obviously made up of a balance between costs (resources, travel, accommodation and fees) and income (parental (pupil) contributions and LEA (or school) support). This resulting balance is seen, throughout all the data collection surveys to have a major effect on the amount, type and location of the fieldwork offered to pupils. Reductions in support by LEAs can be added to increasing costs of travel, resources, fees and accommodation to overtip the balance and this is illustrated in Figure 11:9. The surveys have shown quite clearly that traditional fieldwork patterns, established for many years, have been completely changed because of this factor alone.

Teachers from the National Schools' Questionnaire considered costs to be a very important influence on their planning decisions. They strongly felt that this influence would grow in the future. Such feelings were supported through the rest of the study. Figure 11:9 reveals the issues involved and the stark alternatives open to fieldwork planners. The charging policy of the Education Reform Act was seen by the Geographical Association as the biggest single threat to geography fieldwork. The Association went to great lengths to justify its role and demand special status. Its views are discussed in Chapter 8. Field study centre staff and LEA representatives viewed this threat seriously. Reports on the visits to selected field study centres showed that the impact of the new charging policies was already being felt and numbers of pupils were declining.

The Interviews, in particular, showed up the delicate situation in which fieldwork planners find themselves. Do they ask for more parental support? Do they modify their fieldwork programmes, adjusted to suit the possible

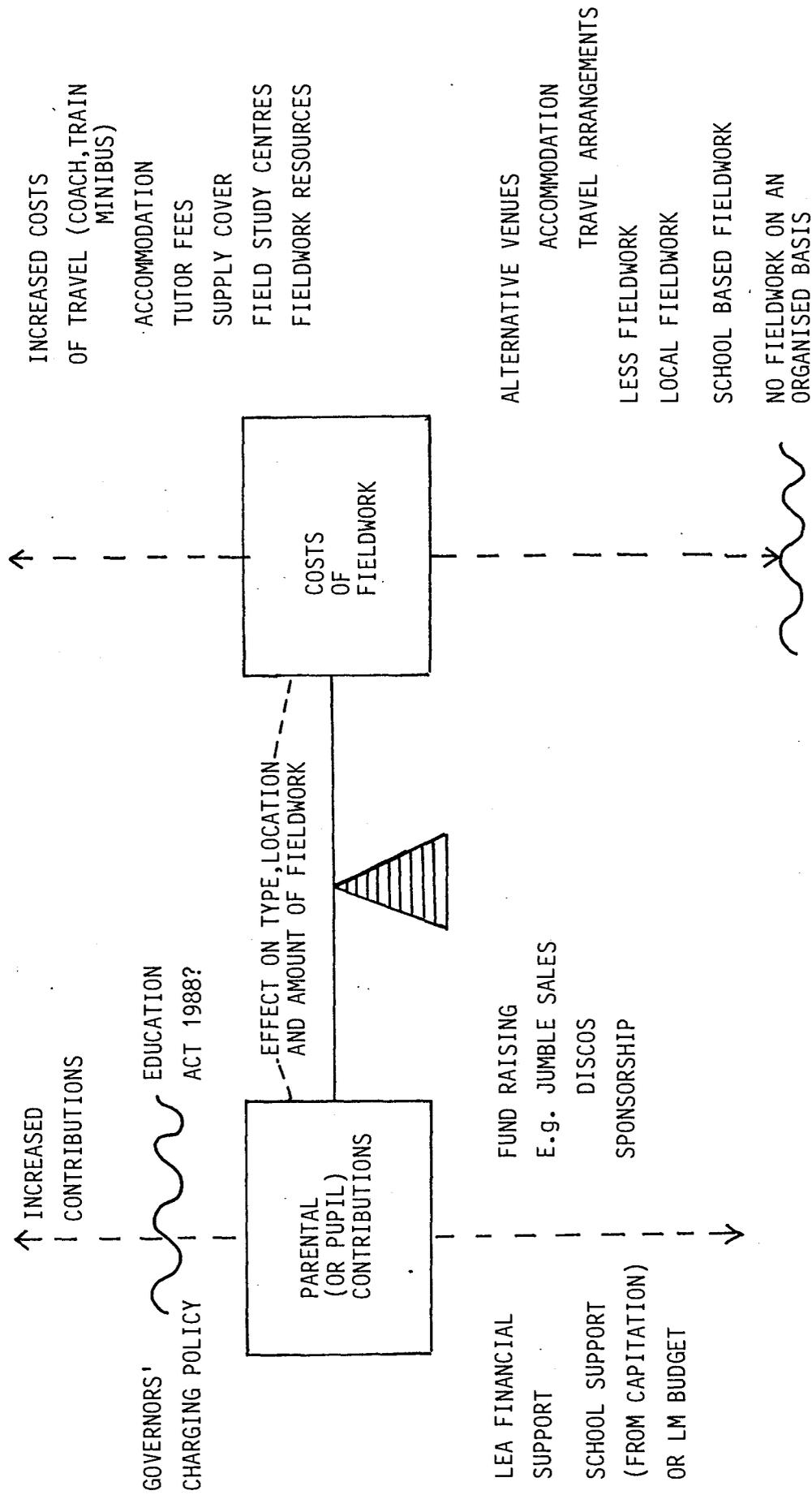


FIGURE 11:9 THE 'COST FACTOR' IN FIELDWORK PLANNING

income available? Do they deliberately reduce the programme or abandon it altogether and concentrate on fieldwork in the school grounds the most 'economic' fieldwork possible? The LEA Questionnaire was conducted at a time of intense review and appraisal of their support policies in the light of recent developments. The picture which emerges here reported on in Chapter 8, is amazing for its complexity and variety. The climate was one of 'wait and see', one of present confusion in the hope of greater clarity and direction in the future. As costs rise the interplay between pupil interest, parental willingness and ability to contribute and the cost cutting planning of the fieldwork planner have been clearly identified.

11:3 TARGET 3 THE ROLE OF PUBLIC EXAMINATIONS

The study period included major changes in the structure of public examinations and in syllabus content. This, particularly at the 14-16 level has had direct and important repercussions for the fieldwork planning process. The Regional and Follow-up Regional Schools' Questionnaires were timed to correspond with the preparation for and the introduction of the GCSE examination. These, together with the Interview surveys, provided an excellent opportunity to collect data on teacher perceptions before and their immediate responses to change. Like the LEA Questionnaire which was undertaken at a time of change towards local management in schools, the Schools' Questionnaires were conducted at the best time to assess immediate thoughts and reactions to change. The instruments provided the means by which teachers could set out their hopes and fears. The response rates to the questionnaires and the full comments made showed that they did exactly that. The research design, discussed at length in Chapter 1, made up of partly quantitative and partly qualitative data collection techniques seemed to work well.

The GCSE examination certainly provided the stimulus for change. It answered the debate, outlined in Chapter 1, concerning the reflective or stimulus role of public examinations. GCSE provided justification for fieldwork, a lack of which had proved a major stumbling block in the past. Teachers had been strong in their condemnation of examination syllabuses for providing no lead or guidance in the amount, type and content of fieldwork that they should be planning.

Teachers replying to the National Schools' Questionnaire were involved in a combination of GCE 'O' Level, CSE, 16+ and 'A' Level examinations. The full range of examination boards was represented. Yet questionnaire results from teachers using one examination board were not significantly different from those using another and this applied at both the 14-16 and 16-19 levels. Fieldwork became part of coursework only in some selected examinations and this was really with reference to the completion of individual projects.

Teachers in the National Schools' Questionnaire perceived the first impact of GCSE to be the need for increased fieldwork provision. These forecasts have, generally, proved correct. There are signs of increased fieldwork provision at this level shown up by the later surveys. Results from the LEA and Field Study Centre Questionnaires support this trend. Encouragement felt by teachers as they read the GCSE National Criteria was doused a little by thoughts of the increased logistical problems but the mood of the National and Regional Schools' Questionnaires was one of high expectation. The increase in fieldwork provision, however, has not been universal across the schools contacted. Great strides in fieldwork organisation forecast early on in the study period have not materialised. In many cases the maximum amount of fieldwork which could be was being organised and if this was declining no reference to the GCSE criteria was going to stop it.

A major emphasis of this target of investigation has rested on the relationship between individual project work and teacher organised fieldwork. A clear link has been identified and the respective influence of each on each other outlined. In the Follow-up Regional Schools' Questionnaire and the Interviews it was revealed that in some schools teacher organised fieldwork was being replaced by individual project work. Many teachers believed this to be a direction for the future. However it is difficult to see how general this identifiable trend is.

Apart from the introduction of the Schools' Council 16-19 Geography Project 'A' Level (ULSEB) which was highlighted by every field study centre as being a significant development, there has been little change at 'A' Level. The 16-19 Geography Project 'A' Level has created the impetus for change and schools involved in this claim it to have a major impact on the approach and content of the fieldwork they plan and organise. Teachers following this

particular 'A' Level syllabus did not necessarily organise more fieldwork. The approach was different and this has implications for the planning process. For the field study centre the 16-19 Geography Project 'A' Level has helped to increase numbers, or at least reduce the rate of decline. This decline is evident at field study centres which are, as was stated in Chapter 3, at the sensitive end of the volatile fieldwork market. Declining numbers have created the need to diversify into other markets. Reliance on school pupil numbers is no longer seen as a viable situation.

11:4 TARGET 4 THE ROLE OF THE LEA AND GOVERNMENT POLICY

This is a complex role. The brush strokes painted in this target have become more confused and blurred as the study period went on. The tragedy at Lands End and the Ombudsman's ruling against Wiltshire County Council are two events in a series of influences now operating on the fieldwork planning process. The surveys have shown up a very mixed set of policies for and attitudes about fieldwork in schools. The influence of LEA/ Government policy can be seen generally in Figure 11:10 at most of the stages of the planning process from preparation to evaluation. The Schools' Questionnaire provide evidence for these influences at each stage.

Chapter 8 analyses the target in detail and Figure 11:10 can be seen in the context of the developing analysis of the planning process as seen in the general perspectives at the end of each report. The LEA influence will decline as local management is introduced nationally into all schools. At the same time, however, the role of the headteacher and senior school management will increase as decisions are made about financial support for out-of-school study activities. During the period of this study, however, the LEA influence has been seen to be of major significance, not only in shaping the organisation of the fieldwork course but also in determining the amount undertaken, through its support mechanism. LEAs are therefore an important part of the picture and as such the emphasis placed on this target of investigation is justified.

11:5 TARGET 5 THE RESIDENTIAL EXPERIENCE

Much has already been discussed about the residential experience. Although a separate target of investigation structures the discussion the input into

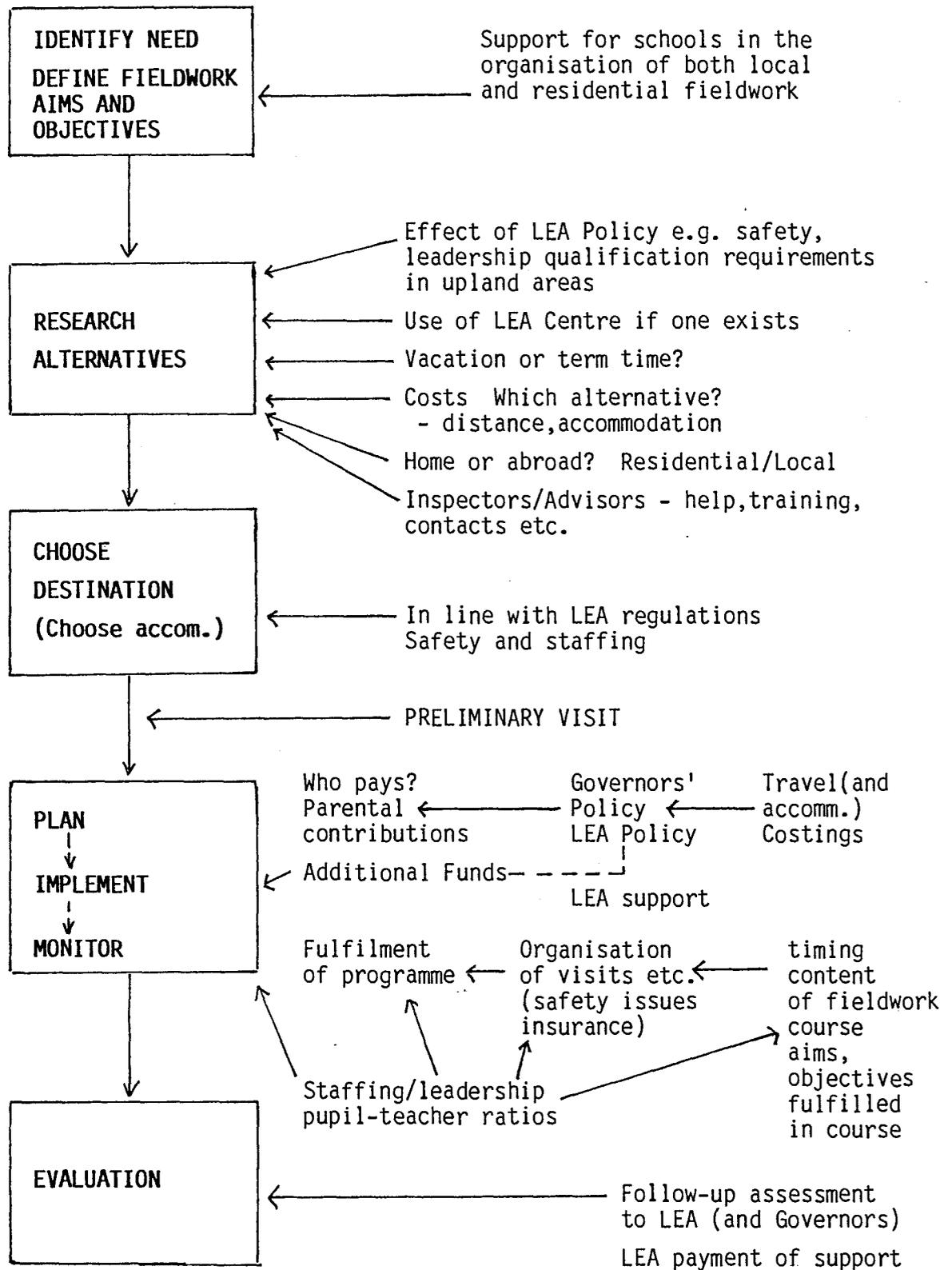


FIGURE 11:10 INFLUENCE OF LEA POLICY ON THE PLANNING PROCESS.

the overall picture is much wider than this and direct and indirect references to residential fieldwork, its role and importance, its planning and organisation, and its future have been made in all of the questionnaires to schools, Interviews, the LEA Questionnaire and the Field Study Centre Questionnaire and visits.

There is no doubt of the residential experience's wider role. This has been identified again and again. All teachers would lament the passing of the residential fieldcourse. Figure 11:11 summarises all the benefits of the residential experience as identified by teachers in this research. The benefits are wide ranging and go well beyond the realms of geography fieldwork. Yet they are all seen to be important. The trend, quite clearly identified in the surveys, is to consider residential work in these wider terms, to usher in a new period of cross-curricular fieldwork and inter-departmental co-operation as well as to develop many of the strands of vocational training and problem solving as part of the building up of experiences for the record of achievement at 16.

The division between educational and social aims was not considered significant. The debate, discussed in Chapter 1, was not evident in the answers to the Follow-up Regional Schools' Questionnaire, the Interviews or the Questionnaire to Field Study Centres. Key words from the surveys, concerning residential fieldwork, included:

RESPONSIBILITY - GIVE AND TAKE - CO-OPERATION - OBSERVATION
AWARENESS - CONFIDENCE BUILDING - INTEREST - SHARING - COMMUNICATION
ACTIVE RESPONSE - COMPARISON - ENVIRONMENTAL PROCESSES - INDEPENDENCE
DECISION-MAKING - RESEARCH - PROBLEM SOLVING - DATA COLLECTION

All of these could, of course, be connected with local as well as residential fieldwork but they are seen working at their best where residential fieldwork is concerned.

The surveys showed up the fears of teachers for the future of residential fieldwork. Although the great range of new opportunities make the list of possibilities and the scope for residential fieldwork that much greater the opposing constraints weigh heavy on the planning process. These are well documented in this study. They were highlighted in the National Schools' Questionnaire and have been extended further through the rest of the data

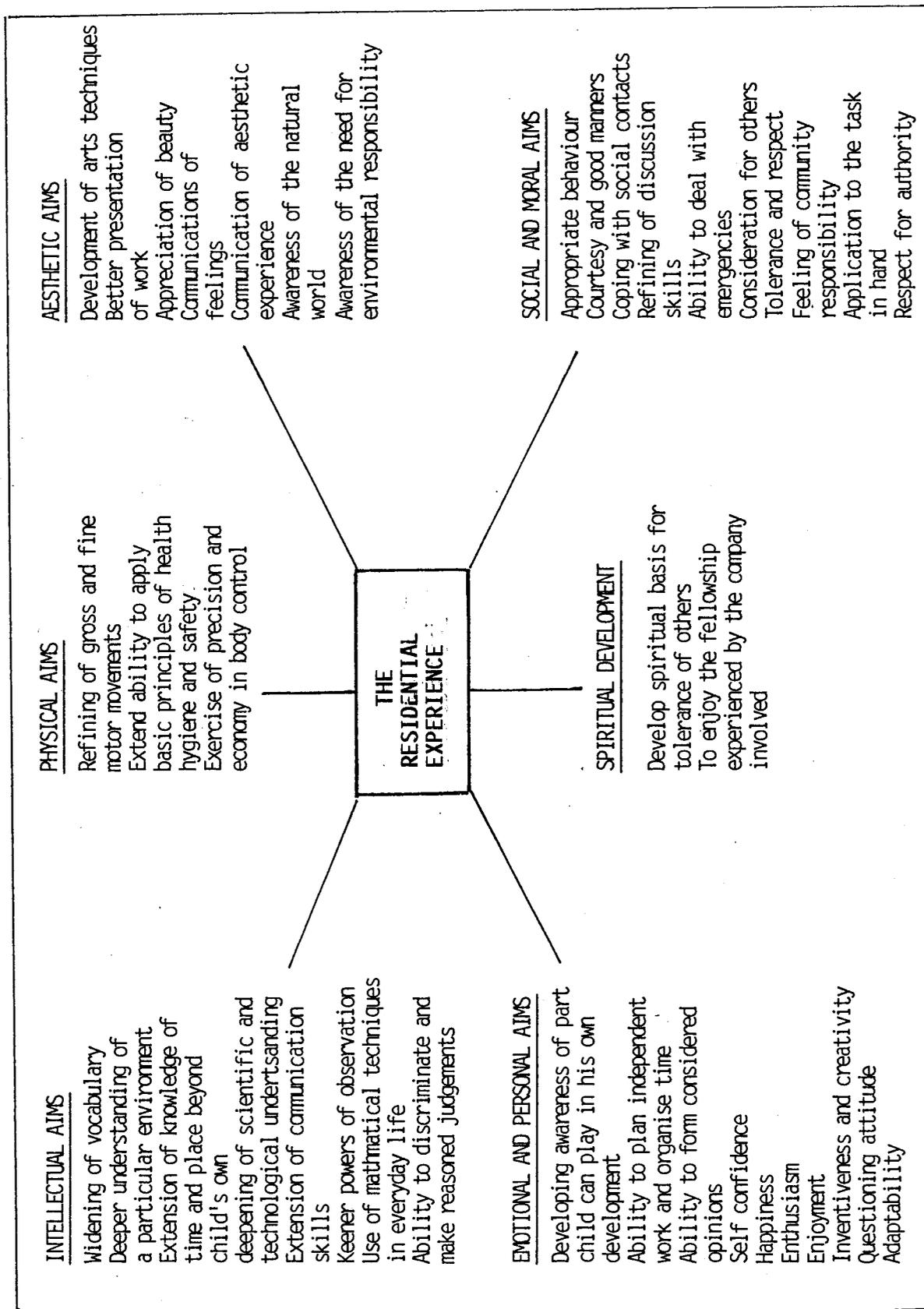


FIGURE 11:11 THE RANGE OF AIMS AND OBJECTIVES OF THE RESIDENTIAL EXPERIENCE

collection. Most geography teachers have the same, positive view yet justifying it to others who need convincing is an age old problem dating back to the school journeys of the early 1900's. In general nothing seems to have changed. Yet it is seen, more than ever, as an important part of the overall picture.

11:6 TARGET 6 PUPIL AND TEACHER ATTITUDES TO FIELDWORK

The role of the fieldwork planner is considered, in the light of responses to the surveys, to be an increasing challenge. Having defined the situation in which the fieldwork planner finds him(her)self in and the influencing factors (s)he faces it is left to the personality, character, expertise, time and energy of the fieldwork planner to accept the challenge and plan fieldwork for the future. This study is not concerned with personality and character. Yet attitudes shape the way in which the planning is approached and processed. Teacher attitudes and the planning process affect each other.

A number of different attitudes have been identified but it is difficult to classify them. The Teacher Attitude Questionnaire, undertaken at the time of the Interviews, provided means by which attitudes could be identified and their strengths measured. All teachers contacted believed fieldwork to be of major benefit to pupils and their ideal was to do as much as they considered relevant. In that sense attitudes were universally similar. It was their attitudes to the planning process and more especially to the constraints that differences showed up. Some teachers, and it is impossible to quantify, believed the constraints to be minimal. Extensive use had been made of the new opportunities offered and fieldwork programmes had been developed at different levels in the school. Problems were minor and were easily overcome.

There were other teachers whose motivation for fieldwork planning was very low. Constraints outweighed any belief in benefits and they quoted, quite bluntly that fieldwork planning was now not worth the effort and time. Only a few pupils experience fieldwork. Morale and enthusiasm are both low having a major detrimental effect on fieldwork planning. Between these extremes lie most teachers contacted in the research with a majority tending towards the pessimistic rather than the optimistic attitude about

fieldwork planning both now and in the future. Uncertainty was causing anxiety and the number of constraining factors was causing frustration.

The Pupil Attitude survey provided encouragement at the end of the long process of data collection. Pupil support for fieldwork at all levels was very evident. They believed in its value, not so much as a way of 'getting out of school and missing lessons' but of studying the environment first hand and learning out-of-doors. Surprisingly pupils seemed to see the wider context of fieldwork, aware of the fulfilment of other aims besides learning geography skills and knowledge. Fieldwork provided valuable selling points for geography departments eager to attract pupils at both GCSE and 'A' Level and important marketing points for schools eager to publicise its out-of-school (not extra curricular) activities.

To the vast majority of pupils contacted fieldwork was fun, relevant and worthwhile, all important points which encourage fieldwork planners and add a much needed part to the overall picture. Pupils are prepared, as the Pupil Attitude Survey and the Interviews with teachers show, to participate and pay (or their parents pay) if the fieldwork is seen to be relevant, interesting and enjoyable. Missing school lessons is seen more as a drawback than an aim. This may seem surprising yet teachers consistently emphasised the need for integration of fieldwork programmes and careful planning of all fieldwork. Given these pupil attitudes the fieldwork planner has more incentive to fulfil these needs.

What the whole picture shows is the process of fieldwork programme design, planning, organisation and evaluation undertaken during a period of change. These parts of the process have been defined by the selected targets of investigation. If we return to the early Figures 2:1 and 2:2 it can be seen that instruments of measurement and questions/groups of questions relate to these four general areas involved in fieldwork provision in schools. Figure 11:12 shows examples of this relationship using a number of example questions taken from the summary chart in Figure 2:2. The four component parts are not isolated phases. The research has illustrated, through the reports, and the general perspectives at the end of each report in particular, how interrelated they have become. Practical fieldwork design,

PLANNING STAGE	TARGET OF INVESTIGATION	INSTRUMENT OF MEASUREMENT	EXAMPLE QUESTIONS
DESIGN	1,3 1 1 1 1,5 1,5	I NSQ NSQ I NSQ,FRQ,I NSQ,FRQ,I	What are the aims/objectives of the fieldwork you organise? What is the most appropriate study approach? Has the nature of approach changed? What type of fieldwork do you plan? How much residential fieldwork would you like to do/do you do? Where do you undertake fieldwork?
PLANNING	1 1,4,5 5 3 3 2 1 1,5	NSQ,RQ,FRQ,I LEAQ,FSCQ NSQ,FRQ,I,FSCQ NSQ,I,FSCQ RQ,I,TAS RQ,I,TAS,PAS, NSQ,RQ,FRQ,I,LEAQ I,FSCQ I,FSCQ	How much fieldwork is done at each level? What is the balance between local and residential? Which residential base? How does fieldwork programme fit with exam syllabuses? How does fieldwork programme fit with individual study requirements? What costs are involved? What opportunities/techniques are available? What courses are available?
ORGANISATION	1 2 4 2,4 2,5 5 4	NSQ,RQ,FRQ,I NSQ,RQ,I,LEAQ NSQ,FRQ,I,LEAQ NSQ,RQ,FRQ,I,LEAQ, FSCQ NSQ,RQ,FRQ,I, FSCQ LEAQ	How many pupils are involved? What are the appropriate teacher-pupil ratios? Does the LEA provide support? What are the constraints - internal and external? When? where? With which staff? How are the Field study centres coping with change, directing change? What is the effect of LEA on organisation?
EVALUATION	6 6 3,6 5,6 4,5 2,6	TAS,PAS TAS,PAS RQ,I,TAS,PAS NSQ,FRQ,LEAQ, FSCQ,TAS,PAS I,LEAQ,FSCQ, I,LEAQ,FSCQ,TAS,PAS FRQ,I,LEAQ,FSCQ, TAS,PAS	Is the fieldwork undertaken valuable? Is it enjoyable? Is it useful towards examinations? How important is residential fieldwork/the residential experience? How important is the role of the field study centre/LEA/Govt.? How economic is the fieldwork done? What does the future hold for fieldwork?
<p>KEY: NSQ - NATIONAL SCHOOLS' QUESTIONNAIRE, RQ - REGIONAL SCHOOLS' QUESTIONNAIRE, FRQ - FOLLOW-UP REGIONAL SCHOOLS' QUESTIONNAIRE, I - INTERVIEWS, LEAQ - LOCAL EDUCATION AUTHORITY QUESTIONNAIRE, FSCQ - FIELD STUDY CENTRE QUESTIONNAIRE, TAS - TEACHER ATTITUDE SURVEY, PAS - PUPIL ATTITUDE SURVEY.</p>			

FIGURE 11:12 THE INTERRELATIONSHIP BETWEEN TARGETS OF INVESTIGATION, INSTRUMENTS OF MEASUREMENT, EXAMPLE QUESTIONS AND THE FOUR STAGES OF PLANNING

as opposed to an ideal design striven for by teachers, affects and is affected by the planning and organisation processes and the factors which act upon these. Evaluation by pupils, teachers, LEAs and field study centres (as well as by parents, other staff colleagues, governors and the headteacher for example) identifies whether or not the course or fieldwork programme was enjoyable, valuable, worthwhile, worth the time and energy and costs put into its planning and organisation and therefore overall successful. The results of evaluation, in turn, influence future design and planning. The framework of steps seems simple but the research has produced a complicated and varied picture. Yet, however complex and difficult the influencing factors have made the overall process and however much change modifies fieldwork planners' actions the targets of investigation selected for the research and therefore the picture in general should be seen within the framework of these four simple steps.

CHAPTER 12

Viewing the Picture

On the basis of the targets of investigation it is possible to establish a fieldwork model as illustrated in Figure 12:1. All the aspects of the picture are included and the identifiable links inserted. Changing subject content affects the opportunities available for study and these opportunities, in turn, affect the content of fieldwork programmes. The aims are translated through objectives to the planning, organisation and implementation of the actual fieldwork and it is through these stages that the learning situation is successfully (or not?) transferred into the field.

The outcome, either directly or indirectly, is affected by the numerous constraints identified in the research and it is the balance between the constraints and the aims/objectives of the fieldwork, related to the fullest possible use of the opportunities available which makes up the context in which practical planning takes place. The outcome of this balance determines whether or not the aims are successfully achieved to the satisfaction of the fieldwork planner. Other evaluation methods include assessment and profiling, use of fieldwork in examinations, the feedback in lessons (as shown by the pupils in the Attitude Questionnaire), social and environmental responsibility of pupils and the wider relevance of fieldwork outside geography and outside school.

This is, in a simple framework, the whole picture. Into this can be slotted the influence of the LEA and the field study centre. Fieldwork programmes must deliver their aims. They must be realistically costed and practically planned. The targets of investigation have built up a picture of the state of fieldwork provision and planning in secondary schools and a number of issues have been identified:

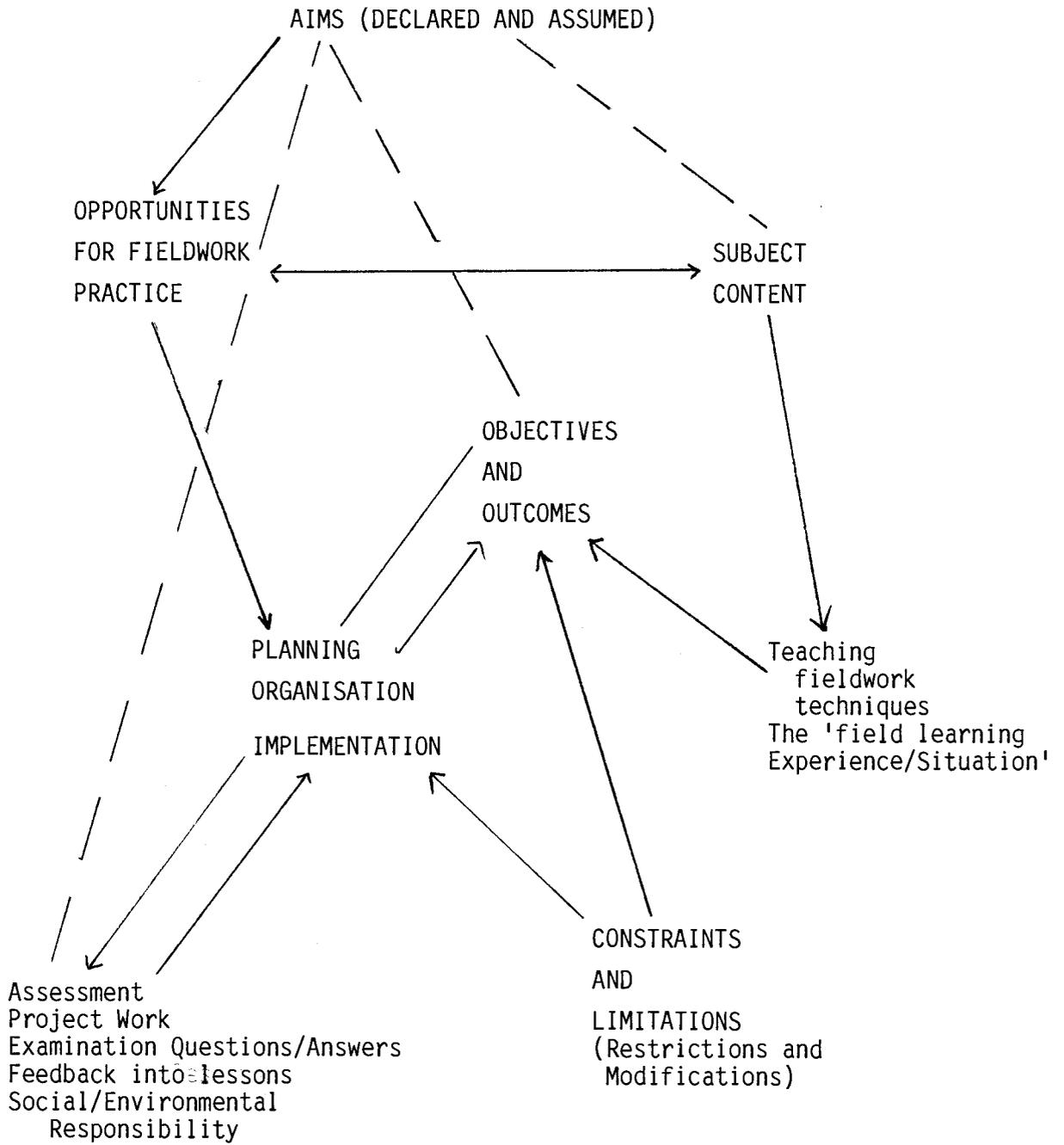


FIGURE 12:1 A FIELDWORK MODEL

Are the aims and objectives well known and clear enough to be accepted not just by the geography department but by pupils, parents, other staff, the headteacher, governors and industrialists for example?

Has the fieldwork planner got the motivation, time and the right attitude to overcome all the constraints so as to achieve these aims and objectives and to take advantage of the improved and widened range of opportunities available to him or her?

Do the benefits for pupils and staff outweigh the costs at the present time? How much of these 'costs' are environmental economic or organisational?

With increasing complexity is there sufficient time to plan and implement fieldwork programmes properly and if not where is the time going to come from?

How much of the success or failure of putting an ideal fieldwork programme into practice is due to external (to the school) rather than internal factors?

To what extent is the provision of geography fieldwork now influenced by economic and administrative rather than educational preconditions? If this extent is significant how much of a threat does it present?

These issues have been raised by the research and are questions for the future. The threat identified in the last question is real to many fieldwork planners although the strength of the threat is different in different circumstances and is difficult to quantify. Influences on which the study has concentrated complicate, lengthen or forestall the planning process. They may even cause widespread change or even abandonment. The targets, together, show that fieldwork, in its present form, is under threat and yet it still has a major role to play. Pressures which planners face are restricting the flexibility of their planning. Outside influences are moulding the type of fieldwork which geography teachers can actually offer to pupils and internal influences restrict the amount, timing and often the location of that fieldwork.

In many respects the research study has been directed at testing the theory that if teachers do value fieldwork as an essential element of their subject then they will overcome the constraints in some way or other. This interplay between ideal and practical sets the amount of fieldwork planned and then organised in school geography teaching. Hence the picture is painted. The range of this interplay, as shown by the data collected for the targets of investigation, is wide, yet the strength of uncertainty and pessimism for the present and future state of fieldwork is clear. This uncertainty and pessimism must be seen in the context of the uncertainty

and change in education in general during the study period. This uncertainty is not confined to schools. The surveys directed at LEAs and field study centres reflect anxiety, confusion and uncertainty about their role and about market trends in the future.

There are new developments which are possible areas for new research. The study predates the introduction of the National Curriculum. Geographical skills which make up Attainment Target 8 include a strong fieldwork element and a worthwhile follow-up would concentrate on the impact of the introduction of National Curriculum Attainment Targets on fieldwork provision. The fieldwork components of Attainment Target 8 can be seen in Figure 12:2. How influential will these be in affecting fieldwork provision in secondary schools is far too early to say. It will be interesting to see how its impact compares to that of the GCSE.

The introduction of local management too is a possible future research area. Some fieldwork planners regard its introduction as creating new opportunity as schools, now in control of their own budgets, could provide extra resources and funds for school activities. Fieldwork planners could be given extra freedom, if they accepted it, to raise their own extra funds and to find sponsorship for example which provides greater flexibility in the planning process.

On the other hand local management has been seen to cause financial problems for fieldwork planners. The answer lies in local management itself and each school is in a unique position. Commercialisation of fieldwork and local management may provide a better climate in which to deliver the attainment targets of the National Curriculum. On the other hand the two working together may negate any further development of the place of geography fieldwork in the overall academic, social and vocational curriculum. Further research is required to provide answers to these interesting questions.

From humble beginnings the fieldwork movement has become very strong. Now that position of strength is being challenged and threatened. In essence this is the picture being painted. The two questions posed in Chapter 1

AT8/L6/S6	Follow a simple route on a plan (e.g. a route round the school site or a nearby open space)
AT8/L3/S3	Locate their own position on a large scale map and be able to identify visible features from the information shown on the map
AT8/L3/S7	Record observations in the field, and classify and illustrate the information collected (e.g. using IT, word processing, graphing and mapping software)
AT8/L4/S1	Draw a simple sketch map using symbols to represent some features and construct a key (e.g. a map of a nearby park or open space)
AT8/L5/S6	Measure and record the weather using direct observation and simple equipment
AT8/L5/S3	Use a simple linear scale to draw an accurate plan (e.g. a plan of the classroom or part of the school site)
AT8/L5/S9	Collect data using tally method, present the results graphically and explain the patterns shown (e.g. traffic flow, pedestrian movement)
AT8/L6/S6	Draw accurate cross-sections from their own field measurements of small scale features (e.g. a stream channel or a short slope)
AT8/L6/S7	Draw an annotated field sketch to record and interpret a landscape (e.g. a rural or an urban landscape)
AT8/L7/S2	Use compass bearings to follow a route in the field (e.g. a geographically - based orienteering course)
AT8/L7/S6	Undertake sampling in the field of both physical and human phenomena, present the data collected and interpret the findings (e.g. conduct a survey of vegetation cover of urban landuse or of shopping patterns)
AT8/L7/S7	Measure and record weather using maximum and minimum thermometers, rain gauge, anemometers, wind vane and barograph, present data graphically and show understanding of inter-relationships between variables including pressure and precipitation

FIGURE 12;2

FIELDWORK COMPONENTS IN ATTAINMENT TARGET 8
GEOGRAPHY WORKING GROUP INTERIM REPORT (NOV 1989)

have been answered. They were: how do geography teachers perceive the role of fieldwork in their subject and then to what extent are they allowed to put their ideals into practice? The data collected and then reported on supports the views gained from personal experience of fieldwork planning and from the review of relevant literature. Fieldwork is still strong in school geography but its presence is threatened by a number of interrelated factors which influence the planning and organisational process. The aim of the study has been to paint a picture of fieldwork planning in a period of change. The uncertainty with which the picture has been painted shows how influential this change has been and how uncertain the future is. The picture painted provides a challenge for future fieldwork planners and fieldwork provision of the future will depend directly on how well prepared, trained and motivated fieldwork planners are in taking up this particular challenge.

IN RETROSPECT

This research study provides a 'picture of fieldwork' in secondary schools in 1989/90. It was built up over 5 years of major educational change in the structure and content of public examinations (and consequent curriculum change) and in the organisation and management of schools. These changes have had immediate, direct and indirect implications for fieldwork planning and it is on this process that the study has been based. The conceptualisation of the surveys, together, can be seen in a 'Domesday-like' context, as a historical record of change and the response to change in the part of the school curriculum concerning geography fieldwork. The study provides a unique cross-section of the workings of a planning system during these five years and draws together the major, dynamic influences into a meaningful picture which ultimately decides the amount of outdoor geographical study on offer to pupils.

The aim has not been to collect information into a data bank on geographical fieldwork. Investigation, channelled through targets has provided the effective means of assessing factors which determine the component stages of the planning process and the results of its workings. Each instrument of measurement, within the framework of the quantitative/qualitative research design outlined in Chapter 1 has helped collect carefully selected data, to make the reporting and general analysis of this process possible. Contact through questionnaires and interviews with hundreds of geography teachers and pupils, many LEA inspectors and advisers and field study centre staff has revealed widespread interest in the topic under review and concern for the future of fieldwork in its present form, in schools. Teachers are now asking specific questions: why are we doing fieldwork? How effective is fieldwork as a method of teaching? How economic is fieldwork (in terms of time, money and energy)? How much and what type of fieldwork can we afford to plan and organise? How much can we be bothered to plan for? Results have vindicated my initial views about the uncertain, and in some respects, threatened future of fieldwork, views which are based on extensive, personal experience of fieldwork planning.

The study, at local, regional and national scales, reveals contrasting, underlying trends, some positive and others negative. These, however, do not mask the

pessimistic, or at the very least neutral, view by teachers and others of fieldwork's future. The results of each survey stand alone as a record of fieldwork provision and planning. Together they reveal what has become, over the period of change, an extremely dynamic and complicated picture. Viewing this picture from a distance, however, the viewer should take into account the fact that pupils thoroughly enjoy the geography experience whatever the scale at which it is undertaken, and want more to be organised. The role of fieldwork, too, has not changed from its earliest days, in its provision of a social, geographical, educational and environmental experience in a context of out-of-school study. If anything these traditional roles have been strengthened and extended. Clear evidence shows that teachers believe in fieldwork and its effectiveness and the picture needs to be viewed in this light.

On the basis of the research reported here valuable replicative studies could be undertaken, for comparative purposes in 10, 15, 20 years time. Even a gap of 5 years will see major change with the introduction of the National Curriculum and local management. It will be important to review, later, the width of the range of fieldwork market opportunities and its commercialisation, the balance of competitive forces, the level of fieldwork planner confidence and the dynamic relationship between influencing factors. It is important, finally, to reiterate the overwhelming support, interest and concern over the issues of practical fieldwork planning which this research covers both justifying the study's place in practical curriculum research and providing a record of teacher perception and action response to change.

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APPENDIX A

Dear

I am writing to ask for your kind cooperation as I embark on research based at the Geography Department of the University of London, Institute of Education. I am studying for a M.Phil degree on a part time basis as I am Head of Geography at Oakwood Park Grammar School, in Maidstone. The purpose of the research is to look at the changing role of fieldwork in geography teaching, with particular reference to the recent effects in the light of falling rolls, financial restrictions and timetable limits. Such a project, I feel, is important particularly with reference to the debate on the value of subjects in the changing school curriculum.

The basis of the research is the field study centre: L.E.A. controlled, Field Study Council and privately run centres. From these, a list of schools has been obtained, and I am now contacting these schools. Changing trends can then be analysed in relation to changes in fieldwork course provision at the centres. The name of your school, has therefore been provided by the field study centre. I am now asking for your kind cooperation in completing the accompanying questionnaire. I fully realise the pressures on time in school at the present time, but would appreciate your help in providing information you feel may be helpful in this research. All answers will be treated in the strictest confidence, a point which also rigidly applies to contact with the field study centre.

I feel that, in the present education situation, this research will be valuable from the point of view of school geography, fieldwork course provision and recent examination changes.

Thankyou in advance for your time in completing this questionnaire. I look forward to hearing from you in the near future.

Yours faithfully,

P.L. Smith. M.A. (OXON)

S.A.E. enclosed.

your geography and the geography teacher". Using this snow, by a + or - sign for increasing or declining importance respectively, how you view the changing role of the fieldwork themes at different levels in school.

CLASSIFICATION OF FIELDWORK	LAST 7 YEARS		PRESENT		NEXT 7 YEARS	
	LOWER	14-16	16+	LOWER	14-16	16+
Field Demonstration: The follow-up of classwork with observation fieldwork, including simulated skills e.g. orientation of map to ground features. New topics and skills may be introduced in the field. Students record and interpret information.						
Field Study: Pupils are guided by teacher directives with some in-built flexibility. Discoveries and measurements etc. are predetermined but processes are pupil influenced.						
Field Testing: Controlled research into a specific hypothesis or model. Testing of concepts introduced in classwork with an emphasis on problem-solving.						
Field Discovery: Open enquiry where there is the greatest flexibility for pupils. Themes, hypotheses and methods of working are all decisions of the pupils. Original research.						

6. What are the problems of organising fieldwork? Below are six problems which may be faced in the organisation of residential fieldwork. Please rank these in order of importance (1 - 6) with reference to the present time and then compare them with any changes over recent years and possible future trends.

PROBLEM	LAST 7 YEARS		PRESENT		NEXT 7 YEARS	
	LOWER	14-16	16+	LOWER	14-16	16+
1. Costs for pupils						
2. Staff preparation time and organisation						
3. Lack of finance for resources						
4. Timetabling problems - arrangements of dates						
5. Lack of staff to organise and participate						
6. Falling rolls - viability of fieldwork						

7. Will these problems affect the priority of fieldwork in geography teaching in the immediate future? If so how?

NAME OF SCHOOL/COLLEGE

NAME

POST HELD

1. How many staff are in the geography department?

2. How large is the geography department (in terms of the number of pupils in each year)?

3. a) How much fieldwork is done at each level in the school? Please give the answer in number of fieldwork units (1 unit = 1/2 day)

b) How many pupils are involved in fieldwork at each level?

c) Has this number changed in recent years? Please indicate by a + or - sign for positive or negative trends respectively.

4. Has the amount of financial resources and preparation time spent on fieldwork changed in recent years? If so please indicate by a + or - sign for positive or negative trends respectively.

1) Financial resources

2) Preparation/organisation time

Please add any comments on this you feel may be helpful:

FULL TIME			PART TIME		
LOWER	CSE	'O' LEVEL	'A' LEVEL	POST	
YR 1 2 3	4 5	4 5	6 1 6 2	16 +	
					→
					→
					→
					→
					→
					→
					→

(Please refer to the covering letter)

Please delete whether the following factors are important (I) or unimportant (U) in the decision making process for school fieldwork and add any comments(after each factor) you feel may be helpful:

a) ACCOMMODATION(food,students'accommodation etc.) I/U

b) TEACHING ACCOMMODATION/EQUIPMENT I/U

c) YOUR KNOWLEDGE OF THE AREA OR CENTRE I/U

d) SUITABILITY OF THE AREA FOR GEOGRAPHY FIELDWORK I/U

e) PROXIMITY TO SCHOOL I/U

f) COURSES PROVIDED AT THE CENTRE I/U

e) ANY OTHERS

YEAR 1/2/3/4

- b) In which year does geography become an option subject?
 c) When it becomes an option subject, how is the choice made? Please tick the appropriate box and add any comments which you feel may be helpful:

- a) A free choice
 b) A choice within the humanity subjects
 c) Blocking with certain other subjects
 d) Other methods

10. a) Does the local education authority provide any financial grant towards residential fieldwork? YES/NO
 b) Please give details of any recent changes which have occurred in the provision of this grant.

11. a) Which examination board do you use for geography at:

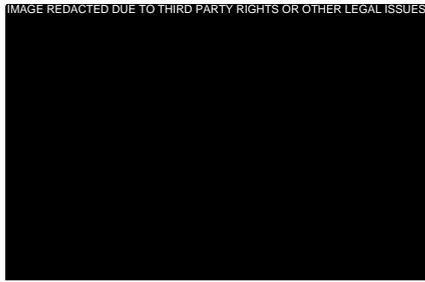
- (i) C.S.E. level
 (ii) 'O' level
 (iii) 16+(C.E.E.) level
 (iv) 'A' level

- b) Does the CSE/'O'/CEE examinations involve the candidates in completing individual projects? YES/NO
 c) Comment, if applicable, on the importance of fieldwork done on residential or day courses in the preparation and content of these individual projects.

- d) How do you think the role of fieldwork will change with the introduction of new G.C.S.E. courses?

THANKYOU FOR YOUR TIME AND COOPERATION

APPENDIX B



Dear

I am writing to ask for your kind cooperation with research I am undertaking for a Ph.D. degree at the University of London, Institute of Education. This research is on a part time basis as I am Head of Geography at Oakwood Park Grammar School in Maidstone. The purpose of this research is to study the role of individual project work in geography examinations within the general context of the changing nature of fieldwork in geography teaching. Such research, I consider, is important particularly with reference to the changing structure of examinations at 16; to the impact of financial and other restrictions on school geography departments and to the debate on the value of subjects in the changing school curriculum.

My original research has studied the part played by fieldwork in the decision-making process of the geography department and the problems which teachers face as they organise fieldwork programmes. A country wide sample of schools were contacted by a questionnaire and the results of this were supplemented by visits to field study centres and contacts with examiners and local education authorities.

However my research is now specialising on the role of individual fieldwork-based projects or enquiries. These are usually quite substantial pieces of written work based on personal research, analysis and presentation, and are seen as an increasingly important part of geography examinations at both CSE/'O' and 'A' levels. My aims are, therefore, to study the processes involved in the preparation and organisation of these projects, the influences on these processes, the problems encountered and the impact these projects have on pupils, parents, teachers and employers.

I am now asking, therefore, for your kind cooperation in completing the accompanying questionnaire. Your school has been chosen by a stratified, random sample of all secondary schools in the five south-eastern counties. I fully realise all the pressures on time in school, at the present time in particular, but would very much appreciate your help in providing information you consider may be helpful. All answers will be treated in the strictest confidence.

Thankyou in advance for your time. I look forward to hearing from you in the near future.

Yours faithfully,

P.L.SMITH M.A.(OXON)

FIELDWORK AND PROJECT WORK IN SCHOOLS:QUESTIONNAIRE

NAME OF SCHOOL/COLLEGE:

NAME:

POST HELD:

1. How many staff are in the geography department?

FULL TIME PART T/T GEOGRAPHY

2. How many pupils take geography in each year/exam group? →

3. a) How much fieldwork is done at each level in the school? Please give the answer in number of fieldwork units (1 unit = 1/2 day)

b) Has this number changed over the past 5 years? Please indicate by a + or - sign for positive or negative trends respectively.

c) How many of the fieldwork units mentioned in 3a are residential?

d) If individual projects at any examination level are voluntary, what percentage of pupils complete a project?

4. Which examination board do you use, at present, at the following levels? Please indicate specific syllabuses if applicable.

LOWER		CSE		'O' LEVEL		JOINT 16+		'A' LEVEL				
YR 1	2	3	4	5	4	5	4	5	6	1	6	2

C.S.E.	
G.C.E. 'O'	
16+ Joint CSE/GCE 'O'	
G.C.E. 'A'	

5.a) For departments involved with individual fieldwork based projects:

What are the purposes of these projects? Below are a set of 5 purposes (as set out by K.Adderley in 1975 as a result of a Working Party on Teaching Methods for the University of Surrey). Please rank these in order of importance (1-5) with 1 as the highest rank for each of the examination levels which apply to your department.

PURPOSE	C.S.E.	'O' LEVEL	16+ CSE/'O'	'A' LEVEL
1.To encourage students to make a choice of study - to encourage a sense of commitment and personal responsibility.				
2.To give practice in learning by research - planning,hunting out sources,collecting material,selecting and presenting it.				
3.To experience satisfaction of working on a complex task over a period of time - with a result of permanent value and interest.				
4.To create scope for cooperation among students.				
5.To provide opportunities for practice of communication skills - seeking information oral/written reports,discussions, revising, editing etc.				

b) What problems do the organisation,preparation and completion of individual projects have for pupils and staff? Please comment in the appropriate box(es).

	14 - 16 (CSE/'O'/16+)	'A' LEVEL
PUPILS		
STAFF		

What problems would you envisage facing in setting up project work and/or what are your reasons against becoming involved in project work as part of a geography examination?

7. What are the problems of organising geographical fieldwork? Below are five problems (with space for any other you consider important). Please rank them in order of importance (with 1 being the highest rank), with reference to the present situation and then again referring to any changes you foresee in the next seven years.

PROBLEM	PRESENT 14-16		NEXT 7 YEARS 14-16	
	LOWER	'A' LEVEL	LOWER	'A' LEVEL
a) Cost to pupils				
b) Staff preparation time				
c) Lack of staff to participate and organise				
d) Timetabling problems (setting of dates to be out of school)				
e) Lack of finances for fieldwork resources				
f) (any other)				

8. How, in your opinion, will these problems affect the provision of fieldwork (and project work) in schools in the future?

9. How informed are you concerning the introduction of the GCSE examination? Please tick the appropriate box.

Well informed concerning draft syllabuses - aims and content etc.

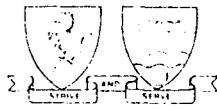
Aware of general aims and structure but not of specific geographical content

No real information

- a) geography fieldwork(ammount, type, locations)
- b) the geography department(staff time,resources etc.)
- c) the school timetable (organisation of periods,rooms etc.)
- d) Any other comments:

THANKYOU FOR YOUR TIME AND COOPERATION

APPENDIX C



Oakwood Park Grammar School

Headmaster A G. Sandford BA

Oakwood Park Maidstone Kent ME16 8AH

Telephone Maidstone 26683

Dear

I am writing to ask for your kind cooperation, once again, in a follow-up survey to the ones previously undertaken in the summers of 1984 and 1985. All of the surveys are part of research I am undertaking for a Ph.D. degree at the Institute of Education, London University. This research is on a part time basis as I am Head of Geography at Oakwood Park Grammar School in Maidstone. My research now covers many different aspects of Fieldwork in Schools, but has particular emphasis on the provision of fieldwork in school geography at each level in the school, its changing role in schools and, interlinked with these, the practical problems involved in its organisation.

I consider this research topic to be of importance today, particularly in the light of recent curriculum innovations in the subject and more generally because of the debate surrounding each subject's role in the overall school curriculum. Topics such as the relative merits and disadvantages of local and residential fieldwork, the regulations and guidelines for fieldwork organisation and the implications on cost, time and internal school organisation have become very topical, in some cases controversial. My research, therefore, is analysing a variety of influences acting upon both pupils and geography staff as they become more involved in pupil-centred enquiry work and with this, organised fieldwork.

I have already conducted two large scale questionnaire surveys, one to a sample of schools nationwide, the other to a regional sample within the south east, each involving some 150 schools. I thank you now for your cooperation then and ask you, once more, to complete the accompanying questionnaire so as to update previous information and assess the influence of any new developments. Any additional information you may wish to include or comments you may wish to make would be most welcome. Any help would be greatly appreciated, as I try to build up as complete a picture of the situation in schools as is practically possible. GCSE, the introduction of contracted time and other pressures on staff and the debate over financial support make the position complicated and at the same time a challenging one.

I fully realise, from experience, the pressures on time and thank you in advance for your valuable time and kind cooperation. All replies will be treated in the strictest confidence. I look forward to hearing from you as soon as possible.

Yours sincerely,

A. L. Smith
Head of Geography

Kent County Council/Education Committee

GEOGRAPHY FIELDWORK IN SCHOOLS: QUESTIONNAIRE TO SCHOOLS

NAME OF SCHOOL/COLLEGE: _____

NAME: _____

POST HELD: _____

1. How many staff are in the geography department?

FULL TIME

PART TIME

2.

How many pupils take geography at each level? →

How much fieldwork is now done at each level?
Please give the answer in number of fieldwork
units (1 unit = $\frac{1}{2}$ day) →

Has this number changed over the past 2 years?
Please indicate by a + or - sign for positive
or negative trends respectively. →

How many of the fieldwork units mentioned
above are residential? →

GCSE		'A' LEVEL	
YR 4	YR 5	6A	6U

3. Has the introduction of GCSE affected, so far, the amount, type and location of fieldwork done? YES/NO If so how?

4. Have any problems arisen or changes occurred to cause difficulties in fieldwork provision at any level in the school? Please comment about any organisational points.

5. What is the present position regarding LEA financial support/LEA policy towards geography fieldwork in schools? Has it changed?

6. If you undertake residential fieldwork, would you please give brief details of timing, location, accommodation, numbers involved and exam group. Has residential fieldwork been pressurised recently?

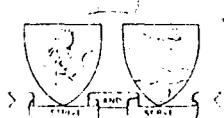
7. So far, what have been the implications, if any, of the organisation, and completion of individual project/enquiry work by pupils for GCSE, for both pupils and staff? What have been the benefits and problems?

8. Please add any comments you may wish to make, about the present position of fieldwork or future trends.

9. Please indicate which examination board you use, at present, at:

GCSE	
GCE 'A'	

APPENDIX D



Oakwood Park Grammar School

Headmaster A G Sandford BA

Oakwood Park Maidstone Kent ME16 8AH

Telephone Maidstone 26683

Dear

I am writing to ask for your kind cooperation in research I am undertaking for a Ph.D. degree at the Institute of Education, London University. This research is on a part time basis as I am Head of Geography at Oakwood Park Grammar School in Maidstone. My research now covers many different aspects of fieldwork in school geography courses, but has particular emphasis on the overall provision of fieldwork at each level in the school, its changing role in schools and, inter-linked with these, the practical problems involved in its organisation.

Both individual project work and fieldwork, I have always considered to be of major importance to geography teaching, particularly in the light of recent curriculum innovations and more generally within the debate surrounding each subject's role in the overall school curriculum. Fieldwork provision, the relative positions of local and residential fieldwork and the implications on cost, time and internal school organisation have all recently become topical, in some cases controversial. Within my research therefore, I am analysing a variety of influences acting upon both pupils and geography staff as they become more involved in pupil-centred enquiry work and with this, organised fieldwork.

I have already conducted two large scale questionnaire surveys nationwide, involving some 300 schools and these are now being followed-up with a series of surveys in case study schools in the south east. I am now asking for your kind cooperation in completing and returning the accompanying questionnaire. My aim is to try and complete the overall picture with an analysis, nationwide, of local education authority support for fieldwork, their policies on fieldwork and any guidelines or regulations which teachers have to follow. Any additional details which you are able and willing to provide will be very much appreciated. So too, would any comments you wish to make about fieldwork in general. All replies and correspondence will be treated in the strictest confidence.

Thankyou in advance for your valuable time and cooperation. I appreciate any help which you can give and I look forward to hearing from you as soon as possible.

Yours sincerely,

A L Smith
Head of Geography

GEOGRAPHY FIELDWORK IN SCHOOLS: L.E.A. QUESTIONNAIRE

LOCAL EDUCATION AUTHORITY: _____

NAME: _____

POST HELD: _____

As a representative of the L.E.A:

1. Do you support the need for geography fieldwork in schools? YES/NO

Do you support the need for residential geography fieldwork? YES/NO

Please add any comments you may wish to make:

2. If your LEA has a policy on funding for school geography fieldwork, please give details of the 'support' you provide by using the tables below:

a) RESIDENTIAL FIELDWORK COURSES

	LOWER SCHOOL(to 16)	16-19yr olds
Details per pupil per staff		
How are payments made?		
Details of any breakdown of support e.g. transport, course fees(for centres), accomm.		

b) LOCAL/DAY COURSES

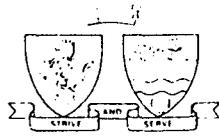
Details per pupil per staff		
How are payments made?		
Details of the support provided e.g. for transport		

Please add any comments (or extra details) you may wish to:

3. Has this 'support' changed in recent years? YES/NO
If so how?
4. In your opinion, is the amount of residential geography fieldwork done in school: a) increasing b) remaining static c) decreasing
Please comment:
5. Does your LEA have a residential study centre? YES/NO
If so, A) where is the centre?
B) do many schools use the centre for fieldwork? YES/NO
C) Does the centre provide geography courses? YES/NO
6. Can you please give any details of regulations, guidelines and fieldwork policy which teachers are asked to follow? Any information here would be most appreciated (including any copies of documents which set out LEA policy/support for fieldwork)
Do you see any changes in your policies in the near future?

THANKYOU FOR YOUR TIME AND COOPERATION

APPENDIX E



Oakwood Park Grammar School

Headmaster A G. Sandford BA

Oakwood Park Maidstone Kent ME16 8AH
Telephone Maidstone 26683

Dear

I am writing to ask for your kind cooperation in research I am undertaking for a Ph.D. degree at the Institute of Education, London University. This research is on a part time basis as I am Head of Geography at Oakwood Park Grammar School in Maidstone. My research now covers many different aspects of fieldwork in school geography courses, but has particular emphasis on the overall provision of fieldwork at each level in the school, its changing role in schools and, inter-linked with these, the practical problems involved in its organisation.

I consider this research topic to be of importance today, particularly in the light of the recent curriculum innovations and more generally within the debate surrounding each subject's role in the overall school curriculum. Topic areas such as fieldwork provision, the relative roles of local and residential fieldwork and the implications on cost, time and internal school organisation have recently become topical, in some cases controversial. My research therefore, is analysing a variety of influences acting upon both pupils and geography staff as they become more involved in pupil-centred enquiry work and with this, organised fieldwork.

I have already conducted two questionnaire surveys involving some 300 schools and these are now being followed-up with a series of surveys at case-study schools in the south east. The first of the questionnaire surveys was based on schools attending field study centres for residential fieldwork and this was followed-up by personal visits to a number of centres to interview staff. I am now asking for your cooperation in the completion and return of the accompanying questionnaire. My aim is to complete an up-to-date picture of the nationwide supply and demand for field study courses. Any additional details you are able to provide such as leaflets and school packages giving information about the centre, its courses and accommodation would be very much appreciated. So too would any comments you wish to make about fieldwork in general.

All questionnaire replies and any other correspondence will be treated in the strictest confidence. Thank you in advance for your kind cooperation and your time. I would appreciate any help which you can give in this research and I look forward to hearing from you as soon as possible.

Yours sincerely,

P. L. Smith
Head of Geography

FIELD STUDY CENTRE: _____

NAME: _____

POST HELD: _____

1. Please give, using the table below, brief details of the facilities you have available at the centre:

	DETAILS
No. of staff(geography)	
Teaching accommodation e.g.labs,lecture rooms, teaching rooms etc.	
Fieldwork equipment	
Residential accommodation	
Other details	

2. a) How many schools visit the centre each year for geography fieldwork? →
- b) Approximately how many pupils come to do geography fieldwork each year? →
- c) How do these divide up into
- | | | |
|--------------------|---|----------------------|
| a) Lower Secondary | → | <input type="text"/> |
| b) GCSE | → | <input type="text"/> |
| c) 16-19 | → | <input type="text"/> |

3. Have the numbers of pupils coming to the centre to do geography fieldwork changed in the last 5 years? Use a + or a - sign for positive or negative trends respectively:

Lower Secondary	→	<input type="text"/>
GCSE	→	<input type="text"/>
16-19	→	<input type="text"/>

Add any comments you may wish to make:

4. Where do the schools come from? Please give details of the distribution of schools which use your centre. Is there any one/two dominant areas?

5. Does any particular type of school e.g.independent,comprehensive use the centre more than others? YES/NO
If so which type?

6. Have the number,type and content of courses changed? YES/NO
If so what,in your opinion has caused the changes?

How important has the introduction of the 16-19 Project and GCSE been to the field study centre?

7. What problems,in your opinion,are now affecting field study centres in general?

8. What problems,in your opinion are influencing school geography departments coming to field study centres?

The inclusion of any published details of your centre to show the range of courses and facilities available would be most appreciated.

THANKYOU FOR YOUR TIME AND COOPERATION