

Professional Development in Further Education

**NATIONAL
REPORT FROM
THE INSPECTORATE**

1998-99

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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The Further Education Funding Council (FEFC) has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education according to a four-year cycle. It also inspects other further education provision funded by the FEFC. In fulfilling its work programme the inspectorate assesses and reports nationally on the curriculum, disseminates good practice and advises the FEFC's quality assessment committee.

College inspections are carried out in accordance with the framework and guidelines described in Council Circulars 97/12, 97/13 and 97/22. Inspections seek to validate the data and judgements provided by colleges in self-assessment reports. They involve full-time inspectors and registered part-time inspectors who have knowledge of, and experience in, the work they inspect. A member of the Council's audit service works with inspectors in assessing aspects of governance and management. All colleges are invited to nominate a senior member of their staff to participate in the inspection as a team member.

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Summary

This report reviews current practice in professional development in further education colleges in England. Its evidence is drawn from college inspections, special case study visits by FEFC inspectors, and data provided by a selection of colleges which were thought to represent examples of good practice. The review was hampered by the poor information available on staffing levels, staff qualifications, and overall expenditure by colleges on professional development.

The strengths of professional development in further education include: a high proportion of staff with teaching qualifications of some kind; some good systems for managing and monitoring staff development activity; progress towards the acceptance of national standards for teachers and managers; staff induction arrangements; quality assurance systems which are used to identify, promote and share good practice; opportunities offered by membership of professional organisations, staff working groups, and development projects.

The weaknesses include: the relatively low levels of finance allocated to staff development, in a sector which should believe in the benefits of training; insufficient analysis of the costs and benefits of staff development activities; the shortage of significant opportunities for industrial and professional updating; the low priority given to pedagogic skills, in comparison with assessor training; insufficient opportunities to prepare thoroughly for curriculum change. This report is intended to assist colleges in identifying areas for improvement. It will also contribute to the work of the new national training organisation for further education (FENTO), and offer some suggestions about specific training needs for particular groups of staff. It repeats the message of previous inspection reports, that weaknesses in teaching and the promotion of learning are mainly attributable to poor pedagogic skills, and insufficient knowledge about how learning takes place. The raising of standards will be dependent upon the effectiveness with which many of the weaknesses in professional development are addressed.

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Scope, Aims and Background

1 This report reviews current practice in the professional development of teachers and managers in the further education sector in England. The report is based on case studies and surveys undertaken by the inspectorate, as well as evidence from the programme of 108 college inspections undertaken between September 1997 and May 1998. Inspectors carried out detailed case studies in nine colleges and analysed the responses to a wide-ranging questionnaire in a further 18 colleges. The colleges were drawn from across England and included general further education colleges, sixth form colleges and specialist institutions. They were selected because they had all received high grades for quality assurance during the first round of inspections and might, therefore, be expected to provide examples of good practice. Inspectors visited the colleges and met with managers and teachers. Additional information was obtained from college inspectors and reporting inspectors. Examples of good practice are given throughout the text of this report. Annex A gives further details of the questionnaire findings.

2 The inspectorate national survey, *Standards and their Assurance in Vocational Qualifications*, published in December 1997, identified teachers' expertise as an important determinant of the standards achieved by students. It further suggested that teachers were obtaining fewer opportunities to update their subject-specific expertise. This report seeks to explore these issues along with other aspects of professional development.

3 The aims of the survey are to:

- review the current scope of professional development activities provided for teachers in further education
- survey the level of professional development activity in colleges, as reported in college inspection reports
- report on best practice

- address the issue of the 7% of lessons which inspectors judged to be less than satisfactory or poor (grades 4 or 5) and the 30% which were judged to be no more than satisfactory (grade 3).

4 Since the incorporation of colleges and the establishment of the Further Education Funding Council (FEFC), there have been significant changes in the demands made upon staff in the further education sector. The staffing profile of colleges has also changed. The available statistics related to the staffing of colleges are set out in more detail in *Staff Statistics 1994-95 and 1995-96* published by the FEFC in April 1998. The statistics derive from college returns for the staff individualised record (SIR). They show that there has been a small increase in full-time staff (2%) between 1994-95 and 1995-96, and a substantial (13%) increase in part-time staff. As many colleges have shed staff through redundancy during this period, these increases mean that a higher proportion of staff now working in colleges are recently appointed.

5 More support and administrative staff are being employed to do work which was previously carried out by teachers, or to perform new tasks. For example, some 'hybrid' posts, which combine teaching, technical or learning support, or assessment duties, have been created. At the same time, the role of the manager in further education has undergone significant change. Management tasks have been delegated to a greater proportion of college staff, and there are increased demands for management information.

6 This report has been compiled at a time when professional development is under review in a number of ways. *The Learning Age*, a consultative paper on lifelong learning published by the Department for Education and Employment (DfEE) in August 1998, places an emphasis on 'meeting individual learners' needs' and 'promoting high-quality teaching'. It states that 'high standards must continue to

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be a priority for further education' and that the colleges, the Association of Colleges (AoC), the FEFC and the Further Education Development Agency (FEDA) should work together to 'ensure better teaching'. As part of the strategy, the paper proposes the:

- introduction of a recognised initial teaching qualification for further education teachers
- preparation of proposals for a Further Education National Training Organisation (FENTO), to set standards for the training and achievements of those working in the sector.

7 The government also proposes to widen participation in education, setting targets for an additional 500,000 students in further and higher education by 2002. Funding has been provided for an additional 80,000 students in further education during 1998-99, the great majority of whom are to be drawn from the educationally disadvantaged population.

8 There have been many changes in the ways in which the curriculum is delivered in colleges. National vocational qualification (NVQ) competence-based assessment has created new styles of learning and an increased need to track students' progress effectively through regular assessment. Greater flexibility in the organisation of learning programmes has led to students spending more time studying on their own, using learning centres, open-access computer facilities or assessment centres. Support staff have an important role to play in these new-style learning environments. Saturday colleges and roll-on roll-off programmes have created their own demands for flexibly deployed, multi-skilled staff. The teacher as the facilitator of learning is using very different skills from those of the traditional lecturer. Students range from those with severe learning difficulties to those following graduate or professional courses, all of whom require and expect some recognition of their personal learning needs.

9 Colleges are attempting to respond to the demands to widen access and increase participation which are expressed in *Inclusive Learning*, the report of the learning difficulties and/or disabilities committee, chaired by Professor Tomlinson, and in *Learning Works*, the report of the widening participation committee, chaired by Helena Kennedy QC. Successful initiatives mean that teachers must cater for an increasing range of needs and abilities, not only within the college but often within individual classes. The FEFC has funded an inclusive learning quality improvement initiative, with £3 million allocated so far to its first two years of work. This is to improve understanding of how learning takes place, and how the learning needs of a more diverse student body can be met.

10 The framework for assessing the quality of provision in the further education sector, Council Circular 97/12, *Validating Self-assessment*, illustrates how inspectors refer to the qualifications and development of teaching staff in making their judgements about professional development. The relevant quality statements indicate that 'teachers should have appropriate qualifications and up-to-date knowledge'; that 'staff should evaluate their own performance'; and should be 'provided with suitable opportunities for professional development'. The second cycle of college inspections, with its strengthened requirements for self-assessment, has given a higher profile to the quality of teaching and this has led colleges to place a greater emphasis on classroom observation as a means of evaluating their teaching more effectively.

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Professional Qualifications

11 Although it is not compulsory for further education teachers to have qualified teacher status, the majority of teachers who work in the sector hold one or more of the varied teaching qualifications which currently exist. The proportion of full-time staff with teaching qualifications, as recorded in FEFC college inspection reports, 1993-94 to 1996-97, ranged from 76% to 100%, with the highest proportion in sixth form colleges where staff, before incorporation, were required to have qualified teacher status. A reliable and comprehensive profile of teachers' professional qualifications, however, has yet to be constructed. The FEFC's SIR provides information on teaching qualifications but the picture is far from complete. For example, it is not yet possible to disaggregate those with graduate qualifications carrying qualified teacher status from those with graduate qualifications alone and the information on staff, particularly part-time staff, which the colleges supply for the SIR is not yet sufficiently full and detailed. Annex B shows a selection of the most recently available data from the SIR, for 1996-97. The specification for the SIR is currently under review.

12 The professional qualifications most commonly held by staff include: the postgraduate certificate in education, sometimes obtained as a specialist secondary education qualification, but also available as an option for further education; BEd, BA or BSc degrees which carry qualified teacher status; and certificates in education awarded by university education departments, which can confer qualified teacher status if specifically approved by the DfEE. Of lower status, and not conferring qualified teacher status, is the City and Guilds of London Institute (C&G) further education teachers certificate (the 730 series), or variants of this which are also available to people working in adult education or with students who have specific learning difficulties. The C&G

certificate is one of the C&G's most popular products, with over 10,000 candidates a year drawn not only from teachers in further education but also from a multitude of professions which require trainers. The qualification is available in two parts: a short first part introducing classroom survival skills, followed by a more lengthy and demanding second part which involves assessed teaching practice. Its importance lies in the fact that several universities accept the full certificate as exemption from about half of the study requirement for the certificate in education (further education). Training and development lead body awards in assessment, while essential for teachers of NVQ, have not been regarded by FEFC inspectors as teaching qualifications because they are essentially assessor awards. Other specialist teaching qualifications are awarded by such bodies as the RSA Examinations Board (RSA), for teachers of business administration, wordprocessing, or certain aspects of fitness training.

13 Most colleges place a high priority on initial teacher training and require or encourage newly appointed staff who do not have a teaching qualification to obtain an appropriate qualification. Many general further education colleges deliver teacher training courses themselves, in conjunction with particular universities.

One college has formed a partnership with a local teacher training college and the Open University to design and deliver a certificate in education programme to meet the specific needs of the institution. Each of the two years of the course has a main theme. Year 1 focuses on planning and implementation strategies for the classroom. Year 2 focuses on the teacher as an evaluator and proposer of change. The intended outcomes are

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effective approaches to teaching, learning, assessment and the practical skills of curriculum development in specialist programme areas.

14 Of crucial importance for teachers of vocational subjects are the specialist vocational and professional qualifications they hold. However, there is even less reliable information about these qualifications than about teaching qualifications. The SIR quotes around half of all teachers as holding higher technical or professional qualifications, with 32% unknown or not stated. The specialist vocational qualifications cover the full range of levels 3 and 4 qualifications currently found in the FEFC's extensive qualifications database, plus as many graduate and postgraduate qualifications as are appropriate to the diversity of programmes available in further education colleges. Despite this variety, it is not uncommon to find teachers working outside their own specialism, or teaching subjects for which there is no widely accepted qualification; for example, aromatherapy, or very new aspects of information technology (IT).

15 Most institutions encourage staff to acquire further qualifications. Training and development occupy a section of their own in college strategic plans. Inspection evidence shows that by far the largest number of staff receiving support as part of professional development programmes were working towards assessor qualifications. The next largest category was of those studying for first degree or vocational qualifications at higher national certificate or higher national diploma level. A considerable number of staff were being supported for IT-related qualifications. Several colleges were offering support to staff to undertake a range of masters' level degrees. One college has a policy of support for management charter initiative training for its senior and middle managers. The wide range of

other qualifications being taken by individual staff includes supervisory studies, customer care NVQs, instructor training, teaching of English as a second language, counselling, sign language and food hygiene.

In partnership with a local university, one college runs a professional certificate/ advanced diploma in management and the support of learning in further education. Staff development programmes at the college, including induction, are matched to the themes of the scheme and staff can obtain credits towards the award for a range of activities. Currently, 92 staff are registered on the scheme. The same college runs a work-based programme targeted at teachers from minority ethnic backgrounds. The establishment of the programme was supported by funding from the training and enterprise council (TEC). Projects which are useful to the college, for example the development of new learning materials, can be used in the assessment process. Participants can achieve an advanced diploma in education in two years or a MED in three years. The college contributes towards the fees and provides a mentor for staff on the course.

16 The SIR contains no information about management training. In a questionnaire survey of 3,000 college managers conducted by FEDA in June 1997, 60% of respondents said they had no management qualifications, and only about 25% of the respondents could claim that they had completed management training. The range of qualifications includes postgraduate degrees, the master of business administration award (MBA), specialist qualifications for financial and personnel management, and a variety of NVQs.

17 In a few colleges where several managers had identified similar training needs, relevant

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in-house programmes had been organised, often using external expertise. Interesting examples of such courses included projects carried out by the participants themselves, involving real problem-solving activities in curriculum and corporate management. Sometimes, these courses led to externally accredited awards. Typical examples are the FEDA management development programme, which can lead to an MBA, and a modular programme introduced by the AoC and run at five universities, leading to an MA. FEDA, working with the Association of Principals of Colleges, the Association of College Managers, and others, has developed a proposed framework for management development in further education, and is preparing for FENTO a set of standards for college managers.

Organisation and Management of Staff Development

18 Nearly all colleges have a member of staff who takes overall responsibility for the management and operation of staff development and training. This post is often held by an academic senior manager though in some colleges the human resources manager takes responsibility. This co-ordinator has overall responsibility for drawing up the training plan and designing the internal course programme. Approval of the plan may rest with the corporation, the senior management team, the academic board or a combination of these. Most colleges publish staff development programmes, especially programmes of internal events, and have application procedures for staff development and training courses. Annex C shows an example of a college planning cycle for staff development.

19 Staff get to know about external training events in a number of ways. In most colleges, individual staff have to make written applications to join courses and the approval of the curriculum manager is required. Approval

often depends on whether the course supports the achievement of strategic objectives or is related to the outcomes of staff appraisal. Participating staff are required to disseminate what they have learned at external training events. The best colleges have well-organised staff development systems managed by an individual with a dedicated role. The implementation of the plans which they administer is most successful when the staff development manager and curriculum managers work together closely. The staff development programmes which have the greatest impact are those which take account of the needs of the curriculum, the outcomes of course reviews, and classroom observation or are linked specifically to the improvement of aspects of teaching and learning.

In a large general further education college the professional development and appraisal subcommittee of the academic board monitors and steers the work of the staff development co-ordinator. The committee, which comprises representatives of teachers, support staff and managers, formulates policy and receives all reports and plans. Other groups contributing to staff development plans include the appraisal steering group and the Investor in People implementation group.

Funding

20 Colleges are responsible for the updating and professional development of their staff. At the time of incorporation, colleges had been in receipt of funds designated for staff training by the then Department of Education and Science, and passed on through their local education authorities (LEAs). In 1992-93, these funds amounted to some £13 million (0.5%) of a total budget for further education of £2.376 billion. These grants were discontinued at incorporation, and the sums involved included in the allocations made to colleges through the

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FEFC funding system. Colleges and LEAs had usually provided additional resources from their own budgets to pay for continuous professional development, including initial teacher training, courses and conferences, and special events fitting their current priorities. Colleges now have to decide what proportion of their total budget they will allocate to these activities.

21 Currently there are no reliable data on expenditure for staff development. Inspection reports published since 1993 have quoted the allocations which colleges made to staff development activities as ranging from 0.15% to over 2% of the institution's income. Individual colleges present professional development expenditure either as a percentage of total income or as a percentage of staffing payroll costs and there is no agreed basis for calculating costs. Sometimes, the staff development budget covers only the cost of courses, conferences, and other events for which fees are charged; sometimes it includes the costs of associated travel or the replacement of teachers; sometimes all staff development activities, including the salaries of those who run or administer staff development events, are fully costed. Direct comparisons and precise costings are therefore not possible at either the level of the college, or the sector as a whole. FEDA is conducting further research on the extent of expenditure on staff development.

One college uses a comprehensive application form for teachers requesting support for professional development. The form has colour-coded sections for the staff development co-ordinator and head of department to complete. The form, when completed, provides a clear description of the proposed activity and allows managers to record the number of teacher hours to be covered, the total cost of the activity, and the applicant's objectives and reasons for wishing to undertake the activity. The line

manager's view of how the activity will benefit the individual teacher, the department and the college is also recorded.

22 Colleges have different priorities for the funds they allocate from within their budgets for professional development. Opportunities may take the form of: short courses run in the college itself; day conferences on a particular topic, especially where regular training days are a feature of new staff contracts; long, qualification-bearing courses; short periods of work-shadowing or other industry-based experience; and, most often, groups of staff working together on a particular development. This last activity is the most common and, when well managed, is a most effective form of staff development. It is seldom seen as staff development, however, and rarely costed as part of the staff development budget. More often it is regarded as part of the college's regular pattern of meetings.

23 Colleges draw on sources of funding for staff development other than the FEFC. For instance: some TECs have provided funds for industrial updating; most European Union funded projects contain an element of funding for staff training; some colleges have made good use of the mandatory grant aid available for teachers undergoing initial teacher training for further education, to cover the costs of fees; some colleges allow their staff to upgrade their skills by enrolling on courses in their own college, thereby drawing some additional funding from the FEFC.

Identifying Needs and Priorities

24 Colleges in the survey with high grades for quality assurance frequently link the professional development of teachers to their strategic plan and most of them carry out systematic identification of staff training needs in drawing up their plans. The college's strategic priorities, outcomes of course reviews,

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self-assessment and staff appraisal are used to identify training needs. In addition, individual members of staff are encouraged to generate proposals for their own professional development. Colleges then analyse the training needs identified to draw up an annual plan which is approved by the corporation. Colleges generally give the highest priority to training which supports their strategic objectives. Examples of such priorities include widening participation, the development of IT skills and inclusive learning. Very few colleges have given priority to the development of effective teaching skills, even when lesson inspection grades reveal pedagogic weaknesses.

A general further education college identifies its training priorities for teachers from the college strategic plan and faculty plans. The priorities are brought together in a college human resource development plan which is approved by the senior management team. All requests for professional development have to relate to the approved priorities. Each faculty has a delegated budget for professional development. Budgets are monitored and checked in order to ensure money is spent effectively with no duplication of activities. A staff development panel meets weekly to approve applications. Successful applicants are required to evaluate their training activity and report on its outcomes. These reports in their turn influence future plans.

Evaluation

25 In the best colleges, staff development activities are subjected to intensive evaluation, sometimes using staff satisfaction questionnaires. Evaluation outcomes are recorded and analysed in regular reports to senior managers and in an annual college report to governors. Teachers completing external training activities are required to make a written report and to give a presentation to colleagues.

The effectiveness and value of these reports and presentations varies. In some of the colleges inspected, there is no analysis of evaluations, and no reporting of outcomes.

26 All the colleges surveyed reviewed their annual training plan and recorded the year's staff development and training activities and costs. A few have computerised records from which they can identify patterns of provision and activity at the level of the college, department and individual. All produce an annual report and most present this to governors or, in some cases, to the college's quality committee. The rigour with which effective analysis is undertaken varies greatly. One large further education college uses a range of evidence, including staff surveys, to evaluate the impact of the training programmes on staff knowledge, skills and attitudes. Some colleges analyse the involvement of staff by department and on an individual basis; a low level of activity is investigated and if appropriate an action plan is drawn up by the head of school in conjunction with relevant staff. Colleges plan programmes on the basis that there is a link between well-trained staff, who have opportunities for development and updating, and the quality of their provision, but few colleges investigate the link more closely.

In a general further education college, the manager responsible for staff development monitors training records and produces a comprehensive annual report. The report provides an overall summary of activities and identifies trends and changes from the previous year. It also contains useful information for managers on: the number and percentage of teachers who receive training; numbers by sex and age; and numbers by management scale and grade. The report provides a detailed evaluation of staff development for initial teacher training, assessor awards, IT, management development, health and safety at work, skills in appraisal and specialist subject updating.

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Staff at a northern college who attend external training courses, share their learning outcomes through the 'Staff Development Review', an in-house magazine. They are required to provide a summary of the content, format and learning outcomes of the training event and an evaluation of its usefulness. In this way, the publication provides all staff with an update of educational developments across a range of curriculum areas and aspects. The magazine is interesting. It is presented in newspaper format and includes advertisements for forthcoming staff development events.

27 There is insufficient analysis by individual colleges of the benefits of committing resources to development activities. All colleges cost staff development plans but systems for doing this vary considerably. Some colleges allocate days for specific strands of training and use these to calculate costs. Some devolve part of the overall budget, or a percentage of their staffing budget, to departments and require reports on value for money. In one college with a low average level of funding, convergence has brought additional funding, part of which has been specifically allocated to additional staff development and training. Inspectors discovered one college which carries out an innovative and detailed cost-benefit analysis of activities. In addition, it has a rigorous evaluation of external providers which includes a value for money indicator. An example of the working method is attached at annex D.

Induction and Mentoring

28 Inspection findings show that the induction of teachers is a priority in most colleges and that the majority of colleges provide a well-structured programme. Twenty-six of the 27 surveyed colleges provide a system of induction for staff new to the institution. In the best examples, this includes part-time staff. In a few colleges, all full-time teachers new to the college serve a probationary period throughout their first year or are initially employed on a short-term contract. Five colleges also provided some induction for agency staff. Half of the colleges in the survey provide special induction programmes and on-going support for newly qualified teachers taking up their first teaching post. The programmes typically last for a year.

29 The content, style and focus of induction programmes vary considerably. In the best examples, staff are introduced to all areas of the college. They are given a comprehensive explanation of college procedures and policies and they are encouraged to become involved in college-wide activities. There are many examples of good practice in the induction packs provided by colleges. Staff handbooks are often an important aid to induction. In some of the more thorough induction programmes, teachers are encouraged to evaluate both their own performance and their induction programme. Twenty-two of the colleges surveyed provide teachers new to the profession with a mentor who takes responsibility for supporting them. Mentoring is usually undertaken within the curriculum area and where it is most effective, the new teacher has support in developing schemes of work, basic classroom management and alternative ways of teaching as well as being introduced to aspects of college life. One general further education college has an induction programme for newly promoted staff as well as new staff.

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30 In one agricultural college, a 'quality group' audit of induction processes resulted in the redesign of a standard checklist. The sequence of events was changed in order to spread activities and set realistic timescales. In another college, the induction programme is designed in modules. The modules are eligible for accreditation and contribute to a credit accumulation and transfer scheme offered by a local university. Some colleges have co-operative arrangements with other local colleges and run a joint programme over a period of weeks.

In one large general further education college, induction has two elements. The corporate element is provided by the professional development unit of the college. Senior and middle managers are responsible for induction, and use a standard pack including a staff handbook. All staff are issued with a comprehensive guide to staff development. The more local element is delivered by immediate line managers to a standard produced by the professional development unit and includes mentoring. Its effectiveness is monitored through a questionnaire to participants and through feedback from mentors and line managers.

In order to promote high standards of presentation in learning materials, each new teacher in one college is linked with a named person from the reprographic and learning materials unit to provide an 'express' service to turn teaching notes into professionally presented handouts or other teaching aids.

31 In all but one of the colleges surveyed, induction is offered to part-time teachers. However, it is generally a much reduced process compared with that offered to full-time staff. Part-time staff are often invited to sessions at the beginning of term but cannot always attend.

Only a minority of the colleges in the survey employ agency staff. For this group of staff, there are simpler arrangements for induction, on the assumption that they are qualified staff and experienced in working in colleges. One college in the survey provided mentors for agency staff.

32 Mentoring for new staff exists in some form in many colleges. Only five of the colleges surveyed do not provide mentors although, in one sixth form college, only new heads of department receive mentors. Some colleges are more systematic about the identification and training of mentors than others. Some mentors are chosen because they are the line manager, course leader or a subject specialist. Others are nominated by managers, or they volunteer. Others are chosen because of their experience or simply because they are available. In one college, the mentoring system for new staff who are also new to the profession includes three lesson observations by the mentor. In some colleges, mentoring does not work as well as it could; too much depends on the enthusiasm of the mentor and the time made available. Some do not have a formal system; teachers are inducted and mentored on an informal basis by their line manager. In these cases, the quality of the induction and mentoring experience is heavily dependent on the thoroughness with which the line manager chooses to implement the induction process.

33 All the colleges in the survey have procedures for evaluating induction though some methods are more effective than others. Methods include: questionnaires to participants; reports from those running training sessions; reports to management from curriculum heads; completion of feedback forms after training sessions; year-end evaluation in annual staff development reports, appraisal or individual reviews of progress; and checklists which are completed by new staff and evaluated with the mentor. Colleges use a combination of some of these methods to seek contributions from both

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participants and line managers. Feedback from teachers indicates that in some colleges the quality of the induction is inconsistent and varies considerably from team to team. A few colleges have no system for ensuring that the induction process is properly implemented. The one college in the survey which has no induction system has a low turnover of full-time staff and argues that there has been little need for a formal system.

34 Most colleges review the effectiveness of their mentoring systems. At one college, curriculum heads and personnel managers conduct regular evaluations. Another college assesses its mentoring system by means of discussion, questionnaires, evaluation sheets and checklists. In the majority of cases, reviews of the effectiveness of mentoring programmes took place in meetings between line managers, mentee and mentor.

Improving Teaching and Learning

35 Self-assessment means that there is a greater onus on colleges to provide evidence of the quality of teaching and learning within the institution. Inspection, with its focus on student achievement and classroom observation, has highlighted the need for improvements in teaching and learning. A persistent minority of classes, around 7%, observed by inspectors have been graded as less than satisfactory or poor (table 1). Even in classes graded 3 and above, areas for improvement can be identified. The

common weaknesses in teaching and learning, identified in inspection reports, are:

- unclear schemes of work
- a failure to identify intended learning outcomes
- a failure to check that learning is taking place during lessons
- ineffective management of classroom activities
- a failure of staff to evaluate the effectiveness of the lessons they teach
- inadequate marking and grading of essays and assignments.

Measurement of Teacher Performance and Observation of Teaching

36 The majority of colleges surveyed stated that they measure the performance of their teachers in some way. Only a small minority have no procedures for staff review or appraisal and most of these are currently developing an appraisal strategy. In general, appraisal now includes lesson observation. There are systematic procedures for observing lessons in all but three of the sample colleges, and the others are establishing procedures to be used in the near future. In all but two of the colleges the information derived from observation is used to inform staff development. The pattern of observation varies greatly across the sample, from frequent observations to observation which takes place on a two-year cycle. No colleges linked the review of staff performance to pay. In the best colleges, an appraisee/appraiser assessment form is used to encourage teachers

Table 1. Lesson observation grades, 1995-96 to 1997-98

Year	Grade				
	1 %	2 %	3 %	4 %	5 %
1995-96	20	43	29	7	1
1996-97	19	42	31	7	1
1997-98	19	46	29	6	0

Source: inspectorate database

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to outline their job and to relate their individual aims to the corporate objectives of the college. Teachers are encouraged to monitor their work and maintain a log of their professional development activities. Some sixth form colleges use the value-added scores of students, produced by external agencies, to monitor teachers' performance.

37 The training of staff to observe and record information about teaching and the promotion of learning remains a key priority for many colleges. Classroom observation is used for a number of different purposes. The main one identified in the survey was the contribution it made to the effectiveness of staff support and development. Increasingly, lesson observation is being seen as essential to the production of a self-assessment report. In this context, observation is used to ensure standards of teaching, to provide constructive feedback to teachers, to identify training needs, to inform internal quality assurance and to enable good practice to be shared. In many colleges, however, observation is still used only to provide information for appraisal or to inform managers of teachers' performance. One college restricts lesson observation to newly qualified staff and staff about whom there are concerns. Although lesson observation is now part of the self-assessment process in many colleges, few award grades to lessons or have, as yet, developed clearly defined criteria for observation or summative reports which can inform the planning of staff development.

38 There are examples of interesting approaches to lesson observation among the colleges surveyed. Most observations are undertaken by a line manager, senior manager or a professional tutor. Two colleges in the survey have an internal inspection team and in one, observation is a shared activity amongst a team of peers. In all but one college, observers have received training. In all colleges, the results of lesson observation are used to inform staff development programmes. In all of them,

teachers receive feedback from the person observing the lesson. In two cases, college managers did not receive feedback. The lack of teaching observation at one college was seen as a major weakness. The college had tried to introduce lesson observation but the 'buddy' system used was not effective and senior staff did not have the time to carry out observations themselves. The college is currently in the process of engaging a consultant to carry out these observations.

In one college, all staff are observed as part of the annual review and target-setting process. An internal inspection team samples across the college and all teaching teams are encouraged to conduct lesson observations as part of their peer review. Outcomes from lesson observations are used to inform the staff development programme. The emphasis is on improving classroom practice and the standard of teaching and, in particular the innovative use of learning materials, and the management of different levels of student ability.

39 The culture of the 'closed classroom' is slowly being eroded. In colleges in which teachers are only observed for one lesson each year, however, it is doubtful whether this is enough to provide a useful indication of methods of teaching and learning or to identify any more than general professional development needs. Colleges indicate that their initial response to teachers' poor performance is supportive. Staff development and coaching is provided to try to improve the quality of the teacher's work in the classroom.

40 Although the majority of colleges have yet to develop comprehensive systems for lesson observation, there are some examples of good practice from which lessons can be learned.

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In one college, support for teachers in developing their teaching and classroom management is often a result of classroom observation. All observers have undergone training in the protocols and practice of classroom observation. Training for observers concentrates on sharing good practice in delivering well-planned lessons and in teaching mixed ability groups. The college provides a modular programme of training for course team leaders which emphasises their role in delivering high-quality provision.

In a college where the monitoring of teachers' performance is part of the quality assurance system, the lesson observation report sheet has space for an action plan to identify required improvements. Information from the completed sheets contributes to the curriculum area self-assessment report.

One college monitors teacher performance as part of a coherent self-assessment process. Programme and service teams work to targets which take account of the college standards but which are set by teams themselves. The teams assess their performance against these standards. The college's quality unit carries out audits of the extent to which teams realise their targets and quality auditors discuss the team's performance with team members. Staff development objectives are identified for individuals and teams and much staff development is the responsibility of the team. Other activities managed by the team include the development and sharing of learning materials, sharing the outcomes of external development activities including industrial placements, professional association events, external assessor work and mentoring.

A general further education college is conducting a pilot study of lesson observation based on the FEFC inspection framework. Two observers observe each teacher throughout a whole lesson. After the lesson, the observers gain feedback from the students. In addition, they examine students' marked work and portfolios, look at assessment and marking schemes and prepare benchmarked tables of students' achievements data for the course using the *Inspectors' Statistical Handbook*. Detailed feedback is given to the teacher at a later meeting.

One college is piloting lesson observations in four curriculum sections. A form is used to record good practice and there is an action plan that contributes to the curriculum section self-assessment. Changes in an NVQ business administration course resulting from the lesson observation action plan have already had a positive impact on students' achievements in unit tests.

41 In order to improve teaching and learning, many of the colleges in the survey claim to be creating a more coherent system of professional development which includes self-assessment, the monitoring of teacher performance, appraisal, development and training, and staff support. However, inspection shows that such an approach is generally still in the early stages of development. Evidence from inspection reports and the survey show that the place and purpose of the observation of teaching is not always clear. It does not yet complement effectively longer established systems for review, quality assurance, and the appraisal of staff.

42 Observations of teaching do not of themselves improve teaching or learning. Careful feedback, coaching and advice are necessary. The FEFC is funding an initiative to improve teachers' understanding of how

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learning takes place, with support for those who find themselves teaching groups with very diverse needs.

In a college which has created a complete system of professional development, new staff have an extended induction programme which includes mentoring. Unqualified teachers join a teacher training course immediately. Staff have class contact time remitted to allow them to follow these courses and fees are paid by the college. All staff join the appraisal scheme. Teachers are observed by their line managers and subsequently identify their objectives for training and development. In addition, as members of curriculum area self-assessment teams, they participate in drawing up plans for curriculum development, associated team training and staff development objectives. Each teacher has 10 days during which they can undertake training and development relevant to their own and their team's objectives. In addition, they can apply for external and internal training courses and development activities. Colleagues benefit from each other's external development activities through a planned dissemination process. Staff can join college courses in their own time at no cost to themselves. For example, many staff join leisure courses which run on Saturday mornings. For a fee of £10 a year staff can use the college gym and fitness centre at lunchtimes and some evenings. There is a staff counsellor and stress management activities are provided from time to time.

43 The work completed by the Further Education Staff Development Forum on standards for those teaching in further education will make a valuable contribution to improving quality in colleges. This work has prepared the ground for the establishment of FENTO in November 1998. The national standards for teaching and supporting learning,

due to be launched in January 1999, are intended to offer guidelines against which the performance of individual teachers can be checked and programmes of training devised. These programmes may be award-bearing courses, or in-house modules which focus on specific aspects of performance. They offer a way of addressing the persistent weaknesses identified during inspections outlined above.

Responses to Change

The Changing Student Profile

44 Evidence from inspections shows that many general further education colleges are providing some effective support for their changing clientele. They have reviewed and evaluated teaching and learning methods and have generally been successful in adapting these to serve the particular needs of adult learners. The best colleges are providing effective training for teachers to help them to adapt and refine their teaching methods and methods of assessment. There is also evidence of good curriculum planning, organisation and management, designed to structure the curriculum in ways which are more appropriate to adult learners. The Kennedy report, *Learning Works*, identified 'effective teaching and promotion of learning' as a factor in widening participation, but says little about the impact of good or poor teaching.

One of the two former colleges from which a general further education college was formed had very few adult students. However, the new college has successfully supported its teachers in adapting to a more client-centred environment and in working with students who have a greater variety of needs and outlooks. Effective professional development has succeeded in bringing together staff from two very different cultures.

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45 As well as addressing the particular needs of adult learners, most colleges in the survey have given a high priority to the training needs of teachers working specifically with students with learning difficulties. However, training for other teachers to help them to deal effectively with the wide range of ability and differing learning needs remains inadequate in a number of colleges. Increased numbers of students make demands which are not always met. In many cases, staff are asked to take on roles and tasks for which they do not have sufficient expertise. Many staff are unaware of the particular learning needs of many of the students now being attracted into further education. This results in shortcomings in support strategies, or uncertainty about how to devise strategies to help such students.

One college has two inclusive learning managers and a team of trained staff (inclusive learning officers) who have responsibility for assessing individual support needs and ensuring that these are met. This work is given a high priority within the college.

46 In response to the widening participation agenda, some colleges are developing more foundation level programmes and more modular courses. The better colleges are offering in-house courses to prepare teachers for these changes. As part of the quality initiative on inclusive learning, some are devoting staff development days to improving classroom practice and managing students with different ability levels. A few colleges have identified indiscipline or difficult behaviour among students as a priority area for training. Participation by a college in externally funded projects, such as the FEFC quality initiative on inclusive learning, or FEDA's project to improve teaching and learning, can give a welcome focus to staff development activities, as well as providing the necessary funds.

47 Learning resource centres have been developed in colleges to make best use of technology and reduce class contact time for students. Some colleges are supporting teachers in preparing students to work on their own in learning centres. Their criteria for classroom observation already include guidance on observing open learning sessions. The use of IT is promoted through staff development activities primarily designed to improve learning materials to meet the changing needs of students.

The Changing Curriculum

48 Many teachers require more support as a result of changes in the balance and type of work they now undertake. The planning, organisation and delivery of new courses and the implementation of the college's strategic objectives are changing the agenda for staff development. In the best colleges, staff development programmes include preparation for major curriculum changes; for example, changes to GNVQ programmes, developments in IT and the increased emphasis on key skills. Staff need to be both kept up to date with developments, and learn how to respond to them.

One college has identified appropriate teacher training as an essential part of the preparation for all new courses. Submissions for new courses have to convince the academic board that all the necessary training has been identified and will be delivered. The college is establishing a culture in which staff anticipate the demands which will arise rather than finding that the need for new skills or knowledge suddenly appear. The whole planning process is geared to this approach. Course teams are allowed an off-site planning day to prepare new course submissions.

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49 The organisation, delivery and monitoring of GNVQ courses requires almost continuous updating for teachers. Changes made by awarding bodies and the piloting of new schemes have a significant impact on a college's programme of professional development. In some colleges, GNVQ course development has encouraged teams of teachers to work across the traditional curriculum boundaries because many teachers are members of two or more course teams. Annual course reviews and records of course team meetings are being used more frequently by senior managers to monitor how successfully these teams function and to see how issues are identified and formulated.

Key skills development is a high priority at several colleges involved in the current pilot schemes. Staff in curriculum areas are sharing good practice in the delivery of key skills. In one college, there is a staff development workshop for two days a term to share good practice. Regular evaluation sheets help to provide information about the need for additional staff development. Awarding bodies assist with the training necessary to develop expertise.

50 The most significant changes identified by colleges include:

- new technologies in teaching and learning
- requirements of awarding bodies
- unitisation and modularisation
- the use of resource-based learning
- student testing and assessment techniques.

The need to keep teachers up to date in specialist vocational areas is an issue for all colleges. Inspection shows that there is a considerable need for subject updating, especially for industrial and commercial updating. However, insufficient emphasis is given to this aspect of staff development in the majority of colleges. Very few teachers were

seconded into industry or commerce during 1997-98.

A teacher of construction technician students has recently undertaken a placement with a local construction company through the education – business partnership scheme. This has helped him to produce assignments for GNVQ courses which relate more closely to industrial standards. He produced a very detailed report as a result of which other staff will be supported on a similar programme.

Each year, one group of hospitality and catering teachers visits a range of hotels and restaurants. This year's visits to the kitchens of a group of Michelin starred restaurants resulted in a change in the style of menu in the college restaurant. Food now reflects current trends and greater emphasis is placed on cooking times and temperatures to improve the flavour, texture and appearance of fish, meat, poultry and game.

One college has developed its specialist links in design and media to such an extent that it now runs a successful multimedia business, producing customised designs and training packages for CD-ROMs and the internet. The work provides opportunities for teachers to see the implications of marketing, understand the development of contracts and costing, and the need to work within specific timescales and deadlines. The same college also exploits its specialist links with the printing industry to ensure that teachers are kept up to date.

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Improving Student Support

51 Inspection shows that colleges have generally effective support services for students. In 1997-98, 90% of colleges assessed themselves as good or outstanding in this area. Inspectors judged 87% of the colleges inspected to be good or outstanding. Support services are usually provided by dedicated teams of specialist staff. Inspection shows that the majority of pre-entry guidance, enrolment and induction services are good. They are well developed and effective. Students are generally provided with adequate and effective opportunities for personal support such as facilities for counselling and pastoral support through tutorials. Careers guidance is developing but is still of variable quality. Learning support for students is the least consistent aspect of support for students.

52 Colleges are increasingly providing teachers with professional development to help them to identify individual needs and ensure that students receive appropriate support. Further education colleges increasingly work together in preparing and submitting joint bids for the funding of such professional development work. Several colleges in the regions have been successful in obtaining additional money for the production of learning materials to develop teachers' skills when working with students. For example, teachers from different colleges work together to prepare, deliver and evaluate and adapt key skills materials. The most frequently occurring training is on:

- tutorial support
- personal safety
- first aid
- specific learning difficulties such as dyslexia
- specialist careers advice and guidance
- counselling students
- applications to higher education
- basic skills support.

53 There have been specific courses for tutors on the support needs of adults ranging from advising on finance to the effect of studying on other members of the family. In some colleges, staff are encouraged to take specific qualifications to enable them to meet the needs of specific groups more effectively. One example is the C&G certificate in basic skills support. In one college, the specific needs of students from minority ethnic groups are covered in staff induction.

External Training Providers

54 The use of external training organisations is the most expensive part of the provision for staff development and value for money is, therefore, important. Colleges in the survey receive training from awarding and validating bodies, local TECs, national and regional training organisations, other further and higher education institutions, and private consultants. Staff development activities can be tailored to meet specific institutional needs, such as implementing self-assessment and undertaking classroom observation. Consultants are used widely to work with managers. Sixth form colleges have less involvement with external training organisations than general further education colleges.

55 Few of the courses offered by external training providers are focused on developing the curriculum, improving teaching techniques, or developing strategies to help students to learn. The providers mainly run short courses to meet colleges' information or updating needs. Some run in-house courses on request but this is a minor part of their business. More commonly, the training providers design courses to meet needs which they perceive to be present in the sector and then they recruit delegates. Needs analysis is not undertaken systematically. Courses are frequently run in response to national developments; for example, changes in legislation, DfEE consultations, changes in course requirements or awarding body

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procedures, and Council circulars and other publications. Changes in demand are seen as being predictable, given that the main market is updating or mediating the requirements of such national bodies.

56 A large national provider of external training reports that there are two underlying themes to the courses most popular with colleges over the last three years. The first is funding, requested by the increasing numbers of staff in colleges who have to understand and use the FEFC funding methodology. The second, changes in GNVQs, stems from the continual development and expansion of GNVQs. External providers' courses focus mainly on developing understanding of processes and procedures, especially where revisions or new developments have taken place. Of these, information-based rather than skills-based courses are most popular. Colleges in the survey reported that courses featuring practitioners are more popular than courses featuring national figures and policy-makers.

57 The survey showed that the topics for which colleges had most often sent staff to events offered by external providers in the previous year were:

- self-assessment procedures and writing reports
- curriculum management
- women in management
- staff appraisal training
- assessment of student work
- dealing with challenging behaviour.

58 An area of professional development in which external providers play a significant role is in the provision of management training. Although the majority of managers in further education hold no management qualifications, many have benefited from opportunities provided by external organisations for groups of staff in a college to engage in projects and studies which may lead to awards accredited by a university. This type of college-based study

appears to be more motivating for busy participants than the external programme undertaken by a lone manager. Together with FEDA, the Association of Principals of Colleges has recently produced a framework for continuous professional development, intended to assist senior managers in identifying their training needs.

One general further education college used a consultant over a long period to analyse and develop a team management style among the senior managers. During this period, individual needs were identified and met through a mixture of guided projects and external courses. The experiment was sufficiently successful for the college to repeat the process with its middle managers.

59 All of the colleges surveyed use external training providers for staff development activities. Their usage varies but the percentage of colleges which use some of the more common providers is outlined in table 2.

Table 2. Use of external training providers for staff development in the colleges surveyed

<i>External provider</i>	<i>%</i>
FEDA	66
Network Training	55
Matrix	48
Awarding bodies	63

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Staff Development for Subject Specialists

60 Specialist inspectors have reviewed the inspection evidence in their programme areas, and identified some of the staff development issues which occur most frequently. As this report has indicated, subject-specific training has been in relative decline since incorporation as colleges have identified and responded to more generic training needs for their staff; for example, in the skills of assessment, the management of resources and the use of information and communications technology. On further education initial teacher training courses, there is also less preparation for the teaching of specific subjects or disciplines than there was in the past.

61 The most readily available forms of subject updating are through professional associations, some of which are listed in annex E. A number of these associations recruit members from the schools sector as well as the FEFC sector, and the requirements of those working in post-16 education may be met through a special interest group, as in the National Association for the Teaching of English. Some associations meet in regional groups, as well as holding large, high-profile events, such as those organised by the National Association for Business Studies Education. Other groups, which were formerly strong, have been fragmented by the institutional separation of further and higher education, and waning support among members in further education. The National Association of Care Tutors now derives its main support from its higher education members in departments of social work training. There remain vigorous groups of specialists in geographical pockets. These are less concerned with networking on a national scale than in what they can learn from near neighbours. As well as local groups in such organisations as the Association of Painting Craft Teachers, there are networking groups which remain from the time, before incorporation, when they were funded

through the technical and vocational education initiative.

62 The survey of colleges discovered little hard evidence of the use of professional updating through industry placement. Although some colleges said that this occurred, they offered almost no evidence. Evidence from inspections suggest that although there is limited support for a few placements in a minority of colleges, more staff make personal arrangements to keep in touch with their professional counterparts in industry. Some staff mention that they might make use of some of their leave to do temporary work, but are reluctant to be too open about such arrangements. The nature of such contacts needs to be the subject of further study. It is questionable how much real updating can take place during a few days' work shadowing. Staff who have undertaken a defined project over a longer period of time appear to have found this a more profitable experience. There are some teachers who continue to practise their profession on a part-time basis. Although colleges are generally keen to avoid conflicts of interest and priorities, those part-time teachers who are also practising professionals bring valuable current experience to their work.

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Key Issues by Programme Area

63 What follows is a selection of the key professional development issues to be addressed in each programme area, as well as some key strengths which provide the

basis for future development. This analysis is derived from the more detailed evidence provided by specialist inspectors as a result of the college inspection programme.

Programme Area 1: Mathematics, Science, and Computing

- the teaching of number across colleges, where teachers in different sections could share good practice and develop similar approaches
- underdeveloped curriculum links with schools, universities and industry, so that teachers fail to benefit from developments and expertise in other sectors
- teachers' insufficient use of the kind of problems encountered by mathematicians who work in industry
- the experience of employers used to provide work experience is not effectively used by teachers when they evaluate and develop their courses.

Programme Area 2: Agriculture

- generally good industry-related experience, because of the demands of running commercial operations on college farms. Technicians, instructors, and staff in the practical units are usually offered training and updating
- insufficient attention to teaching skills, and the management of students' learning. Knowledge of the subject is often considered sufficient, while teaching has become more demanding because of the greater diversity of students on land-based courses
- poorly planned staff development, with inadequate analysis of the range of staff needs.

Programme Area 3: Construction

- a good supply of trained assessors available for NVQ programmes, resulting from a close match between staff training and college strategic priorities
- a good range of professional bodies and associations which provide opportunities for networking and updating
- relatively few opportunities for increasing the level of technical qualifications
- insufficient training for many technicians and demonstrators
- insufficient attention to ensuring that the skills of staff match the demands of industry
- a need for staff training to provide effective support for students required to spend more time working on their own.

Programme Area 4: Engineering

- reducing numbers of staff has led to teachers working outside their own specialism. They need better preparation for this
- adequate opportunities to obtain additional or higher qualifications, but poorly planned and *ad hoc* staff development for more general purposes
- a heavy recent emphasis on assessor training, at the expense of subject updating
- few opportunities for adequate updating in rapidly developing areas such as electronics. Staff have to invest much of their own time in reading and background study
- some strong regional networks, especially for managers of engineering sections.

Professional Development in Further Education

Programme Area 5: Business

- many staff obtain updating experience
- staff development follows the broad objectives of strategic plans, so initiatives such as key skills are effectively addressed
- good arrangements for the dissemination of staff development activities held outside colleges, with reports usually made available to colleagues
- some strong professional associations and good support from awarding bodies
- examples of good, supportive teamwork both for teaching and materials development.

Programme Area 6: Hotel and Catering/Leisure and Tourism

- the lack of relevant trade qualifications and industry experience among many leisure and tourism teachers, especially in sixth form colleges and agriculture colleges
- little emphasis on industrial and professional updating throughout the programme area, despite a few very good examples
- the lack of teacher training for some newly appointed leisure and tourism teachers
- good opportunities for teachers of hospitality and catering to meet professionally.

Programme Area 7: Health and Care/Hairdressing and Beauty Therapy

- insufficient attention to teachers' skills in the use of IT and its application in vocational areas
- students' achievements in key skills affected by staff insecurity over the application of number
- some good in-house and team-based course developments
- good professional updating among hair and beauty staff, but less so for teachers on caring courses.

Programme Area 8: Art and Design, Performing Arts

- too low a priority given to subject-specific skills development
- considerable sharing of good practice in GNVQ developments
- the need for more experience in coping with external assessments
- the variable quality of training in the use of IT and independent learning techniques
- good use of links with professional bodies, studio practitioners, 'commercial' projects, competitions and exhibitions, and the resulting networks
- insufficient support and development in the teaching of theoretical studies, compared with practical subjects.

Programme Area 9: Humanities

- the potential isolation of single subject specialists, and part-time teachers, who need supportive networks inside and outside their college
- the need for better links with both schools and universities to keep in touch with subject developments in the national curriculum and at degree level
- good professional updating opportunities offered by awarding bodies, especially for staff examiners
- the need to accommodate changes in teaching and learning styles prompted by changes in the colleges
- a wide range of subject associations, although many of the activities offered by these associations occur mainly in the south of England.

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Programme Area 10: Basic Education

- insufficient training for teachers in preparation for changes in schemes of accreditation and methods of assessment for basic skills and ESOL programmes
- the need for greater awareness of the implications of inclusive learning
- changes in teaching styles caused by the move towards work organised in learning resource centres
- few specialist qualifications for the teachers of students with cognitive impairments
- the need for better liaison with teachers in other programme areas for which basic education teachers provide support, including an understanding of the work in other areas
- adequate guidance, support, direction and supervision for volunteers.

Professional Development in Further Education

Conclusions and Issues

64 In this brief analysis by inspectors of the main development issues within programme areas, certain common themes emerge. These are supported by inspection findings in general, and some of the findings of the more limited survey conducted as a background to this report.

65 The strengths of professional development in colleges are:

- the high proportion of staff with teaching qualifications, in a sector where they are not a requirement
- some good systems for managing and monitoring staff development activity
- progress towards the acceptance of national standards for teachers and managers
- staff induction arrangements
- the priority given to appropriate verifier and assessor awards so that staff assessing NVQs are mainly well prepared for the task
- the events organised by examining bodies to keep teachers up to date with their requirements
- some good planning for the monitoring of teacher performance and self-assessment
- opportunities for teachers to act as external assessors and examiners
- quality assurance systems, including internal verification procedures, which are used to promote and share good practice
- opportunities offered by membership of professional organisations
- numerous opportunities within colleges for the sharing of good practice, through working groups, staff meetings, and class observation.

66 The main weaknesses in professional development are:

- the shortage of adequate national data on the workforce and its training needs

- the relatively low levels of finance allocated to staff development, in a sector which should be convinced of the benefits of training
- insufficient analysis of the costs and benefits of staff development activities
- the shortage of significant opportunities for industrial and professional updating
- the low priority given to training in pedagogic skills
- a general decline in opportunities for networking with colleagues in other colleges
- inadequate arrangements for training part-time staff, who make up an increasing proportion of teachers
- insufficient opportunities to prepare thoroughly for curriculum change.

67 Training needs to which specific attention should be given are:

- the development of teaching methods and good-quality materials for use in learning resource centres
- the ability of staff to use IT and communications technology as a teaching tool
- the professional development of support staff to equip them for their new roles as trainers, instructors, assessors or 'hybrid' posts
- the development of strategies for coping with classes in which there is a wide range of ability
- the needs of teachers working in single subject departments, particularly in sixth form colleges, to combat isolation
- the enhancement of key skills among teachers, and the development of students' key skills in the context of specialist studies
- the curriculum management skills involved in course modularisation
- good-quality management training, in the context of the demands of the sector.

Annex A

Inspection Survey Data

1 Before being visited by members of the inspection team, 27 sample colleges completed a questionnaire on their staff development policies, procedures, and practice. Colleges were selected from those which had obtained high grades for quality assurance in the first round of inspections by the FEFC. In the framework for inspections used during that inspection round, arrangements for staff development were assessed as part of the process of judging the effectiveness of the college's quality assurance measures. All the colleges surveyed were likely to provide examples of good practice. The sample is not therefore representative of colleges as a whole.

Staff Qualifications

2 This section of the questionnaire ascertained the level of qualifications that staff currently teaching in colleges were required to achieve. It also examined the types of support that they were offered to enable them to fulfil these requirements.

3 In only five of the colleges surveyed were staff without a teaching qualification not required to achieve one. Four of these colleges were sixth form colleges.

4 Staff were required to achieve a wide range of qualifications. The following were commonly required by colleges across the survey:

- C&G 730 and 730/6 in many cases as a minimum
- certificate in education
- further and adult education teachers' certificate stages I and II
- assessor awards – D32/33/34.

5 All of the colleges which required staff to achieve qualifications stated they would support teachers in acquiring these qualifications. The levels of support varied among the colleges surveyed, as shown in table 1.

Table 1. Support for teachers studying qualifications

<i>Support offered</i>	<i>%</i>
Fees paid	100
Other financial support	36
Books, equipment etc	32
Time remitted	73
Tutoring	68
Mentoring	64

There were only two colleges in the survey that were prepared to offer teachers all the above types of support.

6 All the colleges surveyed stated that teachers were encouraged to acquire further qualifications and were supported in doing so. However, from the returned questionnaires it was not clear what form this encouragement and support took.

7 Colleges were requested to state the numbers of staff that were currently studying for qualifications. An outline of the most popular courses, the numbers studying them and their distribution among the survey colleges is shown in table 2.

Annex A

Table 2. Qualifications studied by staff

<i>Course</i>	<i>Total numbers studying</i>	<i>Number of colleges</i>
Degree and equivalent	29	8
Other higher	26	4
BA education/BEd	14	4
MA education/postgraduate certificate in education	51	10
Certificate in education	24	5
Further degrees, Masters, PhDs, etc	118	13
Training and development lead body assessor awards	803	11
GPA units (GNVQ planning and assessment units)	24	2
NVQ assessor awards	79	3
C&G 730 or equivalent	53	5
NVQs	31	5
Other vocational	145	9
Other, including first aid, computer literacy and information technology and counselling	584	8
Other (not identified)	98	4

Staff Induction

8 This section of the questionnaire asked about the induction procedures in the sample colleges, and also looked at internal mechanisms for the evaluation of the effectiveness of induction procedures.

9 All but one of the colleges in the survey provide a system of induction for newly appointed teachers. The remaining college did not have a clear induction procedure, but plans to introduce a system in 1998-99.

10 In all but one of the sample colleges the induction process applies to both full-time and part-time members of staff. The only exception is a college in the South West region where the induction process only applies to full-time members of staff.

11 The colleges were asked if they provided an induction process for any agency staff that they employed. Many of the colleges replied that they did not use agency staff. Five of the colleges in the sample stated that they provided a system of induction for agency staff although it was not clear from their responses how comprehensive this was.

12 All of the sample colleges have a system by which evaluation of the induction process is possible. In some colleges such evaluation systems were more comprehensive than others. Reviews generally take the form of questionnaires or interviews with staff during and following the induction process. One of the most comprehensive systems reported was that at a college in the Yorkshire and Humberside region, where the review of the induction process involves verbal feedback from managers and individuals, formal interviews using

Annex A

checklists, and the monitoring of attendance at training and development events. The college claims that the level of reported satisfaction with their induction procedures is between 84% and 90%.

Mentoring

13 This section of the questionnaire asked about mentoring arrangements for both new and existing staff.

14 Five of the colleges do not supply mentors for newly appointed staff. Of these colleges, one in the South East region is planning to introduce a mentoring system by September 1998. In a sixth form college in the Eastern Region, mentoring only applies to heads of departments.

15 Generally, mentors appear to be line managers or willing/experienced members of staff from relevant departments. In a college in the East Midlands region, the system for choosing mentors was more comprehensive. Here, a number of factors including experience, suitability, relevance and willingness together with the ability to be 'on tap' or local are taken into account before allocating mentors to new staff.

16 The 22 colleges that provided mentors, were asked to indicate the modes of employment of the staff to whom they offer the service. The results are shown in table 3.

Table 3. Mentoring for staff

<i>Staff type</i>	<i>Mentoring available</i>
Full time	22 of 22
Part time	16 of 22
Agency staff (where applicable)	One of eight (14 colleges responded that this was not applicable)

Monitoring the Performance of Newly Appointed Teaching Staff

17 This section of the questionnaire covered the internal procedures for the monitoring and checking of new teaching staff.

18 All of the colleges reported that they monitor the performance of newly appointed teaching staff, although in three of the sample colleges this monitoring only applies to staff who are in their first further education appointment. Monitoring of staff is always carried out by managers, normally heads of schools or departments.

19 Colleges use a variety of methods to check on the performance of newly appointed staff. The main methods are outlined in table 4 together with the number of colleges in which they are used to assess staff performance. In many cases, such mechanisms form part of the standard college procedures for all staff and are not necessarily specific to newly appointed staff.

Table 4. Monitoring of staff

<i>Method of monitoring</i>	<i>% in survey</i>
Lesson observation	59
Appraisal/performance review	55
Informal/formal feedback from students and colleagues	11*
Student retention and achievement	7*

**denotes colleges that have specifically identified these as part of their monitoring procedures*

20 Approximately 15% of the colleges base their monitoring of staff performance on FEFC criteria. The majority cite job description requirements and student/classroom experience as the criteria for monitoring new staff. In a college in the Northern Region, monitoring is based mainly on classroom performance. This includes: assessing whether aims and objectives of lessons are shared with students; the

Annex A

planning of lessons; teaching and learning styles; subject knowledge and relevance as well as interpersonal skills.

21 Colleges were asked to identify what would happen if a teacher did not meet the standards they required. The majority of colleges surveyed replied that, in the first instance, they would invoke informal procedures and offer review and support. Then this would be followed by the introduction of more formal disciplinary procedures. As a final resort the college's capability and probation procedures would be invoked, when applicable.

Use of Lesson Observations

22 This section of the questionnaire examined the use made of lesson observations. In all but three of the sample colleges, lessons are observed. The three colleges which do not currently observe lessons all plan to introduce a framework for this in the near future. The level of observation varies greatly across the sample, from frequent observations through to observations on a two-yearly cycle. One college in the East Midlands region responded that they only use very limited lesson observations.

Table 5. Use of lesson observations

<i>Question</i>	<i>% from those using observations</i>
Have the observers received training?	79
Does lesson observation inform staff development provision?	92
Do teachers receive feedback from the observer?	100
Do managers receive feedback from the observer?	96*

**in the case of one college, it is usually the manager who is observing the lessons*

Other Sources of Information

23 This section of the questionnaire dealt with any other sources of information that colleges used to inform staff development and disseminate good practice. The results are shown in table 5.

Table 6. Other sources of information informing staff development

<i>Question</i>	<i>Positive responses from sample colleges (%)</i>
Do you use FEFC college inspection reports to identify good practice?	92
Do you use FEFC inspectorate national reports to identify good practice?	96
Do you use FEFC inspectorate good practice guides as a basis for development activities?	85
Do you have links with other further education colleges to provide development opportunities?	92

Annex B

Staff Individualised Record Data, 1996-97

Table 1. Numbers of teaching staff in further education colleges in England, 1996-97 by teacher training qualification and by mode

Mode	Highest level of teacher training qualification attained								Total	Distribution %
	BEd/BA/ BSc	Certificate of Education	PGCE	C&G 730	TDLB	Other	None	Not known		
Full time	8,000	13,400	8,300	3,200	1,600	1,600	4,100	3,300	43,400	38
Part time	5,600	7,800	4,700	6,900	1,400	4,600	9,800	31,100	71,900	62
% of known	17%	26%	16%	12%	4%	8%	17%			

Source: SIR, 31 July 1997 (1996-97)

Coverage: 385 colleges

Notes: data are an early estimate; data are rounded to the nearest 100

Table 2. Numbers of staff in further education colleges in England, 1996-97 by mode and primary role

Primary role	Mode	Numbers	Distribution %
Teach	Full time	43,400	38
	Part time	71,900	62
	Total	115,300	100
Support	Full time	10,900	52
	Part time	10,300	48
	Total	21,200	100
Other	Full time	30,700	55
	Part time	25,100	45
	Total	55,800	100
Total	Full-time	85,000	44
	Part time	107,200	56
	Total	192,200	100

Source: SIR, 31 July 1997 (1996-97)

Coverage: 385 colleges

Notes: data are an early estimate; data are rounded to the nearest 100

Annex C

Example of a Staff Development Plan

Example of staff development plan showing the stages in the planning cycle
(adapted from a college plan)

<i>Stage</i>	<i>Example activity</i>
1 Establish strategic priorities, using college strategic and operational plans	Develop a lifelong learning strategy. Raise standards of student achievement
2 Identify the training needs to support the achievement of college objectives	Staff skills audit; analyse outcomes of staff appraisal, course reviews, team meetings, applications for training
3 Identify elements of training plan – training needs for each priority area – expenditure headings for each area	Budget £8,000. Activities to improve tutorial support; retention and achievement; learning support
4 Set up computerised system for recording and monitoring training activities Set up compatible evaluation proforma to be used by staff	COMPEL training manager produced appropriate management information. System enables manager to assess the contribution of staff training to strategic objectives
5 Training plan for the year	Includes: areas of activity; link of each to strategic priorities; desired outcome of activities; target staff; days allocated; resources; success indicators
6 Allocate budget; set up budget monitoring system	Budget allocations include monthly updates and details of devolved budgets
7 Implement training plan	Appropriate organisational and administrative procedures. Records maintained
8 Evaluate training activities	Records maintained
9 Analyse relevant data	Outcomes of costs, evaluations, cost-benefit analyses, success criteria. Reports produced for managers and governors
10 Review staff development outcomes	Identify areas for improvement; carry forward to next plan

Annex D

A Cost-benefit Analysis System for Staff Development Activities

1 A general further education college in the North West region carries out an annual cost-benefit analysis of its staff development programme. The college employs about 400 permanent staff and 100 hourly paid staff. A typical annual staff development and training programme will comprise 800 staff development activities involving about 2,000 participants. The annual programme evaluation report provides a complete statistical analysis of quantitative data including costs, types of activities, events, venues and providers. The training programme is grouped into generic areas of training and subjective judgements are stated for each about the effectiveness of needs identification, processes, outcomes, dissemination and benefit to the college. These judgements are based on a summary of the evaluations of each activity made by individual staff and their line managers. The annual programme evaluation report links the judgements to the college's strategic objectives and concludes with recommendations for future action.

2 While subjective judgements are a valuable contribution to the assessment of quality and effectiveness, the college decided to further develop the system to generate information throughout the year on the costs and the benefits of the activities in the training programme. During 1997-98, it developed a system of analysis for this information.

Cost-benefit Analysis System

3 Each staff development activity is analysed in three categories:

- a. the quality of the process;
- b. the benefit to the individual participant;
- c. the benefit to the college.

4 Each category is graded on a four-point scale of 1 (poor), 2 (fair), 3 (good), 4 (excellent). Categories a) and b) are graded by the individual participant; category c) is graded by the line manager after consultation with the individual. Grading criteria are set for each category.¹ Each staff development activity then produces three scores. The scores are weighted to reflect the relative importance of each category. The category a) score is multiplied by one, b) by two and c) by three. The weighted scores are added together to produce a staff development benefit score for each activity. The higher the score, the higher the benefit. By dividing the staff development benefit score by the total costs of the activity including salaries, a cost-benefit score is obtained. The higher this score, the higher the quality of the event and the lower the cost to the college.

5 As individual scores, these are not very meaningful but when used for comparative analysis, they become powerful tools. The college is able to make comparative judgements about different types of events and providers. High quality at high or low cost or low quality at high or low cost can be identified. The analysis also enables the college to identify the effectiveness of staff development outcomes and their relationship to college strategic objectives.

¹Category a) criteria include pre-event organisation, environment, speakers, resources, content, and methodology; category b) criteria include knowledge, understanding, relevance of new skills, possible improvements to role and performance, and anticipated changes to existing practice; category c) criteria include use of new knowledge and skills, dissemination, resulting changes to existing practice, and improved services or performance.

Annex E

Professional Interest Groups by Programme Area

Sciences

National Information and Learning Technology Association (NILTA)
British Computer Society
National Society for Numeracy and Mathematics in Colleges
Association for Science Education
Institute of Physics
Institute of Biology
Royal Society of Chemistry

Agriculture

National Association of Principal Agricultural Education Officers

Construction

British Association of Construction Heads
Construction Industry Training Board
Association of Plumbing Teachers
Association of Painting Craft Teachers
Guild of Bricklayers
Chartered Institute of Building

Engineering

National Forum for Engineering in Colleges
Chartered Institutes for various branches of engineering, which have education interest sections

Business

National Association for Business Studies Education
Economics and Business Education Association (also in the schools sector)
The Association of Insurance Teachers and Trainers

Hotel and Catering

National Association of Heads of Catering
National Association of Master Bakers (training section)
Hotel and Catering International Management Association
Hospitality Training Foundation

Health and Community Care

Association of Hairdressing Tutors
Association of Care Tutors
Professional Association of Nursery Nurses
Association of Social Work Tutors

Art and Design

Design Council
Chartered Society of Designers
British Printing Industries Federation
National Society for Education in Art and Design

Annex E

Humanities

National Association for the Teaching of English

Historical Association

Geographical Association

Association of Social Science Teachers

Association of Teachers of Psychology

British Psychological Society

Association of Law Teachers

Professional Council for Religious Education

Politics Association

Association for Language Learning

Goethe Institut

Centre for Information on Language Teaching and Research (CILT)

Central Bureau for Educational Visits and Exchanges

Basic Education

Basic Skills Agency

SKILL: The National Bureau for Students with Disabilities

National Organisation of Adult Learning (NIACE)

In addition, specialist training boards and National Training Organisations can be a helpful source of training opportunities.

Annex F

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