Report on the Orientation Needs of Qualified Teachers Entering Further Education

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Contents

Introduction

1.1 Background and context

This paper reports on research commissioned by Lifelong Learning UK (LLUK) into the orientation needs of qualified teachers entering the further education (FE) sector. The results of the research are being used to provide the evidence base for guidance that will support these teachers during their induction into FE.

The investigation was conducted following the introduction of new professional standards by LLUK which all teachers entering further education are expected to meet. These new standards are designed for teachers, tutors and trainers in the lifelong learning sector and underpin Initial Teacher Training (ITT) qualifications that lead to Qualified or Associate Teacher, Learning and Skills Status (QTLS or ATLS respectively). A range of qualifications have been developed to support teachers in FE to meet the requisite requirements over time. An important additional feature of these new requirements, namely 'Professional Formation', has been introduced during the first year of service. Guidelines on this are being developed by the Institute for Learning (IfL). Thus the 'Professional Formation' together with the relevant qualifications will enable FE teachers to achieve Licensed Practitioner Status' in terms of either QTLS or ATLS[1].

Most of the research focused on the orientation needs of teachers who already have Qualified Teacher Status (QTS) in schools but need to meet the requirements for QTLS. Other qualified teachers, such as those with overseas qualifications or who may be returning after a substantial break, might also benefit from this kind of support. It should be noted that teachers with experience and qualifications from overseas, sometimes known as 'legacy qualifications', can now have their qualifications recognised through a national, standardised recognition of the Tariff of Legacy Qualifications (TLQ)[2].

1.2 The nature of further education

The current context into which individual, qualified teachers from other sectors and countries are entering FE is broad and multi-faceted. This is a period of rapid change, development and expansion of the sector. Indeed FE is increasingly becoming more diverse and complex in terms of its range of providers, users and stakeholders. As well as the diversity of delivery within general and specialist FE colleges, further education is provided in other contexts such as sixth form colleges, work based learning, adult and community learning, probation services, prisons, the uniformed services and occasionally within a higher education institution. We are aware that the FE sector is deeply complex. However, further in depth consideration of the diversity of the sector was beyond the remits of this project.

The FE sector regularly faces new challenges in terms of its role in the context of the government's agenda for social and economic change. While providers may offer some of the same general courses and qualifications, there are usually distinct differences between different parts of FE, say a general FE college and an adult and community learning (ACL) provider. In the current climate, however, some of the more proactive and strategic ACL providers have taken opportunities to develop vocational work or work based learning with employers particularly when it complements local regeneration plans.

For the purposes of this report we have defined FE to include general and specialist FE colleges, work based learning (WBL) and ACL providers in England although we are aware that FE is offered in other contexts mentioned above. We also recognise that these are not always discrete categories and contexts and that a practitioner may well be involved in both general FE and work based learning. In addition as noted above some ACL providers are developing their profile in work based learning. The guidance document that will accompany this report is designed therefore as a useful starting point for all qualified teachers joining the sector to enable them to reflect on relevant experience and skills they already have from their previous teaching career and clarify any additional knowledge, understanding and skills they need to make them fully effective in this complex environment. Given the significant convergence of the needs of people coming from other education and training environments, we expect the Orientation Guidance document produced as a result of this research to have wide currency.

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[1] Further information on the process of Professional Formation and Licensed Practitioner status can be obtained from the Institute for Learning.

[2] A tariff system currently operated by SVUK requires the legacy qualification to match 75-80% to the standards. This raises questions about the 15-20 % 'gap' in terms of what might be missing in relation to the individual's future progression and the implications for their learners.

1.3 The aims and objectives of the research

This investigation takes place against a backdrop of many changes and initiatives in teacher qualifications, training and development. Within this research we sought to address what teachers coming from schools with Qualified Teacher Status (QTS) would need to understand about the FE sector they are joining. In doing this we identified what additional CPD would be required and how it might relate to the emerging process of Professional Formation that is designed to ensure that entrants to the sector are able to meet the standards required for professional status as a licensed practitioner.

The primary focus of this research was therefore to investigate the needs of qualified teachers moving from schools into FE, but as we said before it may also be relevant to a wider group of people coming from other teaching and training backgrounds. In particular the research was designed to address:

• The key issues that qualified teachers face for which they may need support

• The forms of support that exist at present

• The nature and form of support that might be required to meet their needs

• Existing or potential examples of good practice

• What may be needed for qualified teachers to meet the QTLS requirements in the future

The issues relating to the transfer of teachers or assessors from other sectors and their potential needs were also considered when they arose and are included where appropriate.

1.4 The relationship between LLUK and TDA professional standards

The standards for the Training and Development Agency for Schools (TDA) and LLUK were compared (see Annex 1 on the LLUK website www.lluk.org) in order to identify significant differences in requirements or emphases between the sectors and to inform the questionnaire used in the research. The relationship between these standards is complex for a number of reasons. For example, the TDA standards are expressed in a linear/hierarchical fashion and are linked to defined roles assuming common points of entry into and progression through the profession. In comparison, the LLUK standards are an overarching set of professional standards which make no assumptions about people's prior experiences and qualifications at the points of entry.

A detailed comparison between TDA and LLUK reveals important differences in emphasis within each set of standards suggesting a different ethos and pedagogy underpinning each sector rather than

significant differences in terms of the demands for professional rigour. These differences in emphasis are woven throughout the standards rather than emerging through direct comparison standard by standard but are particularly evident within the LLUK standards in four distinct but related areas.

• In the LLUK standards, the focus on access and progression emphasises the individual nature of each learner's journey. The standards encourage teachers to be proactive to ensure learners access the support that is available for them to achieve their personal 'goals'.

• The LLUK standards require teachers to understand the literacy and numeracy requirements for their specialist area and embed opportunities for their development.

• Personalised learning and differentiation within the LLUK standards is linked to a recognition of the skills and experiences that people bring with them, the use of individual learning plans, the explicit development of the independence, autonomy and responsibility of the learner in the learning process, which in effect encourage tutors to motivate, value and support learners.

• Equality, diversity and inclusion appear in the LLUK standards in relation to the responsibilities towards access and progression issues for individual learners, the workforce and the community and not simply in relation to 'teaching'. This represents an important distinction in the emphases compared to TDA.

Taken as a whole the LLUK standards show a strong emphasis on social inclusion and this may be part of what attracts some of those who choose to work in the sector. This was reflected very strongly by the way in which the respondents connected with the questions raised in this research. We found that practitioners working with and for FE were enthused and engaged with the issues and showed a strong commitment to upholding the distinctive ethos and values that underpin the approaches to teaching and learning associated with the sector and promoted within the LLUK standards.

Incidentally QTLS status was only introduced in September 2007 and was a way of bringing enhanced recognition of professionalism to those teaching in FE. It may be worth noting that in the past teachers entering FE from a schools background were accepted into the sector on the basis of the QTS, while qualified teachers in FE were not similarly accepted by schools. The disparity between the two was keenly felt by some of the respondents in this research. Many expressed the view that there should be a level playing field between the status of qualified teachers from schools and further education in both directions and were pleased that this was now being addressed.

2. Research Methodology

A number of key overarching factors that influence the context in which FE is currently operating which distinguishes it from other educational sectors were identified.

The most important of these was the reform agenda following the Leitch Review of Skills and what it means in terms of FE institutions being more responsive to learners and employers so that the UK can be more competitive internationally. The government's response to Leitch was to put a greater emphasis on skills development than before by introducing a 'demand led' system of vocational skills development, an approach which has major implications for teaching and training in further education.

In its paper World Class Skills, the government set out a range of challenging targets in literacy and numeracy, Level 2 and 3 qualifications and higher education, most of which have to be delivered within the FE sector. This is combined with the quite clear focus on independent and differentiated learning that is a feature of teaching and learning in FE and has a special significance for the relationships between tutor and learner and the different kinds of opportunities that the FE environment can offer.

There is also an increasing focus on quality improvement through the introduction of the Framework for Excellence by the Learning and Skills Council (LSC) and the establishment of the Centres for Excellence in Teacher Training (CETT) network. The move towards self-regulation and what it means for self-assessment and peer review in the FE sector creates a different context for quality improvement activity that teachers joining FE will need to understand.

This particular combination of factors informed both the research questions that were formulated and the responses that were obtained. The methods below were used to provide the data for the report and identify what should be included in the ensuing Guidance.

- Desk Research: Initial web-based research and reading of relevant documents from a range of sources was completed.

- Qualitative Research: a series of interviews was undertaken which included key stakeholders, CETT Coordinators, and other CETT members. We were concerned to ensure that the research reflected the particular experiences of teachers who had transferred to FE with teaching qualifications. They made a significant and important contribution to the findings which we have tried to reflect in this report and the accompanying Guidance. The full list of those interviewed is in Annex 2 available on the LLUK website www.lluk.org.

- A web-based questionnaire: individuals were contacted through the CETT networks so that views could be sought more widely. The outcomes of this aspect of the research reflected the views of 68 respondents and informed this report of the research undertaken as well as the Orientation Guidance document. The detailed results of the online survey are in Annex 3 available on the LLUK website www.lluk.org.

- Feedback from a national LLUK Awarding Institution and Provider forum held on 1 February 2008 was also incorporated into this report and the Orientation Guidance document.

3. Findings

3.1 Scale of transfer from schools to FE

Accurate data about the transfer of people from schools is not known as historically school teachers did not have to register for ITT and simply entered the FE sector with their existing teacher qualifications. It is possible therefore that the scale of transfer is more significant than is generally thought. A complicating factor is the possibility that people transferring across may work first in a part-time context and later, having acclimatised to the sector, become full-time employees. This has important implications (one of the findings touched on later) in that there is differential access and take-up of CPD by part-time or 'fractional' tutors and suggests that the issue of orientation of these teachers may not have been adequately addressed in the past. The IfL database now requires people to register all their relevant qualifications and CPD experience so an accurate and comprehensive picture may soon begin to emerge.

The key indicator used in this research to judge the scale of transfer from schools into the further education sector were the perceptions of those who took part in the interviews and online survey. Of those who transferred from schools several had started their own careers in school teaching thirty years ago before moving into FE and six were people who had moved into FE within the last three or four years. They reflected different experiences of the transition process in each case. These teachers had moved across from a range of different school environments, including primary, comprehensive schools and sixth form colleges. Just over one third of the online respondents had gained their first qualification as school teachers. This seemed to confirm the perception of some of those interviewed who thought the movement was more significant than was generally assumed.

However, compared to those coming into FE either from craft industry, commerce or from other sectors, transfer from schools appears to constitute a small proportion. Many people were entering the sector from private training companies or training within industry, or other parts of the public sector such as the NHS and the uniformed services.

The Standards Verification UK (SVUK) is the organisation that equates post-16 Initial Teacher Training qualifications that were available prior to 2007, to the new qualifications. They had useful examples of the scale of this movement across the sectors. For example 2,000 people a year take the CITB (construction industry's) Certificate in Training Practice which has significant relevance because of the nation wide shortage of skilled construction workers and the need to develop FE provision in this vocational area. WBL private providers are apparently only just becoming aware of the new professional requirements and Engineering Training Board figures alone identify 2,700 people

working in FE. So whilst we recognise that many of these people will not be working in full-time roles and that the entry qualification 'Preparing to Teach in the Lifelong Learning Sector' (PTLLS) will be appropriate to them, it is still possible that they might also benefit from orientation to support their entry to the sector.

3.2 Motivating factors for transferring to FE

Exploring the perceptions of why people moved between the sectors stimulated a wide and varied response. Some respondents cited personal circumstance, others disaffection with the educational setting they found themselves in, while others were looking for more opportunities for career development. For many it seemed the motivation was a combination of different factors. This summary of the situation from a CETT coordinator sums up the comments of other interviewees.

'People move based on their own personal circumstances. There's a substantial sub group that wants to move to less than full time and there are more opportunities for part time work in FE. Some have moved geographically and build up a portfolio of teaching gradually. Traditionally people changed sectors because they didn't like what was happening in schools. Now I can think of examples of people moving from FE in to schools because of all the changes and shifting goal posts, the confusions about what is expected and the move to year round provision.'

(CETT Coordinator)

The overwhelming majority of those surveyed (79%) thought that the key attraction for qualified teachers transferring to FE was the nature and diversity of learners typical within the sector. Indeed there was a view that the terms and conditions compared so unfavourably, the pull had to be the students and subjects they teach. In the words of one of the online respondents, *"the only reason I can imagine anyone would transfer would be if they were politically committed to the work of FE as it has traditionally been defined i.e. to social justice work that enables a 'second chance' for learners from disadvantaged groups"*. This response was fairly typical and suggests a sense of commitment to the values of FE on the part of those working in the sector. The difference in ethos in FE was expressed by one interviewee who described it as a *'less regimented environment; not having to stand in the corridors telling kids to stop running'*.

Several people thought that FE provides flexibility of employment that schools do not so it is ideal for people wanting to combine a career with bringing up children. They recognised that this flexibility and the availability of part-time teaching opportunities might make the sector a more attractive proposition to women returners (37% online survey). Others suggested that FE might be attractive because it created more opportunities for school teachers to progress into management positions (almost 10%) although there was no suggestion that this implied that it is easier to gain a management position in FE.

There were individual comments suggesting that the movement might be related to particular interest in subject areas such as A Levels, Skills for Life or work with adult returners rather than in the more traditionally vocational areas. One respondent thought that the cross-over was mostly from sixth form and it is possible, as another respondent pointed out, that even teachers from an academic subject area such as geography could end up teaching on a vocational course e.g. within travel and tourism.

'There is not any hard data but instinctively I feel that a high proportion of those entering FE are coming from a schools background. This is especially true in the Skills for Life and adult returners' work rather than in the traditional vocational areas.'

There may be an increasing trend of cross-over between the sectors in the future because of two significant current initiatives mentioned by some. For example, it is likely that the emerging 14-19 diplomas, which often involve partnership working between the two sectors, may stimulate movement of staff. Another example of this was where more school teachers were working in partnership with Children's Centres and Sure Start and in the process might have to work with groups of parents and carers, which is in effect part of FE.

3.3 Needs of qualified teachers entering FE

The vast majority of respondents thought that new teachers needed to gain an understanding of the special nature of FE in terms of its culture, values and, most importantly, its diversity. It was recognised that the development needs of qualified teachers entering FE would vary according to the specific experiences they brought with them to their new role so an orientation programme would need to take account of that. Nevertheless for the majority of respondents there were key aspects of the FE environment that were highlighted where it was felt that support might be needed.

Some of the key challenges for teachers entering FE lay in their ability to respond to the diversity of learners (84%), establish different types of relationships with learners (87%) and apply different approaches to teaching and learning (77%). Another was in developing an understanding of the twin, sometimes competing, policy drivers of economic development and social inclusion and what these might mean for the culture and curriculum within the sector.

3.3.1 Nature of Further Education: ethos and values

With few exceptions, it was suggested by respondents that moving from school to FE represents a major change in terms of ethos and values, with some describing the experience as a 'big culture shock'. Many factors were mentioned that might contribute to a sense of bewilderment for some entrants. Compared to schools there is much greater diversity and complexity of the curriculum in FE in relation to vocational and academic studies, types of learning programmes and qualifications. There is also a range of different types of learners, teaching contexts and settings, necessitating a wide range of teaching approaches and styles.

To give some idea of the diversity it is worth noting that of the 5,187,950 learners in FE in 2006/07, three quarters were over 19 years of age, most of whom were engaged in part-time learning (LSC Annual Report 2006/07). The diversity of the sector is also evident by the wide range of settings in which these learners were located. They include further education colleges, work based learning, adult and community learning, Entry to Employment (E2E), Employer Training Pilots, Train to Gain (TtG), school sixth forms and LearnDirect (Ufl). Working relationships within and across the FE sector are also different and tend to be governed by policy drivers, funding and having to negotiate with a wide range of external agencies including partnerships and having to deal with awarding bodies. This diversity also has implications in relation to the range of different organisational cultures that have to be respected and accommodated.

The culture and atmosphere of a college is likely to be very different from a school. A college tends to be more departmental, with each department being potentially as large as a school. It was suggested by some respondents therefore that the ethos of FE could be especially difficult for people coming in from the school sector. For instance, the relatively straightforward management structure of the school environment contrasts with FE which often has several organisational layers, with line management, the teaching and learning team, peer support and observation all playing a part. LSC funding and related targets were other factors that were frequently mentioned within the survey.

A minority of respondents were not convinced that the differences between the sectors were all that great and felt that FE teacher training is becoming more like secondary teacher training. People with these views were more likely to have had recent experience of schools. Again responses threw up the diversity of the sector. For one respondent the experience of people moving from a sixth form college with its relatively adult environment to FE was relatively smooth and, for another, teaching a disaffected, unmotivated poorly behaved youngster in a comprehensive seemed not that different from teaching the same kind of group in a college. Some people thought that school training was more rigorous, that the school environment could be quite harsh and that teachers could have experience of teaching all age groups. One of these respondents said that generally speaking while it might be relatively easy for people from schools in some instances to adapt to FE many would still need support to do so: *'I want to avoid stereotypes; they will require a lot of support, but it does vary'*.

Another respondent commented that:

'Many qualified teachers entering FE from the schools sector have well developed skills in teaching and learning (and could teach FE a thing or two!). We must be careful not to make an assumption that because they have been working in a different sector that they are deficient. There are some adaptations they have to make and some more skills they need to develop, but we have to be careful that we do not "unprofessionalise" their previous experience- otherwise teachers will not move across sectors and FE will lose out'.

While the responses varied significantly in terms of the degree to which the sectors were different in ethos and their values, it was recognised by all respondents that some type of orientation would be needed to deal with what is specific to the FE sector and that guidance that could be tailored to individual needs would be helpful.

3.3.2 Policy Drivers

It was felt that the strong links between the economy and education and training might be an issue for people from sectors such as schools. The government's response to the Leitch Review of Skills and the imperative to engage directly with employers represents an important shift of policy. The impact of this on the sector is something with which all FE teachers have to engage at some level. This emphasis on vocational education and the increasing thrust of FE provision towards a more outward facing curriculum was cited by some respondents as a key aspect of the FE culture that may be quite different for teachers entering the sector. It was suggested by one respondent that the FE sector was gaining in prestige and becoming increasingly pivotal in the context of 'any 21st century education system'. Another thought that teachers from school might be confronted with some real issues of ethics and values and might even question whether commercial enterprises should have anything to do with education. This is a good example of the difference in emphasis between the TDA and LLUK professional standards discussed earlier in section 1.4 in relation to the underlying values of schools and FE respectively.

'Reality of working within the sector is complex. We don't help by making it all sound so simple, (because) then people can't work with complexity. Need to develop reflective practice e.g. "it's about me taking responsibility for my own learning and practice rather than being told what to do".'

Another example of this difference is exemplified by the Train to Gain (TtG) initiative which is being extended across the FE provision and is part of the drive towards greater responsiveness to employers. Understanding the post-Leitch agenda is an important aspect of contextualising the changes that are currently taking place. These will need to be a key part of orientating teachers coming into FE. There may be important gaps for some school teachers moving into vocational education which need to be addressed, including the focus on employability, employer contacts, undertaking placements and an understanding of competence based qualifications in the workplace.

A second but equally important thread is the importance of social inclusion as part of the value system of FE in providing opportunities for people from disadvantaged groups to learn and gain qualifications that would help them to improve their life and career chances in society articulated through the LSC Annual Report 2006/07 entitled *'Better Skills, Better Jobs, Better Lives'*. These twin themes underpinned much of the comments of respondents about the culture of the sector which would need to be understood by those coming in.

3.3.3 Diversity of FE Learners

One of the most important characteristics of FE identified in the research is the wide diversity of learner groups which can represent a key challenge for school teachers entering FE. This factor was mentioned by 84% in the survey. This diversity includes the breadth of learners in terms of both age range and curriculum. Learners might be aged from 14 to 60 and be studying at any level from Pre-Entry to Postgraduate. FE learners might be involved in academic, vocational or leisure courses in a wide range of formal and informal settings. These are just some of the features that make FE different to schools where the learner constituency group is generally much more clearly defined.

'We used to talk about adult learning in ACL being 'adequate' now its all about employability and Leitch.'

Some respondents were concerned that qualified teachers coming into the sector might have an expectation that students who participated in FE were there voluntarily and therefore were more likely to be motivated to learn. This was not always the case as there are significant numbers of disaffected learners within the FE sector. While the main difference between schools and FE is in the teaching of adults, one of the problems identified by some respondents was in having to manage the behaviour of those aged 14 to 16 coming in from the schools. *'In FE the 14-16 agenda is really important as you have people who don't want to be there'*. One respondent asked how FE, which is predominantly post-16, deals with challenging behaviour of this group.

Having a school background in this case might actually be an advantage as *'it's about behaviour management. With adults you can be more relaxed'*. Teachers would need to build on their own individual approaches to behaviour management but might have to recognise that they would not necessarily have the back up of the kind of corporate discipline policies that exist within schools. Other aspects of classroom behaviour that can be challenging in FE include where there is the need to assist learners to overcome barriers to learning that may actually be a legacy from their experiences at school. FE teachers need to be aware of, and understand the effect of previous negative learning experiences and have strategies for helping learners to overcome them.

Whatever the age or social background, it is essential that new entrants are able to establish different types of relationships with learners (according to 87% of those surveyed). It was suggested that school teachers need to know how to personalise the curriculum and form *'adult, equal relationships'* that draw on *'fundamental processes like acknowledging others' skills and experiences in positive ways rather than delivering knowledge as the font of wisdom'*, although generally respondents were careful not to generalise.

Teachers are likely to be confronted with different challenges depending on which part of the sector they were entering, for example, one respondent from adult and community learning thought that a key issue might be in having to deal with outreach, family learning and working with minority ethnic groups. In other parts of FE, such as work based learning, the learner groups and issues to be addressed would be quite different. Several respondents thought that there might be case for some cohort specific CPD such as working with adults or working with 14-16 year olds. They raised the issue of the complexity of the role of practitioners in FE which might take different forms, including trainers, lecturers, facilitators, or coaches. This depended very much on the type of individual or learner group, whether the learning was formal or informal, the content of what is being taught, and so on.

3.4 Approaches to teaching and learning

Approaches to teaching and learning are influenced by the variety of learners and diversity of contexts. Not surprisingly, in view of the diversity of learners mentioned above, over 70% of respondents thought that teaching and learning approaches that focus on student centred and differentiated learning techniques would be essential. Promoting independent learning was also mentioned frequently (67%). Some were keen to emphasise that *'learning is not a technical activity but a social practice that involves human and social activities'*. The 'ball-game' is different compared to the same issues in schools. In much of FE there is a wider choice of vocational and academic learning with an emphasis on work related learning and practically based activities that require a more active approach on the part of the learner. That combined with the range and diversity of learners necessitates distinctly different approaches and styles in teaching and learning.

There has been considerable research and progress on the issues of teaching and learning since the 1980s and, it was suggested, much of this could be used to develop the understanding of those who come into the sector. Several respondents thought that it would be useful for teachers in schools to revisit their pedagogy in relation to teaching, learning and assessment so as to be aware of the latest ideas about motivation and how adolescents and adults learn. It was suggested that teachers need to have a comprehensive toolbox to enable them to be responsive to individual need and maintain a holistic approach which addresses the development of functional, employability and social skills.

The issue of differentiated learning in the context of mixed ability groups which enables individual learners to work at their own pace and level is important in FE as it is other sectors such as schools. The emphasis in FE tends to be on the differentiated curriculum, motivating learners and drawing from their life experiences. According to one respondent, teachers in FE need to start from the strengths of the individual and encourage students to take responsibility for their own learning. *'In FE people choose to be there – it's not a legal requirement and they (the learners) will vote with their feet'. The picture is further complicated by the complexity of learners'* lives in terms of work and family commitments which also affect their ability to learn.

People coming into FE with experience of a different educational setting may need to review and perhaps re-learn ways of interacting with students. One respondent suggested that all teachers *'have to be able to enable independent learning and impose discipline in a different way and this can be a challenge for some school teachers'*. Teachers whose professional experience has mainly been with young children can occasionally find it difficult to find an appropriate tone to use with mature learners in an FE

context. The question of tone and its significance in establishing equal and mutually respectful relationships was highlighted as a possible area for development by many of the people interviewed.

Generally speaking most respondents believed that the orientation of teachers coming in from schools needed to reflect the differences in culture, ethos and relationships and, particularly the ability to interact with adult learners. As one respondent said, *'the adult relationship has to be informed and balanced without being dictatorial. New entrants need to know how to create an environment adults feel supported in'*.

3.5 FE curriculum and assessment

The current context of FE and policy development in the wake of Leitch (mentioned previously) is having and will continue to have a major impact on the FE curriculum. This is likely to have differential effects depending on which part of the sector the teacher is entering. Therefore a broad understanding of current and associated policies (mentioned by 80% of respondents) is an essential part of what is needed for orientation to FE.

'Even if you think you are teaching an academic subject like an A level you're still required to think about employer engagement – building links outside the institution, this takes time and effort and research and phone calls. Teachers need to reflect upon the employability skills inherent in their subject and build on these to enhance their students' future.
They need to remember the activities they have engaged in at school that have stressed the whole person such as National Records of Achievement and activities and project weeks they may have been engaged in for key skills development. It's exactly the same - but employability is more real because there is more possibility that a student will go directly into a real job'.

The central aspect of government priorities and targets and the performance measures used by the funding body for each provider have a significant impact at various levels. Teachers need to understand both the relationship between funding and curriculum priorities, on the one hand, and funding and the financial viability of the institution where they work on the other. Teachers in FE not only have to be aware of the policy context

that affects the sector, they also need to be responsive to it. At present there are national targets that relate to, for example, qualifications in Skills for Life and vocational qualifications at Levels 2 and 3. These influence the kind of provision that is offered and how it can change from year to year. Alongside this there are a set of measures being introduced that affect all aspects of curriculum and qualifications in the FE sector through the Vocational Qualification Reform Programme (VQRP). FE teachers have to be poised to respond to these changes and the new funding mechanism related to units and credits in the Qualifications and Credit Framework (QCF) currently under test and trial.

Embedding literacy and numeracy within vocational areas is very important in FE. This might also include for some a more detailed consideration of what it means to be literate rather than the notion of literacy as a battery of skills. According to one respondent, *being literate is about oracy, belonging, confidence and identity. There is a lot of excellent relevant research to support this*.

Important questions about the ways in which the curriculum is and will be delivered have to be considered. FE is often located in different settings and contexts and its delivery can include multi-agency working which might involve complex negotiation and coordination. Also in the context of new technology it is difficult to predict how the delivery of curriculum might evolve over the next few years, it was suggested by respondents that there is already a need to consider the impact that e-learning might have on the delivery of services. They indicated the possibility of a shift in emphasis towards facilitation and coaching rather than on teaching and providing information. FE is increasingly introducing e-learning and this is now being incorporated in lots of courses for which ILT support may be needed. In fact this was of sufficient concern within one of the CETTs that it is now the subject of a specific project.

Whilst there is cultural diversity in schools, one respondent thought that there is not the same overall diversity in the curriculum, so a teacher in a school or sixth form might find what they are required to teach in FE much more challenging. There are important differences too between academic and vocational education in terms of purpose, teaching methods and assessment.

It was suggested by some respondents that there is a lot of teaching to the national and exam curriculum in a school whereas the teacher may be given more autonomy in FE. The fact that FE tutors often write their own programmes and assessment and have far more flexibility to use innovative methods may present a difficulty for some teachers who may be used to having a more prescribed curriculum. Again they may need to develop teaching approaches that use differentiated teaching techniques and be aware of different learning styles where they are supporting a different cohort of learners than in their previous teaching role.

As mentioned earlier, differentiated learning approaches are an important aspect of the FE tutor's responsibilities to meet the needs of individual learners. An essential element of this therefore is the role of diagnostic assessment, negotiating individual learning plans, formative assessment and summative assessment. As one respondent pointed out, *it doesn't matter where people come from; there is a need for a proper initial assessment and individual learning plan for any entrant*.

'I didn't understand about initial assessment – you don't have these issues in school, you don't ask why should this pupil be in this class or not. It took me quite a while to understand the concept and the implications. I made loads of mistakes in getting students on my courses. Other members of staff would say she's ok, take her on and then it wasn't the right decision and these mistakes come back to haunt you. I realise you have to fine tune these processes and really get it right. It's a big responsibility to take people onto courses that are right for them particularly when it's a vocational programme. Induction needs to be clear and to enable critical reflection on the processes plus time for reflection.'

Teachers from schools may need to learn about the appropriate range of experiences and contexts, how learners are recruited and the role of initial assessment. To support this they would need to develop an understanding of individual learning plans and how they work, including elements of a learner led approach to delivery that puts an emphasis on relevance. Any focus on assessment would need to relate to the specific curriculum area in which they were teaching. For example, in certain vocational areas and practical skills different types of assessment approaches are adopted. In adult and community learning, they will need to be aware of the specific processes used in adult education known as RARPA. This stands for recognising and recording progress and achievement which is regarded as the lynchpin to effective teaching and assessment in informal, non-accredited learning contexts.

New entrants may need to be made aware of the whole range of qualifications on offer and that, within FE, learners may studying anything from pre-entry level to HE level. There are changes taking place too in the qualification framework that capture achievement in FE and affect the ways in which learners are assessed formally and informally. The introduction of the

Qualifications and Credit Framework (QCF) which is replacing the National Qualifications Framework is more responsive to the diversity of learning that takes place in FE. Understanding the reasons for change and the challenges that it poses will be an important part of the orientation for new teachers.

3.6 Other factors

A number of other factors emerged from the research that affect the FE environment and could inform the orientation of qualified teachers into the sector.

It was felt that people entering FE would need to understand the expectations of Ofsted in relation to FE (which is different from schools) and become familiar with what inspectors expect from them and their department. There is, as might be expected, considerable overlap between FE and schools about what inspectors look for in teaching and learning. Nevertheless the particular emphases in Ofsted inspections reflect those very differences that have been identified in earlier sections between the professional standards of TDA and LLUK. To illustrate this point these are examples of the factors that they highlighted in their recent report when discussing why colleges succeed:

- Very good retention and pass rates

- High quality teaching with high expectations of learners

- Extremely successful learning with learners recognising that the learning culture of the college enables them to make the most of their abilities

- Lessons containing specific strategies for differentiation

- Teaching that is focused on the needs of the learner. Effective lessons having appropriately detailed planning that takes full account of individual needs and preferred learning styles of learners

- Excellent support and guidance available for students at all stages in their programme

Moreover Ofsted recognises that the best teachers are those who reflect on and gain increasing insight into good teaching and learning practices, stating that,

"The most distinctive characteristic of very good teachers is that their practice is the result of careful reflection, of advance planning which predicts what might occur and which accommodates the particular needs of all of their students whose strengths and weaknesses they know intimately. Nothing is left to chance. Moreover they themselves also learn lessons each time they teach, evaluating what they do and using these self-critical evaluations to adjust what they do next time."

Why colleges succeed, Ofsted, November 2004, HMI 2409

They also highlight FE providers who can demonstrate an exemplary response to educational and social inclusion. They note that particular attention is placed on monitoring the performance of learners in their early course assessment because difficulties experienced by the learner at this stage can have a marked effect in reducing their motivation. In their report Ofsted is particularly impressed where there is an inclusive and effective response to the needs of disadvantaged and under-represented groups.

"Equality of opportunity permeates the life of the college…Teaching takes explicit account of students' varied backgrounds and encourages a multi-cultural perspective."

Why colleges succeed, Ofsted, November 2004, HMI 2409

It was also suggested that in schools, teachers are not normally expected to be involved in self-assessment, whereas in FE they may have just such a responsibility within the quality assurance process. For example, they are expected as course leaders to link with the relevant awarding bodies and produce an annual report that feeds into the institutional Self-Assessment Report (SAR) which is prepared for inspection. They may need to develop the skills needed for this type of self-assessment although this applies to anyone entering FE. They may also need to be briefed on the materials that QIA makes available, for example, and be aware of how to access different forms of support.

Again Ofsted emphasises the role of rigorous quality assurance processes that include accurate self-assessment, a detailed and regular focus on classroom practice and effective performance management of staff. It sees this as essential to continuous improvement within the overall development of the FE provider.

Finally there was another factor that was mentioned in relation to the volume of administration and responsibilities linked to quality assurance systems. One respondent commented that vocabulary could be an issue for teachers coming from schools. One of the problems that all new entrants would have to grapple with is the plethora of acronyms and terminology that is specific to FE. Several respondents thought that even though terms used might be similar, there were often differences in meaning. The terminology and the jargon typically used in FE are very different from schools and other sectors. Therefore a glossary of terms that could be readily accessed would be beneficial indeed.

4. Support Structures for Teachers Entering FE

Because of the diversity of the sector and the different experiences that qualified teachers coming into the sector might bring, to be effective, an orientation programme would have to be tailored on an individual basis. Both the timing and the content of such a programme are important. There is an important question here about the starting point of such a programme for each new entrant and the need for Individual Learning Plans for their own professional development. This would enable the teacher to quickly get to grips with their responsibility for own professionalism in relation to the ever changing demand led service.

Judging by the responses to this survey the support systems that are in place at present to support qualified teachers entering the sector vary considerably between institutions. In the case of one institution there was a range of support mechanisms including induction, mentoring, CPD and supplementary materials in the form of a DVD and CD as well as different forms of mentor support. In others, an initial brief induction at the start of the academic year might be the only form of formal provision although there was likely to be a lot of informal support from colleagues in their subject specialism and/or staffroom. To date there has been no national agreement in FE for these teachers that is similar to the qualifying year that entrants to schools have to undertake. In future all new teachers entering FE will be required whether or not they have teaching qualifications to meet the requirements of the IfL Professional Formation programme mentioned previously.

Several respondents thought that the new teacher training qualifications PTLLS, CTLLS (Certificate in Teaching in the Lifelong Learning Sector) and the Diploma were a big improvement on the previous arrangements and provided routes into the service for people from a wide range of backgrounds. They also thought that there was potential for the LLUK standards to be used more widely, for example, to underpin and support CPD. Some were of the view that at present the standards were not being fully utilised. Some respondents were concerned about the lack of accreditation of prior experiential learning (APEL) to recognise the variety of skills and experience that people often bring with them. One said that induction tended to be based around their own little patch of the sector and did not address the broader picture or indeed national priorities such as Leitch. It was felt that people need opportunities to undertake practical CPD in relation to their wider role.

Centres for Excellence in Teacher Training (CETTS) were established very recently to bring about more consistent improvement across the FE sector. It was recognised that because they are at an early stage of development, the information about what is available to support new teachers was not yet generally widely available.

Apart from induction the most common form of support provided for new entrants was mentoring. For people entering as a new employee the nature and form of support available is vital. Most of the respondents thought that mentoring was very important and the 'way to go'. However some thought that there is a danger that mentoring is seen as the only solution and recognition that the cost of having a mentor for everyone, including part-time staff, might be prohibitive. At the moment it appears that mentors were often only allocated to fulltime and permanent staff, but it was felt that the more support any entrants were given, the better they were as teachers. A lot of energy had been invested by some institutions and it was paying off both in terms of better results for learners and better inspection reports.

There were various kinds of mentoring roles within institutions although two stand out. The Advanced Practitioners, who are experienced teachers, have a generic role to provide support in teaching and learning strategies. In one example this generic mentoring was based on a CPD programme and focused on the individual's professional journey rather than on the day to day mentoring related to the subject area. Then there is a more specialist support role in the form of the Subject Learning Coaches. These have the same subject background as the new teacher. According to one of the respondents, *'People need to live with and learn from an experienced mentor. The quality and calibre of the mentors are crucial'*.

Both of these forms of support appear to be growing and becoming more widespread across the sector. For example, the Subject Learning Coach (SLC) initiative is heavily supported through the Quality Improvement Agency (QIA) funding of Learning and Skills Network (LSN) materials and national networks. Perhaps because of this there were a number of mentoring programmes offered by universities and FE institutions to enable practitioners to develop the skills needed to provide this kind of support.

The practice of support provided for new teachers varies between institutions. In one case new entrants have an induction skills check and a diagnostic assessment of their needs. If they already have a teaching qualification such as a PGCE, they are given an exercise which involves them describing a recent learning experience. In another college, the respondent said that there is an integrated strategy for teacher training and CPD that works well. The line manager identifies the staff development needs through appraisal and observation. Because it is all under one umbrella, it meant that the senior staff could make a practical contribution.

5. Best Practice

Many qualified teachers entering from the schools sector already have well developed skills in teaching and learning that could make a significant contribution to improving practice within FE. For example many school teachers have had extensive in-service training on assessment for learning and on the practical implications of recent research on learning styles There was therefore no suggestion that they were 'deficient' in their skills or expertise but rather, because they were working in a different sector, they might need to adapt and adjust their teaching and learning practice to fit with the demands of the FE environment. The best practice identified here in terms of helping them to develop in this new context is focused on the needs of qualified teachers, but is not specific to them and could be used more widely to support the needs of many new entrants to the sector.

These examples of best practice are relevant to a range of contexts and reflect good practice that is taking place within different settings, including institutions, regional consortia and at a national level, often drawing from existing practices in Beacon colleges. Other examples of good practices developed and used by providers outside the traditional territory of FE were highlighted too such as within the police forces and, in particular, the Transition Programme in use within the armed services.

The range of possibilities based on existing and possible good practice identified in the research is described below.

5.1 Induction

One institution in the East of England has made a considerable investment in a comprehensive college wide approach to induction for all new entrants. While some elements were about the 'traditional' corporate induction (what the respondent referred to as the processes about paperwork), most of the induction process was designed to focus on teaching and learning. This was consistent with the overall mission of the college and reflected their commitment to making teaching and learning a core part of inducting new staff into the ethos and values of the organisation.

Like most colleges, their corporate induction programme was scheduled to occur at the start of the academic year. However the college recognised that teachers starting at other times in the year were not getting a comparable experience and decided to commission a resource that could be used by the new entrant regardless of when their employment began. The college produced a DVD and CD that lets the new teacher know about its approach to teaching and learning and what is expected of them. This has been successful not only in inducting staff into the college but is now used as part of Continuing Professional Development (CPD) occasional programmes for teaching teams across the college.

Induction is, as might be expected, a key element of the support that new teachers encounter and there were several suggestions about what constitutes good practice and would provide maximum benefit to the new teacher. It was suggested that a comprehensive 'long and thin' induction programme should be the norm. This could include opportunities for peer observation early on to encourage the development of relevant and appropriate teaching approaches and materials and could also ensure that they have a general understanding of issues in FE.

In the best cases, the induction programme identifies staff development training needs and dovetails into their CPD. It is supported by a portfolio that enables the teacher to build evidence of the teaching and learning skills, their knowledge and understanding of policies and procedures and other staff development undertaken within the first year. Some people suggested that a distinct programme for teachers from schools to induct them into teaching adults as opposed to teaching children might be helpful. There was recognition of the importance of research-based enquiry or learner led projects as a fundamental component of CPD, using the concept of 'education' rather than 'training'. The distinction is not just about nomenclature but about a fundamentally different way of thinking. The former is about a long term learning journey of reflection, evaluation and reflexivity as opposed to the latter which is based on the application of practical skills and more about competence.

It was also regarded as very important for induction programmes to include induction to Information and Learning Technology (ILT), especially in the use of the college Virtual Learning Environment (VLE) and other e-learning strategies.

Time off normal class contact helps to create the space for the induction to happen. Teacher Education teams occasionally deliver a part of the induction programmes and sometimes play a role in developing and delivering staff development in the form of CPD. Some respondents pointed out that Human Resources often took responsibility for induction and CPD in Colleges and there was scope for there to be a closer liaison between the departments. However they also warned of the potential danger of muddling and creating confusion between CPD and performance management. In some cases funding is set aside to support mentor systems for full and part time staff.

There was significant agreement from respondents for teachers to have access to their own individual learning plan (ILP) with a supporting programme of staff development. This could take the form of a standardised bridging programme that has clear staff development outcomes which can be customised to individual needs. It would enable each individual to orientate themselves to the specific FE context in which they were working.

5.2 Forms of support

Several respondents referred to the work on mentor training and development taking place both in universities and in CETTs. For example, higher education institutions such as Warwick University have a practice based approach and work with a lot of small and medium sized providers. In another case, a CETT is working with Huddersfield University to deliver an online programme called Associate Online which puts people with the same subjects in touch with each other electronically. This was described by one respondent as a 'brilliant idea, simple (which) could work well'. Other instances of good practice are where experienced teachers are offered pay and status incentives if they are willing to qualify as vocational subject mentors (and coaches). This was seen as necessary in order to build the quality and training of vocational subject mentors.

Some respondents referred to the 'excellent' programme delivered by the University of Wolverhampton, which leads to a sector specific mentoring qualification and gives recognition to the importance of mentoring in training.

It was reported that within one of the CETTs there is a mentor coordinator in each college (30 in all) and that all mentors in that region are required to undertake a set of activities outlined in their basic mentor training pack. One respondent described it as a 'survival' approach for mentors and the pack is also available online.

There were a number of other examples of good practice in relation to mentoring. Specific funding is allocated for teacher/mentor support as opposed to relying on experienced staff doing it out of interest. A defined resource for supporting the development of subject mentoring with a mentoring infrastructure and ring fenced funding for mentors was deemed to be crucial. Other ideas mooted were a buddy or mentor for the first term combined with sympathetic/reduced timetable to support their easing into the sector.

The opportunity to observe teaching and learning within other FE organisations in order to share and develop good practice and regular cross college events to help minimise the potential isolation of the new teacher were also supported.

5.3 Resources

Regional Professional Development Centres were mentioned as a good example of ways in which specific support is provided to FE teachers for their development in teaching Skills for Life. Feedback from staff using this resource indicates that centres such as these provide an important source of support and information that can be tapped into by teachers when the need arises. This type of professional resource could be extended to providing support to FE teachers across other subject areas and would represent a significant additional resource. However, funding to support this resource would need to be found. The above centres are currently resourced by the LSC and it remains to be seen how long they will continue once the initial funding arrangements come to an end.

Even so, access to a wider range of regional or national professional development centres which are generic and/or subject specific would greatly develop and enhance the support, guidance and resources that are currently available to vocational teachers.

'Many qualified teachers
entering FE from the schools
sector have well developed
skills in teaching & learning
*(and could teach FE
a thing or two!)...*'

6. Conclusions and Recommendations

6.1 Conclusions

There was a wide variety of views about the kind of staff development and support that qualified teachers might need when transferring to FE and indeed some questioned if it was needed at all. The perceptions that people had about the kind of experiences and skills that qualified teachers from schools bring with them depended largely on whether or not they had personal experience, either because they had transferred from a school themselves or had first-hand experience of working with someone with QTS status. Concerns were expressed that in the past these entrants into the FE teaching profession were able to transfer automatically because of their QTS status, whereas qualified teachers from FE were not accepted by the school sector in the same way. This was identified as an anomaly and, to some extent, an issue of equity that needed to be addressed within the new arrangements.

Some respondents discussed the needs of other types of entrants to the sector such as those with a background in industry or private sector training. While the guidance proposed here is designed primarily for qualified teachers from schools, it is hoped that some of the recommendations for CPD support might also be useful in contributing to a flexible teacher training programme that can meet the needs of more diverse groups of entrants to the sector.

The multi-faceted nature of the FE sector has been highlighted again and again, in both the literature and through the interviews undertaken as part of this research. This means that qualified teachers entering the FE profession will meet a variety of challenges depending on which subject and strand of FE they are working in. The teachers themselves come from different types of schools and backgrounds and are likely to be varied in terms of their prior knowledge, experience and understanding of the sector. There is another important, and possibly, hidden aspect to this. This is the extent to which any proposal is able to address the needs of part-time or fractional teachers such as women returners as well as teachers coming into full-time positions. For all of these reasons there can be no single solution, no 'one size fits all', that will completely match the different scenarios that are likely to exist.

6.2 Recommendations

Just as the emphasis in FE is on personalised and independent learning, it is important that the model used to support staff in their own development reflects the best practice within the sector. Accordingly a number of principles that should underpin the Orientation Guidance document and the Induction and Formation Programme on which it is based have been identified. These principles are designed to reflect such a practice:

- A reflective Practitioner approach with self-assessment with regards to the teacher's own development needs

- Diagnosis of initial needs

- Negotiation of what will be involved in Induction and the Professional Formation process

- Availability of tailored CPD with core and optional modules within/to support the formation process

- Flexible modes of delivery, including online, DVD and CD support as well as structured staff development events

- Individual mentor support throughout induction and the Formation Programme, which draws on the expertise of different staff including, for example, the Advanced Practitioner and Subject Learning Coaches

- Availability of 'opt in' accreditation of staff development undertaken where appropriate

With guidance and support from their relevant manager and/or mentor, we suggest that any CPD for qualified teachers should have three key elements:

1. Initial diagnosis and individual development planning

2. A core orientation module

3. Additional modules to cater for individual needs

6.3 Guidance for qualified teachers

The Guidance is designed around the principles set out above to start them on their journey of orientation into FE. The Orientation Guidance document will be given to practitioners once they are appointed after which they will be able to work at their own pace. The guidance will enable them to begin the process of reflection and be a valuable tool in assisting them to identify their staff development needs and determine their goals. The Orientation Guidance document will comprise an appropriate mix of information about FE, ideas and examples from practitioners and suggested activities, and will signpost helpful resources that may be used.

It is intended that the Orientation Guidance will be user friendly to assist qualified teachers from other sectors to orientate in to FE. It will be designed to help them reflect on their existing skills and experience during the diagnostic process and be an important contribution to their induction and continuing professional development.

The Orientation Guidance will analyse the knowledge, understanding and skills that are specifically relevant to FE. Where appropriate the links between these and the LLUK professional standards will be clearly signposted. It will provide helpful information about resources and useful tips about how to access support to meet development needs that have been identified by the individual alone or in consultation with others.

The Orientation Guidance document could therefore be a useful tool to begin the process of professional and career development.

6.4 Tailored programme

Based on the research to date, a preliminary list of topics has been selected which could provide the basis for a tailored orientation for qualified teachers.

a) Core Orientation Module

Firstly it is recommended that qualified teachers undertake a core 'Orientation Module'[3] as a mandatory requirement that will provide an overview of, for example:

- Reflective practice
- Policy framework and funding
- Access and progression
- Diversity of learners
- Teaching and learning
- Assessment

While the learning outcomes of this module should be clear and apply to all qualified teachers, it is likely that the detailed content and delivery of this module would vary according to the individual teacher, their role and the institution in which they are employed.

This mandatory orientation module would then be supplemented by two other forms of support: additional optional modules (see suggestions below) and individual development with mentor support.

b) Additional Modules

The preliminary list of potential options outlined below is based on the topics that came up repeatedly through the interviews as respondents suggested areas where CPD support might be needed, including:

- Making Skills for Life/Functional Skills relevant to the vocational curriculum
- Introduction to work-related, work based learning, employability
- Introduction to adult and community learning (especially pedagogies in relation to working with adults and non-traditional learners)
- Approaches to assessment including diagnostic assessment, formative, summative and competence based assessment, evidence and internal verification systems
- Introduction to personalised learning, the Individual Learning Plan and how to support differentiated learning
- The implications of LSC funding and targets
- Quality Assurance, peer review and self-assessment
- Individual action research projects relevant to the teacher that could contribute to more formal staff development and career progression

6.5 Flexible delivery and support for individual development

There was a strong emphasis on ensuring that the support provided was available in a variety of ways to suit the individual needs of the new FE tutor. Mentoring support was highlighted by many of the respondents as being very important, especially the availability of Subject Learning Coaches which had recently been introduced generally across the sector. Many respondents also expressed the view that there is a real need for the Advanced Practitioner role to be developed more widely especially in relation to ACL and WBL.

In many FE institutions, a complete induction programme is only available at the start of the academic year even though new FE tutors may enter the profession at any time. Some of the best examples of good practice (see above) had been developed online as was a specially produced DVD and CD, which had proved to be invaluable not only for induction at other times of the year but also in support of continuing professional development.

6.6 Accreditation

It is recommended that successful completion of the Orientation Module should carry accreditation which should be made available to new teachers but *should not* be mandatory. Specific units linked to the Orientation Module should be developed that can link to the new teaching qualifications framework based on LLUK professional standards. The accreditation should take the form of units within the QCA Qualifications and Credit Framework (QCF) and articulate with the higher education qualification framework. The accredited module would therefore provide a clear opportunity for teachers to have their learning and development in this context recognised and help to contribute to their continuing personal and career progression.

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Learning and Skills Council Annual Report 2006/07 *Better Skills, Better Jobs, Better Lives*

Useful Websites

FE White Paper – one year on - can be found on
http://www.dfes.gov.uk/furthereducation/uploads/documents/FEWP_OneYearOn_web2.pdf

A list of resources on adult learning can be found on
http://www.vark-learn.com/english/page.asp?p=bibliography

The website VARK is a guide to teaching and learning styles
http://www.vark-learn.com/english/index.asp

There is a Glossary of FE terms on the QIA Excellence Gateway EG Wiki
http://wiki.qia.oxi.net/wiki/index.php?title=Wiki_Glossary

The QIA Excellence Gateway provides useful information as do other education sites such as ACLearn,
Ferl, CETT, Learning and Skills Web and the Excalibur Good Practice Database all of which can be accessed
through the new QIA Excellence Gateway portal).
http://excellence.qia.org.uk/

The entire Learning Aim Database is available to search online.
The database is also available for download in a variety of different formats.
http://providers.lsc.gov.uk/LAD/downloads/LADdownload.asp

The Equipping our Teachers for the Future document published by DIUS is available to download from:
http://www.dfes.gov.uk/furthereducation/uploads/documents/equippingourteachersforthefutur
e-115-161.pdf

The Matrix Standard is the national quality standard for any organisation that delivers information,
advice and guidance for learning and work.
http://www.matrixstandard

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