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DEPARTMENT OF EDUCATION AND SCIENCE

Annual Report 1978

*Presented to Parliament by the Secretary of State for
Education and Science, 25 July 1979
(Pursuant to Section 5 of the Education Act 1944)*

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HER MAJESTY'S STATIONERY OFFICE

DEPARTMENT OF EDUCATION AND SCIENCE

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Department of Education and Science 1978

<i>Secretary of State</i>	The Rt Hon Shirley Williams MP
<i>Minister of State</i>	Mr Gordon J Oakes MP
<i>Minister for the Arts</i>	Lord Donaldson of Kingsbridge
<i>Parliamentary Under-Secretary of State</i>	Miss Margaret M Jackson MP

The Rt Hon Shirley Williams MP
Mr Gordon Ogle MP
Lord Donohoe of Kingsbridge
Miss Margaret Jackson MP

Secretary of State
Minister of State
Minister for the Arts
Assistant Under-Secretary of State

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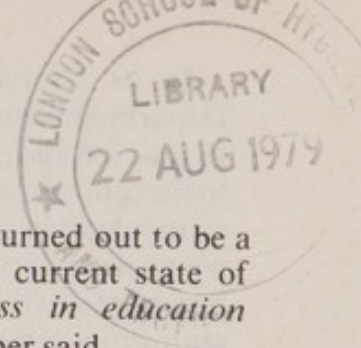
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Introduction



After the turbulence of the 1977 education debates, 1978 turned out to be a year for taking stock. The Department's own view on the current state of educational development was well described in *Progress in education* published in September; summarising the main trends, the paper said,

"Because of the complex and decentralised nature of our education system, policies often find expression in a number of separate decisions addressed to different agencies, so that it is not always easy to see the overall shape of policy. Accordingly from time to time it is necessary to pull initiatives and decisions together so that they can be seen as part of a coherent whole . . .

"What this paper has to say reflects four broad themes which have together dominated recent discussion and policy initiatives. These themes are:

- extending educational opportunity and participation;
- improving the quality of education;
- managing the education system in the face of a dramatic decline in the number of children;
- providing educational support for the Government's industrial strategy."

Of these themes, the second – improving the quality of education – dominated educational discussion and analysis. A good deal of the discussion was inspired by the publication of the HMI Survey *Primary education in England*. This Report was welcomed as providing a definitive picture of activity in our primary schools correcting some of the less well informed criticisms of standards and teaching methods. The HMI investigation confirmed that the great majority of schools attach particular importance to children's acquiring a sense of social responsibility and that the teaching of reading and mathematics was universally regarded as of primary importance. Nevertheless, the report highlighted a number of weaknesses including the need for an improvement in mathematical attainment. The concern about the standard achieved in mathematics extends also to secondary schools and in September 1978 the Secretary of State set up a committee of inquiry under the chairmanship of Dr W H Cockcroft into the teaching of mathematics in schools. Appropriately, the first survey conducted by the Assessment of Performance Unit in 1978 was concerned with the performance of 11 year olds in mathematical skills.

The quality of education is inseparable from the quality of teaching in our schools. In 1978 the Department concentrated on two major aspects of this problem: the need to maintain an effective teaching force in the face of falling school rolls and the need to improve the quality of individual teachers. On the first of these, the Department and the local education authorities continued their examination of the future needs for the size of the teaching force in relation to the effects of falling school numbers. On the second, the increasing importance of induction and in-service training was widely recognised and reflected in financial planning. Circular 9/78 marked important progress in raising standards of entry to the profession by announcing that in general the last entry to non-graduate certificate courses would be the 1979 year, and that all entrants to teacher training courses leading to qualified teacher status at the end of the 1983/4 academic year must be competent in English language and mathematics at a level at least equivalent to a Grade C pass in O-level GCE.

In its efforts to expand educational opportunity and participation the Department concentrated on the provision of education and training for the 16 to 18 year old age group, with the aim of producing a much more coherent approach to the central question of giving young people a better start in working life. As well as its obvious educational interest this is an aspect of the Department's work which has a particularly direct application to the country's industrial needs and it was reinforced in this respect by a series of proposals made to local education authorities aimed at improving the rapport between education and industry and helping young people to understand the contribution of industry and commerce to the economy of the country. And in an effort to encourage more young people of high ability to take up careers in industry, the Department, in collaboration with a number of companies, established a scheme for offering scholarships to young people planning to take an engineering degree as a preliminary to an industrial career.

In the field of higher education two of the Department's reports attracted a good deal of public interest and debate. The first, *Higher education into the 1990s*, invited discussion and comment from educational bodies and the public at large on the future development of universities, polytechnics and other institutions of higher education in the face of a prospective sharp decline in the size of the age group from which students have hitherto been recruited. The second, the report of the working group on the management of higher education in the maintained sector, put forward a detailed and carefully worked out plan for controlling and distributing, on the advice of a national body, the resources devoted by local education authorities to the provision of higher education in polytechnics and other establishments maintained by them.

During the year, the problems of the disadvantaged – young and old – featured prominently. In May the report of the Warnock Committee on the education of handicapped children and young people was published; it made extensive recommendations for improvements in the way the country treats its handicapped children and young people. Also, the Library Advisory Council for England published a report on library services for the disadvantaged which attracted much attention.

What may turn out to be one of the more significant educational events of the year was not concerned with British education at all. It was the visit of the Secretary of State to the People's Republic of China in July 1978. The visit was extraordinarily successful in establishing important common interests between the two countries in the fields of education, culture and scientific research. It has already led to the negotiation of a formal treaty of collaboration in scientific research between the United Kingdom and the People's Republic and should, in time, increase the exchange of students and scholars covering a wide range of educational and cultural activities.

1 Primary and secondary education

Declining school population - provision for the under fives - educational organisation - non-maintained schools - school meals, milk and transport - behaviour in schools - corporal punishment - handicapped pupils and special education - DES/DHSS collaboration.

Declining school population

Numbers in schools

1.1 In 1977 the number of full-time pupils in maintained primary and secondary schools in England fell by 2000. The fall of 85,000 in 1978 foreshadowed the dramatic decline in numbers over the next decade.

Table 1. *Number of full-time pupils¹*

England	Thousands		
	January 1976	January 1977	January 1978
Age of pupils ²			
Under 5	509	466	426
5 to 10	4264	4212	4120
11 to 16	3562	3647	3692
17 and over	103	111	112
Total	8438	8436	8351 ³

¹Including pupils in maintained primary, middle and secondary schools and also those attending immigrant centres. Pupils attending maintained nursery and special schools have been excluded.

²Ages at 31 August of previous year.

³Due to rounding of sub-totals.

Effect on school building programme

1.2 The total resources required for school buildings to provide additional places to meet the increase in and movement of school population had previously been determined by the national shortfall in school places. The substantial fall in the school population meant that there was no longer an overall shortage of places, although there was still a shortage in certain areas, attributable mainly to population shift. Fewer resources were required for basic need and this enabled extra resources to be diverted to improvements and replacements. In November 1978 the Secretary of State was able to announce an improvements programme of £75 million over the three-year period 1979/80 to 1981/82: this represented an increase of £40 million. The improvements programme in 1979/80 was £25 million. Most authorities also received allocations in 1978/79 under the £20 million second special programme to assist secondary reorganisation. Partnership and programme authorities also received additional capital resources for improvements under the urban programme.

School closures

1.3 DES Circular 5/77, set out the educational and financial considerations to be taken into account in proposing school closures. During the year ninety proposals to close schools were approved and three were rejected.

School admissions

1.4 Following the consultations referred to in paragraph 1.5 of the Annual Report for 1977 an Education Bill was introduced to Parliament and received an unopposed second reading on 5 December. In relation to school admissions the Bill provided for limits to be determined on the numbers of pupils to be admitted to each school, in order to allow authorities to plan more effectively for the deployment of their resources during the period of falling school rolls; it established a right for parents to express a preference for the school they wished their child to attend and placed local education authorities and schools under a general duty to endeavour to comply with those preferences, subject to the comprehensive principle, the observance of admission limits and the avoidance of prejudice to the efficient provision of education generally within the resources available. The Bill also provided for a local review of admission decisions and for appeal to the Secretary of State on specified grounds. The Bill provided too for a changed provision on the determination of the school to be named in school attendance orders to relate it more closely to the provisions concerning parental preferences in the generality of school admissions cases.

Provision for the under-fives

Number of children in school

1.5 A steady growth continued in the number of children in nursery schools and classes in England: from 187,000 at January 1977 to 202,000 at January 1978. This meant that 16.5 per cent of 3 year olds and 16.3 per cent of 4 year olds were receiving nursery education: a further 34.3 per cent of 4 year olds were in reception classes in primary schools. Much of the expansion of nursery education took place in classes adapted to nursery use which became vacant through the fall in primary school rolls. This had the twin benefits of being cheaper than building new accommodation and of promoting continuity in the young children's education. (See also 7.3).

Future plans

1.6 Grants were again made available for nursery projects from the extended urban programme. Together with building programmes (see 7.15) these should carry the proportion of 3 and 4 year olds in nursery education to 28 per cent by 1982/83 and the overall proportion of these age groups in nursery and primary schools to 50 per cent.

Coordination of education and care services for the under-fives

1.7 In January 1978 the joint circular letter foreshadowed in the Green Paper *Education in schools, a consultative document* (Cmnd 6869) was issued by the DES and DHSS. It recognised that nursery schools and classes, day nurseries, playgroups and child minders all have their part to play in catering for the under-fives; and that there is advantage in diversity of provision and providing agencies. Local authorities were urged to establish joint advisory committees on the under-fives responsible to the education and social services committees to plan provision for their areas in cooperation with voluntary bodies. At central government level Ministers and officials of the DES and DHSS continued to meet regularly to discuss policies towards the under-fives among other matters of common interest.

(see also 1.38–1.40).

1.8 To assist local authorities with the coordination of services for under-fives, provision was made in the Education Bill (see 1.4) to enable local education authorities to make the services of nursery education teachers available to children in day nurseries maintained by local authorities.

Research into pre-school provision

1.9 The Department's programme of nursery education research continued, three projects completing their work. The reports *Developing materials for assessment and evaluation* (National Foundation for Educational Research) and *The early education of handicapped children* (Professor Chazan and Dr Laing, University College of Swansea) were both sent to the printers for publication in 1979. A follow-up to the latter project on 'the management and treatment of behavioural problems in children aged 3 to 5 years' was approved for two years starting in April 1979. The third completed project report *Aims, roles and deployment of staff in the nursery* (National Foundation for Educational Research) was submitted to the Department in draft towards the end of the year.

Educational organisation

School government

1.10 Following the publication of the report of the Committee of Enquiry under the Chairmanship of Mr Tom Taylor (now Lord Taylor of Blackburn), *A new partnership for our schools* (HMSO, 1977) and subsequent consultations, the Education Bill introduced in November 1978 contained provision to allow the Secretary of State to make regulations concerning the size and composition of the governing bodies of county and voluntary schools and related matters; it specified in particular that such governing bodies should include parents and teachers elected respectively by the parents of pupils at the school and by teachers at the school. A White Paper, *The composition of school governing bodies* (Cmnd 7430) outlined the Government's proposals for the content of regulations that might be made under the provisions in the Bill.

Secondary reorganisation

1.11 Over 83 per cent of children were in comprehensive schools by 1978. Letters were sent to 38 authorities under the 1976 Education Act requiring them to submit proposals for the reorganisation of all or part of their areas, or revised proposals for those previously found unsatisfactory. Proposals from twelve authorities were approved under Section 13 of the 1944 Education Act. Four cases led to court action: Birmingham, where the Authority challenged the validity of the Secretary of State's original requirements; Sutton, where the Authority challenged the Secretary of State's right to require an implementation date sooner than that proposed; Kirklees, where the Authority refused to submit proposals; and North Yorkshire, where the Authority challenged the Secretary of State's right to require one school to be established instead of two in Ripon. Only the last had been heard by the end of 1978: the High Court decided in favour of the Secretary of State.

Comprehensive schools

1.12 A report was published in 1978 of the conference on comprehensive schools which was held under the chairmanship of the Secretary of State at the University of York in December 1977. The main themes of the conference were described briefly in the 1977 Annual Report.

Section 13 approvals

1.13 Table 2 gives details of all proposals under Section 13.

Voluntary schools

1.14 In 1978 nearly a quarter of all pupils in maintained schools attended some 8,500 voluntary schools, about 5,000 of them aided or special agreement and the rest controlled. The Department's grants for building work at aided schools (85 per cent of the managers'/governors' approved expenditure) under the provisions of the Education Acts totalled about £30 million during the year.

Non-maintained schools

Independent schools

1.15 The discontinuation of the arrangements for the recognition of independent schools as efficient, of which the Secretary of State gave notice in June 1977, took effect in April 1978. Circular 6/78, which described the main effects of the ending of 'recognition as efficient', made clear that all independent schools continued to be subject to the registration and inspection requirements of Parts III and IV of the 1944 Education Act. Previously recognised schools, which were exempt from the requirement to register, continued for the time being to be exempt following the making of the Independent Schools (Exemption from Registration) Order 1978 (SI 1978 No 467). These and all finally registered schools were made eligible for acceptance to the Teachers' Superannuation Scheme by means of an amendment to the Teachers' Superannuation Regulations (The Teachers' Superannuation (Amendment) (No 3) Regulations 1978 (SI 1979 No 1512)).

1.16 At the end of 1978 there were 2,233 independent schools registered and deemed to be registered including 117 provisionally registered.

Direct grant schools

1.17 The phasing out of direct grant to the direct grant grammar schools continued in accordance with the relevant regulations (The Direct Grant Grammar Schools (Cessation of Grant) Regulation 1975). Eleven schools entered the maintained system in 1978, bringing the total to do so to 29. The direct grant schools which, in 1975, had expressed their intention of becoming independent schools in due course took their third intake of non grant-aided pupils during the year. Two direct grant schools, which had opted in 1975 to join the maintained sector but were subsequently unsuccessful in their attempts to do so, took their first steps towards an independent future when they admitted an intake of non grant-aided pupils.

Table 2. Section 13 approvals

England

County	New schools		Significant enlargement		Significant change in character		Discontinuance of schools	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
County	76	17	30	26	41	62	95	29
Voluntary:								
Church of England	10	0	11	2	13	11	44	3
Roman Catholic	3	10	3	6	6	17	7	11
Jewish	0	0	1	0	0	0	0	0
Methodist	0	0	0	0	0	0	5	0
Undenominational	0	0	1	2	1	2	0	2
Anglican & RC	0	1	0	0	0	0	0	0
Total voluntary	13	11	16	10	20	30	56	16
Total all schools	89	28	46	36	61	92	151	45

School meals, milk and transport

School meals service

Reducing operating costs

1.18 The Department summarised in Circular 3/78 issued in January the kind of economies in the school meals service that had been found to be practical (see 1977 Annual Report, paragraphs 1.15 and 1.16). Measures which had already been successfully adopted by some local education authorities included the use of cheaper foodstuffs such as vegetable protein foods and powdered milk; staff savings through the selective use of bought-in frozen or convenience foods; simplified menus; revised staffing scales and, where appropriate, the introduction of cook-freeze catering.

Charge for meals

1.19 In his Budget statement on 11 April the Chancellor of the Exchequer announced that there would be no increase in the charge for school meals during 1978-79. Arrangements were subsequently made for local education authorities to be reimbursed in full for the consequent increase in their net expenditure by means of the Rate Support Grant Increase Order.

Free school meals

1.20 Circular 3/78 also asked local education authorities to review their arrangements for the collection of dinner money to satisfy themselves that the arrangements were consistent with the need to avoid the identification of pupils taking free school meals. During the year a number of complaints were investigated by the Department, and in some cases this led to the arrangements for collecting dinner money in individual schools being changed.

1.21 In November, the scale of parental net incomes below which there is an entitlement to free school meals was revised to take account of increased supplementary benefit rates; the allowance in respect of special diets prescribed by a medical practitioner was also increased. Publicity measures for the new scales again included the distribution of a leaflet to organisations likely to be consulted by parents.

Meals served

1.22 The number of school meals served, both free and on payment, on a day in October 1978 are set out in Table 3 with the comparable figures for earlier years. The proportion of pupils at school taking and paying for school meals increased during the year, as did the proportion taking free meals.

Table 3: *School meals served on one day to pupils in maintained schools*

England

Year (October)	<i>Meals served thousands</i>		total	Percentage of pupils present taking meals	Percentage of meals served free
	on payment	free			
1978	4022	1074	5096	65.9	21.1
1977	3929	927	4856	61.7	19.1
1976	4724	779	5503	69.4	14.2

School milk

The extension of free school milk to junior pupils.

1.23 With effect from 1 August, the Provision of Milk and Meals Regulations, 1969, were amended to enable local education authorities, at their discretion, to provide free milk to those pupils in primary and primary middle schools not already entitled to free milk and to pupils in secondary middle schools, until the end of the school year in which they reach the age of 12. The autumn census showed that authorities were providing free milk to about a million junior pupils.

1.24 Because local authority budgets had been settled well before the decision to introduce free discretionary milk for juniors was announced, the Government decided, after consultation with the authorities, to reimburse authorities' expenditure on the supply of this milk during 1978/79, net of the EEC subsidy element, by means of a special grant payable direct from the Department.

Free 'duty' milk¹

1.25 The autumn census showed that 94.4 per cent of pupils in maintained schools for whom authorities had a duty to provide school milk were taking it, compared with 93.6 per cent the previous year. Children receiving free milk on the recommendation of the school medical officer numbered nearly 14,200 or 0.6 per cent of the relevant age group, compared with 1.3 per cent the previous year. On the day of the census 21 authorities were selling milk in 552 schools to about 20,500 pupils.

European Economic Community (EEC) Milk Subsidy

1.26 During the year local education authorities in England received EEC subsidy totalling nearly £5.5 million in respect of milk supplied to school-children either as a drink or as an ingredient in the school dinner. From the beginning of the autumn term, 1978, cheese and yoghurt provided as part of the school dinner were also eligible for subsidy.

¹Local education authorities have a statutory duty to supply free milk to:

- a. pupils of any age in special schools;
- b. pupils in primary schools until the end of the summer term following their seventh birthday; and
- c. to other pupils in primary schools and to pupils in middle schools until the end of the summer term following their twelfth birthday who need it on health grounds.

Home to school transport

1.27 The report of the research study conducted for the Department by the Local Authorities Management Services and Computer Committee (LAMSAC) of the administrative and financial implications of arrangements involving the introduction of a flat-rate ceiling charge for home to school transport (see 1977 Annual Report paragraph 1.29) was received during the early part of the year and copies of the report were made generally available by Easter. The broad conclusion to be drawn from the study was that a charging scheme would be administratively feasible, although it could impose a substantial administrative burden on some local education authorities and schools and problems for some parents, particularly where contract transport was involved.

1.28 During the remainder of the year, the Department was considering the national and local implications of introducing a charging scheme, which would avoid a significant increase in public expenditure and not prejudice educational policies such as school reorganisation and the development of sixth form colleges (see also 7.5).

Behaviour in schools

Truancy and disruptive behaviour

1.29 The Department was involved with HM Inspectorate in considering how schools and local authorities might best tackle the problems of truancy and disruptive behaviour. Two reports based on surveys by HMI were produced during the year, and published in January 1979, under the titles *Behavioural units* and *Truancy and behavioural problems in some urban schools*; the first covered the setting up and operation of special units established by local authorities for persistently absent, or disruptive pupils who failed to fit into normal school life; the second examined current practice in a number of urban secondary schools which seemed to have been particularly successful in dealing with truancy and indiscipline.

Juvenile delinquency

1.30 Regular discussions continued during the year with the Home Office, the Welsh Office and the Department of Health and Social Security on a concerted Government response to the problem of juvenile delinquency, including truancy, vandalism, the treatment of young offenders and the working of the Children and Young Persons Act 1969. In December the four Departments issued a joint Circular, DES Circular 18/78, to local authorities on cooperation between the police and other services in helping to prevent offences by juveniles. The Department and other bodies with educational interests participated in a Home Office conference in October on vandalism.

Corporal punishment

1.31 A wide range of interested bodies was invited in 1977 to submit their views on the continued use of corporal punishment in schools. The response disclosed widespread disapproval of this form of punishment, but the teachers' unions continued to oppose legislation to abolish it. In November 1978 the

Parliamentary Under-Secretary of State met most of the respondent bodies at a series of five meetings to explore their views in more detail and to see to what extent there might exist a common basis for progress towards the eventual abolition of corporal punishment.

Handicapped pupils and special education

Number of pupils

1.32 There were nearly 132,000 full-time and part-time pupils in special schools (of whom about 123,000 were in maintained schools) in England in January 1978, including about 5,000 receiving education in hospitals. In addition, some 7,000 pupils attended independent schools catering mainly or wholly for the handicapped, and nearly 16,000 handicapped pupils were attending designated special classes in country and voluntary schools.

Warnock Committee

1.33 The Committee of Enquiry which was established in September 1974 under the chairmanship of Mrs Mary Warnock completed its review of the educational provision for handicapped children and young people in England, Scotland and Wales. Its report was published in May 1978 (*Special educational needs, Report of the Committee of Enquiry into the Education of Handicapped Children and Young People*. Cmnd 7212, HMSO). A consultative document was prepared by the Department and the Welsh Office and issued to over 300 bodies with interests in special education inviting comments on the report's 224 recommendations. Members of the public were also invited to comment. The consultative process was expected to extend into the Spring of 1979.

1.34 The Department also organised a three-day conference of education officers and others who would be concerned with implementing the Warnock recommendations. Two other seminars for specialists in the field were also held during the Autumn of 1978.

DES/DHSS Collaboration

1.35 During the year the Department continued to work closely with the Department of Health and Social Security in a number of areas where education has a part of play in matters of wide social concern and provision. In July the Secretaries of State convened a joint meeting with the local authority associations to discuss these shared areas of concern, to see how cooperation between the education and the social services might be improved at local level and, in particular to consider joint provision for the under-fives and for those older children and young people who both underachieve at school and are in trouble (or are in serious risk of being in trouble) with the police and the courts. It was recognised that substantive progress on these issues could be made only in a local setting, but the associations agreed to work with the two Departments to do as much as possible nationally to encourage such joint working and to consider how obstacles to effective cooperation could be removed.

Educational Welfare Service

1.36 The important contribution made by the Educational Welfare Service in meeting children's educational and social needs was considered jointly by the Department, the Welsh Office and the Department of Health and Social Security. This was done with a view to consulting the local authorities on the role and organisation of the service and the need for cooperation between teachers, social workers and educational welfare officers (see also 4.12).

Other joint activity

1.37 Other aspects of joint activity are mentioned elsewhere in this report: consideration of the Warnock Report (see also 1.32); coordination of provision for nursery education and day care for young children (see 4.10). There will also be continuing discussion of provision for children at risk and the working of the Children and Young Persons Act 1969.

Court Report

1.38 The government's decisions on the recommendations of the Committee on Child Health Services (see *Education and Science in 1974*, p8, paragraph 1.26) were announced in Health Circular HC(78)5 issued by the Department of Health and Social Security in January 1978. The Circular drew attention, *inter alia*, to areas in which coordination between health services and other local authorities' services could particularly be helped.

2 Post-school education

Students in further and higher education - 16-18 age group - curriculum and examinations in further education - cooperation with training and manpower services - education and industry - other developments - adult education - organisation - universities - youth service and community provision - student support.

Students in further and higher education

2.1 Tables 4, 5 and 6 give the latest available details of students in further and higher education.

Table 4. *Student enrolments in maintained assisted and grant-aided further education establishments including polytechnics but excluding adult education centres*

England	Thousands	
	November 1976	November 1977
Full-time	452	444
Sandwich	49	52
Part-time only	703	706
Evening only	718	687
Total	1922	1890

Table 5. *Enrolments of students in maintained, assisted and grant-aided major establishments of further education, excluding adult education centres, and November 1977*

England and Wales	Thousands				Total
	Advanced		Non-advanced		
	Full-time	Part-time	Full-time	Part-time	
Polytechnics (excluding teacher training)	99	57	5	25	186
Teacher training in Polytechnics	14				14
Other further education establishments (excluding teacher training)	41	77	288	1,233	1,640
Teacher training in other further education establishments	49	1			50
Total	203	136	293	1,258	1,890

The figures in Tables 4 and 5 exclude students in universities. The total number of students in higher education - including universities, advanced further education and initial teacher training are shown in Table 6. (Higher education here means full-time and sandwich courses above the standard of GCE A-level and its equivalents).

Table 6. Enrolments of students in higher education

England and Wales	Thousands	
	1976	1977 (Provisional)
Advanced further education		
full-time courses	215	203
part-time courses	125	136
Universities		
full-time courses	230	238
part-time courses	23	24
Total	593	601

The reduction in numbers enrolled on full-time advanced further education courses is wholly due to the policy of reducing the level of entry to teacher training courses.

The 16-18 age group¹

16-18 year olds in further education

2.2 The numbers of 16-18 year olds in full-time and sandwich non-advanced further education rose both in absolute terms and as a percentage of the age group. In 1977 the numbers had risen to over 204,000 (10 per cent of the age group) compared with some 191,000 in 1976 (9.7 per cent of the age group).

Unified vocational preparation (UVP)

2.3 Interest in this experimental programme, sponsored jointly by the Education Departments and the Manpower Services Commission (MSC), grew encouragingly. By the end of December, about seventy schemes were in operation in England compared with about forty at the same time last year. Just over half of these were organised by colleges of further education; the remainder were sponsored by industrial training boards, whose activity in this field was increasing. The UVP experiment was already providing valuable insights into the needs of young people, and into how their interest could be engaged and the support of their employers secured. It was intended to develop new approaches to the vocational preparation of employed young people.

2.4 A series of workshops for teaching staff and training officers, held during the summer, served a double purpose in bringing UVP to the attention of more colleges and in identifying further staff development needs. Participative teaching methods and marketing were expected to be the focus of future staff development workshops.

Vocational preparation study

2.5 Lessons learned from the UVP programme would be among those taken into account in the study, announced in August, of means of improving and

¹This term is used to cover the three years following the 16th birthday. It is synonymous with the term '16-19 age group' which is also in common usage.

extending the provision of vocational preparation for employed young people under 19. The Government expected that the conclusions of this study, which was being undertaken by Government and MSC officials, would form the basis for formal consultations with interested organisations in industry, the education and training services and elsewhere.

Education for the young unemployed

2.6 As foreshadowed in the 1977 Annual Report, the MSC started in April this year the Youth Opportunities Programme (YOP) for unemployed school leavers and the complementary Special Temporary Employment Programme (STEP) for unemployed adults. The Department had an assessor on the Special Programmes Board of the MSC which advised on these programmes.

2.7 Colleges of further education responded well to the request in the Department's Circular 10/77 to provide associated further education courses for the young people on YOP. In addition, many colleges made provision on their own initiative for the young unemployed. The Department was represented on a working group (PROFILE), chaired by the MSC, which was considering guidelines for the content of YOP courses.

2.8 An amendment to the Department's Administrative Memorandum 4/77, which explained the eligibility for Supplementary Benefit of young people undertaking part-time further education, was issued in February: this said *inter alia* that the 21 hours a week of education which could be taken without affecting entitlement to Supplementary Benefit could be spread over five or even six days. This was intended to allow LEAs as much flexibility as possible in providing part-time education for unemployed young people.

Education and training for the 16-18s

2.9 The Government announced in August their intention of publishing in 1979 a White Paper on the whole topic of education and training for the 16-18 age group after consultation with interested bodies. By the turn of the year, preparations for a series of consultative papers on this theme were well advanced.

Curriculum and examinations in further education

Technician Education Council

2.10 Awards of the Technician Education Council (TEC) continued to replace progressively those of the Joint Committees and certain CGLI awards, and in Autumn 1978 some 47,000 students enrolled in TEC programmes. In 1978, numbers grew fastest in the science sector, where enrolments increased by 156 per cent and the numbers on higher awards programmes increased from 570 to 2360.

Business Education Council

2.11 In Autumn 1978 more than 80,000 students were enrolled on courses leading to awards administered by the Business Education Council (BEC). Courses leading to BEC's new awards were offered for the first time in September, with over 300 centres offering courses at General level and some also offering courses at BEC National and Higher National levels.

EITB craft apprenticeship proposals

2.12 In April the Engineering Industry Training Board (EITB) published proposals for radical changes in the engineering craft apprenticeship system. These proposals had wide implications for the education service; the Department followed closely the meetings which the EITB organised with industry and the education service, and had a number of meetings with representatives of the Board. Later in the year the EITB decided to reconsider aspects of its proposals in the light of criticisms made in these discussions, and the Department arranged to be associated with their further work.

Further Education Curriculum Review and Development Unit (FEU)

2.13 The Unit continued its work on the immediate post-school stages of further education and issued four publications during the year: *Experience, reflection, learning* (suggestions for organisers of schemes of Unified Vocational Preparation); a postal survey of further education provision for the young unemployed; a review of research into aspects of the education and training of young part-time students; and a first Annual Report. The Unit's Annual Report gave details of commissioned research into the learning styles of young people, alternative curricula for areas of high and continuing unemployment, styles of curriculum design in further education, and other topics.

Cooperation with the training and manpower services

Reorganisation of the Manpower Services Commission

2.14 During the year, the MSC adopted a new, unified organisation in which the former Training Services and Employment Service Agencies became operating divisions of the MSC, alongside a new Division responsible for the special programmes for the unemployed. At regional level, Regional Manpower Services Directors were appointed with responsibility for coordinating a wide range of training and manpower services. The Department advised LEAs and institutions of these changes with the aim of facilitating a continued growth in cooperation between the education and training sectors.

Cooperation with the industrial training boards

2.15 Within the industrial training boards, the Department and HM Inspectors continued to work towards a closer integration of training and further education and improved links between industry and the education service (see also 4.26). Special attention was given to schools/industry contacts; a proposal to reinforce existing links by including secondary school teacher representatives on ITBs was under active consideration at the end of the year.

Training and Further Education Consultative Group

2.16 The Group continued to be an important focus of cooperation. It met four times in 1978 and discussed a wide range of topics, including the Youth Opportunities Programme, the TOPS review and the MSC's *Training for skills* programme. In the general context of TOPS, the Group took particular interest in the relationship between skillcentre and further education courses. The Group also considered arrangements for liaison between the MSC and Regional Advisory Councils for Further Education and reviewed the standing procedures

for the joint planning of industrial training and further education outlined in Administrative Memorandum 25/67.

Training Opportunities Scheme (TOPS)

2.17 In November, the MSC published a major review of the future role, scale and balance of TOPS, which aimed to provide adults over the age of 19 with opportunities for vocational training relevant both to their career prospects and to local and national manpower requirements. In recent years, the further education service had made a substantial contribution to TOPS, rising from 10,000 completions in 1972 to about 55,000 in 1977. The TOPS review concluded that total numbers of adults trained under the scheme might increase from 83,000 in 1978/79 to 108,000 in 1982/83. The further education service was expected to account for a roughly constant share of this growing total but the subject balance was likely to change gradually, with increasing emphasis on higher-level training and work preparation courses.

Education and industry

2.18 The Department continued to work closely with the other Departments concerned on developments which might foster a constructive relationship between education and industry and enhance the contribution which education makes to the country's economic performance. Particular measures included encouragement of the University Grants Committee's initiative in the development of new engineering degree courses including expanded elements on industrially related subjects, the launching of the National Engineering Scholarship Scheme co-financed jointly by industry and Government for able young people committed to a career in industry (see also 2.80, 2.81), and work with various Sector Working Parties of the National Economic Development Council in support of the Government's Industrial Strategy. Attention was also given to school/industry liaison (see 5.7, 5.8).

Microelectronics

2.19 In this area, the Department worked closely with the other Departments concerned to devise a strategy to ensure that:

- a. industry would not be deterred from adopting microelectronic technology by a lack of people with the required skills;
- b. the education service took full account of the likely long-term social and economic implications of the new technology.

2.20 The Department set out its preliminary views on the challenge of microelectronics in a consultative letter to a wide range of educational bodies on 24 October. Further consultations were promised on the specific steps that might be taken, including the establishment of a national development programme to help schools and colleges to become fully aware of microelectronics, and to make the best possible use of the opportunities it affords.

Management education

2.21 The Department continued to promote management education as part of the Government's continuing drive to improve the performance levels of British industry and commerce.

2.22 The Foundation for Management Education, Manpower Services Commission and the Department agreed jointly to finance the appointment of a full-time director for the Case Clearing House, which collects and publishes case study material for business and management education.

Engineering education

2.23 A member of HM Inspectorate represented the Department as an assessor on the Committee of Enquiry into the Engineering Profession (CIEP), which was established last year by the Secretary of State for Industry under the Chairmanship of Sir Monty Finniston. CIEP's terms of reference included the education and training of engineers. The Department was one of many bodies with an interest in engineering education to submit evidence to the Committee. Members of the Committee visited institutions in the United Kingdom and overseas during the year. Plans were in hand to consider the implications of the Committee's recommendations when their report, expected in late 1979, is published.

Other developments

People and work

2.24 The Department considered with the other Departments concerned its response to those recommendations which had implications for the education service of the 13th Report of the Social Services and Employment Subcommittee of the House of Commons Expenditure Committee, *People and work*, published on 26 July.

Trade union studies

2.25 The Secretaries of State for Education and Science and for Employment agreed a joint grant of £1 million to the TUC in support of approved expenditure on trade union education and training in 1978/79.

Recreation Management Training Committee

2.26 The Recreation Management Training Committee, appointed jointly by the Secretaries of State for Education and Science and for the Environment, issued an interim report in July; that report recorded progress to date and invited evidence from interested organisations on a number of issues.

Foreign languages

2.27 The Department and HMI participated in the work of a British Overseas Trade Board group set up in June to assess the need for people with knowledge of foreign languages in the successful pursuit of Britain's overseas trading interests; the group was expected to report in Spring 1979.

Adult education

Advisory Council for Adult and Continuing Education

2.28 The Advisory Council, which met for the first time in October 1977, continued to meet regularly during the year. It set up a number of committees to consider various topics and produced formal responses to several discussions

documents issued by this and other Departments. The Council's chairman was Dr Richard Hoggart. It had 22 members appointed in a personal capacity and an independent secretariat.

Adult literacy

2.29 The Adult Literacy Resource Agency published its final report, *Adult literacy in 1977/78: remarkable educational advance*, (HMSO £1.75), in September, having ceased operations on 31 March 1978. During each of its three years of existence it disbursed government funds of some £1 million. The results of a joint research project commissioned by the Department from the National Institute for Adult Education and the BBC, which related to the adult literacy campaign during the last three years, was published, *Adult literacy: a study of its impact* by H A Jones and A H Charnley, (NIAE, £1). The project investigated the role of broadcasting in gaining the attention, and overcoming the inhibition, of the adult illiterate and sought to discover which elements were most effective with different types of learner and teacher.

2.30 To provide a continuing central focus for adult literacy matters the Adult Literacy Unit was set up within the National Institute of Adult Education in April 1978 with government funds of some £330,000 per annum for each of the two years of its planned existence. For the longer term the Advisory Council for Adult and Continuing Education has been asked urgently:

To advise on the best way of building on the adult literacy campaign of the last three years in order to create and implement a coherent strategy for the basic education of adults, including provision for adult literacy.

The Council's report is expected early in 1979.

Local authority provision

2.31 Provisional figures show that approximately 1.9 million students were enrolled by local education authorities at adult education centres in England in November 1978 compared with 1.7 million in 1977. (This number does not include those at major establishments of further education on comparable courses).

During the 1977/78 academic year, about 3,500 short courses involving some 93,000 students were held in residential establishments maintained or assisted by local education authorities.

Responsible bodies

2.32 Courses provided by university extra-mural departments and the Workers' Educational Association (WEA) were attended by some 238,000 (provisional figure) students in the 1977/78 session compared with 250,000 in 1976/77. The Department's normal grant towards teaching costs in extra-mural departments and districts of the WEA totalled about £3.7 million in the 1977/78 session compared with nearly £3.4 million in 1976/77.

2.33 New grant arrangements for the WEA came into operation in 1977/78 to facilitate the agreed shift in the emphasis of the Association's work towards priority areas of education for the disadvantaged; work in an industrial context; and social and political education. The grants are now applied towards both teaching and organisational costs.

National associations

2.34 The Department's grant towards expenditure incurred by a number of national associations in providing educational services totalled £172,400 for the financial year 1977/78, compared with £131,000 for 1976/77 and included an additional grant contingent upon the setting up of the Advisory Council for Adult and Continuing Education.

Long-term residential colleges

2.35 The number of students on courses (other than short courses and summer schools) at the long-term residential colleges of adult education for the 1977/78 academic year was 350 which included 182 new admissions. The Department's grant aid to the colleges amounted to £518,458, compared with £463,504 in the previous year. In addition, grants totalling £49,610 were made towards capital development during the financial year 1977/78.

2.36 The new Northern College for Residential Adult Education in Barnsley opened in September 1978, providing a mix of long- and short-term courses. The Department is grant-aiding the college's long-term provision at a rate of £30,000 per annum and the Regulations were amended to enable state bursaries to be awarded to students on such courses (The State Awards Regulations 1978, SI 1978/1096).

Organisation

Tuition fees

2.37 Circular 2/78, dated 11 January announced the Secretary of State's recommended fee levels for the academic year 1978/79 for both home and overseas students. As foreshadowed in the statement issued on 18 November 1977 (see Annual Report 1977, paragraph 2.37) the 1977/78 levels were maintained in real terms.

Overseas students

2.38 Circular 8/78, dated 20 June, conveyed the Secretary of State's approval of the tuition fees recommended in Circular 2/78 for overseas students. The circular also indicated that overseas students paying full cost fees for courses meeting their special needs were to be regarded as outside the arrangements for limiting total numbers at institutions in 1978/79 and subsequent years.

2.39 Circular 17/78, dated 6 December, together with a Further Education Circular letter to local education authorities and colleges clarified the position regarding charges to be made to students in self-catering accommodation in confirming that the full economic cost should be charged to students in residential accommodation, with or without board, who normally live outside England and Wales.

2.40 On 11 October, jointly with the Home Office and the Welsh Office, Circular 14/78 was issued to offer guidance to local education authorities and institutions on the admission of Commonwealth citizens and foreign nationals to further education institutions in England and Wales. It described for the benefit of all concerned the admission arrangements for overseas students set up under the Immigration Act 1971.

2.41 On the same date, Circular 15/78 was issued jointly with the Welsh Office to provide up-to-date guidance to colleges on ways of dealing with the problems faced by overseas students living and studying away from home in a different social environment. Guidance was given on general welfare, living accommodation, finance, introductory courses, communication, introduction to the local communities and the training of staff who work with overseas students.

Council for the Accreditation of Correspondence Colleges

2.42 The three-year terms of office of the Chairman and of the Secretary of State's nominees to the Council ended in July. The Chairman, Mr J F Phillips and two of the serving members accepted reappointment for a further term, while three new appointments were made to replace retiring members.

Safety

2.43 Administrative Memorandum No 14/78 issued on 12 December, *Research and experiments on volunteers in non-medical institutions*, reminded local education authorities and further education institutions where they might obtain specialist advice on these activities. Although there was no evidence to suggest that educational establishments were unaware of the need for close supervision of research work of this kind it was thought that it would be helpful for authorities and colleges to have guidance on sources of expert advice available to them on ethical and other aspects of this work.

College government

2.44 Under Section 1(3) of the Education (No 2) Act 1968, the Secretary of State approved new Articles of Government or revisions to existing Articles, for 31 establishments of further and higher education (including three polytechnics) maintained by local education authorities in England. New Instruments of Government (or revisions to existing Instruments) were approved for eight such establishments.

Management of higher education

2.45 The report of the working group on the management of higher education in the maintained sector under the chairmanship of the Minister of State, Mr Gordon Oakes MP, was published on 20 March 1978 and interested bodies were invited to submit comments on the working group's recommendations during the summer.

2.46 In a House of Commons debate on 3 November 1978 the Secretary of State reaffirmed the Government's belief, first voiced at the time of publication, that the report's proposals taken in their entirety marked a real advance towards a solution of the problems of forward planning and financial control of higher education in the maintained sector. Clauses 20 and 21 of the Education Bill introduced in 1978 provided for the implementation of two of the Report's main recommendations for the establishment of national machinery in England and Wales (the Advanced Further Education Councils) to advise on the planning and financial control of maintained provision, and for the modification of the present system whereby the costs of that provision are met in an automatic way by all LEAs collectively through a pool.

2.47 Discussions continued on the implementation of other aspects of the working group's report for which legislation was not required, for example, off those relating to management at local and regional level.

Enriched engineering courses

2.48 In parallel with a similar initiative in the universities, the Secretary of State approved two 'enriched' engineering courses at Sheffield and Trent Polytechnics which would start in 1979.

Agriculture

2.49 In March, a discussion document was issued about validation arrangements for craft level courses in England and Wales. The responses indicated widespread support for bringing all courses below degree level in agriculture and related subjects under the validating control of a single body and consultations continued with a view to achieving this end.

The future use of redundant colleges of education

2.50 LEAs maintaining colleges of education ceasing to provide initial teachers training were reminded of Ministers' concern that the premises should be used for other educational purposes wherever practicable, and asked to report progress.

2.51 The final intake of students to initial training at many of the colleges concerned will not complete their courses until 1980 or 1981 but so far, of the premises in question, firm decisions have already been taken by the maintaining LEAs or voluntary providing bodies in respect of some 50 per cent and most of these are to be put to alternative educational use.

Universities

Student numbers

2.52 The provisional count of full-time and sandwich course students in Universities in Great Britain in October 1978 was 289,000 - of whom 241,000 were undergraduates and 48,000 were postgraduates. The actual number in the academic year 1977/78 was 280,500 - of whom 231,600 were undergraduates and 48,900 were postgraduates.

Finance

2.53 A new system of settling universities' recurrent grant and furniture and equipment grant was introduced in 1977/78 to replace the former quinquennial system which was suspended in 1975/76. Under the new arrangements, grants were announced on a rolling four-year basis of which the first year's grant was firm and the remaining three were indicative. The recurrent grants so settled are shown in Table 7.

Table 7. *April 1977 universities' recurrent grants at 1977/78 prices.*

Great Britain

Academic Year	1977/78	1978/79	1979/80	1980/81
£ million	553	549	557	565

2.54 The grant for 1977/78 was settled as a cash limit within which universities would normally be expected to contain their expenditure. However an additional grant of £11.2 million was provided towards the end of the academic year in recognition of the fact that pay increases were higher and price increases lower than had been expected when the original grant was settled.

2.55 The Government recognising that the figures announced for the four years were disappointing to universities, particularly in the light of the expected increase in student numbers, was pleased to be able to announce in April 1978 the figures, shown in Table 8, for the four years beginning 1978/79. The grant for 1978/79 represented in real terms an increase of about 1 per cent over the grant announced for 1977/78.

Table 8. *April 1978 universities' recurrent grant at 1978/79 prices.*

Great Britain

Academic Year	1978/79	1979/80	1980/81	1981/82
£ million	619	635	648	670

2.56 In settling the grant for the above four years, it was assumed that student numbers would increase from 285,000 in 1978/79 to 310,000 in 1981/82, which would mean that income per student from recurrent grant and tuition fees would be maintained at an almost exactly constant level throughout that period.

2.57 Although the announcement of the furniture and equipment grant in 1977 was on the new four-year basis, in 1978 only the firm grant of £41.6 million for 1978/79 was announced. This represented a real-terms increase of 11.5 per cent on the grant of £35.1 million settled for 1977/78. Indicated grants for the later years were promised in the light of the 1978 Public Expenditure Review.

Royal College of Art

2.58 The Royal College of Art was allocated grants-in-aid of recurrent expenditure of £2.181 million for the academic year 1978/79 and £2.177 million for 1979/80. The grants announced were firm for 1978/79 and a provisional indication for 1979/80.

Cranfield Institute of Technology

2.59 Cranfield Institute of Technology was allocated grants-in-aid of recurrent expenditure during the four academic years 1978/79 to 1981/82 as follows: £4.367 million in 1978/79; £4.307 million in 1979/80; £4.265 million in 1980/81; and £4.217 million in 1981/82. The grants announced were firm for 1978/79 and provisional indications for the following years.

Open University

2.60 A recurrent grant of more than £33 million was allocated to the University for the academic year January to December 1979. The grant took account of the proposed admissions of 21,000 new undergraduate students in 1979 (bringing the total student body to about 60,900) and of the production and remaking of courses. An additional allocation of £35,000 to the Financial Assistance Fund (formerly the Student Hardship Fund) brings the Department's contribution to this fund to £125,000.

2.61 The course tuition fee was reviewed and the University was advised that an increase from £52 to £55 would be appropriate for the 1979 academic year.

Student union finance

2.62 In May 1978, the Department issued a discussion paper on the financing of student unions, suggesting a new system of finance designed to improve the accountability for the public money that is provided for the unions. The essence of the proposals was that an upper limit (possibly £15-£20) should be set on the amount that could be paid through the awards machinery for student union subscriptions, but that this could be supplemented, where necessary, from an institution's recurrent grant, following local negotiations. A minimum level of subscription (possibly £1.25 for full-time students) would also be recommended in guidance to local education authorities.

2.63 After the Department had considered the response to the discussion paper, the Secretary of State announced on 23 November that, as yet, no acceptable alternative to the Department's proposals had emerged, and that, while being prepared to look at any new considered views which might emerge, the Department would proceed with making future arrangements for student unions on the basis of these proposals. Discussions and negotiations with interested bodies were continuing at the end of the year.

Universities Superannuation Scheme (USS) - Premature Retirement Scheme

2.64 A draft Scheme, broadly on the lines of that which has been arranged for the Teachers' Superannuation Scheme, for compensating USS members for premature retirement in the interests of managerial efficiency, was drawn up in consultation with the Committee of Vice-Chancellors and Principals and the Association of University Teachers. It is hoped that, if approved, it will assist in remedying structural imbalances in staffing resulting from the economies of recent years.

Education credit transfer feasibility study

2.65 Early in 1978, the Department set up this study to look into the possibility of creating a national information service to record and provide information on credits which have been given by academic and professional institutions towards degrees and other qualifications in respect of previous studies undertaken by students. The need for better credit transfer arrangements has been canvassed for some time; the Russell Report laid great stress on facilitating movements of students between courses and institutions and more recently the Open University and the Council for National Academic Awards have concluded agreements on mutual credit recognition. The study is being directed by Mr Peter Toyne of

Exeter University; it is being monitored by a Steering Committee of representatives of educational institutions, validating bodies and teachers' associations, under the Chairmanship of Dr C C Butler, Vice-Chancellor of Loughborough University. The final report is expected to be ready around July 1979.

Youth service and community provision

Youth Service Forum for England and Wales

2.66 In June, the Forum received and considered a working party report, *The encouragement of youth participation*. It endorsed the principle that young people should be given a greater say in community affairs in general, and in the youth service provision made for them in particular, and agreed that the report should be made widely available to enable youth organisations and other interested bodies to comment on its specific recommendations. The Forum planned to resume consideration of the recommendations in 1979 in the light of the response to these consultations.

In-Service Training in the Youth and Community Service

2.67 In September, the Department's Circular 13/78 commended to local education authorities and other bodies the report of the In-Service Training and Education Panel (INSTEP). The Panel had been set up at the Department's request in 1975 by the Consultative Group on Youth and Community Work Training. Its report, produced after a series of discussions with the bodies concerned with in-service training, outlines the conditions for, and essential elements of, a staff development policy and proposed a continuing central coordination and validation role for itself. The Circular announced that the DES would provide funds to enable INSTEP to carry out such a continuing role.

Political education and the youth service

2.68 Grants were awarded to enable the British Youth Council and the National Association of Youth Clubs to develop programmes of social and political education for young people. The two organisations would work closely together.

Capital grants for local youth and community projects

2.69 Grants allocated by the Department through local education authorities for projects in England started in 1978/79 totalled almost £1.5 million for voluntary youth projects and almost £1.7 million for voluntary village halls and community centres. Grants amounting to £132,000 were offered directly by the Department to sponsoring bodies for national and regional projects in England.

National voluntary youth organisations

2.70 The Department's grant towards the headquarters' and training expenses of national voluntary youth organisations totalled almost £1 million in 1978/79, including £118,000 for experimental and development work. (These figures do not include grant to organisations serving only Wales, which from 1 April 1978 became the responsibility of the Welsh Office).

Student support

Mandatory awards

2.71 In recent years, the rates for mandatory awards had been increased annually to take account of inflation, and it was the aim of the Government to undertake a full review of the system every third year. Although a triennial review had been due since 1977, it was not possible in view of the Government's general policy of restricting increases in public expenditure to introduce any major changes in the arrangements in 1978. Nonetheless, the rates of grant were increased in real terms, (ie, beyond the level required simply to take account of inflation since 1977); improvements were made to the parental contribution scale to reflect changes in the earnings index and to compensate parents for the second stage of phasing out child tax allowances; and some other minor improvements were made to the grant arrangements.

2.72 The new rates represented increases of some 15 per cent for students living away from home and attending institutions in London, about 6 per cent for those receiving free board and lodgings and about 10 per cent for all other students over the rates for 1977/78.

Table 9. *Main rates of grant for students*

	1977/78 £	1978/79 £
London	1145	1315
Elsewhere	1010	1100
At home	785	870
Students receiving free board and lodgings	430	455

2.73 As a result of these adjustments, the value of the grant in 1978/79 was broadly comparable to what it was for the academic year 1974/75, following the last full review. Supplementary grants were also increased.

Child benefit and tax allowances

2.74 In April 1977 tax-free child benefit allowances replaced family allowances, and from that date child tax allowances were progressively reduced. Although this represented an improvement for most families, since child benefit more than made up for the reduction in tax allowances, students over 19, or those on advanced courses, were not eligible for child benefit. In order, therefore, adequately to compensate the parents of these students for the reduction in child tax allowances, the parental contribution scale was adjusted in two corresponding stages – first in 1977/78 and further in 1978/79. Transitional arrangements were agreed with the Inland Revenue and local education authorities to protect the position of the parents of certain students not covered by these provisions.

Parental contribution

2.75 Besides the adjustments referred to above, the parental contribution scale was also adjusted to take account of increases in earnings. The final scale in fact went some way beyond simple compensation for the reduction in tax allowances and inflationary increases: in real terms, the contribution was reduced by an

amount representing on average £27 for each student whose grant was subject to a contribution, and the starting point for contributions was raised from a residual income of £3,200 to £3,800. The minimum rate of maintenance grant was increased from £80 the previous year to £200 in 1978/79, in particular to ensure proper compensation for the withdrawal of tax allowances to parents on higher incomes.

Other changes

2.76 Other changes included:

- i. a relaxation of the arrangements relating to transfer from one course to a second, provided the overall length of study remains the same;
- ii. amendments to the regulations to ensure eligibility for a mandatory award for two groups previously disqualified:
 - those under the age of 25 who have completed two-year full-time (or the part-time equivalent) preliminary or foundation courses in art, drama or music; and
 - those transferring from a part-time degree course to a one-year full-time course for the completion of their degrees.
- iii. an extension of the payment of excess travel expenses for medical students to cover travel for clinical medical studies to hospitals which are not part of the university medical school.

16-18 student support

2.77 In May, the Government announced their readiness to commit themselves in due course to a statutory system of awards which would ensure that more 16-18 year olds stayed on in relative full-time education. The Education Bill introduced in November included provision for the introduction of an improved awards system for this age group, and the Government made it clear that it intended to use those powers, if agreed by Parliament, to establish a pilot programme covering selected areas from September 1979.

Discretionary awards

2.78 Following representations received in the Department about the effect of financial restrictions on the system of local education authority discretionary awards, a survey was undertaken of practice between 1975/76 and 1977/78, the results of which were published early in 1978. The survey showed considerable differences between individual authorities, but in national terms the following main conclusions were drawn. First, authorities appeared to have made 2,000 fewer new full-value awards in 1977 than in 1975/76, in spite of the increase over that period in the student population; the total number of awards, new and otherwise, however, remained constant. Second, the average value of the maintenance element in full-value discretionary awards had not kept pace with the rate for mandatory awards. Finally, for students on non-advanced courses receiving discretionary awards, substantial numbers of authorities made grants which were less generous than the levels recommended by the local authority associations.

2.79 As a result of authorities' reactions to the survey findings, the Council of

Local Education Authorities set up a working party in July to review policy on discretionary awards. The Department cooperated in this review and was represented at working party meetings. The working party's report was completed by the end of the year and was to be considered by the Council at the beginning of 1979.

Industrial scholarships

2.80 In response to the appeal launched by the Secretary of State in 1977 for contributions from industry to help finance a scholarship scheme, 41 organisations had promised a total of some £100,000 a year for the first five years of the scheme. In March the Secretary of State set up an Action Committee, composed of members from Government, industry and education, to devise and implement a system of scholarships aimed at encouraging more of the ablest school and college leavers to undertake first-degree courses which would lead to a career in industry.

2.81 The Committee introduced interim arrangements in 1978, limited to a small number of high-level engineering degree courses. Scholarships – known as National Engineering Scholarships – worth £500 a year, free of tax and parental contribution and in addition to the normal student grant, were awarded to 62 candidates. A competition open to all students on first-degree courses recognised by the Council of Engineering institutions was devised for 1979, and details circulated to schools and colleges in October.

Adult education bursaries

2.82 Students attending one and two-year courses of liberal adult education at the long-term residential colleges (see 2.35) were awarded 246 new bursaries in the academic year 1978/79 and awards made in 1977/78 were continued for 179 students in the second year of their studies. These grants were made subject to similar conditions and at the same rates as mandatory awards and the changes in rates and conditions (see 2.71 to 2.76) were applied to them.

Postgraduate awards

2.83 New rates of grant for 1978/79 for postgraduate studentships awarded by the Education Departments and the Research Councils, representing increases in line with those for undergraduates, were announced in July.

Table 10. *New rates of grant for postgraduate students*

	1977/78	1978/79
	£	£
London	1655	1990
Elsewhere	1475	1610
At home	1075	1210

DES studentships

2.84 Each year the Department makes humanities studentships available on a competitive basis for about one-fifth of the estimated number of good honours graduates (those gaining a first or upper second class honours degree) in relevant disciplines. Awards are tenable for either one or up to three years, a higher

standard of academic ability being required for the latter category. In 1973, awards made totalled 949; in 1978 there were 1167 successful candidates out of a total of 2572 applicants. The Department continued its practice of previous years by awarding 50 studentships for research or other postgraduate training in information science and technology to candidates nominated by their institutions and 26 for postgraduate study and research in librarianship.

DES bursaries

2.85 Higher education institutions were again offered bursaries on a quota basis for postgraduate courses of a professional or vocational nature in the humanities. The scheme was set up in 1969 to administer the postgraduate awards formerly made by local education authorities and initially the number of bursaries offered in the various subject areas represented the different levels of support previously given by the authorities. Over the years modifications were made to reflect changes in demand, but the general pattern of the scheme had been largely preserved. The number of awards made had increased by 31.7 per cent since 1969.

Table 11. *Awards made in main subject areas*

	1969	1978
Fine art and associated subjects	309	363
Librarianship	239	260
Language studies	8	63
Other disciplines (eg museum studies, archive administration, journalism)	107	187
Total	663	873

3 Teachers

Teacher employment – teacher training – training and retraining of teachers in shortage subjects – in-service training – teachers' pay and superannuation

Teacher employment

Number of teachers

3.1 During 1978 the numbers of pupils in nursery, primary and secondary schools in England continued the decline which began in the previous year (see 1.1). During the same period the numbers of teachers (including the full-time equivalent of part-timers) rose to 435,700, an addition during the year of 2,600.

Table 12. *Maintained nursery, primary and secondary school teachers in employment in January of each year since 1975*

England	Thousands					
	January	1975	1976	1977	1978	1979
Qualified teachers in regular service:						
Full-time (FT)		391.9	404.2	409.0	410.4	413.9
Part-time (FTE) ¹		19.6	17.6	15.7	14.9	15.0
Qualified teachers on long-term secondment		2.2	2.0	1.3	1.1	1.5
All qualified teachers in regular service or on secondment		413.7	423.8	426.0	426.4	430.4
Qualified teachers in occasional service		3.8	3.5	3.9	6.2	7.6
Student teachers and instructors, FT and FTE		4.4	3.9	3.2	3.1	2.8
All teaching staff		421.9	431.2	433.1	435.7	441.8
Increase during year		18.6	9.3	1.9	2.6	6.1

¹FT = full-time equivalent.

3.2 The Government recognised that additional teachers would be required above the number necessary to maintain pupil/teacher ratios in schools at 1975/76 levels, in order to maintain standards in the face of the growing problems of deploying and managing teachers and protecting the curriculum as falling rolls caused schools to become smaller. It was accordingly decided that resources should be provided for the employment of additional teachers in 1978/79 and subsequent years on this account. The calculations underlying the Rate Support Grant settlement for 1979/80 assumed a margin of 8,500 teachers on this account. In addition, public expenditure plans allowed for a further margin of 1,000 teachers to cater for the needs of disadvantaged children, and assumed the further expansion of induction and in-service training. Pupil ratios in schools in January 1978 showed a slight improvement over the previous year: at 23.6 to 1 in primary schools and 16.9 to 1 in secondary schools, they were the

lowest ever recorded. Information about the ratios in January 1979 was not available.

Class sizes

3.3 Table 13 shows the continuing decline in the percentage of primary and secondary school classes containing more than 30 pupils.

Table 13. *Percentage of maintained primary and secondary school classes with 31 or more pupils*

England							
	January	1973	1974	1975	1976	1977	1978
Primary schools ¹		59.4	54.9	50.1	46.5	43.5	40.1
Secondary schools ²		18.5	17.6	15.9	15.0	13.8	12.6

¹Registered classes, excluding those in middle schools deemed primary.

²Classes as taught, excluding those in middle schools deemed secondary.

Unemployed teachers

3.4 A number of measures taken by the Government which were needed on educational grounds have also helped to keep the numbers of unemployed teachers down to about 2 per cent of the total teaching force. These include the provision of additional teachers already mentioned in 3.2; the special schemes for the retraining of teachers in the shortage subjects (see 3.19), arrangements to enable employers to retire teachers aged over 50 on accrued superannuation benefits, (see 3.28) and the reduction of the teacher training plant. Table 14 shows the number of people registered at employment offices in England as unemployed and seeking work as school teachers.

Table 14. *People registered as unemployed and seeking work as school teachers*

England				
December 1977	March 1978	June 1978	September 1978	December 1978
9,578	8,037	6,292	10,316	8,728

Destinations of those qualifying as teachers

3.5 Surveys were carried out in the autumn of 1978 to discover the destination of those who had successfully completed initial teacher training courses in England and Wales during the summer. The Universities' Council for the Education of Teachers carried out the survey in respect of University Departments of Education and the Department surveyed the non-university institutions. The surveys show that 69 per cent of those from English institutions for whom information was available had obtained teaching posts in the UK (61 per cent in 1977); 13 per cent were reported to be unemployed and still seeking teaching posts (19 per cent in 1977); and 10 per cent had taken up non-teaching employment (13 per cent in 1977).

Advisory Committee on the Supply and Training of Teachers (ACSTT)

3.6 ACSTT was originally constituted in 1973 for a period of five years, which ended in July 1978. Because of the valuable contribution made by the Committee and its sub-committees the Secretary of State announced that she had it in mind to reconstitute it for a further period of five years and that Sir Arthur Armitage had agreed to continue as Chairman for an initial period. The Committee was to be reconstituted as the Advisory Committee on the Supply and Education of Teachers (ACSET) with the following terms of reference:

To advise the Secretaries of State for Education and Science and for Wales on the development and implementation of national policy for the supply and education of teachers for maintained schools and establishments of further education in England and Wales.

3.7 The main Committee of ACSTT met in 1978 to consider the size and balance of the intakes to training institutions for 1979 and 1980, the measures which might be needed to encourage the admission of older and experienced students and members of ethnic minority groups whose background could be valuable to the schools but who might not have had the opportunity to obtain the higher qualifications required for entry to teacher training, and the destination of students completing courses of teacher training outside the universities in 1977..

3.8 The interim report of the working group set up in 1977 to consider the nature, structure and content of the BEd in the light of the changes in the size and organisation of the training system and in the employment prospects for newly qualified teachers was issued for comment by the Committee before deciding what further work might need to be undertaken.

3.9 In January the Sub-Committee on Induction and In-Service Training organised a conference with the theme 'towards a national and local policy for in-service training'. Following the conference's recommendation that it should seek effective ways of communicating with all teachers about the importance and significance of in-service education and training (INSET), the Sub-Committee produced a discussion document, *Making INSET work*, which was published by the Department in November. The Sub-Committee also produced a report in April on priorities in in-service training, based upon consultations with interested parties.

3.10 In March, the Sub-Committee on the Training of Teachers for Further Education gave a wide distribution to their report on the training of adult education and part-time further education teachers; and in August to a discussion paper which had been completed during the year, on training teachers for education management in further and adult education. Comments were received on both during the course of the year.

Teacher training

3.11 Following the establishment of the future pattern of the training system in 1977, institutions continued to review their plans for future course provisions within this system. The concern with the qualitative rather than quantitative aspects of teacher education continued and attention was focussed on the issues raised in the Green paper (Cmnd 6869).

Initial teacher training intake target and student numbers

3.12 In order to give institutions a stable basis for planning courses and to assist them in planning a smooth run-down in staff to the level appropriate to their total training numbers for 1981 it was decided, after consultation with ACSTT (see 3.6), that the intake targets for both 1979 and 1980 should be at broadly the same level as for 1978. In England these amounted to some 8,800 to three- and four-year courses and some 5,400 to one-year courses (postgraduate certificate in education courses 4,600, postgraduate art teacher training courses 400 and specialist non-graduate certificate courses 400). They included about 350 to three- and four-year courses and about 300 to postgraduate courses at universities, following the amalgamation of three former colleges of education with universities. In addition, some 4,150 students were expected to be admitted to postgraduate courses at universities in England.

3.13 The annual reductions in intake to initial teacher training courses in previous years were reflected in the total student numbers for the year. In the autumn term the estimated number of students on courses of initial training in institutions providing teacher training, excluding universities, was 43,490 in England compared with 58,755 in 1977. The provisional total number following initial training courses in all institutions was 49,918 compared with 63,885 in 1977.

Coordination of reductions

3.14 Institutions had been asked, in view of the further reduction in the training system to 46,700 places, to re-work the regionally coordinated plans for future initial training provision which they had originally produced. The revised plans were received in the Spring of 1978 and were being analysed carefully in the light of all the information available at the time on the future needs of schools.

Standards in training

3.15 The concern with standards in training was reflected in Circular 9/78 which confirmed that the last general entry to non-graduate Certificate in Education courses would be in the academic year 1979/80, but that one-year courses for holders of specialist qualifications in music, business studies and craft, design and technology would continue to be available until 1983/84 in order to safeguard the supply of teachers in these shortage subjects. In addition, the circular announced that all those who expected to complete a course of initial teacher training leading to qualified teacher status, whether at undergraduate or postgraduate level, at the end of the academic year 1983/84 would, on entry to the course, be expected to provide evidence of a level of competence in the understanding and use of the English language and in mathematics at least equivalent to a pass on 'O' level GCE at grade C.

3.16 The move towards higher standards in teacher training was given impetus by the continuing increase in the proportion of non-graduate students admitted to direct entry degree courses to 79 per cent compared with 65 per cent in 1977, and in the proportion of students staying on for a fourth year on courses leading to BEd to 22 per cent in 1977/78 of the intake three years earlier compared with 21 per cent in 1976/77.

3.17 The introduction of more stringent entry qualifications for teacher training courses and the need, to which attention was drawn in the Green Paper, to ensure

that prospective teachers with experience which could be of value in teaching, particularly those from ethnic minority groups, should not be precluded from training because they had no opportunity to acquire the requisite entry qualifications led the Department to ask selected local education authorities to consider providing from 1979 special preparatory courses. They would be designed to bring such students up to the standard required for entry to training for the caring professions such as teaching and social work, and to higher education generally. These pilot courses were to be monitored and evaluated before any major development of this type was considered.

3.18 Research into the nature and content of initial training and the means of preparing teachers more effectively and comprehensively for their increasingly complex role continued. Discussions also continued of the ways of filling the current gap in the arrangements for the consideration of the professional aspects of teacher education so that these problems could be further discussed and action taken to try to resolve them.

Training and retraining of teachers in shortage subjects

3.19 Over 700 additional teachers were estimated to be teaching the shortage subjects of mathematics, the physical sciences, and craft, design and technology in 1978 as the result of the Government's special scheme, which was extended for a second year. Some 30 one-year courses are available for qualified teachers wishing to retrain in these important subjects; and a total of 610 special awards financed by the Manpower Services Commission and premium grants were made available for mature students on training or retraining courses in these subjects in the 1978/79 academic year. All of these awards were taken up. In addition, some teachers on retraining courses received financial support from local education authorities. The Government decided that these arrangements should be continued in 1979/80 and 1980/81.

In-service training

3.20 The Department, with the agreement of the local authority associations, carried out a survey of the volume and cost of induction and in-service training of teachers in maintained nursery, primary, middle and secondary schools. The survey, which was reported in full in DES Statistical Bulletin 8/78, showed that induction programmes were arranged for more than 80 per cent of new teachers in the years 1976/77 and 1977/78; and that over half the 455,000 teachers in regular service in England and Wales undertook some form of in-service training during that period. However, the survey also indicated that as yet few induction programmes included provision for significant release from normal classroom duties, and that the release of more experienced teachers to undertake in-service training was growing more slowly than had been envisaged in expenditure forecasts. The latest forecast, taking account of the information obtained from the survey, assumed that the total number of teachers released for induction and in-service training would increase from the expected full-time equivalent of 5,000 in the school year 1978/79 to 9,000 in 1979/80, and the calculations underlying the Rate Support Grant settlement for the financial year 1979/80 accordingly took account of this.

Table 15. *Numbers of serving teachers attending courses of further training included in the Department's programmes*

England

Nature of course	Full-time courses	Part-time courses		Total
		Teachers in first year of course	Teachers in second and subsequent years	
Higher degrees in education	1524	1310	2314	3624
BEd Courses	411	2452	2908	5360
Courses of advanced study	1375	1854	1563	3417
Courses for teachers of handicapped children	600	287	195	482
Other one-year full-time courses	507	71	52	123
Totals	4417	5974	7032	13006
One-term full-time courses (1978 calendar year)				809
Part-time courses of less than one year full-time equivalent				1394
Department's short courses (1978/79 financial year)				5805

Training of teachers for further education

3.21 Compared with 1977, there was an increase of 200 in the numbers admitted to approved part-time courses of initial teacher training, but this was partially offset by a reduction in recruitment of full-time courses. Plans in response to DES Circular 11/77 for the development of training within their regions were received from six Regional Advisory Councils. The Department considered these submissions, commented on four and approved a number of courses proposed in accordance with the regional plans.

Teachers' pay and superannuation

Teachers' pay

3.22 At the beginning of the year, the Teachers' Panel of the Burnham Committee submitted claims for increases in pay from 1 April which were well in excess of the 10 per cent limit prescribed in the Government's White Paper of July 1977 (Cmnd 6882). Negotiations in the Burnham Primary and Secondary Committee led to an agreement, on 22 March, on a settlement of 10 per cent on consolidated scales and certain allowances. In the Further Education Committee, a settlement was agreed on 10 April of 9.6 per cent on consolidated scales, 10 per

cent on certain allowances, and other improvements. Notwithstanding the upward drift in average income of teachers, both settlements were deemed to be within the 10 per cent limits after allowance for improvements in the quality and experience of the teaching force.

3.23 The Management Panel, conscious of the concern felt by the teachers on the subject of Houghton relativities, confirmed its wholehearted commitment to the principles enunciated in the Houghton Report and declared that maintenance of the Houghton Report's assessment of the value and role of teachers in our society remained their objective, as it was the teachers', but that the speed with which they moved in any particular year must depend upon the economic situation at the time. As an immediate step both Burnham Committees agreed to set up Joint Working Parties to examine the movement of salary relativities with a view to reporting to the parent committees at the outset of the next round of negotiations. The Government representatives in both Committees, however, recorded formal reservations on any question of offering forward commitments. By the end of the year, both Joint Working Parties were studying relevant evidence.

3.24 The teachers submitted a separate claim for increases in London Area Allowances from 1 April 1978 in line with indices prepared by the Department of Employment related to increased costs of employment in the London area. Since agreement was not reached in the Burnham Primary and Secondary Committee, the matter was referred to arbitration under arrangements made under Section 33 of the Remuneration of Teachers Act 1965. The arbitral body, reporting in August 1978, recommended an increase in the aggregate expenditure on the London Area Allowance in excess of 10 per cent, on the assumption that there had been an apparent 'under-spend' below 10 per cent in the main settlements for 1 April. The Secretary of State, while not impeding the application of this award, pointed out that the arbitral body's assumption that there had been an 'under-spend' was fallacious and recommended that the Burnham Committees would be expected to take the consequent excessive expenditure of London Area Payments into account when negotiating revised pay settlements to take effect from April 1979.

3.25 On 18 May 1978 the Secretary of State gave a direction under Section 1(8) of the Remuneration of Teachers Act 1965 to bring pay negotiations for teachers employed at unattached units such as centres for immigrant children, or those employed by local authorities for teaching otherwise than at schools, within the purview of the Burnham Primary and Secondary Committee.

3.26 University teachers other than clinical teachers had suffered an anomaly in their pay as a result of the timing of the introduction of Phase I of pay policy in July 1975 (White Paper, Cmnd 6151). The policy prevented a full cost of living increase which had been assumed by an Arbitration Board in June 1975 and which was designed to establish an appropriate relationship between the pay of non-clinical university teachers and that of teachers engaged in comparable work in establishments of further education maintained by local education authorities. On 5 May, agreement was reached that this anomaly should be rectified in two approximately equal stages on 1 October 1978 and 1 October 1979. Accordingly, the first stage of the rectification was implemented on 1 October by increasing the pay scales of non-clinical university teachers, on an interim basis, by 6.1 per cent. The further increase from 1 October under the Government's White Paper of July 1978 (Cmnd 7293) had not been settled by the end of the year.

3.27 The increases recommended in the pay of hospital doctors by the Eighth Report of the Review Body on Doctors' and Dentists' Remuneration (Cmnd 7176) were extended, according to established practice, to the salary scales of university clinical teachers with effect from 1 April. The Review Body had also recommended for hospital doctors and dentists fully up-to-date salary scales as at 1 April 1978 to be implemented not later than 1 April 1980, to be further updated as appropriate. The Government accepted that this recommendation should be extended similarly to university clinical teachers.

Superannuation

3.28 The Teachers' Superannuation (Amendment) Regulations 1978 (SI 1978/422) provided, *inter alia*, for the payment of accrued superannuation benefits to teachers retiring at or after age 50 on redundancy or in the interests of the efficient discharge of the employers' functions. The regulations covered all such retirements made in anticipation of the regulations and effective on or after 1 April 1976. There was a steady increase in the number of awards of benefits to teachers prematurely retired under these arrangements and by the end of 1978 the first thousand applications had been processed.

3.29 From April 1978 the arrangements under which independent schools were recognised by the Secretary of State as efficient were terminated. Prior to that date recognition as efficient was a prerequisite for a school to be an 'accepted' school for superannuation purposes. From 1 May 1978 the Teachers' Superannuation (Amendment) (No 3) Regulations 1978 (SI 1978/1512) substitute for the criterion 'recognised as efficient' criteria related to registration under Section 70 of the Education Act 1944. The position of schools which were accepted schools immediately before 1 May 1978 was not affected.

4 HM Inspectorate

Organisation - HMI working directly with the office - HMI working directly with DHSS - inspection and other activities - HMI in Wales - international relations - publications - Welsh publications

Organisation

Role

4.1 In the course of their work during 1978, HM Inspectors (HMI) offered independent professional advice to the Secretary of State, the Department of Education and Science, local education authorities, teachers and others on a range of topics, and engaged in a variety of activities, some of which are described below. HM Inspectors in Wales reported to the Secretary of State for Wales.

Numbers

4.2 On 31 December 1978 HM Inspectorate in England numbered 405, which compared with 404 in 1977 and 411 in 1976. The Inspectorate continued to be about six per cent short of its full strength, but maintained a full programme of recruitment competitions throughout the year, in which 27 applicants were recommended for appointment as HMI compared with 24 in 1977 and 18 in 1976.

HMI working directly with the Office

Policy for the inner cities

4.3 The Inspectorate continued to be involved with appropriate branches of the Department at headquarters in the discussion of educational proposals under the Urban Programme, and in particular those proposals arising from the seven Inner City Partnership Areas, in some of which HMI also contributed to local discussion of priorities and means.

16-plus examinations

4.4 Three inspectors worked full-time with the Office team concerned with the Waddell Committee's review of the proposals for a single system of examining at 16-plus (see 5.13 - 5.18). This work was supported by considerable HMI specialist involvement in scrutinising aspects of the joint examinations, holding consultative meetings and reporting to the Educational Study Group.

Circular 14/77

4.5 HMI assisted in the reading and analysis of the LEA responses to Circular 14/77 on the review of circular arrangements (see 5.2 - 5.4). This work was still in progress at the end of 1978.

Assessment of Performance Unit (APU)

4.6 The Inspectorate continued to be involved in the work of the APU (see also 5.11). Of the three inspectors attached to the Unit, a staff inspector was its head on a full-time basis, and two other inspectors worked half-time within it. The

substantial programme of working and exploratory groups also made demands upon the advice and help of a number of specialist HMI. A chief inspector continued to chair the Coordinating Group and to serve as one of the Department's assessors on the Consultative Committee.

Vocational preparation

4.7 One staff inspector continued to act as a part-time educational consultant to the Manpower Services Commission, giving assistance in particular to its Training Services and Special Programmes Divisions. Many inspectors in the further education field made a contribution to this work and extended their working contacts with the field staff established to deal with the development of MSC programmes. In addition, HMI were closely involved in the development of the Unified Vocational Preparation schemes (see also 2.5).

Further Education Curriculum Review and Development Unit

4.8 The Unit, directed by a seconded HMI, continued to work closely with the Inspectorate. HMI advised on the Unit's approach to the evaluation of Technician Education Council courses and on its developmental work on Unified Vocational Preparation (see also 2.5).

Departmental Planning Unit

4.9 One inspector was moved laterally into the Office to fill a Principal post in the Departmental Planning Unit.

HMI working directly with the Department of Health and Social Security

Under-fives

4.10 HMI worked with members of DHSS in following up the publication in January 1978 of *Coordination of services for children under five*. One inspector joined the DHSS day-care sub-group on research. A liaison group of Social Work Service Officers and HMI met regularly to discuss matters of mutual concern. Inspectors were also involved in the interdepartmental consultative committee on the under-fives. They cooperated with DHSS in presenting a paper to OECD, and in many other less formal ways (see also 1.5-1.9).

Special education

4.11 Work on the Warnock Report demanded close and regular liaison with DHSS (see also 1.33, 1.34), and HMI were available for consultation on such matters as hearing aids and other equipment for the handicapped.

Community homes with education

4.12 HMI worked on a regular basis with Social Work Service Officers, making joint visits to Community Homes with Education and meeting to discuss the issues. HMI were also involved in discussions of intermediate treatment, and in membership of the working party on observation and assessment centres.

Inspection and other activities

Falling rolls

4.13 As numbers in primary schools continued to fall – in some cases dramatically – HMI paid special attention, in the course of their normal visits to schools, to the effects of falling rolls on school organisation and curricular coverage. The information gained was passed on to LEAs through the routine meetings of district inspectors with directors of education; to heads and teachers in the course of visits; and, where appropriate, to members of courses and conferences concerned with management of the curriculum.

4.14 Although the decline in the birthrate has not yet affected the majority of secondary schools, a decline in some (notably urban) areas, together with population movement, caused the number of pupils on roll in some secondary schools to fall. During their routine visits to schools and through their normal contacts with officers of LEAs, inspectors learned the extent of the fall in particular areas. Professional advice was offered both within the Department and to LEAs; inspectors also addressed local conferences in various parts of the country. Account was taken of the trends in four short courses held for heads, LEA officers and advisers: three on organisation and management (COSMOS) and a fourth devoted entirely to issues posed by falling rolls (see also 1.1–1.3).

Effects of LEA expenditure patterns

4.15 As part of their routine work of inspection HMIs assessed the effects of the patterns of LEA expenditure on schools, further education institutions and relevant services. The collection and analysis of HMI observations of the effects on schools had been systematised as the result of three years experience, and in 1978 district inspectors provided returns covering both schools and further education. The data collected enabled a central team of inspectors to contribute to the Department's forward planning and to meet a wide variety of enquiries from the Office. In the annual cycle of Rate Support Grant discussions HMI were able to provide illustrative evidence which helped in the interpretation of outturn figures, and to offer qualitative comments on trends, future priorities and patterns of expenditure.

Survey of first schools

4.16 Work began on the assessment of a stratified random sample of 80 first schools, half in the age-range 5–8 and half 5–9. Each school was surveyed as a whole; in addition one class in each age-group was studied in depth, to determine the appropriateness, balance and emphasis of the work. Half of the schools had been visited by the end of 1978.

National primary survey

4.17 The report on the national primary schools survey, *Primary education in England*, was published in September. The survey, which began in the autumn term of 1975 and was completed in the spring term of 1977, covered the work of seven, nine and eleven year old pupils in 1127 classes in 542 primary schools in England.

4.18 The inspectors found that the great majority of schools attached particular

importance to children acquiring a sense of social responsibility, and that in almost all the classes a quiet atmosphere was established whenever it was needed. The teaching of reading and mathematics was universally regarded as extremely important, and work in these subjects was better matched to the children's capabilities than that in other parts of the curriculum; even in these parts a substantial number of the more able children in classes could profitably have been given more difficult work. In the eleven year old classes inspected, the scores on the National Foundation for Educational Research reading tests were consistent with a rising trend in standards since 1955. In art and craft the work was thought to need more attention to careful and accurate observation. Physical education and music were comparatively well taught. Some of the geographical and historical studies were rather superficial for the nine and eleven year olds, and in science the work was weak overall.

4.19 The inspectors concluded that more needed to be done to extend the range of reading, writing and mathematics through the effective application of skills, including their use in practical activities. Teachers should be helped by means of initial and in-service training not only to teach the basic skills and to keep up with developments in their own area of expertise, but also to raise their expectations of what children, especially the more able, were capable of doing. There was need to make greater use of the particular strengths of teachers through the development of curricular responsibilities in the planning and programming of the work of the school. More should be done to enable primary and secondary schools to ensure continuity as children moved from one phase to the next. The need for further study of inner city schools, where children were more likely to be underestimated, was reported.

4.20 A number of follow-up activities were planned, including local meetings of district inspectors and directors of education, regional conferences of advisers and administrators, courses for heads, and regional conferences on the teaching of mathematics and the teaching of science. Some of this programme had been carried out by the end of 1978.

National secondary survey

4.21 Fieldwork for this survey, described in the Annual Report for 1976, was completed during 1978. The rest of the year was spent in reading and analysing the data, and work began on drafting the report.

Secondary curriculum

4.22 Over 20,000 copies of the Inspectorate's papers, *Curriculum 11-16*, offering starting points, not prescriptive models, were distributed to LEAs and other professional bodies. These were followed by further supplementary papers on modern languages, geography, health education and home economics. The Department waived its copyright and left recipients free to copy all or part of the papers for their own use. Inspectors took part in the many conferences, seminars and courses organised by local authorities and professional bodies throughout the country to discuss the issues put forward.

4.23 The partnership (described in the Annual Report for 1977) between HMI, advisers in five LEAs and 41 secondary schools continued. Twelve additional schools in Lancashire became associates in the work, and Cheshire, Hampshire,

Nottinghamshire and Wigan developed plans to disseminate information about the project more widely amongst their remaining secondary schools, and to admit second groups of schools into the project.

Political education

4.24 A paper on political competence in the *Curriculum 11-16* papers provoked considerable national interest, not only in the Press but also among teachers and local education authorities. An Inspectorate working party on political education was set up to establish closer links with individuals and associations working in this field, and to collect first-hand evidence of the distribution and nature of political education in schools and teacher training, and in further, higher and adult education. HMI were involved in a number of conferences convened by LEAs and teacher groups to discuss the problems of political education, and planned regional courses on political education, to be funded by the Department.

Careers education and guidance

4.25 HMI continued to cooperate with the Department of Employment Careers Service Inspectorate in the inspection of the LEA careers service. In the Department's national short course programme, courses were provided on careers and education for young people with special needs, and on guidance and counselling in further education.

Schools and working life

4.26 Inspectors undertook enquiries into courses on understanding industrial society, vocationally orientated courses and work experience for school pupils. Contacts were maintained with organisations active in the field of school/industry liaison. 'The school curriculum and industrial society' was again the subject of a national course which drew its membership from education, industry and commerce.

16-19 year olds

4.27 To match the broad range of sustained activity and interest in all aspects of provision for young people aged 16-19, the Inspectorate's system of working parties, divisional and national committees was specifically strengthened. Three staff inspectors with complementary responsibilities were made jointly answerable to the chief inspectors for secondary schools and for higher and further education, as well as to the senior chief inspector, for the collection of information and the planning of exercises involving all seven inspectorate divisions and inspectors with interests in schools, further education and youth work.

Independent schools

4.28 From April 1978 HMI no longer inspected independent schools in connection with recognition as efficient arrangements, (see 1.15) but they continued to inspect these schools in order to assess standards and developments, and for purposes of registration.

Special education

4.29 During 1978 HMI contributed to the final stages of the Warnock Committee's work. Following publication of the Report, many more inspectors

with responsibilities in schools and further education were engaged in conferences, courses and working groups considering the Report as part of the process of consultation.

4.30 Three exercises were completed during 1978: a survey of schools providing for both ESN(M) and ESN(S) children; an enquiry into provision for children with specific learning difficulties both within and outside the education service; and a pilot study of teaching arrangements for physically handicapped and ill children in hospitals and at home. Other exercises begun during 1978 included a survey of provision for children with speech and language disorders. A working party of inspectors reported on the work of the school psychological services. Initiatives taken by OECD/CERI and EEC in respect of special education also involved contributions from the Inspectorate.

Business Education Council

4.31 With the implementation of the Business Education Council's new courses in September 1978, inspectors with a specialist responsibility in business studies in further education relinquished their 'field officer' function in respect of the existing courses for which BEC took over responsibility in 1975. The new relationship between HMI and BEC now closely resembled that established between HMI and the Council for National Academic Awards, with HMI as assessors on all BEC committees. As part of their routine work, HMI began a survey of the implementation of BEC General Certificate and Diploma programmes.

Engineering

4.32 Inspectors concerned with engineering have assisted the Committee of Inquiry into the Engineering Profession, and have also been involved with the development of enhanced engineering courses in certain selected polytechnics (see 2.48).

Educational research

4.33 During the year the Inspectorate's contribution to the Department's interest in educational research was enhanced and restructured in two main ways. A member of each of the HMI committees was given specific responsibility for keeping both the Inspectorate and the Office in touch with the more significant research developments in his field. Their work was coordinated by an inspector with a national responsibility for research, working at headquarters, who also developed a programme of national and regional support and in-service training to help them. Secondly, HMI attached to steering groups of research projects sponsored by the Department were now ensuring that there was a better flow of information about the progress of projects and about any interim findings that might emerge.

Green Paper Conferences

4.34 Money was made available to finance regional and local courses and conferences arising from concerns indicated in the Green Paper, *Education in schools: a consultative document* (Cmnd 6869). These activities also enabled related findings from inspectorate surveys to be disseminated and discussed. Subjects included: in-service training; science in the primary school; the education

of visually handicapped pupils; health education; mathematics; craft, design and technology; the whole curriculum in the comprehensive school. These conferences were arranged as a rapid response to teachers' needs, in addition to the many courses offered in the Department's annual programme of short courses, which have to be planned two years in advance.

Other activities

4.35 Many inspectors continued to act as observers on professional associations, educational, training and research bodies, and the Schools Council.

HMI in Wales

4.36 HM Inspectors in Wales, who retained the status of a body on loan to the Welsh Office, and numbered 56 against a complement of 60 by 31 December 1978, participated in a number of exercises which extended over England and Wales. Within Wales, reports of national surveys of rural primary education, history in secondary schools, commercial and business studies in schools and colleges, and sixth-form education were completed for publication. The inspection programme also included stages of national surveys of the teaching of science in secondary schools, the use of Welsh as a medium, provision in the fourth and fifth years of comprehensive schools, and teaching practice arranged by colleges responsible for the initial training of teachers. As part of the annual programme of short courses, conferences were held to disseminate the findings of the Warnock Committee and to discuss youth provision with both statutory and voluntary agencies.

International relations

4.37 HMI continued their visits overseas to observe and discuss educational developments. Some visits were part of a balanced programme designed to provide experience of good practice relevant to issues and priorities in this country. Others arose when professional advice was needed for UK Departmental delegations at international conferences, seminars and working parties.

4.38 Inspectors also received a growing and substantial number of foreign visitors from a wide range of backgrounds and countries: for example, Ministers, local government, the teaching profession, the media - from developing as well as developed countries. All came to discuss recent developments and issues in our educational system, including the practice of inspection.

4.39 Inspectors were associated with projects and meetings of the EEC, OECD, Council of Europe, UNESCO (the biennial General Conference attended by all member states, meetings of experts and the Interim Inter-Governmental Committee on Physical Education and Sport); with the work of the European Schools; with Commonwealth and other teacher-exchange schemes (including, for the first time, the Caribbean); with the Foreign Assistants Scheme in Europe; with the Commonwealth Youth Programme; with international specialist conferences and courses; and with advice to and through Embassies and High Commissions, the Ministry of Overseas Development and the British Council. There were also bilateral relations with countries which had signed cultural conventions with the UK.

Publications

4.40 The activities of the Inspectorate gave rise to several publications in 1978. *Art in Junior Education* (with colour plates) came out in June, and three more titles were added to the Matters for Discussion Series: *Mixed ability work in comprehensive schools*; *The teaching of ideas in geography*; *The education of children in hospitals for the mentally handicapped* (in July, September and December respectively). The first of the major national surveys was also published in September, under the title *Primary education in England*. A revised edition of *Safety in science laboratories* was also issued.

Welsh publications

4.41 Three reports were issued during 1978: *Comprehensive schools of Wales: Years I, II and III* (Education Issues series); *Sixth-form education in the schools of Wales* (Education Issues series); *Rural primary education in Wales* (WOED survey report). In addition, the Inspectorate in Wales made substantial contributions to two papers published by the Welsh Office: *Absenteeism in the secondary schools of Wales* and *Literacy and numeracy and examination achievement in Wales*.

5 Debate and developments

The national debate on education – assessment and examinations – educational disadvantage – minority groups – educational planning and research – educational statistics – other developments

The national debate on education

5.1 The Department's Annual Report for 1977 described the development of the national debate on education and the publication of the Green Paper, *Education in schools*, a consultative document (Cmnd 6869). The momentum of this debate was maintained in 1978 through continued emphasis on the content of schooling, the assessment of pupils' performance and the structure of the school examination system.

The school curriculum

5.2 Among the themes of the debate was concern that the school curriculum was becoming overcrowded, putting essentials at risk; and that it did not prepare pupils adequately for life in a modern industrial society. The Green Paper outlined the Government's views on these and other issues and set out proposals and recommendations. Developments in 1978 are summarised below.

Review of local education authority curricular arrangements

5.3 The Department's Circular 14/77, issued in November 1977, invited local education authorities to review and report on the position in their areas with reference to six main curricular aspects: local arrangements for carrying out functions in relation to the school curriculum; steps taken to encourage appropriate balance and breadth in the curriculum of schools; policies and arrangements for particular subject areas; transition between schools; school records; and preparation for working life. [Welsh authorities were, in addition, asked to report on their policies for the teaching of Welsh and its use as a medium of instruction].

5.4 Replies from authorities reached the Department in the second half of 1978, and by the end of the year almost all authorities had responded. The responses were usually based on widespread and thorough local consultations with schools and the community and a great deal of useful material was received.

5.5 The Secretary of State proposed to follow up the exercise in 1979 by publishing a report summarising the statements made. It was intended that this would form the basis for further consultations within and outside the education service in the course of which agreement would be sought on the nature of further action that might be necessary to develop curricular policies and to meet national needs more effectively.

Mathematics inquiry

5.6 One of the specific matters discussed in the national debate on education was the performance of pupils in mathematics. There was concern that schools were not always providing a basis of mathematical knowledge which would enable children to learn the essential skills needed in a changing world of work. Similar

comments had been made in the Tenth Report of the House of Commons Expenditure Committee on the attainments of the school leaver. The Secretary of State accordingly decided to establish a committee of inquiry under the chairmanship of Dr W H Cockcroft, Vice-Chancellor of the New University of Ulster. The committee's terms of reference were to consider the teaching of mathematics in primary and secondary schools in England and Wales with particular regard to the mathematics required in further and higher education, employment and adult life generally, and to make recommendations. The committee started work in the autumn of 1978.

Preparation for working life

5.7 Recognising the need for more urgent action to stimulate the development of links between schools and industry, the Department wrote to Chief Education Officers in July inviting authorities to review their arrangements for promoting and maintaining links with industry and commerce, and offering guidance on ways in which school/industry liaison might be improved.

5.8 Work began during the year on four action-research projects in England sponsored by the Department and carried out by the Bradford, Inner London and Sheffield local education authorities and by the National Institute for Careers Education and Counselling as part of an EEC programme aimed at improving preparation for work and the transition from school to work. Fuller details of the programme are given in 6.8.

Schools Council

5.9 In its reply (Cmnd 6678 published in November 1976) to a report of the Education, Arts and Home Office Sub-Committee of the Expenditure Committee of the House of Commons, the Government agreed that there should be greater lay participation in the work of the Schools Council and said that it would initiate discussion on this and other matters with the Council and other interested bodies. At about the same time, the Schools Council decided to undertake a review of its constitution and structure. In January 1977 it set up a small Review Body to carry this out. The Department was represented on the Review Body by officials and a member of HM Inspectorate. The Review Body carried out its work during 1977, and in January 1978 presented its report to the Governing Council.

5.10 The main recommendations included a reform of the Council's committee structure and changes in the balance of representation between different interests, designed to strengthen the partnership on the Council between representatives of the Secretaries of State, the local education authorities and the teachers. The revised constitution also provided that Convocation, which would be the main forum in the new Council for public discussion of educational issues, should include not only representatives of the CBI and TUC, and of parent-teacher organisations, but also members drawn from the community at large. In addition, there would be further opportunities for lay participation in the liaison groups which the Council intended to establish. The new constitution came into effect on 1 September.

Assessment and examinations

Assessment of Performance Unit (APU)

5.11 During 1978 the first APU surveys of pupils' performance in mathematics at primary and secondary level were conducted by a team based at the National Foundation for Educational Research. In the primary survey, which took place in May, 13,000 pupils between the ages of 10 and 11 in 1,000 schools were tested; the secondary survey, in November, involved 12,500 pupils aged 15 in 500 schools. The results of both surveys would be published during 1979.

5.12 Work has continued on the development of test materials for language assessment at the National Foundation for Educational Research, and for assessment in science at Leeds University and Chelsea College, London. Language monitoring was expected to start in 1979, with science following in 1980. Progress in the working group on the First Foreign Language suggests that a research project may be commissioned in 1979 or 1980 for monitoring to begin in 1981 or 1982. The exploratory groups on Personal and Social, Aesthetic and Physical Development continued their examination of the feasibility of monitoring in their respective areas; no decisions were taken during the year on whether monitoring would go ahead.

Single system of examining at 16-plus

5.13 The Report of the Steering Committee on 16-plus examinations under the chairmanship of Sir James Waddell, *School examinations* (Cmd 7281), was published in July. This was in two parts, the first being the Committee's own report and the second the reports of the two study groups it had set up to consider educational matters and costs. The Education Study Group report included a subject by subject analysis of the feasibility of a common or single system of examining.

5.14 The Steering Committee considered a single system of examining to replace the existing General Certificate of Education (GCE) O-level and Certificate of Secondary Education (CSE) examinations to be educationally feasible, and that it could be introduced without adverse educational effects. Their conclusion depended upon the provision in some subjects of alternative papers (or other alternative examining techniques) for candidates of relatively high or relatively low ability, and on the completion of a great deal of development work on syllabuses and assessment procedures. The Committee stated that the new syllabuses might be introduced by 1983, leading to the award of the new certificates in 1985. They endorsed the Schools Council's earlier recommendation that the present standards represented by the GCE O-level Grades A, B and C and CSE Grades 2, 3, 4 and 5 should be those used on a common seven-point scale, with an ungraded category for those whose performance did not merit a certificate.

5.15 The Committee's report recommended a new administrative structure based on cooperation between groups of the existing GCE and CSE boards, each of which should involve at least one GCE board and at least one CSE board. The senior body of each group should include representatives of teachers, universities, local education authorities, and users (including employment and higher and further education interests), but with no one interest having a majority. National

coordinating machinery would be required, its initial task being to reach agreement with the examining groups on criteria for syllabuses and assessment procedures with which all the groups would be expected to comply. The national coordinating body should make an annual report to the Secretary of State on its work.

5.16 Following a period in which a number of interested bodies commented on the Report, the Government announced decisions on 23 October in a White Paper, *Secondary School Examinations: a single system at 16-plus* (Cmnd 7368). This broadly accepted the Report's findings and recommendations and stated the Government's view that a single system along the lines proposed would fit the needs of the school system as a whole better than the dual system, and assist the efficient working of individual schools to the benefit of their pupils. The decision had therefore been taken in favour of the introduction of a single examining system as soon as the necessary preparations could be satisfactorily completed, to lead to the award of a General Certificate of Secondary Education (GCSE).

5.17 The White Paper announced that the new system would be administered by a grouping together of the examining boards into four or five new examining authorities in England and Wales. By including both types of board in each authority the expertise and experience of the two existing systems would be obtained, thus helping to maintain high standards and public confidence in the new system. The Government agreed with the Steering Committee that stronger coordination would be needed, and that public confidence in the comparability of examinations and in standards would be reinforced by having a national coordinating body. Strong representation on this body of the various levels of education and of other major interests concerned with examinations would be required. The establishment of such a body is to be discussed with the Schools Council and other interested parties.

5.18 The Department initiated discussions about the setting up of the new examining authorities at the end of 1978, and preparations were in hand for initial discussions about the central coordinating body.

Certificate of Extended Education

5.19 The Secretary of State appointed a group under the chairmanship of Professor K W Keohane to consider, along with other relevant courses, the Schools Council's proposals for a Certificate of Extended Education (CEE). The membership of the group included, as well as representatives of the Department and HM Inspectorate, members serving in an individual capacity with appropriate educational experience in both schools and further education, and others drawn from local authority and employment interests. The group first met in June 1978 and is expected to report to the Secretary of State in 1979.

Examinations at 18-plus: N and F

5.20 In April the Schools Council published (in Working Paper No 60) a report on the feasibility of replacing GCE A-levels with a five subject sixth-form curriculum examination at two levels: N (Normal) and F (Further). The Schools Council began seeking comments from all interested parties both within and outside the education service. In the light of this debate and the views expressed,

the Council will decide whether to put any proposals for change to the Secretary of State.

Educational disadvantage

Centre for Information and Advice on Educational Disadvantage

5.21 Mr C D Roberts, HMI, the Centre's first Director from 1975, returned to the Inspectorate in May 1978; he was succeeded by Mr W Boaden, formerly Education Secretary with the National Association of Teachers in Further and Higher Education. One other field officer was appointed, bringing the total to six, and thus enabling the Centre to collect and disseminate information on 'good practice' in all stages of education from pre-school to further and adult education. Attention was given to the special needs of children of Afro-Caribbean origin and to educational disadvantage in rural areas. The governing body decided that priorities for 1979 should include: the needs for the 14-19 year olds in a time of high unemployment; cooperation in the care of the under-fives; and language, particularly in relation to children of Afro-Caribbean origin.

Inner cities policy and the urban programme

5.22 During 1978 the Inner City Partnership authorities (London Docklands, Liverpool, Manchester and Salford, Lambeth, Islington and Hackney, Newcastle and Gateshead and Birmingham) prepared the first of their comprehensive inner area programmes under the new arrangements introduced by the Government in its White Paper *Policy for the Inner Cities*. Additionally, the Partnership authorities prepared schemes, costing in total about £16 million, to be undertaken in 1978/79 under Phase 17 of the Urban Programme. Other local authorities with urban areas of special social need competed for Urban Programme resources of about £10 million. Over 250 projects involving educational interests, exclusively or in part, were approved to help tackle specific problems of social or educational disadvantage in these areas; these accounted for about a quarter of the £26 million available. Priority was given to schemes to ease youth unemployment and provide nursery classes.

Many of the nursery class projects approved involved the use and adaptation of surplus primary school accommodation (see also 1.5, 7.3), and a number of projects were planned as cooperative venture between the education and social services combining day care with nursery education. Phase 17 also provided support for educational and recreational projects to be run in the Easter and summer school holidays.

Minority Groups

5.23 In April the Government published a White Paper, *The West Indian Community*, outlining various aspects of its policy and thinking on ethnic minority matters. In the education field, the Government announced its intention to set up a committee of inquiry into the education of ethnic minority groups which would give early attention to the needs of West Indian pupils. There would be further consultations about the collection of statistics.

5.24 The White Paper also drew attention to the need to encourage more young

people and suitable adults from the ethnic minorities to enter the teaching profession. To help realise this objective the Department invited seven local authorities to devise pilot preparatory courses designed to bring students who lack the necessary qualifications up to the standard required for entry to higher education.

Section 11 of the Local Government Act 1966

5.25 Central Government grants are available under Section 11 to assist local authorities with substantial numbers of Commonwealth immigrants in their areas to make extra provision to meet their special needs. Most of the grant paid has gone towards the employment of additional teachers, principally to provide special English language tuition. As a result of the changes taking place during the last twelve years this legislation is no longer suited to current needs and in November the Home Office issued a consultative document proposing a new form of ethnic minority grant. The new proposals are designed to support a much wider range of projects to meet the special needs of minority groups and initiatives in multi-racial education, as well as continuing to assist the provision made by local authorities at present grant-aided under Section 11.

Race Relations Act 1976

5.26 Since June 1977 when the Act came into force 29 complaints of discrimination in education have been received by the Department. Of these, 18 related to schools and 6 to higher and further education institutions; the other 5 complaints concerned teacher employment and were accordingly redirected to the appropriate industrial tribunals. Ten of the complaints examined by the Department were considered not to be cases of unlawful discrimination; while in the remaining cases either the matter did not fall within the provisions of the Act or a settlement was reached before the complaint was determined.

Educational planning and research

Departmental Planning Organisation

5.27 During 1978 the Policy Steering Group (the senior group in the Departmental Planning Organisations, meeting under the Permanent Secretary) authorised a major programme of work for the Planning Unit on the broader context of educational planning as a whole. In this connexion, the Group began a series of bilateral discussions with other government departments to explore possible long-term policy developments in their respective fields which might have implications for educational policy. Other elements in the programme are expected to be work on the longer-term outlook for public expenditure on education and scenarios commissioned from a small number of outside experts and commentators. The Group also oversaw work on public expenditure, which included the Department's contribution to the Public Expenditure White Paper, Cmnd 7439, and monitoring expenditure by local education authorities.

5.28 Within the Departmental Planning Organisation, below the Policy Steering Group, are two standing Policy Groups: Group A concerned with higher, further and adult education and Group B concerned with education at schools.

5.29 The major interests during 1978 of Policy Group A were the discussion

document, *Higher education into the 1990s*, published jointly with the Scottish Education Department in February, consideration of the responses this evoked and preparation for a public conference on the direction in which higher education policy might develop.

5.30 Topics considered by Policy Group B included two which resulted in Reports on Education, *School population in the 1980s* and *Non-teaching costs*; also the implications of falling school rolls (see also 1.1-1.3, 4.13, 4.14); the Warnock report (see also 1.33, 1.34); and the National Primary Survey (see 4.17).

5.31 A new policy group was established to consider the educational implications of micro-electronics. The preliminary views of the Group were set out in the Department's consultative letter of 24 October (see 2.20).

Economic advice

5.32 The Planning Unit's economists contributed to the work of the various policy groups during the year, including the new group on micro-electronics (see 5.35 above) and education. They were also again involved in the assessment of the educational needs component of Rate Support Grant. In collaboration with policy branches, they carried out studies of the costs of student residence in higher education, of the effect of inflation on parental contribution to student maintenance, and on the costs and effectiveness of educational maintenance allowances for 16-18 year-olds.

Financial and operational modelling

5.33 During the year, the Financial Modelling Team consisting of a small group of operational researchers, economists and statisticians moved wholly into the Planning Unit, in recognition of the increasing volume of non-financial work which the Team undertakes. In 1978 the Team worked on the development of new models concerned with teacher manpower planning, the demand for lecturers in further education and on longer-term expenditure projections; it also continued its work to maintain and improve existing models for forecasting educational expenditure in local authorities and at universities.

Research

5.34 As referred to in the 1977 Annual Report, an informal group of people broadly representing the views of local education authorities and of the research community joined members of the Department and of the Inspectorate to advise on the future course of the Department's research programme. The work of this Research Advisory Group was completed in 1978. Its report led to the identification of some priority areas for research and the establishment of small working groups in those areas. As a result, the Department had begun to consider research needs arising in the 16-18 area; in the multi-racial aspects of education and (in consultation with the Advisory Committee on Adult and Continuing Education) in the field of adult education. Research advisory committees have also been set up on issues related to specific learning difficulties and to the findings of the Warnock Committee (1.32).

5.35 During 1978, the Department's difficulties over providing research funds for projects undertaken by local education authorities and by maintained institutions were resolved. The Department, therefore, recommenced con-

sideration of commissioning research projects based in polytechnics and other maintained institutions.

5.36 A list of research projects currently supported by the department is published annually and includes a short summary of each project. A list of projects (mainly those costing £10,000 or more) approved or completed during 1978 appears in Appendix 1.

Educational statistics

Collecting educational statistics

5.37 In February 1977 the Department set up a small working group to consider the justification for each of the forms used by the Department for the collection of education statistics and the costs incurred by local education authorities and institutions in returning them. The group included representatives of central and local government as well as of staff associations. It completed its work and reported its findings in October 1978. The group noted that most DES statistical forms served an administrative function as well as providing statistics. Another important finding was that local education authorities found many of the returns indispensable for their own administrative purposes and discovered that they would have to devise their own forms and procedures if those of the Department were abandoned. These two factors together considerably reduced the scope for lessening the burden of form-filling. The group noted, however, that the introduction of the computer-based Further Education Student Record system had already reduced the need for form-filling in the further education sector.

5.38 The total annual cost of providing educational statistical returns to central government was estimated to be about £375,000 with nearly half this figure going on the annual census of pupils in primary and secondary schools (Form 7). At local level the annual manpower requirements to complete the forms from this census were estimated to be on average one and a half hours for a primary school and one and a half days for a secondary school.

Statistical Bulletins

5.39 A new series of Statistical Bulletins was introduced to make speedily available to the general public key educational statistics (including provisional figures and estimates), placing them in context and providing brief comments upon them. Early figures had previously been released as DES Press Notices. Final figures and more detailed presentations of these key statistics continued to be published in *Statistics of Education*, Volumes 1-6 (HMSO).

5.40 The bulletins were also used to disseminate information on other topics of wider educational interest, for example, on school buildings, on a census of staff in librarianship and information work and on induction and in-service training (referred to in 3.20).

5.41 By the end of the year nine bulletins had been published. These are listed in Appendix 5.

5.42 In general, the group considered that there was little room for reducing the Department's requirements for statistical data or for major changes to the forms used, though minor changes might be introduced at times most convenient to local authority and institution staff.

5.43 The group's main recommendation was that it should continue to exist as an Education Data Advisory Panel, with the main purpose of looking at forms in their very preliminary stages and offering advice on them to the Department.

Other developments

Computer assisted learning

5.44 Following the completion at the end of December 1977 of the five-year National Development Programme in Computer Assisted Learning, the Department included in its grant to the Council for Educational Technology an element to enable the Council to take responsibility for limited 'after-care' of the programme, including in particular an information and programme exchange service.

Copyright

5.45 The Whitford Report on copyright and design law published in 1977 contained recommendations which, if implemented, would have far reaching implications for the education service. Because of this, the Department obtained and studied the views of a wide range of educational bodies, and a response to the report was formulated and sent to the Department of Trade.

6 International relations in education

Highlights - educational cooperation in the EEC - OECD - Council of Europe - UNESCO - bilateral cultural cooperation - teacher and student exchanges - overseas visitors

Highlights

6.1 The Secretary of State accompanied by the Permanent Secretary and Senior Chief Inspector visited China in July. The delegation was warmly received by the Chinese Minister of Education, Mr Liu Xi-yao, who said that China would like to send a substantial number of students a year to higher education courses in science and technology in the United Kingdom. Also discussed were proposals for an exchange scheme of humanities students, the possibility of setting up an English language teaching institute in China, visits by United Kingdom lecturers in science, collaboration with the Open University and links with other universities in the United Kingdom, and contacts in other research fields (see 8.7).

6.2 In September the Secretary of State sent Mr Liu a considered response to the proposals. Detailed discussion on implementing them continued to the end of the year. Preparations were made for three official delegations to visit China in early 1979 to study Chinese academic standards, to assess their needs for educational equipment and materials and to discuss English language teaching.

6.3 In October, the Secretary of State attended the first meeting of the Education Committee of OECD to be held at Ministerial level. The meeting which was chaired by the Dutch Minister of Education, Mr de Pais, underlined the importance of coming demographic changes for future educational planning and the problem of youth unemployment. At the end of the meeting a declaration was adopted in which Ministers identified some of the main priorities for future national educational policies in their countries.

6.4 In accordance with the pattern of two-yearly meetings of the Education Ministers of the Nine, which had been developing since 1974, a meeting was planned for November during the German Presidency. Extensive consultation was carried out in the United Kingdom on proposals for the teaching of modern languages, for teaching about the Community, and for the admission of students to higher education institutions. The Secretary of State gave evidence on these proposals to the Select Committee on European Legislation in November. However the meeting had to be cancelled at short notice because of disagreement on the part of France and Denmark over the legal basis appropriate to draft Resolutions on the first two items.

6.5 The Minister for the Arts led the United Kingdom delegation to the Conference of Ministers responsible for Cultural Affairs organised by the Council of Europe in Athens in October.

6.6 The second international conference on the International Baccalaureate was held at Lancaster House in February under the joint sponsorship of the United Kingdom Government and the Commonwealth Secretariat. The conference was opened by His Royal Highness the Prince of Wales and the Secretary of State presided. Delegations attended from 31 countries and from the

EEC, UNESCO, the International Baccalaureate Organisation and United World Colleges.

Educational cooperation in the EEC

6.7 The Education Committee met twelve times in Brussels. It dealt mainly with the establishment of the major pilot project programme on the transition from school to work, arising from the Ministerial Resolution of 13 December 1976; and with the preparation of proposals for a meeting of Ministers planned for November (see 6.4).

Transition from school to work

6.8 Five projects in the United Kingdom were included in the Community pilot project programme which officially started in September and would run to 1981. Four of them were based in England (one in Scotland, and an associated project in Wales). They were jointly financed by the EEC Commission, the Department and local education authorities. In Inner London, eight schools and five further education colleges were developing two-year bridging courses between school and further education for pupils whose academic attainments and school attendance was poor. In Sheffield the project involved three comprehensive schools in improving provision made for low-achieving pupils in the last two years at school. In Bradford a one-year programme was being developed to meet the special needs of West Indian and Asian young people who are unemployed on leaving school. The fourth project was aimed at developing methods of in-service training for the staff of secondary schools in careers education and guidance and was being undertaken by the National Institute for Careers Education and Counselling. It would be evaluated by Mr Barry McDonald of the Centre for Applied Research in Education of the University of East Anglia. The other three projects would be evaluated by Professor A Little of Goldsmith's College, University of London.

Study visits

6.9 The scheme of study visits for specialists in vocational education and guidance was repeated in 1978/79, and the 90 successful candidates included 19 from the UK.

Other aspects of cooperation

6.10 A new scheme was approved, largely as a result of British initiative, to provide financial help for short study visits to other Community countries by local and regional educational administrators. The scheme was coordinated in the United Kingdom by the Central Bureau for Educational Visits and Exchanges and 32 places were allocated to the United Kingdom in the first year.

6.11 The schemes of grants to finance short study visits by higher education teachers and administrators, and to promote the development of joint study programmes for higher education were repeated in 1978/79. The United Kingdom was allocated 13 grants under the former, and 46 (out of 58 grants for the Community as a whole) under the latter scheme.

6.12 During the year, the United Kingdom was represented at meetings in Limburg and Paris (on the education of immigrant and migrant children), in Copenhagen (on the coordination, education, training and employment policies to improve the transition from school to work), and in Rome (on the education of handicapped children).

6.13 Arrangements were also made for the participation of the United Kingdom in the pilot phase of a scheme to set up a network of information centres in the Member States to increase and improve the circulation of information for education policy-makers. The Department, with the LEA associations, would be financing an experimental Education Policy Information Centre (EPIC) at the National Foundation for Educational Research (Slough) to provide the British centre.

European School

6.14 In September the first European School in this country opened at Culham, Oxfordshire, to provide education mainly for the children of staff of the European Communities Joint European Torus (JET) project at the nearby Culham Laboratory. The School, occupying part of the premises of the Culham College of Education, opened with 60 pupils, although this number was expected to increase eventually to about 600. Pupils follow a common curriculum, taught in the mother tongue, by teachers appointed by the various EEC countries. The curriculum also affords ample opportunity for the pupils to learn other languages in classes of mixed nationalities. Currently there were eight teachers (including a British head) from France, Holland, Ireland, Italy, West Germany and the United Kingdom.

OECD

6.15 The Department developed its arrangements for involving local education authorities more directly in the programmes of the Education Committee and the Centre for Educational Research and Innovation (CERI) by setting up a number of joint DES-LEA-HMI groups. They prepared the United Kingdom contribution to selected projects, and at the same time enabled larger numbers of educationists in the United Kingdom to benefit from the Organisation's work. Funds were also made available by the Department and the British Council to enable some members of these groups to visit the USA, West Germany and Norway for discussions connected with OECD projects. The United Kingdom acted as host for a seminar in Bournemouth in March on school-based in-service training. The United Kingdom delegation to the OECD's Inter-Governmental Meeting on Vocational Education and Training held in Paris in July was drawn from the Department, the Department of Employment and the Manpower Services Commission and included a Chief Education Officer.

Council of Europe

Council for Cultural Cooperation (CCC)

6.16 The reorganisation of the structures of the Committees of the Council of Europe was completed at the end of 1977. The Council for Cultural Cooperation (CCC) met in its new form in February and again in June. United Kingdom

representatives attended a number of meetings of experts, working groups and conferences, including an *ad hoc* conference held in Strasbourg in November on the theme of 'Society and the study of science, mathematics and technology'.

CCC Bursaries

6.17 Two hundred bursaries were made available to teachers from member states of the CCC to attend short courses for teachers in England and Wales.

UNESCO

6.18 A member of HM Inspectorate attended the education section of the UNESCO General Conference in Paris in October, in the United Kingdom delegation which was led by the Minister for Overseas Development.

Bilateral cultural cooperation

6.19 The Department was represented by officials and HM Inspectors at Mixed Commission meetings with representatives of Mexico, Japan, Spain, France, the Netherlands and West Germany, at which aspects of cultural cooperation, including educational exchanges were discussed.

Teacher and student exchanges

6.20 The teacher exchange schemes, which are administered on the Department's behalf by the Central Bureau for Educational Visits and Exchanges and the League for the Exchange of Commonwealth Teachers, were further developed. Exchanges with the USA, the Commonwealth and Europe remained very popular. A new exchange scheme was successfully launched with Jamaica, Barbados and Trinidad. Instead of adhering strictly to the post-to-post pattern hitherto adopted, the exchange teachers coming to this country are working in groups of ten in three selected areas (Brent, the Inner London Education Authority and Birmingham). The exchanges are in schools with a high proportion of West Indian pupils. It is aimed at helping multi-racial schools in this country to improve their understanding of the Caribbean background.

6.21 Under the inter-governmental teacher exchange scheme between the United Kingdom and USSR which was introduced in 1977 some teachers from Sheffield went to Moscow in October 1978 and their posts were filled by teachers from Moscow and the Ukraine.

Assistants scheme

6.22 The number of posts in Britain made available by local education authorities for foreign assistants increased marginally in 1978. However the uneven provision in different parts of the country still caused concern, particularly among modern language teachers: several local education authorities were taking no assistants or very few. It was not possible to meet demand from students in England and Wales for *assistant* places abroad; demand appeared to be growing by over 10 per cent a year. Numbers participating are given in Table 16.

Central Bureau for Educational Visits and Exchanges

6.23 The Central Bureau again dealt with a record number of links between British schools and local education authorities and their overseas counterparts. The educational visits and exchanges brought about by these links were largely related to the learning of teaching of modern languages.

Overseas visitors

6.24 During the year Ministers of Education, or visitors with Ministerial status, from Australia, Cyprus, India, Japan, Jordan, Norway, the Philippines, Sierra Leone, Sri Lanka, Sudan and Yugoslavia were received by the Secretary of State or a Minister of State. The Secretary of State also received seven members of the German Scientific Council. In addition, more than 500 visitors came to the Department for appointments with administrators and members of HM Inspectorate.

Table 16. *Numbers participating in the modern languages assistants scheme administered by the Central Bureau for Educational Visits and Exchanges*

Country	Overseas assistants serving in England, Wales and Northern Ireland			Assistants from England, Wales and Northern Ireland serving overseas		
	1976	1977/78	1978/79	1976	1977/78	1978/79
Algeria	89	13	41		5	20
Argentina	4	11	7			
Austria	62	62	62	42	65	65
Belgium	16	12	10	5	7	8
Bolivia		1	0			
Central African Empire			2			
Chile	5	7	4			
Colombia	4	9	8			
Denmark					1	1
German Democratic Republic	1	1	1	1	1	1
France	1674	1525	1716	1290	1280	1230
Federal Republic of Germany	622	540	612	370	407	413
Italy	23	24	19	25	34	34
Ivory Coast			7			
Mexico	1	4	6			
Morocco		2	0		3	0
Peru	3	3	3			
Senegal	19	14	15			
Spain	147	126	155	127	144	119
Sweden				2	2	4
Switzerland	46	56	62	4	15	13
Tunisia	104	28	56	5	5	6
Upper Volta			0			
Venezuela			2		1	2
Other	55	19	4			
Total	2875	2457	2793	1871	1970	1916

7 Educational building

School building policy - development work - energy conservation - vandalism - exports - OECD research - publications - building programmes

School building policy

7.1 During the early part of the year over 60 national and regional organisations commented on the proposals in *A study of school building*, published in November 1977. Meetings were held between officials of the Department and organisations representing local authorities, the religious bodies, teachers and non-teaching staff in which attention was focused on the priorities for future investment in the improvement of school buildings and the scope for rationalisation. The consultation showed that the list of priorities proposed in the report - the renewal of old primary schools, the improvement of practical accommodation in secondary schools, improvements in space standards and the expansion of nursery education - commanded a wide measure of agreement.

Development work

Crewe Central Area Development

7.2 Work continued on this project to design education and community provision in the central area of a nineteenth century industrial town. The first phase of the project, the remodelling of an existing school building to provide a lower school with community facilities, was completed in September and construction work began on the first of three new buildings and the provision of shared facilities for outdoor sport. The project was selected for presentation as an illustrative case study for the Royal Institute of British Architects Annual Conference, the theme of which was living in cities. It was jointly funded by the Cheshire County Council and the Crewe and Nantwich Borough Council and a joint team of architects and other professional staff was drawn from the County and Borough Councils as well as from the Department.

Nottinghamshire nursery project

7.3 Building Bulletin 56, *Nursery education in converted space*, was published in October. It described four schemes in Nottinghamshire for providing nursery accommodation by converting spare space in primary schools.

Renewal of primary schools

7.4 The purpose of this project is to explore a range of solutions to the problem of falling rolls and the opportunities for improving primary school buildings in different types of area. A report on the first 18 months' work on the project was being prepared. It is intended to explain the background, the method of investigation and some of the options for the development of groups of primary schools which were presented to the participating local education authorities. The first stage in the implementation of the development proposals began in 1978 with the preparation of working drawings for the remodelling of two existing primary schools in Burslem, Staffordshire.

Accommodation for the 16 to 19 age group

7.5 The first stage of a project dealing with the accommodation needs of this age-group was completed. This comprised studies of the use and the utilisation of accommodation at an 11-18 secondary school, a sixth-form college; visits to selected local education authorities in England; and a visit to France. A development plan for the expansion of Edmonton College was being prepared jointly with the London Borough of Enfield.

Laboratories Investigation Unit

7.6 Following the conference held in October 1977 and subsequent exhibitions and seminars attended by members of the Unit, the Branch received a growing number of requests for advice about projects in the UK and abroad. Close links were established with the British Council, Technical Education and Training for Overseas Countries and the World Bank. An appraisal of the development project at the Bristol Polytechnic was started in the autumn term, 1978.

Energy conservation

7.7 DES Circular 10/78 gave details of the financing and monitoring of the four-year building programme for energy conservation measures in educational buildings which was announced in December 1977. It also offered technical advice about the cost-effectiveness of measures to conserve energy. An energy conservation unit in Architects and Buildings Branch was made responsible for a number of related aspects of this work, including the monitoring of expenditure on energy conservation measures and its effect on fuel consumption and the development work which led to the publication of Design Note 16, *Energy conservation in two Oxfordshire schools*.

Vandalism

7.8 In February the Department issued a leaflet, *Vandalism in schools and colleges*, which suggested as a basis for discussion possible ways of reducing wilful damage to educational buildings. The leaflet was sent initially to local education authorities and a large number of copies was later distributed on request to other bodies and individuals with an interest in this subject. In October, the Department took part in a conference called by the Home Secretary to review what had been done since his previous conference in April 1977 and to share local experience and promote ideas for the future.

Exports

7.9 Members of Architects and Buildings Branch gave support to manufacturers of educational and laboratory furniture at certain exhibitions and trade fairs in London and overseas. Arrangements for improving liaison with the British Council and other agencies concerned with export promotion led to a marked increase in the number of overseas visitors to the Branch and to the provision of consultancy advice on particular projects or building programmes.

OECD programme on educational building

7.10 The Department was represented on the OECD Steering Committee for

the Programme on Educational Building. The programme included studies of the coordination of school and community facilities, the problems arising from rapidly changing school populations, the accommodation needs of students and pupils in the post-compulsory sector and an appraisal of different approaches to the evaluation of educational building.

Research

7.11 The joint Departmental/local authority building consortia project for fire testing typical methods of roof construction used by the consortia was completed. A final report was prepared by the Fire Research Station.

7.12 A research study (FIRA 8) concerned with the storage of teaching materials and equipment was completed. The study analysed current practice and requirements in primary and secondary schools. The outcome of the study, together with recommendations arising from it, were to be published as a Building Bulletin. A new project (FIRA 9) was initiated and would make recommendations on the provision of furniture for the 16-19 age-range.

Publications

7.13 A new series of occasional papers was initiated by Architects and Buildings Branch. The first three of these papers comprised a progress report on the Abraham Moss Centre (Manchester), an account of hitherto unpublished development work on the proposed Clayton Green District Centre (Lancashire) and an appraisal of the Delf Hill Middle School project (Bradford).

Building programmes

7.14 Table 17 shows the value of educational building projects in the maintained sector which were started or completed during 1978 and of the work under construction at the end of the year.

Nursery education building

7.15 The full £4.4 million in the nursery education building programme for 1978/79 was allocated. Priority was given to projects in areas of special social need and connected with the handicapped. 75 per cent grants were made from the extended urban programmes to projects for the under-fives costing £1.4 million (capital and £1.2 million revenue; of these, the education element was £0.7 million (these figures exclude grants to partnership authorities). An increase was announced in the nursery education building programme for 1979/80 bringing it to £5.9 million. Grants were again made available for nursery projects from the extended urban programme (see 5.22).

Table 17. Educational building in England and Wales¹ - values of projects at outturn prices (£ million)

	Projects started			Projects completed			Work under construction at end 1978		
	1975	1976	1977	1978	1975	1976		1977	1978
Major projects:									
Primary and secondary schools	142.6	142.2	147.7	117.3	152.9	148.1	172.9	107.0	246.8
Further education	26.1	34.7	8.9	15.9	24.8	22.1	36.4	23.8	35.2
Colleges of education ²	0.7	1.6	—	—	5.7	0.9	1.4	0.8	—
Special schools and schools health projects	22.0	15.9	2.9	3.6	13.6	20.0	20.3	10.4	5.4
Total	191.4	194.4	159.5	136.8	197.0	191.1	231.0	141.8	287.4
Other projects	61.5	33.5	32.7	38.6	59.8	38.8	30.5	37.8	13.7
All projects	252.9	227.9	192.2	175.4	256.8	229.9	261.5	179.7	301.1

¹ The figures do not include site purchase, professional fees or the cost of furniture and equipment.

² Projects started since 1 April 1976 at Colleges of Education are included in the Further education figures.

School buildings

7.16 A special programme to assist secondary reorganisation was announced in November 1977: the allocations amounted to £19.9 million at provisional 1979 outturn prices. A three-year rolling programme for primary and secondary school building was reintroduced and planning allocations for 1979/80 and provisional allocations for 1980/81 and 1981/82 were announced in August 1978. The total allocation for basic need and for improvements and energy conservation for 1979/80 amounted to £132.4 million (including £13.5 million for replacing and improving old schools announced in November 1978). The allocations for basic need and energy conservation only for 1980/81 and 1981/82 amounted to £100 million and £91.3 million respectively.

School buildings for handicapped children

7.17 Following the resumption of the special education building programme in 1978/79, local education authorities were invited to submit bids for the 1979/80 programme and in the event projects were approved to a total of £6.6 million.

Further education building programme

7.18 During the 1977/78 building programme year which ran from 1 April 1977 to 31 March 1978, starts were made to a total value of £10.1 million on major building projects at establishments of higher and further education (including colleges and departments concerned with teacher training) in England and Wales.

7.19 The 1978/79 allocation for major building projects in higher and further education establishments in England (including colleges and departments concerned with teacher training) was £37.4 million.

7.20 It was announced in November 1978 that the expected value of the 1979/80 English building programme, at prices then current, would be £45.6 million including major and minor projects. The major part of the sum allocated to major projects was for non-advanced further education in order to reduce pressures on accommodation and to meet projected demand.

University building

7.21 On 30 November in response to a Parliamentary Question, it was announced that the universities' share of the higher and further education building programme for the three years 1979/80, 1980/81 and 1981/82 would amount to £30.61 million. The starts programmes for these three years will be £10.42 million, £11.03 million and £9.16 million, respectively.

8 Civil science in the United Kingdom

The Research councils – postgraduate education – cooperation with China – proposed observatory in Canary Islands

The Research Councils

The Science budget

8.1 The five Research Councils (Agricultural, Medical, Natural Environment, Science and Social Science) together with the British Museum (Natural History) and the Royal Society, received provision of £266.2 million in grants-in-aid for 1978/79 in the Supply Estimates published in February. In addition, the Agricultural, Natural Environment and Medical Research Councils estimated that they would receive £54.2 million from other Government Departments in 1978/79, mainly from commissioned research. Details are given in Table 18. The figure of £266.2 million for 1978/79, which included the additions described in paragraph 8.3 of last year's Report, represented an increase of more than 2 per cent in real terms above the planned level of the Science Budget for 1977/78.

Table 18. *Financing of Research Councils: 1978/79 supply estimates*

	£ millions	
	Science budget	Estimated receipts from other Government Departments
Agricultural Research Council	23.8	25.4
Medical Research Council	44.3	12.8
Natural Environment Research Council	29.9	16.0
Science Research Council	145.9	
Social Science Research Council	15.6	
British Museum (Natural History)	4.3	
Royal Society	2.4	
Total	266.2	54.2

8.2 In December 1978 the Secretary of State announced increases in the planned total for the Science Budget at 1978 survey prices of £10 million in 1979/80, £10 million in 1980/81, £12 million in 1981/82 and £15 million in 1982/83.

Advisory Board for the Research Councils (ABRC)

8.3 The allocations from the Science Budget for 1978/79, see 8.1, were made on the advice of the ABRC, following its 1977 forward look review. In 1978, the ABRC again reviewed the programmes and plans of the recipient bodies as part of its forward look exercise, and took account of the projected increases to the Science Budget, see 8.2. The Secretary of State announced allocations for 1979/80 at 1978 prices and revised planning guidelines up to 1982/83 (set out in Table 19) in December. The most notable feature was a rising guideline for the Science Research Council following several years in which its resources had fallen steadily as expenditure in the 'big sciences' had been reduced to allow some scope for

growth. The guidelines remain subject to review from year to year. The programmes of the Research Councils are described in their Annual Reports.

Table 19. *Allocations for 1979/80 and planning guidelines up to 1982/83 for the recipients of the Science Budget (December 1978). 1978 Prices*

	Allocations	Percentage annual growth		
	1979/80 £ million	1980/81 %	1981/82 %	1982/83 %
Agricultural Research Council	24.7	1.9	1.1	1.0
Medical Research Council	46.5	1.6	0.9	1.0
Natural Environment Research Council	31.1	2.5	1.5	1.0
Science Research Council	149.7	-1.0	-0.5	1.0
Social Science Research Council	14.8	0.0	0.0	0.0
British Museum (Natural History)	4.6	0.5	0.5	1.0
Royal Society	2.6	1.0	1.0	1.0

8.4 In August the Secretary of State appointed Sir Alec Merrison DL FRS, Vice-Chancellor of the University of Bristol, to succeed Sir Frederick Stewart FRS as Chairman of the ABRC on completion of his work as Chairman of the Royal Commission on the National Health Service in 1979.

Postgraduate education

Postgraduate support

8.5 In January the ABRC Committee on Postgraduate Support carried out its annual review of plans for postgraduate support by the Research Councils and other Government award-making bodies. The review this year indicated that the total number of new Research Council awards planned for 1978/79 would increase by some 2.5 per cent compared with 1977/78. The number of new Research Council studentships and bursaries taken up in the academic year 1977/78 is shown in Table 20.

Table 20. *New Research Council postgraduate studentship and bursary awards 1977/78*

	Studentships
Agricultural Research Council	32
Medical Research Council	379
Natural Environment Research Council	481
Science Research Council	3,602
Social Science Research Council	1,954
Total	6,448
	Bursaries
Social Science Research Council	242

8.6 Councils continued to provide a variety of schemes including those for CASE (Collaborative Awards in Science and Engineering) and the Teaching Company (see last year's Report paragraphs 8.6 and 8.7) which are particularly oriented to the needs of industry. The number of programmes under the Teaching Company scheme increased from 12 to 20. The Science Research Council extended its collaboration with industry by introducing experimentally a new scheme for CTAs (Short Duration Collaborative Training Awards).

Scientific and technological cooperation with China

8.7 During a visit to China in July the Secretary of State on behalf of the Government proposed that the United Kingdom and China should negotiate an agreement on scientific and technological cooperation (see also 6.1, 6.2). The agreement, which was signed in London in November, by the Foreign and Commonwealth Secretary for the United Kingdom and by Mr Wang Chen for China, included provision for cooperation in fundamental, as well as applied science and technology, within areas to be mutually agreed by consultation between the parties or appropriate organisations. It was designed to be broad and flexible and to provide a framework allowing for direct links between institutions and bodies in the two countries. Within this framework, for example, an agreement was signed in November between the Royal Society and the Chinese Academy of Sciences, providing for cooperation by such means as exchanges of scientists and the reception of Chinese research students. The Secretary of State met a delegation from the Chinese Academy of Sciences which visited this country under the auspices of the Royal Society.

Proposed observatory in the Canary Islands

8.8 Progress was made during the year with the negotiation of agreements to regulate the observing facilities on La Palma, of which the Isaac Newton telescope from the Royal Greenwich Observatory, Herstmonceux, would form part, see last year's Report paragraph 8.8. In December final drafts of an inter-governmental agreement and an inter-institution protocol between the United Kingdom, Spain, Sweden and Denmark were initialled at a meeting in Madrid with a view to their signature in 1979.

9 Libraries

The British Library - the public library service

The British Library

9.1 The 1978/79 estimates presented to Parliament in February provided for an grant-in-aid from the Department to the British Library of £24.3 million. In March the Secretary of State announced the Government's intention to start work on the first stage of the new British Library building in Euston Road, London, in 1979/80, at an estimated cost of £74 million. The development of the British Library Automated Information Service (BLAISE) continued and at the end of the year the service had over 350 subscribers; plans were well advanced for the addition of new material both from inside and outside the library including the machine-readable catalogue records of the Reference Division. In continuation of its conservation programme, the library set up a conservation survey unit to advise on needs. In December Lord Eccles, the first Chairman of the British Library Board, retired and was succeeded by Sir Frederick Dainton.

Public library service

9.2 Under Section 1(1) of the Public Libraries and Museums Act 1964 the Secretary of State has a duty to superintend and promote the improvement of the public library service and to secure the proper discharge by local library authorities of their statutory functions. Responsibility in respect of the service in Wales was transferred to the Secretary of State for Wales with effect from 1 April.

Local authority support

9.3 In 1977/78 the net current expenditure of local library authorities in England and Wales amounted to £184.3 million at November 1978 prices, which was some 3 per cent less than assumed in the rate support grant settlement, and 0.6 per cent less than the 1976/77 outturn. The assumed public library expenditure underlying the rate support grant settlement for 1978/79, repriced to November 1978 prices, amounted to £192.2 million, but the latest estimated outturn is £186.2 million. The comparable figure underlying the rate support grant settlement for 1979/80 was £186.7 million.

Library Advisory Council for England

9.4 The Council's report on library services to the disadvantaged, *The libraries: choice* (HMSO, £2.25 net), was published in August. The report showed that the key issues in improving conditions for the disadvantaged were not necessarily financial but those of attitude, choice and commitment on the part of library authorities. The Council started a major review of likely developments in library services, including an examination of the relationship between the Department, library services and the Council. Among other subjects considered by the Council throughout the year were the effect on libraries of the Whitford Committee Report on Copyright and Design (see also 5.45), transfer of Ministerial responsibility in respect of the public library service in Wales and the supply of and demand for qualified librarians.

10 The arts

The Arts Council of Great Britain – other sponsored bodies – public lending right – national museums and galleries in England

10.1 In 1978 the Department was responsible for giving financial support to nine national museums and galleries in England and subsidising other arts activities through the Arts Council of Great Britain and other bodies.

10.2 In 1977/78 Parliament authorised expenditure on the arts within the Department's responsibility amounting to £72.9 million, of which £24.2 million was devoted to the national museums and galleries (together with expenditure of £8.9 million by the Department of the Environment on the provision and maintenance of buildings) and the remaining £48.7 million to grants to the Arts Council and to the British Film Institute, the National Film School, the Crafts Advisory Committee, the South Bank Theatre Board and the Area Museum Councils. In 1978/79 provision was made for a total DES expenditure on the arts of £85.9 million, of which £28.9 million (together with DOE expenditure of about £11 million) was for national museums and galleries and the remaining £57 million for the Arts Council, etc.

Arts Council of Great Britain

10.3 Of the grant-in-aid of £41.7 million to the Arts Council of Great Britain in 1977/78, the Council allocated £5 million to the arts in Scotland and £3.3 million to the arts in Wales. In 1978/79 the Arts Council of Great Britain's grant was £49 million; £5.9 million was allocated to Scotland and £3.8 million to Wales.

10.4 During 1978 the English National Opera, one of the Arts Council's major clients, opened at the Grant Theatre in Leeds – the first centre for a national opera company in England outside London.

National and regional activities

10.5 The proportion of Arts Council expenditure allocated to activities outside London (including Scotland and Wales) has now grown to about two-thirds. The Council has continued to encourage more regional activity by devoting increased funds to touring in particular and also to Regional Arts Associations, arts centres and community projects. In recent years special attention and financial support have been given to Community Arts which provide people with the opportunity of participating in arts activities in their own locality. But the Council also contributes about a quarter of its total budget to the four national companies – the National Theatre, the Royal Opera House, Covent Garden, the English National Opera at the Coliseum and the Royal Shakespeare Company.

10.6 In 1978 the Council continued its work of helping to rescue a number of provincial theatres, previously under commercial management and threatened with closure, by encouraging arrangements for locally formed trusts to take them over. The Arts Council undertook to contribute towards the cost of ongoing or planned renovation work to bring three of these theatres up to the standard required to enable them to accommodate large-scale opera and ballet.

Other sponsored bodies

British Film Institute

10.7 The development of the art of film is supported by the British Film Institute, which runs the National Film Theatre on the South Bank and maintains the National Film Archive. Apart from providing information, education and hiring services, it assists financially the development and running of regional film theatres, and mounts the very successful annual London Film Festival. Its grant-in-aid was £3.7 million in 1978/79 (£3.5 million in 1977/78). During 1978 the Institute virtually completed building additional stores for historic film at Gaydon in Warwickshire, pending the copying of this film onto modern stock; the copying programme was stepped up by the acquisition of commercial facilities in South London. The Institute moved its headquarters and brought many of its Departments together in more functional premises in London's Charing Cross Road. The new chairman of the Institute, Sir Basil Engholm, took up his appointment during the year.

National Film School

10.8 The National Film School provides advanced training in all aspects of film making and received a Government grant of £500,000 in 1977/78 and £530,000 in 1978/79, in addition to financial support from the British Film Fund Agency, the Television Fund and the BBC.

Crafts Advisory Committee

10.9 During 1977/78, as well as giving financial aid to Regional Arts Associations and individual craftsmen, the Crafts Advisory Committee made grants to 23 crafts bodies and sponsored 11 exhibitions out of its grant of £770,000 (£840,000 in 1978/79). The Committee moved its administrative offices into new quarters but continued to maintain a display gallery at 12 Waterloo Place. A new Craft Shop was opened in the Victoria and Albert Museum.

Public lending right

10.10 The Government introduced a Public Lending Right Bill in the House of Commons on 3 November 1978. The Bill had reached Report stage by the middle of December. It set out the framework for a detailed scheme to be prepared after consultations and to be brought into operation when resources became available.

National museums and galleries in England

Accommodation

10.11 During the year, a new wing at the British Museum was completed and brought into use, a new Printing Gallery was opened at the Science Museum, and an additional mezzanine floor in the west wing of the National Maritime Museum was opened. Work started included the adaptation of the Henry Cole Building in Exhibition Road as an extension to the Victoria and Albert Museum, the refurbishment of the east wing of the National Gallery and the installation of an air-conditioning system for the Wallace Collection.

Exhibitions and attendances

10.12 A number of special exhibitions were mounted by the national institutions, some in connection with the opening of new accommodation. The estimated number of visitors fell slightly from 21.7 million in 1977 to 21.3 million in 1978. The number of circulating exhibitions made available by the national museums and galleries to local collections rose from 29 in 1977/78 to 40 in 1978/79; plans were made for further increases.

Acquisitions

10.13 The Department again increased the resources available for the protection of the national heritage. The purchase grants for the National Museums and Galleries and the central funds administered by the Victoria and Albert Museums and Galleries and the Science Museum were increased by an average of 78 per cent. This included the English share of the extra £1 million for the heritage, announced by the Chancellor of the Exchequer in 1977. Special purchase grants were made for the Tate Gallery to help purchase *Clarinet and bottle of rum on a mantelpiece* by Georges Braque; to the Victoria and Albert Museum's local purchases fund to help the Birmingham City Art Gallery to purchase two paintings of Warwick Castle by Canaletto' and to Temple Newsam House, Leeds, to help purchase one of the Mostyn Flagons. A further £1 million to help safeguard the national heritage, in 1979/80 and later years was announced in the January White Paper on the Government's expenditure plans.

11 Wales

In accordance with the Prime Minister's decision announced in November 1977, Ministerial responsibility in Wales for non-university institutions of further and higher education, public libraries, the youth and community services, and adult education was formally transferred to the Secretary of State for Wales with effect from 1 April 1978. Under the terms of the Transfer of Functions Order the Secretary of State for Education and Science would continue to exercise responsibility, in Wales as in England, for the university institutions, the Research Councils, mandatory and postgraduate awards to students, and the pay, superannuation, qualifications, probation and medical fitness of teachers and cases of teachers' misconduct.

12 Public expenditure on education

1978 review - breakdown of expenditure - Rate Support Grant

1978 review

12.1 The implications of the 1978 review of public expenditure for education and its related programmes were set out in Chapter 10 of Part 2 of *The Government's Expenditure Plans 1979/80 to 1982/83* Cmnd 7439. Total expenditure for the years from 1978/79 to 1982/83 was forecast to rise by about 2 per cent. The distribution of this total was expected to change significantly, with decreasing expenditure on schools (owing to falling rolls) being more than offset by increased spending on higher and further education. Falling school rolls were expected to cause diseconomies of scale and problems in the deployment of existing staff, and provision was made to allow for both of these. In addition, expenditure per pupil on non-teaching costs was projected to rise for similar reasons and also to allow for some real improvement in the provision of books and equipment. The building programme allowed for an expansion in nursery education and in non-advanced further education, while some of the savings on schools' basic needs were to be devoted to an increased programme for improving or replacing existing buildings. The expenditure forecasts for higher education allowed for the planning figure of 560,000 full-time and sandwich students to be deferred from 1981/82 to 1982/83.

12.2 The Science Budget forecasts showed increases of some 4 to 5 per cent over Cmnd 7049 to allow for the development of new areas without harming research in the 'big sciences', such as high energy physics and space (see 8.2). Planned expenditure on the arts was also increased above the levels in Cmnd 7049 (see 10.2).

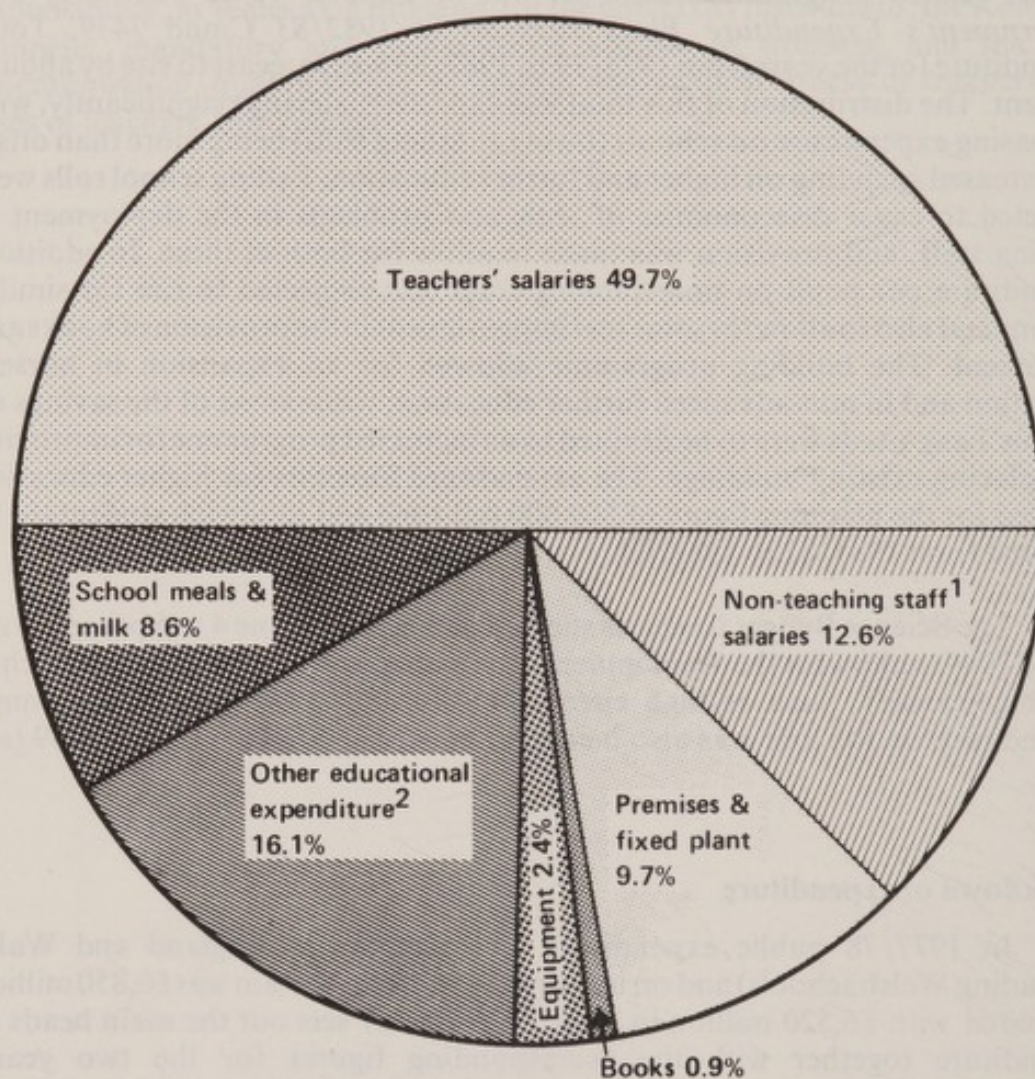
Breakdown of expenditure

12.3 In 1977/78 public expenditure on education in England and Wales (excluding Welsh schools) and on universities in Great Britain was £6,850 million compared with £6,520 million in 1976/77. Table 21 sets out the main heads of expenditure together with the corresponding figures for the two years. Expenditure in Wales on schools and school meals and milk was £295.1 million in 1977/78 compared with £281.8 million in 1976/77.

12.4 The following chart shows how local authorities divided their gross current educational expenditure in 1977/78, including their expenditure on school meals.

12.5 Table 22 shows the net average cost of tuition per pupil or student for different institutions and ages or levels of study.

Local Authority Recurrent Expenditure on Education in 1977/78



1. Non-teaching staff include administration staff, caretakers, cleaners and maintenance staff.

2. 'Other educational expenditure' includes student awards, transport between home and school, the cost of children at schools maintained by other local education authorities, and the fees paid to non-maintained schools in respect of local education authority pupils and supplies and services other than books and equipment.

Table 21. Summary of public authority expenditure on education, falling within the area of the responsibility of the Secretary of State

	£ million (outturn prices)					
	Current	1976/77 Capital	Total	1977/78 Current	Capital	Total
Schools (England):						
Under-fives ¹	127.4			158.0		
Primary	1,280.5	391.1	3,842.8	1,338.9	331.2	4,055.8
Secondary	1,666.3			1,816.9		
Other ²	377.5			410.8		
Further education (England and Wales) including teacher training	1,019.5	75.8	1,095.3	1,110.3	67.1	1,177.4
Universities (Great Britain)	775.7	101.5	877.2	819.2	75.7	894.9
Other educational services	313.6	10.8	324.4	348.7	8.0	356.7
School meals and milk (England) ³	381.6		381.6	364.6		364.6
Total ⁴	5,942.1	579.2	6,521.3	6,367.4	482.0	6,849.4

¹Includes nursery schools, nursery classes and other classes for children under five years of age in primary schools.

²Includes special schools, fees and grants to independent and direct grant schools, child guidance and other health services and transport of pupils between home and school.

³Capital expenditure in respect of the school meals service is included in that for schools.

⁴Does not include loan charges paid by local authorities which amounted (for English local authorities) to £445.2 million in 1976/77 and £438.9 million in 1977/78.

Table 22. *Net recurrent institutional costs* per full-time pupil/student from public funds (England and Wales)*

Financial year	1978 Survey prices (£)	
	1976/77	1977/78
Nursery schools	763	754
Primary schools	317	324
Secondary schools		
pupils aged 11-16	450	455
pupils aged 16-plus	824	801
Special schools	1,566	1,597
Evening institutes	210	200
Major establishments of further education (excluding polytechnics)		
non-advanced work	950	970
advanced work	1,470	1,500
Polytechnics		
non-advanced work	1,330	1,185
advanced work	2,070	1,835
Universities (Great Britain)	2,550	2,425

*Defined as the ratio of net public expenditure to the full-time equivalent number of pupils or students participating.

12.6 Local authority expenditure on awards to students in universities, further education and polytechnics was estimated at £479 million in 1977/78 (of which £280 million was on maintenance and £199 million on fees). This total compares with £309 million in 1976/77 giving an increase of £170 million, of which £121 million was due to the increase in fees payable. Expenditure by the Department of Education and Science and the Research Councils amounted to £42 million in the financial year 1977/78.

Rate Support Grant

12.7 The Rate Support Grant (RSG) system is the principal means by which the Government gives financial assistance towards the cost of services provided by local authorities. For the purposes of RSG, the estimated total expenditure of all local authorities on all services is determined on the basis of annual forecasts made jointly by Government Departments and the local authority associations. The Government then decides what proportion of this 'relevant expenditure' should be paid as RSG, and a formula is determined for the distribution of the total grant between local authorities. Although the estimates of expenditure on the various services are taken into account in arriving at a total of accepted relevant expenditure, the RSG is a block grant and local authorities are free to determine, in the light of local needs and circumstances, how their share of the grant should be allocated between and within services.

12.8 The forecasts for education, which make up more than half of total relevant expenditure, are made by the Expenditure Steering Group for Education (ESGE), supported by the Sub-Group for education services. Both are manned by officials of DES and the Welsh Office and by representatives of the local authority

associations. The Sub-Group produces forecasts for the Steering Group, based on information on outturn expenditure supplied to central government by local authorities and on judgements of the likely implications of central and local government policies for expenditure on the service. While the Sub-Group concentrates on the technical details of forecasting, the Steering Group takes a broader view on main policy questions.

1978/79 settlement

12.9 The RSG settlement for 1978/79 was based on forecasts of local authority current expenditure which included £5870 million on education, £436 million on school meals and milk and £219 million on local libraries, museums and art galleries (all at November 1978 prices).

Increase Order for 1978/79

12.10 The Government made a first Increase Order for 1978/79 to take account of the effect on local authorities of pay and price changes up to November 1978. The cash limit for the year was adjusted to allow, among other things, for the effect on local authority budgets of the decision not to implement the planned increase in the school meals charge in September 1978.

1979/80 settlement

12.11 The RSG settlement for 1979/80, announced on 24 November 1978, was based on forecasts which included £5885 million for education, £404 million for school meals and milk and £213 million for libraries, museums and art galleries (November 1978 prices). Since the evidence indicated that local authorities were not spending up to the settlement levels in 1978/79, the forecasts for education and the related services for 1979/80 were estimated to represent an increase of 0.9 per cent over that year (3.2 per cent over the provisional actual outturn for 1977/78). The calculations underlying the settlement provided not only for staffing ratios in schools to be maintained, but also for the employment of additional teachers to enable local authorities to expand programmes of induction and in-service training, to give extra help to disadvantaged children, and to cope with the operational difficulties of adjusting staffing complements against a background of falling school rolls. The forecasts would also allow local authorities to continue the process of restoring expenditure temporarily deferred on non-teaching provision. The main implications of the settlement for education and the related services would be described in DES Circular 1/79 prepared for publication in January 1979.

Table 23. Grants to persons other than local education authorities for educational services under the Educational Services and Research Grant Regulations, 1946 (Grant Regulations No 4)

Organisation	Grant made or approved in 1978/79
Adult Literacy Agency	45,000
Area Training Organisations (In-Service Training)	4,261
Boarding Schools Association	1,300
British Association for Early Childhood Education	500
Business Education Council	1,000
Centre for Information on Language Teaching and Research	173,000
Centre on Educational Disadvantage	219,860
*Council for Educational Technology for the United Kingdom	540,200
Council for Education in World Citizenship	15,000
Council of Europe films	7,148
Council for the Accreditation of Correspondence Colleges	5,000
Evaluation of Pilot Schemes	50,000
Fund for International Student Co-operation	50,000
International Baccalaureate Office	5,000
Invalid Childrens Aid Association	2,550
International Year of the Child: DES Contribution	10,000
National Association of Gifted Children	5,000
National Association for Multi-racial Education	3,500
National Bureau for Handicapped Students	10,000
*National Foundation for Educational Research	10,000
National School Sailing Association	4,500
One World Trust	7,750
Pre-School Playgroups Association	24,000
Social Morality Council	10,000
Teacher Induction Dissemination Scheme	7,020
Teacher Training Regional Committees	573,694
Technician Education Council	554,000
The Drama Board	12,000
UK-EEC Educational Information Centre (EPIC)	16,000

Where the grant included an element of research, as in the case of the bodies marked*, the relevant sums are also reported in Appendix I.

13 Departmental staff and organisation

Staff numbers - management review

Staff numbers

13.1 The numbers of staff in the Department excluding HMI (see 4.2) and in the Departmental Museums on 31 December 1978 and the two previous years are set out in Table 24.

Table 24. *Staff in DES (less HMI) and the Departmental Museums*

	1976	1977	1978
DES London	1,590	1,518	1,539
DES Darlington	704	662	667
University Grants Committee	116	109	99
Sub-total	2,410	2,289	2,295
Victoria & Albert Museum	681	619	600
Science Museum	521	474	465
Sub-total	1,202	1,093	1,065
Grand total	3,612	3,382	3,360

* HMI numbers are given in Chapter 4.

Management review

13.2 At the end of 1978, the Management Review was nearing completion and a report to Ministers was expected early in the New Year.

Appendix 1

Research and development

The following information (some of which appears in other publications) describes the Department's involvement in research and development and is produced in accordance with the Select Committee on Science and Technology *Government observations on first and fourth reports sessions 1971/72*, Cmnd 5177 paragraphs 43, 45.

(i) Education and libraries

The Supply Estimates for the financial year 1978/79 including the following subheads in the Department's Vote—Central and Miscellaneous Services, Class X, Vote 6:

	1978/79 Estimates	1977/78 outturn expenditure (outturn prices)
	£	£
Subhead C1 Educational Services and Research	4 159 530	4 233 560
Subhead C2 Schools Council	1 227 000	1 172 000
Subhead C3 Organisation for Economic Cooperation and Development	90 470	70 120

Within these three subheads the following sums were specifically concerned with research and were included in the total figure (incorporating receipts) of £2 947 000 for 1978/79 shown on page 41 of the Memorandum by the Chief Secretary to the Treasury, *Supply Estimates 1978-79*.

	£	£
Subhead C1 Educational Research		
General Educational Research	1 580 000	1 110 100
Council for Educational Technology†	271 800	236 000
National Foundation for Educational Research	10 000	10 000
Computer Assisted Learning Programme	—	637 000
Subhead C2 Schools Council expenditure on research and development from within grant-in-aid	1 042 400	987 000
Subhead C3 Centre for Educational Research and Innovation	64 120	46 100

The Chief Secretary's Memorandum also showed salaries of the Department's own staff (mainly professional grades but including some supporting staff) engaged on research:

£	£
53 000	53 000

The Department's support of educational research is represented by the £1 580 000 above. This includes the expenditure expected to be incurred during the financial year 1978/79 on all current projects included in the Department's general educational research programme.

These figures do not include research undertaken by the universities (estimated £182.33 million 1976/77 see Table 7 of the Chief Secretary's Memorandum).

(ii) Research projects

The main projects approved or completed within the general educational research programme of the Department during 1977 are listed in the following tables.

† National Council for Educational Technology prior to 1 October 1973.

Appendix 1 (continued)

Table A Main projects approved within the Department's general educational programme during 1978

Researcher and/or institution	Title	Cost £	Date approved	Estimated duration
Professor E. Briault University of Sussex	<i>Falling rolls in secondary schools</i>	28,120	January	2 years
Mr P. J. Wedge, National Children's Bureau	<i>Collection and preliminary analysis of public examination results of pupils aged 16-19</i>	35,890	February	1¾ years
Dr O. Rees, University of Bradford	<i>Mother tongue and English teaching for young Asian children in Bradford</i>	44,703	July	2 years
G. B. Hughes, University of Bristol	<i>The development of a branching reading test</i>	51,685	September	3 years
Professor J. Tizard, University of London	<i>Longitudinal study in Spina-Bifida children in London</i>	47,334	October	4 years
Mr P. Toyne, Exeter University	<i>Educational credit transfer</i>	58,999	July	1 year
National Foundation for Educational Research in England and Wales	<i>Staff development in further education</i>	80,304	August	2¼ years
Professor R. Glatter, The Open University	<i>The school governor training course</i>	97,270	October	4 years
Dr A. H. Charnley, National Institute of Adult Education	<i>Review of existing research in adult and continuing education</i>	49,930	November	2 years
Dr R. Bolam, University of Bristol	<i>Evaluation study of school-focused in-service education and training of teachers programme in Ealing and Northamptonshire</i>	95,822	July	2 years 10 months
Professor S. J. Eggleston, University of Keele	<i>In-service teacher education in a multi-racial society</i>	39,000	May	2 years
Professor G. Bernbaum, University of Leicester	<i>A study of the structure and process of initial teacher education within universities</i>	66,286	August	3 years
Professor A. M. Ross, University of Lancaster	<i>The impact of reorganisation on initial teacher training (BEd/ BA concurrent degrees)</i>	43,426	September	2½ years

Table A cont.

Researcher and/or Institution	Title	Cost £	Date approved	Estimated duration
University of Birmingham	<i>Development and evaluation of materials for distance teaching of a part-time course for teachers of visually handicapped children</i>	26,821	November	2 years
Dr W. G. Law, National Institute for Careers Education and Counselling	<i>Careers guidance integration project</i>	30,808 DES 30,000 EEC	April	3 years
Mr M. Dutton, Bradford College	<i>Language, people and work</i>	23,442 DES 17,400 EEC	April	3 years
Mr M. Smith, Sheffield Education Department	<i>School based project - transition from school to working life</i>	150,000 EEC 131,990 DES Sheffield Educ Dept 20,500	September	3 years
Mr B. MacDonald, University of East Anglia	<i>Evaluation of the careers guidance integration project</i>	58,768	September	4 years
Mr G. A. Rogers, Inner London Education Authority	<i>Transition from school to working life</i>	250,893 ILEA 40,896 DES 150,000 EEC	October	3 years
Professor R. Dyson, University of Keele	<i>Pre-retirement education research project</i>	38,240	October	3½ years
Reverend J. Cameron Walker	<i>Community approach to the transition of young people from school to work</i>	60,067	April	3½ years
Professor M. Rutter, Institute of Psychiatry	<i>Secondary school influences on children's behaviour and attainments an intervention study</i>	103,172	April	5 years
Mrs E. Painter, National Association for Gifted Children	<i>Identification and behaviour of gifted children in five comprehensive schools</i>	9,234	September	2 years
Professor M. Chazan and Dr A. Laing	<i>The management and treatment of behaviour problems in children aged 3-5 years</i>	56,931	November	2 years

Table B *Main projects completed within the Department's general Education Research programme during 1978*

Researcher and/or institution	Title	Cost £	Completed
Dame Margaret Miles, National Council for One-Parent Families	<i>Educational and other provisions available for pregnant school-girls and schoolgirl mothers</i>	7,881	March
Mr W. A. Reid, Birmingham University	<i>Organisation and curriculum of sixth-form colleges</i>	17,967	March
National Foundation for Educational Research	<i>Nursery education: developing materials for assessment and evaluation</i>	62,736	March
Dr J. K. Reynell, The Wolfson Centre London University	<i>Study of programmes for pre-school children with delayed language development</i>	34,974	July
National Foundation for Educational Research	<i>Aims, roles and development of nursery staff</i>	70,042	September
Avon Education Authority	<i>Cooperative for resource-based learning: an internal evaluation</i>	78,831	March
Professor E. Hoyle, University of Bristol	<i>Cooperative for resource-based learning: an internal evaluation</i>	72,174	September
Professor M. Rutter, London University	<i>Study of secondary school influences on children's behaviour</i>	68,921	June
Dr I. Kolvin, University of Newcastle-upon-Tyne	<i>Aggressive and undisciplined behaviour in schools</i>	3,988	September
Mrs M. Stone, Surrey University	<i>Effects of educational experience on self-concept of black children in London</i>	6,830	July
Professor H. Rosen, London University	<i>Investigation of the languages of inner-city pupils</i>	5,640	February
Mr H. J. Wright, Hampshire Education Authority	<i>Evaluation of a school psychological service</i>	23,123	August
Miss Nelson and Mr Melhuish, Association of Computer Units in Colleges of Higher Education	<i>Study into computer usage and provision in the non-university sectors of education</i>	14,924	August

Table B cont.

Mrs McIntosh, The Open University	<i>Pilot project on the admission of younger students to The Open University</i>	51,733	March
Dr G. E. Whalley, Leeds University	<i>Curriculum development project courses in the Leeds area training organisations - Phase 2</i>	17,058	June
Mr C. P. R. Clarke, Liverpool Local Education Authority	<i>Pilot scheme for the induction of teachers</i>	408,786	August
Mr M. H. Trollope, Northumberland Local Education Authority	<i>Pilot scheme for the induction of teachers</i>	197,636	March
Professor E. Hoyle, Bristol University	<i>Monitoring of pilot and other schemes for teacher induction</i>	74,013	June
National Foundation for Educational Research	<i>Register of educational research projects - Phase 3</i>	8,931	November

Appendix 2

Orders under the Education Acts, etc.

The following table shows the number and description of the Orders made under the Education Acts 1944 to 1976, together with certain other enactments, during the year 1978.

Description	
Orders under the Education Acts 1944 to 1976:	
Classification of voluntary schools (Section 15)	
Controlled schools	2
Aided schools	23
Revocation of aided status of schools (Section 15(4))	2
Transfer of school to new site (Section 16(1))	31
Substitution of school (Section 16(2))	5
Certificates of expenses attributable to displaced pupils (Section 104)	2
Expenses of enlargement of controlled schools (Section 1 1946 Act)	6
Division of schools (Section 2 1946 Act)	2
Direction that schools be deemed primary or secondary (Section 1(2) 1964 Act)	11
Transitional Exemption Order (Sex Discrimination Act 1975 Section 27(1))	3
Management and Government of Schools (Section 17)	
Instruments of Management (Primary Schools)	57
Instruments of Government (Secondary Schools)	50
Articles of Government (Secondary Schools)	33
Acquisition of land: Compulsory Purchase Orders confirmed (Section 90)	19
Revocation of Varying Orders (Section 111)	2
Modifications to trust deed or other instrument (Section 1(2), Education Act 1973)	3
Under other Acts, etc:	
Diocesan Education Committees Measure 1955	1
Public Libraries and Museums Act 1964: Byelaws confirmed	6
Sex Discrimination Act 1975: Modification of Trust Instrument (Section 78(2))	16
Certificate under Section 2(2) of the Statutory Orders (Special Procedure) Act 1945	1
Total	275

¹ The Sections referred to are Sections of the Education Act 1944, except where otherwise stated.

Appendix 3

Statutory Instruments made by the Secretary of State during 1978

	Statutory Instrument No.
*Diocese of Chelmsford (Educational Endowments) Order 1978	SI 1978/1597
*Diocese of Gloucester (Educational Endowments) Order 1978	SI 1978/551
*Diocese of Gloucester (Educational Endowments) No. 2 Order 1978	SI 1978/846
*Diocese of Ripon (Education Endowments) Order 1978	SI 1978/122
*Diocese of St Albans (Educational Endowments) Order 1978	SI 1978/1449
*Diocese of York (Educational Endowments) Order 1978	SI 1978/1227
Direct Grant Schools (Amendment) Regulations 1978	SI 1978/1145
Handicapped Pupils and Special Schools (Amendment) Regulations 1978	SI 1978/1146
Health and Safety (Genetic Manipulation) Regulations 1978	SI 1978/752
Independent Schools (Exemption from Registration) Order 1978	SI 1978/467
Local Education Authority Awards Regulations 1978	SI 1978/1097
*National Gallery (Lending Outside the United Kingdom) Order 1978	SI 1978/649
*National Gallery (Lending Outside the United Kingdom No. 2) Order 1978	SI 1978/650
*National Gallery (Lending Outside the United Kingdom No. 3) Order 1978	SI 1978/1100
Provision of Milk and Meals (Amendment) Regulations 1978	SI 1978/959
Provision of Milk and Meals (Amendment No. 2) Regulations 1978	SI 1978/1301
Remuneration of Teachers (Further Education) (Amendment) Order 1978	SI 1978/1226
Remuneration of Teachers (Further Education) Order 1978	SI 1978/1409
Remuneration of Teachers (Further Education) (Amendment No. 2) Order 1978	SI 1978/1773
Remuneration of Teachers (Primary and Secondary Schools) (Amendment) Order 1978	SI 1978/982
Remuneration of Teachers (Primary and Secondary Schools No. 2) Order 1978	SI 1978/1019
Schools (Amendment) Regulations 1978	SI 1978/1144
State Awards Regulations 1978	SI 1978/1096
Students' Dependents' Allowances Regulations 1978	SI 1978/1098
Teachers' Superannuation (Amendment) Regulations 1978	SI 1978/422
Teachers' Superannuation (Amendment No. 2) Regulations 1978	SI 1978/1422
Teachers' Superannuation (Amendment No. 3) Regulations 1978	SI 1978/1512

* These Statutory Instruments are not on sale; the others are priced documents obtainable from HMSO.

Appendix 4

Circulars and Administrative Memoranda - 1978

Circulars

295 (amendment No. 21)		
25 August 1978		Education Grants for Service Children
1/78 16 January 1978		Rate Support Grant Settlement 1978-79
2/78 11 January 1978		Tuition Fees in Further Education 1978-79
3/78 20 January 1978		The School Meals Service
4/78 30 March 1978		The Government's Expenditure Plans (Cmnd 7049): Implications for Local Authority Expenditure 1978-82
5/78 31 March 1978		Further Education and Public Libraries in Wales
6/78 18 April 1978		Ending of Arrangement for the Recognition of Independent Schools as Efficient
7/78 23 June 1978		Procedure affecting Section 13 proposals
8/78 20 June 1978		Tuition Fees and Admissions to Further Education Establishments and Awards: Race Relations Act 1976
9/78 2 August 1978		Entry to Initial Teacher Training Courses in England and Wales
10/78 24 August 1978		Energy Conservation Measures
11/78 18 August 1978		Medical Fitness of Teachers and of Entrants to Teacher Training
12/78 18 August 1978		Control of Tuberculosis: Protection of Children at School against the Risk of Infection by Non-teaching Staff
13/78 14 September 1978		In-service Training in the Youth Community Service
14/78 11 October 1978		Admission of Overseas Students to Courses of Further Education
15/78 11 October 1978		Welfare of Overseas Students in Establishments of Further Education
16/78 6 December 1978		The Development of Sporting Talent in Children of School Age
17/78 6 December 1978		Race Relations Act 1976: Accommodation and Boarding Charges
18/78 19 December 1978		Juveniles: Co-operation Between the Police and Other Agencies
26/70 (Addendum No. 4)		
19 December 1978		In-service Courses for Teachers: Financial and Administrative Arrangements

Administrative Memoranda

4/77 (Amendment No. 1)		
10 February 1978		Further Education for Unemployed Young People
1/78 4 January 1978		Guide to Induction: "Making Induction Work"
2/78 (Succeeding Administrative Memorandum 9/76)		
15 March 1978		Programme of Long Courses for Qualified Teachers 1978/79
3/78 20 March 1978		Report of the Working Group on the Management of Higher Education in the Maintained Sector
4/78 18 April 1978		Training and Re-training of Teachers of Mathematics, Physical Sciences, and Craft, Design and Technology
5/78 24 May 1978		Teachers' Superannuation
		The Social Security Pensions Act 1975
6/78 17 July 1978		Exchange and Interchange of Teachers and Assistants with Overseas Countries, 1979-80
7/78 31 July 1978		Salary Scales for Teachers in Primary and Secondary Schools
8/78 1 August 1978		Salary Scales for Teachers in Primary and Secondary Schools
9/78 (Replacing Administrative Memorandum 10/68)		
24 August 1978		Probation of Qualified Teachers
10/78 29 August 1978		Salary Scales for Teachers in Further Education
11/78 27 September 1978		Salary Scales for Teachers in Further Education
12/78 20 November 1978		In-service Education and Training (INSET) for Teachers in Schools. Booklet: "Making Inset Work"
13/78 22 November 1978		Programme of Long Courses for Qualified Teachers 1979/80
14/78 12 December 1978		Research and Experiments on Volunteers in Non-medical Institutions
15/78 4 December 1978		Salary Scales for Teachers in Further Education

Appendix 5

Publications

Parliamentary Publications

Cmnd 7130 Report of the Working Group on the Management of Higher Education in the Maintained Sector	£1.35
Cmnd 7212 Special Educational Needs: Report of the Committee of Enquiry into the Education of Handicapped Children and Young People	£5.65
Cmnd 7215 First Report of the Genetic Manipulation Advisory Group	£1.60
Cmnd 7231 Industrial Democracy	50pp
Cmnd 7281 - I School Examinations	£1.15
- II School Examinations Steering Committee	£3.15
Cmnd 7322 Computer Board for Universities and Research Councils	40pp
Cmnd 7368 Secondary School Examinations: A Single System at 16 Plus	40pp
Cmnd 7426 Exports of Works of Art 1976-77	£1.00
Cmnd 7430 The Composition of School Governing Bodies	40pp

Non-Parliamentary publications

Adult Literacy in 1977-78	£1.75
Agriculture, Horticulture and Forestry Courses	Free
Comprehensive Education. Report of a DES Conference	£3.25
Higher Education into the 1990s	Free
Meeting Special Educational Needs	85pp
National Engineering Scholarships. Guide for Candidates	Free
Progress in Education. A report on recent initiatives	90pp
Scales of Salaries for Teachers in Primary and Secondary Schools, England and Wales, 1978	£1.75
Scales of Salaries for Teachers in Establishments of Further Education, England and Wales, 1978	£1.25
Sectional List 2 (revised 1978) DES, priced publications	Free
The Department of Education and Science - a brief guide	Free
The Educational System of England and Wales	Free
The GCSE. A New Examining System	Free

Building

Building Bulletin No. 56 Nursery Education in Converted Space	£2.50
Design Note 16 Energy Conservation in two Oxfordshire Schools	Free
Design Note 17 Guidelines for Environmental Design and Fuel Conservation in Educational Buildings	Free
Architects and Building Papers	Free
Paper No. 1 Abraham Moss Centre, Manchester, a progress report	
Paper No. 2 The Clayton Green District Centre	
Paper No. 3 Deft Hill Middle School	
Building Work at Voluntary Aided Special Agreement Schools	75pp

Post-school education

Choose your Course	Free
Finding out	
Agriculture, horticulture and forestry	
Going to college	
Languages at work	

Careers in teaching
 What next after school?
 Looking after people
 On from A levels
 After O levels
 Becoming an engineer
 Getting a grant
 Business studies

Student grants

Discretionary Awards 1975/76 to 1977/78	Free
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