

A report by the Skills Commission

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TEACHER TRAINING IN VOCATIONAL EDUCATION

CONTENTS

4	The Skills Commission
6	Foreword
7	Chair's preface
9	Executive summary
12	Recommendations
17	Introduction
19	History of teacher training in further education
22	History of teacher training in higher education
24	Professional status
27	Professional convergence
29	Initial teacher training
33	Careers education and information, advice and guidance
34	Articulation
35	Recruitment
38	Continuing professional development
40	Postgraduate professional development
41	Teaching assistants
42	Vocational pedagogy
45	Mentoring
47	Employer engagement and the third sector
49	Higher education in further education
51	Private training provision
53	Appendix

THE SKILLS COMMISSION

The Skills Commission is co-chaired by Barry Sheerman MP and Dame Ruth Silver DBE and is attended by a select group of experts from across the skills sector.

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FOREWORD

The Skills Commission is a leading group of experts and opinion-formers from the skills sector. For the past three years we have undertaken independent inquiries to help bring fresh thinking to the skills debate and engage in constructive dialogue with government.

Teachers of vocational education have often been a second thought for policymakers and relegated to the second division of teaching. The purpose of this Inquiry has been to redress this neglect and give them the long overdue attention they deserve.

The Inquiry has also looked to the future, and the central role that teachers of vocational education will play in 14-19 education.

We believe that vocational education must be at the heart of our education system, offering a credible and worthwhile alternative to the academic route. Ensuring we have the individuals with the specialist knowledge, expertise and passion to teach vocational education is an imperative for all those who believe in high quality education for all.

Throughout the Inquiry the Commission has taken evidence from organisations and individuals across the sector. We have found that the historic professional inequalities between teachers of academic subjects and teachers of vocational subjects persist and that we are still some distance from achieving professional equality between these two groups. However, we have also been inspired by the enthusiasm and commitment that we have witnessed for the sector, and we applaud the individuals that fly the flag for vocational education and its teachers.

This Inquiry has been undertaken in the shadow of one of the UK's worst economic recessions, so it is important to acknowledge the budgetary constraints that will be placed on our public services. It is our firm belief, however, that teachers, as front line staff, and as a workforce that will be central to reconstructing our knowledge economy, should be afforded special consideration.

The Commission is extremely grateful to Sir Mike Tomlinson, who has so expertly chaired this Inquiry, and to the education foundation, Edge, for sponsoring this research. We would also like to thank all those who participated in the Inquiry and Christopher Hall, who drafted this report.

The recommendations we make are well intentioned and we urge the Government to act on them.



A handwritten signature in blue ink that reads "B. Sheerman".

Barry Sheerman MP
Co-Chair, Skills Commission



A handwritten signature in blue ink that reads "Ruth Silver".

Dame Ruth Silver DBE
Co-Chair, Skills Commission

CHAIR'S PREFACE

Teachers occupy a position of great trust and responsibility, both for children and for parents. And yet, teachers of vocational education have been a neglected group within the teaching profession, even considered to be second best. This is manifest in the inequalities and disparities that persist between teachers of academic and vocational education. This Inquiry has sought to examine these inequalities and propose recommendations to bridge the fault line between the two sections of the profession.

In so doing, this Inquiry has sought to do much more than simply resolve these historic inequalities. We set out with a commitment to 14-19 education and a clear vision for its future: to ensure that we have an education system that is inclusive and designed for all the talents. Our firm belief is that high quality vocational provision, and teachers with the specialist knowledge and expertise to deliver it, should be central to this vision.

The architecture of the teacher training system receives significant attention within the report. This is not because we believe that structures are an end in themselves. Rather, we believe that simplification of the system – through our proposal for professional convergence – is needed to ensure that individuals with the right capabilities and skills can move into the profession and work across the 14-19 landscape. The quality of the learning experience is the key motivation behind our proposals.

The report includes both short-term and long-term recommendations. Some of our recommendations require consultation, and will not be able to be implemented immediately. However, we have suggested that with the statutory education leaving age set to rise to 18 years by 2015, the demand for high quality vocational education will increase. The supply of expert vocational teachers must increase to match this demand.

Other issues that emerged during the Inquiry were the importance of subject-specific mentors, greater employer engagement, the need for extensive research into vocational pedagogies, and the importance of careers education and information, advice and guidance. Our recommendations build on existing good practice and are based on wide-ranging consultations with the civil service, politicians, employers, professional bodies, unions, academics and teachers. Each recommendation aims to contribute constructively to the future of teaching - a profession that is central to meeting the social and economic challenges of the twenty-first century.

I would like to thank all the individuals and organisations that have participated in the Inquiry, and who have generously lent their time and expertise to the Commission. I would also like to thank the education foundation, Edge, which sponsored the Inquiry.



Mike Tomlinson

Sir Mike Tomlinson CBE
Chair

‘With the increasing emphasis on lifelong learning, VET teachers (and trainers) as learning facilitators can now be regarded as a core profession in the knowledge society. Improving the standing of teachers is, therefore, a significant lever for increasing the quality of vocational education, as acknowledged by many international and national organisations.’

EXECUTIVE SUMMARY

The purpose of this Inquiry has been to ask a critical question: is there a mismatch between teacher training and the education system as it is evolving? Specifically, the Inquiry set out to examine whether teachers are being trained with the skills and capabilities to deliver the emerging vocational curricula that is now at the heart of 14-19 education. The fundamental issue driving this Inquiry has been the inequities between teachers of academic and vocational education – a reflection of the divide between academic and vocational education more widely – and the pernicious effects of this division on the learning experience.

The contention of this report is that the system as it now stands is biased towards academic education and its teachers, and fails to recognise the crucial role that vocational education and its teachers play in 14-19 education. The historic inequalities between teachers of academic subjects and teachers of vocational education continue to persist, and they do so to the detriment of the learning experience. We cannot continue to perceive vocational education to be second class and inferior to academic education. In turn, we cannot continue to label teachers of vocational education as a ‘semi-profession’, and not afford them the status of their academic counterparts.

Teachers of vocational pathways in schools are not required to have experience of, or expertise of, the vocational pathway. This is not acceptable in further education (FE) and should not be the case in schools. Furthermore, those FE teachers who do have the experience and expertise needed to teach the vocational curriculum, but do not have Qualified Teacher Status, can only be employed as instructors on a lower salary in schools, yet that same person can teach the same students, and on a full salary, within FE.

The quality of an education system cannot exceed the quality of its teachers. If we are committed to high quality vocational education, we must have the teachers with the experience and skills to deliver it. We cannot afford to close the door to individuals who have the vocational expertise and passion to teach, but who do not have an academic background. The growing consensus regarding the importance of vocational and practical learning must be matched with a new settlement for its teachers. The notion that academic intelligence is the key driver for teaching excellence must be complemented with broader conceptions of practical intelligence and capability.

Professional convergence

The key conclusion of this Inquiry is the need to converge the two separate teacher training regimes that currently exist for teachers of academic subjects in schools and those of vocational subjects in further education and the post-compulsory sector. The two regimes should be replaced by a unified training system and a ‘universal teaching status’. Currently, there is not equivalence between the teaching statuses of these two groups of teachers, which has caused a mismatch between 14-19 education as it is evolving and the systems we have for training our teachers. The Commission

recommends that the Government should make it a strategic objective to achieve professional convergence. This will ensure that teachers are trained to teach across 14-19 education and that the vocational curriculum can be delivered by teachers with the appropriate skills and expertise.

Convergence of professionalism would lead to a simplification of the teacher training system by removing the need for: separate training bodies for school and FE teachers; separate terms and conditions; separate professional bodies; and separate government departments overseeing teacher training.

Mentors

Throughout the Inquiry there has been consensus on the vital importance of subject-specific mentors. Their role in facilitating the transition an individual makes from their original profession to teaching is crucial. The Commission has heard that a lack of long-term ring-fenced funding and no systematic training prevents mentors from playing their full and pivotal role within teacher training. It is vital that government allocates adequate funding and training for mentors.

Continuing professional development

The Inquiry has taken extensive evidence on the importance of regular continuing professional development (CPD) opportunities for all teachers. The Inquiry has examined the CPD frameworks for both school and FE teachers, and believes that the Institute for Learning's framework – based on the notion of the 'reflective practitioner' – provides a sound model, and its applicability to the wider teaching profession should be examined by the Training and Development Agency for Schools.

Careers education and information, advice and guidance

There has been widespread criticism of careers education and information, advice and guidance (CE/IAG). This Inquiry has heard that the CE/IAG deficit is particularly acute for vocational education. The Commission believes that reform to the teacher training system must include reform to the CE/IAG training within initial teacher training and to CE/IAG provided by careers professionals. Teaching excellence in vocational education must be accompanied by excellence in CE/IAG.

Employers and the third sector

Employers play a central role in 14-19 education and must be a key investor in the teaching profession's vocational capital by providing CPD opportunities. If teachers are to keep their subject-specific knowledge up to date – particularly in industries that experience rapid change such as IT and communications – they must have access to authentic employer-placements. The Commission recognises that this places significant demands on employers – particularly small and medium sized enterprises – and recommends that an incentives framework should be developed so that employers are not discouraged from providing placements for teachers. Third sector organisations

play a crucial role in facilitating employer-placements and the Inquiry has heard from organisations which have developed mature and wide-ranging partnerships with employers. Their role will be vital in ensuring that the supply of employer-placements is maintained. The public sector must also play a key role in expanding the market for placements.

Vocational pedagogy

One of the most significant issues that emerged during the Inquiry was the importance of pedagogy. Although necessary, subject-specific knowledge is not sufficient for excellent teaching. Teachers must be adept at how they teach and communicate that knowledge. And yet, this Inquiry has found that vocational pedagogies remain in their infancy and relatively little research has been undertaken into these pedagogies. The growth of vocational and applied curricula - and the related situated and experiential learning - necessitates that a new strategic focus should be placed on vocational pedagogy. The Commission recommends it becomes a research priority for the sector.

Higher education in further education

The Inquiry has examined higher education (HE) provision that is delivered within FE colleges. It is likely that this provision will increase due to the growing popularity of foundation degrees, the growing number of part-time students, as well as the Government's ambition to create a new class of technicians. The Inquiry has found that there is a policy deficit in relation to the teachers who deliver this provision. These teachers must be trained and regulated appropriately and afforded the same attention given to school, FE and university teachers.

RECOMMENDATIONS

Recommendation 1

Sector bodies, such as the Training and Development Agency for Schools (TDA) and Lifelong Learning UK (LLUK), should develop convergence courses, based on suitable assessment models, to facilitate transferability between Qualified Teacher Status (QTS) and Qualified Teacher Learning and Skills (QTLS).

Recommendation 2

Convergence courses for head teachers and college principals should be developed to enable transferability and convergence between school and college leaders.

Recommendation 3

It should be a long-term strategic objective of the Department for Children, Schools and Families (DCSF) and the Department for Business, Innovation and Skills (BIS), as well as other key stakeholders, to realise professional convergence between all teachers across 14-19 education based on a unified training system.

Recommendation 4

The Training and Development Agency for Schools (TDA) and Lifelong Learning UK (LLUK) should establish an institutional mechanism for accrediting prior experiential learning (APEL) and validating it against academic qualifications.

Recommendation 5

The Government should consult widely before designating sixth-form college staff a professional body.

Recommendation 6

Greater discretionary powers should be given to Lifelong Learning UK (LLUK) to ensure that flexibility can be built into initial teacher training (ITT), particularly for work-based teachers.

Recommendation 7

The requirements for, and distinction between, Qualified Teacher Learning and Skills (QTLS) and Associate Teacher Learning and Skills (ATLS), particularly in relation to part-time teachers, work-based teachers and the 'visiting lecturer' professional, should be re-examined.

Recommendation 8

The Government should reform careers education and information, advice and guidance (CE/IAG) to take account of the growing vocational curricula and ensure that Initial Teacher Training (ITT) equips teachers with an understanding of vocational pathways.

Recommendation 9

The Government should improve the effectiveness of the careers education and information, advice and guidance (CE/IAG) made available to all Further Education (FE) staff and aspiring entrants to the teaching profession.

Recommendation 10

Lifelong Learning UK (LLUK) should work with higher education institutions (HEIs) and national awarding bodies (NABs) to ensure that trainees do not have to retrain or pay for bridging courses when moving between training providers and qualification phases.

Recommendation 11

The Department for Children, Schools and Families (DCSF) and the Department for Business, Innovation and Skills (BIS), and their partner organisations, should develop a 'Teach Too' model for recruiting part-time or 'visiting lecturer' professionals, as well as examine the potential for 'Teach Next' and 'Teach Later' schemes.

Recommendation 12

Continuing professional development (CPD) should be an entitlement for all teachers.

Recommendation 13

In order to ensure relevant and recent vocational knowledge and capability, teachers of vocational education should be required to allocate a portion of their continuing professional development (CPD) to an employer-placement scheme, to ensure teachers have an annual vocational top-up.

Recommendation 14

The Department for Children, Schools and Families (DCSF) and the Department for Business, Innovation and Skills (BIS) should consult on how the 'licence to teach' could be applied to ensure that teachers of vocational education have recent and relevant vocational knowledge and experience.

Recommendation 15

The Higher Education Academy (HEA) should examine continuing professional development (CPD) requirements for university teachers.

Recommendation 16

The Masters in Teaching and Learning (MTL) should be expanded to include further education (FE) teachers to recognise standards of excellence in vocational teaching and provide stretch for the most talented and experienced teachers.

Recommendation 17

The Department for Children, Schools and Families (DCSF) and the Department for Business, Innovation and Skills (BIS) should ensure that routes for teaching assistants (TAs) to progress to higher level teaching assistants (HLTAs) and higher level learning are expanded.

Recommendation 18

Vocational and applied pedagogies should become a research priority and be embedded within school, further education (FE) and higher education (HE) initial teacher training (ITT) and continuing professional development (CPD).

Recommendation 19

The Department for Children, Schools and Families (DCSF) and the Department for Business, Innovation and Skills (BIS) should ensure that long-term, ring-fenced funding is made available for initial mentor training and the professional development of mentors.

Recommendation 20

The Office for Standards in Education, Children's Services and Skills (Ofsted) should include mentoring within its framework for college inspections, and not simply initial teacher training (ITT) inspections.

Recommendation 21

Research should be conducted into developing 14-19 mentors and training modules.

Recommendation 22

The Department for Children, Schools and Families (DCSF) and the Department for Business, Innovation and Skills (BIS) should ensure that teachers are able to access employer placement schemes.

Recommendation 23

The Department for Children, Schools and Families (DCSF) and the Department for Business, Innovation and Skills (BIS) should develop incentives for employers to provide placement schemes for teachers.

Recommendation 24

The Government should provide subsidies to third sector organisations to help them expand successful employer placement programmes.

Recommendation 25

The Department for Business Innovation and Skills (BIS) should ensure that teachers delivering higher education (HE) in further education (FE) receive adequate training and are properly regulated.

Recommendation 26

The Department for Business, Innovation and Skills (BIS) should conduct research into the quality of teaching in work-based higher education (HE).

‘If our colleges, training providers and universities are the engine room of economic development and productivity, there are really important messages in this for our lecturers, teachers and trainers... it’s important the nation recognises and acknowledges that you’re [teachers] not trailing industry, but trailblazing for industry.’

INTRODUCTION

With the advent of the 14-19 phase in education, we are, for the first time, in a position to establish a high quality vocational pathway through secondary education and beyond. To realise this, we not only need to build on the growing consensus regarding the fundamental importance of vocational education to our economy and the personal development of the learner, but must also ensure we have experienced and specialist teachers to deliver it. As Sir Michael Barber has commented: “The quality of an education system cannot exceed the quality of its teachers.”¹ The question this raises is what counts as an effective teacher today? If we are committed to establishing a high quality vocational pathway, then the answer must be individuals with authentic vocational expertise who can provide an authentic vocational learning experience.

Teachers have in the past been considered a ‘semi-profession’.² While teachers of academic subjects in schools have broken free from this label, their vocational counterparts remain in its grip. Teachers of vocational education have been, and continue to be, considered second class. Today, disparities and inequalities in professional status, salary, terms and conditions, and access to professional development training, persist between these two groups of teachers.

The ideology that has fuelled this inequality must be reversed to ensure that teachers of vocational education are afforded the status they deserve. We must remove any unnecessary barriers embedded in current teacher training practices and encourage, not block, individuals with vocational expertise to move into teaching. A ‘big bang’ of vocational knowledge and capability is required across 14-19 education to expand what is currently a scarce and limited resource. As the boundaries between schools, colleges, and universities become ever more blurred, it is vital that we have the right skills in the right places of the education system.

Over the last twenty years we have witnessed an expansion of vocational provision. At the end of the 1980s only one in eight 16-18 year olds were in full time vocational education. By the start of the new millennium, however, one in four were undertaking full-time vocational study.³ In 2000-01 there were 714,168 vocational certificates issued; by 2007-08 this had increased to 5,321,968.⁴ There has also been a steady increase in accredited vocational subjects over the last decade, which have increased from approximately 3,000 in 2000-01, to around 5,000 in 2005-06. This growth comes on the back of a long and rich history: the technical schools conceived by Rab Butler in the 1944 Education Act (now being revisited by Lord Baker); the proposals of the Crowther report to create an alternative technical education system; the creation of the Business and Technician Education Council (BTEC) in 1983; the introduction of vocational GCSEs in 2002; and the 14-19 Diploma in 2008.

1 Barber, M, and Mourshed, M, How the World’s Best Performing School-Systems Come Out on Top, McKinsey & Company (2008)
2 Etzioni, A, The Semi-Professions and Their Organization (1969)
3 Steedman, H, and West, J, Clearing the Jungle (2003)
4 Statistics submitted to Inquiry by Ofqual

The aim of this Inquiry was to build on this history by highlighting existing good practice and propose ways to ensure we have a teaching workforce with the skills to deliver a high quality vocational curriculum. To achieve our aims we will need to refocus our attention from a teacher training system designed in the previous century, to one focused on training teachers to meet the needs of tomorrow's economy and tomorrow's learners.⁵

⁵ Lewisham College and London South Bank University piloted a practical teacher training course in 2007. See <http://www.edge.co.uk/project/improving-practical-teaching>.

HISTORY OF TEACHER TRAINING IN FE

The further education (FE) sector has traditionally been the leading protagonist in the delivery of vocational education. The history of teacher training in the sector has been described as one of ‘benign neglect’.⁶ Indeed, the professionalisation of the teaching workforce is a relatively recent phenomenon. Prior to 1999 there were no statutory requirements for teachers in the sector to have a teaching qualification; it was accepted that relevant vocational and occupational experience was a sufficient qualification to teach.

During the 1980s and 1990s there were significant variations in the type, standard and even philosophy of initial teacher training (ITT) and continuing professional development (CPD). There was no statutory requirement for teachers to obtain an initial teaching qualification, and the sector lacked a national quality assurance body to maintain common standards and a unified approach to training. The incorporation of FE colleges in 1992 (provided for in the Further and Higher Education Act) led to further diversification in teacher training policies, as colleges were given greater freedom to act independently.⁷ Furthermore, a report by the Further Education Funding Council (FEFC) highlighted the sector’s lack of investment in staff development.⁸ Inspection reports by Ofsted and the Adult Learning Inspectorate also questioned the quality of teaching in the sector, and the Government’s own discussion document on FE and training, *Success for All* (2002), was highly critical of the sector’s track-record:

...providers of learning and skills were subject to quite separate planning and funding arrangements, usually with little investment in building their capacity... within the sector, a workforce whose skills and career development has often been neglected. There have been unhealthy levels of casualisation, and insufficient emphasis on improving professional skills, on updating subject or occupational knowledge, and on developing leadership skills for the future.⁹

However, with the introduction in 1999 of the Further Education National Training Organisation (FENTO) – which evolved from the lead industry bodies introduced by the Conservative government during the 1980s – a new national body was created to take responsibility for the development, quality assurance and national standards within the FE sector. Subsequent to its introduction in 2001, FENTO introduced new regulations that made it a requirement for all new teachers to obtain a teaching qualification. Higher Education (HE) providers of FE teacher training were also required to obtain accreditation from FENTO for their training programmes. The Government further built on the new regulatory framework by introducing the Standards Unit in 2002, which was set up to improve the quality of teaching and

6 Lucas, N, The FENTO Fandango: national standards, compulsory teaching qualifications and the growing regulation of FE college teachers, *Journal of Further and Higher Education*, 28:1, 35-51 (2004)

7 Ibid p.36

8 Professional Development in Further Education, Further Education Funding Council, p.22 (1999)

9 Department for Education and Skills, *Success For All*, p.5 (2002)

10 Department for Education and Skills, *Success For All* (2002)

learning and disseminate good practice.¹⁰ However, after being given responsibility for the inspection of teacher training in the sector, Ofsted concluded that there were significant deficiencies in ITT for FE teachers. FENTO was later replaced by Lifelong Learning UK (LLUK), which in 2005 became the independent employer-led Sector Skills Council responsible for the professional development of those working in FE, HE, community learning and work based learning. With the establishment of LLUK also came the formation of Standards Verification UK (SVUK). As a subsidiary of LLUK, SVUK was allocated responsibility for the verification of ITT programmes, as well as other types of workforce development.

At the same time, the sector experienced further professionalisation through the establishment of the Institute for Learning (IfL) in 2002, which would later become in 2007 (nine years after the formation of the General Teaching Council (GTC) in 1998) the recognised professional body for teachers, trainers and assessors in the FE sector.

In 2004 the Department for Education and Skills Standards Unit published *Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Further Education Sector*. The paper, which called for a 'step change' in the quality of teacher training, built on the strategy outlined in *Success for All*, which aimed to produce a qualified teaching workforce by 2010.¹¹ This represented the next wave of professionalisation within the FE and skills teaching workforce, as well as putting post-16 learning and skills at the heart of the Government's agenda for social justice and economic prosperity.

The paper was in part a response to an Ofsted inspection report in 2003 that identified weaknesses in the training systems for FE teachers. The report suggested that:

The current system of FE teacher training does not provide a satisfactory foundation of professional development for FE teachers at the start of their careers. While the tuition that trainees receive on the taught elements of their courses is generally good, few opportunities are provided for trainees to learn how to teach their specialist subjects, and there is a lack of systematic mentoring and support in the workplace.¹²

11 Ibid

12 Ofsted, *The Initial Teacher Training of Further Education Teachers: A Survey* (2003)

Equipping our Teachers proposed to achieve this ‘step change’ by:

- introducing a new offer for trainee teachers, leading to a new QTLS award – Qualified Teacher Learning and Skills;
- setting new standards for teachers across the learning and skills sector;
- setting in place more effective quality assurance mechanisms;
- developing the skills of teacher trainers, within a professional framework set by LLUK;
- piloting aspects of the reform - in particular approaches to mentoring to help teachers develop teaching skills in their own specialist or subject area;
- introducing new funding in April 2007, with development funding in 2005-06 and 2006-07.¹³

Building on the aims of *Success for All* (2002) and *Equipping our Teachers for the Future* (2004), the Government then published its white paper *Raising Skills: Improving Life Chances* (2006) which introduced further plans for the professionalisation of the teaching workforce, and included proposals such as compulsory CPD.

The proposals of the new reform agenda would finally be introduced in September 2007. All new teachers, lecturers, trainers and instructors in the sector would now be required to be licensed to practice by the sector’s professional membership body the IfL. The IfL’s jurisdiction would extend to all teaching funded by the Learning and Skills Council (LSC), and in order to be accepted as a member of the IfL teachers would have to be trained to either Qualified Teacher Learning and Skills (QTLS) or Associate Teacher Learning Skills (ATLS), as well as undertaking 30 hours of CPD each year, or a pro-rata equivalent for part-time teachers.

Since 2007 the new teaching qualifications framework for teachers in FE and the post-compulsory sector includes:

- a level 3 or 4 award in Preparing to Teach in the Lifelong Learning Sector (PTLLS). This is a threshold licence qualification for all new teachers in the sector, and must be achieved within the first year of teaching practice;
- a level 3 or 4 award Certificate in Teaching in the Lifelong Learning Sector (CTLLS). This is the required qualification for all teachers who want to gain ATLS status;
- a level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS). This is the required qualification for all teachers who want to gain QTLS status, and must be achieved within five years of entering the profession.¹⁴

13 Department for Education and Skills, *Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector* (2004)

14 Further Education Teachers’ Qualifications (England) Regulation 2007 and Further Education Teachers’ Continuing Professional Development and Registration (England) Regulations (2007)

HISTORY OF TEACHER TRAINING IN HE

Teacher training for HE has also only recently undergone a process of standardisation, and training requirements within the sector remain far less prescriptive than within schools and FE. The Commission recognises that significant improvements have been made in HE teacher training over the last decade. The Government's white paper, *The Future of Higher Education* (2003), set out to re-establish the importance of teaching excellence in HE. The paper outlined the Government's intention to rebalance HE funding allocated to teaching so that it is closer to the levels allocated for research and student enrolment. To achieve this, new professional standards for teachers in HE would be developed, a national HE teaching academy would be formed and Centres for Excellence in Teaching would also be established.¹⁵

Subsequent to the white paper, the Higher Education Academy (HEA) was formed in 2004 through merging the Institute for Learning and Teaching in Higher Education and The Learning and Teaching Support Network. The HEA is funded by grants from the four UK higher education funding bodies and subscriptions from higher education institutions (HEIs) and aims to support the sector by improving the learning experience of students.

Following its establishment, the HEA was tasked by Universities UK (UUK) and the UK HE funding bodies to consult with the sector on developing the Professional Standards Framework. The standards were launched in 2006 and were the first of their kind in HE and provided common criteria against which ITT and CPD could be developed by individual HEIs.¹⁶ Survey data shows that 83 per cent of human resource managers at HEIs believe the Professional Standards Framework has had a positive impact on the professional development of their staff.¹⁷

The HEA has also developed an accreditation scheme, which accredits good teaching practice and verifies that staff CPD is aligned with the Professional Standards. The accreditation process confers associate or fellow status, which is mapped against the professional standards, and seeks to promote effective staff development and disseminate best practice.

Programmes such as the HEAs accreditation scheme build on previous schemes such as the Higher Education Funding Council's (HEFCE) Teaching Quality Enhancement Fund (TQEF) and schemes such as the National Teaching Fellowship Scheme and The Teaching and Learning Research Programme. It is therefore important to recognise that teacher training in HE has improved and that the development of the Professional Standards Framework has been a milestone in the sector.

¹⁵ Department for Education and Skills, *The Future of Higher Education* (2003)

¹⁶ See <http://www.heacademy.ac.uk/ourwork/supportingindividuals/professionalrecognition>

¹⁷ Evaluation of the Impact of Public Policy and Investments in Human Resource Management in Higher Education Since 2001 – a report to HEFCE by Oakleigh Consulting Ltd (2009)

‘For vocational instructors employed in schools their conditions of service are inferior to those employed as school teachers. Yet, the vocational curriculum would not be able to be delivered without their expertise both as vocational experts and as experts in the pedagogy for their vocational area.’

PROFESSIONAL STATUS

The introduction of the new professional standards in 2007 was designed, in part, to bring greater professional parity between school teachers and those in the FE and skills sectors. However, this Inquiry has received evidence which suggests that professional inequality between school and FE teachers persists, and does so to the detriment of the education they deliver.

Commenting on the benefits of parity between the two sectors, the IfL has said:

That QTLS is not being recognised as qualifying FE teachers to teach in a schools setting is a barrier to the distinctive and up-to-date vocational expert FE teacher being able to contribute fully to the 14-19 curriculum where some of the provision is delivered in a school. IfL believes that 14-19 provision would benefit from ease of movement of the distinctive and complementary professionalisms of teachers across FE and schools...¹⁸

The inequity between the two statuses derives from the fact that QTS enables a school teacher to move into teaching in FE and the post-compulsory sector with little retraining. However, those teachers with QTLS are only able to teach in a school as an instructor, unless they retrain for QTS. If they choose to become an instructor they will be paid on a lower salary grade and will have a lower professional status than school teachers, even though they may be performing the same functions as teachers with QTS.

This fundamental inequity is an obstacle both to increasing the supply of teachers with vocational experience, as well as ensuring the transfer and exchange of skills across the 14-19 landscape. Commenting on this inequality, LLUK told the Inquiry:

...the requirements to be qualified in the teaching subject at degree level and the requirements for personal skills present barriers to many teachers of vocational education who may wish to gain qualified status within the schools sector...For vocational instructors employed in schools their conditions of service are inferior to those employed as school teachers. Yet, the vocational curriculum would not be able to be delivered without their expertise both as vocational experts and as experts in the pedagogy for their vocational area.¹⁹

18 Written evidence submitted to the Children, Schools and Families Parliamentary Select Committee by the Institute for Learning (2009)

19 Written evidence submitted to the Inquiry by Lifelong Learning UK (2009)

The Commission believes that, in the short-term, greater transferability between the two professional statuses must be achieved in order to realise high quality academic and vocational provision throughout 14-19 education – getting the right skills in the right place of our education system must be a priority for policymakers.

To realise this, the Commission believes that convergence courses should be developed to facilitate transferability between QTS and QTLS. Historically, policymakers have kept each sector in isolation. However, 14-19 education requires teachers to work collaboratively and develop networks with professionals from outside their institution.²⁰ Commenting on the need for collaboration between schools, FE, and HE, Wendy Forest, Director, The Hub, and an independent education consultant, told the Inquiry:

There needs to be an exchange of skills between professionals working in schools, further education institutions and higher education institutions. If all we do is allow these institutions to contribute to the learning experience at different points during 14-19 education, learners will not get the full benefit of the different strengths of practice these institutions can bring to education and learning.²¹

It will not be enough, therefore, for schools, colleges and HEIs to simply pool their resources and skills; professionals must embrace new skills and have real shop-floor experience of the range of 14-19 learning contexts. An ethic of collaboration must be accompanied by an exchange of skills between 14-19 professionals.

The principle of convergence is central to the Skills Commission's vision for 14-19 education, and to establishing a high quality vocational route through the 14-19 phase. Developing effective convergence courses may require new ITT and CPD for both school and FE teachers. For example, school teachers may need to train in adult learning theories and FE teachers may need new training in behaviour management. This training should add to teachers' professional development and help with the exchange of skills and practices between professionals across 14-19 education.

Recommendation 1

Sector bodies, such as the Training and Development Agency for Schools (TDA) and Lifelong Learning UK (LLUK), should develop convergence courses, based on suitable assessment models, to facilitate transferability between Qualified Teacher Status (QTS) and Qualified Teacher Learning and Skills (QTLS).

20 For a discussion of 14-19 partnership and collaboration, see Nuffield Review of 14-19 Education Issue Paper 2, From Weekly Collaborative Arrangement to Strongly Collaborative Local Learning Systems (2007)

21 Oral evidence submitted to the Inquiry by Wendy Forest, Director, The Hub (2009)

The Commission believes that the same principles that inform convergence between QTS and QTLS are also applicable to school and college leaders. Commenting on transferability between school leaders qualified with the National Professional Qualification for Headship (NPQH) and college leaders qualified with the Principals' Qualification Programme (PQP), the Association of School and College Leaders (ASCL) told the Inquiry:

There is an obvious need for a bridging course between the two qualifications in order to make them fit for purpose in the alternative sector...However, these difficulties should not stand in the way of opportunities for some really effective and exciting transfer of experience and expertise between school and college leaders who may well wish to take advantage of developing 14-19 curriculum and management experience to bring good practice to the other sector and enhance learning there.²²

The Commission supports this proposal as a means to encourage school and college leaders to share best practice and expertise.

Recommendation 2

Convergence courses for head teachers and college principals should be developed to enable transferability and convergence between school and college leaders.

22 Written evidence submitted to the Inquiry by the Association of School and College Leaders (2009)

PROFESSIONAL CONVERGENCE

In the short-term, the Commission believes greater transferability between QTLS and QTS is vital to ensure that the vocational curriculum is taught by teachers with the appropriate experience and skills. However, the Commission believes there is a clear evidence base for reform to the teacher training system that goes beyond transferability between the existing teacher statuses. It should be a long-term strategic objective for the Department for Children, Schools and Families (DCSF), and the Department for Business Innovation and Skills (BIS) and other key stakeholders to realise professional convergence between teachers with QTS and QTLS. An overarching teaching qualification – a ‘universal QTS’ - would simplify the training system, making it more effective and user-friendly. By training teachers within a ‘common core’ of training, guided by a notion of ‘commonality within difference’, we would bring much needed professional parity of status to the profession, as well as ensuring 14-19 reform is matched by reform of the teacher training system. Commenting on this issue, Dr Tanya Ovenden-Hope told the Inquiry:

...we have two different sets of professional standards for teachers and lecturers teaching exactly the same students in some cases. How can this be in the best interests of either the trainee or the student?... This complexity is unnecessary and could be rectified by a policy on ITT that provides an overarching QTS for all sectors...²³

The Commission strongly believes that professional convergence would ensure that the teacher training system evolves in line with 14-19 education. Professional convergence would help to remove the unnecessary barriers which prevent skilled professionals from moving into teaching and would help to ensure that we have a teaching workforce with the right skills to deliver today’s vocational curriculum. The process of developing convergence courses would represent the first step towards convergence of professionalism by providing an opportunity to examine common training needs and strengths and weaknesses of practice.

The statutory education leaving age will rise to 18 in 2015 and it is likely that this will lead to an increased appetite for vocational education. The Commission therefore urges the Government to examine the scope for professional convergence by this date.

Recommendation 3

It should be a long-term strategic objective of the Department for Children Schools and Families (DCSF) and the Department for Business, Innovation and Skills (BIS), as well as other key stakeholders, to realise professional convergence between all teachers across 14-19 education based on a unified training system.

23 Written evidence submitted to the Inquiry from Dr Tanya Ovenden-Hope, Head of School, Faculty of Education, University of Plymouth (2009)

While based on similar frameworks, the two existing teacher statuses have different requirements. Importantly, QTS requires a degree, whereas QTLS does not. Convergence of professionalism between these two statuses would require bringing together two different skills sets and creating a mechanism to achieve equivalence between academic qualifications and vocational experience and expertise that may be unaccredited. Evidence received by the Commission suggests that revisiting the use of accreditation or prior experiential learning (APEL) could be a practical way to achieve this. By developing a rigorous and credible institutional mechanism, prior experience could be accredited and validated against academic qualifications to ensure that the experience and skills required to teach vocational education are afforded parity of status with academic qualifications.²⁴

Recommendation 4

The Training and Development Agency for Schools (TDA) and Lifelong Learning UK (LLUK) should establish an institutional mechanism for accrediting prior experiential learning and validating it against academic qualifications.

Professional convergence would have a number of implications for the architecture of the teacher training system. Firstly, an overarching teaching qualification would simplify the training system and require only one non-departmental body to oversee ITT and CPD. Secondly, a unified training system would necessitate one set of terms and conditions. It is currently the case that vocational experts who work in schools (and who do not have QTS) are not afforded the professional status, or salary, of school teachers - the pay differential between qualified and unqualified teachers is approximately £6000.²⁵ One overarching teaching qualification would overcome this historic inequality. Thirdly, a single professional status would eliminate the need for separate professional bodies for school teachers and those in FE and the post-compulsory sector; the GTC and the IfL could therefore be merged. This would overcome existing anomalies within the system with regards to professional registration. Currently, government provides funding for school teachers to register with the GTC and FE teachers to register with the IfL. However, sixth-form college staff have not been designated a professional body to which they can register. Professional convergence would resolve this issue. In the meantime, the Government should consult widely before designating a professional body for sixth-form teachers.

Recommendation 5

The Government should consult widely before designating sixth-form college staff a professional body.

²⁴ For a further discussion of APEL, see Garnett, J, Portwood, D, and Costley, C, Bridging Rhetoric and Reality: Accreditation of Prior Experiential Learning in the UK, UVAC (2004)

²⁵ Written evidence submitted to the Inquiry by the Training Development Agency for Schools (2009)

INITIAL TEACHER TRAINING

ITT has undergone a marked improvement over the last decade. Evidence from Ofsted inspections undertaken in 2007 found that provision of ITT in vocational subjects in schools was at least satisfactory in all 14 providers inspected, and good or better in half of them.²⁶ Similarly, evidence from Ofsted inspections of FE providers, undertaken during the 2004 – 2008 inspection cycle, also found that the overall quality of training was mostly satisfactory or better, with a significant amount of the taught element considered to be good.²⁷ This is in stark contrast to 2003, when Ofsted described FE ITT provision as unsatisfactory.²⁸

Unlike the schools sector, where teachers undertake one year of pre-service training before becoming qualified, teachers in the FE sector undergo a process of professional formation to achieve the required QTLS or ATLS. This is defined in the 2007 regulations as:

...the post-qualification process by which a teacher demonstrates through professional practice the ability to use effectively the skills and knowledge acquired whilst training to be a teacher and the capacity to meet the occupational standards required of a teacher.²⁹

Teaching in FE also differs from the schools sector as it is more often a second or third career; the average age of a teacher in the post-compulsory sector is 37.³⁰ It is often the case that individuals who decide to move into teaching in the sector are motivated by a desire to give something back to the industry they have worked in. It is important, therefore, that highly skilled and experienced professionals are able to move into teaching – whether full- or part-time - without having to overcome too many regulatory obstacles, or undertake unnecessary academic qualifications that may lack relevance to the course they are teaching. The route into teaching must be accessible and should focus on the recognition of a candidate's relevant skills and capabilities.

The 2007 ITT reforms were largely welcomed by the sector, and have helped to professionalise the teaching workforce. In evidence to this Inquiry, Markos Tiris, Programme Director at the Learning and Skills Improvement Service (LSIS), commented:

...the new reforms have really started to take bite within the system...it feels as if there has been a sea change, and there is a feel good factor across the sector as a result of the reforms. But, we are only at the beginning of the journey.³¹

26 Ofsted, Initial Teacher Training in Vocational Subjects (2007)

27 Ofsted, Initial Training of Further Education Teachers (2009)

28 Ofsted, The Initial Teacher Training of Further Education Teachers: A Survey (2003)

29 The Further Education Teachers' Qualifications (2007)

30 Written evidence submitted to the Inquiry by the Institute for Learning (2009)

31 Oral evidence given to the Inquiry by Markos Tiris, Programme Director, Learning and Skills Improvement Service (2009)

‘Early research suggests that teaching vocational subjects successfully may be more challenging and require more training than teaching academic subjects.’

The 2007 reforms have also helped to achieve a more appropriate balance between a teachers' need for subject specialist knowledge and pedagogical skills – their 'dual professionalism'. The Skills Commission, however, has taken evidence that suggests ITT requirements for the sector's workforce may place a heavy academic burden on some candidates and consequently restrict the supply of high-quality professionals moving into the sector.

Research carried out by the London Centre for Excellence in Teacher Training (LONCETT) found that there was support for QTLS and its related qualifications, but there was also significant variation in the interpretation and implementation of the 2007 regulatory requirement. The study stated that:

There is concern about the suitability of the new qualifications and requirements for some groups of teachers in the sector. Many providers regard Qualified Teacher Learning and Skills (QTLS) as too steep a requirement for part-time teachers, especially in adult and community learning (ACL). There is widespread concern that the new requirements may exacerbate existing difficulties of teacher recruitment and reduce the diversity of the workforce.³²

The study went on to add:

The new qualification structure has had a substantial impact on the delivery of ITT...FE colleges are interpreting the distinction between the associate and full teaching roles in different ways.³³

Research by the Westminster Partnership CETT and the Quality Improvement Agency (now the Learning and Skills Improvement Service) also suggests that the 2007 reforms have, in certain instances, had a negative impact on ITT. A key issue highlighted by the study was that the reforms have produced less progressive ITT programmes. Since the introduction of the reforms teachers are now only able to begin their training at level 3 or 4: the sector's threshold licence. PTLTS must also be achieved within the first year of teaching, regardless of the number of hours an individual teaches for.³⁴

The Association of Accounting Technicians (AAT) has also submitted evidence to the Inquiry that supports these findings. The AAT has told the Commission that it experiences significant difficulties in recruiting and retaining subject specialists to deliver specific components of its courses because of the demands of LLUK standards.³⁵ Due to the definition of QTLS and ATLS statuses, individuals who regularly teach a

32 How Providers in London are Responding to the Introduction of QTLS and its Associated Statutory Requirements, p.1, Institute for Education and the London Centre for Excellence in Teacher Training (2008)

33 Ibid, p1

34 Professionalising the Workforce Case Studies, Westminster Partnership Partnership for Excellence and Quality Improvement Agency, p3 (2008)

35 Oral evidence given to the Inquiry by the Association of Accounting Technicians (2009)

component of a course must qualify to QTLS standards, even if they are only teaching for a couple of hours each week. The Commission believes that greater flexibility must be inbuilt into LLUK standards. This will ensure routes into part-time teaching are much more accessible to experienced practitioners and do not require them to undertake excessive training to certify skills they may already have and demonstrate in their occupation. The distinction between QTLS and ATLS should also be revisited as should the training requirements for each category to ensure they are not having a negative impact on recruitment.

Recommendation 6

Greater discretionary powers should be given to Lifelong Learning UK (LLUK) to ensure that flexibility can be built into initial teacher training (ITT), particularly for work-based teachers.

Recommendation 7

The requirements for, and distinction between, Qualified Teacher Learning and Skills (QTLS) and Associate Teacher Learning and Skills (ATLS), particularly in relation to part-time teachers, work-based teachers and the 'visiting lecturer' professional, should be re-examined.

CAREERS EDUCATION AND GUIDANCE

There is a significant body of research which suggests the quality of careers education and information, advice and guidance (CE/IAG) is variable and its provision inconsistent.³⁶ The Commission believes that in relation to vocational education this CE/IAG deficit is particularly acute. The cultural dominance of academic education has meant that vocational education has received less attention from policymakers, and this is mirrored in CE/IAG. The Panel on Fair Access to the Professions has highlighted the inadequacies of the Connexions service, and pointed to a number of research studies that suggest that only one in five 16-25 year olds find Connexions useful, and that just under half have never used the service.³⁷ It is vital that the recommendations of this Inquiry are accompanied with reform to CE/IAG to ensure that effective teaching is matched with effective CE/IAG for vocational pathways.

CE/IAG training as an embedded component of ITT must also be examined to ensure that teachers are able to provide adequate advice and guidance for individuals undertaking vocational study. Teachers must have an understanding of the vocational pathways that are available to learners, as well as progression routes to vocational higher education and the professions. Increasing the supply of professionals with ‘real world’ vocational experience in teaching would help to alleviate this problem. The Commission supports the establishment of the Department for Children, Schools and Families’ Careers Profession Taskforce, and urges the Taskforce to examine the quality of CE/IAG for vocational education.

Recommendation 8

The Government should reform careers education and information, advice and guidance (CE/IAG) to take account of the growing vocational curricula and ensure that ITT equips teachers with an understanding of vocational pathways.

The Commission also received evidence from Ofsted which suggests that FE teaching staff and managers can find it difficult to navigate through the ITT reforms, and are often confused by the range of bodies and stakeholders involved in ITT.³⁸

The Commission believes that further examination of the CE/IAG made available to all FE staff, as well as aspiring entrants to the profession, is required.

Recommendation 9

The Government should improve the effectiveness of the careers education and information, advice and guidance (CE/IAG) made available to all FE staff and aspiring entrants to the teaching profession.

36 See Inspiration and Aspiration, The final report of the Skills Commission’s Inquiry into Information, Advice, and Guidance (2008)

37 Unleashing Aspiration, The Final Report of the Panel on Fair Access to the Professions (2009)

38 Written evidence submitted to the Inquiry by Ofsted (2009)

ARTICULATION

The problems associated with navigation are also reflected in the difficulties some trainees experience within articulation – the process of moving from one qualification phase to another. Trainees do not always train for qualifications sequentially: their training may stop and start as and when their occupation allows. As the right to confer qualifications is divided between national awarding bodies (NABs) and HEIs, some trainees may find that the institutions which provide their training changes between stopping and re-starting their training. This can pose practical difficulties for the trainee: re-climatising to new environments and trainers can be difficult. Furthermore, these difficulties can be exacerbated by different institutions applying different methodologies, and even requiring individuals to undertake and pay for bridging courses even though all the training qualifications adhere to the professional standards set by LLUK.³⁹

Recommendation 10

Lifelong Learning UK (LLUK) should work with higher education institutions (HEIs) and national awarding bodies (NABs) to ensure that trainees do not have to retrain or pay for bridging courses when moving between training providers and qualification phases.

39 Written evidence submitted to the Inquiry by the 157 Group (2009)

RECRUITMENT

Throughout the Inquiry the Commission received overwhelming evidence showing that the historic divide in status between school teachers and those in FE and the post-compulsory sector, has, and will continue to have, a pernicious effect on recruitment. With the statutory education leaving age set to rise to 17 in 2013, and 18 in 2015, the Commission believes demand for high quality vocational education could outstrip the supply of teachers able to deliver it.

In addition to legislative reform, the FE sector must also confront significant demographic changes that will place extra demands on recruitment. Currently, 20 per cent of FE teaching staff will be 65 in the next ten years; 45 per cent of teaching staff will be 65 by 2029.⁴⁰ It is, therefore, imperative that ways are found to ensure that high-calibre professionals can be brought into the sector.

Recruitment could also be made more difficult with the proposal to remove the maintenance grant to new trainees from 2010. This will mean that part-time trainees on ITT programmes will not be able to access maintenance grants or apply for student loans. Evidence submitted to the Inquiry suggests that this could lead to a decline in new trainees and a skills shortage in the sector:

LLS [lifelong learning sector] employees taking in-service part-time LLS ITT (a requirement of employment) will have to pay for their fees in full. In a sector that also manages a disparity in pay compared to the compulsory sector, this will be an additional financial burden that cannot be accommodated. It is anticipated that there will be a decline in LLS ITT trainees as a consequence of this funding policy and therefore a skills shortage in the sector in 3-5 years.⁴¹

Existing research suggests that the level of funding for teacher training is already an obstacle to recruiting vocational specialists to the sector; the new funding arrangements could exacerbate this.⁴²

Developing formal fast-track schemes for vocational teachers in schools and FE would be one way to ensure that 14-19 education is delivered by teachers with the relevant skills. Existing fast-track schemes for school teachers provide a sound basis on which to develop similar schemes for FE and should be examined to identify good practice. Teach First, for example, is widely considered a successful scheme for attracting the best graduates into school teaching, and the Conservative Party has outlined proposals to expand the scheme, as well as to develop a 'Teach Now' scheme.⁴³

40 LLUK and GTC survey data

41 Written evidence submitted to the Inquiry by Dr Tanya Ovenden-Hope, Head of School, Faculty of Education, University of Plymouth (2009)

42 Written evidence submitted to the Inquiry by Lifelong Learning UK (2009)

43 See Conservative Party draft manifesto for schools at http://www.conservatives.com/Policy/Where_we_stand/Schools.aspx (2009)

44 Data from the Institute for Learning's 2007/08 Staff Individualised Record

In 2007-08, 52 per cent of existing teaching staff in FE were employed on a part-time basis.⁴⁴ By formalising this model of employment, the Commission believes that an attractive and effective marketing tool can be developed to aid recruitment into the FE sector. The model should focus on fast-track recruitment of the most outstanding and experienced professionals into teaching. Previous research⁴⁵ has shown that the application of accreditation of prior experiential learning (APEL) is vital to career change schemes, and the Commission advocates embedding APEL within this scheme as well. The Commission further supports proposals for a 'Teach Next' or 'Teach Later' scheme, which aim to encourage professionals to move into teaching towards the end of their career.⁴⁶

Recommendation 11

The Department for Children, Schools and Families (DCSF) and the Department for Business, Innovation and Skills (BIS) and their partner organisations should develop a 'Teach Too' model for recruiting part-time or 'visiting lecturer' professionals, as well as examine the potential for 'Teach Next' and 'Teach Later' schemes.

45 Written evidence submitted to the Inquiry by City and Guilds (2009). Also see Research on career change pathways into teaching, Australian Department for Education, Science and Training (2007)

46 See Margo, J, Those Who Can? Institute for Public Policy Research (2008)

‘...to sustain their knowledge and enthusiasm, teachers need the kind of professional development which meets their professional concerns, is sustained by their professional associations, enriches their subject and craft knowledge, and respects their understanding of the needs of the learner... Young learners are now given entitlements. But such entitlements can be attained only if teachers, too, are given entitlements.’

CONTINUING PROFESSIONAL DEVELOPMENT

CPD is a key driver in maintaining and raising the quality of teaching in our schools, colleges and universities. It is a vital component in ensuring that teachers have recent and relevant knowledge and experience, as well as enriching a teacher's professional experience. While it is important to recognise that CPD is a costly and time consuming activity,⁴⁷ the Commission believes that it should be an embedded component of a teacher's professionalism. New legislation proposed by the Government has set out new guarantees for children and parents in relation to the service they are entitled to from schools. The Commission believes that these entitlements should be matched with CPD entitlements for teachers.⁴⁸

Recommendation 12

Continuing professional development (CPD) should be an entitlement for all teachers.

The Commission is concerned that the expansion of vocational curricula in schools is not being matched by an expansion of vocational expertise in the school workforce; we need a 'big bang' of vocational knowledge and capability in our schools. Vocational learning places distinct demands on its teachers, such as the need to contextualise learning within authentic tasks; to do this, requires authentic experience. If we are to successfully establish and maintain a vocational pathway through 14-19 education and on to higher education, we need professionals with recent and relevant vocational knowledge and skills, and the capability to pass these on to learners.

Research conducted by industry bodies, however, has found that many teachers lack relevant vocational skills and experience. A survey conducted by e-skills, the Sector Skills Council for business and information technology, found that less than a quarter of teachers who were going on to deliver the new 14-19 Diploma in IT in the south east of England had relevant HE qualifications, and the vast majority had no relevant industrial experience.⁴⁹ To overcome the vocational deficit in the school workforce, we need to ensure teachers have access to CPD and opportunities to top-up and update their subject specific knowledge and technical understanding.

The Commission believes that the CPD model applied by the Institute for Learning (IfL) provides a sound basis on which to achieve this and its applicability to the teaching workforce as a whole should be examined. IfL CPD regulations require teachers in FE to undertake 30 hours of CPD per year, which they must declare annually through the submission of a portfolio recording the training activities undertaken (there is no prescribed format for the portfolio).⁵⁰ CPD in schools, however, is based on a far more flexible model. While the professional standards for teachers sets out the requirements that teachers must adhere to at each stage of their professional development and provide a framework for CPD, they do not require a portfolio of evidence to be produced and no requirements exist with regards to employer placements for teachers of vocational education.⁵¹

47 Access to Effective and Equitable Continuing Professional Development Opportunities for Teachers, Tutors and Trainers in the Lifelong Learning Sector, Lifelong Learning UK (2008)

48 See the Children, Schools and Families Bill (2009)

49 Written evidence submitted to the Inquiry by e-skills (2009)

50 For further details see the Institute for Learning's website <http://www.ifl.ac.uk/>

51 For further details see the Training and Development Agency's website <http://www.tda.gov.uk/>

The Commission believes that the professional standards for teachers should be revised to require teachers of vocational subjects to undertake annual and relevant employer placement schemes. Furthermore, the IfL requirements should be revised to require teachers with QTLS to allocate a portion of their 30 hour CPD requirement to an employer placement scheme.

Recommendation 13

In order to ensure that teachers have relevant and recent vocational knowledge and capability, teachers of vocational education should be required to allocate a portion of their continuing professional development (CPD) to an employer-placement scheme, to ensure teachers have an annual vocational top-up.

It will also be important for DCSF and BIS to examine how the introduction of the 'licence to teach' - proposed in the Government's white paper, *Your child, Your schools, Our Future: Building a 21st Century Schools System* - could be used to ensure that teachers of vocational education satisfy the notion of 'recent and relevant' vocational knowledge and experience.

Recommendation 14

The Department for Children, Schools and Families (DCSF) and the Department for Business, Innovation and Skills (BIS) should consult on how the 'licence to teach' could be applied to ensure that teachers of vocational education have recent and relevant vocational knowledge and experience.

The disparities between school and FE CPD are also apparent in CPD for teachers delivering HE courses in FE colleges and HEIs. Regulations in the HE sector remain far less prescriptive and only require university teachers to review their CPD within their wider appraisal reviews. The Commission believes that the evolving role of HE necessitates a re-examination of our training expectations for HE teachers. The Commission urges the HEA to examine CPD requirements for university teachers, and to assess whether or not they satisfy the notion of 'recent and relevant' experience and opportunities for pedagogical development.

Recommendation 15

The Higher Education Academy (HEA) should examine continuing professional development (CPD) requirements for university teachers.

POSTGRADUATE PROFESSIONAL DEVELOPMENT

Opportunities for teachers to undertake professional development programmes are vital to ensure that teachers can move from threshold standards to standards of excellence, as well as undertaking challenging and rewarding CPD. Currently, the Masters in Teaching and Learning (MTL) is not available for FE teachers - a further example of the disparities between the two sectors. Consequently, the Commission recommends that the MTL should be expanded to include FE teachers. The MTL for FE teachers should recognise sustained scholarly research into vocational pedagogy and notions of practical capability and intelligence, as well as recognising the challenge of sustaining dual professionalism. The FE MTL would ensure that flexibility is inbuilt into both entry and advanced levels of teacher training. The introduction of an advanced status could also help overcome the professional inequality between school and FE teachers. Commenting on the development of postgraduate CPD opportunities for non-school teachers, the Universities' Council for the Education of Teachers (UCET) told the Commission:

The importance of CPD is increasingly recognised. The scope for teachers in each sector to undertake CPD is not however equitable. For example, opportunities to study at Masters' level are much more limited in the FE sector. This not only reflects the unwillingness of some employers to support longer-term professional development...but also lack of funding.⁵²

An example of current good practice can be identified within the training that UK Skills⁵³ undertakes during its preparation for the World Skills Competition.⁵⁴ UK Skills, in partnership with the University of Cumbria and the Brathay Trust, has developed an MA in Coaching and Management Learning, which builds on their experience of international best practice in training. Importantly, the MA is not founded on traditional styles of academic learning, but notions of practical intelligence, vocational scholarship, and reflective practice.⁵⁵ Further examination of this qualification could be a valuable source of information to the sector.

Recommendation 16

The Masters in Teaching and Learning (MTL) should be expanded to include further education (FE) teachers to recognise standards of excellence in vocational teaching and provide stretch for the most talented and experienced teachers.

52 Written evidence submitted to the Inquiry by the Universities' Council for the Education of Teachers (2009)

53 UK Skills is a not for profit organisation. It champions skills and learning for work through the delivery of innovative, high profile competitions and awards

54 World Skills is an international competition for 17-22 year olds to demonstrate their excellence in the skilled professions. The World Skills competition will be held in London in 2011

55 Oral evidence given to the Inquiry by UK Skills (2009)

TEACHING ASSISTANTS

The 2003 National Agreement gave teaching assistants (TA) the opportunity to train to become higher level teaching assistants (HLTA). Local authorities such as Barking and Dagenham have developed programmes that have built on these career pathways, and have enabled TAs to progress to HLTAs and then on to sub-degree level learning through foundation degrees. Individuals can then progress to training for full degrees and QTS. Expanding these opportunities and ensuring that there is well targeted information and guidance about these pathways would help foster greater diversity within the school workforce, as well as increasing the supply of skills, occupational experience and capabilities needed to provide high quality and relevant vocational provision.

Recommendation 17

The Department for Children, Schools and Families (DCSF) and the Department of Business, Innovation and Skills (BIS) should ensure that routes for teaching assistants (TAs) to progress to higher level teaching assistants (HLTAs) and higher level learning are expanded.

VOCATIONAL PEDAGOGY

Commenting on the impact of an expanded vocational curriculum on the teaching workforce, a report by the Institute for Public Policy Research suggests:

Teaching these subjects will not only require different and specialised subject and professional knowledge, but different teaching skills, such as the ability to hold dynamic and active lessons with hands-on experience for pupils and within less traditional classroom environments. Early research suggests that teaching vocational subjects successfully may be more challenging and require more training than teaching academic subjects.⁵⁶

This challenge is reflected in evidence from Ofsted inspections, which suggests that school teachers have historically been poorly trained in teaching vocational subjects.⁵⁷ Evidence suggests that the introduction of QTLS has helped to improve pedagogy in the FE and skills sector and helped trainees to develop professional identities as teachers.⁵⁸ However, evidence submitted to the Inquiry has highlighted the continued neglect of vocational and applied pedagogies and has recommended that it should become a 'priority for research and curriculum development'.⁵⁹ Commenting on this, Dr Mary Bousted, General Secretary of the Association of Teachers and Lecturers, told the Commission:

There is a clear need to develop a theory of applied learning...we do not yet have one...Pedagogy is the most important thing for a teacher to understand, it is much easier to develop subject knowledge than it is to develop pedagogical understanding.⁶⁰

Recent research by the Association of Colleges also shows that teachers delivering Diplomas feel they have not received adequate training in the applied pedagogies required to teach them.⁶¹

Embedding vocational pedagogy in school ITT and CPD is necessary if vocational subjects are to be delivered successfully in schools. Training in pedagogy constructed from situated and experiential learning that contextualises subject content, presents a significant challenge to school teachers versed in more traditional pedagogies. As a composite qualification, the Diploma allows students to design their learning by making their own choices about principal learning, generic learning and additional or specialist learning. This will create a more fluid learning environment with a wider

56 Margo,J, Those Who Can?,p.6, Institute for Public Policy Research (2008)

57 Ofsted, Initial Training for Vocational Subjects, p.2 (2007)

58 Thompson,R, and Robinson,D, Changing step or marking time? Teacher education reforms for the learning and skills sector in England, Journal of Further and Higher Education,32:2,161-173 (2008)

59 Written evidence submitted to the Skills Commission by Lewisham College (2009)

60 Oral evidence given to the Inquiry by Dr Mary Bousted, Association of Teachers and Lecturers (2009)

61 Diploma Survey Report, p.36, Association of Colleges (2009)

choice of curricula and will necessitate a new relationship between pupil and teacher. It will also require teaching methods that can connect theoretical and practical learning and that can engage learners in authentic tasks.⁶²

While challenging, this represents an opportunity for stimulating and rewarding CPD for both school and FE teachers. The Commission agrees with the evidence it has received from a range of witnesses, all of whom recommend that opportunities for sustained scholarly research into vocational pedagogies should be available across schools, FE and HE.⁶³

Recommendation 18

Vocational and applied pedagogies should become a research priority and be embedded within school, further education (FE) and higher education (HE) initial teacher training (ITT) and continuing professional development (CPD).

62 The Diploma and its Pedagogy, Qualifications and Curriculum Authority (2008)

63 For a further discussion of vocational pedagogies see Nasta, T, *The Knowledge That You Use Every Day: Easing the transition of those who enter teaching from vocational backgrounds*, London Centre for Excellence in Teacher Training, Institute of Education (2009)

‘As it stands there is widespread agreement about the benefits of mentoring, and the desire on the part of practitioners to be mentors, but mentors and trainees alike do seem to be concerned about the rather ad hoc commitment to it by colleges.’

MENTORING

Evidence submitted to the Inquiry has highlighted the importance of subject-specific mentors in teacher training. A good mentor can ease the transfer to becoming a teacher, provide personalised support and accessible advice to the trainee, as well as help to accelerate the development of trainees. Mentoring, as a form of psychosocial support, also has the potential to help instigate sustained reflective practice.⁶⁴

However, mentoring has been a semi-structured component of teacher training, with no formal training or qualification framework and has traditionally been based on an informal voluntary model. Indeed, historically little mention has been made of mentoring as an important aspect of training; the 1999 FENTO standards, for example, did not allocate a role for mentoring at all.⁶⁵ Evidence submitted to the Inquiry by the Universities' Council for the Education of Teachers stated:

As it stands there is widespread agreement about the benefits of mentoring, and the desire on the part of practitioners to be mentors, but mentors and trainees alike do seem to be concerned about the rather ad hoc commitment to it by colleges.⁶⁶

In 2003 Ofsted found that insufficient numbers of FE teacher trainees received effective mentoring, and their progress was inhibited by insufficient observation and feedback on their teaching. This restricted their ability to develop and improve their subject-specific teaching skills.⁶⁷ Since then, improvements have been made in the quality of mentoring. In 2009 Ofsted suggested that it was typically the case for FE trainee teachers to have a nominated mentor, and highlighted an additional £30m of government funding that had been allocated to support mentors. However, despite the improvements, Ofsted suggested that the quality of mentoring was too variable and that mentoring in FE was still less well developed than in schools.⁶⁸

Recommendation 19

The Department for Children, Schools and Families (DCSF) and the Department for Business, Innovation and Skills (BIS) should ensure that long-term, ring-fenced funding is made available for initial mentor training and the professional development of mentors.

There is still the need, therefore, to develop formal institutional frameworks for mentoring to improve the quality and consistency of mentoring in vocational education.⁶⁹ Integrating mentoring into organisational CPD, as well as ITT, would be an effective method of embedding mentoring into training for all teachers. Indeed, research suggests that we should view mentoring as a 'functional building block' of CPD, and that mentor training may actually provide better value for money than other

64 Written evidence submitted to the Inquiry by Rebecca Eliahoo, Senior Lecturer, University of Westminster (2009)

65 Cunningham, B, All the Right Features: Towards an 'architecture' for mentoring trainee teachers in UK further education colleges (2007)

66 Written evidence submitted to the Inquiry by Dr John Lea and James Noble-Rogers, Universities' Council for the Education of Teachers (2009)

67 Ofsted, The Initial Teacher Training of Further Education Teachers: A Survey (2003)

68 Ofsted, Initial Training of Further Education Teachers (2009)

69 For a further discussion see Derrick, J An Investigation into the Mentoring of Trainee Teachers in the Lifelong Learning Sector in London, London Centre for Excellence in Teacher Training, Institute for Education (2008)

70 Wallace, S and Gravells, J, Mentoring in Further Education (2005)

career development programmes.⁷⁰ Further research carried out by the University of Westminster also suggests that mentoring can be mutually beneficial for both the mentor and mentee. A logic of mutuality and reciprocity should underpin the relationship between the mentor and mentee; this can help both to develop their professional and pedagogic skills.⁷¹

The Commission believes that mentor training and qualifications should become part of organisational continuing professional development in every college, and should be a requirement for every FE teacher training course. Furthermore, mentoring should become part of whole college inspections, and not simply within initial teacher training inspection frameworks. UCET said, in evidence to this Inquiry, this would help to ensure that mentoring is considered ‘a total college commitment, rather than just a function of ITT’.⁷²

Recommendation 20

The Office for Standards in Education, Children’s Services and Skills (Ofsted) should include mentoring within its framework for college inspections, and not simply initial teacher training (ITT) inspections.

The Commission further believes that developing 14-19 mentors for school and FE teachers would reflect the evolution of our education system and help existing and trainee teachers develop the skills required to teach across 14-19 education.

Recommendation 21

Research should be conducted into developing 14-19 mentors and training modules.

71 Written evidence submitted to the Skills Commission by Rebecca Eliahoo, Senior Lecturer, University of Westminster (2009)

72 Written evidence submitted to the Inquiry by the Dr John Lea and James Noble-Rogers, Universities’ Council for the Education of Teachers (2009)

EMPLOYER ENGAGEMENT AND THE THIRD SECTOR

14-19 education cannot be delivered by schools and colleges alone. Employer engagement is vital to ensure that qualifications are designed appropriately, so that learners can undertake relevant work placements, and so that teachers can top-up and update their vocational knowledge and experience through employer-placements. Regular authentic vocational experience is necessary to ensure teachers are equipped to provide an authentic learning experience, as well as providing rewarding CPD opportunities. There is currently a diverse range of programmes for school and FE teachers that provide opportunities to undertake an employer-placement, such as Business Interchange, which is part of LLUK's Catalyst programme.⁷³ The programme has enabled approximately 1000 teachers in FE to undertake work placements during 2008 and 2009. The Third Sector also plays a crucial role in the provision of employer-placements. Organisations that have given evidence to the Commission, such as the New Engineering Foundation and the Industrial Trust, have proven track records in acting as the teaching workforce's access point to employers. It is vital that these organisations and their programmes are brought to the centre of ITT and CPD, and that they are delivered within a coherent and effective market that is accessible to teachers. The Commission supports the TDA in examining the scope to expand Business Interchange to include school teachers, and welcomes the establishment of the Education and Employers Taskforce with its potential to establish further bridges between education and employers.

Recommendation 22

The Department for Children, Schools and Families (DCSF) and the Department for Business, Innovation and Skills (BIS) should ensure that teachers are able to access employer placement schemes.

While greater employer engagement within 14-19 education is crucial to developing a high quality vocational pathway, the Commission recognises that engaging with schools and colleges can be costly for businesses. This is particularly the case for Small and Medium Enterprises (SMEs) which will pay a proportionally higher cost (links with SMEs are crucial to ensuring schools and colleges are engaged with local labour markets). It will be necessary, therefore, to develop an incentives framework that can help to offset some of these costs for businesses; DCSF and BIS should examine suitable cost-effective incentive schemes for private firms. However, the public sector will also need to be a leading provider in the market for employer-placements, as private employers alone will not be able to meet the extent of engagement that is required.

⁷³ The Catalyst programme was established in response to the 2006 white paper, *Raising Skills, Improving Life Changes*. It is managed by Lifelong Learning UK and comprises of recruitment and professional development schemes for teachers in further education.

Recommendation 23

The Department for Children, Schools and Families (DCSF) and the Department for Business, Innovation and Skills (BIS) should develop incentives for employers to provide placement schemes for teachers.

Recommendation 24

Government should provide subsidies to third sector organisations to help them expand successful employer placement programmes.

HIGHER EDUCATION IN FURTHER EDUCATION

HE is changing. It has diversified and expanded to include a range of qualifications, at a range of levels. Its demographic has also changed; it is no longer the sole property of 18-21 year old full-time undergraduate students - indeed, these now make up only a third of the total student population.⁷⁴ With the advent of sub-degree qualifications, such as the foundation degree, the place of HE has also changed, with more HE now being delivered in FE colleges, work-based environments and through distance learning. 90 per cent of FE institutions now deliver HE programmes, compared to 20 per cent in 2001.⁷⁵

The new ecology of HE has evolved to meet the demand for a more vocationally and occupationally oriented education system, and one that is able to respond to the needs of a flexible labour market. These changes are mirrored in, and driven by, today's policy-makers. *Unleashing Aspiration: The Final Report on the Panel of Fair Access to the Professions*, calls on the Government to make 'the concept of 'HE in FE' a more universal university provision'; as well as supporting clear progression routes from vocational education to HE.⁷⁶ Government has also consistently called for a bigger role for FE in delivering HE.⁷⁷

Foundation degrees are a key example of the sort of learning that has evolved within the new HE landscape. Similar to the American 'associate degree', it is a qualification that is designed to break down the status divide between knowledge-based and vocational subjects. In 2006-07, 46 per cent of individuals studying for a foundation degree did so part-time, and in 2007-08, 56 per cent of foundation degrees were delivered wholly in FE institutions.⁷⁸ It is also a qualification that is becoming increasingly popular. Since its inception in 2001, the number of students studying for foundation degrees has increased from 4,300 to 72,000 in 2007-08, and the Government's aim is for this to reach 100,000 by 2010.⁷⁹

The expansion, diversification and multi-mode delivery of HE has profound implications for FE, vocational education more widely, and the teachers who deliver it. The demands on recruitment and effective ITT and CPD are vital to ensuring that vocational HE courses are delivered by individuals with recent and relevant vocational knowledge and capability. Strong links between FEIs and HEIs must also be developed to ensure that the right teaching infrastructure, pedagogy and links with employers are utilised in the delivery of qualifications, such as the foundation degree. The interface between HE and FE must become more symbiotic.

As the place and role of HE is changing, its regulation and training must also adapt in line with this. Government has consistently called for the FE sector to help meet the expansion of HE. However, there has been a lack of focus on training needs for the FE workforce and those specialists brought into FE to deliver HE courses. The IfL has said that teachers delivering HE in FE are exempt from any training requirements if they

74 *Unleashing Aspiration: The Final Report of the Panel on Fair Access to the Professions*, p.80 (2009)

75 *One in Eight - The Voice of Higher Education Students in FE Colleges*, p.6, 157 Group (2009)

76 *Unleashing Aspiration: The Final Report of the Panel on Fair Access to the Professions*, p.85 (2009)

77 See *Inquiry into Higher Education (Dearing Report)* (1997) and *Higher Ambitions: The Future of Universities in the Knowledge Economy* (2009)

78 Higher Education Funding Council, *Foundation degrees: key statistics 2001-02 to 2007-08* (2008)

79 *Ibid*

teach solely HE programmes. This creates an odd position in which teachers qualified with QTLS are not able to teach in schools, whereas teachers delivering HE in FE are able to do so without any qualifications at all. The Commission believes it is vital that this section of the workforce is regulated and trained appropriately, as it is likely to be a workforce that will experience significant growth.

Recommendation 25

The Department for Business Innovation and Skills (BIS) should ensure that teachers delivering higher education (HE) in further education (FE) receive adequate training and are properly regulated.

Work-based HE is a further area of concern for the Commission. It is imperative that HE can be delivered within the work place to ensure flexibility of provision and relevance. Like the FE sector, work-based learning can meet short-cycle economic needs and respond and adapt to changes in the labour market more quickly and effectively than HE.⁸⁰ However, the quality of the delivery and teaching in work-based HE needs to be examined further.

Recommendation 26

The Department for Business, Innovation and Skills (BIS) should conduct research into the quality of teaching in work-based higher education (HE).

80 For a further discussion see Parry,G, Davies,P and Williams,J, Difference, Diversity and Distinctiveness – Higher Education in the Learning and Skills Sector (2004)

PRIVATE TRAINING PROVISION

This Inquiry has focused on public sector provision across 14-19 education. However, private training providers play an increasingly important and expanding role within the provision of vocational education and training. Research suggests the private training market is worth just under £3 billion annually, and that between 2000 and 2008 the provider base within the private training market doubled; there are now over twelve thousand private training providers within the UK (operating above the VAT threshold).⁸¹ Furthermore, research carried out by the Chartered Institute for Personnel and Development (CIPD) shows that, relative to other training bodies, employers rate the services provided by private training bodies as mostly good.⁸²

The expansion of private training provision can, in part, be traced back to a new phase in public service delivery that took place around 2000/01, which sought to open up the supply side of public services.⁸³ This reform agenda aimed to improve public services by encouraging diversity of provision – public, private and third sector organisations would all be encouraged to deliver public services. Consequently, over the last ten years we have witnessed a growing and maturing private training market that is now vital to meeting the skills needs of the UK.

The nature of this sector, and how it is affected by policy, has fallen outside the remit of this Inquiry. The Commission recognises further research of this sector's capacity, utility and quality is required, and the Commission endorses the recommendations made by the Innovation, Universities, Science and Skills Parliamentary Select Committee that government should undertake an audit of this sector.⁸⁴

81 Simpson, L, The Private Training Market in the UK, Inquiry into the Future of Lifelong Learning (2009)

82 Labour Market Outlook, CIPD/KPMG (Spring 2007)

83 Excellence and Fairness: Achieving world class public services, Cabinet Office (2008)

84 Re-skilling after Recovery: After Leitch, implementing skills and training policies, Innovation, Universities, Science and Skills Select Committee (2009)

APPENDIX 1

Contributors

Written evidence submissions

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[157 Group](#)

Witnesses

Evidence session 1

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<u>Dominic Hudson</u>	<u>Department for Children, Schools and Families</u>
<u>John Landeryou</u>	<u>Department for Innovation, Universities and Skills</u>
<u>Jacque Nunn</u>	<u>Training and Development Agency for Schools</u>

Evidence session 2

John Bangs	National Union of Teachers
Dr Mary Bousted	Association of Teachers and Lecturers
Wendy Forest	The Hub
John Offord	University College Union
Patrick Roach	National Association of Schoolmasters Union of Women Teachers
Dan Taubman	University College Union
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Carine Bowery	Lewisham College
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James Noble-Rogers	Universities' Council for the Education of Teachers
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Colin Wilman	Federation of Small Businesses

Evidence session 4

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Professor Joy Carter	University Vocational Awards Council
Dr Pauline Dixey	Association of Accounting Technicians
Nick Gash	Association of Accounting Technicians
Professor Paul Ramsden	Higher Education Academy
Jenny Shackleton	UK Skills
Helen Thomas	Higher Education Academy

APPENDIX 2

Initialisms

APEL	Accreditation of Prior Experiential Learning
AAT	Association of Accounting Technicians
ASCL	Association of School and College Leaders
ATLS	Associate Teacher Learning and Skills
BIS	Department for Business, Innovation and Skills
CE/IAG	Careers Education and Information, advice and guidance
CETT	Centre for Excellence in Teacher Training
CTLTS	Certificate to Teach in the Lifelong Learning Sector
CPD	Continuing professional development
DCSF	Department for Children, Schools and Families
DTLLS	Diploma to teach in the Lifelong Learning Sector
FE	Further education
FEI	Further education institution
GTC(E)	General Teaching Council for England
HE	Higher education
HEA	Higher Education Academy
Hefce	Higher Education Funding Council for England
HEI	Higher education institution
HLTA	Higher Level Teaching Assistant
IfL	Institute for Learning
LSIS	Learning and Skills Improvement Service
LSC	Learning and Skills Council
LLUK	Lifelong Learning UK
NAB	National awarding body
NPQH	National Professional Qualification for Headship
Ofsted	Office for Standards in Education, Children's Services and Skills
PQP	Principal's Qualification Programme
PTLLS	Preparing to Teach in the Lifelong Learning Sector
QTLS	Qualified Teacher Learning and Skills
QTS	Qualified Teacher Status
SME	Small and Medium Enterprise
SSC	Sector Skills Council
SVUK	Standards Verification UK
TA	Teaching assistant
TDA	Training and Development Agency for Schools
UCET	Universities' Council for the Education of Teachers
UUK	Universities UK

APPENDIX 3

Evidence submitted by the Training and Development Agency for Schools

The number of trainee teachers undertaking PGCEs over the last four years.

**Vocational subjects are highlighted in darker blue*

TDA subject	Year			
	2005/06	2006/07	2007/08	2008/09
Registrations				
	New entrants	New entrants	New entrants	New entrants
Primary	7,772	7,110	6,940	6,832
English	1,895	1,857	1,783	1,650
Mathematics	1,942	1,883	1,843	1,892
Science	2,878	2,874	2,944	2,978
ICT	851	800	718	708
Design & technology	822	870	827	860
Modern Languages	1,577	1,493	1,333	1,287
Geography	839	752	638	609
History	888	728	677	630
Art & design	778	633	554	548
Music	649	655	640	609
Physical education	985	883	862	798
Religious education	660	775	761	759
Business studies	640	631	549	513
Primary - foundation	0	0	21	32
Citizenship	230	229	226	222
Other	546	475	416	455
Primary - French	317	315	336	306
Primary - German	66	79	76	72
Primary - Italian	25	36	37	15
Primary - Spanish	140	158	145	121
Primary - Portuguese	11	12	0	0
Primary - FS/KS1	820	1,067	1,029	1,378

Applied science	13	18	24	11
Applied ICT	116	111	105	80
Manufacturing	0	0	0	0
Engineering	26	23	15	12
Health and social care	30	35	39	92
Applied business	32	36	43	42
Leisure and tourism	56	5	53	0
Vocational - Recreation, sport and leisure studies	0	0	0	36
Applied art and design	56	54	42	43
Total	25,660	24,643	23,676	23,590

Teacher training institutions providing training for vocational subjects

[Bradford College](#)

[Canterbury Christ Church University](#)

[Durham Secondary Applied SCITT](#)

[Edge Hill University](#)

[Gloucestershire SCITT Consortium](#)

[Liverpool John Moores University](#)

[Nottingham Trent University](#)

[Sheffield Hallam University](#)

[St Mary's University College, Twickenham](#)

[University of Bedfordshire](#)

[University of Greenwich](#)

[University of Sunderland](#)

Pay Scale for classroom teachers (from 1 Sept 2008)

	Annual salary England and Wales (excl. London)	Annual salary Inner London area	Annual salary Outer London area	Annual salary Fringe area
	£	£	£	£
Scale point				
m1	20,267	25,000	24,000	21,619
m2	22,259	26,581	25,487	23,248
m3	24,048	28,261	27,065	25,037
m4	25,898	30,047	28,741	26,894
m5	27,939	32,358	31,178	28,931
m6	30,148	34,768	33,554	31,138

Pay Scale for unqualified teachers (from 1 Sept 2008)

	Annual salary England and Wales (excl. London)	Annual salary Inner London area	Annual salary Outer London area	Annual salary Fringe area
	£	£	£	£
Scale point				
1	15,113	19,007	17,953	16,106
2	16,871	20,764	19,711	17,863
3	18,269	22,522	21,470	19,620
4	20,387	24,279	23,229	21,378
5	22,145	26,037	24,987	23,135
6	23,093	27,794	26,746	24,893

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