

Review of Evidence

Research



**Further Education System
Workforce Development**

Introduction

This review is an updated version, commissioned by LSIS, of part of a research project originally commissioned by the QIA. The project aimed to support QIA in adopting an evidence-based approach to the development of programmes and materials to support improvement in the post-16 system, and to ensure that future research, development and practice are based on awareness and understanding of the issues facing the further education system.

This review is one of a series which are intended to be useful to managers, practitioners and others working in the learning and skills sector. A thematic review was undertaken of current and recent research findings, relevant materials and resources. Items were selected that inform and support improvement.

Section one contains the key messages for improvement that emerge from the materials identified by the review. Section two contains a catalogue of those materials from which these messages have been drawn.

One of a series of reviews of evidence commissioned by LSIS in 2009. Produced by NIACE on behalf of LSIS
All the links in this document were checked in October 2010.

Section 1

Summary of Key Messages for Improvement

Improvement Messages for Providers

A description of the policy context for this theme follows the summary of key improvement messages. The numbers in brackets refer to items in the catalogue of materials containing improvement messages in relation to this theme, also created as part of the project, and which is contained in section 2 of this review.

For strategic managers

- Providers should create and implement their own workforce development plans and staff should be actively engaged in developing these as a key means of raising the aspirations of the workforce (10).
- Providers should review their workforce as part of the self-assessment process and in the context of measuring organisational performance as required by the Framework for Excellence (4).
- Providers should adopt a broad-based approach to developing the skills of their workforce and ensure that workforce development plans include managers and support staff as well as teachers and trainers (1, 24, 10, 23).
- Providers should work internally and with external stakeholders such as LLUK to address recruitment, skills shortages and skills gaps in their organisations (10, 23, 13).
- Providers should contribute to required reform of initial teacher training and continuing professional development, and continue to develop joint working to recognise and disseminate good practice (10, 23).
- Attention is required to the development needs of managers in the sector (13).
- New professional roles should be developed to meet the varying and changing needs of young people, adults and employers. Providers should evaluate their current level of capacity and plan how to increase it (4).
- There should be provision for the workforce to learn from and share with other public services, the private sector, and voluntary and community sector organisations. Training to industry-specific standards and providing a range of opportunities for this is essential for vocational staff (4).
- All providers should have comprehensive equality schemes in place, and should constantly strive to reduce barriers that inhibit the potential of both staff and learners. An inclusive and supportive working culture should be established which proactively recognises the differing and changing needs of both the workforce, and learners (4, 24, 1).

- Providers should adopt a proactive approach to increasing the diversity of their workforces across all the equality strands in order to transform the culture of their organisations (3,1).
- The development of new curriculum initiatives should be planned to go hand-in-hand with resource development and participative staff development (20).
- To gain most value from national quality improvement initiatives providers should ensure that their use of the products is an integral part of wider quality improvement strategies for improving teaching and learning (19).
- The professional development of tutors should be the main lever for improving teaching and learning (27).
- Initial teacher training and continuous professional development should not be treated separately but linked so that they build on each other (27).
- The effectiveness of subject learning coaches will be enhanced by proactive management and support, and appropriate training (19).
- Providers should give attention to the morale of their employees, seeking to improve pay and conditions where possible and addressing future recruitment challenges in innovative ways as the workforce ages and retires (2).

For staff development managers and teacher trainers

- Providers should have comprehensive policies, covering initial training, CPD and support and mentoring for all staff, with impact measures for all activities (22, 5).
- Providers of initial teacher training should secure breadth of experience and high quality mentoring for all trainees, regardless of the context they are working in (5, 7).
- Initial training should model good practice in teaching and learning, for example by building on trainees' experience and using individual learning plans (9).
- The group teaching model for teaching practice is particularly effective in enabling trainees to develop skills (11).
- Observation of teaching and learning is more effective if the activity is seen holistically and there is dialogue between the observer, teacher and learners on the nature of the learning taking place (17).
- Teachers place most value on developing practical skills, with feedback from observation, coaching and peer learning (12).
- Staff gain most from professional updating activities which are self-instigated, and involve direct experience or personal research rather than taught programmes (4, 18, 22).

- Trainee teachers need to experience a wide range of assessment activity in teaching practice, with improved mentoring and support in adult and community learning and work-based learning (7).
- There should be strategies for evaluating the impact of training on trainees' progress, and clear systems and procedures for tracking progress (7).
- Underrepresented groups in teacher training should be better targeted (7).
- Training to address the needs and skills gaps of managers is required (13).
- Identifying ways to develop ICT skills within the workforce is required (13).

For practitioners and staff development managers

- The further education workforce should take more responsibility for its own learning, and for assessing its own training needs. Staff should be more proactive in undertaking continuing professional development to ensure that their skills are updated (4).
- Strategies to develop staff capacity such as action research and peer coaching enable staff to reflect on their practice systematically and can also enhance the quality of teaching and learning (14, 18, 25).
- Vocational tutors should be aware of the need be trained and updated to industry-specific standards (14, 22).

The Policy Context

Although there is a long history of staff development initiatives in the further education system, a comprehensive approach to workforce development is more recent. *Success for all: reforming further education and training* (DfES 2002) included the objectives of increasing the proportion of the workforce with professional qualifications and improving access to continuing professional development.

In 2004, plans to reform initial teacher training for the sector were announced in *Equipping our teachers for the future* (DfES). The Foster review of colleges, *Realising the Potential* (DfES, 2005) again noted the need for workforce development. The white paper *Further education: raising skills, improving life chances* (DfES, 2006) announced further reforms to teacher training, and new regulations requiring:

- all staff to undertake continuing professional development (CPD);
- providers to draw up development plans for CPD;
- teaching staff to maintain a portfolio of CPD;
- teaching practitioners to be professionally registered in order to maintain their licence to practise with 'Qualified Teacher Learning and Skills' status;
- all newly appointed principals to achieve a new national qualification within three years of appointment.

Workforce reform and development is led nationally by Lifelong Learning UK (LLUK), the sector skills council for lifelong learning, which covers the whole of the workforce and the sector. Its *Workforce Strategy for the Further Education Sector in England, 2007-2012* (23) is intended actively to shape the future of the workforce and to support providers in developing their own workforce plans as a means of ensuring quality and the capacity to respond to the new policy agendas.

Statutory regulations to put into effect the white paper announcements, *The Further education teachers; CPD and registration regulations (England)* came into force in September 2007. The Institute for Learning is the body responsible for professional registration of teachers in the further education sector and their progression to licensed practitioner status, and monitoring implementation of the Continuing Professional Development (CPD) requirement. Individual teachers and their institutions are responsible for defining aims for CPD and ensuring that it takes place and is recorded.

The 2006 white paper included a commitment to promoting the diversity of the workforce. This is a matter of human resource development but one with a close relationship to improvement. A diverse workforce is considered to provide experience, understanding and role models that contribute to an ethos whereby all staff feel valued, which in turn contributes to their participation and success in training and development. Key documents relating to workforce diversity include the *Race equality in employment standard* (LSC, 2006), the Workforce Race Advisory Group Workplan 2007-2010 (LLUK), *Equality and sexual orientation; the leadership challenge for further education* (CEL, 2006), the Final Report from the Commission for Disabled Staff in Lifelong Learning (NIACE, 2008) and forthcoming guides and research from the successor group to the Commission for Disabled Staff, the LLUK-sponsored Disability Equality Implementation Group (DEIG).

As in other policy areas, emphasis has moved from policy development and aspiration to implementation in terms for example of:

- Recommendations and implementation plans for diversifying the lifelong learning workforce;
- Securing a sector skills agreement for the lifelong learning sector (now at stage 5);
- FE workforce reforms (for which there is considerable guidance material);
- The DEIG implementation strategy consisting of workshops, guides, 'making the disability equality commitment' and further research.

At the same time, data-gathering and analysis are continuing and continuing to be refined through such surveys as the LLUK National Skills Survey and the Annual Workforce Development Profile. There is continuing research and reporting into the state of morale of the FE college workforce at a time of general economic pressure and rapid change.

Having inspected initial teacher training in 2003, Ofsted returned to it with a review in 2009, signalling the importance of the need for continuous improvement in this area but at the same time noting progress following *Equipping our teachers for the future* (DfES).

Those responsible for further education system workforce development at national, regional and institutional level continue to have to address the key challenges of a workforce that is: aging and from which many individuals are soon to retire; still lacking diversity across all the equality strands; needing further professionalisation; and needing continuous updating, especially in terms of technology.

The key policy drivers for workforce development are:

- a commitment to professionalise the workforce as a whole as a means of raising standards in further education;
- the introduction of the 'licence to practise', with the aim of raising standards and status for teachers by placing further education on the same footing as schools and of course other professions;
- a move from staff development to CPD, with a career-long obligation to develop skills and update oneself in both subject knowledge and pedagogy;
- the expectation that CPD will be planned to support policy initiatives such as the new Diplomas and Train to Gain and will be directly linked to self-assessment and providers' improvement priorities;
- the responsibility of each provider to develop its workforce as a whole, as an essential component of quality improvement.
- commitment (by LLUK) to overcome the skills issues within the lifelong learning sector (most recently by drawing up a sector skills agreement Stage 5 – agreement on collaborative solutions):
- commitment to address recruitment challenges, skills shortages and skills gaps, and a workforce that is aging, under pressure and still lacking diversity.

Section 2

Catalogue of research, materials and resources

This catalogue lists the materials identified by the thematic review of current and recent research findings, relevant materials and resources. Items were selected that inform and support improvement.

Scope of the research

For all themes, the focus was on research, policy or policy-related documents and materials produced since 2000, in English, relevant to the post-16 further education system in England, and readily accessible to provider organisations and other interested parties. Materials from other sectors and countries were not included, and all materials selected had to have been subject to quality assurance. Each review is designed to stand alone.

Further Education System Workforce Development

This catalogue is concerned with the development of the workforce, initial teacher training, continuing professional development and in-service training, and with staff development in relation to policy initiatives such as more personalised learning and the delivery of learning in a variety of contexts including employers' premises and custodial settings. Workforce reform and development is led nationally by Lifelong Learning UK, the sector skills council for further education www.lifelonglearninguk.org. The Centre for Excellence in Leadership was previously responsible for fostering and supporting leadership development across the sector.

The Workforce Strategy

Ensuring equality and diversity is at the heart of strategy, policy-making, planning and training.

Item no: 1

Reference Type:

Research report

Author:

Commission for Disabled Staff in Lifelong Learning

Chaired by Leisha Fullick

Year: 2008

Title:

From compliance to culture change disabled staff working in lifelong learning

Publisher: NIACE

Commissioning body: NIACE

Notes:

This report is from The Commission for Disabled Staff in Lifelong Learning established in March 2007, on the initiative of the National Institute of Adult Continuing Education. The Commission investigated current practices in the employment of disabled people in the lifelong learning sector and made recommendations for improvement. The final report is based on a considerable amount of evidence, written and oral, submitted to the Commission between May 2007 and November 2007 and on an extensive review of the research literature.

This report sets out the major challenges if the ambition for real inclusion for disabled staff is to be achieved. The report indicates there is a clear problem about the under-representation of disabled staff in lifelong learning, and little evidence of organisations adopting a strategic approach to current and future disabled staff.

The main beneficiaries of the report will be disabled staff and potential disabled staff in the lifelong learning sector. However the implementation of the recommendations and the benefits go beyond disability to the heart of ethical and effective organisational functioning. A culture within an organisation that promotes disability equality will bring improvements and dignity to all at work.

Findings relevant to improvement

There are clear recommendations in the report to improve practice, as follows:

Complying with statutory disability duties

Publicly funded quality improvement, inspection, qualifications, workforce development and leadership and management agencies should be accountable for complying with statutory disability equality duties. This will help embed best disability equality practice in all their activities.

Bringing about culture change

There needs to be a move from a culture of compliance with the law towards a culture of disability equality in which inclusion is automatic for all disabled staff, learners and students.

Transforming Organisations

- Lifelong learning organisations need to embrace fully the Disability Equality duty in order to transform the organisations for staff as well as for learners by:

Item no: 1 *Continued*

- Clearly designating a senior member of staff with responsibility for disability equality and ensuring that all senior managers and every line manager are aware of their responsibilities with disability equality policies;
- Ensuring that disabled people are encouraged to be trustees and governors and that bodies responsible for governance include disabled people;
- Developing appropriate mechanisms to ensure that the voices of disabled staff are involved, heard and supported, such as through disabled staff groups, equality committees, liaison/ focus groups and/or affiliation to national networks;
- Reviewing and revising policies, processes and procedures for disclosure, and removing barriers to disclosure, to create a positive and secure culture for disclosure;
- Ensuring that disability equality policies and schemes, staff appraisal schemes and impact assessments involve disabled staff and trade union officials, reporting to governing bodies/ trustees annually, as the Disability Equality Duty requires;
- Signing up to schemes such as the ‘Mindful Employers’ Charter’, and the requirements of the ‘Two Ticks’ scheme;
- Reviewing recruitment procedures in order to encourage applications from disabled people; guaranteeing interviews to disabled applicants meeting the job requirements; and adopting open and inclusive recruitment processes, especially for part-time and/or temporary staff;
- Ensuring that each lifelong learning organisation sets out to achieve:
 - a.** staffing which reflects the disability profile of the adult working population;
 - b.** well-informed management and governance through training and appraisal programmes;
 - c.** sound policies and practices on disability absence and on disclosure;
 - d.** sharing good practice in supporting both disabled learners and disabled staff;
 - e.** better promotion of disability equality in staff training for part-time and full-time staff;
 - f.** full recognition of the need for individual responses to staff disclosure, with individual follow-up and support arrangements;
- Financing reasonable adjustments centrally so that no section, department or faculty is disadvantaged, financially or otherwise, in meeting disability equality responsibilities;

Item no: 1 *Continued*

- Developing support for disabled staff, such as mentoring and work-shadowing, and a disability equality component in appraisal schemes to contribute to raising the achievement of disabled staff;
- Ensuring that disability equality good practice is shared between organisations, between staff and learners, and including where possible contractors and agencies delivering goods and services.

Web Link: <http://www.niace.org.uk/projects/commissionfor-disabledstaff/Default.htm>

For relevant advice see for example:

The Disability Equality Implementation Group (DEIG)
<http://www.lluk.org/disability-equality-implementation-group%20.htm>

Item no: 2

Reference Type:

Research report

Author:

Villeneuve-Smith F.,
Munoz S. and McKenzie E.

Year: 2008

Title:

FE Colleges: the frontline under pressure? A staff survey of further education colleges in England.

Publisher:

Learning and Skills Network

Commissioning body:

University and College Union

Notes:

This research report commissioned by the University and College Union (UCU) and delivered by LSN, gathered responses from over 3000 FE staff regarding job satisfaction. It focused on key issues such as: how satisfied they were with their jobs, how they felt about pay and benefits, how comfortable they were about their working life and conditions and their motivation to work in the sector and future plans.

It outlines the key findings of the research - representing a collective voice of the FE workforce, voicing their thoughts, and the concerns and issues they face in the sector today.

The research comprised an online survey emailed to over 28,000 staff at all levels across England, Wales and Northern Ireland. The survey was targeted across further education (FE) work-based learning (WBL) and adult and community learning (ACL). The database of contacts was collated using an equal number of UCU membership and LSN's customer Information system database.

Findings relevant to improvement

The key findings from the report that are relevant to improvement are as follows:

- Student satisfaction with college teaching is very high but, according to the report, college staff show high levels of dissatisfaction with their own institution. Teaching staff are the most dissatisfied.

Item no: 2 *Continued*

- UCU believes low pay, mounting work pressures and deep dissatisfaction pose a recruitment and retention challenge in the sector which is driving the government's vital skills agenda. Large numbers of teaching staff are set to retire soon – and many others want to leave. Lifelong Learning UK has estimated that FE will need 200,000 new teaching recruits by 2014.

Among the key findings:

- 86% of college teaching staff responding feel they make a valuable contribution to society;
- Half do not feel valued by their employers;
- Only 22% believe they are rewarded adequately;
- 51% feel they can't achieve a good work-life balance. This compares badly with other workplaces. In the UK as a whole, 66% of employees in all sectors say they can;
- 51% of teaching staff say they're likely to leave FE in the next 5 years;
- Less than a third would recommend their college as a good place to work;
- The report follows government praise for the FE sector for hitting skills training targets early and a record number of learners having expressed high degrees of satisfaction with FE teaching.

Web Link: <https://www.lsneducation.org.uk/user/order.aspx?code=080046&src=XOWEB>

Item no: 3

Reference Type:

Research report

Author: CEL

Year: May 2008

Title:

Succession planning and racial equality in the further education system.

Publisher: CEL

Notes:

In 2002, the Commission for Black Staff in Further Education reported on the underrepresentation of BME staff in the further education sector. The report made a series of recommendations designed to empower BME staff to achieve positions of leadership and to enable further education providers to address barriers to BME staff progression. CEL decided to revisit this field of policy research to identify how far the position of BME staff had changed in the six years since the Commission reported.

The research focused on further education colleges in England and was designed with three interconnected components – survey questionnaire, focus group discussions and one-to-one interviews.

Key points:

Institutional changes

- The sector is failing to address the findings of the Commission for Black Staff in FE and failing to use the levers for change at its disposal to address the needs of black and minority ethnic (BME) staff.

Item no: 3 *Continued*

- Statistical data provided by Lifelong Learning UK (LLUK) and the returns achieved for this research indicate that there has been no change in the position of BME staff in the sector since the publication of the Commission's report in 2002.
- Many HR directors and managers showed confusion about what constitutes effective action to address BME underrepresentation.
- Colleges that place a high emphasis on equality and where senior managers actively support this succeed in motivating and retaining BME staff.

Findings relevant to improvement

Providers need to:

- Address the key points and measure themselves against the findings and the data;
- Explore effective action to address BME underrepresentation;
- Emulate the good practice of organisations that place a strong emphasis on implementing equality and diversity policy.

The challenge for leaders

- Senior leaders have cause for concern in relation to succession planning and failure to secure race equality in college employment. To ensure BME staff are both retained and attracted to working in the sector and thereby develop a diverse workforce senior leaders need to:
 - open up an examination and discussion of these areas of policy and practice;
 - develop a culture of openness and trust in which to develop dialogue;
 - Maintain a consistent focus on the agenda with a view to not only delivering policy and procedures but a culture of inclusion.

Web Link: <http://www.excellencegateway.org.uk/page.aspx?o=281248>

For relevant advice, see for example:
Lifelong Learning UK (LLUK) offers a range of downloadable resources to help increase your knowledge and understanding of current race/ethnicity issues facing the lifelong learning sector.
<http://www.lluk.org/3064.htm>

Item no: 4

Reference Type:
Policy document

Author: LLUK

Year: 2007

Title:
The Workforce Strategy
for the Further Education
Sector 2007-2012

Publisher: LLUK

Commissioning body:
HM Government

Notes:

The aim of this strategy is to help shape the future further education workforce in England. It provides a national framework to support providers in implementing their own local workforce plans, and is intended to ensure that the skills development needs of those working in the sector are identified and addressed. The strategy document also seeks to ensure that there is agreement within the wider further education system about the priorities for national investment and action to support providers in local delivery. The strategy sets out a vision for the workforce. It includes all LSC-funded providers and covers the work of leaders, governors, teachers, trainers, tutors and learner support staff. It also includes staff helping to deliver positive experiences and achievements for learners and employers, in the areas of human resources, business support, administration and resources and facilities management. Four priorities for action are identified: understanding the nature of the workforce; attracting and recruiting the best people; retaining and developing the modern, professionalised workforce; and ensuring equality and diversity is at the heart of the strategy, policy-making, planning and training.

Findings relevant to improvement

The further education workforce should be responsive to employers' needs and able to deliver learning to high standards not only on learning providers' premises, but also via the latest information and learning technology and on site in employers' workplaces.

New professional roles should be developed to meet the varying and changing needs of young people, adults and employers, and capacity levels should be identified and increased further.

The workforce should be confident in exploiting technology fully and routinely.

The entire workforce should take more responsibility for its own learning, and assessment of its own training needs. Staff should be more proactive in undertaking continuing professional development to ensure that their skills are updated.

Colleges' and learning providers' staff should engage learners more directly in the design and delivery of their own learning programmes, and be able to show how they are acting on such learner involvement.

Providers should adopt a broad-based approach to skills development and ensure that workforce development plans include managers and support staff as well as teachers and trainers.

Item no: 4 *Continued*

A culture of continuing professional development that is focused on meeting learner needs should be established within the sector/on the part of providers.

Leaders at all levels should be effective and competent, should value partnership working and should harness existing and emerging technologies to meet the diverse needs of learners and employers.

All LSC-funded providers should review their workforce as part of the self-assessment process and in the context of measuring organisation performance as required by the Framework for Excellence.

All teachers and trainers should be registered with the Institute for Learning, as the professional body for further education.

There should be provision for the workforce to learn from and share with other public services, the private sector, and voluntary and community sector organisations.

Union Learning Representatives should be called upon to support workforce development for all groups of staff.

Providers should involve and engage staff effectively in developing their workforce development strategies as a key aspect of raising the aspirations of the sector workforce.

An inclusive and supportive working culture should be established which proactively recognises the differing and changing needs of both the workforce, and learners.

All providers and stakeholders should have comprehensive equality strategies in place, and should constantly strive to reduce social barriers that inhibit the potential of both staff and learners.

Web Link: <http://www.lluk.org/fe-workforce-strategy.htm>

The Workforce Development Strategy for the Further Education Sector in England 2007-2012 emphasises the importance of ensuring that equality of opportunity is at the heart of strategy, policy-making, planning and training. The sector as a whole and providers should raise the aspirations of the workforce through modelling best practice in equality and diversity. Training and development of staff take place within the wider context of human resource management and the success of training and development is related to the extent to which all staff feel valued.

Item no: 4 *Continued*

For relevant advice see for example:
Equality and Sexual Orientation; The Leadership Challenge for further Education, Centre for Excellence in Leadership, 2006
Web Link: <http://collections.europarchive.org/tna/20081202175545/http://www.centreforexcellence.org.uk/UsersDoc/EqualityandSexualOrientation.pdf>

Gender-related factors in career progression,
Centre for Excellence 2007
Web Link: <http://collections.europarchive.org/tna/20081202175545/http://www.centreforexcellence.org.uk/UsersDoc/GenderRelatedFactors2007.pdf>

Race Equality in Employment Standard, Learning and Skills Council 2006
Web Link: http://readingroom.lsc.gov.uk/lsc/National/Race_Equality_in_Employment.pdf

From Compliance to culture change: Disabled Staff working in lifelong learning Commission for Disabled Staff in Lifelong Learning Final Report, NIACE 2008
Web Link: http://www.niace.org.uk/Projects/commissionfor_disabledstaff/publications.htm

Initial Teacher Training

Item no: 5

Reference Type:

Research report

Author: Hankey J.

Year: 2004

Title:

The Good, the Bad and Other Considerations: reflections on mentoring trainee teachers in post-compulsory education

Journal Title:

Research in Post-Compulsory Education

Journal Volume: 9

Journal Number: 3

Page Numbers: 389-399

Place of Publication: London

Publisher: Routledge

Notes:

This article discusses the role of professional mentoring in the training of teachers in post-compulsory education. It draws on the author's experience as course leader for a full-time programme of initial teacher training for post-compulsory education. It explores what is meant by 'effective mentoring' for teacher development and describes some of the issues that arise, from the perspective of mentors and student teachers, as well as some of the difficulties in transferring a school-based model of mentorship to further education. Some tentative suggestions are made for the way forward in developing mentoring for pre-service teacher trainees in further education.

Findings relevant to improvement

Mentoring by subject specialists

Mentors who are subject specialists in the same subject as the student teachers are particularly helpful in relation to aspects of professional practice that novice teachers find problematic, such as responding to the needs of different groups of learners.

Organisational factors

Comprehensive mentor handbooks are needed to overcome the practical problems of releasing mentors for training, although time is also needed for mentors to engage with the contents.

Organisations need to recognise the potential affect on mentors' workloads. These may increase if, for example, mentors are allocated additional duties while 'their' classes are taught or students are covering un-staffed classes.

Web Link: www.informaworld.com/smpp/content?content=10.1080/13596740400200185

Item no: 6**Reference Type:**

Research report

Author: Partington K. J.**Year:** 2003**Title:**

'Because of X, Y and Z,'
What Exactly are X, Y
and Z? Emotional, Cognitive
and Behavioural Responses
from Student Teachers in
Post-Compulsory Education
to Teaching Students
with Disabilities

Journal Title: Research in
Post-Compulsory Education**Journal Volume:** 8**Journal Number:** 3**Page Numbers:** 407-424**Notes:**

This study examines the behavioural, cognitive and emotional responses of student teachers in post-compulsory education whilst teaching learners with disabilities. Data was collected from focus group interviews with 40 participants. Findings identify a lack of preparation to deal with such learners, and that under-preparation may result in teachers taking problematic assumptions into the context of practice.

Findings relevant to improvement**Training for tutors in understanding disability**

Practitioners need to be trained in understanding terminology, definitions and models of disability, and types of disability and impairment. The distinction between 'integration' and 'inclusion' should be understood and this knowledge should be incorporated into the training curriculum for further education practitioners.

Web Link: www.informaworld.com/smpp/content~content=a739067304~db=all~order=page

Item no: 7**Reference Type:**

Inspectorate thematic report

Author: Ofsted**Year:** 2009**Title:**

The initial training of
further education teachers

Place of publication:www.ofsted.gov.uk**Publisher:** Ofsted**Commissioning body:**

HM Government

Notes:

The report presents the outcomes of a review of inspections of initial teacher training during the period 2004-2008. It builds on an Ofsted report of 2003, which judged the system of further education teacher training to be unsatisfactory, setting out the changes and developments over the four year cycle since. It draws on reports of 54 university partnerships and a sample of partner colleges during the four year period, and evaluates the extent to which provision made by 17 Higher Education (HE) providers and 22 further education colleges visited in 2007-8 has improved. It provides key findings in relation to teacher trainees' achievements, the quality of training, and management and quality assurance of provision. Recommendations are made for HE institutions and national awarding bodies; for further education colleges and employers; and for the Department for Innovation, Universities and Skills.

Findings relevant to improvement

Features of improved practice are noted in the report, as follows:

- Trainee teachers in the sector are strongly committed to the values of the post-compulsory sector, establish good working relationships with students and have high expectations of them.
- Trainees' understanding of the relevance and importance of the core subjects of literacy, numeracy and ICT, and as a result their capacity to support their students acquisition of these skills, has improved.

Item no: 7 *Continued*

- Trainees' levels of reflection on their teaching and how this impacts on learning is good and improving.
- Providers are giving greater attention to the development of trainees' subject specialist knowledge and skills. In further education colleges mentors often provide support in relation to developing subject specialist teaching skills.
- Trainees often receive good personal and academic support. Systems for gathering baseline information about trainees' needs are now generally good. The taught element of training programmes is good and there is much effective modelling of good practice.

Provision can be further improved however

- Providers need to ensure that trainees are able to experience a wider range of assessment activity in their teaching practice.
- The quality and extent of workplace support for trainees in worked based learning and adult and community learning, and the mentoring arrangements for these trainees should be improved so that it is more consistent and less reliant on goodwill. Monitoring and evaluation of progress in the workplace should be as rigorous as that applied in taught courses.
- Providers need to establish clear strategies for evaluating the impact of training on trainees' progress, given their different starting points and experience. Needs identified at the outset should be addressed. Target setting to improve trainees' performance should be improved. Clear systems and procedures for tracking trainees' progress are required.
- The effectiveness of the moderation of teaching practice outcomes needs to be improved.
- The monitoring of the impact of equality and diversity policies across providers and partnerships requires further development, and under-represented groups in further education should be better targeted.

Web Link: <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/The-initial-training-of-further-education-teachers2>

Item no: 8**Reference Type:**
Inspectorate report**Author:** Ofsted**Year:** 2007**Title:**

The initial training of further education teachers; findings from 2005/06 inspections of courses leading to national awarding body qualifications

Publisher: TSO**Commissioning Body:**
HM Government**Notes:**

This report sets out the findings from the inspection of the initial teacher training (ITT) courses leading to national qualifications for further education teachers. The evidence is derived from inspections carried out during the academic year 2005/06 by Her Majesty's Inspectors (HMI), additional inspectors and inspectors from the Adult Learning Inspectorate. The inspectors evaluated both higher education institution (HEI) and national awarding body provision in 28 colleges. The findings from the inspections of HEI-validated courses are published in separate institutional reports.

Findings relevant to improvement**Action by Senior Managers**

Senior managers should work in partnership to secure a suitable breadth of practical teaching, and high quality mentoring, for all trainees' regardless of their working context.

They should all implement quality assurance procedures and improvement plans for all aspects of training.

Trainees found to have learning needs should receive appropriate support and their progress should be rigorously monitored. Senior managers should also promote the sharing of good practice between initial teacher trainers and Skills for Life subject specialists.

Improving assessment in ITT

Centres for ITT should work with national awarding bodies to improve the assessment and moderation of practical teaching and the quality of feedback to trainees. Feedback should take full account of subject specialist issues.

Providers should receive further guidance on ways to reduce the burden of assessment for trainees and avoid unnecessary repetition between different stages of the course.

Item no: 9**Reference Type:**

Inspectorate report

Author:

Adult Learning Inspectorate

Year: 2007

Title:Specialist teacher
qualifications: Skills for Life**Place of publication:**

Coventry

Publisher:

Adult Learning Inspectorate

Commissioning body:

HM Government

Notes:

The report sets out findings from a survey of training for teachers, trainers and tutors on National Awarding Body (NAB) accredited Skills for Life training courses for specialist teachers undertaken during 2006. Almost all of the trainees on the courses surveyed were employed in further education, adult and community learning, work-based learning, or prisons. Inspectors evaluated the NAB provision in a small number of colleges. The report includes findings in relation to trainees' achievements, the quality of training, and the management and quality assurance of the provision.

In summary the survey suggests that the training evaluated has many strengths, in particular the extent to which trainees are supported by subject specialists throughout their training. When this is the case it enables them to make good progress in improving their subject-specific teaching skills. However there are areas for development in relation to formal mentoring arrangements for trainees. The report recommends that national awarding bodies should work with providers of training to strengthen the support trainees receive to develop their specialist expertise through formal mentoring arrangements, and to ensure that trainees have opportunities to broaden their understanding of the diverse range of contexts for Skills for Life teaching and learning within the learning and skills sector.

Findings relevant to improvement**Improving the quality of training**

Training can be enhanced by drawing on trainees' vocational and life experience and by the use of teaching materials that are directly relevant to the lives and aspirations of the learners they are working with.

Trainees should be supported in finding the most effective way to use support workers to meet learners' individual needs.

Individual learning plans should be used with trainees to support their learning and progress, thus modelling good practice.

Informal mentoring arrangements should be improved by ensuring that trainees and mentors understand their respective rights and responsibilities. Suitable training and guidance should be provided for mentors.

Teacher trainers should seek to widen trainees' experience of the diverse range of contexts in which the Skills for Life provision is delivered.

Item no: 9 *Continued*

Improving coherence

Senior managers should give more attention to the strategic and operational coherence of teacher training provision for Skills for Life. A holistic overview of the provision is needed to ensure effective co-ordination.

Quality improvement procedures should require consideration of all aspects of the trainees' experiences of both the taught and the practical elements on the training.

Available at: www.ofsted.gov.uk

Item no: 10

Reference Type:
Policy document

Author: LLUK

Year: 2008.

Title:

A sector skills agreement for the lifelong learning sector: Stage 5 – agreement on collaborative solutions.

Publisher:

Lifelong Learning UK

Notes:

This is the Lifelong Learning Sector Skills Agreement for England and is essentially an agreement between employers in this sector, which includes education and training providers, and those organisations – partners and stakeholders – that plan, fund or support education and training. The aim of this agreement is to reach consensus on how lifelong learning sector employers will work together with key partners and stakeholders and with each other in the lifelong learning sector, to secure the necessary supply of training for their workforce in the future.

The Lifelong learning sector includes five broad 'constituencies' of employers:

- community learning and development (CLD)
- further education (FE) (previously learning and skills)
- higher education (HE)
- libraries, archives and information services (LAIS)
- work-based learning (WBL)

LLUK have identified 10 solutions to skills issues across the lifelong learning sector.

Findings relevant to improvement

The focus in the agreement relevant to providers' quality improvement includes:

- Consulting the LLUK documentation on addressing the skills gap. The research shows that the lifelong learning workforce has problems with recruitment, skills shortages and skills gaps. The Sector Skills Agreement offers solutions to overcome these issues.
- Commitment to the reform of initial teacher training and continuing professional development.
- Develop collaborative working across the lifelong learning sector to recognise and disseminate good practice.

Web Link: http://www.lluk.org/documents/sector_skills_agreement_stage_5_england.pdf

Item no: 11**Reference Type:**
Guidance manual**Author:**Casey H., Derrick J.,
Duncan S. and Mallows D.**Year:** 2007**Title:**Getting the practical teaching
element right: a guide for
literacy, numeracy and ESOL
teacher educators.**Place of publication:** London**Publisher:**Institute of Education,
University of London**Commissioning body:**National Research and
Development Centre for
Adult Literacy and Numeracy**Notes:**

This guide is intended as a resource for teacher educators to use in designing and organising their programmes. It is based on earlier NRDC research and development work and interviews with teacher educators who had developed programmes with strong integration of theory and practice as well as subject specific and pedagogical knowledge.

The report was prepared in response to Ofsted reports in 2003 and 2006 and a DfES report in 2004 that suggest that while taught 'input' elements are often being delivered effectively, the practical elements are weaker and do not sufficiently support professional development. Trainees often experience the theoretical and practical elements of the course as quite separate and disconnected. A number of factors contribute to this, including physical separation, a division of labour between the training team in the teacher training institution and the people organising and supporting the teaching practice placements, and ineffective communication between the two groups.

A further common limitation is that even where teaching practice is well-supported, the range of settings and levels of literacy, numeracy or ESOL available to trainees is limited. Most are offered only one placement and that is usually in a further education college, rather than in prisons, adult education settings or workplaces. Trainers may have little recent experience of the range of settings in which trainees are working. The guide examines approaches to the design of teacher education programmes, and the extent to which these support the integration of the practical and theoretic elements. It describes three broad models of the organisation of teaching practice, each providing a different level and type of support to the trainee. These are: group, paired and individual teaching practice.

Findings relevant to improvement**Different models for organising teaching practice**

While less prevalent, the 'group teaching' model, where groups of learners are shared between small groups of trainee teachers for their teaching practice, has a number of key strengths. It is an intensive model in which trainees can learn quickly, for example from watching each other, observing a more experienced teacher, or a trainer modelling techniques. It provides the highest level of support and is particularly effective at the initial stages of a course. Trainees receive feedback from their peers and the trainer, develop collaborative and mutually supportive ways of working and can contribute to formative discussions on the basis of shared experience.

Item no: 11 *Continued*

In paired teaching practice two trainees work together with a group either splitting it or in taking the whole group in turn, under the supervision of the normal class teacher, with formal visits from the trainer. The experienced teacher can help them learn from their practice and progressively increase their role in planning. Trainees received feedback from the class teacher as a 'critical friend', from the trainer when undertaking observation visits, and peer feedback from their partner. A further benefit is that the class teacher's capacity for training within a local partnership may be enhanced.

The more prevalent model of individual teaching practice offers some advantages: for example the trainee experiences the full responsibility of teaching in the sector. However it does not easily foster strong links between theory and practice, and can result in little support or feedback outside of trainer visits. Training teams operating this model need to consider carefully how best to support trainees in the workplace and monitor the trainees' progress.

Using mentors

Where mentor support is provided by a more experienced teacher, with whom the trainee shares the class, this should be seen as integral to the training. Mentors need to be carefully selected and appropriately trained.

Tutorials should be carefully structured to include the perspectives of the trainer, the mentor and the trainee. Robust systems for sharing records of progress in teaching practice need to be in place to support the maintenance of the essential links between theory and practice.

Web Link: http://www.nrdc.org.uk/publications_details.asp?ID=93

Item no: 12

Reference Type:

Other: Project report

Author: Harkin, J. et al

Year: 2003

Title:

Recollected in Tranquillity –
FE teachers' perceptions of
their initial teacher training

Place of Publication: London

Publisher:

Learning and Skills
Development Agency

Commissioning Body:

Department for Education
and Skills (DfES)

Notes:

This project report addresses the question of FE teachers' perceptions relating to the effectiveness of initial training in helping them to teach and support learning. It covers seven key areas: assessing learners' needs; planning and preparing teaching and learning programmes for groups and individuals; developing and using a range of teaching and learning techniques; managing the learning process and providing learners with support; assessing the outcomes of learning and learners' achievements; reflecting upon and evaluating one's own performance; and planning future practice. The project used a questionnaire survey and interviews.

Findings relevant to improvement

Effective practice in teacher training

Teachers may require codified knowledge over more reflectively orientated notions of practice but programme leaders may not always recognise this.

In addition, notions of reflective practice may vary considerably and may not be able to engage with or accommodate learners' voices. It is therefore important to make explicit and agree upon notions of reflective practice, and also to strike a balance between this body of theory, and more codified, 'propositional' knowledge.

Teachers find least helpful training in dealing with difficult or reluctant learners, addressing the needs of disabled students and teaching of groups with widely mixed abilities. They also question the relevance of educational theory and how it relates to everyday contexts of practice.

Teachers place most value on practical skills developed through coaching and observations, with bespoke feedback. Experienced teachers want to evaluate how well they teach and to extend their practices through learning from one another, as well as from formal course inputs.

Initial training should also give more emphasis to career-long development.

Web Link: <https://crm.lsnlearning.org.uk/user/order.aspx?code=031439>

Developing Staff

Item no: 13

Reference Type:

Research report

Author: LLUK

Year: 2008

Title:

Workforce skills in lifelong learning: an analysis of the National Skills Survey in England 2007, including UK wide comparisons

Publisher:

Lifelong Learning UK

Notes:

This report details the findings of the National Employers Skills Survey 2007 (NESS07) for the sector covered by Lifelong Learning UK (LLUK). NESS07 incorporates responses from over 2,300 lifelong learning establishments and is the most comprehensive source of information on current skills, recruitment and training issues affecting lifelong learning employers in England.

The interviews were conducted with employers in the lifelong learning sector as follows:

Area of work	total	percentage
Further education colleges	151	6
Higher education	469	20
Adult and other education (work based learning and adults ad community learning)	1,410	59
Libraries and archives	355	15

This was weighted to a total of 20,480 employers with 802,136 employees.

This report highlights that the lifelong learning workforce, itself so vital to up-skilling and training the rest of the workforce is not immune to problems associated with recruitment, skills shortage and gaps in skills. The findings show that in general, employers in the lifelong learning sector are more likely than other employers to be taking positive action to overcome recruitment and skills issues.

Findings relevant to improvement

The report illustrated areas where employers can improve quality by:

- Having a clear understanding of the skills needs of managers. A significant skills gap identified by employers is management skills. LLUK is working with partners to produce a framework of training programmes and standards for leadership and management best practice.
- Examining exemplary practice in terms of workforce training and development (i.e. libraries and archives and establishments in the North East of England) and deciding action in their establishments.
- Identifying ways to develop skills within the workforce for information and communication technology skills development.

Web Link: <http://www.lluk.org/documents/workforce-skills-in-lifelong-learning-december-2008.pdf>

Item no: 14

Reference Type:

Research report

Author: Hesse C.

Year: 2005

Title:

Widening Participation and E-learning (WiPE) - An Action Research Project

Place of Publication: Leicester

Publisher: NIACE

Commissioning Body:

Learning and Skills Council

Notes:

This programme was part of the LSC's work to promote e-learning in the adult and community learning context via the National Learning Network (NLN). The project aimed to create new approaches to the use of e-learning and ICT, and to open the content and delivery of learning to 'hard to reach' learners. Twelve projects used action research as a means of reflecting on practice to generate better understanding of e-learning in the context of widening participation. Staff development needs in the use of technology to support teaching and learning were also identified and met.

Findings relevant to improvement

Using action research for staff development

Action research can be designed to enable tutors to gauge their own development needs, for example in using ILT, and to meet them.

Action research can be a means of enabling practitioners to reflect on their own practice systematically, gain deeper insight and thus improve continuously.

Training objectives embedded in action research should be sensitive to the different starting points of individual practitioners, and a supportive team culture is important.

Structures to support practitioners in developing and using action research can enhance the quality of provision.

Web Link: <http://www.excellencegateway.org.uk/page.aspx?o=ferl.aclearn.page.id1330>

Item no: 15**Reference Type:**

Research report

Year: 2002**Title:**

Developing staff in further education: discourse, learners and practice

Journal Title:

Research in Post-Compulsory Education

Journal Volume: 7**Journal Number:** 3**Page Numbers:** 339-352**Place of Publication:** London**Publisher:** Routledge**Notes:**

The article examines how 11 staff development officers working in further education colleges understand learners and learning. It argues that in the case of both learners and lecturers staff development officers tend to individualise the process of learning and are predisposed to construct the learner as an object upon which interventions are made. The use of individual learning plans accompanies the idea of learners' possessing different learning styles so that the social dimension of learning seen in group work and peer support is sidelined and learning is seen as 'facilitated'. This tendency is encouraged by the 'performative' context in which colleges are placed and is embodied in the use of learner satisfaction surveys. However alternatives are developing which suggest a practice characterised by dialogue and deliberation.

Findings relevant to improvement**Implications for the lecturer's role and pedagogy**

Learning should not be understood merely as a 'facilitated' process. The expertise of the lecturer and the importance of subject specialism should be recognised.

Pedagogy should not be understood as a one-way process of transmission but should be based on a model of dialogue which enables the learners to make sense of what they learn.

Web Link: www.informaworld.com/smpp/content~content=a739066408~db=all~order=page

Item no: 16**Reference Type:**

Journal article

Author: Browne L.**Year:** 2006**Title:**

Teaching and Learning National Transformation Programme

Journal Title:

Research in Post-Compulsory Education

Journal Volume: 11**Journal Number:** 3**Page Numbers:** 267-276**Notes:**

The paper explores the impact of the Teaching and Learning National Transformation Programme for the Learning and Skills sector (which was still under way at the time of publication). The programme has three strands - teaching and learning resources, subject coaching network meetings, and a training programme for nominated subject learning coaches. The article reviews evidence from a survey questionnaire in order to assess the impact of each strand on teaching and learning and discusses theories underpinning subject coaching. Initial evidence is said to demonstrate that with sufficient commitment and support positive effects can be seen in the contexts of learner behaviour, retention, success and satisfaction.

Findings relevant to improvement**Peer coaching**

Peer coaching is a model which avoids top-down relationships in which training is a one-way process with the trainee being relatively passive. It offers a viable and productive means of improving the learning and teaching process.

Item no: 16 *Continued*

Peer coaching materials can stimulate learners to more active engagement with their learning.

Peer coaching works better with local links and needs the support of managers to succeed.

Web Link: <http://www.ingentaconnect.com/content/routledg/rpce/2006/00000011/00000003/art00002>

Item no: 17

Reference Type:

Journal article

Author: O’Leary M.

Year: 2006

Title: Can inspectors really improve the quality of teaching in the PCE sector? Classroom observations under the microscope

Journal Title: Research in Post-Compulsory Education

Journal Volume: 11

Journal Number: 2

Page Numbers: 192-198

Place of Publication: London

Publisher: Routledge

Notes:

The paper examines Ofsted’s role in teacher assessment and development and its assumed influence on observation of teaching and learning. It argues that current models of classroom observation run contrary to the principles of teacher development and do little to improve quality. Rather, such approaches can create a culture of negativity and focus on teaching’s more trivial aspects and may rely too heavily on the subjective judgements of inspectors/ observers. It concludes that to improve standards, a more equitable model should be used in which both teachers and learners are actively involved in the process of assessment.

Findings relevant to improvement

Effective observation of teaching and learning

A ‘dialogic’ method of observation may help to overcome subjectivity in the observation process.

As successful teaching may be context dependent, a single set of assessment criteria may not be applicable across the board.

Observation may focus on ‘low inference’ factors (the bare bones of content delivery), and can easily overlook crucial aspects of the pedagogic process.

A tick-box approach may arbitrarily break lessons down into falsely discrete parts, thus failing to see a holistic process especially when only part of session is observed. This leads to inaccurate assessments.

The observed teacher should therefore be given an opportunity to discuss the lesson as a whole in a post-lesson feedback session in order to aid the observer’s understanding of classroom events.

Learners should also be involved to avoid the otherwise unequal distribution of decision-making in the observation-based process of assessment and to provide essential information on their learning.

Web Link: <http://www.ingentaconnect.com/content/routledg/rpce/2006/00000011/00000002/art00005>

Item no: 18**Reference Type:**

Journal article

Author:Cunningham J. and
Doncaster K.**Year:** 2002**Title:**Developing a Research
Culture in the Further
Education Sector: a case
study of a work-based
approach to staff
development**Journal Title:***Journal of Further and
Higher Education***Journal Volume:** 26**Journal Number:** 1**Page Numbers:** 53-60**Notes:**

The article examines a research-based staff development programme at a further education college in relation to the government's continuous improvement agenda. The programme has been developed in conjunction with a university and is seen to benefit both individual participating staff and the College as a whole. Staff receive accreditation at levels 4 or 5 and their action research projects (a component of the programme) contribute directly to the college's continuous development process. An outline of the programme is provided, showing how flexibility and opportunities for customisation enable it to respond to a broad range of staff interests and to the College's strategic objectives as well. The programme's wider implications are also discussed.

Findings relevant to improvement**Benefits of action research**

Action research can add rigour to curriculum development. It can enable institutions to address particular areas of weakness with precision.

It can also improve staff motivation at both individual and team level by recognising the value of staff activities for improvement.

The action research cycle

The cycle of action research involves identifying contexts requiring change, designing measures to create change, assessing the changes introduced, and returning to the process of identification. This cyclical approach is thus relevant to the principle of continuous improvement.

Success factors

Action research can be time and resource intensive and requires the support for line managers.

Managers must be prepared to act on recommendations emerging from research, and recognise the increased in authoritative practice amongst staff.

Web Link: (N.B. priced article) www.ingentaconnect.com/content/routledg/cjfh/2002/00000026/00000001/art00005

Item no: 19

Reference type:
Inspectorate report

Author:
Adult Learning Inspectorate

Year: 2007

Title:
The National Teaching and Learning Change Programme: a review of teaching and learning frameworks

Place of publication:
Coventry

Publisher: ALI/Ofsted

Commissioning body:
HM Government

Notes:

This report reviews the contribution made by teaching and learning frameworks to improving practice. During 2006 inspectors visited 25 learning and skills providers from across the Sector including work-based learning, adult and community learning and general FE college providers, selected for their experience in working with the teaching and learning frameworks in a range of vocational areas and in the Entry to Employment (E2E) context. The report also draws on other inspection evidence and wider surveys by the inspectorate. The report concluded that how the frameworks were implemented had a significant impact on the extent to which working with using them could improve the quality of teaching and learning. It includes recommendations in relation to management and teaching training, support and development.

Findings relevant to improvement

Providers need to ensure that the products of the National Teaching and Learning Change programme are integrated within wider quality improvement strategies relating to improving teaching and learning. There should be effective oversight of the implementation and development of the frameworks across and within curriculum/subject/skill areas.

Subject learning coaches should be appropriately trained and prepared for their role and supported in carrying it out. The importance of the role should be communicated and they should be given appropriate status.

Subject learning coaches and teachers/tutors/trainers need to be allocated sufficient time to familiarise themselves with resources, to develop and promote new approaches to teaching and learning, and for them to coach their peers.

Teachers and trainers should be trained and encouraged to make effective use of information and learning technologies within their practice.

Teachers should have access to staff development and continuing professional development to help them recognise the potential of using the framework materials.

Web Link: <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Post-16-learning-and-skills/Read-about-this-new-section/The-National-Teaching-and-Learning-Change-Programme-a-review-of-teaching-and-learning-frameworks>

Item no: 20

Reference type:

Briefing paper

Author:

Qualifications and Curriculum Authority (QCA)

Year: 2004

Title:

Play your Part –
Post-16 citizenship

Place of publication: London

Publisher: QCA

Commissioning body:

Department for Education
and Skills (DfES)

Notes:

The document aims to provide guidance for organisations planning to deliver or delivering programmes of citizenship for young people, including colleges, employers, training providers, voluntary organisations or youth services.

It contains guidance with practical information about citizenship, planning programmes and programme delivery, and recognising and assessing learning. Case studies show citizenship programmes in action. A section identifies good practice in identifying and addressing staff development needs.

Findings relevant to improvement

When identifying staff development needs it is advisable to establish a baseline of skills and knowledge upon which to build so that staff gain the necessary specific knowledge and skills.

Staff development programmes should include ensuring that staff develop a shared understanding of the aims of citizenship programmes and the approach being taken to designing and delivering programmes.

Training should support staff in working with young people in a facilitative manner, and should enable them to engage young adults in issues and empower them to take action, taking the lead in learning activities as appropriate.

Staff development should include awareness of the role of formative and summative assessment within citizenship programmes, and how to use assessment effectively to support and recognise learning.

Senior and middle managers also need staff development to ensure that they are aware of the types of activities and programmes that are being provided, understand current policy and the implications for organisational development. They also need to understand the resource implications, staffing needs and support required.

Staff training can involve training sessions and development activities. A combination of short sessions focusing on awareness raising or skill development, and longer term strategies to support individuals as they gain knowledge, skills and confidence, for example through coaching, mentoring, modelling or shadowing.

Item no: 20 *Continued*

Particularly successful approaches are:

- using a team-based approach where more experienced staff coach and mentor staff new to citizenship;
- active learning approaches where staff contribute ideas and get involved in practical activities;
- modelling the 'active citizenship' approach with staff, harnessing their interests;
- using case studies and other materials designed to support staff development such as those developed by LSDA (now LSN).

Staff should be involved in planning and developing their own programme of training and/or development based on identification of need.

Weblink: http://www.excellencegateway.org.uk/media/Post16%20Citizenship%20Support%20Programme/Playyourpart_post161.pdf

See also: *Staff Development for Citizenship: guidance materials for citizenship co-ordinators and staff developers*, LSDA 2005, commissioned by the Learning and Skills Development Agency. This pack is a brief practical introduction to supporting citizenship-related staff development in the post 16 sector. <http://www.excellencegateway.org.uk/page.aspx?o=242762>

Item no: 21

Reference Type:
Policy response

Author:
University and College Union

Year: 2006

Title: Prison Education Inquiry

Page Numbers: 1-7

Publisher:
University and College Union
Commissioning Body:
University and College Union

Notes:

This document identifies areas of concern for the UCU following the publication of a government select committee inquiry into prison education (in 2004), and the subsequent emergence of the Offender Learning and Skills Service. The document draws on evidence from the enquiry and the views of UCU members to outline the context in which prison education takes place – noting the increased size of the prison population, the lengthening of sentences and inadequate provision for the mentally ill. It also raises questions surrounding the role and efficacy of private provision in relation to the terms and conditions of staff.

Findings relevant to improvement

Improving the professional standing of prison education staff

Prison education staff should have parity of esteem with those in other sectors, including comparable opportunities for professional advancement and training.

There should be closer links between teachers of offenders, and those in the community to enable sharing good practice, and thus improve quality of provision. Areas of expertise such as behaviour management could be shared with schools and other providers.

Item no: 21 *Continued*

Attracting the most appropriate staff may require a focus on trade skills and experience, which are not academically accredited. But achieving higher levels of status may involve the acquisition of professional qualifications. The development of a new qualification similar to the Professional Certificate in Effective Practice would assist. New staff in prisons should also complete an induction programme in youth justice, to include a component focusing on education.

Web Links: www.ucu.org.uk/media/docs/1/0/ucu_prisonssubmission_dec06_1.rtf

See also: *Just Learning? Sharing Promising Practice in Offender Education*. This resource includes a series of case studies from prisons, young offender institutions, probation services, youth offending teams and organisations in the community. Used with the Offenders' Learning Journey for Adults and the Offenders' Learning Journey for Juveniles, and the Common Inspection Framework the resource can be used to raise awareness and support staff development.

<http://www.unlock.org.uk/importantlinks.aspx?id=15>

Offender Learning and Skills Service (OLASS)

OLASS went live across England in 2006 after a year-long trial phase in three regions. It is not a service in the conventional sense, but 'a means by which existing delivery services are brigaded together and focussed on the particular needs of a specific group of learners' (OLASS: A brief Guide DIUS 2007, p.1)

Information about Offender Learning and Skills can be found at: <http://olass.skillsfundingagency.bis.gov.uk/>

Background information and documents can be found at: <http://olass.skillsfundingagency.bis.gov.uk/documents/>

These include two versions of the Offenders' Learning Journey, one for adults and one for juveniles. These set out the requirements and expectations concerning provision, describe the policy environment in which offenders' learning and skills provision is being developed, and describe the role that offenders' learning and skills is expected to play in delivering the Government's policy objectives for criminal justice. In both documents there are sections on information, advice and guidance, assessing learners' needs, individual learning plans, skills for life and personal and social development and the provision of additional learning support, as well as aspects of learning and the use of technology. While not designed for training purposes they provide essential background information for professional development.

Item no: 22

Reference Type:
Policy guidance

Author:
Brookes D. and Hughes M.

Year: 2001

Title:
Developing leading-edge
staff in vocational education
and training

Page Numbers: 24

Place of Publication: London

Publisher:
Learning and Skills
Development Agency

Commissioning Body: FENTO

Notes:

This report considers the skills needs of college staff in the context of a framework for structured professional development. It sets out the challenges facing colleges in securing a coherent and comprehensive approach to skills updating. The research is based on a postal survey of vocational education and training (VET) staff in 120 colleges, the response rate being equivalent to 24% of the college sector. Follow-up interviews were held with 22 staff from 13 colleges.

The survey shows that significant numbers of VET staff have not been employed directly in their industry for 5–15 years. However secondments or placements into industry are still relatively uncommon. There are few examples of sustained corporate efforts or innovative staff development methods and there is no systematic approach to updating vocational staff across the sector.

Findings relevant to improvement

Barriers to skills development

Lack of time and energy, family commitments or low motivation are the main barriers, with other factors including increased teaching and administrative loads and an absence of any quiet time in the year.

Staff development requires commitment from senior management, who may be constrained by other, short-term, priorities.

Host companies may be reluctant to take secondments of those with no previous experience of industry, who are considered to offer less benefit than a secondee with experience.

Preferred approaches to updating

Staff prefer self-instigated and varied updating programmes. They are most positive about those that involved people and personal research. Taught programmes and similar activities are not generally seen as sufficiently stimulating.

Professional and industry standards

Professional bodies enable staff to keep in touch with colleagues and developments.

VET staff would benefit from industry-specific training to industry standards. Networking with colleagues in colleges and in industry is important for keeping up with developments in vocational areas. However, few staff recognise the need to develop a dialogue with people working in their subject and related occupational areas. The sector needs appropriate structures to secure systematic updating.

Reading, personal study and research

Trade papers, professional journals etc are considered by staff to be a convenient and useful means of updating.

Most staff are actively engaged in research in the very broad sense of developing projects or practical work for students, or new methods of curriculum delivery. Innovation in curriculum development and delivery can provide opportunities for staff updating.

Curriculum development teams can improve knowledge of how a discipline is developing as well as fostering internal collaboration.

Staff do not consider self-study programmes particularly useful despite enabling people to work at their own pace.

College-based staff development programmes

Most staff value their college development programmes but senior managers need to take a longer-term view of staff development activity.

Networking

Staff and business development resulting from networking should be recognised as a legitimate college activity.

Institutional strategies

Colleges should consider a central fund for staff updating and product development.

Staff updating should be based on a strategic approach, built on an analysis of the skills and knowledge required to meet current and future needs and underpinned by the FENTO standards. All staff should regularly complete an individual training needs analysis and receive the necessary support to meet the needs identified.

Managers should include updating strategies within their business plans and encourage and support their staff to take them up. Plans should offer a range of opportunities to take account of individual requirements and learning preferences, and should be resourced.

VET staff should be up to date in skills and knowledge appropriate to the level at which they are teaching. Minimum expectations for this should be laid down. The currency of staff skills should be part of self-assessment.

Colleges should acknowledge the importance of updating and raise awareness of the need for professional dialogue. They should find means of incentivising staff, and of promoting industry-specific training.

Item no: 22 *Continued*

Industry and business as a learning context

Involvement with employers and employer training is an important aspect of personal staff development for VET teachers. More local opportunities for this are needed and colleges and employers need to see it as a mutually beneficial exchange. Sharing staff training and updating with local employers – should be considered.

Web Link: www.lsneducation.org.uk/user/order.aspx?code=011067&src=XOWEB

Item no: 23

Reference Type:

Guidance document
web-based at

<http://www.lluk.org/3272.htm>

Author: LLUK

Year: 2008.

Title: FE Workforce Reforms

Publisher:

Lifelong Learning UK

Commissioning body:

Lifelong Learning UK

Notes:

The government is committed to a well qualified and professional workforce across the further education sector in England. To achieve this it has introduced important reforms to the training and qualifications of all teachers, tutors, trainers, lecturers and instructors from September 2007. The reforms include:

- Revised teaching qualifications for new teachers and a professional status for all teachers in community learning and development, further education, offender learning and work based learning;
- Continuing professional development requirements for all teachers;
- Principals' qualifications for all newly appointed principals of further education institutions.

LLUK is working with partners to communicate the FE Workforce Reforms and has produced a number of guidance documents outlining policy and guidance on implementation of the FE Workforce Reforms all of which has an impact on quality improvement.

- Guidance for those who deliver Adult and Community Learning, Offender Learning, and who deliver learning in the Third Sector;
- Guidance for Work Based Learning Providers in England;
- Summary Sheet 'Qualifications for teachers, tutors, trainers, lecturers and instructors in the FE sector; This is a flow chart outlining the various routes to qualifications and gaining professional status;
- Guidance for evidencing personal skills in literacy and numeracy.

Item no: 23 *Continued*

Findings relevant to improvement

Providers need to ensure they are:

- up to date with the reforms and fully understand the actions they need to take;
- Have systems in place to ensure staff are trained and qualified;
- Have systems in place to support and provide Continuing Professional Development for staff.

Web Link: <http://www.lluk.org/3272.htm>

Item no: 24

Reference Type:

Guidance handbook

Author: Ewens D.

Year: 2003

Title:

Managing Staff
Development in Adult
and Community Learning
– reflection to practice

Publisher: LSDA / NIACE

Commissioning Body:

Department for Education
and Skills (DfES)

Notes:

This document is a guide to the management of staff development and training in the context of adult and community learning and was produced as part of the Adult and Community Learning Quality Support Programme. The guide uses 16 case studies to illustrate possible responses to the various issues and policy agendas emerging in the field of adult and community learning. It covers definitions of staff development, management of staff development in the ACL environment, identifying needs, designing programmes, and implementation and evaluation.

Findings relevant to improvement

Designing staff development

The staff development process involves a cycle of needs analysis, programme development, implementation, and evaluation.

The process should relate to an organisation's mission statement and policies, reflect the organisation's values, fit into its planning cycle, and involve all staff. It should respond to local and national initiatives, and react to short-term and long-term need.

In contracted-out services, managers need to create coherent policies, systems and processes that fully engage their partners.

Policy and procedures should be communicated to all staff, using a single manual.

Programmes should include initial training for tutors, essential skills, induction and mentoring.

There should be impact measures for all activities including learners' perceptions.

Web Link: <http://www.excellencegateway.org.uk/pdf/1323.pdf>

Item no: 25

Reference Type:

Guidance

Author: Dadzie S.

Year: 2003

Title:

Training People Who
Need to Know – Book 3,
Staff Development

Page Numbers: 1-73

Place of Publication: London

Commissioning Body:

Commission for Black
Staff in Education

Notes:

This handbook focuses on practical ways to train staff to implement college race equality policies. Learners' retention and achievement may be adversely affected by staff with low expectations and stereotypical views. In this context, effective race equality training is seen as a key means of empowering all learners to achieve their full potential and should extend to all areas of the institution. Staff development can present a convincing rationale for promoting race equality and be an agent for change in encouraging a better understanding of the practical implications for departments, teams and individual roles.

Findings relevant to improvement:

Leadership commitment

Inclusive colleges seeking to promote equality of opportunity and race equality will be characterised by clear leadership and commitment to promote equality and race equality. Such commitment should be highly visible and feature in its prospectus, its annual report and other relevant documents.

Changing organisational culture

Institutions should consult widely with representatives of different interest groups to develop race equality policies and action plans.

Governors, managers, staff and learners must understand their responsibility to promote race equality and equality of opportunity.

The race equality policy and action plan should be part of the strategic plan and each department should have its own plan. Targets for race equality should be set, using milestones, equality & diversity impact measures and other key benchmarks including the size of the college's minority ethnic population, its student profile and the size of the minority ethnic population nationally.

Positive multi-racial images should be used to promote the college, regardless of its ethnic composition or that of the locality.

There should be effective internal and external communication and regular discussion of race equality issues within teams and tutor groups. The college should also communicate best practice to local businesses.

Item no: 25 *Continued*

Staff Development

Voluntary, ad hoc and piecemeal training on race equality which does not reach those who most need it entails risks of internal and external dissatisfaction and failure to meet statutory requirements, alongside poor employee relationships, under-performance and poor staff retention.

Positive action is under-used by colleges and should be considered as a means of improving staff recruitment, development and career progression to promote race equality for under-represented groups. Employees may be offered coaching, mentoring, progression or leadership training, work shadowing and secondment opportunities.

Web Link: http://www.ucu.org.uk/media/pdf/a/c/Training_People.pdf

Item no: 26

Reference Type:
Guidance handbook

Author: Jackson A.

Year: 2000

Title:
Action Technologies
– supporting continuous
development

Journal Title:
Research in Post-
Compulsory Education

Journal Volume: 5

Journal Number: 3

Page Numbers: 361-370

Place of Publication: London

Publisher: Routledge

Notes:

This paper reviews two projects concerned with Continuous Professional Development (CPD) based in adult and community learning. CPD tends to be conceived as discrete, usually accredited, courses as opposed to being embedded in ongoing professional life. Action technologies (*also known as action research*) are a means of supporting CPD by encouraging reflection on practice and innovative action. The two projects indicate the importance of grounding action technologies within peer support structures. One reports how part-time tutors can be involved.

Findings relevant to improvement

Using action technologies

The cyclical process of action technology (planning, action, evaluation, decision, new questions) contributes to CPD by giving opportunities for peer observation, training in response to identified needs, modelling and reflection on practice.

Part-time tutors can be involved in all parts of the process and thus better integrated into organisational improvement and workforce development.

Action research should involve voluntary participation in order to gain staff commitment.

Sufficient time is required to enable supportive group structures to emerge. Groups should remain small enough to develop mutual trust and openness.

Item no: 26 *Continued*

Action research should be embedded within the working environment.

Web Link: www.informaworld.com/smpp/content~content=a739064867~db=all~order=page

See also: *A rolling stone gathers no moss: maintaining the momentum of action research* Learning and Skills Development Agency 2004, commissioned by the Learning and Skills Council.

This document discusses best practice in managing and supporting action research as a form of staff and curriculum development.

<https://www.lsneducation.org.uk/user/order.aspx?code=041630>

Item no: 27

Reference Type: Other

Author: Coffield F.

Year: 2008

Title:

'Just suppose teaching and learning became the first priority'.

Publisher: Learning and skills network

Notes:

In an age of government priorities and targets, just suppose teaching and learning became the first priority...' This is the topic that the Learning and Skills Network asked Professor Frank Coffield to explore as a part of a series of projects on teaching and learning. This report started with an interactive conference with college principals and senior managers, asking "If you focus on teaching and learning at your college, will the rest of the business fall into place?"

The target audience for this report are senior manager teams who have a remit to run initial teacher training (ITT) and continuing professional development (CPD) and who produce written policies for teaching and learning. It is also aimed at tutors who run ITT/CPD courses or who attend them and at the staff in the Centres for Excellence in Teacher Training (CETTs). Professor Coffield argues that teaching and learning should regain its rightful place as the main focus of the post-compulsory education sector.

Findings relevant to improvement

The key findings in the report relevant to improvement are:

- The professional development of tutors should be the main lever for improving teaching and learning;
- All staff should be properly inducted and set on a career ladder;
- Initial teacher training and continuous professional development should not be treated separately but linked so that they build on each other;
- The practice of "joint practice development" as a method of transferring good practice should be adopted.

Web Link: <https://www.lsneducation.org.uk/user/order.aspx?code=080052&src=XOWEB>

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