

Proceedings of  
The Countryside Recreation Research  
Advisory Group Conference 1984

University of Nottingham      19-20 September

TRAINING FOR COUNTRYSIDE  
RECREATION MANAGEMENT

*Edited by Nicola Lloyd  
Secretary to the Countryside Recreation  
Research Advisory Group*

*Issued by:  
Countryside Recreation Research Advisory Group  
c/o The Research Unit, The Sports Council  
16 Upper Woburn Place, London WC1H 0QP*

PRICE £6

1984

---

Recorded and Printed by Janssen Services

ISBN 0 906577 44 6

## CONTENTS

|   | Page |
|---|------|
| Introduction to the Conference<br>Thomas Huxley, Chairman, CRRAG  | 1    |
| Welcome Address<br>Clive Gordon, Assistant Director of Leisure<br>Services (Countryside),<br>Nottinghamshire County Council | 2    |
| SESSION 1: Setting the Scene<br>Colin Clark, Secretary,<br>The English Tourist Board  | 4    |
| The Public Sector<br>Colin Bonsey, County Recreation Officer,<br>Hampshire County Council                                   | 6    |
| The Private Sector<br>Ken Robinson, Managing Director,<br>Montagu Ventures Limited  | 12   |
| Discussion  | 20   |
| SESSION 2: The Trainers' Response<br>Bill Slater, Director of Development Services,<br>The Sports Council                   | 26   |
| Public Sector Further and Higher Education<br>Peter Tonks, Head of Business School,<br>Polytechnic of North London          | 27   |
| Recreation Management - A University Response<br>Frederick Harrison,<br>Loughborough University of Technology               | 31   |
| Specialised Institutions<br>Peter Townsend, Principal, Losehill Hall  | 37   |
| Discussion  | 42   |
| SESSION 3: Broadening the Perspectives<br>Bill Slater, Director of Development Services,<br>The Sports Council              | 48   |
| Management on the Ground, The Ranger Services<br>Peter Lawrence, Hertfordshire County Ranger Service                        | 49   |
| The Role of Volunteers<br>John Iles, Director (North),<br>British Trust for Conservation Volunteers                         | 55   |

|            |  |     |
|------------|--|-----|
|            | Future Standards in Countryside Recreation<br>Management Training<br>Peter Cradock, Her Majesty's Inspectorate,<br>Department of Education and Science | 58  |
|            | Discussion   | 63  |
| SESSION 4: | Training Can be Fun - Video Evening<br>Janice Lavery, Video Arts   | 69  |
| SESSION 5: | Reaching Forward<br>Thomas Huxley, Chairman of CRRAG   | 74  |
|            | The Professionals' View<br>Keith Fraser, Chairman,<br>Education and Training Group,<br>Institute of Leisure and Amenity Management                     | 75  |
|            | A Public Agency's View<br>Terry Robinson, Recreation and Access Branch,<br>Countryside Commission  | 89  |
|            | Open Forum   | 100 |
|            | List of Participants   | 113 |

## INTRODUCTION TO THE CONFERENCE

Thomas Huxley

Chairman, CRRAG

We are now opening our 13th CRRAG Conference. This year the theme is Training for Countryside Recreation Management. Clive Gordon is going to give us some words of welcome on behalf of the Nottingham area and then the rest of this morning's session will be chaired by Colin Clark.

## WELCOME ADDRESS

Clive Gordon

Assistant Director of Leisure Services (Countryside)  
Nottinghamshire County Council

First of all, thank you for giving me the opportunity to welcome you all to Nottinghamshire. It is particularly fitting that you should be in Nottinghamshire for this Conference because the Yates Committee Report provides much of the background for the papers and discussion. Anne Yates is a former Leader and Chairman of the County Council and is presently a member of our Leisure Services Committee. She is a highly experienced and respected member of the County Council with a significant record of achievements. She will be attending tomorrow's session with some of my colleagues and I know will be keen to hear your observations on the report and how you see developments in the future.

Your presence here in Nottinghamshire occurs in the year of the 10th Anniversary of local government reorganisation and therefore of our Leisure Services Department and its Countryside Division. We have been fortunate to work for a far sighted and imaginative County Council which has enabled and supported our growth during the decade. Our developments have ranged from capital intensive country parks such as those at Rufford and Sherwood Forest, to lower key activities such as our programme of guided walks and cycle rides, and farm visits for the disabled. We have promoted our facilities and services with vigour while balancing this effort with programmes of research and conservation, in particular in our partnership with Derbyshire at Creswell Crags. We have pursued the development and marketing of tourism in the Sherwood Forest area generally to gain the economic, employment and environmental benefits which more investment will bring. At the same time, the new urban fringe country park on the northern edge of Nottingham and the expansion of our area management schemes are being developed together with the provision of self-help services for inner city disadvantaged groups to enable them to gain access to the countryside.

This range of activity makes it essential that we keep abreast of new thinking, whether in the vast array of reports such as 'Leisure Policy for the Future', 'Leisure Provision and Peoples' Needs', 'The World Conservation Strategy' and 'The UK Programme for Conservation and Deveopment', or in attendance at conferences and seminars such as the recent 'Green Towns and Cities Congress' and every CRRAG Conference since 1974. We share with others in our fortunate position, a responsibility to contribute to the evolution of thinking nationally and to work in a wider context within our own organisations.

In order to keep pace with change and therefore to adapt we must communicate effectively among ourselves. Ideas and new skills must be transferred between individuals and groups, often in different geographical areas, even when they are within the same organisation. Sound management demands active participation and team building, matched with leadership skills of the highest order. We must see training as an integral part of work. Yes, there will be times when skills must be learnt on specially designed 'training' courses, but most of all we need staff

development programmes which create an ethos or culture in which individuals and ideas thrive, while sharing a sense of common purpose. Staff development and training, in the final analysis, must be aimed at our hearts and minds, so as to inspire the commitment which is essential to ensure we serve effectively. We are not dealing with machines but with the most precious resource on earth - the human spirit. If we encourage it to unfurl and release the creative ability of humanity, the impact will be truly astonishing. So, during the next day or so, let us bear in mind these few words of Schumacher:

"The modern world tends to be sceptical about everything that demands man's higher faculties, but it is not at all sceptical about scepticism which demands hardly anything".

With that, a warm and heartfelt welcome, and I hope your Conference will be interesting and rewarding.

## INTRODUCTION TO SESSION 1

Colin Clark

Secretary, English Tourist Board

Thank you very much Clive Gordon for that very warm and inspiring welcome to us and to this Conference. Welcome everyone to this first session: 'Setting the Scene'. The topics we will be considering could hardly be discussed at a more timely moment. There is no doubt that there is a keener interest in vocational training at the present than we have had in this country for many years. There is a strong feeling that we all need to be better trained, to be more competent, more flexible, to look forward and greet challenges rather than identifying problems. This is seen across the whole economy and pattern of our activities in the public and private sector. So constructive thinking in this particular area of recreation management is certain to be listened to very hard and we can expect a response from our agencies and more widely.

As for management skills, we must all be aware that never, certainly in the lives of most of us, have the stresses on managers been greater, with recession, weak demand and strained resources in public and private sectors, with a constant need to improve productivity, clarity of objectives and purpose. However, because we are talking about recreation management we do have a positive gloss on our subject matter because recreation, leisure, tourism, and the various other manifestations of leisure, is one area where there is a steady trend towards more concern because there will be more time available and more money that potentially can be spent in the leisure area. It is very important that we, in public and private enterprise, should make the most of that opportunity and ensure that both personal enjoyment and jobs are provided in this sector.

We have two very distinguished speakers this morning to set the scene for us. One will speak principally about the private sector and the other about the public sector. They both have extensive knowledge of both sectors. One theme that may emerge is that there is not so much polarity as mutual interest between them and that certainly management skills are very widely shared. Both speakers were on Anne Yates' Committee on Recreation Management Training. At that time Anne Yates was a much valued member of the English Tourist Board. Both speakers come from Hampshire, perhaps that suggests that Hampshire is a very leisured county and well endowed with the means for enjoying that leisure!

It would be helpful to introduce both speakers now so that we can maintain continuity of the programme. Colin Bonsey is the County Recreation Officer for Hampshire. He trained as a land agent and is a Fellow of the Royal Institute of Chartered Surveyors. He has been involved in recreation management for 20 years. His present position with Hampshire County Council involves responsibility for the countryside, sport, arts and tourism - a very wide remit - and that activity within Hampshire covers some 40 recreational facility sites, visited by over 4 million people each year. It includes heavily used country parks and the River Hamble, which is a Mecca for international yachtsmen. The county has a great and extensive heritage which involves nature

reserves, canal restoration, management of large numbers of picnic sites and beauty spots, and maintaining the network of rights of way. Colin was granted a Churchill Fellowship in 1967 which took him to the USA and then to Canada to look at outside recreation management in North America. He also served on Lord Sandford's Committee on National Parks Policy and is Chairman of the Chief Leisure Officer's Association. He is the Association of County Council's representative on CRRAG and it is largely due to his inspiration that we have this particular topic for this year's Conference.

Ken Robinson has been the Managing Director of Montagu Ventures for the last 15 years. He is a member of the English Tourist Board. Earlier in his career Ken was with Trusthouse Forte, our leading hotel group, and also had a period managing an activity holiday centre in Spain. He is the Managing Director and Principal Consultant for Montagu Ventures Consultancy and that involves advice to a wide range of public and private sector bodies on the development of leisure and tourism facilities. As well as being a member of the English Tourist Board Ken is also Deputy Chairman of the Southern Regional Tourist Board and so brings a regional perspective to national Board consideration. He has written and lectured widely on tourism and recreation management matters and has also studied tourism and recreation management in North America.

We are very fortunate indeed to have such experienced and distinguished speakers to open this Conference.

## THE PUBLIC SECTOR

Colin Bonsey

County Recreation Officer, Hampshire County Council  
CRRAG Member, Association of County Councils

"Recreation Management is not the management of people it is management for people" - Yates Committee Report.

This Conference is about training tomorrow's countryside recreation managers and my task is to look at the needs of those who will work in the public sector. Today they include those working for the Forestry Commission, Countryside Commission, Local Authorities, Nature Conservancy Council, Inland Waterways Board, National Trust and various others. As each organisation has its particular role to play with specific duties to carry out it is not surprising that their style of management differs considerably, their perception of recreation varies enormously, and their staff are recruited from several different fields. The only unifying factor appears to be a taste for green wellies and Barbour jackets!

### THE CHANGING SOCIETY

Whoever manages countryside recreation in the public sector has to operate in the political and social climate of the day. So before we consider what training is necessary for management in the future we should look at what is happening today to detect any trends in the social and leisure scene.

We are in a changing society. Gone are the 'Sunny 60's', with the assumption of endless growth and prosperity: the 1973 oil crisis changed all that. Until then full employment was the order of the day and every household seemed to have enough money to spend on food, drink, holidays and more leisure activities - especially trips to the countryside. But now we have severe unemployment, with over three million out of work: the birth rate declines and gives a corresponding increase in the average age of our population with over eight million past retirement age.

Although we are told that the number of people living in Britain will not change much over the next generation, it is clear that the structure of our society is changing quite rapidly. High divorce rates produce more single parent families, and although new immigration is severely restricted, those ethnic groups already here are multiplying faster than the rest with marked consequences in certain areas.

The tendency for people to move from the countryside into the cities is now reversing and we face the problem of decaying inner cities and pressures on the suburbs and surrounding countryside.

### UNEMPLOYMENT AND THE LEISURE SOCIETY

The escalating level of unemployment poses the greatest threat to a stable society. If the misery were shared equally, and if we as a nation could grow out of our Victorian hang-ups about the ethics of work

and leisure, it would not be too bad, but a substantial part of our nation sees themselves cast in the role of second class citizens with no jobs, little understanding of what to do in substitute, and the prospect of a life spent on the breadline. Even those who still have jobs are finding they have more time at their disposal for leisure, for on average leisure time now exceeds working hours. The trend towards job-sharing and early retirement will increase dramatically the challenge of providing for what has, in effect, become a Leisure Society.

## THE IMPLICATIONS FOR COUNTRYSIDE RECREATION

How will these changes affect countryside recreation managers working in the public sector?

There may be changes of attitude and performance by some of the agencies who presently are heavily involved. We see a trend in the Forestry Commission to sell some of their non-profitable woods in spite of the recreation value they provide for the locality. Can we take it for granted that the nation will maintain such a huge land bank in perpetuity, or will we see the Commission retracting its scale of operations and concentrating on the primary role of timber production in those areas where the commercial sector cannot compete and where there are no viable alternative land uses?

Can the Nature Conservancy Council manage to maintain its high management objectives whilst coping with the vast increase in statutory duties imposed by legislation like the Wildlife and Countryside Act? If there is a crisis of dwindling resources they may have to concentrate on their scientific role at the expense of their secondary role in the more general field which we value as a form of countryside recreation.

However, in contrast, the National Trust is expanding fast and now provides a greater range of countryside recreation than ever before. The Trust already owns one-third of the Lake District National Park and recent taxation changes have helped to increase the number of stately homes and heritage sites in its care. It is also good to see that this increase in popularity has been matched by a corresponding development in the Trust's style of management. The original high standards of conservation are now matched by good interpretation and excellent marketing which produces valuable income from the increased enjoyment the public receive. So I would guess the future is set fair for the National Trust.

Turning to the local authority scene we may presume that political support for conserving our heritage and beautiful countryside will continue, but perhaps more by way of giving grant aid to private individuals and voluntary organisations rather than by purchase and direct management by local authorities.

## THE URBAN FRINGE

As fuel becomes more scarce it seems inevitable that the emphasis will move away from the provision of remote and often large country parks, which can only be visited by car, in favour of providing small areas much closer to where people live on the urban fringe.

For the same reason our network of footpaths and bridleways will be increasingly valued as a cheap way of enjoying our countryside, and with more positive management of the paths, rationalisation of some to reduce conflicts, development of recreation routes and better marketing generally, this type of recreation has a bright future.

#### MANAGEMENT FOR PEOPLE'S NEEDS - A NEW EMPHASIS

Combined with these changes will be an underlying shift which will take place in step with other changes that are occurring in our society - changes that will be most marked in the local authority sector but will be felt also by other public agencies.

#### DON'T FENCE ME IN

The main change will be one of emphasis. Instead of the current pre-occupation with the needs of the resource, there will be much greater concentration on how to use that resource, without destroying it, to meet the needs of people.

Tomorrow's managers will still have to know how to look after their sites, but that aspect will be seen as one half of an equation - and not the answer in itself. In addition to the skills of resource management future training must show how to manage the sites in order to meet people's needs. This will put some into an entirely new ball game!

Much of today's countryside recreation management is based on the needs of the resource and on pure conservation ethics. Therefore, it is hardly surprising that many managers place more importance on the maintenance of their sites than the use they are put to. Countryside recreation managers are often recruited from a profession or field of work which has been specifically trained in the economic management of the countryside but with little or no training on how to manage such areas to meet the needs of people. If anything was considered it was usually expressed in the terms management of people and not management for people - and that is the difference between those who put up fences or iron railings and those who manage their areas without them.

There may also be some changes in the departments responsible for managing countryside recreation areas for local authorities. Many Countryside Sections have developed within the Planning or Land Agents Departments at County level, and at District level this function is sometimes found within the Technical Services or even under the Chief Executive.

However, those arrangements stem from an era when providing for leisure was seen as a relatively unimportant part of a Council's business, and in future I believe that perception will change as society demands that more shall be done for it in this respect.

#### THE CHALLENGE

If society - and the politicians - set higher objectives and demand greater performance, will the countryside recreation management profession be able to respond? Where is the proper training and where is the right sort of experience to be found?

How many of us are struggling to learn the lessons of providing countryside recreation on the urban fringe? How many have staff who are trained and practised in working in the local communities that fringe such parks? What is the track record for meeting the needs of ethnic minorities, handicapped and other disadvantaged groups?

How many countryside sections have even thought of getting their staff to reach out into the local communities to run youth clubs, to organise old people's outings and generally play a part in meeting people's needs on a broader front?

Are our rangers prepared to live in a high rise flat where he or she can integrate and identify positively as a member of the community? Or do we assume that they will live in the ranger's house out in the park - and inevitably be branded as 'one of them'?

On the whole we work in narrow departments, wear particular garments, and carry out certain jobs which keep us busy enough, but by tomorrow's standards will be seen as failing to meet the much broader needs of the communities we serve.

To meet those needs we shall have to make some structural changes which will push back the narrow boundaries of constraint and enable tomorrow's manager to provide a much better and wider service than most do today.

#### TRAINING FOR THE FUTURE

I hope you will have read at least the summary of the Yates Committee Report. Of its many recommendations I believe the two most important factors are, firstly the need for a much broader approach to the training for recreation managers, and secondly the need to break down the artificial barriers that segregate the various professions involved.

It is good to see a start being made on that second point through the establishment of ILAM, the Institute for Leisure and Amenity Management, which incorporates a number of previously independent professional bodies. However, when it comes to the countryside element, we have a long way to go. A lot of attitudes will have to be changed if this sector of recreation is going to match the professional levels, achievements and standing of those other groups, especially now they are reorganising to meet tomorrow's needs.

Unless those involved in countryside recreation management widen their whole approach and improve drastically their training they may be relegated to a lower league and seen as technicians with limited capabilities when compared with the elite professionals who are being trained elsewhere in the recreation scene.

That represents quite a challenge and if we were to respond to it we must push away those artificial barriers which will become increasingly restrictive. We should stop talking about ourselves as countryside recreation managers and concentrate on being proper recreation managers. We should not limit the horizons and inevitably the careers of those who will follow us.

Anyone who wants to start off in this field should be encouraged to look at recreation as a whole before deciding on any special part. He or she should join an institute or profession which has a sufficiently wide base to meet his/her ambitions and can provide the proper training for the best jobs.

## THE THEORY OF RECREATION

Such training would include the awareness of why people need his/her skills as well as how to use them. That means a thorough grounding in the philosophy of leisure including a study of society and its needs and especially those of disadvantaged and minority groups.

## MANAGEMENT SKILLS

On top of that he/she will study the general subjects of administration and management with emphasis on:

Management planning and implementation of objectives.

Finance monitoring and control.

Marketing demands and analysis, the development of marketing strategies and the economic factors involved.

Advertising and publicity.

Industrial relations and personnel-management.

Office administration and use of computers and modern methods of communication.

Report writing and preparation of consultants' briefs.

These and many other subjects are common to all forms of management, both in and out of recreation. But, how many of the existing professions which provide today's countryside recreation managers have taken these subjects seriously and include them as major elements in their training and examination syllabus?

## SPECIALIST SKILLS

Thirdly, in order of priority, will come the learning of specialist skills and technicalities. If a student wants to concentrate on what we presently call countryside recreation he or she will learn about:

Land use and land management in its various aspects.

Interpreation and environmental education.

Provision of visitor facilities including concessions and commercial opportunities.

Tourism.

Working with voluntary bodies.

The Yates Committee Report describes at some length how these skills, in various mixtures, can be acquired by new entrants and existing managers alike. Training is not a one-off process but must continue throughout the whole career both to meet the demands that are put on the manager and to cope with changing technology and circumstances.

## DIFFERENCES

At present there are certain differences between the private and public sectors of countryside recreation management. Some are real (accountability and organisational structure) but others are more a question of degree of emphasis (generating income, cost effectiveness etc). These differences are sometimes exaggerated, for in reality few public sector managers can ignore the need to generate income wherever possible and all are required to be highly cost conscious. Equally, on the other side of the fence, few private sector managers can ignore the fact that they operate in a complex society with its various checks and balances and they appreciate the need for a good public 'image' and play an important role in the local community.

In future these differences will be less obvious, and tomorrow's training will emphasise to a much greater extent the common ground that exists. Not only will that produce a much better understanding of the whole picture but it will also enable tomorrow's manager to develop his career by moving, if it suits him, from one sector to the other, or indeed to other parts of the world especially in North America where similar training programmes are used.

## CONCLUSION

I will end by saying that some fundamental changes are occurring around us which we must respond to. Tomorrow's managers will need better training than we have had. Who is to guide them in the development of their careers and who will take the initiative in setting up an adequate training programme?

## THE PRIVATE SECTOR

Ken Robinson

Managing Director,  
Montagu Ventures Limited

To quote from the brief, "Mr. Robinson will introduce his speech by picking up on the points made by Mr. Bonsey". Colin Bonsey's introductory text to you was that, "Recreation management is not the management of people, it is the management for people". I entirely agree but it seems that of more importance to this particular group that you and I represent, is that countryside recreation management is primarily recreation management not countryside management. You have heard that from Colin. You may believe that both of us saying this to you is "preaching to the converted". If so, that is because this is a CRRAG Conference. Get out into the field and you will find that this is not the general opinion that is held by those responsible at the bottom and lower levels of countryside recreation provision.

I was asked to refer to some contrasts between the public and private sector. Therefore, I must refer to the principle apparent difference, i.e. economic reality, not altruistic motives, encourages management competence in the private sector. I leave you to think about it. It is the 'profit' motive that drives me on from day to day; often perceived in the public sector as the evil, corrosive, uncaring profit motive. I expect some of you know Tony Veal, a person I greatly respect. I would like to quote from one of his papers prepared in evidence for the Yates Committee. It says, "In the commercial sector, at top management level, in large organisations, recreation is merely seen as a convenient means to an end, the end of making profits". Earlier in the same paper, "In simple terms, therefore, if the private sector can run a resource based facility profitably, it will; if it cannot it will either destroy or neglect the resource in pursuing some incompatible enterprise or it may hand the resource over to the public sector". If that is what you really believe the profit motive does in the private sector, then you are in cloud cuckoo land.

The first thing I should say is that the private sector is not a financial burden on society. Much more important, public sector recreation enterprises have to provide value for money in order to be in business at all. If we cannot satisfy customers totally we will never get them to come back again and the short term 'rip off' does not last for long. Therefore, it follows that in the private sector, and I am putting it at its simplest, usage produces income and income ensures survival. That survival is against heavily subsidised competition. Some of you have heard me before talking of the difficulties that the private sector has in this country against the heavily subsidised competition. This ranges from the National Trust receiving 7-15% of its income from admission fees (therefore the true value of the experience that is derived by the recreation user is not fully paid for), through to local authority provision, which is so heavily subsidised, and Heritage activities, some of which, like the changing of the guard, are absolutely free.

Alongside that we in the private sector struggle to provide facilities, opportunities and enjoyment that people want and will pay for. In the private sector usage produces income and that means survival. To caricature the public sector, usage produces problems which can lead to destruction. Is it really a question of the profit motive versus social provision? The Yates Report did not see it that way and I do not see it that way. The Committee perceived and reported the necessity for, "a heightened business sense in the private sector and a greater need for political skills in the public sector". I think that is a fair judgement but I have to say from personal experience that I think that those two things, business sense and political skills, are very close together. Recently, in my own responsibilities at Beaulieu, I have been heavily involved in local politics, appeals, behind the scenes manoeuvring, I think it is as much as any of you have to tolerate. Similarly, I do meet some people in the public sector who need to have a developed sense of business ability in order to make their enterprise a success. Therefore, although there is this difference in emphasis, it is one that is diminishing and I entirely endorse the fact that both sectors are very close together.

The next point I will comment on is one of 'management style'. Again, I will take the liberty of generalising in order to make a point. I believe there is a difference in management style. We, in our consultancy role, work both for local authorities and for private enterprise and therefore we see this very closely in the kind of instructions that are thought up for us and the reporting processes we go through, and in the kind of people we meet operating in both sectors. It seems to me that the management style in the public sector originally stems from the democratic process; the fact that the control of policy and funds in the public sector is by committee. I think that this is a necessary evil that we will never get away from, but it is one that means that there is a significant difference between getting things done in the public and private sectors. So far as I am concerned the private sector has the ability of immediate and concise managerial decision-making and managerial control. Those two things are vital. That is why the private sector is more responsive to change. It can quickly adapt to meet changing demands which may be necessary to maintain profitability. It also avoids perpetuating unwarranted facilities or programmes which, both in the work for Yates and since, we still see so much of in the public sector. Having gone through local political arguments to fund major capital projects there is then an enormous will to prove that it was right and should proceed as originally conceived whereas if that was in the private sector they would have to improve returns and so would be adapting and changing.

That situation of management style means that in the private sector individual responsibility of managers is sharper. Taking it to its height, if you are successful you get all the praise, if you are unsuccessful you get all the blame. It seems that very often in the public sector there is a great ability to shift the blame and a great ability of those who were not really responsible to claim the praise. I would say that in the private sector there is a greater awareness to needs; a greater ability for initiative to be used, and a greater tendency for innovation.

Another myth I would like to hammer on the head because it has been rolling for too long, is the 'control demand by price' myth. Again,

Tony Veal reported this to the Yates Committee, and it was a question of some debate. The argument was proposed that the private sector can control demand by price so avoiding excessive use where that may occur; but, the public sector, often operating sites of national significance on a subsidised cost basis for social reasons, cannot control demand by price. Therefore, the public sector has the impossible task of coping with unacceptable pressures on precious resources. That is the argument. If I, in the private sector, am managing a country park and I want the numbers to go down from 200,000 to 100,000 I double the price: that is the theory and it is suggested that it cannot be done in the public sector. It is a total and utter myth. If you increase the charge for a facility, peoples perception of value for money declines. If people are dissatisfied by what you provide you go out of business. You have always to provide value for money. The key to controlling demand is a common key to both sectors: it is primarily marketing. You saw evidence from Colin Bonsey's presentation of marketing being used to stimulate demand. Similarly, marketing can be used to curb demand and marketing of alternative facilities can limit demand at locations that are sensitive. Beyond the question of pure marketing is structural management to move demand. I would say that the concept of 'controlling demand by price', which was said to set apart private and public sectors, does not exist.

Back to the brief: "Are two separate forms of training required for the private and public sectors?" No. I concur with the Yates Committee. Having fought for what it says in paragraph 3.74-3.99 I will quote the two material sentences.

"While there are obvious differences between the public and the private sectors in terms of their motivations, there are just as many links and parallels... For these reasons, and because training which cuts across the division of sectors, can help to develop the effectiveness and sensitivity of leisure provision as a service to the public we have not suggested separate and distinctive approaches to recreation management training in the different sectors."

I agree with this. Let us return to the question of whether countryside recreation management is primarily a question of countryside management or recreation management. To quote from Colin Bonsey's crystal ball, "Instead of current preoccupation with the needs of the resource, there will be much greater concentration on how to use that resource, without destroying it, to meet the needs of people. Future training must show how to manage the sites in order to meet people's needs and not just to ameliorate the effects of their usage." I have a question, why should it be that way? Is somebody goading you, and those in countryside recreation management, in a direction that you do not want to go? I think it should be that way for the best possible reason, i.e. if the countryside is to be conserved it will be, in the long term, not because some militant warden or ranger has controlled access and numbers but because the mass of ordinary people have learned to appreciate, enjoy and to care for their countryside. That is the process of democracy. Ten years ago I wrote a letter which totally incensed the New Forest District Council when I suggested to them that they might find that in the future their concern may have to be for the provision of access to parts of the New Forest for people from surrounding towns and trying to encourage them to understand what is special about that

particular area. It remains something that incenses them, although they think that their principles and policies have moved on.

Hence, recreation management must be primarily concerned with the needs of people. On the Yates Committee Study Tour we visited the Countryside Commission at Cheltenham. After debating whether recreation management in the countryside was the management of recreation or the management of the countryside, we were shown a Countryside Commission instructional film which showed the making of a footpath at Lulworth Cove. The gist of the film was that several thousand people walk up the cliff every Sunday and it was being eroded. The Countryside Commission has identified the problem and has dug out the ground and reinforced it. It is now very attractive and we were shown a picture of a chap digging a ditch and told that that was recreation management. Colin Bonsey was sitting on one side of the desk and I was on the other and we looked at each other blankly. Of course, we have all come a long way since then, haven't we? Perceptions are different now, aren't they?

T. Robinson (Countryside Commission)

You got the wrong message.

K. Robinson

I am pleased that I shall not be here after this morning! I would like to go forward to what might be said in Session 5, 'Reaching Forward - A Public Agencies View of the Future'. To quote from the brief, "The speaker will outline how the Commission took the initiative. She/he should explain the Commission's view that the countryside requires a distinctive management approach than that employed to administer urban and built facilities, countryside managers need to understand.....". If you believe what Colin Bonsey was saying, and what I am saying, do not let the charted path be followed!

The sterile argument about whether or not there was a difference between countryside recreation management and other sorts of recreation management was actually accompanied in the Yates Committee by an argument that was between so-called 'purpose built' facilities, and so-called 'resource based' facilities. However, as I look at what private countryside recreation opportunities are provided I actually could not find any that were not in, what I would call 'purpose built' countryside, i.e. countryside that has been adapted, moulded, designed or created for the specific use. To my mind that is 'purpose built'. Certainly, it is 'purpose built' when applied to a number of sports facilities. Of course, there are parameters, planning control, conservation control, local opinion (which is a very forceful factor in private developments) and user opinion. Believe it or not the British public actually do acknowledge standards of quality and that is why major companies invest in better quality, which is expensive. I believe there is a public awareness of what is acceptable and unacceptable and what should be conserved because it is good, and what should not be tolerated. Therefore, even at the level of the purpose built or resource based argument, I think it is a very grey and mixed matter. I would go so far as to say that the problem that I see at the root of so many countryside recreation demand or erosion problems, is that there is a precious attitude to the recreational land. It is a failure to acknowledge that the user and the usage should be the focus of the management need. If you do not acknowledge that,

then you cannot properly cope with the problems; you cannot deal with the demands and you cannot even channel them somewhere else.

Once again, I concur with Yates that says, "There is a common core of recreation management skills to which must be added the technical specialism". My belief is that in the context that you should be considering, because you are a countryside recreation group, that technical specialism, is knowledge of, and care for, the countryside. The great skill that is needed is the recreational management skill.

Back to the brief. "There are a greater number of managers in the private sector. Please explain. Briefly outline the variety of private countryside facilities." According to Yates who have done the most exhaustive research that has ever been done in this field (and is the most authoritative until somebody disproves it), there are more management units (which is not quite the same as managers but it is easier for me to explain it in these terms), in the private sector. Yates concluded that there were 41,000 recreation managers in the private sector and 8,500 in the public sector. It is apparently a fairly staggering imbalance in the numbers of managers concerned. On the other hand, their definition of private sector includes the voluntary sector of which there are 21,000 managers employed who, for the purposes of this Conference I will exclude - that reduces the numbers to 20,000:8,500. If you break down the 8,500 in the public sector you find there 7,000 who are basically non-countryside resource based and about 1,580 managers of countryside and resource based facilities. How does that 1,580 compare with the private sector? The private sector is 20,000 in total according to Yates. The break down of the 1,580 in the countryside and resource based public sector is:

- 30 top management
- 130 senior management
- 400 middle management
- 920 first line management

The importance of breaking down that figure into types of management is that when you look at the aggregated figures for the private sector you find that there are, in the total 20,000:

- 5,200 top managers
- 2,400 senior managers
- 2,800 middle managers
- 9,000 first line managers

Let me give you some direct comparisons. Only 2% of managers in countryside recreation are top managers; 26% of managers in private sector are top managers. Let's compare first line management. 59% of managers in countryside are first line management compared with 46% in the private sector. In fact, if you look at the figures in detail, you find that countryside and resource based recreation management is totally different even from other local authority management; it is incredibly pyramid shaped.

The subject I was asked to speak on was countryside recreation. The question is, how many managers are there in private sector countryside recreation management and what jobs are they doing? I had

an interesting hunt for them. I have four categories. My category one is called 'where the countryside is king'. Category two is 'where the countryside is important'; category three 'where the countryside is adapted'; category four 'others'. In the first category I include private country parks, woodland trails and open farms, i.e. where recreation happens in the countryside within the natural or unmodified form of that countryside. I think that the kind of recreation represented by most of you in this room is in that category. The second category, 'where the countryside is important', includes historic houses and grounds, and gardens (that are open to the public with or without historic houses). In the third category, 'where the countryside is adapted', I am talking about the countryside actually in use for the activity that I am describing to you, I include caravanning, camping, outdoor museums and wildlife parks. In the fourth category, 'others' and taking the figures straight from Yates, I include adventure holidays where they do not actually manage any countryside. They provide accommodation and use the surrounding countryside, but they are not the agent for managing or controlling it in any way at all. I include riding establishments and golf and soccer, which do use areas of land but in a very special way that could hardly be said to be main stream of countryside recreation.

What are the numbers like? I would say that only category one is really countryside recreation management as I perceive it. I understand Colin Bonsey's explanation of the countryside as a stage, grey areas between everything. However, for general purposes I think we do have to draw some lines. I believe that countryside recreation management is principally about the areas of country parks, woodland trails, open farms etc. How many could I find? I found 18 country parks in private ownership, with the help of the Countryside Commission figures. However, that includes quite a few that are attached to open air museums and that kind of venture. Nobody knows how many woodland trails there are but for sure there are none that actually engage a person to manage them. There are 10 farm trails that are recognised and 12 open farms. That is the end of the subject. Why did you invite me here and give me so long to speak? There are virtually no countryside recreation managers in the private sector.

It is staggering. Have a look through your delegate list. The only private sector representatives here today are Janssen Services and somebody from Video Arts. I struggled to find anybody else. You are all from the public sector.

What about all these other things that I was talking about - historic houses and grounds? There are 460 and the management of those, as you will appreciate, is sometimes by a Land Agent who controls the land for the owner of the house, which also extends into other things, woodland, farms etc. Sometimes, and increasingly where there are substantial numbers, there is separate commercial management. Gardens are rarely managed by anybody in a recreational management sense. They are generally managed horticulturally and the facilities that are specifically provided for visitors are of a very minimal nature.

In Caravanning and Camping an interesting situation emerges. Virtually all of them are entirely commercially managed and not managed with any countryside recreation management expertise. There are 1,365 NFSO and other camp site managers. That is a lot. It is the same number

of managers as there are in the country in local authorities managing countryside recreation activities. There are also 130 Caravan Club managers.

Referring to the other activities that I put under that 'adapted' heading, there are approximately 25 outdoor museums that are in this position and their management will either be commercial or curatorial based by individuals who find a considerable area of countryside under their management control. Wildlife parks are another area; either commercial people run them for profit (e.g. Chipperfields) or zoologists run them and are trying to acquire some commercial expertise in order to do so. However, such individuals are certainly not managing the countryside in the way that you normally mean.

Therefore, I am sorry to tell you that in the sense that you asked, there are virtually no full-time countryside recreation managers in the private sector. I disagree with Colin Bonsey that the person who manages that fort is a countryside recreation manager. I disagree with Colin that the person who manages an historic house is a countryside recreation manager.

As an aside, can I just tell you that you are not alone in being so intrasigent in giving up your wish to keep the Barber jackets and the green wellies! It is not just the baths management who were difficult to convert to a wider view of recreation management. If you think about situations such as the traditional position of showing an historic house, opening the doors to the public and charging them. Those who did so were not really concerned with the actual needs of the visitors or what they could derive from that experience, what they wanted was their money. If you consider museums it is only very recently that museum curators' have cared about people. If you look at zoos, and the report of the ETB last year, they all care for the animals a great deal but they do not care for their visitors at all, except for their money. Those are people who are clinging to their specialism and failing to recognise that the actual need should be centred on the user. You are not alone, but don't stay out there!

I was asked to comment on the forms of management in the private sector. There are really two different positions: where the recreation use is peripheral to the main land holding - then probably it is going to be land agency based. However, where the recreation use is significant in itself, or is not 'in hand', then the management is likely to be commercial based, possibly with a related specialism, as I have just described, such as curatorial expertise or zoological etc.

Returning to the brief, "Finally the speech should examine the types, both initial and especially in-service, of training experienced by private managers. How far do owners and firms recognise the value of investment in training?" Let us go back to the nature of the countryside recreation related jobs, not those very few at the top, but all the related jobs and consider the nature of those. I have to tell you very simply, and as a sweeping generalisation, that virtually all of them are, in management terms, one man bands. Less than 20% have anybody in second tier management. There is only one person in each place who is holding the reins. That produces two problems. Firstly, there is no room in that kind of situation for graduates to come in and work their way through because there are not the jobs at a suitable level for them to go into.

Secondly, those one man bands have little time for training. They do not like being away from the job very much. "How far do owners and firms recognise the value of investment in training?" The answer is not enough, but of course the question is 'Why?'. There are two reasons. Firstly, and with apologies to Mr. Tonks, there is inappropriate provision. Teachers teach what they know and not what the people in the industry know they need. That was not just my view, Yates came to that conclusion as well. I often talk to groups of teachers and they do generally teach what they know and not what the person out there wants, because that is the nature of the world. The other problem is not just inadequate provision, or wrong provision, it is inadequate communication. If you are going to organise some kind of training you have got to get the message over to people that it exists and that they are likely to benefit from it. Problem: there is no profession at the base of all those things that I have described. There are one or two federations, the Historic Houses Association, the NFSO and they do have a network of communication with their members. However, do remember that most of those people are actually in mutual competition. Two historic houses three miles apart are in competition with each other and they have no reason to share expertise. Every incentive is to keep themselves to themselves.

Therefore, if training is to be produced it must be from outside, rather than from inside, either through the education system, in one form or another, or through private ventures and indeed we, ourselves, in Ventures Consultancy have run various training courses which are attended by a list of people almost identical to the list of properties that I mentioned as being in the private sector plus a few people running country parks from the public sector. It can be done with, or without, the education system but it needs to be geared to actual needs and it has to be communicated very clearly to the people that need that training.

Most important, and a matter I promoted when Yates was doing its work, all the managers who are in the industry now are going to be there for another, on average 20-25 years. Those people are in-post and are going to move towards the top of the tree. The number of people who are going to come in from the outside newly-trained and plug into the top of the system are minimal, particularly in the private sector. Therefore, the real need is to train the people who are already there in their jobs. In-service training is the real need. Of course, we want to increase the expertise of those coming into the industry but I am much more concerned with all those who are already there. Personally, I have a total and absolute commitment to training. I am currently being an extreme bore in more places than this! I am being a bore in the English Tourist Board, where I am suggesting that instead of endlessly putting money into capital grants, which now happens on a nationwide basis, we should be concerned not just with improving facilities but improving the competence of the people that run those facilities because you can get so much more out of better and more sensitive usage through more competent management (without spending capital on new developments).

I would like to suggest to you that your goal should be improved management competence, which is directed to understanding and meeting the needs of users.

## DISCUSSION

C. Clark (Session Chairman)

Thank you Colin for that extremely helpful and thoughtful opening and thank you Ken for a splendidly provocative and stimulating paper.

S. Reid (CRRAG Member  
Convention of Scottish Local Authorities)

Could Mr. Robinson advise us what expenditure Montagu Ventures Ltd. has over income? Secondly, he did make a point, and I paraphrase it somewhat, that the private sector would go out of business if the prices were increased because people's perception would be that it was not value for money. On the way to this Conference yesterday I heard a representative of the Motor Agents Association saying that although the prices of petrol have gone up no-one is very much bothered, there has been no queueing because people are just accepting it. The point I wish to make is that the Shell Oil Company and the other oil companies are not going out of business because the price has increased. What is happening is that people have no alternative options. Whilst there are limitations on this I would like to make that point.

K. Robinson

There is no profit and never has been in any of the activities at Beaulieu and Bucklers Hard. The Company is owned by two trusts and the money that is earned from the business is totally ploughed back into the assets which are basically the land and the historic buildings that are all leased to the Company. To my mind this perfectly typifies the question, 'Is there a real dividing line between the public and the private sector?'. No profit is taken out, all prices are always pushed to the maximum that is publicly acceptable and all income is reinvested in the place. We have capital programmes stretching so far into the future for basic, environmental and building improvement, that whether we will ever meet them is another matter.

Secondly, the private sector, which is unsubsidised, has to compete with the public sector which is constantly subsidised. There is no question of saying that people have no choice, they do. People can choose whether they want to go to a privately owned historic house, unsubsidised, or to a National Trust house, subsidised, or to a local authority house, English Heritage, which may be free. They do have a choice. Your example of petrol is also unreal because the situation is actually a variety of prices on very thin profit margins and the customer has the opportunity to go to the one which gives him best value. The fact is that the judgement on petrol is very simple. It is very much like selling a pound of sugar - either you have got a pound of sugar or you have not. One gallon of petrol is one gallon of petrol whether it is called Merco, BP or Esso. Such is not the case in providing recreation, enjoyment and experiences of a varying intensity for a varying length of time, for varying types of people. It is quite different.

We will agree to differ. You are saying that price does not matter. The private sector can charge what it likes and I can double my prices tomorrow and it would make no difference, I will get the same number of people and make twice as much profit. That is your theory.

S. Reid

No, I would not say that.

T. Robinson (Recreation and Access Branch, Countryside Commission)

We know that in the last month well nigh half the population will have visited the countryside, that is several million people. We know that in the last month perhaps a few hundred thousand will have visited country parks etc., and what Ken calls 'the real countryside recreation'. If that is the real countryside recreation what do you think the rest of them are doing?

K. Robinson

I clearly did not explain myself properly. I said that in private sector ownership and management, which is what I was asked to quantify, the only elements of private sector recreation that is managed, which I would call 'pure countryside recreation', are those few elements that I outlined at the top. Of course, there are a thousand private estates that allow some degree of public access completely unmanaged in the sense that there is probably some access through it with footpaths etc. and may be even some limited provision, a shop etc. However, it is not managed in the recreation sense. My brief was to tell you how many managers I thought there were in countryside recreation in the private sector and I chose the distinction between things that I do not believe are countryside recreation, although it is a moot point where the line comes, and those that are definitely there for the essential countryside resource.

T. Robinson

I think I am beginning to see why our evidence to the Yates' Committee has been misunderstood. I think you are failing to detect management in all sorts of places where it is going on.

K. Robinson

No, I am not failing to detect management. I was asked to identify where there were managers which is a quite different situation. Private concerns have managers who have many areas of responsibility. I know of no private concerns which have managers who advise on public access over 10,000 acres, which is, I think, the point you are making. There may be small elements of access all over the place which are unmanaged in the sense of there being a recreation related person who is responsible for it. There is no one in the private sector doing that. There are quite a number of people doing that in various guises in the public sector. I was asked to say where they are now, how many are there and what do they do?

T. Robinson

If there were more private sector people here they might be leaping to their feet and saying, 'I'm doing it', I am certain.

K. Robinson

They would not be, that is the point. Why aren't they here? Why weren't they counted by Yates? Why weren't they surveyed? Why weren't they in any Countryside Commission evidence?

T. Robinson

I seem to think they are there. Ken carried out one of the surveys we carried out and we know how difficult it was and he knows the caveats we put round the evidence that we put on terms of numbers employed.

B. Broadley (Assistant Director, National Water Sports Centre)

I work for the Sports Council and Nottinghamshire County Council. One of my responsibilities is to manage a camp site. The camp site is a profit making organisation and we are in the black quite handsomely. The point that I would like to make is this - Mr. Robinson did state that they can increase their prices when they feel like it. We cannot, we are governed by the politicians and also by the people who use the facilities. How many times do managers in our field hear the people saying, 'I am a ratepayer, I subsidise your facility'. Whenever we increase the charges we get this time and time again. I do agree with one point you made; I do believe that we do miss out on some profit-making systems. I think there is a lot of scope to make a lot more money. However, it is a lot easier for you to make a profit than it is for us because our hands are tied, yours are not.

K. Robinson

That seems to be a mirror image of what I said to you. I was saying that this is precisely the situation but the difference between us is that you believe that we can put prices up as we choose and you cannot because people will complain because they are ratepayers. If all your users are your local ratepayers I understand your position but if your users are from elsewhere I do not. In any case we come back to the concept of value for money. In the private sector there are very few people that operate monopolistic situations. Where you do then value for money consideration goes out of the window. If you are the only cafe on the top of Snowdon you can charge what you like.

B. Broadley

I agree with that. I think value for money is the most important. I was agreeing with some of the points you made but I think we must not forget it. It is very easy to talk but it is very difficult to put into action. There are many people in this room today who would like to do what you are saying but, believe me, it is not possible.

M. Collins (CRRAG Member, The Sports Council)

I would like to follow those last two answers and ask you about the people who are doing recreation management in the countryside who you did not talk so much about and what you think the market is there for training? There are many people in educational institutions in this country teaching countryside recreation planning and management. Talking about the broader area where you have part-time, one-man bands, part-time skills from a bigger team, farmers, land agents, other owners with sidelines, given that you say the biggest need is in-service training for the professional, presumably the biggest need is also in-service training for those people who have other responsibilities. Who do you see providing that? Surely it is not the sort of courses that you run through Montagu Ventures alone. What likelihood is there that it will be possible to provide something at a time and a cost that these people can afford and respond to?

K. Robinson

From the private sector I think there is enormous opportunity as I hoped I had said at the end of my paper, both for the education system to provide or for it to come through private sector initiatives within individual specialist groups. I think there is an enormous opportunity, provided the product, i.e the precise training, is right, is short in length of time commitment for the people that take it up, and provided it is communicated to those people properly. I have participated for some years in courses at Losehill Hall and others and they are immensely valuable. The interesting thing is that they attract a lot of people from the private sector who are not dealing with the subjects that the courses are dealing with but feel that that is the only route to training. They are taking an unspecific course of training and far more people would come out of the woodwork if properly constructed courses were made available to them. That is the private sector view.

C. Bonsey

If you would like me to talk about it from the public sector view I would start by questioning if this hypothetical land agent is that dumb, should he not be told to leave the job alone and put it in the hands of somebody who will do it properly. I am really not very interested in discussing training of people who are not really in the game. I think we should be targeting entirely differently. I am reacting against too many people playing the amateur.

C. Gordon (Assistant Director Leisure Services,  
Nottinghamshire County Council)

Can I discuss a slight change of subject but I think it comes back to the opportunity of having somebody from the private and public sector on the platform at once. One of the things I think we can learn a great deal from, in terms of training, is actually carrying out staff development programmes at the work base rather than necessarily believing that training is all about going on courses. The most important part of training is the way in which we nurture and develop the human skills of the employees for whom we have a responsibility. In that context one of the great weaknesses in our society is that there is very little movement between the public and the private sector in terms of people and managers. I wonder if both Colin and Ken think there is more scope for that to happen and in what circumstances that might be developed and promoted?

C. Bonsey

I have only a limited view of this but one of my staff who was the first manager of the Queen Elizabeth Park was 'head hunted' and is now managing Broadlands. That does not mean that there is a headlong movement in one direction or another. I think it shows that where there are openings, talent will be spotted without necessarily depending on what the person's previous track record was. It is also interesting to point out, extending this point as to whether people can move into a countryside job having been trained in a sports scene, it can happen. That particular person started off as a sports graduate at Loughborough, was doing quite a complicated countryside management job in the public sector and is now doing a stately homes management job in the private sector. His successor came out of another field into park management. I believe that so many of these divisions and assumptions we make are entirely false.

K. Robinson

I agree entirely with that. We have appointed four people in the last year to clients jobs and three of the four have actually done what has been described at varying levels and at various stages in their career. You asked about taking training out to people rather than collective training provision. Again Yates acknowledged a significant difference between the private sector elements that I described as being countryside related, and most other organisations. Local authorities and government agencies have a staff structure, a pyramid structure. They have quite significant numbers of people working in each unit whereas the private sector elements have individual managers. When you have reasonable numbers you can develop career progression and have much greater ability to train 'on the job'. You can take training to them and organise training amongst them. There is not that mutually competitive problem that there is in the private sector. In the private sector, with individual one-man bands, that is a much more difficult concept and to make training cost effective you probably have to bring people together to do it. I think that is a difficult one where there is not a direct parallel between the two.

R. Graves (Countryside Officer, Hereford and Worcester County Council)

Mr. Robinson, you are touchy about the public sector being subsidised - you might be wrong, you might be right. But are we supplying the same service? That is a point I would like to ask you. I hope this has come as no surprise here that most of us are - or should be - managing people as well as a resource. Each resource has three main ingredients - recreation, education and conservation. The quantity of each ingredient must vary from site to site. Colin Bonsey mentioned the need to get off the site and into the community. He did not mention schools but I am sure he would have done because that is a first port of call for a ranger. I believe that the public sector has a very important part to play in education. What did worry me early in Mr. Robinson's paper was when he said, countryside management is not all that important because all we have to do is teach the people to be aware of the countryside and they will look after it for us. This will only happen if we teach them environmental education. Is the private sector doing that because I hope that the public sector is doing it more and more?

K. Robinson

When you say I am touchy about subsidy, I am not touchy about it. It is a fact of life. What I am saying is that it is a prime difference between the two sectors and it considerably colours the management style and policies. Secondly, Colin Bonsey referred to us all living in the real world and having to be good neighbours etc. That is very true and I would welcome any of you at any time to come and take a look at what happens at Beaulieu where there are community programmes, three charitable trusts in education, any disadvantaged people are admitted free of charge, we have all sorts of programmes that you would find mirrored totally in the public sector. Finally, I have failed to convey my points to you in so many respects as is evident from your questions. The reference to the care of the countryside in the long term was Colin's point asking if this great land bank will be continued to be maintained? Will society always continue to vote in favour of protecting the countryside and keeping great chunks of it undespoiled? I believe that the answer to that is that it will not be done by a vociferous minority of

skilled technicians protecting it, it will only be done if it is generally agreed by the public that that is an acceptable social aim. Those are great generalisations. I was not suggesting that they do it, you have got to continue doing it, but they have got to pay for it.

D. Campbell (CRRAG Member, Forestry Commission)

The point I want to make is that mentioning of specialist needs and quality and value for money focusses on the needs of managers to have training in design awareness and skill because this is one of the key ways that this particular aspect of the product is supplied. I am also a very firm believer in in-service training and we are looking at this in the Forestry Commission at the moment. Always present around this core of design skill is the question of understanding peoples needs and I think the public sector agencies that own land have a tremendous and unique responsibility of being able to cater for all aspects of the community where possible. I think that is a key area for understanding which we, in the Commission, have to address ourselves to. Also, we could improve greatly on marketing and promotion and the whole mix of our particular in-service training needs to find a balance between meeting the needs of the people, having them enjoy themselves with value for money, and at the same time, conserving the resource. The main point I would like to focus on is this question of design and maybe we can hear more about that later in the Conference.

K. Robinson

I would just like to pick up the word 'marketing' because we have not talked about this. I would like to implore you to recognise that marketing is not getting more people to do something or getting the same number of people to spend more. Marketing is matching the users actual or prospective needs to the ability of the resources under your control to meet those needs while using that skill of marketing to guide demand so that it can produce more, less or different users, or move users from one place to another. So often marketing is seen as being just a promotional affair. It is not, it should be used to manage demand so that your countryside resource is protected.

C. Clark

I would like to thank our two speakers for this opening session.

## INTRODUCTION TO THE SESSION

## THE TRAINERS' RESPONSE

Bill Slater

Director of Development Services, The Sports Council

In the first session this afternoon we have three speakers who will be responding to this morning's contributions from Colin Bonsey and Ken Robinson. Ken did indicate that he was not going to work to his brief and I thought that might present some difficulties for the speakers this afternoon, but my assessment was that, in fact, he stuck very closely to it.

The session is titled 'The Trainers' Response'. The three speakers have extensive and distinguished personal experiences on which to base their response. We are privileged to have as our first speaker yet another member of the Yates' Committee. Peter Tonks is Head of the Business School at the Polytechnic of North London. This Polytechnic was the first one to institute recreation management within the Diploma of Management Studies, which has broadened the syllabus considerably. It includes a full- and part-time scheme and has a wide range of contributions right through from community leaders awards to PhD. studies. Peter Tonks has been working in that unit during the time that it moved from a relatively small department to an extensive school. Peter will refer to public sector further and higher education and to the contribution that can be made there to countryside recreation management training.

Our second speaker is Fred Harrison, senior lecturer at Loughborough University. He will make reference to the universities' contribution. Fred is responsible for developments in the recreation management field in the Loughborough Department of Physical Education and Sport Science and he contributes to the wide range of undergraduate programmes there. However, in particular I should mention that he is, course tutor for the university's MSc. degree course in Recreation Management. He is also involved in the teaching of professional recreation managers within short course programmes leading to the award of a Diploma in Recreation Management which is validated by ILAM. He is a member of the University Senate and has contributed over a number of years to the work of the Council of National Academic Awards. He is actively engaged in consultancy and advisory work, and currently is involved in a major research programme on tourism and public recreation provision in Colwyn Bay, North Wales. He has lectured widely in this country and abroad.

Our final speaker will be making reference to specialist institutions. He is Peter Townsend, who is the principal of Losehill Hall in the Peak National Park and has been working there for some ten years. He is a geographer with a background in teaching, mostly in the Liverpool area but also for a short time abroad. He has been a member of the Countryside Commission Advisory Committee on training countryside staff since its inception in 1977 and has organised many annual training courses at Losehill Hall for Countryside Commission staff and the staff of other bodies. He will be referring to the contribution which specialist institutions can make, particularly in the form of part-time and in-service courses.

## PUBLIC SECTOR FURTHER AND HIGHER EDUCATION

Peter Tonks

Head of Business School,  
Polytechnic of North London

I would like to add to Bill's kind introduction that I was also Ken Robinson's lecturer! Ken has made some interesting points which I accept and I would like to come back to them because they have some significance for one or two points I wish to make later on.

The question that I have been asked to try and answer is, how have the polytechnics and colleges responded to the need for countryside recreation management courses? However, I would much rather consider, because I think it is more accurate, how have colleges responded to countryside recreation management education and training? I do not think that this is confined to courses.

I will give you some idea of the scene in the public sector and preface it by saying that it is rather difficult to give you a total list of what training the public sector provides. As far as I know the Department of Education and Science does not have one single list of courses that are offered in any particular area. I might be wrong in that but I have not seen it. The best guide is the Countryside Commission's own document on the recreation management training opportunities available. If I overlook an area where there are representatives of the public sector education present here then I am sure they will bring that to my attention.

In general, there are about 30 colleges involved in providing training. I say 'training', not all of this is management training. From a public sector response viewpoint it is quite extensive and it embraces quite a wide range of colleges, from the specialist colleges, which you know about, for example agricultural colleges and the colleges that have been established in the countryside through to the more business oriented colleges and polytechnics. The first point that I would like to make is that the public sector is already making a large contribution to recreation training. I think we can hone that down a little because not all those courses are recreation management training. Many of them are, as Colin Bonsey rightly said, in that area which could be classified as 'technical skills' training. I will only be looking at what the public sector is doing in recreation management training within the definition that we have already seen; that is training for a job which embraces knowledge of what recreation management is all about, the theory of recreation; the necessary skills and the technical aspects.

If we accept these slightly smaller parameters, there are probably ten colleges which are heavily concerned with recreation management training. They offer a range of courses. I will list them and then say a little about each type of course and the type of student we are aiming for (if we have a recruitment policy, which we generally do but unfortunately economic considerations often bend that slightly) and the purpose of the course.

We run a range of courses. We have Masters Degrees although these are few in number at the moment. There are Post Graduate Diplomas, and the best known is the Diploma in Management Studies. There is a Certificate in Management Studies and then there are courses such as the NEBSS courses (National Examining Body for Supervisory Studies). If we can take that as a framework, that is the range of courses.

The first thing that confuses people is why we have so many? What is the difference between them? You can align the difference in the range that I have referred to with the levels of management that the Yates' Committee highlighted. This refers to the first-line managers, middle and top managers. The Yates' Committee identified four levels but we will focus on the three broad bands of management. The CMS course is the first-line management course and gives a certificate in management studies. It is designed to develop basic management skills; it is for the person who suddenly finds that for the first time ever he or she is in charge of two other people, or is told that he or she has a sum of money which is available. How are they going to control spending? In another instance they are asked the cost of something and have to make a few estimates. They need to understand the role of finance; controlling and planning it. This certificate is at a fairly basic level and is designed to develop managerial skills. It is designed for students who are already employed. It is not a school leavers course. It is designed for students who are taking on responsibility and have to develop certain skills. They are all part-time with the purpose of enabling the student to do a job plus attend a course. They are validated by the Business and Technical Education Council so there is a fairly common standard throughout.

That is the first line that we offer, a Certificate in Management Studies to develop the youngster who is starting up the managerial ladder and it is a skills-based programme. Obviously there is some knowledge in it, you have to include that, but it is primarily intended as skills development.

The second course is the Diploma in Management Studies. Again, it is heavily oriented towards managerial development. Some students are full-time, but very few are these days. The vast majority are part-time, although my own college is one of the rare ones that runs a full-time DMS. It is not aimed at the first-time manager but the next band of management where they are starting to make decisions away from their own background and specialism. They may be working for a local authority which has a leisure department. They may attend meetings and have to start making decisions which affect museums, the arts and so on, not just countryside recreation. Therefore, their scope is increasing as they go up the ladder. We are aiming to develop that person into all the wider aspects that are required at that stage.

Finally, the Masters Degrees. These courses are all part-time at the moment. Again, they are designed to take people who are in employment and they are heavily knowledge-oriented because as they get up towards the top of the ladder they need to know more and more because their sphere gets wider and wider. I will not pursue that point because again the Yates' Committee did detail it quite well.

All the courses I have mentioned are designed for post-experience, in other words, primarily for people who are already working. We also have a range of courses, first degrees etc., and I do not want to belittle

these, but they are largely knowledge-based which are aimed at taking A level students and giving them a sound knowledge base to go into the recreation industry. We do offer pre-career courses in the form of Higher National Diplomas in a wide variety of subjects. I can only refer you to the Countryside Commission's review to look at the details, and we do offer post-experience courses, which are very much managerial skills development.

It is important to appreciate that I do not, and colleges do not, regard courses as the 'be all and end all', they are not. Management development is a thing which goes on for years throughout most of one's managerial life. Courses are merely a part of that and this is why there is an emphasis on part-time courses. Managerial development starts when one leaves school and we try and cater for courses at that stage, first-degrees, HND's etc. which put in the knowledge. People then get jobs and learn by experience. I do not decry that form of training at all, it is a most valuable contribution. They also learn by in-service training and that also fits in quite well. Courses are part of the total development, it is the training part of management development.

Just to give you an idea of subjects which are covered, I will give a very quick summary. In the courses that I have mentioned at the post-graduate level we are considering the use of land for recreation use; planning processes; the objectives and the organisations of the statutory bodies; the need for play; youth and community recreation; sociology of leisure etc. That is just a summary of specific topics which are relevant to countryside.

I have mentioned that I see courses as a part of management development. I have mentioned that it is very much managerial development that we are offering at the moment in one bracket and knowledge base in the other. Why did I make the point about courses before? I do not think that I agree with Colin Bonsey's paper. I do not think that we should establish separate countryside recreation management courses, I think it is much better if we can offer recreation management courses for recreation management as a whole but considering countryside alongside the other specialisations. This is exactly what ILAM is doing so successfully with the integration of the profession. I fully support that and personally I would be against the development of separate long courses. This is why I do not think there are many courses specifically for the countryside.

What happens when people have been on these courses? So often I am asked if I can guarantee good managers. The answer is no. Two of the courses I mentioned are courses in management studies. It would be very nice if we could call them courses in management, in other words if we gave a diploma at the end which guaranteed that person was a good manager. What we are trying to do and what we are doing, in my opinion, is to give people knowledge and try and develop their skills to be a good manager, but I would not maintain that everybody that leaves the course is a good manager. It is up to them, their personality, their ability to apply learning and develop skills that really make their success as a manager. The courses are a part of the training, and a very important part. I do not think managers are born nor do I think they are trained. I think it is a bit of both; you are born with it and obviously from your experience your personality is built up. We can add to that with the range of courses we offer. We can develop particular

managerial skills and we can impart knowledge. However, we cannot guarantee their proficiency on the job. This is because the role of the courses is only one part of the total training.

I would like to finish by taking a look at the future and what is likely to happen in the public sector and what we can do. Things are changing very rapidly in the education world. In the public sector we now have a new boss, the National Advisory Body for Further and Higher Education. Up to two years ago, with consent from the local authority, we could take on a certain number of students. We split those students between 21 different departments within the Polytechnic. Now NAB has come along and it is governing public sector higher education on a slightly different basis. It is now telling us exactly how many students we can have on each type of programme. The programme covering this area is called law and business, and that embraces the recreation studies. Our new boss is being a little bit tight at the moment and one effect that this is going to have is that in two or three weeks time I have to sit in a committee and ask of the 60 students that I have to lose, are recreation students more important than business students? I think this is important for you to realise. It is important because I think you have to consider what voice you have in the design of courses, the allocation of the money that is available within education, how much do you want applied to the recreation management area? Things are getting very tight and we have to decide whether we allocate places to recreation management training or to other courses. I would ask you to reflect what voice you have, as countryside recreation managers, in that type of decision? I think it is most important. I know what the baths and parks people want and I know roughly how many managers they need because they have been vociferous for a long time and have influenced the design of many courses. I think you want to look to that and ask what influence you have in education.

The last point I would make is this question of co-operation. I think that is going to be a very important cornerstone to the future. Many colleges cannot provide good recreation management courses because they are short of expertise in certain areas. They are short of specialist lecturers. In some cases it is difficult to determine just exactly what is needed by yourselves. I think the Government made a great mistake in throwing out the Yates' Committee's recommendations for a National Council. It is precisely the type of body which is needed to get all the factions together, including the people who work in recreation, the educators, financiers, researchers, unions etc. We have to start talking about what we are committing ourselves to for the future. I do not want to plug it too strongly but the Government's policy is a great mistake. It would be very nice if we could (and here I am speaking as an educator) hear the discussions that are going on throughout all the recreation professions and say we will try and cater for them. Certainly it is going to need co-operation and I cannot possibly put in sufficient resources to cover all recreation management training; it is impossible. We are going to have to draw on other people and work with specialist colleges and we must recognise our position in the management development programme. I hope that in the future that will develop but it is going to take a lot of talking and there is not a lot of that happening at the moment.

## RECREATION MANAGEMENT - A UNIVERSITY RESPONSE

Frederick Harrison

Loughborough University of Technology

It is not easy to review the activities of Universities as a whole in their responsiveness to expanding concern over leisure and provision for recreation. If their activities were to be summarised in a single statement, it would be best to say that by and large the research response of Universities in the United Kingdom has been stronger than their provision of taught courses. In saying this I am conscious of the research record in this field of the Centre for Urban and Regional Studies at Birmingham, and the contractual research record, up until 1983, of the Tourism and Recreation Research Unit at Edinburgh. Surrey and Strathclyde Universities have been notable for their research and taught courses in Hotel, Catering and Tourism management. Loughborough has developed taught courses and research in Recreation Management, with an M.Sc. degree course having been offered since 1969, and B.Sc. (Honours) degree courses in Physical Education, Sports Science and Recreation Management since 1976.

What I would like to do in these few minutes, if I may, rather than try to speak on behalf of all Universities in the broad sphere of leisure, recreation, tourism, sport, etc., is to offer a rationale for what we have been doing at Loughborough in Recreation Management. This is the area which is nearest to the central interest of this Conference, I think, without closing in so tightly as to relate exclusively to the countryside environment. Further, because of the limit of time available to me, I shall try to concentrate my references in the main to recreation provision by the public sector, although I know that I do not need to say how important the commercial and voluntary sectors are in this sphere.

It is not necessary for anybody at this particular Conference to say that local and central government expenditures on recreation facilities and services has grown over the past fifteen years or so. We all know it.

Neither is it necessary to say that the public who have become users of the services have become accustomed to paying prices which, compared with the economic cost of the services, are lower than the prices they pay for most other goods.

Now we have entered an era where, in the national struggle we are having to improve our economic efficiency as a whole, public spending is being severely constrained. Furthermore, the same economic pressures that are curtailing public spending are also contributing to growing unemployment, at least in the short term, and to other related social difficulties.

It is often suggested that some alleviation of these difficulties might be gained from expanded leisure opportunities. Ironically, therefore, recreation services are being perceived as more necessary but less affordable as time goes by.

We have been heading toward this situation for a long time now, so that it comes as interesting rather than surprising. Its interest lies in what has caused the situation and what can be done about it, rather than what it is.

What does a comprehensive response to these questions entail?

First, it needs an assessment of the objectives of government or of the commercial organisation in providing services. If social benefits are being sought, what kinds of benefits are they to be, for whom are they intended, and how are they to be delivered?

If maximum financial return is wanted, what sectors of the leisure market are most likely to produce the greatest profit? How should facilities be designed, and where located, and how should they be marketed such that their maximum potential, whether for service or financial return, can be realised?

What financial resources should be, and are being, allotted to the development of services, and what organisational structures exist or are needed in order that established policies can be implemented most efficiently?

What knowledge and skills are required of personnel at different levels in order that the function of recreation management can be effective?

What measures of the performance of managers are being applied? Do managers know what they are, and are managers sufficiently accountable?

It is my personal opinion that within recreation services in the United Kingdom, and not merely in the public sector, we do not have sufficient managerial competence.

Central government often seems unclear as to the objectives of its spending, or as to the amounts it should spend, on public recreation. If we are to accept such a liberal definition of recreation as, 'any freely undertaken enjoyable activity,' which nowadays many would do, is it the best thing for central government to segment the direction of its policies into special national agencies for Sport, Tourism, The Arts, and other spheres?

The fragmentation of national agencies, responsible to a variety of Government Departments, naturally exacerbates the problem of incoherence of policy at the national level. We are left with public wrangling over the funding of agencies each year, and the divisions between the agencies therefore tend to stiffen.

In their turn, the national agencies' support that can be given to those who want to develop or are operating recreation services rises and wanes. Theatres are opened or closed each year; new sport facilities might or might not get off the ground; existing facilities are offered free to private operators because they have become unaffordable to the authorities which have built them.

The situation, at the level of local government, lacks consistency.

Here are some figures taken from Local Government Financial Statistics, England and Wales, 1981-82, representing the position in that year at the operating end of English local authorities. (Appendix 1).

All the services represented here incur substantial financial deficits. Further, the ratios of income to expenditure vary considerably.

Why is there such variance in the ratios as £1 in income to £11 in expenditure within Public Libraries; £1 : 9 for Museums and Art Galleries; £1 : 4 for Recreation, Parks and Swimming Pools?

I pointed to these differences in July this year at a Conference on Leisure : Politics, Planning and People, and two people who had not been present came to me some hours later and said, "We hear you are the bugger who wants to shut the libraries!?"

No such thing. I merely asked why, if it is accepted that individuals should be subsidised in reaching for recreation, whatever its form, from their local authorities, they should have to pay a bigger proportion of the cost of being provided for if they choose one activity than if they choose another.

Indeed, why, if it is policy to support all equally, is the squash player, for example, often not merely NOT subsidised, but charged a price which produces real financial profit - whether he is poor or otherwise disadvantaged or not?

In the report of the Conference of European Ministers responsible for sport, held in Malta in May, 1984, it is declared that, "Involvement in sport is voluntary", which you will be very relieved to hear! The report goes on to say, "It should therefore be in accordance with the needs, wishes and abilities of the individual: one of the main motivations should be 'fun', from which derive social benefits such as friendship, communication and social integration". These benefits of friendship, communication and social integration, are not to be found exclusively in the sphere of sport, but in the broader church of leisure. Yet the degree of support given different members of the congregation in securing these benefits is very uneven indeed, and one might wonder why.

Anomalies such as this stimulate questions not merely about inconsistencies in the implementation of policy, but about the sureness, clarity of purpose and consistency of policy itself.

Perhaps public recreation policy has come about not through any conscious thought or deliberate act at all, but merely matches and explains away the outcomes of activities which are either accidents, or were started in the distant past for reasons perceived as good at the time, but now running with a will of their own and with reduced relevance to present conditions.

Certainly the lack of clear and consistent policies creates problems for local authority recreation managers. They do not know whether they are to be accountable in terms of the revenues they generate, the numbers of people they provide for, the breadth of programmes they offer, or what. Some give up the ghost and administer their services in

a passive, unquestioning, and often unexciting way. Others look for work in commercial recreation where at least their targets and measures of their effectiveness are clear.

Some of you might not agree even with the questions I have been asking here. My reason for raising them is that I think this is what Universities should do. Through our M.Sc. course at Loughborough we attract some excellent young people. Last year, of the 30 who joined the course, from some 250 who had applied, 23 held first degrees at Upper Second or First Honours. Twenty-two of them came to us wholly self-financed. The recreation management profession needs bright young people, but it will not pay for them. It needs people who will question the system. Further it needs people with knowledge and skills which will enable them to do things within the system and about the system.

I have been surprised and disappointed that of the many new undergraduate courses in sport, sport and recreation, leisure studies, etc., that have come into being in the Polytechnics and Colleges of higher education in recent years, none of them has sought to provide an adequate foundation in those areas essential to the function of management - in marketing, finance, management of people, economics, etc. - and the effective operation of recreation services, whether in sports centres, countryside, tourism, the arts, entertainments or elsewhere. Up until 1984, the only courses in British higher education with recreation management in their titles have been the Loughborough degree courses and North London & Teesside Polytechnic Diploma of Management Studies courses.

Here, briefly, is a diagrammatic outline of our M.Sc. course (Appendix 2).

Alongside the teaching and research components of the programme, we have several higher degree research students. We have research assistants and students examining questions from the relation between the political complexion of local authorities and their leisure policies, to the international organisation of athletics and its ability to accommodate the needs of the international athlete. I am supervising Sebastian Coe in this latter study. He runs faster than he writes, but his contribution to policy making in international athletics has been enormous.

The research support to taught courses is absolutely critical in generating new insights which can be converted back into teaching.

In addition, we need contractual research. Contractual research generates funds and it also ensures that institutions are aware of, and involved in the resolution of, those problems which face professional practitioners in the real world of work. We have some £150,000 of contractual research in hand at the moment. One of my colleagues, Dr. Susan Glyptis, is directing two projects, sponsored by The Sports Council. One is to monitor the effectiveness of schemes promoted and adopted by the Sports Council and various local authorities specifically for people who are unemployed. The other is to study the significance of the home in the leisure of the individual and the family. We have another major contract, jointly financed by Colwyn Borough Council and the European Economic Community, to assess the future for tourism in Colwyn Bay, to evaluate the present utilisation of recreation facilities

by the permanent residents in the Colwyn Borough, and to formulate priorities for the development of new services.

We have to ensure that students are in touch, directly, with the professional work of managers outside the University. We do this through visits to meet practitioners on their own ground, and by bringing them into the University to share their ideas with us. We do not operate a system of placement or 'work experience' for students, for in my experience this is too costly of time and support resources. It is easy to 'lose' students on placements, and secure less than the return that is wanted for the time-cost involved. Our assessment is that a programme of planned visits and visiting speakers produces a better return. Further, group studies of 'live' cases, and individual project work undertaken by the students, permit detailed studies to be made of problems facing sponsoring organisations, and the organisations secure the reciprocal benefit of completed study reports which are obtained at very low cost.

We have maintained further invaluable links with professional recreation managers by offering short courses designed to meet their needs. We have been running these for many years now, more recently in liaison with the Institute of Recreation Management and leading to examination for the award of the Institute's Diploma. Since the Institute has now been absorbed within the new Institute of Leisure and Amenity Management, we look forward to continuing and further strengthening our working relationship with ILAM in the future.

I do not know whether these few comments today are what you wanted, Chairman, I have not attempted to contrast University work with the work of Colleges of Higher Education and Polytechnics, because I am not aware of any essentially different educational remits across the binary line. I believe Universities are generally the more attractive to candidates, and recruit academically better qualified students. The research earnings and output of Universities are higher than is the case in the Colleges, and the unit cost of producing graduates is, I understand, much the same on both sides. If Universities are ivory towers, the one in which I work does not feel like one, and if we are more inclined to theory than the colleges I certainly do not accept, at least in the recreation sphere, that we are any less practical!

I am really not competent to judge on these matters, Chairman. My personal belief is that our reputation is carried by our graduates, and I am happy to have it so. A friend in a Polytechnic said to me some time ago, "The difference between your place and ours is that we start with sows' ears and turn out silk purses. You start with silk purses and turn out sows' ears!!"

Of course, I think he must have been joking, because he is himself one of our own graduates!

## APPENDIX 1

## ENGLAND 1981-82 - REVENUE EXPENDITURES BY LOCAL AUTHORITIES (£M ROUNDED)

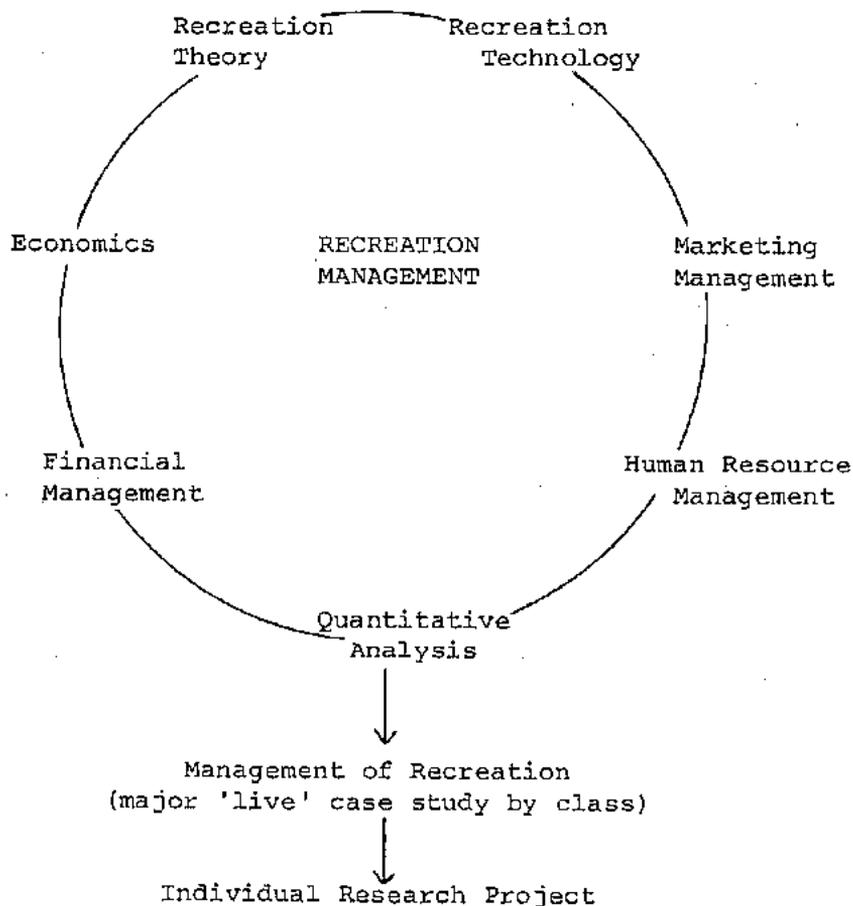
|                                     | Staff | Running costs | Debt charges |          | Total |
|-------------------------------------|-------|---------------|--------------|----------|-------|
|                                     |       |               | Principal    | Interest |       |
| Libraries                           | 167   | 128           | 5            | 12       | 17    |
| Museums/<br>art galleries           | 27    | 22            | 1            | 2        | 3     |
| Recreation, parks<br>swimming pools | 330   | 330           | 29           | 74       | 103   |

|                                      | Total<br>expenditure | Total<br>income | Net<br>expenditure | Ratio<br>income:expenditure |
|--------------------------------------|----------------------|-----------------|--------------------|-----------------------------|
| Libraries                            | 313                  | 28              | 285                | 1:11                        |
| Museums/<br>art galleries            | 53                   | 6               | 47                 | 1:9                         |
| Recreation, parks,<br>swimming pools | 774                  | 193             | 581                | 1:4                         |

From: Local Government Financial Statistics, England and Wales 1981-82  
Government Statistical Service. Published HMSO 1983.

## APPENDIX 2



## THE TRAINERS RESPONSE: SPECIALISED INSTITUTIONS

Peter Townsend

Principal, Losehill Hall

## INTRODUCTION

The Peak National Park Study Centre has epitomised the recent developments and initiatives of the Countryside Commission in the range of activities concerned with educating people about the countryside and in providing specialist in-service training for countryside staff. The growth of short courses has reflected both the demand from the practitioners and the desire for innovation from the policymakers.

Inter-agency co-operation has been valuable in extending the range of courses, ensuring a variety of professional inputs and responding to market demands. Flexibility in structuring courses, assessing needs, evaluating customer responses and researching employer attitudes are key factors.

Indications are that demand for training will continue to increase. Because of the differing backgrounds of practitioners and their varying regional needs, it is unlikely that a single centre could provide all the necessary training inputs. National agencies, local authorities, and professional bodies should be encouraged to develop their own in-service provision whilst regionally and nationally, higher education and specialised institutions could be persuaded to continue to respond positively. Emulation of the Countryside Commission's successful pioneering grant-aid system would be an admirable solution.

## PEAK NATIONAL PARK STUDY CENTRE

Losehill Hall is the only large residential centre in England which was created to promote conservation education and specifically caters for countryside staff engaged in recreation and conservation management (1). That it is able to run so many in-service training courses (see Attached) reflects its unique position geographically, educationally and administratively.

That such an institution exists at all must be credited to Don Aldridge the first National Park 'Interpretation Officer' (2). Although Losehill Hall was only a gleam in his eye before he left for the Scottish Countryside Commission, his initiative prospers in Britain's first National Park (3).

The proximity of the innovative countryside recreation departments of Cheshire, Greater Manchester, Derbyshire and Nottinghamshire was a crucial additional blessing.

Access with relative ease from most parts of England and Wales has been important over the last ten years of fluctuating fashions in private and public transport. Local, regional, national and even international (4) needs have been accommodated.

Excellent professional staff support from the Peak National Park allows the five full-time teaching staff to operate successfully. Teaching resources at Losehill Hall are fully comprehensive including lecture theatres, seminar rooms and a comprehensive range of modern audio-visual equipment.

#### DEVELOPMENT OF COURSES

In 1974 our reaction to the Countryside Commission's 'White Paper' on Countryside Recreation Staff (5) was to approach the Countryside Commission who agreed to sponsor the first regional Ranger Training Course in 1975 and the first national Interpretation Training Course in 1976. Neighbouring local authorities were supportive in sending staff for training and providing excellent facilities for study visits to innovative developments at Sherwood Forest, Tatton Hall, the Pennine Way and the Tissington Trail.

The usual constraints for countryside staff in-service training existed. Courses had to be low cost, short and relevant. How currently appropriate! Courses are now universally over-subscribed and testament to growing demands from employers in the private and public sectors, member associations and individuals.

#### POLICY

Appropriate policies can be found elaborated at great length in the many documents referred to in this conference report. However, current ethics proclaim "the Customer is King". Losehill Hall has always subscribed to that philosophy but particularly recognises two sets of customers who are usually at opposite ends of the scale - the employer and the course participant. Even though this presents the trainer with a permanent dilemma you will not find lip-service in Castleton. Only Excitation, Evaluation and Evolution.

#### Excitation

To set anything in motion, to provoke discussion, needs creative tension. Our most successful, but the most difficult course, has been 'Nature Conservation in Countryside Recreation'.

To get the government agencies involved to agree terms was a fascinating exercise. Here Losehill Hall has a crucial role as an Enabler. Personalities are real; ideologies differ; conflicts count; but if agreement is reached then everyone benefits.

When a member of staff returned from the USA in the early seventies having discovered the secret to life and everlasting happiness - Interpretation - some wonderful creative tensions ensued in the Pennine hills. However, the end result has been a marvellous burgeoning of talented people passing through our portals, fired with an enthusiasm for communicating the conservation message to the people of their patch. Not only are the hills alive with Freeman Tilden's sweet music (6) but also the plains and the urban fringes of England and Wales.

#### Evaluation

Too often traditional practice and educational institutions serve the

wrong masters. The charm of in-service training is that the voice of positive criticism is usually only a few physical feet away, and will not go away. Therefore, not only should every course be evaluated in detail at the time, but ATTENTION given to the suggestions; ANALYSIS with colleagues follow; and revisionary ACTION be taken. At Losehill Hall our navel-contemplating complex is well-known but has served us well.

### Evolution

The volatile state of affairs in countryside management since local government re-organisation in 1974 (which allocated large tracts of countryside to be administered by previously urban councils) and more recently the 1981 Wildlife and Countryside Act, has meant not just a growth in demand for training but also a constantly changing demand. For example, guided walks were pioneered in Dartmoor in the mid-seventies. National training courses ensued but fulfilled their function within three years. The Groundwork approach presently occupies all our attentions!

The National Park Study Centre has always taken great pains to avoid too much environmental determinism. The urban fringe ranger sees little of relevance in lonely uplands of the Peak District, so increasingly study visits are made to new centres of excellence. Warrington, with its imaginative MSC schemes, Tameside, with its dynamic community programmes, and Matlock, with its enterprising commercialism, are high on the list.

### FUTURE TRENDS

The publication of the Yates Report is timely (7). There has never been so much activity in the field of countryside training. Government bodies, local authorities, member associations, volunteer groups - everybody is at it - and the present unstructured, flexible pattern is great fun. Superb courses proliferate and creativity is everywhere. However, inevitably the call must be for more co-operation, better co-ordination.

If this were 1964 no doubt we would all have chorused in unison for a National Training Centre (8). If you are seeking competitive excellence then that would be fine. However, the refreshing thing about the present position, despite the meagre allocation of resources, is the wonderful individuality and regionality of our response. Rangers do not all need degree qualifications (yet). The biggest and 'best' visitor centre has yet, mistakenly, to be built!

However, there has to be a way forward for training. National agencies, local authorities and professional bodies should be encouraged to develop their own in-service provision. Regionally and nationally, higher education and specialised institutions could be persuaded to continue to respond positively. Emulation of the Countryside Commission's successful pioneering grant-aid system would be an admirable financial incentive (9).

### REFERENCES

1. Meeting Point - The Losehill Hall Experiment. Peak Park Joint Planning Board, 1982.

2. Project for a National Park Study Centre in the Peak District. Aldridge, D., unpublished, 1966.
3. Bulletin for Environmental Education, 116. Town and Country Planning Association. December 1980.
4. Education and Interpretation for Conservation. A European Heritage Landscapes Conference Report. Peak Park Joint Planning Board, 1983.
5. Countryside Recreation Staff. CCP 75. Countryside Commission, 1974.
6. Interpreting our Heritage. Tilden, F., 1967. University of North Carolina Press.
7. Recreation Management Training Committee (Yates) Report. HMSO, 1984.
8. Journal of Environmental Management, September, 1974. Martin Elson.
9. A Directory of Training Opportunities in Countryside Conservation and Recreation. CCP 138. Countryside Commission, 1983.



# LOSEHILL HALL

Principal, Peter Townsend.

## PEAK NATIONAL PARK STUDY CENTRE

### 1984/5 PROGRAMME OF IN-SERVICE TRAINING COURSES

#### 1. COUNTRYSIDE COMMISSION SPONSORED TRAINING COURSES

NATURE CONSERVATION IN COUNTRYSIDE RECREATION  
15TH - 19TH OCTOBER, 1984

EDUCATION IN THE COUNTRYSIDE: 15TH - 19TH OCTOBER, 1984

COUNTRYSIDE RANGER/WARDEN TRAINING COURSE  
12TH - 18TH NOVEMBER, 1984

DESIGN AND GRAPHICS FOR COUNTRYSIDE INTERPRETATION  
19TH - 23RD NOVEMBER, 1984

COUNTRYSIDE RECREATION AND MANAGEMENT FOR RANGERS  
3RD - 7TH DECEMBER, 1984

COUNTRYSIDE INTERPRETATION TRAINING COURSE  
18TH - 27TH JANUARY, 1985

COUNTRYSIDE MANAGEMENT AND RECREATION: 4TH - 8TH FEBRUARY, 1985

TALKING IN PUBLIC FOR COUNTRYSIDE STAFF  
11TH - 15TH FEBRUARY, 1985

WORKING WITH VOLUNTEERS: 18TH - 22ND MARCH, 1985

MARKETING FOR COUNTRYSIDE RECREATION: 29TH APRIL - 3RD MAY, 1985

LANDSCAPE CONSERVATION: 20TH - 24TH MAY, 1985

#### 2. CENTRE FOR ENVIRONMENTAL INTERPRETATION COURSES

AUDIO-VISUAL AIDS IN INTERPRETATION  
25TH NOVEMBER - 1ST DECEMBER, 1984

VIDEO - ITS USE IN ENVIRONMENTAL INTERPRETATION  
11TH - 15TH MARCH, 1985

#### 3. NATIONAL PARK COURSES

NATIONAL PARK STAFF INDUCTION TRAINING (ANPO)  
22ND - 24TH MARCH, 1985

PEAK NATIONAL PARK FIELD STAFF TRAINING  
8TH - 10TH FEBRUARY, 1985

PEAK NATIONAL PARK PART-TIME RANGER TRAINING  
26TH - 28TH OCTOBER, 1984 & 22ND - 24TH FEBRUARY, 1985

#### 4. OTHER COURSES

STAFFORDSHIRE COUNTY COUNCIL PART-TIME RANGER TRAINING  
4TH - 6TH MAY, 1984

ENVIRONMENTAL AWARENESS (ACC): 5TH - 7TH JULY, 1985

## DISCUSSION

R. Hall (CRRAG Member, British Waterways Board)

A few weeks ago I had the experience which I am sure many people in this room have had of going through about 400 application forms for the post of project officer. What really divided the sheep from the goats was work experience. There were many applicants, as produced by the universities and polytechnics, who had very good degrees and had possibly been on the courses which you run, but had no work experience. Quite a lot of people had job experience and a fair number also had experience from sandwich courses or from Manpower Service Commission schemes. I was therefore very surprised that Fred Harrison dismissed sandwich courses out of hand as quickly as he did because I do think they are valuable in giving that first step on the ladder of some sort of work experience. I would be very interested in the speakers' comments upon the question of whether experience of that nature is important or whether they can see any other avenues opening up to try to give somebody that sort of experience without a first job.

F. Harrison

I did not intend to be dismissive of work experience. I was dismissive of it in the context of the course that we are running now. We have one year for an MSc. course. Until five years ago we had an average age profile of 34-35 but that has changed. We get relatively few people with work experience applying for the course and a great many more young people than we used to do. We have got a dilemma there. We cannot extend the course because the students are self-financing. It costs them £4,000 a year and the two here for example, Dominic Coburn and Isabel Cochrane (assistants at this Conference) have both paid their own way, so that to extend the course is impossible, to put a work experience period in the middle means that we reduce the impact that the university can make. I think that would be a very grave step for us to take. We do not do it. The point that I made was that it is not cost effective in the climate of the environment that we are in. I do agree that work experience, if we can put together courses in a different frame, would be a good thing. In this last month I have put together a programme which would be a degree over three or four years with a part-time possibility and would be run whereby people could carry on their jobs and undertake certain modules of the course at an institution near to where they live. However, within the whole span of the course they would be brought together at one institution so that they felt they belonged together and at that point we would bring in scarce expertise resources which are certainly a feature so that we would make the best use of the very limited technical expertise such as we have in this country in spheres such as tourism or countryside management. This programme will be published this month for the Leisure Studies Association in liason with ILAM.

I think that at the moment we are wasting some of our scarce resources of expertise in management at the senior strategic level in various special environments by trying to use them as visiting speakers in many different institutions scattered about the country. The idea of this programme with ILAM was to get people to do modules which they could do properly near to where they were working then bring them together with the experts, who are in a very scarce supply, and then

send them back again to continue with the modules. They will be doing this alongside work. My attitude to the benefit of personal experience through working in the recreational environment is wholly supportive. However, the world in which I live, the market, the environment and the economic climate we are in leads me to conclude that a placement would not be possible in a one year programme.

P. Townsend

I think the nub of the problem is how this country operates. Education is separate from work. Institutions are fairly inflexible institutions but that is changing and we are saddled with a situation where education in Britain is fairly inflexible. It is difficult for people at work to get education experience, and the other way round. Too often the two things are run in separate channels and there is not enough overlap. This is only changing very slowly.

P. Tonks

I think work experience is very important indeed and hence my emphasis on the need for part-time courses. I do think a lot of the learning is only rammed home if it is done in association with practice. The difficulty is how, for first degree students, do you start? The DMS that we run is a year's course and it is very difficult to put a sandwich part in it but what the students do is to work through the summer vacation. Therefore it is a full year. The cost effectiveness during that time is probably high but I do think it is a very important element of the course. You can see so many corners being knocked off during that part and they can relate the learning of the first part and they are in a better position then to appreciate what they are taught in the third term. Our course is based on a calendar year and it is designed that way specifically so that they can get two terms in, a vocational placement and then a term to bring the whole lot together. For this reason I would say that I put great store on work experience although it is costly.

F. Harrison

Just to make it quite clear, ours is a 12 month course as well and three months of it are spent on a project where the student is working inside an organisation. In a sense this is work experience. The work experience which I think we are talking about is where an individual is sent merely to work as an apprentice alongside other people. It is that sort of work experience which in engineering etc. has been going on at first degree level.

B. Slater (Session Chairman)

As the number of students increases there are problems of finding placements.

M. Evans (CRRAG Member, Association District Councils)

As a practitioner we are extremely concerned at the number of students that are now leaving university that are unable to find jobs in the industry. Many of my colleagues are saying that for jobs advertised as 'first jobs' there are 80 applicants. I am asking you, are you assessing the real demand and entry qualifications into the industry? At the moment you are basically teaching for people to be out of work within the industry and yet it is supposed to be a growth industry. I ask you to think about that.

F. Harrison

Chairman, this is a subject which is very close to my own heart and I know that Bill Slater and others have worked within the CNAA where we have validated within first degree courses in sport, sport and recreation, sport and leisure etc. I think it is something like 23 courses within the last seven years from virtually none, other than BEds. and teacher education courses, at the start of that period. That has got into a situation where those courses are producing about 500 graduates a year. There are no jobs for all those graduates in positions which the graduates would feel to be satisfying. I ran a conference last year to draw the attention of the public and the professional people to this problem. The nub of the problem is that the colleges found it relatively easy to recruit students to these courses because there is a lot of interest in recreation related work. They have not supported the provision of the courses even by vocational elements in the courses and my worry, like yours, is that there will be a surplus of graduates. Nevertheless, the argument from some of the colleges where you make this point is that there is no reason why a student should not do a degree in recreation studies albeit that he is going to work in a bank etc., than there is to say that people do not make a career in languages or social science having studied for those degrees. The assumption that there is a job at the end of this is not correct although I must say that in the minds of the students doing these courses that is a prominent feature and therefore very sad.

B. Slater

We do know that they are not always informed of this particular difficulty. Very often they enter courses unaware of this possibility that at the end there is not the kind of job opportunity that they have perhaps imagined from reading some of the syllabuses that are published for the various institutions.

D. Fawcett (Senior Lecturer, Leeds Polytechnic)

I would like to refer to the previous speaker's question about work experience. I would like to ask the speakers how far they feel the students need work experience before they start on management courses? Related to that what are the problems of getting undergraduates out into placement situations? We have an exchange with an American university which runs recreation programmes and they have a very sophisticated system linked to their Recreation Management Association whereby the profession has available 12 week low paid positions. It is the profession which is taking care of the undergraduate or post graduate training in this field. Having had a student from that American university across here and trying to get her placed with no remuneration was very difficult because no one likes students coming in and casting an eye over them. However, when we send six undergraduates to America there is no problem whatsoever in getting them placed in organisations. This is a plea directed to ILAM that the profession has got to sort itself out in terms of making these opportunities available to people in training.

B. Bellwood (Countryside Recreation Team Leader,  
Tyne and Wear County Council)

I would like to ask Fred Harrison and Peter Tonks a question. Are the students on their vocational placement on their courses placed in

departments of countryside management as opposed to other fields of recreation management? In other words, are you actually pointing people in the direction of a career in countryside management as opposed to other fields? It seems to me that you both seem to be saying that you run recreation management courses which are there to be taken advantage of by people who are already in management but nothing specialised is provided for them.

P. Tonks

As the gentleman from Leeds Polytechnic has said, placements are becoming difficult but we still place every student without too much trouble. However, unions are closing in for employment reasons etc. We have to take the list of placements that are available. What we then do is to ask the students in which area would they like to do their placement so that they do have a choice. We would not direct a person who is interested in arts into the countryside. If they express a wish to go into arts we do whatever we possibly can to find a placement in the arts. We are not asked for placements in countryside recreation very frequently. It is certainly no more than one in fifteen. I cannot think of more than two or three of my students who have been in countryside posts. This is possibly a reflection on the bias in the course in previous years. Without doubt the course initially was more biased towards the purpose built recreation unit. That has changed and yet the demand from the students for placements in countryside has not changed. We do not direct them unless we are really desperate and it has not happened yet.

B. Slater

Although you may have made some changes in your institution Peter, I think it would be fair to say that if one did an analysis across all the various recreation management courses that are available in the country there would be a very significant weighting in favour of preparation for urban provision management as distinct from countryside provision.

B. Duffield (Vice Principal, Dunfermline College of Physical Education)

I think Fred is right to point out the difficulties of placement. This is a costly exercise in terms of inputs made by staff and students. I think it would be wrong to be too pessimistic, it can succeed and it can succeed well. At the college where I work we have two courses. There is the Post Graduate Diploma in Recreation and Leisure Practice with an annual intake of 20 students on the 12 month course; and we have just started a four year BA in recreation. Both of those courses have placement as an integral part of the programme and for the Diploma course this has been very successful. In re-evaluating the Diploma for representation to CNAA the placement is being given an even more focal role. Interestingly this is because the students feel that the work experience that they gain, which they could not gain from a programme of visits by professionals, is very valuable and rated highly by prospective employers. It has strong educational merits as well because the placement provides an integrating element within such courses. Within the Diploma course the first term is spent tuning up the student with the skills that they would require in a placement situation and beyond. The investigation and material that goes beyond it is focussed on the placement experience and draws from it. I think we have to be careful not to be too pessimistic.

There is another important element which involves educational institutions real reciprocal relationship with the profession. The significance of this is what these two days ought to be about. It is very distressing for me to see so few representatives of educational providers represented among the 100 delegates to this CRRAG Conference. There are plenty of people from the public sector, both local authorities, voluntary sector and quangos, even a little representation from the private sector, but, where are the education providers? We need more opportunities for a real dialogue and one would have hoped there would have been a greater response. There needs to be a response for the very reasons which we were alerted to here. We have to ensure that we are turning out people who have the potential to get jobs. That means more than meeting needs, it means providing professionally qualified people that ILAM want and people with academic qualifications that satisfy CNAAs, and qualifications that fulfil institutional needs. For all these needs we must forge real co-operation, a partnership. We cannot respond in isolation.

J. Iles (Director (North) Conservation Volunteers)

Let us not get carried away with making people better and better qualified to put into a system that is blocked up. I think the point that people who are in positions of authority, control, management etc. are going to be there for the next 20 years is important. I would like to hear more about in-service training to make those managers more effective so that they can create the opportunities for graduates to get jobs. The students cannot create jobs, it is only us in employment that can create them.

P. Townsend

Obviously I am going to agree with you because we are talking about that pyramid that Ken Robinson mentioned. There is the whole body at the base of the pyramid that I meet and they are both graduates and non-graduates. There is no academic elitism in this. I think we have to get together, people like the Association of Countryside Rangers, the Countryside Recreation Management Association, ILAM etc., not just to ensure that we preserve standards but to make sure training opportunities exist. There are many organisations and agencies that can provide them but it is going to need some financial resources and the kind of approach that the Countryside Commission has pioneered. I do not know why they are the only people who have done it, why is it not the Sports Council, the Nature Conservancy Council or others?

F. Harrison

It has just been going through my mind how many working students we have. I think it is in excess of 2,000 professional recreation managers actually in jobs ranging from Directors of leisure services to senior members of national agencies have come and undertaken short courses which have not even led to a university qualification at Loughborough but to the Institute of Recreation Management Diploma. We have merely acted as their agent. We have hosted the courses and brought the institute people in to contribute to the teaching on a seminar basis. In terms of providing for professionals on short courses of a week at a time I think we have done enough. They might do a series of six one week modules spread over two years. We have no intention of giving them up and we would like to expand. The other point about feeding people into a gummed-up system is that to some extent the gumming up is by people who

should never have got into the system. What we have to do is not go on perpetuating a system that has some 'dull' people feeding into it, we have to get bright people into it. If we do not get brains into this we really are in for trouble. There is an absolute dearth of basic intelligence. If you measure that by the quality of people in terms of qualifications gained then the brightest youngsters from schools go on to universities. It would be folly for any profession not to use graduates. It will automatically exclude that sector of the population of school leavers who go through higher education. That cannot be good for the profession.

C. Bonsey (CRRAG Member, Association County Councils)

What scope is there for the Open University to meet this problem of people in jobs needing to be trained?

P. Tonks

The type of training which I have described, which focusses managerial skills development and knowledge, cannot be provided by the OU. The OU is excellent in passing on knowledge but even with the workshop arrangement does not provide much opportunity in the managerial skills area.

B. Slater

Is there a precedent with management studies in other fields within Open University programmes?

C. Bonsey

I have watched the television and seen people learning how to work computers and other skill-related subjects. I find it difficult to understand why they could not learn countryside recreation management skills.

P. Tonks

I think you can impart certain techniques but if you are dealing with the personality development, i.e. the development of the persons ability to deal with other people, staff, customers etc. I do not think this can be done through the OU technique.

P. Townsend

I think there is an initiative with the Open Tech that is happening at the moment which might answer your question.

B. Slater

On your behalf I would like to thank the three speakers for an excellent and highly informative session.

INTRODUCTION TO SESSION 3  
BROADENING THE PERSPECTIVES

Bill Slater

Director of Development Services, The Sports Council

Our first speaker is Peter Lawrence of the Hertfordshire County Rangers Service who is going to speak on 'Management on the Ground, the Ranger Services'. He had 15 years service in the regular army involved in supplies and transport, reaching the rank of Major. A considerable amount of time, both on and off duty, was dedicated to outdoor pursuits such as motor cycle trials, skiing, mountaineering and canoeing. He left the army in 1967 and went to work for the British Aircraft Corporation installing a computerised supply and production control system. The urge to return to the outdoors proved too strong and in 1970 Peter was appointed as the Warden of the High Peak and Tissington Trails in the Peak District National Park. Three years later he was appointed as the Project Officer for the Routes for People project, also in the Peak District National Park. In 1974 he was appointed as the Countryside Officer to Hertfordshire County Council's planning department. He has been in charge of what is now known as the Hertfordshire/Barnet Countryside Management Service since its inception and is responsible for its implementation, development and operation.

Our second speaker will be John Iles, Director (North), British Trust for Conservation Volunteers, who will speak on the role of volunteers and has a film to illustrate his talk. By initial training John is a mechanical engineer. For five years he was with the Central Electricity Generating Board building power stations, including the nuclear variety. During that time he became interested in voluntary conservation groups and initiated and ran more than one in Yorkshire. Eventually the voluntary groups 'took him over'. He set up a job creation scheme in this field employing himself full-time! John is now with the British Trust for Conservation Volunteers.

Our third, and final speaker, for the afternoon will be Peter Cradock, HMI Department of Education and Science. Those of us who teach, or have taught, tremble in the presence of HMI's! Peter came from a farming family. After training in agriculture he worked abroad in Borneo. He returned to take a teacher training course and joined the staff at the Surrey Agricultural College. Whilst there he developed a schools liaison section and a department concerned with the practical training of people who are involved in recreational land management. After ten years at that college he joined Her Majesty's Inspectorate as an agricultural specialist based in northern England. In recent years he has been particularly involved with the emerging programmes of vocational preparation for young people which local education authorities and the Manpower Services Commission are introducing.

## MANAGEMENT ON THE GROUND, THE RANGER SERVICES

Peter Lawrence

Hertfordshire County Ranger Service

I first started rangership in 1970 in the Peak District National Park on the Tissington and High Peak trails. The trails comprise more than 20 miles of converted ex-railway line and the Peak District National Park managed to shuffle me down to Hertfordshire in 1974. I have promised to say that they are no way responsible for anything I might say about my activities at that time.

My job, together with four part-time assistant rangers on Saturdays and five or six on Sundays, was to assist and control visitors and liaise with farmers. We were told that we need not carry out any maintenance work because the Board had a central maintenance team which operated throughout the whole of the National Park and I was told that we had reasonable freedom to experiment because it was a completely new project.

Within a very few months our first visitors scrambled over the limestone walls alongside the side of the trails, broke them down, and the farmers' cattle finished up in Ashbourne, which is very nearly 11 miles from where they started. Very quickly visitors seemed to be straying all over the farmers' fields and going into places where the farmers would prefer them not to have been. The railway company had previously burnt off the whole of the railway line and its sides every year. As soon as we took over what we finished up with was an absolutely beautiful crop of weeds which disgusted the farmers. Mixed in behind that we started to grow some nice trees and a lot of scrub. Some of it was quite mature, most of it was new, and the potential for landscape, productivity and ecology was terrific. However, some of it was growing on chalk banks where there was some very sensitive and very good limestone fauna. Finally, we had access points, car parks etc., which had to be looked after and kept looking as though they were loved, and other access points which were difficult either to find and in some cases quite hazardous.

In order to manage this area the chap we invented by accident, of necessity, was a working, walking, talking ranger. The benefits of having that chap are quite enormous. Firstly, the maintenance gets done when and where you want it. Secondly, it comes under your own local control which produces an extremely good response to local impetus. Next, your facility, from the visitors' point of view, is better managed and the people doing the managing, who are the rangers, begin to know a lot more about what makes that area tick. By knowing that, they interpret that central theme better to visitors. Visitors can see them visibly there and helping to manage the environment that they have come to see and learn that rangers are helping them. Visitors no longer see rangers as just policemen.

Similarly, and this is very important, the farmers learnt quite quickly, within 12 months in fact, that we were the people who cured their problems and not the people who just instigated difficulties and left them to deal with the situation. One of the most serious things, from my

point of view as the chap who had to live in a small community, was the way in which we were integrated into it. This was because that community was working farmers, working quarrymen and now working wardens, all working on the same resource, admittedly in different ways.

Hertfordshire/Barnet Countryside Management Service started off seriously in 1975. It now comprises 20 full-time staff most of whom work outdoors most of the time. There are 16 part-time rangers. There are 33 Manpower Services Community Programme people, three or four associated YTS schemes, which we do not run but they do most of the practical work with us, and there are well over 100 volunteer rangers who are trained. Between us we run four professional countryside management areas with volunteer backing. We run three rural action projects which are MSC community programmes doing almost the same thing but more simply and we run one bridleways project. We almost cover the whole county.

Our mandate when we started was almost the reverse of the Tissington trail. It was firstly, to manage and improve facilities for appropriate recreation in the countryside, and secondly, to manage and improve features of conservation and amenity value which would not otherwise be managed anywhere in the county on anybody's land. Underlying that, and something that we have emphasised ever since which I think begins to answer questions about how much we manage the resource and the question of losing some of our ecological resource in the future, is that we have discovered that you must show productive benefit to farmers if you want to keep conservation features going.

Whilst doing all that work there were seven sites which the County Council either owned or had a management agreement and where we were working in the same way as I have already mentioned. That meant that we were doing the working, walking, talking warden bit when we were there working. However, if we were not there working the site was not being looked after. Suffice to say, with no further detail, we have now appointed part-time rangers for the sites. The improvement in the seven sites and the enjoyment that the visitors are getting out of them is absolutely enormous.

The service has now taken over the County Council's County Park at Aldenham. It was managed by a ranger service which had nothing to do with us, within the county. It has a lake, there is a private sailing club with a lease, public sailing which we operate in the evenings and on most days of the week; there is an area of woodland and a large number of fields which once contained cattle. The point is that the previous rangers had spent their time mowing the grass to keep it flat for the visitors to run round on and collecting money from the car park and fishing. What we are hoping to do, and hopefully we are well on the way towards it, is to introduce a herd of Long-horn cattle, a pedigree herd, into the fields. Firstly, they will eat the grass for us, so we will not have to mow it, and secondly we calculate that they will offset nearly all the costs of the ranger service. I do not have to explain to you how much better an entity like that, which is productive, interpretive and very valuable for visitors and which they should enjoy, is going to be.

There you have had three different sites. Two have started off with what people tend to call 'wardens' or rangers and have moved nearer to countryside management; and a countryside management service which has finished up doing ranger duties. Basically, what I am saying to you is

# “WORKING, WALKING, TALKING, RANGER”



that in every ranger's job there are three basic functions: production, conservation and recreation management. It is only the balance that varies from one ranger to another, one site to another. My hypothesis, based on practical experience over a considerable number of years is that the ideal ranger service for any particular given site is based on going out and recruiting the right experts to do the particular jobs that are involved. However, they need a large common basis and they must work as one team. If they do this you have one control system which is cheap and effective and cuts out all the arguing through one set of agreed priorities. Although these people may be all different, having one set of agreed priorities will mean that they produce effective scale, scope, and timing of results, these being very important because you need momentum. There will be integration of conservation, recreation and productive management and other interests. It would be artificial if those were split and very inefficient.

My first conclusion is that segregation of countryside wardens and countryside managers, either by grant aid or operational structures, is utterly wrong in terms of training, careers, their competence or professionalism and the results they give the public. Mix those skills on a reasonable basis and allow specialisation and you will get a better performance.

Somewhere there must be a point where we begin to say how do we know which is one profession and which is another? That has been asked this morning. Take an example of a 70 ft ketch plying the Atlantic with a reasonable number of visitors onboard who want to enjoy themselves and learn to sail. The skipper who navigates, is primarily a sailor, a business manager and deals with visitors as a sailor. The bosun looks after the stores for the ship, maintains the ship, but is primarily a sailor, stands his watch and talks to the visitors as a sailor. The cook might well be the business secretary and a sailor, and at the same time is going to be dealing with the visitors and standing watches and talking about sailing.

Aldenham Country Park is a resource base. The manager is going to have to be a farm manager and a country park manager. First and foremost he has got to be a person who is running a ranger service and interpreting that park to the public, that is why he is there. The senior ranger might well be a stockman and he is certainly going to have to organise other rangers and lead practical conservation tasks in the woodlands etc. and man the rescue boats with the other rangers on the evenings when there is public sailing. Primarily he is a ranger interpreting that country park. The junior ranger might well be an ecologist, very good at making nature trails and taking children round them and doing site management plans for the woodlands and for other sensitive sites in that park. However, predominantly he is a ranger and he is interpreting what he knows about that site, which he is also looking after, to the public.

I haven't a clue what goes on inside a sports hall. I assume there is a very heavy load for management, a heavy load for shifting their version of scenery about and maintaining the baths at the right temperature and you need a lot of sports instructors. However, I do not know. If you took me and my Aldenham Country Park team and put us into a sports hall we would make a monumental mess of it. If you put a sports hall team and 'dropped' them into the Atlantic scenario they would

be lucky to survive and if any of their visitors enjoyed themselves it would be nothing short of a miracle. If you took the occupants of that ketch and 'dropped' them in my country park with a herd of cattle and told them to manage it, do the conservation work, look after the visitors etc., they would be terrified.

Not only could these three teams not do each others jobs, they would not want to - motivation! If however, you sent them to a recreational management school they would all learn something. However, if you take a lad straight from school or university and sent him to the recreational management school and then dropped him in the ketch or park or elsewhere he would not be able to do the job. This is the crunch. Why? It is because he would not have the basic fundamental knowledge of the resource or environment in which he has to operate. My second conclusion is that it is the resource in which you operate, and rangers are operators, which dominates our skills, training and what we say to visitors.

Just a word so you do not think I am being unfair to everybody else, a designer might design a ketch, a country park etc. but he is a very different person from my rangers or from me. We all work together. If you want to design a ketch you talk to the people who are going to sail it etc. You would have to run a very large ranger service before they needed a country park designer. Think how many ketches you would have to operate before you needed a ketch designer on your employment list; you would need to go to a consultant.

The training that I want to see for my people is in three parts: basic training, specialist and managers.

Basic training should provide a broad background at a reasonable, acceptable level usually prior to specialisation, but quite often afterwards; it should include visitor assistance and supervision, this is almost the stuff that you do on your feet but it does go a little further. It should also involve practical resource management skills i.e. coppicing, paths and so on, and outdoor pursuits, at the very least the basic fundamental walking skills and associated rescue, otherwise the ranger gets lost and does not understand the people who are using his area. You could go a lot further and ride horses, canoes, sail and even ride motor bikes, it would not do any harm.

Specialist training, and please do not ever stop taking in specialists straight into the service and then giving them the broader aspects afterwards. Each of these has a practical and a theoretical side, and we need both. I have mentioned site management plans because I do not think that anybody is very good at that element. Finally, active specialisations, climbing, water sub-aqua (usually with rescue). Please do not forget that the value of a mountaineer, the time it takes to train him, the amount of aptitude, is just as great as that of an ecologist, and when it is a wet cold night and you want somebody to get out of his Land Rover to look for somebody, their value is considerably greater at that time so do not say that the chap with the brains is worth more than the practical specialist.

All rangers are managers. What I want to see is my rangers trained, not to 'fly to' a piece of paper or do a survey, but to do man

management; task organisation; work programming; budget control and estimates; writing reports and public speaking. Most of those things they ought to be able to do on their feet on a windy day, with the rain going down the back of their Barbour jackets. If they can do that then they will be good rangers. However, give a ranger four or five years in post then he or she ought to have a look at critical path analysis, budgets and estimates for a project and even a whole service. What we want is to be able to train our own leaders. That is the key to professionalism; professionally skilled ranger/managers who manage rangers.

There is absolutely no problem in getting all that training. It is already there in establishments already talked about and there are others, e.g. RYA, Central Council for Physical Recreation and so on. We could do the lot tomorrow. However, the bad news is that there is not a sufficient awareness amongst rangers, or those who employ them, as to what the full spectrum, depth, boundaries, limitations and integrity of a rangers profession is. That is something that we need to progress.

## THE ROLE OF VOLUNTEERS

J. Iles

Director (North), British Trust for Conservation Volunteers

Before I get to the role of the volunteers I am going to refer to some of the things discussed this morning. The first session of the Conference gave us two people that were talking about very similar principles but using different languages. I work in a sector, not public or private, but now known as the 'voluntary' sector, although not everyone working in it is necessarily a volunteer. We also have our own language although the principles are very much the same.

The voluntary sector is being increasingly discussed in many circles and some considered judgements are probably being made about our future. The organisation in which I work seeks to enable volunteers to carry out practical projects. That is where I have gained my experience. I am now involved in looking at the resources we have and involving people in caring for them. However, for the voluntary sector to be able to maximise on the opportunities that we are presented with, we have to learn lessons from the two other sectors. We have to be business-like, because although the BTCV is a charity, we are a limited company, and we have to make sure that the funds we have are used to the best ability. That is also required under the Charities Act. We, of necessity, have to be opportunistic. We cannot fail but be political, with a small 'p'. If we do not heed things like David Young's recent appointment to the Cabinet and what that could mean to us, we would be missing a few tricks. Therefore, we have to work closely with ministers, MPs, councillors, parish councillors, anyone whose ear we can bend to enable more people, of their own volition, to be involved in practical projects.

We have to be accountable and continue to be so. We are accountable to our council, to the volunteers, to the grant givers, or in Ken Robinson's terms this morning, our 'shareholders'. Therefore, there is a creative tension which I am pleased Peter Townsend talked about earlier on. We act to become an 'exciter' of people to get involved, to do something positive. At a conference earlier this year we sought to make people become community 'boosters' to encourage others to get out and do something.

The changing society was also discussed this morning. I am sure anyone who comes to a platform like this at any time will say 'we live in a changing society', we always will do. We will always be striving to improve things. I am sure if you were at a conference like this in the sixties we would be talking to long haired people with beads who were smoking dope and wanting to take over all our fields to hold rock festivals! That era has passed and we are now in another era where we have other problems that our changing society has to face. What we can say is that at present a combination of factors are bringing about some structural changes in our society about which we cannot take a general view. The combination of these factors means that there is interest in alternative ways of doing things. This is one area where the voluntary

sector can operate and try ideas out which, if they go wrong, then those in the public sector who put up the money, will say it was only an experiment!

One of these factors is that we have very high unemployment. The figure quoted this morning was three million. I think the figure is probably nearer four million. Another is that we have very high pressure on local authority budgets. We have some areas where developers want to come, such as Berkshire, and areas where they definitely do not want to go, such as Merseyside. One factor that I am surprised has not come out so far, and is a major influence on why people are taking such an interest in this field, is the interest given in the media. No one has said a word yet about television and the effect that is having on our public; as the 'Bellamys', 'Chris Baines' and the 'Attenboroughs' are gradually getting the message through that all is not quite right with our world and the person in the street can actually start doing something about it. Chris Baines's programme 'Blue Tits and Bumble Bees', which was about creating a wildlife garden, attracted 40,000 responses. It is interesting to note that according to the Countryside Commission's evidence gardening interests 63% of people interviewed and DIY 34%. It means that many people like to get their hands in to do something and not just in a passive sense. All of these focus on the contributions that an individual can make. I believe there are many areas today where the individual feels that he or she cannot contribute because they are unemployed, especially if he or she is one of the four million. There are some big decisions being made which we cannot influence, such as the loss of tropical rain forests, sites of nuclear power stations and so on. As an individual in society it is very difficult to do something about it, but as an individual working in the countryside, or on the urban fringe or on a green site project in the city, one can do something. That comes through when the DIY and gardening has been done at home and those people want something else to do. We can channel them to do something useful in the countryside.

We talk about the 'volunteer' and to me that is 'you and me'. We call them 'society' or 'the community'. They are all people, 'you and me'. The environment in which most people live is in our towns and cities. The type of things we are trying to encourage people to do is to understand the values of our countryside and therefore the care that they should exercise when visiting it. Having thought about this for a few years now, I feel the best place to start is actually where they live. You do not tell people who live in inner-city slums to behave themselves when they visit the countryside, and then when they return to their homes we do not care any more. Therefore, for me, you have to start in the towns because you have to make the conservation and the countryside experience a real live one in everyone's daily life. To get that we have to communicate understanding which, to me, is what training is all about.

*Editor's Note: John Iles then showed a ten minute video called 'Benwell'. It was about people working on an inner-city site on Tyneside, Newcastle creating an environment that they feel part of. It linked town and country by showing the children in the film doing environmental projects to create an urban nature park. It showed a different way of spending public money working within the community. The film is available on free loan from BTCV, 36 St. Mary's Street, Wallingford, Oxfordshire.*

One of the things that comes out of this film for me is the concept of the volunteer. To me it can mean anyone who is prepared to do that little extra bit to help. A project such as Benwell brings together many people helping beyond the call of duty, this can be described as volunteering. Ian MacAlman, the Housing Officer, had no right at all to be proposing nature parks in Newcastle, but as a volunteer he had been to London and seen the William Curtis Park and this inspired him to act. To me the concept of a volunteer is not just the person who sticks their wellies on on a Sunday and goes and helps, or the assistant to the ranger; it is also anyone, be it the teacher who is supervising a party of children on a trip out of school hours or the professional who is willing to give some of their time and advice for free.

For me training has to achieve results. Training is not an end in itself. What we are trying to do, certainly in the BTCV, is to provide a training programme for people at many different levels to enable them to achieve results. They have expectations of what they want to do and we have expectations of what we would like them to do. Hopefully, through training, we can give them the skills that will enable us all to achieve those goals.

There are two people involved in the exercises that we get involved in. Firstly, there is the person who is volunteering who wants to know what to do, why they wanted to do it, and how they are going to do it. The other area of training that we do not get involved in, which I am very pleased to see that Losehill Hall does, is the person the volunteer works for, to explain to them the perception of the volunteer so that the volunteer's efforts can be put to best use, both for the client (the land manager) and the volunteer. It is very easy for us, who are in the role of employing volunteers, to forget who the volunteers are as people.

Therefore, we seek to be interested in individuals, groups and leaders. We hope the leaders will become the 'boosters'. We have had a particular challenge over the last few years in dealing with a large number of staff who we have taken on through short term contracts with the Manpower Services Commission. I have been very pleased to see that many of those people, following the training and experience that they have had with us, have moved on to be employed by some of yourselves. We take that as quite a compliment and we will encourage even more people to come and join you via that route.

I hope that where these skills have been assimilated they can all be applied because at the end of the day what I am looking for is that more people will be able to play their part in making a contribution in the practical management of our countryside. I hope it is going to be an epidemic, and if it is it will change all your jobs to learn how to cope with all those offers of help, all those different levels of expertise that will come forth. You will become managers of many different people with varying skills who will hopefully enable you to achieve your goals.

## FUTURE STANDARDS IN COUNTRYSIDE RECREATION MANAGEMENT TRAINING

Peter Cradock

Her Majesty's Inspectorate,  
Department of Education and Science

The main message I would like to convey is that now is a very good opportunity for any vocational sector to be addressing the education and training world with what it needs. It needs to do it with some clarity and some speed, but it is a good time to put your bid in for what you want to do. Even if you are not involved in education and training you will be aware of some large tidal waves of change. There are many generalisations and criticisms being made on both sides: employers do not pay as much for their training as other countries such as Japan; the education service has become out of date in many ways and the training services are blundering their way into carefully controlled relationships between central and local government. It is all in the melting pot at the moment and it would be a good time for an aspect of the industrial sector to be thinking about how it develops a career structure; what things it wants to say to young people as they move to the age of 14 and 15 through to a progressive structure of opportunities. It is a hopeful message in that sense. I find my own thinking aligns itself with Peter Lawrence. I get very worried, in these hierarchical divisions, as to where a technician, manager and a technologist operates. I believe there is a lot of room and opportunity for our management people to be brought on through the system.

At the moment the education and training services are being challenged to the very hilt to get stuck in and sort things out. There are funds and grants available to the education and training services at the moment which are greater than we have ever seen before. This is worrying some people because they seem to be linked to certain central directions. However, I think it is an opportunity which the education and training services may well be willing to pick up. Nevertheless, they are going to need the same collaboration and sense of partnership and discussion which lies in the Yates Report's recommendations.

I would like to make the role of the HMI clear. We have very little power and we have absolutely no money at all. In a sense we are a vestige of Victoriana. We began in the 1830's when the state was just beginning to take on a role in education from the charities and the churches. There are people who move round the education world now with far more power than we do, and they have cheque books! There are many influential people. My particular role is to visit regularly, and be in touch with parts of the education service, primarily the courses that start at 16, when young people begin to make up their minds about their future and need experiences to help them. Gradually, employers, the community, training and education should work together and help to build young peoples understanding so they can make proper decisions and begin to arrive at the doorstep of full employment. This may be later in the future than it has been for many years in this country, i.e. 18 or 19 rather than 16 or 17. Collectively, we have a tremendous task with the younger generation as well as giving great thought to those who need to continue their education beyond that initial 'filling up' that we tend to do so well in this country from 5-16.

I want to put forward some of the factors that I consider when I make my judgements. The job is to make judgements and to pass them on to the Department of Education and Science. They are made on the value to the individual of their education and the beginnings of their understanding of what they would like to do. At the same time I take into account whether there is a reasonable use of the public money which is being put into education and training services. When I am observing I could just sit in the corner and keep quiet and then go back and write my messages and send them off. This does not seem a useful way to go about things - and how could one person suddenly arrive at 101 different situations in a course of a few hours and make a sensible decision? I tend to find that the way I operate is to talk it through thoroughly with all parties concerned: the employers who send students on part-time courses; the students; the teachers and the trainers. Gradually I build up a picture. They often ask me what is going on in other places because I travel around the country. I find that although our role is not primarily to offer advice there are always things that one can suggest and put forward.

I want to give you some of the criteria that I always have in my mind as I am looking at education and training provision, particularly relating to countryside, land use and management. I want to try and indicate some of the initiatives that are happening in the education and training world which perhaps a group of employers and agencies should know a little bit about so that when they meet with the education and training services to consider further developments of collaborative effort, they know something of both the worries and opportunities that face this particular sector of our community.

The topic I am to discuss concerns standards and I wanted to mention some of the things which I have in my mind when I am considering the quality of training and its provision. As you have heard, there is much thinking about countryside recreation and its management. I would certainly be wishing to try and judge for myself just how well the training service, or the education provision that I see, has a wide appreciation of what countryside recreation is, where it occurs and who is involved. It is not an excuse any longer for the education service, in any shape or form, to say they have not the time or the manpower to do this. The development of specific grants and opportunities from central government at the moment are there to develop and offer this possibility. For example, in the North York Moors area, Kirby Moorside through to Pickering, a local collaborative project will be starting today. The various providers of training opportunities for the rural community, be they farmers or other people living in the rural area, is being thoroughly researched for the next six months by education and training services. In this instance the researchers are the Agriculture Training Board, the Advisory Services of the Ministry of Agriculture and the local Agricultural College, with some help from a local technical college at York. They are going to try to find out what is the feeling, the mood, of people and what they feel their needs and requirements are. The same type of evidence has got to be shown to me when I come across developments in the public sector of education and training. Countryside recreation, in its many forms, including its dimension in the urban fringe, has to be shown to me to have been thoroughly investigated.

In certain sectors of education there has not been the rapid proliferation of provision that we heard about earlier this afternoon in

the higher education field. If we look at the agricultural, forestry and horticultural education world and we have one Higher Diploma, which has been developed specifically in this territory, two other Higher Diplomas which are three year sandwich courses related to horticultural development and landscape. At the National Diploma level there is one specific course that has been developed. I am finding that within the whole range of technically related vocational education and training there is a much greater awareness and understanding of the role of those people who live and work in countryside areas. This is beginning to develop within the course structures and contents and the experiences of people in industrial establishments. At the stage when I hear suggestions about additions to courses I ask for the research which justifies their inclusion.

The next important point is the need for helpful and balanced information for potential students. There is a great pressure on the education and training services to ensure that this is effective as far as young people, from the age of 14, and their parents are concerned. Millions of pounds are going into the 14-18 age range in schools and colleges now to help young people build a better understanding of vocational opportunity. If any industrial sector in this country does not use this opportunity to make sure that whatever message they want to be conveyed about their particular activity are then I think they are misguided. It is a good time to be saying clearly what it is you are looking for. I am surprised that we have not seen very much made of the YTS in this sector - this supposedly permanent bridging opportunity for young people from the age of leaving school through to their first real job. This is a period of balanced experience and related 'off the job' training. We have seen quite strong moves in nearly every sector of industry towards using the YTS as an important staging post for young people. Perhaps if there was a move in this industrial sector, the YTS would be a mechanism whereby we can help to ensure all our young people, not just those who leave at 16, are given more helpful and balanced information on which they can make a decision.

The next point is that teachers, and where appropriate institutions, should have first hand experience of recreation provision. I feel extremely strongly about this point. Many of the sectors of education that I visit provide this opportunity because they have farms, forests and horticultural areas etc., with a fair degree of recreation provision of either a formal or informal nature. It is good to read in the Yates' Report how they point to the fact that many institutions, both higher and further education, do have recreation provision which we all know do not seem to be used at certain times of the year. Even where an institution, offering horticultural provision, does not have access to vast areas of nursery land, I am glad to see that they are beginning to make sure that there are opportunities for their students to be involved with the Groundwork operation and other land improvement schemes for example. It is on these areas that our vocational horticulture students are now learning their skills rather than only in rows of glasshouses producing tomatoes. This is the picture that I see within the institutions. Sometimes those institutions are very tied up with what they are doing and they are making only slow progress towards understanding what countryside recreation is all about. It is an appropriate time for us to be making clear noises from an industrial employment sector about the current developments. This must be a continuing opportunity and anyone who has been involved in education over 15-20 years, will know that there has

never been more opportunity for inservice development of teachers and trainers. Millions of pounds have been directed towards the education of the training profession to ensure that some teachers need no longer remain 10-15 years out of date in terms of their first hand experience of industry.

From my own point of view 700 acres of land at the college I was at was used for farming, commercial forestry and a whole range of recreational purposes. That gave me the confidence to think about whether we had a contribution to make in collaborating with ranger training. The point is that there are far more opportunities for teachers, on secondment to industry, to develop close involvement with recreation provision and update their skills.

I think there is a definite need for a forum. Many other sectors of vocational training do have them. They are not necessarily big, fancy councils, but very often more humble affairs. Often they are connected with the examining and validating bodies, for example the City and Guilds of the London Institute, and have appropriate advisory committees and structures whereby members of an industrial sector can sit alongside educationalists and trainers and decide whether a new course that is being put forward is appropriate or not. Locally you will hardly find a college at the moment who would not welcome you with open arms if you felt there was a need in your area and that you, as an employer, were wanting to make sure that your contribution was being made to the decisions that were being taken about courses and training. Many colleges have strong advisory committees w being taken about courses and training. Many colleges have strong advisory committees with a majority of employers and industrialists as members. I have seen them in operation and I think it would be most useful if any vocational or employment sector made sure that it was represented effectively within the validating examining bodies and within the advisory structures of colleges of further and higher education.

'Alternance' is a word coming over strongly from the European Community. It is at the heart of the German system of vocational development whereby part of the experience of training for two or three years is at work and part is away from work. A lot of money from industry goes in to support that system although this is not voluntary, there is a national law to make sure it happens. Alternance is what I would be looking for in any new developments and would be encouraging in courses that exist. It is the 'off' and 'on' job, the integrated learning. We heard about the sandwich courses and the industrial experience and how difficult it is to include in a short course of a year but then we immediately heard how someone can change to the calendar year and include a piece of industrial experience. I do not think that we can find much justification for vocationally related training not taking place partly at work and partly away from work.

Having got to that point, however we manage it, the YTS is precisely about that. It can be argued that the balance, nine months of work, three months away from work, is wrong. In Germany and Japan it is different again. This is a very good time to be putting forward the case to ensure that the integration and bringing together of the learning away from work is continually tested. It is a very good time to be ensuring that this was the type of learning and preparation we wished for young people going into this particular profession.

Another important criteria would be a consideration of how we can enable people at work to gain access to what is largely, in many parts of the education system, full-time provision. We have heard some encouraging stories this afternoon about how part-time provision is most important. We have heard about the development of courses which are modular or unit structured. We have people from Scotland here who are deeply into that whole revolution of post-16 education into a series of modules at the non-advanced level. This is a point at which many people start on the ladder and progress. Again, it is a fine time to be discussing with the education and training providers how you can ensure that access is afforded to those people who would not dream of doing a full year course or could not afford it. It is a very good time to be challenging some of the current methods that are used in full-time courses.

Colin Bonsey asked about the Open University and how we can develop some of the mechanisms by which continuing education can be developed further. It would be on my 'top' list of things to be done in developing proposals. The Open Tech unit was mentioned and the money is there. The Department of Education and Science initiative called 'PICKUP' is operating. The project in the North York Moors is entirely funded as the first stage of developing a continuing education opportunity. Again it is in the public eye, it is receiving special support and is raising the profile within the education and training services. This is something which you already do. It is obviously very important and I have recorded that note and I believe it would be another thing to put on your 'shopping' list as something for the sector to press the education and training services to consider.

I hope these points make a small contribution to the debate that has continued throughout the day.

## DISCUSSION

V. Cowling (Senior Supervisor, Parks Department,  
Bristol City Council)

I actually run a Youth Training Scheme and I am sure we are not the only people who are doing a horticultural training scheme but we do use a less formal landscape for our work. The County Council and the local Conservation Volunteers run courses. Some of the trainees go on to college after having a practical year which perhaps they could not get somewhere else. However, these schemes are seen by career services as 'dumping grounds' for people who are almost trained but are in need of remedial treatment, rather than being for the 'high fliers' that some of you were requesting.

T. Laker (Park Manager, Hampshire County Council)

The word 'environment' still seems to be almost completely absent from the curriculum work of most schools and as such most teachers do not actually know how to use it or handle it. That is taking environment in its fullest sense of both town and country. How should groups like us try to influence this? You told us it was a good time to be making noises. Who should be making those noises and where? It is something that has to happen at grassroots level before anything can be achieved further up the ladder.

P. Cradock

As John Iles was saying you have got to be pragmatic about these things and seize a main chance. You may not have heard of the Technical and Vocational Education Initiative, TVEI. It is a 14-18, four year curriculum development programme funded by the MSC but delivered by the education system. Now some 60 out of the 100 local education authorities in the country are involved. In those 29 out of the 60 have got specific options to do with land use. As you can imagine most options are to do with information technology, robotics etc. but it is pleasing to see that nearly half of the authorities wanted to have educational provision which showed young people something in the range of careers, opportunities and vocational work related to land use. This is available in the shire counties as well as the metropolitan authorities.

I think that is an opportunity which could be considered. I wonder what it is that those teachers are putting together as a programme for young people who have expressed an interest in plants and animals and working out of doors. I am really worried about some of the things they are doing. They are using the first stage of vocational horticulture and agriculture teaching which is normally done post-16 to pre-16. The youngsters are often very happy with that - they like driving tractors and planting plants. However, the scheme does need industrialists and employers, the community beyond the school, to be taking part in that process. One of the problems, as in so many of the initiatives at the moment, is that they are all moving very fast. The normal education system takes about 10 years to consult and talk about things to get it right, by which time it is often too late and the mood has changed. But, things are going ever so fast at the moment. In Hampshire there will be a school education adviser with the general topic of science, biology or environment and if there is an option within the Hampshire TVEI scheme there will be money, extra staff and enthusiasm. That would be the

fastest avenue for development. The other way would be slower - to go through the education advisory system and the subject teachers organisations. We would have meetings with them about the sort of curriculum that could be developed.

Finally, every education authority has been asked to put forward to the government by this September a statement of what its curriculum is all about, what it is aiming for and its objectives. I think we are going to see a flurry of curriculum statements for our children coming out of various central sources this term. I think you will be encouraged by one or two of the sectors which you will see being talked about. I believe human studies is going to become a major force, trying to integrate the learning across a whole range of things. It is a good time to be putting forward your subject area, as teachers, or your area of activity, to be considered by young people and their parents as they grow up.

#### J. Iles

For action, which is probably what you want to see at the end of the day, I find it invaluable. If you can get hold of people, like Peter Cradock, and get a list of which authorities are sponsoring TVEI initiatives. Then find out which teachers are actually involved in drawing up the proposals and then go and speak to them and bring to their attention various points. They are working on a very tight timescale to actually put the proposals forward and therefore they are quite amenable to your ideas at the moment because they are moving into a sphere that they do not fully understand themselves. However, I do believe it must be done at a local level.

#### C. Bonsey (CRRAG Member, Association County Councils)

I have got news for you Peter. A bid to get environmental education included in the emerging syllabus got knocked down. Perhaps you would like to come and visit Hampshire.

#### P. Cradock

Certainly the present Secretary of State is not at all keen on that particular term and the choice of words, 'environmental education', although he is very attracted by the methods that are used, for example, open ended problem solving and creative methods of learning which are employed by environmental educationalists. However, he is not quite happy with some other aspects of it which seem to him to be divergent from the economic needs of earning your living. We have to be canny in Hampshire.

#### B. Slater (Session Chairman)

That is the solution to it, to be, canny is it?

#### P. Cradock

If you were to ask any employer on Tyneside what sort of youngster they want coming out of school they would reply 'a canny lad'. At the moment that is the level of articulation of what the education service should be doing at 16. Education and training has got to get through to that word. What does it mean? What is it about and how do we achieve it?

J. Fladmark (CRRAG Member, Countryside Commission for Scotland)

I would like to thank Peter Lawrence for his very interesting and stimulating presentation about management on the ground. My question to him is 'Does the provision that we heard about in the previous session meet the needs to create or produce that very special person that you have in your team?'

P. Lawrence

Not the ones I heard from. About half of my people are from Merrist Wood or Seale-Hayne because they have a year outdoors in agriculture or something else before they even go there so we know they really like working outdoors. As well as the education they get there, which is directly what we want, they have also had two placements, often one with a National Park and another with a countryside service. I think that is good for any ranger. About 25% of the others actually have science degrees, very few have degrees in recreational management. Basically they are conservationists who have chosen to go into a practical profession. I always look for people who have practical experience.

The other half of my people have been running things like YOP schemes that are relevant, and are obviously good at the practical work and can use a chain saw and understand woodland management for example. They are experienced 'doers' and I think it is still worth taking in a percentage of those. Some of those are people who have been through the whole gamut of voluntary, part-time and so on within our service. I think that is worthwhile doing as well.

M. Collins (CRRAG Member, The Sports Council)

Firstly, Bill Slater was asking earlier for someone to respond to the question of what any of the other agencies had done besides the Countryside Commission. I think the answer for the Sports Council is nothing in that particular vein. In recent years I think we have moved into the promotion of sport in a way which does not always look specifically at the technical skills involved in each sport. This is the job of the governing body of that sport, as is professional leadership. Our work is about community sports leadership on the street. We are creating 'on the job' training situations for several hundred people. Quite soon we are going to have to clarify that because it is clear that there are several thousand people queuing up for that experience. The model that the Countryside Commission has adopted may well be appropriate to that. The CCPR, which started the leadership scheme, is looking at what is required at that sort of level of excitement.

Secondly, I want to express a view that I first expressed at Loughborough at Fred Harrison's earlier conference. I see many good points in the prose of the Yates' Report but if I have one criticism about the failure to meet a term of reference it is in relation to manpower planning, present trends in the industry and whether they are going to change drastically. I have heard a lot of assertions today about the nature of the industry in the next 20 years. I think it is about 9:1 on that they will all be wrong. On the little bit of research we have the present industry has manpower in it with an average 'shelf life' of six years. However, many of the newer recruits who have been through the training we have designed in the last five years are going to be there for much of their working lives. I would not like to predict what pattern

those working lives are going to take. I do complain of a Committee which sits for as long as the Recreation Management one did and yet does not address that problem. I do complain about some agencies who say manpower planning is always wrong - so is weather forecasting but we find it necessary to do it. The agencies in this field should look at the possible manpower patterns because however much the educational institutions might say that their training is as good as any other as a start in life, a good proportion of the people who are queuing up to do these courses are also looking for jobs for some of their lives at least. We need to look at the manpower patterns and I would plead for the other agencies to co-operate with ILAM in this. As part of that I would like to ask the speakers about the lower levels of training, below degree level, because if there is another bone I would pick with some people it is this question of a 'graduate' profession. I believe that with very little addition to the top three layers of the pyramid produced in Yates you could quadruple the number of management units. I think it may well be that there is the demand out there to do that within the professional sector. You could certainly quadruple the number of voluntary operations which need some management training.

Therefore, I am asking what should we be doing in the way of short courses to update the present managers? I see very little response from higher and further education. I think the specialist and independent colleges are the only ones who have the will and have taken the risk to respond. Where are the educational institutions today and what are they going to say to that? Secondly, taking very much what Peter Cradock said, if there are new opportunities immediately after secondary schooling, what is ILAM going to do about that? If that is where an interest forms what are we doing sitting here talking about today in terms of the models of yesterday for career training? How are we going to respond to these opportunities because time is short? Recently the Sports Council offered some sort of support to ILAM for two officers to develop a training package. I do hope that we will not just institutionalise the models of the past for either full-time or in-service training because these are going to be inadequate.

#### P. Lawrence

Just a quick answer, if you talk to people in my profession they will tell you that there is a great deal of over-training and over-qualification. Losehill Hall does much work for us which is immediate and helps to convert the fellow you have brought in as a specialist. Some of my university lads are great but it is because they are people who like to think and do. Many people from university want sandwich placements and are no good to me and will not get the job with me because somebody with more practical experience is going to get it. If you talk to most rangers they would say that people who try to get into the profession are academically too good. Some people produce such brilliant curriculum vitae when they write to us that we refuse them.

#### M. Collins

Are they too good for now, or are they are good enough for five years time?

#### P. Lawrence

I want the chaps I have got, with the BSc.s and who are hard workers, to get to the top having worked for it. I want the brains and the brawn.

P. Cradock

The system that has operated below degree level, the new course proposals, is that unless there is industrial support and a clear evidence of demand, even the most beautifully read syllabus and course proposal gets nowhere. There has to be extremely strong evidence of that course's usefulness. The groups and forums that meet for other vocational sectors are largely made up of local education authority 'first men' and employers and you, as an educationalist, get nowhere unless you have chapter and verse including the consultation process, what the employers say, and how the training will be delivered. It is absolutely terrible now with the general financial problem which is using a very crude measure that everything has to stop or take a cut and it is extremely difficult to convince people that in that scenario you would want some expansion in some areas. I urge the thought that it is a good time to be saying clearly what it is, if anything, this sector requires.

M. Bunney (Director (Central), Conservation Volunteers)

At the moment local authorities are bound by financial constraints. We have heard from Ken Robinson of the constraints on the private sector. This Conference is addressing itself to training for countryside recreation and management. I cannot help thinking that we have got our heads in the clouds at the moment bearing in mind the constrictions that we are presented with in our day to day lives. I would like to ask the speakers where they feel that the emphasis for training for recreation management should be bearing in mind that the earlier session was talking about an elitist manager whereas this afternoon our feet have been brought closer to the ground with people talking about volunteer managers and making better use of the very limited resources that we have at the moment?

J. Iles

I always get terribly wary when people talk about 'the profession' because I feel that people gain that status by what they do and not what their bit of paper says they are. I share Peter Lawrence's philosophy. I used to be a 'professional', a mechanical engineer, but it did not mean that I was any good at it, it just meant that I had gone through a certain process. As an employer I am now seeing things from the other way. I have the pick of the bunch at the moment with all the people that the academic institutions are turning out. I find it very difficult to say what I want because I can get what I want from the market at the moment because there are so many thousands of young people who want to come and work for me. It is very difficult in that scenario to tell the educational institutions what they should be producing.

P. Cradock

If I had a priority, living in the north, I would be going for the urban fringe and the inner city. The inner cities and urban fringes that I see need much resource care because they have been nearly ruined. There is an element in the MSC's involment in non-advanced further and higher education which is called 'Travel and Tourism' and I am sure I could make work in the urban fringe fit that category and there are going to be millions of pounds to develop that sector. It is seen as an important growth area of the service. For example, I think I could make the Liverpool Garden Festival a meaningful element of both voluntary, full and part-time employment.

P. Lawrence

I am not at all sure that this is countryside management.

P. Cradock

From what I have seen of Groundwork it certainly is.

B. Slater

I would like to thank the speakers for this session. They were asked to broaden the perspectives, I think they have done that admirably and we are very grateful.

## VIDEO EVENING

Janice Lavery

Video Arts

The subject of this session is 'Training can be Fun'. I hope you will be entertained in the next hour and enjoy what you see on the screen as well as learning something from the situations I will put to you.

Somebody at dinner was saying they did not know who Video Arts were. That is perfectly fair. I do not know how many of you get involved in training or use training material. Perhaps you leave that to training departments or outside organisations. Video Arts is more commonly known as the 'John Cleese Training Film Company' because John Cleese happens to appear in many of our films.

What we try and achieve in our films is a balance between humour and clarity of teaching message. We believe that if people are entertained, relaxed and laughing at some idiot on the screen doing things wrong, when they come to do that job or perform a similar task on the job a little bell goes off in their head. This is better than you watching something on the screen or having me standing here telling you how I think you should manage your staff or organise your time. I think we hear too many people standing up and talking at us.

You will notice in our films that we exaggerate all the bad things and, of course, the reason we do that is to make sure that you are absolutely clear about what can go wrong. We are not saying that any of you are like the first man we are going to see, the unorganised manager. None of you are going to make all the mistakes that he makes. However, you will all fall into some of the traps that he falls into and will identify with some of the mistakes that he makes.

We said training can be fun. I know that some of you are actually responsible for staff yourselves although not directly in training. This evening I want you all to get something out of the session so that when you go back on the job and have to talk to somebody about their performance on the job, attend a meeting etc., the interview will be more effective and the meeting will be shorter and more productive.

I cannot teach any of you how to do your jobs. I know absolutely nothing about countryside recreation management. However, what I do know quite a lot about is teaching people. I joined Video Arts because I had been teaching and training people on the job in a variety of situations in many companies. I hope that you will gain something from watching the film clips and learn how interesting you can make a training session. Perhaps you feel your colleagues need a hand in running meetings and various other things so perhaps you can go back and suggest that they use our films.

Firstly I will show you a complete film, 'The Unorganised Manager'. This film looks at the basic management dilemma - organising yourself and then organising other people. If you are not organised yourself you cannot delegate effectively, you cannot make people use

their time effectively. After that we will look at how to develop and motivate people, how to train them one-to-one and how to conduct an appraisal interview. We are going to look at the traps that people fall into when they are conducting a meeting or participating in one. We will look at communication. How do you communicate messages, important information, to the people you are responsible for? Do you use memos or notice boards or just ring them? Finally, we are going to look at how you are going to make a presentation either to your colleagues or to a Board of Directors.

#### THE UNORGANISED MANAGER

We say that that film has the biggest 'squirm' factor. It is the one that gets people wriggling in their seats, much more than our other management films.

If this was a training session and you were using that film to teach the people that you were responsible for to try and organise themselves then obviously you would ask questions of the group about some of the situations. In the film there was a 'shared' secretary and quite often there is a lack of communication between the bosses who share a secretary about what time of the day he or she is going to be reporting to either one of them because you cannot expect him/her to be on tap all the time for both of you. You need to have a structure and organise a time table when you are using your secretary. Basically it pointed out the difference between effectiveness and efficiency. Efficiency is doing the job right - effectiveness is doing the right job.

What are the key points that come out of that film? The main one is make a list of what you have to do in the day. They should be listed in order of priority, what is important and what is urgent. Although this takes time, it is only a few minutes and if you do it regularly you find you get through more work. It points out the difference between active tasks and reactive tasks. The active ones are the important things that you need to do to achieve the objectives of your job. The reactive things are all those bits and pieces that land on your desk everyday which are quite often urgent, such as people coming through the door with problems which need dealing with at the time, but are they really important? In other words, are you scheduling your time? To help you schedule your time there are charts and wall planners which people start to fill up at the beginning of the year but by March it is rather empty. Diaries can also help you to schedule your time.

If we look at how you organise and spend your time we ought to look at meetings. How often have you sat in a meeting and thought, 'Why am I here?'. You ask yourself, 'What has been achieved?'. Do you have an agenda circulated so that you all know what is going to be discussed and do you have a chairman who sits up front and controls the meeting properly so you do not go off at a tangent? A lot of time is wasted in unproductive meetings. Do you find yourself going to a meeting and wondering afterwards what was the point and a memo would have sufficed? I am not suggesting you all stop having meetings because they are a very important part of your job. It is a very necessary way to communicate with each other and to get things done. But we can make more effective use of our time at meetings.

We have a film called 'Meetings Bloody Meetings'. What we try and do in the film is show you how meetings can fail if you forget to do certain things.

#### MEETINGS BLOODY MEETINGS

From the film it was clear that the chairman had not planned the meeting nor circulated an agenda. If you are going to hold a meeting everyone should know beforehand what they are going to discuss so they can prepare everything properly before the meeting. Once you have reached a decision in the meeting you should record it and make a plan of action.

Presumably all of you are delegating all the time in your jobs - you have all got people who work for you and you give them tasks to perform.

#### THE UNORGANISED MANAGER PART II

Delegation is a very risky business and many managers do not delegate at all, or very rarely, because either they have a fear of losing control, or they sense a certain regret of giving up something which they enjoy. There is also the belief that you can do the job better yourself. How many times have you said to yourself what is the point in showing him or her how to do the job, by the time I have done that I might as well have done it myself and made a better job of it? It is not enough to give somebody a job and tell them to get on with it. You have got to be available and keep checking to monitor their progress.

The graveyard is full of people who thought themselves indispensable. Nobody is indispensable.

That is only part of the story. How do you actually teach people to do a job? I understand that some of you are responsible for people who have been doing the job for years and have quite a lot of experience. How do you show somebody like that to do a job? It is not the same as a brand new recruit, somebody who knows nothing at all.

You have to make allowances for the age and experience of the person you are speaking to. However, when you are teaching on a one to one situation you are in a difficult position because you are showing that person how to do something which you know very well yourself. It is difficult to explain it so that they can understand it in the same way that you do. Sometimes we bombard people with too many facts when we are teaching them.

We have a film called 'You'll Soon Get the Hang of it' which looks at how to teach people one to one. The film covers quite a wide area of how and why people learn. When you teach somebody how to do something you have to show them why they need to do it in that particular way otherwise you might have a problem later. You must teach in 'chunks' that are digestible. If you give them too many facts they may not remember any of it.

#### YOU'LL SOON GET THE HANG OF IT

The film made the point quite clearly about how to teach people and what you have to consider. It may all seem very obvious to you but that is the whole point about most of the things that we do everyday. Most of the important points that we make are obvious but when we are on the job and are in that situation how often do we fall into those traps? It is just like when we all first learnt to drive the car and we all went through the steps of changing down through the gears when we came to traffic lights and going into neutral. How many of us do that now? How many of us cross our hands over at the wheel because we have been driving for so long? We forget what it was like when we were first learning a job how important it is to break things up to make it easier to explain to people why they need to do things in a certain way.

Another management responsibility is making sure that employees keep doing the job effectively by motivating them. One of the most successful ways to do that is by having an appraisal interview. It is an opportunity for you to hear from them how he or she feels about the people they work with, the help you give and the help they are not receiving. If you say 'my door is always open' and they can come and see me any time with any problems, that is fine. You need to be available as a manager, but you also need to set aside, once or twice a year, an hour where you just talk only about him or her with no interruptions.

We have a film called 'How Am I Doing' which shows you a character and how he conducts his appraisal interviews.

#### HOW AM I DOING

You have got to look thoroughly at each employee's personal file before you can conduct the interview effectively and look at the previous year's appraisal form. If you use it effectively that is one of the biggest weapons you have to develop people and motivate them.

'The Grapevine' looks at communication. In the film a new manager in a group of companies has ordered a review and told the management to tell the employees about the review. However, like many managers, they do not think it is necessary.

#### THE GRAPEVINE

Rumours spread quickly and I am sure as managers you are all party to that. That film is designed as a case study to promote discussion amongst supervisors and managers about how best to communicate information to the employees. It really shows that if you have not got a proper strategy and good communication channels then rumours start flying and discontent sets in. Even in the smallest matters you still need to communicate and tell people what is going on because everything gets blown up out of proportion. There is no single remedy or solution presented at the end of the film but what we do suggest is that people think seriously about how they handle team briefing meetings. These are a very effective way of communicating information to people. This is a meeting where items of local interest are discussed, i.e. how the section or unit is doing etc. They generally do not want to know on a world wide scale what is going on.

Finally, we are going to look at how to make presentations. That is, any of you standing up at a meeting and actually making a presentation rather than sitting at the table and participating in the discussion. 'Making Your Case' shows that you can take away a lot of the fear that surrounds making a presentation if you plan in advance and prepare yourself. Preparing does not just mean organising what you are going to say but researching your audience so that you can anticipate the sorts of awkward questions they might ask you. It looks at how to structure your presentation and we give you a formula that you can follow when planning your presentation.

#### MAKING YOUR CASE

The most important part of giving a presentation is to remember the aide memoire - Position, Problem, Possibilities, Proposal. In the film, diagrams were kept clear and detailed data went into folders for each member of the audience.

I hope all this has given you food for thought. Some of your organisations already use these films. When you are using these videos in training we provide a booklet for each video which tells you what questions you can ask to get people thinking about the subject. It makes all the key training points in the film so that afterwards you can have a discussion with people and test their understanding to make sure the points have gone home. You can then relate those key points and messages to what they are doing in their own jobs.

Another booklet we produce, called 'Briefcase Booklets', are about 40 pages long and summarise all the key training points that we make in the films. They are designed for people to take away with them and keep as a permanent record.

T. Huxley (CRRAG Chairman)

Before we leave may we thank Janice Lavery for a very interesting session.

## INTRODUCTION TO SESSION 5

## REACHING FORWARD

Thomas Huxley

Chairman of CRRAG

We now come to our last session of this year's Conference and first thing this morning we are going to be addressed by the Chairman of the Education and Training Group of the Institute of Leisure and Amenity Management. Just a few words about Keith Fraser. He started work in Blackpool and then moved to Edinburgh, Stoke on Trent, Belfast and Glasgow, so you can see that he has had wide experience in the 'parks' business. He is a Fellow of ILAM as well as many other important organisations such as the British Institute of Management. He knows a great deal about what he is about to tell us. Just to remind you, in his qualifications in arriving at the considerable post he now has as Director of Parks for Glasgow District, which he allows me to say has a budget in the order of £20 million per annum, he has qualified in arboriculture, horticulture and landscape design and thus you can see that he knows quite a bit about what some people term as the 'technical side' of the job which we are talking about. I should also like to remind you that Glasgow has won a number of prizes at local garden exhibitions and these must have been largely to the credit of Keith Fraser and his people from Glasgow. I hope that that gives an adequate indication as to the knowledge that Keith is going to bring to us in his address this morning.

Terry Robinson has addressed CRRAG Conferences before. He took a degree in zoology and psychology and subsequently became a headmaster in Fiji. He then became a ranger for Cheshire County Council and then moved on to become an officer for Exmoor National Park and now works for the Recreation and Access branch of the Countryside Commission. Terry is going to speak further on the subject but from a different point of view.

## THE PROFESSIONALS' VIEW

Keith Fraser

Chairman, Education and Training Group,  
Institute of Leisure and Amenity Management

Thank you, Mr. Chairman. I am speaking as the Chairman of ILAM's Education, Training Working Group which has now become its Professional Practise Committee and my remit this morning is to explain to you the proposals that ILAM has been developing to create a new qualification for the future. ILAM is an amalgamation of three former institutes and one association involved in the business of parks, recreation management and entertainment. We are about 20 months old now. Rather less than two years ago a sub-committee was set up to look at qualifications for the new institute and I was asked to Chair the group since I had been Chairman of the Education Group on one of the amalgamated bodies. Today I have been asked to give you some idea of ILAM's reaction to the Yates' Report and to tell you something of ILAM's plans. However, the reason that I am not able to say a great deal on Yates is because our President intends to say something about Yates in the not too distant future. Obviously I do not want to give a lengthy view on Yates which will eventually be given by the President of the Institute. There are some aspects of Yates which I would look at very closely. We have been through the report paragraph by paragraph and have thus prepared observations which our President will use to give an Institute view.

Nevertheless, there are one or two things that I would like to say about it, but you must understand that I am not giving ILAM's view of Yates, it is an ILAM Education and Training view of Yates. First of all, like a lot of people, we feel that the remit was too narrow - sport and recreation are wide ranging but not as wide as the leisure industry and it really should have looked at the leisure industry. In that respect we hope that the Gunn Report, which is being developed in Scotland with a wide remit across the spectrum of leisure and recreation, will be very useful to us when it is published. I trust it is going to be published soon although I have not heard anything for a while.

The other thing which we would say, like everybody else, is that the Report is rather late and overdue and has almost been overtaken by events. Nevertheless, we still regard it as a very good resume of the field with lots of very useful information in it which was needed to be obtained and with good ideas for the future which we have widely adopted in our proposals for ILAM. We supported the idea of a National Leisure Council. We were indeed disappointed to see that the Government has not decided to take up that option. It's the old business of divide and rule - what we want to see is a strong, solid united voice for the leisure industry and as long as the various facets are handled in different government departments in competition with each other and without a united voice, the strengths needed for the future will not be there.

Perhaps, picking on one of the government bodies as an intended secretariat might have had an offputting effect in our view; we have a

very high regard indeed for the Sports Council (make no mistake about that) but in suggesting the Sports Council for the secretariat we wondered if that just alienated some of the other bodies and thus perhaps the idea of a leisure council may not have been helped by that.

The Countryside Commission's submission, having read the draft and then seen the final version in Yates, does not seem to make sense. I really do not know what has gone wrong but the statements that came from the Countryside Commission have changed from the draft into the final version. We were concerned at the time that the Countryside Commission did not see itself as being particularly in the centre of the leisure field and as a somewhat special body on the side which really required different treatment. We felt that that was wrong. The call for an amalgamation of institutes has been responded to by ILAM and we agreed the regional strategy that was recommended. If there is a weakness in the regional strategy it is that it does not include the regional arts associations and the regional tourist boards. We think they should be involved.

I would like to say something now about ILAM's plans. I have circulated to you all a document which is an extract from a longer document which I have prepared on ILAM's plans. The extract will be included in the report\*.

\* \* \* \* \*

The Group was given the task of reviewing and developing the education and training requirements of the new Institute and at its first meeting set itself the following objectives:-

1. To review the existing examination of the amalgamating Institute.
2. To make suitable transitional arrangements from old to new examinations.
3. To arrange for appropriate exemptions.
4. To set professional standards.
5. To embrace all leisure and amenity interests.
6. To consider arrangements for technical training.
7. To review the Yates and Gunn reports and comment on them.
8. To develop refresher training for managers.
9. To review the present Training Course at ILAM House.
10. To arrange equitable regional education and training opportunities.
11. To develop student care programmes.
12. To develop a new qualification for ILAM as soon as possible.

#### Existing Examinations

ILAM intends to introduce a new qualification in Leisure and Amenity Management as soon as possible but the Working Group expected that a new qualification would take several years of considerable time

\*Editor's Note: For the better understanding of Keith Fraser's presentation we are including at this point his extract to which he refers.

and effort to establish and, therefore, to ensure continuing student development, arrangements were put in hand to retain the existing examinations of the amalgamating institutes. These are now successfully continuing.

### Exemptions

There is a whole plethora of courses available at many different levels in Leisure and Amenity at present. The problem is that they do not currently fit into a cohesive overall pattern for the Industry's students employers and managers because one does not exist.

It is ILAM's aim to offer a cohesive force and a focus for the Leisure and Amenity industry and equally its qualification must offer the same.

### Leisure and Amenity Interests

We are a new Institute with a very wide remit as seen by our members and as evidenced by our title and aims. As the Institute becomes established we are increasingly being seen by others as the focus for Leisure and Amenity matters. In Education and Training matters too we see it as essential to cater for the needs thrown up by this wide remit. Although the bodies which chose to amalgamate initially did not cover the whole spectrum of Leisure and Amenity, it is true to say that many of our members find themselves working in Leisure Departments which do have very wide responsibilities and the managers of the future will need the appropriate Education and Training. We have recognised, therefore, these requirements in our proposals.

We also recognise the need for retention of the specialist elements in which our members and their organisations are involved and provision is being made for this as will be seen later. We must, however, as professionals recognise those aspects of specialism which were unsatisfactory in the past, causing isolationism and undesirable duplication and eliminate them from our thinking. We have recognised that people require to have roots in chosen disciplines, that as they mature they require to branch out and broaden their knowledge and experience. While recognising and supporting specialist activity we are endeavouring to remove the barriers to cross fertilisation and communication, which have caught people in the 'compartments' trap in the past.

### Yates and Gunn Reports

The Group has had the benefit of seeing the final draft of the Yates Report some time ago but now welcomes its publication. We are very disappointed at the low-key way in which it has been launched, and the fact that its recommendation of establishing a National Leisure Council, which would seek to unify the many different leisure 'voices', has been rejected in favour of the status quo. Observations on the report by the Group have been given to our President, who will shortly respond on behalf of ILAM to its publication. The Working Group's proposals do not conflict with the Yates Report in any significant way and agree with it on many points including the provision of education and training on a regional basis. It is interesting to note that the recommendation to amalgamate involved Institutes has already been accomplished by ILAM.

It is hoped that the Gunn Report for Scotland will be published in late Summer; I have had a recent helpful meeting with Professor Gunn, and because the Gunn Report will have a broader remit than Yates, covering the whole field of Leisure and Recreation, we expect that it will have much to offer ILAM, and the Leisure and Amenity industry in advancing its Education and Training.

#### Regional Provision

A main plank of our hopes for the future is that education courses can be made available to ILAM's students on a Regional basis either by the adaptation of existing courses or by the creation of new courses. This will not happen until our syllabus is produced, so much depends on that issue. ILAM has already appointed its own Regional Education Officers who are automatically members of their Regional Executive Committee and who are ready to represent ILAM on a regional basis as the need arises, for example in any Regional Committees that may be set up as a result of the Yates Report. A remit for the officers has been agreed to and they are already assisting in the gathering and collating of information on existing Leisure and Amenity courses in conjunction with the Local Government Training Board. In addition they participated in developing the ILAM Education and Training Pattern. The Regional Education Officers were also invited to meetings in Loughborough and in London with educationalists looking at further development of our Education and Training proposal and another meeting was held during the Torquay Conference.

It is intended that students should be able to study by a variety of methods dependent on their circumstances, including block release, day release, full time, correspondence, open tech, Home Study. The Administration and Management modules will, as far as is reasonable, reflect the content of existing management qualifications such as HND, DMS University degree etc. It is hoped that it will be possible to identify and match many of the ILAM requirements with existing qualifications and students will thereby be enabled to obtain exemptions from some aspects of the ILAM qualification by virtue of studies already completed. Existing courses will be looked at to see where a match with ILAM's modules occurs with a view to negotiating exemptions. In developing syllabi, as much use as possible will be made of existing courses to lessen the burden of syllabus development, ease the problem of exemptions, and reduce the changes needed to existing courses. At present it is hoped to have syllabi ready in Summer 1984 with a view to educational establishments developing courses commencing in September 1985 to which students would be recruited. Additionally, it is hoped to offer a new examination in 1985 based on the new syllabi, which students who have already undertaken considerable studies for other examinations (including ILAM's existing examinations) may feel competent to sit without having the benefit of courses specifically geared to the new examination. This is to give those students who wish it the opportunity to take the new qualification as early as possible and to commence the changeover from the old to the new.

The final scheme then is intended to be as flexible as possible to take account of the difficulties which face students in the Leisure and Amenity Industry because of their extensive working hours and various shift arrangements.

The qualification will be aimed towards Degree - equivalent level and will be pitched at Level Seven in the condition of service book.

It will allow for full-time study.

It will allow for part-time study.

It will allow for complete attainment in that some students will sit all aspects of the examination.

It will allow for partial attainment in that the gaining of modules or Part One only may well be sufficient and complete in itself for some candidates.

It will allow for fast attainment (minimum 5 years).

It will allow for slow attainment by gaining the required modules over more than 5 years.

It will allow for changes in career.

It will allow for breaks in career, particularly important for women, but increasingly important for men.

It will recognise exemptions from studies already completed.

It will allow for attainment through short courses which is the currently favoured method for the private sector.

It will also allow for short courses for the voluntary sector and community management programmes because of its modular nature.

It lends itself readily to distance learning techniques such as correspondence courses and open tech material for home study.

NALGO has agreed to amend their correspondence course when syllabi are available.

ILAM's qualification should be an affirmation of the holder's fundamental competence.

Practical experience of candidates is an essential part of the qualifications and the increased use of practitioners for tuition sessions at colleges is very important and is recognised by educationalists.

ILAM members and their organisations will however have to improve their co-operation with students who require as part of their course to have opportunities to gain practical experience in management. This is one of the big challenges for our present managers in difficult staffing circumstances. Give the students the opportunities they deserve! The same is even more true for graduates, who urgently require an opportunity to gain management experience.

Employers Needs: the satisfaction of the employers and the customers needs is of paramount importance. ILAM needs to encourage the training of people who can effectively meet the needs of the employers and customers. A detailed survey of the employers requirements for trained personnel is urgently needed, to establish the number and levels of training. This is a huge task which needs to be tackled on a national scale for public, private and voluntary sectors.

\* \* \* \* \*

First of all, looking at the remit, when the Education and Training group met we decided that we needed to review the existing examinations systems. There were three of them, one in Park and Administration, one in Recreation Management and one in Entertainments. We wanted to make transitional arrangements for students who would move from the old examinations to the new and we had to look at the question of exemptions; we decided that it was necessary to set professional standards; we also felt that even though the amalgamating institutes did not represent the whole of the leisure and amenity interests, the people who are in ILAM do - many of these people have departments which span right across the field of leisure - and therefore it was necessary for the future that we should take on board all of the leisure and amenity interests in our proposals. We saw the need to do something about technical training, because that is an important part of the work; we did a review of Yates and Gunn. We saw as vitally important the need for refresher training for people already in post for updating them and we had to do something about our own college course; we were looking for regional training opportunities which is something sadly lacking at the moment. We needed to develop student care programmes and we needed to introduce a new qualification. I propose to go through some of those things and tell you what has happened.

As far as the existing examinations are concerned they are continuing and we have always encouraged students to take those examinations until such time as we introduce new ones; that is happening and continues at the moment.

On the question of exemptions there are several approaches that could be adopted here; first of all, the problems that we see are that there is a whole plethora of courses and they do not seem to be structured in any way - they do not seem to be leading to anything and it looks as if there are holes in the dyke with a lot of people putting little plugs in them to try and cope. We feel that that is not the best way for the leisure industry for the future. Nevertheless, there are a lot of courses for people to go on and people are taking them. We see the process of exemptions from an ILAM qualification as being a long winded process and we want to tackle this problem at some time. We may not be able to do that right away; what we wanted to do in our plans was to ensure that existing students did not waste the time that they had already spent; we saw it as being important that they should be able to trade on what they had already done.

I have noted the many helpful observations from Yates to help us with future planning in leisure and amenity services and in spite of all that has been said about Yates and its shortcomings I think that it is a most useful document and we have drawn on it widely for ILAM's proposals.

Regional provision is seen as being very important from ILAM's point of view; we see it as being the main plank of the future pattern for training. In the past people have been unable to get training because there was nothing appropriate in their locality; we want to see courses developed to a new qualification on a regional basis. Twelve months ago, ILAM appointed Regional Educational Officers from amongst its members. Thus, there is an Educational Officer in every region (13 regions) who have a specific remit which is quite comprehensive. There will also be,

as and when they are set up, regional committees to guide course provision on a regional basis. These will work with the regional management centres.

If I may move on quickly now to our new qualification. The people in the leisure industry do a whole variety of jobs, with different hours of work, conditions, and aspirations. It is a very varied business and we feel that any new qualifications brought into the leisure and amenity management business must adopt a variety of methods of attainment. So we have tried to devise a scheme that would allow for block release, for day release, for full-time and part-time study, correspondence courses, home study and the open tech (we believe that open tech and distance learning will be a very important part of the future training for people in our business). We also wish it to be modular in nature and, where possible, reflecting the current themes and topics to be found in the whole plethora of courses available. The idea, of course, of a modular structure is that people would have a variety of ways in which they could obtain a final qualification, nibbling at it bit by bit or by biting it off in big chunks as their appetite for study exists. Again, I have mentioned the business of wanting to arrange matches with existing courses and looking for exemptions where that is possible. That is going to be a slow process because our research has shown that there are no courses anywhere which match exactly what ILAM would be looking for. We plan to hold a new examination in 1985 and the problem with that, as far as the students are concerned, would be that there would be no training course available for it and thus it would be a situation whereby those who have seen the syllabus when it is issued who feel that they could attempt it, would be very welcome to do so, and that will create the opportunity. Our members, our student members, will also have the opportunity of continuing to take the existing diploma if they so wish.

Flexibility has been the keynote that we have been working to and this, of course, is in recognition of the extensive hours of work and the shift patterns that are widespread in the leisure industry.

The other thing that we want to ensure is that the new qualification is not seen as a local government qualification. We would want it to be available to the private sector as well although they have somewhat different views on training to those traditionally held in the public sector; and also the voluntary sector; this is one of the reasons why the modular arrangement would be ideal because it would enable people to choose as widely or as narrowly as they wish to.

The final examination would be degree-equivalent and thus it would be a high calibre qualification at the end of the day. This is in a sense picking up Fred Harrison's point made yesterday that if you are to be a professional institute then you must aim for the highest standards. If we do not want to be classified as a professional institute then we would not have to do that but I believe that that is what we want to be. That does not exclude other categories of people from the industry, there is a place in the leisure industry for everybody - after all, we are all there anyway and therefore there ought to be a place, as far as ILAM is concerned, in our qualification at all levels. The top level will be degree-equivalent. We also want a qualification that will be completely attainable, that is to say, a person could take the whole lot, achieve the degree-equivalent and hopefully they would be happy. We also want

opportunities for partial attainment. In other words, it will be a stage qualification, where the first stage will be a qualification in itself for those who wish to remain at that level. The character of the two parts of that qualification will be somewhat different. The earlier part of the qualification will be more technically orientated although I must stress that we are not a technical institute - we are an institute of management. The proportion of technical work in the first stage of the examination will be higher than in the latter stages. It may well be that people will not even wait to get the first stage in the beginning; they might be quite content to take a module and present it to an employer, for example of training in theatre lighting already undertaken and thereby obtain a job. This is an option where people in a very narrow area might well take a very small portion of the overall qualification. To put it another way, people might want to take as much or as little of a course as they deem necessary to achieve their own objectives. I am not trying to set objectives for people, it is for them to decide for themselves just what levels they wish to reach, all we want to do is to give them the opportunity to reach the level which suits them and to have some sort of recognition for it.

We want it to be possible for the qualification to be attained quickly, although a minimum of five years has been set because five years practical experience would be required for full membership of the Institute. It should also be possible for it to be attained slowly, for example over a period of ten years. We think that this will be appropriate, particularly for those who are not so academically inclined but are red hot in practical terms. That is the rule at the end of the day, we have all got to face the fact that no matter how qualified one is what matters is getting the job done and it is the practical ability to do the job as a manager which is important, so practical experience is seen as being of vital importance. The qualification should also allow for changes in career and for breaks in career.

Where possible we want to arrange for exemptions from studies which have already been completed; we favour the idea of short courses which again would fit in with modular systems and we understand that this concept is particularly favoured by the private sector which tends not to invest in training in their staff on a longterm basis as the public sector does but rather in training to immediate needs with additional training to follow in cases where it is likely to be necessary and advantageous. So I feel that short courses will be of great importance in this instance as well as for the voluntary sector and for community management schemes.

We see distance learning as very important; correspondence courses, and, as I said, open tech systems are also valuable. I should not be surprised to see many of the larger private firms and local government departments having in-house open learning facilities with the use of videos and computer-aided learning so that staff who cannot get to a college, because of the nature of their work, could perhaps go to a small open learning unit in the work place and do their learning that way. We look to the provision of a degree course, an undergraduate course, and in this respect we support Fred Harrison's proposal for a multi-institutional course. We think that is the only way that a degree course in these constrained times can be provided because the resources which must be gathered together in one place just cannot be achieved in the present

day and therefore the use of different institutions to build up the learning process is a helpful suggestion.

We feel that practitioners should be used in the teaching process. We have spoken to people like Fred Harrison and members of the other colleges at various meetings, with people from such institutions as Dunfermline College in Scotland, Leeds and the North London Polytechnic, and we have made our view known that we think practitioners should be widely used in the teaching process and particularly in specialist areas.

The other thing that we at ILAM see as very important (and it has already been mentioned) is that employers do need to make room for graduates and students to gain the experience that we demand of them. We require five years experience before a person can become a member of the Institute and we have to make that opportunity available to them. Somebody mentioned the American system where the students overlook the managers quite closely in their business and they added that they thought that people in this country found that uncomfortable. Well, they really should get over that feeling because that is the best way for students to learn. We have seen that apprentices learn with craftsmen and the same is going to be true of managers. In the initial stages they have to go along with managers and see how they operate and managers have to put themselves in that gold fish bowl with students looking at what they are doing.

A survey of the employers' needs is urgently required and that has also been mentioned during the course of this Conference. The customers' needs are the most important part of that exercise. ILAM cannot do it but it has got to be done and we look for ways in which it can be done. Again, this has to cut across the public, the private and the voluntary sectors.

To tell you a little now about further progress, at the moment we are producing what might be called a basic educational plan. We have produced an idea for a part-time course lasting five years, and outlined how the time would be split up between all the various facets of the qualification. This is being redrafted at the moment but we intend to issue it to educational establishments that have expressed an interest over the past year or eighteen months for their observations and ask them for their views on putting on courses. That will be going out soon now.

ILAM is also setting up an Examinations Board which will have the task of mounting the new examinations and developing all the regulations and the general scheme for running the examinations. We have also set up a Training Board whose job it will be to provide refresher training in a continuing education programme for people who are already qualified and in post.

We will be starting work in this area in a small way at ILAM House where the original training course was taught. This has now ceased and we have some spare capacity to undertake this work. I hope we will be able to make it possible to transfer skills between the public and the private sectors - for example the skills used to run Disneyland would be useful in running the local park (although on a much smaller scale) but the principles are the same. The same criteria would apply in running a parks department or an entertainments programme or whatever. There are

massive skills there that have been learnt as well as techniques which need translating from one place to another and we think that there are things that local government knows about which would be useful to both the private and voluntary sectors. So the transfer of skills between all the people who are involved in the leisure industry is something which we are keen to encourage.

ILAM has advertised for an Education Training Officer and we have received generous assistance from the Sports Council; I had written and pleaded all over the place for funds to set up an Educational Training unit to develop proposals and without success until the Sports Council came to our help. We are very grateful for their assistance. An advertisement for assistants will be made in the very near future.

What I hope to see out of this is that the other bodies involved in the leisure spectrum will also see that it would be in the general interest if they were to help and contribute to this exercise. ILAM may not be the only organisation that they might need, but we are a professional institute - a group of people who are trying to co-ordinate within the leisure industry. We recognise that training is badly needed within the leisure industry and we are trying to do what we can from our point of view. It may be that it needs to be tackled in a bigger way than ILAM is doing at the moment but nobody has taken the initiative except ILAM. Our view is that there are a lot of people who are going to benefit out of this. Obviously members of ILAM, but the employers and customers are going to benefit as well, and so we would like to see other people contributing to this overall process and that would enable us to get along faster toward a more cohesive unit at the end of the day.

The Countryside Commission, Arts Council, Tourist Boards, AMAs, ADCs, all the many people who are involved in this industry should think about whether they can contribute, to try and move this process on quickly. There is a need for us to see the community of interest that exists; among us all we all talk about our specialisms; we all come from different backgrounds, but leisure is a wide ranging thing. It is almost a way of life for the future and we should really be looking at it that way, we should be working together to achieve proper co-ordination. The educationalists have seen this but they had no guidelines and they have produced a whole plethora of courses. The people in the leisure industry need to say what they would like by way of training - to investigate what is required and to make their views known and then I am quite certain that the educationalists will give us everything that we want - but we have got to tell them.

You may say well that chap has stood up there and spoken for half an hour and he has not said a thing about countryside recreation, but I have said a lot about countryside recreation and so have others during this Conference. Countryside recreation is not a special activity - it is subject to management like anything else. After all, some of the things which we have heard about have drawn on activities right across the board of leisure. There has been the museum approach, entertainments, recreation generally, gardens and landscapes, activities that have been presented as countryside recreation have drawn on all of these aspects to create an activity that took place in or near the countryside. I think it is wrong to think that countryside recreation is special and requires different treatment. It is basically a matter of management (and that has been said by a lot of people). I come from a technical background as Tom

Huxley has said and I am very, very proud of that background. We have seen too many people who have emanated from highly technical backgrounds swept aside and we have seen administrators and financiers coming in to control things because the technical side did not know enough about management and I say that we should get that right in this profession. We should get management thoroughly into our business and that does not disregard the other side of it - there will always be the need for technical skills. However, managers do not need to go so deeply into any one of them that they lose sight of the management principles.

I have assumed a lot in my talk. I have assumed that you have seen something of the detail of ILAM's proposals and how they formulated. Perhaps I should just add some detail very briefly. The syllabus consists of three elements, the philosophy of leisure and amenity, the management core which is central, and then the specialisms. You can imagine it as management in the centre, topped on one side by knowledge of why we do it - the philosophy - and on the other side of how - the technical side. There are a variety of specialisms. There are four main areas that we see as bringing together a lot of disparate groups at the moment. One of them is what we call Parkland and Amenity, which brings together things like urban parkland, rural parkland, water, woodlands, horticulture, those sort of areas, and would include the management of land as well as the design and construction of landscapes; we have another broad area which consists of Sport and Recreation; there is a third area consisting of entertainment and arts and tourism; and there is a fourth area which started out really as being of cultural interests (and still is cultural interests) but revolves around the library and information services the museums, galleries and heritage centres. So, there are these four major groupings and people who would be taking our qualification would opt to do their specialism in one of those four major groupings.

That, I think, Mr. Chairman, is enough said from me at the moment.

T. Huxley (Session Chairman)

Thank you Keith Fraser. I would like to open this part of the Session by welcoming Mrs. Ann Yates; you will recall that Clive Gordon told us that she would be able to join us. I think that it is a considerable honour that we should have the author of the report that we have been discussing with us and I hope that Mrs. Yates will join in the discussion. I hope you will not think it discourteous that we use your surname for the report.

R. Sidaway (Director, Centre for Leisure Research)

I would just like to ask Keith Fraser what discussions ILAM has had with the Manpower Services Commission during the course of the preparation of the material he has been telling us about this morning. For all of its sins the MSC is the primary training agency in the country and many of the points which you have been touching on, specifically in relation to open tech, and surveys of employers' needs, are activities in which they are heavily involved. One of the surveys that I do know about which was conducted quite recently by MSC into training needs, was into the Theatre Technicians. I would be interested to know how far you have explored that avenue because they may be one way in which you could obtain some of the resources you require.

K. Fraser

Obviously I tried to keep within my allotted time but clearly there is a lot more that I could have said and explained. First of all, I failed to mention that we have had assistance from the Local Government Training Board and they helped us in the early stages at a critical time when we were wondering how on earth we were going to operate and then the Sports Council came in - again, just at the time when things were not going to happen - they have helped us and they have been undertaking the survey of employers' needs. Again, it can only be confined to the public sector because it is with the public sector that these agencies are confined. As for MSC, I have been once or twice to Sheffield and I have sat in on meetings where educational establishments have been awarded a third of a million pounds to develop material and I have been asked to advise people from ILAM, when they have got that money, how the material should be developed. I have then tried on several occasions with the MSC to see if we could get a few crumbs off the table to disseminate the material produced by these people and it was refused. So we have had nothing from them although I have tried. Sad to say, because I do believe that all that open learning material that is being produced has got to be disseminated properly and we felt that we could have done a good job on that because we have students who would want this material. Apparently the MSC had run out of funds in that area.

R. Sidaway

Well, the only way that the Theatre Technicians survey went ahead, as I understand it, was that Lord Goodman put his oar in.

T. Huxley

Well, we have some influential friends!

S. Reid (CRRAG Member, Convention of Scottish Local Authorities)

I would really like to ask a question as a fellow member of ILAM and not as an LA representative. It is really in two parts. How will the balance be achieved in LA structures between too many chiefs as against the number of indians necessary in leisure departments? That seems to make for problems in the very last part of Keith Fraser's viewpoint? The second point is, bearing in mind that this is a Countryside Management Conference, I was wondering how you saw the situation as far as rangers are concerned who see countryside very much as their 'professional' field? It was expressed yesterday that they wanted to see a bridge between rangers and more senior level management achieved. Obviously the Countryside Commission's and the Countryside Commission for Scotland's courses are very valuable. I wonder how you saw the interlink taking place within the ILAM structure, or if indeed you do. For example, will these certificates of education being issued by the Countryside Commissions, be seen as exemptions within that structure?

K. Fraser

Well, the balance between chiefs and indians to me is pretty straightforward. I see it as being accommodated in the way in the breakdown of the qualification into modules which would allow people to obtain the qualification in part, or completely. My idea and thoughts on it are that there would be a relatively small number who would completely obtain the qualification but within the broad spectrum of

leisure and recreation there would be far more people who would obtain part of it. The trouble with qualifications in the past is that they have been in several parts - perhaps Part I, Part II and Part III but unless you had the whole lot, you had nothing. What I am suggesting is that each section should be recognised for its own worth because it is worth something to the owner and the employer. It is far better that a person should aim at what they can reasonably achieve and be happy and satisfied with that than be so daunted by the whole qualification that it just about kills them to do it. I think it is better done through a step by step process. So the indians would have greater opportunities for a whole variety of things but the chiefs need knowledge right across the board. Of course, there are many technical courses that are already in existence and ILAM is in no way intending to intercede or supercede any that already exist.

What we are saying is that if a person wants to be a ranger then the ranger qualification is sufficient in itself. If they want to broaden out then they really begin to think about being managers rather than rangers and that is where they have to go into management training which is where ILAM would come in. We would want to be able, as far as is possible, to accept what they had already learnt as a skill and add management to that. So, exemption is a possibility for areas which they have already completed but they would have to move on to the areas that they knew nothing about.

P. Lawrence (Hertfordshire County Rangers Service)

I did not really have time, or the chance, to put what I said yesterday into context. I certainly do not want to disagree with anything Keith Fraser has said. My people have to drive tractors in very difficult situations, know how to graze, produce paths, fit in farm drainage etc., climb trees, fell dead elms in very difficult situations on rough ground, have to be able to talk to the public and supervise volunteers (which is not easy). I could go on to say that they need to be ecologists, understand agriculture and more. I consider that that is a profession and that my own staff, and I am sure you all think the same about your personnel, are absolutely elite. Now, it so happens that in Hertfordshire there is a central training scheme run by all the districts and the County Council which involves Hertfordshire recreation managers, ground staff and ourselves - we share these courses. Sometimes I go outside for courses and sometimes I go back to Goldings, which is where this thing is run, and we get together. I have to say, I am not an isolationist, I have the greatest respect for the people in what I call these other professions, practical professions, who know a great deal more than I do about all sorts of things and we can help each other. However, there are lots and lots of things that they have learnt to respect about my staff and they recognise that they are quite brilliant in their own job; I think that is very important. Personally, I think that there is a tragedy underlying the Yates' Report, with the greatest respect, because I am not at all sure that it has recognised that there is a difference or that there is a need for professional rangers just as much as landscape architects and so on and so forth. Now, in conclusion, the way I see it is that I agree that 'united we stand, divided we fall' and we must work together, we must co-operate across boundaries but I think, like everything else in life, small is beautiful. If we produce 'unleisure' managers - which we never will of course - then we also produce a mass of amateurs who are no good at the individual jobs.

K. Fraser

I would say that I do appreciate the problem that has arisen in the interpretation of what was said. There are plenty of technical and other courses which are geared to specific roles within the area of leisure and recreation and they are the heart and soul of the job. These are the people who, in practical terms, get things done and those courses will continue and will no doubt increase. What we are trying to say is that ILAM is now trying to introduce an institute which is aimed at management within the leisure area and I think that it is badly needed. It does not take anything away from what is already in existence. Indeed, it would build on that and in the Yates' Report it was not possible to list all the career avenues that there might be for people. The Landscape Institute is well established, the Countryside Rangers Association is comparatively new and that, I suppose, means that the boot could have been on the other foot. ILAM think that the basic principles that were laid down in the Yates' Report are good for our members (we do not profess to speak for anybody else) and we are adopting a great many of them.

P. Lawrence

The only thing I would say is to ask for some level of respect for our individual differences because I am sure that is what makes all of our jobs a pleasure and makes a result.

T. Huxley

The impression that I have is that Keith Fraser very much does as Chairman of the Education and Training Board for ILAM. I think that that has come through very clearly.

K. Fraser

Referring to the specialisms, there is a great feeling amongst the members that they wish to retain the element of specialism. What we have seen is that in looking at specialism, getting all the developing syllabi for them, you look at them and you see so much common area amongst them, so much is common right across the board and it is as you get narrower and narrower down that you come to things that are not common. However, we have seen that and the plan allows for that. We require people to come from a specialism background and to learn something of a specialism. If we talk about horticulture we would not require them to have a degree in the subject before they could top up with management. They would have a lower order of knowledge of horticulture, but it would still be a knowledge.

T. Huxley

Keith Fraser, thank you very much indeed. I think this has been a most excellent start to the morning. I suppose that ten or twenty years from now the proof of the pudding is going to be in what kind of qualifications people will have who are in such a position as Keith.

## A PUBLIC AGENCY'S VIEW

Terry Robinson

Recreation and Access Branch, Countryside Commission

## THE IMPORTANCE OF STAFF

The deployment of countryside managers has always been a mainstay of the Countryside Commission's strategy for managing conservation and recreation. The countryside is a living resource often fragile and always liable to change. The activities that it has to support cover a broad range of demands and make it essential that skilled and knowledgeable staff are available to balance interests, negotiate solutions and make decisions on a day to day basis. Reliance on static plans and stock solutions would be insufficient to the task. The provision for wardens in national parks was enshrined in the National Parks and Access to the Countryside Act 1949. Ever since then, though there have been profound changes in the attitudes, experience and approach to countryside management, the need to deploy staff has remained central to the business of managing the countryside. In the Commission's own work we have seen a series of phases: the planning approach, with recreation modelling and fairly elaborate facilities, such as country parks; a more user-oriented approach that employs marketing, increasing sophistication in monitoring techniques, and we now seem to be entering a phase where the theme is accessibility. But throughout all this the importance of staff has remained; in fact, it has increased.

## THE PRESENT PATTERN

In this paper, I intend to describe the developments in the Commission's policies for countryside staff, explain some of the issues involved in their deployment and indicate our plans for the future. One of the earliest of the Commission's grant aid policies was to provide assistance to employ rangers and this continues to be an extremely important part of our strategy for managing the countryside. In 1983/84 we spent £2 million in the employment of rangers in the countryside, just over £1.5 million in the public sector and £300,000 in the private sector. But this is only part of the story. Rangers are the most visible part of the countryside service but as our survey for The Recreation Management Training Committee revealed, there is a far larger number of staff engaged in countryside management working in the established professions of land agency, planning, landscape architecture or new specialisms, such as footpath officers and countryside interpreters. Generally speaking, we are not involved in grant aiding these appointments.

Our study of 1980 for the Recreation Management Training Committee revealed a total of 2,400 involved at all levels of countryside recreation management. Of these, some 700 were rangers, although the remainder will include a moderate number of other field staff.

We have made great play of the role of the project officer in managing specific areas or issues in the countryside. In our projects to promote access to the countryside and manage heritage coasts, New

Agricultural Landscapes and urban fringe areas, these specialist countryside management project officers are deployed to utilise personal and professional skills in achieving practical, and usually immediate solutions to countryside management problems. At present, there are some 60 posts grant-aided by us and this is set to expand as a result of our new strategy to deploy conservation advisers as an important means of promoting our agricultural landscape conservation policies. We plan to spend £1 million over five years on these advisers.

In addition, the six Groundwork initiatives of the Commission have placed in the field staff who, in addition to possessing countryside management project skills are building up their own repertoire of specialist knowledge in the business of establishing, running and utilising the special potentials of an environmental Trust and tapping and exploiting the skills and enthusiasm of the local community. This again is likely to expand: the Commission's Programme for 1984-89 provides for a start to be made in 1985, given government support, on an extension of Groundwork to other parts of the country.

#### PROFESSIONALISM

In common with many of our partners, those involved in organised sport and tourism for instance, we acknowledge that this work forms part of a service industry and our published programme states that we shall 'encourage recreation site and service operators to employ sufficient high quality specialised staff'.

We have been concerned to promote the development of a professional approach for some time. In 1974, following consultation among countryside staff and their employers, the Commission published a White Paper entitled 'Countryside Recreation Staff' (CCP 75). It was an attempt to identify how countryside staff were then deployed and how a scattered body of people could evolve into a more cohesive group with its own identity, standards, knowledge and expertise. We saw the need for improved career opportunities for countryside staff and it is not surprising that the paper addressed itself to the urgent need for co-ordinated training arrangements, some of which could be shared with those working in urban areas. It called for courses to be set up in consultation with employers and employees and the establishment of a working party that would:

- a. co-ordinate knowledge of existing courses and qualifications;
- b. evaluate the contents and standards of existing courses and the need for new courses;
- c. propose a hierarchy or range of qualifications in recreation management techniques and craft skills likely to prove acceptable to employers;
- d. redefine, in association with the government agencies and authorities concerned, their fields of interest for training and recommend the basis of the advisory, promotional (including grant aid) or executive action needed;
- e. advise on the nature of a permanent body to implement a policy based on their findings and, in particular -

- i. to promote, in association with the agencies of government involved, knowledge of these qualifications amongst employers;
- ii. to advise on course content for any newly proposed courses;
- iii. to maintain records and periodically report progress.

This paper resulted in the establishment of national full-time training courses for rangers and in-service training courses to provide for countryside staff.

#### THE COMMISSION'S IN-SERVICE TRAINING PROGRAMME

I would like briefly to digress here to explain how the Commission became directly involved in training countryside staff through its in-service training programme.

The Commission's policy is that those who employ staff are responsible for their training. In 1974, however, the Commission was aware that there would be a large number of situations where specialist countryside staff would be thin on the ground so that to expect individual employers to provide for their specialist training needs would be unrealistic. The Commission therefore encouraged the more forward-looking employers to provide specialist training events for countryside staff but to open the courses to all specialist staff as well as their own. In return, the Commission agreed to subsidise the course fees of people attending the course.

This resulted immediately in two proposals from employers to run week-long basic training courses for countryside rangers. This was a natural starting point: the need was clear and the type of course comparatively easy to construct. There was untold benefit from the contact between rangers from different backgrounds, often working in isolated situations, in maintaining their morale and broadening their perspectives and outlook.

Over the years, our sponsored training courses have evolved into an annual programme which currently contains fifteen courses. The two basic rangers courses are still there, (long since made consistent by the production of a course syllabus to which the individual courses comply) and there are now also a large number of different courses dealing with the specialist needs of environmental interpreters, the need to provide for disabled people, the nature conservation aspects of recreation site management, landscape conservation and marketing.

It has also evolved into a situation where the Commission itself has a much more active role. The view that the Commission has of the nationally developing scene and the information it obtains from its own research, experiment and development work, helps us in exerting a role in developing the course programme, keeping it in tune with the market's needs and introducing ideas for new training courses. In this way, a course on landscape conservation has developed out of our work in agricultural landscape conservation, the Farming and Wildlife Advisory Groups, and our own research. Our course on marketing similarly developed from our own research and we have several ideas on the stocks to try and bring other new ideas into the training

programme, such as monitoring and evaluation techniques for recreation site managers.

That is the end of that particular digression, though I would draw your attention to our role in market appraisal for training and our national view of training needs, to which I will return.

#### ADVICE TO EMPLOYERS

Following publication of our paper, 'Countryside Recreation Staff' and the development of our involvement in training we found, through our discussions with the then Association of National Park and Countryside Wardens, that we were faced with the need for another initiative. (I should point out here that much of what I have described has been carried out in consultation with this particular organisation, now re-named the Association of Countryside Rangers.)

In 1978 we published a booklet in our Advisory Series called "Countryside Rangers and Related Staff" (No. 7 in the series) to guide employers of rangers and other recreation field staff in the countryside on what the ranger's role is and how ranger services should be developed, managed and used.

More recently as part of our revised policy in grant aiding ranger services, we have adopted a firmer stance in backing up these recommendations through a monitoring programme for our grant aided ranger services that records progress, development and performance. Our aim is to bring all ranger services closer to the standards required of countryside recreation management services; that is the purpose of our grant aid.

#### THE NATURE OF COUNTRYSIDE RECREATION MANAGEMENT

The Commission regards conservation and recreation in the countryside as interdependent and equally important. Indeed the Commission has stated that the principal rationale for landscape conservation is 'to ensure that the countryside will remain a pleasure and a delight to visit and live in'.

In influencing the deployment of countryside recreation management staff and in advising on countryside recreation generally, we have over the years laid emphasis on two main points:

The first is that countryside conservation and recreation in the countryside are not in essence in conflict. In some locations recreational use may threaten conservation interests but these problems are often amenable to management solutions;

secondly, countryside recreation management is much more than management of the land of the countryside in which recreation takes place; it is the management of recreation itself: the provision, enhancement and exploitation of opportunities for recreation for the public: what is often called in other situations, 'animation'.

We hear a lot about the problems of recreation in the countryside; about the phenomenon of destroying what you come to enjoy and we still encounter the view that conservation and recreation are basically

## A CAREER STRUCTURE

And finally, we need to consider the issue of a career structure for countryside staff and the availability of career progression. At present there is no professional body and no clear aspirants. In the absence of anything being available in the specialist countryside field, those who avidly seek professional status will need to turn elsewhere.

The Commission is not convinced by the claims of any one group as being the obvious candidate to provide the bedrock on which to construct a profession in countryside recreation management. Indeed, professional status is something which we are not yet convinced could be viable. We emphasised in our evidence to the Recreation Management Training Committee the value we saw in having a mix of different professional backgrounds feeding in the practice and expertise. Evidence from other areas of practice, where attempts have been made to set up professional status on an insufficient body of expertise, should make us cautious. Turning to one of the existing professional bodies may provide one possibility but a recent article in the Association of Countryside Rangers Newsletter clearly voiced some of the decisions that had to be faced by an individual ranger who had sought and obtained membership of the Institute of Leisure and Amenity Management.

We are convinced of the need for career structures and clearer, sensible criteria for the deployment of countryside staff. These are all subjects about which we have been talking for many years. The Committee has raised the relevant issues and pointed to some of the possible avenues for progress. Given the pressure on its staff resources by existing commitments in its programme, it is not an area of work in which the Commission could take a substantial lead in the near future. If it is left, it is a subject we are going to have to come back to, by which time matters may be even more complicated. Or we could aim to do something about it now while the related issues of recreation management training are before us. If there is a consensus among countryside recreation interests that there should be an initiative, we believe it should involve all interests and the Commission will of course expect to play a full part in the discussion and the developments that will hopefully occur. We are certainly anxious to see that this long overdue topic gets some attention.

### T. Huxley (Session Chairman)

Terry that was splendid. Terry has explained quite a bit about the policy attitudes of the Countryside Commission and some of you may be puzzled as to why, in organising this Conference, there has not been more of an opportunity given for the equivalent policy attitudes of the Countryside Commission for Scotland to be explained. There are several reasons for this, the first being that those of us who come from north of the border are aware that on the whole these Conferences are dealing with a group of people who, broadly speaking, are from England and Wales. Therefore, you do not want to be too much troubled with minor differences across the border.

With respect to Keith Fraser who said he had reviewed Gunn, I am not quite certain how he could because the report has not yet been printed. I know you said you had had a preliminary chat with Professor

Gunn but the Gunn Report has not emerged and we do not know what he is going to say or whether he is going to add substantially to Anne Yates' Report, other than covering a wider area.

Perhaps you should be aware, as Terry has told you a great deal about the reviews being carried out at Cheltenham, that my Director has just completed chairing a review of our range of training programmes in which there has been similar consultation with all the equivalent bodies, including the Scottish Countryside Rangers Association, and the report will be going to my Commission at its October meeting. Therefore, a similar bundle of issues have been looked at north of the border.

A. Phillips (Director, Countryside Commission)

I would like to come straight on after Terry's presentation and build a little on the last section. As always at CRRAG Conferences one always learns a great deal more than one anticipates and I found this morning's session extremely helpful and it certainly sharpened in my mind what was a rather confused picture. I am not sure it is any clearer now but I can certainly see some of the issues now.

What I would like to do is to say a few words about where the Commission stands in response to the sorts of concerns that were voiced earlier. We have adopted, quite consciously, an open style of operating. Those of you who receive our Countryside Commission News know that every year we issue a programme setting out what our policies are going to be in the period ahead and we invite comment on it. If you look at what was issued in July you will have seen that there is an intention on our part to review extensively our policies in the field of recreation and access. That work has begun. It started with national surveys this summer into countryside recreation users, and there is a major project involving the Centre for Leisure Research. Over the next couple of years the Commission expects to reshape a good many of its' policies in this field. I think it would be surprising if it did not also look at the role it plays in that regard in relation to countryside recreation training. That is by way of an invitation. Terry said that we have no immediate plans to take an initiative in this area or to rush forward and take a leadership role. However, we are very conscious that we have a role to play and I think this Conference, ILAM and other interests, can help us identify what that role is. I would have thought that the most useful thing that could come from the session after coffee would be some guidance to us. If it is possible that there is any kind of corporate view that emerges from the Conference, even better. We shall be very interested in hearing from you, particularly people concerned with countryside recreation and training, whether as managers or providers of the training resources, your views as to what sort of role the Commission should be playing in the future.

I think that would be more constructive than retrospective debates as to whether the Yates' Committee got it absolutely right and whether the Commission's contribution to the Yates' Committee was right. I think looking forward would be the most constructive thing to do.

C. Bonsey (CRRAG Member, Association County Councils)

Does the Commission see it as a good suggestion that the regional management training centres should become the fulcrum for regional initiatives? Do you believe that is right?

T. Robinson

Yes, the paper said that we ought to take an interest in them. I think it is stronger than that. I think they would be something in which we would want to go along to and make sure that the developments that took place did take fully into account the needs of the Countryside Recreation Managers in the region, alongside everybody else.

T. Huxley

Thank you very much Keith Fraser and Terry Robinson.

## OPEN FORUM

T. Huxley (Session Chairman)

If the noise level in the coffee break is anything to go by you have certainly got a great deal to say to each other, and I hope you will say it in this final session. I hope that a number of people who have been silent so far will contribute. For example, we have representatives from the Heritage Commission and the Nature Conservancy Council who have yet to speak and I hope that they, and others, will be able to find good points to bring forward.

Before beginning the discussion, I am going to spend a few moments by reminding you of some of the points that have been made by speakers and in discussion. This may be of help to those who have joined us only this morning. I do so with considerable temerity because not only am I not trained, in any formal sense, but I do not know if I am a Recreation Manager, or even a Manager in terms of what was shown in the Video Arts presentation last night!

We began with a helpful welcome from Clive Gordon who remarked on the appropriateness of Nottingham as a venue because it would give us an opportunity to have Anne Yates with us. We were then brought to order by Colin Clark who referred to the timeliness of the theme. I think that that has come through very strongly. Whatever the product arising from the discussion, the subject has certainly proved timely.

Then we had Colin Bonsey who gave us a splendid introduction to the whole subject area. We were lucky to have Colin as a first speaker, not only because of his understanding of Yates, but also because of his thorough understanding of what countryside management actually amounts to. He stressed that what we should be focussing our attention on was tomorrow's needs. That ties in with what Adrian Phillips has just said in the last discussion period.

Colin Bonsey stressed the importance of new problems and new user groups, and reminded us of unemployment and the need to shake off the cobwebs of 15 years ago. He nailed his colours firmly to the mast of management for people and that emphasis has come through clearly in much of what others have said. He supported the recommendations of the Yates Report in terms of the broad approach to training and a break down of inter-departmental barriers. In terms of the issues which he felt we should be looking at, he referred to the theory of recreation management skills, and this balance about skills and specialist skills has come through quite clearly in what others have said.

Colin Bonsey ended with some remarks about "high profiles and low incomes". I think that what he was saying was that, unless recreation managers achieve in their career a status in the world of public and private service, i.e. a high profile, they are going to be 'back number' people in the world of affairs. A low income is perhaps less important than having a place at the high table of decision making. A phrase I have noted is 'baby out with the bath water'. I am still not absolutely certain as to the balance of view in relation to the countryside component of what we have been talking about because Colin Bonsey clearly saw the management and recreation aspect as being more important than countryside.

Ken Robinson gave us a number of home truths about profit motive and control by pricing but on the whole he seemed to be supporting what Colin Bonsey had said. He gave great importance to improving management competence.

In the discussion session, Clive Gordon stressed the importance of training in the work place. Whatever may be learnt on formal courses, what you learn thereafter is going to be a key aspect in subsequent career development.

Under the chairmanship of Bill Slater we had two speakers, Peter Tonks and Fred Harrison, who told us much about the availability of existing courses and the kinds of courses that might become more available in future. We had a lot of facts given as to the number and availability of courses, and the subjects covered. Peter Tonks made some similar remarks to those of Colin Bonsey about the influence that recreation managers must achieve and perhaps the whole business of training was going to be an important component of achieving that influence. Thus, in the debate about training there is an issue coming forward about career development and status which is not just a matter of personal ambition but is also a means of ensuring that the business that we are interested in is satisfactorily done. It is not just a case of being 'top dog' but wanting the topic you are interested in to be seen to be important; for example landscape design which is something that Duncan Campbell from the Forestry Commission mentioned at another point in the discussion.

Fred Harrison looked at training from the view point of a university. He said that up to now universities had been strong on research but that management training had barely begun to become important at university level in Britain. He emphasised high standards, perhaps like Ken Robinson's high achievements in management.

Peter Townsend described what some educational providers were doing from his very different point of view. I found it an exciting one to listen to because of Peter's lovely use of words: used in interesting ways which made one listen to what he was saying and that perhaps is a great reflection of what Losehill Hall is doing and the standard that it sets. He used words like 'excitation', 'evaluation' and 'evolution', and gave a nice pat on the back to the Countryside Commission for its 50% grant for attendance on certain courses. He described not just what Losehill does but how it can be achieved and funded. He finished with a plea for effectiveness and not just efficiency.

In the discussion I noted two points. One was from Robert Hall about job experience that was rather similar to what Clive Gordon was saying earlier: the importance of training on the job and the value of that experience to people recruiting new staff. I agree with Robert Hall because not having been trained in any of the new specialist subjects, when I sift through job applications and look at all the incredible range of courses that people have been through, I am astonished at how much solid technical knowledge must be lodged between their ears. However, what I look for mainly is what applicants have done since training and how they present themselves at interview.

Brian Duffield made a point that he was sorry that there were not more of the education providers at the Conference. We told as many people

about this Conference as we could but for some reason people did not turn up in the numbers we had hoped. Thus, the dialogue, and I think this was Brian Duffield's point, has not been as effective at this Conference as we might have hoped. Perhaps it will be achieved by the Conference Report and further discussions.

After tea we had Peter Lawrence. Somebody commented that it was extraordinary that the person who was not really a trained educationalist should have given one of the most effective lectures and the best use of audio visual aids. Certainly, Peter Lawrence got his message across immensely effectively and that must have something to say for the way he is seeking to train his own staff. We have heard him again this morning, very keen on the need for specialist training relevant to countryside. Here is someone who clearly is not throwing out the countryside baby with the training bath water.

John Iles talked about the voluntary movement. Perhaps because of the time constraint he did not say much about how he succeeds in training people for commitment. But he certainly conveyed his own strong sense of commitment. The Benwell film is very cleverly put together and it makes a lot of good points. John was very much behind the idea of the film and it reflects very well on what he is seeking to inculcate into his staff.

Finally yesterday afternoon we had Peter Cradock, HMI. I have heard Her Majesty's Inspectors talking before at this type of conference and it is always interesting to speculate beforehand the extent to which they will let their hair down. I think Peter did do so and he told us that all was in the melting pot and something about how he did his job. I was reminded of a very marvellous HMI called Stanley Skillen who taught me a great deal about how the Inspectorate operate: he used to say that he walked round with a briefcase full of other peoples' ideas. I have often thought of that phrase because it is certainly something that many of us do. We pull these ideas out at the right moment - like idea transferers. That seemed to me what Peter Cradock was demonstrating in a splendid way. But, perhaps some of what he said alarmed you, at least from what I heard in the discussions later. Things are moving very fast and he also said there is a lot of money around if it can be effectively tapped. How successful people can be in tapping that money in all these multi-various programmes that exist remains to be seen. He identified issues in terms of quality and collaboration of vocational information and he also said that the teachers themselves should have some experience of what they are trying to teach. Presumably that is why people like Peter Lawrence are so effective because they have actually worked up through the ranks.

In the discussion I noted a remark from Mike Collins, who was looking back but also seeking to look forward: a slight worry that Yates had not been stronger in forecasting numbers of people needing to be trained. Mike was concerned that we should be thinking forward to forecast the numbers for whom we are providing; that echoed an earlier remark about the numbers of people coming on stream and whether jobs are going to be available for them.

This morning Keith Fraser told us what ILAM is considering and I would like to bring out a few points. He stressed that in the business of training for management, the work experience, the managers must have

students looking at what they themselves are doing. Imagine having a manager sitting in your office listening to your management decisions! But Keith said that this is something that we will have to face up to and he also talked about the leisure industry. Perhaps people may wonder to what extent there is such a thing as a leisure industry with a true community of interest amongst a wide variety of different kinds of specialisms. Right at the end he referred to four specialist subject areas: parkland and amenity; sport and recreation; arts, entertainment and tourism; and cultural interests (libraries etc.). It may be interesting to learn what ILAM think should be embraced by 'parkland and amenity', and whether the world at large will recognise these words as covering rural countryside management, farming etc. The 'proof of the pudding' may be what sort of people are going to win the employment stakes in relation to their qualifications.

Finally, Terry Robinson has explained to us how the Countryside Commission sees training needs and it was interesting that he too recognised the importance of people and management, not the countryside element in particular. But Terry, forgive me, at moments I was a little muddled as to whether you were talking about countryside or recreation management or countryside recreation management. Perhaps you were using all these words as being synonymous. Yet, to a degree, for people who are trying to understand for whom you are requiring people to be trained, maybe they are not quite all the same thing?

I hope that this review of the Conference will be of help to those of you who were not with us yesterday, or as a reminder to those of you who were. However, do feel free, because I am sure I will have missed some of the points, to pick up what you feel is important.

M. Benton (Countryside and Environment Group Leader  
Derbyshire County Council)

I would like to pick up six points which have come out which I think we need to recognise if we are to move forward as Adrian Phillips suggested earlier. Taking Terry's point we have to recognise the importance of the resource as the recreation experience. I think it is a point which Yates did underplay and I think it needs to be brought more to the fore. From that I think we have to recognise that many people come into countryside recreation work with a conservation bias. We need to recognise that they need training in those aspects of managing for recreation or managing for people as Colin Bonsey said.

We need to bear in mind the needs of those who have recreation management as a subsidiary of their main job, for example people like foresters and nature reserve wardens. Ken Robinson tended to dismiss them as not being recreation managers. I think they are to a point and they probably need more help than many of the rest of us in appreciating what that particular part of their job ought to be trying to do.

Fourthly, I think there is a need to recognise training for people to work beyond the boundaries of their own department or professional discipline. I do not think there is one right way to organise recreation management in a local authority or any other context. Any country park probably has aspects for all four of ILAM's groups of recreation activity and probably other things like education as well. As everybody seems to have agreed, there is a need for management training in the sense of

people advancing up the ladder and being able to manage the activities of other people.

Finally, the only reference to this point that I recall was a very brief one by Terry this morning, there is a need to persuade the employers that training is important. In its introduction the Yates Committee mentioned that we cannot afford to wait until more money is available if we are to make the best use of resources. Training is a means of making better use of resources. I do not think that enough employers recognise this and we have got a job to do in persuading them that they should.

G. Miller (Chairman, Association of Countryside Rangers)

Following on from what Terry said, and he did get closer to the nub of some of the problems than anybody else, rangers are faced with the dilemma at the moment that many courses are available, whether it be at Losehill Hall or anywhere else, but their availability to the individual is not always apparent. For example, authorities will send one ranger to a course one year and someone else the next. Collectively they might gather the information from all these courses but it does not give the individual any sort of structured training. I think that that is a must. We should start to consider putting the different training courses into some sort of modular system to give a basis from which they can then move on to bridging the gap between practicing rangers and those going into management. It does need to be said that many rangers do not aspire to management but they still need all the modules that are required and do not want them in a piecemeal fashion spaced over 10 years.

How we then bridge the gap into management I think is a matter for discussion by the employers. What do they want from those who are going from ranger grade into management? They need to be brought into the debate. That leads onto a point which Terry made about who validates this and should it be a central body or the existing ones? My theory is that the more you add in the way of validating bodies the more confusing it becomes. Many rangers tell me that they are totally confused by the array of courses and qualifications that are available. I think we have got to start at base by at least structuring the basic training of rangers so that every ranger gets all that is available in a structured fashion; the employers need to be told that the rangers have got to have that training whether it is totally applicable to their site or not. We find at the moment, even in the National Parks, the role of the ranger can differ. Terry mentioned one or two courses which do not get many participants. I would argue that if these courses are in the modular system then every ranger will want to take every module whether it is applicable at that time or not.

T. Huxley

The modular arrangement is something that the Countryside Commission for Scotland does attempt.

J. Fladmark (CRRAG Member, Countryside Commission for Scotland)

One of the disappointments to those who were close to the work of the Yates Committee was the fact that the recommendation for the establishment of a National Council has fallen on deaf ears. At any rate, if my understanding is correct, this is something that is unlikely to

happen in the short term. Having listened to Keith Fraser and having a general understanding of what Yates recommended, my question is: can ILAM actually fill that gap or take on the role of what was intended for the National Council? Having listened to Keith Fraser it seems that the approach that ILAM is taking is broad, flexible and is establishing a system at national level to look at the whole question of education provision. It seems to be developing a regional structure for looking at this question and it seems to be establishing a dialogue between the professions, the providers of education and those who are the users of the education provision, the existing and potential members. The only part that is missing there is the employer. Those of us who are out there trying to make sense of all this should ask if we should look to ILAM as an organisation that will actually fill this role? My question to Keith Fraser is, is there an intention, or does ILAM feel that this is a role they will try to fulfil? I would like to ask Anne Yates whether she feels this is something ILAM can do?

K. Fraser (Chairman Education and Training Group, ILAM)

All ILAM is trying to do is do something for its members. It sees the field in which its members operate and it wants to devise a plan for training and educating them; it has set out its own plan to deal with that. It is not my job, nor ILAM's, to say what else we might do. That is all we have set out to do. I do not think it should do any more. It should do exactly what it is doing, do something for its members and for the broad spectrum of people who we hope will be coming into our business.

A. Yates (Nottinghamshire County Councillor and  
Chairman of Recreation Management Training Committee)

I was reminded of the 'briefcase of ideas'. We had drawers of other peoples' ideas and that comprises the report, we had to put them together. We recommended that there should be regional bodies, and they were in being, and then the National Council. We were set up by one political party, and then another one came in and they would not spend any money and they did not want us to spend any money on the training that we were going to recommend. What we did was to look round to see what facilities there were in the country which were already there which could be gathered together so that the cost was not too great in training in the future. The regional ones were all right because one could use the regional management centres but it seemed quite ridiculous that we did not have a national council because without such a council, who does the monitoring? Where is everything that is going to be on a national scene? No way can it be done by any sort of body like ILAM. It has to be in a teaching institution, in my opinion. We recommended the Sports Council but we put that in as a sop because the Minister at that time did not like Loughborough University where I wanted it to go and so we put the Sports Council in because he did like Dickie Jeeps. We would never have got that report published, it was hard enough as it was with the civil service disappearing. I am still hoping that this will be taken up by a university. They are the only people who have all the facilities, can cover the whole of the spectrum, not just the countryside, the arts, but all of it. They have the standing to make you people part of the recreation scene because if not, you are going to be the poor relations.

C. Bonsey (CRRAG Member, Association of County Councils)

The concept of a National Council is a forum with three legs to the

stool and the professional leg is only one. You cannot imagine that that one leg is going to be the stool. It has a part to play but it cannot be the stool itself.

R. Hall (CRRAG Member, British Waterways Board)

I was very interested in Keith Fraser ending with employers' needs. I would have thought that should have come first. All my marketing friends suggest that one looks at the needs of customers first rather than produce a product and then ask is this what they want? Secondly, it struck me that we are talking about the existing provisions as being very much designed for the public sector in terms of career and professional qualifications. Yet the figures from the Yates Committee showed that the majority of managers are in the private and voluntary sectors, and are not in the public sector.

One thing that has bothered me about some of the discussion has been a lack of vision about the leisure industry in the 1990s. It struck me that there are at least three trends that we ought to have in the back of our minds. Firstly, the public sector is not likely to grow at all and most of the growth in recreation management is going to be in the commercial and voluntary sectors. Is what we are talking about really relevant to the commercial and voluntary sectors? It may be that the demand for training is there but somehow we are packaging it in the wrong way. Another trend we have to bear in mind is one that Terry Robinson mentioned, and that is the trend towards multiple-use. That makes me think that we ought to be addressing our minds to how we address our colleagues in other professions; how we can get their thinking into countryside management, which I do not think we are doing at all.

Another trend which we ought to bear in mind is the tremendous explosion there is going to be in public interest. Peter Cradock and John Iles are stoking it up. Over the coming years we are going to see more people wanting to get involved in countryside recreation management - not necessarily as fulltime paid employment. We need to think how we are going to deal with that and how we are going to provide the training to satisfy this demand. The conclusion I have drawn from this is that we do not need to be thinking about grand courses and career, professional qualifications, but about provisions at the local level in the form of day courses for example.

I do wonder whether we really are thinking about the leisure industry as it will be in the 1990s or whether we are really putting forward the perceptions of those of us who came into the industry in the 1960s and 1970s?

P. Moore (Director, Countryside and Recreation Division,  
Cheshire County Council)

I rise, Mr. Chairman, with a lot of concern. I am passionately keen on training and have been producing countryside recreation managers for many years, Terry Robinson is an example. We have five rangers now, on or about to go on, MSC courses with every ranger having potential and a career structure planned out for him or her for the future. So far so good. Part of my concern is that we keep referring to the 'employer'. When Colin and I go to meetings of the National Chief Leisure Officers he and I, and at the most three or four other chief officers, are the only

people with any real concern for countryside management as one of our primary tasks. Within the District Councils most of the officers concerned have a primary interest in sport and other forms of community recreation. One of my concerns is that unless we do something urgently when the 'Colins' and I go, there will be practically nobody at the top who has been brought up through some form of countryside recreation management. I think that will be a great shame.

We must remember that in most authorities, where the recreation professional is not primarily concerned with sport, countryside recreation is dealt with through planning and land agency departments. Not seeing countryside recreational management as their primary function they do not press for the form of training which I think rangers want.

I consider too, Chairman, that if we go along some of the lines which have been suggested, we might end up with a situation where one is expected to take senior countryside managers straight from university. I feel strongly that it is important that the majority enter through the basic ranger service, taking a due number of graduates, many of whom I think we still do need, whatever happens, along with the basic skills of ecologists, for example. There is still a great deal to do in managing the country properly as well as the people. The balance must not swing too far towards the people. We still need a way of transposing those people, the better of them, and making sure they are the successors who are going to go to the top in recreational departments and gradually ease out the planners and land agency departments. This is one of the things that ILAM is looking forward to. I am concerned about the programme which ILAM has put out at the moment. As a member of ILAM I am concerned about that because there are so few people who are involved in countryside management and we were told that the prime aim is to provide for their members. I do not think there are enough countryside people in ILAM to be putting the right emphasis on this particular aspect.

My greatest concern is that at the end of this Conference, there is a very good chance that it will have been a 'talking shop' and nothing will happen. My prime concern in this is the attitude taken by the Countryside Commission of saying 'we are not ready to take the lead'. Because there is not a strong element of chief officers concerned, because on the whole within most local authorities, recreation of a countryside nature takes a minor part, with only the Countryside Recreation Managers Association and the Association of Countryside Rangers in the field. Unless the Countryside Commission takes a much stronger lead than it has done in the past, I think we can go away from here and the only people who will do things will be ILAM, doing things to the best of their ability but in my mind without adequate consultation and advice, and the education departments who will go on much the same unless a stronger line is taken.

B. Bellwood (Countryside Recreation Team Leader  
Tyne and Wear County Council)

I would like to reiterate what the last speaker has said. My main concern is that, if countryside recreation managers are the quality people that we know they are, I think it is very important for us and for them that they get their foot on the bottom of the promotional ladder. They are only going to do that by accepting that the leisure industry is going to be built around one professional association. It is important that there

are modules in the professional training courses that ILAM is going to run which reflect the training needs of our rangers and managers in the countryside that are different from urban and area land management. I think it is very important that there is not a separate development, our countryside managers should join in because as the last speaker indicated, I do not think we are ever going to get a leisure director who is a countryside specialist in the future if we do not get our people in on the bottom rung of the ladder. These people are of such quality that they have a lot to offer to the leisure profession. The experience that they have in the countryside is transferable to other forms of leisure and recreation. There is a great deal for countryside managers to contribute. I would also like to reiterate my concern that the Countryside Commission seems to me to be sitting somewhat on the fence and holding back. I feel that they have to come in and help and take a lead.

D. Campbell (CRRAG Member, Forestry Commission)

I would just like to pick up a point from Mr. Moore's earlier comment about working in an in-house situation where the main objective of that organisation could well not be recreation management. The gap that I see in looking at the various courses made available is that there seems to be no awareness or appreciation of training for senior managers at chief executive level or the business of recreation management and training generally. If there were such short awareness courses for busy chief executives maybe the life of the 'indians' could be made more tolerable, supportive and more understanding by 'top brass' in the business of making resources available if nothing else. I wonder if there is a gap there which should be addressed in terms of training?

M. Evans (CRAAG Member, Association District Councils)

I think that top executive training is already covered by the people like INLORGU who are offering three or ten week courses at Birmingham University. Those are for top management with executive jobs on the role of managers at top level. You can take that into your recreation management as well as management generally. I do not think there is a need for special executive course in recreation specifically.

T. Huxley

I have considerable sympathy for what Duncan Campbell has said and would like to illustrate this with the particular problem of preparing management plans for country parks. Some of us, although we were not formally trained, were exposed to a form of in-service training which was actually a very instructive and disciplined understanding of how you set about this task. When we tried to run our own little courses to expose people to what setting about preparing a management plan for a country park amounts to, we got the rangers turning up, but the people who do not turn up were the Directors of leisure and recreation, the people who are really calling the shots. Therefore we have the impression that these poor lads and lasses come along, learn a great deal about what the procedure is, but when they go 'back to the farm' and are told to prepare the plan, the managers generally fail to understand that preparing a management plan for a country park involves policy issues. Unless you get policy instruction, advice and guidance, the person down the line cannot do it. There is something wrong in the training aspirations or understanding of the bosses to something of that sort. I am assuming that from all that we are talking about today, and by the sorts

of procedures that Keith Fraser has talked about, over time this wider understanding of what is wanted will percolate up through system. However, may be it will not.

Now, Edward Hammond, the Nature Conservancy Council has a real role in this and you have been exposed to training for many years, would you like to contribute?

E. Hammond (Grants Officer, Nature Conservancy Council)

I am not a trainer, although I have been through the gauntlets of doing the practical tasks that Peter Lawrence brought up earlier, and saw their relevance. Now I have responsibility to try to engender new ideas and new approaches in the conservation field. One of the areas that I feel this Conference has signally failed to recognise and to stop being introverted in looking after its' own in-house interests, has been the volunteers. The conference has been about how to get qualifications to get promotion to get jobs. What about the 150,000 voluntary members of the BTCV? What about the one million man days that the BTCV aim to get out of volunteers in the next ten years? Last September, as a result of discussions with a few enlightened people and people in the trust movement, we held a 'think session' at Preston Mountford. We were very concerned that we could get all the qualified people we wanted in nature conservation. I am talking about that very narrow field which came about fifth in Peter Lawrence's requirements. We are not talking necessarily about management but yet we were because there are something like 30 professional people, all of them extremely well qualified, who run the county trust movement, yet they have had no training in management skills.

This year we have had courses run in conjunction with the FSC, funded by ourselves and therefore free to those people who work for very small, poor organisations. The response has been overwhelming. What has been more satisfying has been the response of people who have come out afterwards and told us that that has been the best thing that we have done for the voluntary movement for years. We have taught them to think about managing their resources, themselves and their committees. The committees are made up of professionals, whether accountants or managers of banks. They are skilled and they go to the committees and make the wrong decision. To me that was the one major miss. The Countryside Commission for England and Wales spends £2 million a year on ranger services. We know they do a super job in training those rangers, some of our own staff go on these courses. However, we also know the problem about training volunteers, while recognising an important role which they play. John Iles said, "Training has to achieve results". What are we trying to train for? What are the results we are looking for? It is no good in countryside recreation ignoring the base. It is no good you planting the wrong tree because it will not survive. I am mindful of David Young who, when he took up his appointment, said, "Throwing money at a problem does not necessarily solve it". Nevertheless, I would just like a little bit more money to throw at that problem.

T. Huxley

Ted Hammond has emphasised a further width of the needs in training. But I wonder whether the NCC will look equally in favour at somebody who had been trained through an ILAM type course or whether

it will continue to recruit people who have first and foremost a scientific or ecological training? This has some bearing.

I would like to hear from the Heritage Commission. Do you think that in the future you are going to be looking to people who have come from very different kinds of areas, trained in different ways, or will you always be focussing on the people who come up from a good solid knowledge of archaeology and historical architecture?

D. Evans (Inspector of Ancient Monuments, English Heritage)

This Conference has had many echoes to other conferences I have been to in the archaeological world. We have our own organisation, Institute of Field Archaeologists, which rather parallels some of the problems that are coming up with ILAM, and I have heard many of the same arguments put forward and problems analysed. I think what is quite clear from the way that things are going, is that archaeology is represented by the Historic Landscape Movement in seeing itself far more closely integrated with the countryside, and with countryside management. Archaeologists are waking up to the fact that there is more to archaeological sites than simply excavating them. They are now looking to manage them and want to know where the management techniques are which they need. This is one of the reasons why I am a 'fringe' attendee at these sorts of Conferences because I am anxious to see that rather than the archaeological and historical world charging off on its own tack and its own separate course, that it becomes as closely integrated as possible with the other trends that are going on. I am also very conscious that it is necessary, bearing in mind that most archaeologists are trained as excavators, that they should start moving into the field of taking people on guided walks and producing pamphlets to illustrate their excavations and thereby try to market and sell their excavations to developers in order to raise money in order to win political support from local councils. They need a whole series of other skills other than just excavation. I am also very aware that I have two assistant inspectors, very highly qualified with Doctorates from Cambridge, who still need to be led on how to collate files, face up to farmers and developers, all the realities of life, which can only be done in-service. No amount of theoretical training will help. The sort of courses that I do see a very good need for are the kind of thing that Losehill Hall provides over and above first degree, if we are now aiming for top managers, with in-service training.

If I can end by expressing a pious hope that by the 1990s the trend of the bodies involved in the countryside movement (and I entirely accept Colin Bonsey's definition of the wideness of it) such as the Countryside Commissions, the Nature Conservancy Council and ourselves, should move closer and closer together as national bodies. It would be good if we could get more into sharing training not only in the management skills but in the basic countryside skills which I think are going to become more common amongst them. There will be no difference in the end between a ranger, an NCC person and an archaeologist managing sites because it boils down to very much the same sort of thing. The same goes with all those management skills such as budgeting, forward forecasting, control of the finances etc. It is probably a pious hope given the entrenched empires that must exist but one would like to see it working forward in some fashion.

T. Huxley

Can we just say thank you to both Ted Hammond and David Evans for having come from organisations that are not generally represented at CRRAG Conferences. This is a positive and exciting hope for the future.

I am sorry that Julia Watson from the English Tourist Board has not said something in terms of tourism training. I think there are a number of other kinds of disciplines in the hall that have not perhaps given voice to specific training needs but do let us be aware that they are there.

A. Phillips (Director, Countryside Commission)

Terry Robinson and I put down a challenge before coffee and Peter Moore and a number of you have taken it up. Clearly there was a lot of support for the view that Peter was putting.

What I think Peter was saying is that the Commission should take a leadership role. I would prefer it to be said as 'develop' a leadership role because as I understand it there is a fair appreciation amongst this audience as to the role the Commission already plays in supporting training programmes. Nonetheless there is a need for something new and far reaching. Clearly that is identified by the contributions we have heard this morning. To do that job properly requires committing resources on our part, time, careful planning, detailed negotiation with all the different agencies such as the NCC and English Heritage who have an interest, and therefore I am not going to say, "Yes, that is a great thing and we are delighted to hear you call upon us for the leadership role; we will all go out of this room and you will all feel happy". That would be rather dangerous and misleading because the resources at our command are very limited. But I will say this. We have sat and listened to the views and we have, as I have told you, to revise our recreation and access policies substantially and I think it likely that in the course of so doing we shall find for ourselves a new and, I hope, more relevant role in relation to the whole training problem as identified by Peter. I hope that we shall not let you down. I have taken particular note of one point that Peter has made which is that if the Commission sit waiting for the employers we shall wait until Doomsday because only a relatively small number of employers actually have an interest in this. We recognise a role, but please do not expect instant solutions. The issue is too big and too complex for that. However, we will go away and work on this.

T. Huxley

I now have the enjoyable task that the Chairman of CRRAG has to perform at the end of the Conference and that is to remind you all of the people we should thank. We should thank Nottingham University, particularly Willoughby Hall and all those who were involved in providing us with a very excellent venue. We should thank Clive Gordon for having welcomed us on behalf of the Nottingham area and we should be very grateful to Mrs. Yates for joining us on our last day.

We want to thank Colin Clark and Bill Slater for chairing the sessions on Wednesday and Dominic Coburn and Isabel Cochrane for the important assistance they have given. The Chairmen of all the sessions have thanked the speakers. I would like you to give particular thanks to

Mr. Hallam and Sally Danes of Janssen Services, and to Mike Collins and Nicola Lloyd, at the Sports Council, who have had the brunt of running and setting this Conference up; and finally to yourselves for having been such a good audience and having taken such a lively part in discussions and made the job for all the Chairmen so easy. May you all have safe journeys home.

## CRRAG CONFERENCE 1984

## SPEAKERS AND CHAIRMEN

SPEAKERS

|                |   |
|----------------|---|
| Peter Cradock  | Her Majesty's Inspectorate,<br>Department of Education and Science,<br>Elizabeth House,<br>39 York Road,<br>London, SE1 7PH |
| Peter Townsend | Principal,<br>Losehill Hall,<br>Castleton,<br>Derbyshire, S30 2WB   |
| Peter Lawrence | Hertfordshire County Ranger Service,<br>County Hall,<br>Hertford, SG13 8DN  |
| Terry Robinson | Countryside Commission,<br>John Dower House,<br>Crescent Place,<br>Cheltenham,<br>Gloucestershire, GL50 3RA                 |
| Keith Fraser   | Director of Parks and Recreation,<br>City of Glasgow District Council,<br>20 Trongate,<br>Glasgow, G1 5ES                   |
| Fred Harrison  | Senior Lecturer,<br>Department of Sports Science,<br>University of Technology,<br>Loughborough,<br>Leicestershire, LE11 3TU |
| John Iles      | Director (North)<br>British Trust for Conservation Volunteers,<br>Balby Road,<br>Doncaster,<br>South Yorkshire              |
| Colin Bonsey   | Association of County Councils,<br>Hampshire County Council,<br>Northhills Close,<br>Andover Road,<br>Winchester, SO22 6AQ  |
| Ken Robinson   | Managing Director,<br>Montagu Ventures Ltd.,<br>Palace House,<br>Beaulieu,<br>Brockenhurst,<br>Hampshire                    |

Peter Tonks  
 Head of Business School,  
 Polytechnic of North London,  
 Eden Grove,  
 Holloway Road,  
 London N7

CHAIRMEN

Bill Slater  
 Director of Development Services,  
 The Sports Council,  
 16 Upper Woburn Place,  
 London, WC1H 0QP

Colin Clark  
 Director of Central Services,  
 English Tourist Board,  
 4 Grovesnor Gardens,  
 London, SW1W 0DU

Thomas Huxley  
 Deputy Director,  
 Countryside Commission for Scotland,  
 Battleby,  
 Redgorton,  
 Perth, PH1 3EW

DELEGATE LIST

Mr. J.D. Andrew  
 Principal Planning Officer,  
 Property Department (Room 17B),  
 Devon County Council,  
 Amenities and Countryside Officer,  
 County Hall,  
 Exeter,  
 Devon EX2 4QQ

Mr. M. Banham  
 Training Co-ordinator,  
 BTCV,  
 36 St. Mary's Street,  
 Wallingford,  
 Oxford OX10 0EU

Col. E.J. Bardell  
 Chief Ranger,  
 Peak District National Park,  
 Aldern House,  
 Baslow Road,  
 Bakewell,  
 Derbys DE4 1AE

Mr. G. Barrow  
 Co-Director,  
 Centre for Environmental Interpretation,  
 Manchester Polytechnic,  
 John Dalton Building,  
 Castle Street,  
 Manchester M1 5GD

Mr. B. Bellwood  
Countryside Recreation Team Leader,  
Planning Department,  
Tyne and Wear County Council,  
Sandyford House,  
Newcastle Upon Tyne NE2 1ED

Mr. M. Benten  
Countryside and Environment Group Leader,  
County Planning Department,  
Derbyshire County Council,  
County Offices,  
Matlock,  
Derbyshire DE4 3AG

Ms G. Binks  
Co-Director,  
Centre for Environmental Interpretation,  
Manchester Polytechnic,  
John Dalton Building,  
Castle Street,  
Manchester M1 5GD

Ms A. Boden  
Administrative Officer,  
Countryside Commission (SE Region),  
25 Savile Row,  
London W1X 2BT

Mr. R. Broadley  
Assistant Director,  
Holme Pierrepont NWSC,  
Adbolton Lane,  
Holme Pierrepont,  
Nottingham NG12 2LU

Mr. K. Bungard  
Systems and Projects Adviser,  
Agriculture Training Board,  
Bourne House,  
32-34 Beckenham Road,  
Beckenham,  
Kent

Mr. M. Bunney  
Director (Central),  
Conservation Volunteers,  
59/60 Tower Street,  
Dudley DY1 1ND

Mr. J.P. Burgon  
Assistant Adviser for Coast & Countryside,  
National Trust,  
Spitalgate Lane,  
Cirencester,  
Glos GL7 2DE

Mr. D. Campbell  
Forestry Commission,  
231 Corstorphine Road,  
Edinburgh EH12 7AT

Ms J. Chaundy  
Senior Lecturer,  
Southampton College of Higher Education,  
East Park Terrace,  
Southampton,  
Hampshire SO9 4WW

Ms J. Cheale  
Policy Research Officer,  
English Tourist Board,  
4 Grosvenor Gardens,  
London SW1W ODU

Mr. D. Coburn  
Conference Assistant

Ms I. Cochrane  
Conference Assistant

Mr. M. Collins  
The Sports Council,  
16 Upper Woburn Place,  
London,  
WC1H OQP

Mr. D. Coombes  
Training Adviser,  
Local Government Training Board,  
4th Floor, Arndale House,  
Arndale Centre,  
Luton,  
Beds L41 2TS

Dr. V. Cowling  
Senior Supervisor, (Parks Department),  
Bristol City Council,  
c/o Parks Manager,  
Cabot House,  
Deanery Road,  
Bristol BS1 5TZ

Mr. J. Daly  
Research Fellow,  
Centre for Urban and Regional Studies,  
University of Birmingham,  
PO Box 363,  
Birmingham B15 2TT

Ms S. Danes  
Transcription Assistant  
Janssen Services,  
142 East Hill,  
Dartford,  
Kent,  
DA1 1SB

Mr. B.S. Duffield  
Vice Principal,  
Dunfermline College of Physical Education,  
Cramond Road North,  
Edinburgh EH4 6JD

Mr. D.M. Evans  
Inspector of Ancient Monuments,  
English Heritage,  
Room 243, Fortress House,  
23 Savile Row,  
London W1X 2HE

Mr. M. Evans  
Association of District Councils,  
Bracknell District Council,  
Easthampstead House,  
Town Square,  
Bracknell,  
Berkshire RG12 1AQ

Mr. D. Fawcett  
Senior Lecturer,  
Leeds Polytechnic  
Calveley Street,  
Leeds LS1 3HE

Dr. A. Fishwick  
Forward Planning Section,  
Lake District Planning Board,  
National Park Office,  
Busher Walk,  
Kendal LA9 4RH

Mr. J.M. Fladmark  
Countryside Commission for Scotland,  
Battleby,  
Redgorton,  
Perth PH1 3EW

Mr. M. Flinton  
Leisure Development Officer,  
Nottinghamshire County Council,  
Trent Bridge House,  
Fox Road,  
West Bridgford,  
Nottingham NG2 6BJ

Mr. R. Furniss  
Fisheries & Recreation Co-ordinator,  
South West Water,  
3/5 Barnfield Road,  
Exeter,  
Devon

Mr. M.H. Gee  
Consultant,  
19 Castle Road,  
Kendal,  
Cumbria LA9 7AU

Mr. C. Gordon  
Assistant Director Leisure Services,  
Leisure Services Department,  
Nottinghamshire County Council,  
Trent Bridge House,  
Fox Road,  
West Bridgford,  
Nottingham NG2 6BJ

Mr. R. Graves  
Countryside Officer,  
Hereford & Worcester County Council,  
Farrier House,  
Farrier Street,  
Worcester WR1 3EW

Mr. M.R. Guy  
Senior Recreation Manager,  
County Recreation Department,  
North Hill Close,  
Andover Road,  
Winchester,  
Hants SO22 6AQ

Mr. R.K. Hall  
British Waterways Board,  
Penn Place,  
Rickmansworth,  
Herts WD3 1EY

Mr. M. Hallam  
Director,  
Janssen Services,  
142 East Hill,  
Dartford,  
Kent,  
DA1 1SB

Mr. E.C. Hammond  
Grants Officer,  
Nature Conservancy Council,  
70 Castlegate,  
Grantham,  
Lincs NG31 6SH

Mrs. M.H. Hazell  
Ramblers Association,  
c/o Mrs. Webb,  
16 Shanklin Avenue,  
South Knighton,  
Leicester LE2 3RE

Mr. J. Heathcote  
Estates Assistant,  
West Sussex C C,  
The Tamery,  
Chichester,  
West Sussex PO19 3RJ

Mr. J. Hindle  
Principal Planning Officer,  
Suffolk County Council,  
St. Edmund House,  
Rope Walk,  
Ipswich IP4 1LZ

Mr. P. Hoggett  
Lecturer,  
School for Advanced Urban Studies,  
University of Bristol,  
Rodney Lodge,  
Grange Road,  
Bristol B88 4EA

Mr. T.E. Laker  
Park Manager,  
Hampshire County Council,  
North Hill Close,  
Andover Road,  
Winchester,  
Hants SO22 6AQ

Ms A. Leigh  
Executive Officer,  
Sports Council (East Midlands Region),

Mr. H.R.O. Linscer  
City of Edinburgh Recreation,  
City of Edinburgh District Council,  
249 High Street,  
Edinburgh

Mr. O. Lucas  
Forest Officer,  
Forestry Commission,  
231 Corstorphine Road,  
Edinburgh EH12 7AT

Mr. J.W. Mackay  
Planning Officer (Research),  
Countryside Commission for Scotland,  
Battleby,  
Redgorton,  
Perth PH1 3EW

Ms S.A. Maidment  
Researcher,  
10 Barstal Street,  
Rochester,  
Kent ME1 3AH

Mr. G. Miller  
Chairman,  
Association of Countryside Rangers,  
Fold Head Cottage,  
Grindsbrook Booth,  
Edale via Sheffield S30 2ZD

Mr. P.V. Moore  
Director,  
Countryside & Recreation Division,  
Cheshire County Council,  
Goldsmith House,  
Hamilton Place,  
Chester CH1 1SE

Mr. J. Neal  
Area Manager (West),  
Parks & Outdoor Service,  
City of Newcastle upon Tyne,  
Department of Recreation and Leisure,  
7 Savile Place,  
Newcastle Upon Tyne NE1 8DQ

Mr. I. Newman  
Chairman,  
Countryside Recreation Management  
Association,  
c/o South Yorkshire County Council,  
70 Vernon Road,  
Worsbrough Bridge,  
Barnsley,  
South Yorkshire S70 5LH

Mr. M.A. Nixon  
Youth Hostels Association,  
66 Whernside Road,  
Woodthorpe,  
Nottingham NG5 4LB

Mr. M. Page  
Senior Co-ordinating Ranger,  
Warrington Runcorn Development Corporation,  
PO Box 99, New Town House,  
Buttermarket Street,  
Warrington,  
Cheshire WA1 2LF

Mr. A.D. Payne                      Senior Recreation Planner,  
North West Water,  
Dawson House,  
Great Sankey,  
Warrington WA5 3LW

Mr. P. Pennefather                  Ranger Service,  
Lake District Planning Board,  
National Park Office,  
Busher Walk,  
Kendal LA9 4RH

Mr. A. Phillips                      Director,  
Countryside Commission,  
John Dower House,  
Crescent Place,  
Cheltenham,  
Gloucestershire GL50 3RA

Mr. D. Potts                         Regional Officer (South),  
BTCV,  
Hatchlands,  
East Clandon,  
Guildford,  
Surrey

Mr. N. Ravenscroft                  Lecturer,  
Department of Land Management and  
Development,  
University of Reading,  
Whiteknights,  
Reading,  
Berkshire RG6 2BU

Mr. S. Reid                          Convention of Scottish Local Authorities,  
Angus District Council,  
Ravenswood House,  
New Road,  
Forfar,  
Angus DD8 2AF

Mr. D.L. Reimbold                  Poolside Attendant,  
Richmond upon Thames Borough Council,  
58 May Road,  
Twickenham,  
Middlesex

Mr. I.M. Rickson                    English Tourist Board,  
4 Grosvenor Gardens,  
London SW1W 0DU

Mr. G.C. Roberts                    Project Officer,  
Colne Valley Countryside Management Project,  
Denham Court Mansion,  
Village Road,  
Denham,  
Buckinghamshire UB9 5BG

Mr. R.M. Sidaway                    Director,  
Centre for Leisure Research,  
Dunfermline College of Physical Education,  
Cramond Road North,  
Edinburgh EH4 6JD

Ms R. Simpson                        Vice-Principal,  
Peak National Park Centre,  
Losehill Hall,  
Castleton,  
Derbyshire S30 2WB

Dr. B. Slee                            Senior Lecturer,  
Seale Hayne College,  
Newton Abbot,  
Devon

Mr. I. Solly                            Managing Ranger,  
Nottinghamshire County Council,  
Trent Bridge House,  
Fox Road,  
West Bridgford,  
Nottinghamshire NG26

Dr. D. Steel                            Senior Warden,  
Shotover Country Park,  
Oxford City Council,  
Brasenose Farm,  
Eastern By-Pass,  
Oxford OX4 2QZ

Mr. I. Stephens                        Executive Officer,  
The Sports Council (Southern Region),  
Watlington House,  
Watlington Street,  
Reading,  
Berkshire RG1 4RJ

Ms H. Talbot-Ponsonby                Research Secretary,  
School for Advanced Urban Studies,  
University of Bristol,  
Rodney Lodge,  
Grange Road,  
Bristol BS8 4EA

Mrs. J. Tallentire                    Senior Regional Officer,  
The Sports Council,  
(Yorkshire and Humberside Region),  
Coronet House,  
Queen Street,  
Leeds LS1 4DW

Mr. C.R. Thomas                        Linear Parks Manager,  
Milton Keynes Development Corporation,  
Recreation Unit,  
1 Saxon Gate East,  
Central Milton Keynes MK1 1PF

Mr. S. Timmins  
Assistant Area Manager (East),  
Parks and Outdoor Service,  
City of Newcastle upon Tyne Council,  
7 Savile Place,  
Newcastle upon Tyne NE1 8DQ

Mr. N. Walker  
Leisure Marketing Manager,  
British Waterways Board,  
Melbury House,  
Melbury Terrace,  
London NW1 6JX

Dr. S.E. Walker  
Head of Tourism and Leisure Services,  
Anderson Semens Houston,  
Templeton Business Centre,  
62 Templeton Street,  
Glasgow G40 1DA

Mr. P. Wallace-Jones  
Planning and Training Officer,  
Countryside and Recreation Division,  
Cheshire County Council,  
Midlands Regional Office,  
Goldsmith House,  
Hamilton Place,  
Chester CH1 1SE

Mr. F.S. Walmsley  
Regional Officer,  
Countryside Commission,  
Midlands Regional Office,  
Cumberland House,  
200 Broad Street,  
Birmingham B15 1TD

Mr. J. Warde  
Recreation Development Officer,  
Fermanagh District Council,  
Tullykelter,  
Springfield,  
Enniskillen,  
County Fermanagh,  
Northern Ireland

Ms J. Watson  
Head of Training,  
English Tourist Board,  
4 Grosvenor Gardens,  
London SW1W 0DU

Mr. P. Webb  
National Training Officer,  
Scottish Conservation Projects,  
Drummond High School,  
Cochran Terrace,  
Edinburgh EH7 4BJ

Mr. M. Williams  
Regional Play Officer (South West),  
Playboard,  
Britannia House,  
50 Great Charles Street,  
Queensway,  
Birmingham B3 2LP

Mr. M. Windsor

Field Services Officer,  
Nottinghamshire County Council,  
Trent Bridge House,  
Fox Road,  
West Bridgford,  
Nottingham NG2 6BJ

Mr. J. Worth

Head of Recreation and Access Branch,  
Countryside Commission,  
John Dower House,  
Crescent Place,  
Cheltenham,  
Glos. GL50 3RA

Mrs. A. Yates

Nottinghamshire County Councillor, and  
Chairman of Recreation Management  
Training Cttee.,  
c/o Nottinghamshire County Council,  
Trent Bridge House,  
Fox Road,  
West Bridgford,  
Nottingham NG2 6BJ

