

# The National Teaching and Learning Change Programme:

a review of teaching and  
learning frameworks



ADULT LEARNING  
INSPECTORATE





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# Executive Summary

## Policy context

The 'Success for All' National Teaching and Learning Change Programme, which was launched in 2003, was designed to create a step change in the way priority subjects are taught throughout the learning and skills sector. The programme is delivered through three complementary strands: the development and use of multimedia teaching and learning resources; the creation of subject learning coach networks, to share effective practice; and a national professional training programme in coaching skills for coaches.

## Scope of the survey

During the period October to December 2006, inspectors visited 25 learning and skills providers which were drawn from work-based learning, adult and community learning, and general further education college contexts. Providers were chosen for their experience of working with the teaching and learning frameworks in business administration and law; construction; Entry to Employment (E2E); land-based studies; and information and communications technology (ICT). The survey also drew upon wider evidence from inspections and other survey activities.

## Key findings

**Overall, inspectors found that the teaching and learning frameworks have played, and continue to play, an important part in developing providers' capacity to improve teaching and learning.** Depending on the nature of the provider and on the framework being surveyed, inspectors found that **there are considerable inconsistencies in the quality of implementation, and the extent of any effects on teaching and learning.**

**The frameworks are most successful in influencing teaching and learning where the provider has a clear organisational quality improvement strategy.** Directors, governors and senior managers communicate their priorities to improve teaching and learning effectively, and operational structures recognise the importance of quality improvement. Equally important is the high status that they give to managers responsible for leading the improvements.

**This maturity in quality improvement is most readily found in general further education colleges,** although there are similar, well-founded quality improvement structures in some work-based learning provisions. Because they have been more exposed to inspection regimes, colleges have had more opportunities to establish a mature culture and framework for quality provision than any other type of provider.

**Often, the main strength of the National Teaching and Learning Change Programme is its ability to encourage managers and staff to look again at approaches to teaching and learning.** The work of the Standards Unit and its successors has provided a valuable catalyst for change, especially through the frameworks. There are significant examples of teachers and trainers thinking about learning styles and how to make teaching and learning more interesting. **Framework materials are not widely used by work-based learning providers who have moved away from formal off-the-job training.**

**Most providers have worked well to build on the original framework materials,** which have provided good practical activities for teachers and trainers to use, with the minimum of change.

Many providers throughout the sector have successfully adapted framework materials which were originally developed for one area of learning, for use in other areas. Such providers are also better at determining which framework materials are useful to them, having a clear view about which materials they should seek to exploit and develop, and which to reject. However, **for many providers, the framework materials and resources remain unexploited.** Sometimes, they are viewed as subject-specific revision aids, rather than strategies to improve teaching and learning throughout the curriculum.

**There is a close relationship between providers' capacity to exploit the frameworks and their understanding and use of information learning technologies (ILT).** In the best examples of providers moving from adoption of the materials to adaptation and self-generation, developments are closely integrated with wider strategies for ILT and information technology (IT) based 'virtual learning environments'.

**Where work-based learners attend less substantial periods of formal training away from work, framework materials are not widely used.** There are many missed opportunities in these cases, as the materials often lend themselves to being part of a more flexible programme of off-the-job training.

**The work of subject learning coaches, and the status that providers attach to this role, are crucial elements in promoting quality improvement.** Most subject learning coaches, and those still being trained, speak with enthusiasm of how refreshed and empowered they feel as a result of their training, which improves teaching and learning and networking with colleagues. **Where organisational priorities and structures do not include their work, their role is less effective.**

**The training for subject learning coaches who deal with E2E programmes is not of consistently good quality.** Some coaches training in E2E indicated that there was little clarity about aims or expected outcomes for participants, and there was little practical advice from trainers about ways to share, apply or utilise materials. Trainees felt that the range of levels at which training was delivered, and at which they were assessed, was not coherent, and that there was not enough guidance about the significance of each level.

# Contextual information about the National Teaching and Learning Change Programme and Survey Methodology

The National Teaching and Learning Change Programme began in 2003. *Success for All*, the government's long-term programme of investment and reform for the learning and skills sector, has at its core the commitment to 'putting teaching, training and learning at the heart of what we do.' The Department for Education and Skills (DfES) Standards Unit was established to provide support for learning and skills providers as they worked towards improving teaching, training and learning. The programme, which has a strong subject focus, is delivered through three complementary strands: the development and use of multimedia teaching and learning resources; the creation of subject learning coach networks, in order to share effective practice; and a national professional training programme in coaching skills for coaches.

The resources are designed to support new approaches to teaching and learning in priority curriculum areas. Work began with the first four priority subject areas: business; construction; E2E; and science. These were followed by health and social care (including early years care and education); ICT; land-based studies; and mathematics. The most recent priority subject areas are adult and community education; engineering; and modern foreign languages. Each teaching and learning framework comprises a guidance book for teachers; a range of learner resources; teacher training resources, which include training videos and DVDs where appropriate; and a CD-ROM which illustrates the approaches to teaching and learning. A number of ALI and Ofsted full-time inspectors have been seconded to work on the development and promotion of the frameworks.

The work of the previous Standards Unit, and responsibility for the frameworks, is now with the Quality Improvement Agency. Improving teaching and learning is at the heart of the quality improvement strategy. Further development of subject priorities is now closely related to the introduction of the new, specialised diplomas.

As part of the programme of ALI survey reports for 2006-07, inspectors carried out a survey of the effectiveness of the teaching and learning framework resources, including aspects of subject learning coaches. The survey focused primarily on three of the frameworks introduced in 2004, business, construction and E2E, and on two of those introduced in 2005 which were land-based studies and ICT. The survey was planned and conducted with the aim of assessing the effectiveness of the teaching and learning frameworks so far, in terms of influencing practice and improving the quality of teaching and learning.

Between October and December 2006, a team of seven full-time inspectors and one associate inspector made one-day survey visits to 25 learning and skills providers, including work-based learning providers, adult and community learning services, and general further education colleges. The *2005 Common Inspection Framework* for education and training was used in the survey as the basis for collecting evidence and making judgements. During their survey visits, inspectors met with senior managers, subject learning coaches, teachers and trainers, and learners and employers. Inspectors also observed some teaching and training. They examined self-assessment reports, performance data and strategic and operational documents.



# Characteristics of successful implementation of the teaching and learning frameworks

- The provider places quality improvement at the heart of its activities. There is a clear organisational quality improvement strategy, with strong commitment from senior managers, which often leads to improved standards of teaching and learning.
- Leaders and managers communicate effectively their priorities to improve teaching and learning.
- Operational structures recognise the importance of quality improvement and high status is given to managers responsible for leading improvement.
- The outputs from the National Teaching and Learning Change Programme are blended skilfully with the overall organisational plans and initiatives to improve teaching and learning.
- Teachers and trainers understand what constitutes good and better teaching and learning, and what they need to do to improve their quality of provision.
- Teaching and learning framework materials are promoted and exploited by the provider's mature quality improvement infrastructure. Resources and ideas are drawn from a range of framework materials.
- Subject learning coaches, or their equivalent, are central to the provider's plans to improve quality. Some providers have not adopted the subject learning coach role, but fulfil it through other well-conceived roles.
- Subject learning coaches are managed effectively within an overall organisational quality improvement structure. Their wider roles and responsibilities are clear and they work closely together as coaches and movers for change.
- Providers build upon the original framework materials, which are adopted and adapted well. From a position of knowing their strengths and weaknesses in teaching and learning they select which framework materials are useful to them.
- Providers have a good understanding of ILT and have strategies to facilitate its use in teaching and learning. The adaptation and development of materials are closely integrated with wider strategies for ILT, and IT-based virtual learning environments. In such cases, providers widen the participation of learners through the use of e-learning.
- Subject learning coaches are actively involved with crafting and delivering the provider's staff development programme, and the development of coaching skills is given high priority.
- Subject learning coaches are fully involved in external networking to share good practice and develop teaching and learning materials.
- Subject learning coaches are given sufficient time to become proficient in their roles, and teachers and trainers are given sufficient time to carry out development work and to share their experiences with others.
- Learners are asked for their views on the success of new approaches to teaching and training. They often have either strongly positive or strongly negative views about whether teachers' and trainers' newly developed teaching materials have helped to improve their understanding.

'Not enough attention is given to defining the characteristics of better teaching and learning'.

# Characteristics of less successful implementation of the teaching and learning frameworks

- Providers have no structured quality improvement strategy within which to integrate the products of the National Teaching and Learning Change Programme.
- There is no leadership and management commitment to fully implementing all aspects of the programme. The results are piecemeal activities. Subject learning coaches may not have been appointed.
- Management focus and the responsibilities for the improvement of teaching and learning are unclear. Valuable initiatives may be taken by individuals in some subject areas, but there is no overall management to drive forward quality improvement.
- Not enough attention is given to defining the characteristics of better teaching and learning. Poor use is made of such aspects as the range of activities, varied input, learning styles, and opportunities to demonstrate learning.
- Initiatives to improve teaching and learning are not evaluated sufficiently. Internal lesson observation schemes are not effective enough in judging progress made with improvement initiatives.
- The training of subject learning coaches is poorly planned and delivered. They are not properly prepared for their role.
- The importance of subject learning coaches is not fully recognised. They are not managed and supported appropriately within the organisation and they are not given appropriate status.
- Liaison is not well developed among the various subject learning coaches.
- Poor use and exploitation of framework materials. There is no overall approach to their use and development. Staff view them as subject-specific revision aids, rather than strategies to improve teaching and learning throughout the curriculum.
- Networking by subject learning coaches is not effective enough.
- Insufficient time is given to teachers and trainers to familiarise themselves with, and to develop, resources.
- Organisational development of ILT is incomplete and there is little investment in up-to-date hardware and software.
- Teachers and trainers have a poor awareness of ILT, and it is only used in teaching in its most rudimentary form.
- Learners draw unflattering contrasts between teaching in subject areas where developed ILT is used and those where it is not.
- The use of staff development and continuing professional development to help teachers recognise the potential of using the framework materials is underdeveloped.





# Recommendations

## Priorities for providers

- Ensure that there is an appropriate strategic and operational context for quality improvement within which to promote and use the outcomes of the National Teaching and Learning Change Programme.
- Ensure that management structures recognise the importance of quality improvement, and that high status is given to managers responsible for leading on improvement.
- Establish clear overall management of the implementation and development of the frameworks, and for subject learning coaches.
- Ensure that the outputs from the National Teaching and Learning Change Programme are integrated with the overall organisational plans and other initiatives to improve teaching and learning, including the use of virtual learning environments and e-learning.
- Attach high status to the role of subject learning coach, or equivalent. Carefully define the role in the context of the organisation and be clear on what they are to achieve.
- Provide sufficient time for subject learning coaches and teachers to develop and promote new approaches to teaching and learning, and for them to coach their peers.
- Thoroughly evaluate the outcomes of the work in order to change approaches to teaching and learning, paying particular attention to the views of learners.



# Detailed findings and examples

## Achievement and standards

Where the National Teaching and Learning Change Programme is part of wider provider strategies to improve quality, then there are positive outcomes to achievement and standards. These are achieved through the better management of teaching and learning.

In lessons observed, where good use was being made of framework-related materials, learners enjoyed their work and made good progress. Skilful use of resource materials encouraged less confident learners to participate in lessons, helping them to develop personal and social skills. Learners themselves declared their preference for this active style of teaching and learning. They contrasted this approach to lessons which were more centred around the activities of the teachers. They felt that their achievements and progress were restricted under the latter approach. Inspectors often noted the good organisational skills of those learners who were used to participating in lessons with more varied and interactive content.

Providers do not commonly and systematically evaluate the effects of teaching and learning framework materials on achievement and standards. However, where evaluation is carried out, the view is that success rates on previously poorly performing courses have improved. More generally, learners' attendance in lessons improves.

Learners' progress and achievements in literacy and numeracy were assessed by inspectors. In a small number of providers, learners were helped by the use of teaching and learning framework materials

### **EXAMPLE 1: private work-based learning provider**

#### **Developing learners' social and personal skills**

The teaching and learning framework materials have had a significant and positive effect on the development of E2E learners' personal and social skills. The materials include E2E packs, but also adapt resources from the business, mathematics and construction sectors.

### **EXAMPLE 2: private work-based learning provider**

#### **Learners' progress and their involvement in managing it**

Using framework materials for business and ICT, trainers have planned programmes carefully for individual learners who attend workshop activities at different times. In pursuing learning activities, either on their own, or in small groups, the learners are able to manage and monitor their own progress. This opportunity to manage and check on their own progress is having a positive effect on their attendance and punctuality.

### **EXAMPLE 3: general further education college**

#### **Framework materials as an aid to learners' revision**

Learners following level 3 business programmes are introduced regularly to revision activities, which are based upon framework materials. Attendance at these sessions has in the past been poor, but learners are now attending well. They also find revision tasks more interesting and want to attend the next lesson in order to find out the outcomes of the longitudinal tasks.

## Quality of provision

Overall, the teaching and learning frameworks help teachers and trainers to improve their teaching,

but there are significant differences in the extent of improvements among providers. In the most productive cases, in supportive environments where improving teaching and learning is given high status and levels of resource, teachers and trainers have used the framework materials skilfully to improve the quality of their lessons. Teachers and trainers understand what constitutes good teaching and learning, and what they need to do to improve. They are refreshed by the opportunity to use and build upon well-designed materials which have been developed by other practitioners. They comment on the value of 'ready made' approaches which they can use immediately with the minimum of change, but which they can adapt to meet their individual preferences and those of their learners.

In this positive context, teachers and trainers carefully consider their learners' learning styles and how to make teaching and learning more interesting and effective for the whole range of learners. Teachers and trainers plan their lessons with this in mind and employ an appropriate mix of approaches and methods to get the best from learners. Resources and ideas are drawn from a range of framework materials. Often, learners are significantly involved in investigative activities and case studies, working in small groups to develop and present their findings. Teachers use learners' activities skilfully. The more reluctant learners are helped and encouraged by their peers. Sometimes the enthusiasm of teachers, who have worked hard to adapt and develop framework materials, is evident and helps to involve and enthuse learners.

Many providers do not properly consider and adopt framework materials. Not enough attention is given to defining the characteristics of better teaching and learning. Poor use is made of such aspects as the range of activities, variations in input, learning styles and opportunities to demonstrate learning. Teachers and trainers do not fully understand what the materials consist of, and how they can be used as part of an overall strategy to improve teaching and learning. With no overall approach to the use and development of materials, teachers and trainers use them sporadically, if at all, and sometimes view them only as subject-specific revision aids. Learners similarly view the use of framework materials as obviously different, but wonder how they fit in to their overall learning programme, which is often teacher-centred.

Some of the best use of the frameworks in teaching is in contexts where teachers and trainers have a good awareness of ILT and use it effectively in their teaching. For learners, there is a close and effective relationship between active participation in lessons and being prepared to engage and ask questions when learning materials are delivered and exploited through the use of IT. In contrast, insufficient use of ILT in lessons, such as using overhead projection to show text on a screen, reinforces learners' resistance to learning. Learners declare their preference for the teaching in subject areas where developed ILT is used, over those areas where it is not.

The capacity to exploit the framework materials and to improve standards of teaching and learning is further increased through the development of IT-based virtual learning environments. With the most advanced providers, learners are able to access teaching and learning materials from the provider's intranet. Often, learners can use these facilities at home on their own computers.

In a few cases, providers are beginning to use the virtual learning experience to carry out learners' assessments and to monitor their progress. Learners are able to view and comment on their developing assessment records. In the case of one provider, where framework materials have been adapted for e-learning, learners' use of the materials is monitored so that they can be prompted and advised if they fall behind with their planned programmes.

Frameworks and framework materials clearly have the potential to be effective resources, but their usefulness is highly dependent upon the provider having a delivery model which can exploit the resources. For example, where work-based learners no longer attend substantial periods of formal training away from work, framework materials are not widely used. Insufficient use is made of the materials as part of a more flexible programme of off-the-job training.

Many teachers and trainers have built well on the original teaching and learning framework packages. Materials have been adapted effectively to allow them to be used in areas of learning additional to the ones for which they were designed. In better provisions, teachers and trainers are more discriminating as to which framework materials are useful to them, taking a clear view on which materials they want and those which are of little value to them.

In business, a few providers of accountancy training have begun to overcome attitudinal barriers to the use of more active learning. They have adapted generic business materials for use at the earlier levels of accountancy training, and have begun to promote their use at the higher levels. In the provision for ICT, work-based learning providers have felt the need to substantially adapt framework materials which they believe to be more suitable for whole-group teaching. In a few cases, inspectors noted excellent adaptations of materials for use with school pupils aged 14-16 years.

In some colleges, the teamwork to develop materials has included teachers of literacy, numeracy and language. These teachers find that the discussions about framework materials and the work carried out to adapt and develop them provides them with the opportunity to advance their ideas about how to promote more effective teaching of the basic skills.

The work of subject learning coaches, or their equivalent, is often central to the successful use and development of the teaching and learning framework materials.

Some providers have not adopted the subject learning coach role, but fulfil it through other well-conceived roles, developed previously as part of their wider quality improvement strategies.

In either case, these roles provide an important focus and stimulus for other teachers. In the best examples of successful implementation of the frameworks, coaches take the lead by using the framework materials in their own teaching. They assess the materials' value for particular lessons and learners, and make changes to improve their usefulness. This work is most effective where there is a team of subject learning coaches who share their experiences and review the suitability and use of materials in all subject areas.

In a significant minority of providers, however, the work of subject learning coaches is not markedly promoting improvements in teaching and learning. Sometimes, lone coaches lose heart and are unable to influence and help other teachers. In other cases, they seem unable to fully understand their role, or their own teaching is no better than satisfactory. In many providers, the coaching aspects of the role are the least developed.

Most subject learning coaches are actively involved with crafting and delivering the provider's staff development programme. They support and promote the development of teachers' and trainers' skills to improve their teaching. Where teaching and learning are less successful, there is often insufficient use of staff development and of continuing professional development to help teachers recognise the potential of using the framework materials.

#### **EXAMPLE 1: general further education college**

##### **The National Teaching and Learning Change Programme as a focus for improvement**

In this college the real value of the programme is how it has raised awareness of teaching and learning and provided a model for improvement throughout the college. The provider has made good use of the programme strands to build networks and share good practice within the college and with other providers. The college's work with the programme has speeded up the process of change and improvement by providing support for teachers' continued development.

#### **EXAMPLE 2: land-based college**

##### **Positive effects on teaching and learning, the use of framework materials, and managing their use.**

Materials have helped reinvigorate some teachers and the way that they teach. Teachers believe

that the frameworks help improve consolidation of learning, extend learners' concentration spans and give them ownership of what they do. Teachers who use the framework materials report that good classroom management skills are essential to ensure that activities are well managed, and to prevent the more confident learners from taking over the lesson. Some of the activity-based learning developed in the college has clearly established differentiated activities.

**EXAMPLE 3: land-based studies within a general further education college**  
**Good use and development of teaching and learning materials**

The college has made good progress in implementing the frameworks and is integrating them well into teaching and learning. The frameworks are used particularly well by three full-time teachers who, with the help of the subject learning coach, are developing the materials and beginning to adapt them to their own uses. In some cases they use the materials in a different context to the one that they were designed for, and in other cases they are developing material based on the principles contained within the frameworks. In one case, the teacher asked the learners to develop their own activity based on a board game. Teachers and learners considered this to be a very good learning experience.

**EXAMPLE 4: general further education college**  
**A successful approach to implementation in order to promote improvement**

The college has now linked the work of the subject learning coaches with that of its advanced practitioners in order to promote the materials and methods throughout the college. The provider has identified remission time for these teachers to carry out their roles. A significant amount of thought has gone into how coaches and practitioners achieve their goals. External presenters have been used to support this work and the virtual learning experience is used as a resource to share the training. Linking the role of the subject learning coach for ICT with key skills training is a priority. Lesson plans now include prompts to ensure that teachers use active learning to achieve learning outcomes. Presentations have taken place with teaching teams to ensure that they understand the role of the subject learning coach.

**EXAMPLE 5: adult and community learning provider**  
**The development of active learning**

Although the emphasis in some of the materials was perceived by staff to be on more academic and higher-level courses, there was much that could be adapted for use by the adult and community learning service. The focus on active learning was identified in the provider's own staff development plan and has been used well in these developments. There is obvious use of active learning in lessons, using activities such as 'wordsnap' and bingo. One lesson involved learners taking roles as computer furniture, such as the keyboard, or the monitor, and instructions were relayed around the systems by notes, passed by a learner acting as a computer bus.

**EXAMPLE 6: adult and community learning provider**  
**Positive impact on the quality of provision**

The change programme led to the provider reviewing teaching and learning and resources throughout its provision, and has resulted in considerable sharing of good practice and materials development. Learners are now much more involved in lessons, building their confidence and enjoying the lessons. They are not afraid to ask questions and are stimulated by the activities. There is significant sharing of good practice and a catalogue of resources has been produced. Teachers feel that they know the learners better, relationships have improved and teaching is more enjoyable. Learners are re-energised by the changes in activity and they prefer this type of learning. New approaches to teaching draw in isolated learners who become part of the group. Teachers are now looking more closely at the extent of learners' involvement. The framework materials have also been used to develop the

qualification training for volunteer teachers and in early stage teacher training qualifications.

**EXAMPLE 7: general further education college**

**Building on the programme to improve the quality of provision**

The subject learning coaches have used their experience well. The framework materials have played a key role in improving teaching, and are a key part of the college's strategy to further improve teaching. This will be achieved through its teaching for learning team, and the sharing of good practice through the teaching for learning forums. The college is setting up a central resource bank of the material, and logs its use. A good variety of material is used in ICT to promote active learning, and is available in the college's virtual learning environment. The provider plans to raise awareness throughout the college, which will include team teaching. It is considering how best to use its subject learning coaches and advanced lecturers as teaching and learning champions, and will shortly implement their new roles.

**EXAMPLE 8: private work-based learning provider**

**The developing role and work of the subject learning coach**

The provider clearly perceives the work of the subject learning coaches as a key element in improving its standards of teaching and learning. The role has been included in the quality improvement plan, and the training and development strategy. Learning centre managers are to be updated on the role and time is now set aside for the coaches to coach other teachers and trainers. Regular meetings of coaches and managers are to begin in 2007, to encourage the sharing of good practice between coaches. Each coach will have a 'buddy' to work alongside him or her.

**EXAMPLE 9: land-based studies within a general further education college**

**Delays in creating a supportive environment to get the best from the teaching and learning frameworks**

Although a teaching and learning strategy has been developed for 2006, framework implementation and its effects have not been considered as part of the strategy. The college is now aware of the need for such an action plan, and of the need to amend its structures in order to benefit from subject learning coaches and the use of the frameworks. The provider is beginning to consider how the success of implementation might be assessed through observations of teaching and learning, and from learners' evaluations.

**EXAMPLE 10: general further education college**

**Learners' positive perceptions of teaching and learning**

Learners are very positive about the recent improvements they have seen in teaching. They comment favourably about the variety of methods used and their own involvement and motivation. They feel that they are learning more effectively and understand more, and are developing skills such as teamworking and respect for others. 'Learning by doing' was fun, and their confidence has improved. They feel that teachers are listening more to them. In the lessons observed by inspectors, teachers used the framework resources, and it was evident that learners liked the approaches and became involved.

**EXAMPLE 11: land-based studies in a general further education college**

**Learners' positive perceptions of teaching and learning framework materials**

Learners use the materials in lessons and find this an enjoyable and helpful experience. They report that the use of varied teaching methods stimulates them, and the use of the framework materials increases their learning levels. They find the more traditional teachers and teaching methods less inspiring and the content is less likely to be remembered.

**EXAMPLE 12: general further education college**

**Teachers' positive perceptions about the impact of the National Teaching and Learning Change Programme, with some suggestions for improvement**

Teachers are very positive about the changes. They feel that they share more and collaborate better, and have developed more materials. They think more about their lessons and the approaches used and are willing to take risks. However, they feel that they need more time to prepare. Some of the materials are not always inclusive. For example, some of the colours and typefaces are not suitable for learners with dyslexia. A new peer observation system is being established which will involve joint planning and ownership of the lesson. The approaches to learning are seen as a way to break down barriers among teachers, between teachers and learners, and between learners. Teachers get to know their learners more quickly. More in-depth learning is taking place. Teachers feel that learners are learning more effectively and taking more responsibility for their own learning. Teachers in areas which had not had the learning materials were envious of the support that they had provided. Subject learning coaches were enthused by using the materials and are now very strong advocates of the approaches to learning.

**EXAMPLE 13: private work-based learning provider**

**Closer teamworking by trainers for teaching and staff development**

Involvement in the National Teaching and Learning Change Programme has encouraged and allowed better integration of the work of trainers in all subjects, especially between engineering and E2E. Trainers from the two areas take part in joint staff development activities.

**EXAMPLE 14: private work-based learning provider**

**Adaptation and use of framework materials for E2E and engineering**

Although many materials are used straight from the packs, some materials, including the health and safety aspects of construction, have been adapted to suit E2E and engineering contexts. The motivational dialogue and initial assessment elements are used mainly for E2E programmes. They have had a beneficial effect on staff confidence and their understanding of the need to establish clear targets for learners.

**EXAMPLE 15: private work-based learning provider**

**The usefulness of framework materials for E2E**

Teachers and managers identify clear benefits from the use of initial assessment materials and of motivational dialogue elements. The health and safety unit from construction materials is also valued. However, most E2E materials were felt to be too vocational for this provider's main learner group and many materials were judged to be too complex.

**EXAMPLE 16: adult and community learning provider**

**The adaptation and introduction of framework materials for E2E**

Activities such as initial assessment; motivational dialogue; review notes; 'Why are we all here?' cards; personal and social observation checklists; 'What are you like?'; and 'Who's in your team?', have all been adapted successfully from the framework materials over the past 18 months. Each of these initiatives is introduced at an E2E team or an E2E standardisation meeting to allow teachers to become familiar with the materials and tasks.

**EXAMPLE 17: adult and community learning provider**

**The establishment of framework materials in teaching for E2E**

Teachers have all been given guidance about the preparation of schemes of work and lesson plans that fully utilise appropriate E2E framework materials. Schemes of work and lesson plans are referenced



against the E2E curriculum elements and the framework elements to be used. Materials are used in lessons and their usefulness is evaluated. During the survey visit a number of effective displays were drawn from framework materials, such as those concerning learners' timeframes and goals.

**EXAMPLE 18: private work-based learning provider**  
**Effective use of framework materials for E2E learners**

Framework materials are being used very well for E2E learners. These resources are drawn from a number of areas of learning, including construction, and business administration and law, as well as E2E packs. Materials are adapted for E2E use. The quality of teaching and learning has improved significantly, as is shown by a recent ALI inspection which judged that all teaching was at least good and some was outstanding. The framework materials, along with other resources and developments played their part in this success.

**EXAMPLE 19: private work-based learning provider**  
**Positive effects for E2E learners**

E2E learners like the materials and appreciate their good qualities. Good use is made of the business studies resources on differentiation, not only by teachers for their continuing professional development, but also by learners to help them to identify preferred methods of learning. The framework materials have had a big impact on the development of E2E learners' personal and social skills, drawing on E2E packs but also adapting business, mathematics and construction resources. The construction health and safety resources are highly regarded.

**EXAMPLE 20: general further education college**  
**Positive effects of the frameworks for additional learning support**

Teachers providing additional learning support, particularly in literacy and numeracy, have been included in the college's approach to the programme. They have found the changes in methodology useful in providing variety in programme delivery, and have adopted similar approaches to their own teaching when providing additional learning support.

**EXAMPLE 21: general further education college**  
**Frameworks and improvements in teaching and learning, especially in ICT**

The college was judged to be satisfactory for ICT provision in 2000, but with uninspiring teaching. The provision was graded as outstanding in 2004. The frameworks have been an important component of the 'active teaching' model which is the driving force for improvement.

**EXAMPLE 22: general further education college**  
**Teamwork and sharing of good practice in ICT teaching**

The sharing of good practice by an enthusiastic team has been a highlight of the developments in ICT. Teachers are prepared to take risks in using new approaches in their teaching, and they reflect on the outcomes to see how they can improve.

**EXAMPLE 23: general further education college**  
**Teaching and learning in ICT**

Inspectors observed a communication key skill lesson for the intermediate general national vocational qualification in ICT. The lesson successfully used 'wordsnap' and 'dominoes' materials to demonstrate the barriers to effective communication associated with language, and the context in which it is used. Learners were fully involved and enthusiastic and worked well throughout the lesson, despite some of them having concentration and behavioural difficulties. The group work was well managed. The lesson plan for the session was minutely detailed with very clear markers to achieve differentiation.

**EXAMPLE 24: local authority work-based learning provider**  
**Use and adaptation of materials for use with school pupils**

Adapted framework materials and approaches have been used well in working with school students aged 14-16 years. Teachers have adapted a number of learning packs for subjects such as health and safety, customer service, telephone techniques and business organisation. Adaptation is necessary, not so much to adjust for the level, but to compensate for pupils' lack of experience in a work environment. Learners respond positively to the use of board games, 'dominoes', group work and other participative work. This has encouraged teachers to adopt more of these strategies in areas of the syllabus not covered by framework materials. Teachers involved in this were given time during the school summer vacation of 2005 to develop these approaches; they have since evaluated their lessons and made some changes.

**EXAMPLE 25: land-based studies within a general further education college**  
**Slow development of ILT to support and help promote the change programme**

Although the teaching and learning framework materials are all available in electronic form, the college was not aware of this, and materials are not accessible on the college's intranet. Little is done to promote the more effective use of ILT in background knowledge lessons, and although ideas and resources are available through external websites, they are not used.

**EXAMPLE 26: land-based college**  
**Inconsistencies in the effects of framework materials on teaching and learning**

The quality of teaching and learning varies for the elements of land-based subjects. Learners in equine studies report considerable improvements in the amount and quality of activity-based learning, and they are developing good research skills. In many other subjects the principles promoted by the framework are not followed and there is a lot of teacher-centred learning, featuring gapped handouts and copying of notes.

**EXAMPLE 27: local authority work-based learning provider**  
**Limited use of framework materials and approaches for off-the-job training**

This provider's approach to work-based learning involves off-the-job training at its learning centre. However, as all the learners are working individually, reflecting their different programmes, levels and progress, the opportunities for teaching whole groups together on a single topic are quite restricted. Where it is possible to do so, as with health and safety aspects, good use is made of framework materials. However, this does not take advantage of the 'multiplier' effect of the framework approach experienced by some providers, who say that the frameworks provide a catalyst for new approaches to teaching and learning.

# Leadership and management

The frameworks help to improve the quality of teaching and learning most effectively where leaders and managers have established a clear organisational priority to raise achievement. Clear management quality improvement is at the heart of the providers' activities, and high status is given to the managers responsible for leading quality improvement. Directors, governors and senior managers communicate their priorities effectively, and senior managers are strongly committed to taking effective action to implement them.

The National Teaching and Learning Change Programme came at an opportune time for providers who had already positioned themselves to improve the quality of their provision. The programme provided valuable additional elements and impetus to work already under way to improve teaching and learning. Maturity in the capacity to improve the quality of the provision is most readily found in general further education colleges, although there are well-founded quality improvement structures in some work-based learning provision.

The most successful providers have incorporated the objectives and priorities of the National Teaching and Learning Change Programme in their strategic and operational plans. Leaders and managers readily understand the importance of teaching and learning in their work to direct improvement and promote high-quality education and training. The outputs from the programme are blended skilfully with the organisation's overall plans and initiatives to improve teaching and learning. Framework materials are promoted and exploited by the provider's mature quality improvement infrastructure. Managers also develop the relationships between the exploitation of framework materials, active learning and the promotion of ILT. The adaptation and development of materials are closely integrated with wider strategies for ILT and IT-based virtual learning environments.

The positive contribution of the programme is far less marked where providers have no structured quality improvement strategy. Leadership and management are not committed to fully implementing all aspects of the programme. Management's focus and responsibilities for the improvement of teaching and learning are unclear. Valuable initiatives may be taken by individuals in some subject areas, but there is no overall management to drive forward quality improvement.

Most recently, the better providers have continued to adopt and develop the best practice exemplified in the change programme in order to progress the quality of teaching and learning from good to better than good. These providers have readily moved on from simply assuring quality, to making improvements. They are good at evaluating the performances of initiatives to improve teaching and learning, including the use of framework materials and the role of subject learning coaches. They also ask learners for their evaluation of new approaches to teaching and training.

In the better provisions, providers' schemes to observe and judge the quality of teaching and learning include criteria which are central to the original objectives of the frameworks. These criteria encompass the range of activities, varied input, learning styles and opportunities to demonstrate learning.

The work of subject learning coaches, and the status that providers attach to the role, are crucial elements in promoting quality improvement. Where organisational priorities and structures do not involve the coaches' work, the role is not developed sufficiently and is less effective.

The best use of the National Teaching and Learning Change Programme is by providers where subject learning coaches are managed effectively within an overall organisational quality improvement structure. Their wider roles and responsibilities are made clear and they work closely together as

coaches and movers for change. They have individual action plans which are monitored by senior managers. Very importantly, they are given sufficient time to engage in their role of coaching other teachers and teachers and trainers are given sufficient time to carry out development work and share their experiences. They are actively involved with crafting and delivering the provider's staff development programme, and the development of coaching skills is given high priority. Subject learning coaches are fully involved in external networking to share good practice and develop more teaching and learning materials.

Many learning providers' subject learning coaches are not effective enough. In some cases they are not supported appropriately, and their role is not developed because the provider does not have well-founded improvement strategies and structures. In other cases, coaches may be working alone, especially in smaller providers, where opportunities to influence change are restricted.

Subject learning coaches and trainers in many work-based learning providers, are not given sufficient time to develop their roles. Insufficient development time for trainers to work on materials and approaches to training and learning puts some work-based learning providers at a disadvantage when compared to colleges. However, some work-based learning providers have made bold decisions to create development time and are more successful.

In a significant minority of the providers visited by inspectors, subject learning coaches criticised the training and support that they had received outside of their workplaces. This was especially the case with inadequacies in regional network meetings for land-based studies, and with the more recent training for E2E.

Some providers have taken the decision not to introduce the role of subject learning coach. Often this is because they were some way ahead with their own processes of coaching and mentoring teachers and trainers, and were sometimes using advanced teaching practitioners. In most cases, these providers have achieved positive outcomes, irrespective of the designation of the role. In a minority of providers, the decision not to appoint subject learning coaches is a missed opportunity and has not been thought through, and external networking and the sharing of good practice are not fully developed.

In the most successful provisions managers have a strong commitment to the continuous professional development of staff. Priority has been given to teacher education by requiring all staff, and most non-teaching managers, to complete a level 4 teaching qualification. This has stimulated interest in, and discussion of, teaching and learning styles by teachers and managers.

#### **EXAMPLE 1: private work-based learning provider**

##### **Good leadership and management**

Good strategic leadership by the directors has successfully promoted the teaching and learning framework and its use in teaching. Within the wider context of quality improvement overall, they have combined their work effectively with the Centre of Vocational Excellence and with the frameworks. A high status is attached to the work of the subject learning coach, who is a well-established and experienced teacher. Meetings contribute to ongoing work to improve the quality of provision, and consider the effectiveness of teaching and learning, including the quality of course materials and framework activities.

#### **EXAMPLE 2: general further education college**

##### **Good leadership and management**

Good strategic leadership has successfully promoted the teaching and learning framework and its use in teaching. In the context of a 'good' college, wishing to be 'outstanding', the clarity of objectives has enabled the work with the frameworks to be integrated successfully into wider plans for quality improvement, especially in relation to teaching and learning. Good operational management has

enabled the provider to work around the framework and exploit the outcomes in order to improve performance. The college has developed a learning model which provides a good focus for the continuous improvement of teaching and learning.

**EXAMPLE 3: general further education college**

**Good leadership and management**

There is a clear and strong commitment by senior managers to promote the use of the frameworks and subject learning coaches, as part of its wider strategy to raise the quality of teaching and learning. References to the frameworks and to the work of coaches occur frequently in the many quality improvement documents. Coaches are perceived as an integral part of the quality improvement process. Coach action plans are referred to in the post-inspection action plan, the self-assessment report, development plans, and course performance monitoring records.

**EXAMPLE 4: local authority work-based learning provider**

**Good leadership and management**

Senior managers have a strong commitment to improving teaching and learning by making use of the materials and approaches which form the framework in business administration and law. To ensure that the initiative made good progress, the authority seconded the programme manager for business administration, in her role as subject learning coach, for three months to work on developing schemes of work, lesson plans and learning materials. The coach was provided with the facilities to ensure that day-to-day considerations did not distract her from the task. She kept in regular contact with teachers in order to ensure that they supported the emerging plans. The progress made by the authority in implementing the initiative is in stark contrast to a neighbouring provider who did not allow the subject learning coach for business any time for this task, and where, unsurprisingly little progress was made.

**EXAMPLE 5: adult and community learning provider**

**Integrating the change programme with overall strategies for improvement**

The programme came at a timely moment for the provider, which was seeking to improve teaching and learning, following inspection. The principles and substance of the programme are now incorporated into staff development and tutor training. Framework-related work has led to greater teamwork and much improved sharing of good practice. An improved lesson observation system and better lesson planning are due in part to the focus on active learning. A wide range of new teaching materials has been developed, building partly on some of the ideas in the original framework materials.

**EXAMPLE 6: land-based college**

**The early development of an overall strategy to include teaching and learning frameworks**

Recently, the college has considered a more strategic approach to quality improvement, using the frameworks as a tool to further improve teaching and learning. The college recognises that their success will depend on having subject learning coaches. However, the college has not yet determined relationships between this initiative and other priorities, such as overall approaches to delivering Skills for Life, and the mentoring of teachers, including those on initial teacher training courses.

**EXAMPLE 7: land-based studies within a general further education college**

**The opportunity taken to include the teaching and learning change programme in broader college quality improvement strategies**

The introduction of the framework materials coincided with a college initiative to improve teaching and learning, and work with the materials has been incorporated. The three-year development plan

includes references to the frameworks as one strand. Tutor and learning coaches have been appointed, and although their training is not yet complete, their help is already valued by other teachers. The tutor and learning coaches are given one day each week to work with other teachers and, although most of this time is spent with new teachers, all staff are benefiting.

**EXAMPLE 8: private work-based learning provider**  
**Wider management and organisational influences of the programme**

Managers have become more open in their management style since adopting subject learning coach training. The provider's senior manager, who underwent subject learning coach training, has tried to share decision-making processes more with her colleagues. Staff feel that the provider has become more democratic.

**EXAMPLE 9: general further education college**  
**Integrating the change programme with overall strategies for improvement**

The college was keen to become involved in the programme, following an inspection where the college's provision was judged to be inadequate. The college has fully adopted the use of subject learning coaches, especially to help develop new teachers. Coaches work with two recently appointed vice principals who are responsible for improving teaching and learning and for finding tools to support teachers. The work of the coaches is noted in the self-assessment report as having had a direct impact in improving teaching and learning.

**EXAMPLE 10: land-based studies within a general further education college**  
**Insufficient integration of the change programme with overall improvement strategies for teaching and learning**

Although a teaching and learning strategy has been developed for 2006, the implementation of the framework and its effects have not been considered in this context. The college is now aware of the need for an action plan to integrate the work of the change programme, and of the need to change organisational structures to benefit from subject learning coaches and the use of the frameworks. The provider is beginning to consider how implementation of the programme might be assessed through observations of teaching and learning, and from learners' evaluations.

**EXAMPLE 11: private work-based learning provider**  
**Inconsistent management to promote the use of framework materials**

The provider has not applied sound management to promote the use of the frameworks throughout its provision. The teachers involved in the programme for learners aged 14 - 16 years make good use of the framework materials and approaches. Not only do they have discrete groups of learners working more or less at the same pace on a common syllabus, but the teachers have also been given development time during the learners' summer break. These conditions do not apply to mainstream work-based learners and the impact has been much less significant for them.

**EXAMPLE 12: land-based studies within a general further education college**  
**Evaluation of the effects of the work related to teaching and learning frameworks**

The college reports that the use of framework-related activities in teaching is successful, and partly attributes improvements in success rates to them. However, there is no specific evaluation of the effectiveness of these materials. Their effectiveness is evaluated as part of the initiative to improve teaching and learning, together with all the other activities. The overall work of the tutor coaches is judged to be successful, based on an improvement of teaching and learning grades, as demonstrated by lesson observations.

**EXAMPLE 13: adult and community learning college**  
**Organisational and resource commitment to the change programme**

The college and service management are very supportive of the frameworks and of the work of the subject learning coach. The coach was given two hours each week remission from normal teaching during training. Significant staff development time is given to preparing and adapting materials and discussing how best to use them.

**EXAMPLE 14: land-based studies within a general further education college**  
**Inadequate commitment of resources to support the teaching and learning change programme**

Training of subject learning coaches involves a significant time commitment, and the land-based studies department has so far felt unable to release staff for the time required. The provider has not pursued opportunities to deliver some of the training by distance learning, in order to reduce the time commitment.

**EXAMPLE 15: private work-based learning provider**  
**Valuing and supporting the role of the subject learning coach**

The provider clearly views the work of the coach as a key element in improving standards of teaching and learning. Discussions with the regional subject learning coach led to the inclusion of the role and the expected impact of the coach in the quality improvement plan, and also in the training and development strategy. Learning centre managers are to be updated about the role, and the coach is to be allowed time to carry out the work.

**EXAMPLE 16: general further education college**  
**Valuing and supporting the role of the subject learning coach**

The college now links the work of the subject learning coaches with that of advanced practitioners, in order to promote the materials and approaches throughout the college. The college allows teaching remission for coaches and advanced practitioners to allow them to do their work, and significant thought has gone into how they will achieve their goals. External presenters have been used to support this work and the college's virtual learning experience is used as a resource for the training.

**EXAMPLE 17: general further education college**  
**Sound organisational context and support for the work of subject learning coaches**

Subject learning coaches are supported well by college managers. Their role is clearly recognised by staff in the areas in which they work. Individual coaches tend to approach their roles in ways which will make the most impact in their own area of learning. So, whereas the coach for business administration and law successfully adopts an informal approach, the construction coach holds formal meetings with groups of teachers. The head of the business school holds regular meetings with the subject learning coaches. These meetings are minuted, showing that previous activities are reviewed, and that further actions are planned.

**EXAMPLE 18: general further education college**  
**Positive aspects of the work of subject learning coaches**

Subject learning coaches value regional network meetings. The meetings allow the sharing of ideas and the regional subject learning coach networks, led by regional subject leads, are helpful. The training of coaches has been particularly effective in helping them to develop appropriate strategies when working with individual teachers who may be resistant to change. Rather than telling teachers how to approach individual problems, the coaches now encourage teachers to identify issues themselves and to seek their own solutions.

**EXAMPLE 19: general further education college**  
**Extending the role of the subject learning coach**

Senior managers felt that the role of the subject learning coach had been crucial to positive developments in the college. The college is now developing the adult and community subject learning coach role jointly with the local education authority and they are beginning to share materials.

**EXAMPLE 20: general further education college**  
**Staff development**

The college provides good staff development opportunities to share framework materials and approaches. A review of a faculty of business staff development morning about differentiation concluded that 'it has been extremely motivating for the staff involved in the project to work with others to share best practice.' Framework materials are available over the college intranet and professional development events have been devoted to the frameworks. The continuing professional development plans for 2005-06 and 2006-07 show that improving teaching and learning has been given a high priority.

**EXAMPLE 21: taken from three different private work-based learning providers**  
**Poor training for subject learning coaches in E2E**

- a) Subject learning coaches feel that they have survived their training, rather than gaining benefits from it. Both coaches had extremely negative experiences of all aspects of their training, including: poorly equipped consultants; reading materials arriving after assignment deadlines; hazy objectives; huge drop-out rates from groups; inadequate feedback on progress; lost assignments; and certificates not being issued. Coaches believe that the training did not equip them to deliver or make best use of opportunities to share materials.
- b) The subject learning coach training was poor. All trainees had very negative experiences of training. There was little clarity about the aims or expected outcomes for participants, and most trainees felt that training was focused on the needs of trainers and external parties, rather than on their needs. Trainers did not give sufficient practical advice about ways to share, apply or use materials. Trainees felt that the range of levels at which training was delivered, and at which they were assessed, was not coherent, and that there was not enough guidance about what each level meant. Most trainees selected training below their ability levels.
- c) Staff were not keen to take on subject learning coach training because of its poor reputation in their area of learning. The provider's scheme to sponsor them on initial teacher training courses is viewed as the better option. Subject learning coaches were part of cohort 4, and had very poor experiences in training. No clear targets or objectives were set, and there was no clear sense of what a coach was until module 3. There was some poor feedback about assignments, and some assessments were never returned to the trainees. All trainees settled for a lower level of training because they were told that they could not transfer between levels once they had begun the course.



# Learners' views

## **What learners like about their teaching, training and learning**

- teachers who don't spend all the time talking in lessons
- teachers who use up-to-date examples in their teaching
- lessons which have lots of variety
- using practical activities, such as work cards
- being asked whether the lesson activities have worked
- case study work in lessons
- 'group activities help us remember and get through other work'
- opportunities to use IT in lessons
- the ready availability of computers
- ready access to course notes and assignments on the virtual learning experience.

## **What learners think could be improved**

- the teaching in some subjects, which is not as good as in others
- 'explaining better why we are doing some things in lessons'
- 'reduce all the copying from the board'
- 'availability of computers if you're not taking computing.'

# List of providers included in the survey

Accountancy Plus (Training) Limited  
Acorn Initiative  
Barnsley College  
Buckinghamshire Adult Learning  
Burnley College  
Chichester College  
City College Coventry  
College of North East London  
Mid Kent College of Further and Higher Education  
North Hertfordshire College  
Derbyshire Chamber of Commerce and Industry  
East Devon College  
Guildford College  
Hospitality Training Partnership, Isle of Wight  
Lowestoft College  
New College Durham  
Norfolk Training Limited  
North East Chamber of Commerce, Durham  
Pertemps Training Limited  
PETA Limited  
Peterborough College of Adult Education  
Sedgefield Borough Council Training Centre  
The Sheffield College  
Solihull College  
Warwickshire College, Royal Leamington Spa, Rugby and Moreton Morrell.





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